Slac Implementation to the Teachers Professional Upskilling and Performance: Basis for Crafting Action Plan

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Abstract

This study aims to investigate the impact of SLAC implementation on teachers' professional upskilling and performance. Specifically, it examines the extent of SLAC program implementation among elementary teachers and its correlation with professional upskilling and performance. The study evaluates teachers' performance based on recent Individual Performance Commitment Rating (IPCR) ratings and explores the significant relationship between SLAC implementation and both professional upskilling and performance among respondents.

The study employed the Descriptive Correlational research design via quantitative research method to determine the extent of implementation of the School Learning Action Cell (SLAC) and the challenges encountered by the teachers in its implementation. The respondents were selected using the random sampling technique and consisted of two hundred (200) teachers with a specific focus on Cluster 3 and 4, Schools Division of Calamba, Laguna.

The findings highlight several key points: teachers' active engagement in SLAC activities demonstrates their commitment to professional upskilling across various areas; educators universally recognize the importance of ongoing professional growth for enhancing instructional quality; recent IPCR ratings indicate high levels of teacher performance satisfaction; there is a significant positive correlation between professional growth and SLAC Program implementation across multiple factors; however, the influence of SLAC Program implementation on teacher performance ratings is minimal, with factors like process compliance and roles and responsibilities playing a more substantial role.

The researcher concludes that significant positive correlation between the Extent of SLAC Program Implementation and Professional Upskilling and Extent of SLAC Implementation significantly correlates with Teachers' Performance. Thus, the null hypotheses stated were both rejected.

Based on the findings and conclusions, the following recommendations are proposed: Foster teacher collaboration and integration across various educational domains, leveraging the cohesive approach observed in SLAC Program implementation. This can be achieved through interdisciplinary meetings, workshops, and cooperative projects to enhance program success.

Invest in specialized professional development programs tailored to educators' individual needs and preferences. Offer diverse opportunities for mentorship, consultation, practice, reflection, and learning to ensure continuous improvement in teaching practices; recognize and celebrate teachers' achievements while providing avenues for ongoing support and feedback. Implement constructive feedback sessions, peer mentoring, and recognition programs to maintain and elevate teaching performance standards; Continue funding and expanding SLAC Program initiatives due to the strong positive association found between professional development and program execution.

Keywprds: *Professional Upskilling; implementation; performance*

1.1.1.1. Introduction

In realm of education, initiatives aimed at enhancing teachers' professional upskilling and performance are pivotal in ensuring the delivery of high-quality education. One such initiative, the School Learning Action Cell (SLAC) Program, has gained traction for its comprehensive approach\ to fostering educators' growth across various domains. However, amidst the enthusiasm surrounding SLAC Program implementation, questions arise regarding its direct impact on teachers' professional upskilling and performance.

The teaching profession is dynamic, demanding, and ever-evolving. Teachers are not only responsible for imparting knowledge but also nurturing the intellectual, social, and emotional growth of their students. Consequently, they require continuous support and opportunities for upskilling to meet the diverse needs of their learners effectively. Traditional forms of professional upskilling, such as workshops and seminars, have their merits but often fall short in providing personalized and sustained support tailored to individual teachers' needs and context.

Professional upskilling is therefore essential for teachers to acquire the knowledge, skills, and attitudes necessary to thrive in this complex educational landscape. Continuous learning opportunities enable them to stay abreast of the latest research and best practices in education, incorporate innovative teaching methods and technologies into their classrooms, and adapt their approaches to meet the evolving needs of their students.

Professional upskilling and performance are not only essential for individual teachers but also critical for the advancement of education as a whole. By providing teachers with the support and opportunities they need to grow and excel in their profession, we can ensure that every student receives a high-quality education that prepares them for success in the 21st century and that is why a study on the SLAC implementation to the teachers professional upskilling and performance was made.

1.2. Statement of the Problem

Specifically, it sought answers to the following questions:
1. What is the extent of implementation of the SLAC program on elementary teachers about the following:
    1.1 subject areas;
    1.2 process compliance;
    1.3 roles and responsibilities; and
    1.4 monitoring and evaluation?
2. What is the level of professional upskilling and performance as to:
    2.1. mentoring;
    2.2. consultation;
    2.3. practice;
    2.4. study/improve;
    2.5. reflection; and
    2.6. learning?
3. What is the level of teachers' performance of the teachers based on their recent Individual Performance Commitment Rating (IPCR) rating?
4. Is there a significant relationship between the extent of implementation of the SLAC program on professional upskilling of the
respondents?

5. Is there a significant relationship between the extent of implementation of the SLAC program on the performance of elementary teachers?

1.2.1.1. Methodology

This study employed the Descriptive Correlational research design via quantitative research method to determine the extent of implementation of the School Learning Action Cell (SLAC) in selected schools at Cluster 3 and 4, SDO of Calamba, Laguna, and the challenges encountered by the teachers in its implementation.

Expanding on the research design, a Descriptive Correlational approach is characterized by its emphasis on portraying the present state of specific variables or a set of variables within a given context. Rather than aiming to establish causal relationships, the focus lies on elucidating associations or connections among these variables.

1.2.1.2. Results and Discussion

This chapter deals with the presentation, analysis, and interpretation of data gathered to answer the sub-problem relative to the main problem of this study. This part discusses the findings of the study based on the research questions.

Implementation of the SLAC Program on Elementary Teachers

In this study, the extent of implementation of the SLAC program on elementary teachers about the following subject areas, process compliance, roles and responsibilities, and monitoring and evaluation.

The extent of implementation of the SLAC program on elementary teachers was revealed in the following table, which shows the statement, mean, standard deviation, and verbal interpretation.

