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Learning Action Cell Experiences: Implications to Teachers' Professional Growth and Teaching Performance

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ABSTRACT: This study aimed to evaluate the Learning Action Cell (LAC) experiences of public-school teachers, focusing on the impact of these experiences in relation to DepEd Order No. 35. 2016. The study considered various LAC implementation processes and teacher characteristics, such as age, gender, educational attainment, and years of service. Additionally, it explored the main concerns regarding public school teachers' career growth and professional development. The respondents were public schoolteachers from the North I District in Cagayan de Oro City, which includes seven schools: three elementary and four high schools. The study employed descriptive research to highlight the importance of mentoring public-school teachers and correlational research to examine the relationships between variables. These variables included teacher profiles, mentoring procedures, practices, experience, teaching performance, professional growth, and career stage. The findings indicated that more than half of the respondents had very good LAC experiences. The level of teachers' professional growth was rated as very satisfactory, and their actual classroom teaching performance was satisfactory to very satisfactory in terms of teaching ratings. However, a significant relationship was found between teaching performance and different LAC processes. Similarly, there was no significant difference in professional growth based on demographic factors; however, a significant relationship was noted between professional growth and LAC processes. The study concluded that LAC experiences significantly contribute to teachers' professional growth and have a direct effect on their performance. These experiences effectively engage teachers in collaborative problem solving and address shared challenges, enhancing their professional development and teaching performance.

KEYWORDS: coaching, evident-base, IPCR, learning action cell, mentoring, research

I. INTRODUCTION

The Department of Education (DepEd) consistently aims to provide high-quality education. As the government agency responsible for overseeing basic education in the Philippines, DepEd recognizes that achieving quality education is crucial for the nation's growth and development. To attain quality education, it is essential to consider the factors that contribute to its success. One of the most significant factors is the teacher. Teachers play a pivotal role in delivering quality basic education. As Patrick Liew, a Global Goodwill Ambassador and founder of Success Resources, stated, teachers are at the forefront of education and play a significant part in shaping the values, knowledge, and skills of students. They act as builders of human lives, architects of the future, and pillars of the nation-building process by influencing the next generation to become morally responsible and productive members of society.

In considering the accolades bestowed upon educators, it is imperative that they fulfill the expectations of the public. To achieve this, they must stay current in all aspects of pedagogy, including content, methodology, teaching strategies, and technology. To do so, they must embrace lifelong learning, remain informed about developments in the field of education, and be aware of innovative approaches and delivery methods, particularly during the current pandemic. It is the responsibility of the Department of Education to encourage and inspire teachers to grow both professionally and personally.

There are several avenues through which educators can advance their personal and professional development. One such avenue is pursuing graduate studies and earning a master's or doctoral degree. Another way is to attend seminars and conferences that offer subject matter on the latest teaching trends and become members of professional organizations, such as the Biology Teachers Association (BIOTA) and the Philippine Association for Teacher Education (PAFTE), among others.

Participation in the aforementioned activities is restricted to a select group of educators. In recognition of this limitation, the Department of Education has introduced DepEd Order 35, s. 2016, also known as the Learning Action Cell (LAC), as a School-

Based Continuing Professional Development Strategy for the K to 12 Basic Education Program's Impact on Teaching and Learning. This DepEd Order mandates the ongoing professional development of teachers based on the principle of lifelong learning and its commitment to the development of teachers' potential for success in their profession. This can be accomplished through the establishment of a school-based LAC. The Learning Action Cell is envisioned as a school-based continuing professional development strategy for the improvement of teaching and learning. The Learning Action Cell (LAC) refers to a group of educators who collaborate in learning sessions to address shared challenges encountered in the school, facilitated by the school head or the LAC leader.

The Department of Education (DepEd) has mandated the holding of Learning Academy Committee (LAC) sessions for several years. Although many schools across the country have implemented LAC sessions, research findings suggest that their implementation has not been fully implemented or maximized to serve the needs of teachers, as there is no tool for evaluating the LAC session and no success indicator applied in the school. There is also inconsistency in the conduct of LAC sessions in terms of schedule. While some schools hold LAC sessions to comply with the mandate, they may not have been fully prepared for the sessions by consulting teachers on their priorities or conducting a Training Needs Assessment (TNA) to determine the topics that are most relevant to their teaching. Furthermore, there is a lack of proper monitoring and evaluation of LAC sessions to determine whether the objectives of the sessions have been accomplished. No formal survey has been conducted among teachers to gather their experiences during and after the LAC sessions and to determine whether the knowledge or expertise shared by the resource speakers has resulted in better classroom teaching and learning.

