

The Influence of the Implementation of the Gender and Development (GAD) Program in Improving the Key Stage 2 Teachers' Mental Health in the Public Elementary Schools in the Division of Camarines Sur

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ARTICLE INFORMATION	ABSTRACT
Article history: Published: October 2026	This study determined the influence of the implementation of the Gender and Development (GAD) Program on improving the mental health of Key Stage 2 teachers in elementary schools in the Division of Camarines Sur during School Year 2025–2026. It examined the level of GAD implementation, its influence on teachers' mental health, the agreement among respondent groups on rank orders, challenges encountered by school heads, solutions offered, and a training design based on the findings. The study employed descriptive-evaluative-correlational research design using a semi-structured survey questionnaire administered to 596 respondents. Data were analyzed using weighted mean, rank, Kendall's Coefficient of Concordance W, and Chi-square at the 0.05 level of significance. Results showed that GAD implementation was Much Implemented, particularly in advocating gender sensitivity, ensuring equal professional opportunities, monitoring gender-related incidents, and implementing gender-responsive policies. The GAD Program was Much Influential in improving teachers' mental health, especially in responding to mental health crises, facilitating stress management activities, encouraging open dialogue on mental wellness, and creating a supportive and safe work environment. Significant agreements in rank orders were found in most areas, with exceptions in implementing gender-responsive policies and facilitating stress management activities. School heads identified resource and capacity gaps, leadership support, and cultural, social, and instructional concerns as Much Challenging. The most necessary solutions included gender-sensitive instructional materials, capacity-building programs, and stakeholder collaboration. Based on the findings, a 3-Day Virtual Training on GAD and teachers' mental health was developed as the study's output to strengthen gender-responsive practices and promote teacher well-being.
Keywords: Gender and Development Program Influence Mental Health	

1. Introduction

Teaching practices are essential to effective and meaningful learning. As education continues to evolve, teachers need innovative, reflective, and learner-centered strategies to address diverse learner needs. Professional development, particularly through the School Learning Action Cell (SLAC), provides opportunities for teachers to collaborate, reflect on their practices, share effective strategies, and address classroom challenges. The study is anchored on the 1987 Philippine Constitution, which upholds the right of every citizen to quality education. It is further supported by Republic Act No. 9155, which promotes school-based management and shared accountability, and Republic Act No. 10533, which emphasizes responsive curriculum implementation and continuous teacher development. It also aligns with SDG 4, the Revised K to 12 Curriculum, and relevant DepEd policies, particularly DepEd Order No. 35, s. 2016, DepEd Memorandum No. 144, s. 2016, and DepEd Order No. 11, s. 2019, which recognize SLAC as a mechanism for professional development, collaboration, and instructional improvement. Despite these policies, teachers continue to experience challenges in implementing SLAC, including scheduling conflicts, limited resources, insufficient leadership support, weak monitoring, and inadequate follow-through. Some SLAC sessions may also be too general or theoretical and may not sufficiently address the actual needs of teachers, particularly those teaching MAPEH 9, which requires creative, performance-based, physical, and health-related approaches. These concerns highlight the need to assess the effectiveness of SLAC as a management strategy for improving teaching practices. Previous studies by Vega (2020), Almonicar et al. (2022), Gamboa (2023), Caballes (2023), Ferreira et al. (2023), and Antiola et al. (2024) examined SLAC implementation, teacher competencies, instructional practices, and professional development. These studies provide relevant support for examining the role of SLAC in improving teaching practices. Therefore, this study aims to determine the utilization of SLAC as a management strategy in improving the teaching practices of MAPEH 9 teachers. Specifically, it assesses the extent of SLAC implementation, the quality of teaching practices, the challenges encountered, differences in respondents' assessments, and possible solutions and an action plan for strengthening SLAC implementation and classroom instruction.

1.1 Statement of the Problem

This study determined the Utilization of the Management Strategies in the Implementation of the School Learning Action Cell

(SLAC) Sessions in Improving the Teaching Practices in MAPEH 9 in the Division of Albay for School Year 2025–2026. Specifically, it sought answers to the following questions:

1. To what extent is the level of the implementation of the School Learning Action Cell (SLAC) sessions in teaching of MAPEH 9 in terms of:
 - 1.1 Relevance of topics,
 - 1.2 Participation of teachers,
 - 1.3 Monitoring and evaluation,
 - 1.4 Support of school heads,
 - 1.5 Alignment with the Most Essential Learning Competencies (MELCs), and
 - 1.6 Utilization of outputs in classroom instruction?
2. How significant is the agreement on the rank orders of the extent of the level of the implementation of the School Learning Action Cell (SLAC) sessions in teaching of MAPEH 9 along the aforementioned aspects?
3. To what extent was the utilization of the management strategies in the implementation of the School Learning Action Cell (SLAC) sessions in improving the teaching practices in MAPEH 9 along:
 - 3.1 Instructional planning,
 - 3.2 Classroom management,
 - 3.3 Assessment strategies,
 - 3.4 Learners' engagement, and
4. How significant is the agreement on the rank orders of the extent of the implementation of the School Learning Action Cell (SLAC) sessions in teaching of MAPEH 9 along the aforementioned aspects?
5. What challenges were encountered in the conduct of the School Learning Action Cell (SLAC) sessions in terms of:
 - 5.1 Time constraints and scheduling conflicts,
 - 5.2 Availability of resources and materials,
 - 5.3 Participation and engagement of teachers,
 - 5.4 Quality and relevance of topics discussed, and
 - 5.5 Monitoring, documentation, and follow-through of action plans?
6. What solutions were offered to address the challenges encountered?
7. How significant is the agreement on the rank orders of the extent of the challenges encountered and the solutions offered in the conduct of the School Learning Action Cell (SLAC) sessions?
8. What action plan can be formulated based from the findings of the study?

1.2 Assumptions of the Study

This study was anchored on the following assumptions:

1. The extent of the level of the implementation of the School Learning Action Cell (SLAC) sessions in teaching of MAPEH 9 can be determined.
2. The extent of the utilization of the management strategies in the implementation of the School Learning Action Cell (SLAC) sessions in improving the teaching practices in MAPEH 9 can be gauged.
3. The extent of the challenges encountered in the conduct of the School Learning Action Cell (SLAC) sessions can be identified.
4. The solutions can be offered to address the challenges encountered.
5. The action plan can be formulated based from the findings of the study.

1.3 Hypotheses of the Study

This study tested the following:

1. There is no significant agreement on the rank orders of the extent of the implementation of the School Learning Action Cell (SLAC) sessions in teaching of MAPEH 9 along the aforementioned aspects.
2. There is no significant agreement on the rank orders of the extent of the utilization of the management strategies in the implementation of the School Learning Action Cell (SLAC) sessions in improving the teaching practices in MAPEH 9 among the different groups of respondents.
3. There is no significant agreement on the rank orders of the extent of the challenges encountered and the solutions offered in the conduct of the School Learning Action Cell (SLAC) sessions.

2. Literature Review

This section presents relevant literature and studies on the utilization of management strategies in the implementation of School Learning Action Cell (SLAC) sessions and their contribution to improving teaching practices, particularly in MAPEH. It covers studies on SLAC implementation, teacher professional development, instructional practices, challenges, and strategies for improvement.

2.1 The Utilization of Management Strategies in the Implementation of School Learning Action Cell (SLAC) Sessions in Improving the Teaching Practices

The utilization of management strategies in implementing SLAC sessions plays an important role in improving the teaching practices of MAPEH teachers. Through effective planning, organization, monitoring, support, and follow-through, SLAC provides opportunities for teachers to share best practices, develop lesson plans, address instructional concerns, and reflect on classroom experiences. In MAPEH, where instruction involves knowledge, performance, creativity, wellness, and values formation, effective SLAC management helps teachers provide engaging, relevant, organized, and learner-responsive instruction.

Vega (2020) investigated the benefits, challenges, and implementation of Learning Action Cell among Science teachers in secondary schools of DepEd-NCR. Using a qualitative multiple-case study, the researcher found benefits in the areas of better working environment, good relationships, professional growth, and content and pedagogical knowledge. Challenges included scheduling, class disruption, teacher availability, LAC activities, framework, and funding. The study recommended developing a LAC model and evaluation system to strengthen implementation. Almonicar et al. (2022) evaluated the implementation, modes, challenges, and strategies of SLAC among 120 public elementary teachers. Most schools conducted SLAC sessions monthly, with lecture-discussion and sharing of best practices being commonly used approaches. Gamboa (2023) examined the effectiveness of SLAC implementation and its influence on monitoring and evaluation strategies. Caballes (2023) investigated SLAC implementation and teachers' competencies. Ferreira et al. (2023) examined the relationship between teachers' conceptions of teaching and learning and their teaching practices. Deala et al. (2024) studied the impact of SLAC implementation on teachers' professional and personal development, while Grape (2024) examined LAC as a professional development strategy. Tomogon et al. (2024) investigated the impact of SLAC on teachers' instructional skills and pedagogical effectiveness. Morillo et al. (2024) examined the relationship between SLAC and innovative work behavior among teachers. Eborde et al. (2024) examined the implementation of SLAC sessions in terms of facilitation, resource speakers, and materials and their relationship with teachers' school performance. Orias et al. (2024) studied LAC implementation using a mixed-method approach. Dela Cruz et al. (2024) investigated factors influencing effective LAC implementation among SPED teachers. Cabaylo et al. (2024) examined school-based LAC implementation and teachers' teaching proficiency as a basis for an intervention plan.

Aquino (2024) examined the SLAC program for TLE teachers, focusing on challenges, coping mechanisms, monitoring, and evaluation. Cadiente et al. (2024) investigated the effectiveness of LAC implementation as a basis for an enhancement program.

Other studies examined teaching and learning practices related to SLAC. Caoile et al. (2024) studied the utilization of LAC session contents by 42 Junior High School Science teachers in Vigan City and its impact on teaching practices. Eroles (2024) examined shared pedagogical practices among seasoned and millennial teachers through LAC sessions. The study found improved classroom observation ratings and positive teacher feedback regarding LAC.

Macapodi et al. (2025) examined SLAC implementation in Munai and Bacolod Districts, Division of Lanao del Norte, focusing on needs assessment, topic prioritization, interventions, schedules, resources, task assignments, budget, planning, and monitoring and evaluation. The study also considered content knowledge, pedagogy, ethics, learner inclusion, ICT integration, and contextualized instruction. Pal (2025) examined the relationship between SLAC implementation and the professional development of 40 mathematics teachers in Butuan City. Ladres et al. (2025) studied CPD practices and LAC programs among public central elementary school teachers in SOCCSKSARGEN. Centillas et al. (2025) investigated the experiences, challenges, coping mechanisms, recommendations, and insights of SLAC coordinators. Dursun et al. (2025) examined teachers' perspectives on improving teaching-process efficiency and identified challenges and possible solutions. Yong et al. (2025) investigated teachers' challenges and support needs in enhancing Scholarship of Teaching and Learning. Naungayan (2025) evaluated LAC implementation and the competence of LAC leaders and facilitators. Villamor et al. (2025) examined best practices in teaching Filipino 6. Solutions to challenges in LAC implementation were also presented by Antiola et al. (2024), Sales (2024), Esogon et al. (2024), Erfe et al. (2025), Juanite et al. (2025), and Jaleco et al. (2025).

