School Learning Action Cell as a Key for Teacher's Continuous Learning and Development

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Abstract: The complexities of the teaching profession require a lifelong learning perspective to adapt on the fast changes and evolving constraints or needs. Teachers and their professional development have shown that so far, in-service training is considered as a professional duty in the academe, but it is in practice optional in many of them. This action research on school learning action cell as a key for teacher's professional development was conducted to determine the needs of teachers in terms of learner's diversity and inclusion, content and pedagogy, assessment and reporting, 21st century skills and ICT integration and curriculum contextualization. Moreover, the problems being encountered in the conduct of SLAC processes was also being assessed. A plan of action was proposed to institutionalize the process of conducting SLAC. The study used the descriptive method of research with questionnaire as its main tool complemented with interview to substantiate the analysis of data gathered. The respondents were the thirty key teachers who were chosen using purposive sampling technique. It was revealed in the study that teachers need trainings to a great extent on learners' diversity and inclusion, content and pedagogy, assessment and reporting,21st century skills and ICT integration and curriculum contextualization. Some of the problems encountered in conducting SLAC were the prioritization of topics and preparation of LAC materials. It is recommended that the proposed plan of action was properly implemented.

Keywords: content and pedagogy, curriculum contextualization, learner's diversity and inclusion, school learning action cell.

1. Introduction

In line with the implementation of Republic Act 10533 or the Enhanced Basic Education Act of 2013, the Department of Education issued the policy on the Learning Action Cell (LAC) as a K-12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning. (DepEd Order # 35 s. 2016)

This advocacy of DepEd implies that every teacher should be properly guided and equipped with the know- how of the teaching learning processes through revisiting or reviewing some areas or concerned in performing the duties and responsibilities of an effective and efficient teachers. Successful teaching is a result of the systematic use of appropriate strategies for delivering and assessing the learning objectives targeted for 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 traditional epoch, many teaching practitioners widely applied teacher-centered to impart knowledge to learner's comparative to student-centered. By these, teachers play a significant role in the intellectual development of the pupils using various assessments and teaching strategies to improve pupil's performance in schools' subject.

According to Birman et al. (2000), teacher's professional learning is now mostly conceptualized in the literature as dynamic, ongoing, continuous, and set in teachers' daily lives - embedded in the classroom context and constructed through experience and practice, in sustained, iterative cycles of goal setting, planning, practicing, and reflecting. Teacher learning should therefore be embedded in the daily life of the school and provide opportunities to inquire systematically about teaching practices, their impact on students and about other issues of teachers' work. The collective participation of teachers from the same department, grade or subject is more likely to be coherent with their experiences, afford opportunities for active learning, and contribute to a shared professional culture – the development of a common understanding of instructional goals, methods, problems and solutions

Nevertheless, the position of teachers shows the invaluable importance to effective teaching and learning. It is therefore certain that pupils would not benefit much from learning, where teachers are not competent. Lawani (2004) states that classroom teachers are one of the chief determinants of educational achievements: their academic qualification, relevant professional training, work experience among others are most significant determinants of students' academic performance. A teacher is expected to organize curriculum and teaching with the aim of helping the children to overcome barriers to learning.

Therefore, as one of the key result area in the educational process, there is a need to institutionalize the school learning action cell in the school to improve the teacher's competence. This will also serve an avenue of collaboration and sharing of best practices among teachers. Through this, there will be an improvement in the teaching learning process through

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improvement of teachers when the learning gained will be apply.

As a school head of Lumbang na Matanda Elementary School and Learning and Development coordinator of the District of Calaca, the researcher would like to institute measures that will continuously improve the competence of teachers based on their training needs through school learning action cell.

2. Review of Literature

Pursuant to section 15 of Article IV of Republic Act 1032 known as Continuing Professional Development Act, the Professional Regulation Commission (PRC) and Philippine Regulatory Boards (PRB) hereby adopt and promulgate the implementing rules and guidelines to carry out the provisions of 10912.It is hereby promulgated that the State shall institute measures that will continuously improve the competence of professionals in line with the national standards of practice, thereby ensuring their contribution in uplifting the general welfare , economic growth and development of the nation.

Continuing Professional Development (CPD) refers to the inculcation of advanced knowledge, skills and ethical values in a post-licensure specialization or in an inter-or multi-disciplinary field of study. The CPD programs consists of activities that range from structured and non-structured activities which have learning process and outcomes. These includes formal learning, non-formal learning, informal learning, self-directed learning, online learning and professional work experience. Attendance and participation of professionals to seminars, conferences and conventions shall be given appropriate CPD units in recognition of the fact that it contributes to the professional development and lifelong learning of professionals.

