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IMPLEMENTATION OF SCHOOL LEARNING ACTION CELL AND TEACHERS' TEACHING PROFICIENCY

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A B S T R A C T

This study determined the implementation of school-based learning action cell and teachers' teaching proficiency in public elementary schools in Jose Panganiban West District, Division of Camarines Norte basis in developing intervention plan. This study employed quantitative method using descriptive-correlational design with survey questionnaire checklist as the data-gathering instrument. Total enumeration was employed in this study which involved one hundred forty-eight (148) elementary teachers in the locale of the study. Findings revealed that the implementation of school-based learning action cell was almost fully implemented. Teachers' teaching proficiency were highly proficient. Furthermore, it identified significant correlation between collaborative planning and curriculum planning. This implies the importance of collaborative planning and curriculum planning in enhancing teaching proficiency and highlights opportunities for improvement in other areas of school - based learning action cells. Despite of these, there was a recognized challenges encountered in the implementation of learning action cell, particularly limited in the learning materials and resources. The identified challenges in the implementation of school-based learning action cells underscores the importance of addressing barriers to facilitate effective professional development and enhance teaching practices. A learning and development interventions are therefore proposed to address the implementation of school-based learning action cell and to improve teaching proficiency of public elementary school teachers in Jose Panganiban West District in the Division of Camarines Norte.

1. INTRODUCTION

Teachers play a crucial role in nation-building (Alesina et al., 2021). Through quality teachers, the Philippines can develop holistic learners steeped in values, equipped with 21st century skills, and propel the country to development and progress (Araneta et al., 2020; Gepila Jr., 2020). This is in consonance with the Department of Education (2017) vision of producing: "Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation" (DepEd Order No. 36, 2013).

The Philippine Government has consistently pursued teacher quality reforms through several initiatives (King & Guerra 2005). One of which is the implementation of Republic Act 10533 (2013) or the Enhanced Basic Education Act of 2013 which mandates the teachers' continuing professional growth and development. The

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Department of Education issued the Learning Action Cell (LAC) policy as a K-12 Basic Education Program School-Based Continuing Professional Development Strategy for the 2 Improvement of Teaching and Learning (DepEd Order No. 35. 2016). This Order requires revisiting and/or reviewing areas of concern concerning functional and core behavioral competencies of all the teachers based on the standards set by DepEd Order No. 42. 2017.

Successful teaching results from the systematic use of appropriate strategies for delivering and assessing the learning objectives targeted for the lesson (Samwel Mwasalwiba, 2010; Bragg et al., 2021). To facilitate the process of knowledge transmission, effective and efficient teachers utilized varied teaching strategies and approaches suited to diverse learners' learning needs and abilities to raise student achievement and learning outcomes (Isa et al., 2020; Hafeez, 2021). Thus, DepEd fully supports the continuing professional development of its teaching personnel, which can be done through the school-based Learning Action Cell, which primarily functions as a professional learning community for teachers that will help them improve their teaching and learning practices and learner achievement (DepEd Order No. 35, s. 2016).

School-based Learning Action Cells (LACs) are structured sessions where teachers collaborate, reflect, and enhance teaching practices based on classroom experiences. As a public elementary school teacher, the present researcher regularly attended LACs, introduced by the school head to foster professional growth through peer learning (Confesor & Belmi, 2022). Meetings occurred twice monthly, where we discussed instructional methods, classroom management, student engagement, and assessments (Patrick, 2022). Facilitated discussions and peer feedback helped refine our approaches, leading to improved teaching strategies and student outcomes (Roman et al., 2020). LACs also nurtured a supportive community among teachers, promoting resource sharing and school-wide initiatives, ultimately enriching the learning environment.

