

Assessing Peer Collaboration Strategies Among Senior High School Teachers at Sulu College of Technology, Incorporated

¹Malyn B. Isa, ²Masnona S. Asiri

Sulu State University

gs@sulustatecollege.edu.ph

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Corresponding Email:

gs@sulustatecollege.edu.ph

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Index Terms:

peer collaboration strategies, sharing of teaching strategies and best practices, joint lesson planning and curriculum development, peer mentoring and coaching, and professional support and teamwork

Abstract. This study assessed the extent of peer collaboration strategies employed by senior high school teachers at Sulu College of Technology, Incorporated. Specifically, it examined peer collaboration in terms of sharing teaching strategies and best practices, joint lesson planning and curriculum development, peer mentoring and coaching, and professional support and teamwork. The study also determined the relationship between peer collaboration strategies and the demographic characteristics of the respondents. A descriptive-correlational research design was employed involving 100 senior high school teacher-respondents selected through purposive sampling. Data were gathered using a structured questionnaire and analyzed using frequency counts, percentages, weighted mean, standard deviation, Pearson product-moment correlation, independent samples t-test, and Analysis of Variance (ANOVA). The findings revealed that most of the respondents were 40 years old or younger, female, married, had fewer than five years of teaching experience, and held a bachelor's degree. Overall, the extent of peer collaboration strategies across the four domains was rated as "Often," indicating that collaborative practices were regularly implemented among the teachers. Respondents who were female, aged 31–40 years, married, held a master's degree, and had 6–10 years of teaching experience reported more favourable perceptions of peer collaboration strategies than the other demographic groups. Furthermore, the results indicated a strong positive relationship between the four domains of peer collaboration strategies and the demographic characteristics of the respondents. The study concludes that fostering a collaborative culture among teachers plays a significant role in enhancing both personal and professional development. The findings provide valuable insights that may serve as a basis for strengthening collaborative practices, informing institutional policies, and designing professional development programs that promote effective teamwork and continuous instructional improvement.

Introduction

In today's changing world of education, working alone is no longer seen as the best way to improve. Isolation stops teachers from growing professionally and limits the improvement of the whole school (Donohoo et al., 2019). Because of this, teachers helping one another has become a standard practice all over the world. It builds a culture where everyone feels responsible, works as a team, and constantly finds ways to teach better (Vangrieken et al., 2015; Lai & Viering, 2023).

Approaches like Professional Learning Communities (PLCs) and Lesson Study are now widely used. These methods help create an environment where teachers believe that together, they can make a real difference in how students learn (Tagay, 2020).

When teachers work well together-whether through formal coaching or just sharing ideas-they become more knowledgeable and confident in their skills (Stigler & Hiebert, 2016; Donohoo et al., 2019). By exchanging lesson plans,

talking about experiences, and giving feedback, they can solve teaching problems more easily and create better learning experiences for the students (NEA, 2018).

However, according to Tayag, 2020; Hajar & Manan, 2022). On their study, they explained that even though we know teamwork is good, making it happen is not always easy. Things like lack of time, too much workload, and lack of trust among colleagues often get in the way. Also, strategies that work in one school might not work the same way in another.

Herts (2023) discussed the use of lesson study by a group of teachers in a United States school district. The study examined how the teachers used lesson study to improve their own professional development and how lesson study helped them collaborate with one another.

Fairman, et. al. (2020) pointed out that recognizing and accepting teachers' identities and equality as partnerships is important for sustaining long-term programmatic changes. The results of the study have implications for how educational leaders and teachers work together in the future.

Additionally, based on using principles from feminist theory, the study offers numerous suggestions for how educational leaders can utilize feminist theory as a means of professional growth.

Currently, the paradigm of professional development not only fails to consider the years of experience that teachers have when they enter schools, but also does not take advantage of that wealth of knowledge as a support during the development of new teaching practices.

de Jong's research showed research looked at what helps or makes it hard for teachers to work together in high schools. After checking 50 studies, they found that teachers usually collaborate in three main ways: sharing ideas, trying new methods, and planning lessons together. They also studied how personal traits, group dynamics, and school rules affect teamwork. The study shows that working together is very important. It suggests that schools should give teachers chances to discuss and improve how they teach and how students learn.

Kyamko, Espina & Suson (2014). On their study showed that how teachers view inclusive education and how they work together to make it happen in a Philippine high school. They wanted to see if having a good attitude leads to better teamwork and support for students.

They asked 36 Senior High School teachers. The results showed that when teachers have a positive view, they tend to work together more. However, their attitude did not really affect how much they support new plans. This means that things like school support and available materials are also very important. The study says we need to help teachers have a good mindset AND give them enough support from the school.

In the Municipality of Lebak (2024) Collaborative School Culture of Public Secondary Schools. This study looked at how teachers work together in schools in Lebak. They wanted to know how much collaboration exists and what practices are done. They used surveys and group talks.

There were 242 teachers from 8 schools. They also did group discussions in 4 schools with senior teachers. They found that collaboration is moderate. Leaders and teachers join in decisions and plans but not always fully.

According to Manigbas (2024) in his study included 45 Senior High School teachers from public schools in Goa District, Camarines Sur. They used a survey based on the standards found in PPST.

The results showed that teachers have a moderately high level of ability in this area. It was also found that their skills differ depending on their educational background and whether they are permanent or not. Because of this, the study suggests that teachers should keep on attending trainings and learning more so they can become better at their job.

Research Questions:

This study assessed the extent of peer collaboration strategies among senior high school teachers at Sulu College of Technology, Inc., school year 2025-2026.

Specifically, this research answered the following queries:

1. What is the demographic profile of the teacher-respondents in terms of:
 - 1.1 Age;
 - 1.2 Gender;

- 1.3 Civil status;
- 1.4 Educational attainment; and
- 1.5 Length of service?
2. What is the extent of peer collaboration strategies among senior high school teachers at Sulu College of Technology, Inc. in terms of:
 - 2.1 Sharing of teaching strategies and best practices;
 - 2.2 Joint lesson planning and curriculum development;
 - 2.3 Peer mentoring and coaching; and
 - 2.4 Professional support and teamwork?
3. Is there a significant difference in the extent of peer collaboration strategies among senior high school teachers at Sulu College of Technology, Inc. when data are categorized according to their demographic profile in terms of:
 - 3.1 Age;
 - 3.2 Gender;
 - 3.3 Civil status;
 - 3.4 Educational attainment; and
 - 3.5 Length of service?
4. Is there a significant correlation among the subcategories subsumed under the extent of peer collaboration strategies among senior high school teachers at Sulu College of Technology, Inc.?

