

SCHOOL LEARNING ACTION CELL AND TEACHER'S TEACHING SKILL IN ZONE II DIVISION OF ZAMBALES, PHILIPPINES

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Abstract

The study attempted to determine the effectiveness of school LAC session and teacher's teaching skills among public elementary school in Zone II Division of Zambales during the school year 2019-2020. The researcher had utilized descriptive research design with questionnaire as the main instrument in gathering data from one hundred sixteen (116) selected elementary school teachers of Zambales, Philippines. The findings of the study indicate that teachers' assessment of the school learning action cell (LAC) in terms of pedagogy, ICT integration and IM's preparation was very good. On the other hand, the different teaching skills such as discipline, classroom management, observation, student engagement and communication with students and parents, were rated by the teachers as extremely skilled. The relationship between effectiveness of LAC and teachers' teaching skills was significant.

Keywords: School learning, Cell, teaching skills

INTRODUCTION

Education serves as an imperative function in enhancing the ability of individual (Kreig Ross, 2019). Under the new curriculum of K to 12, performance of every student has the highest percentage in grading system. According to Luistro (2016), the Department of Education fully supports the continuing professional development of its teaching personnel based on the principle of lifelong learning. The quality of education has been a corner stone of the development of the country. In line with the implementation of Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, the Department of Education (DepEd) issued a policy on The Learning Action Cell (LAC) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning. Through the policy, the DepEd fully supports the continuing professional development of its teaching personnel based on the principle of lifelong learning and DepEd's commitment to the development of teachers' potential aimed towards their success in the profession. This can be done through the school-based LAC, which primarily functions as a professional learning community for teachers that will help them improve practice and learner achievement. Learning action cell (LAC) session conducted by group of teachers who engage in collaborative learning classroom to solve shared challenges encounter in school such challenges may include learner diversity and student inclusion content and pedagogy, assessment and reporting. Gender and Development, In-service trainings and Learning Action Cell programs are some enhancement programs conducted by the Department of Education in every school through the initiative of the school heads and training

and development coordinators. Those programs which are usually conducted during semestral breaks lead teachers to cope up with the difficulties and problems met in the previous grading periods. However, such development programs shall be done in consultation with relevant DepEd units and stakeholders, towards aim for professional development (DepEd Advisory No. 147, s.2017). Professional development is the key to educational improvement. The institutionalization of teacher professional learning communities in school has been significantly considered as a contributing factor towards individual's teachers' professional development (Goldman & Popp, 2016). There are pressing demand among teachers to undergo relevant trainings that aim to enhance their instructional practices. As the learning environment and learning preference of the student continue to evolve, teachers must upgrade their pedagogical competency in order to respond to the need of the learners. The teaching practice of teacher is central to student learning. The student's mastery of competency is relatively dependent on the teacher's instructional competence. There are teachers who perform poorly in giving instruction which resulted to ineffective student learning (Hudson, 2008). For education to play the role of enhancing the capacity of citizens and informing important choices to their welfare effectively, it has to meet minimum quality standards. (Desta et al. 2013) Teachers have the capacity and responsibility to take charge of their own learning. Teacher learns best through collaboration with peers and colleagues and worked-based learning. In line with teachers' continuous professional development, the Republic Act No. 10533, or The Enhanced Basic Education Act of 2013, The Department of Education (DepEd) issues the DepEd Order 35, s. 2016, enclosed the policy on the Learning Action Cell (LAC) as the K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning. The findings of the study would provide information to Education Specialists or Curriculum Planners of DepEd Division of Zambales, Philippines on the level of utilization and on the current practices and activities of school-based continuing professional development (CPD) through LAC sessions. They would focus more in executing plans to provide equal opportunities for teachers in their professional growth. Continuous professional development through LAC session is being introduced to improve the quality of education.

RESEARCH METHODOLOGY

Research Design

The study utilized descriptive research and survey analysis. According to Picciano (2020) descriptive research is involved in describing and interpreting events, conditions of the present.

