



SCHOOL LEARNING ACTION CELL AND TEACHERS' KEY RESULT AREAS

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Abstract

Modern society demands high-quality teaching and learning from teachers. Teachers have to possess a great deal of knowledge and skills with regard to both teaching and assessment practices in order to meet those demands and standards of quality education. This study examines the school learning action cell and teachers' key result areas in the Municipality of Senator Ninoy Aquino this School Year 2022-2023. It employed descriptive-correlational design among twenty-nine teachers and school heads. Mean and Pearson – moment correlation coefficient were employed to test the hypothesis.

School learning action cell along with training needs, monitoring and evaluation, roles and responsibilities, content and pedagogical knowledge, and behavioral skills were found to be “Observed to the moderate extent”.

Teachers' key result areas along with, content knowledge and pedagogy, diversity of assessment and reporting, curriculum and planning, and community linkages and professional engagement revealed that they were “Observed to the great extent”.

Interestingly, it was found out that there was a significant relationship between the school learning action cell and teachers' key result areas.

Keywords: *School Learning Action Cell, Teachers' Key Result Area, School Heads, Teacher*

1. INTRODUCTION

Research indicates that professional learning communities have the potential to enhance capacity building and sustainable development, leading to improved student learning outcomes (Stoll et al., 2006).

Capacity building is crucial for both implementing and sustaining professional learning communities (Hargreaves & Fink, 2006). Capacity building enhances consistency and focus, but necessitates adequate time and support to modify teachers' practice (Massell & Goerts, 2002).

The Australian teaching profession has historically been marked by isolationism, which restricts opportunities for teacher collaboration and sharing of knowledge due to the organizational structure of schools as a workplace (Benson, 2011). This belief was replaced as the teaching profession underwent significant and transformative changes. Professional learning communities and organized teacher collaborations are recognized globally as effective means of enhancing instructional practices and learning outcomes (Vescio et al., 2008; Watson, 2014).

The Department of Education has implemented the Learning Action Cell (LAC) as a K-12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning, in accordance with Republic Act 10533 or the Enhanced Basic Education Act of 2013. This policy is outlined in DepEd Order # 35 s. 2016.

The Department of Education (DepEd) aims to safeguard and advance the Filipino people's entitlement to a comprehensive, culturally grounded, and fair basic education that enables them to achieve their full potential and make valuable contributions to national development. The DepEd's investment in human potential development is a commitment to both learners and teachers. DepEd endorses the lifelong learning principle and recognizes that the teaching profession demands specialized skills and expert knowledge that can only be acquired and maintained through rigorous and continuous study. As such, DepEd fully supports the ongoing professional development of its teaching personnel. This view is in line with UNESCO's stance on the matter.

According to Hudson (2008), as cited by Lucero (2018), teachers have a strong need for training that can improve their instructional practices. Teachers must enhance their pedagogical skills to meet the changing learning environment and preferences of students. Teachers' teaching practice is crucial for student learning.

The student's competency is reliant on the teacher's instructional competence. Some teachers' inadequate instruction leads to ineffective student learning.

According to Lawani (2014), classroom teachers play a crucial role in determining educational achievements. Factors such as their academic qualifications, professional training, and work experience are the most significant determinants of students' academic performance. Teachers are responsible for designing educational programs and instructional strategies that facilitate students' ability to overcome learning obstacles.

The school principal should take charge of arranging and ensuring the regularity and continuity of LAC sessions at the school level. The school principal should oversee and assess the impact of school LAC activities on overall school improvement.

The school learning action cell and teachers prioritized conducting an electronic self-assessment tool to prepare individual development plans for each teacher. Due to the pandemic, virtual learning was predominantly utilized for most of two school years, as opposed to face-to-face learning action cells which were not present in the school during that time. Thus, this study conceived the level of implementation of school learning action cells and teachers' key result areas under the Philippines Professional Standard for Teachers.

The conceptual framework shows the independent variable which is the extent of implementation of the school learning action cell in terms of training needs, monitoring and evaluation, roles and responsibilities, improvement of content and pedagogical knowledge, and behavioral skills as stipulated in Department Order No.35 s.2016, The Learning Action Cell as a K-12 Education Program School-Based Continuing Professional Development Strategies for the Improvement of the Teaching and Learning.