Methodology

Within this chapter, details were provided of the research design, research location, research participants, sampling design, data collection method, research instrument, validity and reliability, statistical analysis of the data collected, and ethical considerations.

Research Design

This study adopted a quantitative research approach, utilizing a non-experimental design to assess the peer collaboration strategies among senior high school teachers at Sulu College of Technology, Inc. Specifically, this study used a descriptive correlational research design, aiming to assess the peer collaboration strategies.

This type of research examined the strength and direction of associations between variables but does not establish cause-and-effect relationships (Creswell, 2014; Polit & Beck, 2017).

Research Locale

This study was conducted at Sulu College of Technology, Incorporated. This institution was formerly known as Sulu Tong Jin – a prestigious Chinese school in the 1930s was in the town of Sulu, Philippines particularly in the city of Jolo. This prestigious institution offered college department with different programs such as BSN, BSC, BSIT, BSE and BS Social Work, Senior High School Department and Junior High School Department.

Respondents of the Study

The respondents of this study were the senior high school faculty members from different strands of Sulu College of Technology, Incorporated. A total of 100 senior high school teachers both male and female participated in the study and were selected using purposive sampling.

Senior High School Department	Number of Teacher-Respondents
Grade 11 Teachers	50
Grade 12 Teachers	50
Total	100

Figure 1. Below shows the distribution of the respondents of the study

Sampling Design

The researcher used purposive sampling technique to get the data needed. Purposive sampling technique is a non-probability sampling technique wherein researchers deliberately select participants based on their relevance, expertise, or direct experience with the phenomenon being studied (Etikan, Musa, & Alkassim, 2016). This method allowed the researcher to gather detailed and information-rich data by choosing respondents who were most capable of providing insights aligned with the research objectives (Palinkas et al., 2015).

Data Gathering Procedure

To conduct the study, the researcher first sought approval from the Graduate School Office. After, the researcher sent an approval letter to the senior high school principal, Mr. Arkasumar J. Dawah, LPT, MAIS to seek approval to conduct a survey to the selected senior high school teachers at Sulu College of Technology, Incorporated. Upon approval of the letter, the researcher proceeds with data gathering procedure and administered the data collection. The respondents were informed of the goals, purpose and necessary information needed for the collection process where confidentiality and anonymity of their responses were ensured and solely used for research purposes only.

Research Instrument

This study made use of the adapted survey-questionnaires of the study: "Exploring the Multifaceted Challenges of Learning English as a Second Language in a Private Educational Institution in Gumaca, Quezon" by Urlanda et. al., (2025). The questionnaire was contextualized and mapped by the researcher to fit the purposes of the present study. Part I identified the profile of the respondents. Part II figured out the challenges experienced by the students in English language learning in relation to: grammar; vocabulary acquisition; spelling; pronunciation; and sentence structure. Each dimension has five (5) statements. It was responded in 5 Point Likert Scale: 1.00 - 1.49 Strongly Disagree; 1.50 - 2.49 Disagree; 2.50 - 3.49 Undecided; 3.50 - 4.49 Agree; and 4.50 - 5.00 Strongly Agree.

Validity and Reliability

The research instrument used in this study was adapted from the Teachers' Roles and Effectiveness frameworks used in the DepEd RPMS (Result-Based Performance Management System) and from related research instruments on teacher influence on student performance, particularly those developed by Stronge (2018) and Darling- Hammond (2000). However, to suit for the usability in the local setting, a slight modification was made, and this was subjected to the perusal of at least two (2) experts from the faculty members of the School of Graduate Studies of Sulu State College.

Statistical Treatment of Data

The study utilized specific statistical tools align to answer the research questions. This used frequency and percentage distribution to identify the profile of the respondents. This study also used the mean to extent of peer collaboration strategies among senior high school teachers at Sulu College of Technology, Inc. in terms of sharing of teaching strategies and best practices, joint lesson planning and curriculum development, peer mentoring and coaching, and professional support and teamwork. This study used T-test for Independent Samples and One-Way Analysis of Variance (ANOVA) to ascertain whether a significant difference in the extent of peer collaboration strategies among Senior High School teachers when data were grouped according to their demographic variables. The study also applied Pearson correlation to test the significant relationship of the sub-categories under the perceived of peer collaboration strategies among senior high school teachers at Sulu College of Technology, Inc.

Ethical Considerations

This study underwent checking of the adapted survey-questionnaires from the panel experts and the adviser. This was completed with authority from the administration and respondents to have transparency and research ethics. A formal letter was sent to Graduate Studies' Dean, Prof. Masnona S. Asiri, DPA, Senior High School Principal of Sulu College of Technology, Inc., Mr. Arkasumar J. Dawah, LPT, MAIS and senior high school teachers of Sulu College of Technology, Inc. to seek help to meet the objectives. The researcher pursued help from the advisors for the accommodation to conduct the study smoothly. The data were tallied and analyzed using SPSS statistical software. The researcher also assured to the school personnel and respondents to safeguard confidentiality of the data gathered. The researcher owns the research excluding the borrowed from other studies and other contributions which were cited properly.

Results and Discussion

This presented, analyzed, and interpreted the results based on the data gathered in this study.

1. What is the demographic profile of the teacher-respondents in terms of: 1.1 Age; 1.2 Gender; 1.3 Civil status; 1.4 Educational attainment; and 1.5 Length of service?

1.1. According to Age

Table 1.1 presents the age demographic profile of Teacher Respondents from Sulu College of Technology, Inc. According to the statistics contained in Table 1.1, approximately fifty (50) of one hundred (100) teacher respondents (50% of Total) are

thirty (30) and under, and the other fifty (50) respond to the thirty-one (31) - forty (40) age group, fifty percent (50%) of total respondents fall within forty (40) years or older.

Out of 100 teacher-respondents involved in this study, most of the teacher-respondents aged between 40 years old and below indicating early-to-mid educators in Sulu College of Technology, Inc. In terms of gender, majority were female teachers indicating that teaching remained a female-preferred profession in this institution. Meanwhile, teachers in this institution were mostly married suggesting they value long-term personal and professional stability within the community.

In terms of length of service, most of teacher-respondents were new to teaching profession. Finally, for educational attainment, most of the teachers from this institution were bachelor's degree holders. Thus, these suggest a stable and experience professionals but relatively composed of teachers with bachelor's degree within the institution.

