

Professional Learning Communities: Its Roles in Enhancing the Teachers' Performance in the 3rd Congressional District of Quezon

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Abstract

This study identified the demographic profile of teachers as well as determined the extent of implementation and the challenges met PLCs along content knowledge and pedagogy, learning environment, diversity of learners, assessment and reporting, and personal growth and development, and came up with a proposed plan of action in implementing Professional Learning Community in elementary schools. This was done through a Descriptive-Correlational study design with purposively sampled 213 elementary school teachers in the 12 municipalities of the 3rd Congressional District of Quezon Province for the SY 2023-2024, using a survey questionnaire with a 4-point Likert scale. The findings revealed that the teacher leaders in PLC in the elementary were female, aged 31-35 years old, 11-15 years in service, holder of bachelor's degree, and were designated as Teacher I – Teacher III. Professional Learning Community in elementary school was highly implemented while the challenges met by the schools in a Professional Learning Community are generally much challenged. There is no significant difference in the extent of implementation of the professional learning community when grouped according to profile; there is a significant difference in the level of challenges of the professional learning community when grouped according to profile; and the null hypothesis, “there is no significant relationship between the extent of implementation of the professional learning community and the level of challenges of the professional learning community”, is accepted in diversity of learners, assessment and reporting, and professional growth and development; while rejected in content knowledge and pedagogy and learning environment.

Keywords : Professional Learning Community, Teachers' Performance, Plan of Action, Content Knowledge and Pedagogy, Personal Growth and Development

1. Introduction

Professional Learning Communities (PLCs) play an important role in education by promoting collaboration and collective growth among educators (Admiraal et al., 2021). They nurture a shared vision inclusive of all stakeholders, ensuring diverse perspectives on educational goals. Continuous professional development is prioritized, with resources dedicated to staff training and mentoring. Collaboration is

encouraged, facilitating team learning and peer consultation. A culture of inquiry and innovation is nurtured, with effective knowledge management systems established for idea exchange. PLCs extend learning beyond school boundaries, engaging with external entities to enrich the educational process.

Likewise, Professional Learning Communities (PLCs) are recognized for their potential to improve teachers' professional development and instructional practices. However, there's a significant research gap in understanding their implementation and effectiveness (Zepeda, 2019). Contextual factors influencing PLCs' outcomes are not well understood, highlighting the need for comprehensive studies. Legal frameworks in the Philippines support the establishment of PLCs to enhance educational quality.

On the other hand, according to Padillo et al. (2021) some school activities improved teachers' skills in certain areas, others showed limited benefits. Interestingly, there was no significant link between teaching competencies and these activities. This underscores the need for strategic planning and evaluation of professional development for teachers to gain maximum benefit. Further studies in broader contexts could shed more light on this issue.

Moreover, research often overlooks the context and situated nature of teacher learning, calling for a more comprehensive understanding of teacher professional development (Admiraal et al., 2021). There's a need to shift focus from individual activities to wider institutional contexts. In the Philippines, professional development is important, particularly in ICT and online teaching strategies due to the unexpected transition to remote learning during the pandemic (Chin et al., 2022).

The country also faces challenges in improving teacher performance, with interest growing in implementing PLCs to enhance collaboration and learning culture (Talidong & Toquero, 2020). Also, while PLCs are recognized as beneficial, their effectiveness can vary based on context. There's a need to explore the specific dynamics and impact of PLCs in the 3rd Congressional District of Quezon to understand their role in enhancing teacher performance in this area.

Moreover, it is essential to address the gaps in current research, which often focus on specific activities or programs in isolation, resulting in findings and recommendations that may not be applicable universally or may conflict with other studies (Admiraal et al., 2021). To advance our understanding of effective professional development strategies, it is imperative to consider the broader institutional and contextual factors that influence teacher learning.

In the context of the Philippines, the transition to online teaching necessitated by the COVID-19 pandemic has highlighted the importance of equipping teachers with the necessary skills for remote instruction (Chin et al., 2022). Professional development initiatives must address this need, providing teachers with training and support in utilizing ICT tools and implementing effective online teaching strategies.

Moreover, laws such as Republic Act 7784 emphasize the importance of continual teacher development through activities like PLC participation (DepEd Memorandum No. 291, 2008). However, studies like Abanador's (2022) in the Division of Quezon show that while many teachers engage in professional development activities, there's minimal improvement in their competencies. In the local context, this was observed since many teachers are seemingly obligated to engage in professional learning and of a learning action cell which is a kind of PLC. Likewise, the researcher and the respondents are in the same context in the need for professional development for career and personal development that connects the researcher and the respondents to the PLC specially on how it could be further improved and be beneficial. Addressing this research gap requires understanding successful PLC implementation factors and conducting quantitative studies.

Furthermore, the implementation of PLCs presents a promising avenue for enhancing collaboration and supporting a culture of continuous learning among teachers (Talidong & Toquero, 2020). In examining the specific dynamics of PLCs within the 3rd Congressional District of Quezon, this study aims to contribute valuable insights into the role of collaborative learning communities in improving teacher performance and student outcomes in the local context.

This study aims to investigate the implementation and impact of PLCs within the 3rd Congressional District of Quezon, considering teachers' demographic characteristics. By understanding how PLCs contribute to enhancing instructional practices and promoting professional growth, the research seeks to provide valuable insights for policymakers and educators to support effective PLC implementation and improve educational quality through teachers' participation in PLCs.

Theoretical Framework

This study on the professional learning communities is anchored in social constructivism theory by Lev Vygotsky, Communities of Practice Theory by Etienne Wenger, and Adult Learning Theory by Malcolm Knowles which help understand the statements of the problem outline in this study.

Professional learning community is a practice of continually developing in career as teachers and school heads where they learn, unlearn or relearn the competencies relevant to the education both in instruction and in management. These are supported by the theories below.

Social Constructivism Theory by Lev Vygotsky (1920) emphasizes the importance of social interactions in learning. It posits that knowledge is constructed within a social context through collaborative discourse and shared experiences. In the context of Professional Learning Communities (PLCs), Vygotsky's theory of social constructivism supports the notion that teachers can enhance their performance through

collaborative interactions and knowledge co-construction. This perspective suggests that PLCs impact various aspects of teacher performance, such as content knowledge and pedagogy, by emphasizing social interaction and shared learning. In PLCs, teachers learn best when they collaborate, share experiences, and engage in dialogue, supporting the creation of new understanding.

Central to Vygotsky's theory is the Zone of Proximal Development (ZPD), representing the gap between what a learner can do independently and what they can achieve with guidance. In PLCs, experienced teachers can mentor less experienced colleagues, providing support and guidance to help them develop new skills and understandings beyond their individual capabilities. This mentorship and shared expertise are vital components of effective PLCs. The concept of scaffolding, where more knowledgeable individuals provide temporary support, also applies in PLCs, with experienced teachers offering resources and strategies to less experienced peers. Moreover, Vygotsky highlighted the role of cultural artifacts, including language, in mediating learning experiences. In PLCs, educational materials, teaching strategies, and assessment methods shared among teachers serve as tools for transmitting and constructing new knowledge within the community. This theory of social constructivism aligns with the diverse demographic profiles of teachers, enriching collaborative discussions and learning within PLCs. It underscores how PLCs facilitate shared learning and problem-solving, enhancing teachers' content knowledge and pedagogy. Furthermore, social constructivism provides insight into how demographic factors might influence the effectiveness of PLCs, highlighting the need for strategies that promote effective communication and equitable participation. Challenges within PLCs, such as communication barriers and differing levels of participation, can be addressed through an action plan that respects diverse perspectives and promotes inclusive engagement. Overall, social constructivism not only explains the impact of PLCs on teacher performance but also guides the development of strategies for more effective implementation and growth within these communities.

Communities of Practice Theory introduced by Etienne Wenger (1991) suggests that learning occurs in social communities where members share a concern or a passion for something they do and learn how to do it better through regular interaction. The theory identifies three core elements: domain (area of shared interest), community (group of people who care about the domain), and practice (the body of knowledge, methods, tools, stories, and ways of addressing recurring problems in the domain). Applying this theory to your study can provide insights into how teachers in PLCs in the 3rd Congressional District of Quezon engage in collective learning within their specific domain, build a sense of community, and develop shared practices to enhance teaching performance.

Wenger's theory, focusing on the communal aspects of learning, highlights three key elements—domain, community, and practice that are instrumental in shaping the learning experiences within PLCs. This

framework suggests that teachers in PLCs collectively delve into their shared areas of interest (domain), promote a sense of belonging and mutual care (community), and develop a shared repertoire of resources, strategies, and experiences (practice) to enhance teaching performance. This approach aligns with how PLCs function, enabling teachers to engage in collaborative learning and knowledge sharing, thus improving their pedagogical skills and approaches.

Adult Learning Theory (Andragogy) or Malcolm Knowles' theory (1970) of Andragogy focuses on the principles of adult learning, which differ significantly from traditional pedagogical approaches used for children. Adults are self-directed, bring life experiences to their learning, are ready to learn things that are immediately relevant to their job or personal life, are problem-centered rather than content-oriented, and are motivated to learn by internal factors. In the context of your study, this theory can help understand how teachers, as adult learners, participate in PLCs. It can provide insights into why certain methods of professional development, such as collaborative and experiential learning, may be more effective in enhancing teacher performance.

Knowles' Adult Learning Theory offers valuable insights into the characteristics of teachers as adult learners within Professional Learning Communities (PLCs). This theory suggests that adults are typically self-directed, experience-based learners who are motivated by internal factors and focused on solving real-world problems. Consequently, teachers in PLCs are likely to favor learning methods that are immediately relevant and applicable to their specific teaching contexts. The theory highlights the significance of experiential learning, reflective practice, and collaborative problem-solving as key components of effective professional development. In the context of PLCs, this implies that teachers are more inclined to engage deeply in learning opportunities that directly address their daily challenges and allow them to integrate their personal experiences into the learning process. By prioritizing these approaches, PLCs can create a supportive environment that fosters meaningful professional growth and equips educators with practical strategies to enhance their teaching effectiveness. Ultimately, embracing the principles of Knowles' Adult Learning Theory can lead to more engaged and empowered teachers who are better prepared to meet the diverse needs of their students.

Statement of the Problem

This study examined the “Professional Learning Communities: It Roles in Enhancing the Teachers' Performance in the 3rd Congressional District of Quezon”. It specifically seeks to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1. sex;

- 1.2. age;
 - 1.3. length of service;
 - 1.4. educational attainment; and
 - 1.5. designation?
2. What is the extent of implementation of professional learning community in terms of?
 - 2.1. content knowledge and pedagogy;
 - 2.2. learning environment;
 - 2.3. diversity of learners;
 - 2.4. assessment and reporting; and
 - 2.5. personal growth and development?
3. What is the level of challenges of professional learning communities in terms of:
 - 3.1. content knowledge and pedagogy;
 - 3.2. learning environment;
 - 3.3. diversity of learners;
 - 3.4. assessment and reporting; and
 - 3.5. personal growth and development?
4. Is there a significant difference in the extent of implementation of the professional learning community when grouped according to profile?
5. Is there a significant difference in the level of challenges of the professional learning community when grouped according to profile?
6. Is there a significant relationship between the extent of implementation of the professional learning community and the level of challenges of the professional learning community?
7. Based on the findings of the study, what output may be proposed?

Research Methodology

This study used a descriptive-correlational approach under quantitative research. According to Bloomfield and Fisher (2019), this research design was primarily employed to systematically describe and compare characteristics, behaviors, or phenomena across different groups or populations. It was particularly valuable in studies where comprehensive quantitative analysis might not have been feasible, offering a foundational understanding of the subject matter. It was best suited for situations where the research aim was to identify specific attributes, frequencies, trends, and categories, especially when little prior information was available. Descriptive-correlational research was ideal for initial stages of research, focusing on the 'how, when, and where' aspects of a topic, rather than delving into the underlying reasons or 'why' questions. By

employing a variety of research methods, it provided a systematic and accurate description of populations, situations, or phenomena, laying the groundwork for more detailed and complex investigations.

In the descriptive part, the study identified the demographic profile and described the professional learning communities of the teachers; the extent of implementation of professional learning communities along PPST-RPMS key result areas; and identified the challenges met by teachers in a professional learning community. In the correlational part, it tested the hypothesis on the significant difference in the extent of implementation of PLC and the challenges met in PLC when grouped according to profile, and tested the relationship difference in the extent of implementation of PLC and the challenges met in PLC.

This design suited the study because it allowed for an in-depth description of the current status of variables or phenomena. It was important to describe the demographic profile of teachers, the characteristics of professional learning communities, and the roles these communities played in enhancing teacher performance. The design was beneficial in comparing groups or variables. For example, it effectively addressed questions like whether there were significant differences in the implementation of professional learning communities and the challenges met based on the teachers' demographic profiles. Lastly, it facilitated the exploration of variations across different domains such as content knowledge, learning environment, and diversity of learners. This aligned well with the study's objectives to examine various aspects of professional learning communities and their impact on teacher performance. This design was adept at identifying challenges and proposing action plans based on observed trends and comparisons, which aligned with the objectives of the study.

The study used a purposive sampling technique to identify the elementary school teacher respondents in the 3rd Congressional District of Quezon, which includes 12 municipalities and 213 elementary professional learning community coordinators in schools. Purposive sampling allowed for selecting teachers who were directly involved in or influenced by these communities, ensuring that the data collected was rich and deeply informative. The emphasis was on the quality of information derived from participants with relevant experience, rather than generalizing findings to a larger population. This method was ideal for obtaining detailed insights from a targeted subset of the population, making it well-suited for a study aiming to explore the nuanced roles of professional learning communities (Campbell et al., 2020).

Criteria for purposive sampling in this study included the involvement of teachers in professional learning communities, specifically those who were the School Learning Action Cell Coordinators (SLAC Coordinators) of their schools. Additionally, they needed to have at least one year of teaching experience, be unit earners for a master's degree, and could hold any designation. This approach provided a comprehensive understanding of the influence of professional learning communities. Furthermore, geographical

representation was important, ensuring that teachers from across the 12 municipalities and every school in the 3rd Congressional District of Quezon were included.

The respondents of the study were the 213 PLC coordinators in elementary schools in the 3rd Congressional District of the Schools Division of Quezon, as assigned by the school heads. These were permanent teachers in the Department of Education with varied demographics. The respondents were selected based on the following criteria: they should be the leaders or coordinators of their respective schools in professional engagement and development, specifically as the SLAC Coordinators or project leaders related to professional development. These teachers held master's degree units in any course of their expertise and had been teaching for at least one year in any grade level in elementary school. The teachers could have different areas of expertise or subjects handled and might have coordinated other projects and programs. Nevertheless, all respondents acted as the primary personnel in professional engagement, leading the planning, implementation, and evaluation of the PLCs in their respective schools.

To produce strong and valid data, this study used a researcher-made survey instrument based on the monitoring tools of the Department of Education, supported by relevant legal bases and theories.

The first part of the survey covered the demographic profile of the teacher respondents, identifying age, sex, length of teaching service, highest educational attainment, and designation. This information was presented in the form of a checklist.

The second part of the survey assessed the extent of implementation of PLCs in the school using 15 indicators. This section utilized a 4-point Likert scale with the following ranges: 4-Highly Implemented (3.26 – 4.00) described as Great Extent, 3-Implemented (2.51 – 3.25) described as Moderate Extent, 2-Moderately Implemented (1.76-2.50) described as Some Extent, and 1-Less Implemented (1.00 – 1.75) described as No Extent. There were 8 indicators acting as questions.

The third part of the questionnaire addressed the challenges faced by teachers in a professional learning community, using another set of 15 items and a 4-point Likert scale. The ranges for this scale were: 4-Very Much Challenged described as Very High (3.26 – 4.00), 3-Much Challenged described as High (2.51 – 3.25), 2-Less Challenged described as low (1.76-2.50), and 1-Not Challenged described as Very Low (1.00 – 1.75). This section also contained 8 indicators acting as questions.

The researcher-made survey questionnaires were crafted for the purpose of the study and were validated by a Faculty Member from the University, one elementary school principal and one public schools district supervisor (PSDS) both with Doctorate Degree in Educational Management. The questionnaires noted comments and suggestions, revisions, and item rejections. After final revisions from the printed validation tools, the instruments underwent pilot testing in another Congressional District with 30 respondents to test for

its validity and reliability. Cronbach's alpha coefficient for internal consistency reliability was utilized and found valid and reliable.

The researcher sought permission and endorsement from the Schools Division Superintendent of the Division of Quezon. Upon receiving the Superintendent's approval, the researcher wrote letters of request to the district supervisors, principals, and heads of all the elementary schools. Through the facility of the Division of Quezon, an advisory was requested to facilitate the completion of the questionnaire through a given link. The importance of the study was explained. The survey questionnaires were created, and the initial gathering of responses was conducted through Google Forms due to the risks posed by heightened heat and possibility of COVID related disease/sickness. However, the researcher also personally distributed and retrieved questionnaires from some schools that were too remote that faced challenges with internet access. There was a 100% retrieval rate of the questionnaires. The collected data were then tabulated, analyzed, and interpreted with guidance from the advisers and a statistician.

Since the study was centered on the identification of roles played by PLCs in enhancing teachers' performance and testing significance when grouped according to demographic profile, this study used both descriptive and inferential statistics.

Under descriptive statistics, Frequency Count and Percentage were used to identify and interpret data on the demographic profile. To describe the extent of implementation of PLCs and to determine the level of challenges in professional learning communities, the Weighted Mean was utilized with a ranking system.

In inferential statistics, to test the hypothesis that there was no significant difference in the extent of implementation of the professional learning community when grouped according to profile and that there was no significant difference in the level of challenges in the professional learning community when grouped according to profile, T-test and F-test were utilized. Lastly, Pearson r was used to compute the significant relationship between the extent of implementation of the professional learning community and the level of challenges in the professional learning community.

Results and Discussion

1. Profile of the Respondents in Terms of Sex, Age, Length of Service, Educational Attainment, and Designation

This section presents the profile of the teacher respondents in terms of sex, age, length of service, educational attainment, and designation. Frequency, percentage, and rank distributions were presented for the clear illustration of the data analyzed from the responses.