2.2 Solutions Offered/ Action Plan

Antiola, et. al., (2024), assessed the impact of the SLAC program on teachers' instructional competence. The research focused on describing the characteristics of the participants, evaluating the level of impact of the SLAC program on teachers' instructional competence, examining the teachers' instructional competence level, establishing the relationship between the program's impact and teachers' competence, testing the effects of the program on instructional competence, and developing a professional development plan based on the study's findings. The study involved 350 public elementary school teachers and utilized statistical analysis methods like frequency, percentage, mean, standard deviation, and Pearson Correlation. Results indicated a significant positive impact of the SLAC program on teachers' instructional competence, highlighting the effectiveness of the program in enhancing teaching skills. The study recommended the implementation of the developed professional development plan to support further teachers' growth and engagement in Misamis Oriental's educational system. Sales, (2024), explored the implementation of the Learning Action Cell (LAC) and its challenges in public elementary schools. Specifically, it answered the following questions: 1. What is the understanding of teachers on LAC? 2. What is the engagement of teachers in the implementation of LAC? 3. What are the challenges encountered in the implementation of LAC? 4. What are the strategies employed to address the challenges? and 5. What intervention plan can be proposed based on the findings of the study? An exploratory research design, incorporating qualitative and quantitative data gathering and analysis techniques, was employed. Forty-five (45), out of 51 respondents, participated in the quantitative part, while 25 teachers and school heads from five schools participated during focus group discussions (FGD's) and interview for the qualitative part. Thematic analysis was used to identify teachers' understanding of LAC, its challenges, and for strategies employed. Mean was used to identify the teacher's level of engagement on the School Learning Action Cell (SLAC). Major findings revealed that LAC served as an opportunity for teachers to reflect on teaching practices, engage in collaborative learning, and promote professional development. Teachers displayed high engagement in various LAC activities, group discussions and individual and group action planning. Challenges met in conducting LAC were conflicts in schedule conflicts, limited ICT knowledge of teachers, resource availability, and topic prioritization. The major conclusions indicated that despite challenges, integrating LAC with regular teaching responsibilities can foster collaborative learning and exemplify best practices in the educational workplace. The study underscores active teacher participation, accountability, and fostering collaboration as effective strategies for successful LAC implementation.

Esogon, et. al., (2024), provided information to help the education system develop efficient policies and interventions by recognizing context-specific variations among different schools. The focus is on measuring the extent of transformational leadership practices

of school heads in public elementary schools in District V of the Division of Bacolod City. Using random sampling, 175 respondents were identified. The study employed descriptive and comparative research designs, utilizing an adapted, validated, and reliable survey questionnaire. Findings indicated that school heads were perceived to exhibit high level of transformational leadership, with Master Teachers and Grade 2 Teachers rating them very highly. The study concluded that there were no significant differences in leadership practices based on variables such as length of service, teaching position, marital status, and grade level taught. Generally, elementary school teachers assessed their school heads as transformational leaders. Supporting and developing transformational leadership among school heads is identified as a critical strategy for enhancing educational quality and overall school effectiveness. Transformational leaders are adept at identifying and meeting the unique needs of teachers, thereby increasing retention and job satisfaction. Such leadership fosters an environment conducive to learning and boosts teacher motivation. When school heads demonstrate transformational leadership qualities, they positively impact teacher morale and commitment. It is recommended to develop a training program and School Learning Action Cell (SLAC) sessions. These will guide school heads in implementing transformational leadership within their institutions, benefiting both teachers and students.

Erfe, et. al., (2025), evaluated the level of SLAC implementation and its impact on the professional development of Araling Panlipunan teachers in Sto. Niño District, Sto. Niño, South Cotabato. A descriptive and correlational research design was used in this study, and 34 Proficient (Teacher I- III) secondary Araling Panlipunan teachers were considered respondents. Due to their limited number, the total enumeration sampling technique was used to select the teacher-respondents. Frequency, percentage, mean, standard deviation, Pearson r moment correlation and One- way Analysis of Variance (ANOVA), t-test, and Tukey- Kramer Multiple Comparison tests were used to analyze the data. Findings revealed that The SLAC is fully implemented in secondary schools in the district in terms of content and pedagogy, content assessment, ICT integration and 21st century skills and curriculum contextualization with no significant difference in the level of implementation. Furthermore, SLAC had a very strong impact on the Professional Development of Araling Panlipunan teachers in terms of pedagogical, personal, social, and professional competence. The impact of SLAC implementation on the Personal Competence of teachers is slightly lower yet remains highly significant. Moreover, the level of SLAC implementation has a strong relationship with the professional development of Araling Panlipunan teachers. The age, the teaching experience, and the classroom observation ratings of the respondents also had a significant influence on the professional development and SLAC implementation.

Juanite, et. al., (2025), examined 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.

Jaleco, et. al., (2025), explored the impact of Learning Action Cell (LAC) practices on science teachers' classroom performance, focusing on the integration of 21st-century skills—critical thinking, creativity, communication, and collaboration into teaching. The LAC model, a collaborative professional development strategy, enhances instructional practices to foster these competencies. Focusing on four key practices—problem identification, collaborative learning, action planning, and reflection, the study uses a mixed-methods approach to assess teaching effectiveness through the Classroom Observation Tool (COT) and teachers' perceptions of 21st-century skills. Findings show that LAC practices significantly improve teaching strategies, particularly in addressing learner diversity, curriculum planning, and assessment. The integration of 21st-century skills resulted in increased student engagement and better learning outcomes. Based on these results, the study proposes an Indigenous LAC Template Model, which adapts LAC practices to the unique needs of teachers in indigenous communities. This model incorporates culturally responsive teaching methods and evidence-based strategies to support ongoing professional development, empowering educators to equip students with the skills needed for success in the modern world.

2.3 Synthesis of the State-of-the-Art

The reviewed literature and studies collectively demonstrate strong relevance to the present inquiry. Several investigations closely aligned with the present study have been conducted by Vega, (2020), on the benefits, challenges, and means of implementation of Learning Action Cell of Science teachers in Secondary Schools of DepEd in the National Capital Region; Almonicar, et. al., (2022), on the length of the School Learning Action Cell (SLAC) program, the modes of implementation, faced problems/challenges, and

the strategies used; Gamboa, (2023), on the assessments of teachers and school heads on the extent of effectiveness of the SLAC implementation process and the influence of the extent of effectiveness of SLAC implementation on the monitoring and evaluation strategies used by teachers and school heads; Caballes, (2023), on the extent of SLAC Session Implementation and Teachers' Competencies; Ferreira, et. al., (2023), on the relationships between teachers' conceptions of teaching and learning and their practices, and the impact that a set of sociodemographic variables has on those conceptions and practices; Deala, et. al., (2024), on the impact of SLAC implementation on the professional and personal development among elementary teachers; Grape, (2024), on the implementation and impact of Learning Action Cells (LACs) as a professional development strategy for school teachers; Tomogon, et. al., (2024), on the impact of SLAC on teachers' instructional skills and pedagogical effectiveness in the educational context; Morillo, et. al., (2024), on the relationship between school learning action cell and innovative work behavior among teachers; Eborde, et. al., (2024), on the extent of implementation of the school learning action cell sessions in terms of facilitation, resource speakers and materials is related to the teachers' school performance; Orias, et. al., (2024), on the implementation of LAC sessions in the district utilizing mixed method; Dela Cruz, et. al., (2024), on the factors influencing the effective implementation of LACs among Elementary Special Education (SPED) teachers in Davao City; Cabaylo, et. al., (2024), on the implementation of school-based learning action cell and teachers' teaching proficiency in public elementary schools in Jose Panganiban West District, Division of Camarines Norte basis in developing intervention plan; Aquino, (2024), on the 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; Cadiente, et. al., (2024), on the effectiveness of implementing the Learning Action Cell (LAC) as the basis for the enhancement program; Tian, et. al., (2024), on a theoretical model for understanding the impact of blended learning on adult learners, the influence of teachers' attitudes and preparedness on student engagement, and the moderating effect of learning motivation; Zou, et. al., (2024), on the strategies for improving student learning and teacher instruction through enhanced teaching assessment practices; Zhang, et. al., (2024), on the nuanced relationship between teachers' teaching strategies and students' learning engagement within online environments, considering the mediation by students' perceptions of teachers' emotional engagement and the moderation by teachers' expectations; Sarkar, et. al., (2024), on the innovative teaching strategies aimed at enhancing student engagement within the classroom; Carter, et. al., (2024), on the evidence regarding effective instructional practices in primary school classrooms; Li, et. al., (2024), on whether academic motivation can be helpful for mental wellbeing of students directly and through the adoption of e-learning tools, and sustainable learning considering the role of innovative teaching; Abbas, (2024), on the strategies aimed at enhancing teacher education through effective instruction and professional development; Meng, et. al., (2024), on combining metacognitive strategies with motivational and collaborative approaches enhances exploratory innovation ability, while the pairing of metacognitive and collaborative strategies promotes exploitative innovation; Roy, et al., (2024), on the influence of teachers' performance on student learning outcomes among grade 11 students; Imran, et. al., (2024), on instructional practices and challenges English language teachers face in elementary schools; Dilay, et. al., (2024), on the in-depth understanding of the selected junior high school mathematics teachers' experiences from Oriental Mindoro National High School towards SLAC, a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning; Caoile, et. al., (2024), on the utilization of LAC session contents by 42 Junior High School Science teachers in Vigan City and its impact on teaching practices; Eroles, (2024), on the improvement of the seasoned and millennial teachers to strengthen 21st century learning using LAC sessions on shared pedagogical practices at Malinao Elementary School and Pulong Duhat Primary School in San Miguel, Bulacan; Macapodi, et. al., (2025), on the implementation of the SLAC in Munai and Bacolod Districts, Division of Lanao del Norte; Pal, (2025), on the relationship between SLAC implementation and the professional development of 40 mathematics teachers in Butuan City's southwest district; Ladres, et. al., (2025), on the implementation of Continuous Professional Development (CPD) practices and LAC programs among public central elementary school teachers in South Cotabato, Cotabato, Sultan Kudarat, Sarangani and General Santos City (SOCCSKSARGEN) Region; Centillas, et. al., (2025), on the experiences, challenges, coping mechanisms, recommendations, and insights of six SLAC coordinators in the Department of Education, Laak North District, Laak, Davao de Oro, Dursun, et. al., (2025), on teachers' perspectives on enhancing the efficiency of the teaching process and the challenges they face while offering potential solutions; Yong, et. al., (2025), on the challenges and support needs faced by primary and secondary school teachers in enhancing their Scholarship of Teaching and Learning (SoTL); Naungayan, (2025), on evaluating the implementation of LACs in the secondary schools of Banayoyo-Lidlidda District, as well as the competence of LAC leaders and facilitators; Villamor, et. al., (2025), on the best practices of teaching Filipino 6 in Southeast Butuan District, Philippines. Solutions were offered by Antiola, et. al., (2024); Sales, (2024); Esogon, et. al., (2024); Erfe, et. al. (2025); Juanite, et. al., (2025); and Jaleco, et. al., (2025).

2.4 Gap Bridged by the Study

While several studies have examined SLAC implementation, effectiveness, challenges, professional development, and teacher collaboration, limited studies have focused specifically on SLAC as a management strategy for improving the teaching practices of MAPEH 9 teachers. Previous studies commonly focused on Science, Technology and Livelihood Education, Araling Panlipunan, English, Mathematics, and other learning areas. MAPEH is a broad and performance-based subject covering Music, Arts, Physical Education, and Health. It requires varied teaching strategies, skills-based activities, creative outputs, physical performance, health instruction, and values integration. Thus, a focused investigation is needed to determine how SLAC sessions contribute to teachers' instructional planning, lesson delivery, classroom management, assessment practices, learner engagement, and use of innovative strategies. Moreover, limited studies have examined SLAC implementation as a management strategy in public secondary schools in the Division of Albay. School leadership, teacher needs, available resources, and local school conditions may influence the implementation and effectiveness of SLAC sessions. Therefore, this study seeks to determine the implementation of SLAC sessions as a management strategy

in improving the teaching practices of MAPEH 9 teachers in the Division of Albay. It also aims to identify the challenges encountered and solutions offered to strengthen SLAC implementation and support effective, relevant, and learner-centered MAPEH instruction.

