

**From session to strategy: Evaluating School Learning Action Cell (SLAC)
as a catalyst for teacher development**

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ABSTRACT

This study evaluated the effectiveness of School-Based Learning Action Cell (SLAC) sessions on teachers' professional growth in the public schools of the District of Dalaguete II using a sequential explanatory mixed-methods design. Findings revealed that SLAC was highly implemented (WM = 3.73) and highly effective (WM = 3.64) in improving collaboration, content knowledge, classroom management, and instructional practices, although no significant relationship was found between implementation and perceived effectiveness ($r_s = 0.051$, $p = 0.722$). Teachers perceived SLAC as a useful mechanism for collaboration and reflective learning despite the identified challenges, such as time constraints, workload, limited resources, and inconsistent participation. The findings suggested the ELEVATE-SLAC model to strengthen planning, administrative support, collaboration, classroom management and instructional skills for teachers' professional growth.

Keywords: School learning action cell (SLAC), teacher professional growth, professional development, strategic planning, mixed-methods research, collaborative learning, elevate-SLAC model.

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INTRODUCTION

The educational landscape in the Philippines is continuously changing, therefore creating an increased demand for supporting sustainable and effective professional development programs for teachers. As major facilitators of education, teachers are expected to consistently enhance their teaching methods and techniques, content knowledge, classroom management practices, and inclusive approaches to diverse learner needs. In this regard, continuous capacity building has become important to provide quality instruction and better learners' results.

In relation to this need, the Department of Education (DepEd) standardized the Learning Action Cell (LAC) through DepEd Order No. 35, s. 2016, as a school-based continuing professional development strategy designed to strengthen teaching competence through collaboration, reflection, mentoring, and shared learning experiences. LAC sessions provide teachers with structured opportunities to discuss instructional issues, exchange best

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practices, and collectively solve classroom challenges. Thus, LAC has become an important mechanism for fostering teacher growth and supporting the goals of the Enhanced Basic Education Act of 2013 (Republic Act No. 10533), which emphasizes lifelong learning and the continuous development of teachers as key contributors to national educational progress.

Despite the benefits of LAC, several challenges occur, such as time constraints, competing workloads, inadequate resources, inconsistent participation, weak facilitation, and poor planning and organization, which are considered significant in light of recent educational reforms such as curriculum development, teaching methods and standards, systemic structure, and targeted interventions. The program aims to address learning loss and enhance foundational skills among learners. LAC is expected to help teachers make some meaningful adjustments to these changes through collaborative professional growth, data-driven instruction, targeted trainings and workshops, and cost-effective development. However, its actual implementation and results may vary depending on school context, leadership support, and teacher participation.

Existing studies have examined teacher professional development in general and have provided limited discussions on School Learning Action Cell (SLAC) implementation; however, many of these studies focus primarily on descriptive accounts and lack a deeper empirical examination of how SLAC influences teachers' professional growth. Most importantly, a few studies have combined quantitative and qualitative approaches to determine both measurable outcomes and the actual experiences of teachers participating in SLAC sessions.

To address this gap, the study seeks to evaluate the effectiveness of School Learning Action Cell (SLAC) sessions on teachers' professional growth in public elementary schools in the District of Dalaguete II using a mixed-methods approach. It also aims to determine the relationship between the school's level of LAC implementation and teachers' perceived effectiveness on their professional growth using quantitative approaches and discover teachers' experiences, best classroom practices, challenges, and recommendations for improvement through qualitative approaches. By incorporating statistical findings with participants' perspectives, the study intends to generate in-depth understanding of how SLAC functions as a mechanism for professional development in the local context. The findings are anticipated to add to the current literature on teacher professional development and school-based learning communities in the Philippines. Nonetheless, the results serve as an evidence-based reference for school leaders, district supervisors, and policymakers in crafting responsive policies, reinforcing implementation guidelines, and developing strategic interventions aligned with the goal of enhancing SLAC sessions and teachers' professional development.

Statement of the problem

This research aimed to evaluate the effectiveness of School Based Learning Action Cell (SLAC) sessions on the professional growth of teachers in the Public Schools, District of Dalaguete II for the School Year 2024–2025 as foundations for strategic planning. It specifically sought answers to the following research questions:

1. What is the school's level of SLAC implementation in terms of assessment of needs, prioritization of topics or agenda, formation of LAC, identification of appropriate intervention, scheduling of meetings, setting up of resources, assignment of work, LAC implementation norms, preparing line-item budget, and writing of SLAC plan?
2. What is the teachers' level of perceived effectiveness of SLAC sessions on their professional growth in terms of enhanced content knowledge, improved instructional skills, stronger classroom management, assessment competence, reflective practice,

collaboration and collegiality, professional values and commitment, engagement in research and innovation, and leadership and contribution to school development?