In like manner the dependent variables were the teachers' key result areas under the Philippine Professional Standard for Teachers in terms of content knowledge and pedagogy, diversity of assessment and reporting, curriculum and planning, community linkages, and professional engagement as stated in Department Order No.42 s.2017 National adoption and implementation of the Philippine Professional Standards for Teachers.

This study sought to ascertain the level of implementation of the learning action cell among secondary schools in the Municipality of Senator Ninoy Aquino.

The study was focused on the implementation of school learning action cells and teachers' key result areas.

The implementation of the school learning action cell was determined in terms of training needs, monitoring and evaluation, roles and responsibilities, improvement of content and pedagogical knowledge, behavioral skills teachers' key result areas under the Philippine Professional Standard for Teachers in terms of content knowledge and pedagogy, diversity of assessment and reporting, curriculum and planning, community linkages and professional engagement. There are six (6) secondary schools in the Municipality of Senator Ninoy Aquino, Sultan Kudarat. These are Bugso National High School, Datu Ampak Kawan

National High School, Gapok National High School, Langgal National High School, Sewod National High School and Senator Ninoy Aquino National High School as respondents of the study for the School Year 2022-2023.

2. MATERIALS AND METHODS

The research employed a descriptive-correlational methodology. The study established the correlation between independent variables, including the implementation of school learning action cells, training requirements, monitoring and evaluation, roles and responsibilities, enhancement of content and pedagogical knowledge, and behavioral skills. The dependent variables encompassed the teachers' key areas of expertise, including content knowledge and pedagogy, diverse assessment and reporting, curriculum and planning, community linkages, and professional engagement.

According to Stangor (2014), descriptive-correlational research is a design that captures the current state of affairs, identifies relationships among variables, and enables the prediction of future events based on present knowledge.

This study was conducted in six (6) secondary schools in the Municipality of Senator Ninoy Aquino. The researcher preferred this Municipality of Sultan Kudarat because it is one of the biggest municipalities in the second congressional district of the Province of Sultan Kudarat with the most number of secondary schools and the most number of teachers.

The respondents of the study were the six (6) secondary school heads in the six secondary schools in Senator Ninoy Aquino, and twenty-three (23) secondary school teachers in the Municipality of Senator Ninoy Aquino. **Sampling Procedure**

The random sampling technique was used in selecting the teacher respondents. It was provided a chance for anyone in the population to be selected as a subject or respondent of the study.

Total enumeration sampling technique was used in selecting the respondent schools and Twenty percent (20%) of the total population of the teachers was chosen through the aid of the lottery technique. All names of teachers were prepared in putting into a box. Meanwhile total enumeration sampling was used in school heads as the respondents of the study.

A questionnaire is a research instrument that gathered data from a large sample. The tool for data collection is a 2-Part structured questionnaire.

To compile information on the level of LAC implementation, which is collected from DepEd Order No.35, S.2016, and the Silva study.

Part I It deals with the implementation of the school learning action cell. The 4-point Likert Scale was used as shown in the table below. It was answered by the school head and teacher- respondents.

Part II Pertains to the teacher's key result areas in terms of content knowledge and pedagogy, diversity of assessment and reporting, curriculum and planning, community linkages, and professional engagement using the following rating scale adopted from the Results-Based Performance Management System (RPMS) – Individual Performance. It was answered by the school heads only based on the performance of the teacher re the performance of the teacher respondent.

In the gathering of the data, the researcher asked permission with notification from her research adviser and the Graduate School Dean, and the Schools Division Superintendent of Sultan Kudarat Division. Upon approval, the researcher coordinated with the school heads on the schedule of the survey in their respective schools.

After the checklist and survey- questionnaires were retrieved, data was processed using the following statistical tools:

To determine the implementation of the School Learning Action Cell and teachers' key result areas, weighted mean was used.

The study also utilized Pearson-moment Correlation to determine the relationship between the two major variables in determining the influence of the independent, which is the implementation of School Learning Action Cell to dependent variables along with teachers' key result areas.

Lastly, the thematic analysis was used on processing the responses of the participants on the challenges met by the school heads and teachers in implementing the learning action cell.

