

Practices of Public Elementary School Teachers on Learning Action Cell Implementation

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Abstract

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This hermeneutic phenomenological study explored the practices of eight purposively selected public elementary school teachers of a district in the division of Bukidnon, in their implementation of the Learning Action Cell (LAC). Data gathered through semi-structured interviews with guide questions were analyzed using Braun and Clarke's (2006) framework for thematic analysis. Findings revealed six key practices of public elementary school teachers in learning action cell sessions: collaborative planning and topic identification, preparation of materials and structuring of activities, collaborative problem solving and sharing of best practices, reflective dialogue and collective instructional planning, enhanced teacher competence and professional growth, and improved learner performance and school culture.

This study highlights key policy implications on the implementation of Learning Action Cell (LAC) sessions in schools. It yielded six themes: collaborative planning and topic identification, preparation of materials and structuring of activities, collaborative problem-solving and sharing of best practices, reflective dialogue and collective instructional planning, enhanced teacher competence and professional growth, and improved learner and teacher performance.

Keywords: Learning Action Cell (LAC), teacher practices, professional development, teacher collaboration

Introduction

The Learning Action Cell (LAC) implementation in schools is a vital strategy developed by the Department of Education to strengthen teacher competence and improve classroom instruction. In an environment marked by curriculum reforms, diverse learner needs, and rapid technological change, teachers must refine their practices to remain effective. LAC sessions provide a school-based venue for teachers to reflect on their teaching experiences, analyze learner performance, and develop practical solutions to classroom challenges together. Through these sessions, teachers move beyond isolated practice and engage in shared professional learning to improve student outcomes.

Supporting this idea, researchers highlight that collaborative professional learning communities enhance teaching quality and student achievement. Fullan (1996) highlights that sustained professional learning enables teachers to improve instructional practices through shared learning and reflection. Similarly, Creemers and Kyriakides (2012) assert that professional development is most effective when it leads to measurable improvements in classroom instruction and learner performance.

In the Philippine context, a study by Almonicar and Padasas (2022) described LAC as a collaborative mechanism that promotes reflective practice, peer mentoring, and context-based instructional improvement. These perspectives highlight LAC as an essential tool for fostering continuous professional growth among teachers.

Despite its recognized value, the implementation of LAC sessions varies across schools. Some sessions serve as meaningful platforms for collaboration and problem-solving, while others are held mainly for compliance, with limited participation and follow-through. Teachers face challenges such as time constraints, hesitancy to share practices, repetition of topics, and insufficient support, which can reduce the effectiveness of LAC sessions. There is also limited empirical documentation on how teachers prepare for, participate in, and apply LAC learning in their classroom practices.

Therefore, this study aims to examine the practices of public elementary school teachers in implementing Learning Action Cell sessions. Specifically, it examines how teachers prepare for LAC sessions, collaborate with colleagues, share and apply teaching strategies, and cope with challenges encountered during implementation. By documenting teachers' lived practices and experiences, the study seeks to provide insights that can strengthen LAC implementation and support its role as a sustained, school-based professional learning strategy.

Framework of the Study

This study is anchored on Fullan's (1995) theory of educational change and the Philippine Professional Standards for Teachers (PPST), which emphasize continuous professional development, collaboration, and reflective teaching practice. It is grounded in Fullan's theory, which views professional development as activities that equip teachers with new ideas, skills, and competencies to improve classroom practice. Learning Action Cell (LAC) sessions exemplify this process by providing teachers with opportunities to share expertise and address learning gaps, further supported by Creemers et al. (2012) by emphasizing that effective teacher development should strengthen teaching practices that directly influence student learning outcomes.

The Philippine Professional Standards for Teachers (PPST) is another framework on which this study is anchored, as it emphasizes continuous professional development and collaboration among educators. Specifically, it advocates engaging in professional reflection and collegial knowledge sharing, which are core elements of LAC sessions. LAC sessions help teachers meet PPST competencies in the domains 7 (personal growth and professional development) and 4 (curriculum and planning).

These frameworks underscore the role of LACs in fostering collaboration, improving teacher competency, enhancing instructional practices, and supporting professional growth. Each component plays a critical role in ensuring that teachers continuously evolve their practices to meet educational standards.

Statement of the Problem

This study aims to examine public elementary school teachers' practices related to LAC Implementation during the 2025-2026 school year. Specifically, it sought to answer the questions:

1. What are the practices of public elementary school teachers of Learning Action Cell implementation?
2. What policy implications can be proposed based on the findings?

Significance of the Study

The results of this study benefit various groups, with its outcomes being relevant to them. These groups

include the following:

The results would provide teachers with a safe space to discuss their experiences, reflect on their teaching, and learn new approaches from other teachers. Teachers enhance lesson delivery, classroom management, and differentiated instruction through collaboration and feedback, while also gaining confidence in meeting diverse learner needs and instructional challenges.

The study shows that students are more engaged and supported in their learning when teachers use strategies learned in LAC sessions, such as remediation techniques, learner-centered approaches, and differentiated instruction. These improved teaching methods lead to stronger reading and writing skills, greater participation, and more meaningful learning experiences.

The findings emphasize the vital role of School Leaders and DepEd Officials in strengthening the implementation of the Learning Action Cell (LAC) by fostering a collaborative culture and ensuring sessions are structured, relevant, and aligned with school priorities. By providing adequate support, monitoring follow-through actions, allocating resources, and refining policies and monitoring systems, they can sustain effective professional learning communities, enhance teacher competence, and improve the overall quality of teaching and learning across schools.

This study provides a foundation for future researchers in LAC implementation, particularly in examining the long-term impacts on teaching effectiveness, student achievement, and professional learning cultures. Future studies may also explore challenges, best practices, and innovative approaches to strengthen LAC as a sustained professional development model.

Delimitation of the Study

The study examined the practices of public elementary school teachers in implementing Learning Action Cell sessions. It focused on their preparation and planning, collaborative activities, and the outputs of LAC session activities. It was conducted in four schools of Lantapan East District, Division of Bukidnon, during the school year 2025-2026. This involved four master teachers and four regular teachers as participants, selected based on criteria such as years of teaching experience, active participation in LAC sessions, prior facilitator or member roles, and sufficient training in LAC.

The study employed qualitative methods within a hermeneutic-phenomenological approach. It employed a semi-structured interview with guide questions to explore teachers' practices in the Learning Action Cell implementation. The data were analyzed using the Braun and Clarke (2006) thematic analysis framework. This provided a structured approach to analyzing data to describe teachers' practices and activities implemented through LAC sessions.

Definition of Terms

For the purpose of this study, the following terms are defined operationally. By doing so, common understanding of the study is facilitated:

Learning Action Cell. In this study, the term Learning Action Cell (LAC) is defined as a school-based collaborative professional learning session in which teachers regularly meet to discuss instructional challenges, analyze learner performance, share effective teaching strategies, and develop interventions to address learning gaps. LAC sessions serve as a structured forum for collaborative planning, reflective dialogue, peer feedback, and professional support. During these sessions, teachers co-create instructional materials, plan remediation strategies, and implement learner-centered, differentiated approaches in the classroom to enhance instructional practice and improve student learning outcomes.

Public Elementary School Teachers. This term refers to licensed professionals hired by the Department of Education to educate young children at the elementary school level. They are teachers for kindergarten through grade 6 learners and are responsible for delivering the prescribed curriculum and fostering foundational learning skills. In this study, elementary master teachers who are active LAC facilitators, along with a few teachers, will participate in interviews and provide insights, share experiences, and discuss practices for LAC implementation in their respective schools.

