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LAC-Based Professional Development of Teachers: Basis for Proposed Action Plan

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Abstract

This study examined the level of manifestation of Learning Action Cell (LAC)-based professional development and teachers' perceptions of the effectiveness of school-based LAC sessions in Buenavista Cluster IV, Agusan del Norte, as a basis for proposed enhancements. It employed a sequential explanatory mixed-methods design involving all 83 teachers from 13 public elementary schools through complete enumeration. Data were collected using a researcher-developed and validated questionnaire supplemented by qualitative responses. Frequency counts, percentages, weighted means, standard deviations, the Kruskal-Wallis H test, and thematic analysis were employed to analyze the data. Findings revealed that LAC-based professional development was highly manifested in teaching practices (WM = 4.48), addressing classroom challenges (WM = 4.27), and supporting continuous professional development (WM = 4.45). Teachers also perceived school-based LAC sessions as effective (WM = 4.43), particularly in promoting collaboration, professional sharing, reflective practice, and instructional improvement. No significant differences were found in the manifestation of LAC-based professional development when teachers were grouped according to rank or grade level taught. The findings indicate that LAC sessions provide meaningful and relevant opportunities for sustained teacher development across professional groups. Based on identified areas requiring further support, Project ENHANCE-LAC was proposed to strengthen needs-based planning, classroom-responsive activities, facilitation, monitoring, and follow-up mechanisms for school-based professional development.

Keywords: Learning Action Cell, Professional Development, School-Based Professional Development, Teacher Development, Teaching Practices

Introduction

Teachers play a central role in translating educational goals into meaningful classroom practices that support learner achievement. Their capacity to deliver quality instruction requires the continuous development of professional knowledge, pedagogical skills, and competencies responsive to changing instructional demands. In this context, continuous professional development is essential in strengthening teachers' capacity to improve instructional practices and respond effectively to the diverse needs of learners. As educational demands continue to evolve, teachers are expected to respond to diverse learner needs, apply

innovative teaching strategies, and address various classroom challenges. In support of this, the Department of Education (DepEd) introduced the Learning Action Cell (LAC) as a school-based professional development strategy with the assurance of DepEd Order No. 35, s. 2016. LAC provides a collaborative and reflective environment where teachers can share experiences, improve instructional practices, and work together to solve common teaching problems.

School-Based Learning Action Cell (SLAC) serves as a professional learning community where teachers engage in activities such as lesson planning, discussion of teaching strategies, and action research. It also promotes collaboration, strengthens professional relationships, and enhances teacher competencies. Furthermore, LAC sessions are designed to align with the goals of the K to 12 curriculum and the Enhanced Basic Education Act of 2013, focusing on areas such as learner diversity, pedagogy, assessment, and the integration of 21st-century skills. Despite these intended benefits, the implementation of LAC in public schools, particularly in the Buenavista District, faces several challenges. Teachers experience issues such as heavy workload, lack of time, insufficient resources, limited training, and inconsistent scheduling of sessions. In some cases, there is also low participation due to unclear objectives, lack of proper orientation, and absence of structured monitoring and evaluation tools. These challenges affect the effectiveness of LAC sessions and limit their impact on teachers' professional growth.

Moreover, a local concern exists regarding how Learning Action Cell (LAC) sessions translate into the actual professional practices of teachers in Buenavista Cluster IV. The cluster comprises 13 public elementary schools serving coastal, lowland, and upland communities, where teachers work under varied instructional contexts, learner needs, resource conditions, and school circumstances. Despite the implementation of school-based LAC sessions as a mechanism for continuing professional development, there is insufficient systematic evidence within the cluster showing the extent to which learning gained from these sessions is manifested in teachers' teaching practices, their responses to classroom challenges, and their continuous professional development. This creates a practical concern for schools because conducting LAC sessions alone does not establish whether the professional learning generated during these activities is being translated into classroom practice or is responsive to teachers' actual instructional needs. Consequently, school leaders and LAC facilitators have limited empirical basis for identifying which aspects of LAC implementation need to be sustained, strengthened, or enhanced.

This local situation highlights the need to systematically examine LAC-based professional development in Buenavista Cluster IV. Although LAC is designed to provide collaborative, contextualized, and school-based professional learning, its value should also be examined in terms of how teachers manifest the learning gained from LAC sessions in improving teaching practices, addressing classroom challenges, and supporting continuous professional development. It is likewise necessary to determine teachers' perceptions of the effectiveness of school-based LAC sessions and whether differences in the manifestation of LAC-based professional development exist when teachers are grouped according to position or rank and grade level taught. Generating evidence on these areas can provide a clearer picture of the current implementation of LAC within the cluster and identify specific aspects requiring improvement. Thus, the findings of the study will provide an empirical basis for developing proposed enhancements that are responsive to the professional-development needs and instructional contexts of teachers in Buenavista Cluster IV.

In response to this issue, the study assessed the implementation of LAC-based professional development among teachers. Specifically, it determined the level of LAC in improving teaching practices, addressing classroom challenges, and supporting continuous professional development. It also examined teachers' perceptions and identified the strengths, weaknesses, and challenges encountered in implementing LAC sessions. The findings served as a basis for proposing enhancements to the LAC program, particularly in strengthening its planning, facilitation, and relevance to make it more responsive and effective in promoting teacher development and learner outcomes.

Review of Related Studies

This section presents the literature and studies related to LAC-based professional development and teachers' perceptions of its effectiveness. The review provides a foundation for understanding the study variables and proposing enhancements to LAC implementation.

Ponce (2024) examined lesson-planning competencies in a Philippine educational setting and found that structured planning was associated with stronger instructional coherence and alignment with learning objectives. Although the study involved pre-service teachers, its findings provide relevant insights into the importance of integrating learning objectives, instructional strategies, and assessment in effective lesson planning. In the present study, these elements are relevant to teaching practices that may be strengthened through LAC-based professional development among practicing teachers.

In a study that investigated instructional practices among elementary teachers in Indonesia, the findings revealed that teachers who engaged in collaborative planning improved lesson delivery and student engagement (Goyibova et al., 2025). The study emphasized that teaching practices become more effective when grounded in shared professional dialogue. Teachers who participated in structured collaboration demonstrated better adaptability in instruction. This suggests that teaching practices benefit from sustained, collaborative professional learning.

In the study that investigated LAC implementation among teachers in Misamis Oriental, Antiola and Fernal (2024) found out that regular participation in LAC sessions significantly improved teaching practices. Teachers reported enhanced lesson delivery, instructional strategies, and classroom interaction. The study further showed that structured professional discussions contributed to refining pedagogical approaches. These findings reinforce the role of LAC in strengthening teaching practices.

Carag et al. (2025) examined teachers' instructional practices involving the use of technology and found that appropriate technology use supported instructional delivery and learner engagement. The study emphasized that teachers' ability to adapt their instructional practices can be strengthened through relevant professional learning and the development of appropriate competencies. In the context of the present study, these findings suggest the importance of continuous professional development in helping teachers refine teaching practices in response to changing instructional needs.

A study examined the teaching practices of secondary teachers and found that professional collaboration and reflective engagement contributed to improved instructional practices and learner participation. Pino and Mongas (2025) found out the teachers benefited from opportunities to share experiences, reflect on instructional approaches, and learn from their colleagues. These findings demonstrate the value of collaborative professional learning in strengthening teachers' classroom practices. In the context of the present study, such collaboration reflects the purpose of LAC sessions as a venue for teachers to share practices and continuously improve instruction.

Dela Cruz and Baguio (2024) investigated LAC practices among Special Education teachers in Davao City. The study found that collaborative discussions within LAC sessions improved teachers' ability to address diverse classroom challenges. Teachers reported increased confidence in managing learner diversity and instructional difficulties. This demonstrates that structured professional learning supports problem-solving in classrooms.

In the study that examined challenges faced by mathematics teachers in LAC sessions in the Philippines, common issues included time constraints, resource limitations, and difficulty in identifying appropriate strategies (Demateo et al., 2025). The study found that teachers needed structured support to effectively address classroom problems. Without proper facilitation, problem-solving remained inconsistent. This highlights the need for targeted training to address classroom challenges.

In the study that investigated problem-solving practices among teachers in Banayoyo-Lidlidda District, Naungayan (2025) found out that systematic needs assessment improved teachers' responsiveness to classroom issues. Teachers who engaged in collaborative planning were better able to identify and resolve instructional problems. The study emphasized the importance of aligning professional development with actual classroom challenges. This suggests that needs-based approaches enhance problem-solving capacity.

Fakoya et al. (2023) explored collaborative learning practices among educators in Indonesia. The findings revealed that peer interaction reduced professional isolation and improved teachers' ability to address instructional challenges. However, variations in participation affected the consistency of outcomes. This indicates that structured collaboration is essential in effectively addressing classroom challenges.

Näslund-Hadley and Morales (2022) examined professional development among elementary teachers in Latin America and found that training grounded in actual classroom situations strengthened teachers' problem-solving skills. Reflective professional discussions also supported teachers in responding to classroom

management concerns and adapting their practices to varied instructional situations. The findings emphasize the value of continuous and context-responsive professional learning in helping teachers address classroom challenges. In the present study, this perspective is relevant to LAC sessions as a school-based venue for examining instructional concerns and developing responses appropriate to teachers' classroom contexts.

Prudente et al. (2024) conducted a systematic review of professional development programs for teachers in the Philippines. The study found that sustained and collaborative professional development models significantly improved instructional practices. Programs that were continuous and context-based were more effective than one-time training sessions. This highlights the importance of ongoing professional development in teacher growth.

In the study that examined CPD practices among teachers in the SOCCSKSARGEN Region, findings showed that continuous engagement in LAC sessions strengthened teachers' reflective practice and instructional innovation (Ladres et al., 2025). Teachers reported improved collaboration and professional confidence. The study emphasized that CPD must be sustained and structured. This supports the role of LAC in continuous professional development.

In the study that investigated professional development among teachers in international contexts, El-Annan and Hassoun (2025) found out that continuous and needs-based training improved teaching effectiveness. Teachers who participated in sustained development programs demonstrated better instructional alignment and classroom application. The study highlighted that CPD must be responsive to teachers' needs. This indicates that continuous development enhances teaching quality.

He et al. (2022) examined teacher satisfaction in professional training programs in China. The study revealed that teachers were more engaged when training content was relevant to their instructional needs. Continuous professional development increased motivation and application of new strategies. This suggests that CPD effectiveness depends on relevance and consistency.

