

## Learning Action Cell as A Channel for Teacher's Professional Competence in Elementary Schools in the Divisions of Laguna

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### Abstract

This study investigated the relationship between the Learning Action Cell (LAC) level and teachers' professional competence. It utilized quantitative correlational design to assess and analyze the data of elementary teachers and how the LAC empowers and capacitates them on the various techniques and methodologies to be competent enough to deliver effective teaching facilitation. The 619 teachers respondents from nearby three (3) Schools Divisions were assessed on how LAC training every year improved their competencies. The finding proved that the more LAC sessions conducted, the higher the teacher's competencies gained. The quantitative correlation denoted that the quality of implementation of the Learning Action Cell training based on the study result was very high. It visibly manifested in the total impact of LAC training is enhancing and empowering teachers' professional competencies. This study proved that it is an essential component of the education system as they provide a platform for collaboration, professional development, problem-solving, and continuous learning among teachers.

**Keywords** *Interpersonal, Professional Development, Teachers' Professional Competency, Team Building*

### INTRODUCTION

The pandemic has not only had an impact on pupils' mental health (Cachón-Zagalaz et al., 2020), but teachers have also experienced significant stress since the crisis' inception. Recent research has shown that during the lockdown, teachers experience stress because of the need to quickly adjust in order to offer online classes (Besser et al., 2020). As a result of the increased effort brought on by home teaching, this stress has frequently been accompanied by symptoms of anxiety. Indeed, the rapid spread of COVID-19 throughout the world has had an impact on people's health, as well as their social, psychological, economic, and educational outcomes.

Connection with the Department of Education mandated Learning Action Cell; it is a mechanism to re-structure teachers' competencies. It urged schools to consistently offer professional communities of practice that would empower teachers and make them more effective teachers. Teachers' Competencies are crucial to delivering quality and accessible education to all learners, and competencies are gained through training since LAC is the simplest form of training. UNESCO (2006) highlighted the value of ongoing enhancing teaching and learning through teacher professional development. The more teachers attend professional training; the more professional empowerment exists (Rechsteiner et al., 2021)

DepEd Order no 26, s 2016 implied a conference about structuring and reshaping teachers to nurture pedagogical skills and practices in content and pedagogy, curriculum contextualization and localization, learner's diversities and inclusion, assessment and reporting in the k-12 Basic Education, and ICT integration in assessment and instruction through LAC that is a more effective approach, where the contents and pedagogical competence, enhancing communicative skills, ICT literacy, and integration, interpersonal skills, team building, and vigorous collaboration, those are teacher's Professional competencies gained through LAC. These are applied to have meaningful

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classroom facilitation. According to Birman et al. (2020), to conceptualize in the dynamic literature, ongoing, continuous, and set teachers' daily lives- embedded in the classroom context and administering experiential learning through practice succor iterative cycles of goal setting, practicing, and reflecting off one's culture teachers must empower skills through LAC session.

They will learn how to improve teaching-learning scenarios, establish more conducive learning environments, stay current on cutting-edge educational technology, and be motivated to become better instructors in the contemporary era. Encourage instructors to examine critically so that they can learn more about the curriculum and classroom procedures to promote self-learning and teamwork. The findings align with the notion that teacher professional development initiatives, such as the LAC, can contribute to the development and enhancement of teachers' pedagogical content knowledge (Desimone, 2009).

By working collaboratively, teachers can create communities that positively change the Professional development that focuses on teaching strategies associated with specific curriculum content that supports teacher learning within their classroom contexts.

The challenges arising in this new normal may impede the implementation of full face- face classes; the chance of resolving this is through a LAC session, which will lead by the school and facilitated by the Master Teacher or other assigned teachers. Besides, This LAC responds to various dilemmas concerning learning loss, and it is capacitated by empowering new mechanisms on how teachers' professional competencies will modernize in accordance with the needs of each learner. Considering all of these, the researcher has crafted this study intending to determine the relationship between the level of LAC implementation and the Teacher Professional competencies in public elementary schools. Specifically, it sought to answer the following questions:

1. What is the level of quality of implementation of LAC sessions in terms of Content and Pedagogy, Curriculum Contextualization, Learner's Diversities and Inclusion, Assessment and Reporting in the K- 12 Basic Education, and ICT Integration and Instructions?
2. What is the level of Teachers' professional competence in terms of Pedagogical Content Knowledge, Communicative Capacity, ICT literacy and Integration, Interpersonal, Team Building, and Collaboration?
3. Is there any significant relationship between the level of quality of implementation and Teachers' professional competence?

