

## Influence of Professional Learning Community Program on the Work Performance of Faculty in the College of Education and Liberal Arts

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### Abstract

This study examined the extent of influence of the Professional Learning Community (PLC) Program on the work performance of faculty members in the College of Education and Liberal Arts of Tomas Claudio Colleges during the School Year 2024–2025. It also assessed the respondents' profile, the perceived influence of PLC in terms of reflective practices, research and evidence-based practices, professional development, pedagogical approaches, and assessment and feedback, as well as the challenges encountered in its implementation. A descriptive survey research design was utilized, involving 43 faculty members selected through purposive sampling. Data were gathered using a researcher-made questionnaire-checklist and supported by documentary analysis of faculty performance evaluations. Findings revealed that most respondents were 31–35 years old, female, married, master's degree holders, with 10 years or less of service, holding instructor positions, and having attended national-level in-service trainings. The PLC Program was perceived as very much influential in reflective practices, research and evidence-based practices, professional development, and pedagogical approaches, while it was influential in assessment and feedback. Results further showed no significant differences in the perceived influence of PLC when respondents were grouped according to their profile variables. Faculty work performance was rated as Outstanding based on evaluation results. In terms of relationships, no significant association was found between PLC influence and work performance in professional development and assessment and feedback. However, significant relationships were observed in research and evidence-based practices and pedagogical approaches. The primary challenge encountered in PLC implementation was time constraint, while limited resources and issues on conflict and power dynamics were occasionally experienced. It is concluded that PLC contributes positively to selected dimensions of faculty performance, particularly in instructional and research-related practices, though its impact varies across areas. It is recommended that administrators strengthen PLC activities through sustained training, enhanced collaboration, and improved support mechanisms. Faculty members are encouraged to actively engage in collaborative learning practices, and future studies may explore additional variables to further examine PLC effectiveness.

**Keywords:** Professional Learning Community, Faculty Work Performance, Reflective Practices, Research-Based Practices, Pedagogical Approaches, Assessment And Feedback, Higher Education, Descriptive Survey Research

### Introduction

Education serves as a cornerstone of societal development, shaping individuals to become productive members of their communities and enabling national progress. It is widely recognized as a key instrument for personal growth, critical thinking, creativity, and ethical formation. In an era characterized by rapid technological advancement, globalization, and evolving labor demands, educational institutions are increasingly challenged to continuously improve teaching quality and institutional effectiveness. One of the most strategic responses to these demands is the implementation of professional development initiatives aimed at enhancing the competencies and work performance of educators.

In the Philippine context, the 1987 Constitution (Article XIV, Section 1) emphasizes that the State shall protect and promote the right of all citizens to quality education at all levels. This constitutional mandate reinforces the responsibility of higher education institutions (HEIs) to ensure that educators are adequately equipped to deliver quality instruction. In support of this, the Commission on Higher Education (CHED) Memorandum Order (CMO) No. 46, Series of 2012 highlights the need for outcomes-based education and continuous faculty development to produce graduates with critical thinking, ethical awareness, and lifelong learning competencies.

Within this framework, Professional Learning Community (PLC) programs have emerged as an important institutional strategy for faculty development. PLCs promote collaboration, reflective practice, and evidence-based teaching among educators. These practices are essential in strengthening instructional delivery, improving assessment strategies, and

enhancing overall teaching effectiveness. In private higher education institutions in the Philippines, PLC implementation has become increasingly relevant as institutions strive to meet accreditation standards and maintain competitive educational quality.

Related studies further emphasize the importance of PLC and professional development in improving teacher performance. Morales et al. (2023) found that teachers highly engage in professional development activities such as trainings, research, and collaboration, though they also experience challenges such as limited resources and structural constraints. Gonzales (2023) revealed that PLC participation is associated with organizational performance in higher education institutions, highlighting its role in institutional effectiveness. Similarly, Ihalas et al. (2023) confirmed that team effectiveness, school culture, and inquiry communities significantly influence PLC outcomes, while Alfonso (2023) emphasized that PLC implementation strengthens shared leadership and teacher collaboration. Salvador (2024) further demonstrated that PLC practices are significantly related to school performance, while Palino (2024) highlighted that PLC fosters collaboration and improves teaching strategies among science teachers.

