LIVED EXPERIENCES OF TEACHERS AND SCHOOL HEADS ON LEARNING ACTION CELL (LAC)

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ABSTRACT

This study examines the lived experiences of school heads and teachers in implementing Learning Action Cell (LAC) sessions in public elementary schools of Socorro East District, Siargao Division, Philippines. LAC sessions, mandated by Department of Education Order No. 35 series 2016, serve as a school-based mechanism for collaborative professional development aimed at improving teaching practices and student outcomes. Despite their importance, there exists a significant research gap in understanding how schools navigate compliance with DepEd policies while effectively implementing LAC sessions amid scheduling conflicts and competing priorities.

The study employed a hermeneutic phenomenological approach following Edmund Husserl's philosophical framework to capture the essence of participants' lived experiences. Data was gathered through structured interviews and focus group discussions with purposively selected participants comprising six school heads and eighteen teachers from six public elementary schools. Thematic analysis utilizing phenomenological reduction, eidetic reduction, thematization, and hermeneutic circle analysis was used to interpret the data and identify essential themes.

Findings revealed that school heads experienced LAC sessions as a collaborative professional development mechanism requiring complex balancing of administrative duties with instructional leadership. Major challenges included time constraints, insufficient resources, and varying levels of teacher engagement. Facilitating factors included supportive leadership, established communication channels, and teachers' intrinsic motivation. Participants developed adaptive mechanisms such as comprehensive scheduling, resource-sharing networks, peer mentoring systems, and strategic prioritization frameworks to overcome implementation challenges.

The study concludes that successful LAC implementation requires systematic attention to removing barriers and enhancing facilitators through institutional commitments to protected time and adequate resources. An intervention model is recommended, comprising structured LAC planning with clear objectives, capacity-building initiatives for school heads, resource enhancement strategies including dedicated budgets, and policy alignment measures integrating LAC participation into performance evaluation systems. These findings contribute to educational leadership practice by providing actionable insights for optimizing school-based professional development within the constraints of the Philippine educational system.

CHAPTER I
THE PROBLEM AND ITS SETTING
Introduction

The Learning Action Cell (LAC) is a session conducted by a group of teachers who engage in collaborative learning sessions to solve shared challenges such as learners' diversity, content, and pedagogy, assessment, reporting, and ICT integration (DepEd et. al. - TeacherPH, 2019). Learning Action Cell (LAC) is a mandate based on the Department of Education Order No. 35 series in 2016, the Department of Education called for schools to continuously provide a professional community of practice that would empower teachers and make them more productive in front of their students. One of the roles of the school head is to support teachers' professional development by spearheading the management, planning, and directing of the teachers in implementing the Learning Action Cell (LAC). Hence, study aims to examines school heads' experiences in implementing Learning Action Cells (LAC) session, evaluating their effectiveness in improving teaching practices and student outcomes, identifying necessary modifications, analyzing implementation challenges and factors affecting teacher development, and documenting successful practices to develop an intervention program for LAC improvement.

This study is anchored on the underpinnings of some authors that collaborative learning in the conduct of Learning Action Cell (LAC) is a learning occurrence where learners in a group interact on the similar or dissimilar attributes of a shared task to achieve implied or definite shared learning goals (Lu, 2022). Thus, the impact during Learning Action Cell (LAC) sessions significantly improves the teachers' performance, especially if the mentor gives them technical assistance. It is essential to know how collaborative practices and activities have impacted the LAC

session. Falcione et al. (2019) state that collaborative learning involves an interdependence between the individual's and group's success, requiring personal preparation and teamwork. Asynchronous work, in combination with group interaction and problem-solving, differentiates collaborative learning from other interactive teaching methods. (Er, 2020) Collaborative feedback has a powerful influence on learning. However, feedback practices in education often fail to produce the expected impact on learning. Thus, this explains the importance of collaborative feedback in assessing LAC sessions crucially.