Analyzing teacher's teaching proficiency as reflected in their Individual Performance Commitment and Review Form (IPCRF), their development needs as to functional and core behavioral competencies, and their relationships to implementing school-based learning action cells motivates the researcher to conduct this study. Thus, with all the intentions mentioned, this study aims to determine the implementation of school-based learning action cells and teachers' teaching proficiency in public elementary schools in Jose Panganiban West District, Division of Camarines Norte. Specifically, it answered the following sub-problems: 1) What is the extent of implementation of school-based learning action cell along a) collaborative planning, b) problem-solving, and c) action implementation; 2) What is the level of teacher's teaching proficiency in public elementary school schools in Jose Panganiban West District, Division of Camarines Norte along a) content knowledge and pedagogy, b) learning environment, c) diversity of learners, d) curriculum planning, e) assessment and reporting, and f) community linkages and professional development; 3) Is there a significant relationship between the implementation of school-based learning action cells and teacher's teaching proficiency in the public elementary school teachers in Jose Panganiban West District; 4) What are the challenges encountered by the public elementary school teachers in the implementation of school-based learning action cells; 5) What intervention plan may be proposed to address the implementation of a school-based learning action cell and improve teachers' teaching proficiency.

2. METHODOLOGY

This study employed descriptive-correlational method design. The descriptive method was used to determine the extent of implementation of school-based learning action cell along collaborative planning, problem-solving and action implementation; the level of teacher's teaching proficiency along content knowledge and pedagogy, learning environment, diversity of learners' curriculum planning, assessment and reporting, community linkages and professional development. Moreover, it was also utilized to determine the challenges encountered by the teachers in the implementation of school-based learning action cell. Meanwhile, the correlation design was used to determine the significant relationship between the extent of implementation of school-based learning action cell and the level of teacher's teaching proficiency in the public elementary school teachers in Jose Panganiban West District.

The study involved one hundred forty-eight (148) public elementary teachers in Jose Panganiban West District in the Division of Camarines Norte. Total enumeration was utilized for the study. However, only 102 teachers answered the instrument, thus, their right to not to participate in the conduct of the research was respected by the researcher. The sources of data were the answers of the respondents in the survey questionnaire checklist.

The data on the implementation of school-based learning action cell and teachers' teaching proficiency in public elementary schools in Jose Panganiban West District, Division of Camarines Norte were analyzed using weighted mean and Pearson product moment correlation. Weighted mean determined the extent of implementation of school-based learning action cell along collaborative planning, problem-solving and action implementation and level of teacher's teaching proficiency of the public elementary school teachers along content knowledge and pedagogy, learning environment, diversity of learners, curriculum planning, assessment and reporting and community linkages and professional development, as well as the challenges encountered by the public elementary school teachers in the implementation of school-based learning action cell. Meanwhile, Pearson product moment correlation determined the significant relationship between the extent of implementation of school-based

learning action cell and the level of teacher's teaching proficiency of the teachers in public elementary schools in Jose Panganiban West District, Division of Camarines Norte.

3. RESULTS AND DISCUSSION

This part presents the results of the data analysis in response to the problems covered by this study.

3.1 Extent of Implementation School – Based Learning Action Cell

The table below presented the extent of implementation of school-based learning action in the public elementary school in Jose Panganiban West District in the Division of Camarines Norte along collaborative planning, problem-solving and action implementation.

Table 1. Summary of the Extent of Implementation of School-Based Learning Action Cell

Indicators	Weighted Mean	Verbal Interpretation
1. Collaborative Planning	4.43	FI
2. Problem Solving	3.61	AFI
3. Action Implementation	3.84	AFI
Overall Mean	***3.96***	***AFI***

Legend

Rating Scale	Adjectival Rating
4.20 – 5.00	Fully Implemented (FI)
3.40 – 4.19	Almost Fully Implemented (AFI)
2.60 – 3.39	Moderately Implemented (MI)
1.80 – 2.59	Partially Implemented (PI)
1.00 – 1.79	Not Implemented (NI)

Based on table 1, the extent of implementation of school-based learning action cell along collaborative planning got a mean score of 4.43 interpreted as fully implemented, problem-solving with 3.61 interpreted as almost fully implemented and action implementation with 3.84 mean score interpreted as almost fully implemented. Overall, the extent of implementation of school-based learning action cell was 3.96 interpreted as almost fully implemented. This implies that school-based learning action cells in public elementary schools in Jose Panganiban West District signifies a positive step towards enhancing the quality of education through collaborative and evidence-based practices. It indicates a dedication to professional growth, student achievement, and creating supportive learning environments within the district.

