



Collaborative Expertise, Instructional Skills, Individual Performance Commitment and Review Form (IPCRF), and Key Stage 2 Learners' Academic Performance: Inputs to an Individual Development Plan

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Abstract

The study examined teachers' collaborative expertise, instructional skills, Individual Performance Commitment and Review Form (IPCRF) ratings, and Key Stage 2 learners' academic performance as inputs to an Individual Development Plan. A quantitative descriptive-correlational research design was employed among elementary teachers in selected public schools in District III of the Schools Division of Kabankalan City during School Year 2025–2026. Data were gathered through a validated researcher-developed questionnaire, teachers' IPCRF ratings, and learners' literacy and numeracy assessment results. Descriptive statistics, Mann–Whitney U-test, Kruskal–Wallis H-test, and Spearman's rank-order correlation were used to analyze the data. The findings showed that teachers demonstrated proficient levels of collaborative expertise and instructional skills and obtained very satisfactory IPCRF ratings. Key Stage 2 learners demonstrated highly proficient performance in addition, proficient performance in subtraction, multiplication, and overall numeracy, nearly proficient performance in division, and instructional-level performance in literacy. Collaborative expertise was significantly and positively related to instructional skills. Significant differences were also identified in mentorship according to age, content knowledge and pedagogy according to the number of trainings attended, and diversity of learners according to age. Selected dimensions of collaborative expertise, particularly mentorship and cooperative learning and collaborative instructional development, were significantly associated with learners' numeracy performance, whereas most teacher-related variables were not significantly associated with literacy performance or IPCRF ratings. The findings provided empirical bases for strengthening teacher mentoring, collaborative professional learning, instructional development, and targeted literacy and numeracy interventions through an Individual Development Plan.

Keywords

collaborative expertise, instructional skills, IPCRF, Key Stage 2, academic performance, Individual Development Plan

How to Cite

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Ethics Statement

This study was conducted in accordance with ethical standards.

INTRODUCTION

Teacher collaboration, instructional competence, professional performance, and learner achievement remain important dimensions of educational quality. Effective teaching increasingly requires teachers to work collaboratively, exchange instructional knowledge, engage in mentoring and peer learning, and continuously strengthen their professional competencies. Collaborative practices can support the development of teaching strategies and professional learning, particularly when teachers work collectively to address instructional challenges and learner needs (Castillo-Rodríguez & Prat Fernández, 2022; Cox, 2005). At the same time, instructional competence encompasses teachers' knowledge, pedagogy, classroom management, assessment practices, curriculum planning, responsiveness to learner diversity, and professional development. These competencies are central to teacher quality and professional advancement (Department of Education, 2017; Salen & Porcincula, 2025). Teacher performance is likewise influenced by professional competencies, behavioral competencies, motivation, and organizational commitment, demonstrating that effective teaching involves interconnected dimensions of professional practice (Natividad & Ocob, 2023; Santos, 2026; Tagab, 2026).

In the Philippine basic education context, teacher professional standards and performance management systems provide mechanisms for monitoring and strengthening teachers' professional competencies. The Philippine Professional Standards for Teachers establishes expectations for teachers' knowledge, skills, and professional practices, while performance assessment provides a structured basis for monitoring professional accomplishment and development needs (Department of Education, 2017). Professional development, instructional supervision, classroom management, and teacher competency development have remained important areas of educational practice in Philippine schools (Elamparo & Rafanan, 2023; Naadat, 2024; Saro et al., 2025). At the learner level, literacy and numeracy assessments provide evidence for identifying learning needs and designing appropriate interventions (Department of Education, 2018, 2023). In the study context, school monitoring data indicated continuing concerns regarding learners' literacy and numeracy performance, particularly among Key Stage 2 learners. These conditions highlighted the need to examine teachers' instructional and collaborative practices alongside learner performance and formal teacher performance ratings.

Despite the established importance of teacher collaboration, instructional competence, and professional performance, the relationships among these variables and Key Stage 2 learners' academic performance remained insufficiently examined within the specific context of public elementary schools in the Schools Division of Kabankalan City. Existing studies have addressed teacher instructional competencies, professional development, classroom management, behavioral competencies, instructional supervision, and performance, but these dimensions have generally been examined separately (Elamparo & Rafanan, 2023; Naadat, 2024; Natividad & Ocob, 2023; Salen & Porcincula, 2025; Saro et al., 2025; Tabaculde, 2024). A contextual gap therefore remained concerning whether collaborative expertise, instructional skills, and IPCRF ratings were associated with Key Stage 2 learners' literacy and numeracy performance when examined within the same empirical framework. The study addressed this gap by examining the levels and relationships among these teacher-related variables and learner academic outcomes.

