

Assessing the Effectiveness of the School Learning Action Cell in Addressing Teachers' Needs in Malbug National High School

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Abstract

This study assessed the effectiveness of the School Learning Action Cell (LAC) in addressing the professional needs of teachers in Malbug National High School. Anchored on Social Learning Theory, Communities of Practice Theory, and Adult Learning Theory, the study examined teachers' professional needs in instructional strategies, classroom management, assessment and evaluation practices, curriculum planning and implementation, educational technology, collaboration, administrative support, and monitoring mechanisms. A quantitative descriptive–correlational research design was employed using a researcher-made survey questionnaire administered to forty-six teachers through total population sampling. Frequency count, percentage, weighted mean, and Pearson Product–Moment Correlation Coefficient were used to analyze the data. The findings revealed that most respondents were early to mid-career teachers actively pursuing graduate studies and representing various subject specializations. Teachers moderately needed support in research-based instructional strategies, classroom engagement, assessment literacy, curriculum alignment, and educational technology integration. The School Learning Action Cell was highly implemented in terms of meeting frequency, relevance of topics, collaboration and peer support, administrative support, and monitoring activities. The program was also perceived as very effective in addressing teachers' professional needs, particularly in collaboration, instructional improvement, and professional growth. Furthermore, a strong positive and statistically significant relationship existed between the level of LAC implementation and its effectiveness, indicating that consistent and well-supported implementation contributes significantly to teacher competence and instructional effectiveness. The study concluded that sustained implementation of the School Learning Action Cell strengthens teacher professional development and enhances teaching practices. It recommends continuous administrative support, strengthened monitoring mechanisms, and sustained professional development activities aligned with teachers' identified needs. The study supports Sustainable Development Goal 4 (Quality Education) through the promotion of continuous teacher development and improved instructional quality, as well as SDG 8 (Decent Work and Economic Growth) by encouraging lifelong learning and professional growth among educators. The findings also contribute to educational, institutional, and socio-economic sustainability by strengthening collaborative professional development systems in public secondary schools.

Keywords: Administrative Support, Educational Technology, Professional Development, School Learning Action Cell, Teacher Collaboration, Teacher Professional Needs, Teaching Effectiveness

1. Introduction

Teacher professional development is essential in improving instructional quality and student learning outcomes. Contemporary educational systems emphasize collaborative and school-based professional development approaches that are continuous, context-responsive, and aligned with teachers' actual classroom experiences (Linda Darling-Hammond et al., 2020; Laura M. Desimone & Garet, 2021). Global organizations such as the Organisation for Economic Co-operation and Development (2020) and UNESCO (2021) further recognize professional learning communities as effective mechanisms for promoting reflective practice, collaboration, and lifelong learning among educators. In the Philippine educational system, these principles are operationalized through the School Learning Action Cell (SLAC), institutionalized under Department of Education Order No. 35, s. 2016. SLAC serves as a school-based professional development strategy that enables teachers to collaboratively address instructional issues, improve pedagogical practices, and respond to classroom challenges. Studies indicate that SLAC contributes to teacher competence, collaboration, and instructional effectiveness (Bajar et al., 2021; Culajara, 2023; Deal & Lopez, 2024; Erfe & Gallego, 2025; Macapodi & Labitad, 2025). It also indirectly improves student learning outcomes and teacher performance (Maga-Vasquez, 2025; Gumban & Pelones, 2021). However, literature also highlights challenges such as limited resources, insufficient time, inconsistent participation, and weak facilitation that affect implementation effectiveness (Vega, 2020; Moises & Maguate, 2023; Naungayan, 2025). These variations emphasize the need for localized assessments of SLAC implementation and effectiveness. This study assesses the effectiveness of the School Learning Action Cell in addressing teachers' professional needs in Malbug National High School. It focuses on instructional strategies, classroom management, assessment practices, curriculum planning and implementation, educational technology, collaboration, administrative support, and monitoring mechanisms. The study

also examines the relationship between the level of SLAC implementation and its effectiveness in supporting teacher development.

