

The Impact of the School Learning Action Cell (SLAC) Program on Teachers' Instructional Competence

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Abstract. This research aimed to evaluate the level of impact of the School Learning Action Cell (SLAC) Program and its influence on teachers' instructional competence at San Miguel Central School. The study focused on teachers' demographic profiles, including age, gender, civil status, educational attainment, years of service, and training participation. It also explored the impact of SLAC on the teaching-learning process, teacher success, support, and collaboration, as well as teachers' competence in teaching, classroom management, guidance, and evaluation. The study employed a descriptive-correlational research design, using an adapted and modified questionnaire to gather relevant data. The results showed that most of the teachers were between the ages of 41 to 50, female, married, with 15 graduate education units, and had over 21 years of service. They also participated in division-level training and seminars. Teachers had a highly positive perception of SLAC, especially regarding its impact on instructional methods, collaboration, and teacher growth. The study found that teachers demonstrated strong instructional competence, as indicated by high ratings in classroom management, guidance, and evaluation. Additionally, the study identified a significant correlation between the SLAC Program's impact and teachers' instructional competence. However, challenges in its implementation were noted, including insufficient resources, time constraints, and varying teacher expertise, which hindered effective participation and collaboration. In conclusion, the study established a significant relationship between the SLAC Program's impact and teachers' instructional competence and recommended implementing an SLAC enhancement plan to improve its effectiveness at San Miguel Central School.

Keywords: School Learning Action Cell (SLAC); instructional competence; enhancement implementation plan; San Miguel Central School; Bohol

Introduction

School Learning Action Cell (SLAC) can be related to the broader concept of professional learning communities (PLCs), which are widely practiced across countries to enhance teacher collaboration and instructional quality. Globally, these collaborative structures emphasize continuous professional development, reflective practice, and shared problem-solving among teachers. According to Carla Jobelle Culajara (2023), SLAC functions as a mechanism for "exchanging practices to deepen and broaden the teaching and learning process," aligning with international models of collaborative teacher learning that aim to improve curriculum implementation and student outcomes. This reflects global trends where teacher learning is school-based, context-driven, and focused on addressing real classroom challenges rather than relying solely on formal training programs.

A learning action cell underscores the value of collaborative teacher development in enhancing instructional quality and teacher outcomes. According to Handayani (2025), active participation in PLCs, analogous to school learning action cells, strengthens teachers' pedagogical competence and confidence, leading to improved self-efficacy and reflective practice in classrooms. These collaborative structures facilitate shared planning, collective problem-solving, and the exchange of instructional strategies, fostering environments where teacher learning is continuous and context driven.

Aylimba et al. (2025) examined the effects of PLCs on science teachers' instructional and assessment practices. The results revealed that regular PLC engagement positively influences instructional planning and assessment techniques, fostering moderate but significant improvements in practice. This research supports the argument that structured collaborative professional learning, such as LACs, can augment instructional

expertise when teachers regularly interact, reflect, and collectively refine their pedagogical approaches—key components of teacher efficacy and instructional improvement.

In the Philippines, SLAC is institutionalized by the Department of Education as a school-based continuing professional development strategy under DepEd Order No. 35, s. 2016. It serves as a structured venue where teachers collaboratively address issues such as learner diversity, pedagogy, assessment, and ICT integration. Studies show that SLAC significantly contributes to teachers' professional growth by improving pedagogical competence, fostering collaboration, and enhancing instructional practices. For instance, Erfe and Gallego (2025) found that SLAC has a strong positive impact on teachers' professional development, particularly in pedagogical and professional competencies. This demonstrates that SLAC is not only a policy initiative but also an effective localized approach to improving teaching quality in Philippine schools.

Other studies consistently affirm that Learning Action Cells (LACs) constitute an effective professional development strategy for enhancing teacher practice. Filipino public-school teachers reported that participants viewed LAC sessions as collaborative and essential for professional growth; teachers acknowledged that LAC involvement expanded their knowledge of pedagogical implementation and technology use, indicating enhanced instructional expertise through reflective collaboration (Grape, 2024).

SLAC sessions have been shown to foster professional dialogue, peer support, and continuous improvement among teachers. As noted by Dilay and Ramos (2024), teachers experience enhanced professional growth, acquisition of relevant content knowledge, and improved teaching strategies through participation in SLAC. These outcomes mirror international findings on collaborative professional development, indicating that SLAC effectively bridges the best global practices with local educational needs.

Deala and Lopez (2024) found a substantial relationship between the implementation of School Learning Action Cells (SLACs) and teachers perceived professional and personal development. Their findings show that effective LAC implementation correlates with improvements in content and pedagogy, integration of 21st-century skills, and contextualized curriculum practices, suggesting that structured LACs help elevate teacher competence and instructional adaptability—an essential component of teacher efficacy.

Further Philippine studies support LAC's role in enhancing instructional quality. For example, Cadiente and Espiritu (2024) reported that teachers perceived the implementation of LAC as highly effective across learner diversity, content pedagogy, assessment, and curriculum contextualization. These outcomes reveal how regular LAC engagement strengthens teachers' instructional expertise and responsiveness to diverse classroom contexts, highlighting LAC's contribution to ongoing professional learning and teacher confidence.

Collectively, Learning Action Cells converge on a central theme: structured, collaborative professional learning enhances teacher self-efficacy and instructional expertise. From global evidence on collaborative learning impacts on teacher competence to localized findings affirming LAC's role in professional growth, these bodies of research justify strengthening LAC implementation as a strategic mechanism for augmenting teacher efficacy, instructional quality, and ultimately student learning outcomes. Strengthened LAC practices aligned with PLC principles thus represent a research-based pathway to systematic teacher development in both local and international educational contexts. Hence, this study will evaluate the School Learning Action Cell Program and teachers' instructional competence in San Miguel Central Elementary School.

Research Questions

This research evaluated the School Learning Action Cell Program and teachers' instructional competence at San Miguel Central Elementary School, San Miguel District, Division of Bohol, for School Year 2025-2026, as a basis for an enhancement implementation plan.

It specifically aimed to answer the following questions:

1. What is the level of the impact of the school learning action cell program in terms of:
 - 1.1 teaching-learning process;
 - 1.2 teachers' success;
 - 1.3 teachers' support, and
 - 1.4 collaboration?
2. What is the level of the teachers' instructional competence as regards:
 - 2.1 teaching skills;
 - 2.2 classroom management skills;
 - 2.3 guidance skills, and
 - 2.4 evaluation skills?
3. Is there a significant relationship between the level of impact of the school learning action cell program on teachers' instructional competence?
4. What are the issues and concerns encountered in the implementation of the learning action cell on the teachers' instructional competence?

5. Based on the findings, what enhancement plan can be developed to improve the learning action cell implementation for teachers' instructional competence?

Scope and Delimitation of the Study

This study evaluated the impact of the School Learning Action Cell (SLAC) Program on teachers' instructional competence at San Miguel Central School, Bohol, Philippines. It involved the school's teachers as respondents and was conducted during the study period. Specifically, it assessed the impact of the SLAC Program on the teaching-learning process, teacher success, support, and collaboration. It examined teachers' instructional competence in terms of teaching, classroom management, guidance, and evaluation. It also determined the significant relationship between the SLAC Program's impact and teachers' instructional competence.

Literature Review

School Learning Action Cell (SLAC) Program

The School Learning Action Cell (SLAC) is recognized as one of the Department of Education's primary school-based professional development strategies that promotes continuous learning, collaboration, and instructional improvement among teachers. It serves as a venue where educators collaboratively identify classroom concerns, exchange best practices, and develop solutions to improve teaching effectiveness. Unlike traditional seminars, which are often held outside the school, SLAC provides context-specific, needs-based professional development that directly addresses the instructional challenges teachers face in their own classrooms.