3.2 Level of Teaching Proficiency in Public Elementary Schools in Jose Panganiban West District, Division of Camarines Norte

The level of teaching proficiency of public elementary school teachers in public elementary schools in Jose Panganiban West District in the Division of Camarines Norte along content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting and community linkages and professional development is presented in the succeeding pages.

Table 2 revealed the level of teacher's teaching proficiency in public elementary school schools in Jose Panganiban West District, Division of Camarines Norte along content knowledge and pedagogy got a mean score of 4.16 interpreted as highly proficient, learning environment with 4.77 mean score interpreted as very highly proficient, diversity of learners with 3.79, curriculum planning with 3.85 mean score, assessment and reporting with 4.02 and community linkages and professional development with a mean score of 4.23 interpreted as highly proficient respectively. Overall, the level of teacher's teaching proficiency was 4.14 interpreted as highly proficient.

Table 2. Summary of the Level of Teaching Proficiency in Public Elementary Schools

Indicators	Weighted Mean	Verbal Interpretation
1. Content knowledge and pedagogy.	4.16	HP
2. Learning environment.	4.77	VHP
3. Diversity of learners.	3.79	HP
4. Curriculum and planning.	3.85	HP
5. Assessment and reporting.	4.02	HP
6. Community Linkages and Professional Development	4.23	VHP
Overall Mean	***4.14***	***HP***

Legend

Rating Scale	Adjectival Rating
4.20 – 5.00	Very Highly Proficient (VHP)
3.40 – 4.19	Highly Proficient (HP)
2.60 – 3.39	Moderately Proficient (MP)
1.80 – 2.59	Slightly Proficient (SP)
1.00 – 1.79	Not at All Proficient (NAP)

This implies that the public elementary school teachers in Jose Panganiban West District have strong foundation for quality education, student engagement, and professional

development. It also underscores the importance of investing in teacher training and support to maintain and further enhance teaching proficiency for the benefit of students and the community.

3.3 Relationship between the Implementations of School – Based Action Cell and the Teaching Proficiency of the Public Elementary School Teachers

Table 3 shows the test for significant relationships between the variables. It indicates that the implementation of school-based learning action cells and teaching proficiency did not show significant relationships except for collaborative planning and curriculum planning, which had a correlation coefficient (r) of .204 at a p-value of .040. This suggests that while there may not be significant associations across all aspects of school-based learning action cells and teaching proficiency, there is a noticeable relationship between collaborative planning and teaching proficiency in curriculum planning.

Table 3. Test for Significant Relationship between the Implementations of School – Based Action Cell and the Teaching Proficiency of the Public Elementary School Teachers

Teaching Proficiency	Implementation of School – Based Action Cell					
	Collaborative Planning		Problem Solving		Action Implementation	
	r	*p - value*	*r*	*p - value*	*r*	*p-value*
Content Knowledge and Pedagogy	.027	.789	.128	.199	-.184	.065
Learning Environment	-.099	.322	.018	.858	-.092	.332
Diversity of Learners	-.128	.198	.097	.334	.020	.484
Curriculum Planning	.204*	.040	-.080	.425	-.194	.050
Assessment and Reporting	.001	.994	.028	.783	.047	.642
Community Linkages and Professional Development	-.069	.494	-.025	.799	.006	.984

**Correlation is significant @ 0.05 level*

Moreover, the findings suggest a weak positive correlation, indicating that an increase in collaborative planning, specifically in gathering and assessing teachers' professional needs, tends to coincide with an increase in curriculum planning related to teaching and learning resources in ICT. The p-value of 0.04 indicates that this relationship is statistically significant at the .05 level, suggesting it is likely to be meaningful.