## **LITERATURE REVIEW**

### **Learning Action Cell**

The COVID-19 pandemic caused school closings for teachers and students all around the world between spring 2020 and summer 2021. Even though school closures happened before—during the polio pandemic in 1916 (Meyers and Thomasson, 2021), empirical research has concentrated on the significant effects the COVID-19 pandemic has had on students' well-being and achievement, particularly for students from low socioeconomic families (Hammerstein et al., 2021), thus widening social disparities (e.g., Westphal et al., 2020).

Teachers do not share what they do not have; they must undergo different training to empower their professional potential. Bandura (1965) stated that in response to observation, imitation, and modeling, learning occurs even without changing behavior, so this theory put in place real life and fascinating experiences. According to Lamorte (2019), learning takes place in the social and cognitive context; the dynamic and reciprocal interaction of the person, environment, and behavior is based on the person's life experiences that shape engagement in the behaviors of the present, and LAC complement on this.

As a response to teachers' competency enhancement and betterment of results in

academics of learners, The approval of the Republic Act no (RA) 10533 is a response to it, which is the Enhanced Basic Education Act of 2013, amended that DepEd should adhere to standardized principles in developing escalated learners centered curriculum by contextualizing content, culture sensitive and flexible to the needs of every learner, to provide social and educational context suited to localized and indigenized instructional.

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LAC is a powerful tool for facilitating learning and growth in individuals and organizations. The purpose of the LAC is to create a supportive environment where participants can share their experiences, reflect on their learning, and develop new skills and knowledge.

One of the key benefits of the LAC is that it encourages active participation and engagement from all members. By working together to solve problems, share ideas, and provide feedback, participants can learn from each other's experiences and perspectives. LAC is also focused on action-oriented learning. Rather than simply discussing theoretical concepts or ideas, participants are encouraged to take concrete steps toward implementing new strategies or approaches in their work or personal lives.

Ultimately, the purpose of the LAC is to foster continuous learning and improvement. By providing a structured framework for reflection, feedback, and action, participants can identify areas for growth and development, set goals for themselves, and work towards achieving those goals over time.

In conclusion, the Learning Action Cell is an invaluable tool for anyone looking to enhance their personal or professional development. By creating a supportive environment that encourages active participation and action-oriented learning, the LAC enables individuals to achieve their full potential while also contributing to the growth and success of their organization.

To improve both the teaching practice and academic performance of the students, LAC must have components that contribute to its success. The following components are identified as teachers' learning processes are facilitated by "learning opportunities, collaboration among Colleagues, management's backing, and freedom to choose what to learn" (Louws et al., 2017). In a period of upheaval and pandemic, Lockee (2020) remarked that the attitude of teachers toward their own professional work, as well as many components, can affect the necessary institutional frameworks for professional development. Teachers aspire to improve as educators. They are most concerned with being current and having a relationship with their students. As they obtain more teaching experience, a teacher could become wiser. Professional advancement is a crucial tactic for ensuring that teachers have the tools they need to assist students' deep and complex learning (Darling-Hammond et al., 2017)

Teachers concur that they must continuously stay current to be effective and Sensitive to the pupils' needs. Professional development such as LAC should be just as dynamic as the education its participants are expected to provide (Matherson & Windle, 2017). Believing that teaching and learning continue to evolve, teachers agree that they must always make changes to their methods and approaches. The world is constantly changing, and so are the needs of students. Therefore, it is essential for teachers to adapt their teaching styles to meet the needs of their students.

Finally, teachers must be willing to continue learning themselves. They should attend professional development workshops and conferences to stay up to date with the latest teaching strategies and techniques. Teaching and learning will always continue to evolve. It is up to teachers

to adapt their methods and approaches to provide the best possible education for their students. By embracing technology, adopting a student-centered approach, and continuing their own education, teachers can ensure that they are providing a high-quality education for all learners.