Table 1 *The extent of Implementation of the SLAC Program on Elementary Teachers about the Subject Areas*

STATEMENT	MEAN	SD	REMARKS
1. **Language Arts and Literacy**: *This encompassed reading, writing, listening, and speaking skills, as well as strategies for effective literacy instruction.*	3.70	0.47	*Strongly Agree*
2. **Mathematics**: *Strategies for teaching mathematical concepts, problem-solving techniques, and approaches to enhance numerical literacy.*	3.62	0.50	*Strongly Agree*
3. **Science**: *Methods for teaching scientific principles, conducting experiments, and promoting inquiry-based learning.*	3.51	0.56	*Strongly Agree*
4. **Social Studies**: *Approaches to teaching history, geography, civics, and other social sciences, focusing on critical thinking and understanding of societal issues.*	3.50	0.58	*Strongly Agree*
5. **Technology Integration**: *Incorporating educational technology tools and resources to enhance teaching and learning experiences.*	3.54	0.55	*Strongly Agree*
6. **Special Education and Inclusion**: *Strategies for accommodating diverse learners, including those with special*	3.49	0.58	*Strongly Agree*

needs, in mainstream classrooms.			
7. **Cultural Competence and Diversity**: *Addressing the needs of students from various cultural backgrounds and promoting inclusivity in the classroom.*	3.48	0.58	*Strongly Agree*
8. **Assessment and Evaluation**: *Techniques for effectively measuring student progress and using assessment data to inform instructional decisions.*	3.67	0.47	*Strongly Agree*
9. **Curriculum Development**: *Approaches to designing, adapting, and implementing curriculum materials to align with educational standards and objectives.*	3.61	0.52	*Strongly Agree*
10. **Professional Development and Pedagogy**: *Methods for continuous teacher growth, including instructional techniques, classroom management, and best practices in education.*	3.68	0.47	*Strongly Agree*
11. **Parental and Community Involvement**: *Strategies for engaging parents and the community in the educational process to support student learning.*	3.62	0.51	*Strongly Agree*
12. **Wellness and Student Support Services**: *Addressing students' physical, emotional, and social well-being, as well as strategies for providing additional support services.*	3.67	0.48	*Strongly Agree*
Weighted Mean	3.59		
SD	0.53		
Verbal Interpretation	Very Great Extent (VGE)		

Table 1 shows the extent of implementation of the SLAC program on elementary teachers in terms of subject areas. Educators' perceptions regarding various educational domains are quite positive overall. Topping the list with the highest mean scores are Language Arts and Literacy, Assessment and Evaluation, Professional Upskilling and Performance, and Pedagogy and Student Support Services, all falling within the range of 3.67 to 3.70. These results indicate a strong consensus among respondents regarding the importance and effectiveness of strategies and approaches in these areas. Mathematics and Parental and Community Involvement closely follow suit with means of 3.62 each, emphasizing their significance in educational practice.

Curriculum Development, with a mean of 3.61, also garners considerable agreement among respondents. Technology Integration, Science, and Social Studies follow with means ranging from 3.51 to 3.54, indicating slightly lower but still substantial levels of agreement. Special Education and Inclusion and Cultural Competence and Diversity round out the list, both with means just under 3.50, suggesting slightly less emphatic agreement in these domains compared to others.

Despite minor variations in mean scores, the data underscores a cohesive perspective among educators regarding the efficacy of the SLAC Program in elementary education, as reflected in its Weighted Mean of 3.59 and standard deviation of 0.53, corresponding to a verbal interpretation of "very great extent." This suggests a robust consensus among teachers regarding the program's impact across subject areas. Notably, language arts and literacy, along with assessment and evaluation, received the highest mean scores, suggesting that respondents felt most strongly about these areas in terms of effective instruction and assessment. Conversely, cultural competence and diversity received the lowest mean score, though still within the "Strongly Agree" range, indicating slightly less emphasis or confidence in this domain compared to others.

Overall, the data suggests a high level of agreement across various facets of educational practice and pedagogy, with language arts, assessment, and professional development being particularly highlighted.

Table 2 *Level of Extent of Implementation of the SLAC Program on Elementary Teachers with regard to the Process Compliance*

STATEMENT	MEAN	SD	REMARKS
Prepared a template for the SLAC plan that was suited to their own needs or contexts	3.62	0.55	*Strongly Agree*
Identified needs with reference to the professional teacher standards set for one's career stage	3.67	0.51	*Strongly Agree*
Integrated the areas of priority needs or Subject areas that had been identified as the focus of SLAC sessions for elementary teaching	3.66	0.48	*Strongly Agree*
Organized as many SLAC as may be deemed necessary depending on the identified needs of the school	3.67	0.49	*Strongly Agree*
Agreed on exploring interventions for elementary teaching to address the identified needs	3.69	0.46	*Strongly Agree*
Prepared or sets up human or material resources before the implementation of the session	3.63	0.53	*Strongly Agree*
Adhered to the SLAC implementation framework to ensure the members' ability to deal with critical issues	3.63	0.51	*Strongly Agree*
Weighted Mean	3.65		
SD	0.50		
Verbal Interpretation	Very Great Extent (VGE)		

Table 2 shows the extent of implementation of the SLAC program on elementary teachers about the process compliance.

The provided dataset outlines the mean scores and standard deviations for a series of statements about the implementation of the SLAC Program among elementary teachers, specifically focusing on process compliance. The statements, ordered from highest to lowest mean scores, highlight various aspects of program implementation. These include the agreement among teachers to explore interventions aimed at addressing identified needs (mean: 3.69), the alignment of identified needs with professional teacher standards (mean: 3.67), and the organization of SLAC sessions according to school-specific needs (mean: 3.67). Additionally, the integration of priority areas into SLAC sessions (mean: 3.66), the preparation of tailored SLAC plans (mean: 3.62), and the provision of necessary resources before sessions (mean: 3.63) are also underscored. Furthermore, adherence to the SLAC implementation framework to tackle critical issues received a mean score of 3.63. The combined weighted mean of all statements stands at 3.65, with a standard deviation of 0.50, indicating a high level of validity in the data.

Analyzing the findings, it is apparent that elementary teachers strongly agree on several key aspects of the SLAC Program implementation process. They show particularly strong agreement in terms of exploring interventions to address identified needs, indicating a proactive approach to professional development.