1.1 Background of the School Learning Action Cell in Addressing Teachers' Professional Needs

Teacher professional development has evolved from traditional one-shot seminars into collaborative and sustained learning systems that promote instructional improvement and reflective practice. International studies emphasize that effective professional development is continuous, collaborative, content-focused, and grounded in teachers' classroom experiences (Linda Darling-Hammond et al., 2020; Laura M. Desimone & Garet, 2021). Similarly, the Organisation for Economic Co-operation and Development (2020) and UNESCO (2021) recognize professional learning communities as essential in improving teacher competence and educational quality. In the Philippines, the Department of Education institutionalized the School Learning Action Cell (SLAC) through Department of Education Order No. 35, s. 2016 as a school-based continuing professional development strategy. SLAC enables teachers to collaboratively discuss instructional challenges, share best practices, and improve classroom instruction. It specifically addresses teachers' needs in instructional strategies, classroom management, assessment and evaluation practices, curriculum planning and implementation, and educational technology integration. Studies in the Philippine context support the effectiveness of SLAC in improving pedagogical competence, collaborative skills, and instructional effectiveness (Bajar et al., 2021; Culajara, 2023; Deala & Lopez, 2024; Erfe & Gallego, 2025; Macapodi & Labitad, 2025). However, challenges related to time constraints, resources, participation, and facilitation continue to affect implementation quality (Vega, 2020; Moises & Maguate, 2023; Naungayan, 2025). These findings underscore the importance of assessing how SLAC functions within specific school contexts such as Malbug National High School.

1.2 Themes and Insights on Teachers' Professional Needs and SLAC Effectiveness

Foreign and local literature consistently identify collaboration, instructional improvement, technology integration, and administrative support as central themes in teacher professional development. International literature highlights that collaborative professional learning communities enhance instructional quality, reflective practice, and student achievement (Darling-Hammond et al., 2020; OECD, 2020; Timperley et al., 2020; Vescio, Ross, & Adams, 2021; Admiraal et al., 2021). Collaborative professionalism characterized by trust, shared responsibility, and peer support also strengthens teacher learning (Hargreaves & O'Connor, 2020). Research further emphasizes the importance of addressing teachers' professional needs in instructional strategies, classroom management, assessment literacy, curriculum alignment, and educational technology (Kraft & Hill, 2020; Desimone & Garet, 2021; Koehler, Mishra, & Cain, 2022; Trust & Whalen, 2020). Effective professional development programs are needs-based, sustained, and aligned with actual classroom challenges (Cordingley et al., 2020; Sims & Fletcher-Wood, 2021). Philippine studies similarly reveal that Learning Action Cells strengthen collaboration, instructional planning, and teacher competence (Rivera & Santos, 2021; Dizon & Cabalfin, 2021; Bautista & Ocampo, 2021; Torres, 2020). Research also indicates that Filipino teachers continue to need support in differentiated instruction, classroom management, assessment practices, curriculum implementation, and educational technology integration (Orlanda-Ventayen, 2020; Barrot, 2021; Lapada et al., 2020; Navarro, 2021; Aquino & Ramirez, 2022). Administrative support and monitoring mechanisms are likewise recognized as critical factors influencing the success of school-based professional development programs (Garcia & Weiss, 2020; Fernandez, 2021; Lopez, 2022; Cruz, 2023). These studies collectively suggest that SLAC is most effective when it is collaborative, relevant, needs-based, regularly implemented, and supported by school leadership.

1.3 Local, National, and Global Context of SLAC Implementation

Globally, education systems increasingly recognize collaborative professional development as an effective strategy for improving teaching quality and learner outcomes. Organizations such as OECD and UNESCO advocate professional learning communities that promote teacher collaboration, lifelong learning, and instructional innovation (OECD, 2020; UNESCO, 2021). Nationally, the Department of Education institutionalized SLAC as a school-based continuing professional development strategy under DepEd Order No. 35, s. 2016. The policy emphasizes contextualized, sustainable, and collaborative teacher learning mechanisms that respond to evolving educational demands and curriculum implementation challenges. Local studies further affirm that SLAC improves instructional practices, peer collaboration, and professional growth among Filipino teachers (Cacho, 2021; Alvarez, 2022; Reyes & Dizon, 2023). In the local context, Malbug National High School in Malbug, Cawayan, Masbate regularly conducts SLAC sessions as part of its professional development initiatives. The school serves learners from Grades 7 to 12 and operates within a rural community where most residents engage in farming, fishing, labor, and small-scale business activities. The school has 46 teachers representing different subject specializations and varying teaching experiences. Despite regular SLAC implementation, limited empirical evidence exists regarding its effectiveness in addressing the specific professional needs of teachers within the institution.

