

Teachers' Participation in Learning Action Cell (Lacs), Innovative Strategies and Productivity

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ABSTRACT

This study explored the relationship among teachers' participation in Learning Action Cell (LAC) sessions, their use of innovative strategies, and their level of productivity among 365 respondents in the Schools Division of Antique for the year 2025. A descriptive-correlational research design was used. Data were collected through a researcher-made questionnaire and analyzed using descriptive and inferential statistical tools such as mean, standard deviation, t-test, ANOVA, and Pearson product-moment correlation.

Findings showed that teachers had a high level of participation in LAC sessions, while both innovative strategies and productivity were rated as very high. The results further revealed significant positive relationships among LAC participation, innovative strategies, and productivity, suggesting that teachers who actively engage in LAC sessions are more likely to develop better instructional strategies and demonstrate higher productivity in their work.

The study concluded that participation in LAC sessions is an important factor in strengthening teachers' instructional practices and productivity. Enhancing the implementation of LAC programs can further support teachers' professional growth and improve overall teaching effectiveness.

KEYWORDS: Learning Action Cell (LAC), teacher participation, innovative strategies, productivity, professional development, instructional innovation, collaborative learning, teacher performance, Schools Division of Antique, educational effectiveness

INTRODUCTION

Teachers' participation in Learning Action Cells (LACs) has become an important part of their continuous professional growth. LACs are structured collaborative meetings where teachers come together to share teaching experiences, discuss classroom challenges, and improve instructional practices. In the Schools Division of Antique, LAC sessions are seen as a meaningful way to strengthen teachers' skills and support school improvement through collaboration and shared learning (DepEd, 2016; DepEd, 2020).

Innovative teaching strategies that emerge from LAC discussions play a major role in improving classroom instruction. These strategies include differentiated instruction, technology integration, contextualized lessons, and learner-centered approaches that address diverse student needs. Research highlights that when teachers collaborate in professional learning communities like LACs, they are more likely to develop and apply innovative instructional practices that improve student learning outcomes (Darling-Hammond et al., 2017; OECD, 2020).

Teacher productivity is also closely linked to professional development and collaboration. Productivity refers to how effectively teachers carry out their responsibilities, including lesson planning, classroom instruction, management, and assessment. Teachers who actively participate in collaborative learning

activities such as LACs tend to become more efficient and effective in their work due to shared knowledge and continuous learning (Hattie, 2017; Leithwood, Harris, & Hopkins, 2017).

The relationship among LAC participation, innovative strategies, and productivity shows how collaboration supports professional growth. When teachers actively engage in LAC sessions, they gain new ideas and strategies that they can apply in their classrooms, leading to improved teaching performance and productivity. Studies have shown that professional learning communities strengthen instructional quality and support school improvement efforts (DuFour & Fullan, 2016; Vescio, Ross, & Adams, 2018). Anchored on these ideas, this study focused on 365 respondents in the Schools Division of Antique for the year 2025. It aimed to examine the relationship among teachers' participation in LAC sessions, innovative strategies, and productivity, providing evidence that may help strengthen professional development programs and improve teaching practices in schools.

This study specifically aimed to determine the profile of the respondents, assess their level of participation in LAC sessions, identify the innovative strategies they use, and evaluate their productivity. It also examined whether significant differences exist when respondents are grouped according to selected profile variables and whether significant relationships exist among the key variables of the study.

METHODOLOGY

This study used a descriptive-correlational research design to examine the relationship among teachers' participation in Learning Action Cell (LAC) sessions, innovative strategies, and productivity. The descriptive part of the study described the levels of each variable, while the correlational part determined the relationships among them.

The respondents were 365 public elementary and secondary school teachers from the Schools Division of Antique. They were selected using a stratified random sampling technique to ensure fair representation across schools and grade levels. The selection was based on their active involvement in teaching and participation in LAC sessions.

A researcher-made questionnaire was used to gather data. It consisted of three main sections: participation in LAC sessions, innovative teaching strategies, and teacher productivity. The instrument was validated by experts in educational management and instructional supervision to ensure accuracy and reliability. A pilot test was conducted before the actual data collection. Ethical considerations such as informed consent, confidentiality, anonymity, and voluntary participation were strictly followed.

