



SCHOOL LEARNING ACTION CELL (SLAC) PROGRAM TO TLE TEACHERS ACROSS THEIR SPECIALIZATION: CHALLENGES AND COPING MECHANISM

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ABSTRACT

This research aimed to investigate the school learning action cell (SLAC) program designed for Technology and Livelihood Education (TLE) teachers across their respective specialized areas to examine the challenges they encountered, the coping mechanism they employed, the monitoring and evaluation they employed and the significant relationship of the SLAC program and challenges encountered of TLE teachers to the coping mechanism.

The correlational research method was utilized to explore the school intervention programs and TLE teachers' management of challenges within their specialized fields. The respondents were 150 secondary TLE teachers from selected junior and senior high schools in San Pedro City, Laguna. The researcher utilized a researcher-made questionnaire to collect the data.

Analysis revealed that the level of SLAC programs was High; however, the level of challenges encountered was Moderately High, and the level of the teachers' coping mechanisms was very high. Regularly monitoring and evaluating the SLAC programs significantly impacted TLE teachers' coping mechanisms across their specializations. There was a significant relationship between the challenges encountered by teacher respondents and their coping mechanisms.

Based on the findings, it is concluded that the SLAC programs for TLE teachers have significant relationship with their coping mechanisms, leading to the rejection of the null hypothesis. Additionally, there is a significant relationship between the challenges encountered by teachers and their coping mechanisms; therefore, the hypothesis is also rejected. This implied that the program positively influences how these teachers cope with the challenges they face in their teaching roles.

The researcher advances that educational training is crucial for TLE teachers to develop professional competence. It is essential to raise awareness of the SLAC program among teachers. Their advantages may be more understood through workshops, seminars, and information sessions, providing teachers with extra skills and strategies to handle challenges and improve their teaching abilities.

KEYWORDS: *Technology and Livelihood Education (TLE); coping mechanism; SLAC*

1. INTRODUCTION

The widely embraced view in education and sustainable development posits that education, when of high quality, plays a central role in fostering societies that are economically successful, socially fair, and environmentally sustainable.

Schools and teachers play a crucial role in providing quality education. Quality education is essential for individual growth, personal development, and the progress of society as a whole. Here is how schools and teachers contribute to the curriculum and instruction skills development. Individualized training, moral and ethical development, personal development, cultural and social awareness and, most importantly, preparation for the future.

In line with this, the Department of Education released a policy establishing the Learning Action Cell (LAC) as a K-12 Basic Education Program School-Based Continuing Professional Development Strategy for Teaching and Learning Improvement. (DepEd Order # 35 s. 2016) This advocacy by DepEd implies that every teacher should be properly guided and equipped with the know-how of the teaching-learning processes by revisiting or reviewing some areas or concerns in performing the duties and responsibilities of an effective and efficient teacher. Successful teaching results from the systematic use of appropriate strategies for delivering and assessing the learning objectives targeted for the lesson. Thus, to facilitate the process of knowledge transmission, teachers

should apply appropriate teaching strategies that best suit specific objectives and level exit outcomes. In the past, many teachers used teacher-centered methods to convey knowledge to students rather than student-centered methods. Teachers play an important part in their students' intellectual growth by employing various examinations and instructional tactics to improve their performance in school subjects.

However, there are some cases in which teachers consistently teach subjects far outside their specialization (teachers teach across their specialization), so consider hiring specialists for those subjects. This may not always be possible due to budget constraints, but it's an option to explore.

Teaching across specializations as a TLE teacher is a complex task that requires flexibility, adaptability, and a commitment to meeting the unique needs of each student. It can be demanding but highly rewarding when students with diverse exceptionalities progress in their learning and development. However, many TLE teachers find themselves facing a unique challenge in teaching non-TLE subjects. In this study, we explore the importance of the School Learning Action Cell (SLAC) program to TLE teachers tasked with teaching non-TLE subjects and the importance of their adaptability and versatility in the modern educational system.



1.1 Statement of the Problem

Specifically, it seeks to answer the following questions:

1. What is the level of the school learning action cell (SLAC) program for teachers teaching across their specialization in terms of:
 - 1.1. goal setting;
 - 1.2. individualized learning plans;
 - 1.3. specialized instruction;
 - 1.4. technology integration, and
 - 1.5. flexibility and adaptability?
2. What do TLE teachers encounter the challenges in teaching across their specialization:
 - 2.1. content knowledge;
 - 2.2. appropriate teaching strategies;
 - 2.3. diverse learning needs;
 - 2.4. time constraints;
 - 2.5. emotional and psychological status?
3. What is the level of TLE teacher coping mechanism in teaching across their specialization in terms of:
 - 3.1. positive mindset;
 - 3.2. support network, and
 - 3.3. utilize available resources?
4. Do regular monitoring and evaluation of school learning action cell (SLAC) program for TLE teachers have a significant relationship to the coping mechanism?
5. Do the challenges encountered by the TLE teachers teaching across their specialization have a significant relationship to the coping mechanism?