Despite the growing body of literature, a notable research gap remains. Most existing studies focus on public schools, secondary education, or general institutional performance, with limited attention given to private higher education institutions and faculty-specific work performance evaluation. Furthermore, few studies have examined PLC influence in relation to detailed dimensions such as reflective practices, research-based teaching, pedagogical approaches, and assessment and feedback within a single institutional context. There is also limited evidence on how faculty demographic profiles interact with PLC influence and work performance in private colleges.

This gap justifies the present study, which aims to determine the extent of influence of the Professional Learning Community Program on the work performance of faculty in the College of Education and Liberal Arts of Tomas Claudio Colleges. The study seeks to provide empirical evidence that may strengthen PLC implementation and contribute to the improvement of teaching quality and institutional development.

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## **Material and methods**

### **2.1 Research Design**

The study used the descriptive method of research specifically, the survey design. A questionnaire-checklist was utilized as a tool for gathering data and information for the study.

### **2.2 Locale of the Study**

The study was conducted in Tomas Claudio Colleges located at Sitio Taghangin, Barangay San Juan, Morong Rizal

### **2.3 Respondents of the Study**

The respondents of the study were the faculty members of the College of Education and Liberal Arts of Tomas Claudio Colleges. Since the researchers are members of the said department, they were excluded from the list of respondents to avoid bias and ensure objectivity in the data collection process. Out of the total population of 55 faculty members, 43 or 84% were identified as respondents of the study. They were described in terms of age, sex, civil status, educational attainment, length of service, position title, and seminars and trainings attended. Table 1 presents the distribution of respondents included in the study.

### **2.4 Sample and Sampling Procedure**

The study utilized purposive sampling technique in selecting the respondents. This non-probability sampling method was deemed appropriate since the study specifically required faculty members who are directly involved in the implementation of the Professional Learning Community (PLC) Program. From the total population of 55 faculty members in the College of Education and Liberal Arts, 43 were selected as participants based on their availability and relevance to the study criteria. The researchers, being part of the department, were excluded from participation to maintain impartiality and reduce potential researcher bias. This sampling procedure ensured that the selected respondents were knowledgeable and experienced in PLC implementation, thereby providing relevant and reliable data for the study.

### **2.5 Research Instrument**

The main instrument used in the study was a researcher-made questionnaire-checklist designed to gather data on the influence of the Professional Learning Community (PLC) Program on faculty work performance. The instrument consisted of three parts. Part I focused on the respondents' profile in terms of age, sex, civil status, educational attainment, length of service, position title, and seminars and trainings attended. Part II measured the extent of influence of the PLC Program with respect to reflective practices, research and evidence-based practices, professional development, pedagogical approaches, and assessment and feedback, using a 50-item checklist rated through a five-point Likert scale ranging from "Least Influential" to "Very Much Influential." It also included a separate scale to determine faculty work performance

based on their performance ratings, interpreted from “Needs Improvement” to “Outstanding.” Part III assessed the challenges encountered in the implementation of the PLC Program, rated from “Never” to “Always” using a five-point scale. The instrument was content-validated by experts in research, including graduate school professors, the head of the statistical center, the dean of the College of Education and Liberal Arts, and the Chief Academic Officer of Tomas Claudio Colleges. Their suggestions and recommendations were incorporated to ensure clarity, validity, and relevance of the final questionnaire.

## 2.6 Data Gathering Procedure

The researchers followed the Grant Chart of Activities in the conduct of the study. They came up with the conceptualization of the research title. It was approved followed by the readings and scanning of several researches related to the study to came up with Chapters 1, 2, and 3. The researchers questionnaire’s checklist was validated and evaluated by expert knowledgeable in research. Afterwards, permission of conduct the study was secured from concerned authorities then the administration of questionnaire checklist followed. The researchers were guided by the Data Privacy Act. The data were tallied, tabulated, analyzed and interpreted using Statistical Package for Social Sciences (SPSS) in answering specific problems of the study. Then, the summary of findings, conclusions and recommendation was done. After the final presentation on oral-defense revisions following the comments and suggestion were considered. The manuscript was subjected to Anti- Plagiarism Test. Finally bound hard copies were submitted to the office of the dean of College of Education and Liberal Arts to other concerned offices..