1.4 Theoretical and Conceptual Basis of SLAC Effectiveness

This study is anchored on Social Learning Theory by Albert Bandura (1977), Communities of Practice Theory by Etienne Wenger (1998), and Adult Learning Theory (Andragogy) by Malcolm Knowles (1984). Social Learning Theory explains

that individuals learn through observation, interaction, and imitation within social environments. In SLAC sessions, teachers learn instructional strategies, classroom management techniques, and assessment practices from colleagues through collaborative discussions and shared experiences (Bandura, 1977). Communities of Practice Theory emphasizes that learning occurs through active participation in a professional community where members share common goals and experiences. SLAC functions as a professional learning community where teachers engage in collective problem-solving, reflective practice, and collaborative professional growth (Wenger, 1998). Adult Learning Theory explains that adult learners are self-directed and motivated when learning is relevant, practical, and aligned with their professional responsibilities. Since SLAC discussions are based on teachers' actual classroom challenges, the program supports meaningful and experience-based learning (Knowles, 1984). These theories collectively support the premise that collaborative, needs-based, and context-responsive professional development improves teachers' competencies and instructional effectiveness.

1.5 Research Gaps and Rationale on the Effectiveness of SLAC in Malbug National High School

Existing literature strongly supports collaborative professional development and the effectiveness of Learning Action Cells in improving teacher competencies and instructional practices. However, limited localized studies have examined whether SLAC implementation directly addresses teachers' professional needs in specific public secondary school settings. Previous studies generally focus on the broad benefits of professional development programs but provide insufficient empirical evidence regarding the relationship between the level of SLAC implementation and its effectiveness across domains such as instructional strategies, classroom management, assessment practices, curriculum planning, and educational technology. There is also limited context-specific evidence from rural secondary schools such as Malbug National High School. This study addresses these gaps by assessing teachers' professional needs, evaluating the level of SLAC implementation, determining its effectiveness, and examining the significant relationship between implementation and effectiveness. The findings aim to provide evidence-based recommendations for strengthening school-based professional development programs and improving instructional quality.

1.6 Alignment with Relevant Sustainable Development Goals (SDGs)

This study aligns with several Sustainable Development Goals (SDGs), particularly SDG 4 – Quality Education and SDG 8 – Decent Work and Economic Growth. SDG 4 – Quality Education is reflected in the study's focus on strengthening teacher competencies, improving instructional practices, and enhancing school-based professional development through SLAC implementation. Effective teacher development contributes to equitable, inclusive, and quality education by improving teaching effectiveness and student learning experiences. The study also supports SDG 8 – Decent Work and Economic Growth by promoting continuous professional growth and lifelong learning opportunities for teachers. Strengthening teacher competence contributes to workforce development and institutional improvement within the education sector. Additionally, the study indirectly supports SDG 9 – Industry, Innovation and Infrastructure through its emphasis on educational technology integration and innovation in instructional practices. The inclusion of technology-related professional development responds to evolving educational and digital learning demands.

1.7 Importance of the Study to Multidisciplinary Sustainability

This study contributes to educational sustainability by strengthening school-based professional development systems that continuously enhance teacher competence and instructional effectiveness. Sustainable teacher development ensures that educational institutions remain responsive to changing curriculum demands, technological advancements, and diverse learner needs. The study also contributes to socio-economic sustainability by improving teacher quality and instructional delivery, which support better educational outcomes and long-term human capital development. Through effective SLAC implementation, teachers are better equipped to provide meaningful, learner-centered, and inclusive instruction. In terms of technological sustainability, the study highlights the need for continuous teacher training in educational technology integration, digital tools, and online learning platforms. Strengthening teachers' digital competence contributes to innovation and adaptability in modern learning environments. Moreover, the study supports institutional sustainability by providing evidence-based recommendations that may guide school administrators and policymakers in improving collaborative professional development programs, monitoring systems, and support mechanisms for teachers.