Table 1*Frequency, Percentage, and Rank Distribution of the Respondents in terms of Sex*

Sex	F	%	Rank
Male	79	37.09	2
Female	134	62.91	1
Total	213	100	

Table 1 presents the frequency, percentage, and rank distribution of the respondents in terms of sex. The data shows that there are 134 females out of 213 respondents, making up 62.91%, while there are 79 males, accounting for 37.09% of the respondents. This indicates that the majority of the respondents are female.

The higher percentage of female in the teaching profession, which reflects broader sex patterns in the area, can be used to justify the preponderance of female respondents. The study's conclusions are expected to be greatly influenced by the distinctive opinions and experiences of the female participants, despite the fact that male respondents make up a sizable minority. This demonstrates how important it is to take gender dynamics into account when evaluating and interpreting the study's findings in order to make sure that the impact of sex on the study's conclusions is appropriately recognized and dealt with. This further suggests that women make up the majority of the response group. The study may benefit from the distinct viewpoints and experiences that female respondents may offer. Their greater representation may have an impact on the overall results, particularly in instances when attitudes and responses may be influenced by gender. The substantial proportion of female responders emphasizes how important it is to take gender dynamics into account when analyzing and interpreting the study's findings.

Female instructors outweighed male teachers in terms of population and professional development attendance. Moreover, **Agustini et al. (2019)** observed that female educators frequently endured greater levels of work-related stress and emotional distress as a result of their unique interactions with students and juggling their familial and professional obligations, positioning them as trustworthy leaders in professional development.

Table 2*Frequency, Percentage, and Rank Distribution of the Respondents in terms of Age*

Age	F	%	Rank
20-25	19	8.92	5
26-30	25	11.74	3
31-35	103	48.36	1
36-40	37	17.37	2
41-45	24	11.27	4
46-50	4	1.88	6
51-55	1	0.47	7
56-65	0	0	8
Total	213	100	

Table 2 shows the frequency, percentage, and rank distribution of the respondents in terms of age, presented in order of the highest to lowest ranks. The largest group of respondents is aged 31-35, comprising 103 individuals or 48.36% of the total respondents, making it the highest-ranked age group. The second largest group is the 36-40 age range, with 37 respondents (17.37%). This is followed by the 26-30 age group with 25 respondents (11.74%), and the 41-45 age group with 24 respondents (11.27%). The 20-25 age group includes 19 respondents (8.92%), ranking fifth. The 46-50 age group has 4 respondents (1.88%), and the 51-55 age group has 1 respondent (0.47%). There are no respondents in the 56-65 age group.

It is not surprising that the majority of responders fall between the 31–35 age bracket; after all, this is a generation that tends to have stable employment and is heavily engaged in professional pursuits. Those in the mid-career age bracket (36–40) make up the second largest group, which is indicative of this trend. Professionals in the early to mid-career phases make up a balanced mix of respondents in the age categories of 26–30 and 41–45. The decline in the representation of individuals in the 20-25, 46-50, and 51-55 age groups suggests a potential trend toward retirement or career transitions among older professionals, as well as a decrease in the number of persons starting their careers. The low response rate among those aged 56 to 65 highlights the necessity for targeted education or study to understand their reasons for low participation. This indicates that the majority of respondents are in the age bracket of 31–35, which is consistent with a strong interest in the topic of the study. However, it is worth considering whether there is a need for more research

into the underrepresentation of older age groups. This distribution highlights the importance of considering age dynamics when understanding and analyzing the study's results.

Most educators who take part in professional development and research are in the age bracket of twenty-five to thirty, and thirty-one to forty. This agrees with the study's conclusion that people of these ages are well-represented. It was also found that teachers in the beginning to middle of their careers were more likely to take part in professional development opportunities. The decline in the representation of individuals in the 20-25, 46-50, and 51-55 age groups suggests a potential trend toward retirement or career transitions among older professionals, as well as a decrease in the number of persons starting their careers. Younger educators make up a larger proportion of this study's participants, which is in line with findings by **Padillo et al. (2021)** that they are more open to new ideas and more motivated to engage in professional development.

Table 3

*Frequency, Percentage, and Rank Distribution of the Respondents
in terms of Length of Service*

Length of Service	F	%	Rank
0-5 years	21	9.86	4
6-10 years	23	10.80	3
11-15 years	109	51.17	1
16-20 years	58	27.23	2
21 years and above	2	0.94	5
Total	213	100	

Table 3 presents the frequency, percentage, and rank distribution of the respondents in terms of length of service. The data indicates that the largest group of respondents has 11-15 years of service, comprising 109 individuals or 51.17% of the total respondents, making it the highest-ranked length of service group. The second largest group is those with 16-20 years of service, with 58 respondents (27.23%). This is followed by the 6-10 years group with 23 respondents (10.80%) and the 0-5 years group with 21 respondents (9.86%). The smallest group is those with 21 years and above, with 2 respondents (0.94%).

One possible explanation for the high percentage of respondents with 11–15 years of service (51.17 percent) is the high rate of stability and retention in the teaching profession, which tends to attract professionals in the middle of their careers. The respondents' extensive experience is further highlighted by

the large number of individuals with 16–20 years of employment. Teachers who are just starting out in the field are probably reflected in the smaller groups with 0-5 years and 6-10 years of experience. It is important to conduct targeted research to understand the reasons behind the low participation of individuals with 21 years of experience and above, as their absence could be attributed to retirement or a change in roles. This indicates that there is a substantial representation of professionals in the survey who are in the middle of their careers, as the bulk of respondents had 11–15 years of service. The wealth of knowledge and expertise that this group brings to the table certainly impacts the study's conclusions. Another indication of the responder pool's experience is the large number of people with 16–20 years of service. On the flip side, there may be room for focused interaction or additional research to determine why people aged 21 and up are underrepresented.

Consistent with **Francisco's (2020)** findings, this study found that instructors with more experience were more likely to participate in professional development opportunities. Teachers at higher positions, which is generally associated with longer service, are also expected to participate more actively in professional development programs, as pointed out by **Baluyos et al. (2019)**. Professionals in the middle of their careers are more inclined to seek out opportunities for professional growth and advancement, according to **Miranda (2020)**. According to **Padillo et al (2021)**, there is a smaller representation of teachers with 0-5 years of service and 21+ years of service. This suggests that early-career teachers may not be as involved in professional development because they are still establishing themselves, while teachers with over 21 years of service may be approaching retirement or taking on less active roles.

Table 4

*Frequency, Percentage, and Rank Distribution of the Respondents
in terms of Educational Attainment*

Educational Attainment	F	%	Rank
Bachelor's Degree	185	86.85	1
Master's Degree Graduate	25	11.74	2
Doctor's Degree Graduate	3	1.41	3
Total	213	100	

Table 4 presents the frequency, percentage, and rank distribution of the respondents in terms of educational attainment. The data shows that the majority of respondents hold a Bachelor's Degree, with 185 individuals or 86.85% of the total respondents, making it the highest-ranked educational attainment group.

This is followed by respondents who have completed a Master's Degree, with 25 individuals (11.74%), and those with a Doctor's Degree, with 3 individuals (1.41%).

The preponderance of responders with a Bachelor's Degree can be explained by the fact that many teaching positions need this level of education, which reflects a larger trend in the workforce's educational attainment. Due to the greater investment of time, energy, and money needed to earn a Master's or Doctoral degree, a smaller percentage of respondents hold these credentials. It may be inferred from this that most of the participants in the survey had a Bachelor's Degree, as this is the most prevalent degree of education among the respondents.

In line with their larger representation in the study, these findings are also supported by **Francisco's (2020)** observation that teachers with bachelor's degrees make up the majority in the teaching profession. Additionally, responders with higher levels of education are shown by the fact that many teachers seek professional advancement through the pursuit of a master's degree (**Miranda, 2020**). School districts and states often encourage teachers to pursue graduate degrees, which can lead to better incomes and more possibilities for professional growth. This clarifies why there was a small but notable number of responders holding doctoral and master's degrees.

Table 5

*Frequency, Percentage, and Rank Distribution of the Respondents
in terms of Designation*

Position Title	F	%	Rank
Teacher I – Teacher III	182	85.45	1
Head Teacher I – Head Teacher IV	20	9.39	2
Master Teacher I – Master Teacher II	11	5.16	3
Total	213	100	

Table 5 presents the frequency, percentage, and rank distribution of the respondents in terms of designation. The data indicates that the majority of respondents hold the position of Teacher I to Teacher III, with 182 individuals or 85.45% of the total respondents, making it the highest-ranked designation group. This is followed by respondents who are Head Teacher I to Head Teacher IV, with 20 individuals (9.39%), and those who are Master Teacher I to Master Teacher II, with 11 individuals (5.16%).

There may be a bigger population of early-career teachers in the education system, which could explain why the majority of respondents are labeled as Teacher I to Teacher III. This could be a reflection of hiring trends and natural career progression. Perhaps there are fewer openings for Head Teachers and Master Teachers since these professions demand more specialized training and have higher entry requirements. Further research or engagement tactics are needed to understand the contributions and viewpoints of these senior positions for comprehensive educational insights; this is highlighted by the dispersion. This suggests that the bulk of the study's participants fall within the "Teacher I" to "Teacher III" category, since this is where the majority of respondents fall. Their insights and background will most certainly color the results of the investigation. Even though they are underrepresented, the respondents' varied titles show that there is a wide range of education levels represented.

In line with the significant prevalence of Teachers I through III in the study, **Francisco (2020)** also discovered that the majority of teachers have the lowest teaching positions. Furthermore, the majority of educators have these roles which reflects larger tendencies in the education sector. Head Teachers and Master Teachers make up a lesser share of the total, which can be explained by the fact that there are fewer of them but that they participate in more professional development opportunities (**Baluyos et al., 2019**).

Extent of Implementation of Professional Learning Community in Terms of Several Aspects

In this part presents the data in sub problem number 2 on the extent of implementation of the professional learning community in the school in terms of content knowledge and pedagogy, learning environment, diversity of learners, assessment and reporting, and personal growth and development. These are presented in tabular format followed by textual presentation, analysis, implications, and evidences from former studies and literature.

Table 6

Extent of Implementation of Professional Learning Community in Terms of Content Knowledge and Pedagogy

Statements		Mean	SD	Verbal Interpretation	Verbal Description	Rank
<i>The schools in professional learning communities, implement...</i>						
1.	regular PLC meetings according to the goals and plans of the school for content knowledge and pedagogy.	3.18	0.42	Implemented	Moderate Extent	5
2.	certainty in attendance, participation, collaboration, and reflection of practice	3.30	0.49	Highly Implemented	Great Extent	2

	for content knowledge and pedagogy.					
3.	established norms, protocols, schedules, and resources for content knowledge and pedagogy.	3.11	0.38	Implemented	Moderate Extent	6
4.	shared leadership in all phases of PLCs for content knowledge and pedagogy.	3.19	0.43	Implemented	Moderate Extent	4
5.	inclusion of diverse perspectives and voices within PLC discussions for content knowledge and pedagogy.	3.28	0.47	Highly Implemented	Great Extent	3
6.	application of knowledge of content within and across curriculum teaching areas.	3.34	0.49	Highly Implemented	Great Extent	1
7.	ranging teaching strategies that enhance learner achievement in literacy and numeracy skills.	3.05	0.38	Implemented	Moderate Extent	7
8.	utilization of strategies in developing critical and creative thinking and higher-order thinking skills.	3.04	0.42	Implemented	Moderate Extent	8
Overall Mean		3.19	0.11	Implemented	Moderate Extent	

Legend: 1.00 – 1.75=Less Implemented (LI), No Extent; 1.76 – 2.50=Moderately Implemented (MI), Some Extent

2.51 – 3.25=Implemented (I), Moderate Extent; 3.26 – 4.00=Highly Implemented (HI), Great Extent

Table 6 presents the extent of implementation of professional learning communities (PLCs) in terms of content knowledge and pedagogy. The highest-ranked indicator is the application of knowledge of content within and across curriculum teaching areas, with a mean of 3.34 (SD=0.49), interpreted as highly implemented described as great extent. This is followed by certainty in attendance, participation, collaboration, and reflection of practice (mean = 3.30, SD=0.49), and the inclusion of diverse perspectives and voices within PLC discussions (mean = 3.28, SD=0.47), both also interpreted as highly implemented and described as great extent. Regular PLC meetings according to the goals and plans of the school (mean = 3.18, SD=0.42) and shared leadership in all phases of PLCs (mean = 3.19, SD=0.43) are implemented. The

indicators with lower ranks include established norms, protocols, schedules, and resources (mean = 3.11, SD=0.38), ranging teaching strategies that enhance learner achievement in literacy and numeracy skills (mean = 3.05, SD=0.38), and utilization of strategies in developing critical and creative thinking and higher-order thinking skills (mean = 3.04, SD=0.42). The overall mean is 3.19 (SD=0.11), indicating that PLCs are generally implemented in schools and described as moderate extent.

The findings indicate that the application of knowledge within and across curriculum teaching areas is highly prioritized in professional learning communities, which can be attributed to the growing emphasis on interdisciplinary teaching and the integration of various content areas to enhance student learning outcomes. The high implementation of participation, collaboration, and reflective practices demonstrates the commitment to supporting an environment where teachers actively engage in their professional development. The inclusion of diverse perspectives within PLC discussions is likely due to the recognition of the value that different viewpoints bring to improving teaching practices and student learning. Regular meetings and shared leadership being well-implemented reflect structured and organized efforts to maintain consistent progress in PLC initiatives. However, the slightly lower rankings for establishing norms and protocols, enhancing literacy and numeracy skills, and developing critical thinking strategies suggest areas that require more focused attention and resources.

These findings show that the application of knowledge within and across curriculum teaching areas is a major priority in professional learning communities, emphasizing the significance of interdisciplinary teaching. The strong interest in participation, collaboration, and reflective practices emphasizes the importance of an active and collaborative professional development environment. While regular meetings and shared leadership are successfully adopted, there is a need for ongoing assistance in areas such as creating norms and procedures, improving literacy and numeracy abilities, and developing critical thinking tools.

According to **James and Lee (2021)**, content knowledge is essential for effective teaching techniques, as comprehensive comprehension and application within and across curriculum areas improve student outcomes. **Eshchar-Netz and Vedder-Weiss (2021)** emphasize the value of collaborative planning and reflective practice for teacher professional development. Regular and scheduled collaborative activities allow teachers to share best practices, provide mutual support, and solve classroom difficulties, all of which contribute to a strong feeling of community. **De La Rosa (2021)** supports the inclusion of many viewpoints and opinions in PLC deliberations, emphasizing the value of diversity, equity, and inclusion. Incorporating a variety of perspectives helps to address the specific needs of varied student populations and build more inclusive educational settings.

Furthermore, **Milara et al. (2020)** contend that structured support offers a consistent framework for professional development. Shared leadership guarantees that all members have a say in decision-making, which promotes ownership and accountability. The widespread use of participation, collaboration, and reflective practices in PLCs demonstrates a commitment to creating an environment in which teachers actively engage in professional development, leveraging collective wisdom to refine instructional strategies and explore innovative teaching practices. Furthermore, **Milara et al. (2020)** emphasize the significance of structured assistance in ensuring that PLCs have the resources, procedures, and leadership they need to perform well.

Table 7

Extent of Implementation of Professional Learning Community in Terms of Learning Environment

Statements <i>The schools in professional learning communities, implement...</i>	Mean	SD	Verbal Interpretation	Verbal Description	Rank
1. regular PLC meetings according to the goals and plans of the school for the learning environment.	3.18	0.42	Implemented	Moderate Extent	4.5
2. certainty in attendance, participation, collaboration, and reflection of practice for the learning environment.	3.25	0.46	Implemented	Moderate Extent	3
3. established norms, protocols, schedules, and resources for the learning environment.	3.11	0.38	Implemented	Moderate Extent	6
4. shared leadership in all phases of PLC developing a learning environment.	3.18	0.42	Implemented	Moderate Extent	4.5
5. inclusion of diverse perspectives and voices within PLC discussions for the learning environment.	3.26	0.46	Highly Implemented	Great Extent	2
6. controlling the classroom structure to engage learners in varied activities within a range of physical learning	3.30	0.48	Highly Implemented	Great Extent	1
7. management of learner behavior constructively for a learning-focused environment	3.04	0.36	Implemented	Moderate Extent	7
8. setting up rules and regulations in the class as movement or activity guidelines in the learning environment	3.03	0.40	Implemented	Moderate Extent	8
Overall Mean	3.17	0.10	Implemented	Moderate Extent	

Legend: 1.00 – 1.75=Less Implemented (LI), No Extent; 1.76 – 2.50=Moderately Implemented (MI), Some Extent 2.51 – 3.25=Implemented (I), Moderate Extent; 3.26 – 4.00=Highly Implemented (HI), Great Extent

Table 7 presents the extent of implementation of professional learning communities (PLCs) in terms of the learning environment. The highest-ranked indicator is controlling the classroom structure to engage learners in varied activities within a range of physical learning, with a mean of 3.30 (SD=0.48), interpreted as highly implemented described as great extent. This is followed by the inclusion of diverse perspectives and voices within PLC discussions for the learning environment (mean = 3.26, SD=0.46) and certainty in attendance, participation, collaboration, and reflection of practice (mean = 3.25, SD=0.46), both interpreted as highly implemented described as great extent. Regular PLC meetings according to the goals and plans of the school (mean = 3.18, SD=0.42) and shared leadership in all phases of PLC (mean = 3.18, SD=0.42) are also implemented described as moderate extent. The indicators with lower ranks include established norms, protocols, schedules, and resources (mean = 3.11, SD=0.38), management of learner behavior constructively (mean = 3.04, SD=0.36), and setting up rules and regulations in the class as movement or activity guidelines (mean = 3.03, SD=0.40). The overall mean is 3.17 (SD=0.10), indicating that PLCs are generally implemented in schools described as moderate extent.

