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SCHOOL LEARNING ACTION CELLS (SLACs) AMONG SECONDARY PUBLIC SCHOOL TEACHERS IN THE MUNICIPALITY OF DARAGA

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ABSTRACT

The study examined the School Learning Action Cells among the teachers in public secondary schools in the municipality of Daraga. This SLAC is collaboration where people in the organization can share ideas and strategies, being creative and innovative and adapting to 21st century abilities. This evaluated teachers' level of understanding and engagement in relation to the challenges with SLAC activities. A descriptive correlational design correlates the relationship between teachers' understanding and engagement. The survey questionnaire served as an instrument in data gathering that was answered by the total population of public secondary school teachers using a Likert 4-point scale and ranking to record their views. Results indicated a generally positive attitude toward SLAC, with teacher's showing mixed levels of understanding in different topics but doing great in content sessions. The engagement levels were positive, showing a range of mean scores. These results emphasized the need for continuous institutional support and strategic planning to improve professional development. Despite the positive perception, this study suggests that continuous professional development is crucial to teachers using SLACs opportunities to enhance educational practices and address the challenges that arose during its application. Through an environment that cultivates collaborative learning and mutual support, schools motivate teachers to develop instructional strategies that ultimately improve student outcomes.

KEYWORDS: - School Learning Action Cell, Understanding, Engagement, Challenges.

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1.0 INTRODUCTION

Teachers nowadays are under increasing pressure to deliver. High expectations and demands pressure teachers to deliver. It is all about quality teachers who are the pillars of students' success.

Even the best-prepared and qualified teachers need to learn when they begin teaching. Therefore, it is a matter of life-and-death urgency that teachers should begin preparing when they start teaching and continue to develop their skills.

The collaborative nature of School Learning Action Cell sessions and in-service training promotes a supportive environment that minimizes tasks, fosters collaboration, and enhances teachers' well-being and teaching techniques. The research by Msamba et al. (2023) examines the impact of in-service education and training on teachers' learning in Kilimanjaro and Manyara regions of Tanzania. While INSET enriched the pedagogical content knowledge of teachers, it failed to solve problems related to teaching grammar and its application in competency-based language teaching (CBLT). Many teachers found it hard to apply CBLT due to a lack of follow-up support, insufficient resources, and systemic issues such as heavy workloads and unequal access to training. This research proposes grammar instruction, structured mentoring sessions, and policy changes so that teachers' training, curriculum goals, and classroom climate better match.

Japanese Lesson Study (LS) has been a central model of teacher professional development in Japan for over a century. LS is crucial in enhancing math and science education through continuous teacher cooperation and reflective practice (Makinae, 2019). Nevertheless, it is difficult to execute and sustain LS through continuous teacher cooperation, diverging professional competence, and complexities generated through shifting education policies and the tension between tradition and change. Besides, implementing LS in other countries is challenging because of cultural differences and education systems. Nevertheless, LS has been discovered to promote teacher professional growth, boost student achievement, and create professional learning communities (Willems & Bossche, 2019).

Yet much LS research continues to be small in scope and qualitative, which restricts generalizability and tends to look at short-term rather than long-term impacts on teaching, learning, or school reform. Such limitations underscore the necessity for big-scale studies to adequately determine the merit of LS as a professional development approach (Willems & Bossche, 2019; Makinae, 2019).

Lesson study, in its transmigration to the US in the 1990s and later adopted in China, is highly problematic as a component of curriculum reform initiatives. These are challenges in the realization of lesson study alignments to ambitious student-focused and practice-application-oriented curriculum aims; teachers themselves grapple to escape from rooted exam-streaming and traditional modes of teaching. Cultural clashes among Western-hegemonic pedagogies and deeply rooted Chinese pedagogical customs prompt teachers to grapple with complexities.

In addition, issues like centralized control and high stakes testing limit teachers' independence, making novel methods work within an implementation. Inconsistent teacher professional development in different areas and resource inequities also constitute a barrier to the scalability of lesson study, underscoring the challenges in scaling up this method within China's broader education reforms (Huang et al., 2019; Zhao et al., 2022).

Several nations like Finland, the USA, India, and Malaysia used identical strategies and peer assistance to be effective in education. These processes show that such methods can be successful in several other situations (Popova et al., 2021). It emphasizes some of the harmful conditions in teacher professional development programs. One major issue is the mismatch between evidence-based components of successful professional development and the conditions of most at-scale programs. Studies have revealed that career motivators, topical emphasis, presentation implementation, inaugural face-to-face instruction, and subsequent visits have led to student learning gains where qualities cannot be found within government-funded projects.

Within the Philippine context, LAC implementation is fraught with special challenges, including resource constraints, time, resistance to change, and successful facilitation (Culajara et al., 2022; Silva, 2021); adequate support and resources for their success are pivotal. Resolution of these challenges is pivotal to the achievement of quality and sustainability of LACs, which are imperative to teachers' professional growth. This research seeks to investigate the challenges and coping strategies of Filipino public school teachers in the reality of LACs, providing recommendations and insights to improve the education system and assist teachers in their role of molding the country's future.

Institutionalization of LACs was made mandatory by the Department of Education (DepEd) through DepEd Order No. 35, s. 2016, with Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, being implemented to enhance and support the teachers in covering and helping each other cover up their knowledge, attitudes, skills, and abilities on curriculum, instruction, and assessment in the workplace. The SLAC is collaboration among individuals in the organization where individuals can exchange ideas and strategies and implement or innovate them. This also stresses sharing trends, being innovative and creative, and adjusting to the 21st-century skills that every individual needs. This should be conducted at least once a month in a face-to-face learning environment or electronically when in-person meetings are not feasible.

DepEd teachers engage in LACs facilitated by the school principal or the LAC leader coordinates with the teachers and brainstorms solutions to shared problems or issues like the diversity of learners, content and pedagogy, assessment and reporting, and ICT integration (De Vera & De Borja, 2020; Cabral & Millando, 2019). Teaching-learning is cost-effective for ongoing professional development. LAC is through cooperation among teachers and coaching. The LAC sessions reinforce teachers' knowledge and abilities and improve the student's performance within the classroom, considering that as their product or output (Binauhan, 2019). Some of the essential situations related to out-of-field teaching in Philippine rural schools are identified in Bajar et al. 2021 research.

The primary issue is that teachers are assigned to areas outside of their specialization, which might influence the quality of instruction. It would require huge resources for retraining and professional development, typically in scarce supply. Implementing SLACs as a remedy is beset by problems of dependency on experienced teachers and long-term support requirements. While SLACs are a promising remedy, they also bring to light systemic issues in rural schools, such as the dearth of resources and the ideal best of allocating teachers to subjects within their areas of expertise.

Furthermore, Reazo's (2021) study of LAC in the Quezon Division revealed an insufficient commitment from teachers because of repetitive issues, incompatibility with teaching and administrative tasks, difficulty preparing proposals, and attachment issues. The absence of an evaluation team hinders the assessment of LAC's effectiveness of teachers' performance, and a lack of proper resources leads to inefficiency. Similarly, Dizon et al. (2019) found that technology issues, such as ICT deficiency, technical breakdowns, and time conflicts, hinder the effective use of LAC sessions among secondary Social Studies teachers in Zambales, Philippines. These issues reflect the need for systematic interventions to optimize LAC's professional development.

Vega (2020) learned that Philippine Normal University secondary science teachers were facing irregular scheduling, which disrupted habits of instruction and left learners untended during LAC sessions and challenged by teacher scheduling due to competing administrative responsibilities. Vega also noticed the absence of a standardized format for LAC and sufficient monitoring tools as obstacles to implementing it.

Similarly, Sales (2024) delved into the implementation of the learning action cell and its challenges in Naga City public elementary schools and identified poor teachers' preparation for multi-grade classes, lack of resources, language, and inadequate stakeholder support as primary barriers to successful LAC implementation.

Furthermore, at San Fernando, Masbate, Bartolay et al. (2024) noted the workload and fatigue of teachers as the highest issues preventing active involvement in LAC activities, whereas concerns about transparent budgets urged school administrators to insist on accountability.

Collectively, these studies emphasize the need for systematic LAC models, increased planning, improved resource management, administrative assistance to decongest instruction, and greater transparency in disseminating resources for the effectiveness of LAC sessions for professional development.

The secondary public schools of Albay are consistently conducting SLAC sessions where some groups of teachers work together to solve problems that happen within the school. LACs will become healthy, compassionate, and safe school-based communities of practice. Within the said policy, the DepEd asserts that for our learners to progress, our teachers must be equipped first and subject to standard in producing the goals of the education sector of the Philippines.

