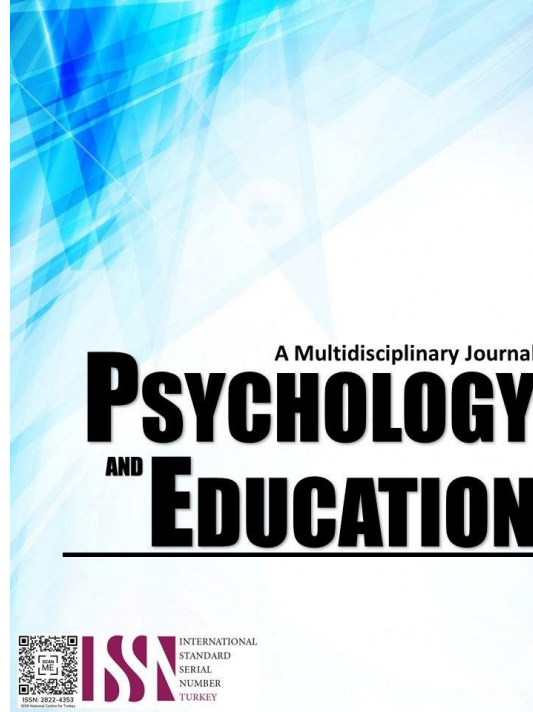


# LEARNING ACTION CELL PARTICIPATION AND TEACHING PERFORMANCE: A MIXED-METHODS ANALYSIS USING PMES DATA IN BARILI DISTRICT II



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## Learning Action Cell Participation and Teaching Performance: A Mixed-Methods Analysis Using PMES Data in Barili District II

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### Abstract

This study examined the influence of Learning Action Cell (LAC) sessions on teaching performance and professional growth among teachers in Barili District II. The study utilized a mixed-methods explanatory sequential design involving 162 teacher respondents. Quantitative findings revealed high levels of participation in LAC sessions and significant moderate positive correlations between LAC participation and teaching performance ( $r_s = 0.517, p < .001$ ) and between LAC implementation and teaching performance ( $r_s = 0.562, p < .001$ ). Qualitative findings identified challenges affecting the conduct of LAC sessions, including heavy workloads, scheduling constraints, and administrative demands. Despite these challenges, the results indicate that active participation and effective implementation of LAC sessions contribute to improved teaching performance and support teachers' professional growth. The study highlights the importance of strengthening collaborative professional learning structures to enhance instructional practice and teacher development.

**Keywords:** *LAC sessions, teaching performance, explanatory sequential design, PMES, Barili District II*

### Introduction

Educational systems continuously adapt to emerging societal and economic demands, making the teaching–learning process a central driver of educational transformation (Wedel, 2023). Globally, the pursuit of quality and inclusive education under the Sustainable Development Goals highlights the importance of strengthening teaching practices to ensure that learners acquire relevant knowledge and competencies (UNESCO, 2025; World Bank, 2024). In the Philippines, however, persistent challenges continue to affect learning outcomes. International large-scale assessments show that Filipino students perform below the global average in reading, mathematics, and science (OECD, 2023), while national reports indicate continuing gaps in functional literacy and overall learning proficiency (Philippine Statistics Authority, 2025). These findings highlight the need to improve instructional quality and strengthen teacher development systems within schools.

Teacher quality remains one of the most influential factors in improving student learning outcomes. Research consistently demonstrates that effective teaching practices, strong content knowledge, and continuous professional development significantly contribute to student achievement (Darling-Hammond et al., 2020). In the Philippine context, studies have identified gaps in teachers' pedagogical competencies, curriculum planning, and alignment with the Philippine Professional Standards for Teachers (PPST) (Morrallo & Abay, 2019). Addressing these challenges requires sustained professional learning opportunities that support teachers in improving classroom instruction and reflective practice.

To strengthen teacher professional development, the Department of Education institutionalized the Learning Action Cell (LAC) through DepEd Order No. 35, s. 2016. LAC is designed as a school-based professional learning community where teachers collaboratively discuss instructional issues, share strategies, and reflect on classroom practices. This initiative complements the Results-Based Performance Management System (RPMS), which aligns teacher performance evaluation with PPST indicators through measurable Key Result Areas (DepEd Order No. 2, s. 2015). Within this framework, the Performance Monitoring and Evaluation System (PMES) serves as a mechanism for assessing teaching performance and accountability in schools (Caoile & Pere, 2024).

Recent Philippine-based studies suggest that participation in LAC sessions can improve teachers' instructional strategies, collaborative practices, and professional learning engagement (Conde et al., 2023; Lugtu, 2023; Valencia & Pañares, 2024). However, most existing research primarily focuses on teachers' perceptions of LAC implementation rather than examining its relationship with measurable teacher performance indicators. Empirical evidence linking LAC participation to formal performance outcomes within the PMES or RPMS framework remains limited, particularly at the elementary level. This gap highlights the need for more systematic investigation into whether collaborative professional learning structures translate into measurable improvements in teacher performance.

Anchored on the premise that effective teaching practices significantly influence long-term student learning outcomes (Ren et al., 2022), this study examines the relationship between Learning Action Cell participation and elementary teachers' performance in Barili District II. By integrating measures of LAC participation with PMES-based performance indicators, the study seeks to provide empirical evidence on the effectiveness of collaborative professional development within existing accountability systems. The findings aim to inform school leaders and policymakers on how professional learning mechanisms can be strengthened to enhance teaching performance and support continuous educational improvement.

