



# LEARNING ACTION CELL INSTRUCTIONAL DESIGNS AND TEACHERS' PERFORMANCE IN TALAKAG II DISTRICT

**MARY ROSE S. VALDEHUEZA, LPT, MAEd**

*Author*

Department of Education  
Tikalaan Central Elementary School  
Talakag District II, Bukidnon, Philippines

**JAPETH A. VILLANUEVA, LPT, MAEd**

*Co-Author*

<https://orcid.org/0009-0008-9944-554X>  
College of Education  
PHINMA-Cagayan de Oro College, Philippines

**MARYMAE D. SUMINGUIT, MGM**

*Co-Author*

College of Education  
PHINMA-Cagayan de Oro College, Philippines

## ABSTRACT

This study focused on the Learning Action Cell Instructional designs and the Teachers' Performance in Talakag II District in the Division of Bukidnon. Specifically, it sought to 1.) determine the level of implementation of the Learning Action Cell Instructional Designs; 2.) determine the Teachers' Performance in Talakag II District; and 3.) determine the significant relationship between Learning Action Cell Instructional Designs and the Teachers' Performance in Talakag II District.

The respondents of the study were One hundred seventy-seven (177) public elementary and secondary teachers in Talakag II District, in Bukidnon. The survey questionnaire was the main instrument used to gather data, patterned from DepEd Order No. 35 s. 2016 and DepEd Order No. 42 s 2017,

respectively. Purposive sampling was used in selecting the respondents for this study. The statistical tools used were descriptive Statistics such as percentage, frequency, mean, and standard deviation to describe the variables in the study. Pearson Product Moment Correlation ( $r$ ) was employed to determine the significant relationship between the Learning Action Cell Instructional Designs and the Teachers' Performance.

Findings revealed that the Learning Action Cell Instructional Design was well implemented, particularly the indicator about Learner Diversity and Student Inclusion. The Teachers' level of Performance showed an Outstanding learning environment, community linkages and professional engagement, personal growth and professional development, and Plus Factor. Content knowledge and Pedagogy and Diversity of Learners, Curriculum and Planning, Assessment and Reporting are only Satisfactory. There is a significant relationship between the level of Learning Action Cell Instructional designs and the Teachers' Performance

It is therefore recommended that Education Supervisors consistently prioritize the implementation of the Learning Action Cell (LAC) and may consider proposed activities to intensify the integration of 21st-century skills. Teachers must maximize the benefits of collaboration among educators through the implementation of the Learning Action Cell instructional designs.

**Keywords: Learning Action Cell, Teachers; Performance**

## **Introduction**

Teacher quality matters. It is the primary educational factor affecting students' academic success. The teacher is the most important factor in the teaching-learning process. The classroom's atmosphere and lighting are determined by the teacher. Thus, good teachers are essential for the effective functioning of the education system and for improving the quality of learning. The most prestigious career and profession in the world is teaching. The teacher is the centerpiece of the education system. In actuality, teachers are a country's driving force. They unfold characteristics, strategies, and styles to their ways of communing with the world, perceptually and cognitively.

Teachers play a significant role in illustrating the importance of effective teaching and learning. Consequently, it is certain that learning in a classroom with ineffective teachers would not benefit kids much. The caliber of the teachers in the classroom is one of the key elements affecting academic success. They also have relevant professional training, professional experience, and academic background. Teachers should design the curriculum and lessons with the intention of supporting students in overcoming barriers to learning.

The best teachers are considered to have the greatest impact on student achievement. Quality teaching results in quality learning. In order to guarantee the caliber of teachers in the Philippines, the Department of Education (DepEd) issued DepEd Order No. 42, s. 2017 otherwise known as Philippine Professional Standards for Teachers (PPST) adaptation and implementation in the Philippines. The new Philippine Professional Standards for Teachers were adopted and put into practice in order to acknowledge the value of professional standards in advancing teachers' careers and fostering lifelong learning, which entails mastery in the following areas: 1. Pedagogy and content knowledge, 2. Environment for Learning, 3. Learner Diversity 4. Education and Planning 5. Assessment and reporting; connections with the community and the professional world; and, 6. Development both personally and professionally. The Philippine Professional Standards for Teachers are used in the Philippines to assess teacher quality. The criteria lay forth the rising expectations for teachers in terms of knowledge, experience, and professional engagement. At the same time, the standards permit teachers to use their developing knowledge in a more sophisticated manner across a wider variety of difficult teaching/learning contexts. To ensure that teachers are adequately prepared to administer the K–12 Program successfully, the PPST serves as the foundation for all teacher learning and development initiatives.

