

School Learning Action Cell (SLAC) Session Implementation and Teachers' Competencies in Cluster 4 of Calamba, Division of Calamba City

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ABSTRACT

This study aims to evaluate the extent of School Learning Action Cell (SLAC) Session Implementation and Teachers' Competencies in Cluster 4 of Calamba, Division of Calamba City. Specifically, it sought to answer the following questions: 1. What is the extent of the School Learning Action Cell (SLAC) Session Implementation in the Cluster 4 of the Division of Calamba; 2. What is the level of Teachers Competency; 3. Does the School Learning Action Cell(SLAC) Session Implementation have significant relationship to the Professional Development of Teachers in terms of Functional Competencies in the Cluster 4 of Calamba, Division of Calamba City?; 4. Does the School Learning Action Cell(SLAC) Session Implementation have significant relationship to the Professional Development of Teachers in terms of Behavioral Competencies in the Cluster 4 of Calamba, Division of Calamba City?

In conducting this study, a descriptive study method was used to collect the data and information needed to test the hypothesis and to answer questions concerning the extent of the school learning action cell (SLAC) session implementation in the cluster 4 of the division of Calamba. The instrument used was questionnaire in the form of checklist and Five-Likert scale to gather information headed in the accomplishment of the study. The respondents of the study is composed of one hundred eight (108) teachers from Cluster 4 of the Division of Calamba, Calamba City. The statistical treatment used in this study included frequency counts, equivalent percentages, mean average, and standard deviation. The two way ANOVA was used to determine the whether there is a significant relationship between the extent of school learning action cell (SLAC) to the level of professional development of the teachers.

Based on the prior findings of the study, the researcher found out that the extent of the extent school learning action cell (SLAC) session implementation and the professional development of teachers in terms of functional competencies and behavioral competencies are all very high. This means that teachers' professional development is significantly related by the extent of the SLAC sessions.

Keywords:

School learning action cell, teachers' competencies, functional competencies, behavioral competencies, objectives, program design and content, activities and output, provision of technical support, content knowledge and pedagogy, assessment and evaluation, curriculum and planning, community linkage, self-management, teamwork, professional ethics, organizational commitment

INTRODUCTION

Although much advancement has been made in improving teacher professional development opportunities, there is still a gap between what is offered and what teachers genuinely desire from their professional development. According to Darling – Hammond Matherson (2017), the most beneficial professional development relies on active teaching, assessment, observation, and reflection. Improving the

professional development of teachers has been the goal of the different programs offered by the Department of Education to its teachers. Learning Action Cell (LAC) is a session led by a group of teachers that engage in collaborative learning sessions to tackle shared difficulties in the classroom, as stated in DepEd Order No. 35, s. 2016. Learner diversity and student inclusion, content and pedagogy, assessment and reporting, 21st-century skills, and ICT integration are examples of such problems.

The Department of Education releases a policy on the Learning Action Cell (LAC) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning in accordance with Republic Act No. 10533, or the Enhanced Basic Education Act of 2013. The DepEd institutionalizes Learning Action Cells (LACs) through this policy to develop and support successful teachers in their workstations by nurturing their knowledge, attitudes, and skills in curriculum, instruction, and assessment. Continuous collaborative learning or problem solving within a shared subject of professional interest, self-directed learning, reflective practice leading to action and self-evaluation, and collective competency are essential elements of the process. The following are the policy's objectives: to improve the teaching-learning process, resulting in improved student learning; to develop successful teachers; to enable teachers to support one another in continuously improving their content and pedagogical knowledge, practice, skills, and attitudes; and to develop a spirit of professional collaboration among school leaders, teachers, and the general public.

This study aims to determine the School Learning Action Cell (SLAC) Session Implementation in the Division of Calamba City, particularly Cluster 4, and its effect on the professional development of teachers.

This research aims to determine the School Learning Action Cell (SLAC) Session Implementation in the Division of Calamba City, particularly Cluster 4, and its effect on the professional development of teachers.

Specifically, it will seek answers to the following questions:

1. What is the extent of the School Learning Action Cell (SLAC) Session Implementation in the Cluster 4 of the Division of Calamba with regards to:
 - 1.1. Objectives;
 - 1.2. Programs Design and Content;
 - 1.3. Activities and Output;
 - 1.4. Provision of Technical Support?
2. What is the level of Teachers Competency in terms of:
 - 2.1 Functional Competencies as to;
 - 2.1.1 Content Knowledge and Pedagogy;
 - 2.1.2 Assessment and Evaluation;
 - 2.1.3 Curriculum & Planning; and
 - 2.1.4 Community Linkage
 - 2.2 Behavioral Competencies as to;
 - 2.2.1 Self-Management;
 - 2.2.2 Teamwork;
 - 2.2.3 Professionalism and Ethics; and
 - 2.2.4 Organizational Commitment;
3. Does the School Learning Action Cell(SLAC) Session Implementation have significant relationship to the Professional Development of Teachers in terms of Functional Competencies in the Cluster 4 of Calamba, Division of Calamba City?