Chapter 2

Review of Related Literature

This chapter presents the legal basis with literature and studies that have a great bearing on the present study. This section is organized into two subsections, representing themes that are directly relevant to this study.

Legal Basis of Learning Action Cells

The implementation of Learning Action Cells (LAC) in public schools in the Philippines is backed by Department of Education (DepEd) policies that encourage ongoing professional development for educators. LAC was established through DepEd Order No. 35, s. 2016, known as the Learning Action Cell, as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for Enhancing Teaching and Learning. This policy defines LAC as a collaborative learning framework in which teachers regularly convene to exchange experiences, address instructional challenges, and enhance teaching methods.

DepEd Order No. 35, s. 2016 highlights that LAC sessions provide teachers with opportunities to reflect on their teaching practices, evaluate student performance, and formulate strategies that address learners' needs. It emphasizes the importance of school leaders and master teachers in conducting LAC sessions and aligning them with school improvement objectives.

Moreover, the implementation of LAC aligns with the objectives of the K to 12 Basic Education Program, which seeks to enhance educational quality by fostering greater teacher competence and learner-focused teaching methods. LAC sessions provide a forum for teachers to discuss curriculum implementation, assessment methods, and inclusive education strategies.

The legal basis for Learning Action Cells (LAC) establishes a strong foundation for their implementation in schools, ensuring that collaborative professional development is not just encouraged but mandated. This framework highlights the value the education system places on continuous learning and peer support among teachers, making LAC an essential, institutionalized strategy for improving teaching practices and student outcomes. LACs in schools provide us teachers with valuable opportunities for continuous professional growth, allowing us to learn new strategies, share experiences, and support one another in improving our practice.

Learning Action Cell Implementation Practices

Several studies have examined how Learning Action Cells are implemented in schools and how they contribute to teacher development and instructional improvement. Research indicates that LAC sessions serve as effective venues for collaborative learning, professional reflection, and problem-solving among teachers. For instance, Lao and Lao (2024) mentioned that LAC is a community within schools in which teachers collaborate to develop professionally. Through planning, problem-solving, and action, teachers support one another's development of skills, knowledge, and mindset. In this study, the teacher-participants shared their strategies, openly discussed classroom challenges, and designed solutions

together during their LAC sessions. Their experiences show how LAC encourages ongoing growth and helps teachers put new ideas into practice to better meet their students' needs.

Similarly, Almonicar and Padasas (2022) described LAC as a collaborative professional learning community where teachers discuss instructional issues, share teaching strategies, and analyze learner performance data. Their study found that regular participation in LAC sessions enhances teachers' instructional practices and promotes shared responsibility for improving learning outcomes. The authors found out that teachers value Learning Action Cells because they create a supportive space for sharing ideas and addressing classroom challenges together. This collaborative environment not only enhances our professional skills but also motivates us to keep growing and learning in our teaching careers.

Another phenomenological study conducted by De Guzman, Gabales, and Labad (2023) described LAC implementation as a complex process that includes identifying professional development needs, preparing action plans early, selecting topics, forming technical working groups, scheduling activities, and conducting monitoring and evaluation. Their research highlighted the significance of supportive leadership, positive mindsets, clearly outlined roles, adequate resources, organized procedures, and well-communicated policies as essential elements for effective LAC implementation. In addition, Gabales and Labad (2023) also characterized the implementation of LAC as a complex process that includes determining professional development requirements, preparing action plans early, selecting topics, forming technical working groups, organizing schedules, and conducting monitoring and evaluation.

The study by Naungayan (2025) on the preparation for LAC session implementation found that LACs have emerged as an essential tool for the professional growth of educators in the Philippines, with numerous research studies demonstrating their successful implementation and beneficial effects on teaching methods. Across divisions, the fundamental processes of LAC implementation – planning, execution, and evaluation – have consistently been recognized as crucial phases for effectiveness. He also added that Reazo (2021) emphasized the importance of careful planning, including identifying key topics, developing the LAC plan, organizing meeting schedules, and creating a detailed budget.

Furthermore, Conde et al. (2023) highlighted that LAC sessions provide teachers with an opportunity to learn from one another through peer mentoring, open dialogue, and collaborative problem-solving. Their research shows that teachers benefit from exchanging practical strategies and stories they can use immediately in their classrooms.

Supporting this finding are the study results of Manegdeg and Paglinawan's (2024) research, which found that collaborative professional development among teachers promotes communication, shared learning, and professional growth, ultimately fostering a positive learning environment in schools. This finding indicates that access to professional development positively correlates with collaboration, while increased workload levels hinder participation. The teachers described the most positive aspects of collaboration-related communication and support and professional growth as highly favorable to a learning environment.

In another local study, Verbo (2022) found that when trained leaders lead LAC sessions, teachers become more engaged and reflective in their teaching practice. Many teachers reported a better understanding of how to implement the curriculum and greater confidence in addressing classroom challenges. Meanwhile, Cualajra and Joebel (2023) explain that the school LAC helps teachers close instructional gaps and share ideas to enrich teaching and learning. By working together, teachers can ensure that students consistently meet curriculum goals.

In the study of Santos and Villanueva (2020), they identified prevalent LAC practices, including differentiated instruction, formative assessment, and technology integration, which enhanced student engagement. However, they also noted that LAC's effectiveness depends on factors such as leadership support, teacher motivation, and available resources, all of which are examined in this study.

Some studies also highlighted challenges in LAC implementation. For instance, Espina (2019) noted that LAC sessions are sometimes conducted merely for compliance rather than meaningful professional learning. The success of LAC sessions often depends on the dedication and openness of both facilitators and participants. When teachers are genuinely invested, the sessions become more impactful—fostering honest conversations, practical problem-solving, and a sense of shared purpose. On the other hand, without active engagement, LAC sessions risk becoming routine meetings with little real benefit for teaching and learning.

Additionally, Corpuz and Salandanan (2020) reported issues such as limited participation, repetitive topics, lack of follow-through, and insufficient administrative support, which may reduce the effectiveness of LAC sessions. This points to the finding that when LAC sessions are poorly facilitated or lack variety in topics, teachers may lose interest and become less engaged. It is important for school leaders to continuously seek feedback and adapt LAC activities to keep them relevant and address teachers' real needs.

Despite these challenges, studies consistently show that when properly facilitated, LAC sessions foster collaboration, promote reflective teaching practices, and support continuous professional growth. Well-structured sessions encourage teachers to openly share their experiences, learn from each other, and collectively develop solutions to classroom problems. This process not only builds trust and camaraderie among teachers but also equips them with practical strategies to enhance their teaching effectiveness.

The implementation of LAC is a meaningful and rewarding part of teachers' professional journey. The regular sessions provide a safe and supportive environment where they can openly discuss classroom challenges and share best practices with colleagues. Through collaborative discussions and peer mentoring, they have gained fresh perspectives and practical strategies that they might not have discovered on their own. The sense of camaraderie built during these sessions makes them feel more connected to their fellow teachers and encourages them to continually reflect on and improve their teaching methods.

Moreover, the structured approach of LAC has helped teachers stay up to date with curriculum changes and emerging educational trends. Having dedicated time for professional growth within the school day signals that our professional development is valued. Although there are occasional challenges, such as scheduling conflicts or varying levels of participation, the benefits far outweigh the drawbacks. Overall, LAC sessions have not only enhanced teachers' skills but also reignited passion for teaching, ultimately benefiting students' learning experiences.