### **Teacher's Professional Competencies**

One of the elements that affect how well the teaching and learning process goes in classrooms is proficient educators who adhere to national education standards. The role of teachers in education is a crucial and strategic role in developing pupils' maturity, independence, and independently minded people. In other words, a teacher's role can influence a student's achievement. To ensure that the learning process is successful, teachers have strategic roles and responsibilities. Revising the curriculum and adopting new instructional strategies. No matter how excellent A curriculum's meaning will be compromised if teachers are unable to carry it out. A significant impact on the efficiency of the educational process (Achruh, 2016).

Teacher's Professional competencies refer to the skills, knowledge, and abilities that an individual possesses in a particular field of work. These competencies are essential for success in any profession and are developed through education, training, and experience. They enable individuals to perform their job duties effectively and efficiently while also contributing to the growth of their organization. Moreover, to successfully complete their teaching tasks, they must possess a set of skills called teacher professional competence (Hermadi, 2016). In other words, qualified educators are those who can plan out and carry out instructional strategies. Professionally competent teachers will be better equipped to design optimal and effective learning to meet their students' learning objectives.

LAC consists of the following teacher's competencies, such as Content and pedagogy, Curriculum Contextualization and Localization, Diversities and Inclusion, Communicative Skills, Team Building, Interpersonal, and Collaboration. Content and pedagogy is a paradigm that shifts away from the banking method of learning wherein teachers deposit knowledge into the minds of students (Maboloc, 2020). Hence, the Different struggles of teachers in the preparation of instructional materials that is how teaching strategies and methodologies are applied in teaching facilitation (Vera et al., 2020). Curriculum Contextualization and Localization use localized learning materials as a device for teaching relevant concepts that the concept centers on the core of their knowledge that concentrates on their pupil's experience. It is a promising approach that strategizes the active engagement of learners to promote and improve learning capacities that lift creditable academic performance (Qudsyi, 2018).

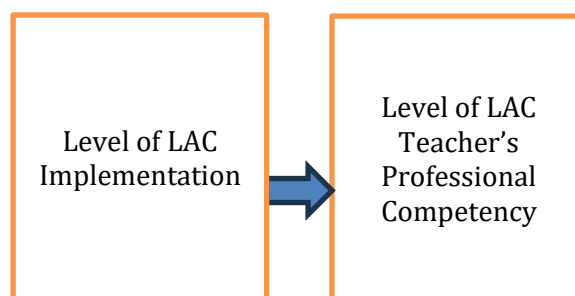
Diversities and Inclusion are creating a positive environment that allows them without categorizing differences and trying to meet each need. (L'École branchée, 2023). Communicative Skills are the capacity to communicate in-depth knowledge. Team Building is to develop abilities including communication, planning, problem-solving, and conflict resolution through a series of organized team-building activities that are entertaining and motivating. Deiratani (2023), building a cohesive team that works toward a single objective is the process of team building. Interpersonal involves the exchange of information, ideas, and feelings between individuals and its impact on various aspects of life, such as personal relationships, work environments, and society. Interpersonal communication is a special form of human connection since it emphasizes what happens between people independent of their location or physical presence (Ding, 2021), and Collaboration provides social-emotional support and facilitates open discussions about what functions well and what doesn't in this brand-new learning environment. Everything is available for sharing, including teacher-made materials, freely accessible resources,

carefully selected course material, achievements, setbacks, and even complete failures. (Teacher Collaboration During a Global Pandemic, 2021)

### Hypothesis

Therefore, based on the literature review for both LAC and teachers' professional competence, this study posits a hypothesis that there is a significant relationship between Learning Action Cell implementation and teachers' professional competence.

### Conceptual Framework



**Figure 1.** Conceptual Framework

### RESEARCH METHOD

This study used a quantitative Correlational design. This descriptive method provides concise information about the frequency or amount of a particular population or area of interest. According to Creswell and Creswell (2018), this method entails collecting data through questionnaires or structured interviews to generalize from a sample to a population. Hence, this method explicitly measures the relationship between the level of LAC implementation and the level of Teacher's Professional Competence. According to Bhandari (2021), the correlational method investigates relationships between variables without the researcher controlling or manipulating them. It reflects the strength and direction of a relationship between two (or more) variables which can be either positive or negative. Thus, this design is appropriate to provide answers to research questions attempting to measure the relationship level of LAC implementation and Teachers' Professional Competence.

