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Teachers' Perception of Learning Action Cell (LAC) as a Strategy for Continuous Professional Development in Elementary Schools

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ABSTRACT

This study examined teachers' perceptions of the LAC as a strategy for continuous professional development in elementary schools during the 2025–2026 school year to inform a professional training plan. A descriptive survey research design was employed to describe teachers' perceptions of LAC implementation before, during, and after sessions, their level across variables, and the challenges encountered. Using total enumeration, all teachers from selected elementary schools in Dumanjug District II participated, and data were analyzed using frequency, percentage, weighted mean, and standard deviation based on an instrument adapted from the DepEd LAC Policy. Findings revealed that teachers perceived LAC implementation across three phases as fully implemented. In terms of specific areas, LAC was fully implemented in learner diversity and student inclusion, content and pedagogy, and assessment and reporting, but only implemented in 21st-century skills and ICT integration, as well as curriculum contextualization, localization, and indigenization. Challenges were generally slightly serious, with time constraints due to heavy workload identified as the most critical concern affecting participation. It is concluded that teachers have a positive perception of LAC as an effective professional development strategy that strengthens instructional practices, although improvements are needed in ICT integration and implementation of culturally responsive curricula, and workload-related time constraints remain the primary challenge. Thus, school administrators and LAC facilitators strengthen the consistent implementation of LAC sessions, enhance ICT and contextualized instruction training, and adopt the proposed action plan to improve LAC effectiveness and sustainability.

KEYWORDS

Learning Action Cell (LAC); Continuous Professional Development; LAC Implementation; Descriptive Survey Research; Elementary Teachers

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1. Introduction

Teachers' continuous professional development is fundamental to improving instructional quality and responding to the evolving demands of basic education. As educators address learner diversity, strengthen pedagogical practices, implement assessment strategies, integrate information and communication technology (ICT), and contextualize instruction, sustained and relevant professional learning opportunities become increasingly necessary. In this regard, the Learning Action Cell (LAC), institutionalized through Department of Education Order No. 35, s. 2016, serves as a school-based continuing professional development strategy that promotes collaboration, professional reflection, and shared responsibility for improving teaching and learning.

Continuous teacher development aligns with SDG 4, especially Target 4.c, which promotes professional training for qualified teachers(Stepanek Lockhart, 2022). Effective LAC implementation advances inclusive, equitable education by helping teachers meet diverse learner needs. SDG 8, particularly Target 8.8, also underscores the need to consider teachers' workloads and working conditions when planning sustained learning activities. LAC effectiveness depends on implementation quality, consistency, and relevance. Meaningful learning requires preparation, skilled facilitation, teacher participation, and follow-through. Competing duties, limited time and resources, and challenges integrating contemporary approaches can hinder engagement and outcomes. Examining LAC therefore requires understanding both how sessions are conducted and teachers' perceptions and challenges (Hebia et al., 2025).

This study examined teachers' perceptions of the Learning Action Cell (LAC) as a continuous professional development strategy in selected elementary schools in Dumanjug District II, Cebu Province Division, during School Year 2025–2026. Using a descriptive

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survey, it assessed LAC implementation before, during, and after sessions; examined implementation across learner diversity and inclusion, content and pedagogy, assessment and reporting, 21st-century skills and ICT, and curriculum contextualization, localization, and indigenization; and identified teachers' challenges. The findings highlight LAC's strengths and improvement needs and inform a Professional Training Plan tailored to teachers' needs. By fostering collaboration, easing workload constraints, and building technology integration and contextualized instruction skills, the plan aims to strengthen sustainable school-based development and promote quality, inclusive education.