3. Is there a significant relationship between the school's level of SLAC implementation and the teachers' level of perceived effectiveness of SLAC sessions on their professional growth?
4. What are the experiences of the teachers in the implementation of SLAC sessions?
5. What strategic plan can be developed to enhance the implementation of SLAC sessions based on the findings?

METHODOLOGY

This study utilized a Sequential Explanatory Mixed-Methods Design that combines quantitative and qualitative methods in a systematic sequence to provide a wider and comprehensive understanding of the research problem. In this design, the quantitative phase is firstly conducted to collect measurable data and determine correlations or relationships, and it was followed by the qualitative phase to explain, clarify, and expand the statistical findings. The findings from both phases are then synthesized and incorporated to generate well-substantiated conclusions and practical recommendations. This design was considered relevant to evaluate School-Based Learning Action Cell (SLAC) sessions because it let the researcher look into both the measurable level of implementation and effectiveness, and the fundamental experiences, perceptions, and external factors influencing the results.

The first phase was the Quantitative Phase, where numerical data were gathered using researcher-made questionnaires with a Likert-scale format administered to teacher-respondents from the selected schools. The survey focused on determining the level of School Learning Action Cell (SLAC) implementation and the teachers' perceived effectiveness of SLAC sessions on their professional growth. The collected data were analyzed using appropriate statistical tools such as weighted mean and standard deviation to describe the general responses of participants. In addition, Spearman's Rho correlation coefficient was used to determine whether a significant relationship existed between the level of SLAC implementation and the perceived effectiveness of SLAC sessions. This phase was also equipped with objective and evidence-based data about the status of SLAC implementation to further understand the empirical foundation of the study.

The participants of this study were the three identified public elementary schools in the District of Dalaguete II, namely Bulak Elementary School, Cawayan Central Elementary School, and Casay Elementary School. The selected schools were classified based on their school classifications: Bulak Elementary School was identified as a small school, whereas Cawayan Central Elementary School and Casay Elementary School were classified as medium-sized schools. The participants comprised public elementary school teachers and school heads who had engaged in School Learning Action Cell (SLAC) sessions during School Year 2024–2025. SLAC sessions enabled teachers and school heads to build a balanced perspective, as teachers functioned as direct participants while school heads functioned as facilitators, implementers, and supervisors.

In the descriptive quantitative method, the researcher utilized two structured researcher-made survey questionnaires to gather data. The first questionnaire measured the school's level of SLAC implementation, while the second questionnaire determined the teachers' perception of the effectiveness of SLAC on their professional growth, to be answered by school heads and elementary teachers. Both instruments used a four-point Likert Scale: 4 – Strongly Agree (SA), 3 – Agree (A), 2 – Disagree (D), and 1 – Strongly Disagree (SD), wherein respondents placed

a checkmark corresponding to their level of perception. Using the Content Validity Index (CVI), the validity of the two questionnaires was established and had generated an excellent result ($S\text{-CVI} = 1.00$). This implied total agreement among validators regarding the relevance and clarity of the items in the questionnaires. To further improve selected statements, minor revisions were embedded. Before the actual administration, the instruments were pilot-tested at Babayongan Elementary School. Then, the responses were analyzed using Cronbach's alpha, which acquired a coefficient of 0.97, interpreted as excellent. This displayed a very high level of internal consistency which verified that the questionnaires were reliable, valid and relevant for use in the study.

In quantitative data analysis, statistical tools were appropriately used to analyze and interpret the data gathered from the respondents. These statistical measures were used to determine the school's perceived level of Learning Action Cell (LAC) implementation and the teachers' perceived level of effectiveness of LAC sessions on professional growth. More precisely, the weighted mean was used to determine the average responses of the participants regarding the level of LAC implementation and the perceived effectiveness of LAC sessions. This helped the researcher identify the general level of agreement of the respondents for each indicator. Additionally, the standard deviation was used to measure the variation or consistency of the respondents' answers and explain that a low standard deviation indicated closely similar responses, while a high standard deviation showed greater differences in perceptions.

