

The Consonance of Implementation of LAC Plans and Individual Performance Plans at Balayan West District : Their Effects on Teacher Performance

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Publication Date: September 16, 2026

DOI: **10.5281/zenodo.22796155**

Abstract

This study aimed to determine the effects on teacher performance of the implementation of LAC Plans and Individual Performance Plans at Balayan West District. The understanding of teachers on Learning Action Cell (LAC) as well as their engagement in the implementation of Individual Performance Plans were determined. Likewise, the challenges encountered in the implementation of Learning Action Cell were covered. Furthermore, the strategies employed to address the challenges were unveiled. Twenty percent (20%) or 87 teachers from different schools in the Balayan West Sub-office were chosen as respondents. Results revealed that teachers of schools of Balayan West Sub-office showed awareness that through the LAC, they are to grasp the opportunity to reskill and upskill themselves, a time for them to engage with one another including the speakers. Likewise, suggestions can also be given to improve the training. These showed that teachers' understanding of SLAC, as a way of promoting professional development, refers to their awareness of the expectations and active involvement required during SLAC sessions. It includes understanding the need to actively contribute, share experiences, providing feedback, and engaging in reflective discussions to foster collective growth. The teachers engaged well in the implementation of Individual Performance Plans which they actually need to improve themselves. Thus, from these statements, it can be summed up that the teachers of Balayan West Sub-office were aware of the Individual Performance Plans that they use and engage with to improve their professional performance as teachers. Along the challenges encountered, the teachers were asked to describe the difficulties they faced in the conduct of the School Learning Action Cell. The statements highlight the difficulties faced by teachers when planning their School Learning Action Cells, taking into account their busy schedules, staying on track with the lesson, and making sure not to sacrifice students' lessons or other school-related activities. Since there are limited teachers in small schools where the respondents come from, there is conflict in the tasks and responsibilities of the teachers. The performance of the teachers and each LAC is affected by the overlap of activities. From these findings, it is deduced that the teachers of schools in Balayan West Sub-office truly encountered the challenges. the different strategies employed to address the challenges in the implementation of LAC which are many in nature and which are doable in nature. In view of these results, the LAC implementers may also do these strategies in consonance with the Individual Performance



plans of teachers. The researcher recommended that Learning Action Cell should be planned through microlearning to be able to adjust the time for the training. The implementation of LAC and the Individual Development Plan of teachers must jive to be able to truly address the training needs of teachers. Finally, a follow-up to this study may be done highlighting the strategies.

Keywords: *Individual development plans, challenges, strategies*

INTRODUCTION OF THE RESEARCH

Republic Act 7836, or the Philippine Teachers Professionalization Act of 1994, passed on December 16, 1994, strengthens the regulation of teaching by mandating licensure exams, establishing the Board for Professional Teachers, and setting educational requirements for teachers. It ensures professional competence, sets ethical standards, and requires a valid license for practice.

Additionally, the education sector in the Philippines prioritizes the continuous enhancement of the teaching profession, as emphasized in the 1987 Philippine Constitution and supported by the Philippine Professional Standards for Teachers (PPST). The PPST, guided by DepEd Order No. 42, S. 2017, outlines the need for ongoing professional development to ensure teachers are well-prepared for the K to 12 Program.

Every school in the country abides by this republic Act. Balayan West Sub-office is one of them.

Balayan West Sub-office has 432 teaching personnel, each of who has a personal development plan which coincides with the Learning and Development (L and D) plans of the school. It is a known fact that LAC plans of each school is clearly dependent on the Individual Personal Development Plans.

The researcher is a district Learning and Development coordinator in charge of the district's professional development.

In this view, the researcher is also the profiler of personal development of all 432 teachers in response to their individual professional needs.

It is in fact the job of the L and D coordinator to follow the mandates of Republic Act 7836, or the Philippine Teachers Professionalization Act of 1994 through the different LAC plans designed to further upskill the teachers in different aspects of the teaching job.