3. RESULTS AND DISCUSSION

Extent of the Implementation of the School Learning Action Cell in terms of, Training Needs, Monitoring and Evaluation, Roles and Responsibilities, Content and Pedagogical Knowledge, and Behavioral Skills.

The succeeding tables answered the first statement of the problem on the implementation of the school learning action cell.

Table 2 shows the extent of the implementation of the school learning action cell in terms of training needs with the computed section mean of 3.67 with a verbal description of very effective hence all indicators were "Observed to the moderate extent". In particular, indicators, Teachers are knowledgeable and understand the instructional practices using the teaching modalities and Teachers need to have training in Personal and Professional Development like Time Management, Stress Reduction got the computed highest mean of 3.86 and 3.72 respectively with a verbal description of very effective which means "Observed to the moderate extent".

Moreover, indicators, Teachers need to conduct training on the utilization of effective assessment methods and Teachers need in developing students' motivation in the teaching and learning process, and Influence and role in the community has the lowest computed mean of 3.58, 3.65, and 3.55 with a verbal description of very effective interpreted as "Observed to the moderate extent".

The table exhibits the implementation of the school learning action cell in terms of monitoring and evaluation with varied interpretation among indicators but when computed the section mean was 3.65 interpreted as "Observed to the Moderate extent". More so, indicators, Teachers assess the teaching and learning process on the impact on student's performance has the highest mean of 3.79 which were interpreted as "Observed to the Moderate extent", followed by Teachers monitor one's progress about the Learning Action Cell, Teachers changes in teachers' pedagogy or practices which are aimed at improving learners' participation and achievement has the equal computed mean of 3.65 when interpreted as "Observed to the Moderate extent" in other side indicator, teachers have clear evidence of critical reflection amongst teachers leading to changes in classroom practice has the lowest computed mean of 3.48 which interpreted as "Observed to the lesser extent". In such school learning action cell is raising the levels of teacher quality and contributing to improved outcomes for students learning and holistic development.

The table reveals the roles and responsibilities all indicators interpreted as "Observed to the Moderate extent" with the computed section mean of 3.80. More specific, Teachers serve as LAC facilitators or documenters or resource person for certain topics when assigned such roles got the highest computed mean of 3.96 and Teachers attend LAC meetings regularly and participate actively in LAC sessions 3.93 interpreted as Observed to the Moderate extent.

Whereas indicators, Teachers capture evidence of implementation of the learning they get from the LAC (3.55) and Teachers provide the LAC leader with evidence of the application of learning in the classroom setting through annotation (3.69) got the lowest computed mean interpreted as "Observed to the Moderate extent".

The active participation of teachers and involvement in various LAC activities should create safe spaces where teachers can engage in dialogue with each other so they may learn from and provide support to one another. It strengthens the schools' development of professional learning communities that value the practice in favor of student learning and holistic development. Teachers will be equipped with enough knowledge and it would yield to better education service delivery and help improve the quality of basic education.

The table portrays the implementation of the school learning action cell in terms of content and pedagogical knowledge. Interestingly, all indicators were interpreted as "Observed to the Moderate extent" with the computed section mean of 3.71. In particular, indicators, Teachers improve teaching strategies and techniques in teaching the subject of specialization, Teachers update new knowledge of the content through SLAC, Teachers empowering the mastery of content through SLAC has the highest computed mean of 3.75 interpreted as "Observed to the Moderate extent".

More so, indicators, Teachers provide advancement in the content of the subject being taught through a series of SLAC (3.55) and Teachers improve classroom management through SLAC (3.72) got the lowest mean but still it was interpreted as "Observed to the Moderate extent".

The teachers implement developmentally-appropriate teaching methods in the individual differences of the learners. The student learning were improved because the teachers' systematic to the learning needs of the students. The content and performance standards and learning competencies were mastered by teachers that they plan lessons, delivered instruction effectively, and they assessed the learning that resulted from their teaching.

The table entails on the implementation of school learning action cell in terms of behavioral skill. All indicators were interpreted as "Observed to the Moderate extent" with the computed section mean of 3.81.

