

# Learning Action Cell Implementation In The Public Elementary Schools In The Division Of Cavite

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**Abstract:** Learning action cell as quality learning circle for teacher takes a big part in the lives of teachers as it promotes professional development, with the end goal of improving the teachers teaching skills and pupils' performance inside the classroom. This endeavor empowers them to become agents of change, able to meet both local needs alongside national agenda wherein teachers are active constructors of their own knowledge as they facilitate and share ideas with the group. The difficulties encountered by the Elementary School Teachers in implementing the Learning Action Cell propelled the researcher to conduct a descriptive research where a research-made questionnaire was the main data gathering instrument complemented by interviews and focus group discussion. Respondents were 375 elementary school teachers and 164 school heads. One sample t- test was employed in treating the gathered data. Moreover, percentage was used in the acquisition of the average responses of teachers when grouped according to profile variable, on the readiness of public elementary school teachers and implementers in the conduct of LAC session, while f test was able to establish significant relationship between the profile variables of public elementary school teachers and school heads in the conduct of learning action cell implementation. As revealed in the study, teachers and implementers performed their task well in the learning action cell implementation either as a LAC leader, facilitator, documenter, resources person, or even as member, it also revealed that teachers and implementers were great in the different indicators relative to Kto12 basic education program such as learner diversity and student inclusion, teaching content and pedagogy, assessment and reporting, curriculum contextualization, localization and indigenization, more importantly the research proved that teachers and implementers possess the skills relative to 21<sup>st</sup> century, they can be identified as 21<sup>st</sup> century teachers and implementers for 21<sup>st</sup> century learners. There was a significant difference in the assessment of roles of the teachers and implementers in their role in the conduct of the learning action cell. Moreover, the study proposed different activities to intensify the integration of the 21<sup>st</sup> century in the conduct of the implementation. The results proved the effectiveness of the conduct of the learning action cell in the different schools in the province of Cavite, with the end in view of developing competent teachers to provide quality learning outcomes among learners. The results suggested the continuous conduct of the Learning Action Cell, considering the proposed activities to intensify the 21<sup>st</sup> century skills integration while assigning each of the members of the LAC team in doing different roles to stretch out their expertise. Considerably, other researchers may conduct a related study with different set of respondents.

**Keywords:** learning action cell, professional learning community, collaboration

## Introduction

Professional development has attracted increasing attention in recent years. Faced with rapid change, demands for high standards and calls for improving quality, teachers have a need, as never before to update and improve their skills through professional development. As one reflects on their own experience of professional development, they may find that the approaches and activities they have been involved in have changed over time in terms of organization and methods. Traditionally, it was dominated by a course-led model of how teachers learn, in other words by INSET courses, to some extent, what it means to be a professional has changed over time, too. Over recent years, a number of strategies have been developed to increase the impact of courses and to encourage a greater variety of approaches to professional development. Such strategies are at the heart of a number of recent developments which have the potential to bring about more effective innovation which include greater emphasis on careful needs analysis linked to evidence of existing practice and thus targeted training, it also moves toward a broader view of what in-service education and professional development are, at some point it also gears on ensuring that school and individual needs are addressed through a variety of activities linked with the school development plan that moves toward building evaluation, moreover, it provides an increasing interest in seeing initial teacher training, induction and professional development as a continuum for professional competence and personal professional development that provide for planning development work. Training and development is the process

by which an organization or institution provides professional development activities to enhance individual with knowledge, skills and attitudes to enable them to perform the function effectively. Activities under this are trainings, seminars, workshops, conferences, scholarships, and job-embedded learning. Conduct of these activities shall involve a systematic process of competence, needs assessment, planning and designing, resource development and the actual delivery of programs. Having this in mind, there is a strong need to come up with a scheme that would help uplift the professional development of teachers that clearly follow a plan or a program that will best cater to the needs of teachers, though in-service training is not new among teachers in the academe, teachers need to know their respective roles in the implementation of these in-service trainings in order for them to feel that each one is important in the realization of sound pattern to boost their professional development. Likewise, to further cater to the needs of the teachers in the Division of Cavite, the researcher would say that this program has long been existing but the very essence of its enhancement is not yet full blown, in the sense that even though the different schools in the division have their own learning action cell plan for the whole year and they have assigned topics for every month to be done for two meetings, it still has drawbacks due to the fact that there are hindrances along the way of its implementation. As it is considered as a training for the enhancement of teachers' professional development, and its main endeavor is to upgrade the quality of teaching and learning in their respective schools and the Division of Cavite as an ISO certified is doing its best to cater to the needs of the teachers

as it radiates from among the different schools in the division who are doing its best to do the proper implementation of LACs in every school.