The findings emphasize that controlling the classroom structure to engage learners in a variety of activities is given the highest priority, underscoring the need for dynamic and adaptable learning environments. This reflects an understanding that effective teaching involves not only delivering content but also creating spaces where students are actively involved in learning through diverse methods. By varying activities, teachers can address different learning styles, keep students motivated, and foster critical thinking. This aligns with research that advocates for active learning strategies, where students participate more meaningfully, rather than passively receiving information. In Professional Learning Communities (PLCs), the high implementation of diverse perspectives within discussions points to an intentional effort to incorporate inclusivity in professional development. Encouraging diverse viewpoints allows for a richer exchange of ideas and fosters a collaborative culture that supports all educators. When educators bring varied experiences and insights into these discussions, it helps create solutions that are more reflective of the diverse student populations they serve. This focus on inclusivity not only enhances professional growth but also ensures that instructional practices become more culturally responsive and equitable, addressing the needs of all learners.

The certainty in attendance, participation, and collaboration in PLCs highlights the commitment of educators to actively engage in their professional development. Regular attendance and meaningful participation ensure that PLCs function as effective platforms for continuous learning. Consistent collaboration fosters a supportive environment where educators can share best practices, troubleshoot challenges, and collectively work toward improving instructional techniques. This strong engagement reflects

the overall positive attitude of teachers toward professional development and signals the value they place on collaborative learning.

The successful implementation of regular meetings and shared leadership further strengthens PLC initiatives. Regular meetings provide a structured forum for educators to come together, discuss goals, review progress, and make informed decisions regarding classroom practices. These scheduled interactions allow for a continuous cycle of feedback and reflection, which is essential for the sustained growth of both teachers and students. Shared leadership within PLCs encourages a sense of ownership and accountability among members. It empowers educators to take on leadership roles, fostering a culture of collective responsibility where everyone contributes to decision-making and problem-solving.

However, the findings also indicate areas that need further attention. The slightly lower prioritization of establishing norms and protocols suggests that while there is strong engagement and collaboration, some foundational structures may not be fully solidified. Clearly defined norms and procedures are essential for maintaining consistency in group operations, ensuring that all members have a clear understanding of expectations. Without this, even well-intentioned efforts can become fragmented or less effective over time.

Similarly, the lower rankings for managing learner behavior constructively point to a potential gap in strategies for addressing classroom management within PLC discussions. Constructive behavior management is critical to creating an environment conducive to learning. While engaging learners through diverse activities is a top priority, effectively managing student behavior is equally important to maintain a productive and positive classroom atmosphere. PLCs may need to dedicate more time and resources to discussing and sharing effective behavior management strategies that promote positive student interactions and minimize disruptions. Lastly, the lower focus on setting up rules and regulations within PLCs could signal that some logistical or procedural aspects of PLC functioning need refinement. Clear rules and regulations provide a framework that supports the orderly operation of both PLCs and classroom environments.

Bedford's (2019) study emphasizes the importance of dynamic and adaptive learning settings, showing the high priority placed on manipulating classroom structure in order to engage students in a variety of activities. **De La Rosa (2021)** supports the inclusion of varied perspectives in PLC conversations, emphasizing the value of diversity, equity, and inclusion in professional learning communities. This inclusion contributes to meeting the particular requirements of diverse student populations and cultivating an inclusive educational environment. Attendance, involvement, cooperation, and practice reflection are consistent with **Eshchar-Netz and VedderWeiss's- (2021)** emphasis on collaborative planning and reflective practice for professional development. **Milara et al. (2020)** emphasize the importance of regular PLC meetings and

shared leadership, arguing that structured support provides a constant framework for ongoing professional growth, ensuring that all members participate in decision-making processes.

Table 8

Extent of Implementation of Professional Learning Community in Terms of Diversity of Learners

Statements		Mean	SD	Verbal Interpretation	Verbal Description	Rank
<i>The schools in professional learning communities, implement...</i>						
1.	regular PLC meetings according to the goals and plans of the school along with the diversity of learners.	3.23	0.44	Implemented	Moderate Extent	8
2.	certainty in attendance, participation, collaboration, and reflection of practice along with the diversity of learners.	3.32	0.49	Highly Implemented	Great Extent	3
3.	established norms, protocols, schedules, and resources along with the diversity of learners.	3.24	0.48	Implemented	Moderate Extent	7
4.	shared leadership in all phases of PLCs along with the diversity of learners.	3.28	0.45	Highly Implemented	Great Extent	6
5.	inclusion of diverse perspectives and voices within PLC discussions in learners' diversity.	3.34	0.48	Highly Implemented	Great Extent	2
6.	facilitation of learning delivery through differentiated instruction	3.30	0.48	Highly Implemented	Great Extent	4.5
7.	usage of appropriate learning experiences to address gender, culture, linguistic, and indigenous needs.	3.36	0.53	Highly Implemented	Great Extent	1
8.	usage of appropriate learning experiences to address strengths, weaknesses, and interests in equitable learning	3.30	0.55	Highly Implemented	Great Extent	4.5
Overall Mean		3.29	0.05	Highly Implemented	Great Extent	

Legend: 1.00 – 1.75=Less Implemented (LI), No Extent; 1.76 – 2.50=Moderately Implemented (MI), Some Extent 2.51 – 3.25=Implemented (I), Moderate Extent; 3.26 – 4.00=Highly Implemented (HI), Great Extent

Table 8 presents the extent of implementation of professional learning communities (PLCs) in terms of diversity of learners. The highest-ranked indicator is the usage of appropriate learning experiences to address gender, culture, linguistic, and indigenous needs, with a mean of 3.36 (SD=0.53), interpreted as highly implemented or great extent. This is followed by the inclusion of diverse perspectives and voices

within PLC discussions in learners' diversity (mean = 3.34, SD=0.48) and certainty in attendance, participation, collaboration, and reflection of practice (mean = 3.32, SD=0.49), both interpreted as highly implemented or great extent. Facilitation of learning delivery through differentiated instruction (mean = 3.30, SD=0.48) and usage of appropriate learning experiences to address strengths, weaknesses, and interests in equitable learning (mean = 3.30, SD=0.55) are also highly implemented or great extent. Regular PLC meetings according to the goals and plans of the school (mean = 3.23, SD=0.44) and established norms, protocols, schedules, and resources (mean = 3.24, SD=0.48) are implemented or moderate extent but ranked lower. The overall mean is 3.29 (SD=0.05), indicating that PLCs are highly implemented or great extent in addressing the diversity of learners.

The findings indicate that the highest priority is given to using appropriate learning experiences to address gender, culture, linguistic, and indigenous needs, reflecting the commitment to inclusivity and cultural responsiveness in education. The high implementation of diverse perspectives within PLC discussions and certainty in attendance, participation, and collaboration suggests a strong focus on inclusivity and active engagement in professional development practices. The facilitation of differentiated instruction and addressing individual learning needs highlights the emphasis on personalized and equitable learning experiences. Regular meetings and established norms and protocols being implemented indicate structured efforts to maintain consistent progress in PLC initiatives. However, the slightly lower rankings for these areas suggest that while they are being addressed, there is room for improvement in their implementation.

These findings underscore the critical importance of addressing gender, cultural, linguistic, and indigenous needs within Professional Learning Communities (PLCs), highlighting the central role of inclusivity and cultural responsiveness in modern education. By prioritizing these areas, PLCs ensure that professional development is not only collaborative but also sensitive to the diverse backgrounds and experiences of both educators and students. This commitment fosters a learning environment that respects and values diversity, ensuring that teaching practices are more equitable and relevant. The strong emphasis on attendance, active participation, and collaboration within PLCs further illustrates the importance of creating a dynamic professional development atmosphere where educators are consistently engaged in shared learning and growth. Additionally, the focus on individualized instruction and meeting the specific learning needs of students reflects a dedication to providing personalized, student-centered education that can adapt to varied learners, ensuring that all students receive the support they need to succeed. However, while the regularity of meetings and the establishment of norms and practices have been successfully implemented.

According to **Bedford (2019)**, using suitable learning experiences to address gender, culture, linguistic, and indigenous requirements demonstrates a commitment to inclusive and culturally responsive

education. **De La Rosa (2021)** emphasizes the necessity of including varied perspectives into PLC debates, which promotes effective implementation of diverse ideas and active participation in professional development activities. **Eshchar-Netz and Vedder-Weiss (2021)** emphasize the importance of collaborative planning and reflective practice, which aligns with their findings on attendance, involvement, and collaboration. **Mellroth and Bergwall (2021)** emphasize individualized instruction and meeting individual learning needs, as seen by the facilitation of learning delivery through differentiated instruction and the identification of strengths, weaknesses, and interests. **Milara et al.** highlight the systematic efforts made to sustain continuous progress in PLC activities through frequent meetings and defined standards and practices (2020). These findings show that PLCs prioritize gender, culture, linguistic, and indigenous concerns, emphasizing inclusivity and cultural responsiveness. Active engagement, cooperation, and reflective practice are required for professional growth, while differentiated instruction ensures tailored and equitable education. Although regular meetings and established protocols are successfully implemented, there is still space for continuing growth in these areas.

Table 9

Extent of Implementation of Professional Learning Community in Terms of Assessment and Reporting

Statements <i>The schools in professional learning communities, implement...</i>		Mean	SD	Verbal Interpretation	Verbal Description	Rank
1.	regular PLC meetings according to the goals and plans of the school along with assessment and reporting.	3.31	0.50	Highly Implemented	Great Extent	4
2.	certainty in attendance, participation, collaboration, and reflection of practice along with assessment and reporting.	3.34	0.52	Highly Implemented	Great Extent	3
3.	established norms, protocols, schedules, and resources along with assessment and reporting.	3.22	0.53	Implemented	Great Extent	8
4.	shared leadership in all phases of PLCs along with assessment and reporting.	3.35	0.50	Highly Implemented	Great Extent	2
5.	inclusion of diverse perspectives and voices within PLC discussions along with assessment and reporting.	3.41	0.50	Highly Implemented	Great Extent	1
6.	considerate use of assessment strategies aligned to curriculum requirements	3.25	0.51	Implemented	Moderate Extent	6
7.	usage learner attainment data for learner progress monitoring and evaluation	3.23	0.55	Implemented	Moderate Extent	7

8. usage of authentic and evaluated assessment strategies	3.29	0.56	Highly Implemented	Great Extent	5
Overall Mean	3.30	0.07	Highly Implemented	Great Extent	

Legend: 1.00 – 1.75=Less Implemented (LI), No Extent; 1.76 – 2.50=Moderately Implemented (MI), Some Extent 2.51 – 3.25=Implemented (I), Moderate Extent; 3.26 – 4.00=Highly Implemented (HI), Great Extent

Table 9 presents the extent of implementation of professional learning communities (PLCs) in terms of assessment and reporting. The highest-ranked indicator is the inclusion of diverse perspectives and voices within PLC discussions along with assessment and reporting, with a mean of 3.41 (SD=0.50), interpreted as highly implemented or described as great extent. This is followed by shared leadership in all phases of PLCs (mean = 3.35, SD=0.50) and certainty in attendance, participation, collaboration, and reflection of practice (mean = 3.34, SD=0.52), both interpreted as highly implemented described as great extent. Regular PLC meetings according to the goals and plans of the school (mean = 3.31, SD=0.50) and usage of authentic and evaluated assessment strategies (mean = 3.29, SD=0.56) are also highly implemented described as great extent. Other indicators such as the considerate use of assessment strategies aligned to curriculum requirements (mean = 3.25, SD=0.51), usage of learner attainment data for learner progress monitoring and evaluation (mean = 3.23, SD=0.55), and established norms, protocols, schedules, and resources (mean = 3.22, SD=0.53) are implemented described as moderate extent but ranked lower. The overall mean is 3.30 (SD=0.07), indicating that PLCs are highly implemented and described as great extent in terms of assessment and reporting.

The findings show that the inclusion of varied viewpoints and voices in PLC discussions is given top importance, demonstrating a strong commitment to collaborative and inclusive assessment procedures. The widespread use of shared leadership and active participation in PLCs indicates a strong emphasis on distributed leadership and collaborative responsibility in assessment and reporting. Regular PLC meetings, as well as the implementation of authentic and validated assessment methodologies, demonstrate a planned and purposeful commitment to upholding assessment standards. However, the somewhat lower grades for using student attainment data and establishing standards and protocols indicate that these areas require more focused attention and resources to maintain consistency.

It is backed by research by **De La Rosa (2021)** that emphasizes the necessity of including varied perspectives in PLC conversations, which is consistent with the widespread use of diverse voices in evaluation and reporting methods. **Milara et al. (2020)** emphasize the importance of shared leadership and active involvement in PLCs, which supports the findings on strong dispersed leadership and collective accountability. According to **Eshchar-Netz and Vedder-Weiss (2021)**, PLCs prioritize collaborative

planning and reflective practice, resulting in high attendance, involvement, collaboration, and reflection rates. **Gess-Newsome et al. (2020)** emphasize the use of authentic and evaluated assessment procedures, demonstrating a planned and purposeful approach to sustaining assessment standards. However, the slightly lower rankings for using student attainment data and establishing norms and protocols indicate areas that require more focused attention, as observed by **Shepard (2019)**, who underlines the importance of consistent and successful assessment practices.

Table 10

Extent of Implementation of Professional Learning Community in Terms of Personal Growth and Development

Statements <i>The schools in professional learning communities, implement...</i>		Mean	SD	Verbal Interpretation	Verbal Description	Rank
1.	regular PLC meetings according to the goals and plans of the school along with personal growth and development.	3.30	0.50	Highly Implemented	Great Extent	7
2.	certainty in attendance, participation, collaboration, and reflection on practice along with personal growth and development.	3.34	0.48	Highly Implemented	Great Extent	4
3.	established norms, protocols, schedules, and resources along with personal growth and development.	3.39	0.49	Highly Implemented	Great Extent	1
4.	shared leadership in all phases of PLCs along with personal growth and development.	3.38	0.51	Highly Implemented	Great Extent	2
5.	inclusion of diverse perspectives and voices within PLC discussions along with personal growth and development.	3.23	0.43	Implemented	Moderate Extent	8
6.	application of a personal philosophy of teaching that is learner-centered.	3.35	0.49	Highly Implemented	Great Extent	3
7.	setting professional development goals based on PPST.	3.31	0.50	Highly Implemented	Great Extent	5.5
8.	seeking career development within and outside the school through varied methodologies	3.31	0.53	Highly Implemented	Great Extent	5.5
Overall Mean		3.33	0.05	Highly Implemented	Great Extent	

Legend: 1.00 – 1.75=Less Implemented (LI), No Extent; 1.76 – 2.50=Moderately Implemented (MI), Some Extent 2.51 – 3.25=Implemented (I), Moderate Extent; 3.26 – 4.00=Highly Implemented (HI), Great Extent

Table 10 presents the extent of implementation of professional learning communities (PLCs) in terms of personal growth and development. The highest-ranked indicator is the establishment of norms, protocols, schedules, and resources along with personal growth and development, with a mean of 3.39 (SD=0.49), interpreted as highly implemented described as great extent. This is followed by shared leadership in all phases of PLCs (mean = 3.38, SD=0.51) and the application of a personal philosophy of teaching that is learner-centered (mean = 3.35, SD=0.49), both interpreted as highly implemented described as great extent. Certainty in attendance, participation, collaboration, and reflection on practice (mean = 3.34, SD=0.48), setting professional development goals based on PPST (mean = 3.31, SD=0.50), and seeking career development through varied methodologies (mean = 3.31, SD=0.53) are also highly implemented described as great extent. Regular PLC meetings according to the goals and plans of the school (mean = 3.30, SD=0.50) are highly implemented described as great extent but ranked lower. The inclusion of diverse perspectives and voices within PLC discussions (mean = 3.23, SD=0.43) is implemented or moderate extent but has the lowest rank. The overall mean is 3.33 (SD=0.05), indicating that PLCs are highly implemented described as great extent in terms of personal growth and development.

According to the findings, the most focus is placed on establishing norms, procedures, routines, and resources for personal growth and development, demonstrating a systematic and organized approach to professional development. The widespread usage of shared leadership and a learner-centered teaching philosophy indicates a significant emphasis on distributed leadership and student-focused methods. Attendance, involvement, cooperation, and reflection on practice, as well as defining professional development goals and seeking career advancement, demonstrate a dedication to ongoing professional development. Regular PLC meetings are widely established, indicating an organized attempt to sustain continuous success in PLC activities. However, the somewhat lower ranking for the inclusion of different viewpoints and opinions in PLC debates indicates an area that may use more attention and resources.

These findings suggest that creating norms, protocols, timetables, and resources is critical for personal growth and development in professional learning communities. The emphasis on collaborative leadership and learner-centered teaching practices emphasizes the value of distributed leadership and student-centered approaches. While regular PLC meetings are well-implemented, there is a need to improve the participation of varied viewpoints and voices in PLC debates to provide a more complete and inclusive approach.

According to **Milara et al. (2020)**, establishing standards, protocols, schedules, and resources is necessary to promote professional advancement. **Bedford (2019)** emphasizes the need of shared leadership throughout the PLC life cycle, demonstrating a significant emphasis on distributed leadership. Leal-Rodriguez

and Albort-Morant (2019) address the use of a learner-centered teaching philosophy, which supports previous research showing such philosophies are widely used in PLCs. Eshchar-Netz and Vedder-Weiss (2021) emphasize the importance of attendance, engagement, collaboration, and reflective practice, which are widely practiced. Admiraal et al. (2020) emphasize professional development goals and career advancement, which aligns with the study's conclusions on the importance of continuing professional development. De La Rosa (2021) notes a somewhat lower score for the participation of varied perspectives and voices in PLC deliberations, emphasizing the importance of inclusivity and diverse ideas.

Table 11*Summary on the Extent of Implementation of Professional Learning Community*

Statements <i>The schools in professional learning communities, implement...</i>	Mean	SD	Verbal Interpretation	Verbal Description	Rank
1. Content Knowledge and Pedagogy	3.19	0.11	Implemented	Moderate Extent	4
2. Learning Environment	3.17	0.10	Implemented	Moderate Extent	5
3. Diversity of Learners	3.29	0.05	Highly Implemented	Great Extent	3
4. Assessment and Reporting	3.30	0.07	Highly Implemented	Great Extent	2
5. Personal Growth and Development	3.33	0.05	Highly Implemented	Great Extent	1
Overall Mean	3.26	0.07	Highly Implemented	Great Extent	

Legend: 1.00 – 1.75=Less Implemented (LI), No Extent; 1.76 – 2.50=Moderately Implemented (MI), Some Extent 2.51 – 3.25=Implemented (I), Moderate Extent; 3.26 – 4.00=Highly Implemented (HI), Great Extent

Table 11 presents a summary of the extent of implementation of professional learning communities (PLCs) across various domains. The highest-ranked domain is Personal Growth and Development, with a mean of 3.33 (SD=0.05), interpreted as highly implemented or great extent. This is followed by Assessment and Reporting (mean = 3.30, SD=0.07) and Diversity of Learners (mean = 3.29, SD=0.05), both also interpreted as highly implemented described as great extent. Content Knowledge and Pedagogy (mean = 3.19, SD=0.11) and Learning Environment (mean = 3.17, SD=0.10) are implemented or moderate extent but ranked lower. The overall mean is 3.26 (SD=0.07), indicating that PLCs are generally highly implemented described as great extent.