The data were analyzed using appropriate statistical tools. Frequency and percentage were used to describe respondents' profiles. Mean and standard deviation were used to determine levels of LAC participation, innovative strategies, and productivity. T-test and ANOVA were used to test differences among groups, while Pearson product-moment correlation was used to determine relationships among variables at a 0.05 level of significance.

RESULTS

The findings revealed that the 365 respondents had a high level of participation in LAC sessions, with an overall mean of 4.29 (SD = 0.53), interpreted as "High." This shows that teachers regularly participate in collaborative discussions, share instructional practices, and engage in problem-solving during LAC meetings, in line with DepEd guidelines (DepEd, 2016; 2020).

In terms of innovative strategies, the overall mean was 4.33 (SD = 0.51), interpreted as "Very High." Teachers frequently used learner-centered approaches, differentiated instruction, technology integration,

and contextualized teaching strategies learned from LAC sessions. The highest-rated indicator was learner-centered instruction ($M = 4.40$), showing strong application of innovative practices supported by Darling-Hammond et al. (2017).

For productivity, the overall mean was 4.36 ($SD = 0.50$), interpreted as “Very High.” Teachers showed strong performance in lesson preparation, instructional delivery, classroom management, and fulfillment of professional duties. The highest indicator was efficient use of instructional time ($M = 4.42$), reflecting high productivity levels consistent with Hattie (2017).

Inferential results showed no significant differences in LAC participation, innovative strategies, and productivity when grouped according to age, sex, and length of service ($p > 0.05$). This means that teachers generally demonstrated similar levels regardless of demographic differences.

Significant positive relationships were found among the variables. LAC participation was significantly correlated with innovative strategies ($r = 0.76$, $p < 0.01$) and productivity ($r = 0.71$, $p < 0.01$). Likewise, innovative strategies were strongly related to productivity ($r = 0.78$, $p < 0.01$). These results confirm that collaborative learning enhances both instructional innovation and teacher productivity (DuFour & Fullan, 2016).

Overall, the results show that active participation in LAC sessions contributes to better teaching strategies and improved productivity among teachers.

FINDINGS

The study found that teachers demonstrated a high level of participation in Learning Action Cell (LAC) sessions, showing that they are actively engaged in collaborative learning and professional discussions aimed at improving instruction.

It was also found that teachers exhibited a very high level of innovative teaching strategies. This indicates that they frequently apply learner-centered approaches, differentiated instruction, and other strategies developed through LAC discussions.

In terms of productivity, teachers showed a very high level of performance, meaning they are efficient in lesson preparation, classroom instruction, management, and other professional responsibilities.

The study also revealed no significant differences in LAC participation, innovative strategies, and productivity when grouped according to age, sex, and length of service. This suggests that teachers maintain consistent performance regardless of demographic characteristics.

Finally, significant positive relationships were found among all variables, showing that higher LAC participation leads to more innovative teaching practices and improved productivity.

SUMMARY

This study examined the relationship among teachers’ participation in Learning Action Cell (LAC) sessions, innovative strategies, and productivity among 365 respondents in the Schools Division of Antique for the year 2025. Using a descriptive-correlational design, the study found that teachers had a high level of participation in LAC sessions, while innovative strategies and productivity were both very high. Significant positive relationships were found among all variables, indicating that participation in LAC sessions is linked to better instructional innovation and higher productivity.

CONCLUSION

Based on the findings, it is concluded that teachers’ participation in Learning Action Cell (LAC) sessions

plays an important role in improving their innovative teaching strategies and productivity. LAC sessions provide teachers with opportunities to collaborate, share ideas, and improve their instructional practices. The strong relationships among the variables show that continuous engagement in LACs leads to better teaching performance and productivity. Therefore, strengthening LAC implementation is essential in supporting teacher development and improving educational outcomes.

RECOMMENDATION

Based on the findings and conclusions, it is recommended that school administrators strengthen the implementation of LAC sessions by ensuring they are regular, structured, and effectively facilitated. Teachers are encouraged to actively participate in LAC activities to continuously improve their teaching strategies and professional skills. The Schools Division of Antique may also provide additional support such as training, resources, and incentives to sustain teacher participation in LACs. School leaders are encouraged to promote the sharing of innovative strategies developed during LAC sessions to improve classroom instruction. Future researchers may also conduct similar studies including additional variables such as teacher motivation, instructional leadership, and student learning outcomes for further exploration.

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