Age	Number Respondents	Percent of Total
30 and under	50	50%
31 to 40 years	50	50%
41 and older	0	0%
Total	100	100%

Table 1.1 Demographic Profile of the student-respondents by Age

1.2 According to Gender

Table 1.2 shows the demographic characteristics of the teachers at Sulu College of Technology, Inc. based on teacher gender. The data collected shows that the total number of teachers reported by Sulu College of Technology (N=100) includes 30% male teachers (n=30) and 70% female teachers (n=70), which corresponds to a higher number of female teachers than male teachers.

Sammah (2023) reported that majority of teachers in senior high schools in Sulu were female teachers indicating that even high schools, female teachers remain dominant.

Gender	Count	Count as Percentage	Cumulative percentage
Male	30	30%	30%
Female	70	70%	100%
Total	100	100%	

Table 1.2 Demographic Profile of the teacher-respondents according to Gender

1.3 According to Civil Status

Table 1.3 indicates the demographic profile of teachers within Sulu College of Technology, Inc. regarding the civil status of 100 respondents. The proportion of those surveyed indicated that 50% were single, 48% were married, and 2% were either widowed or separated. Thus, half of those surveyed were single individuals.

Civil Status	Number of Respondents	Percent	Cumulative percent
Single	50	50%	50%
Married	48	48%	98%
Widowed/ Separated	2	2%	100%
Total	100	100%	

Table 1.3 Demographic Profile of the teacher-respondents according to Civil Status

1.4 According to Educational Attainment

Table 1.4 indicates the demographic profile of teachers in Sulu College of Technology, Inc. regarding the educational attainment of 100 respondents. Based on what is presented in the table, 64% of those surveyed have achieved their bachelor s degree; 25% have attained additional MA units beyond the bachelor s degree; 8% hold a master s degree; and 3% achieve their doctorate. Therefore, there is a high correspondence of respondents being bachelor s-level teachers.

Educational Attainment	Number of Respondents	Percent	Cumulative percent
Bachelor's degree	64	64%	64%
Bachelor's degree with MA units	25	25%	89%
Master's degree	8	8%	97%
Master's degree with doctorate units	0	0%	97%
Doctorate degree	3	3%	100%
Total	100	100%	

Table 1.4 Demographic Profile of the teacher-respondents according to Educational Attainment

1.5 According to Length of Service

1.5 On Length of Service

Teachers in the Sulu College of Technology, Incorporated (two institutions) are shown to have served less than or equal to five years (58%), six to ten years (39%), and more than fifteen years (three percent) in total. This indicates that many individuals who responded to the survey have recently started teaching.

Length of Service	Number of Respondents	Percentage	Cumulative Percentage
5 or less	58	58%	58%
6-10 years	39	39%	97%
11-15 years	0	0%	97%
16 years or more	3	3%	100%
Total	100	100%	

Table 1.5 Demographic Profile of the teacher-respondents according to Length of Service

2. What is the extent of peer collaboration strategies among senior high school teachers at Sulu College of Technology, Inc. in terms of: 2.1 Sharing of teaching strategies and best practices; 2.2 Joint lesson planning and curriculum development; 2.3 Peer mentoring and coaching; and 2.4 Professional support and teamwork?

2.1 In the context of sharing of teaching strategies and best practices

With regards to Sharing of teaching strategies and best practices, Table 2.1 illustrates the extent to which teachers working at Sulu College of Technology are using peer collaboration strategies in this category. Teacher-respondents had an average rating of 4.172 for Sharing of teaching strategies and best practices, with a standard deviation of .53316; thus, the high school teacher-respondents rated their utilization of peer collaboration strategies in Sharing of teaching strategies and best practices as "Often" which is the benchmark standard defined in the research literature.

More specifically, the highest mean value for Sharing of teaching strategies and best practices occurred at item number nine (4.24; SD=.61325) with a rating of "Often" that states, "I benefit from feedback when I share my teaching strategies with my colleagues". Item number ten had a mean value of 4.24; SD=.65430, with a rating of "Often" as a response to the statement, "Sharing teaching strategies and best practices among teachers is useful within the context of my school". Item number one had a mean value of 4.20; SD=.63564, with a rating of "Often" as a response to the statement, "I share my lesson plans with my colleagues".

These findings suggest a strong culture of professional exchange where lesson planning and pedagogical sharing are consistently integrated into their teaching roles. Lebak (2024) found that collaborative school culture revealed to foster impact on dialogue and planning across teaching subjects and problem-solving.

No	Statements	Mean	S.D.	Description
1	I share my lesson plans with my colleagues.	4.20	.63564	Often
2	I discuss teaching strategies with peers during breaks or meetings.	4.15	.65713	Often

3	I adapt and apply strategies shared by other teachers in my classroom.	4.12	.62410	Often
4	Shared best practices from colleagues are useful in improving my teaching.	4.18	.65721	Often
5	Sharing teaching strategies helps me improve student engagement.	4.17	.62044	Often
6	I am comfortable asking colleagues for advice about teaching methods.	4.13	.67652	Often
7	Our school provides opportunities (e.g., meetings, PLCs) to share best practices.	4.15	.60927	Often
8	I feel motivated to innovate when I hear successful practices from peers.	4.14	.69660	Often
9	I benefit from feedback when I share my teaching approaches with peers.	4.24	.61325	Often
10	Sharing strategies and best practices among teachers is effective in my school.	4.24	.65320	Often
Weighted Mean		4.172	.53316	Often

Legend: (5) 4.50 – 5.00=Always; (4) 3.50 – 4.49=Often; (3) 2.50 – 3.49=Sometimes; (2) 1.50 – 2.49=Seldom; (1) 1.00 – 1.49=Never

Table 2.1 Extent of Sharing of Teaching Strategies and Best Practices

2.2 In the context of Joint Lesson Planning and Curriculum Development

Table 2.2 shows the level of collaboration between peers through collaboration strategies between high school teachers at the Sulu College of Technology, Inc. as scored by the teachers with joint lesson planning and curriculum. The average of all teacher responses in the joint lesson planning and curriculum area from this table is an average score of 4.176 (?53713), or an average rating of "Often." More specifically, the largest mean score for item two of all teachers was 4.27 (?60059) which rates as an "Often" score and states "Collaborative lesson planning has helped to improve my teaching techniques.

" For item number ten, the second largest mean score is 4.21 (?62434), rated as an "Often" score, which states "Collaborative peer development in curriculum has strengthened the consistency and coherence of all instructions.

