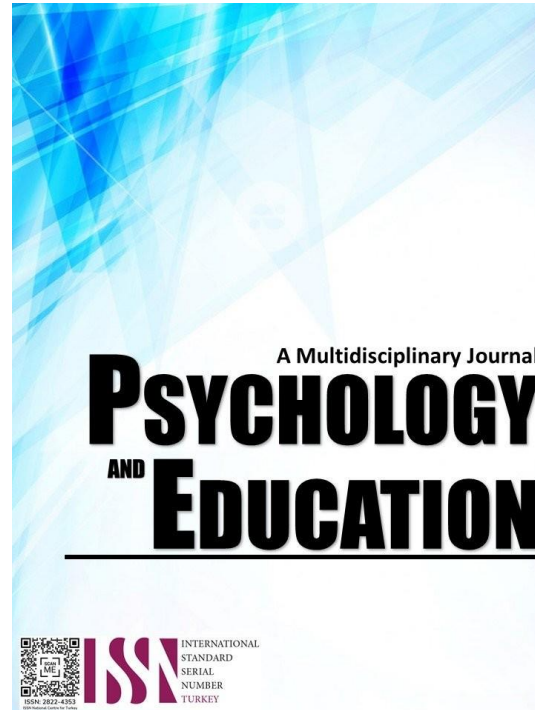


# **EFFECTIVENESS OF THE IMPLEMENTATION OF LEARNING ACTION CELL (LAC): BASIS FOR ENHANCEMENT PROGRAM**



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## Effectiveness of the Implementation of Learning Action Cell (LAC): Basis for Enhancement Program

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### Abstract

This study aimed to determine the effectiveness of implementing the Learning Action Cell (LAC), which served as the basis for the enhancement program during the school year 2024-2025. The level of perception of the teachers as regards the effectiveness of the implementation of Learning Action Cell (LAC). Regarding Learner Diversity and Student Inclusion, the teacher-respondents obtained a composite mean of 3.53, which was verbally interpreted as Very Highly Achieved. Regarding Lesson Content and Pedagogy, the teacher-respondents obtained a composite mean of 3.54, verbally interpreted as Very Highly Achieved. Regarding Assessment and Reporting, the teacher-respondents obtained a composite mean of 3.51, verbally interpreted as Very Highly Achieved. Regarding Curriculum Contextualization, Localization, and Indigenization, the teacher-respondents obtained a composite mean of 3.49 verbally interpreted as Very Highly Achieved. The level of perception of the teachers to the extent of challenges encountered in conducting LAC sessions. The teacher-respondent's level of perception of the extent of challenges encountered in conducting LAC sessions obtained a composite mean of 3.50, which was verbally interpreted as a Very Great Extent. The significant relationship between the level of perception of the teachers as regards the effectiveness of the implementation of Learning Action Cell (LAC) and the level of perception of the teachers to the extent of challenges encountered in conducting LAC sessions. There is no significant relationship between the teachers' perception of the effectiveness of implementing the Learning Action Cell (LAC) and the teacher's perception of the challenges encountered in conducting LAC sessions.

**Keywords:** *indigenization, localization, Learning Action Cell (LAC)*

### Introduction

Most school teachers need to be more trained and unskilled and work under challenging circumstances. For this reason, the Philippines formed School Learning Action Cell (SLAC) as a matter of urgency. They turned it into a national project covering all schools to allow teachers to help each other develop their professional skills daily. Under the Academic Reorientation Program, the Ministry of Education, Culture, and Sports (MECS) supports creating and institutionalizing a staff development program so that even the smallest unit can prepare and manage its continuing training activities. Also, now, many issuance's and changes are being provided and designed for the implementation of the SLAC to ensure and support the successful implementation of the program.

The Learning Action Cell (LAC) strategy is an initiative that has lately attracted interest. Teachers have been provided access to LAC as a reflective and collaborative space where they can engage in professional development activities, exchange best practices, and work together to address issues with their instructional approaches. However, collaborative learning sessions have become a professional development strategy with the potential to improve teachers' understanding and engagement. Collaborative learning is widely acknowledged also as an effective educational strategy that supports and equips teachers for the demands of the modern world. Teachers encounter a variety of challenges as they work to integrate collaborative learning. In the Philippines, the Department of Education is certain that professional development initiatives must be offered to empower teachers. The Learning Action Cell has been implemented as a K to 12 Basic Education Program for School-Based Continuing Professional Development Strategy for improving Teaching and Learning policy. This aligns with the third pillar of Sulong Edukalidad, which focuses on teachers' upskilling and reskilling. The Learning Action Cell, as described in DepEd Order No. 35, s. 2016 is a group of teachers who participate in collaborative learning sessions to address common problems that arise in the school, supervised by the head of the school or a certified LAC Leader.

DepEd Order No. 35, s. 2016 considered the School Learning Action Cell Program (SLACP) as the answer to developing the essential skills, knowledge, and values relative to teachers' growth and development. UNESCO proposes this innovation in Asia and the Pacific to promote further and mobilize institutional capacities of the educational sectors of the different countries (Eurydice, 2020).

This advocacy of DepEd implies that every teacher should be properly guided and equipped with the know-how of the teaching-learning processes through revisiting or reviewing some areas or concerns in performing the duties and responsibilities of effective and efficient teachers. Successful teaching results from the systematic use of appropriate strategies for delivering and assessing the learning objectives targeted for the lesson. Thus, to facilitate the process of knowledge transmission, teachers should apply appropriate teaching strategies that best suit specific objectives and level exit outcomes. In the traditional epoch, many teaching practitioners widely applied teacher-centered teaching to impart knowledge to learners, compared to student-centered teaching. These teachers play a significant role in pupils' intellectual development by using various assessments and teaching strategies to improve pupils' performance in school subjects.