2. Material and methods

2.1 Research Design

This study employed a quantitative descriptive–correlational research design to assess the effectiveness of the School Learning Action Cell (LAC) in addressing teachers' professional needs in Malbug National High School. The descriptive aspect focused on describing the demographic profile of the respondents in terms of age, sex, educational attainment, years in teaching, and subject area specialization. It also examined teachers' professional needs in instructional strategies, classroom management, assessment and evaluation practices, curriculum planning and implementation, and educational technology. Furthermore, the study assessed the level of implementation of the School Learning Action Cell in terms of frequency of meetings, relevance of topics, collaboration and peer support, administrative support, and monitoring and

follow-up activities, as well as its effectiveness in addressing teachers' professional needs. The correlational aspect examined the significant relationship between the level of implementation of the School Learning Action Cell and its effectiveness in addressing teachers' professional needs. This design enabled the researcher to determine how the implementation of LAC relates to teachers' professional development and instructional improvement. According to John W. Creswell and J. David Creswell (2018), quantitative research is appropriate when relationships among variables are examined using numerical data and statistical analysis. Similarly, Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen (2019) explained that descriptive research systematically describes existing conditions, while correlational research determines relationships among variables without manipulation. These principles justified the use of the descriptive–correlational design in the present study.

2.2 Locale of the Study

The study was conducted in Malbug National High School located in Barangay Malbug, Cawayan, Masbate, Philippines. Masbate is an island province in Region V or the Bicol Region situated near the center of the Philippine archipelago. It is composed of the islands of Masbate, Ticao, and Burias and includes several municipalities and one city. Cawayan, one of the municipalities of Masbate, is located approximately 64 kilometers from Masbate City and consists of 37 barangays. Malbug National High School is situated approximately three kilometers from the barangay proper and offers Grades 7 to 12 under the K–12 curriculum. Established in 2007, the school has a total enrollment of 1,131 learners and is headed by Principal Benjamin A. Alarde. The institution has 50 teaching personnel and 8 non-teaching staff. Most residents in Barangay Malbug are engaged in farming, fishing, labor, and small-scale business activities. Guided by the mission and vision of the Department of Education, the school promotes quality, equitable, culture-based, and complete basic education through learner-centered instruction, professional growth, and community participation. The school has 46 teachers distributed across different grade levels and subject specializations, with many pursuing graduate studies as part of their professional development.

2.3 Respondents of the Study

The respondents of the study were forty-six (46) teachers from Malbug National High School during the conduct of the research. These teachers were selected because they are directly involved in the implementation and participation of the School Learning Action Cell and are considered the primary beneficiaries of the program. Their participation provided relevant information regarding their professional needs, perceptions of LAC implementation, and evaluation of its effectiveness in improving teaching practices and professional competencies.

2.4 Sample and Sampling Procedure

The study utilized complete enumeration or total population sampling. All forty-six teachers in Malbug National High School were included as respondents to ensure comprehensive representation of the entire teaching workforce. This sampling procedure eliminated sampling bias and ensured that the findings accurately reflected the experiences and perceptions of all teachers in the institution. All questionnaires distributed to the respondents were successfully retrieved, resulting in a 100% retrieval rate. This complete retrieval strengthened the reliability and validity of the gathered data and ensured accurate assessment of teachers' professional needs and perceptions regarding the implementation and effectiveness of the School Learning Action Cell.

2.5 Research Instrument

The researcher used a structured researcher-made survey questionnaire as the primary data-gathering instrument. The questionnaire was developed based on the objectives of the study and related literature on teacher professional development and Learning Action Cell implementation. The instrument consisted of several parts. The first part gathered the demographic profile of respondents in terms of age, sex, educational attainment, years in teaching, and subject area specialization. The second part assessed teachers' professional needs in instructional strategies, classroom management, assessment and evaluation practices, curriculum planning and implementation, and educational technology. The third part measured the level of implementation of the School Learning Action Cell in terms of frequency of meetings, relevance of topics, collaboration and peer support, administrative support, and monitoring and follow-up activities. The fourth part determined the effectiveness of the School Learning Action Cell in addressing teachers' professional needs. The questionnaire used a four-point Likert scale with the following interpretations: 4 – Highly Needed/Highly Implemented/Very Effective, 3 – Moderately Needed/Moderately Implemented/Effective, 2 – Slightly Needed/Slightly Implemented/Slightly Effective, and 1 – Not Needed/Not Implemented/Not Effective. Before administration, the instrument underwent expert validation to ensure clarity, relevance, and alignment with the objectives of the study. Necessary revisions were incorporated based on the recommendations of the validators to improve the reliability and quality of the instrument.