According to the findings, Personal Growth and Growth has the greatest ranking, indicating a significant emphasis on continual professional development and career advancement for educators. The widespread use of Assessment and Reporting indicates a strong emphasis on accountability and the effective

use of assessment data to inform teaching practices. The emphasis on Diversity of Learners emphasizes the need of inclusion and adapting teaching approaches to fit the needs of varied students.

The findings suggest that Personal Growth and Development is a major priority in professional learning communities, emphasizing the need of ongoing professional development. The high emphasis on assessment and reporting shows the importance of accountability and using data to inform teaching approaches. The dedication to addressing learner diversity demonstrates an emphasis on inclusivity and individualized training.

According to **Admiraal et al. (2020)**, educators should pursue continual professional development and career progress. The widespread use of Assessment and Reporting, as highlighted by Gess-Newsome et al. (2020), implies an emphasis on accountability and the effective use of assessment data to inform teaching practices. **De La Rosa (2021)** supports the emphasis on Learner Diversity, emphasizing the importance of inclusivity and adapting teaching approaches to fit the needs of varied students. Topic Knowledge and Pedagogy, while implemented, highlight areas that could benefit from more resources, as noted by **James and Lee (2021)**, who underline the necessity of deep comprehension and application of content knowledge. **Bedford (2019)** emphasizes the importance of dynamic and adaptive learning settings in schools and at higher levels to enhance teacher development.

Challenges Met by the School in a Professional Learning Community

This section highlights the challenges the school faces in implementing Professional Learning Communities (PLCs) in areas such as content knowledge, pedagogy, learning environment, diversity of learners, assessment, and personal growth. Issues include aligning curriculum with diverse student needs, creating a conducive learning environment, managing student diversity, and ensuring consistent assessment practices. Additionally, providing adequate resources and support for teachers' personal development remains a challenge. Addressing these areas is crucial for improving the effectiveness of PLCs and enhancing overall educational outcomes.

Table 12

Challenges Met by the School in a Professional Learning Community in terms of Content Knowledge and Pedagogy

Statements <i>The schools in professional learning communities, implement...</i>	Mean	SD	Verbal Interpretation	Verbal Description	Rank
1. irregular PLC meetings that do not follow the goals and plans of the school along with content knowledge and pedagogy.	3.26	0.47	Very Much Challenged	Very High	5
2. incomplete attendance, low participation, lack of collaboration, and no reflection of	3.32	0.50	Very Much Challenged	Very High	3

practice along with content knowledge and pedagogy.					
3. unestablished norms, protocols, schedules, and resources along with content knowledge, and pedagogy.	3.17	0.44	Much Challenged	High	6.5
4. poor leadership in all phases of PLCs along with content knowledge and pedagogy.	3.27	0.47	Very Much Challenged	Very High	4
5. closed ideas and perspectives or overpowered voices within PLC discussions along with content knowledge and pedagogy.	3.36	0.50	Very Much Challenged	Very High	2
6. lack of application of knowledge of content within and across curriculum teaching areas.	3.41	0.51	Very Much Challenged	Very High	1
7. limited teaching strategies options that enhance learner achievement in literacy and numeracy skills.	3.17	0.47	Much Challenged	High	6.5
8. limited strategies in developing critical and creative thinking, and higher-order thinking skills for sharing	3.05	0.51	Much Challenged	High	8
Overall Mean	3.25	0.09	Much Challenged	High	

Legend: 1.00 – 1.75= Not Challenged (NC), Very Low; 1.76 – 2.50= Less Challenged (LC), Low 2.51 – 3.25= Much Challenged (MC), High; 3.26 – 4.00= Very Much Challenged (VMC), Very High

Table 12 presents the challenges met by the school in implementing professional learning communities (PLCs) in terms of content knowledge and pedagogy. The highest-ranked challenge is the lack of application of knowledge of content within and across curriculum teaching areas, with a mean of 3.41 (SD=0.51), interpreted as very much challenged described as very high. This is followed by closed ideas and perspectives or overpowered voices within PLC discussions (mean = 3.36, SD=0.50) and incomplete attendance, low participation, lack of collaboration, and no reflection of practice (mean = 3.32, SD=0.50), both interpreted as very much challenged described as very high. Other significant challenges include poor leadership in all phases of PLCs (mean = 3.27, SD=0.47) and irregular PLC meetings (mean = 3.26, SD=0.47). Unestablished norms, protocols, schedules, and resources (mean = 3.17, SD=0.44) and limited teaching strategies options (mean = 3.17, SD=0.47) are also challenges, though interpreted as much challenged described as high. The lowest-ranked challenge is limited strategies in developing critical and creative thinking and higher-order thinking skills (mean = 3.05, SD=0.51). The overall mean is 3.25 (SD=0.09), indicating that the school is much challenged or verbally described as high in implementing PLCs in terms of content knowledge and pedagogy.

The data show that the most major obstacle is a lack of application of subject knowledge inside and across curriculum teaching areas, indicating a difficulty in integrating and utilizing content knowledge

effectively. The high ranking of closed ideas and perspectives in PLC debates indicates an issue with inclusivity and open communication. Incomplete attendance, limited involvement, a lack of collaboration, and insufficient reflection on practice reveal problems with engagement and commitment to PLC activities. Poor leadership throughout the PLC process, as well as irregular meetings, indicate organizational and leadership difficulties. The constraints of unestablished norms, limited teaching methodologies, and developing critical thinking skills point to the need for more structured approaches and new strategies to address these obstacles.

These findings suggest the need for more concentrated efforts to enhance the application of subject knowledge both within individual curriculum areas and across different disciplines to improve the overall effectiveness of Professional Learning Communities (PLCs). A key issue is addressing the prevalence of closed or fixed ideas during PLC discussions, which can stifle creativity and limit the exchange of innovative teaching strategies. Creating a more inclusive and open communication climate is essential for fostering an environment where educators feel empowered to share diverse perspectives and engage in meaningful dialogue. Improving attendance, active participation, collaboration, and reflective practices within PLCs is also crucial for increasing engagement and ensuring that these sessions are productive and beneficial for all members. Strengthening leadership is equally important, as strong, supportive leaders can provide guidance, ensure that PLC meetings are held regularly and on a well-planned schedule, and maintain the momentum needed for continuous improvement. Furthermore, the development and implementation of more innovative teaching tactics are necessary to address the ever-evolving challenges in education, such as adapting to new technologies and meeting diverse learner needs. Encouraging the cultivation of critical and creative thinking skills among educators will also be vital in overcoming the obstacles associated with PLC implementation.

Srisawat and Wannapiroon (2022) argue that PLCs should create a supportive atmosphere for instructors to challenge and restructure their instructional practices, implying that without proper application of material knowledge, teachers struggle to make substantial changes in their teaching approaches. The high ranking of closed ideas and perspectives in PLC debates indicates an issue with inclusivity and open communication. **Valenzuela (2022)** emphasizes the significance of teacher leadership and collaborative efforts within PLCs, stating that without open and inclusive discourse, the interchange of new ideas and effective problem-solving are hampered. Incomplete attendance, limited involvement, a lack of collaboration, and insufficient reflection on practice reveal problems with engagement and commitment to PLC activities. **Evans et al. (2020)** stated that effective PLCs require constant participation and collaborative engagement in order to positively influence teaching techniques. Poor leadership throughout the PLC process, as well as irregular meetings, indicate organizational and leadership difficulties. Without good leadership and regular, scheduled meetings, PLCs' as educational reform is greatly hampered.

Table 13*Challenges Met by the School in a Professional Learning Community in terms of Learning Environment*

Statements <i>The schools in professional learning communities, implement...</i>		Mean	SD	Verbal Interpretation	Verbal Description	Rank
1.	irregular PLC meetings not following the goals and plans of the school along with the learning environment.	3.29	0.48	Very Much Challenged	Very High	3.5
2.	incomplete attendance, low participation, lack of collaboration, and absence in reflection of practice along with learning environment.	3.29	0.48	Very Much Challenged	Very High	3.5
3.	unestablished norms, protocols, schedules, and resources along with the learning environment.	3.17	0.43	Much Challenged	High	6
4.	poor leadership in all phases of PLCs along with the learning environment.	3.24	0.46	Much Challenged	High	5
5.	closed ideas and perspectives or overpowered voices within PLC discussions along the learning environment	3.35	0.50	Very Much Challenged	Very High	1
6.	unmanageable classroom structure that disengages learners in varied activities applying PLC learning	3.32	0.51	Very Much Challenged	Very High	2
7.	uncontrollable learner behavior in a learning-focused environment	3.14	0.46	Much Challenged	High	8
8.	absence of rules and regulations in the class as movement or activity guidelines in the learning environment	3.15	0.50	Much Challenged	High	7
Overall Mean		3.24	0.08	Much Challenged	High	

Legend: 1.00 – 1.75= Not Challenged (NC), Very Low; 1.76 – 2.50= Less Challenged (LC), Low; 2.51 – 3.25= Much Challenged (MC), High; and 3.26 – 4.00= Very Much Challenged (VMC), Very High

Table 13 presents the challenges met by the school in implementing professional learning communities (PLCs) in terms of the learning environment. The highest-ranked challenge is the presence of closed ideas and perspectives or overpowered voices within PLC discussions, with a mean of 3.35 (SD=0.50), interpreted as very much challenged and described as very high. This is followed by the unmanageable classroom structure that disengages learners (mean = 3.32, SD=0.51) and both irregular PLC meetings and incomplete attendance, low participation, lack of collaboration, and absence in reflection of practice (mean = 3.29, SD=0.48), all interpreted as very much challenged and described as very high. Other significant challenges include poor leadership in all phases of PLCs (mean = 3.24, SD=0.46) and unestablished norms,

protocols, schedules, and resources (mean = 3.17, SD=0.43). The lowest-ranked challenges are the absence of rules and regulations in the class (mean = 3.15, SD=0.50) and uncontrollable learner behavior in a learning-focused environment (mean = 3.14, SD=0.46), both interpreted as much challenged and described as high. The overall mean is 3.24 (SD=0.08), indicating that the school is much challenged or high in implementing PLCs in terms of the learning environment.

The data show that the most major difficulty is the presence of closed ideas and perspectives in PLC debates, which reflects the difficulties in developing open communication and inclusivity. The unmanageable classroom structure that disengages students underlines the difficulties in maintaining a favorable learning atmosphere. Irregular PLC meetings, as well as attendance, participation, collaboration, and reflection concerns, suggest organizational and engagement challenges. Poor leadership and a lack of set standards, protocols, timetables, and resources indicate the need for more structured approaches and effective leadership strategies. The challenges of unpredictable learner behavior, as well as the lack of rules and regulations, point to problems with classroom management and the creation of an organized learning environment.

The findings suggest the need for targeted initiatives to enhance the openness and inclusivity of discussions within Professional Learning Communities (PLCs) to foster better communication and the sharing of ideas. Promoting a more open dialogue is essential for creating an environment where educators feel comfortable expressing diverse perspectives, which can lead to more innovative and effective teaching strategies. Additionally, addressing challenges related to unmanageable classroom structures is crucial for maximizing student engagement and ensuring that instructional time is used effectively. Increasing the frequency of PLC meetings, along with improving attendance, participation, collaboration, and reflection practices, can help streamline PLC activities and ensure more productive outcomes. Strengthening leadership within PLCs is equally important, as leaders provide essential support and guidance. Establishing clear norms, protocols, schedules, and resources will create a more organized and structured framework for PLC operations. Moreover, implementing efficient classroom management strategies, along with setting clear rules and regulations, is key to creating a well-controlled and conducive learning environment, which in turn supports better student learning experiences and outcomes.

According to **Valenzuela (2022)**, effective PLCs require open and inclusive communication to stimulate collaboration and innovation; otherwise, the flow of varied ideas is hindered, resulting in restricted growth and improvement. The challenge of an unmanageable classroom structure that disengages students suggests significant difficulties in creating a dynamic and adaptable learning environment, as highlighted by **Bedford (2019)**, who emphasizes the importance of an engaging and well-structured learning environment for

effective teaching. Irregular PLC meetings, as well as concerns with attendance, participation, collaboration, and practice reflection, highlight organizational challenges that impede PLCs' consistency and effectiveness. **Mitchell and Sackney (2019)** address the importance of persistent and regular PLC activities in ensuring instructors' continuous improvement and engagement. Other significant challenges include poor leadership throughout the PLC process, as well as unestablished norms, protocols, schedules, and resources, which are consistent with **Duch and Andreasen's (2019)** emphasis on the importance of strong leadership and established structures in the successful implementation of PLCs. The issues of a lack of rules and regulations in the classroom, as well as unpredictable learner behavior, and signal continued difficulties in managing classroom dynamics.

Table 14

Challenges Met by the School in a Professional Learning Community in terms of Diversity of Learners

Statements <i>The schools in professional learning communities, implement...</i>		Mean	SD	Verbal Interpretation	Verbal Description	Rank
1.	irregular PLC meetings not following the goals and plans of the school along with the diversity of learners.	3.21	0.46	Much Challenged	High	5
2.	incomplete attendance, low participation, lack of collaboration, and absence in reflection of practice along with the diversity of learners.	3.23	0.50	Much Challenged	High	4
3.	unestablished norms, protocols, schedules, and resources along with the diversity of learners.	3.20	0.49	Much Challenged	High	6
4.	poor leadership in all phases of PLCs along with the diversity of learners.	3.25	0.49	Much Challenged	High	3
5.	closed ideas and perspectives or overpowered voices within PLC discussions along a diversity of learners.	3.29	0.50	Very Much Challenged	High	2
6.	the difficulty of learning delivery by not differentiating the instruction	3.33	0.50	Very Much Challenged	Very High	1
7.	lack of appropriate experiences to address gender, culture, linguistic, and indigenous needs.	3.18	0.52	Much Challenged	Very High	8
8.	lack of appropriate learning experiences to address strengths, weaknesses, and interests in equitable learning	3.19	0.56	Much Challenged	High	7
Overall Mean		3.24	0.05	Much Challenged	High	

Legend: 1.00 – 1.75= Not Challenged (NC), Very Low; 1.76 – 2.50= Less Challenged (LC), Low; 2.51 – 3.25= Much Challenged (MC), High; and 3.26 – 4.00= Very Much Challenged (VMC), Very High

Table 14 presents the challenges met by the school in implementing professional learning communities (PLCs) in terms of diversity of learners. The highest-ranked challenge is the difficulty of learning delivery by not differentiating the instruction, with a mean of 3.33 (SD=0.50), interpreted as very much challenged. This is followed by closed ideas and perspectives or overpowered voices within PLC discussions (mean = 3.29, SD=0.50) and poor leadership in all phases of PLCs (mean = 3.25, SD=0.49), both interpreted as much challenged. Other significant challenges include incomplete attendance, low participation, lack of collaboration, and absence in reflection of practice (mean = 3.23, SD=0.50) and irregular PLC meetings (mean = 3.21, SD=0.46). Unestablished norms, protocols, schedules, and resources (mean = 3.20, SD=0.49) and the lack of appropriate learning experiences to address strengths, weaknesses, and interests in equitable learning (mean = 3.19, SD=0.56) are also challenges, though interpreted as much challenged. The lowest-ranked challenge is the lack of appropriate experiences to address gender, culture, linguistic, and indigenous needs (mean = 3.18, SD=0.52). The overall mean is 3.24 (SD=0.05), indicating that the school is much challenged in implementing PLCs in terms of diversity of learners.

The findings show that the most major problem is the difficulty of delivering instruction without differentiation, highlighting the need for more effective techniques to serve differing learning demands. The high ranking of closed ideas and perspectives in PLC meetings indicates challenges in developing open communication and diversity. Poor leadership throughout all phases of PLCs emphasizes organizational and leadership issues that have an impact on the efficacy of PLC implementation. Incomplete attendance, minimal involvement, and a lack of collaboration indicate engagement concerns with PLC activities. PLC meetings are irregular, and there are no set norms, protocols, timetables, or resources, indicating a lack of structure and consistency. The issues of failing to address equitable learning's strengths, limitations, and interests, as well as a lack of relevant experiences to address gender, culture, linguistic, and indigenous needs, emphasize areas where more specific approaches to inclusivity and differentiation are required.

The findings highlight the importance of prioritizing efforts to enhance differentiated instruction in order to better meet the needs of diverse learners. Tailoring education to accommodate various learning styles, strengths, and interests is essential for fostering equitable learning experiences. Addressing the issue of closed ideas within Professional Learning Community (PLC) meetings is also crucial, as fostering a more inclusive and open communication environment encourages the exchange of innovative teaching practices. Strengthening leadership within PLCs, along with establishing clear norms, protocols, schedules, and resources, is necessary to provide consistent support and direction for all members. Additionally, improving

attendance, participation, and collaborative methods within PLCs can increase engagement and contribute to the overall success of these initiatives.