The enactment of RA 10533 (Enhanced Basic Education Act of 2013) brought about significant changes in the Philippine basic education system by strengthening its curriculum and extending the duration of basic education. As a result, Learners' Action Cells (LACs) have once again come into the spotlight. This increased attention was further emphasized by the issuance of DepEd Order No. 35, s. 2016, which outlines the use of LACs as a school-based continuous professional development strategy for the K-12 Basic Education Program. The primary objective of LACs is to promote the professional growth of teachers and enhance their effectiveness in teaching. As one of the programs offered by the Department of Education, LACs are designed to provide teachers with the opportunity to develop professionally based on their identified needs and plans in collaboration with their school heads and mentors. Additionally, the program addresses common challenges encountered in the school and classrooms through a collaborative learning session that involves the engagement of teachers (Violon & Violon, 2024).

LAC is a nationwide initiative that has been in place in educational institutions for four years. However, the implementation of the program has been inconsistent, as schools have the autonomy to determine the topics covered during each session. While Teachers' Needs and Individual Development Plans are intended to be part of the LAC session matrix and plan, some teachers have reported that these plans are not always followed. Furthermore, other important topics have not always been addressed, particularly when resource speakers are not available or difficult to find. During open forums and orientations, concerns have been raised about the program's implementation, including the qualifications of the resource speakers, availability of necessary materials, and suitability of the session time. Additionally, some teachers have expressed that they are only attending sessions for compliance purposes and have not gained any meaningful knowledge or skills from them. In some cases, personal events, such as birthday celebrations, staff meetings, and business-related activities, have been scheduled during the time allotted for LAC. As a result, the program has not been effective in improving teachers' teaching performance in schools.

In addition, merely possessing the necessary qualifications to become a teacher does not necessarily ensure one's competence as an educator. There is no guarantee of quality or effective performance, and experience alone does not make one the best teacher. The Learning Action Cell plays a significant role in guiding and assisting teachers in becoming proficient educators and even achieving distinction as teachers. Teachers receive training or mentoring and coaching sessions tailored to their individual development needs, as indicated in their Individual Professional Development Plan (IPDP). This plan offers teachers an opportunity to address their needs, and is based on their self-assessment needs using the Self-Assessment Tool (SAT/eSAT), as well as classroom observations conducted by school heads and master teachers who serve as mentors and coaches.

The researcher emphasized the significance and impact of LAC sessions on teachers' performance, career stage, and professional growth. It aimed to determine whether the needs of the teachers as indicated in the professional development plan have been addressed, and whether LAC has helped them improve their personal growth, career stage, and teaching performance. It also tried to determine whether LAC has enabled teachers to support each other to continuously improve their content and pedagogical knowledge, practice, skills, and attitudes, and to foster a professional collaborative spirit among school heads, teachers, and the community. It also aimed to provide some recommendations to the Department of Education, school heads, and stakeholders to work collaboratively to sustain and/or enhance the mentoring of teachers. The researcher hopes that this study will contribute significantly to the professional development of teachers; in return, this will also lead to improved academic performance of learners.

The study is anchored on DepEd Order, 35, s. 2016 known as the Learning Action Cell (LAC) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Impact of Teaching and Learning. The DepEd leader shows the teachers to do collaborative planning, problem solving, and action implementation that will lead to improved teachers' knowledge, skills, and attitudes that consequently and significantly improve student learning and development.

As Pyrko's (2017) research indicates, participating in community school practices that involve collaborative thinking fosters the development and maintenance of engaging in social practices over time, ultimately contributing to the formation of an individual's social identity rather than merely the acquisition of knowledge. In this context, learning modifies one's identity and facilitates the renegotiation of the meaning of experiences. Collaborative knowledge sharing among teachers enhances their competence and dedication, resulting in more effective instruction. Competent teachers are expected to disseminate and expand upon the most beneficial lessons and insights derived from their interactions with the broader community and other educators. This process, known as social learning, involves the exchange and absorption of diverse ideas, perspectives, experiences, and information among the members of a group.

This research is underpinned by the Theory of Albert Bandura (1977), which posits that individuals acquire knowledge and skills by observing, imitating, and modeling the behavior of others. Instructors, in turn, learn from their mentors and leaders, who function as models, demonstrators, resource speakers, and facilitators. Consequently, mentees tend to emulate the methods and techniques employed by their mentors, including how they organize and conduct their academic work. The approach and methodology of each teacher are shaped by the teaching methods that they have learned from their mentors (Mcleod, 2025).

