

Level Of Effectiveness of School-Based Learning Action Cell (SLAC) Program in Teaching English for English Teachers

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Abstract

This study evaluated the effectiveness of the School Learning Action Cell (SLAC) Program in teaching English as perceived by secondary school English teachers in five selected public secondary schools in Cataingan, Masbate. Specifically, it examined the respondents' demographic profile, assessed the effectiveness of SLAC in terms of its objectives, intended outcomes, and sustainability, and identified measures for improving its implementation. The study was anchored on the Theory of Andragogy, Social Cognitive Theory, and the Technological Pedagogical Content Knowledge (TPACK) Framework. A descriptive research design was employed using a researcher-constructed and validated questionnaire administered to twenty-seven Junior and Senior High School English teachers through total population sampling. Data were analyzed using frequency count, percentage, and weighted mean. The findings revealed that the respondents were predominantly young, female, single, bachelor's degree holders, had limited specialized English training, and possessed five years or less of teaching experience. The objectives of the SLAC Program were perceived as extremely effective, while its intended outcomes and sustainability were rated very effective. The respondents also identified advance planning, closer supervision and monitoring by school heads, adequate scheduling, and logistical support as effective measures for improving program implementation. The study concluded that the SLAC Program is an effective school-based professional development initiative that strengthens teacher collaboration, enhances pedagogical competence, and supports continuous professional growth. It recommends sustaining and institutionalizing the program, strengthening administrative support, expanding specialized English training opportunities, and conducting similar studies in other educational settings. The study supports Sustainable Development Goal (SDG) 4 – Quality Education, SDG 8 – Decent Work and Economic Growth, and SDG 17 – Partnerships for the Goals by promoting continuous teacher professional development and collaborative learning. Its findings contribute to educational, institutional, and community sustainability by providing localized evidence to strengthen school-based professional development and improve English language instruction.

Keywords: Collaborative Learning, English Language Teaching, Professional Development, School Learning Action Cell (SLAC), Secondary School Teachers, Sustainability, Teacher Competence, Teaching Effectiveness

1. Introduction

English proficiency has become an essential competency in an increasingly globalized society, enabling learners to develop critical thinking, solve complex problems, and participate effectively in higher education, employment, and social interactions (Budiman et al., 2023; Yol & Yoon, 2020). In the Philippine secondary education system, English instruction emphasizes the development of the four macro-skills—reading, writing, listening, and speaking—to prepare learners for academic success and future career opportunities (Mamba, Tamayao, & Vecaldo, 2020; Raymundo, 2023; Del Rosario, 2025). Achieving this goal requires competent teachers who continuously enhance their instructional practices through relevant professional development initiatives. Recognizing the need to improve English language instruction, the Department of Education (DepEd) institutionalized the School Learning Action Cell (SLAC) through DepEd Order No. 35, s. 2016 as a school-based professional development mechanism that strengthens teachers' pedagogical knowledge, instructional competence, and collaborative learning. Rather than relying solely on centralized training, SLAC promotes localized, collaborative, and context-responsive professional learning that addresses actual classroom challenges. Although previous studies have demonstrated the benefits of collaborative professional learning, differences in implementation, resource availability, and institutional support continue to influence its effectiveness. Consequently, this study examines the perceived effectiveness of the School Learning Action Cell (SLAC) Program in teaching English among secondary school English teachers in selected public secondary schools in Cataingan, Masbate to provide localized evidence that may strengthen teacher professional development and improve instructional quality.