According to **Mellroth and Bergwall (2021)**, effective PLCs must assist teachers in providing differentiated instruction to meet the requirements of various learners, as failure to do so can greatly impede student engagement and performance. The presence of closed ideas and perspectives, as well as overpowering voices, in PLC debates indicates a lack of inclusivity and openness, which **Valenzuela (2022)** recognizes as important for encouraging effective cooperation and innovation within PLCs. Poor leadership in all phases of PLCs is another important obstacle, as effective leadership is essential for guiding and sustaining PLC activities, as highlighted by **Duch and Andreasen (2019)**. Other key problems include incomplete attendance, low involvement, a lack of collaboration, an absence of reflection on practice, and irregular PLC meetings, all of which impede PLCs' constant advancement and effectiveness. Additionally, according to **Mitchell and Sackney (2019)**, consistent and active engagement in PLC activities is required to keep momentum and ensure continual improvement. The challenges of unestablished conventions, protocols, schedules, and resources, as well as a lack of relevant learning experiences to address equitable learning's strengths, limitations, and interests, underscore the necessity for structured and well-resourced professional learning communities. The least-ranked difficulty is the lack of adequate experiences to address gender, culture, linguistic, and indigenous requirements, highlighting the significance of inclusivity and cultural responsiveness in educational processes, as addressed by **De La Rosa (2021)**.

Table 15

Challenges Met by the School in a Professional Learning Community in terms of Assessment and Reporting

Statements <i>The schools in professional learning communities, implement...</i>		Mean	SD	Verbal Interpretation	Verbal Description	Rank
1.	irregular PLC meetings not following the goals and plans of the school along with assessment and reporting.	3.20	0.50	Much Challenged	High	4
2.	incomplete attendance, low participation, lack of collaboration, and absence in reflection of practice along with assessment and reporting.	3.17	0.50	Much Challenged	High	5
3.	unestablished norms, protocols, schedules, and resources along with assessment and reporting.	3.22	0.57	Much Challenged	High	3
4.	poor leadership in all phases of PLCs along with assessment and reporting.	3.16	0.55	Much Challenged	High	6
5.	closed ideas and perspectives or overpowered voices within PLC discussions along with assessment	3.28	0.50	Very Much Challenged	Very High	2

and reporting.

6. inappropriate use of assessment strategies that are not aligned with curriculum requirements	3.33	0.50	Very Much Challenged	Very High	1
7. Inappropriate use of the attainment data for learner progress monitoring and evaluation	3.13	0.55	Much Challenged	High	7
8. wrong practice in using authentic and evaluated assessment strategies	3.06	0.52	Much Challenged	High	8
Overall Mean	3.19	0.08	Much Challenged	High	

Legend: 1.00 – 1.75= Not Challenged (NC), Very Low; 1.76 – 2.50= Less Challenged (LC), Low; 2.51 – 3.25= Much Challenged (MC), High; and 3.26 – 4.00= Very Much Challenged (VMC), Very High

Table 15 presents the challenges met by the school in implementing professional learning communities (PLCs) in terms of assessment and reporting. The highest-ranked challenge is the inappropriate use of assessment strategies that are not aligned with curriculum requirements, with a mean of 3.33 (SD=0.50), interpreted as very much challenged or described as very high. This is followed by closed ideas and perspectives or overpowered voices within PLC discussions (mean = 3.28, SD=0.50) and unestablished norms, protocols, schedules, and resources (mean = 3.22, SD=0.57), both interpreted as much challenged and verbally described as high. Other significant challenges include irregular PLC meetings (mean = 3.20, SD=0.50) and incomplete attendance, low participation, lack of collaboration, and absence in reflection of practice (mean = 3.17, SD=0.50). Poor leadership in all phases of PLCs (mean = 3.16, SD=0.55), inappropriate use of learner attainment data for progress monitoring (mean = 3.13, SD=0.55), and wrong practices in using authentic and evaluated assessment strategies (mean = 3.06, SD=0.52) are also much challenge and verbally described as high. The overall mean is 3.19 (SD=0.08), indicating that the school is much challenged and verbally described as high in implementing PLCs in terms of assessment and reporting.

The findings show that the most major difficulty is the inappropriate use of assessment procedures that are not matched with curriculum requirements, highlighting the need for more effective and aligned assessment practices. The high ranking of closed ideas and perspectives in PLC meetings indicates challenges in developing open communication and diversity. Unestablished norms, protocols, timetables, and resources emphasize organizational issues that affect the efficacy of PLC implementation. Irregular PLC meetings, as well as concerns with attendance, participation, collaboration, and reflection, point to engagement and organizational challenges. Poor leadership throughout the PLC process, as well as the incorrect use of learner achievement data for progress monitoring, indicate the need for enhanced leadership and data usage methods.

The difficulty of implementing authentic and evaluated evaluation procedures emphasizes the need for improved assessment practices.

The findings suggest that targeted efforts are needed to better align assessment procedures with curriculum requirements, ensuring that assessment practices effectively support student learning and achievement. Addressing the issue of closed ideas in Professional Learning Community (PLC) meetings is critical, as fostering a more inclusive and open communication environment encourages the sharing of diverse perspectives and innovative strategies. Establishing clear norms, protocols, schedules, and resources is essential to provide consistent guidance and support for PLC members, ensuring smoother operations and more productive outcomes. Increasing the frequency of PLC meetings, along with improving attendance, participation, collaboration, and reflection practices, will help streamline PLC activities and enhance their overall impact. Strong leadership is vital for driving these improvements, particularly in the areas of effective assessment and reporting. Leadership should also ensure that student attainment data is utilized more effectively for tracking progress and making informed instructional decisions.

According to **Pastore and Andrade (2019)**, successful assessment procedures must be closely aligned with curriculum goals in order to accurately measure student learning and growth. The presence of closed ideas and perspectives, as well as overpowering voices, in PLC debates implies a lack of inclusion and open communication, both of which **Valenzuela (2022)** emphasizes as necessary for productive and collaborative PLC environments. Unestablished standards, procedures, timetables, and resources compound the problems in maintaining successful assessment methods, because defined frameworks are important for consistency and reliability, as stressed by **Duch and Andreasen (2019)**. Other key problems include sporadic PLC meetings and incomplete attendance, poor participation, a lack of collaboration, and a lack of reflective practice, all of which impede the continual improvement and usefulness of PLC activities. **Mitchell and Sackney (2019)** emphasize the necessity of regular engagement and active participation in PLCs to promote long-term development and progress. Poor leadership throughout the PLC process, inappropriate use of learner achievement data for progress monitoring, and incorrect practices in applying authentic and assessed assessment strategies underscore the need for strong leadership and assessment method training to enable effective implementation.

Table 16

Challenges Met by the School in a Professional Learning Community in terms of Personal Growth and Development

Statements <i>The schools in professional learning communities, implement...</i>	Mean	SD	Verbal Interpretation	Verbal Description	Rank
1. irregular PLC meetings not following the goals and plans of the school along with personal growth and development.	3.27	0.50	Very Much Challenged	Very High	3
2. incomplete attendance, low participation, lack of collaboration, and absence in reflection of practice along with personal growth and development.	3.35	0.50	Very Much Challenged	Very High	1
3. unestablished norms, protocols, schedules, and resources along with personal growth and development.	3.11	0.46	Much Challenged	High	8
4. poor leadership in all phases of PLCs along with personal growth and development.	3.17	0.52	Much Challenged	High	7
5. closed ideas and perspectives or overpowered voices within PLC discussions along with personal growth and development.	3.25	0.47	Much Challenged	High	4
6. lack of application or lack of personal philosophy of teaching that is learner-centered.	3.33	0.49	Very Much Challenged	Very High	2
7. Absence of professional development goals based on PPST.	3.22	0.51	Much Challenged	High	5
8. Lack of interest in career development within and outside the school.	3.19	0.52	Much Challenged	High	6
Overall Mean	3.24	0.08	Much Challenged	High	

Legend: 1.00 – 1.75= Not Challenged (NC), Very Low; 1.76 – 2.50= Less Challenged (LC), Low; 2.51 – 3.25= Much Challenged (MC), High; and 3.26 – 4.00= Very Much Challenged (VMC), Very High

Table 16 presents the challenges met by the school in implementing professional learning communities (PLCs) in terms of personal growth and development. The highest-ranked challenge is incomplete attendance, low participation, lack of collaboration, and absence in reflection of practice, with a mean of 3.35 (SD=0.50), interpreted as very much challenged or very high. This is followed by the lack of application or personal philosophy of teaching that is learner-centered (mean = 3.33, SD=0.49) and irregular

PLC meetings not following the goals and plans of the school (mean = 3.27, SD=0.50), both interpreted as very much challenged and described as very high. Other significant challenges include closed ideas and perspectives or overpowered voices within PLC discussions (mean = 3.25, SD=0.47) and the absence of professional development goals based on PPST (mean = 3.22, SD=0.51). Poor leadership in all phases of PLCs (mean = 3.17, SD=0.52), lack of interest in career development (mean = 3.19, SD=0.52), and unestablished norms, protocols, schedules, and resources (mean = 3.11, SD=0.46) are also challenges but from high to very high and interpreted as much to very much challenged. The overall mean is 3.24 (SD=0.08), indicating that the school is much challenged verbally described as high in implementing PLCs in terms of personal growth and development.

The findings show that the most major difficulty is partial attendance, limited involvement, a lack of collaboration, and a lack of practice reflection, highlighting the need for more constant engagement and dedication to PLC activities. The high score of a lack of learner-centered application or personal teaching philosophy indicates challenges in implementing a student-focused teaching strategy. Irregular PLC meetings, as well as concerns of closed ideas and perspectives, emphasize organizational and communication challenges. The absence of PPST-based professional development goals, as well as weak leadership throughout the PLC process, suggest areas that require more structured approaches and effective leadership tactics. The issues of a lack of interest in career development, as well as the absence of established norms, protocols, timetables, and resources, point to the need for more targeted efforts to promote professional growth and development.

The findings suggest the need for targeted initiatives aimed at improving attendance, participation, collaboration, and reflective behaviors within Professional Learning Community (PLC) events to enhance engagement and overall effectiveness. Addressing the issue of a lack of learner-centered application or personal teaching philosophy is crucial for fostering a student-focused teaching strategy that meets the diverse needs of learners. Increasing the frequency of PLC meetings and promoting open communication and inclusivity during discussions can significantly improve the overall efficacy of PLC operations, creating a more dynamic environment for professional growth. Establishing explicit professional development goals aligned with the Philippine Professional Standards for Teachers (PPST) and enhancing leadership support are essential to provide ongoing guidance for educators. Additionally, fostering interest in career development while setting clear standards, protocols, schedules, and resources will create a structured framework that supports personal growth and development among teachers. Through focusing on these areas, schools can cultivate a more effective and supportive environment within PLCs, ultimately leading to improved educational outcomes for students.

According to **Valenzuela (2022)**, active engagement and reflection are critical to the success of PLCs because they establish a culture of continuous improvement and shared responsibility. The absence of a learner-centered personal teaching philosophy reveals a gap in connecting teaching methods with student-focused approaches, which **Prestridge (2019)** underlines as critical for personal and professional development. Irregular PLC sessions that do not follow the school's goals and plans further inhibit consistent growth, because regular and planned meetings are important for sustaining attention and attaining specified objectives (**Mitchell & Sackney, 2019**).

Also, other key issues include closed ideas and perspectives or overpowering voices inside PLC debates, which discourage inclusivity and open dialogue, both essential for effective collaboration and growth (**Valenzuela, 2022**). The lack of professional development goals based on PPST highlights the necessity for defined and targeted development strategies to lead teachers' improvement (**Gheysens et al., 2022**). Poor leadership throughout the PLC process, a lack of interest in career development, and the absence of set standards, protocols, schedules, and resources all represent substantial challenges to effective implementation.

Table 17

Summary on the Challenges Met by the School in a Professional Learning Community

Statements <i>The schools in professional learning communities, implement...</i>		Mean	SD	Verbal Interpretation	Verbal Description	Rank
1.	Content Knowledge and Pedagogy	3.25	0.09	Much Challenged	High	1
2.	Learning Environment	3.24	0.08	Much Challenged	High	3
3.	Diversity of Learners	3.24	0.05	Much Challenged	High	3
4.	Assessment and Reporting	3.19	0.08	Much Challenged	High	5
5.	Personal Growth and Development	3.24	0.08	Much Challenged	High	3
Overall Mean		3.23	0.02	Much Challenge	High	

Legend: 1.00 – 1.75= Not Challenged (NC), Very Low; 1.76 – 2.50= Less Challenged (LC), Low; 2.51 – 3.25= Much Challenged (MC), High; and 3.26 – 4.00= Very Much Challenged (VMC), Very High

Table 17 presents a summary of the challenges met by the school in implementing professional learning communities (PLCs). The highest-ranked challenge is Content Knowledge and Pedagogy, with a mean of 3.25 (SD=0.09), interpreted as much challenged and described as high. This is followed by the Learning Environment, Diversity of Learners, and Personal Growth and Development, all with a mean of 3.24 (SDs = 0.08, 0.05, 0.08 respectively), also interpreted as much challenged or high. Assessment and Reporting

is ranked lowest with a mean of 3.19 (SD=0.08), but it is still interpreted as much challenged or high. The overall mean is 3.23 (SD=0.02), indicating that the school is generally much challenged with verbal description of high in implementing PLCs across all areas.

The data show that Subject Knowledge and Pedagogy is the most major obstacle, implying that the school will have a tough time effectively integrating and applying content knowledge within PLC. The similarly high rankings for Learning Environment, Diversity of Learners, and Personal Growth and Development underscore the difficulty of building a supportive and inclusive learning environment, meeting varied learner needs, and supporting professional development. The slightly lower ranking of Assessment and Reporting suggests difficulties in sustaining consistent and effective assessment methods. These challenges reflect bigger issues in PLC implementation that must be addressed to guarantee successful professional development and improved teaching practices.

These findings highlight the need for concerted efforts to tackle the challenges associated with Content Knowledge and Pedagogy, particularly focusing on the effective integration and implementation of subject knowledge within Professional Learning Communities (PLCs). This integration is essential not only for enhancing educators' teaching practices but also for ensuring that students receive a well-rounded and comprehensive education. Additionally, improving the Learning Environment is crucial for fostering a space where both educators and students feel valued and engaged, promoting a sense of belonging that is vital for effective learning. Addressing Learner Diversity is another key aspect, as recognizing and accommodating the varied backgrounds and learning styles of students is fundamental to promoting equity and inclusivity in education. Furthermore, prioritizing Personal Growth and Development among educators is essential to creating a culture of continuous learning and professional enhancement, enabling teachers to adapt to new pedagogical approaches and evolving educational demands. Moreover, enhancing Assessment and Reporting Practices is vital for establishing consistency and effectiveness in evaluation processes, which can directly impact student learning outcomes.

According to **James and Lee (2021)**, effective growth of teachers' content knowledge through PLCs is vital, yet traditional professional development frequently fails to address instructors' different requirements and improve teaching practices. This addresses the recognized difficulty of properly integrating and exploiting content knowledge. **Bedford (2019)** emphasizes the necessity of developing inclusive and dynamic learning environments that meet the different requirements of students. The high ranking of obstacles in Personal Growth and Development demonstrates the importance of ongoing professional development and career progress, as emphasized by **Prestridge (2019)**, who emphasizes the role of school culture and leadership in encouraging teachers' personal growth. The lowest-ranked difficulty, Assessment and Reporting, continues to

provide significant challenges, with Gess-Newsome et al. (2020) emphasizing the necessity of aligning assessment procedures with learning objectives to enable successful student progress monitoring.

Test on Significant Difference in the Extent Of Implementation of the Professional Learning Community when Grouped According to Profile

Table 18

Computed T-Test on the Significant Difference in the Extent of Implementation of the Professional Learning Community when Grouped According to Profile in Terms of Sex

PLC Aspects	Variables Compared (Sex)	Mean	df	t-value	p-value*	Interpretation	Decision
Content Knowledge and Pedagogy	Female (x_1) Male (x_2)	3.186 3.185	14	0.0212163	0.9834	Not Significant	Accept Ho
Learning Environment	Female (x_1) Male (x_2)	3.165 3.171	14	0.1157438	0.9095	Not Significant	Accept Ho
Diversity of Learners	Female (x_1) Male (x_2)	3.29 3.30	14	0.4106087	0.6876	Not Significant	Accept Ho
Assessment and Reporting	Female (x_1) Male (x_2)	3.31 3.28	14	0.7339274	0.4751	Not Significant	Accept Ho
Professional Growth and Development	Female (x_1) Male (x_2)	3.32 3.34	14	0.9725432	0.3473	Not Significant	Accept Ho
OVERALL	Female (x_1) Male (x_2)	3.26 3.25		0.04332	0.966512	Not Significant	Accept Ho

* $p < 0.05$

Table 18 presents the computed t -test on the significant difference in the extent of implementation of the professional learning community when grouped according to profile in terms of sex, it demonstrated that sex was not significant for content knowledge and pedagogy, $t(14) = 0.021$, $p > .001$; not significant to learning environment, $t(14) = 0.115$, $p > .001$; not significant to diversity of learners, $t(14) = 0.410$, $p > .001$; not significant to assessment and reporting, $t(14) = 0.733$, $p > .001$; not significant to professional growth and development, $t(14) = 0.972$, $p > .001$; and generally not significant to PLC implementation, $t(14) = 0.043$, $p > .001$. Thus, the null hypothesis for all of these stating that there is no significant difference in the extent of implementation of the professional learning community when grouped according to profile in terms of sex is accepted.

The results could be attributed to several factors that ensure an equitable implementation of the professional learning community (PLC) regardless of sex. One possible justification is that the PLC initiatives and programs might have been designed with inclusivity, ensuring that both male and female educators have equal access to resources, support, and opportunities. Additionally, professional development policies within the organization might be standardized and uniformly enforced, thereby minimizing any potential gender bias. Furthermore, the culture of the organization could promote gender neutrality in professional growth activities, ensuring that all educators, irrespective of their sex, are encouraged to engage and participate equally.

These findings imply that sex does not play a significant role in the implementation of professional learning communities (PLCs) within this educational context, suggesting a uniform approach to PLC practices that transcends gender differences. This observation points to an equitable professional environment in which both male and female educators experience similar structures, support, and opportunities for professional development. Such uniformity in PLC implementation can be particularly advantageous, as it promotes consistent educational outcomes while fostering a collaborative culture among educators, regardless of their sex. The absence of gender disparity in PLC experiences underscores the critical need for educational institutions to maintain and enhance equitable practices that benefit all educators, nurturing professional growth and strengthening the teaching community as a whole. When all educators feel valued and supported, they are better equipped to contribute positively to the learning environment, ultimately benefiting students. Furthermore, this equitable framework encourages diverse perspectives in discussions, leading to richer dialogues and more innovative solutions to challenges faced in education. By ensuring that both male and female educators have access to the same resources, training, and professional development opportunities, schools can cultivate an inclusive atmosphere where everyone can thrive. This commitment to equality not only boosts morale and job satisfaction among educators but also serves as a model for students, promoting values of fairness and respect.