## Research Questions

This study aimed to determine the relationship between the levels of participation, implementation of Learning Action Cell (LAC) sessions, and the teaching performance of elementary teachers based on the Performance Monitoring & Evaluation System (PMES) in Barili District II of the school year 2024-2025, and their level of self-evaluation. The questions are divided into three strands to accommodate the mixed-method approach as outlined by Creswell & Creswell (2018). Specifically, the study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
  - 1.1 position/rank;
  - 1.2 years of experience; and
  - 1.3 highest educational attainment?
2. What is the respondents' level of participation in LAC sessions based on the following components:
  - 2.1 quality; and
  - 2.2 frequency of sessions?
3. What is the respondents' level of LAC session implementation?
4. What is the respondents' level of teaching performance based on the PMES rating?
5. What is the respondents' level of self-evaluation on teaching performance in terms of:
  - 5.1 quality of lesson preparation;
  - 5.2 efficiency; and
  - 5.3 timeliness?
6. Is there a significant relationship between the respondents' levels of participation in LAC sessions and the following:
  - 6.1 teaching performance based on PMES rating;
  - 6.2 self-evaluation; and
  - 6.3 demographic profile (position/rank, years of experience, & highest educational attainment)?
7. Is there a significant relationship between the respondents' level of LAC session implementation and the following:
  - 7.1 teaching performance based on PMES rating?
  - 7.2 self-evaluation; and
  - 7.3 demographic profile (position/rank, years of experience, & highest educational attainment)?
8. How do Learning Action Cell (LAC) sessions influence your teaching practices, particularly in areas such as lesson preparation, instructional strategies, or classroom management? Please describe specific examples.
9. What factors motivate or hinder your active participation in LAC sessions (in terms of quality and frequency), and how do these factors affect your performance or professional growth?
10. From your perspective, what aspects of LAC implementation are most effective or need improvement, and how do these influence your overall teaching performance and development as a teacher?
11. Is there a convergence or divergence between the quantitative and qualitative analyses regarding the LAC implementation and teaching performance of respondents?

## Literature Review

### *Learning Action Cells (LACs) as School-Based Professional Development in Philippine Education*

The literature on Learning Action Cells (LACs) in Philippine basic education increasingly points to a positive, though nuanced, relationship between LAC engagement and teacher performance. As a school-based professional development modality institutionalized through DepEd Order No. 35, s. In 2016, LACs were designed as collaborative learning communities where teachers collectively reflect on practice, address instructional problems, and align with national standards. A systematic review of 21 empirical studies (2016–2024) synthesized LAC research into three strands—challenges, opportunities, and impacts—and concluded that LAC participation generally enhances teaching efficiency, particularly in differentiated instruction, classroom management, and ICT integration, while also surfacing persistent implementation barriers such as time constraints, weak facilitation, and resource gaps (Rustia, 2025).

### *Empirical Evidence Linking LAC Participation and Teacher Performance*

Correlational and mixed-methods studies provide empirical support for the link between LAC engagement and performance indicators. In the Divisions of Laguna, a large-scale study of 619 elementary teachers found that higher levels of LAC implementation and more frequent sessions were significantly associated with greater professional competence, including content knowledge, pedagogy, assessment, research and innovation, and ethics, suggesting that LACs function as a key channel for building PPST-aligned competencies (Conde et al., 2023). Similarly, in four mega high schools in Agusan del Sur, very high LAC implementation—characterized by strong administrative support, monitoring, and active teacher participation—was significantly correlated with improvements in instructional performance and collegial sharing of expertise, although financial and time-related constraints limited optimal practice (Quemado, 2025). In Lanao del Norte, implementation of school-based LACs (needs assessment, planning, resource allocation, monitoring) was likewise associated with enhanced teaching and learning practices, particularly in content knowledge,

inclusive pedagogy, ICT integration, and contextualized instruction (Macapodi & Labitad, 2025).

### ***LAC Participation and Teacher Self-Efficacy: Psychological Pathways to Performance***

Other studies focus on psychological and intermediate indicators that are theoretically linked to performance within Social Cognitive Theory. Among elementary SPED teachers in Davao City, higher quality LAC session practices (contextualization, process adherence, content focus) were significantly and positively related to teacher self-efficacy in classroom management, student engagement, and instructional practices, underscoring LACs as a vehicle for strengthening teachers' sense of capability (Cruz & Baguio, 2024). An experimental "Collaborative Learning Action Cell" mentoring program for out-of-field senior high school teachers produced a marked shift in self-efficacy from "low" before the intervention to "high" afterward, with statistically significant gains, implying that structured, mentor-supported LAC formats can remediate competence gaps in challenging teaching assignments (Sumbilla et al., 2022). Qualitative phenomenological studies converge with these findings: teachers consistently describe LAC/SLAC as a cost-efficient platform for professional development that enhances teaching strategies, assessment techniques, curriculum understanding, and professional collaboration, even as they highlight challenges in scheduling, workload, and needs assessment (Culajara, 2023; Grape, 2024; Mulay, 2025).

