

# Teachers' School-Based Community of Practice Engagement, Capacity Building and Teaching Effectiveness

Janine G. Morante<sup>1</sup>, Marites B. Java<sup>2</sup>, Cherry Vanessa M. Ventura<sup>3</sup>, Nancy B. Espacio<sup>3</sup>

<sup>1</sup>Teacher, Datu Matilondo Galmak Central School, Philippines

<sup>2</sup>Vice President of Academic Affairs, Sultan Kudarat State University, Philippines

<sup>3</sup>Faculty of Education, Sultan Kudarat State University, Philippines

<sup>3</sup>Faculty of Education, Sultan Kudarat State University, Philippines

[\\*janine.morante001@deped.gov.ph](mailto:*janine.morante001@deped.gov.ph)

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## Abstract

The implementation of professional learning communities revolved on its status of implementation and strategies to focus on fostering learners' learning. This study aimed to assess the level of teachers' school-based community of practice engagement in terms of attendance and evaluation report and to determine its relationship to teachers' capacity building and teaching effectiveness based on the classroom observation ratings before and after the implementation. The researcher utilized the descriptive and correlational method, using a researcher made survey questionnaire. The respondents involved are 10 school heads and 106 teachers. Data were analyzed using mean, standard deviation, and Pearson r Moment Correlation. The school-based community of practice has a significant impact on the teachers' capacity building. It also plays a crucial role in enhancing teachers' capacity building by upskilling and maintain their high level of capacity. The teaching effectiveness of teachers after the implementation of school-based communities of practice is not significant. The professional development initiatives, such school-based communities of practice may provide some benefits to the teaching effectiveness, but they are not the sole determinants of improved teaching effectiveness. Lastly, there is a significant difference in teachers' teaching effectiveness based on classroom observation before and after implementation. This suggests that other researcher may conduct the study focusing on the quality trainings and behaviour of teachers during the conduct of professional development trainings.

Keywords: Teachers' School-based Community of Practice; Engagement; Evaluation Report and Capacity Building; Teaching Effectiveness

## I. INTRODUCTION

### Background of the Study

The Department of Education has shifted toward competency-based curricula has led schools to upgrade facilities and provide teacher training. School-Based Communities of Practice (SBCPs) support this by enhancing professional growth through collaboration, reflection, and shared practice. A well-structured SBCP promotes continuous learning, innovation, and collective responsibility, strengthening teaching and learning outcomes.

Although School-Based Communities of Practice (SBCPs) are widely recognized for enhancing teacher collaboration and professional learning (Zheng et al., 2020), there remains limited empirical evidence on their long-term impact on teaching effectiveness and student outcomes. Furthermore, cross-national studies are scarce, particularly those examining the school and department implementation, and capacity building influence the success and sustainability of SBCPs in diverse educational systems (Nguyen et al., 2021).

Similarly, teacher collaboration in professional learning communities (PLCs) reveal that effective teacher collaboration within PLCs

leads to the enhancement of teaching practices and improved student outcomes (de Jong et al., 2024). Studies indicated that there were excessive workload for teachers, teachers' passive attitudes, unsupportive conditions in school, poor execution of LAC by the school community, and unclear understanding of professional development training (Cansoy, 2017). Despite the ongoing implementation of school-based community of practice through LAC, still problems and difficulties on the sustainability have been experienced by teachers and school heads (Chua, et al, 2020).

Binauhan (2019) emphasized that studies on using learning action cells as a teacher's quality performance is still has drawbacks due to the fact that there are hindrances along the way of its implementation. Chow & Palar (2020) highlighted that many teachers are still lack of professional development and lot of training needs to improve. It is been a problem before on the traditional approaches about teachers' professional development, which have received many criticisms like trainings become costly, fragmented, brief, inconsistent, and disconnected from actual classroom practices (Mendoza et al., 2017).

In the context of Sultan Kudarat, Dela Cruz (2022) stated that, there is a lack of comprehensive research examining the extent and impact of teachers' participation in school-based communities of practice, capacity building and teaching effectiveness. There is limited exploration into importance of the School-Based Community of Practice (SBCP) engagement sustain the teaching effectiveness and capacity building of teachers (Garcia, 2023).

Moreover, no empirical studies in local setting have found out focusing on the School-Based Community of Practice (SBCP) engagement, teachers' capacity building and effectiveness (Tanis, 2020). Moreover, teachers have difficulty in translating new learning into their practice tend to go back to their old ways (Capili-Balbalin, 2019). This underscores the need for localized research to explore how SBCPs can be structured and supported to effectively foster continuous development of capacity building and teaching effectiveness.

This sense that previous studies only focused on the feedbacks of teachers about the school-based training but failed to delves into the level of their capacity building and teaching effectiveness after the

implementation. Based on the above-cited gaps, it is imperative that this study contributed to the existing literatures. Thus, the researcher conducted this study to determine the teachers' school-based community of practice engagement, capacity building and teaching effectiveness.

## II. METHODOLOGY

### Scope and Delimitation of the Study

The scope of the study focused on the school-based community of practice engagement, capacity building and teaching effectiveness. The school-based community of practice engagement was delimited to the records of attendance and evaluation report. The teachers' capacity building was focused on learner diversity and student inclusion, content knowledge and pedagogical skills, assessment and reporting strategies, 21st century skills and ICT integration, and curriculum contextualization, localization and indigenization. The teaching effectiveness was concentrating to the classroom observation ratings before and after the school-based community of practice engagement.

The study was conducted during the School Year 2024-2025 in all schools of Bagumbayan District II comprising 106 teachers and 10 school heads.

### Operational Definition of Terms

*Assessment and Reporting Strategies* refer to accomplishment and compliance of assessment strategies, tools and requirements related to the delivery of instruction in school.

*Attendance* refers to the appearance of teachers in the conduct of school-based community of practice engagement.

*Capacity-building* refers professional learning activities by which DepEd schools teaching staff obtain continuously to improve their knowledge, skills, and attitudes to carried their professional practice.

*Classroom Observation Tool (COT)* refers to the tool used by DepEd to measure the capacity of teachers in teaching through the specific and standardized objectives.