Even if it has a positive image, especially in the municipality of Daraga, nevertheless, there are systematic issues that occur in its implementation, e.g., poor resources and budget, absence of teacher participation, administrative and community support, high teaching loads, insufficient ICT expertise, planning for the session goals, inability to comprehend regarding the topic, faculty attendance, absence of monitoring and evaluation tools, variety of participants, and flexibility of schedule. These systemic issues highlight the necessity for targeted interventions to leverage SLAC as a professional development tool.

The aim of this study is to create an action plan to enhance teachers' professional growth through seminars, training, or workshops, community involvement, and other collective learning that boost teaching methods and educational practices and ultimately create an innovative environment for pupils to enhance performance.

2.0 FRAMEWORK

Adult Learning Theory and Constructivist Learning Theory were considered to provide strong support in understanding and analyzing the data. It also allowed the researcher to develop and test the hypothesis.

The integration of Adult Learning Theory (andragogy) and Constructivist Learning Theory offers a two-dimensional perspective under which to assess and enhance educators' professional development programs, specifically within collaborative approaches such as School Learning Action Cells (SLACs). Andragogy, in its roots in the work of Alexander Kapp and its contemporary expression by Malcolm Knowles, assumes that adult learners are self-directed, intrinsically motivated individuals who pursue educational experiences consonant with their personal and professional lives. In contrast to traditional pedagogical models, which tend to focus on passive transmission of knowledge, andragogy values autonomy, practical applicability, and the incorporation of lived experience into the learning process. This theory is particularly relevant in SLACs, wherein teachers—as adult learners—jointly plan their professional development agendas, establish actionable objectives, and practice reflectively linking theory and classroom practice. Through focusing on adult learners' necessity for agency and applicability, SLACs turn professional development from a top-down imposition into a participatory needs-based process that resonates with teachers' everyday difficulties and dreams.

Constructivist Learning Theory, which was initiated by Jean Piaget and continued to be developed by theorists such as Lev Vygotsky, adds depth to this theory by highlighting the social and experiential nature of learning. Constructivism maintains that knowledge is not received passively but constructed actively through interaction with peers, settings, and practical problems. In SLACs, this is expressed in the form of collaborative workshops, peer discussions, and problem-solving sessions where teachers as a group examine classroom issues, test new approaches, and hone their methods based on collective insights. The theory's emphasis on scaffolding—where students draw on existing knowledge through guided social interaction—coincides perfectly with SLACs' focus on mentorship, peer critique, and iterative reflection. For example, when teachers co-construct lesson plans or peer-teach one another, they simultaneously carry out the twin processes of assimilation and accommodation, adjusting their mental schemata to fit new teaching methodologies while situating them within the framework of what they already do.

The researcher's theory, the Collaborative Reflective Learning Theory enhances these dynamics by formalizing a culture of reciprocal accountability and a culture of ongoing improvement. In SLACs, teachers share ideas but go on to co-construct professional knowledge actively through systematic reflection cycles, where they analyze successes and failures, unmask biases, and co-design evidence-based solutions. This process creates a growth mindset, leading educators to see challenges as possibilities for innovation instead of impediments. For instance, in response to

resource deficiencies or varied learner needs, SLAC members pool their knowledge to come up with innovative workarounds, such as localized instructional materials or differentiated instruction models, thus converting constraints into drivers of pedagogical innovation.

The intersection of these theories in SLACs forms a strong environment for professional development, where teachers move from solitary practitioners to collaborative scholars. By combining andragogy's respect for adult autonomy, constructivism's focus on active knowledge construction and collaborative reflection's attention to collective accountability, SLACs enable educators to own their development while contributing to systemic educational reform. This model not only increases individual teacher effectiveness but also institutional resilience since schools develop practice communities that are able to transform to meet changing educational needs. Finally, the interaction of these theories in SLACs emphasizes the transformative value of collaborative, theory-driven professional development in enhancing lifelong learning, raising teaching quality, and spearheading sustainable education reform.

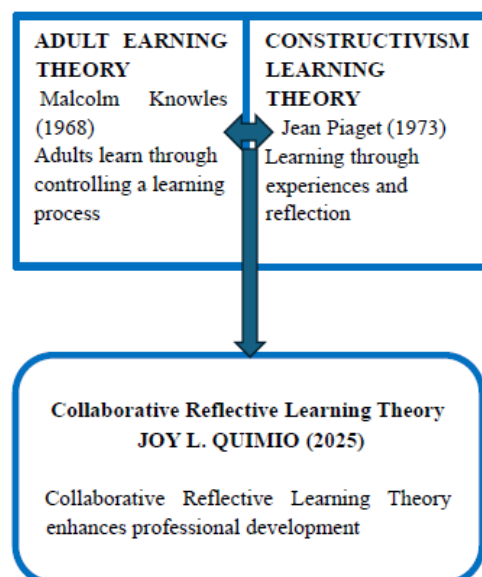


Figure 1.
Theoretical Paradigm

3.0 OBJECTIVES OF THE STUDY

The main objective of this study is to examine the School Learning Action Cells (SLACs) among secondary public school teachers in the municipality of Daraga as basis for crafting an action plan specifying on the level of understanding and engagement in relation to the challenges.

1. Determine the level of understanding among teachers on the School Learning Action Cell along:
 - a. Strategy for Improving Instructional Delivery;
 - b. Topics for LAC Sessions;
 - c. LAC Implementation Process; and
 - d. Roles of LAC Participants
2. Assess the level of engagement among teachers in the implementation of SLAC along:

- a. Orientation;
 - b. Lectures;
 - c. Coaching;
 - d. Development and Usage of Instructional Materials;
 - e. Workshops;
 - f. Group Discussion; and
 - g. Individual and Group Action Planning
3. Identify the challenges met by the teachers in implementing SLAC.
4. Appraise the significant relationship between the level of understanding and teachers' engagement in implementing SLAC.
5. Propose an action plan specifying on the level of understanding and engagement in relation to the challenges.

4.0 METHODOLOGY

Research Method

This research used a descriptive-correlational design. The descriptive aspect allows researchers to systematically measure and describe the current state of teachers' understanding of SLAC and the level of engagement in practicing it. The correlational aspect then examines how these variables are related to each other and if a high level of knowledge of SLAC has a corresponding high level of engagement or if there are issues that lower levels of engagement. Utilizing correlation coefficients, researchers can ascertain the strength and direction of such relationships, which can be adapted to guide targeted interventions for maximizing SLAC effectiveness. The design is suitable for real-life educational settings where variables cannot be manipulated, and it yields important insights that can guide policy and strategic interventions.

The Research Instrument

The Department of Education's Memorandum, particularly, DepEd Order No. 35, s. 2016 aided as the basis for the research instrument. The researcher partially adapted the data in the DepEd Order regarding SLAC and contextualized it to formulate the research instrument needed for data gathering.

The questionnaire was further validated by five experts from the Division of Albay, and they were chosen considering their line of expertise and educational background. Then, the panel of evaluators convened and approved the questionnaire.

This research instrument has three (3) parts to answer the problems of the study. Part 1 of the questionnaire dealt with the level of understanding of teachers on SLAC along with the strategy for improving instructional delivery, topics for LAC sessions, the LAC implementation process, and the roles of LAC participants. Part 2 dealt with teachers' engagement on SLAC with orientation, lectures, coaching, development, and usage of instructional materials, workshops, group discussions, and individual and group action planning. Parts 1 and 2 used weighted mean along with four-point (4) Likert scale with the following description: Part 1) Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) as for the level of understanding; and Part 2) Highly Engaged (HE), Engaged (E), Moderately Engaged (ME) and Not Engaged (NE) as for the level of engagement. Researchers employ this scale for several reasons. The 4-point Likert scale strikes a

balance between being too general and being too detailed. Part 3 dealt with the challenges in SLAC and ranked based on the survey.

Data Gathering Procedure

The following steps were followed in the implementation of this study. The researcher obtained a letter of permission signed by the Schools Division Superintendent of Albay and the school district Supervisors of Daraga, addressed to the School Heads of schools in the Municipality of Daraga as the intended site of the study.

The researcher then proceeded to the school administrators for courtesy and requested permission to allow the teachers to act as the respondents. After the school administrators gave their approval, the questionnaires were distributed with the aim of obtaining support and cooperation from the teachers.

The researcher took the data collection for nearly a month because of class suspensions. The questionnaires were not collected one hundred percent since some of the teachers were undergoing training in preparation for the District Secondary Schools Sports Meet, some were in the Congressional competition, and some did not want to be involved in the conduct of the study. Thus, only 234 responded among 267 respondents.

The information obtained from the questionnaire responses was consolidated in a Master Tally Sheet and statistically treated. The information was then interpreted and evaluated to establish useful insights.