## 2. Literature Review

In the study of Certo (2014), stated that for many years, experts have considered managers' success dependent on three basic categories of skills: technical, human relations, and conceptual. In addition, the application of these skills requires a fourth skill: decision making. Technical skills are the specialized knowledge and expertise used to carry out particular techniques or procedures. The ability to work with other people is what human relation is all about, moreover, the ability to see the relationship of the parts to the whole or to one another makes up the conceptual skills. All these three are considerably important to note when we refer to school heads or principal but decision making is essentially an important ingredient to lead a certain school or institution, dealing with not only the students who are enrolled but also the teaching staff who is the right hand of any leaders in the school setting. Someone with strong decision-making skills can think objectively and creatively. Specifically, Tomal, (2013), pointed out that school principals act as a catalyst for change. A principal need to be visionary who uses his or her formal leadership strategically. One must be knowledgeable, thoughtful, insightful and reflective in dealing with all the facets of leadership, as it is a necessary ingredient to lead others, to implement and actual the school vision coupled with a sound decision making skills. Moreover, as a leader in the school, one is expected to highlight leadership skills that are far more reaching and worthy of emulating particularly to the people under his or her care. One must be systematic enough to look on how the teachers would develop their skills based on what the principal had provided to them, specifically on the technical assistance area which is the core of being a leader. Ortigas, (2015) reiterates that if the group (LAC) facilitator consistently undertake the above mentioned functions, the members eventually learn and exhibit these skills themselves. Work engagement on the other hand is also worthy of consideration as individuals who are highly engaged on their jobs and are motivated by the work itself, tend to work harder and more productively than others and are more likely to produce the results their customers, who are the learners want and is expecting to do, as well as the organization to where they belong. Education has become the main mechanism providing individuals with the knowledge, skills and competencies needed by the society of the day but educational provision typically lags behind the emergence of need. Robinsons, (2015), draw comparisons between classrooms of yesteryears and today, have pointed out the few changes in classroom design and management. However, notwithstanding use of images of teachers standing in a clearly instructional role and students passively taking in information, there is a wide range of changed practices in many classrooms. Unfortunately, these changed practices are inequitably distributed. The most inexperienced and newly qualified teachers are those who are sent to rural and remote regions, similarly, these regions are historically and currently the least resourced in terms of buildings and teaching aids and infrastructure. Therefore, if this is the case much has to be done in terms of capacitating the teachers to make them well-versed in the craft they are doing. The identification of 21<sup>st</sup> century skills as a priority highlights the ambition of Dep Ed to its students. Similarly, the department has to ensure

that teachers are well-versed in the nature of these skills and how they might be enhanced or taught in the classroom, training teachers to focus on the goal of the 21<sup>st</sup> century skills and on understanding its application, rather than the content coverage will enable the teachers to be well-equipped and this could be heightened through the conduct of the learning action cell.

## 3. Research Objectives

This study aimed to determine the Learning Action Cell (LAC) implementation in the public elementary schools in the Division of Cavite. Specifically, this study intended to answer the following questions:

1. What is the profile of the teachers and Learning Action Cell implementers in terms of:
  - 1.1. age;
  - 1.2. sex;
  - 1.3. designation;
  - 1.4. number of years in the service;
  - 1.5. field of specialization, and
  - 1.6. highest educational attainment
  - 1.7. number of years in LAC
2. How do the respondents assess their roles in the implementation of the Learning Action Cell?
3. How do the respondents rate their performance in the LAC implementation in the following areas:
  - 3.1. Learner diversity and student inclusion;
  - 3.2. Lesson content and pedagogy;
  - 3.3. Assessment and reporting; and
  - 3.4. Curriculum contextualization, localization and indigenization?
4. Are there significant differences in the assessment when grouped according to profile variables?
5. What is the extent of teachers' manifestation of 21<sup>st</sup> century skills?
6. What activities will intensify the integration of 21<sup>st</sup> century skills in LAC implementation?