According to Birman et al. (2020), teacher's professional learning is now mostly conceptualized in the literature as dynamic, ongoing, continuous, and set in teachers' daily lives - embedded in the classroom context and constructed through experience and practice, in

sustained, iterative cycles of goal setting, planning, practicing, and reflecting. Therefore, Teacher learning should be embedded in the daily life of the school and provide opportunities to inquire systematically about teaching practices, their impact on students, and other issues of teachers' work. The collective participation of teachers from the same department, grade, or subject is more likely to be coherent with their experiences, afford opportunities for active learning, and contribute to a shared professional culture – developing a common understanding of instructional goals, methods, problems, and solutions.

It is, therefore, incumbent upon the DepEd to ensure teachers' continuing professional development (CPD) within the framework of School-Based Management (SBM) and embodied in the School Improvement Plans (SIPs). As such, this policy highlights that the locus of learner development is at the school, where deliberate measures must be taken to improve student learning outcomes. In this policy, the DepEd institutionalizes Learning Action Cells (LACs) that aim to develop and support successful teachers by nurturing their knowledge, attitudes, and competencies regarding curriculum, instruction, and assessment in their workstations.

Through these substantial thoughts, the researcher was encouraged to conduct this study on the effectiveness of the implementation of the Learning Action Cell to determine the level of effectiveness of the teachers in terms of using varied strategies in teaching to determine if their teaching practices are effective to cater or address the learning needs of the pupils; and to propose an enhancement program that would capacitate the teachers regarding their techniques or ways of teaching.

### Research Questions

This study aimed to determine the effectiveness of the implementation of Learning Action Cell (LAC) which served as basis for enhancement program during the school year 2024-2025. More specifically, it sought answers to the following questions:

1. What is the level of perception of the teachers as regards the effectiveness of the implementation of Learning Action Cell (LAC) in terms of the following:
  - 1.1. learner diversity and student inclusion;
  - 1.2. lesson content and pedagogy;
  - 1.3. assessment and reporting; and
  - 1.4. curriculum contextualization, localization, and indigenization?
2. What is the level of perception of the teachers to the extent of challenges encountered in conducting LAC sessions?
3. Is there any significant relationship between the level of perception of the teachers as regards the effectiveness of the implementation of Learning Action Cell (LAC) and the level of perception of the teachers to the extent of challenges encountered in conducting LAC sessions?
4. Based on the results of the study, what empowerment program may be proposed?

### Methodology

#### Research Design

The study used the descriptive research design, a process that deals with the relationships between variables, the testing of hypotheses, and the development of generalizations, principles, or theories that have universal validity. Its primary concern is with the present, although it often considers past events and influences as they relate to a condition or relationship that exists.

Each evaluation requires a design – a framework for determining when and from whom information was gathered. Comparing the information collected concerning time, treatment, setting, or population, evaluators determine if an initiative made a difference. The aim is to rule out the effects on the results of anything other than the program or the treatment provided.

#### Respondents

The researcher used purposive sampling. This was conducted in the selected schools of District IB, Division of Antipolo City. The study respondents were teachers. Each instrument was administered to all the respondents. The respondents were given enough time to answer the research instrument. The scope of this study covered the teachers from the selected schools of District IB, Division of Antipolo City.

#### Instrument

The study used a researcher-made questionnaire and descriptive questions that served as indicators in every variable. The survey questionnaire consisted of three parts. The first part contained the demographic profile of the respondents. The second part contained the respondents' assessment of their roles in the implementation of the Learning Action Cell, and the third part contained the challenges encountered by the teacher-respondents.

The questionnaires that served as survey instruments of the study were validated by experts to ensure their correctness and validity. The contents of the said questionnaire were analyzed and scrutinized by principals, master teachers, English teachers, and education program supervisors. Their comments and feedback were considered in the final approval of the method and were examined by the consultant again as the researcher's proofreader.

## Procedure

Permission from the concerned authorities was sought before the study was conducted. Upon approval of the school's division superintendent and the principal, the questionnaire – checklists were administered to the teacher-respondents from the selected public elementary schools of District IB, Division of Antipolo City, and were personally retrieved by the researcher.

## Data Analysis

Frequency, Percentage Distribution, and Ranking. This was used to analyze and summarize the results of the responses from the questionnaire.

Pearson r Correlation. This was used to determine the significant relationship between the level of perception of the teachers as regards the effectiveness of the implementation of the Learning Action Cell (LAC) and the level of perception of the teachers to the extent of challenges encountered in conducting LAC sessions.

## Results and Discussion

This section provided the presentation, analysis, and interpretation of the gathered data from the questionnaires answered by the respondents by the specific questions posited on the objectives of the study.

### Level of Perception of the Teachers as regards the Effectiveness of the Implementation of Learning Action Cell (LAC)

#### Level of Perception of the Teachers as regards the Effectiveness of the Implementation of Learning Action Cell (LAC) in terms of Learner Diversity and Student Inclusion

Table 1. *Level of Perception of the Teachers as regards the Effectiveness of the Implementation of Learning Action Cell (LAC) in terms of Learner Diversity and Student Inclusion*

<i>A. Learner Diversity and Student Inclusion</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1. Include learner diversity and student inclusion as topic for discussion in the session.	3.47	Very Highly Achieved	6
2. Emphasize that learners are the reason for all education process.	3.50	Very Highly Achieved	4
3. Establish learning environments that are responsive to learner diversity.	3.35	Very Highly Achieved	8
4. Underscore the importance of teacher's knowledge and understanding of learners characteristics and experiences.	3.48	Very Highly Achieved	5
5. Discuss that diversity emanates from a variety of factors such as gender, community membership, religious beliefs, family configurations and special learning needs.	3.64	Very Highly Achieved	2
6. Celebrate diversity in their classrooms.	3.45	Very Highly Achieved	7
7. Differentiate their instruction to include all learners.	3.82	Very Highly Achieved	1
8. Provide remedial instruction for those who are experiencing difficulties in learning lessons.	3.54	Very Highly Achieved	3
Composite Mean	3.53	Very Highly Achieved	