In a study of Tanner and Vains-Loy (2009) the major sources of 30% variance in student achievement comes from teachers that is why they are potent factors in education. They are responsible for shaping the youth through quality education. It is imperative that teachers acquire the totality of the information and qualities of education through instructions and training which maximize the development of an individual physically, mentally and morally.

Furthermore, good teachers form the foundation of good schools, and improving teachers' skills and knowledge is one of the most important investments of time and money that local and national leaders make in education. Research on professional development is scattered throughout subject areas, with its focus ranging from classroom processes and structures to teachers' personal traits.

Likewise, it is the goal of every teacher to become not only efficient but also effective. Today, a lot of trainings and seminars are being conducted to improve and develop the craft of each mentor in school. With the constant change in the basic education curriculum, teachers need to upgrade themselves in order that they can properly implement these changes. Upgrading requires attendance to trainings, seminars, conferences and even enrollment in graduate education. But with the present conditions of the teachers in the public schools

only very few can afford this, unless government intervenes and provide upgrading activities for free.

Thus, to help young people learn the more complex and analytical skills they need for the 21st century, teachers must learn in ways that develop higher-order thinking and performance. To develop the sophisticated teaching required for this mission, they must be offered more and more effective professional learning. Meaningful learning is a slow and uncertain process for teachers as well as for students, with some elements that are more easily changed than others, according to the interplay with teachers' deeply-rooted beliefs and attitudes. (Borko,2004)

It is therefore incumbent upon the DepEd to ensure teachers' continuing professional development (CPD) within the framework of School-Based Management (SBM) and embodied in the School Improvement Plans (SIPs). As such, this policy highlights the fact that the locus of learner development is at the school where deliberate measures must be taken to improve student learning outcomes. In this policy, the DepEd institutionalizes Learning Action Cells (LACs) that aim to develop and support successful teachers by nurturing their knowledge, attitudes, and competencies in terms of curriculum, instruction, and assessment in their work stations. In the DepEd, a Learning Action Cell is a group of teachers who engage in collaborative learning sessions to solve shared challenges encountered in the school facilitated by the school head or a designated LAC Leader. LACs will become the school-based communities of practice that are positive, caring, and safe spaces.

School learning action cells aim to improve the teaching-learning process that will lead to improved learning among the students, to nurture successful teacher, to enable teachers to support each other to continuously improve their content and pedagogical knowledge, practice, skills, and attitudes, and to foster a professional collaborative spirit among school heads, teachers, and the community as a whole.

Along this trend, trainings and seminars on information and communication technology, new methods and techniques in teachings, orientations on the K-12 Curriculum, Values Formation Seminars and the likes are being held so as to prepare all the teachers in globalization. Attendance to these seminars will help create an effective learning environment, improve teaching-learning situations, keep updated on modern instructional devices and inspire them to become better teachers in the modern world (Felipe, 2013).

Deped Order No. 35, s.2016 reiterates that the content of LAC sessions may be determined by the teachers themselves under the general guidance of the school head or LAC leader. This may be done through needs assessment, the results of which should assist the LAC in listing their priority areas of learning. Several topics may be included in the LAC like the learners' diversity and inclusion, content and pedagogy, assessment and reporting, 21st century skills and ICT integration, curriculum contextualization and Deped thrusts and policies. Special emphasis must be made on some key features of the K to 12 Basic Education Program. It is important that the teacher-identified topics are consistent with the broad areas of

discussion that enliven the features of the K to 12 Basic Education Program as articulated in Republic Act (R.A.) No.10533, the Enhanced Basic Education Act of 2013 and in various policies of the DepEd.

With the constant change in the basic education curriculum, teachers need to upgrade themselves in order that they can properly implement these changes. Upgrading requires attendance to trainings, seminars, conferences and even enrollment in graduate education. But with the present conditions of the teachers in the public schools only very few can afford this, unless government intervenes and provide upgrading activities for free. With that scenario, the uprising training needs of teachers should be addressed by school through institutionalizing school-based training or school learning action cell.

3. Research Questions

This research aims to improve the teacher's performance through institutionalizing school learning action cell(SLAC) as a key for continuous learning and development. Specifically, it sought answers to the following questions

1. What are the training needs of teachers in terms of:
   a) learners diversity and inclusion
   b) content and pedagogy
   c) assessment and reporting
   d) 21st century skills and ICT integration
   e) curriculum contextualization
2. What are the problems encountered by schools in the process of school learning action cell?
3. What plan of action may be proposed to institutionalize the conduct of school learning cells?