### ***Andragogy in LAC Engagement***

Broader work on adult learning and teacher professional development helps interpret these findings. Andragogy emphasizes that adult learners are self-directed, experience-rich, problem-centered, and motivated by immediate application; effective professional development, therefore, requires joint planning, contextualized content, and opportunities for reflection and collaboration (Babenko, 2023; Khadka, 2020). These principles are visible in LAC designs that involve teachers in diagnosing needs, co-planning sessions, and reflecting on real classroom problems, aligning with the idea that school-based PD should be experience-based and context-driven. Parallel international research on teacher learning communities shows that participation in collaborative professional learning influences professional learning beliefs and behaviors primarily through enhanced self-efficacy, and that self-efficacy in turn mediates the relationship between community participation and learner-centered teaching practices (Pan & Cheng, 2023; Pan, 2023). This mediation pathway resonates with Philippine LAC findings where self-efficacy emerges as a key outcome and probable mechanism linking collaborative engagement to improved instructional performance (Cruz & Baguio, 2024; Sumbilla et al., 2022; Conde et al., 2023).

### ***Synthesis of Findings and Identified Research Gaps in LAC Studies***

Across studies, a convergent pattern emerges. LAC engagement is consistently associated with stronger professional competence, more effective teaching practices, and higher teacher self-efficacy, especially when implementation is well supported, topics are relevant, and participation is active and reflective (Cruz & Baguio, 2024; Rustia, 2025; Quemado, 2025; Macapodi & Labitad, 2025; Conde et al., 2023). At the same time, several gaps temper these conclusions. Most Philippine LAC studies are descriptive-correlational or qualitative; robust causal designs and large-scale pre-post analyses using standardized PPST/RPMS or PMES data remain limited. Direct evidence connecting LAC participation to student learning outcomes is also scarce, with many studies inferring impact from self-reports or teacher-rated development rather than objective learner performance. Furthermore, while andragogical and social-cognitive principles are often cited conceptually, they are rarely operationalized and tested within statistical models that trace specific pathways from adult-learning features of LAC (e.g., autonomy, experiential problem-solving) through self-efficacy to measurable performance indicators. Finally, contextual and equity dimensions—such as differences between well-resourced and resource-poor schools, or between subject areas—are underexplored quantitatively despite being repeatedly identified as implementation challenges (Rustia, 2025; Quemado, 2025; Culajara, 2023; Grape, 2024; Macapodi & Labitad, 2025).

Taken together, the literature suggests that LACs function as promising, theory-consistent professional development structures that foster collaborative, experience-based learning and improved teacher performance. However, there is still a need for theory-driven, outcome-oriented research that explicitly links LAC session quality and engagement to PPST-aligned performance metrics and learner achievement, while accounting for contextual constraints and mediating psychological variables such as self-efficacy.

## **Methodology**

### **Research Design**

Since the variables identified in the research questions were examined both quantitatively and qualitatively, a mixed methods approach was deemed appropriate (Asenahabi, 2019). Specifically, this study employed an Explanatory Sequential Design, which follows a structured research flow: quantitative data collection and analysis, qualitative data collection and analysis, and integration of findings.

In the first phase, quantitative data were gathered to determine the statistical relationship between LAC sessions and teachers' performance, as well as the degree of association between the identified variables. This phase established measurable patterns and trends. In the second phase, qualitative data were collected through follow-up inquiries to explain, clarify, and provide deeper insight into the quantitative results. Finally, integration was conducted through convergence and comparison of findings, identifying areas of confirmation or divergence between statistical outcomes and participants' narratives.

This design is appropriate because it allows the study not only to measure relationships empirically but also to interpret the underlying reasons behind the results. Through this sequential and integrative process, the research provides a more comprehensive understanding of how LAC sessions relate to teaching performance within Barili District II.

## Respondents

Following the sampling approach outlined by Pabroa and Obiso (2024), this study emphasizes the importance of employing distinct sampling strategies for the quantitative and qualitative phases in mixed-methods research to reduce bias and enhance the validity and depth of the data collected.

The respondents of this study were elementary school teachers from Barili District II, which comprises 17 public elementary schools with a total population of 231 teachers. This population served as the sampling frame of the study. The required sample size was determined using standard sample size determination procedures for finite populations at a 95% confidence level and a 5% margin of error, following the guidelines of Besekar et al. (2024). Based on these parameters, a total of 162 teachers were selected as respondents.

To ensure representation across all schools, stratified random sampling with proportional allocation was employed. Each school served as a stratum, and the number of respondents from each school was determined according to its proportion of the total teacher population in the district. Larger schools such as Mantalongon Elementary School and Guibuangan Central School received the highest allocations, while mid-sized schools were assigned moderate shares, and smaller schools received proportionally fewer respondents. This proportional distribution ensured balanced representation across the 17 schools and minimized sampling bias.

The qualitative phase involved ten purposively selected teachers who served as Learning Action Cell (LAC) focal persons or coordinators in their respective schools. This sampling strategy ensured that participants possessed direct, relevant, and substantial experience in planning, facilitating, and documenting LAC sessions. As key implementers, they were well-positioned to provide in-depth insights into the quality, challenges, and operational dynamics of LAC participation.

The selection of ten participants was deemed methodologically appropriate for the purpose of exploring shared experiences within a specific and information-rich subgroup. In qualitative inquiry, depth of insight is prioritized over breadth, and a smaller, focused sample allows for comprehensive thematic exploration and data saturation. The number was sufficient to capture recurring patterns, convergent perspectives, and contextual nuances across schools, while still allowing manageable and rigorous analysis. Schools were included based on the availability of LAC focal persons, with representation from both large and small schools to ensure diversity of context and strengthen the credibility of findings.

