



## IMPLEMENTATION OF COLLABORATIVE EXPERTISE AND LAC SESSIONS IN RELATION TO TEACHERS' PERFORMANCE

**JESSLE M. BAYONAS**  
**Teacher III**  
**Western Leyte College**  
Master of Arts in Education  
Major in School Administration and Supervision  
jessle.bayonas@deped.gov.ph

### ABSTRACT

This study determined the implementation of collaborative expertise and LAC sessions in relation to teachers' performance. This study employed a descriptive-correlational research design, which was appropriate for determining the relationship between Collaborative Expertise and Learning Action Cell (LAC) Session Implementation and the teaching performance of elementary school teachers. The descriptive aspect provided a detailed description of how teachers perceived collaborative expertise and the implementation of LAC sessions in terms of professional collaboration, reflective dialogue, sharing of best practices, support for instructional challenges, and engagement in school-based learning communities. The correlational aspect examined whether a significant relationship existed between these collaborative practices and teachers' teaching performance as measured through the Classroom Observation Tool (COT). This design was suitable because it allowed the researcher to collect quantitative data on perceptions and performance and determine the strength and direction of the relationship between these variables.

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The Test of Relationship Between the Implementation of Collaborative Expertise and Learning Action Cell (LAC) Sessions and Teachers' Instructional Competencies examines the correlation between collaborative professional practices and teachers' instructional performance. Specifically, it presents the relationship between the implementation of collaborative expertise and LAC sessions and the instructional competencies of teachers. The table further shows the correlation analysis and the decision on the hypothesis, along with the interpretation of the relationship between the variables.

The findings revealed that there is a very strong positive relationship between the implementation of collaborative expertise and LAC sessions and teachers' instructional competencies. This means that as the level of implementation of collaborative expertise and LAC sessions increases, the instructional competencies of teachers also tend to improve. The result demonstrates that collaborative professional learning activities and active participation in LAC sessions are strongly associated with enhanced teaching competencies and improved classroom practices among teachers.

Moreover, the results indicate that the relationship between the variables is statistically significant, leading to the rejection of the null hypothesis. This confirms that there is a meaningful relationship between the implementation of collaborative expertise and LAC sessions and teachers' instructional competencies. The interpretation further shows that collaborative learning environments, reflective dialogue, and professional support systems significantly contribute to strengthening teachers' instructional practices, classroom management skills, lesson delivery, assessment strategies, and learner engagement.

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The results imply that the implementation of collaborative expertise and LAC sessions plays a vital role in enhancing teachers' instructional competencies and overall teaching performance. The findings imply that collaborative professional development activities such as reflective discussions, sharing of best teaching practices, instructional support, and active participation in learning communities positively influence teachers' competence in classroom instruction. Furthermore, the results indicate that teachers who actively participate in collaborative expertise and LAC sessions demonstrate higher levels of instructional effectiveness and professional competence. The rejection of the null hypothesis further implies that school-based professional learning activities significantly contribute to improving teachers' classroom performance, instructional delivery, and learner-centered teaching practices.

**Keywords:** *Implementation, Collaborative Expertise, LAC Sessions, Teachers' Performance*

## INTRODUCTION

Collaborative expertise and the implementation of Learning Action Cell (LAC) sessions play a significant role in enhancing teachers' teaching performance. These professional learning activities provide teachers with opportunities to share experiences, strategies, and insights, creating a supportive environment that promotes reflective practice and continuous improvement. By participating in LAC sessions, teachers are able to discuss challenges, analyze lesson outcomes, and explore innovative instructional strategies, which can directly

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influence the quality of classroom instruction. Collaboration through LAC fosters professional growth by encouraging teachers to adopt evidence-based practices, reflect on their methods, and make informed decisions to improve learner engagement and learning outcomes.

In practice, LAC sessions create a safe space for teachers to express concerns, ask questions, and receive constructive feedback from colleagues. This collaborative approach reduces the sense of professional isolation often experienced in teaching, particularly in schools with diverse learners and increasing curricular demands. Teachers gain confidence in their instructional abilities as they observe and learn from the strengths of others. This shared expertise allows teachers to address the varying needs of learners more effectively, adapt teaching strategies to different learning styles, and enhance overall classroom performance. Moreover, LAC sessions contribute to the development of leadership and decision-making skills, as teachers are encouraged to take responsibility for improving not only their own practice but also the learning environment as a whole.