4. Does the School Learning Action Cell(SLAC) Session Implementation have significant relationship to the Professional Development of Teachers in terms of Behavioral Competencies in the Cluster 4 of Calamba, Division of Calamba City?

REVIEW OF RELATED LITERATURE

Functional competency refers to a particular body of knowledge or set of skills that are necessary for carrying out a job successfully. According to Ramarao (2012), it is wise for us to comprehend the connections between the important issues and the important performance factors. The article adopts a methodical strategy in this regard.

Which is also fundamentally similar in the field of education, where the functional competencies of each personnel affect the quality of learning students received. As Siewseng (2020) mentioned that the technical skills and knowledge connected to certain domains or tasks within the concerned subject areas are known as functional competencies. Since they are regarded as one of the crucial factors for students' achievements, whether academic performance or personal development, the teacher competences have become a subject of important importance.

Similar in the field of education, functional competencies of personnel should be fitted to their respective role to ensure the quality service being rendered to the learners. According to this viewpoint of Creemers (2013), teaching is founded on authority and discipline, and the tasks that teachers must accomplish and the material that students must learn are predefined, which brings to mind the core ideas of the competency-based approach (CBA).

Content knowledge and pedagogy were first proposed as the third main element of teaching expertise. According to Lucenario (2016), the method of knowledge transfer to students and teachers' subject-area content knowledge have been the main topics of teaching and learning research in recent decades. These studies, which strive to empower instructors, elevate their position as teachers, and advance their pedagogical topic knowledge, are seen by some as acknowledgements of the complexity brought about by the teaching process.

Assessment of learners is a very vital part of the teaching-learning process. It shows how much the students learn in the lesson also shows how effective the process was. Through a well-designed evaluation material, the given assessment may also show what measures to be done for the improvement of the students' learnings. Falk (2012) mentioned that although formative assessment, which is an evaluation used to guide further learning, can significantly improve student accomplishment, little empirical research has been done to look at how teachers' subject-matter expertise affects its use.

As stated by Minor (2016), in order to increase teacher effectiveness, related research projects throughout the past three decades have sought to identify the specific form of knowledge employed in instruction. These research areas have promoted the idea that pedagogical content knowledge (PCK), or the specialized knowledge required to effectively teach content to students, is distinct from general content knowledge (CK) in a subject like science, such as that which might be taught through a university textbook.

Being a successful student cannot be achieved in a single approach. Because of this, it's crucial for educators to stock their toolkits with a variety of teaching techniques and evaluation approaches. Instead of only being tested on what they have learnt, diverse learners need to be actively involved in the learning process. The assessment should be customized to the person and his or her degree of comprehension.

According to Tung (2017), the No Child Left Behind Act (NCLB) and its emphasis on standardized testing have fueled the U.S. evaluation system, which has been motivated by capitalism rather than the advancement of education. According to Tung, the articles put forth an alternative to standardized testing,

which sorts and ranks schools and students. Performance evaluation is an alternative that enhances teaching and learning for the benefit of both students and teachers.

Conducive learning environment helps learners in the learning process where they can proceed with their lessons at peace and giving a positive vibes that may help their mindset in facing each subject for the day. As stated by Alvarez (2022), The DepEd offers classrooms, a supportive learning environment, training for teachers on teaching various learners and communication skills, as well as learning materials for the students that include textbooks, magazines, and picture books to address these issues. Low-achieving students require very good access to prints in school to make up for this lack of books at home. Learners who lack access to prints or books at home perform poorly in school.

As the saying "Failing to plan is a plan to fail", SLACs also emphasized on the aspect of curriculum and planning. As stated by Hero (2019), the K–12 Education Program being implemented in the Philippines makes the use of technology in the classroom necessary. By using technology-based teaching and learning resources, teachers of social studies can fill in the gaps and strengthen the weaknesses of traditional teaching techniques. Therefore, the purpose of this study is to investigate how technology integration affects the teaching effectiveness of Social Studies teachers in public high schools within the Valenzuela City Division of City Schools.

The development of each student is more effective and efficient when the community is a partner in the educational system. The fact that additional support is always available when needed is also comforting. As stated by Gross (2015), successful schools place a high value on school-community relationships because they frequently offer resources and services to address the needs of staff, families, and students that go beyond what is generally provided by the school. Community partners gain from their interactions with schools reciprocally, and one such benefit is understanding the inclusive ethos of such institutions.

Perkins (2015) mentioned that Partnerships between schools and the community have been hailed as a way to support student progress and cater to their needs in recent reform initiatives. The goals and outcomes of school-community partnerships remain controversial, despite any accolades.

As stated by Hartman (2017), Children everywhere, including in rural southeast Ohio, are at risk for abuse due to difficult circumstances. Several tactics are effective in preventing these circumstances and promoting young children's success. Children are more likely to have successful results when local school professionals and community organizations collaborate. This article gives recommendations for creating successful school-community partnerships in various parts of the United States as well as in other nations, and it describes meaningful relationships that enhance school achievement in rural settings.