Learning Action Cell (LAC) plans are structured, school-based professional development programs in the Philippines (DepEd) where teachers collaborate to improve teaching practices and student learning. These plans outline monthly sessions to solve shared challenges, focusing on curriculum, instruction, and assessment within professional learning communities.

It is a school-based continuing professional development strategy institutionalized by the Department of Education (DepEd) under DepEd Order No. 35, s. 2016. It functions as a safe, collaborative community where teachers gather regularly to solve shared classroom challenges and improve instructional practices

The researcher, as Principal IV and the District Learning and Development (L and D) coordinator of Balayan West Sub-Office believes that the performance of pupils in any subject depends on the performance of teachers in teaching the subject. The performance of teachers also depends on how the supervisor handled the directed learning of teachers to use and manipulate any knowledge they acquired from any clinical supervision they underwent. Moreover, the training type secures the teachers' improvement in the field of teaching.

Thus, in the face of the different issues in education and teaching, the researcher, is bent on determining the effects on teacher performance of the implementation of LAC Plans and Individual Performance Plans at Balayan West District.

LITERATURE REVIEW

The School Learning Action Cell is a vital mechanism for strengthening teachers' professional capacities and ultimately improving learner outcomes. By fostering a collaborative, school-based approach to learning and development, SLAC not only builds individual competencies but also promotes collective efficacy among educators. With continued support and effective implementation, SLAC will remain an essential tool for advancing the goals of quality basic education in the Philippines. Significantly, one of the key advantages of SLAC is its promotion of collaborative learning and knowledge sharing among teachers. Through regular sessions, teachers engage in peer mentoring, classroom-based discussions, and the analysis of teaching practices through master teachers. This fosters a culture of continuous improvement and reflective teaching, ensuring that best practices are shared and challenges are addressed collaboratively. SLAC also provides schools with a platform to contextualize national policies to better suit their learners' needs and local contexts, making educational reforms more meaningful and practical at the classroom level (Dojillo, 2026).

Learning theories are attempts to model out the “mental involvement” that enables learning. Philosophers, scientists, and psychologists have been trying to untangle exactly how we learn for some time now. Although no one theory reigns supreme, certain frameworks stand out (Nichols, 2023). In the development of teachers, the Adult Learning Theory (Andragogy) by Knowles play a vital role. Knowles specifically sought to untangle the differences in how adults learn versus how children do so he adapted the pedagogical model to accommodate major differences in motivation, process, and style. Based on six assumptions about how adults learn, he posited that even adults crave to understand why they have to learn something. So, in a learning situation, adults need to be treated as adults, with pre-existing knowledge, experience, and points of view. Likewise, adults' varied experiences mean they can more actively participate in a learning process than children (who lack that life experience). Moreover, adults should enter learning situations when it makes sense in their career, life circumstances, or life goals. Furthermore, for adults, learning courses should be grounded in a real-world context, not abstract “learning for learning's sake.” Finally, adults are primarily driven by internal factors, like a desire for higher self-esteem.

Jafarov and Aliuev (2024), aimed to provide a comprehensive overview of the key milestones in the evolution of learning theories, spanning from early behaviorist approaches to contemporary cognitive and constructivist theories. The findings indicate that learning theories have progressively shifted from focusing on observable behaviors to an understanding of the complex mental processes involved in learning. The development of learning theory reflects an ongoing quest to understand the complex processes involved in learning. From the early behaviorist emphasis on observable behaviors to the current focus on cognitive and constructivist perspectives, learning theories have evolved to encompass a more holistic understanding of how individuals acquire and apply knowledge. These theories have profound implications for educational practice, guiding the design of instructional strategies that foster deep and meaningful learning.

Learning and development (L&D) is a systematic process to enhance employees' skills, knowledge, and competency, resulting in better work performance. Learning in the workplace is concerned with the acquisition of knowledge, skills, behaviors, and attitudes that lead to improved job performance. The process of learning takes place through various activities, such

as seminars, conferences, hands-on experimentation, and reading articles or books. Development is the broadening and deepening of knowledge in line with one's individual long-term professional goals. It aims to grow job-related abilities to expand one's potential for new opportunities in the future. Activities that encourage development include leadership training, mentoring, coaching, job shadowing, and stretch assignments. Development is typically something an employee chooses to do rather than being required to (AIHR, 2026).