In a study conducted among teachers in Europe, Jones (2025) found that professional learning communities contributed to sustained instructional improvement. Teachers who engaged in ongoing collaboration demonstrated higher levels of professional competence. The study emphasized that continuous professional development must involve structured interaction and shared learning. This reinforces the importance of sustained CPD in enhancing teaching practices.

Learning Action Cells (LACs) are institutionalized by the Department of Education as school-based professional development mechanisms aimed at enhancing instructional practices. These structures promote collaborative learning through peer mentoring, reflective dialogue, and shared problem-solving among teachers. LACs provide opportunities for teachers to refine pedagogical strategies within real classroom contexts. Moises (2023) found that participation in LAC strengthens teachers' instructional competence and fosters continuous improvement.

In a systematic review of professional development programs in the Philippines, sustained and collaborative models such as LAC were found to be more effective than one-time training sessions (Prudente et al., 2024). These approaches enable teachers to apply learning directly to classroom practice. The study emphasized that context-embedded training leads to more meaningful instructional improvements. This suggests that continuous engagement is essential for enhancing teaching quality.

In the study that examined LAC implementation among teachers in Misamis Oriental, Antiola and Ferenal (2024) found out that active participation improved instructional planning and classroom practices. Teachers demonstrated better engagement strategies and assessment techniques. The findings indicated that structured collaboration directly influences teaching effectiveness. This reinforces the importance of LAC in instructional improvement.

Deala and Lopez (2024) investigated LAC implementation among elementary teachers and reported that higher engagement led to improved curriculum contextualization and differentiated instruction. Teachers who actively participated showed enhanced professional growth. The study highlighted the importance of sustained collaboration in refining teaching practices. These findings support the role of LAC in strengthening instructional quality.

In a study conducted among teachers in the SOCCSKSARGEN Region, increased collaboration and reflective practice were observed through LAC integration (Ladres et al., 2025). Teachers reported improved innovation in teaching strategies and professional confidence. The study emphasized that collaborative

environments enhance instructional effectiveness. This indicates that LAC serves as a dynamic space for professional growth.

Curriculum implementation involves translating educational policies into effective classroom instruction. Teachers play a critical role in adapting curriculum content to meet learners' needs and contextual realities. Effective implementation requires both competence and active participation in curriculum processes. Chimbunde and Moreeng (2024) found that teachers involved in curriculum development demonstrated stronger ownership and implementation.

In the study that examined teacher readiness for curriculum implementation, it was found that teachers required additional support in integrating pedagogical and contextual elements (Ali et al., 2023). The study emphasized that instructional effectiveness depends on alignment between training and curriculum demands. Teachers who received relevant support demonstrated better classroom application. This highlights the need for targeted professional development.

DepEd Order No. 35, s. 2016 emphasizes that LAC sessions should support curriculum delivery through collaborative inquiry and contextualized teaching. The policy outlines expectations for improving instructional practices aligned with curriculum standards. However, variations in implementation may affect content alignment. This suggests the need to assess whether LAC sessions reflect actual teacher needs (DepEd, 2016).

Herrera (2024) examined teachers' professional development needs in relation to the Philippine Professional Standards for Teachers (PPST) and identified areas where teachers required further development to strengthen their professional practices. The findings highlighted the importance of identifying teachers' competency needs as a basis for planning relevant professional development activities. Such needs-based professional learning can support teachers in strengthening the competencies required for effective curriculum delivery. In the context of the present study, LAC sessions can provide a school-based mechanism for addressing identified professional needs and supporting teachers in implementing curriculum requirements within their classroom contexts.

In the study that investigated professional development programs among Filipino teachers, El-Annan and Hassoun (2025) found out that sustained and context-based training improved instructional practices. Programs lacking alignment showed limited classroom impact. The study emphasized the importance of tailoring training to real classroom challenges. This supports the need for needs-based LAC sessions.

Collaborative professional engagement is a key component of effective teacher development. It involves shared learning experiences such as lesson planning, peer feedback, and reflective dialogue. These activities enhance instructional practices and promote collective responsibility. Culajara (2023) found that structured collaboration improves teaching effectiveness.

In the study that examined teacher collaboration and leadership, strong collaborative cultures were found to enhance teachers' confidence and motivation (Meyer et al., 2022). Teachers who worked together demonstrated higher levels of collective efficacy. However, the effectiveness of collaboration depended on leadership support. This highlights the importance of structured facilitation.

Jones (2025) conducted a meta-analysis on professional learning communities and found that structured collaboration improves teaching strategies. The study emphasized that meaningful interaction, rather than grouping, determines effectiveness. Teachers who engaged in co-planning and analysis demonstrated improved practices. This suggests that collaboration must be guided and intentional.

In a study conducted among educators in Indonesia, collaborative learning reduced professional isolation and improved instructional strategies (Fakoya et al., 2023). However, inconsistent participation affected outcomes. The study emphasized the need for structured engagement. This indicates that collaboration alone is insufficient without proper guidance.

Collaborative engagement within LAC sessions allows teachers to share experiences and address instructional challenges collectively. Structured discussions promote deeper understanding and problem-solving. These interactions strengthen professional relationships and instructional practices. Effective collaboration requires systematic planning and facilitation (Culajara, 2023).

Learning Action Cells (LACs) serve as platforms for collaborative problem-solving and contextualized professional learning. Teachers engage in discussions that address real classroom challenges and learner

needs. This approach ensures that professional development is relevant and responsive. Naungayan (2025) found that needs-based planning improves problem-solving effectiveness.

In the study that examined LAC practices among Special Education teachers in Davao City, collaborative discussions improved teachers' ability to address diverse classroom challenges (Dela Cruz & Baguio, 2024). Teachers developed strategies tailored to learner needs. The findings highlighted the role of context in instructional decision-making. This suggests that LAC enhances problem-solving skills.

Demateo et al. (2025) investigated challenges encountered by teachers during LAC sessions. The study identified issues such as limited resources and difficulty in prioritizing tasks. These challenges affected the effectiveness of collaborative problem-solving. The findings emphasized the need for structured support systems.

In a study conducted among teachers in Latin America, professional development focused on real classroom scenarios improved problem-solving skills (Näslund-Hadley & Morales, 2022). Teachers who engaged in reflective discussions demonstrated better adaptability. The study emphasized contextual learning. This highlights the importance of experience-based training.

Problem-solving within LAC requires continuous support, structured facilitation, and adequate resources. Teachers must be equipped with strategies to address diverse instructional challenges. Collaborative environments enhance adaptability and responsiveness. Effective implementation ensures meaningful professional development (Naungayan, 2025).

LAC-based professional development contributes to improved learner outcomes through enhanced teaching practices. Teachers who engage in collaborative learning demonstrate better instructional strategies. These improvements influence student engagement and participation. Maga-Vasquez (2025) found that positive teacher attitudes toward LAC improved students' learning perceptions.

In the study that examined LAC implementation in schools, improved teaching methods were associated with better learner engagement (Macapodi & Labitad, 2025). Teachers who participated in LAC demonstrated stronger instructional practices. These practices contributed to improved classroom environments. This suggests a link between professional development and learner outcomes.

Dela Cruz and Baguio (2024) found that collaborative professional development enhances instructional quality and student performance. Teachers who engaged in LAC demonstrated improved teaching effectiveness. The study emphasized the role of teacher capacity in learner achievement. This reinforces the importance of LAC.

In a study conducted among mathematics teachers, collaborative professional development improved student motivation and engagement (Maga-Vasquez, 2025). Teachers applied innovative strategies learned from LAC sessions. These strategies contributed to positive learning experiences. This highlights the indirect impact of LAC on learners.

Although direct evidence on learner outcomes is limited, existing studies show that improved teaching practices lead to better student performance. Professional development strengthens instructional quality and engagement. Continuous collaboration enhances teaching effectiveness. This suggests that LAC contributes to improved learner outcomes (Macapodi & Labitad, 2025).

Contextualization of lesson planning enhances learning by connecting content to students' real-life experiences. It makes instruction more relevant and meaningful. Teachers adapt lessons based on learners' backgrounds and environment. DLSU Archers (2025) emphasized that contextualized instruction improves engagement and comprehension.

In the study that examined contextualized teaching among Grade 7 learners in the Philippines, improved engagement and critical thinking were observed (Lumantas et al., 2025). Students responded better to real-life applications. Teachers who contextualized lessons achieved better outcomes. This highlights the importance of relevance in instruction.

Guadalupe (2024) investigated challenges in contextualizing MELCs among elementary teachers. The study found difficulties in aligning content and developing materials. Teachers required additional support and training. This indicates the need for capacity-building initiatives.

In a study conducted among teachers implementing contextualized instruction, improved academic performance was observed (DLSU Archers, 2025). Teachers who integrated local contexts enhanced student

understanding. The study emphasized learner-centered approaches. This supports the effectiveness of contextualization.

Ponce (2024) found that effective lesson planning requires alignment of objectives, strategies, and assessment. Teachers who demonstrated structured planning showed better instructional coherence. However, inconsistencies in planning were observed. This suggests the need for professional development in lesson design.

The reviewed literature underscored that effective LAC-based professional development significantly enhanced teachers' instructional practices, addressed classroom challenges, and supported continuous professional growth. However, variations in implementation, contextual constraints, and differing perceptions of LAC effectiveness highlighted the need to examine how these sessions were experienced by teachers, how professional learning was translated into classroom practice, and whether differences existed according to position or rank and grade level taught. These insights provided a clear rationale for the study, which assessed the level of manifestation of LAC-based professional development and teachers' perceptions of the effectiveness of school-based LAC sessions, with the findings serving as a basis for proposing targeted enhancements to strengthen teachers' professional development in Buenavista Cluster IV

Theoretical/Conceptual Framework

This study is anchored on Situated Learning Theory proposed by Lave and Wenger (1991), which posits that learning occurs through active participation in authentic social contexts rather than through the isolated acquisition of knowledge. The theory emphasizes that individuals develop competence by engaging in meaningful activities within a community where learning is embedded in practice and shaped by interactions with others. Central to this perspective is the concept of legitimate peripheral participation, through which individuals progressively develop knowledge and competence as they become more actively involved in the practices of a community. Situated Learning Theory also emphasizes social interaction and contextualized learning, suggesting that knowledge becomes more meaningful when it is acquired and applied within authentic situations. In educational settings, these principles suggest that teachers can enhance their pedagogical competence through collaborative inquiry, reflective practice, mentoring, professional dialogue, and shared problem-solving grounded in actual classroom experiences.