However, several aspects may influence the effective implementation of professional development, which concerns the teachers' and school heads' commitment to achieving the objectives of the LAC Sessions for quality teaching and learning development that serve as cornerstones for improvement and reforms (Albano, 2019). A significant research gap exists in understanding how schools navigate compliance with DepEd Order No. 9, 2005 regarding Time-On-Task policies, which mandate that teachers must render 6 hours of actual teaching, while simultaneously implementing LAC sessions. This situation creates tension between instructional time requirements and professional development needs. Additionally, limited research explores the scheduling conflicts between teachers and school heads and how other ancillary functions, absences, or non-participation impact LAC implementation. Current literature inadequately addresses how curriculum-related school activities frequently conflict with Learning Action Cell (LAC) sessions, resulting in implementation delays or failures. While some studies mention teaching strategies, research methodologies, and student problems as LAC topics (Vega, 2020), there remains insufficient investigation into how effectively these topics are delivered and their impact on teacher development and student success. The primary function of this study is to help school heads improve their practices and implementation effectiveness by developing strategies and designing a program that meets teachers' needs through the Learning Action Cell (LAC) as a channel for continuing professional development of teaching staff and school heads based on Republic Act No. 10533, or the Enhanced Basic Education Act of 2013.

Learning Action Cell (LAC) sessions, expertly facilitated by designated LAC leaders, have enhanced teacher collaboration and collective problem-solving capabilities across educational institutions. These transformative sessions foster critical reflection among educators, significantly deepening their curriculum comprehension and refining classroom pedagogical practices as explicitly mandated in Regional Order #004, 2023 Learning and Development (L&D) Policy of DepED CARAGA. The fundamental significance of this comprehensive study lies in its meticulous monitoring of Learning Action (LAC) session implementation processes by the school head while identifying areas requiring enhancement and documenting exemplary practices during these professional development sessions. Firmly anchored in the Enhanced Basic Education Act of 2013 (Republic Act No. 10533), the Department of Education's Department Order 35, s. 2016 established the Learning Action Cell (LAC) as a pivotal K-12 Basic Education Program School-Based Continuing Professional Development mechanism strategically designed to elevate teacher competencies and student learning outcomes. DepEd has demonstrated an unwavering commitment to educators' continuous professional growth through the systematic conduct of Learning Action Cell (LAC) sessions, based on the principles of lifelong learning while nurturing teachers' latent potential, ultimately aimed at fostering sustainable success in their educational careers and pedagogical practices. The Department of Education faculty and staff who will benefit from this study's comprehensive findings will be empowered to establish strategic support mechanisms for teachers, school heads, and supervisors. These mechanisms will facilitate access to expertise and administrative guidance, creating a dynamic professional learning community that continuously elevates the school's educational standards.

Objectives of the Study
This research directed to evaluate the teachers and school heads experiences on Learning Action Cell in the selected school participants in Socorro East District. Specifically, the study aimed to:
1. to analyze the school head's lived experience in terms of management, planning, and directing of the teachers on Learning Action Cell (LAC) session.
2. to determine the implementation challenges and facilitating factors of school head and teachers in the implementation of LAC session.
3. to establish coping mechanism of teachers and school heads in dealing with the challenges.
4. to design a program intervention from the challenges experienced on Learning Action Cell as encountered by the teachers and school head.

CHAPTER 2
RESEARCH METHODOLOGY

This chapter includes the discussion of research design, research locale, research respondents, research instrument, data gathering procedure, data analysis, the role of the researcher, validation, credibility and ethical consideration.

Research Design

In this study, the hermeneutic phenomenology by Edmund Husserl played a significant role in curating the narratives of the school heads experiences as to management, planning, and directing the teachers to come up with promising results and discussions on the effectiveness, implementation, challenges, and facilitating factors of the Learning Action Cell implementation in the selected school participants. According to Neubauer et al (2019), Hermeneutic phenomenology focuses on participants' experiences. It emphasizes the personalized interpretations of individuals in a particular context. Neubauer et al. (2019) state that we assume an individual's subjective experience is not as reliably informative as objective data collected from external reality.

Research Locale

The study was conducted in different public elementary schools in Socorro East District, Socorro, Surigao Del Norte, somewhere in Mindanao, Philippines. It is composed of six public elementary schools from five barangays, namely Socorro Central Elementary School and SPED Center, Don Albino Taruc Memorial Elementary School, and four more public elementary schools that make up this group. On the other hand, due to their coastal locations, the following schools are located in remote areas: Bay-ang Elementary School, N. Sering Elementary School, and Lanit-ag Primary School; they can be reached by boat in 20 to 30 minutes. While the town proper may be reached by ground transportation in forty minutes, the distance to Atoyay Elementary School is less.