1.1 Background of the School Learning Action Cell (SLAC) Program in Teaching English

The growing demand for English proficiency has increased the responsibility of schools to provide quality language instruction that develops learners' communication skills and prepares them for global opportunities (Budiman et al., 2023; Yol & Yoon, 2020). In the Philippine educational system, English teachers play a significant role in cultivating students' competencies in reading, writing, listening, and speaking, making continuous teacher development essential for improving learning outcomes (Mamba, Tamayao, & Vecaldo, 2020; Del Rosario, 2025). To address persistent challenges in English language performance, the Department of Education continuously invests in teacher capacity-building initiatives that strengthen classroom instruction and translate educational policies into effective teaching practices (Bastida Jr., Saysi, & Batuctoc, 2022; Pascual & Reyes, 2022). Evidence suggests that enhancing teachers' pedagogical competence and language proficiency contributes significantly to improving literacy and instructional quality, making school-based professional development an important strategy for educational improvement (San Antonio, 2021; Tan & Labiano, 2024). As part of this commitment, DepEd institutionalized the School Learning Action Cell (SLAC) through DepEd Order No. 35, s. 2016 as a continuing school-based professional development program that promotes collaborative learning, peer mentoring, and reflective practice among teachers. Unlike generalized seminars, SLAC enables educators to address immediate classroom concerns through localized and collaborative learning experiences that enhance pedagogical confidence, formative assessment practices, and student engagement (De Dios, 2024; Estacio & Maglalang, 2023; Macaballug, 2022). Despite its intended benefits, studies indicate that the implementation of SLAC varies across schools because of differences in institutional support, availability of instructional resources, access to subject specialists, and competing administrative responsibilities (Culajara, 2023; Villaber, 2022). These implementation challenges highlight the need to examine teachers' perceptions regarding the effectiveness of SLAC in specific educational contexts. Accordingly, this study focuses on determining the effectiveness of the School Learning Action Cell (SLAC) Program in teaching English as perceived by secondary school English teachers in selected public secondary schools in Cataingan, Masbate.

1.2 Themes and Insights on the Effectiveness of the School Learning Action Cell (SLAC) in Teaching English

Related literature consistently identifies continuous professional development as a fundamental component of effective English language teaching. International studies emphasize that teachers must continuously refine their instructional competencies, adapt to evolving educational demands, and adopt learner-centered, inquiry-based, and technology-enhanced instructional approaches to improve language learning outcomes (Sari, 2021; Gultom et al., 2020; Gull et al., 2020; Tiew & Abdullah, 2022; Jadoon et al., 2020). Teacher proficiency, ongoing training, workshops, and professional development programs likewise strengthen instructional practices, classroom language use, motivation, and overall teaching effectiveness (Karas & Faez, 2020; Moussedek, 2021; Imtiaz, Imtiaz, & Shahzad, 2023; Nguyen & Pham, 2025; Askarpoor, Ganji, & Beikian, 2022; Hindeme et al., 2022; Mondal, 2020). Similarly, local literature recognizes professional development as a strategic mechanism for improving teacher competence, instructional quality, and institutional performance. Through DepEd Order No. 35, s. 2016, Learning Action Cells provide structured opportunities for teachers to collaborate, engage in reflective practice, and strengthen competencies in curriculum, instruction, and assessment (Schwartz, 2023; Antiola & Fernal, 2024; Delos Santos, 2023; Quimio, 2025; Almonicar & Padasas, 2022; Valdehueza et al., 2023; Cubero, 2022; Gamboa, 2023). However, implementation is frequently constrained by limited resources, scheduling conflicts, administrative workload, insufficient facilitation, inadequate stakeholder support, and technological limitations (Culajara et al., 2022; Sales, 2024; Bartolay et al., 2024; Silva, 2021). Active participation in Learning Action Cells nevertheless contributes to improved instructional competence, reflective teaching practices, classroom management, and professional performance (Gumban & Pelones, 2021; Verbo, 2020; Francisco, 2020; Martinez & Judith, 2023; Reazo, 2021; Floreno, 2021; Medina, 2023; Lava, 2026). Related studies further demonstrate that effective professional development is characterized by collaborative, needs-based, and context-responsive training. International research highlights the value of adaptive seminar designs, peer collaboration, technology integration, socio-emotional support, and sustained institutional commitment in enhancing teacher competence and retention (EsquivelHofstedt, 2023; Filiz, 2021; Al-Wadi, 2022; Mbati, 2020; Hanson, 2021; Thakur, 2024; Hakel & Magin, 2024). Likewise, Philippine studies reveal that context-based and well-structured SLAC implementation improves teacher competencies, classroom observation ratings, instructional practices, technological pedagogical knowledge, and professional confidence while reducing burnout. Nonetheless, challenges related to resource constraints, facilitator expertise, technological limitations, and increasing workloads continue to affect program implementation (Mulig-Cruz, 2023; Erfe, 2024; Delos Santos, 2023; Capinig, 2023; Vega, 2023; Macapagal, 2022; Almerino, 2024; Bordon, 2021). Collectively, these findings underscore the importance of localized and sustainable professional learning systems while indicating the need to examine the effectiveness of SLAC within specific educational settings.