Furthermore, the social learning of teachers can be significantly influenced by their surroundings, which encompasses their peers and physical attributes. The culture and style of the environment in which teachers work contribute to their growth and development. Peers, leaders, internal and external stakeholders, parents, LGU and NGO partners all play a role in helping teachers improve their social learning. As resource speakers, teachers, and participants, they actively engage in exchanging ideas and forming partnerships, which broadens their perspectives. Collaboration during LAC sessions, which involves cooperation, peer coaching and mentoring, partnership, and active involvement, provides an opportunity for teachers to further develop their social learning. This ultimately enhances professional growth, teaching performance, and personal beliefs, resulting in sharper personalities and teaching experiences.

Moreover, it is essential for educators to efficiently fulfill all duties assigned to them. To achieve this, they must receive adequate supervision, including constructive feedback, high-quality clinical supervision, and positive interactions between supervisors and supervisees. This is because educators hold a critical position that significantly impacts students' success and performance when they are under their guidance.

On the other hand, mentors should remain vigilant and attentive to the areas in which teachers need to improve their behavior and discipline or field. Social learning for teachers is of great significance, since both the environment and collaboration play critical roles in a teacher's teaching experience and growth. This provides teachers with an understanding of whether a particular experience is positive or unusual. Through their peers, teachers can distinguish between various things and ideas. The Learning Action Cell (LAC) updates teachers with the most recent information or knowledge based on the current environmental and economic status of the region and the educational system of the country. This helps teachers to evaluate their personal beliefs, ideas, and teaching principles, enabling them to anticipate future developments and grow. Additionally, participating in the development of the collaborative learning action cell enhances one's inherent abilities and makes one more effective in influencing future generations worldwide (Sumbilla et al., 2022).

II. METHODOLOGY

Descriptive research was utilized in this study to emphasize the significance and importance of mentoring public-school teachers. This type of research was also employed to illustrate the correlation between variables, including the independent variables of teachers' profiles; mentoring procedures, practices, and experiences; and teachers' teaching performance, professional growth, and career stages. Furthermore, Creswell defined descriptive research as a method that gathers information about the existing conditions of teachers and their peer coaching and mentoring programs. The focus of descriptive research is on describing rather than judging.

Descriptive research, on the other hand, is a type of research that principally concentrates on describing the nature, condition, degree of significance, and correlation of mentoring and coaching processes to teachers' professional development and teaching performance through Learning Action Cells (LACs). This method was utilized to describe the reality and actual situation of the school heads and instructional leaders in the school, as well as their mentees or teachers, at the time of the study. The objective of descriptive research is to create an accurate profile of public teachers or participants, events, situations, processes, and programs implemented or conducted for public school teachers using online platforms of learning within the school year (Lou,

2023). The results of the study will be shared with the DepEd Division of Cagayan de Oro City, particularly the measurement and evaluation representative and research section, to determine whether the program should be sustained or improved for teachers. The findings of the study will also be communicated to the participants via the heads of every school.

Furthermore, correlational research was also employed in this study to investigate the connection between teachers' LAC experience and their professional development, teaching career growth, and the rating they receive from the rater. Additionally, this study incorporated hypothesis testing to assess the status of teachers' performance with the assistance of the LAC. Descriptive research methods extend beyond mere data collection and tabulation as they establish relationships and meanings among the factors, indicators, and their connections in the study (Alog & Oco, 2025). This method also encompasses the interpretation of the meaning or significance of the data collected in the study. It is concerned with the relationship between and the impact of the program on teachers' performance and professional development. The process involved data collection, recording, analysis, and interpretation of the prevailing conditions.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of North I public school teachers' LAC experience considering the following:

2.1. Assessment of Needs;
2.2. Prioritization of Topics;
2.3. Formation of LAC;
2.4. Identification of Appropriate Intervention;
2.5. Scheduling of Meetings;
2.6. Setting Up of Resources;
2.7. Assignment of Work;
2.8. LAC Implementation of Norms;
2.9. Preparing Line-item Project;
2.10. Writing of LAC Plan; and
2.11. Disposition towards LAC?