2.5 Theoretical Framework

This study's theoretical framework explains how and why the School Learning Action Cell (SLAC), as a management strategy, is expected to improve MAPEH teaching practice. Several educational theories provide a strong foundation for understanding the effectiveness of the school learning action cell (SLAC) as a management strategy in improving the teaching practices. Hence, this study was anchored on the following theories: Communities of Practice, Lave and Wenger, (1991); Transformational Leadership Theory, (Bass, 1985); Socio-cultural Theory, (Vygotsky (1978). Adult Learning Theory, (Knowles, 1980); and Reflective Practice Theory, (Schön, 1983). Figure 2 presents the Theoretical Paradigm. Communities of Practice Theory (Lave and Wenger, 1991) The theory emphasizes the learning is crucial activity were individuals develop skills and knowledge by actively engaging with others in a shared domain of interest. In the context of education, SLAC sessions serve as professional communities where teachers collectively engage in problem-solving, dialogue, and the exchange of ideas. MAPEH 9 teachers, through regular participation in SLAC, learn from one another's experiences, strengthen their teaching strategies, and build a sense of unity in their professional growth. The collaborative nature of SLAC mirrors this theory, as teachers grow not just individually, but as a learning community with shared goals and reflective practices.

Transformational Leadership Theory (Bass, 1985). This focuses on how leaders—such as school heads—can inspire, motivate, and positively influence their team to exceed expectations and embrace change. In the context of SLAC, transformational school leaders play a vital role in encouraging teachers to participate meaningfully, fostering a culture of innovation, and creating a vision for quality instruction. Their support, guidance, and recognition elevate teachers' commitment to their professional responsibilities by anchoring SLAC implementation on this theory. Socio-cultural Theory (Vygotsky (1978). This emphasizes that learning occurs through social interaction, collaboration, and the sharing of knowledge and experiences. The theory explains that individuals develop new understanding when they actively participate in meaningful discussions and work with others who provide guidance, feedback, and support. This theory is relevant to the present study because the School Learning Action Cell provides MAPEH teachers with opportunities to collaborate, exchange teaching strategies, discuss classroom concerns and develop appropriate solutions to instructional challenges. Through SLAC sessions, teachers learn from the experiences and expertise of their colleagues, school heads, and facilitators. The collaborative nature of SLAC enables teachers to construct new knowledge and improve their teaching practices through group discussions, mentoring, demonstration teaching, and collective reflection. Furthermore, Social Constructivist Theory supports the idea that professional learning becomes more effective when it is situated within the actual school and classroom context. As MAPEH teachers work together in addressing learners' needs and improving instructional strategies, they develop practical knowledge that can be directly applied in teaching Music, Arts, Physical Education, and Health.

Adult Learning Theory (Knowles, 1980). Also known as andragogy, explains that adult learners—such as teachers— learn best when the learning is self-directed, practical, problem-centered, and relevant to their professional roles. This theory is highly applicable to SLAC, which is designed for teachers to engage in meaningful discussions that relate to their day-to-day teaching experiences. MAPEH 9 teachers are able to reflect on their instructional gaps, identify areas for improvement, and gain new strategies that are directly applicable in the classroom.

Reflective Practice Theory (Donald Schön, 1983). Reflective Practice Theory underlines the importance of professionals reflecting on their experiences to make informed improvements in their work. Teachers participating in SLAC sessions are encouraged to revisit their classroom practices, critically assess their strategies, and think deeply about what works and what doesn't. This ongoing cycle of reflection and action strengthens their ability to adapt, innovate, and grow professionally. For MAPEH 9 teachers, whose subject requires a wide range of teaching strategies, reflective practice is essential in refining lessons, addressing learner needs, and staying responsive to changes in the curriculum and student behavior implemented as a strategic management approach—can genuinely improve the instructional competence and classroom effectiveness of MAPEH 9 teachers in public secondary schools in the Division of Albay. Researcher's Theory. Consolidating the above-mentioned theories and their contribution to the conduct of the present study, the researcher was able to come up with a theory on Analyzing the Utilization of the Management Strategies in the Implementation of the School Learning Action Cell (SLAC) Sessions in Improving the Teaching Practices in MAPEH 9 in the Division of Albay will lead to the Formulation of Action Plan Towards Quality Education.

3. Methodology

This chapter presents research design, instruments, data-gathering procedures, and statistical treatments used to collect and analyze the data.

3.1 Research Design

The descriptive-evaluative-correlational method was utilized in this study. Descriptive research aims to describe a population, situation, or phenomenon accurately and systematically. It is descriptive in the sense that it focused on determining the extent of the level of the implementation of the School Learning Action Cell (SLAC) sessions in teaching of MAPEH 9 along the aforementioned aspects; identifying the extent of the utilization of the management strategies in the implementation of the School Learning Action Cell (SLAC) sessions in improving the teaching practices in MAPEH 9; analyzing the significant agreement on the rank orders of the extent of the utilization of the management strategies in the implementation of the School Learning Action Cell (SLAC) sessions in improving the teaching practices in MAPEH 9 among the different groups of respondents; identifying the extent of the challenges encountered in the conduct of the School Learning Action Cell (SLAC) sessions; identifying the solutions offered to address the challenges encountered; testing the significant agreement on the rank orders of the extent of the challenges encountered and the solutions offered in the conduct of the School Learning Action Cell (SLAC) sessions; and formulating an action plan based from the findings of the study.

3.2 Sampling Techniques

Purposive sampling was employed in the selection of the respondents as they are chosen as sample representatives of the whole. Then, total enumeration was considered.

3.3 Respondents of the Study

The people who answered the survey are called the respondents of the study. It consists of the Grade 9 MAPEH teachers in the Division of Albay for School Year 2025- 2026.

3.4 Research Instruments

The study employed a researcher-developed, structured survey questionnaire as the primary tool for data collection. It was designed based on the study objectives to gather data on the Utilization of the Management Strategies in the Implementation of the School Learning Action Cell (SLAC) Sessions in Improving the Teaching Practices in MAPEH 9. The items were clearly organized to obtain the respondents' perceptions and assessments of the study variables.

3.5 Statistical Tools

The study employed a coherent mix of descriptive and inferential statistics to summarize the data, test hypotheses, and draw evidence-based conclusions. The frequency counts, percentage techniques, total score, and weighted mean described the extent of the different variables under study. The Kendall Coefficient of Concordance W was used to test the significant agreement on the rank orders of the different variables. The formula used is as follows (Siegel, 1988).

4. Findings

This section presents the analysis and interpretation of data on the utilization of management strategies in implementing School Learning Action Cell (SLAC) sessions to improve MAPEH 9 teaching practices in the Division of Albay. The data are presented logically using tables for clearer interpretation.

4.1 The Extent of the Level of the Implementation of the School Learning Action Cell (SLAC) Sessions in Teaching of MAPEH 9

The extent of the level of implementation of the School Learning Action Cell (SLAC) sessions in the teaching of MAPEH 9 focuses on how these sessions are carried out to support teachers in improving their instructional practices. The results are presented graphically and tabularly in terms of relevance of topics, participation of teachers, monitoring and evaluation, support of school heads, alignment with the Most Essential Learning Competencies (MELCs), and utilization of outputs in classroom instruction reading. The indicators rated Very Much Implemented were: SLAC topics align with the Grade 9 MAPEH curriculum and competencies, 4.67; topics promote real-life application in MAPEH, 4.66; session objectives make MAPEH 9 lessons meaningful and updated, 4.60; SLAC topics consider learner diversity and local context, 4.59; SLAC sessions follow up topic application in MAPEH 9 instruction, 4.57; and topics support the SIP or teacher development plan, 4.55. The indicators rated Much Implemented were: topics address teacher-identified needs in MAPEH 9, 4.45; resources used are relevant to MAPEH 9 teaching, 4.37; topics include current MAPEH trends and issues, 4.33; and teachers report improved lesson relevance after SLAC sessions, 4.23. Overall, the extent of implementation was 4.50 or Very Much Implemented, indicating that SLAC topics were generally useful, timely, and connected to teachers' classroom needs.

Leading the results, SLAC topics align with the Grade 9 MAPEH curriculum and competencies ranked first because teachers found the sessions directly connected to MAPEH lessons, competencies, and instructional expectations. This provided clearer direction in lesson preparation and selection of learning activities. Prudente et al. (2024) found that professional development programs in the Philippines strengthened teachers' capacity when aligned with 21st-century teaching needs, collaboration, and learner outcomes. Thus, SLAC sessions served as a useful guide for improving curriculum delivery. Teachers are directed to connect SLAC outputs with the MELCs and curriculum guide, while school heads are tasked to review SLAC plans, lesson exemplars, and classroom application. The lowest-ranked indicator, teachers report improved lesson relevance after SLAC sessions, was last because improvement in lesson relevance is harder to observe immediately and requires classroom application, reflection, feedback, and evidence such as revised lesson plans, learner outputs, and improved teaching activities. Antiola and Fernal (2024) found that the SLAC program had a significant positive impact on teachers' instructional competence, showing its value in strengthening teaching skills. Thus, SLAC learning becomes more meaningful when teachers demonstrate its effect on actual classroom instruction. Teachers are directed to document lesson improvements after SLAC sessions, while school heads are tasked to strengthen post-SLAC monitoring, coaching, and feedback.

Across the remaining indicators, the close results show that teachers valued topics on real-life application, meaningful objectives, learner diversity, local context, SIP support, teacher-identified needs, relevant resources, and current MAPEH trends. These indicators were closely rated because they reflect practical classroom needs that make MAPEH lessons more responsive and useful. Ancho and Arrieta (2021) found that teacher professional development supports teachers' knowledge, skills, and professional growth, particularly when learning responds to changing educational needs. Thus, SLAC topics remained relevant when addressing both teacher needs and learner realities. Teachers are directed to participate in needs assessment and output sharing, while school heads are tasked to provide updated resources, contextualized topics, and clear follow-up mechanisms.

In conclusion, the relevance of SLAC topics was strongly implemented in teaching MAPEH 9. The sessions were most effective when they were curriculum-aligned, practical, and responsive to teachers' needs, while stronger documentation and follow-through are needed to demonstrate how SLAC improves actual lesson relevance.

4.2 Extent of the level of the implementation of the SLAC sessions in teaching of MAPEH 9 in terms of Participation of Teachers

The findings revealed that the implementation of SLAC sessions in terms of teacher participation was Much Implemented, with an overall weighted mean of 4.35. Proper completion of attendance sheets, minutes, and logs ranked first (WM = 4.63), interpreted as Very Much Implemented. Other indicators were rated Much Implemented, including participation in discussions (4.46), sharing MAPEH 9 teaching strategies (4.35), preparation of plans and materials (4.34), application of discussed techniques (4.34), sharing reflections (4.28), punctual attendance (4.26), and collaborative lesson planning (4.20). These results indicate that SLAC sessions supported teachers' professional engagement and instructional improvement, although collaborative planning requires further strengthening.

Proper documentation received the highest rating, highlighting teachers' compliance with recording attendance, discussions, and agreements. Orias and Paragas (2024) similarly identified established processes in LAC implementation while noting challenges related to time, planning, and implementation. Accurate documentation promotes accountability and provides a basis for monitoring and improving subsequent sessions. Collaborative lesson planning received the lowest rating, suggesting the need for more structured opportunities for professional exchange. Confesor and Belmi (2022) emphasized the importance of structured activities, active participation, and collaborative development in building teacher communities of practice. Providing common planning time and encouraging peer collaboration may strengthen this aspect of SLAC implementation.

Preparation for sessions and application of discussed strategies both obtained a weighted mean of 4.34, indicating the importance of connecting professional learning with classroom practice. Antiola and Fernal (2024) reported a significant positive impact of the SLAC program on teachers' instructional competence. Thus, teachers should bring relevant classroom experiences and apply shared strategies, while school leaders should monitor their integration into instruction.

Overall, SLAC implementation in terms of teacher participation was Much Implemented. While documentation and professional engagement were evident, stronger collaboration, joint lesson planning, and classroom application are needed to enhance the relevance and effectiveness of MAPEH 9 instruction.

4.3 Extent of the level of the implementation of the SLAC sessions in teaching of MAPEH 9 in terms of Monitoring and Evaluation.