Moreover, indicators, Teachers maintain a professional image: being trustworthy, regularity attendance and punctuality, good grooming and communication (3.89) and teachers demonstrate the values and behaviour enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713) (3.86) got the computed highest mean respectively interpreted as "Observed to the Moderate extent". On the other hand, indicators, teachers practice ethical and professional behaviour and conduct considering the impact of his/her actions and decisions and Teachers maintain a dignified personality whether in school, in the home, or elsewhere which could serve as a model, worthy of emulation by learners, peers, and others with the computed mean of 3.72 which is the lowest mean in this section interpreted as "Observed to the Moderate extent".

Teachers always maintain a dignified professional image, because teachers are the trustee of the cultural and educational heritage of the nation and is under obligation to transmit to learners such heritage as well as to elevate national morality. Teachers always act with a sense of urgency and responsibility to meet the organization's needs, improve system and help others to improve. Always maintain dignified personality whether in school, home or in the community so that worthy of emulation by learners, peers, and others.

Table shows the summary ratings of the implementation of school learning action cell in terms of behavioral skill have a highest computed mean of 3.81 "Observed to the Moderate extent" that the teachers demonstrate the values and behaviour enshrined in the Norms of Conduct and Ethical Standards for public officials and employees. Roles and Responsibilities with a computed mean of 3.80 "Observed to the Moderate extent" shows that teachers attended learning action cell meetings regularly. Content and Pedagogy with

the computed mean of 3.71 “Observed to the Moderate extent” that teachers improved teaching strategies and techniques in teaching the subject of specialization. Training Needs with the computed mean of 3.67 “Observed to the Moderate extent” that the teachers are knowledgeable and understood the instructional practices using the teaching modalities. Monitoring and evaluation with computed mean of 3.65 “Observed to the Moderate extent” have clear evidence that teachers are monitoring one’s progress and aimed at improving learners’ participation and achievement.

The table exhibits the level of teachers’ key result area in terms of content knowledge and pedagogy, with the computed section mean of 3.63 interpreted as “Observed to the great extent”. In particular, Applied knowledge of content within and across curriculum teaching areas got the highest computed mean among the three indicators of 3.72, applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills (3.69), and Ensured the positive use of ICT to facilitate the teaching and learning process (3.48) interpreted as “Observed to the great extent”.

It shows that the teachers applied knowledge of content within and across curriculum teaching areas and facilitated deeper appreciation of the indicator and helps delivered lessons that are responsive to content.

One of the component that teacher used higher-order thinking skills so that the students used complex ways to think about what they are learning. Enables students become more responsible about their learning as they sought relevant information and knowledge through their own efforts.

The table entails on the level of teachers’ key result area in terms of diversity of assessment and reporting with the computed section mean of 3.78 is interpreted as “Observed to the great extent”. Moreover, all indicators were interpreted as “Observed to the great extent”, established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic, and religious backgrounds.

(3.86), used strategies for providing timely, accurate, and constructive feedback to improve learner performance (3.76), and Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including geographical isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse, and child labor practices (3.72).

It shows that teaching strategies allow all students to participate in non-threatening ways and encourages them to stay on task. That foster classroom environments where students feel empowered and successful. That empowers students to effectively engage in learning experiences that will ultimately allow them to become productive and contributing members of their communities.

The table shows that the two indicators that dealt with the teachers’ performance in terms of diversity of curriculum and planning were interpreted as “Observed to the great extent” with the computed mean of 3.66.

Bringing 21st century skills into the teaching and learning situation is a central feature of the K to 12 Basic Education Program. Teachers must enrich lessons with simple integration strategies utilizing Information Communications Technology that are developmentally appropriate. Instruction and assessment processes can be made more collaborative with ICT, which teachers can implement with the tools and equipment available in their school.

The table shows on the teachers key result area in terms of community linkages and professional engagement with three indicators interpreted as “Observed to the great extent” with the computed mean of 3.77. In particular, indicators developed a personal improvement plan based on reflection of one’s practice and ongoing professional learning (3.83), built

relationships with parents/guardians and the wider school community to facilitate involvement in the educative process (3.79), and participated in professional networks to share knowledge and enhance practice (3.69) are all interpreted as "Observed to the great extent".

It concerns the importance of teachers' understanding and fulfilling their obligations in upholding professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, schools and the wider community.