Table 1. Overall Distribution of the Respondents' Overall LAC Experience

Indicators	Mean	SD	Description
1. Assessment of Needs	3.91	0.55	Very Good
2. Prioritization of Topics	4.01	0.46	Very Good
3. Formation of LAC	3.31	0.70	Good
4. Identification of Appropriate Intervention	4.25	0.59	Very Good
5. Scheduling of Meetings	4.06	0.59	Very Good
6. Setting Up of Resources	4.26	0.61	Very Good
7. Assignment of Work	3.69	0.60	Very Good
8. LAC Implementation of Norms	4.08	0.50	Very Good
9. Preparing Line-item Project	4.02	0.62	Very Good
10. Writing of LAC Plan	3.70	0.83	Very Good
11. Disposition towards LAC	4.04	0.62	Very Good
Overall	**3.91**	**0.61**	**Very Good**

Table 1 presents the distribution of the respondents' overall LAC experiences. Generally, teachers had very good disposition in their LAC experiences, as revealed in indicator **6(Setting Up of Resources; mean=4.26),** as with the highest mean**,** and indicator **3(Formation of LAC; mean = 3.31),** as with the lowest rating but still with good disposition.

Setting Up Resources during the conduct of LAC allows all teachers to get involved in it. Every member had a task to do; aside from being a LAC leader, LAC implementer, and/or a Resource Person, they were awaken and motivated to set the venue, do the back draft, print the attendance, facilitate the sound system and ICT equipment, call up the members, draft and print the short program, and inform or introduce the resource person. In addition, the assigned team for the resource person will not find it difficult to attain all the resources they need because they are all available around the school and in the office supply. In contrast, the formation of LAC had the lowest mean score of 3.31, because in DO 35, 2016, only the LAC Leader, LAC Implementer, and Resource were recognized. It will be the school's initiative to assign the different committees to complete the setting up of the

resources on the conduct of LAC sessions. These committees will be given separate recognition of the certificate at the end of the ten sessions or the whole school year.

On the other hand, LAC does not have a unified or direct tool to evaluate the learning and impact of the session on teachers. However, they have a reflection paper to do every after session on how they are doing after the session and what their highlights or takeaways are after the session. The resource person can also make his or her own evaluation form afterwards, like through mentimeter or in a hard copy. The team may also assign a teacher to complete the evaluation form to improve the conduct of LAC.

Teachers' very good LAC experiences must be maintained and sustained. Thus, an LAC implementation must be established. These must lead a continuous collaboration of teachers with the leadership of school heads and LAC leaders (Vivian, 2021). Established LAC implementation is cost-effective learning (Culajara, 2023). It promotes teaching effectiveness and efficiency that addresses the gaps and needs of teachers, specifically when it comes to their dedication and commitment to enhancing and promoting their personal and professional development. Active involvement in LAC sessions and developing a healthy community with strong collaboration among the group helped all teachers improve, reskill, and retool their teaching capacity. A good LAC experience is necessary for healthier, better, and meaningful collaboration.

Problem 2 What is the level of teachers' professional development in terms of the following:

- **1.1 Content Knowledge and Pedagogy;**
- **1.2 Learning Environment and Diversity of Learners;**
- **1.3 21st Century and ICT Integration in Instruction;**
- **1.4 Curriculum and Planning; and**
- **1.5 Assessment and Reporting?**

Table 2. Distribution of the Respondents' Overall Professional Development

Indicators	Mean	SD	Description
1. Content Knowledge and Pedagogy	4.16	0.61	Very Satisfactory
2. Learning Environment and Diversity of Learners	4.14	0.60	Very Satisfactory
3. 21st Century and ICT Integration in Instruction	4.07	0.65	Very Satisfactory
4. Curriculum and Planning	4.06	0.60	Very Satisfactory
5.Assessment and Reporting	4.00	0.57	Very Satisfactory
Overall Mean	**4.01**	**0.69**	**Very Satisfactory**

Table 2 shows the distribution of the respondents' overall professional development. It shows that teachers had very satisfactory professional development, as revealed in the highest-rated indicator 3.6.1 (Different assessment activities and strategies were shown during our LAC; mean=4.07) and the lowest-rated indicator 3.6.3 (Making rubrics have never been a burden to me as mastery of it is being taught during LAC; mean = 3.91). This indicates that teachers in this manner had learned a lot from the different LAC sessions conducted during the pandemic. Throughout the school year 2020-2021, 2021-2022, & 2022-2023 most of the teachers' LAC sessions were about the conduct of online classes and processes or platforms of assessing and evaluating learners' knowledge and skills. Exploration, self-experiment, differentiated, and actual performance tasks were indulged. On the other hand, making rubrics has never been a burden to them for mastery of making one, especially during distance learning were being provided. Nevertheless, teachers prefer to adapt those found on the Internet since it is more reliable. Validity, accuracy, and confidence in making one's own rubrics shall still be worked out.