## 2.7 Data Analysis Techniques

The data gathered in the study were analyzed and interpreted using appropriate statistical tools based on the research objectives. Frequency, percentage, and rank distribution were used to describe the profile of the respondents in terms of age, sex, civil status, educational attainment, length of service, position title, and seminars or trainings attended. Weighted mean was employed to determine the extent of influence of the Professional Learning Community (PLC) Program on faculty members with respect to reflective practices, professional development, pedagogical approaches, and assessment and feedback, as well as to assess the challenges encountered in its implementation. To determine significant differences in the perceived extent of PLC influence when respondents were grouped according to their profile variables, One-Way Analysis of Variance (ANOVA) was utilized. Mean and standard deviation were used to describe the level of faculty work performance based on their latest performance ratings. Furthermore, correlation analysis was applied to determine the significant relationship between the extent of influence of the PLC Program and the level of faculty work performance. These statistical tools provided a comprehensive basis for analyzing relationships, differences, and overall trends in the data.

## 2.8 Ethical Considerations

This study adhered to strict ethical research standards emphasizing voluntary participation, informed consent, confidentiality, and anonymity. Participants were fully informed of the study’s purpose, procedures, potential risks, and benefits before participation. All collected data were securely stored and accessible only to the researchers. No personal identifiers were disclosed in any publication or report, and participants retained the right to withdraw from the study at any time without penalty..

## Results and Discussion

### 3.1 Profile of the Respondents in Terms of the Selected Variables

It can be observed from the table that the majority of faculty members are in the 31–35 age group (37.2%), with males comprising 39.5% and females 60.5% of the respondents. Most are married, accounting for 62.8%, while only a small number, 7.0%, are widows or widowers. Regarding educational attainment, nearly half of the respondents (46.5%) hold a master’s degree, and a few (4.7%) have earned units toward their master’s degree. In terms of length of service, most faculty members have served 10 years or less (48.8%), whereas only one respondent (2.3%) has served 41 years or more. Nearly half of the respondents (48.8%) hold the position of instructor, while a small proportion (7.0%) occupy other academic titles. Concerning professional development, 30.2% have attended national-level in-service trainings, while attendance at the district level remains minimal (2.3%).

Table 1.  
*Profile of the Respondents in Terms of the Selected Variables*

| Age               | F  | %    | Rank |
|-------------------|----|------|------|
| 56 – 60 years old | 9  | 20.9 | 2    |
| 51 – 55 years old | 8  | 18.6 | 3.5  |
| 31 – 35 years old | 16 | 37.2 | 1    |
| 26 – 30 years old | 8  | 18.6 | 3.5  |