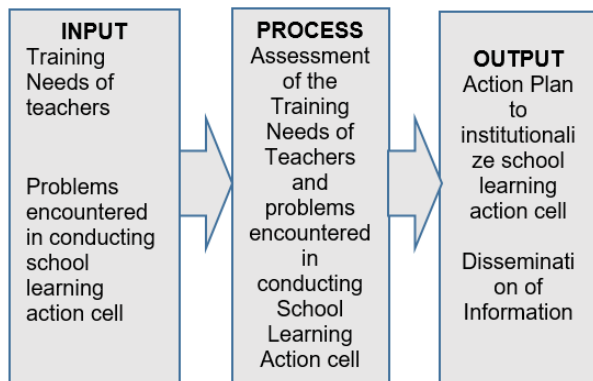## 4. Research Methodology

A. Research Design

Fig. 1. Research design

This study utilized the descriptive method of research which is a useful tool for scientific investigation to describe the existing status of events or phenomena. It is the most common methodology because it summarizes the characteristics of individuals or group or physical environment. The researcher used this kind of research method in order to obtain first hand data from the results of the assessment of the respondents which led to the formulation of rational and sound conclusions and

recommendations of the study. The design of the study followed the Input- Process- Output Model (IPO). In the input the training needs of teachers and the problems encountered in conducting learning action cell were determined. The process focused on the assessment of the training needs and the problems being encountered in conducting school learning cell. The results will be a basis of an action plan to institutionalize school learning action cell.

B. Sampling

The respondents in this study were the thirty key teachers from the elementary schools in the District of Calaca who were chosen using purposive sampling technique.

C. Data collection and Analysis

The data was collected using survey questionnaire. The responses were tallied, analyzed and interpreted. Frequency, ranking and weighted mean were the statistical tools used for data analysis. Each statement was rated in a given numerical value from one to five. Thus, the total numerical value was calculated from all the responses. Descriptive equivalents or verbal interpretation were provided for the interpretation of results.

Options	Range	Verbal Interpretation
5	4.50 - 5.00	Very Great Extent
4	3.50 – 4.50	Great Extent
3	2.50 – 3.49	Moderate Extent
2	1.50 – 2.49	Least Extent
1	1.00 – 1.49	Not at all

D. Ethical Issues

The following procedure was done prior to the conduct of the study:

1. The researcher officially seeks the approval of the schools Division Superintendent and District Supervisors for the distribution of the copies of the questionnaire to the target respondents.
2. Upon approval of the request, the researcher personally distribute the copies of the instrument to the teachers through their school heads.

5. Results and Discussion

This part presents the analysis and interpretation of data gathered from the respondents through the questionnaire.

A. Training Needs of Teachers

Needs are identified with reference to the professional teacher standards set for one's career stage. These needs could be captured through different forms like self-assessment tools, classroom observation results, critical reflections, surveys, research-based teacher development needs, students' assessment results, and other forms.

1) Learners Diversity and Inclusion

Table 1 shows the assessment of teachers on their training

needs on Learners diversity and inclusion. It should be a basis that school should provide education for all children regardless of any perceived difference, disability or other social, cultural and linguistic difference. The diverse needs of these learners and the quest to make schools more learning-friendly requires regular and special education teachers to consult and collaborate with one another as well as family and community in order to strategies effective teaching and learning.

Table 1
Training Needs on Learners Diversity and Inclusion

Indicators	Average Weighted Mean	VI
Diversity of Learners	4.24	Great Extent
Inclusive Education	4.25	Great Extent
Special Education	4.12	Great Extent
Multiple Intelligences	4.35	Great Extent
Gender and Development	4.13	Great Extent
Total	4.22	Great Extent

It can be gleaned on the table that there is a great extent of training needs of teachers on learners' diversity and inclusion as evidenced by the average weighted mean of 4.22. Including learner diversity and student inclusion in the LAC sessions emphasizes that learners are the reason for all education processes. It is the central role of teachers to establish learning environments that are responsive to learner diversity. The first in rank which gained the average weighted mean of 4.35 was multiple intelligences. Next in rank was inclusive education which got a weighted mean of 4.25 and verbal interpretation of great extent.