*Content Knowledge and Pedagogical Skills* refer to the skilling of teaching strategies and techniques, update new knowledge of the content to

improve classroom management and empowering the mastery of content.

*Curriculum contextualization, localization and indigenization* relates to curricular contextualizing, which is the procedure of coordinating instructional practices and curriculum content to give students a more meaningful and relevant learning experience. By making sure that courses are related to students' experiences, culture, surroundings, and actual circumstances, it improves comprehension and engagement.

*Engagement* refers to the commitment of each member in the school and community to design and implement the school-based professional learning communities.

*Evaluation Report* refers to the assessment data gathered by the teachers which served as feedback on the conduct of the school-based community of practice engagement.

*Learner Diversity and Student Inclusion* refers to the needs of teachers in raising their knowledge and capability to combat discriminatory behavior, creating welcoming communities, building an inclusive society and achieving quality education for the learners.

*School-based Community of Practice* refers to Learning Action Cell that the school's purpose in teachers' improvement of skills and information regarding instructional and educational processes.

*Teaching Effectiveness* refers to the performance of teachers as measured through their classroom observation tool.

*21st-Century Skills and ICT Integration* refers to the skills of teachers such as creativity and innovation; critical thinking and problem solving; communication and collaboration; information, media and technology skills; social and cross-cultural skills; and life and career skills.

## Research Design

This study utilized the descriptive-correlational design. This is appropriate because it describes the teachers' school-based community of practice engagement, capacity building and teaching effectiveness.

Descriptive research is a quantitative method that systematically investigates and presents the current conditions or characteristics of a given population or phenomenon without manipulating variables (Siedlecki, 2020). It is commonly used to

identify patterns, relationships, and trends based on observed data. In this study, the descriptive design was employed to examine the extent of teachers' engagement in School-Based Communities of Practice (SBCPs), their participation in capacity-building initiatives, and their perceived teaching effectiveness. This approach provided a comprehensive understanding of the existing conditions within the school context, forming a basis for further analysis and interpretation.

Also, correlation analysis was necessary as this method of statistical evaluation was applied to study the strength of relationship between two numerically measured continuous variables such as the relationship between the teachers' school-based community of practice engagement and teaching effectiveness.

According to McCombes (2019), a correlational research design, according to McCombes (2019), assesses a link between the two variables without the researcher having any control over either one. Additionally, a correlational study's main goal is to investigate the link between variables without changing or manipulating them. In this research, the correlational method was used to analyze the connection between teachers' engagement in school-based communities of practice and their teaching effectiveness. This approach helps determine whether a relationship exists and the strength of that relationship without influencing the variables.

## Locale of the Study

This study was conducted in Bagumbayan District II located in the Province of Sultan Kudarat. Bagumbayan District II was divided into nine (9) elementary schools. The Datu Matilondo Galmak Central School is the location of the district office. As per DepEd Order No. 35 series of 2016, all schools conducted their professional learning community of practice engagement through Learning Action Cell and other professional development trainings that aided teachers in the construction of new knowledge about instruction (DepEd, 2016).

In terms of topography and landscapes, the locations of the schools are very accessible for any form of transportation. The land area is an agricultural land where most of the people are farmers and occupied by mostly diverse ethnic

groups like Ilonggo, Hiligaynon, Bisaya, Ilocano, Maguindanaon and IPs.

The portion of the municipal map is the 2<sup>nd</sup> district of Bagumbayan which compose Datu Matilondo Galmak Central School, Datu Nakan Mem Elem. School, S. Nilong Elementary School, Busok Elementary School, Kinayao Elementary School, B Venus Elementary School, Bai Saripinang Elementary School, Dawing Elementary School and South Sepaka Elementary School.

These schools were selected based on the requirement to conduct school-based community of practice engagement. The nine schools reflected in the map have been actively implementing the school-based community of practice engagement initiatives, in alignment with DepEd Order No. 35 (2016). This directive ensures a structured approach to collaborative professional learning and continuous improvement in teaching practices.

### **Sampling Technique**

This study utilized the complete enumeration and stratified random sampling techniques. The school heads were completely identified as respondents using the complete enumeration sampling. In this manner, complete enumeration sampling was done because the target group of school heads is relatively small and set apart by an unusual and well-defined characteristics. The criteria of being a school head determined the number of respondents in each school.

Total sampling or complete enumeration, according to Sugiyono, (2013) is a technique to collect the data which is the total number sample is similar with the total population since the total of school heads were 10 and it was less than 100 in number, the researcher selected all the population became the sample of this study. Thus, the total of population became the representative teachers and filled the questionnaires.

On the other hand, the researcher utilized the stratified random sampling using the Raosoft calculator and proportional allocation to determine the sample size. Raosoft's (2004) computation was employed to determine the total number of sample for teachers. Each public elementary school was proportionally represented. When the total sample was obtained, stratified random sampling using the proportional allocation formula was used to find the sample of teachers from each school. Then, simple

random sampling using fishbowl method was utilized to determine the actual respondents per school. Table 1 presents the distribution of respondents.

### **Research Instrument**

There were two (2) sets of the survey instruments used for this study. Part 1 gathered the data on the school-based community of practice engagement rated by both teachers and school heads. It was composed of two indicators attendance and evaluation report which designed and developed that was applicable to both teachers and school heads. This survey questionnaire was tailored from the DepEd Order No. 16, s. 2016 and the National Educators Academy of the Philippines (NEAP). The instrument point composed of two (2) indicators with 5-Likert scale where 5-Strongly Agree, 4-Agree, 3-Moderately Agree, 2-Disagree, 1-Strongly Disagree.

Part 2 of the research instruments gathered the data on the teachers' capacity building still rated by the teachers and school heads. This survey questionnaire was adapted and modified from the DepEd Order No. 16, s. 2016 and Silva (2019) which designed applicable to both teachers and school heads. The items on the survey tool was answered through a 5-point Likert scale. Respondents were asked to rate on each item as 5 corresponds to Always, 4-Often, 3 to Sometimes, 2 to Seldom, and 1 Never. The questionnaire was rated by the teachers and school heads.

