

## LEARNING ACTION CELL (LAC) OF SCIENCE TEACHERS IN SECONDARY SCHOOLS: A MULTIPLE CASE STUDY

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### ABSTRACT

The Department of Education (DepEd) issues the enclosed policy on the Learning Action Cell (LAC) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning. The objective of this study was to investigate the experiences, challenges, and status of LAC of Science teachers in Secondary schools of DepEd in the National Capital Region. The study used qualitative, multiple case study design as a method to conduct the investigation. This study employed LAC Observation, Individual Interview, and Focus Group Discussions to validate the research design and methods used. There were five individual interviews, and six focus groups, with approximately fifty-nine participants, were conducted at the case study. LAC findings revealed six categories that emerged in the experiences of science teachers, which include: (1) Develop Camaraderie, (2) Teaching Collaboration, (3) Gained Learning, (4) LAC Schedule, (5) Professional Growth, (6) Application of LAC topics. The participants in this study identified challenges. They were divided into ten categories: (1) Scheduling, (2) Funding, (3) Disruption of Classes, (4) Time Frame, (5) LAC Activities, (6) LAC Topics, (7) Collaboration, (8) Teachers' Workload, (9) Teachers' Attendance, and (10) Preparation of LAC. The study also revealed the status of LAC based on LAC Plan, LAC monitoring/evaluation, Scheduling, Expenses, Impact, and Recommendations. Furthermore, the implementation of LAC has an impact on teaching science but still, the participants recommended strengthen the LAC through creating the LAC model and development of LAC evaluation to monitor the status of LAC in each school properly.

*Keywords:* Learning Action Cell, Science Teachers, Learning Action Cell Status, Multiple Case Study, Philippines