Because teachers are expected to provide high-quality instruction and learning, teachers must therefore satisfy these standards and needs for high-quality education through a high level of training and expertise in teaching and assessment techniques. It is unfortunate to note, however, that despite numerous opportunities for continuing professional development which is given to the teachers to advance in their career, few have been taking chances for three reasons: (1) financial difficulty, (2) lack of time caused by

lots of school works or family as the priority and (3) contented or satisfied with what has learned already (Gepila, 2019). In other words, many teachers in the country have taken aback these chances without considering the benefits it will give them personally and professionally.

The Department of Education (DepEd) has looked into this area of concern among its staff and taken into consideration the importance of the ongoing professional growth of its teachers, based on the idea of lifelong learning and the idea that the teaching profession requires teachers' expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study. In light of this, DepEd Order No. 35 s. K-12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning, published in 2016, is the name of the initiative. To improve teacher competence, one of the main goals of the educational process, the school Learning Action Cell was institutionalized. Through this, Teachers will be able to communicate and share best practices thanks to this as well. When the gained knowledge is put to use, this will result in an improvement in the teaching and learning process as well as in teacher performance.

Additionally, a Learning Action Cell is a group of educators that participate in cooperative learning sessions to address common issues that arise in the classroom and to explore a range of relevant issues for both personal and professional growth. LAC instructional designs include Learner diversity and student Inclusion, Content and Pedagogy of the K to 12 Basic Education Program, Assessment and Reporting of the K to 12 Basic Education program, ICT integration, instruction, assessment, and contextualization, localization, and indigenization of the curriculum are all examples of 21st century abilities. These domains are the priority topics for discussion during LAC sessions, anchored in the Philippine Standards for Professional Teachers DepEd Order 42 s. 2017. The school principal or another approved LAC Leader oversees the Learning Action Cell. As a result, LACs will develop into healthy, loving, and secure school-based communities of practice.

The Schools Division of Bukidnon, specifically Talakag II District, is one of many Schools in the Division implementing the Learning Action Cell sessions. The administrators in the district are committed to improving teacher competence, one of the main goals of the educational process. Unfortunately,

considering the distance of the District, only very few teachers have enrolled in post-graduate studies.

Fortunately, Learning Action Cell sessions are conducted regularly in the schools within the district, which the researcher considers a great help for teachers' personal and professional development.

With this in mind, the researcher has conducted this study to know if there is a significant relationship between the LAC instructional designs and the teachers' performance according to DepEd Order 42 s. 2017, in Talakag II District, province of Bukidnon.

## Statement of the Problem

This study aims to determine the level of implementation of Learning Action Cell Instructional Designs and the Teachers' Performance in Talakag II District, Division of Bukidnon, for the School Year 2022-2023.

It especially sought to address the following questions:

1. What is the level of implementation of the Learning Action Cell instructional designs considering the following?
  - 1.1 Learner diversity and Student Inclusion;
  - 1.2 Content & Pedagogy of the K to 12 Basic Education Program;
  - 1.3 Assessment & Reporting of the K to 12 Basic Education Program;
  - 1.4 21<sup>st</sup> Century Skills: ICT Integration in Instruction and Assessment; and
  - 1.5 Curriculum Contextualization, Localization, and Indigenization?
2. What is the level of Teachers' Performance during the school year 2022-2023 considering the following?
  - 2.1 Content Knowledge and Pedagogy;
  - 2.2 Learning Environment;
  - 2.3 Diversity of Learners;
  - 2.4 Curriculum and Planning;
  - 2.5 Assessment and Reporting;
  - 2.6 Community Linkages and Professional Engagement; and
  - 2.7 Personal Growth and Professional Development?

3. Is there a significant relationship between the level of implementation of the Learning Action Cell Instructional Designs and the Teachers' Performance?