Professional development in the education sector plays a crucial role in ensuring that educators stay competent, engaged, and equipped with the latest knowledge and skills necessary for fostering better student outcomes. In collaboration with AusAID-funded project STRIVE, EDPITAF, and various educational divisions, the Individual Plan for Professional Development (IPPD) Guide and Tools have been developed and validated. This comprehensive guide aims to empower educators, including school heads and teachers, to take charge of their continuous learning and growth, aligning their goals with those of the school, division, and region. Professional development in education encompasses a wide range of opportunities for personal and professional growth, focusing on enhancing competencies, work performance, and attitudes. It integrates the individual professional's goals with those of the educational institution to create a conducive environment for better student outcomes. These activities encompass various approaches, from independent study and supported learning to collective action and formal programs. For professional development to thrive, it must be deeply embedded in the vision, strategic plan, and organizational structure of the school, division, and region, with strong leadership and support (DepEd Tambayan, 2026).

Sales (2024), explored the implementation of the Learning Action Cell (LAC) and its challenges in public elementary schools. Thematic analysis was used to identify teachers' understanding of LAC, its challenges, and for strategies employed. Major findings revealed that LAC served as an opportunity for teachers to reflect on teaching practices, engage in collaborative learning, and promote professional development. Teachers displayed high engagement in various LAC activities, group discussions and individual and group action planning. Challenges met in conducting LAC were conflicts in schedule conflicts, limited ICT knowledge of teachers, resource availability, and topic prioritization. The major conclusions indicated that despite challenges, integrating LAC with regular teaching responsibilities can foster collaborative learning and exemplify best practices in the educational workplace.

The priorities of LAC are carried out through various activities. These include stimuli (such as lectures, orientation, coaching, workshops, development, and usage of instructional materials), followed by group discussion of potential next steps. The program's final activity involves individual and group action planning to complete specific tasks in the classroom. There are however difficulties in implementing LAC in public elementary schools. Naparan et al. (2021) revealed that the teachers experience intrinsic, extrinsic, and system challenges and theses includes unpreparedness in teaching multi-grade, low multi-grade allowances, stress, language barrier, classroom management struggles, lack of resources, danger in going to stations, workload, absenteeism, lack of stakeholders' support, and lack of trainings. These difficulties may result from organizational, cultural, and logistical aspects that affect the effective adoption of the LAC strategy. The key to maximizing the potential advantages of LAC and supporting teacher development and student progress is to recognize and overcome these obstacles. It is essential to look into the challenges that teachers have experienced when setting up and leading LAC sessions. This study, therefore, intends to explore the teachers' levels of engagement with

the way LAC sessions are run, how it affects their professional growth, and determined how teachers deal with challenges with their understanding and engagement during collaborative learning sessions in public elementary schools.

RESEARCH QUESTIONS

This study aimed to determine the effects on teacher performance of the implementation of LAC Plans and Individual Performance Plans at Balayan West District.

Specifically, it sought answers to the following questions:

1. What is the understanding of teachers on Learning Action Cell (LAC)?
2. What is the engagement of teachers in the implementation of Individual Performance Plans?
3. What are the challenges encountered in the implementation of Learning Action Cell?
4. What are the strategies employed to address the challenges?
- 5.

SCOPE AND LIMITATION

This study aimed to determine the effects on teacher performance of the implementation of LAC Plans and Individual Performance Plans at Balayan West District. The understanding of teachers on Learning Action Cell (LAC) as well as their engagement in the implementation of Individual Performance Plans were determined. Likewise, the challenges encountered in the implementation of Learning Action Cell were covered. Furthermore, the strategies employed to address the challenges were unveiled. Twenty percent (20%) or 87 teachers from different schools in the Balayan West Sub-office were chosen as respondents.

RESEARCH METHODOLOGY

A. SAMPLING

The respondents of this study were 87 or 20% of teachers among 432 teachers of different schools in Balayan West Sub-office. They were chosen using the convenience sampling since there is a large number of teachers teaching in the sub-office.