The principles of Situated Learning Theory directly align with the structure and purpose of the Learning Action Cell (LAC) as a school-based professional development mechanism. LAC sessions provide opportunities for teachers to collaboratively examine instructional practices, discuss classroom challenges, share professional experiences, and develop strategies appropriate to their teaching contexts. Through mentoring, coaching, reflective dialogue, and collaborative problem-solving, teachers participate in professional learning situated within the realities of their classrooms and schools. In Buenavista Cluster IV, where teachers work in varied coastal, lowland, and upland contexts, LAC sessions can provide a venue for professional learning that responds to differences in learner needs, instructional conditions, and available resources.

The study is further supported by Self-Determination Theory developed by Deci and Ryan (1985), which explains human motivation through the fulfillment of three basic psychological needs: autonomy, competence, and relatedness. Autonomy pertains to an individual's sense of choice and ownership over actions; competence concerns the feeling of being capable of performing tasks effectively; and relatedness refers to experiencing meaningful connection and belonging with others. According to Self-Determination Theory, environments that support these psychological needs can foster more self-determined forms of motivation, engagement, persistence, and development. Applied to teachers' professional development, the theory provides a useful perspective for understanding how professional learning environments can support teachers' willingness to participate meaningfully in activities intended to improve their professional practice.

Self-Determination Theory is particularly relevant to LAC-based professional development because the collaborative structure of LAC sessions can provide conditions that support these three psychological needs. Autonomy may be supported when teachers contribute to identifying professional-development needs, participate in discussions, and exercise professional judgment in adapting strategies to their classroom contexts. Competence may be strengthened when LAC sessions provide teachers with opportunities to acquire

knowledge, refine instructional strategies, address classroom challenges, and receive constructive professional feedback. Relatedness may be fostered through collaboration, mentoring, peer support, professional sharing, and collective problem-solving among teachers. Thus, Self-Determination Theory helps explain the motivational conditions that may encourage teachers to engage in LAC activities and sustain their participation in continuous professional development.

The two theories complement each other in explaining LAC-based professional development. Situated Learning Theory explains the contextual and social process through which professional learning takes place, particularly through participation, collaboration, reflection, and application within authentic teaching situations. In contrast, Self-Determination Theory explains the motivational conditions that can support teachers' meaningful engagement in these professional-learning experiences through autonomy, competence, and relatedness. Together, the theories provide a broader theoretical explanation of why LAC sessions should not merely provide opportunities for teachers to meet and discuss professional concerns but should create contextualized, collaborative, competence-supportive, and professionally meaningful learning experiences.

In relation to the variables of the study, Situated Learning Theory explains how teachers may translate learning acquired through LAC sessions into teaching practices, responses to classroom challenges, and continuous professional development. Self-Determination Theory complements this perspective by explaining how supportive professional-learning conditions may contribute to teachers' engagement with these activities and their perceptions of LAC sessions. Consequently, the level of manifestation of LAC-based professional development reflects the extent to which professional learning is demonstrated in teachers' practices, while teachers' perceptions of the effectiveness of school-based LAC sessions provide evidence of how they evaluate the relevance and usefulness of these professional-learning experiences. These theoretical perspectives therefore provide a basis for examining LAC implementation and identifying areas that may require enhancement. These constructs are consistent with the research questions presented in the manuscript.

Overall, Situated Learning Theory and Self-Determination Theory provide complementary foundations for the present study. Situated Learning Theory emphasizes that teachers develop professionally through participation in authentic, collaborative, and context-based learning experiences, while Self-Determination Theory highlights the importance of professional environments that support autonomy, competence, and relatedness. Together, they guide the examination of how LAC-based professional development is manifested in teachers' practices and how teachers perceive the effectiveness of school-based LAC sessions. The findings generated through these theoretical lenses can subsequently provide a basis for proposing enhancements to LAC implementation that are contextualized, collaborative, responsive to teachers' professional needs, and supportive of sustained professional development.

This study was anchored on the premise that teachers' pedagogical approaches and professional growth are strengthened through sustained, collaborative, practice-based, and motivationally supportive professional learning. Grounded in Situated Learning Theory by Lave and Wenger (1991) and Self-Determination Theory by Deci and Ryan (1985), the framework recognizes that teacher development involves both participation in authentic professional contexts and the conditions that support meaningful engagement in professional learning. Situated Learning Theory explains how teachers develop knowledge and competence through active participation, shared inquiry, reflective dialogue, and collaborative problem-solving, while Self-Determination Theory emphasizes the importance of autonomy, competence, and relatedness in supporting engagement and sustained professional development. In this context, the Learning Action Cell (LAC) serves as a school-based mechanism through which teachers can participate in contextualized professional learning while developing professional competence and strengthening collaborative relationships.

Within this framework, LAC-based professional development of teachers constitutes the central professional learning mechanism examined in the study. The study focuses on how participation in LAC sessions is manifested in improving teaching practices, addressing classroom challenges, and supporting continuous professional development. LAC provides a collaborative and practice-based learning platform where teachers engage in professional dialogue, problem-solving, mentoring, reflection, and sharing of instructional experiences. Through these activities, teachers may strengthen lesson planning, technology integration, strategies responsive to learner diversity, classroom management, and assessment practices aligned with learning objectives. These areas provide observable contexts in which professional learning gained through LAC may be translated into classroom practice.

Situated Learning Theory explains the contextual and collaborative dimension of this professional development process. LAC activities situate professional learning within teachers' actual instructional environments by providing opportunities to examine teaching strategies, align lessons with curriculum standards, discuss classroom challenges, share experiences, and identify context-appropriate responses. Rather than treating professional development as learning separated from classroom practice, LAC enables teachers to connect professional dialogue with the realities they encounter in their respective classrooms. Continuous participation in these authentic and collaborative professional-learning experiences may therefore contribute to the development and application of teachers' instructional knowledge and competence.

Self-Determination Theory complements this perspective by explaining the motivational conditions that can support teachers' meaningful participation in LAC-based professional development. Autonomy may be supported when teachers are given opportunities to express their professional needs, contribute ideas, participate in decision-making, and exercise professional judgment in applying strategies appropriate to their learners. Competence may be supported when LAC sessions provide opportunities to acquire knowledge, refine instructional practices, address classroom difficulties, and receive professional feedback. Relatedness may be fostered through mentoring, peer support, collaborative dialogue, professional sharing, and collective problem-solving. These conditions help explain why the quality of the professional-learning environment may be relevant to teachers' engagement with LAC activities and their perceptions of the usefulness of the sessions.

The first major outcome examined in the framework is the level of manifestation of LAC-based professional development. It describes the extent to which professional learning associated with LAC is reflected in teaching practices, responses to classroom challenges, and continuous professional development. From the perspective of Situated Learning Theory, these manifestations represent the application of professional learning within authentic teaching contexts. From the perspective of Self-Determination Theory, professional environments that support autonomy, competence, and relatedness may provide conditions conducive to meaningful engagement in professional learning. The two theories therefore provide complementary explanations of the contextual and motivational dimensions associated with teachers' participation in LAC-based professional development.

The second outcome examined is teachers' perception of the effectiveness of school-based LAC sessions. This reflects how teachers evaluate the relevance, usefulness, and contribution of LAC sessions to their professional development. Situated Learning Theory provides a basis for understanding the value teachers may attach to professional learning that is contextualized, collaborative, and connected to actual classroom experiences. Self-Determination Theory further provides a lens for understanding how professional-learning experiences that provide opportunities for meaningful participation, competence development, and collegial connection may shape teachers' engagement with LAC activities. However, autonomy, competence, and relatedness are used in this study as theoretical explanatory concepts rather than as separate variables directly measured by the research instrument.

The framework also considers teachers' profile variables, specifically position or rank and grade level taught, in examining possible differences in the level of manifestation of LAC-based professional development. These professional characteristics provide a basis for determining whether the manifestation of LAC-related professional learning varies across groups of teachers with different roles and teaching assignments. The manuscript specifically identifies position or rank and grade level taught as the profile variables used for the comparison. Examining these differences can provide additional information regarding areas in which LAC implementation may need to respond to varied professional and instructional contexts.

Through this conceptual framework, Situated Learning Theory and Self-Determination Theory provide complementary lenses for understanding LAC-based professional development. Situated Learning Theory explains how professional learning occurs through participation in authentic, collaborative, and context-based activities, while Self-Determination Theory explains the motivational conditions of autonomy, competence, and relatedness that can support meaningful professional engagement. Together, these theories guide the examination of the level of manifestation of LAC-based professional development and teachers' perceptions of the effectiveness of school-based LAC sessions. The resulting evidence serves as the basis for proposing enhancements intended to make LAC implementation more responsive to teachers' professional-development needs and the varied instructional contexts of Buenavista Cluster IV.

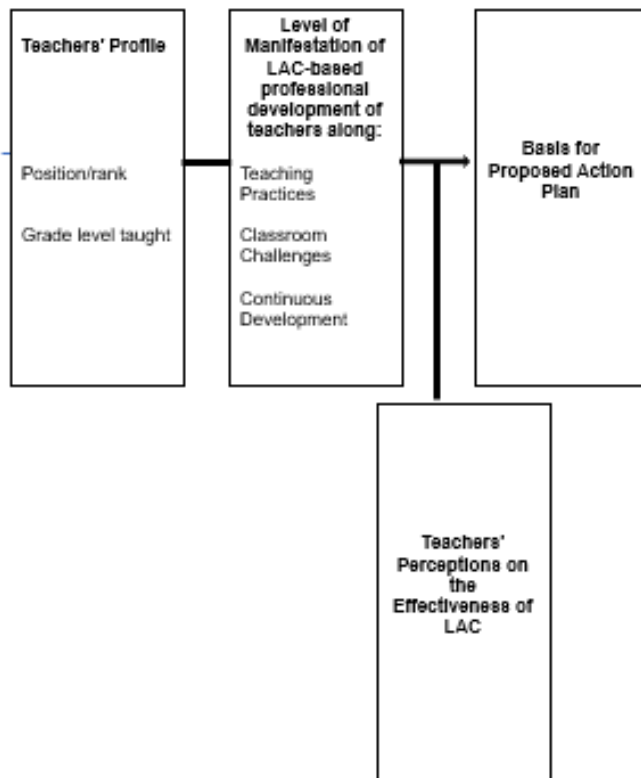


Figure 1. Research Paradigm Showing the Variables of the Study

Objectives of the Study

This study determined the LAC-Based Professional Development of Teachers in Buenavista Cluster IV as the basis for proposed enhancements. Specifically, it sought to: (1) determine the profile of teachers in terms of position/rank and grade level taught; (2) determine the level of manifestation of LAC-based professional development among teachers in terms of teaching practices, classroom challenges, and continuous professional development; (3) determine teachers' perceptions of the effectiveness of school-based Learning Action Cell (LAC) sessions; (4) determine whether a significant difference exists in the level of manifestation of LAC-based professional development when teachers are grouped according to position/rank and grade level taught; and (5) propose enhancements to the LAC sessions based on the findings of the study.