## 4. Methodology

This study utilized the descriptive method of research. Ariola, (2006) states that descriptive research describes the current events and that questions posed are based on present phenomena or state of affairs. Since the present study is concerned into knowing the level of implementation of Learning Action Cell as a K to 12 basic education program school-based continuing professional development, descriptive method provides the best method. The study was conducted in the public elementary schools in the division of Cavite as respondents in relation to Dep Ed Order No.35 s.2016 also known as the learning action cell as a Kto12 continuing professional development strategy for the improvement of teaching and learning. The elementary school teachers and school heads in the Division of Cavite were grouped into clusters or unit namely, south, east, west and north. The researcher used stratified random sampling. The research involved two groups of respondents: school heads and teachers in the four units of the Division of Cavite namely the South Unit, East Unit, West Unit and North Unit. Respondents of this study were 277 school heads and 6266 teachers in the elementary level. The sizes of school heads and teacher sampled were determined using Slovin's formula at 0.5 margin of error.

## 5. Results and Discussions

Based on the data obtained, the following were the findings in the study.

### 1. Profile of Teachers and Learning Action Cell Implementers

The study shows that most of the teachers are 31-40 years old with a frequency of 151 or 40.3 percent and out of 164 LAC implementers, most of them are 41-50 years old with a frequency of 80 or 48.8 percent. Majority of the teachers are female with frequency of 333 or 88.8 percent and the distribution of implementers is similar to teachers in which majority of them are female with frequency of 142 or 86.6 percent. Majority of them are Teacher I-III with a frequency of 278 or 74.1 percent and majority of the implementers are Principals with a frequency of 100 or 61 percent. The teachers are mostly in the service for 1-10 years with frequency of 162 or 43.2 percent and most of the implementers have 21-30 years with frequency of 60 or 36.6 percent. Most of the teachers have other specialization with frequency of 99 or 26.4 percent and majority of the implementers have other specialization with frequency of 98 or 59.8 percent. Majority of the teachers are Education graduate with MA units with frequency of 213 or 56.8 percent and most of the LAC implementers are Education graduate with MA units with a frequency of 75 or 45.7 percent. Most of the teachers' act as leader, facilitator, documenter, member, and resource person in LAC implementation for more than 30 years with frequency of 181 or 48.27 percent. All of the implementers have 10 years and below in their role for learning action cell.

### 2. Assessment of the Respondents on their Roles in the Implementation of Learning Action Cell

The teachers strongly agree that teachers identify who to undergo the LAC process based on their priority needs with the highest weighted mean of 3.58. However, they agree they lead in the development of LAC plan and integrating such in the SIP or AIP with the lowest weighted mean of 3.45. The study found that the teachers strongly agree that they perform as leader in the implementation of learning action cell with composite mean of 3.51. In addition, the implementers strongly agree they oversee the implementation of the LAC and they evaluate their impact on teacher professional development, quality teaching and pupil achievement with the highest weighted mean of 3.79. To finish, the implementers strongly agree that they gather evidences of implementation or application of learning with the lowest weighted mean of 3.67. The study revealed that implementers strongly agree that they performed their role as leader during learning action cell implementation with composite mean of 3.73. The teachers strongly agree they encourage active engagement and participation of members with the highest weighted mean of 3.64. This is similar that the respondents agree they serve as resource person on specific topics with lowest weighted mean of 3.48. The study strongly agree that teachers performed their role as facilitator during the learning action cell implantation with composite mean of 3.53. Similarly, the highest weighted mean of 3.99 reveals that the implementers strongly agree they encourage active engagement and participation of members. Lastly, the lowest weighted mean of 3.68 described that the implementers strongly agree that they convene the LAC team meetings regularly and ensuring that team meetings start and end on time and that agenda for the

