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Impact of School Learning Action Cell Program on Teachers' Instructional Competence in Misamis Oriental: Basis for Professional Development Plan

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ABSTRACT

The School Learning Action Cell (SLAC) program is a platform designed for teachers to enhance their teaching skills continuously. A study conducted in the Division of Misamis Oriental aimed to assess the impact of the SLAC program on teachers' instructional competence. The research focused on describing the characteristics of the participants, evaluating the level of impact of the SLAC program on teachers' instructional competence, examining the teachers' instructional competence level, establishing the relationship between the program's impact and teachers' competence, testing the effects of the program on instructional competence, and developing a professional development plan based on the study's findings. The study involved 350 public elementary school teachers and utilized statistical analysis methods like frequency, percentage, mean, standard deviation, and Pearson Correlation. Results indicated a significant positive impact of the SLAC program on teachers' instructional competence, highlighting the effectiveness of the program in enhancing teaching skills. The study recommended the implementation of the developed professional development plan to support further teachers' growth and engagement in Misamis Oriental's educational system.

INTRODUCTION

Teachers are prepared for the era of globalization through the SLAC program. By going to these seminars, they will be capable of producing a more productive learning atmosphere, enhancing teaching-learning scenarios, keeping up with the latest technology in education, and gaining inspiration to become better teachers in the modern classroom. It is an innovative and promising strategy for raising educational standards. As they become more widely adopted in educational institutions worldwide, there is a growing interest in their benefits. Furthermore, a policy on the Learning Action Cell (LAC) as a school-based continuing professional development strategy for the K to 12 Basic Education Program aimed at improving teaching and learning was announced by the Department of Education, which is another reason why this topic—the impact of the SLAC program on teachers' instructional competence was selected to comply with Republic Act 10533, which is the 2013 Enhanced Basic Education Act (Silva, 2021). As a SLAC coordinator in school, the researcher finds another issue with SLAC wherein teachers and facilitators may not receive enough training or assistance. Educators may become frustrated and produce unsatisfactory results if they do not have the necessary training and continuous assistance to execute the program effectively.

According to Madriaga (2021), there was very high-quality control in the planning, execution, and evaluation of SLAC's implementation and effectiveness. She continued by saying that in addition to possessing a clear vision of her ideal student, a highly successful educator should be well-versed in the subject matter, performance standards, and learning capacity. The School Learning Action Cell

of the Philippine Department of Education (DepEd) is a comprehensive and organized program that aims to improve education through cooperation, data-driven decision-making, and action-oriented projects. A major goal of the Philippine educational system is to raise the standard of instruction and learning in all the nation's institutions.

According to Cabral and Millando (2019), as stated in Sec. 35 of DepEd Order in 2016, a group of teachers led the SLAC worked together to solve common problems related to education. The diversity of learners' ICT integration, 21st-century skills, assessment and reporting, curriculum and pedagogy, and student inclusion are a few examples of these problems. According to DepEd, these school-based learning action cell initiatives will serve as a template for ongoing professional development aimed at enhancing instruction and learning inside educational institutions.

Teachers must participate in ongoing training and professional development to remain current with evolving pedagogical practices, technologies, and best practices, just like a good artisan hones their abilities through apprenticeship. The professional performance of teachers is an important topic of conversation that should not be disregarded because of its significant impact on student progress (Ramdani *et al.*, 2021).

Moreover, Paler *et al.* (2020) discovered that although teachers' comprehension of the SLAC program to enhance instructional delivery was fair, school leaders' understanding was good. The SLACs incorporate the concepts of data-driven decision-making and collaborative learning, which have emerged as essential components of contemporary educational reform.

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By researching their influence, it is possible to gain a greater knowledge of how these ideas translate into real advancements in teaching and learning. As stated by Reazo (2021), in terms of topic prioritization, SLAC formation, meeting scheduling, resource setup, SLAC implementation norms, line-item budget preparation, and SLAC plan, the respondents generally felt that the LAC was implemented to a general degree.

In light of the aforementioned findings, the goal of this study was to assess how the School Learning Action Cell program affected teachers' instructional competence in selected districts in the Division of Misamis Oriental, SY 2023-2024.

LITERATURE REVIEW

School Learning Action Cell Program (SLAC)

Cabral and Millando (2019) declared that it was evident from the results that the SLAC sessions had a significant positive impact on instructors' professional growth. It is essential to have systems in place that encourage ongoing innovation and development in schools, given the always-changing nature of the educational world. Almonicar and Padasas (2022) defined the program as self-directed learning, continuous cooperative learning or problem-solving within a common professional interest domain, a reflective practice that results in action and self-evaluation, and a common interest (DO No. 35, s. 2016). Since the DepEd is committed to enhancing teachers' ability for professional accomplishment and lifetime learning, this policy actively fosters the continued professional development of its teaching professionals (Adlit *et al.*, 2023).

According to Bajar *et al.* (2021), no teacher is an expert in every subject covered in the curriculum. One must benefit from the information and experience of other educators to increase their own knowledge, proficiency, and competence. The School Learning Action Cell is, at its core, a devoted team of people who care deeply about education and are dedicated to its ongoing improvement. The study of Bernabe (2019) revealed a substantial correlation between the use of LAC sessions and academic success. Valdehueza *et al.* (2023) suggested that to improve teacher competence, one of the primary objectives of the learning process was to institutionalize the SLAC.

Cabral and Millando (2019) unmistakably showed how much the LAC sessions helped educators advance their careers. Putting SLAC into practice is one effective strategy that has emerged in recent years. Based on Culajara (2023), sharing trends, being inventive and creative, and adjusting to the 21st-century skills that every individual needs are all stressed in this group learning session. Guerra (2023) declared that behavioral skills, content and pedagogical knowledge, roles and responsibilities, training needs, monitoring and assessment, and the School Learning Action Cell were all observed to a moderate extent. According to Medina *et al.* (2022), these demands encourage educators to modify,

localize, and expand upon existing teaching methods to address the demands of kids with diverse and unique needs in a multicultural classroom. This introduction sets the tone for a more in-depth investigation of this cutting-edge pedagogical strategy by giving a glimpse into the transformative potential of SLACs.

Teaching-learning Process

Munna and Kalam (2021) discovered that inclusive classroom environments enhance faculty and student achievement. As a result, instructors have access to a multitude of creative teaching approaches, materials, and insights to use in their classrooms. Binauhan (2019) states that educators and implementers do a good job carrying out their roles as resource persons, facilitators, leaders, documenters, and even members of the learning action cell. The teaching-learning paradigms have evolved into the newest trends, allowing for the evolution of educational models that were previously focused on teaching to ones that were focused on learning, as well as a shift in the characteristics of teachers and students (Reyes, 2019).

The findings of Floreno (2021) imply that all teaching tactics, activities, and curriculum implementation align with the K to12 Basic Education Program's content and methodology. By creating a culture of continuous improvement, SLACs help teachers hone their teaching strategies, exchange best practices, and participate in ongoing professional development. The study by Nicolas (2019) revealed that there was a substantial correlation between learning action cell implementation and predictors of parameters associated with LAC implementation.

The findings of the study of Kuru and Tabancali (2023) discovered that there is a significant positive correlation between the professional learning score and the school culture score and that educators had a high professional learning score. Kaur (2019) showed that because of the changing work environment and challenging careers, teachers are helping students manage their careers and lay a solid basis for success in a range of professions. One way to describe the teaching-learning process is as a setting where instructors determine what and why students must learn (Nithyanandam, 2020).

Teachers' Success

Studies by Kanya *et al.* (2021) highlighted the degree of involvement that administrators or other school leaders have in determining a teacher's effectiveness, which is undoubtedly influenced by factors including commitment, self-efficacy, and job satisfaction. Nurturing successful teachers through School Learning Action Cells (SLACs) is a smart and effective method for educational professional development. Segolsson and Hirsh (2019) emphasized that a teacher's capacity to read a situation and handle the unexpected is what ultimately determines whether they will be able to teach well. SLACs provide educators with continual professional development

opportunities that keep them up to date on best practices, new teaching methods, and the most recent educational research (Cubero, 2022).

Reflective practices fostered in SLACs urge instructors to evaluate and improve their teaching techniques constantly. This facilitates their participation in cooperative learning, keeping in mind that one of the traits of today's students is their receptivity to participatory approaches (Moruri, 2020). Furthermore, SLACs foster a supportive community in which instructors feel respected and appreciated, increasing job satisfaction and motivation. Furthermore, SLACs encourage educators to evaluate their teaching approaches and seek constructive input from their peers. As investigated by Winarti *et al.* (2022), only a few teachers sought professional development opportunities constantly, and they were often pressured to conform to the common tendency to put aside teacher professional development. Teachers of science should help students develop this habit by having them solve real-world problems and by giving their lessons greater personal significance. (Peng, 2019). Exploration of creative instructional approaches promotes a dynamic and engaging classroom environment. Within SLACs, a sense of community and support not only enhances teacher morale but also fosters a common commitment to student success. SLACs help teachers to thrive in their careers by aligning their activities with greater educational goals and putting students at the center of their efforts. Nonetheless, this study adds to the thriving literature by validating the thriving framework, pathway variables, and the contributing linkages of career service factors to the model (Chowen, 2022).

Teachers' Support

Pocaaan and Pocaaan (2023) support in academic institutions may be encouragement, sympathy, and appreciation. Teachers gather in these collaborative environments to share their knowledge, thoughts, and experiences. Kalam and Munna (2021) revealed that teachers have to guarantee that students' basic human talents and culturally invented technology regularly interact, ultimately leading to the development of their cognitive capacities.

Lugue and Galicia (2021) disclosed that the purpose of the study was to determine the mental health of teachers, the extent to which influencing variables affect it, and the quality of support provided by each of their different institutions. It offers a platform for the sharing of innovative teaching strategies and classroom techniques, enabling educators to draw inspiration from one another. An action team's members collaborate to plan and execute the initiatives that the school needs to be completed (Ingram, 2020).

Furthermore, SLACs frequently foster data-driven decision-making, in which educators assess student performance data collectively and cooperatively propose areas for improvement. One of the most important elements influencing a nation's destiny is the support that teachers provide for K to12 pupils and the long-term

consequences of that support (Elliot, 2021).

Santoro (2021) posits that if teachers do not feel that their work is valued and they do not have access to the tools they require, they are more likely to quit teaching. Garipov (2019) suggested that the following conditions must be met in order for teachers to successfully adapt: the creation of mentorship resources the supply of professional development opportunities for new educators via cooperation and collaboration with other educators. According to the findings of a recent study, workers who feel more support from their organizations typically perform better (Mughal, 2019).

Collaboration

Jong *et al.* (2022) highlighted that in-service Teacher learning has changed over the last 25 years, moving away from a focus on off-site reflective practice—such as teachers working together in outside workshops and lectures—to on-site reflective practice, like instructors taking part in peer coaching and lesson planning at their schools. Therefore, in order to develop trusting relationships within the team, teachers are expected to work in teacher teams, develop their classroom methods, and closely collaborate with one another (Grasel *et al.*, 2021). School leaders display their appreciation for their teaching staff's accomplishments by carefully listening to their concerns, suggestions, and comments. Don and Raman (2019) consequently state that in order for the newly established group to be successful in its endeavors, the members' camaraderie and cooperative spirit must be fostered.

Furthermore, including teachers in decision-making processes, whether related to curriculum creation, school regulations, or resource allocation, empowers educators and makes them feel like valued stakeholders in the mission of the school. Jones (2021) revealed that consistent teacher collaboration and communication are necessary to adjust the curriculum and execute educational inclusion for children.

Conversely, teachers are crucial in developing collaboration. They can actively participate in professional development programs, meetings, and conversations where they can share their thoughts and best practices. Pozas and Letzel-Alt (2023) revealed that when adopting differentiated teaching, teacher collaboration is seen to be a significant factor. Mora *et al.* (2019) highlighted that during the past few decades, the disciplines of practice and research have given teacher cooperation a greater deal of attention.

Teachers' Instructional Competence

Lumapenet (2022) stated that teachers' competence and students' involvement allow researchers to learn more about what teachers and learners are executing rather than what they are expected or presumed to be doing. Teachers with good instructional competency have a thorough understanding of pedagogy, allowing them to choose and implement the most appropriate teaching

methods and strategies. Lucero (2018) produced a comprehensive result on the strand that asked questions that were simple to answer and presented the lessons in the simplest possible method. In addition to focusing on developing teachers' instructional competence for in-service teachers, preparing novice teachers or student teachers to achieve such competency is also important and necessary (Chaichaowarat, 2023).