In the Philippine context, studies have consistently described the School Learning Action Cell (SLAC) as a collaborative, continuous, and school-based learning mechanism that strengthens teacher competence through peer learning and reflective practice. SLAC primarily supports instructional improvement, collaborative learning, and professional growth by enabling teachers to share experiences and develop practical teaching strategies that address learners' needs (Gamboa, 2023; Pobre, 2022). Likewise, the success of SLAC largely depends on implementation quality, leadership support, adequate resources, and sufficient time allocation for meaningful collaboration (Lava, 2026; Fuerzas, 2026; Labao, 2026).

Empirical evidence also demonstrates the effectiveness of Learning Action Cells in enhancing teacher performance. Teachers who regularly participated in LAC sessions significantly improved their teaching practices, particularly in adapting instructional strategies to diverse learners and utilizing more effective assessment methods (Antiola & Ferenal, 2024). Improvements in teacher confidence and classroom preparedness were likewise observed, indicating that collaborative professional learning contributes substantially to instructional effectiveness (Deala & Lopez, 2024).

These findings suggest that SLAC functions not only as a professional development activity but also as an effective mechanism for improving teachers' pedagogical knowledge, collaborative skills, and instructional competence through continuous school-based learning.

Impact of the School Learning Action Cell (SLAC) Program

The implementation of the School Learning Action Cell extends beyond teacher learning and significantly influences different dimensions of instructional practice (Culajara, 2023). Existing literature consistently identifies teaching-learning processes, teacher success, teacher support, and collaboration as major outcomes of an effective SLAC program.

Regarding the teaching-learning process, studies indicate that regular participation in SLAC enables teachers to improve lesson delivery, adopt learner-centered approaches, and employ more responsive instructional strategies (Dilay & Ramos, 2024; Maga-Vasquez, 2025). Teachers become better equipped to address classroom challenges by collectively analyzing their teaching experiences and developing practical solutions grounded in evidence and reflection (Macapodi & Labitad, 2025).

SLAC also contributes to teacher success by strengthening teachers' confidence, professional competence, and instructional decision-making. Through continuous professional dialogue, teachers become more reflective practitioners who are capable of evaluating and improving their own classroom performance.

Another important contribution of SLAC is teacher support. Since professional learning occurs within the school, teachers receive continuous mentoring, peer coaching, and emotional support from colleagues and school leaders. Such collaborative environments reduce professional isolation and encourage teachers to seek assistance whenever instructional concerns arise (Lugtu, 2023).

Finally, collaboration remains the defining characteristic of the SLAC program. Teachers regularly exchange instructional resources, share best practices, conduct collaborative lesson planning, and collectively

solve classroom problems (Culajara, 2023). Studies consistently demonstrate that collaborative professional learning enhances teacher efficacy and creates a stronger culture of continuous improvement within schools (Quimio, 2025; Galvez & Azarias, 2024).

Despite these benefits, literature also recognizes several implementation challenges. Insufficient resources, limited time, inadequate monitoring, varying teacher expertise, and inconsistent administrative support remain common barriers that reduce the effectiveness of SLAC implementation in many schools (Cruz et al., 2025; Sales, 2024; Tayon, 2025).

Teachers' Instructional Competence

Teachers' instructional competence refers to the knowledge, skills, attitudes, and professional behaviors necessary for effective classroom instruction. Competent teachers can design meaningful learning experiences, manage classrooms efficiently, assess student learning appropriately, and provide academic and personal guidance that supports learners' overall development (Dulay, 2023).

Instructional competence encompasses several interrelated dimensions. Teaching skills encompass lesson planning, instructional delivery, questioning techniques, learner engagement, and appropriate teaching strategies (Mallillin et al., 2023; Dzaiy & Abdullah, 2023). Classroom management skills include maintaining an orderly learning environment, establishing classroom routines, promoting discipline, and maximizing instructional time (Abidin & Muhammad, 2024). Guidance skills refer to teachers' ability to support students' academic, emotional, and social development through appropriate mentoring and counseling practices (Dwiyono & Eliasa, 2025). Evaluation skills involve designing valid assessments, interpreting learning outcomes, providing constructive feedback, and utilizing assessment results to improve instruction (Vu & Nga, 2023).

Previous studies consistently demonstrate that teachers who actively participate in professional development activities exhibit higher instructional competence than those with limited opportunities for continuous learning. Professional development enhances teachers' pedagogical knowledge, instructional confidence, classroom decision-making, and overall teaching effectiveness.

School Learning Action Cell (SLAC) Program and Teachers' Instructional Competence

The relationship between professional learning communities and instructional competence has been widely documented in educational research. Studies indicate that collaborative professional development programs significantly improve teachers' instructional practices by encouraging continuous reflection, knowledge sharing, and collective problem-solving.

Previous studies have consistently demonstrated that participation in Learning Action Cells enhances teachers' instructional competence. Teachers participating in Learning Action Cells demonstrated improved instructional strategies, greater adaptability to learners' needs, and increased teaching confidence (Deala & Lopez, 2024). Similarly, collaborative action learning strengthened teachers' professional competence by promoting evidence-based decision-making and reflective instructional practice (Ayilimba et al., 2025).

Moreover, teachers who engaged in collaborative professional learning continuously examined classroom problems, implemented innovative instructional strategies, reflected on learning outcomes, and refined their teaching practices, thereby improving instructional expertise and professional confidence (Gamuza et al., 2025).

Collectively, these studies provide substantial evidence that well-implemented SLAC programs positively influence teachers' instructional competence through continuous collaboration, reflective practice, peer learning, and shared professional experiences.

Theoretical and Legal Foundations of the Study

The present study is anchored on several learning and professional development theories that explain how the School Learning Action Cell (SLAC) Program enhances teachers' instructional competence through collaborative learning, reflective practice, experiential learning, and continuous professional growth. These theories collectively provide a comprehensive framework for understanding how teachers acquire, develop, and refine their instructional knowledge and skills within school-based professional learning communities.

One of the principal foundations of this study is Lev Vygotsky's Collaborative Learning Theory, which posits that learning is a socially mediated process wherein individuals construct knowledge through interaction with others (Taber, 2025). According to the theory, cognitive development occurs through meaningful dialogue and cooperative activities within the Zone of Proximal Development (ZPD), where more knowledgeable individuals scaffold others' learning (Syah et al., 2026). Within the School Learning Action Cell (SLAC), teachers serve as collaborative learners who reflect on classroom experiences, exchange best practices, and address instructional challenges. Through this collaborative environment, experienced teachers support their colleagues' professional growth, thereby enhancing instructional competence. Collaborative professional

learning communities have been shown to significantly improve teachers' instructional strategies and professional efficacy, while regular participation in Learning Action Cells enhances teaching practices, teachers' adaptability to diverse learners, and confidence in classroom instruction (Handayani, 2023; Deala & Lopez, 2024). In the context of the School Learning Action Cell (SLAC), collaborative engagement among teachers facilitates the sharing of expertise, reflective dialogue, and collective problem-solving, thereby promoting continuous professional learning and enhancing instructional competence (Quimio, 2025).

Complementing Vygotsky's perspective is Reginald Revans' Action Learning Theory, which emphasizes that meaningful learning occurs through solving authentic workplace problems followed by systematic reflection on the actions taken (Bakhsh et al., 2021). Rather than relying solely on theoretical instruction, professionals develop competence by addressing real-life challenges collaboratively. In the context of the SLAC Program, teachers identify classroom issues, implement appropriate instructional interventions, evaluate their effectiveness, and modify their teaching practices based on reflective discussions with colleagues (Ondap & Simpal, 2025). This continuous cycle of action and reflection accelerates professional development and instructional improvement. Participation in action learning groups has been shown to significantly improve teachers' problem-solving abilities and instructional practices, while collaborative action learning enhances instructional decision-making, classroom effectiveness, and professional competence (Bakhsh et al., 2021; Ayilimba et al., 2025; Gamuza et al., 2025). Accordingly, Action Learning Theory provides a strong explanation for how SLAC facilitates instructional improvement through collaborative inquiry and reflective problem-solving.