2. METHODOLOGY

This study employed a correlational research method. According to Johansson 2019, this method involves examining the relationship between two or more variables without changing them. Correlational research is a type of scientific investigation that seeks to determine the degree of relationship or association between two or more variables.

Correlational research methods include collecting data through observations, surveys, or archival records and statistical

analyses are used to quantify the strength and direction of relationships between variables. This study uses the correlational research method to investigate school intervention programs and how technology and livelihood education (TLE) teachers manage challenges within their specialized fields.

3. RESULTS AND DISCUSSION

This chapter provides the findings of the study. It also includes the presentation of data gathered and its analysis and interpretation.

The presentation of findings is based on the sequence of the problem statement, such as determining the level of school learning action cell program for teachers teaching across their specialization in terms of goal setting, individualized learning plans, specialized instruction, technology integration, and flexibility and adaptability. To identify the challenges TLE teachers encounter in teaching across their specialization, content knowledge, appropriate teaching strategies, diverse learning needs, time constraints, and emotional and psychological status. To determine the level of TLE teacher coping mechanisms in teaching across their specialization: positive mindset, support network, and utilizing available resources.

Furthermore, to find the significant correlation between the School Learning Action Cell program for TLE teachers teaching significantly their coping mechanism and the significant correlation between the challenges encountered by the teachers teaching across their specialization and coping mechanism.

The tables appeared according to the order and sequence of the variables raised in this study.

Level of School Learning Action Cell Program

The Level of School Learning Action Cell Program for TLE teachers teaching across their specialization includes goal setting, individualized instruction, technology integration flexibility, and adaptability. It is statistically named using mean and standard deviation.

Table 1
 Level of School Learning Action Cell Program for TLE teachers in terms of Goal Setting

STATEMENTS	MEAN	SD	REMARKS
1. The goal setting is specific and narrow for more effective learning.	4.05	0.77	Often Observed
2. The goal setting is measurable and achievable based on the specific outcomes.	4.05	0.52	Often Observed
3. The goal setting can reasonably be accomplished within a certain time frame.	3.76	0.62	Often Observed
4. The goal setting should align with values and long-term objectives.	3.91	0.65	Often Observed
5. The goal setting is set at a realistic but ambitious end date to clarify task priorities and needs of the learners.	3.63	0.71	Often Observed
Weighted Mean	3.88		
SD	0.49		
Verbal Interpretation	High		



Table 1 illustrates the level of school learning action cell program for TLE teachers teaching across their specialization in terms of goal setting.

The teacher often observed that the school learning action cell program on their school focuses on specific goal setting for more effective learning, measurable and achievable based on the specific outcomes ($M=4.05$, $SD=0.77$, 0.52) respectively. Additionally, it is often observed also that the goal setting after the school learning action cell was a realistic but ambitious end date to clarify task priorities and needs of the learners. ($M=3.63$, $SD=0.71$).

The level of school learning action cell program for teachers teaching across their specialization in terms of goal setting attained a weighted mean score of 3.88 and a standard deviation of 0.49, which was high among the respondents. This further means that the school learning action cell program for teachers teaching across their specialization plays a crucial role in goal

setting by providing clarity, accountability, and a structured approach to achieving objectives. They help individuals or teams stay focused, track progress, overcome obstacles, and ultimately accomplish their goals effectively and efficiently.

The School Learning Action cells program helps TLE teachers to clarify what needs to be done to achieve the goal. They break down the goal into smaller, actionable steps, which provide clarity on what needs to be accomplished. The action cell represents a measurable step towards the goal. By completing these steps, one can track their progress and see how far they have come, which can be motivating and encouraging.

In addition, SLAC provides a platform for continuous professional development, allowing teachers to engage in collaborative learning activities regularly. This ongoing training helps teachers stay updated with the latest pedagogical strategies, educational technologies, and curriculum changes.