The respondents also agreed to a great extent that there is a need for training on diversity of learners which ranked third and gender and development which ranked fourth. Last in rank pertained to special education which got a weighted mean of 4.12. The results accorded with the fact that successful teachers know and care for their students. It underscores the importance of teachers' knowledge and understanding of, as well as respect for, learners' characteristics and experiences. Diversity emanates from a variety of factors such as gender, community membership, religious beliefs, family configurations, and special learning needs.

2) Content and Pedagogy

By studying the K to 12 curricula, teachers will be better able to prepare for lessons and will be more relaxed in executing lesson plans. Only a confident teacher is able to implement developmentally-appropriate teaching methods that respect the individual differences of learners. Additionally, they can jointly craft learning goals in collaboration with their students. Content and performance standards and learning competencies must be mastered by teachers so that they can plan lessons, deliver instruction effectively, and assess the learning that resulted from their teaching. Table 2 presents the assessment of respondents on their training needs on content and pedagogy.

It can be seen on the table that the teachers need on using range of teaching strategies that enhance learner achievement in literacy was evident by a weighted rank of 4.39 and verbal interpretation of great extent. This was followed by application of content knowledge within and across curriculum teaching areas and strategies applied on developing critical and creative thinking skills as well as higher order thinking skills which both have an average weighted mean of 4.32 and verbal interpretation of great extent.

Furthermore, the respondents agreed that they also need trainings to a great extent on different approaches in teaching which got a weighted mean of 4.26. Last in rank is the training needs on teaching strategies that enhance learner achievement in numeracy which got the lowest mean of 4.19.

The results agreed that while boosting teacher's own critical and creative thinking, their skill in translating curriculum content into relevant learning activities also grows. Student learning will improve because the teacher will be more systematic and better contextualized to the learning needs of students.

3) Assessment and Reporting

Assessment and reporting are two important process in the learning and teaching cycle. It is an integral part of the classroom which gather and interpret information about the student achievement and learning in order to improve, enhance and plan for further learning. Table 3 presents the training needs of teachers in terms of assessment and reporting.

It can be noted on the table that the respondents agreed on the great extent that they need training on the use of blooms taxonomy which ranked first evident by the average weighted mean of 4.48 followed by the utilization of rubrics. The average

Table 2
Training needs on Content and Pedagogy

Indicators	Average weighted mean	Verbal interpretation	Rank
Application of Content Knowledge within and across curriculum teaching areas	4.32	Great Extent	2.5
Using range of Teaching Strategies that Enhance Learner Achievement in Literacy	4.39	Great Extent	1
Teaching Strategies that Enhance Learner Achievement in Numeracy	4.19	Great Extent	5
Strategies Applied on Developing Critical and Creative Thinking Skills as well as Higher Order Thinking Skills	4.32	Great Extent	2.5
Different Approaches in Teaching	4.26	Great Extent	4
Total	4.30	Great Extent	

Table 3
Training Needs on Assessment and Reporting

Indicators	Average Weighted Mean	Verbal Interpretation	Rank
K-12 Assessment Process	4.26	Great Extent	3.5
Blooms Taxonomy	4.48	Great Extent	1
Utilization of Rubrics	4.39	Great Extent	2
Using Group Consultation in Communicating Learners Needs and Progress	4.26	Great Extent	3.5
Home Visitation as a tool for Communication to Stakeholders	4.23	Great Extent	5
Total	4.32	Great Extent	

weighted mean of 4.39 confirmed this. Every teacher should understand how to implement the learner-centered assessment policies for the K to 12 Curriculum. Discussions about lessons should necessarily include ways in assessing the learning of students and how data from formative assessment can improve subsequent lessons.

The respondents also confirmed to the great extent that they need trainings on using group consultation in communicating learners need and progress and K-12 assessment process which both got a weighted mean of 4.26. Last in rank is the training on home visitation as a tool for communication to stakeholders which was evident by the weighted mean of 4.23. The results correspond to the fact that assessments provide teachers and learners with the necessary feedback about learning outcomes. This feedback informs the reporting cycle and enables teachers to continually select, organize, and use sound assessment processes.

4) 21st Century Skills and ICT integration

Bringing 21st-century skills into the teaching and learning situation is a central feature of the K to 12 Basic Education Program. Teachers must enrich lessons with simple integration strategies utilizing Information and Communications Technology (ICT) that are developmentally appropriate. Instruction and assessment processes can be made more collaborative with ICT, which teachers can implement with the tools and equipment available in their schools. Table 4 presents the training needs of teachers in terms of 21st century skills and ICT integration.