Teachers' professional development lies in the hands of every teacher to some extent through active learning, content focused, etc. by Darling-Hammond et. al (2017). The Department of Education, through the division office and school heads, has tried to offer and implement all the programs and activities that help teachers improve their professional development. The first is the proper implementation of school LAC sessions. They can attain a lot from these sessions because they will be taught and given technical assistance on their weakest links and needs. To transform and make this experience valuable, teachers must have a thorough awareness of the value of different instructional models and how they work in the instructional process (Culajara, 2023).

Many of the teachers were confused about giving an outstanding rating on their individual performance during the conduct of self-rating since they had less confidence that they really did excellent. Thus, continuous learning and collaboration

through school learning action cells must be sustained and maintained until all teachers have gained their full confidence, total competence, and self-trust. It is where quality education relies.

Problem 3. What is the actual classroom teaching Performance of North 1 public school teachers' terms of the following:

3.1 Career Stage

3.2 Teaching Rating

The Philippine Professional Standards for Teachers (PPST) classifies teachers' career stages as follows: (Career Stage 1) Beginning Teachers, (Career Stage 2) Proficient Teachers, (Career Stage 3) Highly Proficient Teachers, and lastly (Career 4) Distinguished Teachers. These stages define teachers' teaching performance inside the classroom. Intern teachers and volunteer teachers are usually defined as Beginning Teachers. Proficient Teachers are those teachers handling permanent items of Teacher I up to III**.** Highly Proficient Teachers can be labelled as Master Teachers (MT I-V). As defined in D.O. 42, s. 2017, Beginning Teachers are those teachers who have gained the qualifications recognized for entry into the teaching profession and need support from more experienced colleagues. Proficient Teachers, on the other hand, are those teachers who independently apply teaching principles and strategy skills vital to the teaching and learning process. Highly Proficient Teachers are those teachers who consistently display a high level of performance in their teaching practice; they mentor colleagues and work collegially with other staff. Distinguished Teachers are those who embody the highest standards for teaching, grounded global best practice, and lead colleagues in promoting quality teaching and learning. Distinguished teachers can also be master teachers or head teachers identified with the corresponding characteristics, knowledge, and skills. They helped their colleagues attain a higher level of teaching performance.

In the long run, when teaching performance increases, the career stages of teachers will also increase. This is based on the teacher's classroom observation rating that leads to an increase in the rating of their individual performance per school year, conferring the DepEd Order 02, s. 2015 re: Guidelines on the Establishment and Implementation of Result-based Performance Management Systems (RPMS) in the Department of Education. The rating of the teachers in the classroom observation defines their career stage. Teacher's performance rating will help teacher's promotion, conferring DepEd Order 007, s. 2023, re: Guidelines of Recruitment, Selection, and Appointment in the Department of Appointment, and so the Department of Budget and Management (DBM) Circular No. 2018-3, re: Guidelines on the Reclassification of Positions. The higher the teacher's performance, the higher the possibility that the teacher will be promoted where its career stage will be indicated and defined.

Table 3. Distribution of the Respondents' Actual Teaching Performance in terms of Career Stage

Indicators	Mean	Description
1. Applies knowledge of content pedagogy within and across the curriculum teaching areas	3.43	Satisfactory
2. Applies a range of teaching strategy that enhance learner achievement in literacy and/or numeracy skills	3.40	Satisfactory
3. Applies a range of teaching strategies to develop critical and creative thinking as well as other higher thinking skills.	3.36	Satisfactory
4. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environment.	3.50	Very Satisfactory
5. Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environment.	3.52	Very Satisfactory
6. Uses differentiated, developmentally appropriate learning experiences to address learner's gender, needs, strengths, interest, and experiences.	3.36	Satisfactory
7. Plans, manages, and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching context.	3.46	Satisfactory
8. Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals.	3.40	Satisfactory
9. Designs, selects, organizes, and uses diagnostic, formative, and summative assessment strategies consistent with curriculum requirements.	3.42	Satisfactory
Overall Mean	**3.43**	**Satisfactory**

Table 3 reveals that teachers only had satisfactory actual teaching performance in terms of their career stage as revealed in indicator 5 (Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environment; mean=3.52); while only a few rated the indicators 4.8 (Uses differentiated, developmentally appropriate learning experiences to address learner's gender, needs, strengths, interest, and experiences; mean = 3.36) and indicator 3 (Applies a range of teaching strategies to develop critical and creative thinking as well as other higher thinking skills). This indicates that the classroom teaching performance of North I public school teachers in terms of career stage is satisfactory. The range of teaching strategies and classroom work activities conducted must be improved. Teachers were good at applying knowledge of content pedagogy within and across the curriculum teaching areas since this strand or indicator has already been practiced and mastered by teachers over the years since the Philippine Professional Standards for Teachers (PPST) had been implemented, conferring to DO 42, 2017. This indicator has been repeatedly indicated and included in every school year's teacher's strand. Though there are some newly hired teachers who have to learn a lot from this indicator, mentoring and coaching have been given as well after every classroom observation between the teacher and the observer.