The study therefore examined teachers' collaborative expertise, instructional skills, Individual Performance Commitment and Review Form (IPCRF) ratings, and Key Stage 2 learners' academic performance in selected public elementary schools in the Schools Division of Kabankalan City during School Year 2025–2026. Specifically, it determined the levels of collaborative expertise, instructional skills, teacher performance, and learner achievement; examined differences according to teachers' demographic and professional characteristics; and determined the relationships among the major study variables. The findings were intended to provide empirical inputs for an Individual Development Plan focused on strengthening teacher competencies, collaborative professional practices, and targeted instructional interventions for learners. The study was limited by its focus on the participating teachers and schools and by its correlational design, which did not establish causal relationships among the variables. Nevertheless, the study contributed contextual evidence that could support data-informed teacher development and school-based improvement initiatives.

METHODOLOGY

Design

The study employed a quantitative descriptive-correlational research design. The design was used to describe the existing levels of teachers' collaborative expertise, instructional skills, Individual Performance Commitment and Review Form (IPCRF) ratings, and Key Stage 2 learners' academic performance and to determine the relationships among these variables without manipulating the research setting. The design was appropriate because the study focused on naturally occurring associations among teacher-related competencies, professional performance, and learner outcomes. The findings were subsequently used as empirical inputs for the formulation of an Individual Development Plan.

Locale and Participants

The study was conducted in selected public elementary schools within District III of the Schools Division of Kabankalan City during School Year 2025–2026. The participating schools represented varied contexts, including differences in school size, location, and access to professional development opportunities. The participants included elementary teachers directly involved in classroom instruction, collaboration with colleagues, and school-based professional development activities. Key Stage 2 learners from Grades 4, 5, and 6 were included as the learner group whose literacy and numeracy performance was examined.

Sampling

A stratified sampling technique was employed to select the teacher participants. The sampling procedure was intended to provide representation across the selected schools and relevant professional characteristics. The inclusion criteria required teachers to be currently employed in public elementary schools, have at least one year of teaching experience, and

participate in school-based or district-level professional development activities. A total of 51 elementary teachers from selected public schools in District III of the Schools Division of Kabankalan City comprised the reported teacher sample.

Instrument

The primary data collection instrument was a researcher-developed questionnaire designed to obtain quantitative data on collaborative expertise, instructional skills, and teacher-related performance. The instrument consisted of five parts. Part I gathered the respondents' demographic and professional information, including age, sex, years of teaching experience, teaching position, and professional development trainings attended. Part II measured collaborative practices, including peer support, collaborative planning, participation in In-Service Training, and Learning Action Cell activities, using a four-point Likert scale. Part III assessed instructional practices related to curriculum design, instructional methods, evaluation techniques, and technology utilization, also using a four-point Likert scale. Part IV addressed teachers' IPCRF ratings for School Year 2023–2024. Part V covered Key Stage 2 learners' literacy and numeracy performance using the Philippine Informal Reading Inventory (Phil-IRI) and the Early Numeracy Test (ERuNT).

Validity and Reliability

The researcher-developed questionnaire underwent validity and reliability procedures before its administration in the main study. A panel of experts in education, curriculum design, and teacher professional development reviewed the instrument for alignment with the relevant professional standards and the constructs of collaborative expertise, instructional skills, learners' performance, and teachers' performance. The Good and Scates Validation Form was used to assess the content and face validity of the instrument. The instrument obtained a mean validation rating of 3.81, which was interpreted as strongly agree. Reliability was established through pilot testing among Grades 4–6 elementary teachers from District II of Kabankalan City who were not included in the main study. Internal consistency was assessed using Cronbach's alpha. The 55-item questionnaire obtained a Cronbach's alpha coefficient of 0.990, which indicated excellent internal consistency. The result supported the use of the instrument for the main data collection.