The emphasis on reflection is further supported by Donald Schön's Reflective Practice Theory, which proposes that professionals continuously improve through reflection-in-action and reflection-on-action (Tan et al., 2023). Reflection-in-action refers to teachers' ability to think critically while teaching, whereas reflection-on-action involves evaluating instructional practices after classroom experiences to improve future performance (Eshagh et al., 2025). Within SLAC sessions, teachers engage in structured reflection by examining classroom experiences, receiving peer feedback, and identifying effective instructional strategies. Such reflective processes enable teachers to recognize both the strengths and limitations of their teaching practices, thereby fostering continuous instructional improvement. Supporting this view, teachers participating in Learning Action Cells have been found to exhibit higher levels of reflective thinking and adaptive instructional strategies, demonstrating the value of reflective practice in enhancing teacher competence (Deala & Lopez, 2024).

Building upon reflective practice, Chris Argyris' Double-Loop Learning Theory explains that effective professional learning requires individuals not only to improve their actions but also to critically examine the underlying assumptions, beliefs, and values that shape those actions (Virella et al., 2025). Through collaborative discussions during SLAC sessions, teachers critically evaluate existing instructional approaches, question established classroom routines and develop innovative teaching strategies that better respond to learners' needs. Supporting this perspective, double-loop learning has been shown to promote deeper professional growth by encouraging teachers to critically examine and rethink traditional instructional practices rather than merely correcting observable errors. Consequently, this theory explains how SLAC facilitates transformational professional learning that extends beyond routine problem-solving.

Another important theoretical underpinning of the study is Albert Bandura's Self-Efficacy Theory, which asserts that teachers' beliefs in their capabilities significantly influence their instructional effectiveness, motivation, persistence, and classroom performance (Bandura, 2023). Teachers with high levels of self-efficacy are more likely to implement innovative instructional strategies, effectively manage classroom challenges, and remain committed to improving student learning outcomes (Hikmat & Hidayat, 2026). Within the SLAC framework, teachers strengthen their self-efficacy through collaborative interactions, peer modeling, constructive feedback, and shared professional experiences (Lugtu, 2023). As teachers observe successful instructional practices demonstrated by colleagues and receive affirmation for their own efforts, they develop greater confidence in their teaching abilities. Ayilimba et al. (2025) likewise found that collaborative professional learning environments significantly enhanced teachers' instructional confidence and effectiveness. Thus, Self-Efficacy Theory explains how SLAC contributes not only to the acquisition of pedagogical knowledge but also to the development of teachers' confidence in applying that knowledge effectively (Tatao, 2023).

The present study is likewise supported by Experiential Learning Theory, which posits that knowledge is constructed through concrete experiences followed by reflection, conceptualization, and application (Lin et al., 2025). The cyclical nature of experiential learning closely aligns with the design of the School Learning Action Cell, where teachers continuously examine classroom experiences, implement instructional innovations, evaluate outcomes, and refine their teaching practices through collaborative reflection. Unlike traditional lecture-based professional development, SLAC emphasizes authentic classroom experiences as the primary source of professional learning. The Department of Education has institutionalized the School

Learning Action Cell (SLAC) as a practice-based professional development strategy that encourages teachers to learn from authentic instructional experiences (Dilay & Ramos, 2024). Likewise, experiential learning within SLAC has been shown to promote instructional improvement, collaborative learning, and continuous teacher development (Culajara, 2023; Macapodi & Labitad, 2025). Ultimately, teachers become active constructors of professional knowledge through repeated cycles of experience, reflection, and improvement (Abakah, 2023).

The principles of teacher professional development within SLAC are also explained by Malcolm Knowles' Adult Learning Theory, commonly referred to as Andragogy (Shoulars, 2025). Knowles argued that adults are self-directed learners who are motivated to learn when educational experiences are relevant, practical, and immediately applicable to their professional responsibilities. As adult learners, teachers participating in SLAC actively contribute their classroom experiences, collaboratively solve instructional problems, and directly apply newly acquired knowledge to improve their classroom practices. Professional development programs grounded in adult learning principles have been shown to produce higher levels of teacher engagement, active participation, and instructional effectiveness. Accordingly, Adult Learning Theory further supports the SLAC Program as a teacher-centered, context-responsive approach to continuous professional learning.

Finally, Jack Mezirow's Transformative Learning Theory explains that meaningful professional growth occurs when individuals critically examine their assumptions, beliefs, and existing perspectives, leading to transformative changes in practice (Javed, 2023). Within SLAC sessions, teachers critically reflect on their instructional approaches, engage in professional dialogue, and reconstruct their understanding of effective teaching based on shared experiences and evidence-based practices. Transformative learning within professional learning communities has been found to promote sustained instructional improvement, professional identity formation, and continuous reflective practice. Therefore, Transformative Learning Theory highlights SLAC's capacity to foster lasting changes in teachers' instructional beliefs, practices, and professional competence (Binongo, 2026).

In addition to these theoretical foundations, the present study is supported by several legal and policy frameworks that institutionalize teacher professional development and the implementation of the School Learning Action Cell in Philippine basic education. Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001, establishes the policy of decentralizing educational governance by empowering schools and school heads to address local educational needs through school-based management. This law authorizes school administrators to implement programs that promote instructional quality and continuous teacher development (Bucud, 2024). The implementation of the School Learning Action Cell aligns with this mandate by providing a structured school-based professional development mechanism that addresses teachers' instructional concerns and promotes collaborative learning.

Similarly, Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, institutionalized the K to 12 Basic Education Program and emphasized the need to strengthen curriculum implementation through quality teaching, learner-centered instruction, and continuous teacher development (De Regla, 2026). Since successful curriculum implementation largely depends on competent teachers, the School Learning Action Cell serves as an effective professional development strategy that enables teachers to improve their pedagogical knowledge, instructional practices, and assessment competencies, consistent with the goals of the K to 12 curriculum.

More specifically, Department of Education Order No. 35, s. In 2016, the Learning Action Cell was institutionalized as the official school-based continuing professional development strategy of the Department of Education (Eslabra & Talosig, 2026). The policy defines SLAC as a formal professional learning community where teachers regularly collaborate to address curriculum implementation, classroom instruction, learner assessment, and other school-based concerns. As such, this issuance serves as the primary legal foundation for implementing the SLAC Program examined in the present study.

Finally, Department of Education Order No. 42, s. 2017, which adopted the Philippine Professional Standards for Teachers (PPST), establishes the national framework for teacher quality by identifying the competencies expected of beginning and experienced teachers (Oriol & Estrellan, 2025). The PPST serves as the basis for teacher professional development initiatives throughout the country. Since SLAC activities are specifically designed to strengthen teachers' competencies in content knowledge, pedagogy, classroom management, assessment, and professional collaboration, the program directly supports the attainment of the PPST-prescribed professional standards. Consequently, this policy provides a strong legal basis for examining the influence of the School Learning Action Cell Program on teachers' instructional competence.



Methodology

Research Design

The study used a descriptive-survey research design to collect information on the School Learning Action Cell Program and teachers' instructional competence at San Miguel Central Elementary School, San Miguel District, Division of Bohol. Given that the research tool was survey-based, the design was considered suitable for the investigation. The percentage, frequency, weighted mean, standard deviation, and Pearson correlation were the statistical techniques that were employed. Moreover, a noteworthy correlation between the specified variables was ascertained, hence augmenting the relevance of the design.