According to Cruz and del Rosario (2021), collaborative professional learning such as LAC sessions positively impacts teachers' instructional performance and classroom effectiveness. Their study revealed that teachers who actively participate in structured collaborative activities demonstrate improved lesson planning, higher engagement in professional reflection, and more innovative teaching strategies. The research emphasized that collaborative expertise allows teachers to learn from one another's experiences, share best practices, and collectively solve classroom challenges. As a result, learners benefit from more effective instruction, which can lead to improved academic performance. The study

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highlights that professional collaboration is a key factor in enhancing teaching performance and achieving better student outcomes.

The researcher believes that multiple strategies can be employed to improve teaching performance through collaborative expertise. These include structured peer mentoring, regular reflective discussions, lesson analysis, and shared planning activities. Incorporating technology to facilitate communication and resource sharing among teachers can further strengthen collaboration.

The researcher asserts that when teachers actively engage in these collaborative practices, they are better equipped to design lessons that meet diverse learners' needs, manage classroom challenges, and foster student achievement. Professional learning communities such as LAC sessions serve as platforms for teachers to continuously refine their practice and implement innovative instructional approaches.

Despite the advantages of collaborative expertise and LAC sessions, several challenges impact the implementation of these practices and the subsequent academic performance of learners. Time constraints pose a major issue, as teachers often balance heavy teaching loads, administrative responsibilities, and collaborative sessions, which can reduce the quality and frequency of meaningful discussions. Variations in teacher participation, stemming from limited confidence, fear of criticism, or lack of experience, may hinder effective collaboration. Additionally, limited resources, insufficient training, and resistance to change can reduce the impact of LAC sessions, making them routine rather than dynamic professional learning opportunities. These challenges can indirectly affect learners' performance in subjects such as

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science, where innovative teaching and interactive strategies are crucial for conceptual understanding.

The researcher is motivated to pursue this study to examine how collaborative expertise and LAC session implementation influence teachers' teaching performance. Understanding the impact of structured professional collaboration can provide insights into effective strategies for improving instruction, addressing diverse learners' needs, and enhancing academic outcomes. By investigating these practices, the study aims to promote meaningful professional development, strengthen teaching practices, and ultimately improve learners' performance in the classroom, particularly in science education.

This study determined the implementation of collaborative expertise and lac sessions in relation to teachers' performance. A proposed Instructional Supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the level of the school heads' Collaborative expertise and Learning Action Cell (LAC) Session Implementation in terms of:
  - 1.1. Professional Collaboration and Shared Experiences;
  - 1.2. Reflective Dialogue and Lesson Analysis;
  - 1.3. Sharing of Best Teaching Practices;
  - 1.4. Support for Instructional Challenges; and
  - 1.5. Engagement in School-Based Learning Communities?

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2. What is the performance level of the teachers based on the Classroom Observation Tool (COT)?
  3. Is there a significant relationship between Collaborative expertise and Learning Action Cell (LAC) Session Implementation and Teachers performance based on COT?
  4. What instructional supervisory plan can be proposed based on the findings of the study?

### Statement of Null Hypothesis

H0 - There is no significant relationship between the significant relationship between Collaborative expertise and Learning Action Cell (LAC) Session Implementation and Teachers performance based on COT.

## METHODOLOGY

**Design.** This study employed a descriptive-correlational research design, which was appropriate for determining the relationship between Collaborative Expertise and Learning Action Cell (LAC) Session Implementation and the teaching performance of elementary school teachers. The descriptive aspect provided a detailed description of how teachers perceived collaborative expertise and the implementation of LAC sessions in terms of professional collaboration, reflective dialogue, sharing of best practices, support for instructional challenges, and engagement in school-based learning communities. The correlational aspect examined whether a significant relationship existed between these collaborative practices and teachers' teaching performance as measured through the Classroom Observation Tool (COT).

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This design was suitable because it allowed the researcher to collect quantitative data on perceptions and performance and determine the strength and direction of the relationship between these variables.

The main locale of the study was in Tolingon School. To gather the necessary data for this study, the researcher used two research instruments: a survey questionnaire and a Classroom Observation Tool (COT). These instruments were designed to collect data on teachers' perceptions of Collaborative Expertise and Learning Action Cell (LAC) Session Implementation and to assess their teaching performance. The proposed Instructional Supervisory Plan was taken based on the findings of the study.