Teachers' self-management affects their performance. The way they manage their time and prioritize the task they will do have a huge impact on the teaching-learning process. The quality of education that the students receive relies on how this process is being executed. In an article of Genç (2016), he mentioned that pre-service teacher candidates can gain teaching experience in cooperating schools as part of their practicum as part of their professional development. For such, there needs to be effective cooperation and coordination between schools and programs for pre-service teachers, as well as between pre-service teachers and in-service teachers who are acting as mentor teachers and between teacher educators and in-service teachers. In order to assess pre-service teachers' proficiency in teaching languages during this complicated interaction, we must rely on in-service teachers' expertise as mentors and their knowledge of pedagogical material.

METHODOLOGY

The researcher employed descriptive research method. It investigated the level of implementation of the Learning Action Cell and its impact on the competencies of teachers in Cluster 4 of the Division

of Calamba, Calamba City. The study's total respondents were one hundred eight (108) elementary teachers from Real Elementary School, Milagrosa Elementary School and J. Platon Memorial Elementary School. Purposive sampling is used by researchers when they want to reach a specific subset of people, as all survey participants are selected because they meet a particular profile.

RESULT AND DISCUSSION

Table 1. Extent of School Learning Action Cell (SLAC) Session Implementation in the Cluster 4 of the Division of Calamba with regards to its Objectives

STATEMENTS	Mean	SD	REmarks
Enhance the teaching-learning process for improved student learning.	4.60	0.68	Strongly Agree
Enable teachers to work together to enhance their subject- and conceptual understanding, abilities, and attitudes.	4.56	0.65	Strongly Agree
Help the communities, teachers, and school administrators to collaborate professionally.	4.44	0.67	Strongly Agree
For optimum efficacy, establish clear lesson and learning objectives and appropriately relate activities to them.	4.52	0.65	Strongly Agree
Construct goals, tests, and activities that showcase both higher- and lower-level cognitive abilities as required by the subject matter and the pupils.	4.49	0.65	Strongly Agree
Weighted Mean	4.52	Very Great Extent	
SD	0.55		
Verbal Interpretation			

From the statement above, “Enhance the teaching-learning process for improved student learning” yielded the highest mean score ($M=4.60$, $SD=0.68$) and was remarked as Strongly Agree. This is followed by “Enable teachers to work together to enhance their subject- and conceptual understanding, abilities, and attitudes” with a mean score ($M=4.56$, $SD=0.65$) and was also remarked as Strongly Agree. On the other hand, the statement “Help the communities, teachers, and school administrators to collaborate professionally” received the lowest mean score of responses with ($M=4.44$, $SD=0.67$) yet also remarked Strongly Agree.

The extent of school learning action cell (SLAC) session implementation with regards to Objectives attained a weighted mean score of 4.52 and a standard deviation of 0.55 and was Very Great Extent among the respondents. It indicates that the objectives of the SLAC had a very great extent and well implemented.

Table 2. Extent of School Learning Action Cell (SLAC) Session Implementation Cluster 4 of the Division of Calamba with regards to Programs Design and Content

STATEMENTS	Mean	SD	REmarks
The printed program was made economically.	4.44	0.63	Strongly Agree
Objectives and activities are aligned.	4.63	0.57	Strongly Agree
Participants find the session to be interesting.	4.52	0.62	Strongly Agree
The participants can engage in appropriate activities.	4.56	0.62	Strongly Agree
Program proper was carried out as planned.	4.56	0.65	Strongly Agree
Weighted Mean	4.54	Very High	
SD	0.54		
Verbal Interpretation			

From the statement above, “*Objectives and activities are aligned*” yielded the highest mean score ($M=4.63$, $SD=0.57$) and was remarked as Strongly Agree. This is followed by “*The participants can engage in appropriate activities*” and with a mean score ($M=4.56$, $SD=0.62$) and was also remarked as Strongly Agree. On the other hand, the statement “*The printed program was made economically.*” received the lowest mean score of responses with ($M=4.44$, $SD=0.63$) yet also remarked Strongly Agree.

The extent of school learning action cell (SLAC) session implementation with regards to Program Design and Content attained a weighted mean score of 4.54 and a standard deviation of 0.54 and was Very Great Extent among the respondents. Having a well-planned SLAC will not only be effective but also efficient. Teachers attending these kinds of session will be enthusiast instead of being bored as it goes on from the beginning until it ends.

Table 3. Extent of School Learning Action Cell (SLAC) Session Implementation Cluster 4 of the Division of Calamba with regards to Activities and Outputs

STATEMENTS	Mean	SD	REmarks
<i>Can improve teachers' capacity for critical and creative thought as well as their capacity to transform curriculum material into useful learning activities.</i>	4.60	0.59	Strongly Agree
<i>Differentiated instruction involves all students and promotes student harmony.</i>	4.56	0.60	Strongly Agree
<i>Ensures that participants in the sessions engage in the learning process</i>	4.54	0.68	Strongly Agree
<i>Enables teachers to use educational strategies that respect each student's unique learning style and are developmentally appropriate.</i>	4.56	0.62	Strongly Agree
<i>Allow the teachers to demonstrate their knowledge of the subject so they can effectively organize lessons, conduct instruction, and evaluate the learning that took place as a result of their instruction.</i>	4.50	0.66	Strongly Agree
Weighted Mean	4.55		
SD	0.57		
Verbal Interpretation	Very Great Extent		