Chapter 3

Methodology

This chapter discusses the methodology of the study. This comprises of the study design, research setting, study participants, data collection tools, data collection, and data analysis.

Research Design

This study employed a qualitative research design using the Hermeneutic phenomenological approach to explore and understand the practices of public elementary school teachers in implementing Learning Action Cell (LAC) sessions. Hermeneutic phenomenology is particularly appropriate because it aims to

capture and describe individuals' lived experiences without imposing preconceived theories or assumptions. This study enables the researcher to examine in depth teachers' experiences, perspectives, and practices as they participate in LAC sessions, highlighting how they prepare, collaborate, share strategies, and address challenges. Data gathered from in-depth interview were analyzed using Braun and Clarke's (2006) framework of thematic analysis.

Research Setting

This study was conducted in the elementary schools of a district in Bukidnon division. It consists of four public schools that have been actively implementing Learning Action Cell (LAC). These schools were purposively selected for their consistent engagement in LAC activities, making them highly relevant to the study's focus on current practices in LAC implementation among teachers.

LAC sessions in these schools are a place for teachers to collaborate, reflect on their work, and develop new approaches to improve their teaching and enhance student learning. Teachers convene for LAC sessions to discuss their teaching, share experiences, and address common classroom problems. During these meetings, teachers share teaching methods, learning materials, and real-world solutions to classroom problems. Master teachers lead discussions by prompting teachers to reflect on what they want to say, ensuring everyone has a chance to speak, and keeping topics relevant to students' needs and the school's goals.

These schools typically schedule LAC sessions at least twice a month, as this is already a mandate for enhanced collaborative practices. Teachers form groups, conduct LAC sessions, and meet with their grade level to discuss important issues identified within their grade level, particularly those related to pupils' reading and numeracy skills, and plan for remediation.

Finally, the selected schools provided a strong fit for the study. Each school site featured a diverse teaching population in terms of years of experience, subject specialization, and levels of engagement in LAC sessions. Additionally, these schools maintained ongoing and active LAC implementations, guided by school heads or master teachers. This diversity provided a rich source of perspectives, enabling a meaningful, in-depth exploration of the implementation practices, perceived benefits, and challenges of LAC across different types of teachers.

Participants of the Study

The participants in this study were eight public school teachers four with whom four were master teachers and four were regular teachers selected from four schools in one district of Bukidnon division. The selection of participants was based on specific criteria to ensure those involved could provide rich, relevant information on the implementation of Learning Action Cell (LAC) sessions. Participants were selected based on their years of teaching experience, ensuring they had sufficient classroom experience and involvement in school-based professional development activities. Educational qualifications were also considered to include teachers with appropriate academic preparation and professional training that support instructional leadership and classroom practice. In addition, participants must have attended or facilitated trainings, seminars, or professional development activities related to LAC to ensure familiarity with its implementation and objectives.

All participants were elementary school teachers, and their years of teaching experience ensured a deep familiarity with LAC practices. Both master teachers and regular classroom teachers were included, and both leadership and participant perspectives were captured. There were no age restrictions, but participants must have the academic qualifications required for their teaching position, such as a bachelor's degree in education or its equivalent. These criteria ensured that the selected participants possessed the necessary

experience, professional background, and engagement in LAC activities needed to provide meaningful insights into teachers’ practices in LAC implementation.

While no specific performance evaluation scores were acquired, participants were able to articulate their experiences, practices, and perceptions related to LAC sessions. Preferences were given to teachers who have attended LAC sessions regularly over the past academic year to ensure their insights are current and informed.

Only those teachers who voluntarily consent to participate in the study were included. Participants were informed about the study's objectives, procedures, confidentiality measures, and their right to withdraw at any time without consequence. Written informed consent was obtained prior to any data collection.

No teachers experienced serious physical or psychological health conditions that were aggravated by participation in an interview or reflective discussion. The participants were not under medical or psychological care for stress-related disorders, anxiety, or other conditions. Matrix 1 shows the profile of the participants.

Matrix 1

Participant Selection Profile

Participants	Length of Service	Educational Qualifications	Learning Action Cell/ Session Training
P1	20 years of Teaching Experience	Master of Arts in Education Major in General Science	Learning Action Cell on Lesson Planning Learning Action Cell on the Orientation of the Implementation of BUKMATHIX Learning Action Cell on Literacy and Numeracy Intervention LAC Session on IGNITE: Innovative Growth in Nurturing Instruction Through Teaching Excellence Inquiry -Based Learning, 7 E Models of Lesson Planning, Differentiated Instruction, Hots Assessment
P2	29 years of Teaching Experience	Master of Arts in Teaching	Enhancing Teaching Strategies, Content Knowledge, and Pedagogies Training on Higher Order Thinking Skills- Professional Learning School-Based Training on Making of Big and Small Books

			<p>LAC on Beginning Reading using the Fuller Approach</p> <p>LAC on Developing Learning Activity Sheets</p> <p>Training on Google Classroom</p>
P3	35 years	<p>Master of Arts in Education Major in Educational Administration</p> <p>Doctor of Education Major in Educational Administration</p>	<p>Training on Higher Order Thinking Skills- Professional Learning Package 2024-2025</p> <p>INSET Trainings 2025-2026</p> <p>Learning Action Cell on the Orientation of the Implementation of BUKMATHIX Collaborative Planning on Developing Vocabulary Skills of Grade 3 Learners</p>
P4	23 years	<p>Master of Arts in Education Major in Educational Administration</p> <p>Doctor Of Education- Ongoing</p>	<p>Learning Action Cell on the Orientation of the Implementation of BUKMATHIX</p> <p>Learning Action Cell on Developing Literacy and Numeracy Skills</p> <p>Collaborative Planning on Strengthening the Phonemic Awareness of Kindergarten Pupils</p> <p>Learning Action Cell on Organizing the Use of Formative and Summative Assessment</p>
P5	12 years of Teaching Experience	Master of Arts in Teaching	<p>Learning Action Cell on Literacy and Numeracy Skills</p> <p>Collaborative Planning on Strengthening the Phonemic Awareness of Kindergarten</p> <p>Learning Action Cell on Organizing the Use of Formative and Summative Assessment</p>
P6	10 years	Master of Arts in Teaching	<p>Learning Action Cell on the Orientation of the Implementation of BUKMATHIX</p> <p>Collaborative Planning on Developing Fine Motor Skills of Kindergarten Pupils</p>
P7	19 years	Master of Arts in Teaching	Learning Action Cell on Lesson Planning

			<p>Learning Action Cell on the Orientation of the Implementation of BUKMATHIX</p> <p>Learning Action Cell on Literacy and Numeracy Intervention</p> <p>LAC Session On IGNITE: Innovative Growth in Nurturing Instruction Through Teaching Excellence</p> <p>Inquiry -Based Learning, 7 E Models of Lesson Planning, Differentiated Instruction, Hots Assessment</p>
P8	11 years	Master of Arts in Education Major in English Language Teaching	<p>School-Based Training on Making Big and Small Books</p> <p>LAC on Beginning Reading Using the Fuller Approach</p> <p>LAC on Developing Learning Activity Sheets Training on Google Classroom</p>

Research Tools

This study relied solely on interviews as its primary data collection method to explore teachers’ practices in implementing the Learning Action Cell (LAC). Open-ended interview questions were designed to elicit in-depth responses regarding teachers' practices during LAC sessions.