" The third largest mean score is 4.19 (?64659) for item three, rated as an "Often" score, saying that "I have shared teaching tools/resources with my colleagues, and we continue to share many types of teaching tools/resources (e.g., lesson plans, worksheets, and modules) in our planning".

A fourth mean score is 4.19 (?64666), also rated an "Often" score, which states, "Collaboration on curriculum development ensures alignment of learning objectives across grade/subject".

Accordingly, these statistics provide evidence of a solid commitment to practicing effective co-teaching and ensuring consistent teaching. Khasawneh (2023) highlighted the positive impact of collaborative teaching alignment and its impact on overall student academic achievement.

No	Statements	Mean	S.D.	Description
1	I engage in lesson planning sessions with my colleagues	4.16	.66241	Often
2	Collaborative lesson planning helps me improve my teaching strategies.	4.27	.60059	Often
3	My colleagues and I share teaching resources (e.g., activities, worksheets, modules) during planning.	4.19	.64659	Often
4	Lesson planning sessions with peers enhance student learning outcomes.	4.17	.62044	Often
5	Time is adequately provided in our school for collaborative lesson planning.	4.18	.68726	Often
6	I participate in developing or revising curriculum materials with other teachers.	4.13	.71992	Often
7	Collaborative curriculum development ensures alignment of learning objectives across grade levels/subjects.	4.19	.64666	Often
8	I feel confident contributing ideas when engaged in curriculum development with peers.	4.16	.66241	Often

9	Our collaborative curriculum work integrates innovative teaching strategies and best practices.	4.10	.67420	Often
10	Peer collaboration in curriculum development strengthens consistency and coherence in instruction.	4.21	.62434	Often
Weighted Mean		4.176	.53713	Often

Legend: (5) 4.50 – 5.00=Always; (4) 3.50 – 4.49=Often; (3) 2.50 – 3.49=Sometimes; (2) 1.50 – 2.49=Seldom; (1) 1.00 – 1.49=Never

Table 2.2 Extent of peer collaboration strategies in the context of Joint Lesson Planning and Curriculum Development

2.3 In the context of Peer-mentoring and Coaching

Item number 10 Peer Coaching Activities Making Contribution to Professional Growth - Mean = 4.25; Standard Deviation = .62563; Rated often in terms of peer feedback provided. Item #2 Peer Mentoring Supporting New Teachers' Adjustment to Teaching Roles - Mean = 4.22; Standard Deviation = .61440; Rated very much often in terms of student success with respect to educational/completion. Item #5 Regular Mentoring Provides Help with Instructional Challenges - Mean = 4.22; Standard Deviation = .65740; Rated very often or always in relation to the success (instructional) of students and subsequent achievement on all accepted levels.

Mentoring and coaching are regarded as vital components of teacher professional development and are viewed as critical aspects of helping teachers resolve whatever problems may present themselves in their classrooms.

No	Statements	Mean	S.D.	Description
1	I seek advice and guidance from my colleagues to improve my teaching practices.	4.18	.68726	Often
2	Peer mentoring in our school helps beginning teachers adjust effectively to their teaching roles.	4.22	.61440	Often
3	I share my expertise and experiences with fellow teachers through mentoring.	4.18	.64165	Often
4	Peer mentoring strengthens professional relationships among SHS teachers.	4.15	.65713	Often
5	Regular mentoring sessions help me address challenges in classroom instruction.	4.22	.67540	Often
6	I participate in peer coaching activities such as classroom observations and feedback sessions.	4.15	.59246	Often
7	Coaching with colleagues helps me reflect on and improve my teaching methods.	4.20	.61155	Often
8	I feel comfortable receiving constructive feedback from peers.	4.20	.68165	Often
9	Peer coaching promotes the exchange of effective strategies for handling students.	4.22	.66027	Often
10	Peer coaching activities in our school contribute to my professional growth.	4.25	.62563	Often
Weighted Mean		4.197	.54429	Often

Legend: (5) 4.50 – 5.00=Always; (4) 3.50 – 4.49=Often; (3) 2.50 – 3.49=Sometimes; (2) 1.50 – 2.49=Seldom; (1) 1.00 – 1.49=Never

Table 2.3 Extent of peer collaboration strategies in the context of Peer Mentoring and Coaching

2.4 In the context of professional support and teamwork

The summary of peer collaboration strategies used by Senior High School teachers at Sulu College of Technology, Inc. in professional support and teamwork are found in Table 2.4. Overall, the teacher respondents rated the mean average score on the Professional Support and Teamwork area as (4.152) with a standard deviation of (0.51532) which would be classified as "Often".

Statement two scored the highest off all ten statements on the Professional Support and Teamwork area. The mean for Statement #10 was (4.20) with a standard deviation of (0.51532) which received a rating of "Often" and states "I believe that teamwork among SHS teachers strengthens both personal and professional relationships". The mean for Statement #3 was (4.17) with a standard deviation of (0.62044) which received a rating of "Often" and states "I can rely on my fellow teachers to share effective teaching strategies and materials". The mean for Statement #4 was (4.17) with a standard deviation of (0.68718) which received a rating of "Often" and states "I receive emotional and moral support from colleagues while dealing with teaching-related stress".

According to these findings, teamwork is the basis for personal and professional growth, providing the teacher with moral support, as well as common resources.

No	Statements	Mean	S.D.	Description
1	My colleagues provide advice and encouragement when I face classroom challenges.	4.16	.64698	Often
2	I can rely on fellow teachers for sharing effective teaching strategies and materials.	4.15	.60927	Often
3	Peer collaboration helps me build confidence in my professional practice.	4.17	.62044	Often
4	I receive emotional and moral support from colleagues when dealing with teaching stress.	4.17	.68718	Often
5	Professional support from peers motivates me to continually improve my teaching.	4.14	.61987	Often
6	I participate in group discussions and meetings with my co-teachers.	4.16	.63118	Often
7	My colleagues and I work as a team to solve problems related to teaching and learning.	4.16	.66241	Often
8	Teamwork among teachers fosters a positive school climate and culture.	4.13	.67652	Often
9	Collaborative teamwork helps us achieve shared academic goals for students.	4.10	.64354	Often
10	I believe that teamwork among SHS teachers strengthens both personal and professional relationships.	4.20	.56854	Often
Weighted Mean		4.152	.51532	Often

Legend: (5) 4.50 – 5.00=Always; (4) 3.50 – 4.49=Often; (3) 2.50 – 3.49=Sometimes; (2) 1.50 – 2.49=Seldom; (1) 1.00 – 1.49=Never

Table 2.4 Extent of Peer Collaboration Strategies of Professional Support and Teamwork

3. Is there a significant difference in the extent of peer collaboration strategies among senior high school teachers at Sulu College of Technology, Inc. when the data are categorized according to the demographic profile of the teacher-respondents in terms of: age; gender; civil status; and educational attainment?