Research Locale

The researchers conducted this study at San Miguel Central Elementary School in the San Miguel District of the Division of Bohol. San Miguel Central Elementary School, established in 1937, stands as one of the most prominent public elementary schools in the municipality of San Miguel. Its existence is a testament to the dedication of local leaders, educators, and community members who envisioned a central learning institution to meet the educational needs of children in the district. The school's early years were marked by modest facilities and a limited teaching staff, yet it produced academically competent and well-rounded learners. Over time, it expanded to accommodate the growing number of enrollees from the Poblacion and nearby barangays. Its central location within the municipality ensures accessibility for learners who walk or commute daily to attend classes. Today, San Miguel Central Elementary School serves as the district's main campus, with a steadily increasing student population in both regular and special programs. The school offers SPED and a complete Kindergarten-to-Grade 6 curriculum, supported by dedicated teachers, school administrators, and non-teaching staff. It also houses functional learning facilities such as classrooms, a library, and a canteen, which contribute to a conducive learning environment. Aligned with the Department of Education's vision and mission, the school actively participates in national and regional initiatives, including the Academic Recovery and Accessible Learning Program in Reading (ARAL-Reading Program), as per DepEd Memorandum No. 064, s. 2025. This program aims to provide timely, responsive, and effective support to learners who fall below the expected reading proficiency levels, enabling them to catch up with the grade-level expectations set by the Department of Education (DepEd). San Miguel Central Elementary School upholds the principles of Education for All (EFA), striving to provide equitable, high-quality education while nurturing learners' multiple intelligences. With strong support from parents, community stakeholders, and the local government, the school remains committed to innovation, inclusivity, and the holistic development of every child.

Research Participants

The study's respondents comprised a school head and 33 teachers from San Miguel Central Elementary School, providing a comprehensive view of the school's leadership and teaching staff. The school head comprises 3% of the total respondents, while the teachers make up the majority at 97%. This distribution ensures that the study captures both leadership perspectives and the views of the teaching staff, offering a balanced approach to understanding the effectiveness of Learning Action Cells (LACs) within the school. The diverse respondent group enables a thorough exploration of how professional development practices, such as LACs, are perceived and implemented across various roles in educational settings.

Research Instrument

The instrument was divided into three parts: a profile of the respondents, a survey form on teachers, and an assessment of the impact of the school learning action cell on their teaching competence. The first part of the questionnaire included the demographic profile of the teachers, which included their age, sex, highest educational attainment, number of years in service, and number of relevant training/seminars/workshops attended. The second component of the questionnaire focuses on the impact of the school learning action cell and teachers' instructional competence, which was taken from the study by Antiola and Fernal (2024) entitled *Impact of School Learning Action Cell Program on teachers' instructional competence in Misamis Oriental: Basis for Professional Development Plan*.

Data Gathering Procedure

First, an approval letter was sent to the principal of Estaca Integrated School to seek permission to conduct the study. Once the approval was granted, a link to the questionnaire was distributed to the respondents. They were allotted sufficient time, ideally 20-30 minutes, to complete the questionnaire. The data collected was submitted to a statistician for statistical analysis. Subsequently, the data underwent further

presentation, analysis, and interpretation with the guidance of the research adviser. A final draft of the study was submitted for finalization and any necessary corrections.

Results and Discussions

Research Question 1: What is the level of the impact of the school learning action cell program in terms of teaching-learning process, teachers' success, teachers' support, and collaboration?

Table 1. Teaching and Learning Process

	Indicators	WM	SD	Interpretation
1.	Monitors student participation, interest, and involvement in class activities and discussions.	4.83	0.378	Strongly Agree
2.	Assesses students' understanding and provides timely feedback to help them identify areas for improvement.	4.74	0.365	Strongly Agree
3.	Communicates learning goals and outcomes for each lesson or course so that students know what to expect.	4.74	0.365	Strongly Agree
4.	Encourages active learning through group activities, problem solving, discussions, and hands-on experiences to promote deeper understanding.	4.83	0.378	Strongly Agree
5.	Uses a variety of teaching techniques such as lectures, multimedia, case studies, and experiential learning to cater to different learning styles.	4.40	0.321	Strongly Agree
6.	Utilizes educational technology to enhance learning, such as online resources, digital tools, and learning management systems.	4.77	0.369	Strongly Agree
7.	Focuses on the needs and interests of the individual, adapting instruction to their abilities and preferences.	4.69	0.357	Strongly Agree
8.	Encourages educators to reflect on their teaching methods and make adjustments based on student outcomes and feedback.	4.77	0.369	Strongly Agree
9.	Uses innovative teaching approaches and adapts to changes in education trends and technology.	4.77	0.369	Strongly Agree
10.	Measures student achievement through standardized tests, project assessments, and other relevant metrics.	4.74	0.365	Strongly Agree
	Average Mean	4.73	0.364	Strongly Agree

Table 1 presents the respondents' assessment of the impact of the School Learning Action Cell (SLAC) Program on the teaching-learning process. The overall average weighted mean of 4.73, with a standard deviation of 0.364, was interpreted as "Strongly Agree". The highest mean of 4.83 with a standard deviation of 0.378 was obtained by the indicators "Monitors student participation, interest, and involvement in class activities and discussions" and "Encourages active learning through group activities, problem solving, discussions, and hands-on experiences to promote deeper understanding," both interpreted as Strongly Agree, signifying that the respondents most positively perceived this aspect of the program. On the other hand, the lowest mean of 4.40 with a standard deviation of 0.321 was recorded for the indicator "Uses a variety of teaching techniques such as lectures, multimedia, case studies, and experiential learning to cater to different learning styles." Despite having the lowest mean scores, these indicators were still interpreted as Strongly Agree, indicating that all aspects of teachers' success were consistently rated very positively by the respondents.

The findings imply that the School Learning Action Cell (SLAC) Program effectively supports the teaching-learning process by promoting instructional practices that foster active student participation and engagement, and the continuous monitoring of learning. The consistently high ratings across all indicators suggest that teachers perceive SLAC as a valuable professional development initiative that enhances various aspects of classroom instruction. However, the relatively low rating for the use of varied teaching techniques indicates an opportunity to strengthen further teachers' capacity to integrate diverse instructional strategies that address different learning styles, thereby maximizing the effectiveness of the teaching-learning process.

Furthermore, the School Learning Action Cell (SLAC) Program serves as a collaborative professional development mechanism that enables teachers to strengthen their instructional competence through shared learning, reflective practice, and the exchange of effective teaching strategies (Tulang et al., 2023). By providing opportunities for teachers to analyze classroom experiences and collaboratively address instructional challenges, the program promotes continuous professional growth and enhances instructional quality (Cojorn, 2024). Moreover, a collaborative learning environment encourages teachers to adopt learner-

centered approaches, refine their pedagogical practices, and respond more effectively to students' diverse needs (Mir, 2025). While professional collaboration contributes to instructional improvement, sustained capacity-building initiatives that expose teachers to a wider range of evidence-based teaching strategies remain essential for fostering instructional innovation and ensuring that classroom practices continue to meet the evolving demands of education (Petar, 2024).