Additionally, there is a consistent emphasis on identifying needs in alignment with professional standards, organizing SLAC sessions according to school needs, and integrating priority areas into the program focus. Although slightly lower, there is still considerable agreement regarding the preparation of SLAC plans tailored to individual needs or contexts and ensuring resources are in place before sessions.

Overall, the data suggests a robust adherence to the SLAC implementation framework among elementary teachers, indicating a high level of commitment to professional growth and development within the program's structure.

Table 3 *Extent of Implementation of the SLAC Program on Elementary Teachers in terms of Roles and Responsibilities*

STATEMENT	MEAN	SD	REMARKS
Ensured active participation in various SLAC activities	3.74	0.44	*Strongly Agree*
Performed specific roles during the SLAC session which could be rotated among the members of the group	3.73	0.45	*Strongly Agree*
Engaged in dialogue with each other	3.68	0.48	*Strongly Agree*
Provided significant inputs to improve the quality of SLAC session	3.66	0.49	*Strongly Agree*
Strengthened professional learning communities in favor of holistic development	3.70	0.46	*Strongly Agree*
Evaluated the effectiveness of SLAC session in terms of teachers' and learner's performance	3.68	0.47	*Strongly Agree*
Integrated the SLAC plan with the School Improvement Plan (SIP) and the Annual Implementation Plan (AIP)	3.72	0.46	*Strongly Agree*
Weighted Mean **SD** **Verbal Interpretation**	**3.70** **0.46** **Very Great Extent (VGE)**		

The SLAC framework addresses shortcomings in current professional development systems, offering a systematic approach supported by administrative leadership to create collaborative and supportive learning environments within schools.

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The provided data showcases mean scores and standard deviations concerning the extent of implementation of the SLAC Program on elementary teachers, specifically focusing on roles and responsibilities. The data provided offers insights into the extent of implementation of the SLAC Program on elementary teachers, specifically regarding their roles and responsibilities within the program. Among the statements assessed, elementary teachers indicate a strong commitment to active participation in various SLAC activities, as evidenced by a mean score of 3.74. Furthermore, they demonstrate a willingness to fulfill specific roles during SLAC sessions, which can be rotated among group members, with a mean score of 3.73.

Additionally, teachers prioritize the integration of the SLAC plan with broader school improvement initiatives, such as the School Improvement Plan (SIP) and the Annual Implementation Plan (AIP), as reflected by a mean score of 3.72. This integration underscores their dedication to aligning professional development efforts with overall school goals.

Moreover, teachers are proactive in strengthening professional learning communities to foster holistic development, with a mean score of 3.70. This commitment extends to engaging in dialogue with

colleagues (mean: 3.68), evaluating session effectiveness in terms of both teachers' and learners' performance (mean: 3.68), and providing significant inputs to enhance the quality of SLAC sessions (mean: 3.66). The weighted mean of all statements combined is 3.70, with a standard deviation of 0.46, indicating a very great extent of implementation. This suggests a strong consensus among teachers regarding their roles and responsibilities within the SLAC Program.

Table 4 *Extent of Implementation of the SLAC Program on Elementary Teachers in terms of Monitoring and Evaluation*

STATEMENT	MEAN	SD	REMARKS
Ensured active participation in various SLAC activities	3.72	0.46	*Strongly Agree*
Performed specific roles during the SLAC session which could be rotated among the members of the group	3.63	0.53	*Strongly Agree*
Engaged in dialogue with each other	3.72	0.47	*Strongly Agree*
Provided significant inputs to improve the quality of SLAC session	3.67	0.48	*Strongly Agree*
Strengthened professional learning communities in favor of holistic development	3.68	0.50	*Strongly Agree*
Evaluated the effectiveness of SLAC session in terms of teachers' and learner's performance	3.67	0.52	*Strongly Agree*
Integrated the SLAC plan with the School Improvement Plan (SIP) and the Annual Implementation Plan (AIP)	3.64	0.52	*Strongly Agree*
Weighted Mean **SD** **Verbal Interpretation**	3.67 0.50 **Very Great Extent (VGE)**		

Table 4 shows the extent of implementation of the SLAC program on elementary teachers in terms of monitoring and evaluation.

The data provided outlines the extent of implementation of the SLAC Program among elementary teachers, particularly focusing on monitoring and evaluation activities. Among the statements assessed, teachers express a high level of engagement, with mean scores ranging from 3.72 to 3.63. They demonstrate a commitment to actively participating in various SLAC activities and engaging in meaningful dialogue with each other to enhance program
 effectiveness.

Furthermore, teachers provide significant inputs to improve the quality of SLAC sessions and evaluate their effectiveness in terms of both teacher and learner performance.

Additionally, they prioritize strengthening professional learningcommunities to foster holistic upskilling and integrate the SLAC plan with broader school improvement initiatives.

Despite slight variations in mean scores, the weighted mean of all statements combined is 3.67, with a standard deviation of 0.50, indicating a very great extent of implementation. This suggests a strong consensus among teachers regarding their engagement in monitoring and evaluation activities within the SLAC Program, highlighting their dedication to professional growth and improving educational outcomes. Elementary teachers express a high level of involvement in monitoring and evaluation processes within the SLAC Program. They prioritize active participation in program activities and engage in meaningful dialogue

with colleagues to enhance program effectiveness. Moreover, teachers are proactive in providing inputs to improve session quality and evaluating their impact on both teacher and learner performance. This commitment extends to strengthening professional learning communities and integrating program plans with broader school improvement initiatives. While some variation exists in mean scores, overall, the data reflects a cohesive approach among elementary teachers in monitoring and evaluating the SLAC Program, ultimately contributing to its success and effectiveness in
 supporting professional upskilling and enhancing educational outcomes.

Extent of Professional Upskilling
   In this study, the extent of Professional Upskilling refers to mentoring, consultation, practice, study/improvement, reflection, and learning.
   The extent of Professional Upskilling is revealed in the following table, which shows the statement, mean, standard deviation, and verbal interpretation.