2. Literature Review

Learning Action Cell (LAC) strengthens teachers' professional learning through collaboration, reflective practice, and relevant training. Binongo (2026) examined School Learning Action Cell as a strategy for improving teachers' professional development, highlighting its role in addressing instructional gaps, encouraging the exchange of teaching practices, and strengthening teaching effectiveness. Similarly, Opeña and Lagura (2025), who studied LAC implementation in elementary, secondary, and integrated schools across the Davao Region, found that collaborative planning, needs-based topic selection, teacher-led discussions, and reflection supported teachers' professional growth. In a review of 70 empirical studies on professional learning communities in the Global South, Nguyen et al. (2024) also found that active teacher participation in collaborative learning communities contributes to professional learning, instructional innovation, self-efficacy, and interpersonal trust. Moreover, Mydin et al. (2024) found positive relationships between different dimensions of professional learning communities and teacher performance in public primary schools in China. Together, these findings suggest that structured collaborative learning activities, such as LAC sessions, give teachers opportunities to address instructional gaps, share professional knowledge, strengthen teaching effectiveness, and improve classroom practice.

Despite their benefits, organizational and logistical challenges can hinder the effective implementation of LAC sessions. In their study of elementary teachers in Umingan District II, Orias and Paragas (2024) identified time constraints, overlapping activities, repetitive topics, internet connectivity issues, unclear session objectives, and difficulties addressing learners' needs as barriers. These findings underscore the need for systematic planning, manageable schedules, adequate resources, clear objectives, and appropriate administrative support to sustain LAC and ensure its effectiveness as a school-based professional development strategy.

3. Purpose of this Study

This study assessed teachers' perceptions of the Learning Action Cell (LAC) as a strategy for continuous professional development in selected elementary schools in Dumanjug District II, Cebu Province Division, during the School Year 2025–2026. Specifically, it examined teachers' perceptions of LAC implementation before, during, and after sessions; determined the level of LAC implementation in terms of learner diversity and student inclusion, content and pedagogy, assessment and reporting, 21st-century skills and ICT integration, and curriculum contextualization, localization, and indigenization; and identified the challenges encountered by teachers in implementing LAC sessions. The findings served as the basis for developing a proposed Professional Training Plan.

4. Research Methodology

The study used a descriptive-survey research design to examine teachers' perceptions of the Learning Action Cell (LAC) as a strategy for continuous professional development in selected elementary schools in Dumanjug District II, Cebu Province Division, during School Year 2025–2026. The respondents were 38 elementary school teachers from four selected schools that were chosen through total enumeration, which included all teachers in the identified schools. Data were collected using an adapted questionnaire based on the Department of Education's LAC Policy. The questionnaire assessed teachers' perceptions of LAC implementation before, during, and after sessions; the extent of implementation across five instructional areas; and the challenges encountered. After obtaining the necessary approvals and informed consent, the questionnaires were administered, collected, and organized for analysis. Frequencies and percentages, weighted means, standard deviations, and rankings were used to describe teachers' responses and determine the extent of LAC implementation and the challenges experienced. The findings provided the empirical basis for developing a Professional Training Plan to strengthen LAC implementation and address teachers' professional development needs.

5. Results and Discussions

This section presents, analyzes, and interprets data on teachers' perceptions of LAC session implementation, the level of implementation, and the challenges teachers face in implementing them.

5.1 Teachers' Perceptions of LAC Session Implementation

This section presents and discusses the data gathered regarding teachers' perceptions of the LAC Session implementation before, during, and after.

5.1.1 Perception of the Teachers Before the Implementation of Learning Action Cell

Teachers' perceptions before implementing the Learning Action Cell (LAC) are essential to understanding their expectations, experiences, and readiness to engage in collaborative professional development. Since these perceptions may influence LAC effectiveness and participation, examining them provides insights into teachers' needs and areas requiring support.