1.3 Global, National, and Local Context of the School Learning Action Cell (SLAC) Program in Teaching English

Globally, English has become an indispensable language for education, communication, and workforce competitiveness, making teacher competence and continuous professional development essential for improving language instruction (Budiman et al., 2023; Yol & Yoon, 2020). International research consistently emphasizes that effective English language teaching depends on teachers' pedagogical competence, language proficiency, and their ability to adapt to evolving instructional approaches through sustained professional learning (Sari, 2021; Gultom et al., 2020; Tiew & Abdullah, 2022;

Jadoon et al., 2020; Karas & Faez, 2020; Moussedek, 2021; Askarpoor, Ganji, & Beikian, 2022). Studies further show that structured training, collaborative learning, and needs-based professional development strengthen instructional quality, teacher motivation, and student learning outcomes (Nguyen & Pham, 2025; Hindeme et al., 2022; Mondal, 2020). Nationally, the Philippine Department of Education recognizes teacher professional development as a key strategy for improving English language instruction and addressing literacy concerns. Through DepEd Order No. 35, s. 2016, the School Learning Action Cell (SLAC) was institutionalized as a school-based professional learning mechanism that promotes collaboration, reflective practice, and continuous improvement in curriculum, instruction, and assessment (Delos Santos, 2023). Literature indicates that SLAC enhances teacher competence, instructional quality, and professional collaboration while supporting teacher well-being (Schwartz, 2023; Antiola & Fernal, 2024; Quimio, 2025; Almonicar & Padasas, 2022; Valdehueza et al., 2023; Cubero, 2022; Gamboa, 2023). However, successful implementation remains constrained by limited resources, heavy workloads, scheduling conflicts, inadequate facilitation, and technological challenges (Culajara et al., 2022; Sales, 2024; Bartolay et al., 2024; Silva, 2021). At the local level, the study is situated in the Municipality of Cataingan, Masbate, where public secondary schools implement the School Learning Action Cell as part of DepEd's continuing professional development program. The investigation focuses on English teachers from five public secondary schools who regularly participate in SLAC sessions. Their perceptions provide localized evidence regarding the effectiveness of SLAC in achieving its objectives, intended outcomes, and sustainability within the context of English language instruction. Understanding these experiences is essential for identifying context-specific strengths and challenges that may guide improvements in school-based professional development.

1.4 Theoretical and Conceptual Basis of the School Learning Action Cell (SLAC) Program in Teaching English

This study is anchored on Malcolm Knowles' Theory of Andragogy (Adult Learning Theory), Albert Bandura's Social Cognitive Theory, and Punya Mishra and Matthew J. Koehler's Technological Pedagogical Content Knowledge (TPACK) Framework, which collectively explain how professional development enhances teachers' instructional competence. The Theory of Andragogy explains that adult learners are self-directed, experience-based, and motivated by learning that directly addresses real-life professional needs (Knowles, 1980). This perspective supports the collaborative and problem-centered nature of School Learning Action Cells, where teachers actively engage in sharing experiences, solving instructional challenges, and improving classroom practices through meaningful professional interaction. The Social Cognitive Theory emphasizes that teacher self-efficacy develops through mastery experiences, peer observation, constructive feedback, and supportive professional environments (Bandura, 1977). Within the SLAC framework, collaborative mentoring and shared professional experiences strengthen teachers' confidence, reduce professional stress, and encourage the adoption of effective instructional strategies that improve classroom performance. The Technological Pedagogical Content Knowledge (TPACK) Framework explains that effective teaching requires the integration of content knowledge, pedagogical knowledge, and technological knowledge (Mishra & Koehler, 2006). The framework provides a basis for evaluating how school-based professional development equips English teachers to integrate appropriate teaching strategies and technologies into language instruction, thereby strengthening overall instructional competence. Together, these theories support the proposition that collaborative, context-responsive professional learning contributes to improved teaching effectiveness and classroom practice.