Table 2. Teachers' Success

Indicators	WM	SD	Interpretation
1. Supports ongoing professional development opportunities for co-teachers to enhance their skills, stay updated on best practices, and expand their knowledge.	4.66	0.353	Strongly Agree
2. Pairs less experienced teachers with mentor teachers who can provide guidance, share expertise, and offer constructive feedback.	4.66	0.353	Strongly Agree
3. Collaborates among teachers within and across grade levels and subject areas to exchange ideas and share effective teaching strategies.	4.69	0.357	Strongly Agree
4. Fosters a culture of reflection where teachers regularly analyze their teaching methods and outcomes, leading to continuous improvement.	4.69	0.357	Strongly Agree
5. Helps administrators and school leaders provide a supportive environment where teachers feel valued, respected, and empowered.	4.83	0.378	Strongly Agree
6. Establishes feedback mechanisms for teachers to receive input from the students, colleagues, and administrators to help them refine their teaching approaches.	4.74	0.365	Strongly Agree
7. Implements fair and transparent evaluation systems that recognize and reward effective teaching, possibly through merit-based incentives.	4.74	0.365	Strongly Agree
8. Promotes teacher well-being by acknowledging the importance of a healthy work-life balance and providing support services when needed.	4.74	0.365	Strongly Agree
9. Upholds high standards of professional ethics and integrity among teachers.	4.77	0.369	Strongly Agree
10. Encourages co-teachers to engage with the broader community, including participating in community service projects or involving local experts in the classroom.	4.66	0.353	Strongly Agree
Average Mean	4.72	0.362	Strongly Agree

Table 2 presents the respondents' assessment of the impact of the School Learning Action Cell (SLAC) Program on teachers' success. The overall average weighted mean of 4.72, with a standard deviation of 0.362, was interpreted as "Strongly Agree". The indicator, "Helps administrators and school leaders provide a supportive environment where teachers feel valued, respected, and empowered," had the highest mean of 4.83 with a standard deviation of 0.378 and was interpreted as Strongly Agree. On the other hand, the lowest mean of 4.66 with a standard deviation of 0.353 was recorded for the indicators "Supports ongoing professional development opportunities for co-teachers to enhance their skills, stay updated on best practices and expand their knowledge," "Pairs less experienced teachers with mentor teachers who can provide guidance, share expertise, and offer constructive feedback," and "Encourages co-teachers to engage with the broader community, including participating in community service projects or involving local experts in the classroom," all of which were likewise interpreted as Strongly Agree. Overall, the results indicate that all indicators under teachers' success received a Strongly Agree rating.

The findings imply that the School Learning Action Cell (SLAC) Program is perceived as fostering teachers' professional success by providing a supportive environment that encourages continuous professional growth, collaboration, reflective practice, and adherence to professional standards. The emphasis on making teachers feel valued, respected, and empowered highlights the perceived importance of administrative support in promoting teachers' professional development. Moreover, the inclusion of feedback mechanisms, fair evaluation, and teacher well-being reflects a comprehensive approach to supporting teachers in their professional roles. While ongoing professional development, mentoring, and community engagement received

comparatively lower ratings, these aspects were still strongly affirmed, indicating that respondents generally perceive all dimensions of teachers' success as being effectively supported through the SLAC Program.

The School Learning Action Cell (SLAC) Program serves as a collaborative professional development mechanism that strengthens teachers' knowledge, instructional competence, and professional practice through continuous learning and collegial support (Moises & Maguate, 2023). Through mentoring opportunities, reflective practice, and the exchange of professional knowledge, the program fosters a culture of continuous learning and ongoing professional growth among teachers (Maipath & Zulu, 2025). A supportive school environment strengthens teachers' motivation, commitment, and confidence in delivering effective instruction while upholding professional ethics and accountability. In addition, constructive feedback and recognition of teachers' contributions help create a positive professional atmosphere that encourages both personal development and collaborative improvement (Akinlar et al., 2025; Kilag & Sasan, 2023). While professional growth is an ongoing journey, continuous support through mentoring, collaborative engagement, and capacity-building programs remains important in further strengthening teachers' competencies and sustaining their long-term professional development.

Table 3. Teachers' Support

	Indicators	WM	SD	Interpretation
1.	Acknowledges teachers who actively support their colleagues, fostering a positive atmosphere.	4.74	0.365	Strongly Agree
2.	Collaborates on teaching efforts where teachers co-teach classes or projects, combining their expertise.	4.74	0.365	Strongly Agree
3.	Helps teachers regularly share student performance data to identify trends and adapt instructional approaches accordingly.	4.60	0.345	Strongly Agree
4.	Supports for ongoing professional development, including opportunities for workshops and training.	4.74	0.365	Strongly Agree
5.	Opens communication where teachers feel comfortable discussing challenges and seeking advice from one another.	4.77	0.369	Strongly Agree
6.	Helps teachers access a shared repository of teaching materials.	4.74	0.365	Strongly Agree
7.	Help teachers conduct peer observations and provide constructive feedback to help each other improve their teaching practices.	4.86	0.382	Strongly Agree
8.	Let the teachers meet regularly to share ideas, resources, and experiences related to teaching and learning.	4.83	0.378	Strongly Agree
9.	Regulates teachers to engage in collaborative planning sessions where they discuss lesson plans, teaching strategies, and curriculum development.	4.86	0.382	Strongly Agree
10.	Let the experienced teacher mentor newer colleagues, offering guidance and support.	4.74	0.365	Strongly Agree
	Average Mean	4.76	0.368	Strongly Agree

Table 3 presents the respondents' assessment of the impact of the School Learning Action Cell (SLAC) Program on teachers' support. The overall average weighted mean of 4.76, with a standard deviation of 0.368, was interpreted as "Strongly Agree". The indicators had the highest mean of 4.86, with a standard deviation of 0.382. "Helps teachers conduct peer observations and provide constructive feedback to help each other improve their teaching practices," and "Regulates teachers to engage in collaborative planning sessions where they discuss lesson plans, teaching strategies, and curriculum development," both of which were interpreted as Strongly Agree. On the other hand, the lowest mean, 4.60, with a standard deviation of 0.345, was recorded for the indicator "Helps teachers regularly share student performance data to identify trends and adapt instructional approaches accordingly," which was likewise interpreted as Strongly Agree. Overall, the results indicate that all indicators under teachers' support received a Strongly Agree rating.

The findings reveal that respondents strongly agree that the School Learning Action Cell (SLAC) Program contributes to teachers' success by fostering a supportive environment in which teachers feel valued, respected, and empowered. This indicates that respondents recognize administrative support as a key factor in promoting teachers' professional growth and overall effectiveness. The high ratings for professional ethics, constructive feedback, fair evaluation, and teacher well-being further suggest that teachers' success is perceived as extending beyond instructional competence to encompass professional conduct, recognition, and personal welfare. Although professional development, mentoring, and community engagement received the

lowest mean scores, they were still rated "Strongly Agree," reflecting respondents' positive perceptions of these aspects within the program.

Teacher support is strengthened through a collaborative professional culture that encourages shared responsibility, open communication, and continuous learning among educators. Collaborative practices such as peer observation, mentoring, joint lesson planning, and the exchange of instructional resources enable teachers to learn from one another, refine their pedagogical approaches, and address instructional challenges more effectively (Ghamrawi & Ghamrawi, 2024). Furthermore, a supportive environment fosters trust, collegiality, and professional confidence, allowing teachers to engage in reflective practice and collective problem-solving actively. These collaborative processes contribute to the development of a learning community where knowledge and expertise are continuously shared to improve instructional quality (Caballes, 2023). Sustaining such initiatives, particularly by strengthening the use of student performance data to inform instructional decisions, can further enhance collaborative teaching practices and support evidence-based improvements in classroom instruction (Gahite, 2024).