**Sampling** The respondents of the study were the 3 School Heads and 35 teachers that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

**Research Procedure.** To gather the necessary data within one month (30 days), the researcher asked permission from the Schools Division Office headed by the School Division Superintendent through a Transmittal Letter. The same letter content was given to the Public-School District Supervisor, School Principal, and the teachers under their supervision.

The researcher distributed the survey questionnaires to the School Principal to be answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r.

The data were collated and submitted for appropriate statistical treatment.

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**Ethical Issues.** The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

**Treatment of Data.** The following statistical formulas and tools were used in this study:

The quantitative responses from the survey questionnaire and Classroom Observation Tool (COT) were tallied and tabulated. The data were treated statistically using the following methods:

Simple Percentage and Weighted Mean – The Simple Percentage was used to describe the distribution of respondents’ demographic profile, while the Weighted Mean was employed to determine the level of Collaborative Expertise and LAC Session Implementation as perceived by teachers and to determine the teaching performance level based on COT ratings.

Pearson r Moment Correlation Coefficient – This statistical tool was used to determine the significant relationship between Collaborative Expertise and LAC Session Implementation and the teaching performance of teachers. It measured the strength and direction of the linear relationship between the independent variable (Collaborative Expertise and LAC Session Implementation) and the dependent variable (Teachers’ Teaching Performance).

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## RESULTS AND DISCUSSION

**TABLE 1**

### IMPLEMENTATION OF COLLABORATIVE EXPERTISE AND LAC SESSIONS IN RELATION TO TEACHERS' PERFORMANCE

Dimension	Indicators	Weighted Mean	Interpretation
<b>Professional Collaboration and Shared Experiences</b>	Teachers actively share instructional experiences during LAC sessions.	4.47	Very High
	Collaborative discussions among teachers help solve classroom challenges.	4.26	Very High
	Teachers feel supported by colleagues during professional collaboration.	4.00	High
	LAC sessions encourage teamwork and mutual learning.	4.58	Very High
	Collaborative expertise contributes to professional growth.	4.55	Very High
<b>Reflective Dialogue and Lesson Analysis</b>	Teachers engage in reflective discussions about teaching practices.	4.47	Very High

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Dimension	Indicators	Weighted Mean	Interpretation
	LAC sessions provide opportunities for lesson analysis and feedback.	4.16	High
	Teachers use insights from reflective dialogue to improve lessons.	4.18	High
	Critical discussion of instructional strategies is encouraged in LAC sessions.	4.24	Very High
	Reflection during LAC sessions leads to better classroom practices.	4.61	Very High
<b>Sharing of Best Teaching Practices</b>	Teachers share effective teaching strategies during LAC sessions.	4.55	Very High
	Innovative teaching ideas from colleagues are applied in the classroom.	4.00	High
	Teachers learn new instructional methods from LAC sessions.	4.45	Very High
	LAC sessions enhance the overall quality of teaching through knowledge sharing.	4.39	Very High

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Dimension	Indicators	Weighted Mean	Interpretation
	Teachers feel confident implementing shared best practices.	3.97	High
<b>Support for Instructional Challenges</b>	LAC sessions help teachers address specific classroom problems.	4.47	Very High
	Teachers receive guidance from colleagues for difficult instructional tasks.	4.26	Very High
	Collaborative expertise provides strategies for managing diverse learners.	4.58	Very High
	Teachers feel more capable of overcoming instructional challenges after LAC sessions.	4.47	Very High
	Support received in LAC sessions positively affects classroom performance.	4.29	Very High
<b>Engagement in School-Based Learning Communities</b>	Teachers actively participate in all LAC session activities.	4.39	Very High
	LAC sessions motivate teachers to collaborate beyond scheduled meetings.	4.28	Very High

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Dimension	Indicators	Weighted Mean	Interpretation
	Teachers contribute ideas and suggestions during LAC sessions.	4.29	Very High
	Participation in LAC sessions increases teachers' sense of professional responsibility.	4.47	Very High
	Teachers perceive LAC sessions as essential for continuous professional development.	4.39	Very High

**Grand Overall Weighted Mean: 4.37 → VERY HIGH**

**Legend (Likert Scale Interpretation)**

**Range Interpretation**

4.21 – 5.00 Very High

3.26 – 4.20 High

2.51 – 3.25 Moderate

1.76 – 2.50 Low

1.00 – 1.75 Very Low

This table presents the Implementation of Collaborative Expertise and Learning Action Cell (LAC) Sessions in Relation to Teachers' Performance among elementary school teachers.