Methodology

This study employed a sequential explanatory mixed-methods research design to determine the LAC-Based Professional Development of Teachers in Buenavista Cluster IV as the basis for proposed enhancements. Using complete enumeration, all 83 teachers from the 13 public elementary schools in Buenavista Cluster IV participated in the study. Data were gathered through a researcher-developed questionnaire consisting of quantitative and qualitative components, which underwent content validation by educational experts and reliability testing using Cronbach's alpha. Following the necessary approvals and informed consent procedures, the questionnaires were administered to the teacher-respondents to assess the manifestation of LAC-based professional development in terms of teaching practices, classroom challenges, and continuous professional development, as well as their perceptions of the effectiveness of school-based LAC sessions. Quantitative data were analyzed using frequency, percentage, weighted mean, standard deviation, and the

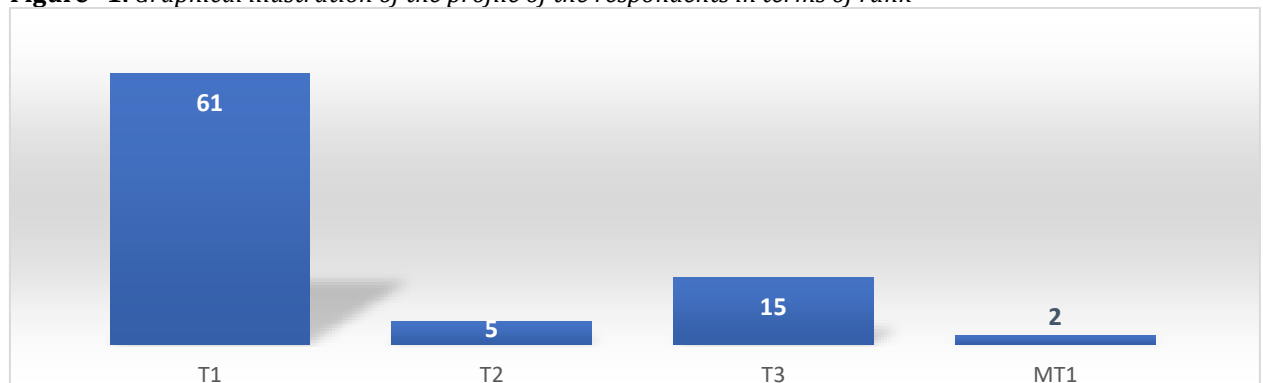
Kruskal-Wallis H test, while qualitative responses were analyzed through thematic analysis. The integration of quantitative and qualitative findings served as the basis for proposing enhancements to LAC sessions, while ensuring ethical standards, confidentiality, voluntary participation, and data privacy throughout the conduct of the study.

Results and Discussion

Problem 1. What is the profile of teachers in terms of position/rank and grade level taught?

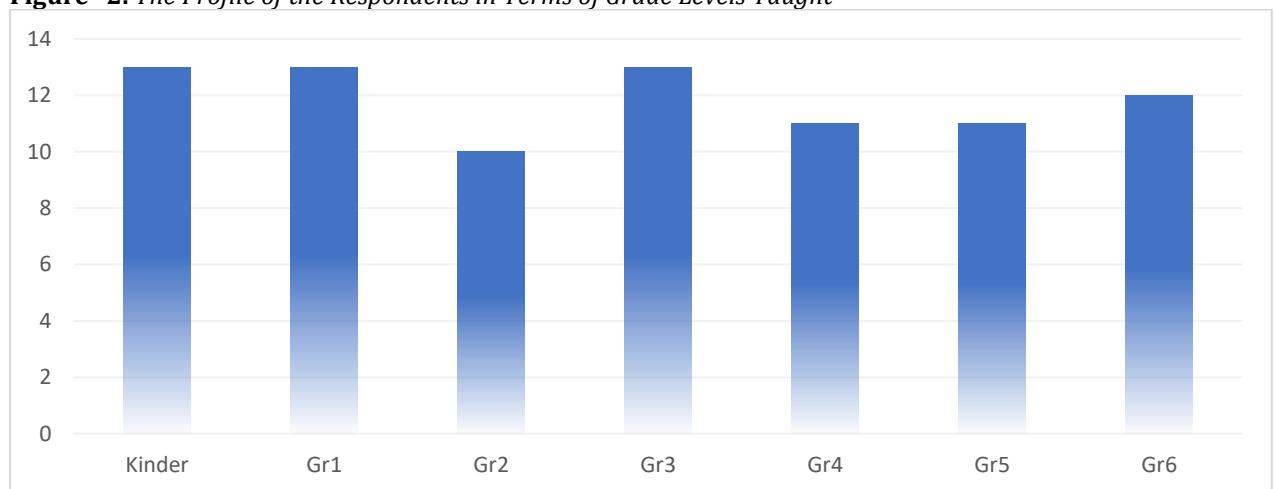
The profile of the respondents in terms of rank (Figure 1) and grade levels taught (Figure 2) is graphically illustrated below .

Figure 1. Graphical illustration of the profile of the respondents in terms of rank



The frequency distribution of respondents according to rank shows that the majority of the teachers are Teacher I (T1, $f=61$), followed by Teacher III (T3, $f=15$). Only five respondents hold the rank of Teacher II (T2), and 2 respondents are rank as Master Teacher I (MT1).

Figure 2. The Profile of the Respondents in Terms of Grade Levels Taught



The frequency distribution of the profile in terms of grade level taught shows a relatively balanced distribution across the levels. The highest counts ($f=13$) are in Kinder, Grade 1, and Grade 3, followed by Grade 6 with 12 teachers. Grade 4 and Grade 5 each had 11 respondents, while Grade 2 had the lowest ($f=10$).

The profiles considered in this study are the rank of the teacher and the grade levels they taught, presented in Figure 1 and Figure 2. Findings show that the presence of teachers across different ranks provides diverse perspectives regarding instructional practices and professional development experiences. The inclusion of Master Teachers, although few in number, is particularly valuable because they often serve as mentors and instructional leaders within the school. The result implies that the teaching population is predominantly composed of Teacher I personnel, highlighting the importance of continuous professional development programs, such as Learning Action Cell (LAC) sessions, to support career advancement and instructional improvement among teachers. It can be deduced that the participation of teachers across all grade levels enriches the study by providing varied insights into instructional practices, learner needs, and professional development experiences.

Problem 2. What is the level of manifestation of LAC-based professional development among teachers in

The level of the respondents' LAC-based professional development is reflected in the following Tables:

Table 1. *The Level of Manifestation of LAC-Based Professional Development of Teachers Along Teaching Practices*

Indicators	Wtd mean	SD	Verbal description	Interpretation
1.I apply strategies and techniques learned from LAC sessions in my lesson planning	4.48	.57	agree	Highly manifested
2.LAC sessions help me integrate innovative teaching methods in my classroom.	4.48	.71	agree	
3.Participation in LAC encourages me to improve my instructional delivery.	4.63	.56	Strongly agree	Very highly manifested
4.I adapt my teaching methods to suit the learning needs of students based on LAC discussions.	4.40	.60	agree	Highly manifested
5.LAC sessions help me use instructional materials more effectively.	4.49	.63	agree	
6.LAC sessions help me manage my classroom more effectively.	4.46	.79	agree	
7.The strategies shared during LAC sessions improve learners' participation in class	4.45	.67	agree	Very highly manifested
8.LAC sessions encourage me to reflect on and improve my teaching practices.	4.43	..57	agree	
9.LAC sessions help me integrate technology into my teaching.	4.52	.59	Strongly agree	
10.The knowledge gained from LAC sessions improves the quality of my instruction.	4.51	.61	Strongly agree	Highly manifested
Average weighted mean	4.48		agree	

Legend ;(1) 1.0-1.49 strongly disagree (2) 1.50-2.49 disagree 2.50 – 3.49 neutral (4) 3.50-4.49 agree (5) 4.50 – 5.00 strongly agree

Table 1 presents the weighted mean distribution of the level of manifestation of LAC-based professional development of teachers along teaching practices.

As can be seen, among the indicators, *“Participation in LAC encourages me to improve my instructional delivery”* obtained the highest weighted mean of 4.63 (SD = 0.56), interpreted as very highly manifested, suggesting that LAC sessions strongly motivate teachers to enhance the way they deliver instruction. Similarly, *“LAC sessions help me integrate technology into my teaching”* (WM = 4.52, SD = 0.59) and *“The knowledge gained from LAC sessions improves the quality of my instruction”* (WM = 4.51, SD = 0.61) are also rated as Very Highly Manifested, highlighting the role of LAC in improving instructional quality and technology integration.

These findings provide the insight that teachers view LAC sessions not merely as compliance-oriented professional activities but as opportunities that can contribute to the improvement of their instructional practices. The high manifestation of instructional delivery, technology integration, and quality of instruction suggests that professional learning becomes more meaningful when teachers can relate the knowledge and strategies discussed during LAC sessions to their actual classroom needs. This further implies that LAC implementation should continue to emphasize practical, classroom-responsive, and application-oriented activities that enable teachers to translate professional learning into instructional practice. From the perspective of Situated Learning Theory, such application reflects the importance of learning within authentic professional contexts, while Self-Determination Theory provides a complementary lens for understanding how opportunities to strengthen competence may support teachers’ engagement in professional learning.

All other indicators presented weighted means ranging from 4.40 to 4.49, all interpreted as Highly Manifested. These findings imply that teachers regularly apply strategies learned from LAC sessions, adopt innovative teaching methods, utilize instructional materials effectively, manage classrooms efficiently, and reflect on their teaching practices. All these findings support the average weighted mean of 4.48 interpreted as highly manifested. indicates that the Learning Action Cell (LAC) sessions have significantly contributed to enhancing teachers’ instructional practices. The relatively low standard deviation values further indicate consistency in the respondents’ perceptions.