|                                      |          |          |             |
|--------------------------------------|----------|----------|-------------|
| 21 – 25 years old                    | 2        | 4.7      | 5           |
| <b>Total</b>                         | 43       | 100.0    |             |
| <b>Sex</b>                           | <b>F</b> | <b>%</b> | <b>Rank</b> |
| Male                                 | 17       | 39.5     | 2           |
| Female                               | 26       | 60.5     | 1           |
| <b>Total</b>                         | 43       | 100.0    |             |
| <b>Civil Status</b>                  | <b>F</b> | <b>%</b> | <b>Rank</b> |
| Single                               | 13       | 30.2     | 2           |
| Married                              | 27       | 62.8     | 1           |
| Widow/Widower                        | 3        | 7.0      | 3           |
| <b>Total</b>                         | 43       | 100.0    |             |
| <b>Educational Attainment</b>        | <b>F</b> | <b>%</b> | <b>Rank</b> |
| Doctorate Degree Holder              | 12       | 27.9     | 2           |
| Doctorate (with units)               | 9        | 20.9     | 3           |
| Master's Degree Holder               | 20       | 46.5     | 1           |
| Master's (with units)                | 2        | 4.7      | 4           |
| <b>Total</b>                         | 43       | 100.0    |             |
| <b>Length of Service</b>             | <b>F</b> | <b>%</b> | <b>Rank</b> |
| 10 and below                         | 21       | 48.8     | 1           |
| 11 to 20                             | 9        | 20.9     | 2.5         |
| 21-30                                | 9        | 20.9     | 2.5         |
| 31-40                                | 3        | 7.0      | 4           |
| 41 and up                            | 1        | 2.3      | 5           |
| <b>Total</b>                         | 43       | 100.0    |             |
| <b>Position Title</b>                | <b>F</b> | <b>%</b> | <b>Rank</b> |
| Professor                            | 7        | 16.3     | 3           |
| Assistant Professor                  | 12       | 27.9     | 2           |
| Instructor                           | 21       | 48.8     | 1           |
| others                               | 3        | 7.0      | 4           |
| <b>Total</b>                         | 43       | 100.0    |             |
| <b>In-Service Trainings Attended</b> | <b>F</b> | <b>%</b> | <b>Rank</b> |
| International                        | 11       | 25.6     | 2           |
| National                             | 13       | 30.2     | 1           |
| Regional                             | 9        | 20.9     | 3.5         |
| District                             | 1        | 2.3      | 5           |
| School                               | 9        | 20.9     | 3.5         |
| <b>Total</b>                         | 43       | 100.0    |             |

### 3.2 Extent of Influence of Professional Learning Community on the Work Performance of Faculty in the College of Education and Liberal Arts as Perceived by the Respondents with Respect to the Different Aspects

It could be deduced from the results that professional learning community programs are Much Influential in the work performance as perceived by the educators. This means that reflective practices, research and evidence-based practices, professional development, pedagogical approaches, and assessment and feedback help enhance the performance of faculty in the College of Education and Liberal Arts. Findings imply that the objective of professional learning community is to lift the performance of all educators as well as the students by promoting collaboration, support, continuous improvement, and attaining the common goal for student learning. This conforms with the citation of Toom et al. (2021), that building professional learning communities (PLC) has become a widely recognized strategy for school development and for student achievement.

Table 2

*Extent of Influence of Professional Learning Community on the Work Performance of Faculty in the College of Education and Liberal Arts as Perceived by the Respondents with Respect to the Different Aspects*

| Aspects                               | WX   | Verbal Interpretation                      | Rank |
|---------------------------------------|------|--------------------------------------------|------|
| Reflective Practices                  | 4.51 | Very Much Agree<br>(Very Much Influential) | 4    |
| Research and Evidence-Based Practices | 4.58 | Very Much Agree<br>(Very Much Influential) | 1    |

|                                        |             |                                            |   |
|----------------------------------------|-------------|--------------------------------------------|---|
| Professional Development               | 4.52        | Very Much Agree<br>(Very Much Influential) | 3 |
| Pedagogical Approaches                 | 4.54        | Very Much Agree<br>(Very Much Influential) | 2 |
| Assessment And Feedback                | 3.23        | Agree (Influential)                        | 5 |
| <b>Composite W<math>\bar{X}</math></b> | <b>4.28</b> | Much Agree<br>(Much Influential)           |   |

### 3.3 Significant Difference on the Extent of Influence of Professional Learning Community Program on the Work Performance of Faculty as Perceived by the Respondents with Respect to the Different Aspects in Terms of Their Profile