From the statement above, “*Can improve teachers' capacity for critical and creative thought as well as their capacity to transform curriculum material into useful learning activities*” yielded the highest mean score ($M=4.60$, $SD=0.59$) and was remarked as Strongly Agree. This is followed by “*Differentiated instruction involves all students and promotes student harmony*” and with a mean score ($M=4.56$, $SD=0.60$) and was also remarked as Strongly Agree. On the other hand, the statement “*Allow the teachers to demonstrate their knowledge of the subject so they can effectively organize lessons, conduct instruction, and evaluate the learning that took place as a result of their instruction*” received the lowest mean score of responses with ($M=4.50$, $SD=0.66$) yet also remarked Strongly Agree.

The extent of school learning action cell (SLAC) session implementation with regards to Activities and Outputs attained a weighted mean score of 4.55 and a standard deviation of 0.57 and was Very Great Extent among the respondents. Thus, giving appropriate activities and assuring quality outputs helps a lot for a SLAC to have a very great extent to its participants.

Table 4. Extent of School Learning Action Cell (SLAC) Session Implementation Cluster 4 of the Division of Calamba with regards to Provision of Technical Support

STATEMENTS	Mean	SD	REmarks
<i>The session materials were relevant.</i>	4.44	0.62	Strongly Agree
<i>There were enough program materials.</i>	4.40	0.64	Strongly Agree
<i>The materials are readable.</i>	4.56	0.59	Strongly Agree
<i>The instructions are clearly stated.</i>	4.56	0.60	Strongly Agree
<i>Course materials were delivered on schedule.</i>	4.50	0.65	Strongly Agree
Weighted Mean	4.49		

SD Verbal Interpretation	0.56 Very Great Extent
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From the statement above, “*The materials are readable*” yielded the highest mean score ($M=4.56$, $SD=0.59$) and was remarked as Strongly Agree. This is followed by “*The instructions are clearly stated*” and with a mean score ($M=4.56$, $SD=0.60$) and was also remarked as Strongly Agree. On the other hand, the statement “*There were enough program materials*” received the lowest mean score of responses with ($M=4.40$, $SD=0.64$) yet also remarked Strongly Agree.

The extent of school learning action cell (SLAC) session implementation with regards to Provision of Technical Support attained a weighted mean score of 4.49 and a standard deviation of 0.56 and was Very Great Extent among the respondents. The result shows that providing appropriate technical support in SLAC also plays a big role in it.

Table 5. Level of Teachers Competency in terms of Functional Competencies as to Content Knowledge and Pedagogy

STATEMENTS	Mean	SD	REmarks
<i>Covered subjects that improved our comprehension of more in-depth subject matter and its use within and beyond curriculum areas.</i>	4.56	0.57	Strongly Agree
<i>Research-based knowledge and teaching and learning principles were discussed.</i>	4.44	0.69	Strongly Agree
<i>Included discussions of tactics for fostering reading and numeracy.</i>	4.60	0.58	Strongly Agree
<i>Strategies for fostering critical and creative thinking, as well as other higher-order thinking abilities, were discussed.</i>	4.47	0.60	Strongly Agree
<i>The workshops included discussions of the beneficial applications of ICT.</i>	4.52	0.62	Strongly Agree
Weighted Mean	4.52		
SD	0.54		
Verbal Interpretation	Very High		

From the statement above, “*Included discussions of tactics for fostering reading and numeracy*” yielded the highest mean score ($M=4.60$, $SD=0.58$) and was remarked as Strongly Agree. This is followed by “*Covered subjects that improved our comprehension of more in-depth subject matter and its use within and beyond curriculum areas*” and with a mean score ($M=4.56$, $SD=0.57$) and was also remarked as Strongly Agree. On the other hand, the statement “*Research-based knowledge and teaching and learning principles were discussed*” received the lowest mean score of responses with ($M=4.44$, $SD=0.69$) yet also remarked Strongly Agree.

The level of teachers Competency in terms of Functional Competencies as to Knowledge and Pedagogy attained a weighted mean score of 4.52 and a standard deviation of 0.54 and was Very High among the respondents. The result shows that the SLAC conducted for the participants have a very positive result.

Table 6. Level of Teachers Competency in terms of Functional Competencies as to Assessment and Evaluation

STATEMENTS	Mean	SD	REmarks
<i>The subjects covered in the sessions centered on the gender, needs, abilities, passions, and experiences of the students.</i>	4.56	0.65	Strongly Agree
<i>Covered subjects relevant to the language, cultural, socioeconomic, and religious backgrounds of the students.</i>	4.40	0.71	Strongly Agree
<i>Workshops covered issues pertaining to gifted, talented, and students with disabilities.</i>	4.31	0.68	Strongly Agree
<i>Covered subjects focusing on students in challenging situations.</i>	4.41	0.83	Strongly Agree