3.1 According to Age

Table 3.1 shows the difference in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. in terms of age. It can be gleaned from this table that, generally, the overall mean differences and t-values obtained under this category indicate a significant difference.

Teachers whose age ranged between 31-40 years old reported a higher mean across all peer collaboration strategies domain ($\bar{x}=4.448$; $\bar{x}=4.494$; $\bar{x}=4.479$; $\bar{x}=4.420$) compared to teachers whose age ranged between 30 years old and below ($\bar{x}=3.896$; $\bar{x}=3.858$; $\bar{x}=3.924$; $\bar{x}=3.884$). This implies that middle aged teachers may be more sensitive to the extent of peer collaboration strategies among senior high school teachers than that of their younger teachers' counterparts.

Therefore, the hypothesis, which states that "There is no significant difference in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. in terms of age when data are categorized according to age" is rejected.

VARIABLES		Mean	S. D.	Mean Difference	t	Sig.	Description
Grouping Gender							
Sharing of teaching strategies and best practices	Male	3.896	.46509	-.55200	-6.031	.000	Significant
	Female	4.448	.45005				
Joint lesson planning and curriculum development	Male	3.858	.45852	-.63600	-7.329	.000	Significant
	Female	4.494	.40779				

Peer mentoring and coaching	Male	3.924	.51964	-.54600	-5.778	.000	Significant
	Female	4.470	.42003				
Professional support and teamwork	Male	3.884	.45192	-.53600	-6.069	.000	Significant
	Female	4.420	.43095				

Significance at alpha 0.05

Table 3.1 Differences in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. in terms of age

3.2 According to Gender

Table 3.2 shows the difference in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. in terms of gender. It can be gleaned from this table that, generally, the overall mean differences and t-values obtained under this category indicate a significant difference.

Female teachers reported a higher mean across all peer collaboration strategies domain ($\bar{x}$ =4.317; $\bar{x}$ =4.292; $\bar{x}$ =4.355; $\bar{x}$ =4.294) compared to male teachers ($\bar{x}$ =3.833; $\bar{x}$ =3.903; $\bar{x}$ =3.826; $\bar{x}$ =3.820). This implies that female teachers may be more sensitive to the extent of peer collaboration strategies among senior high school teachers than that of their male teachers' counterparts.

Therefore, the hypothesis which states that "There is no significant difference in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. when data are categorized according to gender" is rejected.

VARIABLES		Mean	S. D.	Mean Difference	t	Sig.	Description
Grouping Gender							
Sharing of teaching strategies and best practices	Male	3.833	.48660	-.48381	-4.554	.000	Significant
	Female	4.317	.48692				
Joint lesson planning and curriculum development	Male	3.903	.56841	-.38952	-3.508	.001	Significant
	Female	4.292	.48164				
Peer mentoring and coaching	Male	3.826	.51256	-.52905	-4.956	.000	Significant
	Female	4.355	.47902				
Professional support and teamwork	Male	3.820	.49088	-.47429	-4.633	.000	Significant
	Female	4.294	.45964				

Significance at alpha 0.05

Table 3.2 Differences in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. in terms of gender

3.3 According to Civil Status

Table 3.3 shows the difference in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. in terms of civil status. It can be gleaned from this table that, except for "peer mentoring and coaching", the overall value of F-ratios and P-values obtained under this category indicate a significant difference.

Result shows that civil status was found to be a significant predictor of the how the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. are perceived.

Therefore, the hypothesis, which states that "There is no significant difference in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. when data are categorized according to civil status" is rejected.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Sharing of teaching strategies and best practices	Between Groups	2.942	2	1.471	5.662	.005	Significant
	Within Groups	25.200	97	.260			
	Total	28.142	99				
Joint lesson planning and curriculum development	Between Groups	3.499	2	1.750	6.771	.002	Significant
	Within Groups	25.063	97	.258			
	Total	28.562	99				
Peer mentoring and coaching	Between Groups	1.464	2	.732	2.549	.083	Not Significant
	Within Groups	27.865	97	.287			
	Total	29.329	99				
Professional support and teamwork	Between Groups	2.450	2	1.225	4.984	.009	Significant
	Within Groups	23.840	97	.246			
	Total	26.290	99				

Note.*Significance at alpha 0.05

Table 3.3 Differences in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. in terms of civil status

Post-hoc analysis using the Tukey HSD Test was conducted to determine which groups were classified according to civil status to have different levels of mean in areas subsumed under extent of the peer collaboration strategies among senior high school teachers.

The result of the analysis, which is shown in Table 3.3.1, indicates that the difference in the means of the peer collaboration strategies among senior high school teachers is obtained by way of a lower group mean minus a higher group mean.

a) On sharing of teaching strategies and best practices category, it shows that single group of teacher-respondents obtained a mean difference of -.33342* with a standard error of .10300 and a p value of .005, which is significant at alpha =.05 over the married group. So, under this sub-category, no other groups of teacher-respondents are supposed to have a better way of perceiving the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. under sharing of teaching strategies and best practices category than those married group.

b) On joint lesson planning and curriculum development category, it shows that single group of teacher-respondents obtained a mean difference of -.36625* with a standard error of .10272 and a p value of .002, which is significant at alpha =.05 over the married group. So, under this sub-category, no other groups of teacher-respondents are supposed to have a better way of perceiving the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. under joint lesson planning and curriculum development category than those married group.

c) On Professional support and teamwork, it shows that single group of teacher-respondents obtained a mean difference of -.29992* with a standard error of .10018 and a p value of .010, which is significant at alpha =.05 over the married group. So, under this sub-category, no other groups of teacher-respondents are supposed to have a better way of perceiving the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. under professional support and teamwork category than those married group.