2.6 Data Gathering Procedure

The conduct of the study followed a systematic process composed of several phases. Initially, the researcher prepared and submitted a research capsule to the adviser containing the proposed title, statement of the problem, theoretical background,

research design, and respondents. Suggestions from the adviser were incorporated to improve the quality of the study. After approval of the research proposal, the researcher developed the survey questionnaire and subjected it to expert validation. Revisions were made based on the validators' recommendations to ensure the appropriateness and clarity of the instrument. A formal permission letter endorsed by the research adviser was then submitted to the Schools Division Superintendent (SDS) of Masbate Province. Upon approval, permission was secured from the school head of Malbug National High School to administer the questionnaire to the teacher-respondents. The researcher personally administered and retrieved the questionnaires to ensure completeness and accuracy of responses. Clear instructions were provided to the respondents before they answered the instrument. All questionnaires were retrieved on the same day, resulting in complete data collection. After data gathering, the responses were encoded, organized, tabulated, analyzed, and interpreted using appropriate statistical tools. An expert statistician assisted in the analysis and interpretation of the data. The findings served as the basis for the conclusions and recommendations of the study.

2.7 Data Analysis Techniques

The study used several statistical techniques to analyze the gathered data. Frequency count and percentage were utilized to describe the demographic profile of the respondents. These statistical measures determined the number and proportion of teachers according to age, sex, educational attainment, years in teaching, and subject area specialization. Weighted mean was used to determine the level of teachers' professional needs, the level of implementation of the School Learning Action Cell, and the level of effectiveness of the School Learning Action Cell in addressing teachers' professional needs. Pearson Product-Moment Correlation Coefficient (Pearson r) was employed to determine the significant relationship between the level of implementation of the School Learning Action Cell and its effectiveness in addressing teachers' professional needs. All statistical analyses were conducted at the 0.05 level of significance.

3. Results and Discussion

3.1 Demographic Profile of the Teachers

3.1.1 Age of the Teacher-Respondents

The findings revealed that most teacher-respondents belonged to the 26–30 age group, followed by those aged 31–35 and 36–40 years old. A smaller number belonged to the 41 years old and above category, while only one respondent belonged to the 20–25 age bracket. These results indicate that the teaching workforce is relatively young and composed largely of early to mid-career educators. The presence of younger teachers suggests adaptability, openness to innovation, and willingness to engage in professional development activities. At the same time, experienced teachers contribute professional maturity and mentorship within the institution. Darling-Hammond et al. (2017) found that early-career teachers are more receptive to learner-centered strategies and professional development opportunities, while experienced educators provide valuable instructional guidance and stability.

3.1.2 Sex of the Teacher-Respondents

The results showed that female teachers slightly outnumbered male teachers in the institution, although the distribution remained relatively balanced between the two sexes. This indicates that both male and female teachers are well represented within the teaching workforce. The findings reflect the continuing trend of female dominance in the teaching profession both globally and in the Philippines. According to UNESCO (2019), women comprise a larger proportion of teachers, particularly in basic education. The balanced representation in the present study, however, also indicates inclusivity and diversity within the institution's workforce.

3.1.3 Educational Attainment of the Teacher-Respondents

The findings revealed that the majority of teachers had earned units in master's degree programs, while others were bachelor's degree graduates or master's degree holders. No respondent had earned units in doctoral programs or completed a doctorate degree. These results suggest that teachers are actively pursuing graduate education as part of their professional growth. The strong participation in graduate studies demonstrates teachers' commitment to continuous learning and instructional improvement. Guskey (2016) emphasized that continuous professional learning enhances teachers' competencies and instructional effectiveness. The absence of doctoral degree holders, however, suggests opportunities for further academic advancement within the institution.

3.1.4 Years in Teaching

The results indicated that most respondents had 6–10 years of teaching experience, while others had 5 years and below or 11–15 years of experience. Only one teacher had more than 16 years of teaching experience. These findings show that most teachers are already in the developing or mid-career stage of the profession. Teachers with moderate teaching experience are often more confident and effective in classroom instruction. Day et al. (2014) noted that teachers within the 5–10 year experience range are in a critical stage of professional development where instructional competence and classroom effectiveness continue to improve. The findings therefore suggest a productive and professionally developing teaching workforce.

3.1.5 Subject Area Specialization

The findings showed that English was the most represented subject specialization among teachers, followed by Mathematics, Science, and TLE/TVL. Other subject areas such as Filipino, Araling Panlipunan, MAPEH, and Senior High School specialization had fewer teachers, while no teacher specialized in Values Education (ESP). The concentration of teachers in English and Mathematics suggests institutional emphasis on core academic subjects. According to DepEd (2017), strengthening competencies in key learning areas contributes to improved learner outcomes. However, the limited representation in other subject areas indicates the need for more balanced faculty distribution and specialization.