Respondents

The respondents of the study were the seven Secondary Public Schools in the Municipality of Daraga. The respondent groups from these schools comprised the Junior High School Teachers for Academic Year 2024-2025. The 13 respondents of Bañadero High School were involved, comprising 100%. Then, there were 27 out of 33 respondents of Kilicao High School, comprising 81 % and 64 out of 76 respondents of Malabog High School, comprising 84 %. Moreover, there are 83 out of 95 respondents of Anislag National High School, comprising 87 %, 18 out of 21 respondents of Bascaran High School, comprising 85 %, 15 respondents of Lacag High School, comprising 100% and 14 respondents of San Vicente Grande High School, comprising 100 %. 234 sample respondents were under the study, comprising Junior High School Teachers or 87 % of the total population.

Sampling Technique

In choosing the respondents for this research, the researcher employed total enumeration. Total enumeration is a census, a research method where data are collected from the whole population rather than a sample. There are several advantages of this strategy. First, members of the population are covered, and the findings are precise and reliable. Second, it allows in-depth study and research of varied subpopulations. Finally, total enumeration guarantees equality and fairness by providing an equal chance for all members to be part of the study. Additionally, the researcher believes that

such a rigorous process of choice delivers significant and reliable results and increases the credibility and validity of the research.

Data Analysis Plan

The study presented an in-depth analysis of teachers' understanding and engagement in the SLACs program, alongside challenges encountered by teachers and how comprehension relates to involvement. In determining the level of comprehension, a 4-point Likert scale survey was conducted, emphasizing elements including instructional delivery improvement strategies, content covered during LAC sessions, the process of implementation, and participant roles. Weighted means were applied to determine an average level of understanding in each area. Likewise, teachers' engagement in SLAC activities such as orientation, lectures, coaching, development and utilization of instructional materials, workshops, group discussions, and action planning were assessed using the same Likert scale and analyzed via weighted means to identify how actively teachers involve themselves in each activity.

The formula of Siegel (1998) on computing weighted mean was:

$$\text{Weighted mean} = \frac{\text{Scale value} \times \text{frequency}}{\text{Total number of respondents}}$$

The respondents were guided by a 4-point Likert scale Below:

Numeric	Range	Adjectival Interpretation (Understanding)	Adjectival Interpretation (Engagement)
4	3.50-4.49	Strongly Agree (SA)	Highly Engaged (HE)
3	2.50-3.49	Agree (A)	Engaged (E)
2	1.50-2.49	Disagree (D)	Moderately Engaged (ME)
1	.50-1.49	Strongly Disagree (SD)	Not Engaged (NE)

Recognizing the challenges faced in implementing SLAC, the research gathered information on typical issues using a checklist and ranked according to the frequency of appearance indicated by teachers.

Lastly, Pearson's Product Moment Correlation was used to determine the strength and direction of the correlation between teachers' understanding and engagement. At the same time, an independent samples t-test was performed to identify differences in levels of engagement among groups with varying levels of comprehension. This blend of descriptive and inferential statistical techniques guarantees a thorough and meaningful analysis of the determinants of the effectiveness of SLAC implementation among teachers. Pearson's Product Moment Correlation was described by Karl Pearson in 1890. He was the first person to define a mathematical formula to calculate the measure of correlation between two variables. It is also called Karl Pearson's Coefficient of Correlation or Simple Correlation Coefficient.

This holistic strategy integrates descriptive and inferential statistics to clarify views on how well teachers grasp and engage in SLAC, the challenges they face, and how understanding affects their involvement.

Ethical Consideration

Throughout the entire research duration, this study implemented the following ethical standards. First, the active and voluntary participation of respondents. They can withdraw from the study at any point if they desire to do so. Second, respondents participated through informed consent, as shown in the survey questionnaire. With no intimidation or coercion, they were provided with sufficient information and assurances on taking part to understand the implications and make an entirely informed, considered, and willingly given a choice as to whether or not to do so. Respondents' and responses' privacy and anonymity were treated with the highest significance and confidentiality. Finally, the research ensured that all the data were treated to the level required by the Philippines Data Privacy Act in gathering Data Gathering Procedures and data processing. All data were safely stored and not shared with any unauthorized individuals. Personal data were disposed of after the results summary.

5.0 RESULTS AND DISCUSSIONS

This displays the collected data following analysis with suitable statistical techniques for pertinent interpretation and implications of the current study.

Teachers' Understanding on SLAC

The extent of teachers' knowledge about School Learning Action Cells (SLAC) is an essential determinant of the success of this school-based continuing professional development approach since it has a direct impact on teachers' capacity to work collaboratively to tackle education problems, critically reflect on curriculum and classroom approaches, and effectively apply interventions that ultimately lead to improved teaching quality and learning outcomes.

Strategy

Table1.a
Summary on the Level of Understanding among Teachers on SLAC Along Strategy for Improving Instructional Delivery

SCHOOLS																
	A		B		C		D		E		F		G		Total	
	AWM	A I	AWM	A I	AWM	A I	AWM	A I	AWM	A I	AWM	A I	AWM	A I	AWM	A I
INDICATORS																
8. Strategy for Improving Instructional Delivery																
1. Knowledge on DepEd Order No. 35, s. 2016–the Learning Action Cell as School-based Continuing Professional Development for Improvement of Teaching and Learning	3.44	A	3.33	A	3.58	S A	3.61	S A	3.53	S A	3.63	S A	3.45	A	3.51	S A
2. Know-how of its key aspects within a shared domain of professional interest, self- directed learning and reflective practice leading to action and self-evaluation.	3.43	A	3.45	A	3.14	A	3.47	A	3.53	S A	3.63	S A	3.35	A	3.43	A
3. Specific knowledge on the different topics or areas of discussion for LAC.	3.43	A	3.55	S A	3.28	A	3.47	A	3.53	S A	3.51	S A	3.58	S A	3.48	A
4. Monitoring and Evaluation mechanism for LACs.	3.41	A	3.50	S A	3.14	A	3.47	A	3.53	S A	3.45	A	3.22	A	3.39	A
5. Specific LAC composition with their terms of reference and understand the LAC implementation norms that facilitates critical issues.	3.44	A	3.45	A	3.36	A	3.69	S A	3.53	S A	3.41	A	3.55	S A	3.49	A
6. Enabling mechanisms and implementation process of LAC in different levels	3.35	A	3.46	A	2.57	D	3.53	S A	3.53	S A	3.33	A	3.33	A	3.30	A
Average	3.42	A	3.46	A	3.18	A	3.54	S A	3.53	S A	3.49	A	3.41	A	3.43	A

Legend: 3.50 - 4.49 – Strongly Agree (SA) 2.50 - 3.49 – Agree(A) 1.50 - 2.49 – Disagree (D) .50 – 1.49 – Strongly Disagree (SD)

The analysis shows considerable differences in the schools' implementation of the Learning Action Cell (LAC) framework, with the highest mean score of 3.54 recorded by School D, reflecting a full grasp and delivery of LAC processes and the lowest of 3.18 recorded by School C, which has areas for improvement. These gaps are most noticeable in critical indicators such as familiarity with DepEd Orders, understanding of LAC characteristics, and availability of enabling mechanisms. Schools D and E posted high performance in areas such as LAC make-up and sound monitoring systems, while School C showed significant gaps, particularly in enabling mechanisms, with only 2.57—the lowest across all schools surveyed.

These results further stress the urgent requirement for specialist professional development and capacity-building processes to close the gaps and professionalize LAC implementation across the schools. Consistent research supports the empowering impact of LACs on the professional development of teachers as well as learners' achievement results. For example, Angeles et al. (2023) and Pilo (2024) point out that executed LACs provide learning atmospheres of collective support

that positively promote teaching skills and eventually affect learners. However, these studies also pinpoint prevailing issues like intense teacher workload and challenges for contextualizing teaching to suit varied learners' needs that may hinder successful LAC operations (Angeles et al., 2023).

These challenges are addressed through a multifaceted approach. Supportive leadership, the availability of sufficient resources, and the implementation of systematic procedures are essential to enhance LAC effectiveness. Additionally, building a culture of collaboration and ongoing professional development is imperative. According to Vega (2020) and Sales (2024), such collaborative efforts enhance teaching practices and promote increased levels of student engagement and achievement.

Considering the evidence, the recommendation is to have workshops and training sessions prioritized on the identified gaps, especially for schools like School C as for the efficacy of LACs application. The interventions are aligned to improve teachers' knowledge about DepEd policies, enhance their understanding of LAC attributes, and reinforce enabling mechanisms. Eventually, by working in these areas, schools can best utilize the capability of LACs to advance long-term teaching and learning outcome improvements (Angeles et al., 2023; Pilo, 2024; Vega, 2020; Sales, 2024).