Table 1

Perception of the Teachers Before the Implementation of the Learning Action Cell

(n=38)

	Indicators	Mean	SD	Verbal Interpretation
1	Assessed teachers' professional development needs	4.55	0.555	Fully Implemented
2	Prioritized topics or agenda based on identified needs	4.37	0.589	Fully Implemented
3	Formed an appropriate LAC group with similar needs	4.26	0.601	Fully Implemented
4	Assigned roles to members (leader, facilitator, documenter, resource person, member)	4.58	0.552	Fully Implemented
5	Identified appropriate interventions (teaching strategies, programs, materials).	4.47	0.557	Fully Implemented
6	Scheduled meetings (at least once a month).	4.42	0.683	Fully Implemented
7	Prepared human and material resources for the session.	4.34	0.582	Fully Implemented
8	Documented the LAC plan	4.55	0.602	Fully Implemented
9	Agreed on and explained the rules for the session, including start/end time, participation, confidentiality, and decision-making.	4.61	0.547	Fully Implemented
	Overall	**4.46**	**0.535**	**Fully Implemented**

Legend: 1.0-1.8 Not Implemented, 1.81-2.60 Slightly Implemented, 2.61-3.40 Moderately Implemented, 3.41-4.20 Implemented, 4.21-5.0 Fully Implemented

Table 1 shows that teachers' perceptions of LAC preparation were generally positive, with an overall mean of 4.46, interpreted as Fully Implemented. Establishing clear session rules obtained the highest mean (M = 4.61), followed by assigning roles to members (M = 4.58), while assessing professional development needs and documenting the LAC plan both obtained a mean of 4.55. These findings indicate that the schools demonstrated strong preparation and organization of LAC activities, emphasizing the importance of needs-based planning, clearly defined responsibilities, and structured professional learning sessions. These practices align with principles of effective teacher professional development, which emphasize relevance, organization, and responsiveness to teachers' learning needs (Darling-Hammond, 2017, as cited in Yue et al., 2024).

5.1.2 Perception of the Teachers During the Implementation of Learning Action Cell

Teachers' perceptions during LAC sessions are important in understanding how they experience and benefit from collaborative professional learning. Their participation, interaction, and sharing of teaching practices help determine whether the sessions address their actual classroom needs and contribute to improving instruction. Examining these perceptions also helps identify difficulties, such as heavy workloads, scheduling conflicts, and limited resources, that may affect their participation. Table 2 presents the results.

Table 2

Perception of the Teachers During the Implementation of Learning Action Cell

(n=38)

	Indicators	Mean	SD	Verbal Interpretation
1	Implemented the LAC plan through various activities (lectures, workshops, coaching, or instructional materials development).	4.37	0.589	Fully Implemented

2	Conducted collaborative discussion among members to share ideas and possible ways forward.	4.53	0.603	Fully Implemented
3	Prepared individual or group action plans for applying strategies in classrooms, schools, or the community.	4.29	0.611	Fully Implemented
4	Encouraged active participation of all members in discussion and activities.	4.58	0.552	Fully Implemented
5	Addressed questions or challenges raised by members during the session.	4.39	0.595	Fully Implemented
6	Provided opportunities for practical application or demonstration of strategies.	4.37	0.489	Fully Implemented
7	Documented key points, decisions, and action steps during the session.	4.39	0.595	Fully Implemented
8	Followed the establish rules of the session: started and ended on time, let everyone participate, kept shared information private, and made decisions fairly.	4.47	0.506	Fully Implemented
	Overall	**4.42**	**0.516**	**Fully Implemented**

Legend: 1.0-1.8 Not Implemented, 1.81-2.60 Slightly Implemented, 2.61-3.40 Moderately Implemented, 3.41-4.20 Implemented, 4.21-5.0 Fully Implemented

Table 2 presents teachers' perceptions during the implementation of the Learning Action Cell (LAC), with an overall mean of 4.42, verbally interpreted as Fully Implemented. Encouraging active participation among members obtained the highest mean (M = 4.58), followed by conducting collaborative discussions to share ideas and possible solutions (M = 4.53). Adherence to established session rules (M = 4.47) and documentation of key points, decisions, and action steps (M = 4.39) also received favorable ratings. These findings indicate that LAC sessions provided opportunities for active engagement, professional dialogue, and organized collaboration. Supporting this result, Babichenko et al. (2024) emphasized the importance of collaborative inquiry and teacher dialogue in school-based professional learning communities. Similarly, Gibbons and Nieman (2024) highlighted the role of facilitators in structuring productive teacher conversations and supporting collaborative instructional decision-making. These findings reinforce the importance of active participation, purposeful discussions, and effective facilitation in making LAC sessions meaningful professional learning experiences.