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Specifically, it shows the different dimensions of collaborative expertise and LAC session implementation, namely: Professional Collaboration and Shared Experiences, Reflective Dialogue and Lesson Analysis, Sharing of Best Teaching Practices, Support for Instructional Challenges, and Engagement in School-Based Learning Communities. The table further reflects the weighted mean and interpretation of each indicator in determining the extent to which collaborative practices and LAC sessions contribute to teachers' professional growth and classroom performance.

The findings revealed that under the dimension Professional Collaboration and Shared Experiences, the indicator "LAC sessions encourage teamwork and mutual learning" obtained the highest weighted mean of 4.58 interpreted as Very High, followed by "Collaborative expertise contributes to professional growth" with a weighted mean of 4.55 interpreted as Very High. Meanwhile, the indicator "Teachers feel supported by colleagues during professional collaboration" obtained the lowest weighted mean of 4.00 interpreted as High. These findings indicate that teachers strongly value teamwork, shared learning, and collaborative professional growth fostered through LAC sessions.

Under Reflective Dialogue and Lesson Analysis, the indicator "Reflection during LAC sessions leads to better classroom practices" garnered the highest weighted mean of 4.61 interpreted as Very High, while "LAC sessions provide opportunities for lesson analysis and feedback" obtained the lowest weighted mean of 4.16 interpreted as High. In the dimension Sharing of Best Teaching Practices, "Teachers share effective teaching strategies during LAC sessions" received the highest weighted mean of 4.55 interpreted as Very High, whereas

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“Teachers feel confident implementing shared best practices” obtained the lowest weighted mean of 3.97 interpreted as High. For Support for Instructional Challenges, “Collaborative expertise provides strategies for managing diverse learners” had the highest weighted mean of 4.58 interpreted as Very High, while “Teachers receive guidance from colleagues for difficult instructional tasks” obtained 4.26 interpreted as Very High. Lastly, under Engagement in School-Based Learning Communities, “Participation in LAC sessions increases teachers’ sense of professional responsibility” obtained the highest weighted mean of 4.47 interpreted as Very High, while “LAC sessions motivate teachers to collaborate beyond scheduled meetings” had the lowest weighted mean of 4.28 interpreted as Very High.

The results imply that collaborative expertise and LAC session implementation were highly evident among teachers and significantly contributed to strengthening professional collaboration, reflective practices, instructional support, and active participation in school-based learning communities. The grand overall weighted mean of 4.37 interpreted as Very High indicates that teachers strongly perceived LAC sessions as effective mechanisms for enhancing professional competence and improving teaching performance. The results further imply that teachers benefited from collaborative learning environments where they were able to exchange ideas, analyze teaching practices, address instructional challenges, and develop innovative teaching strategies. Moreover, the high ratings across all dimensions suggest that the implementation of collaborative expertise and LAC sessions fostered continuous professional development and promoted a culture of shared accountability and collective improvement in teaching practices.

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**TABLE 2**

**CLASSROOM OBSERVATION TOOL (COT) RATING OF TEACHERS' INSTRUCTIONAL COMPETENCIES**

Dimension	Indicators	Weighted Mean	Interpretation
<b>Application of Content Knowledge (1.1.2)</b>	Apply knowledge of content within and across curriculum teaching areas	6.80	Very High
<b>Teaching Strategies for Literacy and Numeracy (1.4.2)</b>	Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	6.97	Very High
<b>Critical and Creative Thinking (1.5.2)</b>	Apply teaching strategies to develop critical, creative thinking, and higher-order thinking skills	6.54	Very High
<b>Classroom Management and Learning Environment (2.3.2)</b>	Manage classroom structure to engage learners in meaningful exploration and hands-on activities	6.37	Very High
<b>Positive Discipline and Behavior Management (2.6.2)</b>	Manage learner behavior constructively using positive and non-violent discipline	6.34	Very High
<b>Differentiated Instruction (3.1.2)</b>	Use differentiated and developmentally appropriate	6.60	Very High