The findings revealed that SLAC implementation in terms of monitoring and evaluation was Much Implemented, with an overall weighted mean of 4.23. Monitoring action points ranked first (WM = 4.44), followed by using monitoring results to improve subsequent sessions (4.36) and preparing a formal monitoring plan (4.28). The use of standardized tools to evaluate SLAC effectiveness ranked last (4.11). These results indicate that monitoring activities were conducted, although systematic evaluation and evidence of instructional impact require further improvement. The highest-rated indicator, monitoring action points, highlights the importance of following through on agreements reached during SLAC sessions. Orias and Paragas (2024) identified time constraints, planning, and implementation as challenges in LAC activities. Regular monitoring can strengthen accountability and ensure that agreed tasks translate into classroom practices. Teachers should accomplish assigned tasks, while school leaders should provide feedback and use monitoring results to guide succeeding sessions. The lowest-rated indicator concerned the use of standardized evaluation tools, suggesting a need for clearer procedures and consistent assessment practices. Barrogo (2020) emphasized the value of standardized classroom observation tools in assessing performance and identifying areas for improvement. Adopting simple, uniform SLAC evaluation instruments may therefore support more systematic assessment of session effectiveness. The indicators on proper documentation and assessment of SLAC's impact on MAPEH 9 learning both obtained a weighted mean of 4.23, indicating comparable attention to recordkeeping and learning outcomes. Erfe and Gallego (2025) reported a strong relationship between SLAC implementation and teachers' professional development. Linking session records with classroom observations, instructional practices, and learner performance may provide stronger evidence of SLAC effectiveness.

Generally, SLAC implementation in terms of monitoring and evaluation was Much Implemented. Although monitoring action points was well established, standardized evaluation tools and evidence-based assessment of instructional and learner outcomes should be strengthened to improve the effectiveness of MAPEH 9 instruction.

4.4 Extent of the level of the implementation of the SLAC sessions in teaching of MAPEH 9 in terms of Support of School Heads.

The result indicated that the indicators rated Much Implemented were: The school head includes SLAC sessions in the school calendar, 4.48; Constructive feedback is given on SLAC strategy application, 4.43; Training and skills enhancement opportunities are facilitated, 4.31; Teachers' contributions are recognized, Indicators 3 and 8 obtained the same weighted mean of 4.26 and shared Rank 4.5, both interpreted as Much Implemented. These indicators refer to the school head's encouragement of teachers' active participation and the recognition of teachers' contributions during SLAC sessions for the reason of school heads use both encouragement and recognition to motivate teachers, strengthen their involvement, and promote active participation in SLAC sessions. 4.16; Needed teaching aids, materials, or equipment are provided, 4.15; Adequate time is given for teachers' participation, 4.13; The school or department head gives guidance, 4.07. Thus, the extent of the implementation of the SLAC sessions in teaching of MAPEH 9 in terms of Support of School Heads was 4.25 or Much Implemented. This indicates that school heads provided guidance, encouragement, and assistance in the conduct of SLAC sessions. At the highest rank, the school head includes SLAC sessions in the school calendar because scheduling gives the sessions official time, clear direction, and stronger participation. When SLAC is placed in the school calendar, teachers treat it as part of the regular professional development program rather than an added task. Van den Boom-Muilenburg, et. al., (2023), found that professional learning communities become more sustainable when their core activities are embedded in school routines and supported by leadership practices such as organizing meetings and participating actively. This indicates that calendar-based SLAC planning strengthens consistency and reduces conflict with other school activities. Teachers are guided to prepare for scheduled SLAC sessions ahead of time, while school heads are tasked to include SLAC in the annual school calendar and protect its schedule from unnecessary interruptions. The lowest-ranked indicator, the school head or department head gives guidance, reflects a need for more direct instructional support during and after SLAC sessions. This result suggests that teachers received support, but guidance was less visible compared with scheduling, feedback, training, recognition, participation, monitoring, resources, and time allocation. He, et. al., (2024,) found that principals' instructional leadership

significantly predicted teachers' professional development, particularly through professional learning opportunities, curriculum coordination, supervision, and evaluation. This indicates that guidance from school heads and department heads plays an important role in helping teachers translate SLAC learning into better classroom practice. Teachers are encouraged to seek clarification and apply the guidance received, while school heads and department heads are expected to provide clearer technical assistance, lesson support, and post-SLAC coaching. A shared result was observed in teachers' contributions are recognized and the school head encourages active teacher participation, as both indicators received the same weighted mean. These two areas are closely related because recognition builds confidence, while encouragement motivates teachers to speak, share practices, and take part in discussions. Antiola and Fernal, (2024), found that the School Learning Action Cell program had a significant positive impact on teachers' instructional competence and emphasized its value in sustaining professional growth. This indicates that teacher participation becomes stronger when school heads create a supportive climate where contributions are valued. Teachers are directed to share strategies, reflections, and classroom experiences during SLAC sessions, while school heads are assigned to acknowledge teacher inputs, promote inclusive discussion, and document meaningful contributions. In summary, the implementation of SLAC sessions in terms of Support of School Heads shows that school heads gave strong support through scheduling and organization, while stronger instructional guidance and sustained recognition of teacher participation remain necessary to make SLAC sessions more meaningful for MAPEH 9 instruction.

4.5 Extent of the level of the implementation of the SLAC sessions in teaching of MAPEH 9 in terms of Alignment with the Most Essential Learning Competencies (MELCs).

The implementation of SLAC sessions in terms of alignment with the Most Essential Learning Competencies (MELCs) was Much Implemented, with an overall weighted mean of 4.48. The highest-rated indicators were teachers sharing challenges and solutions in teaching MELCs (4.67), SLAC sessions addressing high-priority MELCs (4.62), and shared materials supporting specific MELCs (4.49), all interpreted as Very Much Implemented. Other practices were rated Much Implemented, including developing strategies for difficult MELCs (4.48), reviewing competencies needing reinforcement (4.48), integrating MELCs into lesson plans (4.42), aligning SLAC-developed activities with MELCs (4.42), and demonstrating understanding of MAPEH 9 MELCs (4.35).

The highest rating for sharing challenges and solutions suggests that SLAC provided an effective platform for collaborative problem-solving and competency-focused instruction. Aclan and Ching (2022) similarly found that SLAC promoted collaborative planning, problem-solving, and action implementation related to curriculum competencies. This indicates that sharing classroom experiences can help teachers develop practical responses to difficult MELCs and improve instructional decision-making.

The lowest-rated indicator, teachers' understanding of MAPEH 9 MELCs (4.35), suggests a need for deeper competency interpretation and application. Understanding MELCs involves unpacking standards, connecting competencies with learning objectives, and translating them into appropriate activities and assessments. Gasco and Galibo (2024) emphasized the importance of continuous seminars, training, and professional development in strengthening teachers' capacity to implement MELCs effectively. The comparable ratings for competency review and strategy development, as well as for lesson-plan integration and activity alignment, indicate that SLAC discussions were generally translated into instructional planning. Strengthening curriculum mentoring, peer sharing, and monitoring of MELC-aligned lesson plans may further improve this process.

Overall, SLAC sessions demonstrated strong alignment with MAPEH 9 MELCs, particularly through collaborative sharing and competency-focused discussions. However, continued professional development and technical assistance are needed to deepen teachers' understanding and ensure consistent translation of MELCs into classroom practice.

4.6 Extent of the level of the implementation of the SLAC sessions in teaching of MAPEH 9 in terms of Utilization of Outputs in Classroom Instruction.

The utilization of SLAC outputs in classroom instruction was Much Implemented, with an overall weighted mean of 4.25. The highest-rated indicator was that SLAC outputs improved teaching across MAPEH areas (4.42), followed by the use of SLAC teaching aids, worksheets, and resources (4.41). Other practices included applying SLAC strategies in lessons (4.33), adapting methods to learners' needs and using outputs in student activities (4.33), assessing learning through SLAC evaluation methods (4.28), and promoting active participation (4.19). The lowest-rated indicator was the sustained application of SLAC outputs throughout the term (4.00). The highest rating indicates that teachers perceived SLAC-generated materials and strategies as useful across Music, Arts, Physical Education, and Health. Pilo (2024) reported that LAC sessions can strengthen classroom instruction through improvements in curriculum planning, pedagogy, learner support, and assessment. These findings suggest that SLAC outputs are most valuable when directly integrated into lesson delivery and instructional planning. The lowest rating for sustained application suggests challenges in maintaining the use of SLAC outputs throughout the academic term. Caoile and Pere (2024) found that the utilization of LAC content influenced teachers' practices, particularly in responding to learner needs and strengthening pedagogical knowledge. Consistent integration therefore requires continued planning, monitoring, and access to appropriate resources.

The similar ratings for applying SLAC strategies and adapting them to learners' needs (4.33) indicate that teachers generally translated professional learning into classroom practice. Likewise, the equal ratings for promoting active participation and providing evidence of output application (4.19) suggest that implementation and documentation were occurring at comparable levels. Antiola and Fernal (2024) found that SLAC positively influenced teachers' instructional competence and professional development.

Overall, SLAC outputs were Much Implemented in MAPEH 9 instruction. While teachers effectively used SLAC-generated resources and strategies, sustained application throughout the term should be strengthened through systematic monitoring, documentation, and instructional support.

4.7 The Summary of the Extent of the Level of the Implementation of the School Learning Action Cell (SLAC) Sessions in Teaching of MAPEH 9

It appeared that the indicator rated Very Much Implemented was: Relevance of Topics, 4.50; While the indicators rated Much Implemented were: Alignment with the Most Essential Learning Competencies (MELCs), 4.48; Participation of Teachers, 4.35;

Indicators 4 and 6, with the same weighted mean of 4.25 and Rank 4.5, pertains to Support of School Heads and Utilization of Outputs in Classroom Instruction. Monitoring and Evaluation, 4.23.

Table 1: The Summary of the Extent of the Level of the Implementation of the School Learning Action Cell (SLAC) Sessions in Teaching of MAPEH 9

INDICATORS	1ST District			2nd District			3rd District			AVERAGE		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Relevance of Topics	4.48	MI	2	4.33	MI	3	4.70	VMI	1	4.50	VMI	1
2. Participation of Teachers	4.28	MI	5	4.25	MI	4	4.52	VMI	2	4.35	MI	3
3. Monitoring and Evaluation	4.11	MI	6	4.46	MI	2	4.13	MI	5	4.23	MI	6
4. Support of School Heads	4.55		1	4.18	MI	5	4.02	MI	6	4.25	MI	4.5
5. Alignment with the Most Essential Learning Competencies (MELCs)	4.36	MI	4	4.62	VMI	1	4.45	MI	3	4.48	MI	2
6. Utilization of Outputs in Classroom Instruction	4.41	MI	3	4.06	MI	6	4.27	MI	4	4.25	MI	4.5
Average Wx	4.37	MI		4.32	MI		4.35	MI		4.34	MI	