### FINDINGS AND DISCUSSION

This chapter deals with the presentation, analysis, and interpretation of the gathered data to assess the Learning Action Cell as a Channel for Teachers' Professional Competencies. Based on the results of the study, Learning Action Cell (LAC) implementation had very high interpretation in terms of content pedagogy, manifesting that teachers are effectively incorporating relevant curriculum content, instructional strategies, and cultural responsiveness into their teaching practices. This very high level of implementation bodes well for enhancing student learning outcomes and promoting a meaningful and inclusive educational experience. By combining these terms, educators can consciously consider how to teach in the context of what pupils need to learn. However, when determining the information in this knowledge base, Shulman (2016) claims that content in a specific discipline includes structures and relationships between concepts in addition to just facts. Teachers can incorporate these comprehensive content understandings into their teaching strategies thanks to pedagogical content knowledge.

Furthermore, in terms of Learners' Diversities and inclusion, the findings reflect a very high level of quality implementation of LAC. Teachers are committed to fostering positive attitudes,

fairness, and equity among their students. They actively model behaviors and provide inclusive approaches to support learners with special needs. This high level of implementation promotes an inclusive and supportive learning environment for all students, ensuring their diverse needs are met effectively. To establish a more diverse and inclusive workplace, it is crucial for enterprises to work on a sense of justice, and it is aligned with the skills and competencies of three (3) school divisions' elementary teachers (Walraven, 2022).

Therewithal, recognizing the impact of ICT on teaching facilitation and the quality of instruction highlights the need for continuous professional development to improve teachers' ICT competencies. Professional development programs should provide opportunities for teachers to enhance their ICT skills, explore innovative teaching approaches, and stay updated with technological advancements. The findings reflect a very high level of LAC implementation in terms of assessment and reporting in the K-12 Basic Education. Teachers are proactive in tracking learners' progress, informing parents, evaluating instruction, providing feedback, and identifying barriers to learning. These practices ensure effective assessment and reporting, facilitating students' growth and achievement.

Moreover, the survey result in terms of ICT was very high, denoting that elementary teachers are competent enough in terms of ICT. The use of ICT in education has become increasingly important in the 21st century, offering numerous opportunities for innovative and interactive teaching and learning (Kozma, 2008).

Therefore, LAC implementation in terms of preceded competencies is very high, simply manifesting that the elementary teachers in the three Divisions are competent teachers.

In comparison to other authors in "Investigating the Learning Action Cell (LAC) Experiences of Science Teachers in Secondary Schools: A Multiple Case Study," the content of LAC topics in this study was not able to be prioritized because various hindrances and negative feedback among teachers because of the pre assumption that LAC training is another burden and additional to their workloads. Learning Action Cell provides several benefits to teachers in the concept of science and teaching strategies. However, the means of implementation of the LAC needs a clear orientation on the objective and goals of the policy. The topic on the LAC, particularly in Learner Diversity and student Inclusion, Assessment and Reporting in the K to 12 Basic Education Program, and Localization and Indigenization, must be discussed in the LAC session as priority topics. The inadequate funding and absence of the LAC model and evaluation form are among the challenges in the implementation of the LAC (Vega, 2019).

In addition, other research agreed that Learning Action Cells (LACs) as a channel to develop and scaffold teachers by nurturing their knowledge, attitudes, and competencies in terms of Curriculum, instruction, pedagogy, and assessment in the workstation. The overall goal of Learning Action Cells is to enhance the teaching-learning process so that students learn more, to develop successful instructors, and to make it possible for teachers to help one another as they continually improve their content- and pedagogy-related knowledge, practice, abilities, and attitudes. Our teachers will eventually be prepared for the globalization era by this LAC. They will learn how to improve teaching-learning scenarios, establish more conducive learning environments, stay current on cutting-edge educational technology, and be motivated to become better instructors in the contemporary era. Encourage instructors to examine critically so that they can learn more about the curriculum and classroom procedures to promote self-learning and teamwork.

Analysis and interpretation of the gathered data to assess the LAC as a Channel for Teachers' Professional Competencies is presented below.