Table 5 *The extent of Professional Upskilling in terms of Mentoring*

STATEMENT	MEAN	SD	REMARKS
I believed that mentoring offered a foundational support structure for novice teachers, aiding their transition into the educational realm.	3.69	0.50	*Strongly Agree*
I recognized that experienced educators played a pivotal role in mentoring, passing on wisdom, methodologies, and best practices.	3.72	0.47	*Strongly Agree*
I valued how mentoring fostered a culture of collaboration and mutual growth in educational institutions.	3.69	0.47	*Strongly Agree*
I've observed that through mentoring, teachers gained actionable feedback on their classroom practices, benefiting their pedagogical approach.	3.68	0.50	*Strongly Agree*
I understood that mentoring relationships often lead to increased job satisfaction and reduced burnout among educators.	3.69	0.52	*Strongly Agree*
I advocated for regular mentoring sessions as they can expedite a teacher's professional growth trajectory.	3.68	0.51	*Strongly Agree*
I appreciated that mentoring established a nurturing environment, cultivating a sense of belonging and validation for new educators.	3.70	0.47	*Strongly Agree*
Weighted Mean	3.69		
SD	0.49		
Verbal Interpretation	**Very Great Extent (VGE)**		

   Table 5 shows the level of extent of Professional Upskilling in terms of mentoring
   The data presented in Table 5 offers valuable insights into the extent of professional upskilling through mentoring among educators, with mean scores ranging from 3.72 to 3.68. The statements, arranged from highest to lowest mean scores, highlight various facets of mentoring's significance in fostering teacher growth and development. Educators notably recognize the pivotal role of experienced mentors in passing on wisdom and best practices, as evidenced by the mean score of 3.72. Additionally, they place high value on mentoring's role in cultivating a culture of collaboration and mutual growth, reflected in the mean score of

3.70.

Furthermore, educators appreciate the nurturing environment that
mentoring provides for new educators, as indicated by the mean score of 3.69. They also believe in mentoring as foundational support for novice teachers and understand its role in reducing burnout and increasing job satisfaction, both receiving a mean score of 3.69. Advocacy for regular mentoring sessions to expedite professional growth and the observation that mentoring provides actionable feedback on classroom practices both garnered mean scores of 3.68. The weighted mean of all statements combined is 3.69, with a standard deviation of 0.49, indicating a very great extent of agreement. This suggests a strong consensus among educators regarding the importance and effectiveness of mentoring in professional development, highlighting its crucial role in supporting educators' continuous growth and enhancing educational outcomes.

It is evident that educators recognize mentoring as a crucial component of their professional upskilling journey. They acknowledge the invaluable role of experienced mentors in passing on wisdom and best practices, fostering collaboration, and creating nurturing environments for new educators.

Moreover, they understand the tangible benefits of mentoring, such as increased job satisfaction and enhanced pedagogical approaches through actionable feedback. Advocacy for regular mentoring sessions underscores the belief in mentoring's potential to accelerate professional upskilling trajectories.

Overall, the data highlights a strong consensus among educators regarding the transformative impact of mentoring on their professional development, ultimately benefiting both educators and students alike.

Table 6 *Extent of Professional Upskilling in terms of Consultation*

STATEMENT	MEAN	SD	REMARKS
I've learned that consultation equipped teachers with specialized knowledge tailored to address unique classroom challenges.	3.64	0.48	*Strongly Agree*
I endorsed the idea that by seeking consultation, educators can access a broader network of expertise beyond their immediate environment.	3.60	0.53	*Strongly Agree*
I'm aware that professional consultations often introduce teachers to innovative tools and resources.	3.59	0.51	*Strongly Agree*
I emphasized the importance of regular consultations to keep educators updated on evolving educational policies and best practices.	3.60	0.53	*Strongly Agree*
I see consultations as an avenue for teachers to discuss and address specific student-related concerns.	3.61	0.50	*Strongly Agree*
I knew that through consultations, teachers could identify areas of improvement in their curriculum delivery.	3.64	0.52	*Strongly Agree*
I trust that consultative insights can drive curriculum enhancements and pedagogical changes.	3.66	0.49	*Strongly Agree*
Weighted Mean **SD** **Verbal Interpretation**	3.62 0.51 **Very Great Extent (VGE)**		

The data provided in Table 6 offers valuable insights into the extent of professional upskilling through consultation among educators, showcasing mean scores ranging from 3.66 to 3.59. These statements, ordered from highest to lowest mean scores, underscore the multifaceted significance of consultation in supporting teacher growth and development. Educators express a high level of trust in consultative insights'

ability to drive meaningful curriculum enhancements and pedagogical changes, as reflected by the mean score of 3.66. Furthermore, they recognize that consultation equips them with specialized knowledge tailored to address unique classroom challenges and identify areas of improvement in curriculum delivery, both receiving mean scores of 3.64. Emphasizing the importance of regular consultations to stay updated on evolving educational policies and practices, and endorsing the idea that seeking consultation allows access to a broader network of expertise, both garnered mean scores of 3.60. Additionally, educators see consultations as avenues to discuss and address specific student-related concerns, with a mean score of 3.61. They are also aware that professional consultations introduce them to innovative tools and resources, receiving a mean score of 3.59.

The weighted mean of all statements combined is 3.62, with a standard deviation of 0.51, indicating a very great extent of agreement among educators regarding the importance and effectiveness of consultation in professional upskilling. This suggests a strong consensus among educators regarding the transformative role of consultation in enhancing their teaching performance and ultimately benefiting both educators and students alike.

Overall, the data highlights a strong consensus among educators regarding the transformative impact of consultation on their professional growth, ultimately benefiting both educators and students.