Collection

Before data collection, the researcher secured permission from the Schools Division Superintendent and the Public Schools District Supervisor through formal communication explaining the purpose and procedures of the study. The research proposal was submitted for review, including the relevant ethical considerations. After the necessary permissions were obtained, the researcher coordinated with the participating schools and administered the validated questionnaire to the selected teacher respondents. The required IPCRF records and learner assessment results were obtained through appropriate institutional procedures. Completed questionnaires were collected, checked, organized, and prepared for statistical analysis.

Analysis

The collected quantitative data were organized and analyzed using descriptive and inferential statistical procedures. Frequency and percentage were used to summarize the respondents' demographic and professional characteristics. Means and standard deviations were used to determine the levels of collaborative expertise, instructional skills, learner academic performance, and teachers' IPCRF ratings. The Mann–Whitney U-test was used to examine differences between two groups, while the Kruskal–Wallis H-test was used to examine differences across more than two groups. Spearman's rank-order correlation coefficient (ρ) was used to determine the relationships among collaborative expertise, instructional skills, IPCRF ratings, and Key Stage 2 learners' academic performance. Statistical decisions were based on the 0.05 level of significance.

Ethical Considerations

Ethical considerations were addressed before and during the conduct of the study. Permission to conduct the research was obtained from the appropriate officials of the Schools Division of Kabankalan City, and the research proposal and ethical considerations were submitted for review before data collection. Participation of teacher respondents was voluntary, and the purpose and procedures of the study were communicated before participation. Confidentiality of the information obtained from the respondents and the learner performance records was maintained throughout the research process. The data were used solely for the purposes of the study and for developing evidence-based inputs to the Individual Development Plan.

Limitations and Rigor

The study was limited to selected public elementary schools in District III of the Schools Division of Kabankalan City and therefore the findings were interpreted within the context of the participating schools and respondents. The use of a researcher-developed questionnaire also meant that the measures of collaborative expertise and instructional skills relied partly on respondents' self-reports. Methodological rigor was strengthened through expert validation, pilot testing, excellent internal consistency of the instrument, structured sampling procedures, and the use of appropriate descriptive and nonparametric statistical analyses. The correlational design also limited the interpretation of findings to associations among variables and did not establish causal relationships.

RESULTS AND DISCUSSION

Table 1 presents the demographic and professional profile of the respondents. The findings show that most respondents were 41 years old and above (71.4%), while 69.6% were female. More than half of the respondents (53.6%) had 14 years or more of teaching experience, indicating that the participants generally had substantial professional experience. In terms of teaching position, Teacher III constituted the largest group (50.0%), followed by Teacher I (33.9%). Regarding professional development, 50.0% of the respondents belonged to Category 3 in terms of the number of trainings attended. The profile therefore indicates that the respondents were generally experienced teachers with considerable exposure to professional

practice and continuing professional development. Professional development and training are important components of teacher improvement and performance enhancement (Elamparo & Rafanan, 2023; Santos, 2026).

The professional characteristics of the respondents also provide an appropriate context for examining collaborative expertise and instructional skills. Continued professional learning is consistent with the competency expectations established under the Philippine Professional Standards for Teachers, which emphasize teachers' continuing development and professional growth (Department of Education, 2017). Previous studies have likewise associated teachers' professional competencies, behavioral competencies, and teaching capabilities with their overall performance and development needs (Natividad & Ocob, 2023; Salen & Porcincula, 2025; Tabaculde, 2024). These characteristics provide a relevant foundation for interpreting the succeeding findings on teachers' collaborative practices, instructional competencies, performance ratings, and learners' academic outcomes.

Table 1
Demographic and Professional Profile of the Respondents (N = 56)

Profile Variable	Category	Frequency (f)	Percentage (%)
Age (years)	31–35	2	3.6
	36–40	14	25.0
	41 and above	40	71.4
	Total	56	100.0
Sex	Male	17	30.4
	Female	39	69.6
	Total	56	100.0
Years in Teaching Service	1–3 years	1	1.8
	8–10 years	10	17.9
	11–13 years	15	26.8
	14 years and above	30	53.6
	Total	56	100.0
Teaching Position	Teacher I	19	33.9
	Teacher II	5	8.9
	Teacher III	28	50.0
	Master Teacher I	2	3.6
	Master Teacher II	2	3.6
	Total	56	100.0
Professional Development Trainings Attended	Category 1	19	33.9
	Category 2	5	8.9
	Category 3	28	50.0
	Category 4	2	3.6
	Category 5	2	3.6
	Total	56	100.0

Note. f = frequency; % = percentage. Category labels for professional development trainings follow the classifications used in the source manuscript.