Ten of the twelve districts that make up Siargao Division are on Siargao Island, while the remaining two are in the municipality of Socorro, a different island. Thus, these schools in Socorro East District were chosen among the schools in the Siargao Division, considering the proximity of these places to the researcher. These schools were selected as the subject of the study because, based on the records, they are actively implementing LAC throughout the year, and are ideally suited to the criteria for the study. At the same time, the researcher looks upon these institutions regarding the accessibility of six schools, which is vital in this study to ensure the fastest and safest way of conducting the interview and FGD with the subject participants. As much as possible, accessibility is one of the researcher's significant concerns.

Research Participants

The participants of this study were 18 teachers and 6 school heads from 6 different Elementary Schools of Socorro East District, Siargao Division. Nine (9) teachers and three (3) school heads completed the FGD while the remaining participants agreed the one-on one interview.

Sampling Procedure

The study used purposive and criterion sampling. Purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample. In other words, purposive sampling selects units "on purpose" (Kassiani Nikolopoulou, 2023). It is a subjective sampling in which the researcher chooses the study's participants. In contrast, in criterion sampling, the researcher reviewed all cases that meet some pre-determined, significant criterion and is generally used in quality assurance efforts (Shaheen Musarat et al, 2019). This sampling technique allowed researchers to focus on participants with certain qualities or experiences relevant to the research objectives.

Purposive sampling was used to select all six (6) school heads, and criterion sampling to select from one hundred four (104) teachers of Socorro East District who have a reputation for providing effective leadership on LAC sessions. Using the sampling above, the final participants in this study were only six school heads and eighteen teachers, a total of 24 participants with a refutable role in the conduct of Learning Action Cell (LAC) sessions. The selected schools are diverse in size, type, and location to ensure that the study's findings represent various institutions.

Participants for the interviews and observation were selected based on criteria ensuring the validity and generalizability of the study findings. Fair selection of participants is essential to avoid exploiting vulnerable populations, their roles as leading prime movers of LAC sessions, and their involvement in delivering leadership development programs. The criteria for inclusion of participants in the study were: a. School head/teacher level of experience, b. Education c. Must have a significant role in LAC session (exposure), c-number of years in service as teacher/school head.

Research Instrument

This qualitative study used structured interview guide questions intended to elicit the actual experiences of the school heads as LAC leaders/managers and teachers' experiences on implementation challenges and facilitating factors in Learning Action Cell (LAC) sessions, through the number of years in service, in carrying out their multi-faceted duties and responsibilities in this departmental program.

This study used a hermeneutic phenomenological method: a semi-structured interview guide. An interview guide is a research tool comprising a series of inquiries or other cues intended to elicit data from a respondent. Usually, a structured interview guide questionnaire consists of both open-ended and closed-ended items.

The interviews were recorded, transcribed, and analyzed using a thematic analysis approach. In-depth interviews with the participants shall provide rich data content to help arrive at the study's conclusions using researcher-made open-ended questions, with an opening, five content questions, and four follow-up questions, subject to validation.

The semi-structured interview, subject to validity, was administered to get in-depth data about the participants' experiences. Specifically, the study used multiple case studies using a descriptive approach, individual interviews, focus group discussions, and LAC observations. This multiple-case study followed a repetitive procedure for six public elementary schools in Socorro East District, Siargao Division, as the subjects in the study. Many case studies examine the benefits and challenges that emerge from participants' experiences. The findings of this study contributed to the existing body of knowledge on improving quality teaching that resulted in quality learning.

Data Gathering Procedures

Gathering the needed data for the study employed the following steps: the researcher sent a letter seeking permission to the Graduate School Dean to conduct an interview and FGD to schools, and another letter sought permission from the Schools Division Superintendent of Siargao Division. Upon approval, the researcher also asked permission from the district supervisor of Socorro East District to find out where the school is located. Then, the school principal was informed of the research to be conducted in their areas of jurisdiction. After this, the participants were consulted on the time and place where the FGD and interview conducted.

The researcher personally went to these schools to administer and facilitate the gathering of data through the following steps: One-on-one interviews, Focus Group Discussions, Organizing and Preparing Data for Analysis, reading through all the data, Coding the data, Using the coding process, interrelating themes, and interpreting the meaning of the data.