Table 4: Collaboration

	Indicators	WM	SD	Interpretation
1.	Gives feedback loops where teachers provide input on leadership practices, and school leaders offer constructive feedback on teaching and classroom management.	4.77	0.369	Strongly Agree
2.	Gives resolution processes in place or issues that may arise between school leaders and teachers.	4.74	0.365	Strongly Agree
3.	Gives both school leaders and teachers a clear understanding of the school's mission, vision, and educational goals, and they work together to achieve them.	4.77	0.369	Strongly Agree
4.	Gives regular, open, and honest communication between school leaders and teachers, where feedback and ideas are welcomed and valued.	4.74	0.365	Strongly Agree
5.	Involves teachers in decision-making processes related to school policies, curriculum development, and resource allocation.	4.74	0.365	Strongly Agree
6.	Allows time for teachers to meet and collaborate without feeling rushed or overloaded.	4.74	0.365	Strongly Agree
7.	Help celebrate success and milestones that both teachers and school leaders contribute to the school's achievements.	4.83	0.378	Strongly Agree
8.	Help school leaders to actively support and encourage teachers' professional growth by providing access to relevant training and development opportunities.	4.77	0.369	Strongly Agree
9.	Involves teachers in key decisions related to school policies, curriculum development, and resource allocation.	4.83	0.378	Strongly Agree
10.	Shares commitment to the success and well-being of students, with both school leaders and teachers actively involved in student support and enrichment programs	4.77	0.369	Strongly Agree
	Average Mean	4.77	0.370	Strongly Agree

Table 4 presents the respondents' assessment of the impact of the School Learning Action Cell (SLAC) Program on collaboration. The overall average weighted mean of 4.77, with a standard deviation of 0.370, was interpreted as "Strongly Agree". The indicators had the highest mean, 4.83, with a standard deviation of 0.378. "Helps celebrate success and milestones that both teachers and school leaders contribute to the school's achievements," and "Involves teachers in key decisions related to school policies, curriculum development, and resource allocation," both of which were interpreted as Strongly Agree. On the other hand, the lowest mean of 4.74 with a standard deviation of 0.365 was recorded for the indicators "Gives resolution processes in place for issues that may arise between school leaders and teachers," "Gives regular, open, and honest communication between school leaders and teachers, where feedback and ideas are welcomed and valued," "Involves teachers in decision-making processes related to school policies, curriculum development, and resource allocation," and "Allows time for teachers to meet and collaborate without feeling rushed or overloaded," all of which were

likewise interpreted as Strongly Agree. Overall, the results indicate that all indicators under collaboration received a Strongly Agree rating.

The findings indicate that respondents strongly agree that the School Learning Action Cell (SLAC) Program contributes to teachers' success across various aspects of their professional practice. The highest rating for providing a supportive environment in which teachers feel valued, respected, and empowered suggests that respondents associate teachers' success with a positive, supportive school environment. Likewise, the strong ratings for professional ethics, feedback mechanisms, fair evaluation, collaboration, reflective practice, and teacher well-being indicate that respondents view these as integral components of teachers' professional growth and development. Although professional development opportunities, mentoring, and community engagement received comparatively lower mean scores, these indicators were likewise rated Strongly Agree, suggesting that respondents recognize their importance as elements of teachers' success. Overall, the findings reflect respondents' perception that teachers' success encompasses instructional, professional, and interpersonal dimensions, all of which are supported by the SLAC Program.

Collaboration among teachers serves as a fundamental driver of professional growth by creating opportunities to exchange knowledge, share effective instructional practices, and collectively address classroom challenges. Through collaborative engagement, teachers strengthen their pedagogical competence, develop reflective practices, and build professional confidence, thereby enabling them to improve their instructional effectiveness (Kolajo, 2025) continuously. Collaborative professional learning also cultivates a supportive school culture where teachers learn from one another, receive constructive feedback, and develop a shared commitment to improving educational outcomes (Ockerman & Bagui, 2024; Nor et al., 2024). Moreover, sustained collaboration reinforces professional accountability and encourages collective responsibility for both individual and school-wide success, making it an essential component of teachers' continuous professional development (Klassen, 2025; Welch, 2024).

Research Question 2: What is the level of the teachers' instructional competence in terms of teaching skills, classroom management skills, guidance skills, and evaluation skills?

Table 5. Teaching Skills

	Indicators	WM	SD	Interpretation
1.	I select, prepare, and utilize instructional materials.	4.74	0.365	Always
2.	I demonstrate the ability to conduct lessons using a variety of teaching methods.	4.74	0.365	Always
3.	I analyze and identify specific learning tasks.	4.54	0.338	Always
4.	I show evidence of mastery of subject matter by developing in learners creative thinking and reasoning	4.66	0.353	Always
5.	I motivate learners effectively.	4.71	0.361	Always
6.	I serve as an effective classroom leader by giving the learner a chance to participate in the class discussion.	4.49	0.331	Always
7.	I prepare a suitable lesson plan for my objectives	4.77	0.369	Always
8.	I provide varied learning experiences for effective learning.	4.63	0.349	Always
9.	I tie up the lesson with local/national trends and issues.	4.46	0.327	Always
10.	I use effective educational technology tools and resources	4.63	0.349	Always
	Average Mean	4.64	0.351	Always

The results indicate that the respondents' level of teaching skills is consistently high, as reflected in the overall weighted mean of 4.64 and a standard deviation of 0.351. The indicator "I prepare a suited lesson plan to my objectives" obtained the highest weighted mean of 4.77 with a standard deviation of 0.369, which was interpreted as Always. Meanwhile, the indicator "I tie up lesson with local/national trends and issues" obtained the lowest weighted mean of 4.46 with a standard deviation of 0.327, which was likewise interpreted as Always. Despite having the lowest mean, the indicator remained within the Always descriptive equivalent. Overall, all indicators under teaching skills were interpreted as Always, indicating a consistently high level of teaching skills among the respondents.

The findings indicate that the respondents consistently demonstrate the essential teaching competencies necessary for effective classroom instruction. The highest rating for lesson planning suggests that teachers place strong emphasis on aligning instructional activities with intended learning objectives, reflecting careful preparation in the teaching process. Meanwhile, the comparatively lower rating for integrating local and national trends and issues into lessons indicates an opportunity to further strengthen

contextualized instruction by encouraging teachers to connect learning content more consistently to real-world and contemporary issues. Overall, the results imply that while teachers exhibit a high level of teaching competence, continued professional development may further enhance the integration of contextual learning experiences into classroom instruction.

Effective lesson planning serves as the foundation of quality instruction by ensuring that learning objectives, teaching strategies, instructional materials, and assessment activities are systematically aligned (Kizi, 2024). Careful planning enables teachers to deliver coherent and purposeful lessons that maximize learning opportunities and address learners' diverse educational needs (Abdulayeva, 2024). Furthermore, strengthening teachers' capacity to integrate real-world contexts into classroom instruction therefore promotes meaningful learning experiences and better prepares learners to become informed, critical, and socially responsible individuals (Jaramillo & Ubaub, 2026).

Table 6. Classroom Management Skills

	Indicators	WM	SD	Interpretation
1.	I prepare adequately for the day's learning activity	4.54	0.338	Always
2.	I start learning activities promptly	4.37	0.318	Always
3.	I provide a permissive, stimulating atmosphere that encourages pupils to raise questions.	4.63	0.349	Always
4.	I maintain discipline in the classroom.	4.69	0.357	Always
5.	I administer tests effectively.	4.60	0.345	Always
6.	I returned corrected papers and other works.	4.57	0.342	Always
7.	I set a well-arranged physical classroom layout.	4.54	0.338	Always
8.	I use positive behavior reinforcement techniques.	4.69	0.357	Always
9.	I build positive rapport with students.	4.34	0.315	Always
10.	I encourage student participation and enthusiasm for learning.	4.77	0.369	Always
	Average	4.57	0.343	Always

Table 6 presents the respondents' level of classroom management skills. The overall average weighted mean of 4.57, with a standard deviation of 0.343, was interpreted as "Always," indicating that the respondents consistently demonstrate effective classroom management practices. The highest mean, 4.77, with a standard deviation of 0.369, was obtained for the indicator "I encourage student participation and enthusiasm for learning," which was interpreted as Always. On the other hand, the lowest mean, 4.34, with a standard deviation of 0.315, was recorded for the indicator "I build positive rapport with students," which was likewise interpreted as Always. Overall, the results indicate that all indicators under classroom management skills were rated Always, reflecting respondents' consistent practice of effective classroom management strategies.

The findings indicate that the respondents consistently demonstrate classroom management practices that promote an organized, orderly, and conducive learning environment. The highest rating for encouraging student participation and enthusiasm reflects the respondents' consistent emphasis on fostering active learner engagement as an integral aspect of effective classroom management. In contrast, the relatively lower rating for establishing positive rapport with students suggests that this aspect, while still consistently practiced, may benefit from further enhancement. Overall, the findings indicate that respondents consistently exhibit effective classroom management skills, with opportunities to strengthen teacher–student relationships to support a more positive and supportive classroom environment.