Table 2
Level of School Learning Action Cell Program for TLE Teachers in terms of Individualized Learning Plans

STATEMENTS	MEAN	SD	REMARKS
1. The Individualized Learning Plan helps students see beyond the walls of the classroom and imagine themselves in the future.	4.09	0.65	Often Observed
2. The individualized learning plan formulates a standard individualized plan format to give students practice in assessment-taking techniques.	3.93	0.70	Often Observed
3. The Individualized Learning Plan encourages planning, goal setting, and preparing for a greater chance of future success for the students.	3.89	0.81	Often Observed
4. The Individualized Learning Plan helps to understand students' learning abilities.	3.93	0.79	Often Observed
5. The Individualized Learning Plan develops a plan for academic and out-of-school learning opportunities they intend to complete	3.79	0.72	Often Observed
Weighted Mean	3.93		
SD	0.55		
Verbal Interpretation	High		

Table 2 illustrates the level of school learning action cell program for TLE teachers teaching across their specialization in terms of individualized learning plans.

Teachers often observed that the school action learning cell program focuses on individualized learning plans to help students see beyond the walls of the classroom and imagine themselves in the future ($M=4.09$, $SD=0.65$). Additionally, it is often observed that the individualized learning plan develops a plan for academic and out-of-school learning opportunities they intend to complete ($M=3.79$, $SD=0.72$).

Level of School Learning Action Cell Program in terms of Specialized Instruction

Table 3 presents the level of school learning action cell program for TLE teachers teaching across their specialization in terms

of specialized instruction.

Teachers often observed that the school learning action cell program focuses on specialized instruction and provides a list of instructional techniques/strategies that will reinforce concept skills learned ($M=4.07$, $SD=0.65$). Additionally, it is often observed that specialized instruction provides contextualized and indigenized resources or instructional materials suited to the learner's need ($M=3.67$, $SD=0.65$).

Overall, the level of school learning action cell program for teachers teaching across their specialization attained a weighted mean of 3.83 and interpreted as High. This mean that the specialized instruction provides specialize programs that helps learner to achieved their targets and assess the level of their understanding in TLE subject.



Table 3
Level of School Learning Action Cell Program for TLE Teachers in terms of Specialized Instruction

STATEMENTS	MEAN	SD	REMARKS
1. The Specialized Instruction provides a list of instructional techniques/strategies to reinforce concept skills learned.	4.07	0.65	Often Observed
2. Specialized Instruction ensures students with learning disabilities receive special instruction designed to meet their unique learning needs	3.78	0.69	Often Observed
3. Specialized Instruction provides activities and special instruction that allow learners to assess their understanding of what they have learned and with appropriate answers.	3.82	0.70	Often Observed
4. Specialized Instruction creates activities catering to all types of learners (diversity of learners).	3.79	0.72	Often Observed
5. The Specialized Instruction provides contextualized and indigenized resources/ instructional materials suited to the learner's needs.	3.67	0.65	Often Observed
Weighted Mean	3.83		
SD	0.51		
Verbal Interpretation	High		

Level of School Learning Action Cell Program in terms of Technology Integration

Table 4 shows the school learning action cell program level for TLE teachers teaching across their specialization regarding technology integration. The teacher observed that always observing technology integration promotes students' collaboration (M=4.23, SD=0.62). It is also always observed that technology integration establishes information and ideas from online and other educational websites (M=4.04,

SD=0.67).

The level of school learning action cell program for teachers teaching across their specialization in terms of technology integration attained overall weighted mean of 4.13 and interpreted as High. It is indicated that technology integration can create dynamic and engaging learning environments that respond to the diverse needs and learning styles of their students.

Table 4
Level of School Learning Action Cell Program for TLE Teachers in terms of Technology Integration

STATEMENTS	MEAN	SD	REMARKS
1. Technology Integration promotes students' collaboration	4.23	0.62	Always Observed
2. Technology Integration establishes one's own information and ideas from online and other educational websites.	4.04	0.67	Often Observed
3. The Technology Integration provides information on time, analyzes, synthesizes, and presents professionally to an authentic audience through technology.	4.07	0.72	Often Observed
4. Technology Integration allows the students to apply computer and technology skills to learning and problem-solving.	4.11	0.74	Often Observed
5. Technology integration improves students' learning processes and outcomes.	4.18	0.68	Often Observed
Weighted Mean	4.13		
SD	0.56		
Verbal Interpretation	High		

Level of School Learning Action Cell Program in terms of Flexibility and Adaptability

Table 5 illustrates the level of school learning action cell

program for TLE teachers teaching across their specialization in terms of flexibility and adaptability.