The interview guide consisted of open-ended questions that focused on key areas of teachers' involvement in LAC sessions. This research tool was carefully developed to make sure that questions were clear, simple, and relevant to the study’s objectives. The questions aimed to encourage teachers to share their real experiences and honest thoughts about how LAC sessions are carried out in their schools.

To ensure the quality and accuracy of the tool, the interview guide was reviewed and validated by experts in the field of education and research. These experts checked the questions for clarity, relevance, and fairness, and their feedback was used to improve the tool before it was used in the actual interviews.

To ensure accuracy and completeness, an audio recorder was used to capture each interview session, enabling more detailed transcription and analysis. Additionally, the study included a demographic questionnaire to collect background information about the participants. Before conducting the interviews, an informed consent form was provided, ensuring that all participants voluntarily agreed to participate in the study and understood its purpose and procedures. Interviews were scheduled at participants' convenience and conducted in a private, comfortable setting to encourage openness. The collected data were then transcribed, coded, and thematically analyzed to identify recurring patterns and insights. After securing approval from the Schools Division Office and permission from the respective school heads, the researcher coordinated with the selected schools to schedule the interviews at a convenient time for the participants.

Prior to the interview, the purpose of the study was explained clearly to the participants, and informed consent was obtained to ensure voluntary participation and confidentiality of their responses. The researcher prepared an interview guide containing open-ended questions focused on teachers' experiences, roles, collaborative practices, challenges, and coping strategies during LAC sessions. This format enabled the researcher to ask follow-up questions to clarify and deepen responses as needed.

The interviews were conducted face-to-face in a quiet, comfortable setting within the school to minimize distractions. Each session lasted approximately 20–30 minutes. With participants' permission, responses were audio-recorded and supplemented with written notes to ensure the accuracy and completeness of the data.

After the interviews, the recordings were transcribed verbatim for analysis. The researcher carefully reviewed the transcripts to ensure accuracy and organized the responses according to emerging ideas and shared experiences related to LAC practices. All collected data were kept confidential and used solely for research purposes.

Ethical Consideration

This study adhered to ethical standards in conducting research involving human participants. Participation in the study was entirely voluntary, and informed consent was obtained from all teacher participants prior to data collection. Participants were assured that their responses would be kept strictly confidential and anonymous. No identifying information was included in any reports or publications resulting from the study.

To minimize the risk of coercion or undue influence, especially given that the principal investigator (PI) may have an administrative or supervisory role over some participants, an independent third party was assigned to facilitate data collection and manage participant responses. This was to ensure that participants felt free to provide honest and unbiased input without fear of reprisal or favoritism.

The researcher declared no financial or institutional conflict of interest in the conduct of this study. However, as the PI may have a professional relationship with some of the teacher participants, measures were taken to ensure impartiality and data integrity. An independent individual, unaffiliated with the participants' performance evaluations or professional advancement, was designated to manage the survey distribution and data collection process.

This study placed high importance on safeguarding the privacy and confidentiality of all participants, particularly given the small and close-knit nature of school communities where individuals may be easily identifiable.

Unique codes or pseudonyms were assigned to the participants to ensure that their identities are not linked to their responses in any records, transcripts, or published reports. During interviews, identifying details were omitted or redacted. In cases where quotations were used, care was taken to remove or alter contextual clues that could lead to identification.

All audio recordings, transcripts, and research notes were stored securely. Digital files were saved in password-protected folders on encrypted storage devices, accessible only to the primary researcher.

Only the primary researcher had access to identifiable data. De-identified data used for analysis and reporting did not contain names or other personal identifiers. Data shared in presentations were completely anonymized. In cases where this study would be presented, the researcher would ensure anonymity of data.

Data would be retained for a period of one year following the conclusion of the study to allow for validation or clarification if needed. After this period, all identifiable data—including audio recordings,

transcripts, and any physical documents—would be permanently deleted or shredded, ensuring complete destruction.

The total duration of the study was estimated to be five months, from phase 1, preparatory phase, covering activities of title formulation and presentation, and gathering information of the research. It also included finalization of interview protocols, securing permission and ethical clearance from the division office and school principals, and participant recruitment and scheduling of interviews. It then followed phase 2 – data collection, phase 3 – transcription and preliminary review, phase 4 - thematic analysis and interpretation, which included member checking and peer review to ensure trustworthiness, and finally, phase 5 - writing and finalization.

The five-month timeline was realistic and sufficient for meeting the research objectives while ensuring a thorough, ethical, and systematic approach to data collection and analysis. Each phase was spaced appropriately to avoid rushing participants or compromising the quality of analysis. The data collection window was kept flexible to accommodate teachers' availability without interfering with their teaching duties.

The timeline had built-in buffers between phases to accommodate possibilities of delay due to unforeseen circumstances. A delay in the study necessitated an adjustment to the schedule, without compromising the ethical treatment of participants or the integrity of data collection. Participants were informed, and no additional burden was placed on them.

Individuals who did not meet the study's demographic requirements—such as those with less than two years of teaching experience, not currently engaged in LAC sessions, or those without the necessary academic qualifications for their teaching post—were excluded from participation. This ensured that data collected reflects informed and relevant perspectives on LAC practices.

This study ensured ethical conduct by fully informing participants of their rights and the process for withdrawing from participation at any time. The following criteria and procedures were observed:

Participation in this study was entirely voluntary, and participants retained the right to withdraw at any time, without providing a reason and without incurring any penalty, academic consequence, or professional disadvantage. In the conduct of this study, no participant notified the researcher of their decision to withdraw either verbally or in writing, at any point during and after the research process. The participant expressed a willingness to participate. All data collected from them were immediately analyzed and permanently deleted from all records.

Data Gathering Procedure

The research strictly followed the proper protocols for data collection. Before starting the study, the researcher obtained a certificate of clearance from the university's research ethics committee, making the necessary revisions as recommended. Approval was also secured from the dean of the College of Education, granting permission to begin data collection.

Next, the researcher presented the research instrument to the panel for approval. Afterward, a formal letter was sent to the school principals to request permission to conduct the study. Once the principals approved, the endorsement was forwarded to the participants. After the participants received the endorsement and agreed to join the study, they were asked to sign an informed consent form. With the forms signed, the researcher scheduled interviews at times most convenient for the participants. All interviews were conducted in a quiet, comfortable, and private setting to ensure participants could answer freely and confidentially. The data collection process was organized and systematic, helping ensure the gathered information was reliable and trustworthy.

In-depth interviews were arranged and conducted face-to-face depending on what was most convenient for each participant. Participants were encouraged to be open and honest, sharing their insights, best practices, and personal experiences regarding the implementation of the LAC, without hesitation or reservation. This approach enabled the researcher to gather authentic, valuable information that strengthened the study. An audio recorder was used during each interview to ensure that all responses were accurately captured. Afterwards, all interviews were transcribed and the responses were systematically analyzed through the use of the Braun and Clarke's (2006) framework of thematic analysis.

Data Analysis

The data collected through semi-structured interviews were analyzed using the thematic analysis approach of Braun and Clarke (2006). This method was used to identify, analyze, and interpret patterns and themes in participants' responses.

First, the data were familiarized by carefully listening to the recorded interviews and transcribing them verbatim. The researcher repeatedly read the transcripts to gain a deeper understanding of the participants' experiences and perspectives. Personal identifiers were removed to ensure participants' confidentiality. Second, initial codes were generated by identifying meaningful statements and significant ideas from the transcripts related to the implementation and practices of Learning Action Cell (LAC) sessions. These codes were systematically organized to capture important features of the data.