## Instrument

The primary data-gathering tool was a researcher-modified survey questionnaire adapted from the instrument developed by Naungayan, Ronaldo (2025). The adaptation process involved reviewing the original items, retaining those directly relevant to LAC participation and implementation, and modifying their wording to suit the context of Barili District II. The researcher developed additional items to capture contextual practices of LAC implementation and indicators of teaching performance aligned with local school conditions. The final questionnaire consisted of five sections: (1) data privacy and informed consent; (2) demographic profile of respondents, including position, years of teaching experience, and highest educational attainment; (3) level of participation in LAC sessions in terms of quality and frequency; (4) level of LAC session implementation, covering planning, facilitation, collaboration, and follow-through activities; and (5) teaching performance measured through respondents' Performance Monitoring and Evaluation System (PMES) ratings for School Year 2024–2025 and a self-evaluation aligned with the Philippine Professional Standards for Teachers (PPST). The instrument underwent expert review by four specialists in educational research to ensure content validity. After revisions, a pilot test was conducted among teachers outside the study sample, yielding a Cronbach's alpha coefficient of 0.78, indicating acceptable internal consistency.

Qualitative data were collected through a semi-structured interview guide designed to explore teachers' experiences and perceptions of LAC participation and implementation. The interview questions were developed based on the major constructs examined in the survey to ensure alignment between the quantitative and qualitative phases of the study. Experts reviewed the protocol for clarity and relevance and pilot tested it with teachers outside the study participants to refine the wording and sequencing of questions. The final guide contained three open-ended questions focusing on: (1) the influence of LAC sessions on teaching practices, (2) factors affecting participation in LAC activities, and (3) teachers' perspectives on effective LAC implementation and areas for improvement. This format allowed participants to provide detailed insights while enabling the researcher to use follow-up probes to obtain richer explanations that supported the interpretation of the quantitative findings.

## Data Analysis

SPSS version 29 was used for the descriptive and inferential analysis. For the thematic analysis, the MAXQDA application was utilized.

To provide a clear profile of the respondents and summarize the data, descriptive statistics were employed. Frequencies and percentages were used to describe demographic characteristics such as position/rank, years of experience, and highest educational attainment. The mean and standard deviation were computed to analyze the level of participation in LAC sessions and the level of teaching performance across domains. These measures provided an overview of trends, central tendencies, and variations in the responses.

To test the relationship between variables, inferential statistical techniques were applied. Specifically, Spearman's rho correlation was used to determine the degree of association between the level of participation in LAC sessions (quality and frequency) and the level of teaching performance (lesson preparation, efficiency, and timeliness). This non-parametric test was deemed appropriate for ordinal data and established whether significant correlations existed. The results guided the development of the Contextual Collaborative Expertise Model.

The qualitative data collected through interviews were analyzed using thematic analysis, a systematic method for identifying, organizing, and interpreting patterns of meaning across the dataset. This approach involved several steps: first, familiarization with the data through repeated reading of the interview transcripts; second, coding significant statements and passages relevant to LAC participation, session implementation, and teaching performance; third, identifying themes by grouping similar codes into broader categories that capture recurring ideas and insights; and finally, interpreting and reporting the findings to explain the participants' experiences, perceptions, and reflections.

Thematic analysis allowed the researcher to uncover both explicit and implicit insights regarding the pros and cons of LAC sessions and their perceived impact on teaching performance, providing a rich, contextual understanding that complemented the quantitative results. This nonstatistical approach is particularly suitable for exploring subjective experiences, enabling the study to highlight patterns and nuances that numbers alone cannot capture.

### Ethical Considerations

This study adhered to established ethical standards in educational research, ensuring the protection, dignity, and rights of all participants. Prior to data collection, formal approval was secured from the Schools Division Office of Cebu Province and the principals of participating schools in Barili District II. A Data Privacy and Consent Form was provided to inform participants about the study's purpose, procedures, potential benefits, and their rights, including the freedom to decline participation or withdraw at any stage without penalty.

Participation was entirely voluntary, and confidentiality was maintained through coded responses and the reporting of aggregated data only. All information collected was used solely for academic purposes and had no impact on official teacher evaluations. The study also complied with the Data Privacy Act of 2012 to safeguard personal information, and recognized that public school teachers are bound by the Civil Service Code, which mandates professional conduct and ethical responsibility. Principles of respect for persons, beneficence, and justice were upheld to minimize risks and ensure the professional dignity of participants.

To enhance the readability, sentence flow, and grammatical accuracy of the manuscript, language models such as Grammarly and ChatGPT were employed. However, these tools were used only for linguistic refinement and not for generating ideas, analyzing data, or interpreting findings, which were conducted solely by the researchers.

### Results and Discussion

The quantitative data were analyzed using IBM SPSS Version 29, alongside the qualitative results. Figures, tables, and narrative explanations are used to illustrate key patterns. Both descriptive and inferential statistics, together with thematic insights, directly address the research problems outlined.

#### Quantitative Phase

##### Demographic Profile

Data on position/rank, years of teaching experience, and highest educational attainment were gathered as one of the preliminary variables considered for the inferential statistics.

Table 1. Respondents' Demographic Profile

Demographic Profile	Category	n	%
Position/Rank	Teacher I	42	25.9
	Teacher II	30	18.5
	Teacher III	74	45.7
	Master Teacher	16	9.9
Years of Teaching Experience	<1 year	3	1.7
	1-3 years	1	0.6
	4-6 years	6	3.7
	7-10 years	30	18.5
	>10 years	122	75.3
Highest Educational Attainment	Bachelor's degree	32	19.8
	Master's degree units	99	61.1
	Master's degree	28	17.3
	Doctorate units	2	1.2

Note. N = 162. Percentages may not total 100% due to rounding.



