



LEVEL OF EFFECTIVENESS OF LEARNING ACTION CELL ON THE PROFESSIONAL DEVELOPMENT OF PUBLIC ELEMENTARY SCHOOL TEACHERS

RICKY L. ZARA

This study aimed to determine the effectiveness of Learning Action Cell (LAC) as a tool for professional development among public elementary school teachers. Specifically, it investigated key areas such as learner diversity and inclusion, content and pedagogy in the K to 12 Basic Education Program, assessment and reporting, integration of 21st-century skills and ICT in instruction and assessment, and curriculum contextualization, localization, and indigenization. Additionally, it explored the extent of professional development, and the challenges encountered during the implementation of LAC sessions.

A descriptive research design was employed to assess the effectiveness of LAC on the professional development of teachers. A structured questionnaire served as the primary data-gathering tool. Pearson's r correlation analysis was applied to determine the relationship between the effectiveness of LAC sessions and teachers' professional development. The study included 121 public elementary school teachers as respondents.

The findings revealed a significant relationship between the effectiveness of LAC sessions and the extent of professional development among public elementary school teachers. The study also identified several challenges that teachers faced during the implementation of LAC sessions, which impacted the outcomes of their professional growth.

The study concluded that LAC is an effective tool for enhancing the professional development of public elementary school teachers. To address the challenges identified, the researcher recommended targeted strategies to strengthen the implementation of LAC sessions. These strategies include enhanced training on K to 12 pedagogy, ICT integration, and curriculum contextualization, as well as institutional support to address logistical and systemic barriers.

The Learning Action Cell plays a significant role in the professional development of public elementary school teachers. However, continuous improvement and support mechanisms are essential to maximize its effectiveness and address the challenges encountered during its implementation.

Key Words: Level, Effectiveness, Learning Action Cell, Extent, Professional Development

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