Parents' involvement in school are linked to students' positive academic and behavior. It increase student learning opportunities while creating an inclusive learning environment.

The table exhibits the level of Diversity of assessment with the computed mean of 3.78 "Observed to the great extent" that the teaching strategies are responsive to the special educational needs of the learners. Community Linkages and professional engagement with computed mean of 3.77 "Observed to the great extent" that the involvement of the community is important to facilitate the educative process. Curriculum Planning with the computed mean of 3.66 "Observed to the great extent" shows that the teachers appropriate learning outcomes that are aligned with learning competencies.

Every teacher should understand how to implement the learner-centered assessment policies for the K to 12 Curriculum. Assessment provides teachers and learners with the necessary feedback about learning outcomes. Teachers and school systems must make sure that the members of the community participate in process, so that the curriculum is accurate and faithful to the community. Teachers should know, be able to do and value to achieve competence, improved student learning outcomes, and eventually quality education. Enhancing teacher quality becomes of utmost importance for long-term and sustainable nation building. It can be used as the foundation for all learning and development programs for teachers to ensure that teachers are properly equipped to implement the K to 12 program.

The table revealed the significant relationship between the implementation of the school learning action cell and teachers' key result areas. At 5% level of significance, training needs and teachers' performance has a significant relationship with computed r-value of .449 which is higher than the computed p-value of .015, same with content knowledge and teachers' performance with the computed r-value of .369 which is higher with p-value of .049. The other parameters, Monitoring and Evaluation, Roles and Responsibilities, and Behavioral Skills there have nothing to do with teachers' performance.

Researchers found that when professional development was directly related to teachers' daily experiences and aligned with standards and assessments, those teachers were more likely to make changes to their instructional practices, acquire greater subject knowledge, and improve their teaching skills.

Cohen and Hill (2017) also showed that instructors were more likely to use new strategies when training was directly related to the content they would be teaching. With the help of trainings and, in some instances, seminars, these educators have embraced the new curricular materials and the new state-required student evaluation. Teachers who took part in curriculum-focused professional development saw improved student assessment results, the research found.

4. MAJOR FINDINGS

The study aimed to determine the relationship between the school learning action cell and teachers' key result areas. Specifically, this study tried to evaluate. the implementation of the school learning action cell in terms of, training needs, monitoring and evaluation, roles and responsibilities, content and pedagogical knowledge, and behavioral skills and teachers' key result area along with content knowledge and pedagogy, diversity of

assessment and reporting, curriculum and planning, and community linkages and professional engagement.

This research used a descriptive-correlational design and employed a survey questionnaire. It was conducted among 6 school heads and 23 teachers. The statistical tools used in processing the data were mean and Pearson r.

In terms of the implementation of school learning action cell along with training needs, monitoring and evaluation, roles and responsibilities, content and pedagogical knowledge, and behavioral skills it was "Observed to the Moderate extent".

In terms of teachers' key result area along with, content knowledge and pedagogy, diversity of assessment and reporting, curriculum and planning, and community linkages and professional engagement it was "Observed to the great extent".

Interestingly it was revealed that there was a significant relationship between school learning action cell and teachers' key result areas.

5. CONCLUSION

The following conclusions are drawn based on the findings of the study.

The implementation of school learning action cell is "Observed to the great extent". to develop and support successful teachers by nurturing their knowledge, attitudes, and competencies. Group of teachers who engage in collaborative learning sessions to solve shared challenges encountered in the school. The teachers' key result areas "Observed to the great extent". that teachers were more likely to change their instructional practices and gain greater subject knowledge and improved teaching skills when their professional development linked directly to their daily experiences and aligned with standards and assessments.

Since the p-value is less than 0.05 level of significance, hence we reject the null hypothesis and conclude that there is significant relationship between the implementation of school learning action cells and teachers' key result areas.

From the salient findings of the study and the conclusion reached, the following recommendations are presented:

1. School heads may continue what they started in terms of the school-based implementation of the learning action cell to strengthen the professional development of teachers;
2. Teachers may continue their remarkable performance to have a meaningful teaching and learning process and teacher-school-head rapport;
3. School heads and teacher may continue the implementation of the DepEd programs in their respective school;
4. That this study be replicated in schools not included in this study and in a larger scope.

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