In particular, Labisores and Arenga (2021) claimed to have established a strong correlation between teaching competencies and teachers' IPCRF as well as a significant influence of instructional skills on students' learning abilities and the relationship between teachers' performance ratings and learning skills. Continuous professional development and a dedication to reflective practice are also essential components of instructional competence since they ensure that teachers adapt and modify their instructional approaches to maintain a dynamic and engaging learning environment. Finally, teacher instructional competence enables educators to assist their pupils toward academic success. We examine methods that educators might use in their daily work to give their reflections structure and rigor, transforming them into in-depth educational experiences that have the potential to revolutionize education (Carden, 2019).

Thus, current studies have attempted to identify the particular facets of instructors' professional ability that are important for the growth of their students (Fauth *et al.*, 2019). SLACs enable teachers to improve their teaching skills and tactics by establishing a culture of cooperation and reflective practice. Rubi (2019) declared that DepEd has implemented a variety of projects and programs to improve the teaching and learning process and modernize its operations. One such project involved upgrading teachers' competency in the creation of instructional materials considering the nation's recent switch to a K to 12 education system. Research conducted by Asis, Caballes, and Ortiz Jr. (2023) showed that teachers have extremely competent teaching competencies. The 21st-century abilities are essential for educators to enhance their instruction in accordance with the most recent advancements in education (Sulaiman & Ismail, 2020). Professional teachers, or 21st-century teachers, are not just competent teachers in the classroom today; they are also learners and change agents in the school, and they can build relationships with other teachers to raise the standard of instruction in their institutions (Sudargini & Purwanto, 2020).

Teaching Skills

According to research conducted by Gultom, Hutauruk and Ginting (2020), being a teacher is a profession, which implies that not simply anyone with no experience in education can fill this role; it takes specific abilities. The effective transfer of ideas is facilitated by clear communication skills, which promote student engagement and comprehension. Also, Kim *et al.* (2019) claimed that a significant obstacle to achieving the intended benefits

is the absence of useful resources for supporting teacher professional development and context-specific comprehension of teaching techniques.

Suryani *et al.* (2021) suggested that teachers must have academic qualifications and competencies as learning agents. Teachers should be skillful in lesson preparation that directs the flow of instruction by connecting learning objectives with curriculum requirements. Examining the potential applications of this tool for reflective practice, teacher feedback, and ongoing development is intended to pave the way for enhanced 21st-century teacher competencies and, in turn, 21st-century learners (Kim *et al.*, 2019). Meanwhile, differentiation gives teachers the freedom to adapt to the different requirements of their pupils by offering extra support or enrichment when required.

Further, mechanisms for assessment and feedback assist in determining how well students grasp concepts and offer suggestions for development. Utilizing technology in the classroom increases student interest and prepares them for life in the digital age. Siskarina (2021) investigated how active engagement techniques pique students' interest and participation while adaptability guarantees that the curriculum responds to students' growth and changing needs.

Classroom Management Skills

Santhanam (2022) asserted that the wide range of abilities and strategies teachers employ to keep their pupils focused, attentive, tidy, and academically productive throughout a lesson is known as classroom management. The ability of a teacher to effectively run the classroom is the foundation of a joyful and productive learning environment. According to Abdullah (2020), the primary goal of any teacher-student interaction, regardless of the mode of instruction, is to transfer values, information, and abilities that will assist the students meet the program's learning objectives. To satisfy the demands of the students and guarantee that they acquire proper behavior and attitudes, teachers must employ a range of classroom management techniques (Karabay & Aydin, 2019).

According to Stueber (2019), many diverse components work together to create an effective classroom system that decreases undesirable behaviors, stimulates and accelerates social and emotional growth, and improves academic learning. Teachers must take an active role in classroom management to promote a proactive learning environment (Obispo *et al.* 2021). Teachers must balance keeping up with lesson planning with dealing with persistent disruptions in the classroom, which lead to both in- and out-of-school suspensions. (Stueber, 2019). Terada (2019) highlighted that when teachers used a variety of tactics aimed at establishing, maintaining, and repairing connections, disruptive conduct decreased by 75% and academic engagement increased by 33%. This resulted in more valuable and productive classroom time for the students. Additionally, classroom management

includes dealing with behavioral issues in a positive and encouraging way by employing techniques that encourage self-control and accountability in pupils. The capacity of a teacher to develop strong bonds with their students promotes a sense of trust and respect, which helps to create a more peaceful learning environment. Risnayanti (2020) emphasized that learning outcomes for students are impacted by classroom management techniques. These include helping students feel comfortable and relaxed during class, opening their minds to think broadly and clearly, igniting their enthusiasm for learning, and allowing them to spend more time seriously and actively in the learning process.

Guidance Skills

Studies by Purnama, Kurniasari, and Astuti (2022) found that one of the most crucial elements influencing a student's ability to learn is their interest. In essence, guidance skills play a crucial function as instructional instruments in molding a student's personality and fundamental orientation. (Arumugam *et al.*, 2021). A variety of actions and techniques that foster a positive and supportive learning environment are part of effective guidance.

Teachers with high mentoring abilities are adept at giving students frank and helpful comments, assisting them in understanding their strengths and areas for development. Also, Dar and Peer (2021) show that the research accepts counseling as a transformative process that helps people acquire all the necessary knowledge both inside and outside of the classroom. They give advice on how to develop and achieve objectives, both academically and personally, giving their students a sense of direction and purpose. Guidance and counseling services can be integrated into schools to improve academic attainment, foster student well-being, and provide a conducive learning environment (Darakhshan & Shameem, 2023).

Evaluation Skills

Since evaluation skill includes the capacity to accurately assess and measure student progress and learning outcomes, it serves as a key barometer of a teacher's instructional competency. Evaluation skills go beyond simply assigning grades; they cover a variety of crucial procedures that influence the educational process. One of the most important aspects of assessment competency is the ability to design and administer exams that are consistent with learning objectives and curriculum requirements. To effectively assess student comprehension and performance, qualified teachers design fair, trustworthy, and valid tests. For instance, Onen and Sincar (2019) state that as policy practitioners, teachers are crucial to accomplishing the objectives of the school.

Thus, effective evaluation involves studying assessment information to guide instructional choices. Teachers who are excellent at this skill use assessment data to modify their lesson plans, personalize education to

match the requirements of each student, and give timely, specific feedback for development. Proficient teachers use continuing assessment strategies to track students' development as they learn, acknowledging the value of formative evaluation. They use a range of assessment techniques, including tests, projects, quizzes, and observations, to get a complete picture of students' learning. Developing a growth mindset in pupils, emphasizing the need to take lessons from failures and mistakes, is another aspect of evaluating competence. Pupils are urged to assume accountability for their education and set objectives for self-development in an environment where teachers with good evaluation skills foster a culture of continual improvement. Teachers who are excellent at this ability utilize evaluation as a tool to improve education, encourage student growth, and foster a lifelong culture (Nasser, 2018).

Thus, the literature and studies mentioned above are relevant to the present investigation, which tackles the impact of the SLAC program on teachers' instructional competence. In addition, SLACs give teachers the tools they need to hone their pedagogical abilities and expand their subject-matter knowledge through collaborative learning and focused professional development. This boosts educators' confidence, which leads to more productive teaching methods. Furthermore, SLACs promote a climate of data-driven instruction that empowers instructors to make defensible choices considering student data. Overall, SLAC programs are extremely important in enhancing instructional competency and are advantageous to both teachers and students.

Statement of the Problem

This study aimed to determine the relationship between the School Learning Action Cell Program and teachers' instructional competence in selected districts, Division of Misamis Oriental School Year 2023-2024. The result of the study would be the basis for the professional development plan. It specifically answered the following questions:

1. How are the respondents characterized in terms of position, grade level taught, highest educational attainment, teaching experience and trainings/seminars attended on SLAC?
2. What is the level of the impact of the SLAC program on teachers' instructional competence as perceived by the respondents based on teaching-learning process, teachers' success, teachers' support and collaboration?
3. What is the level of the teachers' instructional competence as regards teaching skills, classroom management skills, guidance skills and evaluation skills?
4. Is there a significant relationship between the impact of SLAC program, teachers' instructional competence and each of their characteristics?
5. Is there a significant effect of SLAC Program on teachers' instructional competence?
6. Based on the findings of the study, what professional

development plan on School Learning Action Cell program can be designed?

Theoretical Framework

This study is anchored on Albert Bandura's Social Cognitive Theory which contends that people learn through copying, observing, and engaging with others. Teachers can make use of this theory in a School Learning Action Cell program by establishing opportunities for peer observation, mentorship, and modeling successful teaching techniques.

According to Lamorte (2022), Albert Bandura developed Social Learning Theory (SLT), which served as the basis for Social Cognitive Theory (SCT). It was developed into the SCT in 1986 and states that learning occurs in a social context with a dynamic and reciprocal interplay of the individual, environment, and behavior. What distinguishes SCT is its emphasis on social influence and both internal and outward social reinforcement. SCT takes into account the various ways that people learn and retain behavior in addition to the social context in which that behavior is displayed. The idea takes into account an individual's past experiences, which influence the likelihood of behavioral action. These prior experiences impact reinforcing, expectancies, and expectancies, which in turn impact a person's likelihood of engaging in a particular activity as well as the motivations behind it.

It is a well-known psychological theory that sheds light on how social interactions, cognitive functions, and learning outcomes interact in complex ways. This theory emphasizes the importance of observational learning, which is the process through which people learn new behaviors, attitudes, or emotional reactions by observing and mimicking others in their social context. Bandura's paradigm introduces the idea of self-efficacy, emphasizing that an individual's confidence in their own abilities has a significant impact on motivation and readiness to persevere in learning activities. The theory also explores the dynamics of vicarious reinforcement and punishment, showing how people might benefit from others' experiences without being directly exposed to negative outcomes. The stages of attention, retention, reproduction, and motivation in the process of observational learning are described in Bandura's thorough framework. It emphasizes the significance of self-control.

Scope and Limitations

This study focused on the impact of the SLAC program on teachers' instructional competence in selected districts within the Misamis Oriental Division, SY 2023-2024. This research involved three hundred fifty (350) public elementary school teachers in the school where this study was conducted. The independent variables were limited to the impact of School Learning Action Cell programs such teaching-learning process, teachers' success, teachers' support and collaboration. Indeed, the dependent variables dealt on teachers' instructional competence such

as teaching skills, classroom management skills, guidance skills and evaluation skills. The moderating variables deal with the respondents' characteristics such as position, grade level taught, highest educational attainment, teaching experience and trainings/seminars attended on the SLAC program.

METHODOLOGY

Research Design

This study employed a descriptive correlational research design. According to Shuttleworth (2014), this method examines the relationship between three or more variables. Correlational research (Fernandez, 2014) demonstrates academic correlations between multiple variables without intentionally messing with them. Moreover, Smiley (2011) states that no parameters were modified. Examining the degree of variation among diverse traits within a group is done through correlational investigation. Unlike experimental studies, descriptive and correlational research allows variables to be studied in their natural habitats (Simon, 2011). Correlational investigations employ several techniques, including cross-tabulation and correlations.

Study Setting

A few districts in the Misamis Oriental Division were chosen for this investigation. SLACs are a professional development technique these districts have implemented to improve teaching and learning results. Selected districts in the division of Misamis Oriental use the SLAC program as a platform for self-assessment and reflection on their teaching practices. They critically analyze their teaching methods, identify areas for improvement and establish professional development objectives.

The selected districts in the Division of Misamis Oriental represent teachers with a diverse range of student demographics, including varying socio-economic backgrounds, ethnicities, and academic achievement levels. This diversity will enable the researcher to assess whether the SLAC program has a consistent impact on the teachers' instructional competence. These chosen districts in the Division of Misamis Oriental acknowledged the SLAC program as an instrument for teacher development and professional advancement. Examining their effects fits with an increasing desire to improve educational procedures.