#### 1. Age Distribution of the Respondents

Based on the survey results, it can be concluded that most of the teacher respondents are professionals in the middle age range. This finding suggests that the study predominantly

captured the perspectives and experiences of teachers in their prime working years, which may have implications for the interpretation and generalizability of the study's findings.

## 2. Sex distribution of respondents

This indicates that female teachers were more represented in the study compared to their male counterparts. In most nations, there are more women working in the formal commercial sector than there are in the public sector. Around 41% of women work in the public sector globally, compared to 38% in the formal private sector, which has a lower percentage of female employees. Although women are employed at a lower rate than males in both the public and private sectors in most nations, the public sector appears to perform slightly better in achieving gender parity. Nations have a gender wage gap, and to popular belief, wealthy nations do not always perform better in terms of equal pay.

## 3. Distribution of the respondents in terms of civil status

This suggests that a considerable portion of the respondents were unmarried at the time of the survey.

## 4. Distribution of the respondents in terms of highest educational attainment

Understanding the distribution of educational attainments among the respondents provides insights into the qualifications and academic background of the teachers participating in the study. These findings highlight the prevalence of bachelor's degree holders and the commitment to continuous education among teachers, with a significant number pursuing master's degrees.

## 5. Distribution of the respondents in terms of years in service

This indicates that more than half of the respondents had been serving in their respective positions for 6-10 years, suggesting a significant number of teachers in the middle stage of their professional careers.

## 6. Distribution of the respondents in terms of teaching position

Considering the distribution of teachers' positions provides insights into the hierarchical structure and career progression among the teachers in the respective school divisions. Most of the respondents were in the entry-level teaching position, highlighting the need for continuous efforts, motivation, and professional development to ignite their competitive traits and enhance their chances of career advancement.

It is worth noting, as presented in Figure 6 that only a small number of respondents had obtained a doctoral degree (3) or a master's degree in education (92). This underscores the importance of promoting competitiveness among teachers, as advanced education, along with training and development opportunities, can enhance both their professional growth and personal attributes.

## Level of LAC implementation

**Table 1.** Level of LAC Implementation

| <b>In terms of:</b>                           | <b>Mean</b> | <b>SD</b> | <b>Interpretation</b> |
|---|-------------|-----------|-----------------------|
| Content and Pedagogy                          | 4.74        | 0.40      | Very High             |
| Curriculum Contextualization and Localization | 4.72        | 0.44      | Very High             |
| Learners' Diversities and Inclusion           | 4.78        | 0.39      | Very High             |

|  |      |      |           |
|--|------|------|-----------|
| Assessment and Reporting in the K 12 Basic Education | 4.75 | 0.42 | Very High |
| ICT Integration in Instruction and Assessment        | 4.70 | 0.47 | Very High |
| Overall  | 4.74 | 0.38 | Very High |

Legend: 1.0-1.79: Very low; 1.8-2.59: low, 2.6-3.39 Average 3.4-4.19: High, 4.2-5.0: Very High

The findings reflect a very high level of LAC implementation content pedagogy, suggesting that teachers are effectively incorporating relevant curriculum content, instructional strategies, and cultural responsiveness into their teaching practices. This very high level of implementation bodes well for enhancing student learning outcomes and promoting a meaningful and inclusive educational experience. By combining these terms, educators can consciously consider how to teach in the context of what pupils need to learn. However, when determining the information in this knowledge base, Shulman (2016) claims that content in a specific discipline includes structures and relationships between concepts in addition to just facts. Teachers can incorporate these comprehensive content understandings into their teaching strategies thanks to pedagogical content knowledge.

Hence, Contextualization and localization of curriculum are very important in class facilitation that the teacher minimizes and modifies their lesson indigenized on their locality. The average of 4.72 and the Standard deviation of 0.44 indicated a very high performance.

Furthermore, in terms of Learners' Diversities and inclusion, with an average of 4.76 and a standard deviation of 0.39, the findings reflect a very high level of quality implementation of LAC. Teachers are committed to fostering positive attitudes, fairness, and equity among their students. They actively model behaviors and provide inclusive approaches to support learners with special needs. This high level of implementation promotes an inclusive and supportive learning environment for all students, ensuring their diverse needs are met effectively. To establish a more diverse and inclusive workplace, it is crucial for enterprises to work on a sense of justice, and it is aligned with the skills and competencies of three (3) school divisions' elementary teachers (Walraven, 2022).