Topics for LAC Sessions

Table 1.b

Summary on the Level of Understanding among Teachers on SLAC Along Topics for LACs

SCHOOLS																
	A		B		C		D		E		F		G		Total	
	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI
B.Topics for LACs																
1. Learner Diversity and Student Inclusion	3.56	SA	3.61	SA	3.58	S A	3.61	S A	4.00	S A	4.00	S A	3.96	S A	3.76	S A
2. Content and Pedagogy of the K to 12 Basic Education Program	3.50	SA	3.55	SA	3.58	S A	3.53	S A	3.60	S A	4.00	S A	3.91	S A	3.67	S A
3. Assessment and Reporting in the K to 12 Basic Education Program	3.62	SA	3.33	SA	3.58	S A	3.47	A	4.00	S A	4.00	S A	3.97	S A	3.71	S A
4. 21 st Century Skills and ICT Integration in Instruction and Assessment	3.48	A	3.45	SA	3.58	S A	3.53	S A	4.00	S A	4.00	S A	3.58	S A	3.66	S A
5. Curriculum Contextualization, Localization, and Indigenization	3.47	A	3.39	SA	3.50	S A	3.30	A	3.53	S A	4.00	S A	3.88	S A	3.58	S A
Average	3.53	SA	3.47	SA	3.56	S A	3.49	A	3.83	S A	4.00	S A	3.86	S A	3.67	S A

Legend: 3.50 - 4.49 – Strongly Agree (SA) 2.50 - 3.49 – Agree(A) 1.50 - 2.49 – Disagree (D) .50 – 1.49 – Strongly Disagree (SD)

The Learning Action Cell (LAC) sessions have repeatedly proven their worth as an essential model for promoting teachers' professional growth and teaching methods, as indicated by the overall high mean score of 3.67 across seven schools. Such high performance indicates a general comprehension of significant education issues among teachers. Worth mentioning is that School F was a model of excellence, which attained a spotless Average Weighted Mean (AWM) of 4.00 out of the five topics assessed, such as Learner Diversity and Student Inclusion, Curriculum Contextualization, and 21st Century Skills and ICT Integration. This record performance highlights the capability of LACs to promote holistic teacher development when implemented successfully.

However, the analysis also indicates inconsistencies across schools, especially in areas like Curriculum Contextualization and Assessment and Reporting. For example, School D scored 3.30 for Curriculum Contextualization, and other schools, including B, also had lower scores in some areas. Although such gaps exist, there was an overall and noteworthy level of knowledge in Learner Diversity and Student Inclusion with scores between 3.56 and 4.00, indicating that LAC sessions work most effectively towards inclusive education practice.

Evidence underpins these results. Antig and Ubayubay (2024) point out the pivotal function of LACs in developing instructional approaches and promoting positive learning environments, stressing that LAC involvement results in enhanced classroom practices and student performance. Aquino et al. (2023) also confirm a strong relationship between teachers' self-efficacy and active participation in LAC sessions, observing that such involvement improves teaching practices and increases student engagement. Eroles (2024) further contributes that LACs immensely enhance teachers' ability to apply 21st-century learning approaches, most notably through the cross-sharing of pedagogic techniques between experienced and newer teachers, thereby supporting adaptability and innovation within classrooms.

In addition, Morillo and Velasco (2024) highlight the significance of School Learning Action Cell (SLAC) sessions in encouraging innovative teaching behaviors through collaborative and reflective activities. It would appear that SLACs foster professional development and create a collaborative professional community in which teachers work together to address teaching challenges and build new solutions.

Even with these achievements, challenges like resource shortages and inconsistent implementation remain. To correct these imbalances, targeted interventions—like the transfer of best practices from model schools like School F—are necessary. These measures can assist in closing gaps in ICT integration and curriculum contextualization so that all schools can enjoy an equal share of benefits under the LAC framework.

In conclusion, the totality of evidence from Antig and Ubayubay (2024), Aquino et al. (2023), Eroles (2024), and Morillo and Velasco (2024) confirms that LAC sessions are a linchpin of sustained teacher development. They enhance teaching quality, increase student performance, and consolidate a culture of cooperation and innovation in schools. With the intervention of current challenges with focused assistance and exchange of good practice, schools can make the most of LACs and provide consistent high-quality education for all students.

LAC Implementation Process

The analysis of Learning Action Cell (LAC) implementation across schools provides a nuanced understanding of strengths and areas needing improvement. School E's top average mean score of 3.74 reflects its consistent and effective LAC practices, while School D's lower score of 3.38 points to potential gaps in strategic execution. School F's fluctuating performance, excelling in some dimensions but lagging in others, further highlights the variability in LAC implementation. Across all schools, notable strengths include the development of comprehensive plans, the formation of action-oriented groups, the preparation of resources, and the design of targeted teaching interventions. However, inconsistencies remain in the frequency of sessions, assignment of member roles, and the evaluation of strategies, as seen in the overall mean score of 3.54—indicating a generally positive yet improvable perception of LAC effectiveness.

Table 1.3 Summary on the Level of Understanding among Teachers on SLAC Along LAC Implementation Process

SCHOOLS																
	A		B		C		D		E		F		G		Total	
	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI
C. LAC Implementation Process																
1. LAC members are guided by the LAC Leader and LAC facilitator to identify development needs and prioritize issues to be discussed.	3.50	SA	3.83	SA	3.58	S	3.53	S	3.67	S	4.00	S	3.55	S	3.67	S
2. Assessment of needs is identified with reference to the professional teacher standards set for one's career stage.	3.48	A	3.50	SA	3.36	A	3.31	A	3.67	S	3.74	S	3.42	A	3.50	S
3. Identification of topics in terms of urgency of need, time needed in addressing the need, interest or the like agreed upon by the group.	3.59	SA	3.39	A	3.50	S	3.08	A	3.67	S	3.74	S	3.65	S	3.55	S
4. Formation of LAC based on the prioritized need(s) and depending on the number of teachers in every school or cluster of schools.	3.59	SA	3.50	SA	3.64	S	3.07	A	3.73	S	3.82	S	3.48	A	3.55	S
5. Interventions given in the form of learning materials, instructional materials, techniques, strategies in teaching, modality in teaching and program.	3.59	SA	3.50	SA	3.50	S	3.38	A	3.73	S	3.87	S	3.52	S	3.58	S
6. LAC sessions conducted at least once a month.	3.33	A	3.39	A	3.50	S	3.47	A	3.80	S	2.03	D	3.51	S	3.29	A
7. Resources are prepared or set up before the implementation of the sessions.	3.50	SA	3.72	SA	3.36	A	3.47	A	3.80	S	3.82	S	3.58	S	3.61	S
8. LAC members are given specific roles to perform during LAC sessions.	3.66	SA	3.67	SA	3.42	A	3.31	A	3.60	S	3.82	S	3.47	A	3.56	S
9. LAC Norms ensure groups' success and facilitate the member's ability to deal with critical issues.	3.59	SA	3.28	A	3.28	A	3.31	A	3.80	S	3.82	S	3.45	A	3.50	S
10. Budget comes from the school's MOU and other external grants, provided that only expenses allowed under the school MOU may be included, subject to existing accounting rules and regulations.	3.63	SA	3.49	A	3.64	S	3.47	A	3.67	S	3.82	S	3.58	S	3.61	S
11. LAC Plan integrates or links with the School Improvement Plan (SIP) or Annual Implementation Plan (AIP).	3.63	SA	3.23	A	3.64	S	3.47	A	3.80	S	3.74	S	3.61	S	3.59	S
12. Members set out in the LAC Plan are implemented through a variety of activities (e.g. orientation, lectures, coaching, workshops, development and usage of instructional materials, group discussion and individual and group action planning).	3.63	SA	3.72	SA	3.64	S	3.47	A	3.80	S	3.74	S	3.94	S	3.71	S
13. LAC members implement the proposed strategies or activities in their classroom/school community and evaluate their success.	3.53	SA	3.55	SA	3.50	S	3.62	S	3.87	S	2.21	D	3.47	A	3.39	A
Average	3.55	SA	3.52	SA	3.50	S	3.38	A	3.74	S	3.55	S	3.57	S	3.54	S

Legend: 3.50 - 4.49 – Strongly Agree (SA) 2.50 - 3.49 – Agree(A) 1.50 - 2.49 – Disagree (D) .50 – 1.49 – Strongly Disagree (SD)

These findings are consistent with Lao and Lao's (2024) assessment, which underscores the importance of structured and standardized School-Based Learning Action Cell (SB-LAC) implementation to ensure effectiveness and sustainability. Gamboa (2023) further emphasizes that the success of LACs is tied to robust monitoring and evaluation strategies, with school leadership playing a pivotal role in guiding and assessing LAC processes to maximize their impact on teaching and learning outcomes. Leadership support, as well as systematic evaluation, is thus essential for addressing the observed performance gaps and fostering continuous improvement.