## Hypothesis

Problems 1 and 2 are hypotheses-free. On the basis of Problem 3, the hypothesis was tested at a 0.05 level of significance. The research hypothesis was presented in its null form:

Ho: There is no significant relationship between the level of LAC instructional designs and the teachers' performance as to:

1. Learner Diversity and Student Inclusion
2. Content & Pedagogy of the K to 12 Basic Education Program
3. Assessment & Reporting
4. ICT Integration in Instruction and Assessment, 21<sup>st</sup> Century Skills
5. Curriculum and Contextualization, Localization, and Indigenization

## Conceptual Framework

The implementing rules and regulations of Department of Education Order No. 35 s. 2016 referred to as the K–12 Basic Education Program School–based Continuing Professional Development Strategy for Improving Teaching and Learning, which is in Compliance with DepEd Order No. 42 s. 2017, National Adoption and Implementation of the Philippine Professional Standards for Teachers, which both Department orders recognizes the importance of Continuing Professional Development and advancement of teachers based on the principle of lifelong learning.

The Learning Action Cell (LAC) is a session led by a group of instructors who participate in cooperative learning sessions to address common problems that arise in the classroom. These difficulties could relate to learner diversity and student inclusion, curriculum and pedagogy, evaluation and reporting, and the incorporation of ICT and 21st-century skills. These LAC Sessions are intended to be a school-

based continuing professional development technique for enhancing teaching and learning, according to DepEd.

On the other hand, the Philippine Professional Standards for Teachers (DepEd Order 42 s. 2017) is an addition to reform initiatives aiming at raising teacher quality from pre-service instruction through in-service training. It outlines what teacher quality in the K–12 Reform comprises through clearly defined domains, which include: Content Knowledge and Pedagogy; Learning Environment; Diversity of Learners; Curriculum and Planning; Assessment and Reporting; Community Linkages and Professional Engagement; and Personal Growth and Professional Development, strands, and indicators that offer measures of professional development, competent practice, and constructive involvement.

The information, abilities, and beliefs that instructors need to have in order to be competent, enhance student learning outcomes, and ultimately deliver high-quality instruction are made clear in this collection of recommendations. It is founded on the instruction of, among other things, the learner-centeredness, lifelong learning, and inclusiveness/inclusion philosophy. Hence, professional standards turn into a visible declaration of professional accountability that can aid instructors in reflecting on and assessing their own practices as they work to advance both personally and professionally.

The schema of the study Figure 1 represents the interplay of the variables that were used in the study. It shows that the independent variables in the study are the LAC instructional designs which are: Learner diversity and Student Inclusion, Content and Pedagogy of the K to 12 Basic Education Program, Assessment and Reporting of the K to 12 Basic Education Program, 21<sup>st</sup> Century Skills and ICT integration in Instruction and assessment, and Curriculum Contextualization, Localization, and Indigenization. The dependent variables, on the other hand, include the teachers' performance indicators which include Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal growth and Professional Development.

## Methods

A descriptive method research design is used to gather information on current situations and conditions. Aspects of groups that were seen or validated using quantitative data, such as the relationship between variables in their natural condition, are accurately and methodically described by the descriptive research strategy. (Siedlecki,2020). This would be appropriate in determining the Learning Action Cell Instructional Designs towards the Teachers' Performance of Talakag District 2, Division of Bukidnon. Specifically, the researcher has utilized tools, observation, documentary analysis, and the research questionnaire.

This study gathered its needed data through its major research tool -the questionnaire. The questionnaire was divided into two parts. Part I included the Learning Action Cell Instructional Designs modified from DepEd Order 35 s. 2016.

The second part of the questionnaire was related to the Teachers' performance modified from DepEd Order 42 s. 2017 commonly known as the Philippine Professional Standards for Teachers.

The study was conducted in selected public elementary and secondary schools of Talakag District 2. Talakag is a first-class municipality located in the landlocked province of Bukidnon, which is 87.1 kilometers away from Cagayan de Oro City. The municipality has a total land area of 303.63 square miles or 786.40 square kilometers, which is equivalent to 7.49% of Bukidnon's overall land area. As determined by the 2020 Census, its population was 77,027 people. This total number of populations can be represented 5.00% of the total population of the whole province of Bukidnon or 1.53% of the total population of the Northern Mindanao region. Based on these figures, the population density is computed at 254 inhabitants per square mile or 98 inhabitants per square kilometer.

## Statistical Treatment

The analysis and interpretation of the data will be facilitated by using the following treatment:



For Problem 1 and 2, frequency count, weighted mean and percentage was used to determine the level of Implementation of the Learning Action Cell Instructional Designs in the District of Talakag II, Division of Bukidnon.