1.5 Research Gaps and Rationale on the Effectiveness of the School Learning Action Cell (SLAC) Program in Teaching English

Existing literature consistently demonstrates that professional development programs, collaborative learning communities, and School Learning Action Cells contribute to teacher competence, instructional improvement, and professional growth. Nevertheless, studies also reveal persistent implementation challenges related to limited resources, administrative workload, inadequate facilitation, scheduling conflicts, and technological constraints that influence the effectiveness of SLAC across different educational settings (Culajara et al., 2022; Sales, 2024; Bartolay et al., 2024; Silva, 2021; Vega, 2023; Macapagal, 2022). Furthermore, although previous investigations have examined the broader implementation and outcomes of Learning Action Cells, empirical evidence specifically focusing on English language instruction remains limited (Lava, 2026). More importantly, no identified local study has evaluated the effectiveness of the School Learning Action Cell (SLAC) Program in teaching English as perceived by secondary school English teachers in the District of Cataingan, Masbate. This study addresses this gap by examining teachers' perceptions of SLAC effectiveness in terms of its objectives, intended outcomes, and sustainability. The findings are expected to provide localized evidence that can support improvements in school-based professional development, strengthen English language instruction, and inform educational planning and policy implementation within similar contexts.

1.6 Alignment of the School Learning Action Cell (SLAC) Program with Relevant Sustainable Development Goals (SDGs)

The study supports SDG 4 – Quality Education by examining the effectiveness of the School Learning Action Cell (SLAC) as a school-based professional development program designed to enhance teachers' pedagogical competence, instructional practices, and continuous learning. Since SLAC aims to strengthen teachers' knowledge, skills, and competencies in curriculum implementation, instruction, and assessment, evaluating its effectiveness contributes to improving the quality

of English language instruction and, ultimately, learner achievement (Delos Santos, 2023; Gamboa, 2023; Cubero, 2022; Valdehueza et al., 2023). The study also aligns with SDG 8 – Decent Work and Economic Growth, as continuous professional development enhances teachers' competencies, confidence, and instructional effectiveness, thereby promoting professional growth and improving the quality of educational services. Literature indicates that well-implemented professional learning initiatives strengthen teacher motivation, improve classroom performance, and foster sustainable workforce development within the education sector (Askarpour, Ganji, & Beikian, 2022; Hindeme et al., 2022; Hanson, 2021; Medina, 2023). Furthermore, the study is relevant to SDG 17 – Partnerships for the Goals because the School Learning Action Cell promotes collaborative professional learning through peer mentoring, knowledge sharing, reflective practice, and collective problem-solving among teachers. Such collaboration strengthens institutional capacity and supports the implementation of sustainable school-based professional development programs (Estacio & Maglalang, 2023; Macaballug, 2022; Almonicar & Padasas, 2022; Quimio, 2025).