Study Population and Sampling Technique

The respondents of this study involved the three hundred fifty (350) public elementary school teachers of all the schools in Manticao, Lugait and Naawan districts of Division of Misamis Oriental regardless of the size of the population. The respondents included teachers from Kindergarten to Grade 6, representing different educational levels. Both the experienced and new teachers in selected districts may have fresh perspectives and knowledge from recent teacher education programs. They can introduce innovative ideas, modern teaching

tools, and updated pedagogical approaches. The respondents of the study were the public elementary school teachers of selected districts in the Division of Misamis Oriental. The eligibility criteria for choosing the intended respondents are as follows: employed in a certain institution as chosen by the researcher and those who agreed to participate.

A universal sampling procedure was used in getting the number of participants in the study where all elementary teachers in that population were included. Table 1 presents the distribution of respondents.

Table 1: Distribution of Respondents

District/School	Respondents
Manticao District	
Argayoso Elementary School	7
Cabalantian Elementary School	14
Camanga Elementary School	7
Magpait Elementary School	7
Mahayahay Integrated School	7
Malibato Integrated School	7
Manticao Central School	36
Pagawan Elementary School	8
Paniangan Elementary School	7
Patag Elementary School	7
Punta Silum Integrated School	14
Tuod Integrated School	16
Lugait District	
Aya-aya Elementary School	7
Betahon Elementary School	7
Biga Elementary School	10
Kalangahan Elementary School	13
Kaluknayan Elementary School	7
Lugait Central School	33
Talakogon Integrated School	14
Naawan District	
Don Pedro Elementary School	7
Linangkayan Elementary School	12
Lubilan Integrated School	7
Mapulog Elementary School	7
Maputi Elementary School	14
Mat-I Elementary School	9
Naawan Central School	45
Patag Elementary School	7
Tagbalogo Elementary School	7
Tuboran Elementary School	7
Total	350

Research Instruments

The instrument used in this study to gather the pertinent

data was a questionnaire of three (3) parts. Part I dealt with the respondent’s characteristics in terms of position, grade level taught, highest educational attainment, teaching experience, and training/seminars attended on the SLAC program. Part II inquired about the impact of the SLAC program, as perceived by the respondents, on teachers’ instructional competence in terms of the following objectives: teaching-learning process, teachers’ success, teachers’ support, and collaboration. This is based on DepEd Order No. 35 s. 2016, the learning action cell is a key to the Basic Education Program. However, the indicators are researcher-made with the options At all Times, Most of the Time, sometimes, and never. Part III elicited on teachers’ instructional competence, namely teaching skills, classroom management skills, guidance skills, and evaluation skills. This is adapted and modified from Marie June Espinosa’s (2008) study titled Level of instructional competencies among Grade 6 public elementary school teachers in the District of Bacolod, Lanao Del Norte: Basis for a Faculty Development Program. It has ten (10) indicators for each variable with the options At all Times, Most of the Time, Sometimes, and Never.

Statistical Treatment of Data

Having collected and recorded the data gathered in the study, the research used the following statistical tools. Descriptive statistics such as percentage frequency, mean, and standard deviations. Additionally, the impact of the SLAC program and the instructional competency and characteristics of teachers were tested using Spearman correlation. The Pearson correlation (r) was utilized to determine the effect of SLAC program on teachers’ instructional competence.

Ethical Consideration

When undertaking research, ethical considerations should be considered. Ethical standards aid in ensuring that the study is done in a responsible and polite way, keeping both the integrity of the study process and the participants’ well-being in mind. The following moral issues need to be considered:

Prior to enrolling participants in a study, the researcher secured voluntary and informed consent. The goal of the study, the methods, any possible hazards, and the participants’ choice to withdraw without repercussions were clearly communicated to them. Further, to protect participants’ privacy and confidentiality by keeping their personal information secure without specific authorization, sharing of identifiable details in publications or presentations was considered. Fair and equitable treatment was ensured that all participants, regardless of their background, traits, or status, were treated fairly and without discrimination. Importantly, data storage and disposal was also a priority to protect participants’ privacy by securely keeping research data and adhering to proper data retention and disposal procedures.

RESULTS AND DISCUSSION

Problem 1. How are the respondents characterized in terms of position, grade level taught, highest educational attainment, teaching experience and trainings/seminars attended on SLAC?

Table 2: Distribution of Respondents' Characteristics in terms of Position

Category	Frequency	Percentage
Master Teacher II	10	2.86
Master Teacher I	25	7.14
Teacher III	49	14.00
Teacher II	54	15.43
Teacher I	212	60.57
Total	350	100.00

Table 2 presents the distribution of respondents' characteristics in terms of position with the highest frequency of 212 (60.57%) belonging to the position of Teacher I. This indicates that most of the respondents in the study are in Teacher I position or those in the early stages of their teaching careers. It indicates that teachers in this position are more likely to participate in surveys. As observed, there are lots of respondents who were not promoted to a higher position and remain as Teacher I. This position also indicates a need for professional growth or training programs to help them advance in their professional careers. The findings could highlight the training and support needs of entry-level teachers. This could include identifying areas where additional professional development or mentoring programs would be beneficial to enhance their teaching skills and pedagogical knowledge. These should address the need to explore the experiences, perspectives, and needs of a more diverse range of teachers.

According to Padillo *et al.* (2021), teacher professional development activities helped me achieve subject matter expertise mastery, classroom management, instructional delivery, rapport building with students, and instructional planning. It emphasized the effectiveness of these activities in enhancing teachers' skills and competencies in various aspects of their teaching practice. In addition, a recent longitudinal study conducted by Ancho and Arrieta (2021) found that teachers, especially in the Teacher I position, must adapt and keep themselves abreast of current developments, including emerging practices. Specifically, it is not only vital to be present in the moment for Teacher I, but also for all the teaching positions in the Department of Education. The study by Ocampo and Lucasan (2019) supports the notion that formal trainings are the predominant mode of professional development interventions for teachers. SLAC and other training programs offered by schools, districts, divisions, or regional organizations during summer and semester breaks are included in these programs.

However, the lowest frequency of 10 (2.86%) respondents occupied the Master Teacher II position. This means that

there are few master teacher II positions in the three selected districts of Misamis Oriental. This pattern could imply that the guidelines for Master Teacher II promotion in the Department of Education are limited to the number of positions available. Based on the observation, the specific proportion for the number of master teachers is based on the total number of teachers or subject areas. There are rigorous standards or criteria for achieving the Master Teacher II position, making it a challenging and prestigious position to attain. Thus, Master Teacher II positions typically require additional qualifications, such as advanced degrees, certifications, or specialized training. Abasolo *et al.* (2021) studied the need for Master Teachers II to critically evaluate their capacity to carry out their obligations in the context of K to 12 education. The study by Guhao and Sioting (2023) demonstrates this point even more if there were a Master Teacher II in the classroom, someone in a position of responsibility would take the initiative to create lesson plans based on a thorough understanding of the subject matter and the needs of the students. They also assume accountability for the results, assessing them to ascertain what more needs to be done. Thus, they are among the most accomplished professionals who have established a new standard for discipline, professionalism, and commitment to the public school system. The most capable and deserving educators are elevated to the level of Master Teacher II under this program, giving them more status and pay (Ojale, 2019).

Table 3: Distribution of Respondents' Characteristics in terms of Grade Level Taught

Category	Frequency	Percentage
Grade 6	53	15.14
Grade 5	54	15.43
Grade 4	51	14.57
Grade 3	50	14.29
Grade 2	52	14.86
Grade 1	48	13.71
Kindergarten	42	12.00
Total	350	100.00

Table 3 illustrates the distribution of respondents' characteristics in terms of grade level taught. The results showed that the highest frequency of 54 (15.43%) are the respondents teaching Grade 5 level. This means that there are many Grade 5 learners in the three selected districts in the Division of Misamis Oriental. Grade 5 teachers are well-represented in the overall teacher population. Thus, the dominance of these teachers is noteworthy and may also reflect a preference among teachers for teaching at this grade level due to the age of the learners or the curriculum content. As observed, this suggests that there is a need for ongoing training, resources, and mentorship opportunities to enhance their instructional skills, subject matter knowledge, and classroom management techniques. When grade 5 teachers attend training

programs, they can continue their professional growth by learning new approaches, methods, tactics, skills, and resources.

The caliber of the intermediate teachers in the classroom is one of the key elements affecting academic success Villanueva *et al.* (2023). Pairing Grade 5 teachers with experienced mentors or instructional coaches can offer valuable guidance and support. A recent study conducted by Ghimire (2020) emphasized that teachers should engage in professional development, research projects, publishing journal articles, teacher discussion programs, media learning, independent and further study, conferences, seminars, and workshops.

However, the data revealed that the lowest frequency of 42 (12.00%) respondents came from the Kindergarten level. This means that there are few Kindergarten teachers in the three selected districts of Misamis Oriental. Consequently, the low number of Kindergarten teacher respondents may indicate an underrepresentation of their perspectives and experiences in the study. As observed, the three selected districts of Misamis Oriental may have a lower number of Kindergarten learners entering the school system, resulting in a smaller demand for Kindergarten teachers. The findings of this study align with the observation that the existing lower student-teacher ratio in Kindergarten may be compared to other grade levels. Thus, it could be a deliberate decision to provide more individualized attention and support to young learners. As a result, there may be fewer Kindergarten teachers needed in the school.

According to Gallego and Caingcoy (2022), among the groups that have an impact on children's education are Kindergarten teachers. They are the ones that work with Kindergarten students during their early development. Thus, despite the lowest participation of the Kindergarten teachers, It is necessary to provide such educators with ongoing professional development opportunities so they can pick up new techniques, approaches, tactics, abilities, and resources. Studies indicate that the quality of instruction is impacted by teachers' professional development, which also plays a major role in changing classroom practices to enhance students' learning results (Simon & Dan, 2020).

Table 4 shows the distribution of respondents'

Table 4: Distribution of Respondents' Characteristics in terms of Highest Educational Attainment

Category	Frequency	Percentage
Doctorate Degree	3	0.86
With Doctorate Degree units	2	0.57
Master's Degree Holder	45	12.86
With master's degree units	192	54.86
Bachelor's Degree	108	30.86
Total	350	100.00

characteristics in terms of highest educational attainment; thus, it revealed that 192 (54.86%) possessed master's degree units, which obtained the highest frequency of means. This means that respondents with master's degree units pursued higher education beyond the bachelor's degree level. It implies that there is an interest in exploring the impact of advanced education on various aspects, such as career advancement, professional development, or specialized knowledge acquisition. As observed, the respondents with master's degree units may have a stronger drive for continuous professional development. This may notice as to more motivated to participate in programs like the SLAC program that offer opportunities for growth and improvement. The teachers who pursue higher education and advanced degrees suggest a commitment to enhancing their instructional competence.

According to the terms of DepEd Order No. 007, s. 2023, on Revised Guidelines on the Appointment and Promotion of Related Teaching, Non-Teaching, and Other Teaching Positions, in criteria for deliberating, education or post-graduate studies have twenty-five (25) points. As stated by Vural and Basaran (2021), examining master's degree programs reveals their goal is to produce people who support social growth, advance professional development, and embrace professional attitudes and ethics. According to the study's findings, the master's degree holders who were also instructors said they intended to pursue a master's degree for a number of reasons, such as career advancement, pursuing an academic career, gaining in-depth knowledge of the subject, personal growth, or self-improvement in the teaching profession (Comon & Corpuz, 2024).

Conversely, based on the results, the lowest frequency of 2 (0.57%) on Doctorate degree units. It means that the low respondents with doctorate degrees have a limited representation of individuals who have pursued the highest level of academic achievement in their field. The data implies a lower level of participation or engagement from individuals who have pursued the highest level of academic achievement in their field. As perceived, the time and effort required to participate in the SLAC program and the study are competing with their other priorities, resulting in a lower response rate. It also emphasizes how crucial it is to give teachers access to professional development opportunities and encouragement to pursue further education.

As explained by Macapagal and Ricafort (2023), people go through processes and make informed judgments to accomplish goals since their employment choices have a big impact on human growth. Through careful consideration and enduring processes, individuals make wise decisions to pursue career paths that align with their passions, strengths, and goals, ultimately working towards personal fulfillment and making meaningful contributions to the world around them.