Convenience sampling is a non-probability technique where researchers select participants based on ease of access, geographical proximity, or availability. Because it is fast, cheap, and simple to implement, it is widely used for pilot studies, preliminary research, or when time and resources are strictly limited.

B. DATA COLLECTION

The data gathering was carried out in accordance with ethical standards and for the preservation of all respondents' rights, who were treated justly and fairly. Ethical issues of autonomy, beneficence and confidentiality were considered in this study. The researcher followed the objectives, procedures and projected benefits of this research which were clearly and methodologically laid down for the respondents. Benefits were explained and undue force of any kind was outright discouraged. The basis for autonomy rests on the idea that individuals are to be regarded as independent agents who are able to make decisions on their own, such as, if they desire to involve themselves in research studies such as this. The respondents were given the freedom to answer the questionnaire and withdraw if they wish to. The concept of

beneficence centers on maximizing the benefits for the study participants and the prevention of any harm. Another principle that was observed throughout this research is confidentiality where respondents' anonymity was maintained and that the data provided by them were never publicly divulged without their consent. Furthermore, the provisions in the Data Privacy Act of 2012 were observed in the conduct of the research. The questionnaire was peer validated to ensure adherence to good writing as well as to the contents of the questionnaire. It was also checked and validated by the school grammarian and the school research committee in its content and construction. The permission to distribute questionnaires was asked from the District Supervisor of Balayan West Sub-office. After permission was granted, the questionnaire were distributed and retrieved, and the responses were tallied, analyzed and interpreted. The weighted mean was used for treating the responses in the questionnaire.

DISCUSSION OF RESULTS AND RECOMMENDATIONS

1. Teachers' Understanding of Learning Action Cell (LAC).

Table 1 presents the teachers' understanding of Learning Action Cell (LAC).

Table 1. Teachers' Understanding of Learning Action Cell (LAC)

Indicators	Weighted Mean	Interpretation	Rank
1. LAC is actually a sharing of work and observations	3.36	Strongly Agree	3.5
2. LAC is the opportunity to pose inquiries.	3.13	Strongly Agree	6
3. LAC gives a chance to participants to comment on the information that colleagues/speakers have shared.	3.59	Strongly Agree	2
4. LAC is the moment of collaborating ideas and insights with other participants	3.36	Strongly Agree	3.5
5. LAC is the time of giving of suggestions which are helpful in the Individual and group Action Planning	3.31	Strongly Agree	5
6. LAC gives opportunity for reskilling and upskilling among teachers.	4.0	Strongly Agree	1
Composite mean	3.45	Strongly Agree	

It is shown in the table that the at Balayan West Sub-office, teachers' understanding of Learning Action Cell (LAC) obtained a composite mean of 3.45 interpreted to be Strongly Agree.

First in rank was Indicator No. 6 "LAC gives opportunity for reskilling and upskilling among teachers," with a mean of 4.0 (Strongly Agree). It was followed by Indicator No. 3 "LAC gives a chance to participants to comment on the information that colleagues/speakers have shared," with a mean of 3.59 (Strongly Agree) on the second rank while Indicator No. 1 "LAC is actually a sharing of work and observations," and Indicator No.4 "LAC is the moment of collaborating ideas and insights with other participants," got a mean score of 3.36 (Strongly

Agree). The last rank was obtained by Indicator No. 5” LAC is the time of giving of suggestions which are helpful in the Individual and group Action Planning,” which got a mean of 3.31 (Strongly Agree).

The results showed that teachers were aware that through the LAC, they are to grasp the opportunity to reskill and upskill themselves. It is also a time for them to engage with one another including the speakers. Suggestions can also be given to improve the training. Thus, Teachers' understanding of SLAC, as a way of promoting professional development, refers to their awareness of the expectations and active involvement required during SLAC sessions. It includes understanding the need to actively contribute, share experiences, providing feedback, and engaging in reflective discussions to foster collective growth.