Effective classroom management involves not only maintaining order but also creating a learning environment that encourages students to become actively engaged, supported, and motivated throughout the instructional process (Bonna, 2023). It requires teachers to establish structured classroom routines, implement appropriate behavior management strategies, and foster meaningful interactions that facilitate active learner participation. Moreover, developing positive teacher–student relationships is a fundamental component of effective classroom management, as these relationships promote mutual respect, strengthen student motivation, and contribute to a safe, inclusive, and supportive classroom climate (Ezinwa, 2024). The consistent implementation of these practices enhances the quality of classroom instruction and helps create learning conditions that are conducive to improved student outcomes.

Table 7. Guidance skills

	Indicators	WM	SD	Interpretation
1.	I provide lessons for the development and practices of habits of personal cleanliness, thrift, and wise use of leisure.	4.69	0.357	Always
2.	I show interest in pupils' problems and needs	4.57	0.342	Always
3.	I provide for the maximum involvement of pupils in the learning activities.	4.69	0.357	Always
4.	I stimulate pupils to elicit positive and active interaction and compliments.	4.74	0.365	Always
5.	I provide lessons for the development and practices.	4.71	0.361	Always
6.	I act as a mentor or coach for students, guiding personal and academic growth.	4.69	0.357	Always
7.	I assist students in setting clear academic and personal goals.	4.66	0.353	Always
8.	I help students develop study skills, time management, and organizational skills.	4.66	0.353	Always
9.	I collaborate with parents to address concerns and provide guidance.	4.41	0.322	Always
10.	I encourage students to advocate for themselves in academic and personal matters	4.69	0.357	Always
	Average	4.65	0.353	Always

Table 7 presents the respondents' level of guidance skills. The overall average weighted mean of 4.65 with a standard deviation of 0.353 was interpreted as Always, indicating that the respondents consistently demonstrate guidance-related competencies in their professional practice. The highest mean, 4.74, with a standard deviation of 0.365, was obtained for the indicator "I stimulate pupils to elicit positive and active interaction and compliments," which was interpreted as Always. On the other hand, the lowest mean, 4.41, with a standard deviation of 0.322, was recorded for the indicator "I collaborate with parents to address concerns and provide guidance," which was likewise interpreted as Always. Overall, the results indicate that all indicators under guidance skills were rated Always, reflecting respondents' consistent demonstration of guidance practices in supporting students' academic, personal, and social development.

The findings indicate that the respondents consistently perform their guidance responsibilities in promoting students' academic, personal, and social development. They further reflect that guidance practices are incorporated into teachers' regular instructional responsibilities rather than being confined to formal counseling activities. Although collaboration with parents and guardians received a comparatively lower rating, it remains consistently practiced. It represents an area that may be further strengthened to support a more coordinated approach to addressing students' needs in both school and home settings. Overall, the findings indicate that the consistent implementation of guidance-related practices contributes to learners' holistic development.

Guidance skills play a vital role in promoting students' holistic development by addressing not only their academic needs but also their personal, social, and emotional growth (Khotetele, 2024). Teachers who effectively provide guidance create supportive learning environments that encourage positive behavior, self-confidence, and responsible decision-making among learners. Moreover, meaningful collaboration among teachers, parents, and other stakeholders strengthens the support system available to students, enabling more comprehensive address of concerns and fostering shared responsibility for learners' overall development (Romanovska & Novak, 2024; Shqirat, 2024). Sustaining these guidance practices contributes to a more inclusive, responsive, and learner-centered educational environment.

Table 8. Evaluation Skills

	Indicators	WM	SD	Interpretation
1.	I determine learners' readiness for learning	4.34	0.315	Always
2.	I check homework and assignments.	4.63	0.349	Always
3.	I appraise daily what pupils have learned at the end of the lesson.	4.34	0.315	Always
4.	I analyze test results for possible changes in instructions.	4.57	0.342	Always
5.	I utilize it as an analytical aid for instructional purposes	4.54	0.338	Always
6.	I use data to adjust instructional strategies and content as needed.	4.54	0.338	Always
7.	I adjust teaching strategies based on real-time feedback from students.	4.57	0.342	Always
8.	I provide students with a clear picture of their overall performance.	3.91	0.282	Frequently
9.	I maintain the confidentiality of student assessment data.	4.66	0.353	Always
10.	I incorporate technology tools and software for assessment and data analysis.	3.77	0.278	Frequently
	Average	4.39	0.325	Always

Table 8 presents the respondents' level of evaluation skills. The overall weighted mean of 4.39, with a standard deviation of 0.325, was interpreted as Always, indicating that the respondents consistently demonstrate competencies in the assessment and evaluation of student learning. The indicator "I maintain the confidentiality of student assessment data" obtained the highest weighted mean of 4.66 with a standard deviation of 0.353, which was interpreted as Always. In contrast, the indicator "I incorporate technology tools and software for assessment and data analysis" recorded the lowest weighted mean of 3.77 with a standard deviation of 0.278, which was interpreted as Frequently. Overall, the findings indicate that the respondents consistently demonstrate evaluation skills, as reflected by the Always rating of most indicators. At the same time, the use of technology tools and software for assessment and data analysis, as well as providing students with a clear understanding of their overall performance, was rated frequently.

The findings imply that the respondents consistently apply evaluation practices that support the assessment and monitoring of student learning. They also suggest that ethical practices in assessment, particularly in maintaining the confidentiality of student information, are well observed in instructional practice. However, the comparatively lower ratings regarding the use of technology for assessment and data analysis indicate a need to strengthen further teachers' competence in integrating digital assessment tools and effectively communicating assessment results to learners. Overall, the findings imply that continued professional development in technology-enhanced assessment may further improve the effectiveness and efficiency of evaluation practices.

Evaluation skills are essential for ensuring that assessment practices accurately inform teaching and support student learning (Abdul Razak et al., 2023). Effective evaluation enables teachers to make evidence-based instructional decisions, monitor learner progress, and identify areas requiring intervention or enrichment. As assessment practices continue to evolve, integrating technology into evaluation processes enhances the efficiency, accuracy, and timeliness of data collection, analysis, and feedback (Meylani, 2024). Likewise, maintaining ethical standards in assessment and providing meaningful feedback to learners promotes transparency, accountability, and continuous improvement in the teaching-learning process (Gbadago et al., 2025). Strengthening these evaluation practices contributes to a more responsive, data-informed, and learner-centered educational environment.

Research Question 3: Is there a significant relationship between the level of impact of the school learning action cell program on teachers' instructional competence?

Table 9. Impact of SLAC Program and Teachers' Instructional Competence

Variables	r-value	Strength of Correlation	p - value	Decision	Remarks
Impact of SLAC Program and Teachers' Instructional Competence	0.971	Strong Positive Correlation	0.0001	Reject Ho	Significant

Table 9 presents the correlation between the SLAC Program's impact and teachers' instructional competence. The obtained r-value of 0.971 reveals a very strong positive relationship between the two variables. This indicates that higher levels of SLAC Program impact are associated with higher levels of teachers' instructional competence. The result suggests that the SLAC Program may serve as a meaningful mechanism to enhance teachers' instructional practices, pedagogical skills, and professional development.

Moreover, the p-value of 0.0001, which is below the 0.05 significance level, indicates that the relationship is statistically significant. Therefore, the null hypothesis is rejected. This means there is sufficient evidence to conclude that the impact of the SLAC Program is significantly related to teachers' instructional competence. Hence, the findings affirm that the SLAC Program contributes positively to teachers' professional improvement and instructional effectiveness.