3.2 Professional Needs of Teachers

3.2.1 Instructional Strategies

The results revealed that teachers moderately needed support in instructional strategies. The highest need involved mentoring in applying research-based instructional practices, followed by differentiated instruction and learner-centered teaching strategies. Assistance in lesson delivery techniques received the lowest rating, although it was still considered moderately needed. These findings indicate that teachers seek continuous enhancement of instructional competencies, particularly in innovative and research-based teaching approaches. Hattie (2012) emphasized that differentiated and research-based instructional strategies significantly improve student learning outcomes. The results therefore highlight the importance of sustained professional development in pedagogy and instructional innovation.

3.2.2 Classroom Management

Teachers also reported moderate professional needs in classroom management. The highest concern involved promoting student engagement and participation, followed by handling disruptive classroom situations and managing student behavior effectively. Implementing classroom rules consistently received the lowest rating. The findings suggest that while teachers are generally capable of managing classrooms, they still require support in maintaining positive and engaging learning environments. Evertson and Weinstein (2013) found that continuous professional training in classroom management improves behavior management and student participation. These results therefore reinforce the need for targeted training in classroom engagement strategies.

3.2.3 Assessment and Evaluation Practices

The results indicated that teachers moderately needed support in assessment and evaluation practices. The greatest need involved developing valid and reliable assessment tools, followed by analyzing test results and designing performance-based assessments. Assistance in formative assessment strategies received the lowest rating. These findings imply that teachers recognize the importance of assessment literacy in improving instruction and learner performance. Black and Wiliam (2018) emphasized that effective assessment practices enhance both teaching quality and student learning. The moderate need for support suggests that teachers still require professional development in assessment design, interpretation, and feedback strategies.

3.2.4 Curriculum Planning and Implementation

Teachers moderately needed support in curriculum planning and implementation. The highest need involved aligning lessons with curriculum standards, followed by lesson planning and contextualizing instruction to learners' needs. Integrating cross-cutting themes in lessons received the lowest rating. The findings indicate that teachers require continuous support in curriculum alignment and instructional planning. Ornstein and Hunkins (2018) explained that effective curriculum implementation requires alignment with standards and adaptation to learners' contexts. These results suggest that professional mentoring and collaborative planning remain necessary for effective curriculum delivery.

3.2.5 Use of Educational Technology

The findings showed that teachers moderately needed professional support in educational technology, with troubleshooting basic technology issues identified as the highest concern. Teachers also needed guidance in using online learning platforms, digital assessment tools, and technology integration in instruction. These results suggest that teachers acknowledge the growing importance of digital competence in modern education but still experience challenges in effectively using technology. Koehler and Mishra (2015) emphasized through the TPACK framework that teachers must integrate technological, pedagogical, and content knowledge to effectively deliver instruction. The findings therefore support the need for continuous technology-related professional development.

3.3 Level of Implementation of the School Learning Action Cell

3.3.1 Frequency of Meetings

The results revealed that the frequency of LAC meetings was highly implemented. Teachers were consistently informed in advance about meetings, attendance was regularly monitored, and adequate time was allotted for discussions. The findings

indicate that the institution strongly prioritizes collaborative professional development activities. DuFour et al. (2016) highlighted that regular collaborative meetings contribute to instructional improvement and teacher learning. The consistent conduct of LAC sessions therefore supports continuous professional engagement among teachers.

3.3.2 Relevance of Topics Discussed

The results showed that the topics discussed during LAC sessions were highly relevant to teachers' professional needs and curriculum demands. Teachers also indicated that issues raised during discussions were incorporated into the sessions. These findings suggest that the School Learning Action Cell effectively addresses teachers' instructional concerns and professional challenges. Desimone and Garet (2015) found that professional development programs aligned with teachers' needs are more effective and meaningful. The relevance of LAC discussions therefore contributes to teacher engagement and professional growth.

3.3.3 Collaboration and Peer Support

The findings revealed that collaboration and peer support were highly implemented within LAC sessions. Teachers actively participated in discussions, collaborated with colleagues, and felt comfortable sharing professional challenges and best practices. The results indicate that the School Learning Action Cell promotes teamwork, shared learning, and collaborative professionalism. Vescio, Ross, and Adams (2008) found that professional learning communities enhance teacher collaboration and improve teaching practices. These findings therefore demonstrate the effectiveness of collaborative learning structures in promoting professional growth.