Table 5
Level of School Learning Action Cell Program for TLE Teachers in terms of Flexibility and Adaptability

STATEMENTS	MEAN	SD	REMARKS
1. The Flexibility and Adaptability trains and shares information in group	3.97	0.72	Often Observed
2. Flexibility and Adaptability: engage in learning when the lesson is flexible to all types of learners.	3.98	0.57	Often Observed
3. Flexibility and Adaptability engage suitable, flexible, and adaptable instructional strategies for all learners.	4.12	0.62	Often Observed
4. Flexibility and Adaptability adapt to any changes that may occur in the learning environment.	3.95	0.83	Often Observed
5. Flexibility and Adaptability incorporate or integrate flexible and adaptable instructions.	3.89	0.77	Often Observed
Weighted Mean	3.98		
SD	0.57		
Verbal Interpretation	High		

Teachers often observed that the school learning action cell program on their school focuses on flexibility and adaptability and engages in learning when the lesson is flexible to all types of learners (M=4.12, SD=0.62). Additionally, flexibility and adaptability are often observed to incorporate or integrate flexible and adaptable instructions (M=3.89, SD=0.77).

The result implied that collaboration and sharing of best practices among teachers from different subject areas should be encouraged. By fostering flexibility and adaptability in the SLAC program, schools can empower educators to respond effectively to the diverse needs of students and the evolving landscape of education, ultimately leading to improved teaching and learning outcomes.

The level of school learning action cell program for teachers teaching across their specialization in terms of flexibility and adaptability attained an overall weighted mean of 3.98 and was interpreted as High. This also implies that flexibility and adaptability lie in their capacity to cater to diverse learning needs and adapt to changing educational environments. Encourage teachers to reflect on their practice, share insights and best practices, and engage in ongoing professional

development to enhance their effectiveness.

Challenges Encountered by TLE Teachers

Challenges Encountered by TLE Teachers Teaching Across their Specialization includes content knowledge, appropriate teaching strategies, diverse learning needs, time constraints, emotional and psychological status, and statistical names using mean and standard deviation.

Challenges Encountered by TLE Teachers as to Content Knowledge

Table 6 illustrates the level of challenges encountered by TLE teachers in teaching their specialization as to content knowledge.

Teachers sometimes encounter challenges in teaching across their specialization; focusing on the content knowledge of the topic discussed in major subjects is strange for teachers, and they encounter difficulty in understanding terminologies in other fields/subjects (M=3.11, SD=1.05). Additionally, it is sometimes encountered that the inability to perform activities effectively is also encountered (M=2.83, SD= 0.95).

Table 6
Status of Challenges Encountered by TLE Teachers in Teaching as to Content Knowledge

STATEMENTS	MEAN	SD	REMARKS
1. The topics discussed in major subjects are strange to me.	3.11	1.05	Sometimes Encountered
2. I have difficulty understanding terminologies in other fields/subjects.	3.11	0.88	Sometimes Encountered
3. Preparing the day's learning activities inadequately.	3.01	1.10	Sometimes Encountered
4. Inability to perform effective activities.	2.83	0.95	Sometimes Encountered
5. Superficial/ shallow grasp or understanding of the subject matter.	2.90	1.05	Sometimes Encountered
Weighted Mean	2.99		
SD	0.87		
Verbal Interpretation	Moderately High		



The level of challenges encountered by TLE teachers in teaching their specialization as to content knowledge attained an overall weighted mean of 2.99 and was interpreted as Moderately High. This implies that the challenges TLE teachers face across this specialization in terms of content knowledge can lead to increased stress and burnout for teachers. Educators need to practice self-care and seek support from colleagues and administrators when needed.

Hess (2021) cited that managing a diverse classroom with students engaged in multiple subjects can be challenging. Teachers must establish clear expectations and routines to

maintain a productive learning environment. Addressing these challenges requires dedication, collaboration, and ongoing professional development to ensure effective teaching across specializations.

Level of Challenges Encountered as to Appropriate Teaching Strategies

Table 7 shows the challenges TLE teachers encounter in teaching across their specialization as to appropriate teaching strategies.

Table 7

Status of Challenges Encountered by TLE Teachers in Teaching as to Appropriate Teaching Strategies

STATEMENTS	MEAN	SD	REMARKS
1. Lack of skills in choosing appropriate activities in assessing student's learning	2.80	1.18	Sometimes Encountered
2. Lack of skills in constructing appropriate questions for appraising learners' understanding	2.77	1.22	Sometimes Encountered
3. Difficulty in providing varied learning tasks.	2.65	1.13	Sometimes Encountered
4. Lack of interest in the subject taught.	2.69	1.13	Sometimes Encountered
5. Problems in structuring the classroom to enhance learning activities.	2.84	1.09	Sometimes Encountered
Weighted Mean	2.75		
SD	1.05		
Verbal Interpretation	Moderately High		

Teachers sometimes encountered challenges in teaching across their specialization in structuring the classroom to enhance learning activities (M=2.84, SD=1.09). Additionally, teachers sometimes encountered difficulty in providing varied learning tasks (M=2.65, SD=1.13).