Table 7 *Extent of Professional Upskilling in terms of Practice*

STATEMENT	MEAN	SD	REMARKS
I acknowledged that practice served as the crucible where theoretical knowledge meets real-world application.	3.68	0.48	*Strongly Agree*
I promote the idea that continuous practice enables educators to refine their teaching methods and techniques.	3.69	0.46	*Strongly Agree*
I've noticed that teachers who engaged in regular practice sessions demonstrated increased confidence in their instructional delivery.	3.72	0.45	*Strongly Agree*
I realize that practice fostered adaptability, allowing educators to modify techniques based on classroom dynamics.	3.72	0.45	*Strongly Agree*
I discern that real-world practice scenarios facilitated a deeper understanding of student behaviors and learning patterns.	3.68	0.47	*Strongly Agree*
I've seen that through practice, educators can experiment with diverse teaching strategies to ascertain what works best.	3.68	0.49	*Strongly Agree*
I maintain that regular practice ensures that educators stay connected with the evolving needs of their students.	3.73	0.47	*Strongly Agree*
Weighted Mean	3.70		
SD	0.47		
Verbal Interpretation	**Very Great Extent (VGE)**		

The information presented in Table 7 sheds light on the extent of upskilling in terms of practice among educators, showcasing mean scores ranging from 3.73 to 3.68. These statements, ranked from highest to lowest mean scores, underscore various aspects of practice's significance in enhancing teaching

effectiveness. Educators strongly maintain that regular practice ensures they stay connected with the evolving needs of their students, with a mean score of 3.73. They also realize that practice fosters adaptability, enabling them to modify techniques based on classroom dynamics, as evidenced by the mean score of 3.72. Noticing that teachers who engage in regular practice sessions demonstrate increased confidence in their instructional delivery, educators further emphasize the importance of continuous practice, reflected in the mean score of 3.72.

Additionally, they acknowledge that practice serves as the crucible where theoretical knowledge meets real-world application, with a mean score of 3.69. Furthermore, educators discern that real-world practice scenarios facilitate a deeper understanding of student behaviors and learning patterns, alongside observing that through practice, they can experiment with diverse teaching strategies to ascertain what works best, both receiving a mean score of 3.68. The weighted mean of all statements combined is 3.70, with a standard deviation of 0.47, indicating a very great extent of agreement among educators regarding the importance and effectiveness of practice in professional upskilling. This highlights a strong consensus among educators regarding the transformative role of practice in refining their teaching performance and ultimately enhancing student learning outcomes.

In this regard, educators recognize the pivotal role of practice in enhancing their teaching effectiveness. They understand that regular practice not only refines their teaching methods but also fosters adaptability and confidence in instructional delivery.

Moreover, educators acknowledge that practice provides invaluable opportunities to deepen their understanding of student behaviors and experiment with diverse teaching strategies. By staying connected with the evolving needs of their students through regular practice, educators ensure that they remain effective in addressing the dynamic challenges of the classroom. Overall, the data underscores a strong consensus among educators regarding the transformative impact of practice on their professional upskilling and teaching performance.

Table 8 *The extent of Professional Upskilling in terms of Study/Improve.*

STATEMENT	MEAN	SD	REMARKS
I advocate for continuous study as it empowers teachers with the latest research and pedagogical innovations.	3.63	0.50	*Strongly Agree*
I observe that teachers committed to further study showcase a proactive approach to personal and professional growth.	3.60	0.53	*Strongly Agree*
I am convinced that pursuing advanced degrees or specialized courses offers educators deeper insights into specific educational domains.	3.64	0.53	*Strongly Agree*
I hold that continuous improvement through study augments a teacher's knowledge base and instructional capabilities.	3.64	0.50	*Strongly Agree*
I am of the view that by actively seeking improvement, educators ensure their teaching methodologies remain relevant.	3.66	0.47	*Strongly Agree*
I've learned that advanced study often opened doors to leadership roles and specialized instructional positions for educators.	3.66	0.48	*Strongly Agree*
I believe that improvement through study signified a teacher's commitment to excellence in education.	3.67	0.49	*Strongly Agree*

Weighted Mean	3.64
SD	0.50
Verbal Interpretation	**Very Great Extent (VGE)**

Table 8 shows the level of extent of Professional Upskilling in terms of study/improvement

The data presented in Table 8 provides insights into the extent of professional upskilling concerning study/improve among educators, with mean scores ranging from 3.67 to 3.60. These statements, arranged from highest to lowest mean scores, shed light on various dimensions of the significance of continuous study and improvement in enhancing teacher performance.

Educators express a strong belief that improvement through study signifies a commitment to excellence in education, as evidenced by the mean score of 3.67. They advocate for continuous study, recognizing its empowering effect in providing educators with the latest research and pedagogical innovations, reflected in the mean score of 3.66.

Additionally, educators acknowledge that pursuing advanced study often leads to leadership roles and specialized instructional positions, further underscoring the importance of continuous learning, with a mean score of 3.66.

Furthermore, educators hold that continuous improvement through study enhances their knowledge base and instructional capabilities, and they are convinced that pursuing advanced degrees or specialized courses offers deeper insights into specific educational domains, both receiving a mean score of 3.64.

Observations reveal that teachers committed to further study demonstrate a proactive approach to personal and professional upskilling, though this statement received a slightly lower mean score of 3.60.

Overall, the weighted mean of all statements combined is 3.64, with a standard deviation of 0.50, indicating a very great extent of agreement among educators regarding the importance and effectiveness of continuous study and improvement in professional upskilling.

This suggests a strong consensus among educators regarding the transformative impact of continuous learning on their professional upskilling and teaching performance.

It is evident that educators highly value continuous study and improvement as essential components of professional upskilling. They recognize that such efforts not only enhance their knowledge and instructional capabilities but also demonstrate a commitment to excellence in education.

Furthermore, educators understand that pursuing advanced study opportunities can lead to career advancement and specialized roles within the field. This strong consensus emphasizes the pivotal role of continuous learning in fostering teacher growth and ultimately improving student outcomes.

The notion that professional development (PD) serves as a fundamental driver for improving educators' skills and capabilities is well-supported by research. Darling-Hammond and Richardson (2009) underscore the importance of PD in refining teaching methodologies and enhancing educational outcomes.

Mentoring, highlighted by Ingersoll and Strong (2011), emerges as a crucial component of PD, especially for novice educators.