3.4 Challenges Encountered by the Public Elementary School Teachers in the Implementation of School – Based Learning Action Cell

Table 4 presented the challenges encountered by the public elementary school teachers in Jose Panganiban West District in the implementation of school - based learning action cell. As revealed in the table, the identified top challenge encountered public elementary school teachers in the implementation of school - based learning action cells was limited learning materials and resources with 4.78 mean score interpreted as strongly agree.

The finding highlights a critical issue in resource allocation within the school. In the general context, limited learning materials and resources can hinder the effectiveness of teaching and learning processes. This could include textbooks, workbooks, digital resources, laboratory equipment, art supplies, and many others. Insufficient learning materials may compromise the quality of education provided to students. When teachers lack necessary resources, they may struggle to engage students effectively or provide diverse learning experiences that cater to different learning styles.

Table 4. Challenges Encountered by the Public School Elementary School Teachers in the Implementation of School – Based Learning Action Cell

	Indicators	Weighted Mean	Verbal Interpretation
1.	The LAC plan is not relevant on the current and future needs of the target group.	1.54	SD
2.	The LAC does not address key challenges in a timely manner.	1.83	D
3.	The LAC plan is not based on the actual data.	1.93	D
4.	Appropriateness of the LAC budget based on the approved / agreed activities and expenditures guidelines.	4.22	SA
5.	Creation of LAC Plan by the core planning teams.	1.90	D
6.	The learning modalities are not suited to adult learners.	1.78	SD
7.	Limited learning materials and resources.	4.78	SA
8.	Willingness of the teachers to learn to new things.	4.34	SA
9.	Establishing rapport, warm and friendly atmosphere.	1.69	SD
10.	Expertise of the discussants or presenters.	4.22	SA
	Average Weighted Mean	***2.82***	***N***

Rating Scale	Adjectival Rating
4.20 – 5.00	Strongly Agree SA)
3.40 – 4.19	Agree (A)
2.60 – 3.39	Neutral (N)
1.80 – 2.59	Disagree (D)
1.00 – 1.79	Strongly Disagree (SD)

Ultimately, the lack of learning materials and resources can negatively impact student achievement. Without access to appropriate resources, students may struggle to grasp concepts, leading to lower academic performance and potentially widening achievement gaps. The finding

indicates the importance of providing support and investment in educational resources.

3.5 Proposed Intervention Plan for Teachers

As an offshoot of this study, the researcher proposed Intervention Plan for Teachers to address the implementation of school-based learning action cell along collaborative planning, problem-solving and action implementation and at the same time address the teacher's teaching proficiency along content knowledge and pedagogy, learning environment, diversity of learners, curriculum planning, assessment and reporting and community linkages and professional development.

The intervention plan includes a range of key actions specifically focusing on priority competencies and challenges since these variables were the identified challenges encountered by the public elementary school teachers in the implementation of school-based learning action cell. Table 12 presented the Learning and Development Plan for Teachers.