A separate checklist was utilized for secondary data on the ratings of teachers using the Classroom Observation Tool (COT).

### **Data Gathering Procedure**

Once approved by the Graduate School, the researcher prepared a letter addressed to the Schools Division Superintendent of Sultan Kudarat to seek permission to conduct the study involving the intended respondents who are school heads and teachers under Bagumbayan District II. When approval is secured, similar letter was sent to the District Supervisor for information. The researcher communicated the intended survey to the respective school heads. With the consent of the latter, the time for administering the survey can be arranged and set. To facilitate efficient administration and retrieval of survey questionnaires in the school level, the researcher tapped the services of the Administrative

Officer or Relieving teachers as enumerators. Therefore, the researcher made sure that the enumerators have proper orientation and that they are familiar with the objectives and details of the study.

### III. RESULTS AND DISCUSSION

This chapter provides the results and discussion of the data relative to the research questions presented in Chapter I. The succeeding tables present the gathered data and the corresponding meaning and implications based on the data analysis. The discussion of relevant related works of literature and studies supported the results. This study determined the teachers' school-based community of practice engagement, capacity building and teaching effectiveness. The level of teachers' school-based community of practice, teachers' capacity building and teaching effectiveness based on the classroom observation ratings before and after the implementation were discussed. As such, significant relationship between the teachers' school-based community of practice engagement and teachers' capacity building and relationship between the teachers' school-based community of practice engagement and their teaching effectiveness based on classroom observation ratings and significant difference in teaching effectiveness based on classroom observation ratings before and after school-based community of practice engagement, were also discussed and presented in this chapter.

#### Teachers' School-Based Community of Practice Engagement

This section explores the teachers' school-based community of practice engagement in terms of attendance and evaluation report. The succeeding tables present the findings of the study.

As to the result, the level of teachers' school-based community of practice engagement in terms of attendance when taken as a whole, the teachers have very high participation as manifested in the attendance with mean of 4.45 (SD=0.57). The teachers have incurred very high record of attendance during the school-based training. When taken singly, the statement on ensuring that attendance is checked meticulously ( $\bar{x}$ =4.56, SD=0.58) and accurately recorded check-in and

check-out times ( $\bar{x}$ =4.56, SD=0.53) obtained the highest scores. In contrast, engaging in activities promptly and efficiently ( $\bar{x}$ =44.34, SD=0.59) and demonstrated tasks within the specified timeframe ( $\bar{x}$ =44.32, SD=0.61). The result connotes that the trainings were strict on the attendance of teachers.

The findings imply that teachers' participation in school-based community of practice engagement is very high when it comes to their attendance. The training management ensured meticulous attendance, arrived on time, and left the training venue on time. They strictly followed daily attendance guidelines, followed log-in and log-out protocols, actively participated in all aspects of the training, and prepared thoroughly with sufficient time for preparation before the training.

The result of the study was relevant to the ideas of Vescio et al. (2018) emphasizes that structured attendance in community-based of practice training sessions fosters a culture of collaboration, shared learning, and improved teaching methodologies. Desimone et al. (2016) revealed that teachers who strictly adhere to attendance policies in professional learning workshops show higher levels of knowledge retention and application in the classroom.

Whereas, the present findings are inconsistent to ideas of (Nyaaba et al., 2023) that too many absences from teachers can mean that there are other issues going on in the training. Teachers are having a hard time being effective and need more help from administration to be successful in the classroom (Nyaaba et al., 2023). Perez et al. (2024) said that teachers' attendance at and participation in professional development seminars on their teaching methods has a big effect on how well their students learn and on their learning as teachers as a whole.

Therefore, the evaluation of school-based community of practice engagement is very high with mean of 4.43 (SD=0.56). This ensures that the participants in the training have fully evaluated the outcomes. In particular when taken singly, the statement on the program objectives of the training were clearly presented and appropriate to the learning needs of teachers with highest mean of 4.50 (SD=0.54). On the other hand, the respondents rated the flow of the training processed questions and responses to deepen learning has the lowest mean of 4.37 (SD=0.61). This means that the training evaluated the objectives of the program that are

suited to the needs of the teachers and the goals to improve the professional development.

The result implies that the evaluation report on teachers' school-based community of practice engagement is very high. The program objectives were clearly presented, activities were suitable for teachers in meeting the objectives, the topic was relevant to teachers' work, functions, and job description, learning materials were adequate and relevant, and the program content was appropriate to teachers' roles and responsibilities.

The present findings are relevant to the ideas of Perez et al. (2024). The trainings were evaluated by looking at how well they improved teachers' knowledge, skills, and practices, how well they aligned with the needs of the curriculum, and where improvements could be made (Perez et al., 2024). To do this, pre- and post-tests, surveys, classroom observations, and feedback from participants and school administrators were often used to see how the trainings affected student learning and the quality of teaching overall (Ganal et al., 2019).

**Table 3. Summary of Teachers' School-Based Community of Practice Engagement**

| Indicators           | Mean | SD   | Verbal description |
|----------------------|------|------|--------------------|
| 1. Attendance        | 4.45 | 0.57 | Very High          |
| 2. Evaluation Report | 4.43 | 0.56 | Very High          |
| Overall Mean         | 4.44 | 0.55 | Very High          |

Table 3 shows that in terms of teachers' school-based community of practice engagement it exhibit a very high attendance and evaluation report with mean scores ranging from 4.43 to 4.45 with a total mean of 4.44.

When taken singly, the indicator attendance obtained a mean score of 4.45 (SD = 0.57), while evaluation report scored a mean of 4.43 (SD =0.56). Both indicators received a verbal interpretation of "Very High", indicating that teachers consistently participate in SBCP activities and regularly submit documentation related to their involvement.

The result implies that teachers demonstrate a strong commitment to their professional learning communities through consistent attendance and active participation in required outputs, such as evaluation reports. This very high level of

engagement was an indication that School-Based Communities of Practice (SBCPs) are well-integrated into the school trainings and development and are perceived by teachers as valuable platforms for collaboration, reflective practice, and continuous improvement. Such engagement may contribute positively to their professional growth and overall teaching effectiveness.