meeting are covered and report regularly to LAC leader on LAC progress. The study illustrated that the implementers strongly agree they performed their role as facilitator with composite mean of 3.76 on the learning action cell implementation. The highest weighted mean of 3.65 reveals that teachers strongly agree they take down minutes and captures the processes in the LAC. Lastly, the teachers agree they monitor online evaluation of attendees with the lowest weighted mean of 3.48. The study reveals that teachers strongly agree they performed their role as documenter in learning action cell implementation with composite mean of 3.55. Also, the implementers strongly agree they prepare the materials necessary for documentation and keep records of attendance and output of members with the highest weighted mean of 3.74. The lowest weighted mean of 3.58 reveals they strongly agree they monitor online evaluation of attendees. The study found that implementers performed their role as documenter in the learning action cell implementation with composite mean of 3.69 with verbal interpretation of strongly agree. The highest weighted mean of 3.57 signifies that teachers strongly agree they attend meetings regularly and participates actively in LAC sessions. The teachers describe the lowest weighted mean of 3.5 as they serve as LAC facilitator or documenter or resource person for certain topics when assigned such roles with verbal interpretation of strongly agree. The study found that teachers strongly agree that they perform their role as member in the learning action cell implementation with composite mean of 3.54. Similarly, the implementers strongly agree they provide the LAC leader with evidences of application of learning with the highest weighted mean of 3.76. Lastly, the implementers strongly agree they observe agreed norms of behavior with the lowest weighted mean of 3.69. The composite mean of 3.72 with verbal interpretation of strongly agree describes that implementers performed their role as member in learning action cell implantation. The highest weighted mean of 3.59 with verbal interpretation of strongly agree reveals they coordinate with the LAC facilitator on materials and equipment to be used during the session. Lastly, they agree they facilitate workshops and demonstrations held during the LAC session with the lowest weighted mean of 3.46. The study found that teachers strongly agree they performed the role as resource person in learning action cell implementation with composite mean of 3.51. Also, the study explains that implementers strongly agree they manage the members' participation with the highest weighted mean of 3.91. Lastly, the implementers strongly agree they share current trends and best practices on certain aspects of curriculum, pedagogy, and assessment with the lowest weighted mean of 3.69. The study describes that the implementers justify they strongly agree that they performed their role as resource person in learning action cell implementation with composite mean of 3.75.

### 3. Respondents' Rating on their Performance in the LAC Implementation of K-12 Basic Education Program

#### 3.1 Learner Diversity and Student Inclusion

**Table 13** Performance in the LAC Implementation Relative to Learner Diversity and Student Inclusion

Items	Teachers		Implementers	
	WM	VI	WM	VI
1. Include learner diversity and student inclusion as topic for discussion in the session	3.49	GE	3.72	VGE
2. Emphasize that learners are the reason for all education process	3.54	VGE	3.73	VGE
3. Establish learning environments that are responsive to learner diversity	3.53	VGE	3.72	VGE
4. Underscore the importance of teacher's knowledge and understanding of learners characteristics and experiences	3.57	VGE	3.71	VGE
5. Discuss that diversity emanates from a variety of factors such as gender, community membership, religious beliefs, family configurations and special learning needs	3.46	GE	3.77	VGE
6. Celebrate diversity in their classrooms	3.45	GE	3.75	VGE
7. Differentiate their instruction to include all learners	3.50	VGE	3.72	VGE
8. Adjust their instruction to foster harmony in class	3.54	VGE	3.73	VGE
9. Provide remedial instruction for those who are experiencing difficulties in learning lessons	3.52	VGE	3.72	VGE
10. Prevent failure and communicating with their learners	3.51	VGE	3.71	VGE
11. Address the learners needs as to strength, interests and experiences	3.51	VGE	3.75	VGE
12. Give additional information on the different indigenous groups	3.46	GE	3.70	VGE
13. Encourage learners to be holistically developed learners	3.51	VGE	3.71	VGE
<b>Composite Mean</b>	<b>3.51</b>	<b>VGE</b>	<b>3.73</b>	<b>VGE</b>

On top of the assessment, the teachers regard they underscore the importance of teacher's knowledge and understanding of learner characteristics and experiences to very great extent with weighted mean of 3.57. Lastly, they celebrate diversity in their classrooms to a great extent with the lowest weighted mean of 3.45. The study assessed the performance of the teachers with regards to learner's diversity and student inclusion as very great extent with composite mean of 3.51. In addition, the implementers they performed very great extent in discussing that diversity emanates from a variety of factors such as gender,

community membership, religious beliefs, family configurations and special learning needs with the highest weighted mean of 3.77. To finish, they performed very great extent in giving additional information on the different indigenous groups with weighted mean of 3.7. The implementers performed very great extent in learning action cell implementation with composite mean of 3.73.