It can be gleaned on the table that training on 21st century skills and ICT integration was a need to a great extent as evident by the average weighted mean of 4.45. First in rank was the training on the adaptation on the 21st century Skills which was manifested by the average weighted mean of 4.55 and verbal interpretation of very great extent. Respondents also agreed to the very great extent that they need trainings on the integration of ICT in teaching which was evident by the average weighted mean of 4.52. Third in rank was the utilization of ICT in teaching and understanding the 21st century learners which got an average weighed mean of 4.42 and 4.29 consequently. Last in rank was training on LIS concerns which got a weighted mean of 4.23. This is true with the idea of Felipe that trainings and seminars on information and communication technology, new methods and techniques in teachings, orientations on the K-12 Curriculum, Values Formation Seminars and the likes are being held so as to prepare all the teachers in globalization. Attendance to these seminars will help create an effective learning environment, improve teaching-learning situations, keep updated on modern instructional devices and inspire them to become better teachers in the modern world.

5) Curriculum contextualization

Curriculum contextualization is the process of matching the curriculum content and instructional strategies relevant to learners. Student diversity requires that teachers always consider individual differences in lesson planning and implementation. Teachers identify and respond to opportunities to link teaching and learning in the classroom to the experiences, interests, and aspirations of the wider school community and other key stakeholders. Table 5 presents the training needs of teachers on curriculum contextualization. As evidenced by the preceding table, the respondents agreed to the great extent that they have training needs on curriculum contextualization to a great extent which was supported by the average weighted mean of 4.23.

Table 4
21st century skills and ICT integration

Indicators	Average Weighted Mean	Verbal Interpretation	Rank
Utilization of ICT on Teaching	4.42	Great Extent	3
Integration of ICT in Teaching	4.52	Very great Extent	2
Understanding 21st Century Learners	4.29	Great Extent	4
Adaptation on 21st Century Skills	4.55	Very Great Extent	1
LIS Concerns	4.23	Great Extent	5
Total	4.45	Great Extent	

Table 5
Training Needs on Curriculum Contextualization

Indicators	Average Weighted Mean	Verbal Interpretation	Rank
Localization	4.39	Great Extent	1
Contextualization	4.29	Great Extent	2
Developing Localized Materials	4.16	Great Extent	4
Developing Contextualized Plan	4.19	Great Extent	3
Indigenization	4.12	Great Extent	5
Total	4.23	Great Extent	

Table 6
Problems encountered by schools in the process of SLAC

Indicators	Average Weighted Mean	Verbal Interpretation	Rank
Assessment of Training Needs	4.28	Great Extent	3
Planning the LAC	4.26	Great Extent	4
Prioritization of Topics	4.46	Great Extent	1
Preparation of LAC Materials	4.43	Great Extent	2
Monitoring and Evaluation	4.20	Great Extent	5
Total	4.32	Great Extent	

Table 7
Action Plan to Institutionalize School Learning Action Cell

Phase	Activities	Persons Involved	Time Frame	Resources Needed	Success Indicators
Planning	Formulating school L and D Committee	LAC Leader LAC Members	June August every year	500.00	LAC Committee was organized
	Identifying professional developmental needs through PPST				Identified professional development needs
	Prioritizing issues to be discussed every session				Prioritized issues to be tackled every session
	Assigning LAC Facilitator every month				LAC Facilitator was identified for prior preparation
Implementation	Lecturing /Mentoring on the following topics:				
	Content Pedagogy of the K-12 Basic Education Program	LAC Leader/ LAC Facilitator LAC Members LAC Documenter	September	500.00	-100% of the teachers identified the pedagogical approaches utilized in their lessons
	Contextualization of the curriculum emphasizing the difference between localization and indigenization	LAC Leader/ LAC Facilitator LAC Members LAC Documenter	October	500.00	-100% of the teachers prepared at least 1 contextualized lesson plan for every subject area -Teachers utilized the contextualized lesson plans in teaching the lesson -Attained at least 75% mastery of the lesson using contextualized lessons
	Learner diversity and student inclusion emphasizing the special interest programs and learner support program to address the needs of the target group of learners	LAC Leader/ LAC Facilitator LAC Members LAC Documenter	November	500.00 (for supplies and materials and simple merienda of LAC team	-100% of the teachers realized the diversity of learners and identified the programs and projects to address the needs -Conducted remediation programs for pupils with special needs
	Assessment and reporting on the K to 12 program	LAC Leader/ LAC Facilitator LAC Members LAC Documenter	December	500.00	-100% of the teachers prepared accurate assessment results -Tracked the progress of the pupils
	Development of the 21st century skills and ICT Integration in instruction and assessment	LAC Leader/ LAC Facilitator LAC Members LAC Documenter	January	1000.	-Increased awareness on the 21st century skills -Acquired new inputs on ICT application, software, programs that can be used in enriching the teaching and learning process
	School management and operations	LAC Leader/ LAC Facilitator LAC Members LAC Documenter	February	None	-Increased awareness on school issues and concerns -Designed appropriate measures on how to meet the needs of the school
Monitoring and Evaluation	Monitoring on the implementation of the proposed strategies/ activities in school	LAC Leader/ LAC Facilitator LAC Members LAC Documenter	September-March every year	2,000.00	-100% of the proposed programs and interventions were assessed for improvement
	Classroom observation / informal observations	School Head Master teachers	June -March	1,000.00	-100% of the teachers were observed -Teachers strength and weaknesses were identified and appropriate measures were offered for improvement
	Conduct action research on the effects of LAC session on teachers performance	School Head/ Teachers	October – May every year	1,000	-Completed action research -Communicated the results to the teachers -Utilized the results of the research on school improvement process.
Reporting	Submit the documentation of the LAC activities conducted	LAC Documenters School Heads	October - March every year	1500	Consolidated and filed report of accomplishment of the learning action cells conducted.