The findings underscore the importance of the School Learning Action Cell (SLAC) Program as a school-based professional development strategy that fosters teachers' instructional competence through collaborative learning, reflective practice, and the continuous exchange of pedagogical knowledge. Regular participation in collaborative professional learning enables teachers to refine their instructional strategies, strengthen classroom management, enhance guidance practices, and improve assessment competencies in response to learners' needs (Khasawneh et al., 2023). Furthermore, sustained engagement in structured professional development cultivates a culture of continuous improvement, shared accountability, and collective responsibility for instructional excellence (Abbaspour et al., 2024). These conditions reinforce teachers' capacity to adapt to changing educational demands while promoting high-quality teaching practices that improve educational outcomes.

Research Question 4: What are the issues and concerns encountered in the implementation of the learning action cell on the teachers' instructional competence?

Table 10. Issues and Concerns in Implementing SLAC

Issues and Concerns	Rank
Evaluating the effectiveness of SLAC programs in terms of student outcomes or teacher performance can be challenging.	1
After SLAC sessions, there may be insufficient follow-up or practical implementation of the ideas discussed.	2
There may be insufficient time or structure for teachers to reflect on SLAC experiences or provide feedback for improvement.	3
A lack of resources, such as teaching materials or technology, can hinder the successful implementation of SLAC.	4
Teachers may have varying levels of expertise and teaching styles, making it difficult to create one-size-fits-all solutions in SLAC.	5
Limited time within the school schedule can hinder teachers from fully participating in SLAC sessions.	6
Teachers may not receive sufficient training or preparation to engage in SLAC activities effectively.	7
Teachers may struggle to balance SLAC participation with their regular teaching responsibilities, leading to burnout.	8
Teachers may resist new methodologies or collaborative approaches promoted through SLAC.	9
Not all teachers may actively participate in SLAC sessions, which can affect the program's overall effectiveness.	10

Table 10 presents the key issues and concerns encountered during the implementation of School Learning Action Cell (SLAC) sessions, ranked by severity or frequency. The results show that the most prominent challenge is the difficulty in evaluating the effectiveness of SLAC programs (Rank 1). This indicates that schools struggle to measure whether SLAC activities lead to improved student outcomes or enhanced teacher performance. Without clear evaluation mechanisms, it becomes difficult to justify the continuation or improvement of the program. A qualitative study by Sales (2024) on LAC implementation reported that one major challenge faced by teachers is schedule conflicts and limited time to participate in collaborative sessions due to other classroom duties and workloads. This aligns with concerns about teacher time constraints for both instructional planning and professional development within SLAC/LAC contexts, as difficulties managing schedules reduce the time available for collaborative reflection and reading instruction practices.

The second-ranked issue highlights the lack of follow-up or practical application after SLAC sessions. This suggests that while discussions may be productive, there is a gap in translating ideas into actual classroom practices. This weakens the impact of SLAC as a professional development strategy. Research on Filipino



teachers' professional development identified time limitations and heavy workloads as significant barriers to participation in professional development and instructional planning, with time constraints ranking closely behind financial barriers. These constraints reduce teachers' opportunities to engage in SLAC sessions and to follow through on the effective implementation of reading and instructional strategies (Guzman, 2025).

Ranked third is the insufficient time or structure for reflection and feedback. Reflection is necessary for professional growth, but the findings suggest that teachers are not consistently given opportunities to process their learning or suggest improvements to SLAC sessions. Studies on classroom conditions show that overcrowded classrooms pose major challenges for managing instructional activities, individualized monitoring, and differentiated support—issues closely linked to the practical application of SLAC/LAC-generated strategies for improved reading instruction and classroom practices (Vakili et al., 2024).

Another key concern in implementing SLAC is the lack of resources, including instructional materials and technology, which limits teachers' ability to apply the strategies discussed, particularly those that require specific tools or digital support. Additionally, the diversity in teachers' expertise and teaching styles makes it challenging to design sessions that are equally relevant to all, as a uniform approach may not effectively address individual professional needs. A study by Banzon and Elan (2025) on teacher professional development in literacy highlighted that adequate training, workshops, and resources are critical in supporting effective reading instruction. Where teachers lack such ongoing training, instructional quality and the implementation of reading interventions suffer.

Time constraints also significantly affect SLAC participation, as limited scheduling options prevent full engagement and make it difficult for teachers to balance these sessions with their regular responsibilities, sometimes leading to burnout. Although less frequently reported, issues such as insufficient training, resistance to new methodologies, and low participation still impact the program's effectiveness by reducing collaboration and limiting the exchange of best practices. Furthermore, professional learning documented challenges such as limited time, learner behavior, restricted resources, and inadequate training, all of which make it difficult for teachers to adapt strategies for diverse learner needs, barriers that SLAC/LAC sessions aim to mitigate but often do not fully overcome without systemic support (Amirol, 2025; Beaton et al., 2021; De Jong et al., 2025). Overall, the results suggest that systemic issues, including evaluation gaps, lack of follow-through, time constraints, and resource limitations, influence the effectiveness of SLAC implementation. Addressing these concerns requires structured monitoring, sustained support, adequate resources, and strategies to increase teacher engagement and participation.

Ethical Considerations

This study was conducted in accordance with established ethical principles governing educational research to safeguard the rights, dignity, and welfare of all participants. Prior to conducting the study, formal approval was obtained from the Department of Education, the Schools Division Office, and the School Principal of the participating institution. Informed consent was secured from all participants after they were provided with a clear explanation of the study's objectives, research procedures, potential benefits, and their rights as participants, including the right to decline participation or withdraw from the study at any stage without penalty or adverse consequences. The principles of confidentiality and anonymity were strictly observed throughout the research process. Participants' identities were protected through the use of identification codes, and no personally identifiable information was disclosed in the analysis, interpretation, or presentation of the findings. Any academic records utilized in the study were accessed only with the necessary authorization and managed in full compliance with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173). All data collected was used exclusively for research purposes, securely stored, and made accessible only to the researcher. Furthermore, the study ensured that participants were not exposed to any form of physical, psychological, emotional, or social harm. The research instrument consisted solely of non-invasive survey items, and data collection was conducted at a time that minimized disruption to participants' academic responsibilities while avoiding any form of coercion or undue influence. Throughout the study, the researchers adhered to the ethical principles of voluntary participation, beneficence, respect for people, fairness, objectivity, and academic integrity to ensure the credibility and ethical soundness of the research process.

Conclusion

The study concluded that the School Learning Action Cell (SLAC) Program has a significant and positive impact on teachers' instructional competence at San Miguel Central School. Teachers generally view the SLAC Program as highly impactful in enhancing the teaching-learning process, promoting teacher success, strengthening teacher support, and fostering collaboration. Additionally, teachers demonstrated a high level of instructional competence in teaching, classroom management, guidance, and evaluation. The

study further concludes that a significant relationship exists between the impact of the SLAC Program and teachers' instructional competence, indicating that effective implementation of the program contributes to the continuous professional growth and instructional effectiveness of teachers. However, despite its positive impact, the implementation of the SLAC Program is constrained by challenges such as limited resources, time constraints, inadequate follow-up, varying teacher expertise, and low participation, highlighting the need for an enhanced implementation plan to strengthen its effectiveness and sustainability.

Recommendations

Based on the findings, the study recommended that the school administration adopt the proposed School Learning Action Cell (SLAC) Enhancement Implementation Plan to strengthen program implementation and further improve teachers' instructional competence. The District and Division Offices were encouraged to provide continuous technical assistance, adequate resources, and regular monitoring to ensure the effective and sustainable implementation of SLAC activities across schools. School heads were advised to facilitate regular SLAC sessions, provide mentoring and classroom support, and foster a collaborative professional learning environment among teachers. Ultimately, Teachers were encouraged to actively participate in SLAC activities and apply the knowledge, skills, and best practices gained to enhance their teaching, classroom management, guidance, and evaluation competencies.

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