As discussed in Table 1, the respondents stated that the teachers differentiated their instruction to include all learners, with the highest weighted mean of 3.81 and the highest rank of 1. The findings revealed that teachers differentiated their instruction to include all learners effectively. Teachers were observed implementing diverse teaching strategies and adapting instructional materials to meet the varied needs of students. This approach aimed to ensure that every student, regardless of their learning style, ability level, or background, had access to a meaningful and engaging education. Teachers and students perceived these efforts as crucial in fostering an inclusive and equitable learning environment where all students could thrive. The results highlighted teachers promoting individualized learning experiences, supporting diverse learners, and addressing potential educational barriers. By differentiating instruction, teachers aimed to enhance student participation, motivation, and academic success, ensuring that all learners were adequately supported and challenged in their educational journey. According to Gokyer et al. (2023), school administrators' empowering leadership behaviors positively impact teachers' perceptions of compliance with the psychological contract and their compliance with the contract.

However, the said group of respondents stated that the teachers establish learning environments responsive to learner diversity, which yielded the least weighted mean of 3.35 and the lowest rank of 8. The findings indicated that teachers established learning environments responsive to learner diversity. School leaders were observed to prioritize inclusivity and adaptability in their educational practices, creating settings where all students' unique needs, backgrounds, and abilities were recognized and valued. This approach aimed to foster a supportive atmosphere where every student felt welcomed, respected, and encouraged to succeed. Teachers and students perceived these efforts as essential in promoting a sense of belonging and equity within the school community. The results highlighted teachers' commitment to implementing policies, practices, and resources that addressed the diverse needs of learners, ensuring that instruction was accessible and effective for everyone. By establishing responsive learning environments, teachers aimed to enhance student engagement, participation, and overall academic achievement, thereby supporting a holistic and inclusive approach to education. (Al-Khamis & Al-Qahtani (2023) stated that school principals highly enforce the skills in the school leaders empowerment program, with administrative achievement being the highest, followed by technical achievement in student improvement, teaching skill

improvement, and quality improvement.

The composite mean of 3.53 implied that the teachers' level of perception regarding the effectiveness of the implementation of the Learning Action Cell in terms of learner diversity and student inclusion is at a high level. The findings indicated that teachers held a high level of perception regarding the effectiveness of implementing the Learning Action Cell in terms of learner diversity and student inclusion. The respondents perceived teachers as highly effective in implementing strategies that recognized and celebrated all students' diverse backgrounds, abilities, and learning styles. This perception underscored their confidence in the teachers' commitment to fostering an inclusive educational environment where every student felt valued and supported. The results suggested that teachers valued the efforts of teachers in promoting equity, accessibility, and inclusivity through various empowering techniques. This high level of perception reflected teachers' recognition of the importance of inclusive practices in enhancing student engagement and success. School administrators aimed to create a welcoming and supportive atmosphere that encouraged all students to thrive academically and personally by demonstrating strong competence in addressing learner diversity and inclusion. Ariska et al. (2023) stated that developing professional teachers is highly rated for encouraging effective use of school infrastructure, delegating tasks, and forming coordinators for academic development and extracurricular activities.

### Level of Perception of the Teachers as regards the Effectiveness of the Implementation of Learning Action Cell (LAC) in terms of Lesson Content and Pedagogy

Table 2. *Level of Perception of the Teachers as regards the Effectiveness of the Implementation of Learning Action Cell (LAC) in terms of Lesson Content and Pedagogy*

<i>B. Lesson Content and Pedagogy</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1. Prepare for lessons and be more relaxed in executing lesson plans.	3.62	Very Highly Achieved	3
2. Implement developmentally appropriate teaching methods that respect individual differences of the learners.	3.70	Very Highly Achieved	2
3. Craft learning goals in collaboration with their learners.	3.48	Very Highly Achieved	5
4. Master content and performance standards and learning competencies.	3.70	Very Highly Achieved	1
5. Plan lessons and how to deliver instructions effectively.	3.46	Very Highly Achieved	7
6. Assess the learning that resulted from their teaching.	3.47	Very Highly Achieved	6
7. Plan weekly lessons during the LAC which can be implemented for a specified period.	3.50	Very Highly Achieved	4
8. Translate curriculum content into relevant learning activities.	3.35	Very Highly Achieved	8
Composite Mean	3.54	Very Highly Achieved	

As presented in Table 2, the respondents perceived that the teachers mastered content, performance standards, and learning competencies, with the highest weighted mean of 3.70 and the highest rank of 1. The findings indicated that teachers mastered content, performance standards, and learning competencies. Teachers were observed to deeply understand the academic benchmarks and skills students needed to achieve at various educational levels. This approach aimed to ensure that the curriculum was effectively aligned with educational standards and that instruction was geared toward helping students meet these expectations. Teachers perceived this mastery as crucial in guiding instructional practices, providing clear goals, and ensuring consistent, high-quality education across the school. The results highlighted teachers' commitment to staying informed about the latest educational standards and integrating this knowledge into their leadership and decision-making processes. By mastering content, performance standards, and learning competencies, school administrators should support teachers in delivering effective instruction, enhancing student learning outcomes, and maintaining a rigorous academic environment that fosters student success. According to Liu et al. (2021), empowered leadership in kindergarten teachers leads to increased job satisfaction through increased vigor and affective commitment.