5.1.3 Perception of the Teachers After the Implementation of Learning Action Cell

Teachers' perceptions after the implementation of the Learning Action Cell (LAC) provide insights into how the sessions contributed to their professional growth, collaboration, and improvement of instructional practices. Examining their experiences helps determine the effectiveness of LAC activities in addressing instructional needs and challenges and in supporting continuous professional development, as presented in Table 3.

Table 3

Perception of the Teachers After the Implementation of Learning Action Cell

(n=38)

	Indicators	Mean	SD	Verbal Interpretation
1	Implemented the LAC plan through various activities (lectures, workshops, coaching, or instructional materials development).	4.24	0.634	Fully Implemented
2	Conducted collaborative discussion among members to share ideas and possible ways forward.	4.24	0.675	Fully Implemented
3	Prepared individual or group action plans for applying strategies in classrooms, school, or community.	4.13	0.623	Implemented
4	Encouraged active participation of all members in discussion and activities.	4.24	0.675	Fully Implemented
5	Addressed questions or challenges raised by members during the session.	4.42	0.642	Fully Implemented

6	Provided opportunities for practical application or demonstration of strategies.	4.37	0.633	Fully Implemented
7	Documented key points, decisions, and action steps during the session.	4.42	0.599	Fully Implemented
8	Followed the establish rules of the session: started and ended on time, let everyone participate, kept shared information private, and made decisions fairly.	4.34	0.669	Fully Implemented
	Overall	**4.30**	**0.606**	**Fully Implemented**

Legend: 1.0-1.8 Not Implemented, 1.81-2.60 Slightly Implemented, 2.61-3.40 Moderately Implemented, 3.41-4.20 Implemented, 4.21-5.0 Fully Implemented

Table 3 shows that teachers perceived LAC implementation after the sessions as Fully Implemented (M = 4.30, SD = 0.606). Addressing members' concerns and documenting session outputs received the highest ratings (both M = 4.42), while preparing action plans obtained the lowest (M = 4.13), interpreted as Implemented. These findings suggest that LAC promotes collaboration, reflection, and problem-solving, although follow-through through concrete action planning needs improvement. The results support principles of effective professional development, which emphasize collaborative learning and applying new knowledge to teaching practices (Darling-Hammond, 2017, as cited in Haug & Mork, 2021; Sims et al., 2025). They also affirm the purpose of LAC under DepEd Order No. 35, s. 2016 as a school-based community of practice for continuous teacher development.

5.2 Level of Implementation of the Teachers in the Learning Action Cell

The Learning Action Cell (LAC) promotes teachers' collaboration, reflective practice, and professional growth through shared learning. Assessing its implementation shows how effectively teachers apply learning from LAC sessions and identifies areas to improve instructional practices. This section assesses LAC implementation across learner diversity and student inclusion, content pedagogy, assessment and reporting, 21st-century skills and ICT integration, and curriculum contextualization, localization, and indigenization.

5.2.1 Learner Diversity and Student Inclusion

Learner diversity and inclusion reflect students' varied backgrounds, abilities, and learning needs. LAC sessions let teachers share strategies to better support diverse learners and create inclusive, responsive classrooms. Table 4 presents the results.

Table 4

Level of Implementation of the Learning Action Cell as to the Learner Diversity and Student Inclusion

(n=38)

	Indicators	Mean	SD	Verbal Interpretation
1	Teacher knows and cares for his/her students	4.79	0.413	Fully Implemented
2	Includes learner diversity and student inclusion in the LAC sessions.	4.29	0.694	Fully Implemented
3	Establishes learning environments that are responsive to the learner diversity	4.68	0.525	Fully Implemented
4	Teacher has knowledge and understanding of, as well as respect for learners' characteristics and experiences.	4.76	0.431	Fully Implemented
5	Caters diversity such as gender, community membership, religious beliefs, family configuration, and special learning needs	4.71	0.515	Fully Implemented
6	Adjusts and differentiates their instruction to include all learners and to foster harmony in the class	4.66	0.481	Fully Implemented
7	Provides remedial instruction for those who are experiencing difficulties in learning lessons	4.74	0.503	Fully Implemented
	Overall	**4.66**	**0.463**	**Fully Implemented**