Deala and Lopez (2024) highlight the significant positive impact of well-structured LAC sessions on teachers' professional growth and confidence, noting that such sessions promote reflective practice, collaboration, and the development of innovative teaching strategies. Their research suggests that when LACs are executed with clear objectives and adequate support, teachers are more likely to translate professional development into improved classroom practice, benefiting student outcomes. Similarly, De Guzman et al. (2023) identify key elements for successful LAC implementation, including action planning based on identified needs and diligent monitoring of progress, which ensure that interventions are responsive and effective.

To maximize the benefits of LACs, it is important to address persistent challenges such as scheduling conflicts, resource limitations, and varying levels of teacher engagement. Standardizing processes, clarifying roles, improving strategy evaluation mechanisms, and fostering cross-school collaboration—especially by adopting best practices from high-performing schools like School E—can help bridge these gaps. By enhancing these processes, schools can ensure that professional development efforts are consistently effective, leading to improved teaching strategies and better student outcomes, as supported by the collective findings of Lao and Lao (2024), Gamboa (2023), Deala and Lopez (2024), and De Guzman et al. (2023)

Roles of the Participants

Table 1.d
Summary on the Level of Understanding among Teachers on SLAC Along Roles of Participants

SCHOOLS																
	A		B		C		D		E		F		G		Total	
	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI
Roles of Participant																
1. Leader oversees the implementation of the LACs	3.63	SA	3.67	SA	3.42	A	3.92	S	3.33	A	4.00	S	4.00	S	3.71	S
								A				A		A		A
2. Facilitator runs the session and ensures that the agreed norms of behavior are observed and that the objectives of the session are achieved.	3.63	SA	3.61	SA	3.50	S	3.92	S	3.60	S	4.00	S	3.53	S	3.68	S
						A		A		A		A		A		A
3. Members share common concerns such as grade level assignments or learning area assignments or key stage assignments.	3.65	SA	3.55	SA	3.36	S	3.92	S	3.60	S	4.00	S	3.62	S	3.67	S
						A		A		A		A		A		A
4. Documents the proceedings following the template agreed upon.	3.58	SA	3.61	SA	3.50	S	3.62	A	3.67	S	4.00	S	3.61	S	3.66	S
						A				A		A		A		A
5. Resource Person shares current trends and best practices on certain aspects of curriculum, pedagogy and assessment.	3.60	SA	3.78	SA	3.50	S	3.62	A	3.67	S	4.00	S	3.55	S	3.67	S
						A				A		A		A		A
Average	3.62	SA	3.64	SA	3.46	A	3.80	S	3.57	S	4.00	S	3.66	S	3.68	S
								A		A		A		A		A

Legend: 3.50 - 4.49 – Strongly Agree (SA) 2.50 - 3.49 – Agree(A) 1.50 - 2.49 – Disagree (D) .50 – 1.49 – Strongly Disagree (SD)

The LAC implementation analysis across the schools shows strong and uniformly positive perceptions among the educators, only with minor deviations in effectiveness. School F's exceptional performance—a mean score of 4.00—indicating a firm consensus on the clarity of LAC roles and procedures, is joined by Schools D, G, and B with high agreement ratings ranging from 3.64 to 3.80. Even School C, with the lowest mean at 3.46, falls within the "Agree" category, suggesting that participation in LAC processes is slightly robust across the system.

This universal assent on salient LAC functions like leadership administration, successful facilitation of sessions, documentation of common issues, and sharing resources underpinned Conde et al.'s (2023) hypothesis that LACs are significantly involved in teachers' increased competency. Teachers' high rating on leadership and facilitation roles, likewise corroborated Cruz and Baguio's (2024) focus on cooperative learning and specificity of duties on LACs, enabling effective productive groups and ongoing professional development.

Eborde and Escote (2024) also support these observations through research, only that there is a striking link between effective teacher engagement in LACs and the quality of teaching practices. Their findings indicate that LACs serve as a platform for professional development that directly

assists in fine-tuning pedagogical approaches and teaching efficiency. Likewise, Valdehueva and Villanueva (2023) note that well-planned instructional models in LACs create an environment for greater collaboration and creativity among teachers toward more lively and responsive learning contexts.

In addition to these strengths, the analysis also shows weaknesses like scheduling conflicts and resource constraints that may impede the optimum utilization of LAC benefits. Overcoming these weaknesses with appropriate interventions like enhanced scheduling, resource planning, and administrative assistance can make LACs even more effective, building more robust and responsive professional development cultures.

In general, the institutional investment in professional development via LACs enables educators to drive debates about pedagogical enhancements and fosters peer support and a culture of cooperation. Through constant improvement of LAC processes and overcoming operational problems, schools can render professional learning more effective in contributing to improved student results and improved teaching practices, as repeatedly pointed out by Conde et al. (2023), Cruz and Baguio (2024), Eborde and Escote (2024), and Valdehueva and Villanueva (2023).

Teachers' Engagement on SLAC

The quality of involvement by teachers in the School Learning Action Cell (SLAC) is marked by active participation, collaborative problem-solving, and high levels of professional commitment, as teachers collaborate to identify instructional challenges, develop their pedagogical abilities, and establish a culture of ongoing improvement—showing high involvement in reflective conversations and collective action planning and a disposition to innovate and change for the good of both their professional development and better student outcomes.

Orientation

The evaluation of teacher participation in School Learning Action Cell (SLAC) orientation highlights an overall high rate of participation in all the schools, with Schools F, E, and B consistently rating high in all the essential measures of involvement like listening to speakers attentively, collaborative practice, and the display of work, all with ratings above 3.65. Such high performance indicates SLAC's success in creating interactive learning environments and encouraging effective professional collaboration among teachers. The consistency noted in the indicators of engagement—most especially the levels for listening to speakers with scores of 3.56 to 3.80—results from the organized and concentrated nature of professional development activities in these schools.

Table 2.a
Summary on the Level of Engagement among Teachers in the Implementation of SLAC along Orientation

SCHOOLS																
	A		B		C		D		E		F		G		Total	
Indicators	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI
A. Orientation																
1.Listens to the speaker during the orientation	3.59	HE	3.61	HE	3.58	HE	3.30	E	3.80	H	3.74	H	3.56	HE	3.60	HE
2. Demonstrates work to others during the orientation	3.47	E	3.67	HE	3.04	E	3.53	H	3.80	H	3.74	H	3.56	HE	3.54	HE
3. Engages in collaboration and shares best practices	3.04	E	3.78	HE	3.64	HE	3.39	E	3.60	H	3.70	H	3.46	E	3.52	HE
4. Gathers feedback from other participants about the orientation	3.47	E	3.55	HE	3.64	HE	3.31	E	3.53	H	3.63	H	3.45	E	3.51	HE
Average	3.39	E	3.65	HE	3.48	E	3.38	E	3.68	H	3.70	H	3.51	HE	3.54	HE

Legend: 3.50 - 4.49 – Highly Engaged (HE) 2.50 - 3.49 – Engaged (E) 1.50 - 2.49 – Moderately Engaged (ME) .50 – 1.49 – Not Engaged (NE)

These results are also strongly consistent with the work of Moises & Maguate (2023), who highlight that SLAC provides a critical space for improving teacher quality through enabling best practice exchange and collaborative problem-solving to respond to varied learner needs. In like manner, Caoile & Pere (2024) draw attention to the fact that involvement in SLAC builds instructional capacities and develops collegial support culture and reflective practice, both critical for long-term professional development.

Even with these achievements, however, the analysis also uncovers that Schools A and D had lower participation, especially in feedback gathering and collaborative exercises. It indicates that while overall participation is good, there remains room for improvement to create more inclusive and participatory SLAC lessons. Closing these gaps is essential, as active participation in SLAC has a direct correlation with the effectiveness of teaching and the capacity to achieve curriculum objectives.

In addition, Cadiente & Espiritu (2024) pinpoint recurring issues like scheduling conflicts and resource constraints that can impede maximum participation and actualization of SLAC's potential. Such systemic obstacles call for specific interventions like flexible schedules, increased resource allocation, and differentiated assistance to facilitate the maximum participation of all teachers in SLAC activities.

In conclusion, the intense teacher participation witnessed across most schools confirms SLAC as a pillar of professional development, concurring with the findings of Moises & Maguate (2023) and Caoile & Pere (2024). Through noted disparities and surmounting logistic challenges, schools can maximize the effect of SLAC further, converting heightened teacher participation into enhanced teaching quality and improved student results.