1.7 Importance of the School Learning Action Cell (SLAC) Program to Multidisciplinary Sustainability

This study contributes primarily to educational sustainability by providing empirical evidence on the effectiveness of the School Learning Action Cell (SLAC) in strengthening English teachers' professional competence. By identifying the strengths and areas for improvement of the program, the findings may support the enhancement of school-based professional development and promote continuous instructional improvement among English teachers. The study also contributes to institutional sustainability by providing information that may assist the Department of Education, school administrators, and curriculum planners in evaluating existing professional development initiatives and making informed decisions regarding teacher support, resource allocation, and policy implementation. Strengthening localized professional development mechanisms contributes to the long-term improvement of educational institutions and instructional quality. In terms of community and socio-economic sustainability, improved teacher competence and instructional quality can positively influence student learning, English language proficiency, and academic achievement. As students develop stronger language competencies, they become better prepared for higher education, employment, and active participation in society, thereby supporting broader educational and community development goals (Budiman et al., 2023; Yol & Yoon, 2020; Mamba, Tamayao, & Vecaldo, 2020). Finally, the study supports innovation and professional sustainability by emphasizing collaborative learning, reflective practice, peer mentoring, and the integration of contemporary instructional approaches through the School Learning Action Cell. The findings may serve as a basis for improving future professional development initiatives and encourage continuous learning among English teachers while providing a valuable reference for future researchers investigating similar educational concerns.

2. Material and methods

2.1 Research Design

The study employed a descriptive research design to describe, analyze, and interpret the current status and characteristics of the phenomenon without manipulating any variables. Descriptive research is appropriate for evaluating existing educational programs and examining participants' perceptions under naturally occurring conditions (Lawrie, Forgiarini, & Chunduri, 2020). This design was appropriate because it examined the perceived effectiveness of the School Learning Action Cell (SLAC) among English teachers in five secondary schools in Cataingan, Masbate. It also facilitated the assessment of the respondents' demographic characteristics and their perceptions of SLAC effectiveness in terms of objectives, intended outcomes, and sustainability.

2.2 Locale of the Study

The study was conducted in five selected public secondary schools in the Municipality of Cataingan, Masbate during the School Year 2024–2025. These schools served as the research sites because they regularly implement the School Learning Action Cell (SLAC) Program and have English teachers who actively participate in the professional development activities being investigated.

2.3 Respondents of the Study

The respondents were Junior and Senior High School English teachers who actively participated in the School Learning Action Cell (SLAC) in the five selected secondary schools in Cataingan, Masbate during the School Year 2024–2025. They represented the target population whose perceptions were examined to determine the effectiveness of the SLAC Program in teaching English.

2.4 Sample and Sampling Procedure

The study involved the total population of twenty-seven (27) English teachers identified across the selected schools. Since the population was small and highly specialized, universal sampling or total population sampling was employed, allowing all identified respondents to participate. This approach ensured complete representation of the target population while eliminating sampling error associated with sample selection.

2.5 Research Instrument

Data were collected using a researcher-constructed survey questionnaire designed according to the objectives of the study. The instrument consisted of two sections. The first gathered the respondents' demographic and professional information, including gender, age, civil status, highest educational attainment, specialized English training attended, and years of teaching English. The second assessed the perceived effectiveness of the School Learning Action Cell (SLAC) in terms of objectives, intended outcomes, and sustainability using a five-point Likert scale with corresponding verbal interpretations ranging from least effective to extremely effective. The questionnaire underwent content validation by two sets of four jurors whose comments and recommendations were incorporated during revision. After the instrument was approved by the thesis committee, the final version was prepared for data collection.

2.6 Data Gathering Procedure

The study began with a review of related literature and observations that guided the formulation of the research problem and title. After approval by the Research Unit and successful title defense, the researcher developed the survey questionnaire, which was reviewed by the adviser and revised based on the recommendations received. Following validation and approval by the thesis committee, the questionnaire was distributed to the English teachers in the selected secondary schools in Cataingan, Masbate. The completed questionnaires were retrieved, and the collected data were organized, tabulated, analyzed, and interpreted using appropriate statistical techniques. The findings were used to formulate conclusions and recommendations before the manuscript underwent pre-oral and final oral defense, during which suggested revisions were incorporated into the final manuscript.