The third phase included the researcher's coding. Codes were grouped into potential themes by examining their similarities and relationships. This process allowed the researcher to categorize related responses into broader thematic patterns. Fourth, the preliminary themes were reviewed and refined to ensure that they accurately represented the coded data and the entire dataset. Irrelevant or overlapping themes were revised, merged, or removed to improve clarity. Fifth, themes were defined and named, with each theme clearly described to capture the essence of participants' responses and reflect the key aspects of LAC implementation practices.

Finally, the themes were presented and interpreted in the findings section, supported by selected excerpts from participants' responses to illustrate the identified patterns. To ensure confirmability and minimize researcher bias, an audit trail of coding decisions and theme development was maintained. Reflexivity was practiced by acknowledging the researcher's assumptions throughout the analysis.

Chapter 4

Presentation, Analysis, and Interpretation of Data

This chapter presents the data gathered from participants' responses during the interviews, along with their analysis and interpretation. The presentation of findings aligns with the research questions outlined in chapter 1.

Practices of Public Elementary School Teachers in the Implementation of Learning Action Cells

The study's findings revealed that teachers' practices during Learning Action Cell (LAC) sessions extend beyond preparation and facilitation roles to include active collaboration and shared responsibility for instructional improvement. Implementing LAC sessions produces meaningful outcomes for teachers, learners, and the school community. Through sustained participation, teachers strengthen their professional competence, apply improved instructional strategies, and contribute to a culture of collaboration. Consequently, these outcomes support enhanced learner engagement and performance while fostering a supportive and collegial school environment.

However, the findings also show that teachers face challenges during LAC sessions, including limited time, resistance to change, low participation, and persistent learner gaps. Despite these difficulties, they cope by fostering trust, encouraging participation, sharing practical solutions, and maintaining a supportive environment. By focusing on learner needs and working collaboratively, teachers sustain meaningful discussions and keep LAC sessions productive.

The themes presented in the succeeding sections describe the collaborative practices observed during LAC sessions and the outcomes that emerge from their implementation. These themes provide a clearer understanding of how teachers engage in planning, collaboration, and application of strategies to improve teaching and learning.

During the pre-implementation of teachers' Learning Action Cell (LAC) sessions, they engage in essential preparatory practices to ensure that discussions are relevant, organized, and responsive to learners' needs. Analysis of participants' responses reveal two key themes describing how teachers prepare for LAC implementation. Teachers engage in professional dialogue, exchange classroom experiences, and work collectively to address instructional challenges and learner needs. These collaborative practices demonstrate how LAC sessions function as a professional learning community where teachers support one another and co-construct practical solutions.

Theme 1: Collaborative Planning and Topic Identification

This theme centers on teachers working together to identify relevant topics and to plan learning activities that address their students' needs. Through collective discussion and shared decision-making, teachers ensure that the focus of their sessions is meaningful and aligned with instructional goals.

Before conducting LAC sessions, teachers collaboratively determine priority topics based on learners' needs, classroom challenges, and curriculum demands. Participants reported consulting one another, reviewing learners' performance data, and aligning session topics with DepEd initiatives and school improvement goals. Master teachers often guide the process by facilitating discussions and ensuring that the chosen focus addresses instructional gaps and supports professional growth. To illustrate this practice, Participant 1 described his preparatory work before conducting LAC sessions. Participant 1 stated:

"I prepare for LAC sessions by first reviewing the identified focus or priority area, such as learners' assessment results, RMA assessment results, teaching challenges, or agreed action points from previous sessions. I gather relevant data, including test results, classroom observations, and teacher feedback, to ensure discussions are evidence- or results-based."

The participant emphasizes the importance of reviewing learner data and previous action points to identify relevant topics for LAC discussions. This practice ensures that LAC sessions are evidence-based and focused on addressing actual teaching and learning challenges.

Similarly, Participant 3 added: *"I choose the most common problem encountered in the classroom. Choose the topics which may aid or alleviate the teaching practices of teachers."* The participant explains that LAC topics are chosen based on the most common classroom problems teachers face. This helps ensure that the discussions focus on real teaching challenges and support teachers in improving their practices. Moreover, Participant 4 said: *"I prepare for the topics to be discussed, make an overview, and share solutions after."* The participant underscores the need to prepare the topics in advance and to provide a brief overview to guide the discussion. This approach helps keep the LAC session organized and encourages teachers to share possible solutions to the identified classroom issues.

On the other hand, Participant 5 also shared, *“I prepare by reviewing the topics or issues that will be discussed. I also check my lesson plans, student work and material that might help the discussion. I make sure I have examples of my teaching practices so I can share it with the group.”*

The participants’ responses reveal that preparation for LAC sessions is a collaborative, evidence-based process anchored in identifying priority needs. Teachers review assessment results, classroom challenges, and previous action points to ensure that the selected topics address real instructional gaps. This supports the statement of Almonicar and Padasas (2022) that LAC has been described as a collaborative professional learning community in which teachers discuss instructional issues, share teaching strategies, and analyze learner performance data.

Theme 2: Preparation of Materials and Structuring of Activities

This theme highlights how teachers and facilitators prepare for LAC sessions by organizing plans, materials, and activities. Such preparation ensures that discussions are focused, structured, and aligned with learners’ needs and school priorities. Careful preparation allows facilitators to select appropriate resources, design engaging learning experiences, and anticipate potential challenges that may arise during the sessions. By thoughtfully structuring activities, teachers can maximize participation and ensure each session is productive and goal-oriented. This proactive approach also promotes consistency and coherence across LAC sessions, ultimately improving teaching practices and student learning outcomes. Participant 2 said, *“I prepare LAC Plan, Schedule of LAC Session, Training Design, School Memorandum, attendance sheet, certificates, and output of teacher participants.”* Here, the participant explains that she handles various preparations for LAC sessions, including planning, scheduling, and creating necessary documents and materials. This shows her active involvement and organizational role in ensuring that LAC activities run smoothly and are well-documented.

Meanwhile, Participant 3 also prepared likely the same as she noted, *“I prepare the documents, attendance sheets, assigns co-facilitators, prepare all the logistics, training designs and matrix, etc.”* This would mean that Participant 3 is also deeply involved in planning and organizing LAC sessions. Her efforts in preparing documents, assigning co-facilitators, and managing logistics demonstrate her commitment to making the sessions effective and well-coordinated.

As for Participant 4, she mentioned: *“I try to identify needs through assessment and analyze student’s performance in my class. Then I set objectives to develop Lac plan and some necessary resources needed.”* The participant’s statement only explains that she identifies learners’ needs by analyzing students’ performance and assessment results. This information helps her set clear objectives and prepare the necessary materials and resources for the LAC session. By doing this, she is able to organize activities that address specific learning gaps. This practice helps ensure that LAC discussions and activities are structured and focused on improving teaching and learning.

Based on the responses, the teacher-participants ensure that LAC sessions are organized and purposeful through careful preparation of materials and structured activities. Master teachers take the lead in preparing essential documents such as LAC plans, training designs, schedules, memoranda, attendance sheets, and certificates, as well as arranging logistics and assigning roles for the session. These preparatory practices reflect the findings of Gabales and Labad (2023), who described LAC implementation as a complex process that involves identifying professional development needs, preparing action plans, selecting topics, organizing schedules, and forming technical working groups. This suggests that careful preparation and coordination are important practices for ensuring the effective implementation of LAC

sessions. These practices show that systematic preparation supports smooth implementation and helps ensure that LAC sessions remain focused, organized, and responsive to instructional needs.