These results support the findings of Antiola and Fernal (2024), who found that regular participation in LAC sessions enhanced teachers’ lesson delivery, instructional strategies, and classroom interaction. Their findings demonstrated that structured professional discussions enable teachers to refine their pedagogical approaches and translate collaborative learning into improved classroom practices. Similarly, Moises (2023) emphasized that LAC sessions strengthen instructional competence through peer mentoring, reflective dialogue, and shared problem-solving within authentic teaching contexts.

The contribution of LAC sessions to technology-supported instruction is consistent with Carag et al. (2025), who reported that teachers with stronger digital competencies demonstrated improved instructional delivery and learner engagement. Their study emphasized the importance of continuous professional training in helping teachers appropriately integrate technology into classroom instruction. In the same manner, Goyibova et al. (2025) established that collaborative planning and sustained professional dialogue improved teachers’ adaptability, lesson delivery, and ability to respond to learners’ diverse needs.

The improvement observed across lesson planning, instructional strategies, classroom management, use of learning resources, and reflective practice also concurs with Ponce (2024), who maintained that effective instruction depends on the coherent alignment of learning objectives, teaching strategies, and assessment. Prudente et al. (2024) further explained that sustained, collaborative, and context-based professional development is more effective than isolated training because it allows teachers to apply newly acquired knowledge directly to their classroom practices. Deala and Lopez (2024) likewise found that active engagement in LAC contributed to improved differentiated instruction, curriculum contextualization, and continuing professional growth.

Nevertheless, the findings should be considered alongside the implementation concerns identified by Demateo et al. (2025), who reported that limited time, inadequate resources, and insufficient facilitation could restrict teachers’ application of strategies developed during LAC sessions. Fakoya et al. (2023) similarly observed that inconsistent participation may weaken the outcomes of collaborative professional learning.

These studies suggest that the instructional benefits of LAC are more likely to be sustained when sessions are consistently attended, appropriately facilitated, adequately resourced, and aligned with teachers' actual classroom needs.

Table 2. *The Level of Manifestation of LAC-Based Professional Development of Teachers in Addressing Classroom Challenges*

Indicators	Wtd mean	SD	Verbal description	Interpretation
1.LAC sessions provide practical solutions to classroom problems.	4.14	.88	agree	Highly manifested
2.I feel better equipped to manage diverse learners after attending LAC sessions.	4.20	.79	agree	
3.Participation in LAC helps me address challenges related to learner engagement.	4.31	.78	agree	
4.LAC sessions help me identify and respond to learning difficulties of my students.	4.28	.65	agree	
5.I can handle classroom behavioral issues more effectively due to LAC participation.	4.13	.91	agree	
6.The discussions during LAC sessions help me solve teaching-related problems.	4.33	.63	agree	Highly manifested
7.I become more effective in handling diverse learners because of LAC sessions.	4.17	.75	agree	
8.I learn effective techniques for managing classes through LAC sessions.	4.35	.67	agree	
9.The knowledge gained from LAC sessions helps me create a positive learning environment.	4.43	.54	agree	
10.LAC sessions help me identify appropriate interventions for struggling learners.	4.36	.65	agree	
Average weighted mean	4.27		agree	Highly manifested

Legend ;(1) 1.0-1.49 strongly disagree (2) 1.50-2.49 disagree 2.50 – 3.49 neutral (4) 3.50-4.49 agree (5) 4.50 – 5.00 strongly agree

Table 2 shows the level of manifestation of LAC-based professional development of teachers in addressing classroom challenges. The overall weighted mean of 4.27 with a verbal description of Agree and interpreted as Highly Manifested indicates that LAC sessions substantially contribute to teachers' ability to address instructional, behavioral, and learner-related concerns in the classroom.

Findings also show that among the indicators, "The knowledge gained from LAC sessions helps me create a positive learning environment" obtained the highest weighted mean (WM = 4.43, SD = 0.54), suggesting that teachers perceive LAC sessions as effective in promoting a conducive and supportive learning atmosphere. This was followed by "LAC sessions help me identify appropriate interventions for struggling learners" (WM = 4.36) and "I learn effective techniques for managing classes through LAC sessions" (WM =

4.35), indicating that teachers gain practical strategies for addressing learner needs and classroom management concerns.

These findings provide the insight that LAC sessions contribute to teachers' capacity to respond to classroom concerns that directly affect the learning environment and learner participation. The emphasis on creating a positive learning environment, identifying interventions for struggling learners, and strengthening classroom management suggests that teachers value professional learning that provides practical responses to challenges encountered in their classrooms. This implies that LAC sessions should continue to prioritize classroom-based concerns and provide opportunities for teachers to share, examine, and refine strategies that are responsive to diverse learner needs. Viewed through Situated Learning Theory, these findings underscore the value of professional learning grounded in authentic classroom situations, while Self-Determination Theory provides a complementary perspective by emphasizing opportunities for teachers to strengthen their sense of competence through relevant and applicable professional learning experiences.

The lowest-rated indicators are, "I can handle classroom behavioral issues more effectively due to LAC participation" (WM = 4.13, SD = 0.91) and "LAC sessions provide practical solutions to classroom problems" (WM = 4.14, SD = 0.88). Despite receiving the lowest weighted means, both indicators were still rated Agree and interpreted as Highly Manifested, reflecting the continued positive impact of LAC sessions on teachers' professional practice. Overall, the findings suggest that LAC-based professional development effectively equips teachers with the knowledge, skills, and strategies needed to address classroom challenges and improve teaching and learning outcomes.

These findings are supported by Dela Cruz and Baguio (2024), who found that collaborative discussions during LAC sessions strengthened teachers' ability to address learner diversity and instructional difficulties. Their study showed that teachers developed greater confidence in selecting strategies suited to learners' needs, indicating that structured professional collaboration can contribute to more supportive and responsive classroom environments. Similarly, Näslund-Hadley and Morales (2022) reported that professional development grounded in actual classroom situations improved teachers' problem-solving skills, classroom management, reflective practice, and adaptability.

The development of appropriate interventions for struggling learners is consistent with Naungayan's (2025) finding that needs-based planning and systematic assessment enabled teachers to identify instructional concerns and develop suitable responses. Teachers who participated in collaborative planning were better able to recognize learning difficulties and adjust their practices accordingly. Dela Cruz and Baguio (2024) likewise emphasized that professional dialogue allows teachers to develop strategies responsive to learner differences, supporting the importance of LAC as a setting for collaborative intervention planning.

The contribution of LAC sessions to classroom management and the creation of a positive learning environment also aligns with Culajara (2023), who explained that structured collaboration, reflective dialogue, and shared problem-solving improve teachers' instructional effectiveness. Fakoya et al. (2023) similarly found that peer interaction reduces professional isolation and enables teachers to exchange strategies for addressing instructional challenges. Such collaborative engagement provides teachers with opportunities to examine classroom concerns from different perspectives and identify practices applicable to their respective teaching contexts.

However, the comparatively weaker manifestation in handling behavioral issues and obtaining practical solutions may be explained by the findings of Demateo et al. (2025). They reported that time constraints, limited resources, insufficient facilitation, and difficulty identifying appropriate strategies reduced the effectiveness of collaborative problem-solving during LAC sessions. Fakoya et al. (2023) also observed that inconsistent participation affected the quality and consistency of collaborative-learning outcomes. These findings indicate that LAC discussions may provide valuable professional support, but complex behavioral and classroom problems may require sustained follow-up, specialized training, adequate resources, and more structured facilitation beyond general professional sharing.

Accordingly, the literature suggests that the capacity of LAC sessions to address classroom challenges depends not only on teacher participation but also on the relevance of the topics, the quality of facilitation, and the extent to which activities are grounded in teachers' actual classroom experiences. As Naungayan (2025) emphasized, professional-development activities become more responsive when they are based on systematically identified needs and directed toward specific instructional problems.

Table 3. *The Level of Manifestation of LAC-Based Professional Development of Teachers Along Support for Continuous Professional Development*

Indicators	Wtd mean	SD	Verbal description	Interpretation
1.Collaboration with colleagues during LAC improves my professional growth.	4.59	.54	Strongly agree	Very highly manifested
2.LAC sessions motivate me to continuously develop my teaching skills.	4.46	.55	agree	Highly manifested
3.LAC encourages reflective practice and self-improvement in teaching.	4.43	.63	agree	Highly manifested
4.Participation in LAC enhances my knowledge of effective teaching strategies.	4.48	.57	agree	Highly manifested
5.I actively seek opportunities to apply what I learned in LAC sessions.	4.40	.58	agree	Highly manifested
6.LAC sessions help me become a more reflective and competent teacher.	4.41	.62	agree	Highly manifested
7.LAC sessions motivate me to improve my teaching performance continuously.	4.41	.61	agree	Highly manifested
8. LAC sessions encourage me to pursue lifelong learning.	4.48	.59	agree	Highly manifested
9.LAC sessions provide opportunities for professional collaboration among teachers.	4.53	.50	Strongly agree	Very highly manifested
10.LAC sessions help me adapt to changes in educational policies and practices.	4.37	.77	agree	Highly manifested
Average weighted mean	4.45		agree	Highly manifested
<i>Legend ;(1) 1.0-1.49 strongly disagree (2) 1.50-2.49 disagree 2.50 – 3.49 neutral (4) 3.50-4.49 agree (5) 4.50 – 5.00 strongly agree</i>				

Table 3 presents the level of manifestation of LAC-based professional development of teachers in terms of support for continuous professional development. The overall weighted mean of 4.45, verbally described as Agree and interpreted as Highly Manifested, indicates that LAC sessions play a significant role in promoting teachers' professional growth, collaboration, and lifelong learning. Data reveal that the highest-rated indicator, "Collaboration with colleagues during LAC improves my professional growth" (WM = 4.59, SD = 0.54) is followed by "LAC sessions provide opportunities for professional collaboration among teachers" (WM = 4.53, SD = 0.50). Both indicators interpreted as Very Highly Manifested, highlights the importance of collegial interaction and shared learning experiences in enhancing teachers' professional development. On the other hand, "LAC sessions help me adapt to changes in educational policies and practices" indicates the lowest weighted mean (WM = 4.37, SD = 0.77). Nevertheless, it remained within the Highly Manifested level, suggesting that teachers still recognize the value of LAC sessions in keeping them informed and responsive to educational changes.

These findings are supported by Prudente et al. (2024), who established that sustained and collaborative professional-development programs are more effective than isolated or one-time training activities. Their review showed that continuous professional interaction enables teachers to apply newly

acquired knowledge, reflect on their practices, and maintain improvements in classroom instruction. Ladres et al. (2025) similarly found that continued participation in LAC sessions strengthened teachers' reflective practice, instructional innovation, collaboration, and professional confidence.