2.7 Data Analysis Techniques

The collected data were analyzed using frequency count, percentage, and weighted mean. Frequency count and percentage were used to describe the respondents' demographic characteristics, including gender, age, civil status, highest educational attainment, specialized English training attended, and years of teaching English. The weighted mean was used to determine the respondents' perceived level of effectiveness of the School Learning Action Cell (SLAC) in terms of objectives, intended outcomes, and sustainability. It was likewise utilized to analyze and prioritize the respondents' suggested measures for improving the implementation of future SLAC sessions.

3. Results and Discussion

3.1 Demographic Profile of the Respondents

3.1.1 Gender

The findings showed that the majority of the 27 respondents were female, comprising 74% of the respondents, while males accounted for 26%. This indicates that female teachers constitute most of the English teaching workforce in the participating schools. The predominance of female English teachers reflects the common demographic pattern in Philippine basic education. This finding is consistent with Reazo (2021), who reported that the English teaching workforce in the Division of Quezon is likewise predominantly composed of female teachers, suggesting a similar gender distribution across public secondary schools.

3.1.2 Age

Most respondents were between 21 and 30 years old (51.85%), followed by those aged 31 to 40 years (37.04%), while only 11.11% were over 40 years old. These findings indicate that the English teaching workforce is largely composed of young professionals. The predominance of younger teachers suggests a workforce that is relatively early in their professional careers and potentially more receptive to professional development initiatives. This observation supports Floreno (2021), who emphasized that age significantly influences teachers' engagement with professional learning frameworks and their openness to collaborative programs such as SLAC.

3.1.3 Civil Status

The results revealed that 55.6% of the respondents were single, while 44.4% were married, indicating that single teachers comprised a slight majority of the participants. This demographic profile reflects the presence of many early-career educators who require continuous professional support. Francisco (2020) noted that younger and single teachers benefit from structured professional development opportunities that strengthen pedagogical competence and long-term career development, making programs such as SLAC particularly relevant.

3.1.4 Highest Educational Attainment

Most respondents held a bachelor's degree (66.67%), while 25.93% had completed a master's degree. A small proportion had completed the academic requirements for master's and doctoral degrees. These findings indicate that although most teachers possess the minimum professional qualification, several are pursuing advanced academic credentials. The distribution supports the view of Imran et al. (2024) that teachers' academic qualifications provide the foundation for instructional competence. The presence of teachers pursuing graduate education also highlights the importance of

continuous professional development through SLAC to strengthen instructional competencies regardless of educational background.

3.1.5 Specialized Training in English

The findings showed that 77.78% of the respondents had not attended any specialized English training during the previous three years, while only a few had participated in one or more training activities. The limited participation in specialized training underscores the importance of school-based professional development. As emphasized by Mondal (2020), inadequate professional training may reduce instructional effectiveness. Consequently, SLAC serves as an accessible and sustainable alternative for providing continuous pedagogical development when external training opportunities are limited.

3.1.6 Length of Years Teaching English

The majority of respondents (59.26%) had taught English for only zero to five years, followed by those with six to ten years of experience (29.63%), while only 11.11% had more than ten years of teaching experience. These results indicate that most respondents were novice English teachers. The predominance of early-career teachers highlights the need for continuous mentoring and professional support. This finding supports Daha and Imran (2020), who emphasized that teacher experience contributes significantly to effective language instruction. The results further demonstrate the value of SLAC in supporting novice teachers as they develop their instructional competence.

3.2 Perceived Effectiveness of the School-Based Learning Action Cell (SLAC) Program

3.2.1 Effectiveness of the Objectives of SLAC

The respondents rated the objectives of the School Learning Action Cell as extremely effective, with an overall weighted mean of 4.55. The highest-rated objective was enabling teachers to continuously improve their content knowledge, pedagogical knowledge, skills, and attitudes through peer support, while improving the teaching-learning process and fostering professional collaboration were likewise rated extremely effective. Nurturing successful teachers received a very effective rating. These findings indicate that teachers recognize SLAC as an effective collaborative professional development mechanism. The results affirm the intent of DepEd Order No. 35, s. 2016 to strengthen teachers' competencies through school-based collaborative learning communities, as discussed by Delos Santos (2023).