Table 5 determines the distribution of respondents'

Table 5: Distribution of Respondents' Characteristics in terms of Teaching Experience

Category	Frequency	Percentage
25-years and above	35	10.00
21-24 years	24	6.86
16-20 years	47	13.43
11-15 years	63	18.00
1-10 years	170	48.57
Less than 1 year	11	3.14
Total	350	100.00

profiles in terms of teaching experience. It reveals that the highest frequency of 170 (48.57%) respondents had 1 to 10 years of teaching experience. This means that the study may explore their experiences and their preferences for ongoing learning and support. It indicates that respondents with 1 to 10 years of teaching experience were the most actively involved in this study. Teachers are still in the early stages of their teaching careers and may have many opportunities to engage in professional development activities. As seen, teaching experiences may improve specifically if targeted or be designed for teachers in their early years of teaching. The findings can shed light on the contributions and potential impact of these early to mid-career teachers in driving educational innovation, implementing new teaching strategies, and shaping the future of education.

Although there is evidence that more qualified teachers may improve, there hasn't been any student learning at the classroom, school, or district levels. There has been a lot of research on the potential effects of the performance of institutional practices, large-scale policies, and teachers' teaching experiences on the overall level of knowledge and abilities among teachers in the school (Mageka & Ogochi, 2020). This suggests that succession planning efforts within the education system. According to Antony *et al.* (2019), studies have indicated that novice educators typically perform at a lower level than seasoned educators. One indicator of a teacher's qualifications, years of experience, is believed to be a powerful predictor of the teaching-learning process.

Conversely, the least number of respondents—11, or 3.14%—had less than a year of experience as a teacher. It indicates that there aren't many new instructors in the three districts in the Misamis Oriental Division. It implies that there are new teacher items that were fully occupied by the newly hired teachers. As observed, SLAC programs may be accessible to teachers who are just starting their teaching careers.

Teaching experience also promotes the growth of classroom management skills. Educators learn to foster a joyful and productive learning environment while efficiently regulating student behavior and participation. Roefs *et al.* (2021), presence, which denotes being conscious, responsive, and connected to what is going on in the classroom, is associated with a deeper

understanding of the issue and more options for action in the educational setting.

The result presented in Table 6 offers the levels of SLAC

Table 6: Distribution of Respondents' Characteristics in terms of Trainings/ Seminars Attended on SLAC

SLAC Training Attended	Frequency	Percentage
Regional	8	2.29
Division	23	6.57
District	119	34.00
School	231	66.00

seminars and training sessions attended and categorized by different administrative levels. Notably, the highest percentage of trainings attended, is 231 (66.00 %), of the seminars held within their respective schools. This finding underscores the significance of localized professional development initiatives tailored to meet the specific needs and challenges faced by educators within their school environments. As can be observed, the high level of participation in school-based training indicates that teachers value chances to collaborate with colleagues in their local professional communities and to improve specific skills. These actions may have a positive impact on grassroots efforts to improve teaching methods and learners' outcomes. Thus, to increase teacher competency—one of the main areas of education—it is necessary to institutionalize the School Learning Action Cell program.

In a recent study conducted by Aclan and Ching (2022), the Department of Education's mandate that schools regularly host professional communities of practice to empower educators and increase their effectiveness in front of students must be followed in the planning and implementation of School Learning Action Cell. Attending these seminars will keep them up to date on contemporary instructional technology, enhance teaching-learning scenarios, and motivate them to become better educators in the contemporary world (Madriaga, 2021).

Conversely, the lowest percentage of trainings attended is 8 (2.29 %), for sessions covering regional level. This suggests that low participation in-depth training sessions across several administrative levels may point to logistical obstacles, like conflicting schedules or restricted access to resources, that prevent teachers from participating widely. It may also be an indication of a perceived lack of relevance or connection with the goals and priorities of teachers or educational institutions. Teachers can gain from a variety of viewpoints and expertise across regional levels by tackling these difficulties and encouraging cross-level collaboration and information sharing. This helps to develop a more coherent and supportive educational ecosystem. As implied, educational stakeholders may collaborate to build a culture of continuous learning and improvement by acknowledging and addressing the many demands and restrictions faced by educators. This ultimately improves the quality of teaching and learning

experiences within the education system.

As stated by Almonicar and Padasas (2022), the knowledge, abilities, and attitudes of teachers that are considered priority needs and that must be addressed should be determined using the most recent methodologies for evaluating competency and should be in line with the main components of the K to 12 Basic Education Program as stated in RA No. 10533.

Problem 2. What is the level of the impact of SLAC program on teachers’ instructional competence as perceived by the respondents based on teaching-learning process, teachers’ success, teachers’ support, and collaboration?

Table 7 exhibits the impact of the SLAC program on teachers’ instructional competence based on teaching-learning process, teachers’ success, teachers’ support, and

Table 7: Distribution of the Impact of SLAC Program on Teachers’ Instructional Competence based on Teaching-learning Process

Indicators	Mean	SD	Description
The SLAC Program . . .			
monitors student participation, interest and involvement in class activities and discussions.	3.58	0.56	At all Times
assesses students’ understanding and provide timely feedback to help them identify areas for improvement.	3.52	0.57	At all Times
communicates learning goals and outcomes for each lesson or course so that students know what to expect.	3.53	0.55	At all Times
encourages active learning through group activities, problem-solving, discussions, and hands-on experiences to promote deeper understanding.	3.48	0.57	At all Times
uses a variety of teaching techniques such as lectures, multimedia, case studies, and experiential learning to cater to different learning styles.	3.49	0.59	At all Times
utilizes educational technology to enhance learning, such as online resources, digital tools and learning management systems.	3.43	0.58	At all Times
focuses on the needs and interests of individual, adapting instruction to their abilities and preferences.	3.51	0.50	At all Times
encourages educators to reflect on their teaching methods and make adjustments based on student outcomes and feedback.	3.44	0.58	At all Times
uses innovative teaching approaches and adapt to changes in education trends and technology.	3.46	0.58	At all Times
measures student achievement through standardized tests, project assessments and other relevant metrics.	3.45	0.58	At all Times
Overall	3.50	0.57	At all Times

Legend: 3.26-4.00 At all Times/ Very High, 2.51-3.25 Most of the Time/High, 1.76-2.50 Sometimes/Low, 1.00-1.75 Never/Very Low

collaboration with an overall mean of 3.50 (SD=0.57), described as At all Times. This means that the SLAC program has a very high impact on teachers’ instructional competence. It implies that it has contributed much to teachers’ instructional competence based on the teaching-learning process. As noticed, it has improved teachers’ instructional competence in handling learners in class. Culajara (2023) claimed that to continuously accomplish curriculum objectives, An essential tool for closing educational gaps and sharing best practices to enhance and expand the teaching and learning process is the School Learning Action Cell.

The indicator The SLAC program monitors student participation, interest and involvement in class activities and discussions got the highest mean of 3.58 (SD=0.56), described as At all Times. This means that respondents perceived a very high monitoring on students’ participation

and engagement in the teaching- learning process. It implies that teachers are attentive to learners’ needs and interests, adapting their teaching methods and strategies to foster active participation. As perceived, teachers may use various techniques such as questioning, group work, or hands-on activities to promote student engagement and ensure that all learners have opportunities to contribute and participate. Furthermore, the degree to which students comprehend the content of the subject is another indicator of the effectiveness of the teacher’s instruction (Sudirman, 2022). This study suggests that it takes a lot of knowledge and expertise in both teaching and evaluation techniques for teachers to satisfy the requirements and standards of high-quality education (Verbo, 2020).

On the other hand, the lowest mean score for the indicator The SLAC program utilizes educational technology to

enhance learning, such as online resources, digital tools and learning management systems with a mean of 3.43 (SD=0.58) described as At all Times. This means that while still very high, there is a slightly utilization of ICT in the learning-process in and out of the classroom. It implies that the respondents perceive a lack of effective integration and utilization of education technology in the teaching-learning process. It indicates that teachers may have limited knowledge and skills in utilizing educational technology to enhance learning. As observed, the low mean score could suggest a resistance to incorporating educational technology in the teaching-learning process. Polly *et al.* (2022) indicate that more research is required to determine how the attitudes of both pre-service and in-service teachers on digital technology affect their decision-making when it comes to developing lesson

plans and deciding whether to employ these tools in the classroom. A traditional learning management system supports an inclusive learning environment for academic development by providing intermediary structures that support online collaborative groups, professional training, chats, and user-to-user communication (Bradley, 2021). Table 8 presents the distribution of the impact of SLAC Program on teachers’ instructional competence based on teachers’ success with an overall mean of 3.45 (SD=0.60), described as At all Times which indicates a very high perception of the School Learning Action Cell program. This means that the SLAC program may provide a platform for teachers to showcase their successes, share their experiences and receive recognition. Silva (2021) shows that while being considered a professional requirement in academia, in-service training is frequently

Table 8: Distribution of the Impact of SLAC Program on Teachers’ Instructional Competence based on Teachers’ Success

Indicators	Mean	SD	Description
The SLAC Program . . .			
supports ongoing professional development opportunities for co-teachers to enhance their skills, stay updated on best practices and expand their knowledge.	3.54	0.60	At all Times
pairs less experienced teachers with mentor teachers who can provide guidance, share expertise, and offer constructive feedback.	3.38	0.60	At all Times
collaborates among teachers within and across grade levels and subject areas to exchange ideas and share effective teaching strategies.	3.52	0.60	At all Times
fosters a culture of reflection where teachers regularly analyze their teaching methods and outcomes, leading to continuous improvement.	3.40	0.60	At all Times
helps administrators and school leaders provides a supportive environment where teachers feel valued, respected, and empowered.	3.40	0.61	At all Times
establishes feedback mechanisms for teachers to receive input from the students, colleagues, and administrators to help them refine their teaching approaches.	3.41	0.60	At all Times
implements fair and transparent evaluation systems that recognize and reward effective teaching, possibly through merit-based incentives.	3.42	0.61	At all Times
promotes teacher well-being by acknowledging the importance of a healthy work-life balance and providing support services when needed.	3.51	0.60	At all Times
upholds high standards of professional ethics and integrity among teachers.	3.43	0.60	At all Times
encourages co-teachers to engage with the broader community, including participating in community service projects or involving local experts in the classroom.	3.50	0.61	At all Times
Overall	3.45	0.60	At all Times

Legend: 3.26-4.00 At all Times / Very High, 2.51-3.25 Most of the Time/High, 1.76-2.50 Sometimes/Low, 1.00-1.75 Never/Very Low

optional, as demonstrated by instructors’ professional development. The highest mean score is for the indicator The SLAC

program supports ongoing professional development opportunities for co-teachers to enhance their skills, stay updated on best practices and expand their knowledge

with the mean score of 3.54 (SD=0.60) described as At all Times. It implies that the SLAC program offers a very high range of professional development opportunities that are relevant to the needs and interests of co-teachers. It indicates that co-teachers can improve their abilities, stay current on best practices, and broaden their knowledge through these possibilities, which could include conferences, workshops, online courses, seminars, or cooperative learning experiences. Floreno (2021) shows that instructors who actively participate in the trainings help to create a conducive learning atmosphere, improve the conditions for teaching and learning, update instructional technologies, and inspire themselves to become better educators in the contemporary world.

On contrary, the lowest mean score is for the indicator The SLAC program pairs less experienced teachers with mentor teachers who can provide guidance, share expertise, and offer constructive feedback with a mean of 3.38 (SD = 0.60) described as At all Times. While still very high, it indicates a slightly lower level of accountability than other indicators. It suggests that there may be a limited number of master teachers available to support less experienced teachers. This could be due to a shortage

of experienced teachers who are willing or able to take on mentorship roles. It is important to consider factors such as subject expertise, teaching style compatibility, and shared interests when pairing mentors and mentees. According to Madriaga (2021), a better grasp of teacher learning and student thinking, our learning objectives are changing, and changes in curricular emphasis have spurred study on the effects of professional development on teachers and the best strategies to refine their skills and knowledge.

Table 9 offers a comprehensive overview of the SLAC program in terms of the teachers' support. The overall mean score of 3.50 (SD=0.61), described as At all Times suggests a generally very high level of teachers' support among the respondents. Notably, teachers express a very high teachers' support in SLAC program. It implies that respondents feel supported emotionally and psychologically through the SLAC program. They may receive encouragement, understanding, and empathy from their colleagues or mentors, which can positively impact their well-being and job satisfaction. Based on observations, teachers experience a strong sense of collaboration and camaraderie within the SLAC program.