In order to nurture diversity, equity, and inclusion in school culture, professional learning communities (PLCs) are essential, as stated by **De La Rosa (2021)**. This is especially true for different groups. This highlights the significance of establishing inclusive settings that provide equal opportunity for all instructors. In addition, as pointed out by **Gess-Newsome et al. (2020)**, productive PLCs are designed to integrate learning goals with professional development, guaranteeing that every member receives equal assistance as they advance in their careers.

Table 19

Computed F-values on the Significant Difference in the Extent of Implementation of the Professional Learning Community when Grouped According to Profile in Terms of Age

PLC Aspects	Variables Compared (Age)	Average Mean	Computed F-Value	p-Value*	Interpretation	Decision
Content Knowledge and Pedagogy	20-25 (x_1)	3.26	2.12	0.0677	Not Significant	Accept Ho
	26-30 (x_2)	3.18				
	31-35 (x_3)	3.18				
	36-40 (x_4)	3.15				
	41-45 (x_5)	3.18				
	46-50 (x_6)	3.47				
	51-55 (x_7)	3.25				
Learning Environment	20-25 (x_1)	3.25	1.99	0.0849	Not Significant	Accept Ho
	26-30 (x_2)	3.17				
	31-35 (x_3)	3.16				
	36-40 (x_4)	3.13				
	41-45 (x_5)	3.16				
	46-50 (x_6)	3.44				
	51-55 (x_7)	3.25				
Diversity of Learners	20-25 (x_1)	3.36	0.37	0.897	Not Significant	Accept Ho
	26-30 (x_2)	3.25				
	31-35 (x_3)	3.31				
	36-40 (x_4)	3.25				
	41-45 (x_5)	3.29				
	46-50 (x_6)	3.31				
	51-55 (x_7)	3.38				
Assessment and Reporting	20-25 (x_1)	3.30	6.78	0	Significant	Reject Ho
	26-30 (x_2)	3.24				
	31-35 (x_3)	3.30				
	36-40 (x_4)	3.34				
	41-45 (x_5)	3.29				
	46-50 (x_6)	3.28				
	51-55 (x_7)	3.75				
Professional Growth and Development	20-25 (x_1)	3.31	5.13	0.0004	Significant	Reject Ho
	26-30 (x_2)	3.30				
	31-35 (x_3)	3.29				
	36-40 (x_4)	3.35				
	41-45 (x_5)	3.40				
	46-50 (x_6)	3.81				
	51-55 (x_7)	3.38				
OVERALL	20-25 (x_1)	3.30	2.44	0.0505	Not Significant	Accept Ho
	26-30 (x_2)	3.23				
	31-35 (x_3)	3.25				
	36-40 (x_4)	3.24				
	41-45 (x_5)	3.26				
	46-50 (x_6)	3.46				
	51-55 (x_7)	3.40				

* $p < 0.05$

Table 19 presents the computed F-test on the significant difference in the extent of implementation of the professional learning community when grouped according to profile in terms of age, it demonstrated that age was not significant for content knowledge and pedagogy, $F(6,49) = 2.12, p > .01$; not significant for learning environment, $F(6,49) = 1.99, p > .01$; not significant for diversity of learners, $F(6,49) = 0.37, p > .01$; significant for assessment and reporting $F(6,49) = 6.78, p < .01$; and significant for professional growth and development, $F(6,49) = 5.13, p < .01$. Overall, the age is not significant to the implementation of PLC, $F(6,49) = 2.44, p > .01$. Thus, the null hypothesis, stating that there is no significant difference in the extent of implementation of the professional learning community when grouped according to profile in terms of age is accepted.

This suggest that age generally does not significantly impact the implementation of the professional learning community (PLC) across most dimensions, with the exception of assessment and reporting, and professional growth and development. This could be due to a standardized approach in implementing PLC activities that are designed to be age-neutral, ensuring that educators of all ages receive similar training and support. The lack of significant differences in content knowledge and pedagogy, learning environment, and diversity of learners indicates that these areas are likely managed in a way that does not favor any particular age group. However, the significant differences found in assessment and reporting, and professional growth and development might suggest that younger or older educators could have different experiences or needs in these specific areas, possibly due to varying levels of experience or career stages.

These findings imply that while age does not play a significant role in most aspects of PLC implementation, attention should be given to the areas of assessment and reporting, and professional growth and development, where significant differences were observed. This could indicate a need for more tailored professional development programs that address the specific needs and challenges faced by different age groups. Ensuring that all age groups are equally supported in these areas could enhance the overall effectiveness of PLCs, promoting a more inclusive and supportive professional environment.

According to **Vossen et al. (2019)**, effective PLCs are designed to enhance teachers' content knowledge and pedagogical practices through collaborative learning, regardless of the participants' age, supporting the notion of age-neutral implementation in these areas. Additionally, the findings by **Gess-Newsome et al. (2020)** highlight the role of PLCs in aligning professional development with learning objectives, emphasizing standardized support across different age groups. However, the significant differences found in assessment and reporting, and professional growth and development might suggest that younger or older educators could have different experiences or needs in these specific areas, possibly due to varying levels of experience or career stages.

Table 20

Computed F-values on the Significant Difference in the Extent of Implementation of the Professional Learning Community when Grouped According to Profile in Terms of Length of Service

PLC Aspects	Variables Compared	Average Mean	Computed F-Value	p-Value*	Interpretation	Decision
Content Knowledge and Pedagogy	0-5 (x_1)	3.26	1.93	0.1272	Not Significant	Accept Ho
	6-10 (x_2)	3.17				
	11-15 (x_3)	3.19				
	16-20 (x_4)	3.17				
	21 and above (x_5)	3.06				
Learning Environment	0-5 (x_1)	3.25	1.93	0.1264	Not Significant	Accept Ho
	6-10 (x_2)	3.15				
	11-15 (x_3)	3.17				
	16-20 (x_4)	3.15				
	21 and above (x_5)	3.06				
Diversity of Learners	0-5 (x_1)	3.33	3.45	0.0177	Significant	Reject Ho
	6-10 (x_2)	3.25				
	11-15 (x_3)	3.29				
	16-20 (x_4)	3.31				
	21 and above (x_5)	3.50				
Assessment and Reporting	0-5 (x_1)	3.27	25.06	0	Significant	Reject Ho
	6-10 (x_2)	3.24				
	11-15 (x_3)	3.30				
	16-20 (x_4)	3.33				
	21 and above (x_5)	3.00				
Professional Growth and Development	0-5 (x_1)	3.31	2.6	0.0533	Not Significant	Accept Ho
	6-10 (x_2)	3.31				
	11-15 (x_3)	3.30				
	16-20 (x_4)	3.38				
	21 and above (x_5)	3.44				
OVERALL	0-5 (x_1)	3.29	0.27	0.8905	Not Significant	Accept Ho
	6-10 (x_2)	3.23				
	11-15 (x_3)	3.25				
	16-20 (x_4)	3.27				
	21 and above (x_5)	3.21				

* $p < 0.05$

Table 20 presents the computed F -test on the significant difference in the extent of implementation of the professional learning community when grouped according to profile in terms of length of service, it demonstrated that length of service was not significant for content knowledge and pedagogy, $F(4,35) = 1.93$, $p > .01$; not significant for learning environment, $F(4,35) = 1.93$, $p > .01$; significant for diversity of learners, $F(4,35) = 3.45$, $p > .01$; significant for assessment and reporting $F(4,35) = 25.06$, $p > .01$; and not significant for professional growth and development, $F(4,35) = 2.60$, $p > .01$. Overall, the length of service is not significant to the implementation of PLC, $F(4,35) = 0.27$, $p > .01$. Thus, the null hypothesis, stating that there

is no significant difference in the extent of implementation of the professional learning community when grouped according to profile in terms of length of service is accepted.

The results indicate that the length of service generally does not significantly affect the implementation of the professional learning community (PLC) across most dimensions, with notable exceptions for diversity of learners, and assessment and reporting. This may be due to the PLC initiatives being designed to accommodate educators at different stages of their careers uniformly, ensuring that both novice and veteran teachers have equal access to resources and opportunities. The absence of significant differences in content knowledge and pedagogy, learning environment, and professional growth and development suggests that these aspects are managed in a way that does not favor any specific length of service group. However, the significant differences found in diversity of learners, and assessment and reporting might imply that educators with varying lengths of service have different experiences or requirements in these specific areas, potentially influenced by their levels of experience and expertise.

These findings suggest that while the length of service does not significantly impact most aspects of Professional Learning Community (PLC) implementation, it is crucial to pay close attention to the areas of diversity of learners and assessment and reporting, where significant differences were observed. This highlights the necessity for more differentiated professional development programs tailored to the unique needs of educators with varying lengths of service, recognizing that their experiences and challenges may differ greatly. For instance, newer educators may require more foundational training in addressing learner diversity and implementing effective assessment practices, while seasoned teachers might benefit from advanced strategies that reflect their deeper understanding of pedagogical frameworks. Addressing these specific needs could enhance the overall effectiveness of PLCs, fostering a more inclusive and supportive professional environment that acknowledges the varied contributions and perspectives of educators at different career stages. Furthermore, it underscores the importance of implementing flexible strategies in professional development that accommodate the diverse experiences and requirements of educators, ensuring that all teachers, whether new or experienced, can benefit equally from PLC initiatives. By creating professional development opportunities that are responsive to the unique backgrounds and needs of educators, schools can promote a culture of continuous improvement and collaboration that enhances teaching practices and ultimately leads to better student outcomes.

According to **Vossen et al. (2019)**, effective PLCs provide structured spaces for collaborative learning and knowledge sharing among teachers, which supports the idea of a uniform approach that benefits educators regardless of their length of service. The absence of significant differences in content knowledge and pedagogy, learning environment, and professional growth and development suggests that these aspects

are managed in a way that does not favor any specific length of service group. This aligns with the findings of **Gess-Newsome et al. (2020)**, who highlighted the role of PLCs in aligning professional development with learning objectives, emphasizing standardized support across different experience levels. However, the significant differences found in diversity of learners, and assessment and reporting might imply that educators with varying lengths of service have different experiences or requirements in these specific areas, potentially influenced by their levels of experience and expertise. **Eshchar-Netz and Vedder-Weiss (2021)** emphasize the importance of collaborative planning in PLCs for teacher learning, suggesting that tailored approaches may be necessary to address the unique challenges and needs of educators at different career stages. These findings highlight the necessity for more differentiated professional development programs that cater to the unique needs of educators with different lengths of service.

Table 21

Computed F-values on the Significant Difference in the Extent of Implementation of the Professional Learning Community when Grouped According to Profile in Terms of Educational Attainment

PLC Aspects	Variables Compared	Average Mean	Computed F-Value	p-Value*	Interpretation	Decision
Content Knowledge and Pedagogy	Bachelor's (x_1)	3.19	0.04	0.9644	Not Significant	Accept Ho
	Master's (x_2)	3.18				
	Doctor's (x_3)	3.16				
Learning Environment	Bachelor's (x_1)	3.17	0.00	0.9996	Not Significant	Accept Ho
	Master's (x_2)	3.17				
	Doctor's (x_3)	3.17				
Diversity of Learners	Bachelor's (x_1)	3.30	5.65	0.0109	Significant	Reject Ho
	Master's (x_2)	3.26				
	Doctor's (x_3)	3.50				
Assessment and Reporting	Bachelor's (x_1)	3.30	2.23	0.1323	Not Significant	Accept Ho
	Master's (x_2)	3.32				
	Doctor's (x_3)	3.46				
Professional Growth and Development	Bachelor's (x_1)	3.33	7.49	0.0035	Significant	Reject Ho
	Master's (x_2)	3.33				
	Doctor's (x_3)	3.08				
OVERALL	Bachelor's (x_1)	3.26	0.05	0.9488	Not Significant	Accept Ho
	Master's (x_2)	3.25				
	Doctor's (x_3)	3.28				

* $p < 0.05$

Table 21 presents the computed *F*-test on the significant difference in the extent of implementation of the professional learning community when grouped according to profile in terms of educational attainment, it demonstrated that educational attainment was not significant for content knowledge and pedagogy, $F(2,21)$

= 0.04, $p > .01$; not significant for learning environment, $F(2,21) = 0.00$, $p > .01$; not significant for diversity of learners, $F(2,21) = 5.65$, $p > .01$; not significant for assessment and reporting $F(2,21) = 2.23$, $p > .01$; and not significant for professional growth and development, $F(2,21) = 7.49$, $p > .01$. Overall, the educational attainment is not significant to the implementation of PLC, $F(2,21) = 0.05$, $p > .01$. Thus, the null hypothesis, stating that there is no significant difference in the extent of implementation of the professional learning community when grouped according to profile in terms of educational attainment is accepted.

The results indicate that educational attainment does not significantly influence the extent of implementation of the professional learning community (PLC) across various dimensions. The computed F-tests for content knowledge and pedagogy, learning environment, diversity of learners, assessment and reporting, and professional growth and development all resulted in p-values greater than .01, indicating no significant differences. This lack of significant difference suggests that PLC practices and initiatives are likely designed to be inclusive and applicable across different levels of educational attainment, ensuring that educators with varying degrees of formal education receive similar training and support.

These findings imply that educational attainment does not play a important role in how PLCs are implemented, indicating a standardized approach in educational levels. This could reflect an organizational culture that values equal access to professional development opportunities for all educators, regardless of their academic qualifications. The consistency in PLC implementation can promote uniform professional growth and development, leading to a cohesive and collaborative educational environment. It stresses the importance of maintaining such equitable practices to ensure that all educators, irrespective of their educational attainment.

According to **Lambert and Bouchamma (2021)**, online environments for PLCs can modify how communities organize and express boundaries and relationships, which may contribute to a uniform experience for educators regardless of their length of service. These also suggests that these aspects are managed in a way that does not favor any specific length of service group. This aligns with the findings of **Vanoostveen et al. (2019)**, who highlighted how online PLCs facilitate continuous professional development, ensuring equitable access to resources and collaboration. However, the significant differences found in diversity of learners, and assessment and reporting might imply that educators with varying lengths of service have different experiences or requirements in these specific areas, potentially influenced by their levels of experience and expertise. According to **Srisawat & Wannapiroon (2022)**, the transformative impact of PLCs on teacher beliefs and practices emphasizes the need for differentiated approaches to address the unique needs of educators at various career stages.

Table 22

Computed F-values on the Significant Difference in the Extent of Implementation of the Professional Learning Community when Grouped According to Profile in Terms of Designation

PLC Aspects	Variables Compared (Designation)	Average Mean	Computed F-Value	p-Value	Interpretation	Decision
Content Knowledge and Pedagogy	TI-TIII (x_1)	3.19	0.10	0.9054	Not Significant	Accept Ho
	HTI-HTIV (x_2)	3.17				
	MTI-MTIV (x_3)	3.20				
Learning Environment	TI-TIII (x_1)	3.17	0.02	0.9824	Not Significant	Accept Ho
	HTI-HTIV (x_2)	3.17				
	MTI-MTIV (x_3)	3.18				
Diversity of Learners	TI-TIII (x_1)	3.29	1.65	0.2167	Not Significant	Accept Ho
	HTI-HTIV (x_2)	3.33				
	MTI-MTIV (x_3)	3.24				
Assessment and Reporting	TI-TIII (x_1)	3.29	0.36	0.6990	Not Significant	Accept Ho
	HTI-HTIV (x_2)	3.35				
	MTI-MTIV (x_3)	3.32				
Professional Growth and Development	TI-TIII (x_1)	3.33	2.66	0.0932	Not Significant	Accept Ho
	HTI-HTIV (x_2)	3.33				
	MTI-MTIV (x_3)	3.25				
OVERALL	TI-TIII (x_1)	3.26	0.21	0.8139	Not Significant	Accept Ho
	HTI-HTIV (x_2)	3.27				
	MTI-MTIV (x_3)	3.24				

* $p < 0.05$

Table 22 presents the computed F -test on the significant difference in the extent of implementation of the professional learning community when grouped according to profile in terms of designation, it demonstrated that designation was not significant for content knowledge and pedagogy, $F(2,12) = 0.10$, $p > .01$; not significant for learning environment, $F(2,12) = 0.02$, $p > .01$; not significant for diversity of learners, $F(2,12) = 1.65$, $p > .01$; not significant for assessment and reporting $F(2,12) = 0.36$, $p > .01$; and not significant for professional growth and development, $F(2,12) = 2.66$, $p > .01$. Overall, the designation is not significant to the implementation of PLC, $F(2,12) = 0.21$, $p > .01$. Thus, the null hypothesis, stating that there is no significant difference in the extent of implementation of the professional learning community when grouped according to profile in terms of designation is accepted.

These indicates that designation does not significantly impact the extent of implementation of the professional learning community (PLC) across various dimensions. The computed F -tests for content knowledge and pedagogy, learning environment, diversity of learners, assessment and reporting, and

professional growth and development all yielded p-values greater than .01, demonstrating no significant differences. This uniformity suggests that PLC initiatives and practices are likely designed to be inclusive of different designations, ensuring that individuals in various roles within the organization receive comparable training and support. The lack of significant differences indicates that the implementation of PLCs is standardized across different job titles or positions, supporting an environment of equality and uniform professional development.

These findings could be surmised that designation does not play a important role in the implementation of PLCs, highlighting a standardized approach that applies to all employees regardless of their job titles. This could reflect an organizational culture that values equal access to professional development opportunities and promotes consistency in the implementation of PLC practices. By maintaining such equitable practices, the organization ensures that all members, regardless of their designation, can benefit equally from PLC initiatives. This uniform approach can enhance collaboration and cohesion within the organization, contributing to a more effective and supportive professional learning environment. There is a need sustaining these equitable strategies to maximize the benefits of PLCs for all employees.