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### Level of Teacher's Competence

**Table 2.** Level of Teachers competence

| In terms of:                  | Mean | SD   | Interpretation |
|-------------------------------|------|------|----------------|
| Pedagogical Content Knowledge | 4.77 | 0.41 | Very High      |



|                            |      |      |           |
|----------------------------|------|------|-----------|
| Communicative Capacity     | 4.76 | 0.43 | Very High |
| ICT Skills and Integration | 4.75 | 0.42 | Very High |
| Interpersonal Skills       | 4.78 | 0.40 | Very High |
| Team Building              | 4.78 | 0.41 | Very High |
| Collaboration              | 4.78 | 0.41 | Very High |
| Overall                    | 4.77 | 0.38 | Very High |

Legend: 1.0-1.79: Very low; 1.8-2.59: low, 2.6-3.39 Average 3.4-4.19: High 4.2-5.0: Very High

Continued investment in programs that enhance teachers' pedagogical content knowledge can contribute to more effective teaching and improved student outcomes. Pedagogical content knowledge, including teaching strategies, communicative competence, critical literacy, use of literature and informational texts, development of oral language and literacy skills, skill instruction in reading, numeracy, and writing, integration of students' language, experiences, knowledge, and interests, assessment of interpretive and communicative abilities, and promotion of critical and creative thinking skills. The high mean scores and the interpretation of "Very High" suggest that the LAC effectively enhances teachers' competence in these areas.

Effective communication skills enable teachers to engage students, convey information clearly, and create a supportive classroom environment. By adapting techniques, breaking down complex concepts, and utilizing technology, teachers can enhance student understanding and interest in learning.

The findings emphasize the importance of continuous professional development opportunities for teachers to enhance their communication skills. Professional development programs can provide strategies and resources to improve teacher-student and teacher-parent communication, thereby positively impacting student engagement and achievement (Fan et al., 2017). It is crucial for educators and school administrators to recognize the significance of effective communication in teaching and prioritize the development of teachers' communicative capacity through ongoing training and support.

Teacher respondents are competent as well in terms of ICT skills and Integration, and the Very high result inclined that they are ICT literate and they are adapting to the new generation of teachers who are adapting to the global trend. The composite mean score for teachers' competence in Interpersonal Skills is 4.78, with a standard deviation of 0.40. This indicates a consistently very high level of competence across the different aspects of interpersonal skills. Teachers who possess strong interpersonal skills can create a supportive and inclusive learning environment.

On the other hand, team-building activities and practices are essential for fostering effective collaboration, communication, and cooperation among teachers and other school staff. They contribute to a positive work environment, increased engagement, and enhanced productivity (Salas et al., 2015). The high mean scores and the interpretation of "Very High" suggest that teachers recognize the importance of team building and possess the necessary skills to facilitate collaboration and build strong teams within their professional context. The composite mean score for teachers' competence in Team Building is 4.78, with a standard deviation of 0.41. This indicates a consistently very high level of competence across the different aspects of team building.

Collaboration promotes being open to and accepting new ideas, leveraging the unique perspectives of team members, and building trust and empowerment. The high mean scores and the interpretation of "Very High" suggest that teachers recognize the value of collaboration and possess the necessary skills to work effectively with their colleagues. The composite mean score for teachers' competence in Collaboration is 4.78, with a standard deviation of 0.41. This indicates a

consistently very high level of competence across the different aspects of collaboration. The high level of teacher competence in Collaboration indicated in this table emphasizes the importance of fostering a collaborative culture within educational institutions. Collaboration enables teachers to work together towards a common purpose, benefiting both the individual teachers and the institution. It enhances communication channels, facilitates the sharing of ideas and resources, and promotes a supportive and cooperative working environment. Collaboration plays a crucial role in educational settings as it fosters effective teamwork, shared responsibility, and the exchange of ideas and expertise among teachers (Johnson & Johnson, 2013).

The survey resulted in a positive response among the public elementary teachers in the Binan City Division, Calamba, and San Pedro Division; it is proved that teachers are competent enough and have the capacity to teach effectively and efficiently.