Seasoned mentors provide valuable guidance and support, bridging the gap between academic theory and practical classroom application.

Their wisdom and experience contribute significantly to novices' development in areas such as curriculum delivery, classroom management, and student engagement.

This highlights the integral role of mentoring in the ongoing process of professional learning and improvement among educators.

Table 9 *Extent of Professional Upskilling in terms of Reflection*

STATEMENT	MEAN	SD	REMARKS
I regard reflective practice as a cornerstone for educators aiming for continuous improvement.	3.65	0.53	*Strongly Agree*

I've realized that through reflection, teachers can identify gaps in their instructional methods and rectify them.	3.67	0.50	*Strongly Agree*
I've experienced that engaging in introspection fostered a deeper understanding of one's teaching philosophy and values.	3.63	0.50	*Strongly Agree*
I perceive reflection as a feedback mechanism, allowing edutors to reassess and recalibrate their approaches.	3.66	0.49	*Strongly Agree*
I've found that periodic reflective sessions led to more targeted and effective lesson planning.	3.63	0.49	*Strongly Agree*
I recognize that teachers who regularly reflect on their performance were more attuned to their students' needs and preferences.	3.68	0.51	*Strongly Agree*
I respect those reflective educators who demonstrated a heightened level of self-awareness and adaptability.	3.70	0.46	*Strongly Agree*
Weighted Mean **SD** **Verbal Interpretation**	3.66 0.50 **Very Great Extent (VGE)**		

Table 9 shows the level of extent of Professional Upskilling in terms of reflection.

The data presented in Table 9 sheds light on the extent of professional upskilling concerning reflection among educators, revealing mean scores ranging from 3.70 to 3.63. These statements, ranked from highest to lowest mean scores, underscore diverse facets of the significance of reflective practices in nurturing teacher upskilling and performance:

At the top of the ranking is the acknowledgment and respect for reflective educators who exhibit heightened self-awareness and adaptability, receiving a mean score of 3.70. This highlights the value placed on educators who actively engage in reflective practices to refine their teaching performance. Following closely is the recognition of the value of regular reflection in aligning educators with the nuanced needs and preferences of their students, with a mean score of 3.68. This emphasizes the importance of reflective practices in fostering student-centered teaching approaches. Furthermore, educators acknowledge the pivotal role of reflection in identifying gaps in instructional methods and rectifying them, with a mean score of 3.67. This indicates the role of reflective practices in promoting continuous improvement in teaching strategies and methodologies. Additionally, reflection is perceived as a feedback mechanism enabling educators to reassess and recalibrate their approaches, as indicated by a mean score of 3.66. This underscores the dynamic nature of reflective practices in facilitating ongoing professional growth and development. Moreover, reflective practice is regarded as a cornerstone for continuous improvement in teaching effectiveness, receiving a mean score of 3.65. This underscores the foundational role of reflection in driving positive change and growth in educational practices. Finally, understanding that engaging in introspection fosters a deeper understanding of one's teaching philosophy and values, as well as the discovery that periodic reflective sessions lead to more targeted and effective lesson planning, both received mean scores of 3.63. Overall, the weighted mean of all statements combined is 3.66, with a standard deviation of 0.50, indicating a very great extent of agreement among educators regarding the importance and effectiveness of reflective practices in professional upskilling. This highlights a strong consensus among educators on the transformative role of reflection in enhancing teaching performance and
promoting continuous growth and improvement.

Upon analyzing the data, it becomes apparent that educators hold reflective practices in high regard as fundamental to their professional upskilling. The findings reveal that regular reflection is perceived as

instrumental in identifying areas for improvement in instructional methods, fostering a deeper understanding of teaching philosophies, and enhancing the effectiveness of lesson planning. Moreover, educators who actively engage in reflective practices are respected for their heightened self-awareness and adaptability. This underscores the transformative impact of reflective practices not only on teacher effectiveness but also on student outcomes. The information provided aligns with the concept of teachers' reflection as a crucial component of professional growth and development. SLACs, as described, offer structured opportunities for educators to engage in reflective practices. The World Bank Report (2020) underscores the significance of SLACs as professional learning communities where teachers can address common challenges and focus on improving various aspects of their practice. Through critical reflection during SLAC sessions, teachers can gain insights into their teaching approaches, understand the curriculum more deeply, and make pedagogical adjustments to better meet the needs of their students. This emphasis on reflection as a catalyst for tangible changes in classroom practice underscores its importance in the continuous improvement of teaching and learning within the SLAC framework.

Table 10 *Extent of Professional Upskilling in terms of Learning*

STATEMENT	MEAN	SD	REMARKS
I champion the idea that lifelong learning was an inherent quality of exemplary educators.	3.68	0.48	*Strongly Agree*
I support the stance that embracing continuous learning ensured teachers to remain updated with global educational trends.	3.63	0.51	*Strongly Agree*
I've observed that learning transcends traditional classrooms, with teachers exploring online courses, workshops, and seminars.	3.61	0.50	*Strongly Agree*
I believe that a commitment to learning showcased an educator's dedication to personal and professional evolution.	3.67	0.48	*Strongly Agree*
I've noticed that lifelong learners often introduce innovative strategies and tools into their classrooms.	3.65	0.52	*Strongly Agree*
I'm convinced that continuous learning fostered a culture of curiosity, inquiry, and growth within educational institutions.	3.66	0.50	*Strongly Agree*
I celebrate teachers who were dedicated to perpetual learning and inspired their students to adopt a similar mindset.	3.68	0.48	*Strongly Agree*
Weighted Mean **SD** **Verbal Interpretation**	3.65 0.50 **Very Great Extent (VGE)**		

Table 10 shows the level of extent of Professional Upskilling in terms of Learning.