Table 9: Distribution of Impact of SLAC Program on Teachers' Instructional Competence based on Teachers' Support

Indicators	Mean	SD	Description
The SLAC Program . . .			
acknowledges teachers who actively support their colleagues, fostering a positive atmosphere.	3.60	0.60	At all Times
collaborates teaching efforts where teachers co-teach classes or projects, combining their expertise.	3.52	0.55	At all Times
helps teachers regularly share student performance data to identify trends and adapt instructional approaches accordingly.	3.50	0.60	At all Times
supports for ongoing professional development, including opportunities for workshops and training.	3.50	0.59	At all Times
opens communication where teachers feel comfortable discussing challenges and seeking advice from one another.	3.50	0.64	At all Times
helps teachers access a shared repository of teaching materials.	3.50	0.61	At all Times
helps teachers conduct peer observations and provide constructive feedback to help each other improve their teaching practices.	3.51	0.60	At all Times
let the teachers meet regularly to share ideas, resources, and experiences related to teaching and learning.	3.52	0.61	At all Times
regulates teachers to engage in collaborative planning sessions where they discuss lesson plan, teaching strategies and curriculum development.	3.40	0.70	At all Times
let the experienced teachers' mentor newer colleagues, offering guidance and support.	3.42	0.58	At all Times
Overall	3.50	0.61	At all Times

Legend: 3.26-4.00 At all Times / Very High, 2.51-3.25 Most of the Time/High, 1.76-2.50 Sometimes/Low, 1.00-1.75 Never/Very Low

A supportive professional community and a feeling of belonging can be fostered by this cooperative support. Guerra (2023), the person in charge of setting up and

making sure LAC sessions happen on a regular basis at the school level should be the principle. The highest result, with a mean score of 3.60 (SD=0.60),

described as At all Times, is the indicator The SLAC program acknowledges teachers who actively support their colleagues, fostering a positive atmosphere. This means that there is a very high support that has been crucial in raising teachers' confidence, helping them overcome hurdles, and eventually enhancing their instructional competency. It indicates that teachers who actively support their colleagues are acknowledged and appreciated within the SLAC program. As perceived, recognition can be in the form of appreciation, rewards, or public acknowledgment, highlighting the importance of fostering a positive atmosphere and supporting one another. Based on observations, the SLAC program has strengthened professional relationships among teachers. Teachers who actively support and uplift each other, creating a positive and collaborative environment where they can freely exchange ideas, seek guidance, and work together to overcome challenges. Orbon (2021) explains that to model these behaviors and assist students on their path to mastery; teachers must learn how to cultivate mindfulness, find peace, and embrace their emotions as they negotiate the frequently stressful nature of teaching. In contrast, the lowest indicator SLAC program on The SLAC program regulates teachers to engage in collaborative planning sessions where they discuss lesson plan, teaching strategies and curriculum development with the mean of 3.40 (SD=0.70) described as At all

Times. While still very high, it indicates that teachers may have limited opportunities to engage in collaborative planning sessions. This implies the lack of designated time for collaborative activities or a lack of emphasis on the importance of collaborative planning within the SLAC program. It is noticeable that there may be challenges in coordinating and communicating among teachers to schedule and organize collaborative planning sessions. Mendoza *et al.* (2022) contend that to close this research gap, the main goal of this study was to create and validate a tool for assessing teachers' involvement in group lesson preparation to enhance pedagogies.

Table 10 presents the distribution of impact of SLAC Program as perceived by the respondents based on collaboration. The overall mean score is 3.46 (SD=0.60), indicating a positive perception of collaboration, consistently described as At all Times . This indicates that teachers are perceived to be very high in sharing ideas, resources, and best practices with their colleagues. They collaborate to exchange innovative teaching strategies, lesson plans, and instructional materials, leading to an enriched teaching and learning environment. As observed, teachers who collaborate through the SLAC program may experience improved instructional practices. Almonicar and Padasas (2022) confirms that the School Learning Action Cell Program is defined as self-directed learning, reflective practice that leads to action and self-

Table 10: Distribution of Impact of SLAC Program on Teachers' Instructional Competence based on Collaboration

Indicators	Mean	SD	Description
The SLAC Program . . .			
gives feedback loops where teachers provide input on leadership practices, and school leaders offer constructive feedback on teaching and classroom management.	3.50	0.60	At all Times
gives resolution processes in place or issues that may arise between school leaders and teachers.	3.48	0.60	At all Times
gives both school leaders and teachers have a clear understanding of the school's mission, vision, and educational goals and they work together to achieve them.	3.50	0.58	At all Times
gives regular, open, and honest communication between school leaders and teachers, where feedback and ideas are welcomed and valued.	3.44	0.60	At all Times
involves teachers in decision-making processes related to school policies, curriculum development and resource allocation.	3.48	0.61	At all Times
allows time for teachers to meet and collaborate without feeling rushed or overloaded.	3.40	0.60	At all Times
helps celebrate success and milestones that both teachers and school leaders contribute to the school's achievements.	3.50	0.60	At all Times
helps school leaders to actively support and encourage teachers' professional growth by providing access to relevant training and development opportunities.	3.43	0.60	At all Times
involves teachers in key decisions related to school policies, curriculum development, and resource allocation.	3.44	0.60	At all Times

shares commitment to the success and well-being of students, with both school leaders and teachers actively involved in student support and enrichment programs.	3.40	0.60	At all Times
Overall	3.46	0.60	At all Times

Legend: 3.26-4.00 *At all Times / Very High*, 2.51-3.25 *Most of the Time/High*, 1.76-2.50 *Sometimes/Low*, 1.00-1.75 *Never/Very Low*

evaluation, continuous collaborative learning or problem-solving within a shared professional interest, and mutual interest (DO No. 35, s. 2016). Sessions must cover the main components of the K to 12 Education Program as outlined in Republic Act No. 10533, popularly known as the Enhanced Basic Education Act of 2013, as well as the department's numerous policies.

Among the collaboration indicator, The SLAC program gives feedback loops where teachers provide input on leadership practices, and school leaders offer constructive feedback on teaching and classroom management with the mean score of 3.50 (SD=0.60) described as *At all Times*. It indicates very high regular feedback that allows both leaders and teachers to identify areas of strength that need improvement. The very high mean score implies that by valuing each other's feedback, they show recognition of each other's expertise and experience. As perceived, school leaders can gain valuable insights from teachers' input on leadership practices. This feedback can help leaders understand the needs and perspectives of their staff, allowing them to make informed decisions and implement effective leadership strategies. The insights gained from feedback loops can ultimately lead to improved student learning outcomes.

In addition, a study conducted by Benton (2019) emphasized that all students should know and how they must demonstrate that learning has been elevated as a result of standards examination and assessments that are aligned. School leaders' main responsibility is to provide instructional leadership; however, this job can become more difficult if leaders and teachers do not have the same level of content area or grade-level competence (Fuentes & Jimerson, 2020).

It was suggested that feedback systems may contain one or more of these characteristics, while feedback loops feature all four. Feedback systems are analogous to user or public opinion research in that they attempt to establish sentiment about a product or process and use that in its improvement and redesign (Baker, Weisgrau & Philyaw, 2022).

Additionally, the second highest mean score with the indicator The SLAC program gives both school leaders and teachers have a clear understanding of the school's mission, vision, and educational goals and they work together to achieve them with the mean score of 3.50 (SD=0.58) described as *At all Times*. While still very high, it suggests that the school's leadership is communicating effectively with the teachers. Thus, good communication is crucial for any organization to function smoothly. This situation suggests that the school leaders are

effective in setting clear and understandable goals and in communicating these to the teachers. Effective leadership is crucial for the success of any educational institution.

Research by Gorgen *et al.* (2020), the position of the principal or headteacher has been the subject of considerable research on school leadership, but it is becoming more frequently acknowledged that school leadership distributed more broadly within schools can support progress. Don and Raman (2019) suggest that it should be noted that an organization is a system that contains activity that involves more than two people, namely to achieve a common goal.

Moreover, the third highest mean score with the indicator with the mean of 3.50 (SD=0.602), described as *At all Times* on The SLAC program helps celebrate success and milestones that both teachers and school leaders contribute to the school's achievements. It denotes that celebrating milestones can have a very high impact on motivation and morale. It suggests that the SLAC program values and acknowledges the contributions of teachers and school leaders. As seen, it fosters an environment of gratitude and acknowledgment wherein their accomplishments and efforts are honored. Silva (2021) explained in detail how the participation of teachers in the same department, grade, or subject group is more likely to be consistent with their experiences, offer opportunities for active learning, and promote a professional culture in which educators exchange information about issues, methods, objectives, and solutions pertaining to education.

Moreover, the indicator The SLAC program allows time for teachers to meet and collaborate without feeling rushed or overloaded got the first lowest mean score of 3.40 (SD = 0.60) described as *At all Times*. While still very high, this implies that teachers may face a heavy workload, leaving little to no opportunity for collaboration. Schools and organizations must understand the importance of teacher collaboration and provide adequate time for it. As noticed, this may result in missed opportunities to share ideas, create integrated plans, and collaborate effectively. There may be a demand for professional development programs that emphasize collaboration and offer solutions for effective teamwork. These programs could help teachers better manage their time, share responsibilities, and increase student achievement. The public's typical perceptions of teachers are good teachers work extremely and extensively (Tarraya, 2023).

The indicator The SLAC program shares commitment to the success and well-being of students, with both school leaders and teachers actively involved in student support and enrichment programs, got the second lowest mean

rating of 3.40 (SD= 0.60) described as At all Times. While still very high, it implies that there may be a lack of active involvement and collaboration between school leaders and teachers in supporting and enriching the lives of learners. There may be a lack of shared goals, strategies, and coordination in addressing the needs of learners. As observed, the low result may indicate a misalignment of priorities between school leaders and teachers when it comes to student support and enrichment. According to Lee and Swaner (2023), there is a strong and substantial correlation between teachers' perceptions of their leaders' support, their level of well-being, and their desire to recommend their schools to other teachers and families. Table 11 provides a summary of the SLAC program in terms of teaching- learning process, teachers' success,

teachers' support, and collaboration. The overall mean of the SLAC program as perceived by the respondents 3.48 (SD=0.60) with an interpretation of Very High. This indicates a generally very high level of impact among the respondents. It indicates that the SLAC program has positively impacted the teaching- learning process, teachers' success, teachers' support, and collaboration. As noticed, the SLAC program provides a valuable support to teachers. This support may come in the form of collaboration with colleagues, access to resources and materials, and opportunities for ongoing professional development. According to Gumban and Pelones (2021), teachers participated in SLAC activities to guarantee professional development, excellent instruction, teamwork and problem-solving, and school development

Table 11: Summary of the Impact of SLAC Program on Teachers' Instructional Competence

Variable	Mean	SD	Interpretation
Teaching-learning Process	3.50	0.57	Very High
Teachers' Success	3.45	0.60	Very High
Teachers' Support	3.50	0.61	Very High
Collaboration	3.46	0.60	Very High
Overall	3.48	0.60	Very High

Legend: 3.26-4.00 At all Times / Very High, 2.51-3.25 Most of the Time/High, 1.76-2.50 Sometimes/Low, 1.00-1.75 Never/Very Low

initiatives.

The first highest mean score of 3.50 (SD = 0.57) with an interpretation of Very High is observed in the teaching-learning process category. This indicates that the SLAC program offers very high personalized teaching-learning process to meet the individual needs of teachers. This could include tailored professional development plans, one-on-one mentoring, or coaching sessions. As perceived, the personalized support helps teachers address their specific challenges and goals, leading to professional growth and improvement. According to Bajar (2021) SLAC sessions contribute to the general well-being of the teachers in their view of the profession. The SLAC sessions are an essential component of professional development in educational contexts. These seminars serve as dynamic platforms for teachers to communicate, learn, and improve their teaching skills. SLAC sessions are methodically planned to create a forum for teachers to engage in collaborative learning, building a community of practice in which experiences and ideas are shared. By equipping public schools with useful technology that will improve the teaching and learning process, the Department of Education (DepEd) hopes to raise the standard of education as cited by Carillo and Janer (2022). The second highest mean score of 3.50 (SD = 0.61) with an interpretation of Very High is observed in the teachers' support. It implies that there is very high teachers' support on the collaborative environment where teachers work together to aid and guide one another. This collaborative approach can foster a sense of community and teamwork among teachers. Based on observations, when teachers

receive the necessary support, they can create engaging and effective learning environments, leading to improved student engagement, achievement, and well-being. Survey fatigue acknowledges that providing support, resources, and opportunities for professional development can improve teachers' instructional practices, classroom management, and overall effectiveness in meeting student needs.