Covered subjects with an emphasis on students from indigenous groups.	4.29	0.65	Strongly Agree
Covered methods for creating, choosing, organizing, and utilizing evaluation strategies.	4.49	0.83	Strongly Agree
Covered methods for assessing learners' progress and accomplishment.	4.55	0.65	Strongly Agree
Addressed appropriate methods of providing feedback to enhance learning.	4.48	0.66	Strongly Agree
Covered methods for informing important stakeholders about the needs, progress, and accomplishments of learners.	4.57	0.65	Strongly Agree
How to use assessment data to improve teaching and learning practices and programs was covered in the sessions.	4.51	0.57	Strongly Agree
Weighted Mean	4.46		
SD	0.54		
Verbal Interpretation	Very High		

From the statement above, “Covered methods for informing important stakeholders about the needs, progress, and accomplishments of learners” yielded the highest mean score ($M=4.57$, $SD=0.65$) and was remarked as Strongly Agree. This is followed by “The subjects covered in the sessions centered on the gender, needs, abilities, passions, and experiences of the students” and with a mean score ($M=4.56$, $SD=0.65$) and was also remarked as Strongly Agree. On the other hand, the statement “Covered subjects with an emphasis on students from indigenous groups” received the lowest mean score of responses with ($M=4.29$, $SD=0.65$) yet also remarked Strongly Agree.

The level of teacher’s Competency in terms of Functional Competencies as to Assessment and Evaluation attained a weighted mean score of 4.46 and a standard deviation of 0.54 and was Very High among the respondents. The result shows that the assessment and evaluation of the SLAC the respondents had taken was a great help in their professional development in terms of their functional competency to assess and use evaluations.

Table 7. Level of Teachers Competency in terms of Functional Competencies as to Curriculum & Planning

STATEMENTS	Mean	SD	Remarks
Planning and management of the teaching and learning process were covered in the sessions.	4.56	0.59	Strongly Agree
Covered methods for establishing learning outcomes that are in line with learning competencies.	4.56	0.60	Strongly Agree
Workshops emphasized the significance of the instructional programs used in schools being responsive and relevant.	4.47	0.66	Strongly Agree
Encouraged professional networking to improve teaching methods.	4.44	0.73	Strongly Agree
Workshops covered subjects like ICT in terms of teaching and learning materials.	4.53	0.65	Strongly Agree
Weighted Mean	4.51		
SD	0.56		
Verbal Interpretation	Very High		

From the statement above, “Planning and management of the teaching and learning process were covered in the sessions” yielded the highest mean score ($M=4.56$, $SD=0.59$) and was remarked as Strongly Agree. This is followed by “Covered methods for establishing learning outcomes that are in line

with learning competencies” and with a mean score ($M=4.56$, $SD=0.60$) and was also remarked as Strongly Agree. On the other hand, the statement “Encouraged professional networking to improve teaching methods” received the lowest mean score of responses with ($M=4.44$, $SD=0.73$) yet also remarked Strongly Agree.

The level of teacher’s Competency in terms of Functional Competencies as to curriculum and planning attained a weighted mean score of 4.51 and a standard deviation of 0.56 and was Very High among the respondents. The result shows that SLAC helps the teacher in improving their understanding regarding the curriculum and their skills in planning, giving them different kinds of strategies, methodologies and techniques as their arsenal in teaching learners.

Table 8. Level of Teachers Competency in terms of Functional Competencies as to Community Linkages

STATEMENTS	Mean	SD	REmarks
How to create learning environments that are responsive to community circumstances was a topic covered in the sessions.	4.46	0.63	Strongly Agree
Covered how crucial it is to involve parents and the larger school community in the educational process.	4.34	0.66	Strongly Agree
Topics that increase understanding of professional ethics were covered in the sessions.	4.47	0.68	Strongly Agree
The meetings included disciplinary measures and school rules.	4.50	0.63	Strongly Agree
Workshops enhanced teachers’ skills in dealing with the community.	4.52	0.65	Strongly Agree
Weighted Mean	4.46		
SD	0.57		
Verbal Interpretation	Very High		

From the statement above, “Workshops enhanced teachers’ skills in dealing with the community” yielded the highest mean score ($M=4.52$, $SD=0.65$) and was remarked as Strongly Agree. This is followed by “The meetings included disciplinary measures and school rules” and with a mean score ($M=4.50$, $SD=0.63$) and was also remarked as Strongly Agree. On the other hand, the statement “I was able to prioritize my professional obligations and timetables thanks to the sessions” received the lowest mean score of responses with ($M=4.34$, $SD=0.66$) yet also remarked Strongly Agree.

The level of teacher’s Competency in terms of Functional Competencies as to curriculum and planning attained a weighted mean score of 4.46 and a standard deviation of 0.57 and was Very High among the respondents. This result indicates that teachers have improved their skills in involving the community in the teaching learner process making it more efficient and effective for the learners especially in this time of pandemic.