Table 1 indicates that Barili District II is largely composed of mid-career educators, with Teacher III positions comprising the largest share at 45.7%, reflecting a stable and experienced teaching workforce. The combined 44.4% of Teachers I and II suggests a healthy pipeline of developing educators progressing through the career ladder. However, the relatively small proportion of Master Teachers (9.9%) points to limited upward mobility and restricted leadership opportunities, likely due to stringent promotion requirements and the scarcity of available positions (Osman & Lito Adanza, 2024). This distribution underscores the need for strengthened mentoring, leadership development, and promotion pathways to sustain teacher motivation and professional growth within the district (Putra et al., 2024).

The table implies that Barili District II is supported by a predominantly veteran teaching workforce, with 75.3% of teachers having more than 10 years of service, indicating strong institutional experience, instructional stability, and continuity. The relatively small proportion of novice teachers—those with less than 6 years of experience (6.2%)—suggests limited entry of new educators into the district, while the 18.5% with 7–10 years of service reflects a smaller cohort transitioning toward advanced professional practice. Although this distribution ensures consistent instructional quality, it also highlights the need for succession planning and targeted professional development to prepare mid-career and newer teachers for future leadership roles as senior educators near retirement (Gallardo, 2018).

The table indicates that Barili District II has an academically progressive teaching workforce, with a majority either pursuing or partially completing graduate studies, as evidenced by the 61.1% of teachers with master’s units. This pattern reflects a strong culture of professional growth and preparedness for career advancement. However, while 17.3% have completed a master’s degree, progression beyond this level remains limited, with only 1.8% having doctoral units or a completed doctorate. This distribution suggests that although teachers are motivated toward continuing education, structural or institutional barriers may constrain advancement to the highest academic levels, underscoring the need for enhanced support mechanisms for doctoral studies and advanced scholarly development (Bekova, 2024).

Table 2. Respondents’ Level of Participation in LAC Sessions

Level of Participation in LAC Session	Mean	Std. Deviation	Description
<i>Domains</i>			
Quality	4.65	0.50	High Participation
Frequency	4.72	0.48	High Participation
Average	4.67	-	High Participation

Note. Scale values were interpreted as follows: 3.41-5.00 = High Participation; 2.62-3.40 = Moderate Participation; & 1.00-2.61 = Low Participation

The results in Table 2 indicate a consistently high level of teacher participation in Learning Action Cell (LAC) sessions, with both quality (M = 4.65, SD = 0.50) and frequency (M = 4.72, SD = 0.48) rated as high. This pattern implies that teachers are not only regularly attending LAC sessions but are also meaningfully engaged in collaborative learning activities aligned with professional development goals. The low and closely clustered standard deviation values suggest a shared perception of participation, reflecting a strong culture of collaboration and collective commitment to continuous improvement. Such consistency supports the view that well-implemented professional development initiatives can sustain high levels of engagement across participants (Sims et al., 2023).

Table 3. Respondents’ Level of LAC Session Implementation

Construct	Mean	Std. Deviation	Description
Level of LAC Session Implementation	4.80	0.47	High Implementation

Note. Scale values were interpreted as follows: 3.41-5.00 = High Implementation; 2.62-3.40 = Moderate Implementation; & 1.00-2.61 = Low Implementation

The table shows that the Level of LAC Session Implementation among the 162 teachers is predominantly high, with most responses clustered between 4.0 and 5.0 and an overall mean of 4.80, indicating strong perceptions of well-planned, relevant, and effective sessions. The low standard deviation (0.47) suggests consistent agreement among teachers, reflecting a shared positive experience and satisfaction with the implementation. This pattern highlights that LAC sessions are successfully fostering collaboration, professional growth, and instructional improvement, supporting findings that structured collaborative reflection enhances teaching practices and policy initiatives (Kamali & Javahery, 2024).

Table 4. Respondents’ PMES Rating Score

Construct	Mean	Std. Deviation	Description
PMES Rating Score	4.45	0.128	Very Satisfactory

Note. Scale values were interpreted as follows: 4.50-5.00 = Outstanding; 3.50-4.49 = Very Satisfactory; 2.50-3.49 = Satisfactory; 1.50-2.49 = Unsatisfactory; & 1.00-1.49 = Poor

The table shows that Performance Management and Evaluation System (PMES) ratings among the 162 teachers are concentrated at the higher end (4.25–4.50), with an overall mean of 4.45, indicating that most teachers perform at a very satisfactory level. The low standard deviation (0.128) reflects consistent performance across the workforce, suggesting uniform adherence to professional standards and effective instructional delivery. This pattern highlights a high-performing teaching population in Barili District II, reinforcing the link between teacher effectiveness and long-term student achievement (Lovison, 2024; Bonijun Sejuela & Lilibeth Roa-Bagtas, 2025).