Basically, Abarro (2018) underscores that upgrading requires attendance to trainings, seminars, conferences and even enrollment in graduate education. But with the present conditions of the teachers in the public schools only very few can afford this, unless government intervenes and provide upgrading activities for free. With that scenario, the uprising training needs of teachers should be addressed by school through institutionalizing school-based training or school learning action cell (Binauhan, 2019).

Teachers use evaluation as learning when they give tests so that students can learn more about how they think and how to improve it. It is called assessment because teachers put what their students have learnt into practice by giving them chances to show what they've learnt, making sure they have the tools they need to do their work, and helping them come up with clear criteria for good learning practices (Mabrook, 2021).

**Level of Teachers' Capacity Building**

The second research problem determines the level of teachers' capacity building based on learner diversity and student inclusion, content knowledge and pedagogical skills, assessment and reporting strategies, 21st century skills and ICT integration and curriculum contextualization, localization and indigenization.

It can be gleaned that learners' diversity and student inclusion observed to be very high with mean of 4.39 (SD=0.57). The teachers were capacitate in handling learners in diversity. On the other hand, the teachers assertively understand the unique characteristics of their learners to enhance their teaching obtained the highest mean of 4.53 (SD=0.55). Conversely, championing the holistic development for all learners with mean of 4.22 (SD=0.56). Capacitating the teachers about the

learners' characteristics is very highly ensured for the better diversity inclusion.

The result implies that the teachers have able to address their very high capacity building in managing learning diversity and student inclusion that involve needs to raise their knowledge and competence to oppose discriminatory behavior, establish welcoming communities, construct an inclusive society and attain quality education for the children. The result implies that teachers were very satisfactorily acknowledge the different strategies to adopt and manage the learning diversity considering the diverse culture and beliefs of students studying in school.

The present findings conformed to the ideas of Silva (2019) that teachers who value diversity in the instruction adapt and differentiate their lessons to accommodate all learners and promote peace. Additionally, remedial instruction for students who are having trouble learning the lessons is something that teachers must offer as part of learner inclusion. These strategies avoid failure and demonstrate the teacher's concern for the students (DepEd, 2016).

As indicated, the level of content knowledge and pedagogical skills is very high with mean of 4.39 (SD=0.57). This indicates the up skilling of teaching strategies and techniques, update new knowledge of the content to improve classroom management and empowering the mastery of content. In particular when, taken singly, the capacity building deliver instructions in an effective and efficient manner which obtained the highest mean of 4.46 (SD=0.52). In the opposing side, implement developmentally appropriate teaching methods that honor the individual differences of learners and cater to their specific needs obtained the lowest mean of 4.24 (SD=0.58). This indicates that teachers are capacitate to have effective delivery of classroom instructions.

The findings conclude that the teachers have able to address their learning and development regarding the content knowledge and pedagogical skills by up skilling and reskilling their teaching methods and procedures, bringing up-to-date material understanding to enhance classroom management, and empowering content mastery. The result implies that learning needs in content knowledge and pedagogy was included in the training of teachers to ensure that key result areas

and objectives were meet and teachers' were justified of their ratings as manifested.

Teachers play a crucial role in improving teaching methods and must enhance their knowledge and abilities (Binauhan, 2019). Effective instructors possess specific competences, and the teaching process aims to empower teachers, develop teaching status, and increase pedagogical content knowledge.

As shown, assessment and reporting is observed to be very high with mean of 4.37 (SD=0.56). This means that teachers acquired very high level of knowledge in acquiring assessment and reporting skills. In the event, teachers aim for meaningful progress in learners' by setting clear goals and targets obtained the highest mean of 4.47 (SD=0.50). On the other hand, determine the types of evidence required to effectively showcase learners' understanding and comprehension obtained the lowest mean of 4.31 (SD=0.58). By having clear goals and targets, teachers try to help their students make real progress.

This implies that learning and development of teachers encompasses the improvement of their knowledge and skills on the use of assessment and reporting strategies. The result implies that teachers manifested high level of utilizing different and appropriate trainings to in achieving the needs in the assessment and reporting of learners' progress. Teachers' capacity building involves tracking learners' progress and creating policies to assess learning outcomes. They also use formative assessment data from LAC sessions to devise interventions.

Gonzales (2018) emphasized the crucial significance that classroom assessment plays in the teaching and learning process. In order to make important decisions about kids' progress, it gives teachers the data they need. Teachers can better understand their students' learning and adjust instruction to their learning requirements thanks to the data acquired during assessment. These tasks or activities fall under assessment and evaluation in education. They include creating paper-pencil and performance-based assessments, scoring and grading, interpreting standardized test results, communicating outcomes, and using performance data for informed decision-making. These processes help measure student learning, guide instruction, and improve educational outcomes.

Hence, the 21st century skills and ICT integration is observed to be high with mean of 4.31 (SD=0.63). Teachers' utilize the ICT to enrich the lessons which become interactive and participative in the part of the learners. On the other hand, Updates oneself on educational trends and issues through internet access obtained the highest mean of 4.42 (SD=0.62). On the contrary, Provides diverse options for learners to repackage information and engage in authentic media learning experiences obtained the lowest mean of 4.13 (SD=0.63). The capacity building of teachers using the 21<sup>st</sup> century skills and integrating ICT focused in giving the learners to have the 21<sup>st</sup> century advancement through harnessing their skills and potentials.

The findings conclude that learning and development of teachers encompasses the utilization of 21st century skills and ICT integration. Their learning development program was improved by applying the 21st century in teaching and learning ICT so that they could integrate it in classroom instruction. The result implies that teachers manifested very high level of addressing their learning through the application of 21st century skills and ICT integration.

Vijayalakshmi (2021) underscored that a teacher in the 21st century needs to plan, teach and test the students' learning. Teachers used to be wise people who stood on stage, but now they are more like guides who sit next to students and help them learn. Long talks are not a good idea in the 21st century. It has bigger effect to teach with technology. A teacher needs to know how to use a range of methods in the classroom. Teachers need to use tools like podcasts, video clips, clickers, presentations, and idea charts and maps to keep students' attention. The teacher needs to look into micro learning. Moreover, educators are encouraged to explore micro learning strategies and leverage course management systems for organizing and evaluating student submissions effectively.