In addition, the Spearman's Rho correlation coefficient (ρ) was used to determine the relationship between the overall level of SLAC implementation and the teachers' perceived effectiveness. This test was appropriate because the data came from Likert-scale responses, which are ordinal in nature. It measured the strength and direction of association between the two variables. The correlation coefficient ranges from -1 to +1, where +1 indicates a perfect positive relationship, 0 means no relationship, and -1 indicates a perfect negative relationship. A p-value was also computed to determine whether the relationship was statistically significant or not due to chance. These statistical tools seemed to be more appropriate to come up with reliable findings.

In qualitative data analysis, the researcher examined the verbatim transcriptions of the interviews using thematic analysis. The data were analyzed thematically through Colaizzi's method in descriptive phenomenology. According to Paul Colaizzi (1978), thematic analysis within a descriptive phenomenological approach is a rigorous qualitative method for exploring and describing the lived experiences of a phenomenon by identifying and analyzing emergent themes and their relationships. To interpret the participants' gathered data, the researcher selected and constructed themes following the strategy for data analysis adapted from the study of Salman Alzayani (2015).

The first step involved transcribing all participants' descriptions, wherein the collection and transcription of the interview responses began first, making the researcher deeply engaged with the data and develop clearer and more comprehensive understanding of the participants' overall experiences. To facilitate thematic analysis, the interviews were audio-recorded and transcribed into written form. The researcher listened carefully to the recordings three to four times to completely write down the participants' thoughts and feelings. This procedure was consistent with Colaizzi's recommendation that recordings should be repeatedly reviewed to have a deeper understanding of the content.

The second step focused on extracting significant statements, wherein the researcher analyzed important phrases and statements related to the implementation and its effectiveness on teachers' professional growth. Then, the statements would be coded according to transcript numbers and participant codenames and written on separate sheets to organize the data. Then, the researcher reread each one carefully to get familiar with the data before identifying recurring statements to facilitate thematic analysis after the revision of the transcript. These

statements were copied into a separate document and numbered for proper tracking. The researcher also took note of words or phrases that were hard to translate to preserve their original meaning. This process seemed to be more helpful to have a deeper understanding of the participants' responses before proceeding to the next phase of analysis.

RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the findings of the study, integrating quantitative and qualitative data gathered from a total of fifty-one participants, composed of three public school principals and forty-eight elementary teachers from the three identified public elementary schools in Dalaguete II District, namely Bulak Elementary School, Cawayan Central Elementary School, and Casay Elementary School. Anchored on a Sequential Explanatory Mixed-Methods Design, quantitative data were first collected through researcher-made Likert-scale survey questionnaires administered to teacher-respondents and school heads who had engaged in School Learning Action Cell (SLAC) sessions during School Year 2024–2025, employing a purposive sampling approach appropriate to the study's objectives. These data were statistically treated using weighted mean and standard deviation to describe the general level of responses, and Spearman's rho correlation coefficient to determine the extent of relationship between the school's level of LAC implementation and the teachers' perceived effectiveness of SLAC sessions on their professional growth. This was followed by a qualitative phase involving interviews with the same set of respondents, whose verbatim responses were examined through thematic analysis to explain, clarify, and expand upon the statistical findings. The discussion that follows is grounded entirely on the data gathered from these two phases, and all results are interpreted in direct relation to the objectives of the study, specifically the determination of the level of LAC implementation, the level of teachers' perceived effectiveness of SLAC sessions, the significance of the relationship between these two variables, and the lived experiences of teachers and school heads in the conduct of SLAC.

With respect to the school's level of Learning Action Cell (LAC) implementation in the identified public elementary schools in Dalaguete II, the overall weighted mean of 3.73 with a standard deviation of 0.222 was verbally interpreted as "Strongly Agree," indicating that the level of LAC implementation across the three schools was high. This finding implied that participants generally perceived that LAC policies, procedures, and activities were continuously conducted in their respective schools, while the relatively low standard deviation of 0.222 revealed that responses were closely similar, suggesting a common and consistent perception among teachers regarding the strength of LAC implementation. Among the indicators examined, LAC Implementation Norms obtained the highest weighted mean of 3.87, followed by Writing of SLAC Plan at 3.84 and Assignment of Work at 3.82, findings which indicated that the identified schools had established clear operational guidelines, organized planning processes, and well-defined roles and responsibilities in the conduct of SLAC. This outcome may be attributed to the collaborative efforts of school heads and teachers in ensuring the systematic and efficient management of LAC sessions. Similarly, the indicators Setting-Up of Resources at 3.79 and Preparing Line-Item Budget at 3.76 also obtained high ratings, implying that the schools possessed adequate logistical and financial support for LAC implementation and reflecting the schools' dedication to providing the necessary funds and instructional resources required to sustain teachers' professional development. Conversely, the indicators Assessment of Needs at 3.55, Formation of LAC at 3.63, and Identification of Appropriate Intervention at 3.64 obtained comparatively lower, though still high, weighted means, suggesting that while these practices were evident, certain areas remained open for