Dependent Variable	(I) Grouping Civil Status	(J) Grouping Civil Status	Mean Difference (I-J)	Std. Error	Sig.
(a) Sharing of teaching strategies and best practices	Single	Married	-.33342*	.10300	.005
		Separated/Widowed	-.49800	.36755	.369
	Married	Single	.33342*	.10300	.005
		Separated/Widowed	-.16458	.36784	.896
	Separated/Widowed	Single	.49800	.36755	.369
		Married	.16458	.36784	.896
(b) Joint lesson planning and curriculum development	Single	Married	-.36625*	.10272	.002
		Separated/Widowed	-.51000	.36655	.349
	Married	Single	.36625*	.10272	.002
		Separated/Widowed	-.14375	.36684	.919
	Separated/Widowed	Single	.51000	.36655	.349
		Married	.14375	.36684	.919

(c) Professional support and teamwork	Single	Married	-.29992*	.10018	.010
		Separated/Widowed	-.50200	.35749	.343
	Married	Single	.29992*	.10018	.010
		Separated/Widowed	-.20208	.35778	.839
	Separated/Widowed	Single	.50200	.35749	.343
		Married	.20208	.35778	.839

Note.*The mean difference is significant at the 0.05 level

Table 3.3.1 Post Hoc Analysis: Differences in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. in terms of civil status

3.4 According to Educational Attainment

Table 3.4 shows the difference in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. in terms of educational attainment. It can be gleaned from this table that, except for "Sharing of teaching strategies and best practices", the overall value of F-ratios and P-values obtained under this category indicate a significant difference.

Result shows that educational attainment was found to be a significant predictor of the how the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. are perceived.

Therefore, the hypothesis, which states that "There is no significant difference in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. when data are categorized according to educational attainment" is rejected.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Sharing of teaching strategies and best practices	Between Groups	1.473	3	.491	1.768	.159	Not Significant
	Within Groups	26.669	96	.278			
	Total	28.142	99				
Joint lesson planning and curriculum development	Between Groups	2.221	3	.740	2.699	.050	Significant
	Within Groups	26.341	96	.274			
	Total	28.562	99				
Peer mentoring and coaching	Between Groups	3.255	3	1.085	3.995	.010	Significant
	Within Groups	26.074	96	.272			
	Total	29.329	99				
Professional support and teamwork	Between Groups	2.546	3	.849	3.431	.020	Significant
	Within Groups	23.744	96	.247			
	Total	26.290	99				

Significance at alpha 0.05

Table 3.4 Differences in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. in terms of educational attainment

Post-hoc analysis using the Tukey HSD Test was conducted to determine which groups were classified according to educational attainment to have different levels of mean in areas subsumed under extent of the peer collaboration strategies among senior high school teachers.

The result of the analysis, which is shown in Table 3.4.1, indicates that the difference in the means of the peer collaboration strategies among senior high school teachers is obtained by way of a lower group mean minus a higher group mean.

a) On joint lesson planning and curriculum development category, it shows that bachelor's degree group of teacher-respondents obtained a mean difference of -.30937* with a standard error of .19643 and a p value of .038, which is significant at alpha =.05 over the master's degree group So, under this sub-category, no other groups of teacher-respondents are supposed to have a better way of perceiving the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. under shar joint lesson planning and curriculum development category than those master's degree group.

b) On peer mentoring and coaching category, it shows that bachelor's degree group of teacher-respondents obtained a mean difference of -.64375* with a standard error of .19543 and a p value of .007, which is significant at alpha =.05 over the master's degree group. So, under this sub-category, no other groups of teacher-respondents are supposed to have a better

way of perceiving the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. under peer mentoring and coaching category than those master's degree group.

c) On professional support and teamwork, it shows that bachelor's degree group of teacher-respondents obtained a mean difference of -.54688* with a standard error of .18650 and a p value of .022, which is significant at alpha =.05 over the master's degree group So, under this sub-category, no other groups of teacher-respondents are supposed to have a better way of perceiving the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. under professional support and teamwork category than those master's degree group.

Dependent Variable	(I) Grouping Educational Attainment	(J) Grouping Educational Attainment	Mean Difference (I-J)	Std. Error	Sig.
a) Joint lesson planning and curriculum development	Bachelor's degree	Bachelor's degree with MA units	-.29037	.12354	.094
		Master's degree	-.30937*	.19643	.038
		Doctorate degree	-.43437	.30943	.500
	Bachelor's degree with MA units	Bachelor's degree	.29037	.12354	.094
		Master's degree	-.01900	.21278	1.000
		Doctorate degree	-.14400	.32006	.969
	Master's degree	Bachelor's degree	.30937*	.19643	.038
		Bachelor's degree with MA units	.01900	.21278	1.000
		Doctorate degree	-.12500	.35463	.985
	Doctorate degree	Bachelor's degree	.43437	.30943	.500
		Bachelor's degree with MA units	.14400	.32006	.969
		Master's degree	.12500	.35463	.985
b) Peer mentoring and coaching	Bachelor's degree	Bachelor's degree with MA units	-.17025	.12291	.512
		Master's degree	-.64375*	.19543	.007
		Doctorate degree	-.30625	.30786	.753
	Bachelor's degree with MA units	Bachelor's degree	.17025	.12291	.512
		Master's degree	-.47350	.21169	.121
		Doctorate degree	-.13600	.31843	.974
	Master's degree	Bachelor's degree	.64375*	.19543	.007
		Bachelor's degree with MA units	.47350	.21169	.121
		Doctorate degree	.33750	.35282	.774
	Doctorate degree	Bachelor's degree	.30625	.30786	.753
		Bachelor's degree with MA units	.13600	.31843	.974
		Master's degree	-.33750	.35282	.774
c) Professional support and teamwork	Bachelor's degree	Bachelor's degree with MA units	-.21087	.11729	.281
		Master's degree	-.54688*	.18650	.022
		Doctorate degree	-.08021	.29378	.993
	Bachelor's degree with MA units	Bachelor's degree	.21087	.11729	.281
		Master's degree	-.33600	.20201	.349
		Doctorate degree	.13067	.30387	.973
	Master's degree	Bachelor's degree	.54688*	.18650	.022
		Bachelor's degree with MA units	.33600	.20201	.349
		Doctorate degree	.46667	.33669	.511
	Doctorate degree	Bachelor's degree	.08021	.29378	.993
		Bachelor's degree with MA units	-.13067	.30387	.973
		Master's degree	-.46667	.33669	.511

*. The mean difference is significant at the 0.05 level

Table 3.4.1 Post Hoc Analysis: Differences in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. in terms of educational attainment

3.5 According to Length of Service

Table 3.5 shows the difference in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. in terms of length of service. It can be gleaned from this table that, except for "Sharing of teaching strategies and best practices" and "peer mentoring and coaching", the overall value of F-ratios and P-values obtained under this category indicate a significant difference.