The overall weighted mean of 2.75 indicated that the level of challenges encountered by TLE teachers in teaching across their specialization as to appropriate teaching strategies was Moderately High. This further means that by incorporating appropriate teaching strategies into their instructional practices, educators can create engaging and effective learning

experiences that foster students' development across various specializations.

Kushnu 2021 presented a framework for effective teaching encompassing various instructional strategies, classroom management techniques, and assessment practices. It provides a holistic approach to improving teaching effectiveness. By incorporating appropriate teaching strategies into their instructional practices, educators can create dynamic and engaging learning experiences that cater to the diverse needs of students across various specializations.

Table 8

Status of Challenges Encountered by TLE Teachers in Teaching as to Diverse Learning Needs

STATEMENTS	MEAN	SD	REMARKS
1. Fails to recognize and respect each other due to race, culture, or ethnic orientation.	2.41	1.21	Seldom Encountered
2. Problems in managing classroom behavior, varying learning styles and abilities, language barriers, and cultural differences.	2.79	1.00	Sometimes Encountered
3. Lack of understanding of how to teach to diverse needs.	2.65	1.05	Sometimes Encountered
4. Lack of motivation and differences in cultural expectations.	2.62	1.11	Sometimes Encountered
5. Students have their own values and beliefs that lead to conflict among teachers and other students.	2.86	1.07	Sometimes Encountered
Weighted Mean	2.67		
SD	0.99		
Verbal Interpretation	Moderately High		

Table 8 presents the challenges TLE teachers encounter in teaching across their specializations in terms of diverse learning

needs. Teachers sometimes observe that the challenges encountered in



teaching across their specialization focus on the diverse learning needs of students who have their own systems of values and beliefs that lead to conflict among teachers and other students (M=2.86, SD=1.07). Teachers also sometimes encountered that failing to recognize and respect each other due to race, culture, or ethnic orientation” received the lowest mean (M=2.41, SD=1.21).

This means that the challenges encountered by TLE teachers in their specialization as to diverse learning needs attained an overall weighted mean of 2.67 and were interpreted as Moderately high. This implied that challenges require ongoing support, professional development, collaboration, and a commitment to meeting the diverse needs of each student in the classroom.

The result of the study related to the study of Ingrid (2020) cited that addressing the diverse learning needs of students with learning disabilities requires a multifaceted approach that involves collaboration, flexibility, and a commitment to meeting the individual needs of each student. Despite the

challenges, teachers play a critical role in supporting the academic and social-emotional growth of students with learning disabilities and helping them reach their full potential. Assessing student progress and meeting accountability requirements while accommodating diverse learning needs can be challenging. Teachers must use a variety of assessment tools and strategies to accurately measure student learning and provide meaningful feedback.

Blanca (2019) cited that teachers of students with learning disabilities often serve as advocates for their students, ensuring that their needs are met within the school and community. This can involve navigating bureaucratic systems, advocating for necessary accommodations and supports, and promoting awareness and understanding of learning disabilities among colleagues, parents, and the community. Adapting curriculum and teaching strategies to accommodate diverse learning needs can be challenging, particularly when faced with large class sizes and limited support.

Table 9
Status of Challenges Encountered by TLE Teachers in Teaching as to Time Constraints

STATEMENTS	MEAN	SD	REMARKS
1. Many tasks require attention and often focus on students' needs.	3.37	1.11	Sometimes Encountered
2. Endless paper works and extended working hours	3.65	1.12	Often Encountered
3. Incorporating technology into lessons is time-consuming.	2.86	1.16	Sometimes Encountered
4. Differentiating to accommodate various learning styles and abilities can be time-intensive.	3.03	1.06	Sometimes Encountered
5. Struggle to cover all the content within the allocated time, especially with the pressure to meet curriculum standards.	3.11	1.02	Sometimes Encountered
Weighted Mean	3.20		
SD	0.90		
Verbal Interpretation	Moderately High		

Table 9 illustrates TLE teachers' challenges in teaching across their specializations due to time constraints.

The Teacher observed that the endless paperwork and extended working hours (M=3.65, SD=1.12) were sometimes encountered. It is also sometimes encountered that the differentiation to accommodate various learning styles and abilities can be a time-intensive task (M=3.03, SD=1.06).

Overall, the weighted mean of 3.20 and standard deviation of 0.90 revealed that the level of challenges encountered by TLE teachers in teaching across their specialization due to time constraints was interpreted as Moderately High. The result implied that time constraints could limit their ability to develop engaging and effective instructional materials that cater to diverse learning styles and abilities.