For Problem 3, the test of significance was done using Pearson r to determine the relationship between the level of implementation of LAC instructional designs and the performance of the teachers in the district of Talakag II, Division of Bukidnon.

## **Discussions and Results**

The sequence of presenting the data is based on the identified problems reflected in Chapter 1. The data collected are presented in tabular form.

**Problem 1: What is the level of implementation of the Learning Action Cell (LAC) instructional designs considering the following:**

- 1.1 Learner Diversity and Student Inclusion;**
- 1.2 Content and Pedagogy of the K to 12 Basic Education Program;**
- 1.3 Assessment and Reporting of the K to 12 Basic Education Program;**
- 1.4 21st Century Skills and ICT integration in Instruction and Assessment; and**
- 1.5 Curriculum Contextualization, Localization, and Indigenization?**

**Table 1**  
**Distribution of the Respondents' Level of Implementation of LAC Instructional Design**  
**Considering Learner Diversity**  
**and Student Inclusion**

Indicators	Mean	SD	Description
Teacher knows and cares for his/her students.	3.87	0.337	At all times
Includes learner diversity and student inclusion in the LAC sessions.	3.62	0.611	At all times
Establishes learning environments that are responsive to learner diversity.	3.80	0.431	At all times
Teacher has knowledge and understanding of, as well as respect for learners' characteristics and experiences.	3.86	0.396	At all times
Caters diversity such as gender, community membership, religious beliefs, family configuration, and special learning needs.	3.81	0.395	At all times
Adjusts and differentiates their instruction to include all learners and to foster harmony in the class.	3.73	0.446	At all times
Provides remedial instruction for those who are experiencing difficulties in learning lessons.	3.57	0.619	At all times
<b>Overall</b>	<b>3.75</b>	<b>0.462</b>	<b>AT ALL TIMES</b>

Legend: Scale	Range	Description	Interpretation
4	3.26 - 4.00	At all times	Well Implemented
3	2.51 - 3.25	Most of the time	Implemented
2	1.76 - 2.50	Sometimes	Less Implemented
1	1.00 - 1.75	Never	Not Implemented

Table 1 shows the teachers' level of implementation of LAC instructional design considering learner diversity and student inclusion with an overall mean of 3.75 (SD=0.462), described as **At all times**. This means that the teachers are serious with their job as teachers because they consistently place priority on considering students' diversity and inclusion in the classroom. Promoting inclusivity, increasing knowledge of intercultural education, and taking a culturally sensitive approach to instruction are all beneficial to all

students. Students from all backgrounds can achieve by fostering greater multicultural understanding and inclusivity. Also, it promotes tolerance and aids in preparing pupils to succeed in our varied society.

This suggests that, whether teaching elementary school, middle school, or high school students, it is more crucial than ever for teachers to provide culturally responsive instruction in the classroom in our increasingly varied and multicultural society. Students of various religions, economic origins, sexual orientations, gender identities, and linguistic heritages are also included in the growing diversity, which is not just based on race and ethnicity.

Diversity in and outside of the classroom will increase, thus it is crucial to equip students with the skills they need to adapt to a changing environment and accept others who are different from them. In a similar vein, Baglieri et al. (2017) asserted that inclusive education enables kids to feel valued, be taken into account during inclusive learning, and be inspired to participate actively in class.

Further, the indicator, **Teacher knows and cares for his/her students**, obtained the highest mean rating of 3.87 (SD=0.337), described as **At all times**, interpreted as **well implemented**. It means that teachers show a caring and loving attitude toward the learners. It implies that teachers serve as second parents in school. Hence, teachers must provide a caring and safe environment for the learners. One of the best qualities of a good teacher is when they know how to care for their students. Students' sense of belonging and connection to the school can be cultivated when teachers make an effort to get to know each of their pupils. This can lay the groundwork for academic achievement. Cooperation and participation in the classroom enhance when there are good teacher-student interactions. Additionally, they support a welcoming, inclusive learning environment in the classroom that fosters equity, social and emotional development, and better academic results.

According to Lavy et al. (2018) that providing care has benefits for both the care recipient and the caregiver since it boosts the caregiver's happiness, enjoyment, self-evaluation, social connections, and linkages between both.