Moreover, the indicator teachers' succes got the lowest mean score of 3.45 (SD = 0.60) described as Very High. While still very high, as seen, it is important for the SLAC program to consider providing more effective feedback and evaluation process and fostering a culture of recognition and appreciation for teachers' efforts. In the last several years, there has been a lot of interest in study on what makes a good teacher in the classroom and what qualities make up excellent teaching from a global standpoint (Segolsson & Hirsh, 2019).

Problem 3. What is the level of the teachers' instructional competence as regards on teaching skills, classroom management skills, guidance skills and evaluation skills?

Table 12 shows the distribution of the respondents' level of instructional competence as regards to teaching skills. The overall mean score of 3.60 (SD=0.58) indicates very high, with a description At all Times. The result suggests a generally optimistic view of a teacher's instructional competence and teaching skills. It indicates that the teaching skills of teachers have a significant impact on learners. This high result suggests that the teachers

possess the necessary knowledge, pedagogical skills, and effective teaching strategies to engage and motivate their learners. Garcines (2018) emphasized that one of the elements of the educational system that tries to improve teachers' practices and, in turn, boost students' growth and development is the assessment, or evaluation of instructors.

Examining individual indicators, the highest mean score of 3.70 (SD=0.51) described as At all Times is attributed to the indicator As a teacher, I select, prepares, and utilizes instructional materials, demonstrating especially a very high perception in this regard. It means that the teachers are effectively using an assortment of tools to improve

Table 12: Distribution of the Respondents' Level of Instructional Competence as regards Teaching Skills

Indicators	Mean	SD	Description
As a teacher . . .			
I select, prepares, and utilizes instructional materials.	3.70	0.51	At all Times
I demonstrate ability to conduct lessons using a variety of teaching method.	3.54	0.60	At all Times
I analyze and identifies specific learning task.	3.60	0.61	At all Times
I show evidence of mastery of subject matter by developing in learners creative thinking and reasoning.	3.54	0.64	At all Times
I motivate learners effectively.	3.61	0.54	At all Times
I serve as effective classroom leader by giving the learner a chance to participate in the class discussion.	3.61	0.51	At all Times
I prepare a suited lesson plan to my objectives.	3.61	0.60	At all Times
I provide varied learning experiences for effective learning.	3.60	0.61	At all Times
I tie up lesson with local/national trends and issues.	3.54	0.60	At all Times
I use effective educational technology tools and resources.	3.53	0.61	At all Times
Overall	3.60	0.58	At all Times

Legend: 3.26-4.00 At all Times / Very High, 2.51-3.25 Most of the Time/High , 1.76-2.50 Sometimes/Low, .00-1.75 Never/Very Low

the educational process and the learning experience for their learners. It implies that by carefully selecting and preparing instructional materials, such as textbooks, multimedia resources, worksheets, and hands-on activities, the teachers make interesting and hands-on instruction that meets the needs of the demands for learning of them. Based on observations, these materials serve as valuable tools to support and reinforce the concepts being taught, making the learning process more effective and enjoyable. Umar *et al.* (2019) confirms that the study's findings—which showed that using instructional materials improved students' conceptual understanding and led to high academic achievement—showed that students who were taught with them performed noticeably better than those who were not.

On the other hand, the lowest mean score of 3.53 (SD=0.61) pertains to the As a teacher, I use effective educational technology tools and resources, with a description of At all Times, indicating a very high variety of teaching methods and practices that help to create a positive and successful learning environment. It implies that teachers may not be utilizing technology to its full potential in their instructional practices. It is evident that efficient educational technology tools and resources may significantly improve the learning process by offering chances for interactive and interesting learning, supporting teamwork and communication, and fostering digital literacy. Kouser and Majid (2021) recommended that interactive whiteboards and computers be available

in schools and that high-speed network connectivity connect them to the global community. To better use teachers as student molders and shapers as the centers of learning, instructional and competence skills are involved (Mallillin *et al.*, 2023).

Table 13 corresponds to the respondents' level of instructional competence as regards classroom management skills, with an overall mean score of 3.58 (SD=0.561) described as At all Times, indicating that there is a very high perception as to classroom management skills. This means that teachers are effectively creating a positive and productive learning environment for their learners. It denotes that teachers have master's in the art of classroom management and can effectively manage learner behavior, promote a sense of belonging and create optimal learning. As seen, they create a safe and supportive space where learners feel comfortable to participate, take risks, and engage in the learning process. According to Pacuno and Sanchez (2020), enhancing teachers' competencies is one of the main objectives of pre-service and in-service teacher training programs nowadays. As a result, the Department of Education is crucial to students' academic achievement.

Examining individual indicators, the highest mean score of 3.63 (SD=0.61) described as At all Times attributed to the As a teacher, I encourage student participation and enthusiasm for learning, reflecting a particularly strong positive perception in this aspect. This means there is a very high impact of teacher's instructional competence

Table 13: Distribution of Respondents’ Level of Instructional Competence as regards Classroom Management Skills

Indicators	Mean	SD	Description
As a teacher . . .			
I prepare adequate for the day’s learning activity.	3.60	0.50	At all Times
I start learning activities promptly.	3.51	0.60	At all Times
I provide a permissive stimulating atmosphere that encourage pupils to raise questions.	3.50	0.51	At all Times
I maintain discipline in the classroom.	3.60	0.50	At all Times
I administer test effectively.	3.50	0.60	At all Times
I return corrected papers and other works.	3.60	0.61	At all Times
I set well-arranged physical classroom layout.	3.61	0.53	At all Times
I use positive behavior reinforcement techniques.	3.62	0.54	At all Times
I build positive rapport with students.	3.60	0.60	At all Times
I encourage student participation and enthusiasm for learning.	3.63	0.61	At all Times
Overall	3.58	0.56	At all Times

Legend: 3.26-4.00 At all Times / Very High, 2.51-3.25 Most of the Time/High, 1.76-2.50 Sometimes/Low, 1.00-1.75 Never/Very Low

as regards classroom management skills. It suggests that teachers are successful in creating an engaging and motivating learning environment. As seen, when teachers are effectively encouraging learners’ participation, they are actively involving learners in the learning process, allowing them to contribute their ideas, ask questions, and share their perspectives. Adipat *et al.* (2021) highlighted that this is done to give pupils the opportunity for transdisciplinary learning and lifetime learning.

However, the first lowest mean score of 3.50 (SD=0.51) with At all Times description pertains to the indicator As a teacher, I provide a permissive stimulating atmosphere, that encourage pupils to raise questions. While still very high, it indicates room for improvement in securing consistent external support. It means that encouraging learners to raise questions is an essential aspect of effective teaching. It denotes that it fosters critical thinking, curiosity, and a deeper understanding of the subject matter. As observed, though the indicator describes as At all Times, there is a lack of emphasis on creating a permissive atmosphere, limited opportunities for learner inquiry, or a teacher-centered approach to instruction that does not actively encourage learners’ questions. The impact of students’ excitement on their motivation, specifically how they emulate the zeal and dedication of a passionate teacher, increases their own excitement for learning outside of the classroom (Akbarjono *et al.*, 2022).

However, the second lowest mean score of 3.50 (SD=0.60) with At all Times description pertains to the indicator As a teacher, I administer tests effectively. While still very high, it implies that the lowest result could also reflect the difficulty level of the test. Even with effective administration, if the test is challenging or not appropriately aligned with the test-taker’s abilities, it may result in lower scores for some individuals. As observed, these insights highlight the importance of following specific principles and practices to ensure successful

test administration in any given public school system. Legislators in the field of education see the importance of this issue and are working to implement regulations that will increase students’ abilities by using standardized testing to gauge their academic success (David, 2019).

Table 14 shows the distribution of respondents’ level of instructional competence as regards guidance skills with an overall mean of 3.57 (SD= 0.56), described as At all Times. This indicates that the respondents hold a very high favorable view of the teacher’s instructional competence on guidance skills. This means that assessing respondents’ instructional competence with regard to guide skills requires a diverse approach. It suggests assessing the understanding of the key ideas that underpin guidance strategies, such as active listening, empathy, and rapport building.

The highest result, with a mean score of 3.63 (SD=0.54) described as At all Times, pertains to indicator, As a teacher, I provide lesson for the development and practices of habits of personal cleanliness; thrift; wise use of leisure. This means that there is a very high significance of empowering individuals with the skills and knowledge necessary for leading fulfilling and balanced lives. Teachers are effectively instilling important life skills and values in their learners. It is noticeable that by providing lessons on personal cleanliness, teachers help learners to understand the cleanliness in their surroundings. Thus, it encompasses teaching learners how to effectively manage their leisure time, engage in productive activities, and develop hobbies and interests that contribute to personal growth and wellbeing. Celik and Yuce (2019) explained in detail how communities’ members must preserve and improve their health to support future generations. To boost a nation’s productivity and development, a generation must grow healthily.

Conversely, the first lowest result is associated with teachers having the indicator As a teacher, I show interest

Table 14: Distribution of Respondents’ Level of Instructional Competence as regards Guidance Skills

Indicators	Mean	SD	Description
As a teacher . . .			
I provide lesson for the development and practices of habits of personal cleanliness; thrift; wise use of leisure.	3.63	0.54	At all Times
I show interest in pupils’ problems and needs.	3.50	0.60	At all Times
I provide for the maximum involvement of pupils in the learning activities.	3.60	0.52	At all Times
I stimulate pupils to elicit positive and active interaction and compliments.	3.52	0.53	At all Times
I provide lessons for the development and practices.	3.54	0.60	At all Times
I act as a mentor or coach for students, providing guidance on personal and academic growth.	3.60	0.53	At all Times
I assist students in setting clear academic and personal goals.	3.50	0.61	At all Times
I help students develop study skills, time management, and organizational skills.	3.62	0.60	At all Times
I collaborate with parents to address concerns and provide guidance.	3.54	0.58	At all Times
I encourage students to advocate for themselves in academic and personal matters.	3.60	0.51	At all Times
Overall	3.57	0.56	At all Times

Legend: 3.26-4.00 *At all Times / Very High*, 2.51-3.25 *Most of the Time/High*, 1.76-2.50 *Sometimes/Low*, 1.00-1.75 *Never/Very Low*

in pupils problems and needs with the mean score of 3.50 (SD=0.60), described as At all Times. It implies a very high warrant attention, as structured observations, self-assessment tools, and feedback systems can help determine how well respondents translate theoretical knowledge into practical coaching tactics. As observed, though the indicator is described as at all times, there is a need to effectively address and support the individuals’ needs and concerns of their learners. There is a need to understand their challenges and provide appropriate support and guidance. As suggested, these can be done by dedicating time to learners or group discussions, implementing strategies to promote open communication, and providing resources and support services when necessary. Nagashibaevna (2019) advocates that since it is a fact that the majority of kids want to please their teachers, it is the responsibility of educators to help all students develop a higher sense of self-worth and to be proud of their accomplishments.

Moreover, the second lowest mean is for the indicator As a teacher, I assist students in setting clear academic and personal goals with a mean score of 3.50 (SD= 0.61), described as At all Times. While still very high, it may indicate individual differences in students’ abilities, motivation, or readiness to achieve their goals. The availability and accessibility of support systems can significantly impact students’ ability to reach their goals. Based on observations, addressing achievement gaps and implementing strategies to improve academic achievement are important. Even though teaching about teaching has gained attention due to the growing interest in understanding the nature of teaching and teachers’ work overtime, studies of teacher education have frequently ignored teachers of teachers—who they

are, what they do, and what they think—and their desired characteristics (Abanador, 2018).

Table 15 presents the distribution of respondents’ level of instructional competence as regards to evaluation skills. The overall mean of 3.57 (SD= 0.60) with a description At all Times indicates that the respondents hold a generally favorable view of the instructional competence to evaluation skills. This includes developing a variety of assessment methods, such as quizzes, tests, projects, and presentations, to effectively measure students’ knowledge and skills. It suggests that teachers’ evaluation skills have a positive impact on student learning outcomes. It indicates that the teachers can accurately assess learners progress, provide meaningful feedback and use assessment data to guide their instructional decisions. Based on observation, teachers are proficient in assessing and evaluating learners learning effectively, contributing to improved learners’ outcomes and growth. Garcines (2018) suggested that in terms of teaching skills, a subject matter is presented clearly and coherently. It is likewise presented systematically and analytically.