Nevertheless, the lowest indicator 4.8 (Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals) entails that teacher have found difficulty in ICT integration. After the adjustment period, they are stressing so much effort running after the new trends, applications, software, and ICT etiquettes come, and are required by the technology's policies and guidelines. They can acquire and use videos, pictures, and platforms online, but as for legality and ICT etiquette, many have failed to accomplish this. Proper citing of references and choice of learning resources must be aligned and properly indicated and utilized. Research-based learning resources, daily lesson logs or plans, and instructional materials used have been encouraged by our division office, and teachers are still in the process of adapting it. Providing technical assistance, peer coaching, and in-service training for this topic alone is still in the process. Follow ups and actual series workshops are needed for meaningful and comprehensive learning where learning-by-doing has been interrelated. This is supported by the study of Mekonnen (2020), which states that participants agreed on the usefulness of learning-by-doing. It was emphasized that this method of learning enhanced their active participation and helped them understand the subject matter readily.

Most of the teachers in the district with proficient career stages had satisfactory actual teaching performance. Most teachers are proficient. A few achieved very satisfactory actual performances. Most teachers were proficient teachers. They had satisfactorily applied knowledge of content pedagogy within and across curriculum teaching areas.

The Philippine Professional Standards for Teachers (PPST) and Result-based Performance Management System (RPMS) alignment allow teachers to focus on teaching; resolve issues of teachers having difficulty in coming up with the IPCRF and compiling voluminous and irrelevant means of verification; simplify the process for the teachers to understand PPST and RPMS, and align them with the HR system; engage teachers to embrace ongoing professional learning for their professional development to enhance their own teaching; and provide a framework of uniform measures to assess teacher performance, a basis for a more objective and fair dialogue about performance, development, and career-related issues. Hence, the corresponding rating in the RPMS 5-point scale for each classroom observation tool rating was specified as follows (DepEd Order No. 002, s. 2015).

Table 4. Distribution of the Respondents' Actual Teaching Performance in terms of Teaching Rating

DESCRIPTION	FREQUENCY $(n = 255)$	PERCENTAGE (%)
Outstanding (4.50 – 5.00)	130	51.0
Very Satisfactory (3.50 – 4.49)	118	46.3
Satisfactory (2.50 – 3.49)	7	2.7

Table 4 shows the distribution of the respondents' actual performance in terms of teaching rating. Overall, it shows that teachers had very satisfactory actual performance in terms of their teaching rating, as revealed in indicators set by the department through the Philippine Professional Standard for Teachers (PPST) guide (D.O. 42, s. 2017) and the Result-based Performance Management System (RPMS) of D.O. 002, s. 2015. This implies that teachers' performance exceeded expectations. All goals, targets, and objectives were above established standards. Outstanding performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills, knowledge, ingenuity, creativity, and initiative. Employees at this performance level should demonstrate exceptional job mastery in all major areas and responsibilities. Employee achievement and contributions to the organization are of marked excellence (D.O. 002, s. 2015).

Teachers had very good performance and rating when it comes to applying knowledge of content within and across the curriculum teaching areas, using a range of strategies that enhance learners' achievement in literacy and/or numeracy skills, especially this time when teachers are advocating the Project HOPE of the division of Cagayan de Oro, which means Help Orchestrate Positive Experience (HOPE) in attaining literacy and numeracy skills. Teachers had mastered indulging and integrating literacy and numeracy skills into any of the lessons to familiarize themselves with mastery and habits.

Moreover, teachers also attained very satisfactory teaching performance in terms of managing classroom structure to engage learners, individual or in groups, in meaningful exploration, discovery, and hands-on activities within a range of physical learning environments. Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT to address learning goals. This entails that those teachers had already adapted ICT integration to their teaching procedures and involvement. Many had acquired good usage and advantages in the use of ICT now (Cimeni and Oco, 2023). Most of the classrooms already had a TV set for their video play discussion and power point presentation, even in daily sessions. Printers were seen everywhere where teachers had presented well layout learning images or photos, flash cards, and tarps used as their visual aids. Through a series of LAC sessions on ICT usage and advantages, teachers were equipped with satisfactory and very satisfactory performance, from refusal to zero ICT background and knowledge.