improvement, particularly in accurately determining teachers' actual professional needs, strategically organizing LAC groupings, and selecting interventions that are more responsive to instructional concerns. This pattern may be explained by limitations in time, data-gathering systems, or technical expertise encountered by some schools in conducting more comprehensive needs assessments. Taken together, these results implied that the identified schools in Dalaguete II recognized the value of LAC as a school-based professional development mechanism and had established strong implementation practices in support of teacher growth, with the consistently high ratings across all indicators reflecting institutional commitment to collaborative learning, continuous improvement, and instructional enhancement, thereby positioning LAC as an effective platform through which teachers could engage in organized learning opportunities, share best practices, and strengthen their competencies for improved teaching and learner outcomes.

Regarding the teachers' level of perceived effectiveness of SLAC sessions on their professional growth, the overall weighted mean of 3.64 with a standard deviation of 0.482 was likewise verbally interpreted as "Strongly Agree," indicating that teachers' perceptions of the effectiveness of SLAC sessions were high. This finding implied that participants generally viewed SLAC sessions as significantly beneficial in improving their teaching competence, while the moderate standard deviation of 0.482 revealed that slight variations in perceptions existed among teachers even as their responses remained generally favorable. Among the indicators, Collaboration and Collegiality obtained the highest weighted mean of 3.72, followed by Enhanced Content Knowledge at 3.70 and Stronger Classroom Management at 3.69, demonstrating that teachers in Dalaguete II highly regarded SLAC sessions as a platform for collaboration, reflective practice, and peer support. This outcome may be explained by the structured environment that SLAC provided, wherein teachers were able to share personal experiences, instructional gaps, and teaching strategies, with collaborative learning playing a significant role in improving teachers' mastery of subject matter and classroom management. In addition, the indicators Reflective Practice at 3.66, Improved Instructional Skills at 3.64, and Professional Values and Commitment at 3.64 likewise obtained high ratings, indicating that SLAC sessions helped teachers become more thoughtful practitioners, refine their teaching methods, and strengthen their commitment to the profession, outcomes attributable to continuous professional engagement that encouraged teachers to assess their teaching practices and innovate new instructional strategies. These findings implied that SLAC served not only instructional purposes but also developmental functions in shaping teachers' behavior and attitudes. Nonetheless, the indicators Assessment Competence at 3.60, Leadership and Contribution to School Development at 3.61, and Engagement in Research and Innovation at 3.54 obtained comparatively lower, though still high, weighted means, demonstrating that although teachers recognized the positive contribution of SLAC in these areas, further enhancement was still needed in classroom assessment, leadership roles, action research, and innovative practices, a condition that may be explained by the specialized training and workshops typically required to develop comprehensive understanding in these competencies. Overall, these findings implied that the identified schools in Dalaguete II regarded SLAC as an effective school-based professional development program that fostered teachers' growth through collaboration, knowledge enhancement, and reflective learning, with the consistently high ratings across all indicators indicating that SLAC sessions positively influenced teachers' professional growth and strengthened both instructional quality and learner outcomes.

In testing the significance of the relationship between the school's level of LAC implementation (SLI) and the teachers' perceived effectiveness of SLAC sessions (PES), Spearman's rho correlation coefficient was employed given the ordinal nature of the Likert-scale data. The analysis revealed a significance value of $p = 0.722$ (2-tailed), which exceeded the conventional alpha level of 0.05. Since the computed p-value exceeded the 0.05 level of