**Table 9. Summary of Teachers' Capacity Building**

| Indicators                                                    | Mean        | SD          | Verbal description |
|---------------------------------------------------------------|-------------|-------------|--------------------|
| Learners Diversity and Student Inclusion                      | 4.39        | 0.57        | Very High          |
| Content Knowledge and Pedagogical Skills                      | 4.39        | 0.57        | Very High          |
| Assessment and Reporting Strategies                           | 4.37        | 0.56        | Very High          |
| 21st Century Skills and ICT Integration                       | 4.31        | 0.63        | Very High          |
| Curriculum Contextualization, Localization and Indigenization | 4.43        | 0.57        | Very High          |
| <b>Overall Mean</b>                                           | <b>4.43</b> | <b>0.57</b> | <b>Very High</b>   |

As indicated, curriculum contextualization, localization and indigenization obtained the overall mean of 4.43 (SD=0.57). This means that teachers are very highly trained in developing their skills on contextualizing, localizing and indigenizing their lessons. In particular, when taken singly, ensure that curriculum content and instructional strategies are strongly aligned with the needs of teachers obtained the highest mean of 4.50 (SD=0.57). Meanwhile, directly link new content to the local experiences that learners are familiar with to maximize learning efficiency and relevance with the lowest mean of 4.37 (SD=0.57). This reflects that teachers' utilize local resources to contextualize the lessons.

The result implies that the teachers have possess very good participation in learning and development through the utilization of contextualize and localize curriculum in teaching the students. Teachers utilized available materials in the locality in teaching physical education. Using the contextualized curriculum, learning materials and other activities have resulted to the improvement of teachers' learning needs.

The present findings affirmed to the ideas of Binauhan (2019). Accordingly, for groups whose cultural practices are different from those of most people in the same area, it is important to deepen education contextualization through indigenization. Giving different cultures a place in the K-12 Basic Education Program is a key way to make sure that all students feel welcome and that the lessons are useful for everyone (DepEd, 2016).

Moreover, Indigenous people should be involved in the process of indigenization by teachers and school systems (Silva, 2019). This sure that the curriculum is correct and true to the culture of the learners.

**Table 8. Level of Teachers Capacity Building in terms of Curriculum Contextualization, Localization and Indigenization**

| Indicators                                                                                                                                     | Mean        | SD          | Verbal description |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|--------------------|
| 1. Ensure that curriculum content and instructional strategies are strongly aligned with the needs of teachers                                 | 4.50        | 0.57        | Very High          |
| 2. Seize every opportunity to create connections between teaching and learning in the classroom, school community, and with other stakeholders | 4.37        | 0.60        | Very High          |
| 3. Directly link new content to the local experiences that learners are familiar with to maximize learning efficiency and relevance            | 4.37        | 0.57        | Very High          |
| 4. Adapt teaching guides and learning materials decisively to fit the unique contexts of specific localities                                   | 4.41        | 0.57        | Very High          |
| 5. Create instructional materials that are explicitly tailored to the cultural and social context of the locality                              | 4.45        | 0.62        | Very High          |
| 6. Emphasize the necessity of a learner-centered, inclusive, and research-based curriculum                                                     | 4.47        | 0.52        | Very High          |
| 7. Firmly establish a curriculum that is culturally responsive, culture-sensitive, integrative, contextualized, relevant and proactive         | 4.41        | 0.56        | Very High          |
| <b>Section Mean</b>                                                                                                                            | <b>4.43</b> | <b>0.57</b> | <b>Very High</b>   |

professional development. Students' academic performance is enhanced.

### Teachers' Teaching Effectiveness

Evidently, the teachers' capacity building is observed to be very high with overall mean of 4.43 (SD=0.57). Capacity building is set of logical and planned interventions or programs that determine the teacher needs and improvement that equip its workforce with the necessary competencies to meet current work responsibilities.

In particular when taken singly, curriculum contextualization, localization and indigenization obtained the highest mean of 4.43 (SD=0.57). Additionally, learners diversity and student inclusion ( $\bar{x}$ =4.39, SD=0.57), content knowledge and pedagogical skills ( $\bar{x}$ =4.39, SD=0.57), and assessment and reporting strategies ( $\bar{x}$ =4.37, SD=0.56) are all rated high. Meanwhile, 21st century skills and ICT integration obtained the lowest mean of 4.31 (SD=0.63). In the capacity building for teachers, curriculum contextualization, localization and indigenization was given priority for processing in matching the curriculum content and instructional strategies relevant to learners.

The result implies that teachers' are provided with appropriate trainings and seminar to develop their teaching competence and improve their performance. Hence, their participation and attendance in learning and development program was remarkably. Furthermore, they need to enrich or up skill in handling diverse learners, increase knowledge in pedagogical content and familiarize the different assessment. Teachers have enough skills and trainings hence they are capacitate to teach effectively.

Ali and Elhassan (2021) conformed the aforementioned findings that the key to the success of the educational process is an effective and ongoing training program for teacher development. It enables teachers to improve in technology, curriculum development, and contemporary teaching methods while also assisting them in keeping up with changes in this process. It plays a crucial role in instructors' continual professional development. The standard of instruction in schools is also significantly influenced by teacher

**Table 10. Level of Teachers' Teaching Effectiveness through Classroom Observation Ratings before the Implementation of School-Based Community of Practice Engagement**

| Objectives                                                                                                                                                                                                    | Mean        | SD          | Verbal description |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|--------------------|
| 1. Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.                                                   | 4.74        | 0.60        | Outstanding        |
| 2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.                                                                                                      | 4.50        | 0.80        | Outstanding        |
| 3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.                                                                           | 4.66        | 0.66        | Outstanding        |
| 4. Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.                  | 4.69        | 0.64        | Outstanding        |
| 5. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments. Applied knowledge of content within and across curriculum teaching areas. | 4.71        | 0.62        | Outstanding        |
| 6. Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.                                                            | 4.64        | 0.70        | Outstanding        |
| 7. Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.                                                   | 4.72        | 0.66        | Outstanding        |
| 8. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals.                                                                             | 4.74        | 0.60        | Outstanding        |
| 9. Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements.                                                                  | 4.73        | 0.65        | Outstanding        |
| <b>Overall Mean</b>                                                                                                                                                                                           | <b>4.68</b> | <b>0.66</b> | <b>Outstanding</b> |