Level of Challenges Encountered as to Emotional and Psychological Status

Table 10 shows the challenges TLE teachers encounter in teaching across their specialization in terms of emotional and psychological status.

Teachers sometimes encountered teaching challenges across their specialization, such as “Excessive stress in doing the task” (M=3.27, SD=1.04). Frustrations over one’s inadequacies are also sometimes encountered (M=3.05, SD=1.17).

The overall weighted mean of 3.01 and standard deviation of 0.97 indicated that the level of challenges encountered by TLE teachers in teaching across their specialization as to emotional and psychological status was interpreted Moderately High. This implied that teaching across specialization can lead to pressure for teachers to perform well in an unfamiliar subject, which can lead to high levels of stress, particularly if the teacher feels they are under constant scrutiny from students, parents, or administrators.



Table 10

Status of Challenges Encountered by TLE Teachers in Teaching as to Emotional and Psychological Status

STATEMENTS	MEAN	SD	REMARKS
1. Frustrations over one's inadequacies	3.05	1.17	Sometimes Encountered
2. Depression or feeling very low (inability to sleep well)	2.93	1.03	Sometimes Encountered
3. Ineffective use of multi-sensory aids.	2.66	1.17	Sometimes Encountered
4. Excessive stress in doing the task	3.27	1.04	Sometimes Encountered
5. High anxiety in working so hard at winning learner's trust.	3.13	1.21	Sometimes Encountered
Weighted Mean	3.01		
SD	0.97		
Verbal Interpretation	Moderately High		

Each child with a learning disability is unique, so teachers must tailor their approach to accommodate various learning styles and abilities. Managing Frustration: Children with learning disabilities may become frustrated when they struggle to understand concepts or complete tasks. Teachers must be patient and provide support to help students overcome these challenges.

Each child with a learning disability is unique, so teachers must tailor their approach to accommodate various learning styles and abilities. Managing Frustration: Children with learning disabilities may become frustrated when they struggle to understand concepts or complete tasks. Teachers must be patient and provide support to help students overcome these challenges.

Teachers need to create inclusive classrooms where all students feel valued and supported. This may involve implementing accommodations and modifications to the curriculum and promoting acceptance and understanding among peers.

Level of Teachers Coping Mechanism

Level of TLE Teacher Coping Mechanisms in teaching across their specialization include the positive mindset, support network, and utilization of available resources, statistically named using mean and standard deviation.

Level of Teacher Coping Mechanism in terms of Positive Mindset

Table 11 illustrates the TLE teacher coping mechanism level in teaching across their specialization in terms of a positive mindset.

The teacher observed that the Positive Mindset brainstormed and sought opportunities for learners and co-teachers to improve their positive mindset (M=3.35, Sd=0.62) and remarked as Extremely Useful. On the other hand, "The Positive Mindset manages behavior constructively by applying positive and non-violent discipline to ensure learning focused on the environment" got the lowest mean (M=3.23, SD=0.63), indicating that it is highly useful.

Table 11

Level of TLE Teachers Coping Mechanism in Teaching in terms of Positive Mindset

STATEMENTS	MEAN	SD	REMARKS
1. The Positive Mindset manages behavior constructively by applying positive and non-violent discipline to ensure learning focused on the environment.	3.23	0.63	Highly Useful
2. The Positive Mindset brainstorm and seek out opportunities for learners and co-teachers to improve positive mindset.	3.35	0.62	Extremely Useful
3. The Positive Mindset wins the esteem/respect of students.	3.33	0.68	Extremely Useful
4. The Positive Mindset working effectively with different kinds of students.	3.33	0.68	Extremely Useful
5. The Positive Mindset in handling disciplinary problems effectively.	3.29	0.62	Extremely Useful
Weighted Mean	3.31		
SD	0.54		
Verbal Interpretation	Very High		



Table 12
Level of TLE Teachers Coping Mechanism in Teaching in terms of Support Network

STATEMENTS	MEAN	SD	REMARKS
1. Support Network develops peer/ collegial support.	3.35	0.69	Extremely Useful
2. Support Network builds work-group norms of cooperation, not competition.	3.35	0.64	Extremely Useful
3. Support Network participates in collegial discussions using learners' feedback to enrich teaching practices.	3.07	0.53	Highly Useful
4. Support Network creates activities to encourage participation and shared leadership.	3.11	0.66	Highly Useful
5. Support Network collaborates and cooperates effectively with the team	3.15	0.63	Highly Useful
Weighted Mean	3.21		
SD	0.55		
Verbal Interpretation	High		

Table 12 presents the TLE teacher coping mechanism level in teaching across their specialization in terms of support network.