Overall, the Summary of the extent of the implementation of the SLAC sessions in teaching of MAPEH 9 was 4.34 or Much Implemented. This indicates that the sessions were relevant to the curriculum, aligned with the MELCs, supported by school heads, monitored to some extent, and used by teachers in preparing and improving lessons. The strongest area was Relevance of Topics, which ranked first for three reasons: the SLAC topics were connected to the actual teaching needs of MAPEH 9 teachers, the sessions helped teachers prepare more meaningful lessons, and the discussions were aligned with classroom situations and curriculum expectations. This area stood out because teachers found the topics practical, useful, and directly related to their daily work. Prudente, et. al., (2024), found that professional development programs in the Philippines became stronger when they were aligned with curriculum trends, teacher effectiveness, collaboration, learner outcomes, and professional growth. This indicates that relevant SLAC topics helped teachers improve instructional direction and classroom delivery. Teachers are directed to identify real classroom concerns before SLAC sessions and connect outputs with MAPEH competencies, while school heads are tasked to review SLAC topics and ensure their alignment with curriculum priorities and teacher development needs. Another strong area was Alignment with the Most Essential Learning Competencies (MELCs) because the sessions focused on required learning competencies, helped teachers discuss difficult MELCs, and guided the preparation of lessons, activities, and assessments. This result shows that SLAC sessions gave teachers a clearer understanding of what learners needed to master in MAPEH 9. Gasco and Galibo, (2024), found that teachers viewed the MELCs in terms of utilization, sufficiency, and effectiveness, and the study emphasized their importance in teaching and learning. This indicates that MELCs-based SLAC sessions strengthened the connection between professional learning and classroom instruction. Teachers are directed to unpack MELCs, integrate them in lesson plans, and align assessment tools with the competencies, while school heads are tasked to conduct curriculum walkthroughs, provide technical assistance, and monitor MELCs alignment in submitted lesson plans. The area on Participation of Teachers ranked next because teachers joined discussions, shared classroom strategies, and contributed experiences that made the sessions more meaningful. However, the result also shows that deeper collaboration, punctual attendance, reflection sharing, and post-SLAC teaching actions still require stronger consistency. Antiola and Fernal, (2024), found that the School Learning Action Cell program had a significant positive impact on teachers' instructional competence and supported the preparation of a professional development plan. This indicates that teacher participation strengthens SLAC when teachers bring real classroom concerns and apply shared strategies after the session. Teachers are directed to share challenges, materials, strategies, and reflections during SLAC sessions, while school heads are tasked to create a supportive environment, encourage equal participation, and document meaningful teacher contributions. The area on Support of School Heads had the same result as Utilization of Outputs in Classroom Instruction because leadership support and classroom application are closely connected. This result is explained by three reasons: school heads influence the scheduling and organization of SLAC sessions, their feedback and recognition affect teacher motivation, and their provision of time and resources supports the actual use of SLAC outputs. Van den Boom-Muilenburg, et. al., (2023), found that professional learning communities become sustainable when leaders organize meetings, participate actively, and make professional learning part of school routines. This indicates that school head support helps sustain SLAC implementation and encourages teachers to use what they learned. Teachers are directed to respond actively to guidance and feedback, while school heads are tasked to protect SLAC schedules, provide instructional resources, recognize teacher contributions, and give clear technical assistance. Closely tied with leadership support, Utilization of Outputs in Classroom Instruction reflected how teachers used SLAC-generated lesson plans, teaching aids, worksheets, strategies, activities, and assessment tools in actual MAPEH 9 classes. Its equal result with school head support shows three important points: teachers apply outputs better when guidance is present, classroom use becomes stronger when resources are

available, and SLAC products become more useful when school heads monitor their application. Pilo, (2024), found that Learning Action Cell sessions helped teachers enhance classroom instruction through improved content knowledge, pedagogy, learning environment, curriculum planning, assessment, and reporting. This indicates that SLAC outputs become valuable when they move from discussion to classroom practice. Teachers are directed to implement SLAC-generated materials and keep evidence of application, while school heads are tasked to review lesson plans, observe classroom use, and give feedback on output utilization. The area needing the closest attention was Monitoring and Evaluation, which ranked last because progress checking required systematic evidence, standardized tools, and regular feedback. This area was lower for three reasons: monitoring often focused on attendance and records, classroom application was not always fully documented, and the impact of SLAC on learner performance required clearer assessment. Orias and Paragas, (2024), found that LAC sessions were essential to teachers' continuing professional development, although challenges such as time commitment, planning, overlapping activities, nonparticipation, unclear objectives and learning methodology affected implementation. This indicates that SLAC becomes stronger when monitoring goes beyond compliance and focuses on actual teaching improvement. Teachers are directed to submit action-point updates, reflection notes, and evidence of strategy use, while school heads are tasked to use common monitoring tools, analyze results, and provide feedback for succeeding SLAC sessions. In a nutshell, the implementation of SLAC sessions in teaching MAPEH 9 was strong and meaningful. The results show that the sessions were most effective in providing relevant topics and aligning instruction with the MELCs; while monitoring and evaluation remained the area that required closer attention. The findings also show that teacher participation, school head support, and classroom use of outputs work together in making SLAC a practical support for improving MAPEH 9 instruction.

4.8 The Test of Significant Agreement on the Rank Orders of the Extent of the Level of the Implementation of the School Learning Action Cell (SLAC) Sessions in Teaching of MAPEH 9

To Test the Significant Agreement on the Rank Orders of the extent of the level of the implementation of the SLAC sessions in teaching of MAPEH 9, the researcher employed Kendall's Coefficient of Concordance (W), and the Chi-square Test. Table 2 discloses the results. 0.13 and 3.51, ($p > 0.05$); Support of School Heads, 0.40 and 9.60, ($p > 0.05$); Alignment with the Most Essential Learning Competencies (MELCs), 0.21 and 5.67, ($p > 0.05$).

Table 2 The Test of Significant Agreement on the Rank Orders of the Extent of the Level of the Implementation of the School Learning Action Cell (SLAC) Sessions in Teaching of MAPEH 9

Indicators	Relevance of Topics	Participation of Teachers	Monitoring and Evaluation	Support of School Heads	Alignment with the Most Essential Learning Competencies (MELCs)	Utilization of Outputs in Classroom Instruction
Sum of squared deviation of the mean	314	135.50	94.50	217.50	156.50	353.50
Number of Cases	10	9	10	9	10	11
Number of Groups	3	3	3	3	3	3
Coefficient of Concordance W	0.42	0.25	0.13	0.40	0.21	0.36
Computed χ^2 Value	11.34	6.00	3.51	9.60	5.67	10.80
Degree of Freedom	9	8	9	8	9	10
Tabular χ^2 value						
0.05	16.92	15.51	16.92	15.51	16.92	18.31
0.025	19.68	18.17	19.68	18.17	19.68	21.16
0.01	21.67	20.09	21.67	20.09	21.67	23.21
0.005	23.59	21.95	23.59	21.95	23.59	25.19
0.001	27.88	26.12	27.88	26.12	27.88	29.59
Decision on Null Hypothesis H_0	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	NS	NS	NS	NS	NS	NS

Utilization of Outputs in Classroom Instruction, 0.36 and 10.80, ($p > 0.05$). Thus, the null hypothesis was accepted. The absence of agreement on the Rank Orders of the extent of the level of the implementation of the SLAC sessions in teaching of MAPEH 9 in terms of Relevance of Topics, Participation of Teachers, Monitoring and Evaluation, Support of School Heads, Alignment with the Most Essential Learning Competencies (MELCs), and Utilization of Outputs in Classroom Instruction suggests that the respondents had different views on which areas were more strongly implemented. This means that this implementation of SLAC sessions was not experienced. In the same way across all areas, as some respondents gave greater importance to topic relevance and MELCs alignment, while others placed more value on teacher participation, school head support, monitoring, or classroom use of outputs. Differences in the rank order for Relevance of Topics suggest that respondents did not view the usefulness of SLAC topics in the same way. This happened for three reasons: teachers handled different MAPEH components, classroom needs varied from one teacher to another, and some topics were more useful to certain teaching situations than others. Prudente, et. al., (2024), found that teacher professional development programs in the Philippines were strengthened by curriculum alignment, teacher effectiveness, collaboration, learner outcomes, administrative support, and professional growth. This indicates that topic relevance becomes stronger when SLAC sessions are based on real classroom concerns and curriculum needs. Teachers are directed to submit priority teaching concerns before each SLAC session, while school heads are tasked to review the proposed topics and ensure their alignment with the MAPEH curriculum, MELCs, and teacher development needs. Variation in the rank order for Participation of Teachers shows that teachers had different levels of involvement during SLAC sessions. This was observed for three reasons: some teachers

actively shared strategies, others participated mainly through attendance, and some had limited engagement because of workload, schedule conflicts, or confidence in sharing. Antiola and Fernal, (2024), found that the SLAC program had a significant positive impact on teachers' instructional competence and supported the development of a professional growth plan. This indicates that SLAC participation becomes meaningful when teachers move from passive attendance to active sharing and classroom application. Teachers are directed to share lesson experiences, challenges, reflections, and strategies during sessions, while school heads are tasked to create a supportive atmosphere, assign clear roles, and recognize meaningful teacher contributions. Uneven perceptions on Monitoring and Evaluation suggest that respondents experienced different levels of follow-up after SLAC sessions. This occurred for three reasons: some schools focused mainly on attendance and reports, some monitored action points more closely, and others had limited use of standardized tools to check classroom application. Barrogo, (2020), found that standardized classroom observation tools help teachers assess performance, plan improvement, and strengthen preparation and competency. This indicates that monitoring and evaluation become stronger when schools use clear tools and evidence rather than simple compliance records. Teachers are directed to submit action-point updates, lesson evidence, and reflection notes, while school heads are tasked to use common monitoring forms, review classroom application, and give feedback for succeeding SLAC sessions.

Different rankings for Support of School Heads reveal that teachers did not experience leadership support in the same manner. This is explained by three reasons: some school heads gave strong scheduling support, others focused on feedback and recognition, and some provided limited technical guidance, time, or instructional resources. Van den Boom-Muilenburg, et. al., (2023), found that professional learning communities are sustained when leadership practices include organizing meetings, active participation, knowledge of content and process, and integration of professional learning into school routines. This indicates that school head support directly affects the consistency and quality of SLAC implementation. Teachers are directed to respond actively to guidance and feedback, while school heads are tasked to protect SLAC schedules, provide resources, give technical assistance, and recognize teachers' efforts in applying SLAC learning. Mixed views on Alignment with the Most Essential Learning Competencies (MELCs) suggest that respondents differed in how they understood and applied competency-based instruction. This difference came from three reasons: teachers varied in their familiarity with MAPEH 9 MELCs, some found certain competencies harder to unpack, and lesson planning practices were not always equally aligned with competencies, activities, and assessments. Gasco and Galibo, (2024), found that teachers viewed MELCs as sufficient and effective and recommended regular seminars, training, and workshops to keep teachers updated with teaching techniques. This indicates that MELCs alignment becomes clearer when teachers receive continuous curriculum support. Teachers are directed to unpack MELCs, align objectives and assessments, and share sample MELCs-based activities, while school heads are tasked to conduct curriculum walkthroughs, check lesson alignment, and provide mentoring on competency-based instruction. Varied rankings on Utilization of Outputs in Classroom Instruction show that teachers differed in how consistently they applied SLAC outputs in their MAPEH 9 classes. This happened for three reasons: some outputs were easier to use immediately, some required materials or time for classroom application, and some teachers needed closer follow-up to sustain use throughout the term. Pilo, (2024), found that Learning Action Cell sessions enhanced classroom instruction by supporting teachers' content knowledge, pedagogy, learning environment, curriculum planning, assessment, and reporting. This indicates that SLAC outputs become useful when they are translated into actual lesson plans, activities, teaching aids, worksheets, and assessment tools. Teachers are directed to implement SLAC-generated outputs and keep evidence of classroom use, while school heads are tasked to review lesson plans, observe output application, and provide feedback on the quality of implementation. To put it briefly, the absence of agreement on the rank orders shows that the implementation of SLAC sessions in teaching MAPEH 9 was experienced differently across the six dimensions. The differences were shaped by variations in teacher needs, participation, leadership support, monitoring practices, MELCs understanding, and classroom use of outputs. This result points to the need for a more consistent and balanced SLAC implementation where teachers actively contribute, apply learning instruction, and document classroom evidence, while school heads provide stronger guidance, resources, monitoring, and follow-through. Through this shared effort, SLAC sessions become more practical, relevant, and useful in improving MAPEH 9 instruction.

4.9 The Extent of the Utilization of the Management Strategies in the Implementation of the School Learning Action Cell (SLAC) Sessions in Improving the Teaching Practices in MAPEH 9

This section presents the extent of the utilization of management strategies in the implementation of the School Learning Action Cell (SLAC) sessions in improving the teaching practices in MAPEH 9. The results are discussed along instructional planning, classroom management, assessment strategies, learners' engagement, integration of multidisciplinary content, differentiated instruction, and the use of ICT and multimedia resources in teaching. These findings are presented both tabularly and graphically to show a clearer picture of how SLAC-related management strategies support teachers in improving classroom instruction.