The importance of collegial interaction is further affirmed by Meyer et al. (2022), who reported that strong collaborative cultures enhanced teachers' confidence, motivation, and collective efficacy. When teachers work together, they gain access to shared experiences, professional feedback, and practical knowledge that may not be available through individual learning. However, Meyer et al. also emphasized that effective collaboration depends on adequate leadership support, suggesting that school administrators and LAC facilitators play an important role in sustaining meaningful professional engagement.

Jones (2025) likewise found that professional learning communities contributed to continuing instructional improvement and higher levels of professional competence. The study clarified that the effectiveness of collaboration is determined by the quality of professional interaction rather than by merely organizing teachers into groups. Collaborative activities such as co-planning, examination of instructional practices, reflective dialogue, and shared analysis are therefore necessary for LAC sessions to produce meaningful professional growth. This view is consistent with Culajara (2023), who maintained that structured professional collaboration promotes teaching effectiveness and collective responsibility among teachers.

The role of LAC in supporting lifelong and needs-responsive learning also agrees with El-Annan and Hassoun (2025), who found that continuous and context-based training improved instructional alignment and classroom application. He et al. (2022) further reported that teachers were more engaged in professional training when the content was relevant to their instructional needs. These studies indicate that sustained professional growth is more likely when LAC activities are practical, relevant, and connected to teachers' everyday responsibilities.

The comparatively weaker manifestation concerning adaptation to educational policies and practices may be understood through Ali et al. (2023), who found that teachers often require additional support in connecting new curriculum requirements with appropriate pedagogical and contextual practices. Chimbunde and Moreeng (2024) similarly emphasized that teachers adapt more effectively to curricular reforms when they actively participate in curriculum-related processes and develop a sense of ownership over implementation. Thus, providing information about new policies during LAC sessions may not be sufficient unless teachers are also given opportunities to interpret the changes, examine their classroom implications, and collaboratively develop appropriate implementation strategies.

This observation is also consistent with DepEd Order No. 35, s. 2016, which identifies LAC as a school-based mechanism for professional learning, collaborative inquiry, and curriculum implementation (Department of Education, 2016). The literature therefore suggests that LAC sessions can strengthen teachers' capacity to respond to educational changes when policy discussions are supported by practical demonstrations, contextualized activities, continuing guidance, and opportunities for collaborative application.

Table 4. *The Distribution of the Effectiveness of School-Based LAC Sessions as Perceived by the Teachers and Learners*

Indicators	Wtd mean	SD	Verbal description	Interpretation
1.The LAC sessions address my professional needs as a teacher.	4.46	.57	agree	effective
2.The LAC sessions are well-planned and organized.	4.37	.64	agree	
3.The LAC facilitator encourages active participation among teachers.	4.52	57	Strongly agree	Very effective

4.LAC sessions provide practical solutions to classroom challenges.	4.30	.87	agree	
5.LAC sessions enhance my professional knowledge and skills.	4.46	.59	agree	effective
6.School administrators provide adequate support for the conduct of LAC sessions.	4.35	.65	agree	
7.The activities conducted during LAC sessions are engaging and meaningful.	4.48	.55	agree	
8.LAC sessions encourage collaboration among teachers.	4.61	.49	Strongly agree	Very effective
9.LAC sessions address current educational issues and concerns.	4.25	.76	agree	effective
10.LAC sessions encourage collaboration and sharing of best practices among teachers.	4.57	.55	Strongly agree	Very effective
Average weighted mean	4.43		agree	effective

Legend ;(1) 1.0-1.49 strongly disagree (2) 1.50-2.49 disagree 2.50 – 3.49 neutral (4) 3.50-4.49 agree (5) 4.50 – 5.00 strongly agree

Problem 3. How do teachers perceive the effectiveness of school-based Learning Action Cell (LAC) sessions?

The qualitative findings revealed two major dimensions of teachers' perceptions regarding the effectiveness of school-based Learning Action Cell (LAC) sessions: teacher-related perceptions and learner-related perceptions. Teacher-related perceptions describe how teachers view the contribution of LAC sessions to their professional knowledge, instructional practices, collaboration, reflective practice, and professional confidence. Learner-related perceptions, on the other hand, refer to the manifestations teachers observed among learners following the application of instructional strategies and practices discussed during LAC sessions. Examining these two dimensions provides a broader understanding of perceived LAC effectiveness by considering its contribution to teachers' professional development and its perceived indirect manifestations in classroom learning.

Teacher-Related Perceptions

The consolidated thematic analysis of teachers' responses regarding the contribution of LAC sessions to their professional growth revealed four major themes: (1) Enhancement of Teaching Competencies and Instructional Practices, (2) Collaborative Learning and Professional Sharing, (3) Reflective Practice and Continuous Professional Development, and (4) Increased Confidence and Professional Effectiveness. These themes indicate that teachers perceive LAC sessions as an important venue for strengthening instructional competencies, sharing professional knowledge, reflecting on classroom practices, and building confidence in addressing instructional demands. The findings further suggest that LAC sessions provide opportunities for teachers to continuously examine their practices and learn from the professional experiences of their colleagues. Thus, teacher-related perceptions of LAC effectiveness extend beyond participation in scheduled professional activities and reflect the perceived value of LAC as a mechanism for sustained professional learning.

The theme of Enhancement of Teaching Competencies and Instructional Practices is supported by Antiola and Fernal (2024), who found that teachers' regular participation in LAC sessions improved lesson delivery, instructional strategies, assessment techniques, and classroom interaction. Their findings indicate

that structured professional dialogue helps teachers refine their pedagogical approaches and translate shared professional knowledge into classroom practice. Deala and Lopez (2024) similarly reported that active engagement in LAC contributed to differentiated instruction, curriculum contextualization, and sustained professional growth. These findings emphasize that LAC sessions can become more meaningful when professional discussions are directly connected to teachers' instructional responsibilities and classroom concerns.

The theme of Collaborative Learning and Professional Sharing demonstrates the importance teachers attach to learning with and from their colleagues. This finding is consistent with Meyer et al. (2022), who found that strong collaborative cultures enhanced teachers' confidence, motivation, and collective efficacy. Collaboration allows teachers to exchange practical experiences, obtain peer feedback, and develop shared responsibility for improving instruction. Culajara (2023) likewise emphasized that structured activities such as collaborative lesson planning, reflective dialogue, and shared problem-solving strengthen teaching effectiveness and professional relationships. These findings suggest that the effectiveness of LAC is partly associated with its capacity to create opportunities for purposeful professional interaction rather than merely bringing teachers together for scheduled meetings.

Jones (2025) further established that professional learning communities promote sustained instructional improvement and higher professional competence when teachers engage in meaningful activities such as co-planning, instructional analysis, and reflective discussion. The study emphasized that professional growth results from the quality of interaction rather than from simply organizing teachers into groups. This reinforces the importance of purposeful facilitation and structured professional exchange within LAC sessions. The insight that can be drawn from this finding is that collaboration becomes professionally productive when teachers are provided with opportunities to examine authentic instructional concerns, contribute their experiences, and collectively develop appropriate responses.

The emergence of Reflective Practice and Continuous Professional Development further demonstrates how teachers perceive LAC as supporting sustained professional learning. Ladres et al. (2025) reported that continuous participation in LAC strengthened teachers' reflective practice, instructional innovation, collaboration, and professional confidence. Prudente et al. (2024) also found that sustained and context-based professional-development programs produced more meaningful improvements than one-time training because teachers were able to connect professional learning with their actual classroom responsibilities. These findings suggest that LAC sessions may provide greater professional value when conducted as a continuous process in which teachers revisit instructional concerns, reflect on their practices, and apply relevant learning to subsequent classroom experiences.

The theme of Increased Confidence and Professional Effectiveness reflects another important teacher-related perception of LAC. He et al. (2022) found that relevant professional training increased teachers' motivation, engagement, and application of newly learned strategies. El-Annan and Hassoun (2025) similarly reported that needs-based and context-responsive professional development improved teaching effectiveness, instructional alignment, and classroom application. These studies demonstrate that professional learning becomes more meaningful when it is continuous, relevant, collaborative, and responsive to teachers' identified needs. The findings therefore imply that LAC sessions should be designed around teachers' actual professional concerns so that participation provides opportunities to strengthen knowledge, develop applicable strategies, and build confidence in instructional decision-making.

Nevertheless, the professional benefits associated with LAC may depend on the quality and consistency of its implementation. Fakoya et al. (2023) observed that inconsistent participation weakened the outcomes of collaborative professional learning, while Demateo et al. (2025) identified insufficient time, inadequate resources, and limited facilitation as barriers to effective professional problem-solving. Thus, sustained professional growth requires regular participation, appropriate leadership support, relevant content, adequate resources, and purposeful facilitation. This provides an important insight for the proposed enhancements because the perceived effectiveness of LAC cannot be sustained solely through the conduct of sessions; attention must also be given to the conditions under which professional learning takes place.

Taken together, the teacher-related perceptions indicate that teachers view LAC as a professional learning mechanism that can contribute to instructional competence, collaboration, reflection, continuous development, and professional confidence. These perceptions reinforce the importance of designing LAC

sessions around authentic professional needs and opportunities for meaningful participation. From the perspective of Situated Learning Theory, the findings emphasize professional learning situated within teachers' actual instructional contexts through dialogue, reflection, and shared problem-solving. Self-Determination Theory further provides a complementary perspective by highlighting how professional environments that provide opportunities for meaningful participation, competence development, and collegial connection can support teachers' engagement in continuous professional learning.

Learner-Related Perceptions

The thematic analysis of teachers' responses regarding manifestations observed among learners revealed four major themes: (1) Increased Learner Engagement and Participation, (2) Enhanced Confidence and Communication Skills, (3) Improved Academic Performance and Learning Outcomes, and (4) Positive Learning Attitudes and Collaboration. These themes represent teachers' perceptions of changes they observed among learners following the application of instructional strategies associated with their LAC experiences. The findings suggest a possible indirect contribution of LAC-based professional development to learner development through improvements in teachers' instructional practices. However, because these manifestations were reported by teachers rather than directly measured among learners, they should be understood as learner-related perceptions rather than direct evidence of LAC effects on learner outcomes.