First in rank was on localization which acquired a weighted mean of 4.39. This was followed by contextualization and developing contextualized plan which both a verbal interpretation of great extent and average of 4.29 and 4.19 consequently. Fourth in rank was developing localized materials which acquired a weighted mean of 4.16 and last in rank was indigenization which was also a training needs to a great extent with an average weighted mean of 4.12.

The findings of the present study were similar to Alvior (2015) which indicates that curriculum has become a dynamic process due to the changes that occur in our society. Therefore, in its broadest sense, curriculum refers to the "total learning experiences of individuals not only in school, but in society as well. By linking new content to the local experiences that are familiar to students, learning will be more efficient for and relevant to them.

B. Problems encountered by schools in the process of school learning action cell

It is expected that school heads will be vital in facilitating and implementing effective LACs within their schools. This function will be included in the performance evaluation of school heads. They will create safe spaces where teachers can engage in dialogue with each other so they may learn from and provide support to one another. However, if the school head will not lead in the proper implementation of such, there will be a failure to its implementation.

Table 6 presents the problems being encountered by schools in the process of school learning action cell. It can be noted from the table that the problems encountered to a great extent in the process of SLAC as supported by the average weighted mean of 4.32. The respondents agreed to the great extent that prioritization of topics ranked first on the problems on the SLAC processes which was supported by a weighted mean of 4.46 followed by preparation of LAC materials which got a weighted mean of 4.43. Assessment of training needs and planning LAC was also considered problems which ranked third and fourth as evident by the weighted mean of 4.28 and 4.26 consecutively. Last in rank was the monitoring and evaluation which acquired a weighted mean of 4.20.

The findings were consistent with Deped Order No. 35 which reiterates that the content of LAC sessions may be determined by the teachers themselves under the general guidance of the school head or LAC leader. Similarly, Borko's idea that meaningful learning is a slow and uncertain process for teachers who interplay with teachers' deeply-rooted beliefs and attitudes clearly justified that teacher's collaboration is a key for the success of every learning process.

6. Recommendations and Conclusion

The following conclusions and recommendations were drawn based on the findings yielded in this study:

1. The teachers need trainings to a great extent on learners' diversity and inclusion, content and pedagogy, assessment and reporting, 21st century skills and ICT integration and curriculum contextualization which signified that school learning action cell should be strengthened in order to address the needs of teachers and should be a contributory factor on improving the performance of learners.
2. Some of the challenges of schools in conducting SLAC could be given interventions through the continuous collaboration of teachers through the leadership of the school head who should lead in organizing the LAC and in ensuring that the practice of holding regular LAC sessions is established, maintained, and sustained.
3. It is recommended that the proposed action plan may be validated and evaluated for submission to the district office for possible use of other schools.

7. Dissemination and Advocacy Plan

The findings of the study intend to assess the training needs of teachers and the problems being encountered in the school learning action cell process. The result of which will be disseminated in the school and district learning action cell so that the schools and district will be benefited to the prepared action plan on how the school learning action cell will be institutionalized.

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