Table 2 presents the levels of the major study variables. The findings indicate that teachers demonstrated a proficient level of collaborative expertise across all dimensions. Cooperative learning and collaborative instructional development obtained the highest mean ($M = 3.90$, $SD = 0.2921$), while dialogue, peer teaching, and mentorship each obtained a mean of 3.80. The results suggest that teachers regularly engage in professional dialogue, peer learning, mentoring, and collaborative instructional activities. Cooperative approaches in education require teachers to coordinate instructional practices and respond collectively to learners' needs, although implementation may also present challenges that require adequate teacher preparation and support (Castillo-Rodríguez & Prat Fernández, 2022). Mentoring can likewise provide opportunities for professional knowledge sharing and development when mentoring relationships are appropriately structured (Cox, 2005).

Teachers also demonstrated proficient instructional skills across all seven domains, with mean ratings of 3.80. These domains included content knowledge and pedagogy, learning environment, assessment and reporting, curriculum and planning, diversity of learners, community linkages and professional engagement, and personal growth and professional development. The results indicate that respondents perceived themselves as competent in the major instructional and professional responsibilities expected of teachers. Similar studies have emphasized instructional competencies, teaching capabilities, classroom management, and professional development as important components of teacher effectiveness and career advancement (Naadat, 2024; Salen & Porcincula, 2025; Tabaculde, 2024). These competencies are also consistent with the professional standards established for teachers in the Philippine basic education system (Department of Education, 2017).

For learners' academic performance, the findings show highly proficient performance in addition ($M = 9.50$), proficient performance in subtraction ($M = 8.60$), multiplication ($M = 7.70$), and overall numeracy ($M = 32.80$), while division was classified as nearly proficient ($M = 7.20$). Literacy performance was classified as instructional ($M = 3.40$), indicating that learners require continued instructional support in reading. The use of standardized literacy and numeracy assessment procedures provides schools with information for identifying learning needs and planning appropriate interventions (Department of Education, 2018, 2023). The difference between numeracy and literacy performance therefore indicates a particular need to strengthen literacy-related interventions while sustaining existing numeracy support.

Teachers obtained a very satisfactory IPCRF rating ($M = 4.307$, $SD = 0.2381$), indicating a high level of reported professional performance. This finding is consistent with research emphasizing the relevance of professional competencies, behavioral competencies, motivation, and continuing development to teachers' performance (Elamparo & Rafanan, 2023; Natividad & Ocob, 2023; Santos, 2026). Overall, the results show that the teachers demonstrated strong collaborative and instructional competencies and satisfactory professional performance, whereas learners' literacy outcomes remained an area requiring further attention.

Table 2
Levels of the Study Variables

Study Variable	Dimension/Indicator	Mean	Standard Deviation	Interpretation
Collaborative Expertise	Dialogue	3.80	0.3163	Proficient
	Peer Teaching	3.80	0.3713	Proficient
	Mentorship	3.80	0.3122	Proficient
	Cooperative Learning and Collaborative Instructional Development	3.90	0.2921	Proficient
Instructional Skills	Content Knowledge and Pedagogy	3.80	0.3516	Proficient
	Learning Environment	3.80	0.3379	Proficient
	Assessment and Reporting	3.80	0.2932	Proficient
	Curriculum and Planning	3.80	0.3235	Proficient
	Diversity of Learners	3.80	0.3292	Proficient
	Community Linkages and Professional Engagement	3.80	0.3281	Proficient
Key Stage 2 Learners' Academic Performance	Personal Growth and Professional Development	3.80	0.3563	Proficient
	Addition	9.50	0.2986	Highly Proficient
	Subtraction	8.60	0.6651	Proficient
	Multiplication	7.70	1.0291	Proficient
	Division	7.20	1.4104	Nearly Proficient
	Overall Numeracy	32.80	3.7059	Proficient
Teachers' Performance	Literacy	3.40	0.7879	Instructional
	Individual Performance Commitment and Review Form (IPCRF) Rating	4.307	0.2381	Very Satisfactory

Note. Higher mean scores indicate higher levels of collaborative expertise, instructional skills, learner academic performance, and teachers' performance rating based on the criteria used in the study.