According to **Evans et al. (2020)**, PLCs in higher education contribute to a dynamic professional learning landscape, highlighting how collaborative efforts can lead to consistent professional development across different job titles. The lack of significant differences indicates that the implementation of PLCs is standardized across different job titles or positions, supporting an environment of equality and uniform professional development. This aligns with the findings of **Gunning et al. (2020)**, who emphasize the transformative influence of PLCs on pedagogical practices and teacher collaboration, further supporting the notion of standardized PLC implementation. Additionally, the research by **Gess-Newsome et al. (2020)** highlights the importance of effective PLCs in enhancing student achievement, underscoring the benefits of a uniform approach to professional development within educational institutions.

Test on Significant Difference in the Level of Challenges of the Professional Learning Community when Grouped According to Profile

Table 23

Computed T-Value on the Significant Difference in the Level of Challenges of the Professional Learning Community when Grouped According to Profile in Terms of Sex

PLC Aspects	Variables Compared (Sex)	Mean	df	t-value	p-value*	Interpretation	Decision
Content Knowledge and Pedagogy	Female (x_1) Male (x_2)	3.31 3.15	14	2.1376	0.0507	Not Significant	Accept Ho
Learning Environment	Female (x_1) Male (x_2)	3.30 3.15	14	2.8440	0.013	Significant	Reject Ho
Diversity of Learners	Female (x_1) Male (x_2)	3.33 3.07	14	6.59	0	Significant	Reject Ho
Assessment and Reporting	Female (x_1) Male (x_2)	3.39 2.85	14	10.8711	0	Significant	Reject Ho
Professional Growth and Development	Female (x_1) Male (x_2)	3.38 2.995	14	8.1554	0	Significant	Reject Ho
OVERALL	Female (x_1) Male (x_2)	3.34 3.04	14	5.0588	0.001	Significant	Reject Ho

* $p < 0.05$

Table 23 presents the computed T -value on the significant difference in the level of challenges of the professional learning community when grouped according to profile in terms of sex, it demonstrated that sex was not significant for content knowledge and pedagogy, $t(14) = 2.137$, $p > .001$; significant to learning environment, $t(14) = 2.844$, $p > .001$; significant to diversity of learners, $t(14) = 6.59$, $p > .001$; significant to assessment and reporting, $t(14) = 10.871$, $p > .001$; significant to professional growth and development, $t(14) = 8.155$, $p > .001$; and generally significant to the level of challenges PLC, $t(14) = 5.058$, $p > .001$. Generally, all the aspects of challenges reject the null hypothesis except for content knowledge and pedagogy. Thus, the null hypothesis stating that there is no significant difference in the level of challenges of the professional learning community when grouped according to profile in terms of sex is rejected.

The results assert that sex significantly impacts the level of challenges faced in the professional learning community (PLC) across most dimensions, except for content knowledge and pedagogy. The computed t -values for learning environment, diversity of learners, assessment and reporting, and professional growth and development all yielded p -values greater than .001, demonstrating significant differences. This

suggests that male and female participants experience different levels of challenges in these areas. The significant differences could be attributed to varying perceptions, experiences, or expectations between sexes regarding their roles and responsibilities within the PLC. For instance, different support structures or societal expectations might lead to distinct experiences for men and women, influencing how they perceive and navigate these challenges.

These findings imply that sex plays a important role in the level of challenges encountered in the implementation of PLCs, highlighting the need for a more tailored approach to address these differences. The significant challenges in the learning environment, diversity of learners, assessment and reporting, and professional growth and development suggest that specific interventions might be necessary to support both male and female educators adequately. Recognizing and addressing these sex-based disparities can lead to a more supportive and effective PLC, ensuring that all members, regardless of sex, can contribute and benefit equally. This underscores the importance of implementing strategies that consider the unique challenges faced by different sexes, supporting a more inclusive and equitable professional learning environment.

According to **Colognesi et al. (2020)**, informal professional development activities often address the holistic needs of teachers and might highlight differences in challenges faced by different sexes. Similarly, **De La Rosa (2021)** emphasizes the importance of promoting diversity, equity, and inclusion within PLCs, suggesting that recognizing and addressing sex-based disparities is important for effective implementation. Additionally, the study by **Prestridge (2019)** on school culture and leadership within PLCs found the interconnectedness of these elements and the need for tailored support to address the unique challenges faced by male and female educators.

Table 24

Computed F-values on the Significant Difference in the Level of Challenges of the Professional Learning Community when Grouped According to Profile in Terms of Age

PLC Aspects	Variables Compared (Age)	Average Mean	Computed F-Value	p-Value*	Interpretation	Decision
Content Knowledge and Pedagogy	20-25 (x_1)	3.21	0.79	0.5817	Not Significant	Accept Ho
	26-30 (x_2)	3.24				
	31-35 (x_3)	3.28				
	36-40 (x_4)	3.22				
	41-45 (x_5)	3.26				
	46-50 (x_6)	3.03				
	51-55 (x_7)	3.13				
Learning Environment	20-25 (x_1)	3.22	0.72	0.6386	Not Significant	Accept Ho
	26-30 (x_2)	3.23				
	31-35 (x_3)	3.27				
	36-40 (x_4)	3.23				
	41-45 (x_5)	3.25				

	46-50 (x_6)	3.04				
	51-55 (x_7)	3.13				
	20-25 (x_1)	3.11				
	26-30 (x_2)	3.32				
Diversity of Learners	31-35 (x_3)	3.22				
	36-40 (x_4)	3.25	0.88	0.5180	Not Significant	Accept Ho
	41-45 (x_5)	3.32				
	46-50 (x_6)	3.16				
	51-55 (x_7)	3.13				
	20-25 (x_1)	3.27				
	26-30 (x_2)	3.36				
Assessment and Reporting	31-35 (x_3)	3.17				
	36-40 (x_4)	3.17	9.91	0	Significant	Reject Ho
	41-45 (x_5)	3.17				
	46-50 (x_6)	2.97				
	51-55 (x_7)	2.50				
	20-25 (x_1)	3.22				
	26-30 (x_2)	3.27				
Professional Growth and Development	31-35 (x_3)	3.24				
	36-40 (x_4)	3.15	1.28	0.2831	Not Significant	Accept Ho
	41-45 (x_5)	3.36				
	46-50 (x_6)	3.13				
	51-55 (x_7)	3.13				
	20-25 (x_1)	3.20				
	26-30 (x_2)	3.28				
	31-35 (x_3)	3.24				
OVERALL	36-40 (x_4)	3.21	3.68	0.0084	Significant	Reject Ho
	41-45 (x_5)	3.27				
	46-50 (x_6)	3.07				
	51-55 (x_7)	3.00				

* $p < 0.05$

Table 24 presents the computed F -test on the significant difference in the level of challenges of the professional learning community when grouped according to profile in terms of age, it demonstrated that age was not significant for content knowledge and pedagogy, $F(6,49) = 0.79$, $p > .01$; not significant for learning environment, $F(6,49) = 0.72$, $p > .01$; not significant for diversity of learners, $F(6,49) = 0.88$, $p > .01$; significant for assessment and reporting $F(6,49) = 9.91$, $p < .01$; and not significant for professional growth and development, $F(6,49) = 1.28$, $p > .01$. Overall, the age is significant to the level of challenges of PLC, $F(6,49) = 3.68$, $p < .01$. Generally, all the aspects of challenges accept the null hypothesis except for assessment and reporting and the overall that accepts the null hypothesis. Thus, the null hypothesis stating that there is no significant difference in the level of challenges of the professional learning community when grouped according to profile in terms of age is rejected.

The results indicate that age significantly impacts the level of challenges faced in the professional learning community (PLC), specifically in the areas of assessment and reporting, and overall challenges. The computed F-tests for content knowledge and pedagogy, learning environment, diversity of learners, and professional growth and development all yielded p-values greater than .01, indicating no significant differences. However, the significant F-value for assessment and reporting suggests that different age groups experience varying levels of challenges in this area. This could be due to differences in familiarity with assessment methods, comfort with technology, or varying levels of experience and confidence in reporting results. Younger educators might struggle with less experience, while older educators might find it challenging to adapt to new assessment technologies and methods.

These findings could be interpreted that while age does not significantly influence most aspects of PLC challenges, it does play a important role in the area of assessment and reporting. This suggests a need for tailored support and training that addresses the specific needs of different age groups to mitigate these challenges. Providing age-appropriate professional development opportunities can help bridge the gap, ensuring that educators of all ages can effectively manage assessment and reporting tasks. By recognizing and addressing the unique challenges faced by various age groups, organizations can nurture a more inclusive and supportive PLC environment, enhancing overall effectiveness and collaboration among educators.

According to **Admiraal et al. (2020)**, professional development that is tailored to the specific needs of different age groups can be more effective, as it addresses the unique challenges faced by educators at various stages in their careers. **Beddoes et al. (2019)** also emphasize the importance of collaborative efforts within PLCs to adapt to evolving educational landscapes, which can help bridge the gap between different age groups. Additionally, **Hoffman (2019)** highlights the potential of online communities to provide ongoing professional development that can cater to the diverse needs of teachers, including those related to age and experience.

Table 25

Computed F-values on the Significant Difference in the Level of Challenges of the Professional Learning Community when Grouped According to Profile in Terms of Length of Service

PLC Aspects	Variables Compared	Average Mean	Computed F-Value	p-Value*	Interpretation	Decision
Content Knowledge and Pedagogy	0-5 (x_1)	3.21	3.27	0.0227	Significant	Reject Ho
	6-10 (x_2)	3.24				
	11-15 (x_3)	3.28				
	16-20 (x_4)	3.22				
	21 and above (x_5)	3.00				
Learning Environment	0-5 (x_1)	3.20	10.05	0	Significant	Reject Ho
	6-10 (x_2)	3.22				

	11-15 (x_3)	3.26				
	16-20 (x_4)	3.24				
	21 and above (x_5)	2.94				
	0-5 (x_1)	3.16				
Diversity of Learners	6-10 (x_2)	3.29				
	11-15 (x_3)	3.22	2.88	0.0374	Significant	Reject Ho
	16-20 (x_4)	3.27				
	21 and above (x_5)	3.13				
	0-5 (x_1)	3.30				
Assessment and Reporting	6-10 (x_2)	3.34				
	11-15 (x_3)	3.17	2.89	0.0369	Significant	Reject Ho
	16-20 (x_4)	3.15				
	21 and above (x_5)	3.06				
	0-5 (x_1)	3.25				
Professional Growth and Development	6-10 (x_2)	3.25				
	11-15 (x_3)	3.26	25.99	0	Significant	Reject Ho
	16-20 (x_4)	3.22				
	21 and above (x_5)	2.56				
	0-5 (x_1)	3.23				
	6-10 (x_2)	3.27				
OVERALL	11-15 (x_3)	3.24	7.30	0.0010	Significant	Reject Ho
	16-20 (x_4)	3.22				
	21 and above (x_5)	2.94				

* $p < 0.05$

Table 25 presents the computed F -test on the significant difference in the level of challenges of the professional learning community when grouped according to profile in terms of length of service, it demonstrated that length of service was significant for content knowledge and pedagogy, $F(4,35) = 3.27$, $p > .01$; significant for learning environment, $F(4,35) = 10.05$, $p > .01$; significant for diversity of learners, $F(4,35) = 2.88$, $p > .01$; significant for assessment and reporting, $F(4,35) = 2.89$, $p > .01$; and significant for professional growth and development, $F(4,35) = 25.99$, $p > .01$. Overall, the length of service is significant to the level of challenges of PLC, $F(4,35) = 7.30$, $p < .01$. Generally, all the aspects of challenges reject the null hypothesis. Thus, the null hypothesis stating that there is no significant difference in the level of challenges of the professional learning community when grouped according to profile in terms of length of service is rejected.

The results presented indicate that the length of service significantly impacts the level of challenges faced in the professional learning community (PLC) across all measured dimensions. The computed F -tests for content knowledge and pedagogy, learning environment, diversity of learners, assessment and reporting, and professional growth and development all yielded p -values greater than .01, indicating significant differences. This suggests that educators with different lengths of service experience varying levels of challenges in these areas. These differences could be attributed to varying levels of experience, familiarity

with institutional practices, and adaptability to new educational methods and technologies. More experienced educators might find it easier to navigate certain aspects of PLCs due to their extensive background, while newer educators might struggle more in these areas.

These findings imply that length of service plays a important role in the level of challenges encountered in the implementation of PLCs, highlighting the need for differentiated support and professional development tailored to the specific needs of educators at different stages of their careers. Addressing these service-length-related disparities can help ensure that both novice and veteran educators receive the necessary support to overcome their unique challenges. This approach can enhance the overall effectiveness of PLCs by promoting a more inclusive and supportive professional environment. It highlights the importance of implementing flexible and targeted strategies in professional development to accommodate the diverse experiences and requirements of educators with varying lengths of service, ensuring that all teachers can contribute and benefit equally from PLC initiatives.

Imants and Van der Wal (2020) support the need for tailored professional development that addresses the specific challenges of different service lengths, enhancing effectiveness and inclusivity. They argue that professional development should be designed to meet the distinct needs of novice and veteran teachers, thus ensuring that all educators can overcome their unique challenges. **Coenders and Verhoef (2019)** emphasize the importance of collaborative efforts within PLCs to bridge gaps between different experience levels. They suggest that supporting collaboration and shared learning among teachers can help mitigate the disparities caused by varying levels of experience. **Duch and Andreasen (2019)** highlight the potential of adaptive strategies in PLCs to accommodate the diverse needs related to varying lengths of service. They underscore the necessity of flexible approaches that can adjust to the different stages of teachers' careers, promoting a more inclusive and supportive professional environment.

Table 26

Computed F-values on the Significant Difference in the Level of Challenges of the Professional Learning Community when Grouped According to Profile in Terms of Educational Attainment

PLC Aspects	Variables Compared	Average Mean	Computed F-Value	p-Value*	Interpretation	Decision
Content Knowledge and Pedagogy	Bachelor's (x_1)	3.27	2.15	0.1431	Not Significant	Accept Ho
	Master's (x_2)	3.17				
	Doctor's (x_3)	3.08				
Learning Environment	Bachelor's (x_1)	3.24	2.05	0.1555	Not Significant	Accept Ho
	Master's (x_2)	3.23				
	Doctor's (x_3)	3.12				
Diversity of Learners	Bachelor's (x_1)	3.23	14.57	0.0001	Significant	Reject Ho
	Master's (x_2)	3.31				

Assessment and Reporting	Doctor's (x_3)	3.00	2.60	0.0976	Not Significant	Accept Ho
	Bachelor's (x_1)	3.19				
	Master's (x_2)	3.24				
	Doctor's (x_3)	3.04				
Professional Growth and Development	Bachelor's (x_1)	3.24	1.08	0.3567	Not Significant	Accept Ho
	Master's (x_2)	3.26				
	Doctor's (x_3)	3.13				
OVERALL	Bachelor's (x_1)	3.23	4.14	0.0457	Significant	Reject Ho
	Master's (x_2)	3.22				
	Doctor's (x_3)	3.10				

* $p < 0.05$

Table 26 presents the computed F -test on the significant difference in the level of challenges of the professional learning community when grouped according to profile in terms of educational attainment, it demonstrated that educational attainment was not significant for content knowledge and pedagogy, $F(2,21) = 2.15$, $p > .01$; not significant for learning environment, $F(2,21) = 2.05$, $p > .01$; significant for diversity of learners, $F(4,35) = 14.57$, $p < .01$; not significant for assessment and reporting, $F(2,21) = 2.60$, $p > .01$; and not significant for professional growth and development, $F(2,21) = 1.08$, $p > .01$. Overall, the educational attainment is significant to the level of challenges of PLC, $F(2,21) = 4.14$, $p > .01$. Generally, all the aspects of challenges accepted the null hypothesis except for assessment and reporting and in the overall challenges in PLC. Thus, the null hypothesis stating that there is no significant difference in the level of challenges of the professional learning community when grouped according to profile in terms of educational attainment is rejected.

The results presented in Table 26 indicate that educational attainment significantly impacts the level of challenges faced in the professional learning community (PLC) in the area of diversity of learners, but not in other areas such as content knowledge and pedagogy, learning environment, assessment and reporting, and professional growth and development. The computed F -tests for content knowledge and pedagogy, learning environment, assessment and reporting, and professional growth and development all yielded p -values greater than .01, indicating no significant differences. However, the significant F -value for diversity of learners suggests that educators with different educational backgrounds experience varying levels of challenges in addressing the needs of diverse learners. This could be due to differences in training and preparedness to handle diverse classrooms, with higher educational attainment possibly equipping educators with more strategies and resources to address learner diversity effectively.

These findings could mean that educational attainment plays a important role in the level of challenges encountered in specific areas of PLC implementation, particularly in managing diversity among learners. This highlights the need for targeted professional development and support that addresses these

challenges, especially for educators with lower levels of educational attainment. Providing tailored training and resources can help bridge the gap, ensuring that all educators, regardless of their educational background, can effectively manage the diversity of learners. By recognizing and addressing these disparities, organizations can nurture a more inclusive and supportive PLC environment.

Educators with different educational backgrounds experience varying challenges in managing diverse learners, likely due to differences in training and preparedness. This underscores the importance of targeted professional development and support for educators with lower educational attainment to bridge this gap. **Alrwaythi and Al-otaibi (2020)** emphasize the need for professional development that is responsive to diverse teacher needs, enhancing effectiveness and inclusivity. **Vossen et al. (2019)** highlight the role of structured collaborative efforts within PLCs to bridge gaps in educational background and preparedness, supporting all educators. **Srisawat and Wannapiroon (2022)** discuss the potential of adaptive strategies in PLCs to accommodate diverse needs related to educational attainment, supporting a more inclusive and supportive PLC environment.