Respondents and Sampling technique

The respondents of the study were the one hundred sixteen (116) teachers from selected school of Zambales, Philippines. Table 1 shows the frequency distribution of teachers-respondent.

The researcher used random sampling to identify the teacher-respondents and the result of each teachers' teaching skills in the study.

Table 1 : Frequency and Percentage Distribution of the teacher- respondents per Schools

School	Frequency (f)	Percentage (%)
Liozon Elementary School	14	12.10
San Vicente Elementary School	7	6.00
Bangantalinga Elementary School	16	13.80
Sto. Rosario Elementary School	18	15.50
Batonpaloc Elementary School	8	6.90
Danabunga Elementary School	9	7.80
Parel Elementary School	5	4.30
Amungan Elementary School	24	20.70
Bato Elementary School	15	12.90
Total	116	100.00

Location of the Study

The study was conducted in 9 public schools in the province Division of Zambales, Philippines. Fig.2 shows the location of schools in Zambales. Zambales is one of the provinces in the Phillipines located at Central Luzon.

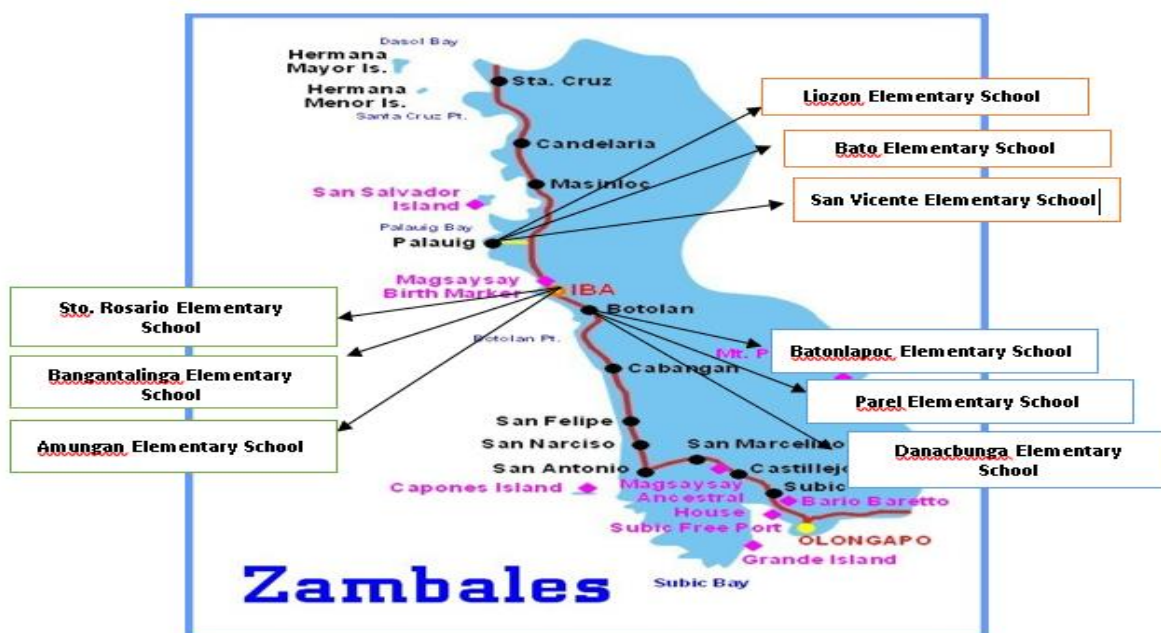


Figure 2: Map of Zambales showing the location of the study

Instruments

The instrument used in gathering data was a closed ended questionnaire. It was composed of three parts. Part I contained the data collected on profile, Part II were set of questions to determine the teaching skills of the teachers and Part III determined the effectiveness of LAC session. The questionnaire was adopted from Mishra (2015).