On the other hand, the indicator, **Provides remedial instruction for those who are experiencing difficulties in learning lessons**, got the lowest mean rating of 3.57 (SD=0.619), described as **At all times** interpreted as **well implemented**. This means that some teachers do not focus on providing remedial instruction, either because they have a very small number of problematic students in their class or possibly because they focus on completing a lot of paperwork and other necessary tasks. However, the education process, which includes regular activities and performances, is focused on learners. It is advised that occasionally, teachers should go above and beyond to enrich their lessons. The primary goal of all teaching-learning activities carried out in each classroom within the formal educational framework is to educate students. Unfortunately, not all pupils are able to adapt to the learning processes, and this leads to varied results.

Apparently, a remedial course is always a striking solution to this frequent issue. The primary idea of remedial education is to help students "catch up" with their peers in order to prevent recurrent academic issues. When a pupil falls behind, a gap develops between their abilities and those of their peers. This gap continues to grow over time and becomes so large that it interferes with other subjects' learning. Teachers must therefore develop an intervention strategy to prevent these other kids from falling behind while also allowing them to catch up on the lessons being covered. Remedial interventions by teaching advisers had a significant impact on students' improvement in final grades, Tseng et al. (2016).

**Table 2**  
**Distribution of the Respondents' Level of Implementation of LAC Instructional Design**  
**Considering Content and Pedagogy of the**  
**K to 12 Basic Education Program**

Indicators	Mean	SD	Description
Prepare lessons and is relaxed in executing lesson plans.	3.59	0.587	At all times
Is able to implement developmentally-appropriate teaching methods that respect the individual differences of learners.	3.70	0.459	At all times

Can jointly craft learning goals in collaboration with his/her students.	3.51	0.623	At all times
Teacher masters content and performance standards and learning competencies and deliver instructions effectively.	3.65	0.511	At all times
Collaboratively plan weekly lessons during the LAC and implemented for the specified time.	3.43	0.628	At all times
Translates curriculum content into relevant learning activities.	3.56	0.620	At all times
Teacher is systematic and contextualizes the lesson to the learning needs of students.	3.66	0.498	At all times
<b>Overall</b>	<b>3.59</b>	<b>0.561</b>	<b>AT ALL TIMES</b>

Legend: Scale	Range	Description	Interpretation
4	3.26 - 4.00	At all times	Well Implemented
3	2.51 - 3.25	Most of the time	Implemented
2	1.76 - 2.50	Sometimes	Less Implemented
1	1.00 - 1.75	Never	Not Implemented

Table 2 shows the teachers' level of implementation of LAC instructional design considering Content and Pedagogy of the K to 12 Basic Education Program with an overall mean of 3.59 (SD=0.561) described as **At all times** and interpreted as **well implemented**. It means that teachers have in-depth knowledge of the application of Content and Pedagogy of the K to 12 curricula. It implies that teachers not only master the subject matter that they teach but also apply different strategies that fit their instructions. This further implies that teachers have applied different pedagogical approaches which is important because it gives teachers an insight into the best practices for a classroom setting. The teachers also understand how different students learn so they can tailor their lessons to suit these needs.

As a result, the constructivist, inquiry-based, reflective, collaborative, differentiated, suitable, relevant, and integrative pedagogical approaches used in their instruction are effective (DepEd Order No. 21 s. 2019).

On the other hand, the indicator, **Is able to implement developmentally appropriate teaching methods that respect the individual differences of learners**, obtained the highest mean rating of 3.70

(SD=0.459), described as **At all times**, interpreted as **well implemented**. This means that teachers in Talakag II incorporate and integrate a wide variety of experiences, materials, equipment, and teaching strategies to accommodate the range of children's individual differences in development, languages, aptitudes, past encounters, requirements, and hobbies. Also, educators are ready to adapt their teaching methods to each student's unique needs, including those of children with impairments and those with advanced learning ability. This further implies that teachers have used differentiated instruction to cater the needs of their diverse learners.

It also discusses how differentiated instruction, as a teaching strategy, adapts education to the learning requirements of every student. Every student's educational goal is the same. Yet, training differs depending on the interests, preferences, skills, and challenges of each learner. Although differentiated instruction is based on effective learning strategies, teachers actually use this strategy to take advantage of teaching opportunities and create a better learning environment for their students.