The indicator with the highest mean score of 3.70 (SD=0.54) on As a teacher, I determine learners’ readiness for learning with a description of At all Times. It denotes a very high perception of teachers on their skills in assessing and understanding the individual needs and readiness of their learners. It suggests that a key component of good teaching is assessing students’ readiness for learning. Based on observations, teachers are successful in identifying and addressing the unique needs and readiness level of their learners. As stated by Asis *et al.* (2022), to satisfy the requirements of their pupils, teachers employ a range of instructional strategies, such as grouping students and moving them around as needed.

Table 15: Distribution of Respondents’ Level of Instructional Competence as regards Evaluation Skills

Indicators	Mean	SD	Description
As a teacher . . .			
I determine learners readiness for learning.	3.70	0.54	At all Times
I check home works and assignments.	3.54	0.53	At all Times
I appraise daily, what pupils have learned at the end of the lesson.	3.60	0.60	At all Times
I Analyze test results for possible changes in instructions.	3.54	0.61	At all Times
I utilize as an analytical aid for instructional purposes.	3.60	0.60	At all Times
I use data to adjust instructional strategies and content as needed.	3.50	0.63	At all Times
I adjust teaching strategies based on real-time feedback from students.	3.54	0.64	At all Times
I provide students with a clear picture of their overall performance.	3.60	0.61	At all Times
I maintain the confidentiality of student assessment data.	3.54	0.63	At all Times
I incorporate technology tools and software for assessment and data analysis.	3.54	0.62	At all Times
Overall	3.57	0.60	At all Times

Legend: 3.26-4.00 At all Times / Very High, 2.51-3.25 Most of the Time/High, 1.76-2.50 Sometimes/Low, 1.00-1.75 Never/Very Low

Conversely, the indicator As a teacher, I use data to adjust instructional strategies and content as needed received a slightly lowest mean score of 3.50 (SD=0.63), described as At all Times while still very high. It implies that it is critical to take into account outside variables that can affect students’ capacity to meet their objectives. It is important to ensure that students have access to the necessary resources, guidance, and support systems to overcome challenges and achieve their desired outcomes. As perceived, addressing achievement gaps and implementing strategies to improve academic achievement are important. Examining information, pinpointing areas of enhancement and implementing evidence-based practices can help bridge gaps and enhance student performance. As indicated by Tucker (2022), gaining a better understanding of how to analyze assessment data could help teachers better lead instruction and provide students the feedback they need to develop the skills they need.

Table 16 provides a summarized view of respondents’ level of teacher’s instructional competence as to teaching skills, classroom management skills, guidance skills and evaluation skills. The overall mean of teacher’s instructional competence score of 3.58 (SD=0.58) with an interpretation of Very High indicates a generally very high level of teacher’s instructional competence. It

indicates that the teachers in selected districts of Misamis Oriental excel in their instructional practices, employing various strategies to promote learners understanding and engagement. As seen, teachers effectively establish and enforce rules, manage learners’ behavior and create a safe and inclusive classroom environment. Zainuddin and Hardiansyah (2023) claims that educators had a kind and upbeat demeanor. They created a supportive learning environment, set goals, and offered reinforcement. They also established discipline, cared about the classroom atmosphere, and had effective communication skills. As a result, the teachers’ ability to oversee the class was rated well (69.1%).

The highest mean score of 3.60 (SD = 0.58) described as At all Times is observed in the teaching skills. It implies a very high shift towards a learner- centered approach to teaching. It denotes that teachers are likely encouraged to continuously refine and enhance their instructional abilities through workshops and collaborations with colleagues. Based on observations in prioritizing teaching skills, there is a recognition that effective teaching directly impacts learning outcomes. The ability, knowledge, enthusiasm, commitment, professionalism, attitude, and personality traits of educators all play a significant role in determining the caliber of the services they provide (Pacuno & Sanchez, 2020).

Table 17: Summary of the Level of Teacher’s Instructional Competence

Variables	Mean	SD	Interpretation
Teaching Skills	3.60	0.58	Very High
Classroom Management Skills	3.58	0.56	Very High
Guidance Skills	3.57	0.56	Very High
Evaluation Skills	3.57	0.60	Very High
Overall	3.58	0.58	Very High

Legend: 3.26-4.00 At all Times / Very High, 2.51-3.25 Most of the Time/High, 1.76-2.50 Sometimes/Low, 1.00-1.75 Never/Very Low

On the other hand, the first lowest mean score is associated with guidance skills with 3.57 (SD=0.56) with an interpretation of Very High. Though still very high, it implies that the low mean score in guidance skills highlights the significance of effective guidance in supporting individuals' personal and academic development. It underscores the need for guidance professionals to play a crucial role in helping others navigate challenges, make informed decisions, and set and achieve meaningful goals. It is noticeable that, in certain contexts, there may be standardized score thresholds used to evaluate performance in various areas, including guidance skills. This insight highlights variations in mean scores across different dimensions, including differentiated instruction. It emphasizes the importance of examining specific teaching practices, such as guidance skills, within the broader context of differentiated instruction.

On the other hand, the second lowest mean score is associated with evaluation skills with 3.57 (SD=0.60) with an interpretation of Very High, suggesting a relatively stable and consistent instructional competence in teachers. Though the indicator is very high, teachers may have limited skills in providing evaluation skills. As observed, learners may not adequately support in navigating challenges, setting goals, and making informed decisions, which could affect their academic performance and growth. As indicated by Muhammad *et al.* (2023), given the importance of teacher competence in instrument preparation, teacher's competence in the preparation of test and non-test instruments is faced by the teacher.

Problem 4. Is there a significant relationship between the impact of SLAC program as perceived by the respondents and teachers' instructional competence and their characteristics in terms teaching position, grade level taught, highest educational attainment, teaching experience and trainings/seminars attended on SLAC?

The analysis of Table 17 unveils insightful correlations between teacher characteristics and the impact of the SLAC program across various domains crucial to educational outcomes. Firstly, the teaching position of respondents emerges as a noteworthy factor, displaying a significant association with teachers' collaboration ($r_s=0.121, p=0.024$). This suggests that the hierarchical role within the educational system influences the extent to which educators engage in collaborative efforts, potentially indicating that administrative or leadership positions foster greater collaboration among teachers. This finding underscores the importance of organizational structure and leadership dynamics in promoting a cohesive teaching environment. As indicated by Nasir and Mydin (2023), teachers collaboration emerges as a promising practice for enhancing teaching effectiveness, as it promotes knowledge exchange, accountability, and improved instructional practices.

Furthermore, the grade level taught by teachers demonstrates a notable relationship with the teaching and learning process ($r_s=0.131, p=0.014$). This implies that the educational strategies and methodologies employed may vary depending on the developmental stage of students. For instance, teaching methods tailored to elementary learners might differ significantly from those aimed at high school students. Since teachers instill change in their students by methods like skill development, attitude modification, or comprehension of specific scientific laws governing a learning environment, learning can be thought of as a permanent form of change (Munna & Kalam, 2021).

Moreover, the educational attainment of teachers exhibits a significant correlation with both teacher support ($r_s=0.134, p=0.012$) and collaboration ($r_s=0.117, p=0.029$). This suggests that higher levels of education among educators may contribute to enhanced support mechanisms within the educational ecosystem, possibly indicating a greater capacity for mentorship or instructional guidance. Additionally, it underscores the

Table 17: Result of the Test on Relationship between the impact of SLAC program and their Characteristics

Characteristics		Impact of SLAC Program				
		Teaching and Learning Process	Teachers' Success	Teacher's Support	Collaboration	Overall
Teaching Position	r_s -value	-0.008	0.057	0.063	.121*	0.056
	p-value	0.875	0.285	0.242	0.024	0.3
	Interpretation	NS	NS	NS	S	NS
Grade Level Taught	r_s -value	0.131*	0.087	0.056	0.104	0.098
	p-value	0.014	0.104	0.3	0.051	0.066
	Interpretation	S	NS	NS	NS	NS
Highest Educational Attainment	r_s -value	0.032	0.029	.134*	.117*	0.096
	p-value	0.556	0.585	0.012	0.029	0.074
	Interpretation	NS	NS	S	S	NS

Teaching Experience	r _s -value	0.057	0.051	0.133*	.136*	.107*
	p-value	0.29	0.338	0.013	0.011	0.046
	Interpretation	NS	NS	S	S	S
SLAC Training	r _s -value	13.650	7.481	10.37	7.961	11.939
	p-value	0.190	0.679	0.409	0.633	0.289
	Interpretation	NS	NS	NS	NS	NS

Legend: *significant at $p < 0.05$ alpha level, S- significant, NS- not significant

potential benefits of fostering a learning environment where educators continuously pursue continuing education to hone their abilities and expertise. Teachers who have earned advanced degrees or undergone specialized training in literacy instruction are more likely to possess enhanced capabilities in implementing evidence-based interventions, establishing captivating learning environments, and tailoring their instruction for each student's unique needs to be met (Martinez, 2023). Similarly, teaching experience emerges as a significant factor influencing both teacher support ($r_s=0.133$, $p=0.013$) and collaboration ($r_s=0.136$, $p=0.011$). This underscores the invaluable role of experience in shaping educators' ability to provide effective support to their peers and engage collaboratively in educational initiatives. Seasoned teachers may possess a wealth of practical knowledge and insights that enrich collaborative endeavors and contribute to a supportive professional community. The findings of Berger *et al.* (2018), teachers believed in constructivism more and believed in direct transmission less the more experience they had. Notably, when considering the overall impact of the SLAC program, teaching experience stands out as the sole significant factor ($r_s=0.107$, $p=0.046$). This highlights the pivotal role of practical, on-the-job experience in maximizing the benefits of professional development initiatives such as the SLAC program. It suggests that while various teacher characteristics may influence specific aspects of program effectiveness, cumulative teaching experience plays a central role in shaping the overall impact on educational outcomes. For instance, research by Gamboa (2023) stressed that learning action cells in the Philippines support teachers' pursuit of ongoing professional development, which helps to fulfill human potential for high-quality teaching and learning. Teachers' comprehension and knowledge of the curriculum and classroom procedures are increased through the critical reflection that SLAC sessions foster in them (Verbo, 2020). Thus, the null hypothesis of the study is rejected and concludes that the SLAC program can be influenced by teachers' characteristics in some cases. By elucidating these relationships, educational stakeholders can tailor professional development interventions to better align with the diverse needs and attributes of educators, thereby fostering a more conducive teaching and learning environment. Moreover, the implications of these findings extend beyond individual professional

development to encompass broader organizational and systemic considerations aimed at optimizing educational outcomes.

As eloquently stated by Moises and Maguete (2023) concluded that when professional development was connected to regular experiences and matched with standards evaluations, teachers were more likely to modify their instructional practices based on new knowledge and enhance their teaching abilities. Additionally, the work of Guerra (2023) highlighted that Department of Education supports the idea of lifelong learning and acknowledges that the teaching profession requires specific knowledge and abilities that can only be obtained and maintained by intense and ongoing education.