Table 10 shows the level of teachers' teaching effectiveness through their performance based on classroom observation ratings before the implementation of school-based community of practice engagement. In general, the teaching effectiveness of the teacher based on classroom observations is outstanding with mean of 4.68 (SD=0.66). This means that before the implementation of the school-based community of practice engagement, teachers have already orchestrated their competence throughout the lesson.

When taken individually, among the objectives, picked out, created, arranged, and utilized the right teaching and learning tools, such as ICT, to meet learning objectives obtained the mean of 4.74 (SD=0.60). Meanwhile, teachers planned, chose, organized, and used diagnostic, formative, and summative testing methods that were in line with what the curriculum called for has a mean of 4.73 (SD=0.65). The result indicates that teachers have strength in applying the ICT into teaching and utilize appropriate assessment tools wherein learners have achieved the mastery level of the lesson. On the contrary, utilizing the variety of teaching strategies that improve the learners accomplishment in literacy and numeracy skills obtained the lowest mean of 4.50 (SD=0.80). This means that during classroom

observation applying literacy and numeracy in the lesson was not apparent to other teachers.

The result implies that teachers possess outstanding teaching effectiveness before the implementation of school-based community of practice. They have already manifest expertise as proficient and serve as role models. Being outstanding, teachers have exceptional level of achievement and commitment in terms of quality, efficiency and timeliness, technical skills and knowledge, ingenuity, creativity and initiative in delivering their lessons.

When it comes to assessment and reporting, teachers need to use a range of assessment tools and methods to keep an eye on, evaluate, record, and talk about their students' needs, growth, and successes (Llego, 2021).

**Table 11. Level of Teachers' Teaching Effectiveness through Classroom Observation Ratings after the Implementation of School-based Community of Practice Engagement**

| Objectives                                                                                                                                             | Mean        | SD          | Verbal description |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|--------------------|
| 1. Applied knowledge of content within and across curriculum teaching areas.                                                                           | 4.84        | 0.45        | Outstanding        |
| 2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.                                               | 4.83        | 0.38        | Outstanding        |
| 3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.                    | 4.88        | 0.33        | Outstanding        |
| 4. Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.                                                | 4.87        | 0.36        | Outstanding        |
| 5. Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures. | 4.91        | 0.29        | Outstanding        |
| 6. Maintained learning environments that promote fairness, respect and care to encourage learning.                                                     | 4.86        | 0.39        | Outstanding        |
| 7. Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures. | 4.89        | 0.32        | Outstanding        |
| 8. Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups.                                | 4.85        | 0.40        | Outstanding        |
| 9. Used strategies for providing timely, accurate and constructive feedback to improve learner performance.                                            | 4.87        | 0.42        | Outstanding        |
| <b>Overall Mean</b>                                                                                                                                    | <b>4.87</b> | <b>0.37</b> | <b>Outstanding</b> |

In general, table 11 exhibits the level of teachers' teaching effectiveness through their performance based on classroom observation ratings after the implementation of school-based community of practice engagement, teachers overall rating is observed to be outstanding with mean of 4.87 ( $SD=0.37$ ). The consistent ratings for all indicators substantiate the overall results. This symbolizes that teachers teaching effectiveness based on their classroom observations gained momentum and have increasing trend based on their prior performance.

In particular, when taken individually, teachers created a learner-centred society by adapting their lessons to fit students' linguistic, cultural, socioeconomic, and religious backgrounds obtained the highest mean of 4.91 ( $SD=0.29$ ). In the classroom observation, teachers give emphasis in using the strategies that caters cultural and religious background of the learners. Secondly, teachers established safe and secure learning environments to

enhance learning through the consistent implementation of policies, guidelines and procedures has a mean of 4.89 ( $SD=0.32$ ).

The findings conclude that teachers have outstanding teaching effectiveness based on the classroom observation performance after attended the several school-based community of practice engagement. The outstanding teaching effectiveness is a manifestation that teachers have great improvement after the implementation of school-based community of practice engagement.

The school-based training was implemented to ensure that objectives on created a learner-centered culture by tailoring teaching strategies to diverse backgrounds, ensuring safe and secure learning environments through consistent policy implementation, and utilizing various teaching strategies to foster critical and creative thinking and higher-order thinking skills were communicated and refreshed to the part of the teachers.

The study by Peters (2017) showed that school-based communities of practice have a big effect on how well teachers do their jobs, which could help them keep learning and growing as professionals. The obstacles in implementing the program were overload teaching timetable and administrative paperwork were among the most obstacles that hinder teachers from practicing and adopting school-based community activities inside their schools (Perez et al., 2024). It was made possible for teachers to get a written guidebook on how to run professional development events for professional learning communities.

When it comes to topic knowledge and pedagogy, teachers need to know how important it is to master content knowledge and how it relates to other subjects and subjects within the same curriculum, as well as having a good grasp of how to use theories and principles of teaching and learning. They use meaningful and developmentally appropriate teaching methods based on current study and subject knowledge (Lamdagan, 2019). This key result area shows that students are fluent in Mother Tongue, Filipino, and English to make teaching and learning easier, and they also know how to use technology, communication methods, and teaching strategies to help students learn well (DepEd, 2017).