The data presented in Table 10 provides valuable insights into the extent of professional upskilling related to learning among educators, with mean scores ranging from 3.68 to 3.61. These statements, listed from highest to lowest mean scores, highlight diverse aspects of the significance of continuous learning in fostering teacher upskilling and performance. Educators overwhelmingly champion the notion that lifelong learning is intrinsic to exemplary educators, with a shared celebration of those dedicated to perpetual learning and inspiring others to follow suit. This commitment to learning is viewed as a testament to educators' dedication to personal and

professional evolution, nurturing a culture of curiosity, inquiry, and growth within educational institutions.

Additionally, educators recognize the transformative impact of continuous learning beyond traditional classrooms, observing that lifelong learners often bring innovative strategies and tools into their teaching environments. They endorse the idea that embracing continuous learning ensures educators remain updated with global educational trends, including exploring online courses, workshops, and seminars. The weighted mean of all statements combined, 3.65, with a standard deviation of 0.50, underscores a very great extent of agreement among educators regarding the importance and effectiveness of continuous learning in professional upskilling. This collective consensus underscores the pivotal role of lifelong learning in fostering professional upskilling and excellence in teaching performance, emphasizing its integral place in the educational landscape.

In synthesis, the data highlights a strong consensus among educators regarding the vital role of lifelong learning in enhancing teacher skills and performance. It emphasizes the importance of fostering a culture of continuous learning within educational institutions to nurture a community of educators dedicated to ongoing improvement and excellence in teaching performance.

Professional upskilling initiatives, such as School Learning Action Cells (SLACs), are instrumental in facilitating teachers' ongoing learning and growth, thereby enhancing their practice and improving student achievement. SLAC sessions, led by school principals or designated leaders, provide a structured platform for educators to engage in collaborative learning experiences focused on addressing common challenges and enhancing various aspects of teaching and learning.

Level of Teachers' Performance

In this study, the level of teachers' performance refers to Individual Performance Commitment Rating (IPCR) rating.

Table 11 *Level of Teachers' Performance in terms of Individual Performance Commitment Rating (IPCR) Rating*

Teachers' Performance	Frequency (f)	Percentage (%)	Verbal Interpretation
5	97	48.5 %	*Outstanding*
4	99	49.5 %	*Very Satisfactory*
3	4	0 %	*Satisfactory*
2	0	0 %	*Fairly Satisfactory*
1	0	0 %	*Need Improvement*
Mean =4.48 SD=0.54	*N=200*	*100 %*	***Very Satisfactory***

The analysis reveals that the majority of respondents, comprising ninety-nine (99) individuals or forty-nine and five-hundredths percent (49.5%), were classified under the category of "Very Satisfactory." Following closely, the second largest group falls within the "Outstanding" category, representing ninety-seven (97) respondents or forty-eight and five-hundredths percent (48.5%). A small proportion of respondents, totaling four (4) individuals or two percent, received a rating of "Satisfactory." Notably, there were no respondents classified under the categories of "Fairly Satisfactory" or "Needs Improvement."

Upon reviewing Table 11, it becomes evident that the overall level of Teachers' Performance, as

measured by the IPCRF, stands at 4.48, corresponding to a verbal interpretation of "Very Satisfactory." With a standard deviation of 0.54, the data indicates a homogeneous level of Teachers' Performance in terms of the IPCRF, suggesting consistency across the evaluations.

Significant Relationship between the SLAC Implementation and Professional Upskilling

Table 12 shows the Significant Relationship between the SLAC Implementation and Professional Upskilling.

Table 12 *Significant Relationship between the SLAC Implementation and Professional Upskilling*

EXTENT OF SLAC IMPLEMENTATION	PROFESSIONAL UPSKILLING	R	INTERPRETATION	P	ANALYSIS
SUBJECT AREAS	*Mentoring*	*0.330015**	*Low*	*0.000*	*S*
	Consultation	*0.27603**	*Low*	*0.000*	*S*
	Practice	*0.269202**	*Low*	*0.000*	*S*
	Study/Improve	*0.330395**	*Low*	*0.000*	*S*
	Reflection	*0.365916**	*Low*	*0.000*	*S*
	Learning	*0.266141**	*Low*	*0.000*	*S*
PROCESS COMPLIANCE	*Mentoring*	*0.411842**	*Moderate*	*0.000*	*S*
	Consultation	*0.332795**	*Low*	*0.000*	*S*
	Practice	*0.31952**	*Low*	*0.000*	*S*
	Study/Improve	*0.350087**	*Low*	*0.000*	*S*
	Reflection	*0.380153**	*Low*	*0.000*	*S*
	Learning	*0.280348**	*Low*	*0.000*	*S*
ROLES AND RESPONSIBILITIES	*Mentoring*	*0.410604**	*Moderate*	*0.000*	*S*
	Consultation	*0.40016**	*Moderate*	*0.000*	*S*
	Practice	*0.311249**	*Low*	*0.000*	*S*
	Study/Improve	*0.293625**	*Low*	*0.000*	*S*
	Reflection	*0.325209**	*Low*	*0.000*	*S*
	Learning	*0.268127**	*Low*	*0.000*	*S*
MONITORING AND EVALUATION	*Mentoring*	*0.270817**	*Low*	*0.000*	*S*
	Consultation	*0.662278**	*Moderate*	*0.000*	*S*
	Practice	*0.265098**	*Low*	*0.000*	*S*
	Study/Improve	*0.262303**	*Low*	*0.000*	*S*
	Reflection	*0.262303**	*Low*	*0.000*	*S*
	Learning	*0.318679**	*Low*	*0.000*	*S*

***significant at 0.05   ns-not significant**

Table 12 presents the significant relationship between the implementation of the SLAC (School Learning Action Cell) Program and various aspects of professional upskilling. The correlation coefficient (r) measures the strength and direction of the relationship between SLAC implementation and different dimensions of professional upskilling, while the p-value assesses the statistical significance of these relationships.

Across all categories of professional upskilling, there is a consistent pattern of statistically significant

positive correlations with SLAC implementation, indicated by asterisks (*) denoting significance at the 0.05 level. These correlations range from low to moderate, suggesting varying degrees of association between SLAC implementation and professional development factors.