On the other hand, the indicator, **Collaboratively plan weekly lessons during the LAC and implemented for the specified time**, got the lowest mean rating of 3.43 (SD=0.628), described as **At all times** interpreted as **well implemented**. It further means that lesson planning is not given priority for discussions during LAC sessions. This means that planning weekly lessons was not given much priority during LAC sessions. It may be because as teachers, making a lesson plan is already one of their mastered skills. Thus, they may not need to make it together with other teachers. And just like students with varied needs, teachers also vary in terms of their strategies in the classroom. Therefore, it should be made individually by the teachers. Aside from that, there are more challenges encountered in the classroom that needs to be given priority during LAC sessions rather than planning weekly lessons.

Yet, according to Hall et al. (2019), cooperation planning can assist collaborators in making plans for how to utilize facilitators to their fullest potential and deal with foreseeable difficulties. By promoting efficient teamwork, identifying necessary changes, and preventing or reducing what are frequently expected obstacles, doing so can help establish the framework for success. Hence, collaborative planning

for the weekly lessons should be included in the conduct of LAC sessions because it does not only promote teamwork, it also helps teachers to achieve smooth flow of the teaching process.

**Table 3**

**Distribution of the Respondents' Level of Implementation of LAC Instructional Design considering Assessment and Reporting in the K to 12 Basic Education Program**

Indicators	Mean	SD	Description
Teacher understands how to implement the learner-centered assessment policies of the K to 12 curriculum.	3.67	0.506	At all times
Discussions include ways in assessing the learning of students.	3.65	0.511	At all times
Provides feedback about learning outcomes	3.59	0.568	At all times
Continually select, organize and use sound assessment processes.	3.56	0.562	At all times
<b>Overall</b>	<b>3.62</b>	<b>0.537</b>	<b>AT ALL TIMES</b>

Legend: Scale	Range	Description	Interpretation
4	3.26 - 4.00	At all times	Well Implemented
3	2.51 - 3.25	Most of the time	Implemented
2	1.76 - 2.50	Sometimes	Less Implemented
1	1.00 - 1.75	Never	Not Implemented

Table 3 shows the teachers' level of implementation of LAC instructional design considering assessment and reporting of the K to 12 Basic Education Program with an overall mean of 3.62 (SD=0.537), described as **At all times** and interpreted as **well implemented**. This means that teachers at all times had conducted the assessment and reporting. This implies that they were able to assess and report the essential activities related to students' performances. This further means that all the essential activities and interventions were at all times provided. Assessment and reporting are very important as it serves as a baseline for necessary improvements needed by the students.

Furthermore, the indicator, **Teacher understands how to implement the learner-centered assessment policies of the K to 12 Curriculum**, obtained the highest mean rating of 3.67 (SD=0.506) described as **At all times** interpreted as **well implemented**. This means that the teachers highly utilized

and implemented the indicators of Assessment and Reporting in the K to 12 Basic Education program content of the LAC session. It implies that the teachers establish, design, and administer appropriate classroom assessments which allow learners to have realistic expectations of their own performances. Learners are recognized as unique individuals with their own ideas and opinions by using the learner-centered evaluation, which was incorporated into lessons and school governance. It gives them the strength to use their voice. It helps them to stand up and not to be afraid to speak up for their opinion.

On the other hand, the indicator, **Continually select, organize and use sound assessment processes**, got the lowest mean rating of 3.56 (SD=0.562), described as **At all times** interpreted as **well implemented**. This means that teachers need further improvement in the implementation of using sound assessment. Since assessment indicates whether or not educational objectives are being reached, it is an essential component of instruction. Decisions about grades, placement, progression, instructional needs, curriculum, and, in some situations, funding are influenced by assessment. This further implies that every educator must understand the principles of sound assessment and must be able to apply those principles as a matter of routine in doing their work. An accurate assessment is not possible unless and until educators are given the opportunity to become assessment literate. It must be understood that student achievement expectations and how to transform those expectations into accurate assessment exercises and scoring procedures.