Table 5. Intervention Plan for Teachers

Title: Project SLAC: (Strengthening Learning through Action Cells: An Intervention Plan)			
Objective: 1. To improve access to and utilization of learning materials and resources within school-based learning action cells for enhanced teaching and learning outcomes. 2. To foster a culture of continuous learning among teachers through effective intensive implementation of school-based learning action cells. 3. To improve the quality and relevance of expertise provided by discussants and presenters within school-based learning action cells, thereby enhancing professional development opportunities for teachers.			
Priority Competencies	**Key Actions**	**Time Frame**	**Indicator**
Limited learning materials and resources	**Needs Assessment** ➢ Conduct a comprehensive assessment and inventory of the current availability and adequacy of learning materials and resources within school-based learning action cells. ➢ Gather feedback from teachers, facilitators, and participants to identify specific gaps and challenges	School Year 2024-2025 July to August 2024	➢ Conducted a comprehensive assessment and inventory of the current availability and adequacy of learning materials and resources ➢ Gathered feedback from teachers, facilitators, and participants
	Resource Audit and Enhancement: ➢ Audit the existing learning materials and resources available based learning action cell. ➢ Identify key areas where additional materials or improvements are needed based on curriculum requirements and participant feedback	School Year 2024-2025 July to August 2024	➢ Audited the existing learning materials and resources ➢ Identified key areas where additional materials or improvements are needed
	Collaboration and Resource Sharing: ➢ Foster collaboration among participating teachers and facilitators to share best practices and resources. ➢ Establish a platform or repository for sharing and accessing digital and physical resources among school-based learning action cells.	Year round	➢ Fostered collaboration among participating teachers and facilitators ➢ Established a platform or repository for sharing and accessing digital and physical resources
	Needs-Based Acquisition: ➢ Prioritize the acquisition of new materials and resources based on identified gaps and critical needs identified during the assessment. ➢ Seek funding or partnership opportunities to procure necessary materials, leveraging local businesses, community organizations, or educational suppliers. ➢	Year round	➢ Prioritized the acquisition of new materials and resources based on identified gaps and critical needs identified during the assessment. ➢ Provided funds to procure materials and resources.
	Resource Allocation: ➢ Allocate resources, such as funding, time, and administrative support, to facilitate the effective implementation of school-based learning action cells.		➢ Allocated resources

	➢ Ensure equitable access to learning materials, technology, and facilities needed for conducting activities and projects		➢ Ensured equitable access to learning materials, technology, and facilities needed for conducting activities and projects.
Willingness of the teachers to learn new things	**Teacher Needs Assessment:** ➢ Conduct a survey or interviews to assess current levels of willingness among teachers to engage in professional development through school-based learning action cells. ➢ Identify barriers and motivations influencing teachers' participation and openness to learning new things	School Year 2024-2025 July to August 2024	➢ Conducted a survey or interviews to assess current levels of willingness among teachers. ➢ Identified barriers and motivations influencing teachers' participation
	Professional Development Opportunities: ➢ Develop a structured framework for schoolbased learning action cells that aligns with teachers' professional development needs and interests. ➢ Develop clear goals and objectives for each learning cycle to guide teachers in setting personal and professional growth targets. ➢ Offer a variety of learning opportunities within school-based learning action cells, including workshops, seminars, peer learning sessions, and action research projects. ➢ Customize content and activities to cater to diverse teaching styles, subject areas, and levels of experience among participating teachers.	INSET and SLAC every 2nd and last Friday of the month	➢ Developed structured framework for school-based learning action cells ➢ Developed clear goals and objectives ➢ Offered variety of learning opportunities ➢ Customized content and activities to cater to diverse teaching styles, subject areas, and levels of experience among participating teachers
	Supportive Environment: ➢ Create a supportive environment that encourages collaboration, reflection, and constructive feedback among teachers within school-based learning action cells. ➢ Provide mentoring and coaching opportunities to nurture peer-to-peer learning and professional growth.	Year round	➢ Supportive environment was created. ➢ Provided mentoring and coaching opportunities to nurture peer-to-peer learning and professional growth.
Expertise of the discussants or presenters	**Establish Criteria and Standards:** ➢ Define clear criteria and standards for selecting discussants and presenters based on expertise, relevance to educational goals, and ability to engage participants effectively. ➢ Develop guidelines for evaluating the quality and impact of presentations and discussions within school-based learning action cells	Year round	➢ Defined criteria and standards ➢ Developed guidelines for evaluating the quality and impact of presentations and discussions within school-based learning action cells
	Diverse Expertise Recruitment: ➢ Expand the pool of potential discussants and presenters to include educators, subject matter experts, researchers, industry professionals, and community leaders. ➢ Foster partnerships with universities, professional associations, and local organizations to access a diverse range of expertise	Year round	➢ Expanded the pool of potential discussants and presenters ➢ Fostered partnerships with universities, professional associations, and local organizations to access a diverse range of expertise.
	Feedback Mechanism: ➢ Establish a feedback mechanism to collect input from participants regarding the relevance, clarity, and impact of presentations and discussions. ➢ Use feedback to continuously improve the selection and delivery of expertise within school-based learning action cells	Year round	➢ Established a feedback mechanism to collect input from participants. ➢ Used feedback to continuously improve the selection and delivery of expertise within school-based learning action cells
	Evaluation and Quality Assurance: ➢ Conduct regular evaluations to assess the effectiveness of expertise provided within school-based learning action cells in meeting educational objectives and enhancing teacher professional development.	Year round	➢ Conducted regular evaluations to assess the effectiveness of expertise provided within school-based learning action cells in