Legend: 1.0-1.8 Not Implemented, 1.81-2.60 Slightly Implemented, 2.61-3.40 Moderately Implemented, 3.41-4.20 Implemented, 4.21-5.0 Fully Implemented

Table 4 presents the level of LAC implementation in terms of learner diversity and student inclusion, with an overall mean of 4.66 (SD = 0.463), interpreted as Fully Implemented. Knowing and caring for students obtained the highest rating (M = 4.79), followed by understanding and respecting learners' characteristics and experiences (M = 4.76) and providing remedial instruction (M = 4.74). Meanwhile, including learner diversity and student inclusion in LAC sessions received the lowest rating (M = 4.29), although it remained Fully Implemented. These findings indicate that teachers demonstrate strong commitment to inclusive and learner-centered practices through differentiated instruction, appropriate interventions, and sensitivity to learners' diverse needs.

The results highlight LAC's role in strengthening inclusive teaching practices through collaboration and professional reflection. This supports (Tomlinson & Imbeau, 2023) and Langelaan et al. (2024) emphasis on differentiated instruction and (Menaga & Janani, 2025)advocacy of inclusive pedagogy, which promotes meaningful learning opportunities for all students. Similarly, Ainscow (2022) underscores the importance of teacher collaboration and reflective practice in advancing inclusive education. However, the relatively lower rating for explicitly addressing learner diversity during LAC sessions suggests an opportunity to give greater attention to inclusive education in future professional learning activities.

5.2.2 Content and Pedagogy

Content pedagogy combines subject knowledge and effective teaching strategies to meet students' needs and promote meaningful learning. In LAC sessions, teachers share best practices to strengthen their pedagogy and instruction. Table 5 presents the results.

Table 5

Perception of the Teachers During the Implementation of Learning Action Cell as to the Content and Pedagogy

(n=38)

	Indicators	Mean	SD	Verbal Interpretation
1	Prepare lessons and is relaxed in executing lesson plans	4.68	0.471	Fully Implemented
2	Is able to implement developmentally appropriate teaching methods that respect the individual differences of learners.	4.55	0.504	Fully Implemented
3	Can jointly craft learning goals in collaboration with his/her students	4.21	0.704	Fully Implemented
4	Teacher master's content and performance standards and learning competencies and delivers instruction effectively	4.63	0.489	Fully Implemented
5	Collaboratively plan weekly lessons during the LAC and implement them for the specified time	4.03	0.716	Implemented
6	Translates curriculum content into relevant learning activities	4.03	0.822	Implemented
7	Teacher is systematic and contextualizes the lesson to the learning needs of students	4.11	0.727	Implemented
	Overall	**4.32**	**0.580**	**Fully Implemented**

Legend: 1.0-1.8 Not Implemented, 1.81-2.60 Slightly Implemented, 2.61-3.40 Moderately Implemented, 3.41-4.20 Implemented, 4.21-5.0 Fully Implemented

Table 5 shows that teachers generally perceived LAC implementation in terms of content and pedagogy as Fully Implemented, with an overall mean of 4.32 (SD = 0.580). Preparing lessons and delivering them confidently received the highest rating (M = 4.68), followed by demonstrating mastery of content and learning competencies (M = 4.63). However, collaborative weekly lesson planning and translating curriculum content into relevant learning activities obtained the lowest ratings (both M = 4.03), indicating areas that need further attention.

These findings suggest that teachers are confident in preparing lessons and delivering instruction, but they need more opportunities to collaborate on developing meaningful learning activities. Mendoza et al. (2022) emphasized that collaborative lesson planning is an important part of teacher professional development, as it enables educators to share knowledge and create lessons that respond to learners' needs. Similarly, Benedict et al. (2023) highlighted how lesson study can strengthen teachers' content knowledge, understanding of learners, and pedagogical practices through collaborative lesson development and reflection. These findings suggest that LAC sessions should offer more structured opportunities for joint lesson planning, sharing instructional strategies, and contextualizing learning activities.