Result shows that length of service was found to be a significant predictor of the how the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. are perceived.

Therefore, the hypothesis, which states that "There is no significant difference in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. when data are categorized according to length of service" is rejected.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Sharing of teaching strategies and best practices	Between Groups	.852	2	.426	1.514	.225	Not Significant
	Within Groups	27.290	97	.281			
	Total	28.142	99				
Joint lesson planning and curriculum development	Between Groups	2.633	2	1.316	4.924	.009	Significant
	Within Groups	25.930	97	.267			
	Total	28.562	99				
Peer mentoring and coaching	Between Groups	.602	2	.301	1.017	.365	Not Significant
	Within Groups	28.727	97	.296			
	Total	29.329	99				
Professional support and teamwork	Between Groups	1.748	2	.874	3.454	.036	Significant
	Within Groups	24.542	97	.253			
	Total	26.290	99				

Significance at alpha 0.05

Table 3.5 Differences in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. in terms of length of service

Post-hoc analysis using the Tukey HSD Test was conducted to determine which groups were classified according to length of service to have different levels of mean in areas subsumed under extent of the peer collaboration strategies among senior high school teachers.

The result of the analysis, which is shown in Table 3.5.1, indicates that the difference in the means of the peer collaboration strategies among senior high school teachers is obtained by way of a lower group mean minus a higher group mean.

a) On joint lesson planning and curriculum development category, it shows that 5 years and below group of teacher-respondents obtained a mean difference of -.32874* with a standard error of .10707 and a p value of .008, which is significant at alpha =.05 over the 6-10 years group So, under this sub-category, no other groups of teacher-respondents are supposed to have a better way of perceiving the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. under shar joint lesson planning and curriculum development category than those 6-10 years group.

b) On professional support and teamwork, it shows that 5 years and below group of teacher-respondents obtained a mean difference of -.26194* with a standard error of .10416 and a p value of .036, which is significant at alpha =.05 over the 6-10 years group So, under this sub-category, no other groups of teacher-respondents are supposed to have a better way of perceiving the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. under professional support and teamwork category than those 6-10 years group.

Dependent Variable	(I) Grouping Length of Service	(J) Grouping Length of Service	Mean Difference (I-J)	Std. Error	Sig.
	5 years and below	6-10 years	-.32874*	.10707	.008
		16 years and above	-.32874	.30613	.533

a) Joint lesson	6-10 years	5 years and below	.32874*	.10707	.008
planning and	16 years and above	16 years and above	.00000	.30977	1.000
curriculum		5 years and below	.32874	.30613	.533
development		6-10 years	.00000	.30977	1.000
b) Professional	5 years and below	6-10 years	-.26194*	.10416	.036
support and	6-10 years	16 years and above	.12011	.29782	.914
teamwork	16 years and above	5 years and below	.26194*	.10416	.036
		16 years and above	.38205	.30137	.417
		5 years and below	-.12011	.29782	.914
		6-10 years	-.38205	.30137	.417

*. The mean difference is significant at the 0.05 level

Table 3.5.1 Post Hoc Analysis: Differences in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. in terms of length of service

4. Is there a significant correlation among the subcategories subsumed under the extent of peer collaboration strategies among senior high school teachers at Sulu College of Technology, Inc.?

4.1 Correlation among the subcategories subsumed under the extent of peer collaboration strategies among senior high school teachers at Sulu College of Technology, Inc.

Table 4.1 shows the correlation among the subcategories subsumed under the extent of peer collaboration strategies among senior high school teachers at Sulu College of Technology, Inc. in the context of sharing of teaching strategies and best practices, joint lesson planning and curriculum development, peer mentoring and coaching, and professional support and teamwork. It can be gleaned from this table that, there is a nearly perfect positive and significantly correlation between joint lesson planning and curriculum development and peer mentoring and coaching ($r=.845$; $\text{sig}=.000$), sharing of teaching strategies and best practices and joint lesson planning and curriculum development ($r=.839$; $\text{sig}=.000$), peer mentoring and coaching and professional support and teamwork ($r=.833$; $\text{sig}=.000$), joint lesson planning and curriculum development and professional support and teamwork ($r=.822$; $\text{sig}=.000$), sharing of teaching strategies and best practices and peer mentoring and coaching ($r=.782$; $\text{sig}=.000$), and sharing of teaching strategies and best practices and professional support and teamwork ($r=.752$; $\text{sig}=.000$).

These findings reveal a very high positive and significant correlation across all domains in peer collaboration strategies. The strongest relationship has been observed between joint lesson planning and curriculum development and peer mentoring suggesting that collaborative instructional design fuels for professional guidance. This followed closely by the correlation between shared teaching strategies and joint lesson planning and curriculum development suggesting that the act of sharing strategies and best practices is the driver for effective joint planning. This followed closely by the correlation between peer mentoring and coaching and professional support and teamwork suggesting that collaborative program build a level of trust fostering a positive school environment. This followed closely by the correlation between joint lesson planning and profession support and teamwork suggesting that the technical aspect of teaching and social side of teaching are deeply intertwined. Furthermore, while the relationship involving sharing teaching strategies and peer mentoring and professional support are slightly lower, they are still positively influenced by collaborative practices creating a cascading effect of professional solidarity throughout the institution. Thus, these suggest that the institution has cultivated a robust professional learning community that sustains both instructional excellence and teacher solidarity.

Therefore, the hypothesis which states that: "There is no significant correlation among the subcategories subsumed under the extent of peer collaboration strategies in Sulu College of Technology, Inc.," is hereby rejected.

Variables	Pearson r	Sig.	N	Description
Sharing of teaching strategies and best practices				
Joint lesson planning and curriculum development	.839**	.000	100	Very High Correlation
Peer mentoring and coaching	.782**	.000	100	Very High Correlation
Professional support and teamwork	.752**	.000	100	Very High Correlation

Joint lesson planning and curriculum development				
Peer mentoring and coaching	.845**	.000	100	Very High Correlation
Professional support and teamwork	.822**	.000	100	Very High Correlation
Peer mentoring and coaching				
Professional support and teamwork	.833**	.000	100	Very High Correlation

Note: ** Correlation Coefficient is significant at alpha .01 level, * Correlation Coefficient at alpha .05 Correlation Coefficient Scales Adopted from Hopkins, Will (2002): 0.0-0.1=Nearly Zero; 0.1-0.30=Low; 0.3-0.5 0=Moderate; 0.5-0.7-0=High; 0.7-0.9= Very High; 0.9-1=Nearly Perfect

Table 4.1 Correlation among the subcategories subsumed under the extent of peer collaboration strategies in Sulu College of Technology, Inc.