The teacher observed that the “support network develop peer/ collegial support”, yielded the highest mean (M=3.35, SD=0.69) and was remarked as Extremely Useful. On the other hand, “Support Network participates in the collegial discussion that uses learners' feedback to enrich teaching practices” got the lowest mean (M=3.07, SD=0.53) and was remarked as Highly Useful.

The result implied that the TLE teacher coping mechanism level in teaching across their specialization in terms of support network received an overall mean of 3.21 and a standard deviation of 0.55 a was interpreted as High. This further means that a support network within a school organization is essential for promoting the well-being of students and educators,

facilitating professional growth and collaboration, and creating a positive and effective learning environment conducive to academic success and personal development.

Level of Teacher Coping Mechanism in terms of Utilize Available Resources

Table 13 shows the Level of TLE teachers coping mechanisms in teaching across their specialization in terms of utilizing available resources.

The statement “Utilize Available Resources develop, organize and use appropriate resources including ICT to address learning goal” received the highest mean (M=3.41, SD= 0.66). On the other hand, “The Utilize Available Resources utilize contextualize and indigenize resource or materials” attained the lowest mean (M=3.01, SD=0.63) and was remarked as Highly Useful.

Table 13
Level of TLE Teachers Coping Mechanism in Teaching in terms of Utilize Available Resources

STATEMENTS	MEAN	SD	REMARKS
1. Utilize Available Resources to develop, organize, and use appropriate resources including ICT to address learning goals.	3.41	0.66	Extremely Useful
2. Utilize Available Resources Find resources such as databases, documentary films, and websites to utilize in-class sources of information.	3.05	0.71	Highly Useful
3. Utilize Available Resources and access internet resources for planning instruction and collecting ideas.	3.24	0.62	Highly Useful
4. The Utilize Available Resources utilize contextualize and indigenize resource or materials.	3.01	0.63	Highly Useful
5. The Utilize Available Resources use engaging instructional resources suitable for instructional purposes and learner's need.	3.35	0.64	Extremely Useful
Weighted Mean	3.21		
SD	0.55		
Verbal Interpretation	Very High		

The TLE teacher coping mechanism level in teaching across their specialization in terms of utilizing available resources achieved an overall weighted mean of 3.21 and a standard deviation of 0.55 and was interpreted as Very High. This means that utilizing available resources effectively in teaching is essential for creating engaging and impactful learning

experiences. Ultimately, by strategically combining and leveraging these resources, educators can create learning environments that inspire curiosity, foster critical thinking, and enable students to attain their greatest potential.



Significant Correlation between the School Learning Action Cell Program and Coping Mechanism

The Significant Correlation between the School Learning Action Cell Program for TLE Teachers Teaching Across their Specialization and their Coping Mechanism.

Table 14 demonstrates the significant correlation between the School Learning Action Cell program for TLE teachers teaching across their specialization and their coping mechanism.

Table 14

Significant Correlation between the School Learning Action Cell Program for TLE Teachers and their Coping Mechanisms

SLAC PROGRAM		Teacher Coping Mechanism		
		positive mindset OVERALL	support network OVERALL	utilize available resources OVERALL
goal setting OVERALL	Correlation Coefficient	.375**	.541**	.564**
	Sig. (2-tailed)	.000	.000	.000
	N	150	150	150
individualized learning plans OVERALL	Correlation Coefficient	.531**	.617**	.585**
	Sig. (2-tailed)	.000	.000	.000
	N	150	150	150
specialized instruction OVERALL	Correlation Coefficient	.387**	.371**	.412**
	Sig. (2-tailed)	.000	.000	.000
	N	150	150	150
technology integration OVERALL	Correlation Coefficient	.397**	.484**	.551**
	Sig. (2-tailed)	.000	.000	.000
	N	150	150	150
flexibility and adaptability OVERALL	Correlation Coefficient	.348**	.551**	.530*
	Sig. (2-tailed)	.000	.000	.000
	N	150	150	150

The goal setting, individualized learning plans, specialized instruction, technology integration flexibility, and adaptability of the School Learning Action Cell program for TLE teacher teaching across their specialization was observed to have a significant correlation to the *positive mindset*, *support network*, and *utilize available resources* as TLE teacher coping mechanism. The p-value is less than 0.05 level of significance. This is based on the computed correlation coefficient values obtained from the tests.

In other words, the research findings imply a relationship between participating in the School Learning Action Cell program and the coping mechanisms TLE teachers utilize in their various specializations. This correlation implies that the program positively influences how these teachers cope with the challenges they face in their teaching roles.