The gathered data was noted and recorded, and the results were analyzed and interpreted according to the study's purpose to draw conclusions and make recommendations for future action.

To effectively implement Learning Action Cell (LAC) sessions, various techniques were used to gather information about the participants' experiences. Structured interviews were conducted with the school head, including eighteen (18) teachers and six (6) school principals, a total of 24 participants, who have a reputation for providing effective leadership in conducting LAC sessions.

Examining Learning Action Cells through Husserl's hermeneutic phenomenological approach requires understanding how participants experience the collaborative learning process in its most essential form.

Husserl's phenomenological method focuses on capturing the essence of lived experiences by "bracketing" or setting aside preconceptions to reveal phenomena as they present themselves to consciousness. With Learning Action Cells (LACs), this would involve examining how participants directly experience collaborative knowledge construction.

The key elements of a Husserlian analysis of LACs would include: Intentionality, in which the LAC participants consciously direct attention toward learning objects and each other's contributions. Next is Intersubjectivity, participants shared consciousness that develops as LAC members build understanding together. Then, the Lifeworld (Lebenswelt), in which participants assess how their prior experiences and contexts shape their engagement with the LAC process. Temporality in this moment is the experience of time during collaborative problem-solving and reflection phases. Horizons of experience, this is how LAC activities expand participants' perspectives and possibilities for understanding

When gathering data through Husserl's phenomenological lens, researchers would use methods like in-depth interviewing, participant observation, and reflective journaling to access the immediate, pre-reflective experience of LAC participants.

Data Analysis
The data was tabulated in matrix form to easily analyze the interview results and organize the participants' responses. After organizing the data, the researcher looked for repetitive and similar responses that eventually suggest themes. This type of analysis used a thematic approach. Thematic analysis is a method for analyzing qualitative data that involves reading through a set of data and looking for patterns in the meaning of the data to find themes. It is an active process of reflexivity in which the researcher's subjective experience is at the center of making sense of the data (Villegas, 2018). By using thematic analysis, researchers could find recurring themes and essential ideas in the data, which helped them comprehend the viewpoints and experiences of the participants on a deeper level. An examination of LAC data using Husserlian phenomenology entails:

Phenomenological Reduction is a systematic "bracketing" (epoché) to set aside theoretical assumptions. One reads entire transcripts multiple times to grasp the whole, identifying key themes that reveal the essence of the LAC experience. It led to distinguishing essential and incidental features of the experiences.

Eidetic Reduction- free imaginative variation to identify invariant structures, asking: "What aspects of the LAC experience cannot be varied without changing its essential nature?" Moving from particular instances to universal essences by identifying core phenomenological themes

Thematization- Identifying meaning units in transcripts and observations by converting meaning units to phenomenological language to come up with clustering related meanings into essential themes to develop thematic structures that capture the essence of LAC experiences

Hermeneutic Circle Analysis- Moving iteratively between parts and whole of data, contextualizing individual experiences within the broader LAC framework, examining how language reveals and conceals lived experience by interpreting implicit meanings in participants' accounts.

CHAPTER 3
PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA
Table 3: School Head's responses KEY THEMES SUMMARY

HURSSERLIAN CONCEPT	LAC THEME	EXAMPLE QOUTES
Intentionality	Purpose and meaning of LAC session	SHP2:"The collaborative sharing of the teachers on what to do, the technique in different situation to different types of learners are being discussed during LAC session."
Bracketing	Challenges and constraints	HT2: "Number one is the overlapping of activities... even though we have schedule but sometimes we can skip it because of the overlapping of activities."
Eidetic Reduction	Essence of LAC experiences	SH3 reinforced this by acknowledging her limitations: "I still have to equip myself because I cannot give them if I don't have the proper knowledge and expertise."
Lived Experience	Emotional and practical reality	HT2: "Helpful and sometimes excited but whenever, there are other works that need to be done the momentum will be shift."