Master teachers play a facilitative role in guiding discussions, organizing logistics, and aligning the focus of LAC sessions with school priorities, while regular teachers prepare examples and instructional materials to enrich the sharing of practices. These collaborative preparatory efforts reflect the importance of systematic planning in LAC implementation. Supporting this, Reazo (2021) emphasized that effective LAC sessions require careful planning, including identifying key topics, developing the LAC plan, organizing meeting schedules, and preparing necessary resources. This suggests that proper preparation by both facilitators and teacher-members contributes to more organized and meaningful LAC sessions.

Theme 3: Collaborative Problem-Solving and Sharing of Best Practices or Strategies

This theme emphasizes how teachers collaborate during LAC sessions to address classroom challenges and refine instructional strategies. Teachers shared experiences, exchanged ideas, and offered practical solutions to common teaching problems. Through this collaboration, teachers enhance their professional skills and develop more effective approaches for student learning.

Additionally, these sessions foster a supportive environment where teachers feel empowered to seek advice and learn from one another's successes and setbacks. The collective reflection and feedback during LAC meetings not only build confidence but also promote innovation, adaptability, and a growth mindset among educators, ultimately leading to improved outcomes for both teachers and students. An example of this practice can be seen in the response of Participant 1, who stated:

"In our school, we have discussed and implemented strategies such as the use of fraction tiles to help learners visualize and better understand fractions through hands-on activities. We also applied the CPA (Concrete–Pictorial–Abstract) approach, where students first manipulate concrete materials, then work with visual representations, and eventually move to abstract symbols and equations. In addition, we practiced differentiated instruction by adjusting tasks, learning materials, and pacing to meet the diverse abilities of learners, ensuring that all students are supported and actively engaged in learning."

This statement shows how teachers share practical strategies to help learners understand mathematical concepts. These practices demonstrate collaborative problem-solving, where teachers exchange effective teaching methods to improve student learning. Through these shared experiences, LAC sessions become a platform for teachers to learn from one another and apply successful strategies in their classrooms.

This was further reflected in the statement Participant 2 who said, *"I shared about Fuller approach, discussion method, and demonstration teaching, those are implemented."* This shows that teachers share different teaching approaches, such as the Fuller approach, discussion method, and demonstration teaching, during LAC sessions. This indicates that LAC provides an opportunity for teachers to exchange instructional strategies to improve classroom instruction.

Another participant also shared about her own classroom practices: *"I have discussed to the school the discovery method; like when I teach math word numbers, I teach spelling, integrating literacy to numeracy, I implemented this method."* (P2) This statement means that the participant shared the discovery method as a teaching strategy during LAC sessions. It shows that the teacher integrates literacy and numeracy by helping students learn the spelling of number words while understanding mathematical concepts. This reflects how teachers exchange practical strategies to support learners' comprehension through meaningful, integrated learning activities.

Similarly, Participant 4 stated, *"I have discussed on differentiated instruction for varied learners' abilities."* Participant 4's response shows that she also engages in collaborative practices similar to those

of the other teachers during LAC sessions. Her statement suggests that teachers actively share teaching strategies and classroom experiences to improve instruction. This indicates that LAC sessions serve as a space where teachers learn from one another and work together to address classroom challenges and improve student learning.

The participants' responses highlight a wide range of effective teaching strategies discussed and implemented during LAC sessions. It is evident that collaborative sharing in these sessions fosters professional growth and encourages teachers to try new approaches suited to their learners' needs. This finding supports the study by Lao and Lao (2024), which described the Learning Action Cell as a school-based community of practice in which teachers collaborate to enhance their knowledge, skills, and teaching practices through shared planning and problem-solving. Similarly, the emphasis on hands-on learning, differentiated instruction, and innovative strategies reflects LAC's commitment to continuous improvement in classroom instruction. These exchanges strengthen teacher competence and contribute to a supportive school culture focused on improving teaching and learning outcomes. This finding is supported by the study of Manegdeg and Paglinawan (2024), which found that collaborative professional development among teachers promotes communication, shared learning, and professional growth, ultimately fostering a positive learning environment in schools. The study further emphasized that teacher collaboration helps improve instructional practices and supports continuous improvement in teaching and learning.

Theme 4: Reflective Dialogue and Collective Instructional Planning

Reflective dialogue and collective instructional planning emerged as important practices during Learning Action Cell (LAC) sessions. Teachers described how these sessions provide opportunities to discuss teaching strategies, reflect on classroom experiences, and collaboratively plan instructional activities that address learners' needs. Participant 5 shared:

“During LAC sessions, I usually join discussions about teaching strategies, lesson planning and ways to improve classroom instruction. We also talk about solutions. In some sessions, we work in group to create sample lessons, develop materials or plan school activities together.”

This statement shows that LAC sessions encourage teachers to actively participate in collaborative discussions and joint lesson planning. Through group work and shared decision-making, teachers develop instructional materials and strategies that support effective classroom teaching. Similarly, Participant 6 explained, *“In sharing of teaching experiences, I talked about what worked well in my class. I also share challenges I have faced in my class. Then we share what strategies will I use.”*

This response highlights the reflective nature of LAC discussions, in which teachers openly share successes and difficulties encountered in their classrooms. By exchanging experiences and strategies, teachers can learn from one another and identify practical solutions to common instructional challenges.

In addition, Participant 7 mentioned, *“I like sharing about the learners' behavior during classes and how they responded and engaged in the activities I have presented and whether it is effective or not.”*

This statement indicates that teachers use LAC sessions as a platform to reflect on learners' responses to instructional activities. Such reflection helps teachers evaluate the effectiveness of their teaching approaches and consider adjustments that may better support student engagement and learning.

Likewise, Participant 8 stated, *“I like to share about how I develop my teaching like school and teacher development.”* This response suggests that teachers view LAC sessions as opportunities for professional growth and instructional improvement. By sharing their development experiences, teachers contribute to

a collective learning process that strengthens both individual teaching practices and the school's professional culture.

Overall, these responses demonstrate that LAC sessions foster a culture of reflective dialogue, collaborative planning, and shared professional learning among teachers. This finding supports the study of Lao and Lao (2024), which described Learning Action Cell as a school-based community of practice where teachers collaborate, reflect on their experiences, and share strategies to improve teaching practices and learner outcomes.

Theme 5: Enhanced Teacher Competence and Professional Growth

Theme 5 focuses on the continuous development of teachers' skills and knowledge to enhance their classroom effectiveness. It highlights how participation in LAC sessions contributes to the development of teachers' knowledge, skills, and confidence in their instructional practices. Through collaborative discussions and shared experiences, teachers gain new ideas and strategies that support their professional growth and improve classroom instruction.

Participant 1 shared:

“Collaboration enhances my teaching practices by allowing me to learn from my colleagues’ experiences, strategies, and perspectives. Through shared discussions and feedback, I gain new ideas that I can apply in my classroom and improve existing practices. It also helps me reflect on my own teaching, address challenges more effectively, and become more confident in trying innovative approaches, which ultimately leads to better student learning outcomes.”

This response shows that collaboration during LAC sessions helps teachers expand their teaching strategies and reflect on their instructional practices. By learning from colleagues' experiences, teachers become more confident in applying new methods that support student learning.