5.2.3 Assessment and Reporting

Assessment and reporting ensure teaching and learning are evidence-based and responsive to learners' needs. They help teachers track progress, evaluate outcomes, and provide timely feedback. LAC sessions let teachers discuss strategies to assess learner performance accurately, fairly, and effectively. Table 6 presents the results.

Table 6

Perception of the Teachers After the Implementation of Learning Action Cell as to the Assessment and Reporting

(N=38)

	Indicators	Mean	SD	Verbal Interpretation
1	Teacher understands how to implement the learner-centered assessment policies of the K to 12 Curriculum	4.42	0.500	Fully Implemented
2	Discussions include ways of assessing the learning of students	4.47	0.557	Fully Implemented
3	Provides feedback about learning outcomes	4.47	0.506	Fully Implemented
4	Continually select, organize, and use sound assessment processes	4.53	0.506	Fully Implemented
	Overall	**4.47**	**0.492**	**Fully Implemented**

Legend: 1.0-1.8 Not Implemented, 1.81-2.60 Slightly Implemented, 2.61-3.40 Moderately Implemented, 3.41-4.20 Implemented, 4.21-5.0 Fully Implemented

Table 6 shows that teachers perceived LAC implementation in terms of assessment and reporting as Fully Implemented, with an overall mean of 4.47 (SD = 0.492). The continuous use of appropriate assessment processes received the highest rating (M = 4.53), followed by discussions on student assessment and providing feedback on learning outcomes (both M = 4.47). Understanding and applying learner-centered assessment policies under the K to 12 Curriculum obtained the lowest rating (M = 4.42), although it was still interpreted as Fully Implemented.

The findings suggest that LAC sessions help teachers improve how they assess learners, monitor their progress, and provide feedback. By sharing experiences and discussing assessment strategies, teachers gain ideas for making their assessment practices more meaningful and responsive to learners' needs. However, the slightly lower rating for understanding learner-centered assessment policies suggests that teachers may benefit from more focused discussions on assessment guidelines and their classroom application. This is supported by Li et al. (2023) who highlighted the value of collaborative professional development in strengthening teachers' formative assessment knowledge. Similarly, Vattøy and Gamlem (2025) emphasized the importance of meaningful feedback in supporting student learning, while Lei and Lei (2025) stressed that teachers need both assessment knowledge and practical skills to use assessment results in improving instruction. These studies reinforce the importance of LAC in helping teachers strengthen their assessment practices through continuous learning and collaboration.

5.2.4 The 21st Century Skills and ICT Integration

The focus on 21st-century skills and ICT integration is to equip teachers to make learning innovative, collaborative, and meaningful. As technology plays a growing role in education, teachers are expected to use digital tools and modern strategies to engage learners and improve performance. LAC sessions give teachers opportunities to share ideas, try ICT tools, and adapt instruction for today's learners. Table 7 presents the results.

Table 7

Perception of the Teachers After the Implementation of Learning Action Cell as to the 21st Century Skills and ICT Integration

(n=38)

	Indicators	Mean	SD	Verbal Interpretation
1	Brings 21st-century skills into the teaching and learning	3.63	0.786	Implemented
2	Enrich lessons with simple integration strategies utilizing Information and Communication Technology (ICT) that are developmentally appropriate	4.00	1.040	Implemented
3	Integrates ICT in instruction and assessment processes to make a more collaborative teaching and learning experience	4.00	1.040	Implemented
	Overall	**3.88**	**0.905**	**Implemented**

Legend: 1.0-1.8 Not Implemented, 1.81-2.60 Slightly Implemented, 2.61-3.40 Moderately Implemented, 3.41-4.20 Implemented, 4.21-5.0 Fully Implemented

Table 7 shows that teachers perceived LAC implementation in terms of 21st-century skills and ICT integration as Implemented, with an overall mean of 3.88 (SD = 0.905). Using ICT to enrich lessons and support collaborative teaching and learning received the highest ratings (both M = 4.00). Meanwhile, integrating 21st-century skills into teaching and learning obtained the lowest rating (M = 3.63), suggesting that this area needs further attention.