Lectures

Table 2.b

Summary on the Level of Engagement among Teachers in the Implementation of SLAC along Lectures

SCHOOLS																
	A		B		C		D		E		F		G		Total	
Indicators	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI
B. Lectures																
1.Shows interest and engagement during the lecture	3.64	H E	3.50	H E	3.72	H E	3.69	H E	3.53	H E	4.00	H E	3.58	H E	3.67	HE
2.Contributes to discussions by asking questions and sharing insights	3.55	H E	3.50	H E	3.64	H E	3.69	H E	3.67	H E	3.74	H E	3.49	H E	3.61	HE
3.Grasps key concepts and ideas presented during the lecture	3.58	H E	3.67	H E	3.64	H E	3.31	E	3.60	H E	3.88	H E	3.56	H E	3.61	HE
4.Finds lecture content applicable to current or future teaching practices	3.56	H E	3.50	H E	3.58	H E	3.31	E	3.80	H E	3.74	H E	3.60	H E	3.58	HE
Average	3.58	H E	3.54	H E	3.64	H E	3.50	H E	3.90	H E	3.84	H E	3.56	H E	3.65	HE

Legend: 3.50 - 4.49 – Highly Engaged (HE) 2.50 - 3.49 – Engaged (E) 1.50 - 2.49 – Moderately Engaged (ME) .50 – 1.49 – Not Engaged (NE)

The analysis identifies high teacher participation in organized formats like lectures in the School Learning Action Cell (SLAC), with lectures having the highest score of 3.65. Schools E and F stood out as high performers, with average scores of 3.90 and 3.84, respectively, indicating high levels of participation in activities such as expressing interest during sessions and discussions. Interestingly, School F achieved 4.00 on the "Shows interest and engagement during the lecture" indicator, emphasizing SLAC's impact on instilling active learning habits. Teachers from these high-achieving schools uniformly evidenced their capacity to understand essential concepts and translate lecture material into real-world applications, reinforcing SLAC's contribution to moving professional development to classroom application.

Although all schools were "Highly Engaged," Schools B and D scored slightly lower, e.g., 3.31 for practical application of lecture material in School D. This indicates that while engagement is overall strong, there is potential for improvement in providing all teachers with the ability to apply learning

from SLAC sessions to their teaching methods. Benchmarking the best practices from higher-performing schools may yield essential strategies for improving engagement and application in these areas.

These results are well-supported by Reños and Pontillas' (2024) research, which highlights SLAC's essential role in developing collaborative learning environments and supporting professional development among teachers. Dilay and Ramos (2024) also point out that active involvement in SLAC not only improves individual teaching skills but also creates a sense of community involvement and shared purpose among teachers. Aclan and Ching (2022) corroborate these findings, observing that organized SLAC sessions yield continued gains in instructional quality and problem-solving collaboration.

Despite the positive results, difficulties like conflicting schedules and limited resources remain, as noted by Deala & Lopez (2024). These can disrupt teacher completion and the consistent implementation of new information. System support and specific interventions must be applied to overcome these difficulties and ensure the maximum transformative potential of SLAC.

Generally, the evidence reinforces that SLAC is still an influential initiative for improving teaching quality and making professional development support educational reforms. Through collaborative learning, professional development support, and the practical application of newly acquired skills, SLAC significantly enhances better teaching strategies and student performance, as clearly shown in the studies of Reños and Pontillas (2024), Dilay and Ramos (2024), Aclan and Ching (2022), and Deala & Lopez (2024)

Coaching

Table 2.c Summary on the Level of Engagement among Teachers in the Implementation of SLAC along Coaching

SCHOOLS																
	A		B		C		D		E		F		G		Total	
Indicators	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI
C. Coaching																
1.Engages with coach through asking questions and seeking advice	3.43	E	3.50	HE	3.58	H E	3.00	E	3.80	H E	3.74	H E	3.61	H E	3.52	H E
2.Applies suggestions and strategies discussed during coaching sessions	3.35	E	3.50	HE	3.50	H E	3.31	E	3.80	H E	3.82	H E	3.33	E	3.52	H E
3.Works consistently towards meeting the goals	3.49	E	3.67	HE	3.72	H E	3.31	E	3.46	E	3.78	H E	3.56	H E	3.57	H E
4.Believes that coaching contributed to personal and professional growth	3.43	E	3.70	HE	3.72	H E	3.31	E	3.87	H E	3.70	H E	3.86	H E	3.66	H E
Average	3.42	E	3.59	HE	3.63	H E	3.23	E	3.73	H E	3.76	H E	3.59	H E	3.56	H E

Legend: 3.50 - 4.49 – Highly Engaged (HE) 2.50 - 3.49 – Engaged (E) 1.50 - 2.49 – Moderately Engaged (ME) .50 – 1.49 – Not Engaged (NE)

Teacher involvement in coaching through the School Learning Action Cell (SLAC) shows high overall participation levels, with Schools F and E showing the highest levels of engagement measured at 3.76 and 3.73, respectively. This achievement is seen as a result of effective strategy implementation through activities such as seeking advice, implementing coaching, and identifying areas for personal development. School E registered a significant rating of 3.87 for teachers' perception of how coaching helped their personal development, indicating the importance of coaching for professional development.

By contrast, Schools A and D had lower participation scores of 3.23 and 3.42, indicating targeted intervention and the incorporation of best practices from more highly performing schools. Teachers in each school, notwithstanding these differences, all highly rated coaching, participating actively in coaching by inquiring and focusing on professional development.

These findings are echoed by Gozon and Yango (2023), who establish a connection between teacher satisfaction, retention, and career development, stating that coaching in SLAC promotes teachers' career happiness and inspires them to stay in the profession. Lucero (2021) further highlights the necessity of ongoing professional development, pointing out that regular participation in coaching and other activities directly improves teaching quality and, by extension, student performance.

Cannon-Bowers et al. (2023) promote the application of personalized coaching strategies to meet the distinctive needs of each teacher, a practice supported by the success witnessed in Schools F and E, where coaching fosters personal and professional development. Alhawiti (2023) also points out that the role of active learning methodologies in optimizing teachers' involvement and supporting interactive and customized coaching methods are critical to successful professional development.

In general, though SLAC coaching is already effective in encouraging teacher participation and progress, refining its implementation—through issue-specific interventions, the embracement of best practices, and the application of customized, active learning approaches—can further maximize its effect on professional growth and learning outcomes, as echoed by the collective wisdom of Gozon and Yango (2023), Lucero (2021), Cannon-Bowers et al. (2023), and Alhawiti (2023).

Development and Usage of Instructional Materials

Table 2.d

Summary on the Level of Engagement among Teachers in the Implementation of SLAC along Development and Usage of Instructional Materials

SCHOOLS															
	A		B		C		D		E		F		G		Total
Indicators	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM
D. Development and Usage of Instructional Materials															
1.Aligns materials with curriculum objectives	3.60	HE	3.55	HE	3.72	H E	3.07	E	3.33	E	3.67	H E	3.47	E	3.49 E
2.Involves teachers in developing materials through collaboration	3.53	HE	3.65	HE	3.72	H E	3.07	E	3.67	H E	3.63	H E	3.39	E	3.52 HE
3.Provides ongoing training for effective use of materials	3.47	E	3.65	HE	3.50	H E	3.07	E	3.20	E	3.70	H E	3.38	E	3.42 E
4.Implements feedback to meet the needs of teaching-learning process	3.50	HE	3.78	HE	3.64	H E	3.07	E	3.67	H E	3.67	H E	3.38	E	3.53 HE
Average	3.52	HE	3.66	HE	3.64	H E	3.07	E	3.47	E	3.67	H E	3.41	E	3.49 HE

Legend: 3.50 - 4.49 – Highly Engaged (HE) 2.50 - 3.49 – Engaged (E) 1.50 - 2.49 – Moderately Engaged (ME) .50 – 1.49 – Not Engaged (NE)

The effectiveness analysis of teacher participation in utilizing the teaching materials in the School Learning Action Cell (SLAC) model shows varied effectiveness across schools. Schools B, F, C, and A are notable for their high level of participation, with mean scores of 3.52 to 3.67. These schools reflect good coherence with curriculum goals, good collaborative practice among teachers, active commitment to ongoing professional development, and commitment to putting feedback into pedagogical practice. This involvement contributes to curriculum teaching and promotes a continuous improvement and professionalization culture among teachers.

Schools E and G reflect moderate involvement. School E, though high in teamwork activities, falls behind in training opportunities, which implies that even high-performing schools in teamwork may need more formal professional development. School G shows areas of improvement in various engagement measures. School D, with a steady score of 3.07, shows the least participation, further indicating a real need for specific intervention and support to move teacher participation and the utilization of instructional materials to the next level.

These results underscore the role of SLAC as a school-based professional development initiative in its necessity. Almonicar Jr. & Padasas (2022) highlight the necessity of subject-specific support during SLAC sessions, positing that targeted support is crucial for teachers to prepare and use instructional materials compliant with curriculum standards. Antiola & Ferenal (2024) additionally

highlight the significance of continuous professional development responsive to the changing needs of teachers, focusing on instructional capabilities and practical constraints to SLAC involvement. Their study indicates that ongoing training and formal feedback systems are crucial for ensuring optimal returns on SLAC, especially in schools where participation is weaker.