Table 4. Teacher's responses KEY THEMES SUMMARY

HURSSERLIAN CONCEPT	LAC THEME	EXAMPLE QOUTES
Intentionality	Essence of LAC: Collaborative Professional Growth	MT1: "*LAC session truly help us change our method of teaching through collaborative sharing*"
Bracketing	Challenges: Temporal and Structural Constraints	*MT3: "Unexpected activities postpone LAC sessions"*)
Eidetic Reduction	Facilitating Factors: Leadership and Teacher Agency	*T7: "Principal mandates LAC every Friday"* T12: "We must conduct LAC even without directives"
Lived Experience	Impact on Instructional Competence	T4: "I use RPMS indicators from LAC in lesson plans"

Interpretation of School head's Lived Experiences on Learning Action Cell (LAC) Sessions
After analyzing the responses from six school heads regarding their experiences with Learning Action Cell (LAC) sessions, several key themes and patterns emerge regarding management, benefits, challenges, practices, and interventions. The qualitative data from the six school heads (SHs) reveals a nuanced perspective on the Learning Action Cell (LAC) as a professional development and instructional leadership tool. Below is an interpretive analysis of their responses, structured around key themes:

Theme 1. LAC as a Collaborative Learning Mechanism
Interpretation
The SHs consistently framed LAC as a space for shared expertise, where teachers learn from one another through structured discussions, modeling, and peer feedback.

Small schools (HT 1, HT 2, HT 3) relied heavily on differentiated approaches due to limited staff, while larger schools (SHP1 3, SHP2, SHP1) leveraged master teachers for facilitation.

Implication: LAC's effectiveness depends on school size and teacher dynamics—small schools need flexibility, while larger schools' benefit from structured delegation.

Theme 2. LAC's Role in Instructional Supervision (IS)
Interpretation
SHs viewed LAC as a pre-emptive support system for IS, reducing the need for corrective feedback later.
 Example: SHP1 1 noted that teachers who attended LAC required less technical assistance during classroom observations.

Alignment with IS findings (HT1, HT2) ensured LAC topics were practical and tied to real classroom challenges.
Implication: LAC is not just a training session but a diagnostic tool that helps school heads identify and address instructional gaps proactively.

Theme 3. Leadership and Management Challenges
Interpretation
Time constraints were the most cited barrier (HT1, HT2, SHP1, HT3), with overlapping administrative tasks disrupting scheduled LAC sessions.

Resistance to change (HT2, HT3) emerged in schools where teachers viewed LAC as an "additional burden" rather than a developmental opportunity.

Implication: School heads need strong time management and change management skills to ensure LAC is prioritized and valued by staff.

Theme 4. LAC as a Leadership Development Tool
Interpretation
For SHs, LAC was not just about teacher growth but also about honing their own leadership skills:
 Delegation & Resourcefulness (SHP4, SHP2): Assigning roles to teachers and tapping external experts.

Problem-Solving (HT1, SHP1): Using LAC to address SIP (School Improvement Plan) priorities.
Mentorship (HT3, HT2): Encouraging reluctant teachers to take on facilitator roles. Implication: Effective LAC implementation requires adaptive leadership balancing authority with collaborative decision-making.

Theme 5. Systemic and Structural Barriers
Interpretation
Lack of training for new school heads (HT2, HT1) led to uncertainty in LAC facilitation. Funding limitations (HT2, HT3) restricted access to expert speakers or materials.
Implication: DepEd may need to provide structured LAC training for new SHs and budget support for resource speakers or materials.

Theme 6. Unexpected Benefits: Teacher Empowerment & School Culture
Interpretation
Beyond formal outcomes, SHs observed unintended positive effects: Teacher confidence (SHP4, SHP2): Shy teachers gained speaking and leadership skills. Team cohesion (SHP1, HT1): LAC fostered a culture of shared responsibility.
Implication: LAC's value extends beyond curriculum alignment—it can strengthen school culture and teacher morale.

Final Interpretation: LAC as a Microcosm of School Leadership
The data suggests that LAC success mirrors broader school leadership effectiveness: Strong SHs (SHP4, SHP2) used LAC strategically, aligning it with IS and SIP goals. Struggling SHs (HT2, SH3) faced challenges due to lack of training or teacher resistance.
The most impactful LAC models were those that: Were flexible (adjusted for school size/needs). Had clear links to classroom practice (not just theoretical). Were led with strong but collaborative leadership.

CHAPTER 4
SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS
This chapter presents the summary of findings, conclusions, and recommendations after analyzing the data.