Problem 4. Is there a significant correlation in the respondent's actual classroom teaching performance when grouped according to each of the following?

- **4.1 Assessment of Needs;**
- **4.2 Prioritization of Topics;**
- **4.3 Formation of LAC;**
- **4.4 Identification of Appropriate Intervention;**
- **4.5 Scheduling of Meetings;**
- **4.6 Setting Up of Resources;**
- **4.7 Assignment of Work;**
- **4.8 LAC Implementation of Norms;**
- **4.9 Preparing Line-item Project;**
- **4.10 Writing of LAC Plan; and**
- **4.11 Disposition towards LAC?**

Experience as the best teacher. Experience correlates with teachers' characteristics and the way they collaborate with their team (Nakuma, 2024). Experience inferred unexpected ideas and learning. It tells everyone how to do better and which strategies suit most of the procedures or activities. However, among all the strategies and techniques, one must not suit and not be effective for certain procedures or activities. Hence, among the indicators mentioned below, there is one LAC experience that does not significantly impact Teaching Performance and should be given a concentration to make it worth given to the teachers' teaching performance to contribute a more meaningful LAC experience. Some remedies and processes of implementation of this indicator must be improved and enhanced.

Table 5. Pearson Product-Moment Correlation Analysis of Respondents' Actual Teaching Performance and each of the LAC Experiences

LAC Experience	Pearson r	P Value
Assessment of Needs	.091	.148
Prioritization of Topics	.210***	< .001
Formation of LAC	.196**	.002
Identification of Appropriate Intervention	.234***	< .001
Scheduling of Meetings	.143*	.023
Setting Up of Resources	.161*	.010
Assignment of Work	.209***	< .001
LAC Implementation of Norms	.188**	.003
Preparing Line-item Project	.209***	< .001

Writing of LAC Plan	.210***	< .001
Disposition towards LAC	.213***	< .001

Legend: ns = not significant (alpha > 0.05) * = significant (0.01 < alpha ≤ 0.05)
** = highly significant (alpha ≤ 0.01) *** = highly significant (alpha ≤ 0.001)

Table 5 presents the results of the Pearson Product-Moment Correlation Analysis of respondents' Actual Teaching Performance and LAC Experiences. The table shows that the Assessment of Needs has no significant relationship with the Actual Teaching Performance, $r = 0.091$, $p < .148$, since during classes or actual teaching, actual situations and the actual set of learners' responses and stimuli matter most over the teachers' needs. During class observation, teachers were rated based on their actual situation and performance. It depends on the learner's responses, ability to catch the lessons delivered, and the actual atmosphere and conditions of the classrooms and every learner. Several factors must be considered during teaching, and not much with what the teachers need, it is what the learners' needs are.

However, the rest of the LAC Experiences–Prioritization of Topics ($r = .210$, $p < .001$), Formation of LAC ($r = .196$, $p = .002$), Identification of Appropriate Intervention ($r = .234$, $p < .001$), Scheduling of Meetings ($r = .143$, $p = .023$), Setting Up of Resources ($r = .161$, $p = .010$), Assignment of Work ($r = .209$, $p < .001$), LAC Implementation of Norms ($r = .188$, $p = .003$), Preparing Line-item Project ($r = .209$, $p < .001$), Writing of LAC Plan ($r = .210$, $p < .001$), and Disposition towards LAC ($r = .213$, $p < .001$)– have a statistically significant relationship with Actual Teaching Performance. This means that the LAC Experiences, from the Prioritization of Topics down to the Disposition towards LAC, have a positive association with actual teaching performance. The more useful or meaningful the LAC experiences are for teachers, the higher the possibility that they will perform better in teaching.