#### 3.2 Lesson Content and Pedagogy

**Table 14** Performance in the LAC Implementation Relative to Content and Pedagogy

Items	Teachers		Implementers	
	WM	VI	WM	VI
1. Study and analyze the Kto12 Curriculum	3.51	VGE	3.77	VGE
2. Prepare for lessons and be more relaxed in executing lesson plans	3.53	VGE	3.76	VGE
3. Implement developmentally – appropriate teaching methods that respect individual differences of the learners	3.51	VGE	3.76	VGE
4. Jointly craft learning goals in collaboration with their learners	3.48	GE	3.73	VGE
5. Master content and performance standards and learning competencies	3.47	GE	3.72	VGE
6. Plan lessons and delivering instructions effectively	3.51	VGE	3.76	VGE
7. Assess the learning that resulted from their teaching	3.53	VGE	3.76	VGE
8. Plan weekly lessons during the LAC which can be implemented for a specified period	3.49	GE	3.74	VGE
9. Share their experiences to improve subsequent lessons	3.47	GE	3.75	VGE
10. Translate curriculum content into relevant learning activities	3.50	VGE	3.76	VGE
<b>Composite Mean</b>	<b>3.50</b>	<b>VGE</b>	<b>3.75</b>	<b>VGE</b>

*Legend: VGE-Very Great Extent GE-Great Extent*

The teachers prepare for lessons and more relaxed in executing lesson plans and assess the learning that resulted from their teaching to a very great extent with both weighted mean of 3.53. To end, the teachers master content and performance standards and learning competencies and share their experiences to improve subsequent lessons to great extent with the lowest weighted mean of 3.47. The study assessed the performance of teachers in teaching content and pedagogy as very great extent with composite mean of 3.50. Also, the implementers performed to a very great extent in studying and analyzing the Kto12 Curriculum with the highest weighted mean of 3.77. Lastly, the implementers executed to a very great extent in mastering content and performance standards and learning competencies with the lowest weighted mean of 3.72. The composite mean of 3.75 reveals very great extent in performing the teaching content and pedagogy among LAC implementers.

### 3.3 Assessment and Reporting

**Table 15 Performance in the LAC Implementation Relative to Assessment and Reporting**

Items	Teachers		Implementers	
	WM	VI	WM	VI
1. Implement the learner-centered assessment policies for the Kto12 Curriculum	3.51	VGE	3.74	VGE
2. Include ways in assessing the learners during LAC sessions data from formative assessment to devise interventions	3.50	VGE	3.73	VGE
3. Conduct assessment that provides teachers and learners with the necessary feedback about learning outcomes	3.49	GE	3.73	VGE
4. Selects, organizes and uses sound assessment continuously	3.51	VGE	3.73	VGE
5. Measure their effectiveness based on learners' result	3.49	GE	3.71	VGE
6. Use learners output as evidence to improve professional practice	3.50	VGE	3.73	VGE
7. Set target on desired learners progress	3.48	GE	3.76	VGE
8. Identify the evidence needed to show learners understanding	3.49	GE	3.73	VGE
<b>Composite Mean</b>	<b>3.50</b>	<b>VGE</b>	<b>3.73</b>	<b>VGE</b>

Legend: VGE-Very Great Extent GE-Great Extent

The teachers implement the learner-centered assessment policies for the Kto12 Curriculum and selects, organizes and uses sound assessment continuously to a very great extent with the highest weighted mean of 3.51. Lastly, the teachers set target on desired learners progress to great extent with the lowest weighted mean of 3.48. The study measured the assessment and reporting in LAC implementation as very great extent with composite mean of 3.50. In addition, the implementers scored to a very great extent in setting target on desired learners progress with the highest weighted mean of 3.76. Meanwhile, they performed to very great extent in measuring their effectiveness based on learners' result with the lowest weighted mean of 3.71. The study measured the performance of implementers in assessment and reporting of learning action cell as very great extent with composite mean of 3.73.