Table 9. Level of Teachers Competency in terms of Core Behavioral Competencies as to Self-Management

STATEMENTS	Mean	SD	REmarks
The sessions helped me set personal goals and directions, needs and developments.	4.58	0.60	Strongly Agree
Workshops aided me in making decisions and acting in ways that are purposeful, clear, and take into account my own aims and beliefs as well as those of the institution.	4.53	0.60	Strongly Agree
Aided me in demonstrating emotional maturity, a passion for, and willingness to be challenged by, higher ambitions.	4.55	0.62	Strongly Agree
I was able to prioritize my professional obligations and timetables thanks to the sessions.	4.53	0.63	Strongly Agree
Setting excellent, difficult, and practical objectives for myself and others was made easier by the workshops.	4.54	0.62	Strongly Agree

Weighted Mean	4.54
SD	0.56
Verbal Interpretation	Very High

From the statement above, “*The sessions helped me set personal goals and directions, needs and developments*” yielded the highest mean score ($M=4.58$, $SD=0.60$) and was remarked as Strongly Agree. This is followed by “*Aided me in demonstrating emotional maturity, a passion for, and willingness to be challenged by, higher ambitions*” and with a mean score ($M=4.55$, $SD=0.62$) and was also remarked as Strongly Agree. On the other hand, the statement “*I was able to prioritize my professional obligations and timetables thanks to the sessions*” received the lowest mean score of responses with ($M=4.53$, $SD=0.63$) yet also remarked Strongly Agree.

The level of teacher’s Competency in terms of Core Behavioral Competencies as to self-management attained a weighted mean score of 4.54 and a standard deviation of 0.56 and was Very High among the respondents. Based from the results show above, the SLAC helped the respondents in developing their skills in handling their selves as professionals and to perform their functions well.

Table 10. Level of Teachers Competency in terms of Core Behavioral Competencies as to Teamwork

STATEMENTS	Mean	SD	REmarks
<i>The sessions encouraged me to accept and fulfill my shared responsibility.</i>	4.55	0.65	Strongly Agree
<i>The workshops assisted me in fostering collaboration, removing obstacles to teamwork, and achieving goals throughout the workplace.</i>	4.55	0.65	Strongly Agree
<i>I was able to apply negotiating techniques and come to win-win agreements thanks to the sessions.</i>	4.49	0.63	Strongly Agree
<i>I was able to promote consensus and team ownership of choices because of the sessions.</i>	4.46	0.66	Strongly Agree
<i>I was able to achieve the goals and objectives of the organization by working constructively and cooperatively with others across the organization thanks to the sessions.</i>	4.43	0.80	Strongly Agree
Weighted Mean	4.49		
SD	0.60		
Verbal Interpretation	Very High		

From the statement above, “*The sessions encouraged me to accept and fulfill my shared responsibility*” and “*The workshops assisted me in fostering collaboration, removing obstacles to teamwork, and achieving goals throughout the workplace*” yielded the highest mean score ($M=4.55$, $SD=0.65$) and was remarked as Strongly Agree. This is followed by “*I was able to apply negotiating techniques and come to win-win agreements thanks to the sessions*” and with a mean score ($M=4.49$, $SD=0.63$) and was also remarked as Strongly Agree. On the other hand, the statement “*I was able to achieve the goals and objectives of the organization by working constructively and cooperatively with others across the organization thanks to the sessions*” received the lowest mean score of responses with ($M=4.43$, $SD=0.80$) yet also remarked Strongly Agree.

The level of teacher’s Competency in terms of Core Behavioral Competencies as to teamwork attained a weighted mean score of 4.49 and a standard deviation of 0.60 and was Very High among the respondents. The result shows that the skills of the respondents in terms of teamwork is improved with the help of SLAC. With a standard deviation of 0.60, it indicates that the respondents assessment to themselves are similar to each other. Hence, the effect of the sessions has a positive impact to the respondents.

Table 11. Level of Teachers Competency in terms of Core Behavioral Competencies as to Professionalism and Ethics

STATEMENTS	Mean	SD	REmarks
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<i>I was able to exhibit the principles and conduct outlined in the Norms and Conduct and Ethical Standard for Public Officials and Employees thanks to the workshops.</i>	4.51	0.69	Strongly Agree
<i>I was able to exercise moral behavior and conduct in a professional setting by attending seminars and considering the consequences of my choices.</i>	4.54	0.63	Strongly Agree
<i>The sessions aided me in maintaining a professional appearance that included being dependable, consistent in my attendance and punctuality, well-groomed, and communicative.</i>	4.46	0.70	Strongly Agree
<i>I was able to make sacrifices on my part to meet the organization's needs thanks to the sessions.</i>	4.39	0.78	Strongly Agree
<i>The workshops empowered me to act quickly and responsibly to satisfy organizational demands, enhance systems, and assist others in enhancing their efficacy.</i>	4.52	0.59	Strongly Agree
Weighted Mean	4.49		
SD	0.59		
Verbal Interpretation	Very High		

From the statement above, “*I was able to exercise moral behavior and conduct in a professional setting by attending seminars and considering the consequences of my choices*” yielded the highest mean score ($M=4.54$, $SD=0.63$) and was remarked as Strongly Agree. This is followed by “*The workshops empowered me to act quickly and responsibly to satisfy organizational demands, enhance systems, and assist others in enhancing their efficacy*” and with a mean score ($M=4.52$, $SD=0.59$) and was also remarked as Strongly Agree. On the other hand, the statement “*I was able to make sacrifices on my part to meet the organization's needs thanks to the sessions*” received the lowest mean score of responses with ($M=4.39$, $SD=0.78$) yet also remarked Strongly Agree.