In addition, the difference in participation levels between schools highlights the need for ongoing monitoring and assessment of SLAC activities. Such surveillance guarantees that professional development is pertinent and fair, ultimately leading to improved teaching and learning outcomes in all institutions. By addressing training gaps, interagency collaboration, and the implementation of feedback, schools can maximize SLAC's potential as a positive change platform for teacher education and instructional competence, as espoused by Almonicar Jr. & Padasas (2022) and Antiola & Ferenal (2024).

Workshops

Table 2.e

Summary on the Level of Engagement among Teachers in the Implementation of SLAC along Workshops

SCHOOLS																
	A		B		C		D		E		F		G		Total	
Indicators	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI
E. Workshops																
1.Collaborates with colleagues during exercises and discussions	3.63	HE	3.70	HE	3.50	H E	3.31	E	3.73	H E	3.55	H E	3.61	H E	3.58	H E
2.Demonstrates the ability to perform new skills through hands-on activities	3.53	HE	3.67	HE	3.64	H E	3.31	E	3.67	H E	3.51	H E	3.44	E	3.54	H E
3.Integrates new skills and knowledge in lessons and classroom activities	3.54	HE	3.61	HE	3.04	E	3.31	E	3.73	H E	3.74	H E	3.61	H E	3.51	H E
4.Finds the workshop content relevant and useful for professional growth	3.54	HE	3.89	HE	3.50	H E	3.39	E	3.46	E	3.74	H E	3.38	E	3.56	H E
Average	3.56	HE	3.72	HE	3.42	E	3.33	E	3.65	H E	3.64	H E	3.51	H E	3.55	H E

Legend: 3.50 - 4.49 – Highly Engaged (HE) 2.50 - 3.49 – Engaged (E) 1.50 - 2.49 – Moderately Engaged (ME) .50 – 1.49 – Not Engaged (NE)

The study of teacher participation in workshops in the School Learning Action Cell (SLAC) model indicates relatively high participation levels, with average scores of 3.33 to 3.72. School B has the highest participation score of 3.72, indicating excellent collaboration, skill development, and a very positive perception of the applicability of workshop material. Schools A, E, F, and G also show

high participation. Schools C and D scored slightly lower (3.33 for School D), representing areas where workshop construction and presentation need further improvement.

Teachers in all schools repeatedly appreciate SLAC workshops as a means of professional growth, citing the potential for collaborative learning, reflective practice, and new teaching strategies. Some teachers note the necessity of newly learned skills in their classroom practices, indicating that follow-up assistance and application are necessary to achieve the benefit from these workshops.

These results are congruent with the claim of Padillo, Manguilimotan, Capuno, & Espina (2021) that the effectiveness of professional development programs depends on strategic planning, strong implementation, and rigorous assessment. Their study emphasizes that workshops need to be well-planned to meet the needs of teachers and should involve processes for monitoring outcomes and verifying continued practice change. Likewise, Fabian et al. (2022) highlight the role of structured environments in promoting teacher participation. The principle works very well with SLAC workshops, where organized sessions encourage more active participation and active learning.

In discussing the inconsistency in engagement, schools need to learn best practices from high-achieving schools such as School B. It encompasses streamlining workshop materials to maximize relevance, encouraging vigorous collaboration among participants, and offering continuous support for the practical application of developed skills. By regularly checking and assessing workshop efficacy and adapting professional development to the changing needs of teachers, SLAC can further enhance its position as a transformative platform for teacher development and enhanced instructional quality, as promoted by Padillo, Manguilimotan, Capuno, & Espina (2021) and Fabian et al. (2022).

Group Discussion

Table 2.f
Summary on the Level of Engagement among Teachers in the Implementation of SLAC along Group Discussion

SCHOOLS																
	A		B		C		D		E		F		G		Total	
Indicators	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI
F. Group Discussion																
1.Collaborates with co-participants to achieve the SLAC goals	3.58	HE	3.70	HE	3.58	H E	3.47	E	3.67	H E	3.70	H E	3.44	E	3.59	H E
2.Listens to understand the SLAC goals during the group discussion.	3.59	HE	3.70	HE	3.58	H E	3.47	E	3.67	H E	3.70	H E	3.54	H E	3.61	H E
3.Establishes good collaboration with the LAC leaders	3.53	HE	3.78	HE	3.64	H E	3.47	E	3.67	H E	3.63	H E	3.38	E	3.59	H E
4.Contributes by sharing work and observations, posing inquiries, and comments on the information that colleagues have shared.	3.49	E	3.67	HE	3.58	H E	3.53	H E	3.67	H E	3.63	H E	3.38	E	3.56	H E
5.Contributes important work in achieving the SLAC goals.	3.56	HE	3.67	HE	3.64	H E	3.53	H E	3.67	H E	3.63	H E	3.40	E	3.59	H E
6.Maximizes time in gathering much information needed.	3.54	HE	3.67	HE	3.78	H E	3.53	H E	3.67	H E	3.70	H E	3.82	H E	3.67	H E
Average	3.55	HE	3.70	HE	3.63	H E	3.50	H E	3.67	H E	3.67	H E	3.49	E	3.60	H E

Legend: 3.50 - 4.49 – Highly Engaged (HE) 2.50 - 3.49 – Engaged (E) 1.50 - 2.49 – Moderately Engaged (ME) .50 – 1.49 – Not Engaged (NE)

The analysis of teacher engagement in group discussions within the School Learning Action Cell (SLAC) framework demonstrates consistently high levels of participation, with average scores ranging from 3.49 to 3.70. School B leads with the highest engagement score of 3.70, closely followed by Schools E and F at 3.67 and School C at 3.63, indicating robust collaboration and active involvement in achieving SLAC goals. Even the schools with lower averages, such as A (3.55), D (3.50), and G (3.49), remain within an engaged range, reflecting a strong overall commitment to group-based professional development.

Teachers across all schools excel in maximizing discussion time for information gathering and deepening their understanding of SLAC objectives, which highlights the value of collaborative

efforts in ongoing professional growth. This finding aligned with the study of Budiongan and Corpuz (2024), who emphasize that a positive school climate significantly enhances teacher engagement, fostering job satisfaction and a sense of belonging among educators. Such an environment encourages teachers to participate more actively in group discussions and other collaborative activities, reinforcing the importance of supportive school cultures for effective professional development.

Ying Ji (2023) further underscores the role of group discussions in promoting professional growth through collaborative learning. Group discussions facilitate knowledge sharing and foster personal development, communication skills, and camaraderie among teachers. These collaborative sessions provide a platform for educators to reflect on their practices, address instructional challenges, and collectively pursue educational goals.

The consistently high engagement scores across most schools affirm the effectiveness of SLAC group discussions as a cornerstone of teacher professional development. However, the slightly lower engagement levels in Schools A, D, and G suggest that targeted interventions like mentoring, structured facilitation, or sharing best practices from higher-performing schools—could further enhance participation and the overall impact of SLAC discussions.

In summary, the data underscores the importance of teamwork and a positive school climate in maximizing the benefits of SLAC group discussions. By fostering collaboration and addressing engagement gaps, schools can further improve instructional quality and student outcomes, echoing the insights of Budiongan and Corpuz (2024) and Ying Ji (2023).

Individual and Group Action Planning

Teacher involvement in Individual and Group Action Planning under the School Learning Action Cell (SLAC) analysis shows the highest levels of collaborative practice throughout schools, with School B dominating at an average weighted mean of 3.74. Schools F, E, and C also have high involvement, with scores of 3.66, 3.63, and 3.62, indicating high participation in activities like sharing observations, asking questions, and offering helpful suggestions. Even schools with relatively lesser involvement, like A and G, are significantly involved. School D, whose lowest average score was 3.07, indicates the necessity for intervention to increase participation and effectiveness.

Table 2.g
Summary on the Level of Engagement among Teachers in the Implementation of SLAC along Individual and Group Action Planning

SCHOOLS																
	A		B		C		D		E		F		G		Total	
Indicators	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI	AWM	AI
G. Individual & Group Action Planning																
1.Shares work and observations, posing inquiries, and comments on the information that colleagues have shared.	3.56	HE	3.70	HE	3.58	H E	3.61	H E	3.60	H E	3.67	H E	3.50	H E	3.60	H E
2.Collaborates with others to generate new ideas.	3.56	HE	3.70	HE	3.64	H E	3.61	H E	3.60	H E	3.67	H E	3.29	E	3.58	H E
3.Gives suggestions which are helpful in the Individual and group Action Planning.	3.54	HE	3.78	HE	3.64	H E	3.61	H E	3.60	H E	3.74	H E	3.56	H E	3.64	H E
4.Contributes valuable insights during action planning.	3.30	E	3.78	HE	3.64	H E	3.31	E	3.73	H E	3.55	H E	3.53	H E	3.55	H E
Average	3.49	E	3.74	HE	3.62	H E	3.54	H E	3.63	H E	3.66	H E	3.47	E	3.59	H E

Legend: 3.50 - 4.49 – Highly Engaged (HE) 2.50 - 3.49 – Engaged (E) 1.50 - 2.49 – Moderately Engaged (ME) .50 – 1.49 – Not Engaged (NE)

Teachers in all schools are good at providing information and comments, with scores between 3.50 and 3.70, and Schools B and F excel at making suggestions and creative ideas. Such dynamic collaboration promotes a culture of ongoing improvement and professional conversation, necessary to meet instructional challenges and respond to changing educational needs.