In the same way, Participant 2 noted, *“Being able to teach beginning reading using strategies introduced.”* This statement suggests that teachers adopt and apply new instructional strategies introduced during LAC sessions. Such practices improve teachers' pedagogical skills, particularly in addressing learners' literacy needs.

Similarly, Participant 3 shared, *“It developed me more on my patience and I also find adjustment on my own teaching methods and understand also we teachers have individual differences when it comes to teaching styles.”* This response highlights the importance of professional reflection and adaptability among teachers. Through LAC discussions, teachers develop patience, adjust their teaching approaches, and appreciate diverse teaching styles among their colleagues.

Moreover, Participant 5 mentioned, *“It gives me new ideas, helps me solve classroom problems, and makes my teaching more effective.”* The participant's statement shows that LAC sessions provide teachers with practical solutions to classroom challenges. The sharing of ideas allows teachers to improve their instructional effectiveness and address learners' needs more efficiently.

In addition, Participant 2 explained, *“I can ask questions and invite ideas. When I share problems, somebody gives suggestions and then I reflect.”* This statement indicates that LAC sessions create a supportive learning environment where teachers feel comfortable seeking advice from colleagues. Such exchanges encourage reflective thinking and collaborative problem-solving among teachers.

Meanwhile, Participant 7 expressed, *“Through collaboration, I get to reflect on my own teaching practices and collect good ideas to improve my teaching performance.”* This response demonstrates that collaboration allows teachers to evaluate their own teaching methods and learn new strategies from others. As a result, teachers continuously improve their professional practices.

Finally, Participant 8 stated, *“Collaboration helps enhance my teaching practices by fostering innovation through different kinds of perspectives, improving problem-solving with the shared knowledge of everyone.”* Here, the participant highlights that collaborative learning within LAC sessions encourages innovation and shared responsibility in addressing instructional challenges. Teachers benefit from diverse perspectives that help them strengthen their teaching practices.

Overall, the responses show that LAC sessions contribute to teachers’ improved pedagogical knowledge, classroom management strategies, and assessment practices. Participants expressed increased confidence in implementing new strategies discussed during the sessions, while continuous collaboration fostered a culture of professional growth and lifelong learning among educators. These findings support the study of Lao and Lao (2024), which described LAC as a school-based community of practice where teachers collaboratively enhance their knowledge, skills, and professional competence through shared planning, reflection, and problem-solving.

Theme 6: Improved Learner Performance and Strengthened School Culture

This theme highlights the positive outcomes that emerged after the implementation of strategies discussed during Learning Action Cell (LAC) sessions. The participants' responses indicate that teachers applied the strategies learned from LAC discussions in their classrooms, thereby improving teaching practices and learner engagement and performance.

Participant 1 shared:

“In our school, we have discussed and implemented strategies such as the use of fraction tiles to help learners visualize and better understand fractions through hands-on activities. We also applied the CPA (Concrete–Pictorial–Abstract) approach, where students first manipulate concrete materials, then work with visual representations, and eventually move to abstract symbols and equations. In addition, we practiced differentiated instruction by adjusting tasks, learning materials, and pacing to meet the diverse abilities of learners, ensuring that all students are supported and actively engaged in learning.”

This response shows that teachers applied innovative, learner-centered strategies discussed during LAC sessions. By using hands-on materials, structured approaches such as the Concrete-Pictorial Approach (CPA), and differentiated instruction, teachers were able to support diverse learners and improve students’ understanding of complex concepts.

Similarly, Participant 1 discussed examples of strategies implemented in their school, stating, *“In our school during LAC sessions, I shared how I use morning routines, picture cards, and real objects. I also discussed learning stations to let children explore and learn at their own pace.”* This statement reflects how teachers use practical, interactive strategies to promote active participation among learners. Such approaches help create engaging learning environments where students can explore concepts more effectively and develop their skills at their own pace.

As teachers applied the strategies developed during LAC sessions, improvements in learner engagement, participation, and academic performance were observed. Moreover, the regular conduct of LAC sessions promoted a collaborative school environment characterized by teamwork, shared leadership, and collective responsibility for student outcomes. Through these collaborative efforts, teachers strengthened the school environment by fostering a culture of support, reflection, and continuous improvement. Even when faced with teaching challenges, LAC sessions provided a space for open dialogue and shared problem-solving, enabling teachers to develop coping strategies such as peer mentoring, team teaching, and reflective practices.

Overall, these findings demonstrated that implementing LAC sessions not only enhances teachers' instructional practices but also improved learner outcomes and strengthens the school's professional learning community. These findings aligned with other local studies. For instance, Condé et al. (2023) found that the regular implementation of LAC sessions significantly enhances teachers' professional competence, instructional skills, and assessment practices, demonstrating that structured collaboration positively impacts teaching quality. Moreover, evidence from Maga-Vasquez (2025) showed that positive teacher attitudes toward SLAC contribute to improved perceptions of teaching and learning among students, underscoring the broader influence of collaborative professional development on school outcomes.

The study revealed six major themes highlighting the practices of public elementary school teachers during Learning Action Cell (LAC) sessions. First, teachers engaged in collaborative identification and planning of LAC priorities, where they collectively determined session topics based on learners' needs, classroom challenges, and curriculum demands, ensuring discussions were relevant and evidence-based. This aligns with De Guzman, Gabales, and Labad (2023), who emphasized that effective LAC implementation begins with identifying professional development needs and early action planning.

Second, participants described preparation of materials and structuring of activities, which involved creating LAC plans, training designs, schedules, attendance sheets, and instructional resources prior to sessions—a process supported by Vega and Orleans (2025), who highlighted the importance of organized planning in meaningful professional development.

Third, teachers engaged in collaborative problem-solving and sharing of best practices, exchanging strategies such as manipulatives, differentiated instruction, and integrated literacy-numeracy approaches. Juanite and Ardiente (2025) noted that peer feedback and shared solutions in LAC sessions enrich teacher practices and build professional support networks.

Fourth, participants emphasized reflective dialogue and collective instructional planning, analyzing classroom successes and challenges while jointly designing more effective lessons. This supports the findings of Conde et al. (2023), who described LAC as a reflective professional learning community where teachers continuously improve instructional coherence.

Fifth, teachers reported enhanced teacher competence and professional growth, noting that collaboration, exposure to new strategies, and feedback increased their confidence, adaptability, and pedagogical knowledge, consistent with Conde et al. (2023), which highlighted the role of LAC in strengthening teacher skills and leadership. Finally, teachers observed improved learner and teacher performance, as strategies implemented through LAC, such as CPA, differentiated tasks, and hands-on activities, led to higher student engagement, participation, and academic outcomes. De Guzman, Gabales, and Labad (2023) support this by showing that LAC sessions promote instructional quality and positively affect student learning. Collectively, these themes demonstrate that LAC sessions serve as a structured, collaborative, and reflective professional development mechanism that strengthens teaching practices, fosters teacher growth, and enhances learner outcomes.

Policy Implications of the Identified Themes

The findings of this study offer important implications for educational policy and school-level practices, particularly in strengthening the implementation of Learning Action Cell (LAC) sessions as a sustainable professional development strategy. The themes highlight the need for structured support, clear guidelines, and continuous monitoring to ensure that LAC sessions effectively contribute to teacher development and improved learner outcomes.