3.3.4 Administrative Support

The findings indicated that administrative support for LAC implementation was highly practiced. Teachers reported strong encouragement from school administrators, provision of resources, and regular monitoring of LAC activities. The findings emphasize the important role of school leadership in sustaining professional development initiatives. Leithwood et al. (2020) emphasized that instructional leadership significantly influences teacher development and program implementation. Strong administrative support therefore contributes to the successful implementation of the School Learning Action Cell.

3.3.5 Monitoring and Follow-Up Activities

The results showed that monitoring and follow-up activities were generally highly implemented, particularly in applying agreed strategies in classroom instruction. However, progress evaluation and follow-up discussions received comparatively lower ratings. These findings imply that while teachers actively apply LAC strategies, systematic evaluation and structured follow-up activities still need strengthening. Guskey (2020) emphasized that monitoring and evaluation are essential in sustaining improvements in teaching practices. The results therefore highlight the need for stronger follow-up mechanisms within LAC implementation.

3.4 Effectiveness of the School Learning Action Cell

The findings revealed that the School Learning Action Cell was perceived as very effective in addressing teachers' professional needs. The strongest area involved fostering collaboration and peer support among teachers, followed by administrative support and classroom management improvement. Lower ratings were observed in curriculum planning and educational technology, although these areas were still perceived as very effective. These results suggest that the School Learning Action Cell significantly contributes to teachers' professional growth, collaboration, and instructional improvement. OECD (2019) reported that collaborative professional learning enhances teaching quality and instructional effectiveness. The findings therefore confirm the value of collaborative and school-based professional development initiatives in improving teacher competencies.

3.5 Relationship Between LAC Implementation and Effectiveness

The findings revealed a strong positive and statistically significant relationship between the level of implementation of the School Learning Action Cell and its effectiveness in addressing teachers' professional needs. Higher implementation levels were associated with greater effectiveness in improving teacher competencies and instructional practices. The results indicate that effective implementation of LAC activities through regular meetings, relevant discussions, collaboration, and administrative support contributes significantly to teacher professional development. Desimone (2009) found that well-implemented professional development programs positively influence teacher outcomes and instructional performance. The findings therefore emphasize the importance of sustaining and strengthening the implementation of School Learning Action Cell programs to improve educational quality and teacher effectiveness.

4. Conclusion and Recommendations

The study concluded that the School Learning Action Cell (LAC) in Malbug National High School was highly implemented and very effective in addressing teachers' professional needs in instructional strategies, classroom management, assessment and evaluation practices, curriculum planning and implementation, and educational technology. The findings further

revealed that teachers demonstrated moderate professional needs despite the strong implementation of LAC activities, particularly in collaboration, peer support, and administrative assistance. Moreover, a significant positive relationship existed between the level of implementation of the School Learning Action Cell and its effectiveness, indicating that consistent and well-supported LAC implementation contributes to teacher professional growth, instructional improvement, and enhanced teaching practices.

The study recommends that school administrators sustain and strengthen the implementation of the School Learning Action Cell through continuous support, regular monitoring, and provision of relevant professional development activities aligned with teachers' identified needs. Teachers should actively participate in collaborative learning activities and apply acquired strategies in classroom instruction to improve teaching effectiveness. Future professional development programs may also focus on strengthening competencies in educational technology, curriculum implementation, assessment practices, and instructional innovation to further enhance teacher performance and learner outcomes.

The study was limited to the assessment of the effectiveness of the School Learning Action Cell among forty-six teachers in Malbug National High School during the school year covered by the research. The findings were based solely on the responses of the teacher-respondents using a quantitative descriptive-correlational design and a researcher-made questionnaire. The study focused only on selected professional needs and dimensions of LAC implementation, which may limit the generalizability of the results to other schools or educational contexts.

Compliance with ethical standards

The authors declare no conflict of interest. This study received no external funding and was conducted solely for academic purposes in coordination with Malbug National High School and its teacher-participants. Participation in the study was voluntary, and informed consent was obtained from all respondents prior to data collection using non-invasive survey questionnaires. All information gathered was treated with strict confidentiality, and no identifying personal information of the participants was disclosed in the study.

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