Table 5. Level of Self-Evaluation on Teaching Performance

Self-Evaluation of Teaching Performance Domains	Mean	Std. Deviation	Description
Quality of Lesson Preparation	4.6	0.23	High Evaluation
Efficiency	4.65	0.23	High Evaluation
Timeliness	4.7	0.23	High Evaluation
Average	4.65	-	High Evaluation

Note. Scale values were interpreted as follows: 3.41-5.00 = High Evaluation; 2.62-3.40 = Moderate Evaluation; & 1.00-2.61 = Low Evaluation

The table indicates that teachers rated themselves highly across all domains of teaching performance, with means of 4.60 for Quality of Lesson Preparation, 4.65 for Efficiency, and 4.70 for Timeliness, resulting in an overall average of 4.65. The low standard deviation (SD = 0.23) reflects consistent self-perceptions, suggesting that most teachers share confidence in their ability to plan lessons, manage classroom activities, and complete tasks on time. This uniformity underscores a professional and accountable teaching workforce committed to maintaining high instructional standards (Hong et al., 2025).

Table 6. Correlation Between the Level of Participation in LAC Sessions, Level of Teaching Performance (PMES rating & self-evaluation), & Demographic Factors

Level of Participation in LAC Sessions	Spearman's rho Correlation			Decision	Interpretation
	Correlation Coefficient	Sig. (2-tailed)			
Level of Teaching Performance (PMES Rating & Self-Evaluation)	0.517**	<.001		Reject Ho1	Significant
Position/Rank	0.146	0.064		Accept Ho1	Not Significant
Years of Teaching Experience	0.107	.176		Accept Ho1	Not Significant
Highest Educational Attainment	0.188*	.016		Reject Ho1	Significant

Note. \*Correlation is significant at the 0.05 level (2-tailed).

\*\*Correlation is significant at the 0.01 level (2-tailed).

Table 6 presents the Spearman's rho correlation results examining the relationship between the Level of Participation in Learning Action Cell (LAC) Sessions, Teaching Performance (PMES Rating and Self-Evaluation), and selected demographic factors. The findings reveal a moderate positive correlation between the level of participation in LAC sessions and teaching performance, with a correlation coefficient of  $\rho = 0.517$ ,  $p < .001$ , which is statistically significant at the 0.01 level. This result indicates that teachers who are more actively and frequently engaged in LAC sessions tend to demonstrate higher teaching performance, both in terms of self-assessment and formal performance evaluation. The significant relationship implies that professional collaboration, reflective discussions, and shared pedagogical practices fostered through LAC participation contribute meaningfully to improving instructional competence and overall teacher effectiveness. Based on a study by Naungayan (2025), successful LAC implementation is significantly related to enhanced teaching performance, underscoring the effectiveness of LAC as a mechanism for sustained professional growth and instructional excellence.

On the other hand, the correlations between LAC participation and demographic variables such as Position/Rank ( $\rho = 0.146$ ,  $p = .064$ ) and Years of Teaching Experience ( $\rho = 0.107$ ,  $p = .176$ ) were not statistically significant, indicating that a teacher's professional position or tenure does not strongly influence the extent of participation in LAC activities. However, a significant positive relationship was observed between Highest Educational Attainment and participation ( $\rho = 0.188$ ,  $p = .016$ ), suggesting that teachers with higher educational qualifications are slightly more engaged in LAC sessions. This may be attributed to their stronger appreciation of professional learning communities and continuous improvement processes (Espinosa et al., 2023). As indicated by Opina, Malabo, and Gallaron (2024), in order to stay effective in the ever-changing education landscape, educational attainment through continued professional development is an imperative component to attain high-level teaching performance.

Table 7. Correlation Between the Level of LAC Session Implementation, Level of Teaching Performance (PMES rating & self-evaluation), & Demographic Factors

Level of Participation in LAC Sessions	Spearman's rho Correlation			Decision	Interpretation
	Correlation Coefficient	Sig. (2-tailed)			
Level of Teaching Performance (PMES Rating & Self-Evaluation)	0.562**	<.001		Reject Ho2	Significant
Position/Rank	0.016	0.840		Accept Ho2	Not Significant
Years of Teaching Experience	0.067	0.396		Accept Ho2	Not Significant
Highest Educational Attainment	0.039	0.618		Accept Ho2	Not Significant

Note. \*Correlation is significant at the 0.05 level (2-tailed).

\*\*Correlation is significant at the 0.01 level (2-tailed).

Table 7 presents the Spearman's rho correlation results showing the relationship between the Level of LAC Session Implementation, Teaching Performance (PMES Rating and Self-Evaluation), and selected demographic factors. The findings reveal a moderate positive correlation between the level of LAC session implementation and teaching performance, with a correlation coefficient of  $\rho = 0.562$ ,  $p < .001$ , significant at the 0.01 level. This indicates that as the implementation of LAC sessions becomes more consistent and effective, teachers tend to demonstrate higher levels of teaching performance. The result suggests that well-implemented LAC sessions provide



valuable opportunities for collaboration, professional reflection, and the sharing of best practices—all of which contribute to improved instructional quality and overall teacher competence. This statistically significant finding reinforces the role of the LAC framework as a vital mechanism for professional growth and pedagogical enhancement. Magundayao (2024) emphasized that consistent participation in LAC sessions can improve teaching performance.

In contrast, no significant correlations were found between the level of LAC session implementation and the demographic variables Position/Rank ( $\rho = 0.016$ ,  $p = .840$ ), Years of Teaching Experience ( $\rho = 0.067$ ,  $p = .396$ ), and Highest Educational Attainment ( $\rho = 0.039$ ,  $p = .618$ ). These results imply that teachers’ demographic characteristics have little to no influence on how LAC sessions are implemented or experienced. Regardless of rank, tenure, or academic qualifications, teachers appear to share similar experiences and perceptions regarding LAC implementation. The low and nonsignificant correlation coefficients further indicate that participation and implementation quality are shaped more by institutional support, leadership, and professional culture than by individual demographic traits. Overall, the findings underscore that the successful implementation of LAC sessions is parallel with teaching performance, rather than position/rank, years of teaching experience, and educational attainment.