The theme of Increased Learner Engagement and Participation is supported by Macapodi and Labitad (2025), who found that teachers participating in LAC demonstrated improved teaching methods and stronger instructional practices that contributed to better classroom environments and learner engagement. Maga-Vasquez (2025) likewise reported that teachers' positive attitudes toward LAC and their application of innovative instructional strategies improved learners' motivation, engagement, and perceptions of learning. These findings suggest that when teachers apply instructional approaches developed or refined through professional learning, learners may experience classroom activities that provide greater opportunities for active involvement. Thus, teachers' perceptions of increased learner participation may reflect how improvements in instructional practice become visible within classroom interactions.

The theme of Enhanced Confidence and Communication Skills may be associated with teachers' greater use of interactive and learner-centered approaches. Pino and Mongas (2025) found that collaborative and learner-centered teaching strategies improved instructional effectiveness and learner participation. Goyibova et al. (2025) similarly reported that teachers who engaged in collaborative planning demonstrated improved lesson delivery, instructional adaptability, and student engagement. These findings suggest that strategies developed through professional collaboration can create more opportunities for learners to express ideas, interact with classmates, and participate confidently in classroom activities. The insight derived from this theme is that the perceived benefits of professional development may extend beyond changes in teachers' practices when those practices create learning environments that encourage learner expression and interaction.

The theme of Improved Academic Performance and Learning Outcomes reflects teachers' perceptions that improvements in instructional practices may also be accompanied by favorable changes in learner performance. Dela Cruz and Baguio (2024) found that collaborative professional development strengthened instructional quality and teaching effectiveness, which were associated with improved learner performance. Lumantas et al. (2025) also reported that contextualized teaching increased learner engagement and critical thinking because learners responded more positively to lessons connected to real-life situations. Similarly, DLSU Archers (2025) emphasized that contextualized instruction improved comprehension and academic performance by making classroom content more relevant and meaningful. Collectively, these findings suggest that professional development may contribute indirectly to learner outcomes when teachers are able to translate professional learning into instructional strategies responsive to learners' needs and contexts.

Positive Learning Attitudes and Collaboration among learners may likewise be associated with improvements in teachers' classroom practices following professional learning. Näslund-Hadley and Morales (2022) found that professional development based on authentic classroom situations enhanced teachers' adaptability, classroom management, and problem-solving abilities. These improvements can contribute to a more supportive learning environment in which learners are encouraged to cooperate, participate actively, and develop positive attitudes toward classroom activities. This theme provides the insight that professional

learning may have implications for the social and motivational conditions of the classroom when teachers apply strategies that promote participation, interaction, and supportive learning experiences.

The learner-related findings, however, require cautious interpretation. The literature reviewed in the study recognizes that direct evidence connecting LAC participation with learner achievement remains limited. Macapodi and Labitad (2025) suggested that LAC affects learners indirectly through improvements in teaching practices and classroom conditions. Consequently, the learner manifestations reported by teachers may reasonably be associated with their application of strategies developed or strengthened through LAC sessions, but such manifestations should not automatically be attributed solely to LAC participation. Learner characteristics, school resources, parental support, classroom environment, and other educational factors may also contribute to the observed outcomes.

Overall, the two dimensions provide a more comprehensive understanding of teachers' perceptions of the effectiveness of school-based LAC sessions. Teacher-related perceptions indicate perceived contributions to instructional competence, professional collaboration, reflective practice, continuous development, and professional confidence, while learner-related perceptions describe favorable manifestations observed in learner engagement, confidence, communication, academic performance, learning attitudes, and collaboration. Taken together, the findings suggest that teachers perceive LAC as having a direct professional relevance to their own development and a possible indirect relevance to learners through the application of improved instructional practices. This distinction is important because it recognizes teachers as the direct participants in LAC-based professional development while treating learner manifestations as perceived secondary outcomes rather than direct measures of LAC effectiveness.

Problem 4. Is there a significant difference in the level of manifestation of LAC-based professional development when teachers are grouped according to position/rank and grade level taught?

The data of the study are scaled in Likert scales, and some groups have very small frequencies (e.g., MT1 = 2, T2 = 5), hence, a more robust nonparametric is used such as Kruskal–Wallis H Test for rank and for grade level taught illustrated in the following Table

Table 5. *Test of Significant Difference in the Level of Manifestation of LAC-Based Professional Development When Grouped According to Profile*

Profile	Kruskal-Wallis H	df	P value	Decision	Interpretation
Rank	5.552	3	.136	Accept Ho1	Not significant
Yr level taught	9.496	.6	.148	Accept Ho1	Not significant

a. Kruskal Wallis Test

b. Grouping Variable: Grlevel ,
Rank

The Kruskal–Wallis H Test was employed to determine whether significant differences exist in the level of manifestations of LAC-based professional development when respondents were grouped according to rank and grade level taught.

Table 5 presents the results of the Kruskal–Wallis H test conducted to determine whether there is a significant difference in the level of manifestation of LAC-based professional development when respondents are grouped according to rank and grade level taught. When grouped according to rank, the test yielded a Kruskal–Wallis H value of 5.552 with 3 degrees of freedom and a p-value of .136. Similarly, when grouped according to grade level taught, the test yielded an H value of 9.496 with 6 degrees of freedom and a p-value of .148. Since both p-values are greater than the .05 level of significance, the null hypothesis stating that there is no significant difference in the level of manifestation of LAC-based professional development when respondents are grouped according to rank and grade level taught is not rejected. Thus, the differences among the groups are not statistically significant.

The results indicate that the reported manifestation of LAC-based professional development does not significantly vary according to teachers' rank or grade level taught. This suggests that teachers across different

professional ranks and teaching assignments generally experience LAC-based professional development in comparable ways. The absence of significant differences further indicates that the professional learning opportunities provided through LAC are not confined to a particular group of teachers but are experienced across the different categories represented in the study.

The findings provide the insight that LAC may function as an inclusive school-based professional development mechanism capable of addressing professional learning across different teacher ranks and grade-level assignments. Since no statistically significant variation was established across these profile groups, the proposed LAC enhancements need not be designed solely on the assumption that rank or grade level determines teachers' professional-development experiences. Instead, greater attention may be given to common instructional needs, classroom challenges, professional-learning priorities, and contextual concerns identified across teachers. At the same time, the absence of statistically significant differences should not be interpreted to mean that all teachers have identical professional-development needs; rather, it indicates that the study did not establish sufficient statistical evidence that rank or grade level taught accounts for differences in the manifestation of LAC-based professional development.

The absence of statistically significant differences may be supported by Prudente et al. (2024), who found that sustained, collaborative, and context-based professional-development programs provide teachers with shared opportunities to strengthen their instructional practices. Because LAC sessions are conducted as school-based collaborative activities, teachers occupying different ranks or teaching different grade levels may be exposed to similar professional-learning content, activities, and institutional support. This common exposure may contribute to relatively consistent perceptions of the manifestation of LAC-based professional development.

Antiola and Ferenal (2024) likewise found that regular participation in LAC sessions improved teachers' instructional planning, lesson delivery, classroom interaction, and assessment practices. Their findings emphasized the value of active participation rather than differences in teachers' professional rank or teaching assignment. This suggests that the benefits teachers derive from LAC may be associated more closely with their level of engagement and the quality of session implementation than with their position or grade level.

The findings may also be explained by the collaborative structure of professional learning communities. Jones (2025) reported that meaningful professional interaction through co-planning, reflective discussion, and instructional analysis contributed to improved professional competence. Similarly, Meyer et al. (2022) found that strong collaborative cultures promoted teachers' confidence, motivation, and collective efficacy. Since collaborative professional learning encourages teachers to share knowledge and address common instructional concerns, differences associated with rank or grade-level assignment may become less pronounced.

The absence of significant differences may be viewed within the policy context of DepEd Order No. 35, s. 2016, which institutionalized the Learning Action Cell as a school-based continuing professional development strategy intended to provide teachers with opportunities for collaborative learning and improvement of instructional practice (Department of Education, 2016). As a school-based professional learning mechanism, LAC provides teachers with a common venue for discussing instructional concerns, sharing professional experiences, and developing strategies responsive to classroom needs. The finding that the manifestation of LAC-based professional development did not significantly differ according to rank or grade level taught suggests that teachers across these groups generally reported comparable experiences with LAC implementation. However, this statistical similarity should be understood as a finding of the present study rather than as an outcome prescribed or guaranteed by DepEd Order No. 35, s. 2016.

Moreover, Demateo et al. (2025) emphasized that the quality of LAC implementation may be influenced by contextual and organizational conditions surrounding professional learning. Fakoya et al. (2023) likewise highlighted the importance of meaningful participation in collaborative professional-learning activities. These findings provide a broader perspective for interpreting the present results, suggesting that teachers' experiences of professional learning may involve factors beyond their professional rank or grade-level assignment. However, since these additional factors were not directly examined in the present study, no conclusion can be made regarding their influence on the manifestation of LAC-based professional development.

Statistically, the results should be reported as a failure to reject the null hypothesis, rather than as acceptance of the null hypothesis. A nonsignificant result indicates that the study did not obtain sufficient evidence of differences among the groups; it does not conclusively establish that the groups are identical.

Problem 5. Based on the findings of the study, how may the Learning Action Cell (LAC) sessions be enhanced?

Title: Project ENHANCE-LAC: A Proposed Action Plan for Strengthening School-Based Professional Development

Rationale. The study revealed that LAC-based professional development was highly manifested in teaching practices, addressing classroom challenges, and supporting continuous professional development, while the sessions were generally perceived as effective. Collaboration, instructional improvement, and professional sharing emerged as major strengths; however, relatively lower ratings were obtained for providing practical solutions to classroom problems, managing behavioral concerns, responding to struggling learners, and adapting to educational policies and practices. Project ENHANCE-LAC therefore proposes needs-based, collaborative, and application-oriented activities supported by stronger facilitation, adequate resources, structured monitoring, and follow-up to ensure that professional learning is translated into improved classroom practice.