### 3.4 Curriculum Contextualization, Localization, and Indigenization

**Table 16 Performance in the LAC Implementation Relative to Curriculum Contextualization, Indigenization and Localization**

Items	Teachers		Implementers	
	WM	VI	WM	VI
1. Match the curriculum content and instructional strategies relevant to teachers	3.58	VGE	3.75	VGE
2. Identify and responds to opportunities to link teaching and learning in the	3.50	VGE	3.68	VGE

classroom to the experiences, interests, and aspiration of the wider school community and other key stakeholders				
3. Link new content to the local experiences that are familiar to learners to make learning more efficient and relevant	3.49	GE	3.73	VGE
4. Modify teacher's guide and learners' materials to accommodate the unique contexts of a particular locality	3.50	VGE	3.70	VGE
5. Prepare curricula materials suited to the cultural and social context in which they teach, actively	3.56	VGE	3.68	VGE
6. Recognize that the K to 12 Curriculum is learner-centered, inclusive, and research-based	3.49	GE	3.75	VGE
7. Realize that the K to 12 Curriculum is flexible, ICT-based and global	3.48	GE	3.78	VGE
8. Make sure that the members of the community participate in indigenization processes, so that the curriculum will be accurate and faithful to the culture in consideration	3.45	GE	3.68	VGE
9. Inculcate that the K to 12 Curriculum is culture responsive and culture-sensitive, integrative and contextualized, relevant and responsive; and	3.55	VGE	3.73	VGE
10. Work towards an implementation of a curriculum that is competence-based, seamless and decongested	3.46	GE	3.73	VGE
<b>Composite Mean</b>	<b>3.51</b>	<b>VGE</b>	<b>3.72</b>	<b>VGE</b>

Legend: VGE-Very Great Extent GE-Great Extent

The teachers match the curriculum content and instructional strategies relevant to teachers to very great extent with the highest weighted mean of 3.58. Finally, the teachers make sure that the members of the community participate in indigenization processes, so that the curriculum will be accurate and faithful to the culture in consideration to great extent with lowest weighted mean of 3.45. The performance of teachers in curriculum contextualization, localization, and indigenization in learning action cell implementation is considered very great extent with composite mean of 3.51. The implementers scored very great extent in realizing that the K to 12 Curriculum is flexible, ICT-based and global with the highest weighted mean of 3.78. Lastly, the implementers performed to very great extent in identifying and responding to opportunities to link teaching and learning in the classroom to the experiences, interests, and aspiration of the wider school community and other key stakeholders, preparing curricula materials suited to the cultural and social context in which they teach actively, and making sure that the members of the community participate in indigenization processes, so that the curriculum will be accurate and faithful to the culture in consideration with same lowest weighted mean of 3.68. The implementers performed to very great extent in curriculum contextualization, localization, and

indigenization in learning action cell implementation with composite mean of 3.72.

#### 4. Extent of Teachers' Manifestation of 21<sup>st</sup> Century Skills

The teachers reveal there is very great extent in showing concern and desire that each student achieve optimally in the subject taught with the highest weighted mean of 3.54. Lastly, they reveal great extent in articulating an internally consistent perspective on engagement that K to 12 classroom teacher can use and reshaping classroom practices as well as draw upon imagination and action research to develop innovations with the lowest weighted mean of 3.45. The teachers assessed their manifestation of 21<sup>st</sup> century skills and they found it to be on very great extent with composite mean of 3.50. Also, the implementers justify there is very great extent in integrating 21st century skills into the teaching and learning situation with the highest weighted mean of 3.78. To finish, they provided very great extent in planning and executing specific strategies that enhance learner engagement with the lowest weighted mean of 3.67. The implementers assessed there is very great extent of manifestation of 21<sup>st</sup> century skills among teachers during learning action cell implementation with the composite mean of 3.72.