Relationship between the Teachers’ School-Based Community of Practice Engagement and Teachers’ Capacity Building

Table 12. Correlational Analysis between the Teachers’ School-Based Community of Practice Engagement and Teachers’ Capacity Building

| Indicators                                                       | Mean | SD   | r-value | p-value | Interpretation |
|------------------------------------------------------------------|------|------|---------|---------|----------------|
| Level of Teachers’ School-Based Community of Practice Engagement | 4.44 | 0.35 |         |         |                |
| vs Teachers’ Capacity Building                                   |      |      | 0.730   | 0.001   | Significant    |
|                                                                  | 4.38 | 0.37 |         |         |                |

.05 level of Significance (2 tailed)

As shown in Table 12, the Pearson r correlation was used to determine whether there is a relationship between the teachers’ school-based community of practice engagement and teachers’ capacity building. The data shows a significant relationship between the teachers’ school-based community of practice engagement and teachers’ capacity building implementation ( $r\text{-value} = -0.730$ ,  $p\text{-value} \text{--} .001 < @0.05$ ). The null hypothesis is rejected; hence there is a strong evidence of relationship between the variables. Though there exist the degree of relationships, these are considered high positive correlation as the r-value (.50-.70).

The result implies that teachers have very high level of capacity building is significantly related to the conduct of the school-based community of practice. Additionally, teachers’ knowledge and skills acquired on the capacity building defends to the successful implementation of the school-based community of practices engagement through regular participation and evaluation.

Elhassan and Ali (2021) found out that most development programs for teachers focused on just one aspect of their growth, usually linked to their type of work. These programs also didn't help teachers with their personal or professional goals. The learning and development programs only look at one part of teacher development. Instead, they should look at the teachers' personal and professional needs as a whole (Alharbi, 2021).

Quijano (2019) discusses the importance of professional learning communities (PLCs) in schools, emphasizing that sustained collaboration among teachers’ results in enhanced instructional methods and classroom management skills. Bernardo (2018) highlighted how participation in school-based teacher learning communities positively influences teachers’ skills in differentiated instruction and classroom assessment. David et al. (2021) indicated that schools implementing

structured professional learning communities see improvements in teachers’ ability to manage student diversity and implement inclusive education practices.

Relationship between the Teachers’ School-Based Community of Practice Engagement and Teaching Effectiveness

Table 13. Correlational Analysis between the Teachers’ School-Based Community of Practice Engagement and Teaching Effectiveness

| Indicators                                                       | Mean | SD   | r-value | p-value | Interpretation  |
|------------------------------------------------------------------|------|------|---------|---------|-----------------|
| Level of Teachers’ School-Based Community of Practice Engagement | 4.42 | 0.35 |         |         |                 |
| vs Teaching Effectiveness                                        |      |      | -0.055  | 0.574   | Not Significant |
|                                                                  | 4.87 | 0.13 |         |         |                 |

.05 level of Significance (2 tailed)

The Pearson r correlation was used to determine whether there is a relationship between the teachers’ school-based community of practice engagement and teaching effectiveness after the implementation. The result shows that teachers’ school-based community of practice engagement has no significant relationship to teaching effectiveness after the implementation ( $r\text{-value} = -0.055$ ,  $p\text{-value} \text{--} .571 > @0.05$ ). Though there no existed the degree of relationships, these are considered very low correlation as the r-value (.-10-.20) or negative linear relationship.

The result implies that the classroom observation ratings of teachers after the implementation is not significantly related to the success of the school based community of practice engagement. The trainings are not only the predictor of the teaching effectiveness of teachers even though it has a minimal effect to their performance.

While teachers’ engagement in school-based Community of practice is beneficial for professional growth, research indicates that its immediate effect on classroom observation ratings may be limited due to multiple influencing factors. The findings of the study align with previous literature suggesting that engagement in professional communities does not always result in measurable improvements in teacher evaluation scores.

Desimone (2019) emphasized that while professional development (PD) is essential, its direct impact on classroom performance varies significantly due to contextual factors like motivation, institutional support, and teaching experience. Kennedy (2016) suggested that professional development, including communities of

practice, does not always translate directly into improved teacher evaluation scores due to variations in implementation, school culture, and external constraints. Vescio et al. (2018) suggest that professional learning communities (PLCs) contribute to teacher growth over time, but their effects on observation ratings may not be immediately visible or measurable.

A planned professional learning community (henceforth PLC) seems to be a key part of making teachers more professional. As Hairon and Tan (2016) conveyed that, it could help build a foundation for educational change among teachers and organizations. It has also been emphasized how important it is for teachers to work together and learn from each other in order to improve school systems (Hamed, et al., 2021).

### Significant Difference in the Teaching Effectiveness before and After the School-Based Community of Practice Engagement

**Table 14. Z-test Results on the Difference of Teachers Teaching Effectiveness before and after the School-Based Community of Practice Engagement**

| Groups | Mean | SD   | Z-comp | P-value | Interpretation |
|--------|------|------|--------|---------|----------------|
| Before | 4.68 | 0.44 |        |         |                |
| After  | 4.87 | 0.14 | -2.52  | 0.011   | significant    |

significant at 0.05  
z-critical= 1.96

As a result, table 14 presents the Z-test results on the difference of teachers' performance before and after the school-based community of practice engagement. There is a significant difference on the teachers' performance based on their classroom observations before and after the implementation of the school-based community of practice ( $z$ -computed = -2.52,  $p=0.011$ ). The computed  $z$  is less than the critical  $z$  of -1.96, hence rejection of  $H_0$ . There is a strong evidence to reject the hypothesis because there is a significant difference existed.

This implies that the teaching effectiveness of teachers based on their performance in classroom observation has a significant difference before and after the implementation of the school-based community of practice. Seemingly, it projects the differences in means value hence higher performance was showed after the teachers gained additional knowledge and enhanced their overall engagement.

Professional development for teachers also raises self-reflection awareness and self-renewal

capacity, helps teachers understand and develop potential students, and raises the quality of learning services. The implementation of the learning community of practice is able to support the development of sustainable professions, which results in improved learning service quality (Binauhan, 2019).

By focusing on their basic professional skills through training that includes lesson planning, teaching and mastering strategies, differentiated teaching, contrast methods, and classroom management (Ventista & Brown, 2023) the program aims to improve teachers' abilities and the way they teach. The fact that the centre for training and educational development uses a strategy approach to its subject of competence and goals that are finished, independent, and help teachers' skills and knowledge grow over time is important (Burde, 2016).