Key findings	Activities	Objectives	Specific time frame	Persons involved	Fund source	Expected outcomes
LAC sessions were highly manifested, but practical solutions to classroom problems received a comparatively lower rating.	Conduct a cluster-wide LAC needs assessment using surveys, classroom observations, learner-performance data, and teacher consultations. Prepare a prioritized annual LAC development plan based on the identified needs.	Identify teachers' actual instructional challenges and align LAC topics with their priority professional-development needs.	July 1–15, 2026, with a review during the first week of January 2027	School heads, LAC coordinators, master teachers, grade-level chairpersons, and teachers	School MOOE and available district professional-development funds, subject to existing accounting rules	A documented needs-assessment report and a responsive annual LAC plan aligned with teachers' classroom concerns
Teachers indicated a need for stronger support in managing behavioral concerns and creating practical	Conduct a workshop series on positive discipline, behavior-management plans, restorative approaches,	Strengthen teachers' capacity to prevent, manage, and respond appropriately to classroom	August 2026, with classroom application and coaching from September–October 2026	Guidance personnel, school heads, master teachers, LAC facilitators, teachers, and	School MOOE, Local School Board/SEF support, and authorized partner assistance	Teachers apply appropriate behavior-management strategies and establish safer, more positive, and better-organized

classroom solutions.	classroom routines, and case-based problem-solving. Include demonstrations, simulations, and peer consultation.	behavioral concerns.		invited specialists		learning environments
Identifying interventions for struggling learners was positively manifested but still required sustained practical support.	Organize LAC sessions on diagnostic assessment, differentiated instruction, remediation, learner-progress monitoring, and the preparation of individualized intervention plans.	Equip teachers with practical tools for identifying learning gaps and implementing appropriate interventions for struggling learners.	September 2026, followed by intervention implementation from October–December 2026	Teachers, master teachers, reading and mathematics coordinators, school heads, and LAC facilitators	School MOOE, literacy and numeracy program funds, and authorized school resources	Teachers develop and implement evidence-based intervention plans, resulting in improved learner participation and progress
Technology integration was very highly manifested and can be further sustained through collaborative application.	Conduct hands-on sessions on selecting digital tools, developing technology-supported lessons, digital assessment, and responsible technology use. Establish peer mentoring between digitally proficient teachers and teachers	Sustain effective technology integration and ensure that digital tools are used purposefully to improve instruction and learner engagement.	October 2026, with peer mentoring from November 2026–February 2027	ICT coordinators, master teachers, LAC facilitators, school heads, and teachers	School MOOE, ICT program resources, and authorized stakeholder support	Teachers produce and implement technology-supported lessons suited to available school resources and learners' needs

	requiring assistance.					
Adaptation to changes in educational policies and practices obtained the lowest rating under continuous professional development .	Hold quarterly policy-update and curriculum-alignment sessions featuring policy briefings, guided document analysis, classroom implications, action planning, and question-and-answer forums.	Improve teachers' understanding of current educational policies and their ability to translate policy requirements into classroom practice.	July 2026, October 2026, January 2027, and April 2027	District supervisor , school heads, curriculum coordinators, master teachers, LAC facilitators , and teachers	District funds and school MOOE, subject to availability and applicable policies	Teachers demonstrate a clearer understanding of current policies and prepare classroom or school-level implementation plans
Collaboration and professional sharing were among the strongest contributions of LAC sessions.	Institutionalize collaborative lesson planning, peer observation, demonstration teaching, lesson study, mentoring, and sharing of best practices during monthly LAC sessions.	Sustain collegial learning and convert professional sharing into observable improvements in instructional practice.	One session every third Friday of the month, August 2026–March 2027	Teachers, master teachers, grade-level chairpersons, LAC facilitators , and school heads	School MOOE and regular school professional-development allocations	Completed collaborative lesson plans, peer-feedback records, demonstration lessons, and a repository of contextualized best practices
The benefits of LAC depend on strong facilitation, relevant content, and active participation.	Provide facilitator-development training on adult learning, session design, questioning techniques, inclusive participation,	Strengthen the competence of LAC facilitators and improve the consistency, relevance, and organization of sessions	July 22–24, 2026, with coaching checks in November 2026 and February 2027	District LAC focal person, school heads, master teachers, designated facilitators , and invited trainers	District professional-development funds, school MOOE, and authorized training funds	Trained facilitators conduct structured, engaging, needs-based, and properly documented LAC sessions

	coaching, documentation, and evaluation. Develop standardized session guides and evaluation forms.	across schools.				
Adequate administrative support and resources are necessary for sustained LAC implementation.	Prepare an annual LAC resource plan covering schedules, venues, learning materials, ICT requirements, facilitators, and teacher-support mechanisms. Protect scheduled LAC time and organize a shared resource repository.	Ensure that LAC implementation receives sufficient administrative, logistical, and instructional support.	Resource planning by July 31, 2026; implementation and quarterly review from August 2026–April 2027	School heads, property custodians, ICT coordinators, LAC coordinators, teachers, and district personnel	School MOOE, Local School Board/SEF, and authorized stakeholder contributions	LAC sessions are conducted regularly with available materials, protected schedules, accessible resources, and stronger administrative support
Strategies learned during LAC sessions require structured application, follow-up, and monitoring.	Require each participant to prepare an application plan after every major session. Conduct coaching visits, peer observations, reflection meetings, portfolio reviews, and learner-progress checks using a standardized	Determine whether LAC-derived strategies are implemented and identify additional coaching or resource needs.	Application plans within five working days after each LAC session; monitoring in October 2026, January 2027, and March 2027	Teachers, master teachers, LAC facilitators, school heads, and district monitoring personnel	School MOOE and regular monitoring funds	Documented classroom application of LAC strategies, timely coaching support, and evidence of instructional improvement

	monitoring tool.					
Continued evaluation is needed to determine the effectiveness and sustainability of the enhanced LAC program.	Conduct an end-of-year evaluation using attendance records, teacher feedback, classroom-application evidence, learner indicators, facilitator reports, and accomplishment data. Use the results to revise the succeeding LAC plan.	Evaluate program implementation, determine progress against objectives, and identify priorities for the next school year.	April 15–30, 2027, with presentation and planning on May 7, 2027	District supervisor, school heads, LAC coordinators, master teachers, teachers, and selected stakeholders	School MOOE and district monitoring and evaluation funds	An evaluation report documenting accomplishments, implementation gaps, lessons learned, and recommendations for the succeeding LAC cycle

Conclusions

Based on the findings of the study, the following conclusions are drawn:

1. The implementation of LAC-based professional development reaches teachers across different professional ranks and elementary grade-level assignments, providing a common school-based platform for professional learning. Its relevance is therefore not confined to a particular teaching position or classroom assignment but extends across the professional contexts represented in Buenavista Cluster IV.

2. LAC provides a meaningful avenue through which professional learning can be translated into classroom practice. Its contribution extends beyond the acquisition of professional knowledge by providing teachers with opportunities to refine instructional practices, respond to classroom concerns, and sustain their professional development. This underscores the importance of maintaining LAC as a practice-oriented professional learning mechanism that is connected to teachers' actual instructional responsibilities.

3. The value of LAC is reflected in two interrelated dimensions: teachers' professional development and the learner-related manifestations perceived by teachers. At the teacher level, LAC creates opportunities for competence development, professional collaboration, reflection, sharing, and increased confidence in instructional practice. At the learner level, teachers perceive favorable manifestations in engagement, participation, communication, learning performance, attitudes, and collaboration. However, learner-related manifestations should be regarded as perceived indirect outcomes rather than effects attributable solely to LAC because learner outcomes were not directly measured in the study.

4. Teachers' professional rank and grade-level assignment do not appear to be defining factors in how LAC-based professional development is manifested within the context examined. This suggests that strengthening LAC should primarily respond to shared professional and instructional needs rather than assume that different interventions are necessary solely on the basis of rank or grade level. Nevertheless, individual and contextual differences among teachers remain important considerations in planning responsive professional-development activities.

5. The continuing value of LAC depends not only on conducting regular sessions but also on the relevance, quality, application, and sustainability of the professional learning provided. LAC enhancement

should therefore emphasize needs-responsive content, purposeful facilitation, practical application, adequate support, collaborative engagement, and systematic follow-through. Strengthening these elements can help ensure that LAC functions as an ongoing professional learning process rather than merely as a scheduled school-based activity.

Recommendations

Based on the findings and conclusions of the study and in accordance with the problems investigated, the following recommendations are forwarded:

Since the respondents represent different teaching ranks and grade-level assignments, LAC planning may consider the professional responsibilities and instructional contexts of teachers when identifying topics, activities, and learning tasks. School leaders and LAC facilitators may periodically review teachers' professional profiles together with identified training needs to ensure that LAC activities remain relevant to the composition and changing needs of the teaching workforce.

Considering the manifestation of LAC-based professional development in teaching practices, addressing classroom challenges, and supporting continuous professional development, LAC sessions may further strengthen activities that enable teachers to apply professional learning to actual classroom situations. Greater emphasis may be placed on practical instructional strategies, classroom problem-solving, interventions for struggling learners, appropriate use of technology, reflective practice, and continuous professional learning. Teachers may also be provided opportunities to demonstrate, evaluate, and share the classroom application of strategies developed through LAC sessions.

In relation to teachers' perceptions of the effectiveness of school-based LAC sessions, facilitators may sustain practices that promote professional collaboration, instructional improvement, reflective practice, professional sharing, and competence development. LAC sessions may also provide structured opportunities for teachers to discuss learner-related manifestations they observe after applying instructional strategies. Since learner-related manifestations in this study were based on teachers' perceptions rather than direct learner measures, schools may use appropriate learner-performance and classroom evidence to determine whether perceived changes are also reflected in measurable learner outcomes.

Since no significant differences in the manifestation of LAC-based professional development were established according to rank and grade level taught, LAC programs may continue to provide common professional-learning opportunities for teachers across these groups while remaining responsive to individual and contextual needs. Differentiated activities need not be developed solely on the basis of rank or grade level; instead, decisions regarding specialized LAC activities may be guided by documented professional-development needs, instructional challenges, and school contexts.

Based on the areas identified for enhancement, Project ENHANCE-LAC may be considered as a framework for strengthening school-based LAC implementation in Buenavista Cluster IV. The proposed enhancements may prioritize needs-based topic selection, purposeful facilitation, classroom-responsive activities, adequate administrative and resource support, collaborative planning, practical application, monitoring, and systematic follow-up. School leaders and LAC facilitators may periodically evaluate the implementation of these enhancements to determine whether LAC activities remain relevant and responsive to teachers' professional needs.

Future researchers may extend the investigation by examining other factors associated with LAC implementation beyond rank and grade level taught, such as participation, facilitation, professional-development needs, and contextual conditions, where supported by an appropriate research design. Similar studies may also be conducted in other districts or divisions to determine whether comparable patterns emerge in different educational contexts. Future investigations may directly measure learner outcomes

alongside teachers' professional-development experiences to examine more rigorously the relationship between LAC-based professional learning, changes in teaching practices, and learner performance.

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