The level of teacher’s Competency in terms of Core Behavioral Competencies as to professionalism and ethics attained a weighted mean score of 4.49 and a standard deviation of 0.60 and was Very High among the respondents. The weighted mean of 4.49 indicates that teachers’ professionalism and ethics were very well observed and with a standard deviation of 0.60 indicating that the respondents have similar observations on themselves.

Table 12. Level of Teachers Competency in terms of Core Behavioral Competencies as to Organizational commitment

STATEMENTS	Mean	SD	REmarks
<i>I was able to clarify and define organizational directions, concerns, and issues thanks to the workshops.</i>	4.47	0.65	Strongly Agree
<i>The sessions aided me in accepting personal accountability for handling and/or resolving client complaints and issues.</i>	4.40	0.68	Strongly Agree
<i>The sessions aided me in launching campaigns to advocate for the empowerment of both men and women.</i>	4.40	0.71	Strongly Agree
<i>I was able to take part in revising the office's vision, mission, mandates, and strategies based on DepEd plans and directives thanks to the workshops.</i>	4.36	0.75	Strongly Agree
<i>Through streamlined processes that would further improve service delivery, the sessions assisted me in developing and adopting a service improvement program.</i>	4.38	0.71	Strongly Agree
Weighted Mean	4.40		
SD	0.62		
Verbal Interpretation	Very High		

From the statement above, “*I was able to clarify and define organizational directions, concerns, and issues thanks to the workshops*” yielded the highest mean score ($M=4.47$, $SD=0.65$) and was remarked as Strongly Agree. This is followed by “*The sessions aided me in accepting personal*

accountability for handling and/or resolving client complaints and issues” and with a mean score ($M=4.40$, $SD=0.68$) and was also remarked as Strongly Agree. On the other hand, the statement “I was able to take part in revising the office's vision, mission, mandates, and strategies based on DepEd plans and directives thanks to the workshops” received the lowest mean score of responses with ($M=4.36$, $SD=0.75$) yet also remarked Strongly Agree.

The level of teacher's Competency in terms of Core Behavioral Competencies as to organizational commitment attained a weighted mean score of 4.40 and a standard deviation of 0.62 and was Very High among the respondents. The result indicates that the level of the respondents' commitment to the organization his very high with the help of the SLACs they had attended.

Table 13. Significant Relationship of School Learning Action (SLAC) Session Implementation and Professional Development of Teachers in terms of Functional Competencies in the Cluster 4 of Calamba, Division of Calamba City

Teacher's Functional Competencies	Implementation of SLAC Session	r value	Degree of Correlation	Analysis
Content Knowledge and Pedagogy	Objectives	0.850	Very Strong relationship	Significant
	Program Design	0.832	Very Strong relationship	Significant
	Activities & Outputs	0.856	Very Strong relationship	Significant
	Provision of Technical Support	0.814	Very Strong Relationship	Significant
Assessment and Evaluation	Objectives	0.851	Very Strong relationship	Significant
	Program Design	0.824	Very Strong relationship	Significant
	Activities & Outputs	0.841	Very Strong relationship	Significant
	Provision of Technical Support	0.846	Very Strong Relationship	Significant
Curriculum & Planning	Objectives	0.486	Very Strong relationship	Significant
	Program Design	0.858	Very Strong relationship	Significant
	Activities & Outputs	0.832	Very Strong relationship	Significant
	Provision of Technical Support	0.827	Very Strong Relationship	Significant
Community Linkages	Objectives	0.858	Very Strong relationship	Significant
	Program Design	0.832	Very Strong relationship	Significant
	Activities & Outputs	0.827	Very Strong relationship	Significant
	Provision of Technical Support	0.847	Very Strong Relationship	Significant
Scale		Strength		
0.80 – 1.00		Very Strong		
0.60 – 0.79		Strong		
0.40 – 0.59		Moderate		
0.20 – 0.39		Weak		
0.00 – 0.19		Very Weak		

Table 13 presents the significant relationship of School learning action (SLAC) session implementation and professional development of teachers in terms of Functional Competencies in the Cluster 4 of Calamba, Division of Calamba City. The *Content Knowledge and Pedagogy*, *Assessment and Evaluation*, *Curriculum & Planning* and *Community Linkages* of the respondents was observed to have a significant relationship to the Implementation of the School Learning Action (SLAC) Session Implementation. This is based on the computed r values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that 0.05 level of significance, the null hypothesis “School Learning Action Cell (SLAC) Session Implementation has no significant relationship to the Professional

Development of Teachers in terms of Functional Competencies in the Cluster 4 of Calamba, Division of Calamba City” is rejected. Thus, the alternative should be accepted which incites that there is significant relationship between the Implementation of SLAC and Functional Competencies of Teachers between them. Based from the results, it shows that SLAC plays a very big role in teachers’ professional development in terms of their functional competencies as they do their task in both designing learning plans, teaching the learners, and monitoring the teaching-learning process of students through different types of assessment and evaluations. Through this professional development the delivery of quality education is assured and the skills and knowledge of future member of the societies work force is also secured.