4.10 Extent of the utilization of the management strategies in the implementation of the School Learning Action Cell (SLAC) sessions in improving the teaching practices in MAPEH 9 along Instructional Planning.

The utilization of SLAC management strategies in instructional planning was Much Utilized, with an overall weighted mean of 4.33. Collaborative lesson planning during or after SLAC sessions obtained the highest rating (4.54), interpreted as Very Much Utilized. Other highly utilized practices included using SLAC-shared materials (4.44), aligning lesson plans with MAPEH 9 MELCs (4.41), incorporating SLAC-recommended assessments (4.39), integrating new teaching methods (4.38), and including SLAC strategies and outputs in instructional plans (4.37). The lowest rating was for scheduling learning activities based on SLAC recommendations (4.08). The highest rating for collaborative lesson planning indicates that SLAC served as an effective platform for peer exchange, lesson refinement, and competency alignment. Antiola and Fernal (2024) found that SLAC participation positively influenced teachers' instructional competence, supporting the value of collaborative professional learning in strengthening lesson preparation. The lowest rating for activity scheduling suggests that translating SLAC recommendations into actual schedules may be constrained by instructional time, school programs, facilities, resources, and the performance-based nature of MAPEH 9. Sales (2024) identified

scheduling conflicts, workload, limited resources, and competing priorities as challenges in LAC implementation. These constraints highlight the need for coordinated activity scheduling and adequate resource support.

The generally consistent ratings across the remaining indicators show that teachers incorporated SLAC inputs into materials, MELC alignment, assessment, teaching strategies, and instructional plans. Macapodi and Labitad (2025) emphasized that effective LAC implementation requires adequate resources, monitoring, professional development, learner inclusion, ICT integration, and contextualized practices. Overall, SLAC management strategies were Much Utilized in instructional planning. Collaborative planning was particularly strong, while the scheduling of SLAC-recommended activities requires further attention. Strengthening coordination, resource provision, and monitoring can improve the translation of SLAC-based planning into classroom implementation.

4.11 Extent of the utilization of the management strategies in the implementation of the School Learning Action Cell (SLAC) sessions in improving the teaching practices in MAPEH 9 along Classroom Management.

The utilization of SLAC management strategies in classroom management was Much Utilized, with an overall weighted mean of 4.29. Reinforcing clear and consistent rules obtained the highest rating (4.48), followed by efficient use of class time (4.45), active learner involvement (4.43), systematic behavior management (4.37), and application of SLAC-shared classroom strategies (4.24). The lowest ratings were for classroom layout and learning resources and constructive conflict management, both with a weighted mean of 4.15. The highest rating for clear and consistent rules indicates that SLAC guidance supported teachers in establishing routines, setting behavioral expectations, and maintaining order during MAPEH 9 activities. This is particularly relevant to MAPEH classes, which often involve movement, group work, and performance-based activities. Delos Santos (2023) found a relationship between SLAC participation and teachers' classroom management competencies, supporting the role of collaborative professional learning in strengthening classroom procedures. The lower ratings for classroom layout and resources and constructive conflict management suggest areas requiring additional support. Effective classroom arrangements depend on available space, equipment, class size, and activity requirements, while conflict management requires appropriate interpersonal and emotional skills. Hoekstra et al. (2023) highlighted the role of seating arrangements in supporting classroom dynamics, while Valente and Lourenço (2020) emphasized the importance of emotional competence in constructive conflict management. The remaining indicators—efficient time use, active participation, behavior management, application of SLAC strategies, respectful classroom environments, reflection, and disruption reduction—received relatively high ratings, indicating consistent application of SLAC-based practices. Dacholfany et al. (2024) likewise reported that professional development can strengthen teachers' classroom management and behavior-management skills. Overall, SLAC-based strategies were Much Utilized in MAPEH 9 classroom management. Teachers demonstrated strong practice in establishing clear rules and maintaining orderly classes, while classroom organization, resource provision, and conflict management require further strengthening through coaching, adequate resources, and sustained professional learning.

4.12 Extent of the utilization of the management strategies in the implementation of the School Learning Action Cell (SLAC) sessions in improving the teaching practices in MAPEH 9 along Assessment Strategies.

The utilization of SLAC management strategies in assessment was Much Utilized, with an overall weighted mean of 4.17. Analyzing assessment results to adjust teaching strategies obtained the highest rating (4.29), followed by the use of summative assessments reflecting SLAC outputs (4.28) and varied assessment tools recommended during SLAC (4.25). The lowest-rated indicator was the use of assessment results to guide teaching and improve learning (3.89). The highest rating indicates that teachers generally used assessment data to identify learning gaps and adjust instruction. This is particularly relevant in MAPEH 9, where learner progress may be demonstrated through written work, performances, skills, and participation. Schildkamp et al. (2020) emphasized that effective formative assessment requires teachers' data literacy, collaboration, and pedagogical knowledge. Regular analysis of assessment results can therefore support more responsive instructional decisions. The lowest rating suggests that translating assessment findings into concrete instructional interventions remains a challenge. Although teachers may collect and analyze results, applying these findings to differentiated instruction, remediation, enrichment, and feedback requires additional time and systematic follow-through. Ismail et al. (2022) found that formative and summative assessments influence learning, with formative assessment showing notable benefits for motivation and self-regulation. Strengthening SLAC activities on data interpretation and intervention planning may help teachers use assessment evidence more effectively. Formative assessment, peer evaluation, and competency-monitoring tools obtained comparable ratings (4.22), indicating regular use of collaborative and learner-centered assessment practices. Yan et al. (2022) reported positive effects of self- and peer-assessment interventions on academic performance, while Deala and Lopez (2024) found extensive SLAC implementation in assessment-related practices and links to teacher professional growth. Overall, SLAC-based assessment strategies were Much Utilized in MAPEH 9. Teachers were effective in analyzing assessment results, but greater emphasis should be placed on converting assessment evidence into timely feedback, remediation, enrichment, and instructional adjustments that directly improve learner outcomes.

4.13 Extent of the utilization of the management strategies in the implementation of the School Learning Action Cell (SLAC) sessions in improving the teaching practices in MAPEH 9 along Learners' Engagement.

The utilization of SLAC-based management strategies in terms of learners' engagement was Much Utilized, with an overall weighted mean of 4.38. Students' participation in experiential activities obtained the highest rating (4.56), followed by teachers' monitoring of participation and attention (4.55), both interpreted as Very Much Utilized. Other practices included promoting problem-solving skills (4.49), engaging learners with varied abilities (4.44), encouraging active participation (4.41), and using SLAC techniques to increase interest (4.40). Group work and peer interaction received the lowest rating (4.22).

The high rating for experiential activities indicates that SLAC encouraged teachers to use active, performance-based, and meaningful learning experiences suited to MAPEH 9. Kong (2021) emphasized that experiential learning can enhance learner engagement and motivation by involving students directly in the learning process. The lower rating for group work and peer interaction suggests

challenges related to grouping, role assignment, time management, and learner differences. Li (2025) noted that collaborative learning can enhance engagement when peer interaction and group structures are effectively managed. Clear roles, appropriate grouping, and monitoring may therefore strengthen collaborative activities. The remaining indicators received relatively high ratings, reflecting the use of learner-centered, differentiated, contextualized, and technology-supported strategies. Macapodi and Labitad (2025) emphasized learner inclusion, ICT integration, contextualized instruction, and monitoring as important elements of effective LAC implementation. Overall, SLAC-based strategies were Much Utilized in promoting learners' engagement in MAPEH 9. Experiential learning was particularly evident, while group work and peer interaction require further strengthening through structured roles, appropriate resources, and sustained teacher monitoring.

4.14 Extent of the utilization of the management strategies in the implementation of the School Learning Action Cell (SLAC) sessions in improving the teaching practices in MAPEH 9 along Integration of Multidisciplinary Content.

The utilization of SLAC-based management strategies in integrating multidisciplinary content was Much Utilized, with an overall weighted mean of 4.32. Lessons developing cognitive, psychomotor, and affective skills obtained the highest rating (4.59), interpreted as Very Much Utilized. Other highly rated practices included connecting MAPEH lessons to real-life situations (4.47), linking disciplines through classroom activities (4.46), and assessing competencies across different strands (4.37). The lowest rating was for linking arts, music, and physical activities to wider contexts (4.06). The highest rating indicates that SLAC supported the development of holistic MAPEH learning by combining knowledge, skills, attitudes, creativity, performance, and wellness. Kuo et al. (2024) found positive relationships among affective, cognitive, and psychomotor learning, supporting the value of addressing these domains together. The lowest rating suggests that broader contextualization remains a challenge. Connecting MAPEH activities with culture, community experiences, health concerns, and real-world situations requires additional planning, resources, and contextualized materials. Schneider and Rohmann (2021) emphasized the importance of creative expression, social interaction, collaboration, and reflection in arts education, highlighting the potential of contextualized and integrated learning experiences.

The other indicators, including cross-disciplinary connections, collaborative lesson design, digital tools, competency integration, and instructional monitoring, were also rated Much Utilized. Thana et al. (2022) noted that multidisciplinary approaches can deepen understanding and develop 21st-century skills, while Macapodi and Labitad (2025) highlighted contextualization, ICT integration, learner inclusion, and monitoring in effective LAC implementation. Overall, SLAC-based strategies were Much Utilized in integrating multidisciplinary content in MAPEH 9. Teachers effectively addressed cognitive, psychomotor, and affective development, while broader contextual integration requires further strengthening through collaborative planning, contextualized resources, digital support, and sustained SLAC monitoring.

4.15 Extent of the utilization of the management strategies in the implementation of the School Learning Action Cell (SLAC) sessions in improving the teaching practices in MAPEH 9 along Differentiated Instruction.

The utilization of SLAC-based management strategies in improving teaching practices in MAPEH 9 along Differentiated Instruction was Much Utilized, with an overall weighted mean of 4.13. The highest-rated practice was providing challenging tasks to advanced learners (4.28), followed by matching assessments with learners' strengths and preferences (4.23), adjusting lessons to learners' readiness and skills (4.22), and preparing flexible tasks based on SLAC outputs (4.21). The lowest-rated indicator was providing targeted support to struggling learners (3.88), while classroom setup for varied learning tasks (3.97) and materials for different learning styles (3.99) also received comparatively lower ratings. The high rating for challenging tasks indicates that teachers effectively used differentiation to extend the learning of advanced students through enrichment, creative outputs, higher-level performances, and leadership opportunities. Ardenlid et al. (2025) emphasized that effective differentiation for high-ability learners involves appropriate challenges, flexible pacing, authentic learning experiences, and supportive classroom conditions. In contrast, targeted support for struggling learners obtained the lowest rating, suggesting difficulties in providing individualized remediation because of time constraints, diagnostic needs, limited materials, and the need for sustained follow-up. Peters et al. (2022) highlighted the importance of learning progress monitoring in identifying individual differences and adapting instruction accordingly. This finding underscores the need to strengthen structured remediation and progress monitoring within SLAC-supported practices. Three indicators—assessing learners' abilities, interests, and learning styles; addressing different learning preferences; and adjusting lesson pacing to learners' comprehension—each obtained a weighted mean of 4.13. These practices reflect the importance of accurate learner profiling and responsive instruction. Bi et al. (2023) noted that differentiated instruction is shaped by classroom conditions, teacher characteristics, class size, and school context, while Langelaan et al. (2024) emphasized active learning, collaboration, reflection, and teacher competence in effective differentiation. Overall, SLAC-based strategies were Much Utilized in supporting differentiated instruction in MAPEH 9. Teachers were more effective in providing enrichment for advanced learners, while targeted support for struggling learners remained the primary area for improvement. Strengthening learner profiling, remediation, flexible pacing, differentiated resources, and continuous monitoring can promote more balanced and responsive instruction.