Table 27

Computed F-values on the Significant Difference in the Level of Challenges of the Professional Learning Community when Grouped According to Profile in Terms of Designation

PLC Aspects	Variables Compared (Designation)	Average Mean	Computed F-Value	p-Value*	Interpretation	Decision
Content Knowledge and Pedagogy	TI-TIII (x_1)	3.27	1.76	0.1973	Not Significant	Accept Ho
	HTI-HTIV (x_2)	3.14				
	MTI-MTIV (x_3)	3.19				
Learning Environment	TI-TIII (x_1)	3.25	5.46	0.0124	Significant	Reject Ho
	HTI-HTIV (x_2)	3.16				
	MTI-MTIV (x_3)	3.33				
Diversity of Learners	TI-TIII (x_1)	3.23	15.05	0.0001	Significant	Reject Ho
	HTI-HTIV (x_2)	3.18				
	MTI-MTIV (x_3)	3.40				
Assessment and Reporting	TI-TIII (x_1)	3.20	7.86	0.0028	Significant	Reject Ho
	HTI-HTIV (x_2)	3.08				
	MTI-MTIV (x_3)	3.35				
Professional Growth and Development	TI-TIII (x_1)	3.24	6.35	0.0070	Significant	Reject Ho
	HTI-HTIV (x_2)	3.39				
	MTI-MTIV (x_3)	3.13				
OVERALL	TI-TIII (x_1)	3.24	15.33	0.0005	Significant	Reject Ho
	HTI-HTIV (x_2)	3.14				
	MTI-MTIV (x_3)	3.33				

* $p < 0.05$

Table 27 presents the computed F -test on the significant difference in the level of challenges of the professional learning community when grouped according to profile in terms of designation, it demonstrated that designation was not significant for content knowledge and pedagogy, $F(2,12) = 1.76, p > .01$; significant for learning environment, $F(2,12) = 5.46, p > .01$; significant for diversity of learners, $F(2,12) = 15.05, p < .01$; significant for assessment and reporting, $F(2,12) = 7.86, p < .01$; and significant for professional growth and development, $F(2,12) = 6.35, p < .01$. Overall, the designation is significant to the level of challenges of PLC, $F(2,12) = 15.33, p < .01$. Generally, all the aspects of challenges reject the null hypothesis except for content knowledge and pedagogy. Thus, the null hypothesis stating that there is no significant difference in the level of challenges of the professional learning community when grouped according to profile in terms of designation is rejected.

The results presented indicate that designation significantly impacts the level of challenges faced in the professional learning community (PLC) across several dimensions. The computed F -tests for learning environment, diversity of learners, assessment and reporting, and professional growth and development all yielded p -values less than .01, indicating significant differences. However, there was no significant difference in content knowledge and pedagogy. This suggests that educators in different designations experience varying levels of challenges in specific areas. These differences could be due to the distinct roles, responsibilities, and expectations associated with different designations. For instance, those in higher or more specialized positions might face unique challenges related to managing diverse learners or meeting reporting requirements due to their broader or more complex job scopes.

It could be deduced from these that designation plays a important role in the level of challenges encountered in PLC implementation, highlighting the need for differentiated support and professional development tailored to the specific needs of various roles within the organization. Addressing these designation-related disparities can help ensure that all educators, regardless of their job title, receive the necessary support to overcome their unique challenges.

Alrwaythi and Al-otaibi (2020) emphasize the importance of professional development that is responsive to the diverse needs of educators, noting that different roles within educational settings require tailored support to address specific challenges effectively. This highlights the necessity for PLC initiatives to be adaptable and inclusive, ensuring that all educators, regardless of their designation, receive relevant and practical professional development. **Vossen et al. (2019)** underscore the role of structured collaborative efforts within PLCs to bridge gaps in preparedness and support across different job roles, promoting a cohesive and supportive learning environment. They argue that when PLCs are designed to accommodate the distinct needs of various designations, they become more effective in supporting professional growth and

collaboration. **Srisawat and Wannapiroon (2022)** discuss the potential of adaptive strategies in PLCs to accommodate the diverse needs related to varying designations, advocating for professional development programs that are flexible and responsive to the unique challenges faced by educators in different roles.

Test on Significant Relationship Between the Extent of Implementation of the Professional Learning Community and the Level of Challenges of the Professional Learning Community

Table 28

Computed Pearson r on the Significant Relationship Between the Extent of Implementation of the Professional Learning Community and the Level of Challenges of the Professional Learning Community

PLC Aspects	Variables Correlated	Computed r -Value	p -Value*	Correlation	Interpretation	Decision
Content Knowledge and Pedagogy	Level of Implementation (X) Level of Challenges (Y)	0.9533	0.0002464	Very Strong Correlation	Significant	Reject Ho
Learning Environment	Level of Implementation (X) Level of Challenges (Y)	0.9475	0.0003481	Very Strong Correlation	Significant	Reject Ho
Diversity of Learners	Level of Implementation (X) Level of Challenges (Y)	0.1414	0.7384	Weak Correlation	Not Significant	Accept Ho
Assessment and Reporting	Level of Implementation (X) Level of Challenges (Y)	0.09741	0.8185	No Correlation	Not Significant	Accept Ho
Professional Growth and Development	Level of Implementation (X) Level of Challenges (Y)	-0.3123	0.4514	Weak Negative Correlation	Not Significant	Accept Ho
OVERALL	Level of Implementation (X) Level of Challenges (Y)	0.3409	0.03133	Weak Correlation	Significant	Reject Ho

Legend: 0.00-0.10 No Correlation; 0.10-0.39 Weak Correlation; 0.40-0.69 moderate correlation;

0.70-0.89 Strong Correlation; 0.90-1.00 Very Strong Correlation;

* $p < 0.05$

Table 28 presents the computed Pearson r on the significant relationship between the extent of implementation of the professional learning community and the level of challenges of the professional learning community. It can be seen that level of implementation and level of challenges in PLC have

significantly very strong correlation in content knowledge and pedagogy, $r(6) = .953$, $p < .001$; significantly very strong correlation in learning environment, $r(6) = .947$, $p < .001$; non-significant weak correlation in diversity of learners, $r(6) = .141$, $p = .738$; non-significant very small or no relationship in assessment in reporting, $r(6) = .097$, $p = .819$; and non-significant weak negative correlation in professional development, $r(6) = -.0312$, $p = .451$. Overall, there is a significant weak or positive correlation between the level of implementation and level of challenges of PLC, $r(6) = .340$, $p > .001$. From the aspects of PLC the content knowledge and pedagogy and the learning environment reject the null hypothesis but were accepted in the diversity of learners, assessment and reporting, and professional growth and development. Overall, the null hypothesis stating that there is no significant relationship between the extent of implementation of the professional learning community and the level of challenges of the professional learning community was rejected.

The results presented indicate that there is a significantly strong correlation between the extent of implementation of the professional learning community (PLC) and the level of challenges faced in specific areas such as content knowledge and pedagogy, and the learning environment. The computed Pearson correlation coefficients for these areas were both above .94, indicating very strong positive relationships. This suggests that as the extent of PLC implementation increases, the level of challenges in these areas also rises significantly. In contrast, the correlations for diversity of learners, assessment and reporting, and professional growth and development were weak or non-significant, indicating little to no relationship in these areas. The overall correlation between the level of implementation and level of challenges was weak but positive, suggesting some level of association, though not strong.

These findings could be put forward that the extent of PLC implementation is closely related to the challenges faced, particularly in the areas of content knowledge and pedagogy, and the learning environment. This could indicate that as PLC practices become more deeply embedded, educators encounter more challenges in these specific domains, possibly due to the increased expectations and complexities involved. The lack of significant correlations in other areas suggests that these challenges may not be as influenced by the degree of PLC implementation. Overall, these results underscore the importance of providing targeted support and resources to address the heightened challenges associated with higher levels of PLC implementation in key areas. By understanding and mitigating these challenges, organizations can enhance the effectiveness of PLCs, ensuring that the increased implementation does not overwhelm educators but rather supports their professional growth and development.

These could indicate that as PLC practices become more deeply embedded, educators encounter more challenges in these specific domains, possibly due to increased expectations and complexities.

Coenders and Verhoef (2019) highlight the importance of collaborative efforts within PLCs to bridge gaps and address these challenges effectively, promoting a cohesive learning environment. **Duch and Andreasen (2019)** emphasize the potential of adaptive strategies in PLCs to accommodate the diverse needs related to varying levels of implementation, ensuring that educators receive the necessary support to overcome the challenges they face. Additionally, **Gess-Newsome et al. (2020)** analyze the factors influencing PLC implementation and its effects on teaching practices, underscoring the need for targeted support and resources to address the heightened challenges associated with higher levels of PLC implementation. By understanding and mitigating these challenges, organizations can enhance the effectiveness of PLCs, ensuring that increased implementation supports rather than overwhelms educators.

Proposed Training Program to Enhance the Implementation of Professional Learning Community in the School

Based on the findings of the study, a training program should be developed to improve the implementation of Professional Learning Communities (PLCs) in elementary schools, focusing on content knowledge and pedagogy, the learning environment, and other critical dimensions which are not highly implemented and in aspects in which PLC implementation is challenged. This program should include several key components. Firstly, enhancing curriculum integration and teaching strategies is important. This can be achieved through workshops on interdisciplinary teaching, sessions on advanced pedagogical techniques, hands-on training for applying theoretical content knowledge in practical teaching scenarios, and the integration of technology to enhance content delivery and student engagement.

Secondly, creating engaging and manageable learning environments is essential. Training should cover classroom management strategies for creating structured yet flexible environments that engage students, techniques for increasing student participation through interactive and inclusive activities, and designing both physical and digital learning spaces to maximize learning. Additionally, effective approaches to managing diverse student behaviors constructively should be included.

Addressing diverse learning needs is another important focus. Training on differentiated instruction to meet the varied needs of students, understanding and integrating cultural, linguistic, and socio-economic diversity into teaching practices, and creating inclusive classrooms that support all learners, including those with special needs, should be provided. Effective assessment and data utilization are also critical. Developing and implementing authentic assessment strategies that accurately measure student learning, using assessment data to inform instructional decisions, providing meaningful feedback to students and parents, and utilizing assessment technology are all necessary components of this training.

Continuous professional development for educators should be promoted through workshops on setting and achieving professional development goals based on the Philippine Professional Standards for Teachers (PPST), encouraging self-reflection and peer feedback to nurture continuous improvement, exploring career pathways and opportunities for professional growth, and developing leadership skills to support and guide PLC initiatives. Strengthening PLC structures and processes is vital. This involves building leadership skills specific to managing and leading PLCs, enhancing collaborative practices and effective communication within PLCs, establishing clear norms, protocols, schedules, and resources to support consistent PLC activities, and implementing strategies for maintaining and evaluating the effectiveness of PLCs over time.

To ensure the successful implementation of this program, a thorough needs assessment should be conducted to tailor the training programs to the specific requirements of each school. Workshops, seminars, and training sessions should be organized during professional development days or after school hours, with adequate resources provided, including access to technology and expert facilitators. A system for ongoing monitoring and evaluation of the training programs should be established to measure their impact and make necessary adjustments. Continuous support should be provided through coaching, mentoring, and additional training sessions to reinforce learning and implementation. By addressing these key areas, the proposed training program aims to enhance the overall effectiveness of PLCs in elementary schools, promoting a more inclusive, supportive, and effective professional learning environment for educators.

From these, A three (3) day training program for online and/or offline PLC implementation and diminishing of challenges is proposed. The training program responds to the call by addressing the gap in practice of PLC implementation in the schools.

3-DAY TRAINING PROGRAM ON THE ENHANCEMENT OF IMPLEMENTATION OF PROFESSIONAL LEARNING COMMUNITIES IN ELEMENTARY SCHOOLS IN THE 3RD CONGRESSIONAL DISTRICT OF QUEZON PROVINCE

Summary of Findings

Based on the analysis and interpretation of data, the following findings are hereby summarized:

1. Profile of the Respondents in Terms of Age, Sex, Educational Attainment, Length of Service, and Position Title

Majority of teacher-respondents are female (62.91%) aged 31-35 years old (48.36%), most of them are 11-15 years in service (51.17%) they holder of Bachelor's Degree (86.85%), and are designated as Teacher I – Teacher III (85.45%).

2. Extent of Implementation of Professional Learning Community in Terms of Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Assessment and Reporting, and Personal Growth and Development

There was an overall mean of 3.26 verbally interpreted that PLCs are generally highly implemented. Among these, Personal Growth and Development (Mean = 3.33) has the highest extent of implementation interpreted as highly implemented. This is followed by Assessment and Reporting (mean = 3.30) and Diversity of Learners (mean = 3.29), both also interpreted as highly implemented. Content Knowledge and Pedagogy (mean = 3.19) and Learning Environment (mean = 3.17) are implemented and ranked the lowest.

3. Challenges Met by the School in a Professional Learning Community in Terms of Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Assessment and Reporting, and Personal Growth and Development

There was an overall mean of 3.23 which was verbally interpreted as much challenged in implementing PLCs across all areas. Among each aspects, Content Knowledge and Pedagogy experienced the highest challenged (mean = 3.25) interpreted as much challenged. This is followed by the Learning Environment, Diversity of Learners, and Personal Growth and Development, all with a mean of 3.24. also interpreted as much challenged. Assessment and Reporting is ranked lowest with a mean of 3.19 but it is still interpreted as much challenged.

4. Test on Significant Difference in the Extent of Implementation of the Professional Learning Community when Grouped According to Profile

Relevant to the demographic characteristics of the teachers, it was found that the null hypothesis stating that, “there is no significant difference in the extent of implementation of the professional learning community when grouped according to profile” is accepted in terms of sex, age, length of service, educational attainment, and designation. None of the five (5) aspects rejected the hypothesis.

5. Test on Significant Difference in the Level of Challenges of the Professional Learning Community when Grouped According to Profile

With respect to the demographic characteristics of the teachers, it was found that the null hypothesis stating that, “there is no significant difference in the level of challenges of the professional learning community when grouped according to profile” is rejected in terms of sex, age, length of service, educational attainment, and designation. None of these aspects accepted the null hypothesis.

6. Test on Significant Relationship Between the Extent of Implementation of the Professional Learning Community and the Level of Challenges of the Professional Learning Community

With relevance to the relationship in the extend of implantation and level of challenges in PLC, the null hypothesis stated as, “there is no significant relationship between the extent of implementation of the professional learning community and the level of challenges of the professional learning community”, is accepted in PLC aspects as diversity of learners, assessment and reporting, and professional growth and development; while rejected in terms of content knowledge and pedagogy and in terms of learning environment.

7. Proposed Output from the Findings of the Study

Based on the findings of the study, a training program should be developed to improve the implementation of Professional Learning Communities (PLCs) in elementary schools, focusing on content knowledge and pedagogy, the learning environment, and other critical dimensions which are not highly implemented and in aspects in which PLC implementation is challenged.

Conclusions

Based on the presented findings, the researcher arrived at the following conclusions such that:

1. The teacher leaders in PLC in the elementary were female, aged 31-35 years old, 11-15 years in service, holder of Bachelor’s Degree, and were designated as Teacher I – Teacher III.
2. Professional Learning Community in elementary school was highly implemented. Among these, Personal Growth and Development, Assessment and Reporting, and Diversity of Learners were prioritized in implementation while Content Knowledge and Pedagogy and Learning Environment were also implemented.
3. The challenges met by the schools in a Professional Learning Community are generally much challenged. Among these aspects, Content Knowledge and Pedagogy was the most challenged followed by Learning Environment, Diversity of Learners, Personal Growth and Development, and Assessment and Reporting in respective order, all interpreted as much challenged.
4. There is no significant difference in the extent of implementation of the professional learning community when grouped according to profile in terms of sex, age, length of service, educational attainment, and designation.

5. There is a significant difference in the level of challenges of the professional learning community when grouped according to profile in terms of sex, age, length of service, educational attainment, and designation.
6. There is no significant relationship between the extent of implementation of the professional learning community and the level of challenges of the professional learning community in terms of diversity of learners, assessment and reporting, and professional growth and development; on the other hand, there is a significant relationship between the extent of implementation of the professional learning community and the level of challenges of the professional learning community in terms content knowledge and pedagogy and in terms of learning environment.
7. An output of the study should be a training program to improve the implementation of Professional Learning Communities (PLCs) focused on content knowledge and pedagogy, the learning environment, and other critical dimensions which are not highly implemented and in aspects in which PLC implementation is challenged.

Recommendations

In the light of the conclusions presented, the following recommendations are hereby offered:

1. Teacher Coordinators of PLC and SLAC Sessions should actively engage in PLC activities, particularly in areas identified as highly implemented such as personal growth and development, assessment and reporting, and diversity of learners. Teachers can benefit from sharing their experiences and strategies for overcoming challenges in content knowledge and pedagogy, and the learning environment. Participation in PLCs should be seen as an opportunity for continuous professional growth in several aspects.
2. The students are encouraged to participate in the learning activities and fully engage in all projects and activities. From their experience, they may share their first-hand experiences and give exact feedbacks to how they are learning from the strategies, methods, approach used in the activities or projects learned from the PLCs by the teachers. With this, they can give actual directions based on their needs that may further help the teachers' PLC implementation.
3. Elementary school teachers may actively engage in PLC activities, particularly in areas identified as highly implemented such as personal growth and development, assessment and reporting, and diversity of learners. Teachers may benefit from sharing their experiences and strategies for overcoming challenges in content knowledge and pedagogy, and the learning environment. Participation in PLCs should be seen as an opportunity for continuous professional growth, where teachers can learn from their peers, access new resources, and stay updated.

4. Elementary schools should prioritize creating a supportive infrastructure for PLCs by ensuring regular and structured meetings, providing necessary resources, and supporting an inclusive environment. School administrators need to recognize the significant challenges in content knowledge and pedagogy, and the learning environment, and allocate resources to address these areas. Schools should encourage open communication and collaboration among teachers to share successful strategies and provide mentorship opportunities.
5. School heads and administrators may focus on creating policies that support regular PLC activities and provide professional development opportunities that cater to the diverse needs of their staff. Understanding that there are significant differences in the challenges faced by teachers of different profiles, administrators should implement tailored support systems more appropriately.
6. Community and stakeholders may be actively involved in supporting the implementation of PLCs in elementary schools. Their involvement can provide additional resources and perspectives that enhance the learning environment and address diverse learners' needs. Partnering with schools help may bridge gaps in resources and support professional development initiatives as its back up.
7. For the researcher, they may focus on exploring specific strategies to enhance the implementation of Content Knowledge and Pedagogy, as well as the Learning Environment within PLCs. Investigating effective approaches in these areas can address may help identify challenges and improve the overall effectiveness of PLCs. Moreover, researchers should delve into how different demographic profiles affect the challenges faced and the success of PLCs as analyzing these variations will provide valuable insights into developing support mechanisms and strategies that address the unique needs of diverse teacher populations.

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