However, the respondents observed that the teachers translate curriculum content into relevant learning activities, which yielded the least weighted mean of 3.35 and the lowest rank of 8. The findings indicated that teachers effectively translated curriculum content into relevant learning activities. Teachers were observed to take abstract curriculum standards and turn them into engaging, practical exercises that resonated with students. This approach aimed to bridge the gap between curriculum goals and classroom implementation, ensuring that lessons were educational, meaningful, and applicable to students' lives. Teachers perceived this skill as essential for making learning more accessible and enjoyable, enhancing student engagement and understanding. The results highlighted teachers' commitment to connecting theoretical content with real-world applications, fostering an environment where students could see the relevance of their education. By translating curriculum content into relevant learning activities, school administrators must support teachers in delivering dynamic and impactful instruction that promotes deeper learning and retention of material. Dumrul et al. (2023) stated that school administrators believe rotation practice improves education quality and productivity but may cause disruptions and unrest.

The composite mean of 3.54 implied that the level of perception of the teacher-respondents, as regards the effectiveness of the implementation of the Learning Action Cell in terms of lesson content and pedagogy, is within the high level. The findings indicated that teachers held a high level of perception regarding the effectiveness of implementing the Learning Action Cell in terms of lesson content and pedagogy. The respondents perceived teachers as highly effective in supporting and enhancing instructional practices through well-structured lesson content and innovative teaching methods. This perception underscored their confidence in the



administrators' ability to provide guidance, resources, and professional development opportunities that enriched the teaching and learning experience. The results suggested that teachers valued school administrators' leadership in fostering a pedagogical environment that encouraged creativity, critical thinking, and student engagement. This high level of perception reflected teachers' recognition of their role in ensuring that lesson content was relevant, rigorous, and aligned with educational standards while promoting effective pedagogical strategies. By demonstrating competence in various effective lesson content and pedagogy techniques, teachers aimed to elevate the overall quality of education, supporting teachers in their mission to deliver impactful and meaningful instruction. Empowering leadership by school principals is crucial for increasing the number and quality of schools involved in the emancipated school program and fostering self-efficacy, trust, and knowledge-sharing among the school community (Trihantoyo et al., 2023).

### Level of Perception of the Teachers as regards the Effectiveness of the Implementation of Learning Action Cell (LAC) in terms of Assessment and Reporting

Table 3. *Level of Perception of the Teachers as regards the Effectiveness of the Implementation of Learning Action Cell (LAC) in terms of Assessment and Reporting*

<i>C. Assessment and Reporting</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1. Implement the learner-centered assessment policies for the Kto12 Curriculum.	3.51	Very Highly Achieved	3
2. Include ways in assessing the learners during LAC sessions data from formative assessment to devise interventions.	3.50	Very Highly Achieved	4
3. Conduct assessment that provides teachers and learners with the necessary feedback about learning outcomes.	3.45	Very Highly Achieved	6
4. Selects, organizes, and uses sound assessment continuously.	3.38	Very Highly Achieved	7
5. Measure their effectiveness based on learners' result.	3.37	Very Highly Achieved	8
6. Use learners output as evidence to improve professional practice.	3.70	Very Highly Achieved	2
7. Set target on desired learners progress.	3.48	Very Highly Achieved	5
8. Identify the evidence needed to show learners understanding.	3.72	Very Highly Achieved	1
Composite Mean	3.51	Very Highly Achieved	

As shown in Table 3, the respondents showed that the teachers identified the evidence needed to show learners' understanding, which got the highest weighted mean of 3.72 and the highest rank of 1. The findings indicated that teachers effectively identified the evidence needed to demonstrate learners' understanding. Teachers were observed to implement assessment strategies and tools that accurately measured student comprehension and mastery of subject matter. This approach aimed to ensure that evidence of learning was clear, reliable, and actionable, providing a solid basis for evaluating student progress. Teachers perceived this capability as crucial in guiding instructional practices, tailoring interventions, and informing curricular adjustments. The results highlighted teachers' commitment to using data-driven methods to track and support student achievement. By identifying the appropriate evidence of learners' understanding, teachers aimed to enhance educational outcomes, ensuring that assessments were meaningful and reflective of true student learning. This practice supported a culture of continuous improvement, where instructional decisions were based on concrete evidence of student performance. Leadership empowering behavior positively predicts employees' psychological well-being, suggesting it can improve organizational productivity in educational institutions (Suleman et al., 2021).

However, the respondents stated that the teachers measure their effectiveness based on learners' results, which yielded the least weighted mean of 3.37 and the lowest rank of 8. The findings indicated that teachers measured their effectiveness based on learners' results. Teachers were observed prioritizing student performance data as a key metric for evaluating their leadership impact. This approach aimed to ensure that the success of school policies, programs, and instructional strategies was directly linked to tangible student outcomes. Teachers perceived this focus on results as essential in maintaining accountability and driving continuous improvement within the school. The results highlighted teachers' commitment to a results-oriented leadership style, where decisions and initiatives were guided by evidence of student achievement. By measuring their effectiveness based on learners' results, teachers aimed to create a culture of high expectations and academic excellence, ensuring that all efforts aligned with enhancing student learning and success. Mentoring for school administrators' professional development has evolved from networking to leadership skills, with the most recent focus on enhancing mentoring quality and enabling social justice (Yirci et al., 2023).