2. The Engagement of Teachers In the Implementation of Individual Performance Plans

Table 2 presents the engagement of teachers in the implementation of Individual Performance Plans

Table 2. The Engagement of Teachers In the Implementation of Individual Performance Plans

Indicators	Weighted Mean	Interpretation	Rank
1. The teachers follow their own Individual Performance plan.	4.0	Strongly Agree	1.5
2. The teachers find ways to improve their own weaknesses.	3.59	Strongly Agree	3
3. The teachers enrich their own strengths through the Individual Performance Plan	4.0	Strongly Agree	1.5
4. The teachers are actively engaged in their own professional development.	3.36	Strongly Agree	4
5. The teachers are actively engaged in their own personal development.	3.31	Strongly Agree	5
Composite mean	3.65	Strongly Agree	

With regards to the engagement of teachers in the implementation of Individual Performance Plans, the composite mean obtained was 3.65 interpreted as Strongly Agree.

First rank was obtained by Indicator No. 1” The teachers follow their own Individual Performance plan,” and Indicator No. 3 “The teachers enrich their own strengths through the Individual Performance Plan,” which both got a mean of 4.0 (Strongly Agree). It was followed by Indicator No. 2” The teachers find ways to improve their own weaknesses,” with a mean of 3.56 (Strongly Agree). On the third rank was Indicator No. 4” The teachers are actively engaged in their own professional development,” with a mean of 3.36 (Strongly Agree) and on the last rank, Indicator No. 5” The teachers are actively engaged in their own personal development” with a mean of 3.31 (Strongly Agree).

According to the statements in the responses, the teachers engaged well in the implementation of Individual Performance Plans which they actually need to improve themselves.

From these statements, it can be summed up that the teachers of Balayan West Sub-office were aware of the Individual Performance Plans that they use and engage with to improve their professional performance as teachers.

3. The Challenges Encountered in the Implementation of Learning Action Cell

Table 3 presents the challenges encountered in the implementation of Learning Action Cell.

Table 3. The Challenges Encountered in the Implementation of Learning Action Cell

Indicators	Weighted Mean	Interpretation	Rank
1. Time constraints in scheduling SLAC sessions	4.0	Strongly Agree	1.5
2. Conflict with teaching loads and other activities	3.36	Strongly Agree	4.5
3. Conflict with handling pupils	3.31	Strongly Agree	6.5
4. Conflict with multiple coordinator ships	3.31	Strongly Agree	6.5
5. Lack of ICT knowledge among teachers	3.13	Strongly Agree	8
6. Limited Resources	3.36	Strongly Agree	4.5
7. Topic prioritization conflicts	4.0	Strongly Agree	1.5
8. Finding knowledgeable speakers on a certain topic	3.59	Strongly Agree	3
Composite mean	3.5	Strongly Agree	

It is shown in the table that the challenges encountered in the implementation of Learning Action Cell obtained a composite mean of 3.5 interpreted as Strongly Agree.

First in rank was Indicator No. 1 "Time constraints in scheduling SLAC sessions," and Indicator No. 7 "Topic prioritization conflicts," which both got a mean of 4.0 (Strongly Agree). It was followed by Indicator No. 8 "Finding knowledgeable speakers on a certain topic," with a mean of 3.59 (Strongly Agree). Third rank was occupied by Indicator No. 2 "Conflict with teaching loads and other activities," and Indicator No. 6 "Limited Resources," with a mean of 3.36 (Strongly Agree). Two challenges, Indicator No. 3 "Conflict with handling pupils," and Indicator No. 4 "Conflict with multiple coordinator ships," followed with 3.31 (Strongly Agree) while the last rank was occupied by Indicator No. 5 "Lack of ICT knowledge among teachers," with 3.13 (Strongly Agree).

Along the Challenges encountered, the teachers were asked to describe the difficulties they faced in the conduct of the School Learning Action Cell. The statements highlight the difficulties faced by teachers when planning their School Learning Action Cells, taking into account their busy schedules, staying on track with the lesson, and making sure not to sacrifice students'

lessons or other school-related activities. Since there are limited teachers in small schools where the respondents come from, there is conflict in the tasks and responsibilities of the teachers. The performance of the teachers and each LAC is affected by the overlap of activities.