These results concur with the findings of Ahmed and Malik (2019), focusing on how psychological empowerment through teamwork improves work performance by strengthening confidence, motivation, and a sense of ownership for teachers. Antig and Ubayubay (2024) also attribute active teacher participation in SLAC to enhanced student outcomes, identifying explicit effects of collaborative action planning on classroom efficiency and student achievement. Organized collaborative processes like peer observation and instructional coaching provide reflective spaces through which teachers can innovate, modify their practices, and support each other's development. Institutional support for SLAC activity is essential in maintaining professional development momentum. As evident in recent research, SLAC remains an economical site for teaching

effectiveness development, the bridging of instructional gaps, and the reskilling of educators to address curriculum objectives and new teaching standards.

Through improved collaborative strategies and best practice sharing with high-performing schools such as School B, SLAC can continue to increase teacher participation, build leadership positions, and enhance teaching quality in all institutions. This continued focus on collaborative professional growth enhances teachers' pedagogical abilities and ability to lead and innovate within their school communities.

Challenges Met by the Teachers in Implementing SLAC

Table 3

Summary on the Challenges Met by the Teachers in Implementing SLAC (N=234)

SCHOOLS									
Indicators	A	B	C	D	E	F	G		
Challenges in Implementing SLAC	F	F	F	F	f	f	F	TOTAL	RANK
1. The school has limited resources and funding for LAC implementation.	46	18	14	13	14	20	35	160	1
2. Administrative and community support impacts the execution of LAC activities.	34	10	6	6	12	15	23	106	4.5
3. Teachers' heavy workloads impacts the preparation for LAC sessions.	56	11	11	8	13	14	32	145	2
4. Some teachers may not have attended training workshops on LAC delivery.	27	10	7	5	14	10	24	97	7
5. Teachers' familiarity with ICT varies, influencing LAC sessions that use digital tools.	36	11	10	3	14	10	22	106	4.5
6. Identifying relevant and impactful topics for research and innovation within LAC sessions.	25	9	8	3	14	10	25	94	9
7. Participation among teachers in LAC sessions may vary.	35	8	6	3	13	10	30	69	13
8. Establishing clear objectives for each LAC session.	13	5	8	3	12	10	17	68	14
9. MOOE funds are sometimes released later in the school year, impacting LAC activities.	17	7	8	5	12	9	27	85	12
10. Teachers may not have complete information on the topics to be discussed in LAC sessions.	10	11	6	4	10	8	15	64	15
11. Maintaining the presence of faculty members in the LAC sessions.	22	5	6	5	9	9	32	88	11
12. Tools for monitoring and evaluating LAC classes may be limited.	28	7	7	9	10	10	25	96	8
13. The diverse backgrounds of participants can influence the dynamics of LAC sessions.	20	5	7	9	12	14	26	93	10
14. LAC session requires the alignment of multiple schedules.	36	7	9	5	12	14	29	112	3
15. Allocation of time for LAC classes within the school schedule.	30	10	9	5	12	15	24	105	6

The top-most problem is inadequate materials and finance, ranking first with a score of 160. Schools struggle to access the resources required to conduct LAC sessions. Teachers' overburdened schedule ranks second (145) since their existing workload does not allow participation or preparation. The third major challenge is finding enough time (112), with schools failing to schedule LAC sessions into their timetables.

The middle-level challenges include a shortage of administration and community support and lower ICT competencies among educators, ranking 4.5 in rank and 106 in score. Insufficient support from administrators and communities poses threats to LAC interventions, with diminished technology capabilities impacting technology-relevant sessions among educators. Scheduling Conflicts (105) are ranked as one harsh challenge, scheduling schedules accordingly with the members involved. Lower-level issues highlight teacher training and seminars (97) to equip instructors with skills for LAC sessions. Schools also face concerns ranging from inadequate monitoring tools (96) to assessing session efficacy and finding appropriate topics (94) for research and innovation. Accommodating various participants' needs (93) is another issue because participants have varying backgrounds and expertise levels.

The lowest priorities for challenges include maintaining faculty presence (88), funding delays (85), and improving teachers' participation (69). Lastly, schools faced issues like planning and setting goals (68) for every session and raising awareness among teachers on discussion topics (64), particularly when new or struggling.

All these problems seriously impede the overall efficiency of LAC sessions and underscore the necessity for well-thought-out, strategic measures. It is necessary to maximize the utilization of existing resources, improve teachers' training and professional development, enhance administrative support, and implement more flexibility in scheduling. By implementing these measured steps, the efficacy of LAC sessions is enhanced.

A primary obstacle is the inadequacy of resources, ranging from underfunding and limited access to essential materials, which restricts teachers' capacity to implement innovative instructional methods (Bartolay et al., 2022; Melloria et al., 2024). Compounding these resource limitations are heavy workloads and demanding schedules, leading teachers to perceive LAC sessions as an additional burden rather than a valuable opportunity for professional growth (Jr et al., 2021). The limited integration of technology is further exacerbated by low ICT competence among educators, hindering the seamless use of digital resources, highlighting (Balagosa & Samson, 2021). Moreover, a lack of robust monitoring tools impedes timely feedback, diminishing the potential for continuous improvement (Datumaas et al., 2024; Pasilan & Galicia, 2022). Delayed fund disbursement introduces financial instability and undermines teacher motivation. A rigid approach to new strategies without clear-cut objectives in each session further threatens collaborative synergy and goal attainment. Resolving these interconnected issues demands strategic interventions enhancing resource allocation, augmenting administrative support, and providing targeted training programs to bolster ICT skills and evaluation capabilities. These concerted actions are essential to unleashing the transformative power of LAC sessions, which can significantly elevate teacher collaboration, enrich instructional practices, and promote enhanced student learning outcomes (Valencia & Pañares, 2024). Addressing these key challenges is imperative for harnessing the full potential of LACs in fostering a dynamic and effective educational environment.

Significant Relationship Between Level of Understanding and Level of Engagement among Secondary Public School Teachers

The null hypothesis (H_0), supported by a correlation coefficient of 0 and t-value of 0, contrasted with a tabular t-value of 1.98, indicates no significant relationship between comprehension and participation in School Learning Action Cells (SLACs). Studies, such as those in Laak South District, reveal that while SLACs are generally well-received, they do not consistently improve teaching effectiveness (Eborde and Escote, 2024). Factors like demographic uniformity among participants may limit diverse perspectives essential for enriching discussions and group learning (Antiola and Fernal, 2024). To enhance SLAC effectiveness, better training for facilitators and participants is recommended, alongside peer mentorship programs and creative teaching seminars to foster collaboration and classroom inclusivity. Additionally, SLAC sessions often fail to address specific teacher challenges, reducing their overall impact (Caballes, 2023). Contextual factors also influence SLAC outcomes; while some studies highlight improvements in instructional practices and self-efficacy, others point to issues like insufficient facilitation and time constraints (Alain et al., 2022; Vega, 2020). Redesigning SLAC structures to align with teachers' needs is crucial for fostering meaningful professional development (Culajara, 2023), with relevance to daily challenges enhancing engagement (Irvine, 2019). Systematic reviews and feedback systems can ensure continuous improvement in SLAC agendas (Deala and Lopez, 2024), emphasizing the need for strategic planning and relevance to classroom experiences.

6.0 CONCLUSIONS

Based on the foregoing findings on SLAC, the following conclusions were drawn.

1. Teachers demonstrate a full grasp of LAC topics and their roles within the framework. However, there are variations in the understanding and implementation of SLAC strategies and processes, indicating areas for potential improvement and standardization.
2. The analysis indicates positive teacher engagement in SLAC activities and a commitment to collaborative learning. Overall, there's a solid base for professional growth with chances to boost engagement and equal participation.
3. Implementing the SLAC program faces several challenges such as insufficient resources, heavy workloads, schedule flexibility, administrative and community support, and ICT competence that impede its effectiveness in enhancing teacher's professional development. It necessitates strategic interventions to foster professional development and improve students' outcomes.
4. The level of understanding doesn't predict or influence the level of engagement in its implementation—the levels of understanding and engagement function independently in this context.
5. An Action Plan to improve the level of understanding and engagement in relation to the challenges in the implementation of SLAC that fosters teachers' professional development and students' outcomes.

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