This research has shown that interventions like the School Learning Action Cell (SLAC) program can positively affect teacher effectiveness and student achievement. By providing ongoing support and professional development opportunities, SLAC helps teachers improve their instructional practices, leading to better student learning outcomes.

Significant Correlation between the Challenges Encountered by the TLE Teachers and their Coping Mechanism

The Significant Correlation between the Challenges Encountered by the Teachers Teaching Across their Specialization and their Coping Mechanism.

Table 15

Significant Correlation between the Challenges Encountered by the TLE Teachers and their Coping Mechanisms

Challenges Encountered by Teachers		Coping Mechanism		
		positive mindset OVERALL	support network OVERALL	utilize available resources OVERALL
content knowledge OVERALL	Correlation Coefficient	.129**	.225**	.258**
	Sig. (2-tailed)	.000	.005	.004
	N	150	150	150
appropriate teaching strat OVERALL	Correlation Coefficient	.014**	.067**	.172**
	Sig. (2-tailed)	.000	.000	.000
	N	150	150	150



diverse learning needs	Correlation Coefficient	.096**	.022**	.073**
	Sig. (2-tailed)	.000	.000	.000
OVERALL	N	150	150	150
time constraints	Correlation Coefficient	.100	.295	.311
	Sig. (2-tailed)	.214	.986	.928
OVERALL	N	150	150	150
emotional and psychological	Correlation Coefficient	.062**	.061**	.150*
	Sig. (2-tailed)	.002	.029	.019
OVERALL	N	150	150	150

Table 15 demonstrates the significant correlation between the challenges encountered by the teachers teaching across their specialization and their coping mechanism.

The content knowledge, appropriate teaching strategies, diverse learning needs, and emotional and psychological status of the challenges encountered by the teacher teaching across their specialization were observed to have a significant correlation to the positive mindset, support network and utilize available TLE teacher coping mechanism resources.

This is based on the computed correlation coefficient values obtained from the tests. Furthermore, the p-values obtained were less than the significance alpha of 0.05; hence, there is a significance. This further means the techniques or approaches that teacher use to deal with or overcome the challenges they encounter in their teaching roles. Coping mechanisms can include a wide range of actions, such as seeking support from colleagues, adapting teaching methods, accessing professional development resources, managing stress, and maintaining a positive mindset.

While challenges encountered by teachers in terms of time constraints has no significant correlation to the positive mindset, support network and utilize available resources. This means that the coping mechanisms used by TLE teachers when facing challenges related to time constraints are not significantly correlated with their positive mindset, support network, or utilization of available resources.

4. CONCLUSION AND RECOMMENDATIONS

Based on the findings presented in the study, several conclusions have been drawn:

Firstly, the School Learning Action Cell (SLAC) program for TLE teachers demonstrates a statistically significant relationship with their coping mechanisms, leading to the rejection of the null hypothesis. This implied that the program positively influences how these teachers cope with the challenges they face in their teaching roles.

There is also a significant relationship between the challenges encountered by teachers teaching across their specialization and their coping mechanisms. Therefore, the hypothesis is also rejected. It was observed that the challenges faced by teachers teaching across their specialization, including content knowledge, appropriate teaching strategies, diverse learning needs, and emotional and psychological status, exhibit a significant correlation with factors such as positive mindset, support network, and utilization of available resources as

coping mechanisms. However, time constraints appeared to be an exception to this correlation.

Secondly, the study underscores the pivotal role of the School Learning Action Cells Program as a successful intervention embraced by Technology and Livelihood Education (TLE) educators teaching within their specialized domains. This program effectively addresses the inherent challenges inherent in their teaching roles. Through SLAC programs, TLE teachers can exchange ideas and best practices with colleagues, thereby enhancing their teaching strategies and approaches.

Lastly, the findings imply that coping mechanisms can empower educational institutions to enhance teacher support systems, fostering professional development. Ultimately, through initiatives like the School Learning Action Cell Program, the overall effectiveness of teaching can be elevated, benefiting both educators and students alike.

Based on the conclusion formulated from the findings, the following recommendations are given:

1. Educational preparation serves a vital role for TLE teachers teaching across their specialization to become competent in the teaching profession
2. Teachers require extensive training in goal setting, personalized learning plans, specialized instruction, integrating technology, and adaptability. Coping mechanisms should involve fostering a positive mindset and utilizing support networks effectively. This underscores the importance of enhancing the School Learning Action Cell (SLAC) program to meet teachers' needs and contribute to improving student performance.
3. Some of the challenges of schools in conducting SLAC could be addressed through ongoing collaboration among teachers under the leadership of the school principal, who should lead in organizing the LAC and ensuring that the practice of holding regular LAC sessions is established, maintained, and sustained.

REFERENCE

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