Conclusion and Recommendations

Summary of Findings

The following were the findings of this study:

1. On teacher-respondents' demographic profile

Out of 100 teacher-respondents involved in this study, majority of the teacher-respondents aged between 40 years old and below indicating early-to-mid educators in Sulu College of Technology, Inc. In terms of gender, majority were female teachers indicating that teaching remained a female-preferred profession in this institution. Meanwhile, teachers in this institution were mostly married suggesting they value long-term personal and professional stability within the community. In terms of length of service, majority of the teacher-respondents were new to teaching profession. Finally, for educational attainment, most of the teachers from this institution were bachelor's degree holders. Thus, these suggest a stable and experience professionals but relatively composed of teachers with bachelor's degree within the institution.

2. On the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc.

The findings revealed that the extent of the peer collaboration strategies among senior high school teachers in the Sulu College of Technology, Inc., is rated as consistently very high across all primary domains, with composite mean scores consistently falling within the "Often" verbal interpretation. Peer mentoring and coaching emerged as the highest-rated category, specifically anchored by consistent practice where mentoring and coaching are recognized as key drivers for growth and a necessary support system in navigating classroom challenges. Joint lesson planning and curriculum followed closely highlighted by a strong commitment to professional alignment ensuring consistent instructional practices. Sharing of teaching strategies and best practices followed closely highlighted by a strong culture of professional exchange where lesson planning and pedagogical sharing are consistently integrated into their teaching roles. Furthermore, while the Professional support and teamwork yielded the lowest, it still demonstrates that teamwork serves as a foundation for personal and professional strengthening providing teachers with essential moral support and shared resources.

3. On difference in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc.

3.1 According to Age - There is a significant difference in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. In which, 31-40 years old groups of teacher-respondents have a better way of perceiving the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc.

3.2 According to Gender - There is a significant difference in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. In which, female group of teacher-respondents have a better way of perceiving the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc.

3.3 According to Civil Status - There is a significant difference in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. In which, married group of teacher-respondents have a better way of perceiving the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc.

3.4 According to Educational Attainment - There is a significant difference in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. In which, master's degree group of teacher-respondents have a better way of perceiving the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc.

3.5 According to Length of Service - There is a significant difference in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. In which, 6-10 years group of teacher-respondents have a better way of perceiving the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc.

4. Correlation among the subcategories subsumed under the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc.

These findings demonstrate that peer collaboration strategies in Sulu College of Technology, Inc. are anchored by the very high positive and significant correlation across all domains. The strongest relationship has been observed between joint lesson planning and curriculum development and peer mentoring suggesting that collaborative instructional design fuels for professional guidance. This followed closely by the correlation between shared teaching strategies and joint lesson planning and curriculum development suggesting that the act of sharing strategies and best practices is the driver for effective joint planning. This followed closely by the correlation between peer mentoring and coaching and professional support and teamwork suggesting that collaborative program build a level of trust fostering a positive school environment. This followed closely by the correlation between joint lesson planning and profession support and teamwork suggesting that the technical aspect of teaching and social side of teaching are deeply intertwined. Furthermore, while the relationship involving sharing teaching strategies and peer mentoring and professional support are slightly lower, they are still positively influenced by collaborative practices creating a cascading effect of professional solidarity throughout the institution. Thus, these suggest that the institution has cultivated a robust professional learning community that sustains both instructional excellence and teacher solidarity.

Conclusions

The study found:

1. The teacher-respondents in Sulu College of Technology, Inc. reveals a professional workforce predominantly in the early-to-mid stages of their careers, characterized by most married females aged 40 years old and below who currently possess foundational academic qualifications with bachelor's degree.
2. On average, the educational resources in Sulu College of Technology, Inc., is characterized by a successful institutionalized pervasive culture of collaboration across all development and instructional domains. These findings revealed that peer mentoring and coaching, alongside robust joint planning and pedagogical sharing indicated a sophisticated professional learning environment where instructional growth was driven by mutual support and strategic alignment.
3. There were significant differences in the extent of the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc. when data were categorized according to age, gender, civil status, educational attainment, and length of service. In which, 31-40 years old, female, married, with master's degree, and have been serving for 6-10 years groups of teacher-respondents have better ways of perceiving the peer collaboration strategies among senior high school teachers in Sulu College of Technology, Inc.
4. On the account of significant relationship, this study highlights the very high significant correlation across all domains of peer collaboration strategies. This supports Bandura's Social Learning Theory that suggest where the collaborative environment serves as a laboratory for teachers to model expertise and build collective self-efficacy. This also supports Vygotsky's theory that teachers are co-constructing knowledge through social mediation. Furthermore, this also provides empirical support for Fullan's Theory of Professional Collaboration suggesting that collaboration is a cultural shift that builds relational trust and moral purpose.

Recommendations

This study recommended the following:

1. The institution, Sulu College of Technology, Inc., may be great to make this culture of working together more official and keep it going long-term. One way to do that is to set up a clear structure for a Professional Learning Community and find ways to encourage and reward teachers who pursue further studies or advanced training.
2. School Administrators may want to put together well-planned programs to help teachers grow professionally and build out structured mentoring systems. On top of that, it's important to focus on supporting teachers' mental

health and organizing team-building activities—these things go a long way in making sure everyone feels supported and connected.

3. Teachers may consider using shared digital spaces or drives to store and share your best teaching ideas, lesson plans, and learning materials. And don't hesitate to reach out to colleagues for guidance when you run into challenges in the classroom—working together like this helps everyone improve how they teach.
4. Students may share their thoughts and feedback about the different teaching methods that teachers use.
5. Future researchers may take this work even further by looking directly at how these ways of working together connect to how well students perform in their classes or on important board exams. This would give solid proof of just how much teacher collaboration can make a difference for learners.

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Competing Interests Statement

The author does not have any financial or other relationships that could give rise to a conflict of interest with respect to presenting her findings or conclusions.

Data Availability Statement

The author's study relied exclusively on previously published literature cited within, creating a clear basis for not having data-sharing implications. No original datasets were generated or analyzed in the article.

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Appendices

No appendices are attached to this study.