Table 3 presents the results of the test of significant difference on the extent of influence of the Professional Learning Community (PLC) Program on faculty work performance as perceived by the respondents when grouped according to their profile variables. As reflected in the table, all computed F-values across age, sex, civil status, educational attainment, length of service, position title, and seminars and trainings attended yielded p-values greater than .05 for all indicators, including research and evidence-based practices, professional development, pedagogical approaches, and assessment and feedback. This leads to the acceptance of the null hypothesis, indicating that there is no significant difference in the perceived extent of influence of the PLC Program when respondents are grouped according to their profile. The results suggest that personal characteristics of the faculty do not significantly affect their perceptions of the PLC Program's influence on work performance. This implies that regardless of demographic and professional background, faculty members share relatively similar views on how PLC contributes to their professional growth and instructional effectiveness. The findings further suggest that factors such as age, sex, civil status, educational attainment, length of service, position title, and seminars and trainings attended are not decisive variables in shaping perceptions toward PLC influence. Overall, the results indicate a shared perception among faculty members that the effectiveness of the PLC Program transcends individual differences, highlighting the importance of collective engagement and institutional culture in sustaining its impact on teaching and learning outcomes.

Table 3

*Significant Difference on the Extent of Influence of Professional Learning Community Program on the Work Performance of Faculty as Perceived by the Respondents with Respect to the Different Aspects in Terms of Their Profile*

| Variables/ Aspects                    | F-comp | p-values | Ho       | VI              |
|---------------------------------------|--------|----------|----------|-----------------|
| <b>Age</b>                            |        |          |          |                 |
| Research and Evidence-Based Practices | .108   | .979     | Accepted | Not Significant |
| Professional Development              | .396   | .810     | Accepted | Not Significant |
| Pedagogical Approaches                | .360   | .835     | Accepted | Not Significant |
| Assessment And Feedback               | .443   | .777     | Accepted | Not Significant |
| <b>Sex</b>                            |        |          |          |                 |
| Research and Evidence-Based Practices | .069   | .794     | Accepted | Not Significant |
| Professional Development              | .398   | .532     | Accepted | Not Significant |
| Pedagogical Approaches                | .009   | .925     | Accepted | Not Significant |
| Assessment And Feedback               | .114   | .737     | Accepted | Not Significant |
| <b>Civil Status</b>                   |        |          |          |                 |
| Research and Evidence-Based Practices | .290   | .750     | Accepted | Not Significant |
| Professional Development              | .185   | .832     | Accepted | Not Significant |
| Pedagogical Approaches                | .511   | .604     | Accepted | Not Significant |
| Assessment And Feedback               | .072   | .930     | Accepted | Not Significant |
| <b>Educational Attainment</b>         |        |          |          |                 |
| Research and Evidence-Based Practices | .962   | .420     | Accepted | Not Significant |
| Professional Development              | 1.107  | .358     | Accepted | Not Significant |
| Pedagogical Approaches                | 1.233  | .311     | Accepted | Not Significant |
| Assessment And Feedback               | .750   | .529     | Accepted | Not Significant |
| <b>Length of Service</b>              |        |          |          |                 |
| Research and Evidence-Based Practices | .463   | .762     | Accepted | Not Significant |
| Professional Development              | .126   | .972     | Accepted | Not Significant |
| Pedagogical Approaches                | .202   | .936     | Accepted | Not Significant |
| Assessment And Feedback               | .181   | .947     | Accepted | Not Significant |
| <b>Position Title</b>                 |        |          |          |                 |

|                                        |       |      |          |                 |
|----------------------------------------|-------|------|----------|-----------------|
| Research and Evidence-Based Practices  | .088  | .966 | Accepted | Not Significant |
| Professional Development               | .064  | .978 | Accepted | Not Significant |
| Pedagogical Approaches                 | .047  | .986 | Accepted | Not Significant |
| Assessment And Feedback                | .024  | .995 | Accepted | Not Significant |
| <b>Seminars and Trainings Attended</b> |       |      |          |                 |
| Research and Evidence-Based Practices  | 1.784 | .152 | Accepted | Not Significant |
| Professional Development               | 1.860 | .138 | Accepted | Not Significant |
| Pedagogical Approaches                 | 1.804 | .148 | Accepted | Not Significant |
| Assessment And Feedback                | 1.778 | .153 | Accepted | Not Significant |