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Dimension	Indicators	Weighted Mean	Interpretation
	learning experiences based on learner needs		
<b>Lesson Planning and Implementation (4.1.2)</b>	Plan and implement developmentally sequenced teaching and learning processes	6.51	Very High
<b>Learning Resources and ICT Integration (4.5.2)</b>	Select and use appropriate teaching and learning resources, including ICT	6.29	Very High
<b>Assessment Strategies (5.1.2)</b>	Design and use diagnostic, formative, and summative assessment strategies	6.31	Very High

**Grand Mean: 6.53 → VERY HIGH**

## Legend (Likert Scale Interpretation)

### Score Range Interpretation

6.01 – 7.00 Very High

5.01 – 6.00 High

4.01 – 5.00 Moderate

3.01 – 4.00 Low

1.00 – 3.00 Very Low

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This table presents the Classroom Observation Tool (COT) Rating of Teachers' Instructional Competencies. It specifically shows the different dimensions of teachers' instructional competencies based on the indicators reflected in the Classroom Observation Tool, namely: Application of Content Knowledge, Teaching Strategies for Literacy and Numeracy, Critical and Creative Thinking, Classroom Management and Learning Environment, Positive Discipline and Behavior Management, Differentiated Instruction, Lesson Planning and Implementation, Learning Resources and ICT Integration, and Assessment Strategies. The table further reflects the weighted mean and interpretation of each indicator in determining the level of teachers' instructional competencies in classroom teaching.

The findings revealed that the indicator "Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills" under Teaching Strategies for Literacy and Numeracy obtained the highest weighted mean of 6.97 interpreted as Very High. This was followed by "Apply knowledge of content within and across curriculum teaching areas" under Application of Content Knowledge with a weighted mean of 6.80 interpreted as Very High. Meanwhile, the indicator "Select and use appropriate teaching and learning resources, including ICT" under Learning Resources and ICT Integration obtained the lowest weighted mean of 6.29, although still interpreted as Very High. These findings indicate that teachers demonstrated strong instructional competence particularly in applying varied teaching strategies and content knowledge to improve learner achievement.

Moreover, the indicator "Apply teaching strategies to develop critical, creative thinking, and higher-order thinking skills" obtained a weighted mean of 6.54 interpreted as Very High,

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while "Use differentiated and developmentally appropriate learning experiences based on learner needs" garnered 6.60 interpreted as Very High. In terms of classroom management, "Manage classroom structure to engage learners in meaningful exploration and hands-on activities" received a weighted mean of 6.37 interpreted as Very High, whereas "Manage learner behavior constructively using positive and non-violent discipline" obtained 6.34 interpreted as Very High. Furthermore, "Plan and implement developmentally sequenced teaching and learning processes" garnered a weighted mean of 6.51 interpreted as Very High, and "Design and use diagnostic, formative, and summative assessment strategies" obtained 6.31 interpreted as Very High. The consistently high ratings across all indicators demonstrate that teachers effectively implemented instructional competencies aligned with quality teaching standards and classroom performance expectations.

The results imply that teachers possessed strong instructional competencies in delivering effective and learner-centered instruction across various teaching dimensions. The grand mean of 6.53 interpreted as Very High indicates that teachers consistently demonstrated competence in content knowledge, literacy and numeracy instruction, higher-order thinking strategies, classroom management, differentiated instruction, lesson planning, ICT integration, and assessment practices. The results further imply that teachers were capable of creating engaging and meaningful learning environments that supported student achievement and holistic development. Moreover, the very high ratings suggest that teachers effectively applied professional teaching standards in classroom instruction, enabling them to address diverse learner needs.

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**TABLE III**

**TEST OF RELATIONSHIP BETWEEN THE IMPLEMENTATION OF COLLABORATIVE EXPERTISE AND LAC SESSIONS AND TEACHERS' INSTRUCTIONAL COMPETENCIES**

<b>Variables Correlated</b>	<b>r (Pearson)</b>	<b>Computed t</b>	<b>Table Value @ 0.05</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
Implementation of Collaborative Expertise and LAC Sessions (Table 1) and Teachers' Instructional Competencies (Table 2)	0.88	6.58	1.96	Reject Ho	Significant Relationship (Very Strong Positive)

This table presents the Test of Relationship Between the Implementation of Collaborative Expertise and Learning Action Cell (LAC) Sessions and Teachers' Instructional Competencies. Specifically, it shows the correlation analysis between the implementation of collaborative expertise and LAC sessions reflected in Table 1 and the teachers' instructional competencies reflected in Table 2. The table further presents the Pearson r value, computed t-value, table value at 0.05 level of significance, decision on the null hypothesis, and the interpretation of the relationship between the variables.