#### 5. Significant Difference in the Assessment when Grouped According to Profile Variables

*Table 18* Difference in the assessment when respondents are grouped according to profile variables

Variables	p-values	Computed t-values	Decision on Ho	Verbal Interpretation
Leading the activities in the conduct of the LAC	.000	6.33	Reject	Significant
Facilitating the discussions and issues tackled during LAC sessions	.000	5.61	Reject	Significant
Documenting, record – keeping and reporting the activities and agreements in the LAC sessions	.000	3.62	Reject	Significant
Participating, capturing, and observing agreed norms of behavior during LAC sessions	.000	4.71	Reject	Significant
Sharing current trends and practices on curriculum, pedagogy, and assessment	.000	5.67	Reject	Significant

The study shows that the roles in learning action cell with p-value of .000 for leading the activities was lower than .05 level of significance, then the computed value of 6.33 revealed that there is significant difference in the assessment

between teachers and implementers in leading the activities in the conduct of learning action cell. Similarly, the table shows that the role in learning action cell implementation with p-value of .000 for facilitating the discussions and issues tackled during LAC sessions was lower than .05 level of significance, then the computed value of 5.61 revealed that there is significant difference in the assessment between teachers and implementers on the LAC implementation. The study shows that the roles in LAC implementation with p-value of .000 for documenting, record-keeping, and reporting the activities and agreements in LAC sessions was lower than .05 level of significance, then the computed value of 4.71 revealed that there is significant difference on the assessment between teachers and implementers in the role of LAC implementation. Also, the role in LAC implementation with p-value of .000 for participating, capturing and observing agreed norms of behavior during LAC sessions was lower than .05 level of significance, then the computed value of 5.67 revealed that there is significant difference on the assessment between teachers and implementers on the role of LAC implementation. Also, the study shows that the role in LAC implementation with p-value of .000 for sharing current trends and practices on curriculum, pedagogy, and assessment was lower than .05 level of significance, then the computed value of 5.67 revealed that there is significant difference on the assessment between teachers and implementers on the role of LAC implementation.

*Table 19* Difference in the assessment of the teachers and implementers of LAC (performance relative to LAC session)

Variables	p-values	Computed t-values	Decision on Ho	Verbal Interpretation
Learner Diversity and Student Inclusion	.000	5.40	Reject	Significant
Content and Pedagogy	.000	6.46	Reject	Significant
Assessment and Reporting	.000	5.99	Reject	Significant
Curriculum Contextualization, Indigenization and Localization	.000	5.05	Reject	Significant

The table shows that the performance of LAC sessions with p-value of .000 for learner diversity and student inclusion was lower than .05 level of significance, then the computed value of 5.40 revealed that there is significant difference on the assessment between teachers and implementers on the performance of LAC sessions. Also, the performance of LAC sessions with p-value of .000 for content and pedagogy was lower than .05 level of significance, then the computed value of 6.46 revealed that there is significant difference on the assessment between teachers and implementers on the performance of LAC sessions. The performance of LAC sessions with p-value of .000 for assessment and reporting was lower than .05 level of significance, then the computed value of 5.99 revealed that there is significant difference on the assessment between teachers and implementers on the performance of LAC sessions. The performance of LAC sessions with p-value of .000 for curriculum contextualization, indigenization and localization was lower than .05 level of significance, then the computed value of 5.05 revealed that there is significant difference on the

assessment between teachers and implementers on the performance of LAC sessions.

### Conclusions and Recommendations

Based on the findings and conclusions drawn from the collected data, the researcher recommends the following: The Department of Education (Cavite) may consider the proposed activities to intensify the integration of 21<sup>st</sup> century skills in LAC implementation. The LAC implementer may consider the assigning of different roles. Other researchers may consider to conduct a related study with different set of respondents. School heads, Dep Ed and policy makers will benefit from this study as the findings could provide feedback which would be used as basis for improving practices. An assessment of school heads in the implementation of the Learning Action Cell with which to improve the leadership acumen and project outcomes. Teachers, this study, will be encouraged to foster desirable work attitude and have a strong commitment to fulfil their duties and responsibilities with the intensified implementation of the Learning Action Cell they will be equipped with enough knowledge and it would yield to better education service delivery and help improve the quality of basic education.

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### Author Profile



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