Data Collection

The data that gathered from nine (9) elementary schools in Zone II, Division of Zambales which include Parel Elementary School, Batonlapoc Elementary School and Danabunga Elementary School was selected school in Botolan. Amungan Elementary School, Bangantalinga Elementary School and Sto. Rosario Elementary School was selected school in Iba. San Vicente Elementary School, Liozon Elementary School and Bato Elementary School were selected school in Palauig. The Researcher seek an approval from the superintendent of the Schools Division of Zambales for the distribution of questionnaires to the respective public schools. The Researcher informed the respective schools heads for the actual distribution of the questionnaires to the respondents. The chosen respondents informed of the objectives of the study so that clarify of information and correctness of answers attained. Thus, the researcher allotted 10-15 school days in the distribution of instrument and ensured one hundred percent retrieval of the questionnaires upon distribution and personally teacher-respondents to complete their answers.

Data Analysis

Upon retrieval of the distributed questionnaires, the data tallied, tabulated and analyzed accordingly. The gathered data are subjected to statistical analysis and treated using percentage, weighted mean, and ANOVA. The data was interpreted using Pearson-Product moment correlation.

RESULTS AND DISCUSSION

Effectiveness of Learning Action Cell Session

The effectiveness of learning action cell (LAC) sessions as perceived by teacher-respondents is presented in Table 2. The three (3) dimensions of school learning action cell were Pedagogy, Information and Communication Technology Integration and Instructional Material Preparation. The assessment of the teacher-respondents on pedagogy was “very effective ” with a mean of 4.13. and ranked 1st followed by instructional material preparation, 4.12 and ranked 2nd while on the aspects of Information and Communication Technology integration with mean of 3.96 and ranked 3rd. The computed grand mean on the perception towards dimensions on the level of effectiveness on school Learning Action Cell Session (LACS) was 4.07 with qualitative interpretation of “very effective ”.

Table 1: Perception o Teacher Respondents on the Effectiveness of school Learning Action Cell Session (LACS)

	Level of Effectiveness of school Learning Action Cell Session (LACS)	Overall Weighted Mean	Qualitative Interpretation	Rank
1	Pedagogy	4.13	Very effective	1
2	Information and Communication Technology Integration	3.96	Very effective	3
3	Instructional Material Preparation	4.12	Very effective	2
	Grand Mean	4.07	Very effective	

The result of this study is similar to the finding of Cartilla and Rondina(2020) that LAC sessions were effective in improving teachers performance as reflected in their ability to teach, integrating ICT and instructional material preparation. On the other hand, Dizon, De Guzman and Orge

(2019) found in their study that learning action cell sessions were highly utilized to improve teaching in secondary schools.

Teaching Skills

Table 2 shows the summary table of responses of the teacher-respondents towards dimensions of the teaching skills in the 21st Century Education. There were five (5) data on assessment of the teacher respondents towards dimensions of the teaching skills in the 21st Century Education as to Discipline Skills, Classroom Management Skills, Observation Skills, Student Engagement Skills and Communication Skills .

Table 2: Assessment of the teacher respondents towards dimensions of the teaching skills in the 21st Century Education

N=116

	Dimensions on Teaching Skills in 21st Century Education	Overall Weighted Mean	Qualitative Interpretation	Rank
1	Discipline Skills	4.23	Extremely Skilled	2.5
2	Classroom Management Skills	4.24	Extremely Skilled	1
3	Observation Skills	4.20	Extremely Skilled	4
4	Student Engagement Skills	4.23	Extremely Skilled	2.5
5	Communication Skills with Students and Parents	4.19	Very Skilled	5
	Grand Mean	4.22	Extremely Skilled	