The composite mean of 3.51 implied that the teachers' level of perception regarding the effectiveness of the implementation of the Learning Action Cell in terms of assessment and reporting is within the high level. The findings indicated that teachers held a high level of perception regarding the effectiveness of implementing the Learning Action Cell in assessment and reporting. The respondents perceived teachers as highly effective in implementing assessment practices that were fair, transparent, and conducive to student growth. This perception underscored their confidence in the administrators' ability to provide meaningful feedback, analyze assessment data, and support instructional improvement based on student performance. The results suggested that teachers valued concepts in promoting assessment practices aligned with educational standards, fostered a culture of accountability, and informed instructional decision-making. This high level of perception reflected teachers' important role in ensuring that assessment and reporting processes supported student learning and development. By demonstrating competence in empowering techniques related to assessment and reporting, teachers aimed to enhance educational outcomes, promote transparency, and cultivate a collaborative environment where student progress was effectively monitored and communicated. Teachers manage conflict by considering the source, focusing on the situation and parties involved, and utilizing their dynamism to resolve conflicts effectively (Imperial & Madrigal, 2021).

## Level of Perception of the Teachers as regards the Effectiveness of the Implementation of Learning Action Cell (LAC) in terms of Curriculum Contextualization, Localization, and Indigenization

Table 4. Level of Perception of the Teachers as regards the Effectiveness of the Implementation of Learning Action Cell (LAC) in terms of Curriculum Contextualization, Localization, and Indigenization

<i>D. Curriculum Contextualization, Localization, and Indigenization</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1. Match the curriculum content and instructional strategies relevant to teachers.	3.40	Very Highly Achieved	6
2. Identify and responds to opportunities to link teaching and learning in the classroom to the experiences, interests, and aspiration of the wider school community and other key stakeholders.	3.73	Very Highly Achieved	1
3. Link new content to the local experiences that are familiar to learners to make learning more efficient and relevant.	3.44	Very Highly Achieved	5
4. Modify teacher's guide and learners' materials to accommodate the unique contexts of a particular locality.	3.51	Very Highly Achieved	3
5. Prepare curricula materials suited to the cultural and social context in which they teach, actively.	3.36	Very Highly Achieved	8
6. Recognize that the K to 12 Curriculum is learner-centered, inclusive, and research-based.	3.40	Very Highly Achieved	7
7. Make sure that the members of the community participate in indigenization processes, so that the curriculum will be accurate and faithful to the culture in consideration.	3.47	Very Highly Achieved	4
8. Work towards an implementation of a curriculum that is competence-based, seamless and decongested.	3.62	Very Highly Achieved	2
Composite Mean	3.49	Very Highly Achieved	

As shown in Table 4, the respondents showed that the teachers identify and respond to opportunities to link teaching and learning in the classroom to the experiences, interests, and aspirations of the wider school community and other key stakeholders, which got the highest weighted mean of 3.73 and the highest rank of 1. The findings indicated that teachers effectively identified and responded to opportunities to connect teaching and learning in the classroom with the experiences, interests, and aspirations of the wider school community and other key stakeholders. Teachers were observed actively seeking input from stakeholders such as parents, community members, and local businesses to align curriculum and educational activities with real-world relevance. This approach aimed to enrich the learning experience by integrating community perspectives and fostering partnerships that supported student engagement and achievement. Teachers and stakeholders perceived these efforts as valuable in promoting a holistic approach to education that bridged classroom learning with broader community interests and needs. The results highlighted teachers' commitment to creating meaningful connections between school activities and community experiences, thereby enhancing students' educational impact and relevance. By identifying and responding to these opportunities, teachers aimed to foster a supportive and collaborative environment that enriched student learning and preparedness for future endeavors. Teachers are crucial in developing and maintaining an effective and collaborative learning culture in their schools (Sezgin et al., 2020).

However, the respondents stated that the teachers prepare curricula materials suited to the cultural and social context they teach, actively yielding the least weighted mean of 3.36 and the lowest rank of 8. The findings indicated that teachers prepared curricular materials suited to the cultural and social context they taught. Teachers were observed to develop educational resources and curricula sensitive to their student population's cultural backgrounds, social contexts, and diverse perspectives. This approach ensured that learning materials resonated with students' lived experiences, values, and identities, fostering a more inclusive and relevant educational environment. Teachers and stakeholders perceived these efforts as essential in promoting cultural understanding, equity, and student engagement. The results highlighted teachers' commitment to curriculum development that reflected the diversity of their school community, enhancing both the educational experience and overall student achievement. By preparing culturally and socially responsive curricula materials, teachers aimed to support student success by acknowledging and integrating diverse cultural perspectives into the learning process. Strengthening leadership behavior in primary and secondary schools improves teachers' compliance with psychological contracts and their perception of school administrators' empowering leadership behavior (Gökyer, 2020).

The composite mean of 3.49 implied that the teachers' level of perception of the effectiveness of the implementation of the Learning Action Cell in terms of curriculum contextualization, localization, and indigenization is within the high level. The findings indicated that teachers held a high level of perception regarding the effectiveness of implementing the Learning Action Cell in terms of curriculum contextualization, localization, and indigenization. The respondents perceived teachers as highly effective in adapting and incorporating curriculum content to reflect local contexts, cultural diversity, and indigenous perspectives. This perception underscored their confidence in the administrators' ability to promote inclusive and relevant educational experiences that resonated with students' backgrounds and identities. The results suggested that teachers valued concepts in fostering curriculum practices that embraced community values, traditions, and histories. This high level of perception reflected teachers' important role in ensuring that educational content was meaningful, engaging, and responsive to their students' cultural and social contexts. By demonstrating competence in curriculum contextualization, localization, and indigenization, teachers aimed to enhance student learning outcomes, promote cultural appreciation, and foster a supportive learning environment where all students could thrive academically and personally. According to

Manliguis Tagadiad (2023), empowering leadership significantly mediates the relationship between school culture and teaching efficacy, influencing both teacher and school culture.