The findings show that teachers are already using ICT to improve their lessons and make classroom activities more engaging. However, they may need additional support in designing learning activities that build students' critical thinking, creativity, communication, and collaboration skills. This points to a need for LAC sessions to give teachers more opportunities to explore practical ways of using technology to develop these competencies. In support of this, Claro et al. (2024) highlighted the need to strengthen teachers' digital competencies beyond basic technology use. Similarly, König et al.(2024) emphasized the importance of purposeful ICT integration in lesson planning and classroom instruction. These findings suggest that LAC can be strengthened further by focusing on practical, technology-supported teaching strategies that promote meaningful learning and prepare students for the demands of the 21st century.

5.2.5 Curriculum Contextualization, Localization, and Indigenization

Curriculum contextualization, localization, and indigenization show how teachers adapt and enrich curricula to meet learners' needs and reflect community contexts. Table 8 presents the results.

Table 8

Perception of the Teachers After the Implementation of Learning Action Cell as to the Curriculum Contextualization, Localization, and Indigenization

(n=38)

	Indicators	Mean	SD	Verbal Interpretation
1	Matches the curriculum content and instructional strategies relevant to the learners.	4.55	0.504	Fully Implemented
2	Considers individual differences in lesson planning and implementation	4.53	0.557	Fully Implemented
3	Identifies and responds opportunities to link teaching and learning in the classroom to the experiences, interest, and aspirations of the wider school community and other stakeholders.	4.47	0.506	Fully Implemented
4	Links new content to the local experiences that are familiar to students.	4.42	0.552	Fully Implemented
5	Modifies Teachers' guide and Learners' materials to accommodate the unique contexts of a particular locality	4.53	0.557	Fully Implemented
6	Deepens curriculum contextualization through indigenization.	2.66	1.097	Moderately Implemented

7	Provides spaces for unique cultures in the K to 12 Basic Education Program.	2.89	1.110	Moderately Implemented
8	Makes sure that the members of the community participate in the indigenization process.	2.74	0.891	Moderately Implemented
9	Finds time to discuss how their community linkages can support the curriculum and how LAC sessions promote their own professional growth.	4.45	0.555	Fully Implemented
	Overall	**3.92**	**0.649**	**Implemented**
	Legend: 1.0-1.8 Not Implemented, 1.81-2.60 Slightly Implemented, 2.61-3.40 Moderately Implemented, 3.41-4.20 Implemented, 4.21-5.0 Fully Implemented			

Table 8 shows that teachers generally perceived LAC implementation in terms of curriculum contextualization, localization, and indigenization as Implemented, with an overall mean of 3.92 (SD = 0.649). Aligning curriculum content and teaching strategies with learners' needs received the highest rating (M = 4.55), followed by considering individual differences in lesson planning and adapting learning materials to local contexts (both M = 4.53). Integrating lessons with local experiences and community engagement also received favorable ratings. However, incorporating indigenous perspectives (M = 2.66), recognizing unique cultural practices in the curriculum (M = 2.89), and involving the community in the indigenization process (M = 2.74) were only Moderately Implemented.

These findings suggest that teachers are making efforts to connect classroom lessons with learners' needs and local experiences. However, incorporating indigenous knowledge, traditions, and cultural perspectives into instruction remains challenging. This may be because teachers need more guidance, appropriate learning resources, and stronger partnerships with community members and cultural knowledge holders. The findings highlight the importance of using LAC sessions not only to improve lesson planning but also to help teachers develop culturally responsive and inclusive instructional practices.