4.16 Extent of the utilization of the management strategies in the implementation of the School Learning Action Cell (SLAC) sessions in improving the teaching practices in MAPEH 9 along Use of ICT and Multimedia Resources in Teaching.

The utilization of SLAC-based management strategies in improving MAPEH 9 teaching practices through ICT and Multimedia Resources was Much Evident, with an overall weighted mean of 3.96. The highest-rated indicator was the use of multimedia resources to make lessons engaging and participatory (4.13), followed by the use of web-based resources and digital platforms (4.11) and ICT-supported activities for music creation, art design, and PE demonstrations (4.03). In contrast, PowerPoint, Canva, and similar tools obtained the lowest rating (3.79), while the consistent application of SLAC multimedia resources (3.81) and the use of videos, simulations, and applications for health competencies (3.89) were also comparatively lower. The high rating for multimedia resources suggests that teachers effectively use videos, audio, images, demonstrations, and interactive materials to make MAPEH

lessons more engaging and accessible. Staneviciene and Žekienė (2025) found that multimedia can enhance learner engagement, motivation, and performance when integrated with appropriate teaching strategies. The lowest rating for PowerPoint, Canva, and similar tools indicates that technology use may still be more presentation-oriented than instructionally interactive. Effective integration requires appropriate design, preparation time, technical skills, and reliable access. Ramli and Chumayroh (2025) noted that these platforms provide flexible and user-friendly design features but may be constrained by technical and internet-related limitations. Teachers' use of SLAC-recommended software and students' use of digital tools in group tasks obtained the same weighted mean of 3.98. These practices require teacher competence, student access to devices, suitable software, reliable connectivity, and clear collaborative structures. Nkomo et al. (2021) emphasized that digital technologies can support engagement and collaboration when their use is pedagogically appropriate and meaningfully integrated into learning activities. Overall, SLAC-based strategies supported the use of ICT and multimedia resources in MAPEH 9, although the 3.96 rating indicates room for further improvement. Greater emphasis on interactive rather than presentation-based technology use, teacher ICT capacity building, accessible digital resources, and structured technology-supported activities may strengthen ICT integration in MAPEH instruction.

4.17 The Summary of the Extent of the Utilization of the Management Strategies in the Implementation the School Learning Action Cell (SLAC) Sessions in Improving the Teaching Practices in MAPEH 9

Table 3; provide the summary of the extent of the utilization of the management strategies in the implementation of the School Learning Action Cell (SLAC) sessions in improving the teaching practices in MAPEH 9.

INDICATORS	1ST District			2nd District			3rd District			AVERAGE		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Instructional Planning	4.54	VMU	1	4.18	MU	4	4.28	MU	4	4.33	MU	2
2. Classroom Management	4.20	MU	3	4.56	VMU	1	4.10	MU	6	4.29	MU	4
3. Assessment Strategies	4.06	MU	5	4.29	MU	3	4.17	MU	5	4.17	MU	5
4. Learners' Engagement	4.47	MU	2	4.05	MU	6	4.62	VMU	1	4.38	MU	1
5. Integration of Multidisciplinary Content	4.15	MU	4	4.38	MU	2	4.44	MU	2	4.32	MU	3
6. Differentiated Instruction	3.95	MU	6	4.11	MU	5	4.32	MU	3	4.13	MU	6
7. Use of ICT and Multimedia Resources in Teaching	3.88	MU	7	3.97	MU	7	4.04	MU	7	3.96	MU	7
Average Wx	4.18	MU		4.22	MU		4.28	MU		4.23	MU	

The utilization of management strategies in the implementation of School Learning Action Cell (SLAC) sessions for improving teaching practices in MAPEH 9 was Much Utilized, with an overall weighted mean of 4.23. Among the seven areas, Learners' Engagement ranked highest (4.38), followed by Instructional Planning (4.33), Integration of Multidisciplinary Content (4.32), Classroom Management (4.29), Assessment Strategies (4.17), Differentiated Instruction (4.13), and Use of ICT and Multimedia Resources in Teaching (3.96). Learners' Engagement obtained the highest rating, indicating that SLAC-supported strategies effectively promoted active, meaningful, and learner-centered MAPEH instruction. The experiential and performance-based nature of MAPEH allows teachers to apply activities involving movement, creativity, collaboration, and real-life connections. Kong (2021) emphasized that experiential learning strengthens motivation and engagement by positioning learners as active participants. The result suggests that SLAC discussions helped teachers translate shared strategies into more participatory classroom experiences.

Instructional Planning (4.33) and Integration of Multidisciplinary Content (4.32) also showed strong utilization. SLAC provided opportunities for teachers to collaboratively develop lesson ideas, share resources, align activities with competencies, and integrate Music, Arts, Physical Education, and Health. Antiola and Fernal (2024) reported that SLAC positively influences teachers' instructional competence, while Schneider and Rohmann (2021) highlighted the contribution of arts-based learning to creative, social, and reflective competencies. These findings indicate that collaborative professional learning strengthened both lesson preparation and holistic MAPEH instruction. Classroom Management (4.29) was likewise strongly utilized, suggesting that SLAC helped teachers improve routines, rule-setting, time management, learner behavior, and cooperation during movement- and performance-based activities. Delos Santos (2023) found a significant relationship between SLAC participation and teachers' competencies, including classroom management, supporting the role of collaborative learning in strengthening classroom practices. Assessment Strategies (4.17) received a comparatively lower rating, indicating that although SLAC outputs were used in formative and summative assessment, the use of assessment evidence for remediation, enrichment, feedback, and instructional adjustment requires further strengthening. Schildkamp et al. (2020) emphasized that effective formative assessment depends on teachers' data literacy, collaboration, pedagogical knowledge, and appropriate use of assessment information. Differentiated Instruction (4.13) and ICT and Multimedia Resources (3.96) ranked lowest. Differentiation requires learner profiling, flexible grouping, varied materials, and continuous monitoring, while ICT integration depends on teacher competence, device availability, connectivity, and appropriate

pedagogical use. Langelaan et al. (2024) emphasized the importance of teacher knowledge, skills, collaboration, and reflection in effective differentiation. Similarly, Nkomo et al. (2021) noted that digital technologies can enhance engagement and collaboration when appropriately integrated into teaching. Overall, SLAC-based management strategies were Much Utilized in improving MAPEH 9 teaching practices. The strongest gains were evident in learner engagement, instructional planning, multidisciplinary integration, and classroom management, whereas assessment, differentiated instruction, and ICT integration require further development. Sustained SLAC sessions, collaborative planning, targeted coaching, resource provision, and systematic monitoring can help promote more balanced improvement across all areas of teaching practice.

4.18 The Test of Significant Agreement on the Rank Orders of the Extent of the Utilization of the Management Strategies in the Implementation of the School Learning Action Cell (SLAC) Sessions in Improving the Teaching Practices in MAPEH 9

To Test the Significant Agreement on the Rank Orders of the extent of the utilization of the management strategies in the implementation of the School Learning Action Cell (SLAC) to Test the Significant Agreement on the Rank Orders of the extent of the utilization of the management strategies in the implementation of the School Learning Action Cell (SLAC) sessions in improving the teaching practices in MAPEH 9, the researcher employed Kendall's Coefficient of Concordance (W), and the Chi-square Test. Table 4 discloses the results.

Table 4: The Test of Significant Agreement on the Rank Orders of the Extent of the Utilization of the Management Strategies in the Implementation of the School Learning Action Cell (SLAC) Sessions in Improving the Teaching Practices in MAPEH 9

Indicators	Instructional Planning	Classroom Management	Assessment Strategies	Learners' Engagement	Integration of Multidisciplinary Content	Differentiated Instruction	Use of ICT and Multimedia Resources in Teaching
Sum of squared deviation of the mean	174.50	234	223.50	521	335.50	401.00	222
Number of Cases	9	10	11	12	11	12	11
Number of Groups	3	3	3	3	3	3	3
Coefficient of Concordance W	0.32	0.32	0.23	0.40	0.34	0.31	0.22
Computed χ^2 Value	7.68	8.64	6.90	13.20	10.20	10.23	6.60
Degree of Freedom	8	9	10	11	10	11	10
Tabular χ^2 value							
0.05	15.51	16.92	18.31	19.68	18.31	19.68	18.31
0.025	18.17	19.68	21.16	22.62	21.16	22.62	21.16
0.01	20.09	21.67	23.21	24.72	23.21	24.72	23.21
0.005	21.95	23.59	25.19	26.76	25.19	26.76	25.19
0.001	26.12	27.88	29.59	31.26	29.59	31.26	29.59
Decision on Null Hypothesis H_0	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	NS	NS	NS	NS	NS	NS	NS

The Kendall's Coefficient of Concordance (W) and computed χ^2 values showed the following results: Instructional Planning ($W = 0.32$, $\chi^2 = 7.68$), Classroom Management ($W = 0.32$, $\chi^2 = 8.64$), Assessment Strategies ($W = 0.23$, $\chi^2 = 6.90$), Learners' Engagement ($W = 0.40$, $\chi^2 = 13.20$), Integration of Multidisciplinary Content ($W = 0.34$, $\chi^2 = 10.20$), Differentiated Instruction ($W = 0.31$, $\chi^2 = 10.23$), and Use of ICT and Multimedia Resources in Teaching ($W = 0.22$, $\chi^2 = 6.60$). All obtained p-values greater than 0.05, indicating no statistically significant agreement among respondents in the ranking of these areas. Thus, the null hypothesis was accepted. The absence of significant agreement indicates that teachers did not rank SLAC-based teaching practices in a uniform order. Their prioritization varied according to classroom needs, learner characteristics, teaching approaches, available resources, and school support. Instructional Planning and Classroom Management, for example, obtained similar concordance coefficients ($W = 0.32$), suggesting moderate but statistically nonsignificant consistency. Mendoza et al. (2022) emphasized that collaborative planning supports professional development and enables teachers to respond to changing learner needs, while Poulou et al. (2024) highlighted the value of observation and feedback in strengthening classroom management practices. Assessment Strategies showed relatively low concordance ($W = 0.23$), reflecting differences in teachers' use of formative and summative assessment, feedback, rubrics, and learner-progress monitoring. Fitriyah et al. (2022) noted the continuing need to strengthen teachers' assessment literacy and professional development. Learners' Engagement had the highest coefficient ($W = 0.40$), although the agreement remained statistically nonsignificant. This suggests that teachers generally recognized the value of engagement but differed in how they prioritized and implemented strategies based on learner confidence, activity type, group dynamics, and available resources. Bond (2020) similarly reported that technology-supported and collaborative approaches can promote participation, interaction, confidence, and engagement. Integration of Multidisciplinary Content ($W = 0.34$) and Differentiated Instruction ($W = 0.31$) also showed moderate but nonsignificant concordance. Teachers differed in how they integrated MAPEH strands, contextualized learning, learner interests, flexible grouping, and varied learning needs. Siat and Magbanua (2025) identified curriculum structure, cultural integration, resource limitations, and training needs as factors affecting MAPEH implementation, while Pozas et al. (2021) associated differentiated instruction with learner well-being, social inclusion, and academic self-concept.

Use of ICT and Multimedia Resources had the lowest concordance ($W = 0.22$), indicating the greatest variation in teachers' prioritization of technology-based practices. Differences in device availability, connectivity, digital skills, and teacher confidence may explain this variation. Amemasor et al. (2025) emphasized collaborative learning, hands-on digital training, mentoring, and institutional support as important components of effective technology integration. Overall, the nonsignificant concordance across all seven areas indicates that respondents did not share a common ranking of SLAC utilization practices. Although SLAC strategies were utilized across instructional planning, classroom management, assessment, engagement, multidisciplinary integration, differentiation, and ICT use, teachers prioritized these practices differently. The findings highlight the importance of a more consistent SLAC implementation framework supported by common tools, collaborative planning, targeted coaching, resource provision, and regular monitoring while allowing flexibility for differences in classroom and learner needs.