significance, the null hypothesis was not rejected, indicating that the observed relationship between SLI and PES was not statistically significant and that there was insufficient evidence of a meaningful association between the two variables. As stated by Hair et al. (2020), any observed correlation under such circumstances may be attributed to chance rather than indicating a true underlying association. This finding implied that SLI did not significantly affect PES, meaning that the level of school LAC implementation did not exert a measurable influence on teachers' perceived effectiveness of SLAC, and that the data did not support the assumption that stronger implementation would necessarily lead to higher perceived effectiveness. This further implied that supportive leadership, facilitation quality, institutional support, and contextual realities significantly shape teachers' professional experiences and development outcomes (Hornýák, 2025). Moreover, while a weak negative correlation was observed between SLI and PES, this relationship was not statistically significant, indicating that no meaningful relationship or effect existed between the variables. These results showed that improving SLAC implementation alone did not necessarily guarantee an increase in teachers' perceptions of SLAC effectiveness, a conclusion consistent with Zainullah et al. (2025), who emphasized that instructional support, collaborative work environments, school leadership, and institutional management practices significantly shape teachers' motivation and professional performance.

To further explain and contextualize these quantitative results, qualitative data were gathered through interviews with the three public school principals and forty-eight elementary teachers, whose statements were analyzed and synthesized using thematic analysis to identify recurring patterns, which were then organized into major themes and sub-themes reflecting the realities, benefits, challenges, coping practices, and improvement needs associated with SLAC implementation. These themes offered meaningful insights that supported and enriched the quantitative findings by uncovering teachers' actual experiences in SLAC sessions. The first theme, Professional Growth and Development through SLAC, referred to the holistic development of teachers' knowledge, skills, values, and instructional practices through collaborative engagement and peer support in SLAC sessions, and was composed of the sub-theme's enhancement of teaching competence and pedagogical skills, strengthening professional growth, confidence, and competency, and reflective practice and continuous learning. Teachers perceived SLAC as an effective platform for enhancing instructional skills, classroom management, teaching strategies, and ICT integration that increased student engagement, while also regarding it as a means of reinforcing their confidence and resilience in the teaching-learning process. Participants further emphasized that SLAC stimulated reflective practice, enabling them to assess their teaching approaches, incorporate new strategies, and continually improve their instructional practices. The Department of Education has identified LAC as a school-based continuing professional development strategy intended to improve teaching and learning processes through collaborative and reflective practice. Vakaliuk et al. (2024) similarly emphasized that the integration of digital technologies into educational practices significantly strengthens teachers' pedagogical competence by encouraging the adoption of innovative teaching strategies, digital tools, and technology-enhanced learning approaches, while Achieng (2024) revealed that effective professional development strengthens teachers' adaptability, pedagogical flexibility, and capacity to implement learner-centered instructional approaches. Similarly, recent studies on SLAC implementation found positive effects on teachers' competencies, classroom management, and overall professional growth, affirming that SLAC serves as an important mechanism for continuous teacher development.

The second theme, Collaboration and Professional Learning Community through SLAC, referred to the cooperative engagement of teachers within SLAC sessions to discuss classroom challenges, best teaching practices, and students' learning needs, and comprised the sub-themes collaboration and sharing of best practices, teamwork and peer support, and collaborative problem-solving and knowledge exchange. Participants viewed SLAC sessions as collaborative and reflective spaces where teachers worked together, shared insights, solved problems, and engaged in interactive and meaningful discussions to improve teaching effectiveness, functioning as a venue for collaboration, reflection, and knowledge sharing. This finding was supported by Erfe and Gallego (2025), who emphasized that SLAC strengthens professional learning communities through collaboration and best practice sharing. Participants also noted that SLAC provided practical solutions to classroom challenges through collaborative discussions on learner diversity, assessment, classroom management, and participation concerns. Reed et al. (2025) emphasized that peer support groups foster resilience, mutual encouragement, emotional support, and collective problem-solving through shared professional experiences and collaborative dialogue, while Culajara (2023) affirmed that continuous feedback and knowledge exchange improve teaching practices. These findings signified that SLAC functions as an effective professional learning community that enhances collaboration, teacher relationships, and instructional effectiveness.