### Level of LAC implementation in comparison with the level of teacher's competence.

**Table 3.** Test of Significant Relationship between the Level of Implementation of LAC and Level of Teacher's Competence

|   | Pedagogical Content Knowledge | Communicative Capacity | ICT Skills and Integration | Interpersonal Skills | Team Building | Collaboration | Overall Teachers Competence |
|---|-------------------------------|------------------------|----------------------------|----------------------|---------------|---------------|-----------------------------|
| <b>Content and Pedagogy</b>                                 | .745**                        | .738**                 | .716**                     | .720**               | .710**        | .729**        | .786**                      |
| <b>Curriculum Contextualization and Localization</b>        | .747**                        | .760**                 | .738**                     | .735**               | .742**        | .737**        | .804**                      |
| <b>Learners' Diversities and Inclusion</b>                  | .748**                        | .751**                 | .713**                     | .758**               | .733**        | .732**        | .799**                      |
| <b>Assessment and Reporting in the K 12 Basic Education</b> | .791**                        | .750**                 | .728**                     | .770**               | .730**        | .748**        | .814**                      |
| <b>ICT Integration in Instruction and Assessment</b>        | .777**                        | .761**                 | .748**                     | .729**               | .694**        | .711**        | .797**                      |
| <b>Overall implementation of LAC</b>                        | .848**                        | .837**                 | .812**                     | .826**               | .803**        | .813**        | .890**                      |

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

The results in Table 3 indicate significant positive relationships between the Level of Implementation of LAC and the Level of Teacher's Competence in all domains assessed. The correlation coefficients range from .710\*\* to .890\*\*, all of which are statistically significant.

These findings showed that a higher level of implementation of LAC is associated with a higher level of teacher competence across different domains, including Pedagogical Content Knowledge, Communicative Capacity, ICT Skills and Integration, Interpersonal Skills, Team Building, Collaboration, and overall, Teachers Competence.

The strong positive relationships between the Level of Implementation of LAC and the Level of Teacher's Competence indicate that effective implementation of LAC contributes to enhancing teacher competence in various areas. LAC provides a structured framework for professional development and collaboration among teachers, leading to improvements in

pedagogical knowledge, communication skills, technology integration, interpersonal skills, team building, and collaborative practices.

These results are aligned with the literature, which emphasizes the importance of professional development and collaborative approaches in improving teacher competence and instructional practices (Hattie, 2012; Darling-Hammond, Hyler, & Gardner, 2017). LAC, as a form of collaborative professional learning, offers opportunities for teachers to engage in reflective practice, share expertise, and collectively enhance their teaching skills. The significant relationships observed in this study highlight the potential benefits of investing in the implementation of LAC to enhance teacher competence and improve overall instructional quality.

## CONCLUSIONS

LAC contributes to enhancing teacher competence in various areas. Provides a structured framework for professional development and collaboration among teachers leading to improvements in pedagogical knowledge, communication skills, technology integration, interpersonal skills, team building, and collaborative practices. It Encourages instructors to examine critically so that they can learn more about the curriculum and classroom procedures.

Thus, the LAC improves professional competencies, abilities, and attitudes about literacy and numeracy in the early grades. It also increases teachers' capacity for evaluating students' reading and numeracy abilities in the early grades. To enhance the teaching-learning process so that students learn more effectively and keep participants accountable for their learning and on task, maximize the chances for interaction and training between participants, and adapt learning opportunities to the unique requirements of people and groups. Ensure that participants successfully complete the established learning goals; therefore LAC is a channel for overall teachers.

## LIMITATIONS & FURTHER RESEARCH

The study's limitations included the limited number of public elementary teachers compared to the number of public elementary teachers in the three schools Divisions. The level to which participants respond openly and honestly may influence the accuracy of the data. The level of LAC implementation and level of teachers' professional competency are evidently practiced. Hence, a possible downside of self-assessment is that it can lead to misrepresentations, socially acceptable responses, incoherence, or justification. Thus, it suggested that future researchers may conduct a more in-depth study, focusing specifically on Professional Development for teachers, specifically LAC sessions, and use the validated assessment score for a level, which can be requested in the schools' division offices.

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