In terms of subject areas, SLAC implementation shows low positive correlations with mentoring, consultation, practice, study/improve, reflection, and learning, with correlation coefficients ranging from 0.269 to 0.366. This indicates a positive but relatively weak relationship between SLAC implementation and professional upskilling in subject-specific contexts.

Similarly, when considering process compliance, SLAC implementation demonstrates moderate positive correlations with mentoring, consultation, practice, study/improve, reflection, and learning, with correlation coefficients ranging from 0.320 to 0.412. This suggests a stronger association between SLAC implementation and adherence to processes related to professional upskilling activities.

In roles and responsibilities, SLAC implementation exhibits moderate positive correlations with mentoring and consultation, while correlations with practice, study/improve, reflection, and learning remain low. This indicates a more robust relationship between SLAC implementation and specific mentoring and consultation aspects within roles and responsibilities.

In monitoring and evaluation, SLAC implementation displays a moderate positive correlation with consultation, while correlations with mentoring, practice, study/improve, reflection, and learning remain low. This suggests a stronger association between SLAC implementation and the monitoring and evaluation processes related to consultation activities.

Overall, the data indicates that SLAC implementation is positively associated with various aspects of professional upskilling across different dimensions. However, the strength of these relationships varies, with some dimensions showing stronger correlations than others. This highlights the multifaceted nature of the relationship between SLAC implementation and professional upskilling, underscoring the importance of tailored approaches to support educators' growth and enhancement.

Significant Relationship between the SLAC Implementation and Teachers' Performance
Table 13 *Significant Relationship between the Extent of SLAC Implementation and Teachers' Performance*

Extent of SLAC Implementation	Teachers' Performance	R	Interpretation	P	Analysis
Subject Areas	IPCRF Rating	0.021616	Negligible	0.037757	S
Process Compliance		0.016675	Negligible	0.068397	NS
Roles and Responsibilities		0.021691	Negligible	0.037421	S
Monitoring and Evaluation		0.012464	Negligible	0.115512	NS

*significant at 0.05   ns-not significant

Table 13 illustrates the significant relationship between the implementation of the SLAC (School Learning Action Plan) Program and teachers' performance, specifically focusing on the SLAC implementation. The correlation coefficient (r) indicates the strength and direction of the relationship, while the p-value determines its statistical significance.

Across all aspects of teachers' performance, the correlations between the SLAC Implementation and IPCRF (Individual Performance Commitment and Review Form) ratings are negligible, with correlation coefficients ranging from 0.013 to 0.022. Additionally, the p-values for subject areas and roles and responsibilities are less than 0.05, indicating statistical significance, while those for process compliance and monitoring and evaluation are not significant.

The negligible correlations suggest that the revitalization of SLAC Implementation has minimal

influence on teachers' performance evaluations as measured by IPCRF ratings. This implies that while the implementation of SLAC initiatives related to Process Compliance, Monitoring and Evaluation, it does not significantly impact teachers' overall performance.

Furthermore, the statistically significant correlations for subject areas and roles and responsibilities suggest that these aspects may play a more significant role in teachers' performance evaluations compared to the process compliance and monitoring and evaluation. However, the lack of significance in process compliance, monitoring and evaluation implies that these components may not directly influence teachers' performance ratings in the context of professional upskilling.

In conclusion, while the implementation of SLAC initiatives related to subject areas and roles and responsibilities may have intrinsic value, such as promoting teachers' performance, it does not appear to significantly impact teachers' performance evaluations as measured by IPCRF ratings. Other factors, particularly those related to process compliance and roles and responsibilities, may have a more substantial influence on teachers' overall performance assessments.

This justifies that the School Learning Action Cell (SLAC) serves as a vital platform for enhancing teacher performance and student achievement, as indicated by several studies. Boniao (2019) highlighted the positive perceptions of teachers towards SLAC, emphasizing its role in improving teaching abilities, commitment, and motivation for professional growth.

4. Conclusion and Recommendation

The conclusion drawn in light of the previously described findings is stated below.

The extent of the implementation of SLAC implementation has a significant relation on professional upskilling across multiple dimensions. These correlations ranged from low to moderate, indicating varying degrees of association. Across subject areas, SLAC implementation showed low positive correlations, while process compliance exhibited moderate positive correlations, suggesting a stronger association with adherence to professional development processes. In roles and responsibilities, SLAC implementation showed moderate positive correlations with mentoring and consultation. Similarly, in monitoring and evaluation, SLAC implementation showed a moderate positive correlation with consultation. Overall, the data underscores a positive association between SLAC implementation and various professional development dimensions, highlighting the multifaceted nature of their relationship.

The relationship between SLAC Program implementation, particularly regarding extent of SLAC implementation, and teachers' performance, as measured by IPCRF ratings, shows negligible influence. Factors related to process compliance and roles and responsibilities appear more significant in performance evaluations, highlighting the limited direct influence of teachers' performance rating resulting to the rejection of the hypothesis.

Based on the findings and conclusions, the following recommendations are made:

1. Given the cohesive approach observed in SLAC Program implementation across various educational domains, it is recommended to continue fostering collaboration and integration among teachers across these domains. This can be achieved through regular interdisciplinary meetings, workshops, and collaborative projects to further enhance the effectiveness of the program.

2. With educators demonstrating a strong consensus on the importance of professional upskilling, it is advisable to invest in tailored professional upskilling programs that address the specific needs and preferences of teachers. Offering diverse opportunities for mentoring, consultation, practice, reflection, and learning can further support continuous growth and excellence in teaching practice.

3. Since most teachers received ratings of "Very Satisfactory" or "Outstanding" in their performance evaluations, it is important to recognize and celebrate their achievements while also providing avenues for

ongoing feedback and support. Offering opportunities for peer mentoring, constructive feedback sessions, and recognition programs can help sustain and further improve the high level of teacher performance.

Reference:

Boniao, R. (2019). Monitoring and Evaluation of School Learning Action Cell Implementation: Basis for Program Enhancement. Journal of Research in Education, 32(1), 78-92.