### Level of Perception of the Teachers to the Extent of Challenges Encountered in conducting LAC Sessions

Table 5. *Level of Perception of the Teachers to the Extent of Challenges Encountered in conducting LAC Sessions*

<i>Challenges In Conducting LAC Sessions</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1. Assessment of Training Needs	3.36	Very Great Extent	5
2. Planning the LAC	3.51	Very Great Extent	2
3. Prioritization of Topics	3.44	Very Great Extent	4
4. Preparation of LAC Materials	3.73	Very Great Extent	1
5. Monitoring and Evaluation	3.48	Very Great Extent	3
Composite Mean	3.50	Very Great Extent	

As shown in Table 5, the respondents showed that the teachers greatly extended their preparation of LAC materials, with the highest weighted mean of 3.73 and the highest rank of 1. The findings indicated that teachers were highly proficient in preparing LAC materials. Teachers were observed to be thorough and diligent in developing materials for Learning Action Cells, typically used for professional development and collaborative learning among educators. This approach aimed to ensure that LAC sessions were productive, relevant, and aligned with the professional growth needs of teachers and staff. Teachers perceived these efforts as valuable in promoting continuous learning, sharing best practices, and enhancing instructional effectiveness across the school. The results highlighted teachers' commitment to supporting a culture of professional development and collaboration through well-prepared LAC materials. By extending their efforts in preparing these materials, teachers aimed to foster a learning community where educators could engage meaningfully in professional dialogue, reflect on their practice, and collectively improve student learning outcomes. School Learning Action Cells (SLACs) can improve teaching and learning delivery but require intensive capacity building for teachers to effectively implement the strategy (Correos & Paler, 2020).

However, the said group of respondents stated that the teachers were assessing training needs which yielded the least weighted mean of 3.36 and least rank of 5. The findings indicated that teachers were proactive in assessing the training needs of teachers and staff. The teachers were observed to systematically gather feedback, analyze performance data, and conduct surveys or consultations to identify areas where professional development and training could be beneficial. This approach aimed to ensure that educational staff had access to relevant and timely training opportunities that supported their professional growth and enhanced their effectiveness in the classroom. Teachers and staff perceived these efforts as crucial in addressing specific skill gaps, staying updated with educational trends, and improving instructional practices. The results highlighted teachers' commitment to supporting a continuous learning and improvement culture by providing targeted assessments of training needs. By prioritizing the assessment of training needs, school administrators aimed to strengthen staff capacity, promote professional excellence, and ultimately enhance the overall quality of education provided to students. Vega (2020) stated that implementing Learning Action Cells in secondary schools benefits science teachers, but a model and evaluation tool are needed to monitor its progress effectively and address challenges.

The composite mean of 3.50 implied that the level of perception of the teachers to the extent of challenges encountered in conducting LAC sessions is within great degree. The findings indicated that teachers perceived significant challenges in conducting Learning Action Cell (LAC) sessions. Teachers acknowledged difficulties such as scheduling conflicts, time constraints, logistical issues, and sometimes inadequate resources or support for effective implementation. These challenges were recognized as potential barriers to LAC sessions' smooth facilitation and productive outcomes. Despite these obstacles, teachers generally valued LAC sessions' collaborative learning opportunities and professional growth benefits.

The results underscored the importance of addressing these challenges through improved planning, resource allocation, and organizational support to enhance the effectiveness and perceived value of LAC sessions among educators. By acknowledging and addressing these challenges, teachers aimed to foster a more supportive environment for professional development, ensuring that LAC sessions contribute meaningfully to teacher collaboration, skill enhancement, and improved student outcomes. According to Yazici (2021), school administrators' and teachers' overall learning agility is high, with postgraduate education, higher seniority, and age being significant factors in their learning agility levels.

### Relationship between the Level of perception of the respondents on the Effectiveness of the Implementation of Learning Action Cell and the Extent of Challenges Encountered in conducting LAC Sessions

Table 6. *Relationship between the Level of perception of the respondents on the Effectiveness of the Implementation of Learning Action Cell and the Extent of Challenges Encountered in conducting LAC Sessions*

<i>Variable</i>	<i>r-value</i>	<i>p-value</i>	<i>Decision</i>	<i>Interpretation</i>
Relationship Between the Level of the Perception of the Respondents on the Effectiveness of the Implementation of Learning Action Cell and the Extent of Challenges Encountered in conducting LAC Sessions	0.074	0.297	Accept Ho	Not Significant



Table 6 presented the relationship between how respondents perceived the effectiveness of the implementation of the Learning Action Cell and the challenges encountered during Learning Action Cell (LAC) sessions. LAC sessions are structured professional development meetings where educators collaborate to enhance teaching practices and student learning outcomes. Statistical analysis revealed an R-value of 0.074 and a corresponding p-value of 0.297. In statistical terms, the r-value represents the strength and direction of the linear relationship between two variables—in this case, the perception of teachers on the effectiveness of the implementation of the Learning Action Cell and the challenges faced in LAC sessions. The p-value, the other hand, indicates the probability of obtaining results as extreme as those observed, assuming that the null hypothesis (which posits no relationship) is true. With a p-value of 0.297, which exceeds the standard significance level of 0.05 commonly used in social sciences, the researchers decided to accept the null hypothesis. This decision suggests that there is no statistically significant evidence to reject the idea that teachers' perception of the effectiveness of the implementation of the Learning Action Cell has an impact on the challenges encountered during LAC sessions.

Further examination of the findings revealed that despite perceptions varying among respondents regarding teachers' approaches, these perceptions did not correlate significantly with the difficulties reported in conducting LAC sessions. This implies that while teachers may employ various strategies, such as fostering a supportive environment or providing resources for professional development, more efforts may be needed to directly alleviate or exacerbate the specific challenges encountered during collaborative learning sessions among educators.