The classroom management skills were assessed “extremely skilled” as manifested by the overall weighted mean of 4.24 and ranked 1st followed by discipline and student engagement skills with equal mean of 4.23 and ranked 2,5th respectively; observation skills with mean of 4.20 and ranked 4th while the communication skills with students and parents obtained a weighted mean of 4.19 interpreted as “Very Skilled” and ranked 5th. The computed grand mean on the responses towards dimensions of the teaching skills in the 21st Century Education was 4.22 with qualitative interpretation of “Extremely Skilled”. The high level of teaching skills maybe attributed to the learning sessions attended by the teachers. As Chong and Kong (2012) emphasized that one important source of improving teacher’s teaching skills came from the experience in conducting the lesson that was developed collaboratively. Because the lesson was jointly designed, the performance under the observation by team members was executed with greater confidence and under less threat.

Test of Difference on Teaching Skills

Table 3 shows the test significance difference on the assessment of teacher-respondents towards dimensions of teaching skills in the 21st Century. There is no significant difference on the assessment of the teacher-respondents towards effectiveness of teaching skills in the 21st century manifested on the computed F value of 1.0447 which is less than (<) the F-critical value of 2.866081 using 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted. The data further reveals that the teacher-respondents’ despite of complexities have similar understanding on discipline, classroom management, observation, student engagement and communication with student and parents. As the teachers embarked on teaching, their teaching skills such as disciplining, classroom management, observation, student engagement and

communication with parents and students need to be developed collectively.

Table 3: Analysis of Variance to test significance difference on the assessment of teacher-respondents towards dimensions of teaching skills in the 21st Century Education

Groups	Count	Sum	Average	Variance		
1. Discipline	5	21.15	4.23	0.00235		
2. Classroom Management	5	21.15	4.23	0.00065		
3. Observation	5	21.01	4.202	0.00172		
4. Student Engagement	5	21.16	4.232	0.00252		
5. Communication with Students and Parents	5	20.97	4.194	0.00063		
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	0.006576	4	0.001644	1.04447	0.4092	2.866081
Within Groups	0.03148	20	0.001574			
Total	0.038056	24				

(Decision: Accept Null Hypothesis: Not Significant)

Test of Relationship on Learning Action Cell Session and Teaching Skills in the 21st Century Education

Table 4 shows the Pearson Product Moment Coefficient of Correlation to test relationship between assessment on the effectiveness on level school Learning Action Cell Session and the Teaching Skills in the 21st Century Education. The computed Pearson r value of 0.814 denotes high relationship between assessment on the effectiveness on level school Learning Action Cell Session and the Teaching Skills in the 21st Century Education, hence the null hypothesis is rejected. The same finding was cited by Gioku (2012) that effective professional learning sessions had an impact. Teaching skills are related to the way in which the teacher has carried out the activities and what results have been achieved. According to Chong and Kong (2012) collaborative learning among teachers develop shared responsibility for their students' school success.

Table 4. : Pearson Product Moment Coefficient of Correlation to test relationship between assessment on the effectiveness on level school Learning Action Cell Session and the Teaching Skills in the 21st Century Education

Sources of Correlations		Effectiveness of School Learning Action Cell	Teaching Skills
Effectiveness of School Learning Action Cell Session	Pearson Correlation	1	0.814**
	Sig. (2-tailed)		0.000
	N	116	116

** . Correlation is significant at the 0.01 level (2-tailed).

CONCLUSION

The teacher respondents' assessment of learning action cell sessions was "Very Good" on pedagogy, ICT integration and instructional material preparation as dimension. The teachers were assessed "extremely skilled" in discipline, classroom management skills, observation skills, and student engagement skills while "Very skilled" on communication to student and parents as

dimension of skills for 21st Century education. There was significant difference on pedagogy when grouped according to highest educational attainment and number of years in teaching while significant on highest educational attainment towards ICT integration and instructional material preparation. There was no significant differences on the assessment towards dimensions of 21st century skills education. There was high relationship between the level of effectiveness on the school Learning Action Cell (LAC) session and the dimensions of teaching skills in the 21st century education.

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