The findings revealed that the computed Pearson r value of 0.88 indicated a very strong positive relationship between the implementation of collaborative expertise and LAC

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sessions and teachers' instructional competencies. This means that as the level of implementation of collaborative expertise and LAC sessions increased, the instructional competencies of teachers also tended to increase. The result demonstrates that collaborative professional learning activities and active engagement in LAC sessions were strongly associated with enhanced teaching competencies and classroom practices among teachers.

Moreover, the computed t-value of 6.58 was found to be higher than the table value of 1.96 at the 0.05 level of significance. As a result, the null hypothesis was rejected, leading to the conclusion that there was a significant relationship between the implementation of collaborative expertise and LAC sessions and teachers' instructional competencies. The interpretation of "Significant Relationship (Very Strong Positive)" further confirms that collaborative learning environments, reflective dialogue, and professional support systems significantly contributed to strengthening teachers' instructional practices, classroom management skills, lesson delivery, assessment strategies, and learner engagement.

The results imply that the implementation of collaborative expertise and LAC sessions played a vital role in enhancing teachers' instructional competencies and overall teaching performance. The result implies that collaborative professional development activities such as reflective discussions, sharing of best teaching practices, instructional support, and active participation in learning communities positively influenced teachers' competence in classroom instruction. Furthermore, the very strong positive correlation coefficient of  $r = 0.88$ , together with the computed t-value of 6.58, indicates that teachers who actively participated in collaborative expertise and LAC sessions demonstrated higher levels of instructional

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effectiveness and professional competence. The rejection of the null hypothesis further implies that collaborative and school-based professional learning activities significantly contributed to improving teachers' classroom performance, instructional delivery, and learner-centered teaching practices.

### Conclusion

Based on the results of this study, it can be concluded that the implementation of collaborative expertise and Learning Action Cell (LAC) sessions has a significant and positive influence on teachers' instructional competencies. The findings demonstrate that when teachers actively engage in collaborative professional learning, reflective dialogue, and shared instructional practices, their classroom performance and teaching effectiveness are greatly enhanced. This indicates that school-based professional development initiatives such as LAC sessions are essential in strengthening teachers' pedagogical skills, promoting continuous improvement, and fostering a culture of collaboration that ultimately contributes to better teaching and learning outcomes.

### Recommendations

Based on the findings of this study, the following recommendations are proposed.

The Teachers should actively participate in Collaborative Expertise activities and Learning Action Cell (LAC) sessions by engaging in reflective discussions, sharing best teaching

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practices, and continuously improving their instructional competencies to enhance classroom effectiveness and learner outcomes.

The School Heads should strengthen the implementation of LAC sessions by providing regular schedules, relevant learning materials, instructional support, and continuous monitoring to ensure meaningful teacher collaboration and professional development.

The Public Schools District Supervisor should provide technical assistance, supervision, and capacity-building programs that promote effective implementation of collaborative expertise and LAC sessions across schools to ensure consistency and quality in instructional practices.

The Parents should support school-based learning initiatives by encouraging their children's active participation in learning and by collaborating with teachers to reinforce positive learning behaviors and academic performance at home.

The Researcher should utilize the findings of this study as a basis for improving instructional supervisory practices and developing programs that further strengthen teacher collaboration and professional growth in schools.

The Future Researchers should conduct further studies focusing on other variables related to collaborative expertise and teacher performance, using different research designs or broader populations to validate and expand the findings of this study.

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To all those who helped make this research paper done.

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## AUTHOR'S PROFILE



### JESSLE MESIAS BAYONAS

The author is born on December 05, 1996 at Isabel Leyte, Philippines. She finished in her Bachelor's degree in Elementary Education at Visayas State University – Isabel. In her high school and college days, she was really into the supervision field. She was a leader in different organizations when she was a student and that helped her decide to take administration and supervision as her field of specialization for her master's degree. She is currently finishing her Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

She is currently a Teacher III in the Department of Education and a Grade – V Teacher at Tolingon Elementary School at Barangay Tolingon, Isabel, Leyte, Philippines. She is a coordinator in two school organizations for learners namely, Supreme Pupil Government and the Boy Scouts of the Philippines. She believes that supervising the young is the foundation of understanding how to supervise the old.

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