Consequently, the study's conclusion underscored that the effectiveness of the implementation of the Learning Action Cell, as perceived by teachers, does not significantly influence the operational challenges inherent in LAC sessions within public school settings. This finding suggests a nuanced understanding of how organizational leadership and professional development initiatives interact within educational contexts. Future research may explore additional factors that could influence the dynamics of professional collaboration and development within school environments, thereby offering further insights into effective administrative practices and their impacts on educational outcomes.

According to Munawar et al. (2023), male secondary teachers exhibit better leadership techniques than female leaders, suggesting that female educational leaders should improve their techniques for better organizational productivity.

## Enhancement Program

Table 7. *Proposed Enhancement Program*

<i>Enhancement Program</i>	<i>Objective</i>	<i>Time Frame</i>	<i>Person in Charge</i>
1. Diversity and Inclusion Training Program	Enhance educators' ability to differentiate instruction and support diverse learners effectively.	1st Quarter to 4th Quarter	Director of Curriculum
2. Curriculum Alignment and Pedagogy Workshops	Improve teachers' mastery of curriculum content, educational standards, and innovative teaching practices.	1st Quarter to 4th Quarter workshops	Professional Development Coordinator
3. Assessment Literacy and Data-Driven Practices	Strengthen educators' skills in designing and implementing assessments that inform instructional decisions and promote student growth.	1st Quarter to 4th Quarter	Assessment Coordinator
4. Community Engagement in Curriculum Development	Incorporate local perspectives and cultural relevance into curriculum content through collaboration with stakeholders.	Annual planning cycles	Principal
5. Enhanced Learning Action Cell (LAC) Sessions	Improve the planning, implementation, and support structures for LAC sessions to enhance professional collaboration and growth among teachers.	July to April	Head of Professional Development

Table 7 outlined enhancement programs designed to address critical aspects of educational improvement based on identified teacher recommendations. Each program was tailored to enhance specific professional development and instructional practice areas, aiming to foster a supportive and inclusive learning environment while promoting continuous growth among educators.

Firstly, the Diversity and Inclusion Training Program aimed to equip educators with the skills and knowledge to differentiate instruction and effectively support diverse learners. Led by the Director of Curriculum and conducted annually, this program emphasized ongoing professional development to ensure educators were adept at meeting the varied needs of students, regardless of their backgrounds or learning abilities. By enhancing educators' capacity to create inclusive classrooms, the program aimed to cultivate an environment where every student felt valued and supported.

Secondly, the Curriculum Alignment and Pedagogy Workshops focused on improving teachers' mastery of curriculum content, educational standards, and innovative teaching practices. These quarterly workshops, overseen by the Professional Development Coordinator, provided educators with opportunities to deepen their understanding of curriculum alignment and pedagogical strategies. By staying abreast of educational trends and refining instructional approaches, teachers were able to deliver high-quality education that prepared students for academic success and future challenges.

The Assessment Literacy and Data-Driven Practices program, conducted bi-annually under the guidance of the Assessment Coordinator, aims to strengthen educators' skills in designing and implementing assessments. By promoting data-driven decision-

making and assessment literacy, the program ensured that assessments were meaningful, transparent, and supportive of student growth. This empowered educators to tailor their instructional practices based on real-time student data, fostering a culture of continuous improvement and academic excellence.

Fourthly, the Community Engagement in Curriculum Development initiative involved collaborative efforts with stakeholders to integrate local perspectives and cultural relevance into curriculum content. Led by the Principal and conducted annually, this program enriched educational experiences by reflecting the diversity and values of the school community. By incorporating community input into curriculum planning, administrators ensured that learning experiences resonated with students' backgrounds and identities, enhancing engagement and promoting cultural understanding.

Lastly, the Enhanced Learning Action Cell (LAC) Sessions program aimed to optimize professional development opportunities through structured monthly sessions by the Head of Professional Development. By refining the planning, implementation, and support structures of LAC sessions, administrators facilitated meaningful collaboration among educators. This initiative addressed scheduling conflicts and resource allocation challenges, ensuring that LAC sessions contributed effectively to teacher growth and improved student outcomes.

These enhancement programs were strategically designed to address diverse educational leadership and professional development aspects within public schools. By investing in these initiatives, administrators aimed to foster a collaborative, inclusive, and academically rigorous environment that supported educators and students in achieving their full potential. Through continuous evaluation and adaptation, these programs aimed to contribute positively to school culture, instructional quality, and student success.

## Conclusions

Based on the comprehensive analysis of teachers' perceptions regarding public-school administrators' empowering techniques across various dimensions of educational practice—specifically learner diversity and inclusion, lesson content and pedagogy, assessment and reporting, and curriculum contextualization, localization, and indigenization—it becomes evident that administrators play a critical role in shaping the educational landscape within their institutions. Administrators were recognized for their efforts in promoting learner diversity and student inclusion. The study revealed that administrators effectively differentiated instruction and implemented diverse teaching strategies to accommodate the varied needs of students. This approach was perceived by teachers and students alike as essential in fostering an inclusive and equitable learning environment. By prioritizing individualized learning experiences and addressing potential barriers to education, administrators demonstrated a commitment to supporting diverse learners and enhancing overall student engagement and success. Administrators were found to excel in mastering curriculum content and educational standards. Their deep understanding of academic benchmarks and learning competencies enabled them to align curriculum effectively with educational standards and guide instructional practices across the school. This competency was highly valued by teachers, who recognized administrators' role in providing clear educational goals and ensuring consistent, high-quality instruction that aimed at improving student learning outcomes and maintaining rigorous academic standards. Furthermore, administrators were noted for their proficiency in assessment and reporting practices. They were observed to implement assessment strategies that accurately measured student comprehension and provided meaningful feedback to guide instructional decisions. This data-driven approach not only supported a culture of continuous improvement but also ensured that assessments were fair, transparent, and conducive to student growth. Teachers acknowledged the importance of administrators' focus on student outcomes, which underscored a commitment to accountability and enhancing educational effectiveness.