From these findings, it is deduced that the teachers of schools in Balayan West Sub-office truly encountered the challenges.

4. The Strategies Employed to Address the Challenges

Table 4 presents the strategies employed to address the challenges.

Table 4. The Strategies Employed to Address the Challenges

Indicators	Weighted Mean	Interpretation	Rank
Microlearning or breaking content into small, focused, and digestible modules	4.0	Strongly Agree	2
Utilizing simulations, role-playing, and game mechanics (points, badges) increases engagement and knowledge retention	3.31	Strongly Agree	5
Encouraging peer mentorship, group discussions, and collaborative projects fosters a sense of community and shared knowledge	4.0	Strongly Agree	2
Tailoring content to individual employees' needs and career goals increases relevance, reducing resistance.	4.0	Strongly Agree	2
Using tools like post-training surveys and performance metrics to measure ROI and gather feedback for continuous improvement	3.59	Strongly Agree	4
Composite mean	3.78	Strongly Agree	

It is shown in the table that for the strategies employed to address the challenges in implementing LAC, the composite mean obtained was 3.78 interpreted as Strongly Agree.

First among the strategies were three: Indicator No. 4 “Tailoring content to individual employees' needs and career goals increases relevance, reducing resistance,” Indicator No. 1” Microlearning or breaking content into small, focused, and digestible modules,” and Indicator No. 3” Encouraging peer mentorship, group discussions, and collaborative projects fosters a sense of community and shared knowledge,” which all obtained a high mean score of 4.0 (Strongly Agree). Indicator No.5 “Using tools like post-training surveys and performance metrics to measure ROI and gather feedback for continuous improvement,” followed with a mean of 3.59 (Strongly Agree). The last rank was obtained by Indicator No. 2 “Utilizing

simulations, role-playing, and game mechanics (points, badges) increases engagement and knowledge retention,” with a mean of 3.31 (Strongly Agree).

These findings revealed the different strategies employed to address the challenges in the implementation of LAC which are many in nature and which are doable in nature.

In view of these results, the LAC implementers may also do these strategies in consonance with the Individual Performance plans of teachers.

Teachers of schools of Balayan West Sub-office showed awareness that through the LAC, they are to grasp the opportunity to reskill and upskill themselves, a time for them to engage with one another including the speakers. Likewise, suggestions can also be given to improve the training. These showed that teachers' understanding of SLAC, as a way of promoting professional development, refers to their awareness of the expectations and active involvement required during SLAC sessions. It includes understanding the need to actively contribute, share experiences, providing feedback, and engaging in reflective discussions to foster collective growth.

The teachers engaged well in the implementation of Individual Performance Plans which they actually need to improve themselves. Thus, from these statements, it can be summed up that the teachers of Balayan West Sub-office were aware of the Individual Performance Plans that they use and engage with to improve their professional performance as teachers.

Along the Challenges encountered, the teachers were asked to describe the difficulties they faced in the conduct of the School Learning Action Cell. The statements highlight the difficulties faced by teachers when planning their School Learning Action Cells, taking into account their busy schedules, staying on track with the lesson, and making sure not to sacrifice students' lessons or other school-related activities. Since there are limited teachers in small schools where the respondents come from, there is conflict in the tasks and responsibilities of the teachers. The performance of the teachers and each LAC is affected by the overlap of activities. From these findings, it is deduced that the teachers of schools in Balayan West Sub-office truly encountered the challenges.

Lastly, the different strategies employed to address the challenges in the implementation of LAC which are many in nature and which are doable in nature. In view of these results, the LAC implementers may also do these strategies in consonance with the Individual Performance plans of teachers.

REFLECTIONS

In view of these results, it is recommended that Learning Action Cell should be planned through microlearning to be able to adjust the time for the training. The implementation of LAC and the Individual Development Plan of teachers must jive to be able to truly address the training needs of teachers. Lastly, a follow-up to this study may be done highlighting the strategies.

DISSEMINATION AND ADVOCACY PLANS

The results of this study will be disseminated to the whole district.

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