Table 14. Significant Relationship of School Learning Action (SLAC) Session Implementation and Professional Development of Teachers in terms of Core Behavioral Competencies in the Cluster 4 of Calamba, Division of Calamba City

<i>Teacher's Functional Competencies</i>	<i>Implementation of SLAC Session</i>	<i>r value</i>	<i>Degree of Correlation</i>	<i>Analysis</i>
<i>Self-Management</i>	<i>Objectives</i>	0.843	Very Strong relationship	Significant
	<i>Program Design</i>	0.803	Very Strong relationship	Significant
	<i>Activities & Outputs</i>	0.821	Very Strong relationship	Significant
	<i>Provision of Technical Support</i>	0.824	Very Strong Relationship	Significant
<i>Teamwork</i>	<i>Objectives</i>	0.767	Strong relationship	Significant
	<i>Program Design</i>	0.780	Strong relationship	Significant
	<i>Activities & Outputs</i>	0.769	Strong relationship	Significant
	<i>Provision of Technical Support</i>	0.750	Strong relationship	Significant
<i>Professionalism and Ethics</i>	<i>Objectives</i>	0.773	Strong relationship	Significant
	<i>Program Design</i>	0.767	Strong relationship	Significant
	<i>Activities & Outputs</i>	0.769	Strong relationship	Significant
	<i>Provision of Technical Support</i>	0.741	Strong Relationship	Significant
<i>Organizational Commitment</i>	<i>Objectives</i>	0.796	Strong relationship	Significant
	<i>Program Design</i>	0.780	Strong relationship	Significant
	<i>Activities & Outputs</i>	0.777	Strong relationship	Significant
	<i>Provision of Technical Support</i>	0.752	Strong Relationship	Significant
Scale		Strength		
0.80 – 1.00		Very Strong		
0.60 – 0.79		Strong		
0.40 – 0.59		Moderate		
0.20 – 0.39		Weak		
0.00 – 0.19		Very Weak		

Table 14 presents the significant relationship of School learning action (SLAC) session implementation and professional development of teachers in terms of Core Behavioral Competencies in the Cluster 4 of Calamba, Division of Calamba City

The Self-Management, Teamwork, Professionalism and Ethics and Organizational Commitment of the respondents was observed to have a significant relationship to the Implementation of the School Learning Action (SLAC) Session Implementation. This is based on the computed r values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that 0.05 level of significance, the null hypothesis “School Learning Action Cell (SLAC) Session Implementation has no significant relationship to the Professional Development of Teachers in terms of Core Behavioral Competencies in the Cluster 4 of Calamba,

Division of Calamba City” is rejected. Thus, the alternative should be accepted which incites that there is significant relationship between the Implementation of SLAC and Core Behavioral Competencies of Teachers between them. The findings indicate that SLAC has a significant impact on teachers' professional growth in terms of their behavioral competencies.

CONCLUSION

Based on the preceding findings of the study, the researcher drawn the following conclusions. Teachers involve in SLAC session implementation in terms of its objectives, program design and contents, activities and outputs, and provision of technical support had a positive relationship on teachers' professional development both in their functional and behavioral competencies.

Furthermore, with such findings based on the statistical analyses of data, the hypotheses presented in the paper is rejected. There is a significant relationship between the School Learning Action Cell (SLAC) Session Implementation in the Division of Calamba City, particularly Cluster 4, and the professional development of teachers in terms of their functional competencies and core behavioral competencies.

RECOMMENDATIONS

1. Teachers may use the result of this study focusing on the professional development of the teachers affect by the extent of the School Learning Action Cell (SLAC). This study reveal ways on how a teacher can improve the functional and core behavioral competencies that they always find the need to improve with the help of SLAC. It will also show them the significance of the said action cell for their professional growth. Thus teachers should be involved in SLACs for the benefit of themselves as professionals and part of the teaching learning-process.
2. For the benefit of the learners, the researcher recommends that the conduct of SLAC should be frequently conducted. Learners' needs changes from time to time, therefore it is advisable to ready the school in conducting SLACs.
3. The study recommends that educators, not only teachers, should organize and conduct SLACs more than once in a quarterly basis. Professional development of teachers is one of the key factors in the progress of a learners' development. SLACs will also become a stepping stone in providing quality education which one of Education mission.
4. For readers and future researchers, compare other relative studies. The result of this study may differ others. Comparing different researches may give a wider understanding to what the researcher aims in this study.

ACKNOWLEDGEMENTS

Primarily, this research would not have been conceivable without the direction and aid of several individuals who in one way or another contributed and extended their valuable support in the preparation and completion of this study. To our Almighty and Merciful God for giving the research the strength and people she needs in accomplishing the study. To the LSPU family together with Mr. **BENJAMIN O. ARJONA, EdD**, her Adviser. Her loving family, Mr. **ERNESTO G. CABALLES** and Mrs. **NORMA C. CABALLES**, her parents together with her siblings and her fiancé **REGIE DEMATERA**, who constantly stood by her side, gave inspiration, and moral support that she needed the most;

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