Summary of Findings
The study's findings on the lived experience of teachers and school heads on Learning Action Cell (LAC) sessions revealed that school heads experienced Learning Action Cell (LAC) sessions as a school-based mechanism for collaborative professional development for learners' quality learning outcomes. Regarding school heads' management, they functioned as facilitators and mentors to their respective colleagues, creating structured environments for teacher growth while navigating time constraints. Planning Learning Action Cell (LAC) sessions required school heads to balance administrative duties with instructional leadership, often requiring them to develop comprehensive schedules aligned with school improvement plans. When directing teachers, school heads employed democratic leadership approaches, fostering teacher participation while focusing on instructional improvement and curriculum implementation.

Learning Action Cell (LAC) sessions faced several challenges, such as time constraints, insufficient resources to conduct LAC sessions, and varying levels of teacher engagement. School heads struggled to balance LAC scheduling against other administrative responsibilities. At the same time, teachers found it challenging to participate in sessions amid heavy teaching loads and resource limitations, including inadequate materials, technology access, and professional development materials, which further complicated implementation. On the other hand, some facilitating factors are supportive leadership, well-established communication channels, and teachers' intrinsic motivation to improve their practice. The most successful LAC implementations occurred when sessions were integrated into regular schedules with clear objectives and measurable outcomes.

School leaders and teaching staff developed mechanisms to address LAC implementation challenges, such as time constraints and speakers implementing the LAC session. They created solutions by crafting a comprehensive action plan to schedule the conduct of the Learning Action Cell (LAC) session. Resource-sharing networks emerged organically, with teachers contributing personal materials and technology tools to overcome resource limitations. Peer mentoring systems were developed where experienced teachers supported novices through challenges, and digital collaboration tools were leveraged to facilitate communication when face-to-face meetings proved difficult. Additionally, school heads developed strategic prioritization frameworks to ensure meaningful topics received adequate attention despite time constraints.

Based on the findings, an enhancement intervention model on the conduct of the Learning Action Cell (LAC) session emerged for the Learning Action Cell (LAC) session implementation. First, the study found that structured LAC plans with clear objectives and assessment mechanisms were established at the school level, providing a framework for systematic implementation. Second, the findings revealed that capacity-building initiatives for teachers and school heads' development were implemented, including specialized training for school heads on LAC facilitation and leadership in professional learning communities, which enhanced their effectiveness as instructional leaders. Third, the research identified resource enhancement strategies, including readily available Learning Action Cell (LAC) session budgets integrated into the Annual Implementation Plan (AIP), centralized resource repositories, and technology infrastructure upgrades, significantly improving session quality and accessibility. Finally, the findings showed that policy alignment measures integrated LAC participation into performance evaluation systems established reasonable workload allocations accounting for LAC participation, and developed district-wide monitoring mechanisms that successfully tracked LAC effectiveness and impact on teaching practices and student outcomes.

CONCLUSIONS

This study concludes that school heads experience Learning Action Cell (LAC) sessions as comprehensive and holistic leadership requiring a strategic mechanism to balance administrative functions and instructional supervision. Their lived experiences reveal the complexity of management in the implementation of Learning Action Cell (LAC) sessions, these professional development sessions, which demand strategic planning, resource allocation, and thoughtful direction of teaching staff. School heads who successfully champion collaborative leadership approaches view themselves as co-learners while maintaining necessary structure and accountability. The effectiveness of LAC sessions is directly connected to the school head's ability to foster an environment where professional growth is valued and teacher agency is respected within established educational frameworks.

Implementing Learning Action Cell (LAC) sessions faces significant structural and systemic challenges that lead to the development of teachers' full potential as professional development tools. Time constraints emerge as the most pervasive obstacle, compounded by resource limitations and varying degrees of teacher readiness for collaborative learning. These challenges are counterbalanced by facilitating factors, including administrative support, teacher buy-in, and well-designed session structures. The study concludes that successful LAC implementation requires systematic attention to removing barriers and enhancing facilitators, particularly through institutional commitments to protected time and adequate resources for professional development activities.

School heads and teachers demonstrate significant adaptability in developing solutions to the practical problems they encountered in the school, creating coping mechanisms that allow Learning Action Cell (LAC) sessions to function despite considerable challenges. These mechanisms include creative scheduling approaches, resource-sharing networks, distributed leadership models, and technology integration. The study concludes that while these adaptive strategies enable LAC continuation, they often place additional burdens on educators and may not be sustainable without more systemic support. The most effective coping mechanisms are teachers' empowerment to take full responsibility across the school community rather than concentrating it solely on school heads, suggesting the importance of collective ownership in professional development initiatives.