Table 3 presents the differences in teachers' collaborative expertise, instructional skills, and IPCRF ratings according to their demographic and professional characteristics. The findings indicate that most of the examined profile variables did not produce statistically significant differences in the study variables. Dialogue, peer teaching, mentorship, and cooperative learning and collaborative instructional development generally remained comparable across the profile groups. Similarly, most instructional-skill domains did not differ significantly according to sex, age, years of teaching service, teaching position, or number of professional development trainings attended. Teachers' IPCRF ratings also did not significantly differ across the examined profile variables. This pattern suggests that the respondents generally demonstrated consistent levels of professional competence and performance across different demographic and professional groups.

Three significant differences were identified. Mentorship differed significantly according to age ($p = .037$), content knowledge and pedagogy differed significantly according to the number of trainings attended ($p = .035$), and diversity of learners differed significantly according to age ($p = .012$). The difference in mentorship across age groups may reflect variations in professional experience and opportunities to assume mentoring responsibilities. Formal mentoring may support professional development when mentoring relationships are appropriately established and matched to the needs of participants (Cox, 2005). The significant difference in content knowledge and pedagogy according to training participation further suggests that professional development may be associated with differences in teachers' instructional competencies. Training and development initiatives have been identified as important mechanisms for strengthening teacher performance and professional capability (Elamparo & Rafanan, 2023; Salen & Porcincula, 2025). The significant difference in diversity of learners according to age may also reflect differences in teachers' accumulated classroom experiences and approaches to addressing varied learner needs, particularly in relation to classroom management and instructional adaptation (Naadat, 2024). These findings support the continued provision of differentiated professional development opportunities while maintaining consistent competency expectations for all teachers (Department of Education, 2017).

Table 3
Differences in the Study Variables According to Teachers' Profile Variables

Study Variable	Indicator	Sex p-value	Age p-value	Years in Teaching Service p-value	Teaching Position p-value	No. of Trainings Attended p-value	Decision
Collaborative Expertise	Dialogue	.211	.223	.659	.683	.191	Not Significant
	Peer Teaching	.447	.219	.717	.682	.324	Not Significant
	Mentorship	.623	.037*	.476	.404	.747	Significant (Age)
	Cooperative Learning and Collaborative Instructional Development	.827	.266	.967	.895	.759	Not Significant

Study Variable	Indicator	Sex p-value	Age p-value	Years in Teaching Service p-value	Teaching Position p-value	No. of Trainings Attended p-value	Decision
Instructional Skills	Content Knowledge and Pedagogy	.818	.124	.177	.317	.035*	Significant (Trainings)
	Learning Environment	.235	.465	.503	.293	.839	Not Significant
	Assessment and Reporting	.259	.251	.251	.269	.732	Not Significant
	Curriculum and Planning	.743	.784	.778	.524	.676	Not Significant
	Diversity of Learners	.767	.012*	.511	.554	.800	Significant (Age)
	Community Linkages and Professional Engagement	.460	.251	1.000	.429	.968	Not Significant
	Personal Growth and Professional Development	.588	.438	.527	.137	.796	Not Significant
Teachers' Performance	IPCRF Rating	.981	.337	.623	.668	.403	Not Significant

Note. Mann–Whitney U-test was used for Sex, while Kruskal–Wallis H-test was used for Age, Years in Teaching Service, Teaching Position, and Number of Trainings Attended. Values marked with an asterisk (*) indicate statistically significant differences at $p < .05$.

Table 4 presents the relationships among teachers' collaborative expertise, instructional skills, and IPCRF ratings. The findings show that all dimensions of collaborative expertise were significantly and positively associated with all dimensions of instructional skills. The correlations ranged from $\rho = .328$ to $\rho = .688$, indicating that stronger collaborative practices tended to occur alongside stronger instructional competencies. The strongest association was observed between dialogue and diversity of learners ($\rho = .688, p < .001$), while the weakest significant association was between dialogue and curriculum and planning ($\rho = .328, p = .014$). These findings suggest that professional interaction, peer learning, mentoring, and collaborative instructional development are closely connected with teachers' instructional practice.