Moreover, administrators were praised for their efforts in curriculum contextualization, localization, and indigenization. By integrating community perspectives and cultural relevance into educational practices, administrators created a learning environment that resonated with students' backgrounds and identities. This approach was perceived as crucial in promoting cultural understanding, equity, and engagement among students, thereby enriching the overall educational experience and fostering a supportive school community. However, despite these strengths, challenges were identified in the implementation of Learning Action Cell (LAC) sessions—a key component of professional development and collaboration among educators. Teachers acknowledged various obstacles, including scheduling conflicts, time constraints, and sometimes inadequate resources, which posed barriers to the effective facilitation and outcomes of LAC sessions. These challenges underscored the need for improved planning, resource allocation, and organizational support to enhance the perceived value and effectiveness of professional development initiatives within schools.

In terms of the relationship between teachers' perceptions of administrators' empowering techniques and the challenges encountered in LAC sessions, the study found that while administrators' efforts in various educational domains were highly valued and perceived positively by teachers, these perceptions did not significantly mitigate the operational challenges inherent in conducting LAC sessions. The statistical analysis indicated no significant correlation between administrators' empowering techniques and the difficulties reported during LAC sessions, highlighting a nuanced understanding of how leadership practices interact with professional development dynamics within educational settings. The findings of this study underscore the multifaceted role of public-school administrators in shaping educational practices and outcomes. Administrators' effective strategies in promoting learner diversity, mastering curriculum content, implementing assessment practices, and contextualizing curriculum were widely recognized and appreciated by teachers for their positive impact on student learning and school culture. However, the study also highlighted ongoing challenges in professional development initiatives such as LAC sessions, indicating areas where further support and enhancement are needed to optimize

collaborative learning and teacher growth opportunities. Moving forward, future research could explore additional factors influencing professional collaboration and development within schools, further enhancing our understanding of effective administrative practices and their broader impacts on educational outcomes. By continuing to study and support effective leadership practices in education, stakeholders can work towards creating inclusive, supportive, and academically rigorous environments that empower both educators and students to thrive.

Based on the comprehensive insights gathered from teachers' perceptions of public-school administrators' empowering techniques and the identified challenges in professional development initiatives such as Learning Action Cell (LAC) sessions, several recommendations can be proposed to enhance educational practices and support administrators in their pivotal roles within schools. Firstly, administrators should continue to prioritize and expand efforts in promoting learner diversity and student inclusion. This includes further investment in professional development programs that equip educators with strategies to effectively differentiate instruction and accommodate diverse learning needs. Administrators can facilitate workshops, provide resources, and encourage collaborative planning among teachers to ensure that instructional practices are inclusive and equitable for all students. By fostering an environment where diversity is celebrated and supported, administrators can enhance student engagement, promote academic success, and cultivate a more inclusive school community. Secondly, administrators should maintain their focus on mastering curriculum content and educational standards while also encouraging innovative pedagogical approaches. Administrators can support teachers by providing ongoing training and support in curriculum alignment, instructional best practices, and the integration of technology in teaching. By staying abreast of educational trends and research, administrators can guide curriculum development that is responsive to student needs and prepares them for future challenges. This approach not only ensures academic rigor but also fosters a culture of continuous improvement where teachers feel supported in their professional growth and development. Furthermore, administrators should continue to refine assessment and reporting practices to effectively measure student learning and inform instructional decision-making. This includes regular reviews of assessment strategies, the use of formative assessments to monitor student progress, and the implementation of meaningful feedback mechanisms for students and teachers alike. Administrators can collaborate with teachers to develop assessment literacy and ensure that assessments are aligned with learning objectives and educational standards. By promoting a data-driven culture that values evidence-based practices, administrators can enhance transparency, accountability, and overall educational effectiveness within the school community. Moreover, administrators should deepen their commitment to curriculum contextualization, localization, and indigenization to reflect the cultural diversity and community values of their student population. This involves actively engaging stakeholders such as parents, community members, and local businesses in curriculum development processes. Administrators can incorporate diverse perspectives, cultural traditions, and local knowledge into curriculum content and educational activities to make learning more relevant and meaningful for students. By creating connections between classroom learning and real-world experiences, administrators can foster a sense of belonging and promote cultural appreciation among students while supporting their academic achievement.

Addressing the challenges identified in LAC sessions, administrators should prioritize improving the planning, implementation, and support structures surrounding these professional development opportunities. This includes establishing clear goals and objectives for LAC sessions, ensuring adequate time and resources for meaningful collaboration among educators, and addressing logistical issues that may hinder participation. Administrators can facilitate regular feedback loops with teachers to assess the effectiveness of LAC sessions and make necessary adjustments to enhance their impact on teacher growth and student learning outcomes. By investing in the professional development of educators through well-designed and well-executed LAC sessions, administrators can strengthen instructional practices, promote innovation in teaching, and ultimately improve student achievement across the school. The recommendations outlined above aim to empower public-school administrators to effectively lead and support educational practices that enhance student learning, promote inclusivity, and foster a culture of continuous improvement within their schools. By prioritizing learner diversity, mastering curriculum content, refining assessment practices, contextualizing curriculum, and addressing challenges in professional development initiatives such as LAC sessions, administrators can create supportive environments where both educators and students thrive. Moving forward, ongoing research, collaboration, and professional development efforts will be crucial in refining these practices and ensuring that all students receive a high-quality education that prepares them for future success. By embracing these recommendations, administrators can play a transformative role in shaping the educational experiences and outcomes of students, families, and communities they serve.

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