This study concludes that a multi-tiered intervention approach is essential to enhance Learning Action Cell (LAC) session implementation. The research demonstrates that educational authorities must integrate LAC sessions into standard school operations with dedicated time allocations and resource provisions at the policy level. At the school level, the findings reveal that leadership capacity development focusing on professional learning community facilitation skills is crucial for sustainable success. The study establishes that differentiated support systems addressing varying experience levels and content needs for teachers are fundamental to effective LAC implementation. The evidence indicates that sustainability can only be achieved through institutionalized structures rather than relying on individual initiatives or temporary solutions. Through addressing challenges encountered in their respective schools while building on existing strengths of the teaching force, this study concludes that LAC sessions can fulfill their potential as transformative professional development vehicles that ultimately benefit student learning outcomes

Recommendations

To develop school heads' management, planning, and directing of the Learning Action Cell (LAC) sessions, it is recommended that educational authorities develop comprehensive leadership training programs specifically focused on professional learning community facilitation. These programs should focus on the school heads' administrative function and instructional leadership dimensions of Learning Action Cell (LAC) session implementation, providing school heads with practical strategies for session management, effective planning

templates, and adaptive leadership approaches. Additionally, establishing a mentorship network among experienced and novice school heads would create valuable opportunities for sharing best practices and troubleshooting common challenges. The Department of Education calibrated Matatag frameworks should also consider restructuring administrative workloads to allocate dedicated time for Learning Action Cell (LAC) session planning and implementation, recognizing these activities as core leadership responsibilities rather than additional duties.

A systematic approach to Learning Action Cell (LAC) session integration within the school calendar is recommended to address implementation challenges and enhance facilitating factors. Schools should establish protected time slots for LAC sessions that do not compete with instructional hours or other administrative responsibilities. Resource allocation should be reviewed and integrated into the Annual Implementation Plan of the school to ensure adequate funding for Learning Action cell (LAC) session materials, technology support, and occasional external facilitation. A standardized yet flexible LAC implementation framework should be developed at the school level up to the district and division level, providing clear guidelines while allowing for school-specific adaptations. Furthermore, building teacher capacity through a gradual introduction to collaborative professional development approaches would strengthen engagement and participation. Regular assessment of LAC implementation through qualitative and quantitative measures would help identify emerging challenges and successful practices for continuous improvement.

To support coping mechanisms for challenges faced during LAC implementation, it is recommended that schools develop formalized resource-sharing systems rather than relying on informal arrangements. Digital platforms designed for LAC collaboration could facilitate asynchronous participation options when face-to-face meetings are difficult. Schools should implement a distributed leadership model for LAC facilitation, training teacher-leaders to share responsibilities with school heads and building institutional capacity. Stress management and work-life balance sessions should be incorporated into professional development programming to help educators manage the additional demands of LAC participation. Creating formal recognition systems for innovative coping strategies would encourage creative problem-solving while acknowledging school heads and teachers' extra effort in sustaining LAC sessions despite constraints.

Based on the study's overall findings, it is highly recommended that school heads collaborate with the teachers to consider and adopt the proposed comprehensive Learning Action Cell (LAC) session Enhancement Model Intervention that addresses systemic issues while building on the teachers' strengths. This model should include policy reforms that formally integrate LAC sessions into school, district, and division levels LAC operations with appropriate time and resource allocations. Professional development pathways recognizing and rewarding LAC participation and facilitation should be established as valuable professional growth activities. Technology infrastructure should be enhanced to support the teaching-learning process through strategies for collaboration, expanding LAC possibilities beyond traditional formats. Research partnerships between schools and educational institutions should be fostered to evaluate LAC effectiveness and continuously disseminate innovative practices. Finally, a community of practice approach should be adopted at school, district and division levels, connecting school heads and teachers across institutions to share experiences, resources, and strategies for maximizing the impact of LAC sessions on teaching quality and student outcomes.

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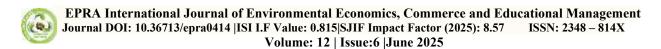
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