This is supported by Bostwick et al. (2025), who identified understanding the community, curriculum work, collaborative teaching, and learning through cultural mentorship as important dimensions of culturally responsive teaching. Similarly, Amazan et al. (2025) emphasized the value of professional learning communities that bring teachers together with Aboriginal cultural mentors and community members to develop culturally responsive school practices. Riley et al. (2024) also highlighted the importance of integrating Indigenous perspectives into teacher education and professional development through respectful engagement with Indigenous knowledge and frameworks. These studies suggest that LAC can provide a meaningful opportunity for teachers to work with communities, learn from cultural knowledge holders, and develop lessons that reflect local identities and experiences.

5.3 Challenges Teachers Experience in Learning Action Cell Sessions

LACs support collaborative teacher development by improving teaching, strengthening instructional skills, and encouraging continuous learning. However, challenges such as time, workload, resources, facilitation, and institutional support may limit participation and effectiveness. Table 9 presents the results.

Table 9

Challenges Teachers Experience in Learning Action Cell Sessions

(n=38)

	Indicators	Mean	SD	Verbal Interpretation
1	Lack of time to attend LAC sessions due to heavy workload.	3.03	1.442	Serious
2	Difficulty in understanding or applying discussed topics or strategies.	2.50	1.225	Slightly Serious
3	Limited participation or engagement from other members.	2.39	1.128	Slightly Serious
4	Insufficient support from school administration or colleagues.	2.16	1.263	Slightly Serious
5	Lack or resources or materials to implement strategies discussed in LAC.	2.32	1.118	Slightly Serious
6	Scheduling conflicts with other school activities and personal commitments.	2.82	1.227	Serious
7	Technical issues (e.g., ICT problem, lack of equipment for presentations.)	2.79	1.318	Serious
8	Inadequate facilitation during the session.	2.55	1.201	Slightly Serious

9	Difficulty in collaborating or communicating with other members.	2.45	1.132	Slightly Serious
	Overall	**2.56**	**1.192**	**Slightly Serious**

Legend: 1.0-1.8 Not Serious, 1.81-2.60 Slightly Serious, 2.61-3.40 Serious, 3.41-4.20 Highly Serious, 4.21-5.0 Very Highly Serious

Table 9 shows that teachers experienced Slightly Serious challenges in implementing LAC sessions, with an overall mean of 2.56 (SD = 1.192). The most common concerns were lack of time due to heavy workload (M = 3.03), scheduling conflicts with school and personal responsibilities (M = 2.82), and technical problems, including limited ICT equipment (M = 2.79), all rated as Serious. Other concerns, such as limited participation, inadequate resources, and lack of administrative support, were considered slightly serious.

These findings suggest that teachers generally find LAC sessions manageable, but their busy schedules and teaching responsibilities make regular participation difficult. Limited time and technical resources may also affect how smoothly the sessions are conducted. Similar findings were reported by Chin et al. (2022) who identified time constraints, limited resources, and inadequate logistical support as barriers to teachers' professional development in the Philippines. Nordgren et al. (2021) also emphasized the importance of supportive working conditions and opportunities for collaboration in making professional learning meaningful. These findings highlight the need to provide teachers with protected time for LAC sessions, reduce scheduling conflicts, and ensure access to adequate ICT resources. Such support can help teachers participate more actively and gain greater benefits from collaborative professional learning.

6. Conclusion and Recommendations

The findings establish that the Learning Action Cell (LAC) is a valuable strategy for promoting teachers' continuous professional development. Teachers generally perceived its implementation positively, particularly in learner diversity and inclusion, content and pedagogy, and assessment and reporting. However, further improvement is needed in ICT integration, 21st-century skills, and curriculum contextualization, localization, and indigenization, particularly in incorporating indigenous knowledge and community participation.

Although challenges were generally slightly serious, heavy workload, scheduling conflicts, and technical difficulties affected teachers' participation in LAC sessions. These findings highlight the need for sustained administrative support, adequate resources, and more focused professional learning activities. Thus, a Professional Training Plan is proposed to address the identified gaps, strengthen teachers' competencies, and improve the effectiveness and sustainability of LAC implementation.

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