	➢ Use evaluation findings to maintain quality assurance standards and make informed decisions on future selection and training of discussants and presenters		meeting educational objectives and enhancing teacher professional development. ➢ Used evaluation findings to maintain quality assurance standards and make informed decisions on future selection and training of discussants and presenters.

By implementing this intervention plan, the school aims to improve access to learning materials and resources, fostering a conducive learning environment and supporting holistic student development. It seeks to enhance the effectiveness of school-based learning action cells in utilizing resources, thereby improving teaching quality, participant engagement, and overall learning outcomes. This initiative empowers teachers through active participation, enriching professional development opportunities and enhancing the overall educational experience.

4. CONCLUSION

On the basis of the findings of the findings of the study, the following conclusions were arrived at: 1) The implementation of school-based learning action cell in public elementary schools in Jose Panganiban West District in the Division of Camarines Norte was almost fully implemented. In addition, 2) their teaching proficiency were highly proficient. Moreover, 3) the implementation of school-based learning action cell and teaching proficiency of elementary school teachers has no significant relationship except for collaborative planning and curriculum planning. This implies the importance of collaborative planning and curriculum planning in enhancing teaching proficiency and highlights opportunities for improvement in other areas of school - based learning action cells. It also emphasizes the need for continuous professional development and support to empower teachers in delivering quality instruction and promoting student success. Furthermore, 4) they encountered challenges in the implementation of school-based learning action cells. The identification of challenges in the implementation of school-based learning action cells underscores the importance of addressing barriers to facilitate effective professional development and enhance teaching practices. By overcoming these challenges, schools can create a more supportive and enriching learning environment that benefits both teachers and students.
Finally, 5) the proposed Learning and Development Plan for Teachers of Jose Panganiban West District in the Division of Camarines Norte includes a range of learning and development interventions focusing on the implementation of school - based learning action cell and improving teachers' teaching proficiency.

5. RECOMMENDATION

The following recommendations to the area of research and development are hereby given: 1) Monitoring and evaluation efforts may be focused on measuring outcomes that are meaningful and relevant to the school community and are aligned with the institution's mission, vision, and strategic objectives, 2) educational leaders may continue to prioritize and invest in strategies that promote reflective practice, such as providing structured reflection protocols, offering coaching and mentoring support, and integrating reflection into formal professional development activities, 3) schools may invest in professional development opportunities that strengthen teachers' content knowledge and pedagogical skills, particularly in areas critical to student success such as literacy and numeracy, 4) there may be a need to review and align the curriculum and assessment practices to better integrate opportunities for developing higher-order thinking skills, 5) the school may continuously build and sustain collaborative partnership between and among students, teachers, families, and communities. Enhance teachers' professional capacity, morale, and motivation, 6) Promote child-centered, effective teaching –learning practices and life skills relevant to the student's life situation both inside and outside of the classroom and create gender-friendly learning environment, 7) school heads may identify and address any barriers that may hinder the implementation of school-based learning action cell and teacher's teaching proficiency, and 8) the utilization of the proposed Intervention Plan is recommended by the researcher to address the implementation of school-based learning action cell and to improve teaching proficiency of public elementary school teachers in Jose Panganiban West District in the Division of Camarines Norte.

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