The third theme, Impact on Teaching Practices and Student Learning through SLAC, referred to the effects of SLAC sessions on teachers' instructional approaches, teaching performance, classroom practices, and learners' academic engagement, and was composed of the sub-theme's implementation of learner-centered and differentiated instruction, improvement in classroom management and instructional delivery, and integration of technology and innovative teaching strategies. Teachers reported that through peer collaboration and the sharing of best practices, they were able to apply diverse instructional activities catering to learners' multiple intelligences, a finding supported by McKie (2024), who emphasized that sustained collaboration within professional learning communities enables teachers to engage in collective problem-solving, exchange instructional practices, and reflect on classroom experiences to improve teaching performance. Teachers also shared that SLAC helped them improve classroom management and instructional delivery through practical and real classroom experiences, a conclusion echoed by Rizqi and Syafika (2024), who emphasized that professional learning communities contribute significantly to improving teaching practices by fostering collaborative professional engagement, reflective dialogue, knowledge sharing, and collective problem-solving among educators, while Tyler E. Smith et al. (2024) found that self-management interventions produced significant positive effects in reducing challenging behaviors and improving learners' behavioral regulation across educational settings. Another important outcome of SLAC was the integration of technology and innovative teaching strategies, with teachers recognizing the value of using digital tools to improve learner engagement and make lessons more interactive, consistent with Ngao and Sang (2024), who stressed that teachers who actively participated in professional learning communities demonstrated stronger ICT integration practices through collaborative learning, peer mentoring, and shared instructional experiences. Overall, these findings revealed that SLAC contributes substantially to attaining teaching effectiveness and fostering positive learner outcomes.

The fourth theme, Challenges in SLAC Implementation, referred to the difficulties and issues encountered in the conduct of SLAC sessions, encompassing the sub-themes time constraints and workload issues, lack of resources and materials, and inconsistent participation, monitoring, and follow-through. Teachers reported that time constraints and heavy workload were among the primary contributors that challenged and affected SLAC implementation, noting the difficulty of balancing classroom instruction, administrative tasks, and participation

in SLAC sessions. This was consistent with Manegdeg and Paglinawan (2024), who stated that excessive workload, administrative responsibilities, and time constraints significantly affect teachers' participation in professional development programs and collaborative learning opportunities, suggesting that the quality and impact of SLAC sessions may be reduced when teachers have insufficient time for reflection, discussion, and collaboration. In addition, the lack of resources and inconsistent participation were also identified as challenges experienced by teachers, who noted that limited instructional materials, ICT materials, and other related resources influenced their ability to apply knowledge gained during SLAC sessions. Seprudin (2024) emphasized that effective and continuous teacher professional learning depends on the availability of adequate institutional resources, access to relevant training materials, technological support, professional learning opportunities, and supportive educational systems. Furthermore, irregular attendance, low engagement, and weak follow-through after sessions were identified as barriers to continuity and effectiveness. These findings implied that SLAC implementation can be reinforced through proper time management, sufficient resources, and consistent monitoring systems.

The fifth theme, Need for Structured and Supported SLAC Implementation, referred to the necessity of stronger institutional support and organized systems to maximize the effectiveness of SLAC sessions, and comprised the sub-themes structured planning and monitoring, strong leadership and administrative support, and provision of resources, training, and capacity building. Teachers emphasized the need for systematic planning, well-defined direction, and regular monitoring in SLAC implementation, noting that structured sessions guided by clear targets could lead to more purposeful discussions, a finding supported by Krabonja et al. (2024), who emphasized that successful professional learning communities require well-defined goals, structured collaboration, shared professional responsibilities, and systematic evaluation mechanisms to ensure sustained improvement in educational practices. In addition, strong leadership, adequate resources, and continuous training opportunities were identified as necessary conditions, with teachers underscoring the role of school heads in administrative leadership, communication, and active support in sustaining SLAC sessions. Recent literature further showed that instructional leadership significantly influences teacher motivation, professional collaboration, and continuous professional growth by creating supportive learning environments.

For the thematic analysis process, a total of 208 initial codes were generated from the significant statements gathered from participants, representing the various experiences, perspectives, and understanding of teachers regarding the implementation of SLAC sessions. These initial codes were carefully analyzed, examined, compared, and grouped according to similarities in meaning, leading to the development of 15 potential sub-themes. During the preparation of the exhaustive description, these sub-themes were reviewed and retained because they consistently reflected the participants' shared experiences and responses. Following continuous review, refinement, and verification, the researcher clustered the sub-themes into broader categories, resulting in the identification of five core themes that described the relevant aspects of teachers' experiences and provided a comprehensive understanding of the phenomenon under study. The researcher then presented a coherent and comprehensive narrative highlighting the effectiveness, impact, challenges, and support mechanisms pertaining to SLAC implementation.