3.2.2 Effectiveness of the Intended Outcomes of SLAC

The intended outcomes of SLAC obtained an overall weighted mean of 4.20, interpreted as very effective. Student learning and holistic development received the highest rating and was considered extremely effective, while improvements in curriculum understanding, classroom practice, teacher quality, learner participation, and student performance were all rated very effective. The findings suggest that teachers perceive SLAC as contributing positively to instructional improvement and learner development. This observation is consistent with Erfe (2024), who found that regular and well-implemented SLAC sessions positively influence teacher competency and professional performance.

3.2.3 Sustainability of the SLAC Program

The respondents rated the sustainability of the School Learning Action Cell as very effective, with an overall weighted mean of 4.00, indicating confidence in the program's continued implementation and contribution to teacher development. This finding supports the perspective of Sari (2021), who emphasized that effective teaching requires continuous professional growth. The sustained implementation of school-based professional learning mechanisms such as SLAC enables teachers to adapt to changing educational demands while maintaining instructional quality.

3.3 Suggested Measures for Improving the Conduct of the School-Based Learning Action Cell (SLAC)

The respondents considered the proposed measures for improving the implementation of SLAC to be extremely effective, obtaining an overall weighted mean of 4.60. Planning ahead of time received the highest rating, followed by close supervision and monitoring by school heads and the provision of snacks from school funds, while allocating one to two hours per week for SLAC activities was rated very effective. The findings indicate that effective planning, administrative support, and adequate logistical arrangements are essential to strengthening SLAC implementation. These results support Culajara et al. (2022), who identified scheduling difficulties, time constraints, and facilitation issues as barriers to successful Learning Action Cell implementation. Likewise, the findings reinforce Vega (2023), who emphasized the importance of preventing compliance-driven implementation, and Valdehueva et al. (2023), who advocated integrating SLAC into schools' continuous improvement framework.

4. Conclusion & Recommendations

The study concluded that the English teachers in the five selected secondary schools in Cataingan, Masbate are predominantly young, female, single, and early-career educators, with most holding bachelor's degrees but having limited participation in specialized English training. Despite these characteristics, the School Learning Action Cell (SLAC)

Program was perceived to be highly effective in promoting professional collaboration, strengthening teachers' pedagogical knowledge and skills, improving teaching and learning, supporting student holistic development, and sustaining continuous professional growth. However, while the program demonstrated positive outcomes in teacher development and instructional practice, there remains a need to further strengthen its direct application to classroom performance and English language instruction.

The School Learning Action Cell (SLAC) Program should be continuously sustained and institutionalized as a regular component of school-based professional development. School administrators should strengthen program implementation through advance planning, closer supervision and monitoring, and adequate logistical support to maximize teacher participation and program effectiveness. The Department of Education should also provide specialized English language training for teachers to complement school-based professional development initiatives. Furthermore, similar studies should be conducted in other districts and divisions within Masbate to validate the findings and further examine the long-term contribution of SLAC to English language teaching and student achievement.

This study was limited to determining the perceived effectiveness of the School Learning Action Cell (SLAC) Program among twenty-seven English teachers from five selected public secondary schools in Cataingan, Masbate during the School Year 2024–2025. The findings were based solely on the respondents' perceptions gathered through a survey questionnaire and did not include direct classroom observations, instructional interventions, or measures of students' academic performance. Consequently, the results are specific to the study locale and participants and may not be generalized beyond similar educational contexts.

Compliance with ethical standards

The author conducted this study in accordance with accepted academic research procedures. A descriptive research design was employed, and data were collected using a validated researcher-constructed questionnaire administered to English teachers from five selected public secondary schools in Cataingan, Masbate. The study followed the prescribed institutional research process, including instrument validation, data collection, statistical analysis, and interpretation of the findings to ensure the integrity and credibility of the research.

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