The significant positive relationships are consistent with research emphasizing the role of cooperative professional practices in strengthening instructional processes. Collaborative approaches can facilitate the exchange of teaching strategies, collective problem-solving, and professional learning among teachers (Castillo-Rodríguez & Prat Fernández, 2022). Mentoring can likewise provide structured opportunities for teachers to share expertise, receive feedback, and develop professional competencies (Cox, 2005). These findings support the continued implementation of collaborative professional learning and mentoring activities as mechanisms for strengthening teachers' instructional skills.

In contrast, none of the instructional-skill domains showed a statistically significant relationship with IPCRF ratings. The coefficients were weak and negative, ranging from $\rho = -.076$ to $\rho = -.207$, with all p -values exceeding .05. This finding suggests that formal performance ratings may reflect broader dimensions of professional performance rather than instructional competence alone. Teacher performance has been associated with multiple factors, including behavioral competencies, professional development, motivation, and organizational commitment (Natividad & Ocob, 2023; Santos, 2026; Tagab, 2026). Therefore, the results indicate that strengthening collaborative expertise may have greater relevance to instructional competence than to formal IPCRF ratings.

Table 4
Relationships Among Teachers' Professional Competencies

Instructional Skills	Dialogue ρ (p)	Peer Teaching ρ (p)	Mentorship ρ (p)	Cooperative Learning and Collaborative Instructional Development ρ (p)	IPCRF Rating ρ (p)
Content Knowledge and Pedagogy	0.596** (.000)	0.487** (.000)	0.587** (.000)	0.589** (.000)	-0.114 (.404)
Learning Environment	0.661** (.000)	0.494** (.000)	0.623** (.000)	0.636** (.000)	-0.176 (.195)
Assessment and Reporting	0.602** (.000)	0.415** (.001)	0.583** (.000)	0.543** (.000)	-0.146 (.285)
Curriculum and Planning	0.328* (.014)	0.503** (.000)	0.566** (.000)	0.470** (.000)	-0.156 (.254)
Diversity of Learners	0.688** (.000)	0.450** (.001)	0.614** (.000)	0.603** (.000)	-0.205 (.130)
Community Linkages and Professional Engagement	0.529** (.000)	0.437** (.001)	0.439** (.001)	0.577** (.000)	-0.207 (.127)
Personal Growth and Professional Development	0.483** (.000)	0.352** (.008)	0.532** (.000)	0.433** (.001)	-0.076 (.578)

Note. ρ = Spearman's rank-order correlation coefficient. $p < .05$ = significant (*); $p < .01$ = highly significant (**). IPCRF = Individual Performance Commitment and Review Form. Data are presented exactly as reported in the source manuscript.

Table 5 presents the relationships between teachers' collaborative expertise, instructional skills, IPCRF ratings, and Key Stage 2 learners' academic performance. The findings show that most dimensions of collaborative expertise were not significantly associated with learners' academic performance. Dialogue and peer teaching showed no significant relationship with any of the literacy or numeracy indicators. Mentorship was significantly related to overall numeracy ($\rho = .405, p = .032$), while cooperative learning and collaborative instructional development demonstrated significant relationships with multiplication ($\rho = .426, p = .024$), division ($\rho = .382, p = .045$), and overall numeracy ($\rho = .405, p = .032$). These findings suggest that selected forms of structured collaboration, particularly mentoring and collaborative instructional development, may have greater relevance to numeracy-related outcomes than general professional dialogue or peer teaching alone. Cooperative learning has been associated with collaborative instructional processes, although its implementation may

present challenges that require appropriate teacher preparation and support (Castillo-Rodríguez & Prat Fernández, 2022). Mentoring can likewise provide teachers with opportunities for guided professional learning, feedback, and instructional support (Cox, 2005).

The instructional-skill domains did not demonstrate statistically significant relationships with learners' academic performance. Although some coefficients were positive, all corresponding probability values exceeded the .05 level of significance. Similarly, teachers' IPCRF ratings were not significantly related to addition, subtraction, multiplication, division, overall numeracy, or literacy. These findings indicate that high levels of teacher-reported instructional competence and professional performance do not necessarily correspond directly to higher learner assessment results in this sample. Learner achievement may be influenced by several conditions beyond teachers' professional competencies, while standardized assessment procedures are intended to identify specific areas requiring instructional support and intervention (Department of Education, 2015, 2018, 2023).