Prioritization of Topics provides opportunities for teachers to acquire and address their needs, especially in terms of the different strategies they need during actual teaching. Instructional Supervision and Instructional aspects of teachers have been given a higher percentage to be addressed. It is seventy percent (70%) of the school heads' responsibility to focus on as stipulated in DO 24, 2020 re: Adaptation and Implementation of the Philippine Professional Standards for School Heads (PPSSH). Instructional supervision includes the teacher's teaching performance, provision of technical assistance, mentoring and coaching, and conduct of LAC sessions to improve the teachers' teaching performance, provision of and Setting Up instructional materials and resources for meaningful teaching and learning, Identification of Appropriate Interventions, remediation and innovation, and conceptualizing and contextualizing materials and teaching strategies. Thus, it supports and explains the indicators Prioritization of Topics, Identification of Appropriate Intervention, Assignment of Work, Preparing Line-item Project, Writing of LAC Plan, and Disposition towards LAC significance. Associations between these indicators have been connected to instructional provisions and supervisions. Thirty percent (30%) of the administrative supervision, which includes half of setting up the school resources, such as the physical facilities and structures fall in.

This study is consistent with the findings of the study conducted by Kunter et al. (2018), which emphasized that teacher learning through LAC is a continuous process that promotes teachers' teaching skills, masters new knowledge, and develops new proficiency, which in turn helps improve students' learning. Previous studies have indicated that when teachers are effective classroom managers, their students achieve a higher level and display more interest in class subject matter.

Classroom management is essential for both teachers' education and teachers' professional development. It is crucial to keep teachers' knowledge up to date, so they can deliver high-quality teaching (Granada and Oco, 2024). Along this trend, training and seminars such as learning action cells on information and communication technology, new methods and techniques in teachings, orientations on the K-12 Curriculum, Values Formation Seminars, and the like are being held to prepare all teachers in globalization. Attendance at these seminars will help create an effective learning environment, improve teaching-learning situations, keep updated on modern instructional devices, and inspire them to become better teachers in the modern world.

IV. CONCLUSIONS

Based on the findings of the study, the following conclusions were formulated:

Quality education has always been the goal of the Department of Education (DepEd). As the agency of the government that supervises and admits basic education in the Philippines, DepEd sees to eat that this goal of quality education will be realized, since the educator is the key to nature's growth and development. Recognizing this, DepEd has come up with DepEd order 35, s. 2016, known as the Learning Action Cell (LAC), as a k to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Impact of Teaching and Learning.

Proper conduct of Learning Action Cell helps and guides teachers to obtain and achieve the different indicators of being a proficient teacher to a distinguished teacher since teachers were being given a certain assistance or training or mentoring and coaching session based on the teacher's development needs indicated on their Individual Professional Development Plan (IPDP), where needs of teachers are given opportunity to be addressed. This affirms Albert Bandura's social learning theory, wherein observation and modeling play a primary role in how and why people learn. Both parties (the teachers and instructional leaders) tried to be sensitive enough to address the needs and gaps. With the plan made by the instructional leaders with the affirmation of the teachers, modeling, mentoring, coaching, and giving technical assistance, social learning takes place.

Teachers' LAC experiences increase their professional development and have a direct effect on their performance. LAC sessions have proven effective in engaging a group of teachers in collaborating and solving shared challenges. LAC sessions encourage critical reflection among teachers, which increases the understanding and knowledge of the curriculum and classroom practices. LAC improves teachers' content knowledge. Teacher learning through LAC promotes teachers' teaching skills, masters new knowledge, and develops new proficiency, which in turn helps improve students' learning.

V. RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are proposed:

For teachers to attend the school LAC session sincerely and generously grasp all the necessary answers and solutions in the areas of their teaching and professional development that need improvement. They will always benefit from these processes in the teaching-learning process in coaching and mentoring sessions, and in sharing-accepting knowledge through collaboration and cooperative learning. Experience can be the best teacher in a person's life; teachers also need other people, such as school heads and co-teachers, to complete the experience and to make it more meaningful with deeper knowledge and effective teaching-learning. Learning with others' rich experience and knowledge or expertise will have a deeper impact on the mentee or teachers since they have been in the academe for a good number of years.

Learners should be provided with sufficient knowledge and needs in terms of education and literacy. When teachers are equipped and developed, accurate procedures and teaching-learning approaches will also naturally be shared with learners. Trends in teaching-learning will be growing and moving forward; teachers will also be guided and able to adjust to the changes and growth of education to guide learners as well.

Learning action cells should be strengthened to address the needs of teachers and contribute to improving the performance of learners through constant monitoring and evaluation. LAC chairpersons may include teachers in planning and choosing relevant topics and activities for LAC sessions to include diversity and inclusion, content and pedagogy, assessment and reporting, 21st century skills and ICT integration, and curriculum contextualization.

LAC model or tool may be developed and made available as an evaluation form that would serve as a success indicator in the LAC session.

Future researchers should consider other locales and respondents to validate the current investigation.

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