Consistent with the sequential explanatory design, the researcher first examined and analyzed the quantitative results and then elaborated upon them through qualitative findings to provide a more in-depth understanding of the study. This approach allowed the study to move beyond statistical relationships by unveiling underlying reasons, contextual influences, and

participants' actual experiences that were not evident through numerical data alone, and the integration of both quantitative and qualitative data fostered a more contextual interpretation of how SLAC implementation was translated into teachers' perceived effectiveness of SLAC on their professional growth. The absence of a significant relationship between the school's level of LAC implementation and teachers' perceived professional growth underscored the complex structure of professional development programs. While the quantitative results suggested that implementation alone does not guarantee effectiveness, the qualitative insights revealed that contextual challenges such as time constraints, heavy workload, insufficient resources, and poor administrative support influenced teachers' experiences of SLAC sessions. This finding aligned with recent scholarship emphasizing that professional learning communities thrive not merely through the frequency of sessions but through the quality of engagement and the presence of systemic support structures. As indicated by Culajara, SLAC activities foster collaboration but risk becoming perfunctory without adequate administrative backing, while Sultana et al. (2025) emphasized that consistent instructional leadership and adequate resource provision significantly influence the effectiveness of educational programs, teacher motivation, and school improvement outcomes. Furthermore, Jaramillo and Ubayubay (2025) demonstrated that teacher empowerment strengthens educators' professional confidence, work engagement, decision-making capacity, and commitment to instructional improvement, findings which implied that professional growth is contingent not on implementation intensity alone but on the interplay of administrative leadership, instructional resources, and contextual responsiveness.

In synthesis, the findings of this study demonstrated that School-Based Learning Action Cell (SLAC) sessions were highly implemented in Bulak Elementary School, Casay Elementary School, and Cawayan Central Elementary School, as reflected in the highest ratings obtained in needs assessment, planning, scheduling, resource provision, budgeting, and implementation norms, indicating that these schools had built a strong foundation of professional development for teachers. Teachers likewise perceived SLAC as highly effective in developing classroom management, collaboration, content knowledge and pedagogy, instructional skills, and reflective practice, although engagement in research and innovation obtained the lowest rating due to insufficient training, lack of mentoring, and heavy workloads. The Spearman's rho analysis further demonstrated a very weak and non-significant relationship between the level of implementation and perceived effectiveness, suggesting that implementation alone does not determine SLAC success, a conclusion substantiated by the qualitative findings, which clearly revealed that SLAC was regarded as a powerful tool for teachers in classroom management, instructional skills, collaboration, and teaching competence, while also surfacing persistent challenges such as time constraints, heavy workload, limited resources, irregular participation, and poor monitoring that could affect teachers' performance in SLAC implementation. Taken together, these quantitative and qualitative results directly address the objectives of the study by establishing both the measurable level of SLAC implementation and effectiveness and the underlying experiences and contextual factors that shape these outcomes, thereby contributing to the broader body of knowledge on school-based continuing professional development by demonstrating that the success of such programs depends less on the intensity of implementation and more on the quality of leadership, resource support, and collaborative engagement that sustain them. Nevertheless, the study was limited to three selected public elementary schools in Dalaguete II District, Cebu Province, which may constrain the generalizability of its findings, and it relied on self-reported survey questionnaires and interviews, which could be affected by personal bias, subjectivity, or overly positive responses from participants. These findings and their attendant limitations provide the empirical and contextual foundation for the summary, conclusions, and recommendations presented in the succeeding chapter.

CONCLUSION

The findings of the study demonstrated that the School Learning Action Cell (SLAC) is highly implemented across the three selected schools. This indicated that they organized and developed a systematic and structured implementation of the program. Additionally, teachers perceived SLAC as highly effective in developing their teaching competence, including classroom management, instructional practice, collaboration and peer learning, and leadership skills. These results provided a huge support to the purpose of the study that aimed to evaluate School Learning Action Cell (SLAC) sessions on teachers' effectiveness on their professional growth. The findings were supported by theories of Social Constructivism, Experiential Learning, and Reflective Practice, which merely adhered to the aspects of collaboration, peer learning, reflection, sharing of experiences. On the contrary, the study also showed that there was no significant relationship between the level of SLAC implementation and teachers perceived effectiveness, indicating that implementation alone does not assure learning outcomes for professional growth. It was revealed in the qualitative findings that factors such as time constraints, heavy workload, limited resources, leadership support, and teachers' participation significantly affect the effectiveness of SLAC sessions. Therefore, SLAC's success relied on meaningful facilitation, supportive leadership, adequate resources, and a responsive learning environment rather than compliance alone.

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