4.19 The Extent of the Challenges Encountered in the Conduct of the School Learning Action Cell (SLAC) Sessions

The extent of the challenges encountered in the conduct of School Learning Action Cell (SLAC) sessions focuses on the difficulties that affect the smooth and effective implementation of professional learning activities among teachers. The results are presented tabularly and graphically in terms of time constraints and scheduling conflicts, availability of resources and materials, participation and engagement of teachers, quality and relevance of topics discussed, and monitoring, documentation, and follow-through of action plans

4.20 Extent of the challenges encountered in the conduct of the School Learning Action Cell (SLAC) sessions in terms of Time Constraints and Scheduling Conflicts.

The extent of challenges encountered in conducting School Learning Action Cell (SLAC) sessions in terms of Time Constraints and Scheduling Conflicts was Much Serious, with an overall weighted mean of 4.29. Teachers' busy schedules and lesson preparation responsibilities were rated Very Much Serious (4.52), followed by inadequate official time for LAC (4.47), insufficient time to complete planned activities (4.44), limited common free time (4.38), lack of administrative support in adjusting schedules (4.34), conflicts with other school activities (4.25), frequent rescheduling or cancellations (4.18), overlap with personal or family commitments (4.10), and difficulty coordinating across grade levels or departments (3.92).

The highest rating indicates that heavy teaching loads, lesson preparation, checking, documentation, and other school responsibilities substantially constrain teachers' participation in SLAC. Manegdeg and Paglinawan (2024) similarly found that increased teacher workload can hinder participation in professional development, while collaboration and institutional support facilitate teachers' engagement in professional learning. The lowest-rated challenge, coordination across grade levels or departments (3.92), suggests that existing communication channels, departmental structures, and LAC leadership help facilitate coordination. Truong et al. (2025) emphasized the role of school leaders, academic coordinators, and teachers in organizing and sustaining collaborative professional learning. Overall, the findings indicate that protected time and stable scheduling remain critical to effective SLAC implementation. Conflicting school activities limited common free time, and competing responsibilities can reduce meaningful participation and completion of planned activities. Nordgren et al. (2021) highlighted the importance of supportive structures and adequate planning time for sustained teacher collaboration. Thus, clearer scheduling, workload-sensitive planning, administrative support, and minimized schedule disruptions are essential to make SLAC sessions more consistent and productive.

4.21 Extent of the challenges encountered in the conduct of the School Learning Action Cell (SLAC) sessions in terms of Availability of Resources and Materials.

In terms of availability of materials was 4.16 or Much Serious. This shows that teachers experienced noticeable difficulty in accessing enough learning resources, reference materials, equipment, printed handouts, internet connection, and other instructional support needed for meaningful SLAC sessions. The greatest concern under Availability of Resources and Materials was insufficient printed learning materials and references. This happened because SLAC sessions require copies of lesson guides, activity sheets, MAPEH references, sample outputs, policy guides, and handouts that teachers use during discussion and planning. When these materials are lacking, teachers spend extra time searching, printing, borrowing, or preparing their own references. Esabra and Talosig, (2026), found that lack of learning resources and resource limitations were among the serious challenges encountered by teachers during Learning Action Cell sessions. The implication is that SLAC discussions become less concrete when teachers do not have enough common materials to examine and use. Teachers need to share available references, compile reusable SLAC materials, and prepare digital copies for easier access. School heads need to allocate funds for printing, organize a school-based SLAC resource file, and ensure that needed references are prepared before each session. The least concern was unavailability of updated policy documents and DepEd Orders. This ranked lowest because many policy documents are already accessible through DepEd websites, memoranda, school records, and shared online folders, although some teachers still experience difficulty locating the most updated copies. Demateo, et. al., (2025), found that teachers experienced challenges in LAC implementation guidelines, including resource setup, task assignment, and the use of LAC procedures. The implication is that policy access is less difficult than material shortage, but confusion still occurs when teachers rely on outdated files or informal copies. Teachers need to consult official DepEd sources, save updated issuances, and use policy documents during SLAC planning. School heads need to maintain an updated policy folder, orient teachers on new issuances, and assign a person to monitor and share current DepEd Orders. Among the remaining indicators, two pairs obtained the same level of concern: inadequate budget allocation for LAC implementation and unavailability of exemplary practices or resource persons, as well as lack of learning resource center or dedicated space and limited availability of contextualized MAPEH materials suited to SLAC session activities. These indicators received the same level because they all relate to the support system needed to make SLAC sessions meaningful: funds, expert guidance, proper venue, and subject-specific materials. Sales, (2024), reported that LAC implementation faced challenges such as resource availability, limited ICT knowledge, topic prioritization, and limited financial and human resources. Macapodi and Labitad, (2025), also emphasized that effective SLAC implementation requires adequate resources, training, and culturally relevant teaching materials. The implication is that SLAC

sessions become harder to sustain when teachers depend on personal resources, inconsistent digital tools, limited online professional development materials, and weak access to ICT equipment. Teachers need to practice resource sharing, develop localized MAPEH materials, and document effective practices for reuse. School heads need to include SLAC needs in the school improvement plan, invite competent resource persons, provide dedicated space, and strengthen access to ICT and digital materials.

To put it briefly, the findings show that resource availability remains a real challenge in conducting meaningful SLAC sessions. Teachers do not lack willingness to participate, but limited printed materials, budget, resource persons, contextualized MAPEH references, ICT tools, and dedicated spaces affect the quality of their collaboration. Stronger resource planning, organized material sharing, and school-level support make SLAC sessions more practical, useful, and responsive to teachers' needs.

4.22 Extent of the challenges encountered in the conduct of the School Learning Action Cell (SLAC) sessions in terms of Participation and Engagement of Teachers.

The indicators rated "Much Serious" were: Poorly managed sessions reduce interaction and productivity, 4.24; Workload limits teachers' application of LAC insights, 4.16; Teachers show limited interest in collaborative learning, 4.10; Participation among members is unequal, 4.02; Some teachers fail to attend regularly due to competing priorities, 4.01; Teaching differences or conflicts hinder open communication, 3.94; Some teachers view sessions as added workload, 3.93; Some teachers resist modern strategies introduced in LAC, 3.91; Active involvement lacks incentives or recognition, 3.84; Teachers are passive during sessions, 3.79; and Teachers lack confidence in sharing best practices, 3.76. Thus, the extent of challenges encountered in the conduct of School Learning Action Cell (SLAC) sessions in terms of Participation and Engagement of Teachers was 3.97 or Much Serious.

The strongest challenge was poorly managed sessions that reduce interaction and productivity. This indicates that teachers lose interest when SLAC sessions lack clear objectives, organized flow, active facilitation, and useful outputs. Orias and Paragas (2024) reported similar challenges, including unclear session objectives, overlapping activities, non-participation, and difficulties in learning methodology. The implication is that weak session management may reduce meaningful sharing and turn SLAC into a compliance activity rather than a professional learning experience. Teachers should come prepared, participate actively, and help keep sessions focused on classroom needs, while school heads should train LAC facilitators, require clear objectives, and monitor the quality of discussions and outputs. The lowest-ranked challenge was teachers' lack of confidence in sharing best practices, suggesting that some teachers hesitate to share their ideas, strategies, and classroom experiences. Pan and Chen (2023) found that teacher learning communities influence professional learning beliefs and behaviors through teacher self-efficacy, highlighting the importance of confidence in active participation. Teachers should begin with simple sharing of classroom experiences, successful activities, and teaching challenges, while school heads should provide a safe and supportive SLAC environment, recognize teacher contributions, and promote peer mentoring. The remaining indicators differed in weighted means, showing varying levels of engagement challenges. Workload, limited interest in collaboration, unequal participation, irregular attendance, communication conflicts, perceptions of added workload, resistance to modern strategies, lack of recognition, and passive participation indicate that engagement weakens when teachers feel unsupported, unheard, or unmotivated. Khasawneh et al. (2023) emphasized that teacher collaboration requires adequate time, supportive leadership, and sufficient resources, while Mydin et al. (2024) found that shared leadership, supportive conditions, collective learning, and shared practice positively relate to teacher performance. Thus, teachers should share responsibilities, respect differences, and apply agreed SLAC insights, while school heads should provide time support, recognize participation, address conflicts early, and ensure that SLAC topics are practical and responsive to teachers' needs.

In conclusion, teacher participation and engagement in SLAC depend greatly on how sessions are planned, facilitated, and supported. Teachers participate more meaningfully when sessions are organized, relevant, respectful, and connected to classroom concerns. Strong facilitation, fair participation, recognition, and supportive leadership can help make SLAC a productive professional learning activity rather than an added burden.

4.23 Action Plan of The Utilization of the Management Strategies in the Implementation of the School Learning Action Cell (SLAC) Sessions in Improving the Teaching Practices in MAPEH 9 in the Division of Albay

The School Learning Action Cell (SLAC) serves as a school-based professional development mechanism that enables teachers to collaboratively address instructional concerns, share effective strategies, and improve teaching practices. In MAPEH 9, which covers Music, Arts, Physical Education, and Health, teachers need varied and responsive management strategies to ensure engaging, organized, learner-centered, and curriculum-aligned instruction. The effective use of management strategies in SLAC implementation strengthens teachers' planning, classroom management, instructional delivery, assessment practices, and use of localized learning resources. Well-managed SLAC sessions provide opportunities to discuss teaching challenges, analyze learner performance, develop interventions, and share best practices that can improve student participation and learning outcomes.

Hence, this action plan aims to guide the systematic implementation of SLAC sessions focused on improving MAPEH 9 teaching practices in the Division of Albay. It provides structured opportunities for collaboration, mentoring, reflection, instructional innovation, and continuous professional growth. It also emphasizes clear planning, proper facilitation, active participation, systematic monitoring, and follow-through of agreed interventions. Management strategies such as setting clear objectives, assigning roles, organizing schedules, documenting outputs, and evaluating session results help ensure that SLAC sessions are purposeful and productive. Through these strategies, teachers can translate professional learning into classroom practice and improve content delivery, performance-based instruction, differentiated activities, classroom management, and authentic assessment. Ultimately, SLAC can help MAPEH 9 teachers become more competent, confident, and effective in promoting learner engagement, creativity, wellness, and academic performance.

5. Conclusion and Recommendations

5.1 Conclusion

In light of the findings, the following conclusions were drawn:

- The School Learning Action Cell (SLAC) sessions in teaching MAPEH 9 are Much Implemented.
- There is no significant agreement in the rank orders of School Learning Action Cell (SLAC) implementation.
- Management strategies for improving MAPEH 9 teaching practices are Much Utilized.
- There is no significant agreement in the rank orders of management-strategy utilization.
- The challenges encountered in conducting SLAC sessions are Much Serious.
- The solutions offered are Much Necessary.
- There is no significant agreement in the rank orders of the challenges and solutions, except for Time Constraints and Scheduling Conflicts.
- An action plan was formulated based on the findings.

5.2 Recommendations

In light of the findings and conclusions, the following recommendations were formulated:

- The school heads, MAPEH department heads, and SLAC coordinators must sustain regular SLAC sessions through an approved plan, fixed schedule, and documented outputs.
- The Public Schools District Supervisor, school heads, and SLAC coordinators must standardize SLAC planning, conduct, monitoring, and documentation using a common district tool.
- The school heads, department heads, and MAPEH teachers must strengthen the use of SLAC outputs in lesson planning, assessment, learner engagement, differentiated instruction, and ICT integration.
- The Education Program Supervisor in MAPEH, Public Schools District Supervisor, and school heads must provide focused technical assistance on the consistent use of SLAC strategies in instruction.
- The school heads, SLAC coordinators, and SGOD-HRD personnel must include interventions for scheduling, resources, participation, topic relevance, and documentation in the SIP and SLAC action plan.
- The school heads, teachers, SLAC coordinators, and department heads must implement fixed schedules, prepared materials, assigned facilitators, peer sharing, and follow-through of action plans.
- The Public Schools District Supervisor, school heads, and SLAC coordinators must adopt a district-based SLAC scheduling guide while addressing school-specific concerns based on actual needs.
- The proposed action plan should be adopted.

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