### 3.4 . Level of Work Performance of the Respondents as Revealed by the Results of Individual Faculty Evaluation

Table 4 presents the level of work performance of the respondents as revealed by the results of individual faculty evaluation. As shown in the table, all 43 faculty members obtained an Outstanding rating, indicating consistently high performance across the College of Education and Liberal Arts. Specifically, 32.6% of the respondents obtained an average rating of 4.5, followed by 30.2% who obtained a perfect rating of 5.0. Meanwhile, 11.6% recorded an average of 4.8, 9.3% obtained 4.9, another 9.3% obtained 4.6, and 7.0% obtained 4.7. The computed mean of 4.747 with a standard deviation of 0.2120 confirms that the overall performance of the faculty is Outstanding, reflecting a high level of effectiveness in their teaching responsibilities. This suggests that engagement in the Professional Learning Community (PLC) Program may contribute to the enhancement of teaching practices, improved instructional delivery, and increased student engagement. The findings further imply that PLC implementation fosters a collaborative and supportive professional environment that strengthens teacher confidence, promotes job satisfaction, and helps reduce burnout. In addition, the results indicate that sustained participation in PLC activities may play a role in maintaining consistently high levels of faculty performance. This aligns with the study of Telal (2022), which emphasized that professional learning communities enhance teacher performance more effectively than mandated professional development activities, particularly when collaboration is focused on instructional improvement and assessment practices that contribute to student achievement.

Table 4

*Level of Work Performance of the Respondents as Revealed by the Results of Individual Faculty Evaluation*

| Average Grade  | Verbal Interpretation | F  | %            | Rank |
|----------------|-----------------------|----|--------------|------|
| 5.0            | Outstanding           | 13 | 30.2         | 2    |
| 4.9            | Outstanding           | 4  | 9.3          | 4.5  |
| 4.8            | Outstanding           | 5  | 11.6         | 3    |
| 4.7            | Outstanding           | 3  | 7.0          | 6    |
| 4.6            | Outstanding           | 4  | 9.3          | 4.5  |
| 4.5            | Outstanding           | 14 | 32.6         | 1    |
| <b>Total</b>   |                       | 43 | 100.0        |      |
| Mean           |                       |    | <b>4.747</b> |      |
| Std. Deviation |                       |    | <b>.2120</b> |      |

### 3.5. Significant Relationship Between the Perceived Extent of Influence of Professional Learning Community Program and their Level of Work Performance

Table 5 presents the computed r-values on the relationship between the perceived extent of influence of the Professional Learning Community (PLC) Program and the level of work performance of the respondents. As shown in the table, the relationship between PLC influence and work performance in terms of professional development ( $r = .431$ ,  $p = .123$ ) and assessment and feedback ( $r = .484$ ,  $p = .110$ ) yielded probability values greater than .05, leading to the acceptance of the null hypothesis, indicating no significant relationship between these variables. However, in terms of research and evidence-based practices ( $r = .754$ ,  $p = .049$ ) and pedagogical approaches ( $r = .860$ ,  $p = .026$ ), the computed p-values are less than .05, resulting in the rejection of the null hypothesis and indicating a significant relationship between PLC influence and faculty work performance in these areas. These findings suggest that while PLC engagement does not significantly influence work performance in professional development and assessment practices, it has a meaningful impact on research engagement and instructional strategies. This implies that faculty members' work performance is more strongly associated with collaborative practices that enhance pedagogical innovation and evidence-based teaching rather than general professional development activities and assessment-related processes. Overall, the results indicate that the Professional Learning Community Program plays a significant role in strengthening instructional competence and research utilization among faculty members, thereby contributing to improved teaching effectiveness. This finding supports the study of Lay et al. (2024), which emphasized that professional learning communities enhance teacher quality and are closely linked to professional skills development and institutional improvement.