Table 18 presents the outcomes of the examination into the association between teacher characteristics and instructional competence across various domains crucial to effective teaching, including teaching skills, classroom management, guidance skills, and evaluation skills. The data further disclosed that there is no significant relationship between teachers' instructional competence and their characteristics such as position, grade level taught, highest educational attainment, teaching experience and SLAC trainings/seminars. Consequently, the null hypothesis of the study is not rejected, indicating that teacher characteristics are not significantly linked to the instructional competence of respondents in general. Among the teacher characteristics scrutinized, only teaching experience exhibits a noteworthy relationship with instructional competence, specifically in terms of teaching skills ($r_s=0.117$, $p=0.028$). This suggests that as teachers accumulate more experience in the classroom, their proficiency in imparting teaching skills tends to improve. This finding underscores the invaluable role of practical experience in shaping pedagogical prowess, emphasizing the importance of ongoing professional development to refine teaching abilities. According to the study, the strand that explained the lessons by using real-world examples from the students' teachers ranked lowest among the strands when it came to instructing every kid (Lucero, 2018). Additionally, Eroles (2024) stated that teachers in the twenty-first century need to design curricula that will enable students to engage with the outside world and comprehend the problems it faces. Conversely, the analysis reveals no significant relationships between teacher characteristics and instructional competence in the domains of classroom management, guidance skills, and evaluation skills. Hence, the null

hypothesis was accepted. This implies that factors such as teaching position, grade level taught, highest educational attainment, and participation in SLAC training do not

measurably impact teachers' effectiveness in these specific areas of instructional competence. While these findings may seem counterintuitive, they highlight the complexity

Table 18: Result of the Test on Relationship between Teachers' Instructional Competence and their Characteristics

Characteristics		Teachers Instructional Competence				
		Teaching Skills	Classroom Management	Guidance Skills	Evaluations Skills	Overall
Position	r _s -value	-0.008	0.057	0.063	.121*	0.056
	p-value	0.875	0.285	0.242	0.024	0.3
	Interpretation	NS	NS	NS	S	NS
Grade Level Taught	r _s -value	0.131*	0.087	0.056	0.104	0.098
	p-value	0.014	0.104	0.3	0.051	0.066
	Interpretation	S	NS	NS	NS	NS
Highest Educational Attainment	r _s -value	0.032	0.029	.134*	.117*	0.096
	p-value	0.556	0.585	0.012	0.029	0.074
	Interpretation	NS	NS	S	S	NS
Teaching Experience	r _s -value	.117*	0.103	0.075	0.013	0.082
	p-value	0.028	0.054	0.161	0.808	0.127
	Interpretation	S	NS	NS	NS	NS
SLAC Training/ Seminars	r _s -value	9.567	8.012	10.890	10.638	8.624
	p-value	0.846	0.923	0.760	0.778	0.896
	Interpretation	NS	NS	NS	NS	NS

Legend: Significant if p-value < 0.05* and p-value < 0.01**

of factors influencing instructional effectiveness and the need for nuanced approaches to teacher development. Pacuno and Sanchez (2020) revealed that researchers came to the consensus that there was still needed to improve teachers' abilities after observing the effect that students' education had on their futures. The results revealed that the instructional competencies among teachers are highly competent (Asis *et al.*, 2023).

Overall, when considering the broader scope of instructional competence encompassing various skill sets, the study concludes that teacher characteristics do not exhibit significant relations with instructional competence. This underscores the multifaceted nature of instructional effectiveness and suggests that while certain factors like teaching experience may play a role in shaping specific aspects of instructional competence, the overall picture is influenced by a myriad of complex variables beyond the scope of teacher characteristics alone.

Problem 5. Is there a significant effect of SLAC program on teachers' instructional competence?

Table 19 provides insights into the relationship between the impact of the SLAC program across various dimensions—teaching and learning process, teacher success, teacher support, collaboration—and teachers' instructional competence, encompassing teaching skills, classroom management skills, guidance skills, and evaluation skills. Notably, the findings indicate a significant

relationship between all categories of the program impact and teachers' instructional competence. Thus, the rejection of the null hypothesis ($p < 0.008^*$) implies that there is a significant effect of SLAC program on teachers' instructional competence. It varies significantly based on their position within the educational hierarchy. Based on Silva's (2021) study, in contrast to student-centered learning, teacher-centered learning was extensively used by many teaching practitioners in the conventional era to convey knowledge to learners. Through these, teachers contribute significantly to the intellectual growth of their students by utilizing a variety of evaluation techniques and instructional tactics to raise their academic performance. Remarkably, the strongest significant relationship is observed between the impact of SLAC program in terms of teachers' support and teachers' instructional competence in teaching skills ($r=0.643$, $p=0.0001$). This robust positive correlation underscores the pivotal role of supportive environments in enhancing teachers' pedagogical capabilities, suggesting that programs fostering a supportive culture can significantly bolster educators' proficiency in fundamental teaching techniques. Almonicar and Pasadas (2022) believed in the same urgent belief on the necessity of ongoing in-service teacher training to foster a dedication to teaching and the advancement of teaching abilities.

Conversely, the weakest significant relationship is identified between the impact of SLAC program in

terms of teaching and learning process and classroom management skills ($r=0.444, p=0.0001$). Despite being the weakest among the observed correlations, this moderate

positive relationship still highlights the program's influence on aspects crucial to effective classroom

Table 19: Result of the Test on Relationship between Teachers' Instructional Competence and their Characteristics

Teachers' Instructional Competence		Impact of SLAC Program				
		Teaching Learning Process	Teachers' Success	Guidance Skills	Evaluations Skills	Overall
Teaching Skills	r_s -value	0.5112	0.522	0.643	0.587	0.5658
	p-value	0.0001**	0.0001**	0.0001**	0.0001**	0.0081
	Interpretation	S	S	S	S	S
Classroom Management Skills	r_s -value	0.4442	0.485	0.548	0.527	0.50105
	p-value	0.0001**	0.0001**	0.0001**	0.0001**	0.0001
	Interpretation	S	S	S	S	S
Guidance Skills	r_s -value	0.4663	0.567	0.549	0.587	0.542325
	p-value	0.0001**	0.0001**	0.0001**	0.0001**	0.0001
	Interpretation	S	S	S	S	S
Evaluation Skills	r_s -value	0.481	0.54	0.515	0.515	0.511875
	p-value	0.0001**	0.0001**	0.0001**	0.0001**	0.0001
	Interpretation	S	S	S	S	S

Legend: Significant if $p\text{-value} < 0.05$ *alpha level, S-Significant, NS-Not Significant

management. It suggests that while the program may primarily focus on enhancing teaching and learning processes, its indirect impact on classroom management skills remains noteworthy.

Overall, the comprehensive analysis suggests a compelling influence of the the program on teachers' instructional competence across various domains. By elucidating these relationships, educational stakeholders gain valuable insights into the efficacy of professional development initiatives in fostering a conducive learning environment. The rejection of the null hypothesis underscores the significance of the SLAC program

in shaping teachers' instructional capabilities, thereby emphasizing the importance of continued investment in targeted professional development efforts. These findings not only validate the efficacy of the program but also underscore the imperative of fostering supportive environments conducive to ongoing teacher growth and development.

Problem 6. Based on the findings of the study, what professional development plan on School Learning Action Cell program can be designed?

Table 20: Matrix of Professional Development Plan

YEAR 1							
Areas of Concern	Specific Objectives	Strategies/ Activities	Time Frame	Person/s Involved	Source of Fund	Estimated Budget	Expected Outcome
A. Teachers' Success	To facilitate collaborative lesson planning sessions	Coaching and Mentoring Facilitate a reflective discussion	Throughout the Academic Year	School Head, Master Teacher,	MOOE Budget	₱15,000.00	Expanded pool of shared resources.

	To establish professional learning communities within schools	Organize workshops and seminars led by external experts. Create online discussion forums. PLC meetings.	Beginning of the SY	SLAC Coordinator, Teachers, Learners	MOOE Budget	₱20,000.00	Creation of new assessment strategies and classroom management techniques.
	To strengthen partnerships between the school and community	Creation of the organization Invite community members	Throughout the Academic Year	School Head, Master Teacher, SLAC Coordinator, Teachers, Learners	MOOE Budget	₱15,000.00	Enhanced the learning experiences of SLAC participants
B. Guidance Skills	To provide guidance in career exploration and planning	Regular Team-Building Activities	Quarterly	School Head, teachers, team building coordinators	MOOE Budget	₱10,000.00 per activity	In-depth understanding of challenges, allowing for targeted interventions
C. Evaluation Skills	To recognize effective formative assessment strategies	Conduct workshops. Invite experienced teachers. workshops	Throughout the Academic Year	School Head, Master Teacher, SLAC Coordinator Teachers, Learners	MOOE Budget	₱15,000.00	Make timely instructional outcomes.

YEAR 2							
Areas of Concern	Specific Objectives	Strategies/ Activities	Time Frame	Person/s Involved	Source of Fund	Estimated Budget	Expected Outcome
A. Teachers' Success	To develop skills in integrating technology	Workshops and Training Sessions (INSET, SEAMEO, SEAITI) Small Group coaching sessions	Through-out the school year	DepEd trainers, Division ICT Coordinator, SLAC Coordinator, Teachers,	MOOE	₱25,000.00	Increased familiarity with using technology
			Every end of quarter	School Head, Master Teacher, ICT Coordinator SLAC Coordinator, Teachers	MOOE	₱10,000.00	Improved ability to apply technology tools

B. Guidance Skills	To assists learners in setting clear academic and personal goals	Professional Development Workshops for Teachers (SLAC & INSET)	Quarterly sessions throughout the school year	DepEd trainers, external, school head, teachers	MOOE	₱20,000.00	Improved teaching Methods and pedagogical
C. Evaluation Skills	To foster open and respectful communication with learners	Think-Pair-Share Invite experienced teachers. Schedule follow-up sessions	Quarterly	School Head, Master Teacher, ICT Coordinator SLAC Coordinator, Teachers	MOOE	₱10,000.00	Increased learners' motivation
	To design assessments that provides understanding related to the learning objective.	Make a clear and specific rubric that align with objectives Provide teachers with a template or framework for creating assessment blueprints. Provide teachers with existing assessment	Twice a year	EPS, School Head, Master Teacher, SLAC Coordinator, Teachers, learners	MOOE	₱20,000.00	Enabled teachers to provide targeted feedback and support.

YEAR 3

Areas of Concern	Specific Objectives	Strategies/ Activities	Time Frame	Person/s Involved	Source of Fund	Estimated Budget	Expected Outcome
A. Teachers' Success	To promote a culture of shared learning and resource sharing	Think-Pair-Share Organize regular workshops and seminars. Engage teachers in designing assessment tasks	Quarterly	School Head, Master Teacher, ICT Coordinator SLAC Coordinator, Teachers	MOOE	₱10,000.00	Increased teachers' motivation

	To foster a culture of collaborative reflection	feedback and constructive criticism conduct of action research projects	Quarterly	School Head, Master Teacher, SLAC Coordinator, Teachers, learners	MOOE	₱15,000.00	Refine instructional approaches
	To promote collaborative observation and feedback	Action Plan	Quarterly	PSDS, School Head, Research Coordinator, Teachers	MOOE	₱15,000.00	Improved outcomes or performance through strategies
B. Guidance Skills	To assists teachers in developing guidance skills and time management	Develop and Implement Guidance Training Programs	Quarterly sessions throughout the school year	School Head, Teachers, SLAC Coordinator	MOOE	₱30,000.00	Equip teachers with decision-making skills.
C. Evaluation Skills	To generate output for evaluation	Instructional Supervision Tools	Twice a month	PSDS, School Head, Teachers	MOOE	₱10,000.00	Identified effective instructional strategies.
		Collaborative Lesson Planning	Through the Academic Year	PSDS, School Head, Master Teachers, Teachers	MOOE	₱10,000.00	Developed high-quality lesson plans.
		Making of portfolios that showcase their professional growth	Through the Academic Year	PSDS, School Head, Master Teachers	MOOE	₱15,000.00	Shared best practices and potential for collaboration
	To design assessments that provides understanding related to the learning objective.	Make a clear and specific rubric that align with objectives Provide teachers with a template or framework for creating assessment blueprints. Provide teachers with existing assessment	Twice a year	EPS, School Head, Master Teacher, SLAC Coordinator, Teachers, learners	MOOE	₱20,000.00	Enabled teachers to provide targeted feedback and support.

CONCLUSION

The findings that the teaching-learning process emerged as the highest-rated on teachers' instructional

competence suggests that teachers, especially in entry-level positions with relatively limited teaching experience, place a significant emphasis on the SLAC program.

This underscores the importance of participating in the training/seminars at the school level through the SLAC program. By participating in the SLAC program, teachers receive valuable support in adapting to learning which is becoming increasingly common in education. Moreover, teachers excel in their teaching skills by employing various strategies and techniques to promote learners' understanding and engagement by attending the SLAC program.

RECOMMENDATIONS

In accordance with the findings and conclusion of the study, the following recommendations are hereby presented:

1. Teachers should reach out to mentors, SLAC coordinators, or program facilitators for assistance, guidance, and support to help them succeed, so use these chances to seek feedback, advice, and assistance as required.
2. School heads should provide feedback and help teachers. Through classroom observations, one-on-one discussions, or peer assessments to identify areas for growth in successful evaluation methods.
3. The Department of Education officials should provide opportunities for teachers to enhance their knowledge and skills in guidance practices. Through workshops, seminars, webinars, and conferences to discuss new trends and best practices in guidance skills.
4. School administrators should adopt a professional development plan that aligns with the overall goals and objectives of the school. Considering specific priorities such as improving teachers' success, evaluation, and guidance skills.
5. Future research on SLAC Program would be conducted in other places to delve deeper into its impact considering other variables to validate result.

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