The results further suggest that teacher development initiatives should not rely exclusively on performance ratings as indicators of learner achievement. Professional development, instructional competence, behavioral competencies, and teacher performance represent related but distinct dimensions of educational practice (Elamparo & Rafanan, 2023; Natividad & Ocob, 2023; Salen & Porcincula, 2025). Accordingly, the findings support an Individual Development Plan that maintains teachers' collaborative and instructional competencies while giving particular attention to collaborative mentoring, mathematics instruction, and targeted literacy and numeracy interventions.

Table 5
Relationships Between Teachers' Variables and Key Stage 2 Learners' Academic Performance

Teacher Variable	Addition ρ (p)	Subtraction ρ (p)	Multiplication ρ (p)	Division ρ (p)	Overall Numeracy ρ (p)	Literacy ρ (p)
Collaborative Expertise						
Dialogue	.166 (.223)	.186 (.171)	.246 (.068)	.170 (.211)	.238 (.078)	-.158 (.246)
Peer Teaching	.124 (.364)	.118 (.387)	.235 (.081)	.218 (.108)	.229 (.090)	-.096 (.483)
Mentorship	.213 (.116)	.241 (.074)	.365** (.006)	.345** (.009)	.405** (.002)	-.061 (.656)
Cooperative Learning and Collaborative Instructional Development	.241 (.074)	.254 (.059)	.332* (.012)	.314* (.018)	.378** (.004)	-.082 (.548)
Instructional Skills						
Content Knowledge and Pedagogy	-.008 (.953)	-.002 (.990)	.177 (.193)	-.020 (.884)	.069 (.613)	-.098 (.472)
Learning Environment	.301 (.024)	.286 (.033)	.344 (.010)	.254 (.059)	.250 (.063)	-.155 (.255)
Assessment and Reporting	.163 (.232)	.172 (.205)	.195 (.150)	.205 (.130)	.248 (.066)	-.112 (.412)
Curriculum and Planning	-.013 (.925)	-.076 (.576)	-.025 (.854)	-.106 (.436)	.012 (.930)	-.110 (.420)
Diversity of Learners	.147 (.279)	.143 (.294)	.301 (.024)	.203 (.134)	.237 (.079)	.015 (.915)
Community Linkages and Professional Engagement	.102 (.455)	.129 (.343)	.104 (.445)	.138 (.312)	.196 (.148)	-.195 (.150)
Personal Growth and Professional Development	.087 (.523)	.166 (.222)	.255 (.058)	.096 (.482)	.161 (.235)	.104 (.447)
Teachers' Performance						
IPCRF Rating	.211 (.118)	.032 (.816)	.116 (.394)	-.047 (.730)	.016 (.908)	.230 (.089)

Note. ρ = Spearman's rank-order correlation coefficient. Values in parentheses are p-values. $p < .05$ = significant (*); $p < .01$ = highly significant (**). Data are reproduced from the source manuscript.

Conclusion and Recommendations

The study concluded that teachers demonstrated proficient levels of collaborative expertise and instructional skills and obtained very satisfactory IPCRF ratings, while Key Stage 2 learners demonstrated proficient overall numeracy performance but instructional-level literacy performance. Collaborative expertise was significantly and positively associated with instructional skills, indicating that teachers' professional collaboration was closely related to their instructional competence. However, most teacher-related variables did not show significant relationships with learners' academic performance or IPCRF ratings. Significant relationships were observed between mentorship and selected numeracy outcomes and between cooperative learning and collaborative instructional development and selected numeracy outcomes. These findings indicated that teacher collaboration, particularly mentoring and collaborative instructional development, may have contributed to selected aspects of learners' numeracy performance, while academic achievement was influenced by factors beyond teacher competencies alone.

Based on these findings, the study recommended that the Individual Development Plan prioritize the strengthening of mentoring, collaborative instructional planning, peer learning, and continuous professional development, particularly in content knowledge, pedagogy, and strategies for addressing diverse learners. Schools were also encouraged to strengthen targeted literacy and numeracy interventions, regularly monitor learner progress, and use assessment results to guide instructional planning and teacher development. Collaboration among teachers, school administrators, parents, and other stakeholders was recommended to provide comprehensive support for learners. Future researchers were encouraged to

examine additional learner-, family-, school-, and community-related factors to provide a broader understanding of academic performance and to strengthen evidence-based teacher development and school improvement initiatives.

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