**Qualitative Phase**

The qualitative data from teacher interviews were analyzed using thematic analysis to identify recurring patterns and insights related to LAC session implementation, its challenges, and its impact on teaching performance. Answers expressed in Cebuano were translated via Google Translate to English for universality.

Table 8. *Qualitative Coding Matrix for LAC Session: Effects on Practices, Participation, & Implementation*

<i>Interview Question</i>	<i>Initial Codes</i>	<i>Categories</i>	<i>Emergent Theme</i>
IQ1: Influence of LAC on teaching practices	Irregular sessions; heavy workload; lesson preparation demands; administrative tasks; co-curricular duties; unexpected interruptions; collaboration; idea-sharing; improved lesson planning; instructional strategy enhancement	Workload Constraints; Limited LAC Implementation; Perceived Benefits of LAC	Discrepancy Between Intended Purpose and Actual Implementation of LAC
IQ2.1: Motivating and hindering factors in participation	Afternoon scheduling; physical exhaustion; mental fatigue; full teaching load; low energy; limited engagement; desire for professional growth; motivation to improve teaching strategies	Scheduling Challenges; Teacher Fatigue; Intrinsic Motivation	Teacher Fatigue as a Barrier to Active Engagement
IQ2.2: Effective aspects and areas for improvement	Practical strategy sharing; peer collaboration; peer feedback; focus on documentation; compliance requirements; rushed sessions; lack of follow-up; need for structured guidance	Effective Collaborative Practices; Compliance-Oriented Implementation; Need for Structural Improvements	Compliance-Oriented Implementation Limits Professional Development Impact

**How do Learning Action Cell (LAC) sessions influence your teaching practices, particularly in areas such as lesson preparation, instructional strategies, or classroom management? Please describe specific examples.**

**Notable Answers**

P1: "Honestly, most of the time, the LAC sessions don't really happen as planned. We're so busy preparing lessons for the next day, recording grades, communicating with parents, and managing classrooms. On top of that, co-curricular activities and sudden interruptions, like weather-related cancellations, make it hard to hold these sessions. When they do happen, they help us share ideas and improve our lesson plans, but honestly, these moments are rare."

P4: "LAC sessions are intended to support our teaching, but in reality, we rarely get to attend them. There's always a pile of teaching tasks waiting—grading, lesson prep, classroom management, even sudden events like fire drills or typhoon alerts. When we manage to hold them, they're useful for collaboration and getting tips from colleagues, but they are inconsistent and sometimes feel like an added task."

P7: "We see the value of LAC sessions, but the reality is that teaching responsibilities take priority. Most of the time, sessions are canceled or postponed because of our workload. The few sessions we have do help with instructional strategies and organizing our lessons, but they are not regular enough to make a consistent impact."

**Theme 1: Discrepancy Between Intended Purpose and Actual Implementation of LAC**

Across participants, a recurring theme emerged: LAC sessions are largely non-existent or irregular due to teachers’ heavy workload and multiple responsibilities. Tasks such as next-day lesson preparation, recording of scores, parent communication, classroom management, co-curricular programs, and unexpected interruptions (e.g., natural disasters) consistently prevent regular LAC implementation.

While teachers acknowledge the potential benefits of LAC sessions, such as professional collaboration, idea-sharing, and enhancement of lesson planning, these advantages are largely unrealized in practice because sessions rarely occur. This pattern highlights a discrepancy between the intended purpose of LAC as a professional development tool and its practical implementation (Gil & Orleans,

2025).

Interview Question #2.1 What factors motivate or hinder your active participation in LAC sessions (in terms of quality and frequency), and how do these factors affect your performance or professional growth?

#### Notable Answers

P2: "Most of the time, LAC sessions are scheduled in the afternoon after a full day of teaching. By that time, teachers are already exhausted from preparing lessons, managing classes, and recording scores. This fatigue makes it hard to engage in discussions or activities during the session fully."

P5: "I want to participate because LAC sessions help improve my teaching strategies, but sometimes the timing just doesn't work. After a long day of classes and school tasks, it's challenging to focus or contribute meaningfully. Motivation is there, but energy is low."

P9: "The biggest hindrance is really exhaustion. Afternoon meetings come after all our daily responsibilities, so even if the session is useful, we can't always take full advantage. It sometimes affects our professional growth because we can't absorb or apply what we discuss effectively."

### ***Theme 2: Teacher Fatigue as a Barrier to Active Engagement***

A clear theme emerged indicating that teacher fatigue is a major hindrance to active participation in LAC sessions. Sessions are typically scheduled in the afternoon, following a full day of classes and administrative duties, leaving teachers physically and mentally drained. While teachers recognize the motivational benefits of LAC participation—such as improving instructional skills and fostering professional growth—the timing and accumulated workload limit engagement and effectiveness (Conde et al., 2023). This highlights the need for scheduling considerations and workload management to maximize the impact of LAC sessions.

***From your perspective, what aspects of LAC implementation are most effective or need improvement, and how do these influence your overall teaching performance and development as a teacher?***

#### Notable Answers

P3: The most effective part is when we share practical strategies that we can use in class. That really helps improve our lessons. But honestly, sometimes it feels like the focus is more on completing the LAC reports required by DepEd rather than actually implementing what we discuss."