Table 5

*Significant Relationship Between the Perceived Extent of Influence of Professional Learning Community Program and their Level of Work Performance*

| Aspects                               | r-value | p-value | Ho       | Verbal Interpretation |
|---------------------------------------|---------|---------|----------|-----------------------|
| Research and Evidence-Based Practices | .754    | .049    | Reject   | Significant           |
| Professional Development              | .431    | .123    | Accepted | No Significant        |
| Pedagogical Approaches                | .860    | .026    | Reject   | Significant           |
| Assessment And Feedback               | .484    | .110    | Accepted | No Significant        |

### 3.6. Challenges Encountered on the Implementation of Professional Learning Community Program

Table 6 presents the challenges encountered by the respondents in the implementation of the Professional Learning Community (PLC) Program. As reflected in the table, time constraints ranked first with a weighted mean of 3.81 and a verbal interpretation of “Often,” indicating that it is the most frequently experienced challenge among faculty members. This is followed by limited resources and conflict and power dynamics, both with a weighted mean of 3.30 and interpreted as “Sometimes,” while the remaining challenges, such as difficulty in data utilization (3.28), resistance to change (3.26), insufficient trainings (3.19), inconsistent participation (3.14), lack of administrative support (3.09), communication barrier (3.02), and unclear objectives (3.00), were also rated as “Sometimes.” The overall weighted mean of 3.24 indicates that the challenges are generally experienced occasionally but remain significant factors affecting PLC implementation. These findings imply that faculty members face multiple constraints that hinder the full effectiveness of PLC programs, particularly workload pressure, limited access to resources, and issues related to collaboration and communication. The results further suggest that unclear goals and limited understanding of data utilization may reduce the meaningful integration of PLC practices into teaching and learning processes. Moreover, communication barriers and resistance to change may negatively affect teamwork and professional collaboration among educators. This highlights the importance of establishing clear objectives, strengthening administrative support, and improving resource availability to enhance PLC implementation. Ultimately, a well-defined structure and shared vision are essential to maximize the effectiveness of PLC programs in improving instructional practices and student outcomes. This finding is consistent with Alfonso (2023), who emphasized that the implementation of PLCs presents both challenges and opportunities for teachers, particularly in relation to shared leadership, accountability, and collaborative practice in improving educational outcomes.

Table 6

*Challenges Encountered on the Implementation of Professional Learning Community Program*

| Problems Encountered                 | W $\bar{X}$ | Verbal Interpretation | Rank |
|--------------------------------------|-------------|-----------------------|------|
| 1. Time Constraints                  | 3.81        | Often                 | 1    |
| 2. Lack of Administrative support    | 3.09        | Sometimes             | 8    |
| 3. Resistance to Change              | 3.26        | Sometimes             | 5    |
| 4. Inconsistent Participation        | 3.14        | Sometimes             | 7    |
| 5. Insufficient Trainings            | 3.19        | Sometimes             | 6    |
| 6. Communication Barrier.            | 3.02        | Sometimes             | 9    |
| 7. Unclear Objectives.               | 3.00        | Sometimes             | 10   |
| 8. Limited Resources                 | 3.30        | Sometimes             | 2.5  |
| 9. Difficulty in Data Utilization    | 3.28        | Sometimes             | 4    |
| 10. Conflict and Power Dynamics      | 3.30        | Sometimes             | 2.5  |
| <b>Overall W<math>\bar{X}</math></b> | <b>3.24</b> | Sometimes             |      |

### Conclusions & Recommendations

Based on the findings of the study, it is concluded that the perceived extent of influence of the Professional Learning Community (PLC) Program on faculty work performance in the College of Education and Liberal Arts, with respect to reflective practices, research and evidence-based practices, professional development, pedagogical approaches, and assessment and feedback, does not significantly vary when respondents are grouped according to their profile variables such as age, sex, civil status, educational attainment, length of service, position title, and seminars and trainings attended. This indicates that demographic and professional characteristics do not significantly influence how faculty members perceive the impact of PLC on their work performance, suggesting a relatively uniform perception across all groups.

Furthermore, it is concluded that faculty work performance is significantly associated with the influence of the PLC Program in terms of research and evidence-based practices and pedagogical approaches. However, no significant relationship exists between PLC influence and work performance with respect to professional development, as well as assessment and feedback. This implies that while PLC contributes meaningfully to instructional improvement and research engagement, its impact is less evident in broader professional growth and assessment-related practices, indicating areas that may require further strengthening within the program.

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### **Compliance with ethical standards**

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