Theme 1: Collaborative Planning and Topic Identification

Educational policies may emphasize the importance of data-driven and collaborative planning in LAC implementation. Schools may be guided to institutionalized regular review of learner performance data and align LAC topics with identified instructional needs and school improvement goals. Providing clear frameworks for collaborative topic selection can ensure that LAC sessions remain relevant, purposeful, and responsive to classroom realities.

Theme 2: Preparation of Materials and Structuring of Activities

Policies can support teachers by allocating time, resources, and administrative assistance for the preparation of LAC materials and structured activities. Establishing standardized templates for LAC plans, training designs, and documentation can help ensure consistency and quality across schools. Additionally, providing technical support and capacity-building programs for facilitators can enhance the effectiveness of session organization and delivery.

Theme 3: Collaborative Problem-Solving and Sharing of Best Practices

There is a need for policies that promote a culture of collaboration and knowledge-sharing among teachers. Encouraging peer mentoring, professional dialogue, and the documentation of best practices can strengthen collaborative learning communities. Schools may also be encouraged to create platforms where successful teaching strategies are systematically shared and replicated across classrooms.

Theme 4: Reflective Dialogue and Collective Instructional Planning

Policies can reinforce the role of reflective practice in teacher development by integrating structured reflection and feedback mechanisms into LAC sessions. Encouraging teachers to regularly evaluate their instructional practices and collaboratively plan lessons can lead to more responsive and effective teaching. Providing tools and guidelines for reflective dialogue can further support meaningful and productive discussions.

Theme 5: Enhanced Teacher Competence and Professional Growth

Educational policies can recognize LAC as a key component of continuous professional development and provide sustained support for its implementation. This includes offering incentives, recognition, and opportunities for career advancement linked to active participation in LAC. Strengthening professional development programs can help ensure that teachers continuously improve their competencies and adapt to evolving educational demands.

Theme 6: Improved Learner and Teacher Performance

Policies may focus on monitoring and evaluating the impact of LAC sessions on both teacher performance and learner outcomes. Establishing clear indicators of success, such as improvements in student achievement and teacher effectiveness, can help assess the effectiveness of LAC implementation. Furthermore, promoting a collaborative school culture through policy support can enhance overall school performance and sustain positive educational outcomes.

Chapter 5**Summary, Findings, Generalizations, and Recommendations**

This chapter summarizes the study's findings, statements of findings, generalizations, and recommendations. These statements are parallel to the discussion in the preceding chapter, significantly answering the research questions indicated in chapter 1.

Summary

This study explored the practices of public elementary school teachers in implementing the Learning Ac-

tion Cell sessions during the 2025-2026 school year. The research employed a qualitative design with Hermeneutic Phenomenology to capture rich, detailed data. Eight public school teachers from the four schools of a district in the division of Bukidnon, four of whom were Master Teachers and four were regular teachers. They were purposively selected based on their teaching experiences, educational attainment, and active participation in Learning Action Cell training sessions. Data were gathered through semi-structured interviews guided by specific questions and analyzed using Braun and Clarke's (2006) thematic analysis framework. The analysis revealed six major themes that describe teachers' practices in LAC implementation: collaborative planning and topic identification; preparation of materials and structuring of activities; collaborative problem-solving and sharing of best practices; reflective dialogue and collective instructional planning; enhanced teacher competence and professional growth; and improved learner and teacher performance. The study further revealed six themes pertaining to implications for educational policy and school-level practices: The implications yielded six themes: collaborative planning and topic identification policy implication, preparation of materials and structuring of activities policy implication, collaborative problem-solving and sharing of best practices policy implication, reflective dialogue and collective instructional planning policy implication, enhanced teacher competence and professional growth policy implication, and improved learner and teacher performance policy implication.

Findings

Based on the data gathered, the following are the salient findings of the study. These findings are based on the analysis and interpretation of data in the preceding chapter:

1. Findings revealed six key practices of public elementary school teachers in Learning Action Cell sessions: For the preparatory phase, yielded two themes: collaborative planning and topic identification, preparation of materials, and structuring of activities. The ongoing collaborative activities also had two themes: collaborative problem solving, sharing of best practices, reflective dialogue, and collective instructional planning. The outcomes of the LAC Session yielded two additional themes: *enhanced teacher competence and professional growth*, and *improved learner performance and school culture*.
2. The findings of this study offer important implications for educational policy and school-level practices, particularly in strengthening the implementation of Learning Action Cell (LAC) sessions as a sustainable professional development strategy. The implications yielded six themes: collaborative planning and topic identification policy implication, preparation of materials and structuring of activities policy implication, collaborative problem-solving and sharing of best practices policy implication, reflective dialogue and collective instructional planning policy implication, enhanced teacher competence and professional growth policy implication, and improved learner and teacher performance policy implication.

General Statement

In general, the study demonstrates that Learning Action Cell (LAC) sessions play a vital role in enhancing teacher competence, fostering collaboration, and improving school culture. Through structured planning, shared problem-solving, and reflective dialogue, teachers are better equipped to address classroom challenges and implement effective teaching strategies. The findings further show that LAC sessions encourage a sense of community among teachers, promote professional trust, and create opportunities for continuous learning and innovation. As teachers grow more confident and collaborative, the positive

effects extend to student engagement and achievement. Ultimately, the collaborative practices developed in LAC sessions lead to sustained professional growth for teachers and improved student learning outcomes, contributing to a stronger, more resilient school environment.

In line with the findings, the integration of the six identified themes into educational policy can further strengthen the implementation of Learning Action Cell (LAC) sessions across schools. Policies may emphasize structured and collaborative planning, adequate preparation of materials, and sustained opportunities for reflective dialogue and professional sharing among teachers. By institutionalizing these practices, educational leaders can ensure that LAC sessions are consistently implemented as a meaningful and results-oriented professional development strategy. Moreover, aligning these themes with monitoring and support systems can help sustain teacher growth, improve instructional quality, and ultimately enhance learner outcomes within the school system.

Recommendations

The generalization enabled the researcher to draw out recommendations. These recommendations focus on areas that are feasible for action:

1. School heads may continue to improve the organization of LAC sessions by clearly defining objectives, providing relevant materials, and ensuring that meetings are purposeful and aligned with school priorities. They may encourage regular sharing of best practices, collaborative problem-solving, and reflective dialogue among teachers to further build trust, openness, and a supportive professional community. Moreover, they may offer capacity-building workshops for LAC facilitators to enhance their skills in leading sessions, managing group dynamics, and fostering inclusive participation. Also, the school heads may implement ongoing monitoring and evaluation mechanisms to assess the impact of LAC sessions on teacher competence, student learning outcomes, and school culture, using feedback to guide further improvements. In addition, they may leverage the expertise of master teachers and experienced educators by establishing peer mentoring systems within LAC sessions to support less experienced teachers, and ensure that school leadership can provide adequate time, resources, and encouragement for teachers to participate fully in LAC activities, recognizing their role in driving positive change.
2. Policymakers in education may enhance the implementation of LAC by promoting it as a long-term, school-based professional learning approach, rather than a one-time or compliance-driven activity. Policy guidelines can highlight evidence-informed discussions, learner-centered outcomes, and reflective practices as essential elements of successful LAC sessions. Capacity-building support for LAC leaders and facilitators can be institutionalized to ensure quality and sustainability.
3. Future research may investigate the long-term effects of continued LAC participation on student outcomes and teacher professional development. Comparative studies may offer valuable information on leadership practices that can support or hinder effective LAC implementation.

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