P6: "Collaboration and peer feedback are useful, but what really needs improvement is scheduling and follow-up. Many times, sessions are rushed or postponed, and we end up prioritizing reports over meaningful discussion, which limits the real impact on our teaching performance."

P10: "Sharing ideas and strategies is helpful, but often the session feels like a formality for documentation. More structured guidance and consistent follow-up could make LAC truly useful for professional growth rather than just a compliance requirement."

### ***Theme 3: Compliance-Oriented Implementation Limits Professional Development Impact***

Thematic analysis revealed that collaboration, sharing instructional strategies, and peer feedback are the most effective aspects of LAC sessions, positively influencing teaching performance by providing practical ideas for classroom implementation (Jayson et al., 2020).

However, a recurring concern is that the preparation and submission of LAC reports often take precedence over the actual execution of sessions. Teachers frequently noted that documentation requirements, coupled with scheduling challenges, rushed or irregular sessions, reduce the effectiveness of LAC as a professional development tool. This highlights a discrepancy between policy expectations and practical implementation, where the administrative emphasis on reporting can undermine the intended impact on teacher development.

#### ***Mixed Method Phase***

The study employed triangulation to compare and contrast results from quantitative and qualitative analyses, focusing on LAC participation, session implementation, and teaching performance. While the quantitative data indicated consistently high levels of participation, effective session implementation, and strong teaching performance, the qualitative findings revealed a notable divergence in practice.

The table illustrates a divergence between perceived and actual experiences. Quantitative results indicate high participation, effective session implementation, and positive impacts on teaching performance. However, qualitative findings reveal that sessions are often irregular, constrained by workload, fatigue, and administrative reporting requirements, limiting their practical effectiveness. This divergence highlights that while teachers may report strong engagement and outcomes, real-world barriers affect the true impact of LAC sessions, emphasizing the need to address scheduling, workload, and implementation practices for meaningful professional development.



Table 9. *Divergence Between Quantitative and Qualitative Findings on LAC Participation and Implementation*

Aspect	Quantitative Findings	Qualitative Findings	Divergence
LAC Participation	High engagement (Mean 4.65–4.72); teachers regularly attend and contribute actively	Sessions often irregular or non-existent; heavy workload, fatigue, and afternoon scheduling limit participation	Quantitative ratings reflect perceived or reported participation, while qualitative data reveal practical barriers to actual engagement
LAC Implementation	High level of implementation (Mean 4.80); sessions perceived as well-conducted and relevant	Focus on completing DepEd reports rather than meaningful execution; scheduling and interruptions affect consistency	Quantitative data suggest effective implementation; qualitative data indicate sessions are often formalities or inconsistently executed.
Impact on Teaching Performance	Positive relationship with participation and implementation; PMES ratings and self-evaluation high	Actual instructional benefit limited by fatigue and irregular sessions; professional growth is constrained	Quantitative data show strong performance, but qualitative insights suggest benefits may not be fully realized in practice.

## Conclusions

The study highlights the significant role of Learning Action Cell (LAC) sessions in strengthening teaching performance and supporting continuous professional development among teachers in Barili District II. The quantitative results indicate a consistently high level of participation in LAC activities, suggesting the presence of a collaborative professional culture where teachers are actively engaged in reflective practice. This sustained involvement is associated with improvements in instructional competence and overall teaching effectiveness, reinforcing the value of structured professional learning communities in enhancing pedagogical quality. Despite these positive indicators, the qualitative findings reveal a gap between reported participation and actual implementation. Teachers expressed that LAC sessions are often irregular or postponed due to competing demands such as heavy workloads, fatigue, scheduling conflicts, and administrative requirements. While teachers recognize the benefits of collaboration and peer feedback, these practical constraints limit the depth and consistency of engagement. This contrast suggests that although participation appears strong in quantitative terms, the actual developmental impact of LAC sessions is not fully realized in practice. The findings further demonstrate that effective and consistent implementation of LAC sessions is moderately associated with improved teaching outcomes. Structured sessions that encourage active collaboration, reflective dialogue, and shared problem-solving appear to be key factors in maximizing their benefits. While most demographic variables showed minimal influence, teachers with higher educational attainment exhibited slightly greater engagement, indicating that professional orientation and institutional support may play a role in shaping participation and effectiveness.

Overall, the study affirms that LAC sessions, when properly supported and consistently implemented, serve as a vital mechanism for sustaining teacher effectiveness and fostering a culture of continuous improvement. However, the presence of implementation challenges underscores the need for more deliberate planning, supportive policies, and reduced administrative burdens to ensure that these sessions achieve their intended outcomes. Strengthening both the structure and delivery of LAC activities is essential to bridging the gap between participation and impact. In response to these findings, teachers are encouraged to maintain active and meaningful participation in LAC sessions, as consistent engagement facilitates the exchange of effective instructional practices and promotes reflective teaching. Collaboration among teachers should be strengthened through shared responsibility, open communication, and active contribution during sessions. Working closely with school leaders to advocate for more organized and well-scheduled LAC activities can also help address existing implementation challenges and improve overall effectiveness. To further enhance professional learning, the adoption of Contextual Collaborative Expertise Training (CCET) is recommended as an extension of LAC practices. This approach emphasizes context-based discussions, collaborative problem-solving, and peer mentoring focused on real classroom challenges. By grounding professional development in practical experiences and shared expertise, CCET can deepen learning, improve instructional practices, and sustain long-term professional growth among teachers.

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