### IV. SUMMARY, CONCLUSION, RECOMMENDATION

#### SUMMARY

The implementation of professional learning communities revolved on its status of implementation and strategies to focus on fostering learners' learning. This study aimed to determine the teachers' school-based community of practice engagement, capacity building and teaching effectiveness. The researcher utilized the descriptive and correlational method, using a survey questionnaire. The respondents involved are 10 school heads and 106 teachers. Data were analyzed using mean, standard deviation, and Pearson r Moment Correlation.

The following are the significant findings of the study:

Primarily, the level of teachers' school-based community of practice engagement in terms of attendance is very high ( $\bar{x}=4.45$ ,  $SD=0.57$ ). The highest ratings is on the statement that ensuring that attendance is checked meticulously ( $\bar{x}=4.56$ ,  $SD=0.58$ ) and come on time and leave the training venue on required time ( $\bar{x}=4.56$ ,  $SD=0.53$ ). Teachers demonstrated tasks within the specified time frame ( $\bar{x}=44.32$ ,  $SD=0.61$ ) has the lowest mean.

Meanwhile, teachers possess very high level on school-based community of practice engagement in terms of evaluation report with mean of 4.43 ( $SD=0.56$ ). The training program's goals were made clear and fit the teachers' learning needs, with a mean

score of 4.50 and a standard deviation of 0.54. The second highest mean score was 4.49 (SD=0.52), which meant that the training activities or events were right for the participants.

And then, the teachers' capacity building is observed to be very high manifesting the mean of 4.43 (SD=0.57). The mean score for curriculum contextualization, localization, and indigenization was 4.43 (SD=0.57). There are also high scores for learner diversity and student inclusion ( $\bar{x}$ =4.39, SD=0.57), subject knowledge and pedagogical skills ( $\bar{x}$ =4.39, SD=0.57), and assessment and reporting strategies ( $\bar{x}$ =4.37, SD=0.56). The lowest mean score was 4.31 (SD=0.63) for 21st century skills and ICT integration.

Next, the teaching effectiveness of the teacher based on classroom observations is outstanding with mean of 4.68 (SD=0.66). The goal was to choose, make, set up, and use the right teaching and learning tools, like ICT, to meet learning goals. This goal got a mean score of 4.74 (SD=0.60). The group with the lowest mean score (4.50; SD=0.80) used a range of teaching strategies to help students do better in reading and maths. Teachers overall rating is observed to be outstanding with mean of 4.87 (SD=0.37) in their teaching effectiveness based on classroom observation ratings after the implementation of school-based community of practice engagement. Teachers created a learner-centred society by adapting their lessons to fit students' linguistic, cultural, socioeconomic, and religious backgrounds obtained the highest mean of 4.91 (SD=0.29).

Then, there is a significant relationship between the teachers' school-based community of practice engagement and teachers' capacity building implementation ( $r$ -value = -0.730,  $p$ -value- .001<@0.05). The null hypothesis is rejected; hence there is a strong evidence of relationship between the variables.

Whereas, the teachers' participation in the school-based community of practice does not have a significant relationship with how well they were rated in the classroom after the implementation ( $r$ -value = -0.055,  $p$ -value =.571, >@0.05). Even though there was no degree of connection, the  $r$ -value (-.10 to .20) or negative linear relationship shows that there is very little correlation.

Finally, there is a significant difference on the teachers' classroom observations before and after

the implementation of the school-based community of practice ( $z$ -computed =-2.52,  $p$ =0.011). The computed  $z$  is less than the critical  $z$  of -1.96, hence rejection of  $H_0$ .

## CONCLUSION

First, teachers' attendance in school-based community of practice engagement is commendable, with meticulous attendance management and effective evaluation reports. Program objectives, activities, and learning materials are relevant to teachers' roles.

Next, teachers receive training and seminars to enhance their teaching competence and performance. Their participation in learning and development programs has been remarkable. They need to enhance their skills in handling diverse learners, increasing knowledge in pedagogical content, and familiarizing themselves with different assessment methods wherein curriculum contextualization, localization, and indigenization were given top importance.

Also, teachers demonstrate outstanding teaching effectiveness before and after implementing school-based community of practice manifesting the proficiency, technical skills, and commitment in quality, efficiency, and timeliness that indicates improvement after participating in community of practice engagement.

Another, the school-based community of practice has an important impact on the teachers' capacity building. School-based communities of practice play a crucial role in enhancing teachers' capacity building by upskilling and maintain their high level of capacity on learner diversity and student inclusion, content knowledge and pedagogical skills, assessment and reporting strategies, 21st century skills and ICT integration, curriculum contextualization, localization and indigenization.

Furthermore, the teaching effectiveness of teachers and implementation of school-based communities of practice have no direct impact because SBCPs are not the sole determinants of improved teaching effectiveness.

Finally, in teachers' teaching effectiveness based on classroom observation before and after implementing a school-based community of practice, indicating comparable difference in mean score after

additional knowledge and engagement from school-based communities of practice.

### Recommendations

Upon a thorough study of the findings, the following actions are recommended:

1. The schools and teachers may encourage to sustain their very high engagement in the implementation of school-based community of practice.
2. The school are encourage to focus on the 21st Century skills and ICT Integration in conducting the capacity building for teachers.
3. It is suggested that teaching effectiveness through classroom observation may be sustain and conducted every quarter because it has something to do with their effectiveness;
4. The study recommends that teachers' school-based community of practice engagement suggested topics may align to their capacity building and training needs based on their self-assessment of PPST;
5. It is proposed that school heads may provide quality assistance and collaborative expertise to strengthen the conduct of capacity building for teachers to sustain their teaching effectiveness;
6. The teachers may prioritize the use of variety of training methods that helped learners to do better in reading and mathematics; and
7. This study was limited to the teachers' school-based community of practice engagement, capacity building and teaching effectiveness. This suggests that other researcher may conduct the study focusing on academic performance of learners whose teachers undergone professional development trainings to evaluate teaching effectiveness.

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