**Table 4**  
**Distribution of the Respondents' Level of Implementation of LAC Instructional Design considering 21st-Century Skills and ICT Integration in Instruction and Assessment**

Indicators	Mean	SD	Description
Brings 21 <sup>st</sup> century skills into the teaching and learning.	3.60	0.524	At all times
Enrich lessons with simple integration strategies utilizing Information and Communications Technology (ICT) that are developmentally appropriate.	3.52	0.631	At all times



Integrates ICT in instruction and assessment processes to make a more collaborative teaching and learning experience.	3.47	0.640	At all times
<b>Overall</b>	<b>3.53</b>	<b>0.598</b>	<b>AT ALL TIMES</b>

Legend: Scale	Range	Description	Interpretation
4	3.26 - 4.00	At all times	Well Implemented
3	2.51 - 3.25	Most of the time	Implemented
2	1.76 - 2.50	Sometimes	Less Implemented
1	1.00 - 1.75	Never	Not Implemented

Table 4 shows the teachers' level of implementation of LAC instructional design considering 21st-century skills and ICT integration in instruction and assessment with an overall mean of 3.53 (SD=0.598) described as **At all times** and interpreted **well implemented**. This means that ICT instruction was also one of the focused learning during the delivery of competencies. This implies that teachers have delivered lessons with the use of ICT resources that helped learners comprehend the topics.

As noticed, ICT instructions were commonly used and visible in almost classroom. With the advancement of technologies, teachers were trained to adapt to the new technologies with regard to manipulating those technology resources.

In the same table, the indicator, **Brings 21st-century skills into the teaching and learning**, obtained the highest mean rating of 3.60 (SD=0.524), described as **At all times** and interpreted as **well implemented**. It means that teachers have shifted in terms of their teaching from the traditional methods of the past to a more modern approach. The new method, which aims to teach pupils the abilities they need to succeed in a global economy, has been adopted by teachers and focuses on preparing students for the future. This further means that teachers have taught the 21st-century way- that learning is not just about memorization or recitation but critical thinking, creativity, and collaboration. The goal is to get pupils ready for life in general, not simply for a test.

According to Kıyasoğlu (2019), the teacher-centered education system has been replaced by a student-centered education system in the past. When it comes to developing students' production readiness, curiosity, problem-solving abilities, and critical thinking, teachers are supposed to mentor and encourage their efforts.

On the other hand, the indicator, **Integrates ICT in instruction and assessment processes to make a more collaborative teaching and learning experience**, got the lowest mean rating of 3.47 (SD=0.640), described as **At all times** and interpreted as **well implemented**. This means that teachers have not fully integrated ICT in instruction and assessment processes. Being located in a far-flung area, most of the challenges encountered by teachers are the unavailability of technological resources, internet connectivity and a lot more that revolves around technology. It is also unfortunate to note that there are still some teachers that there are still teachers who have not adopted the use of new technologies in their instruction because they remain traditional and still apply the traditional way of teaching.

Therefore, teachers need further to improve the integration of ICT in instruction and assessment. Educators are key role player in the transformation process of education using ICT. Its implementation enhanced traditional teaching methodology, created student-centered education, and has been used as a means for pedagogical innovation and the development of technological knowledge. Saravanakumar (2018) indicated that teaching-learning standards need to be modified and supported with ICT resources to provide quality education.

Moreover, ICT is becoming a part of our daily lives in routine activities. It is also broadly utilized in educational activities to enhance quality at all levels of the education sector. Particularly, teachers and students are using ICT to make the teaching-learning process attractive and interactive. The recent developments in technology require teachers to have ICT skills in addition to content and subject knowledge. Similarly, students in the digital era need to have practical skills to be effective in their education (Bhattacharjee et al., 2016).

**Table 5**  
**Distribution of the Respondents' Level of Implementation of LAC Instructional Design**  
**considering Curriculum Contextualization, Localization and Integration**

Indicators	Mean	SD	Description
Matches the curriculum content and instructional strategies relevant to the learners.	3.69	0.476	At all times
Considers individual differences in lesson planning and implementation.	3.70	0.499	At all times
Identifies and responds to opportunities to link teaching and learning in the classroom to the experiences, interests, and aspirations of the wider school community and other stakeholders.	3.59	0.547	At all times
Links new content to the local experiences that are familiar to students.	3.62	0.553	At all times
Modifies Teachers' guide and learners' materials to accommodate the unique contexts of a particular locality.	3.59	0.516	At all times
Deepens Curriculum contextualization through indigenization.	3.50	0.623	At all times
Provides spaces for unique cultures in the K to 12 Basic Education Program.	3.49	0.575	At all times
Makes sure that the members of the community participate in indigenization processes.	3.50	0.623	At all times
Finds time to discuss how their community linkages can support the curriculum and how LAC sessions promote their own professional growth.	3.41	0.643	At all times
Discusses emerging and urgent issues or concerns affecting teaching and learning during LAC sessions.	3.53	0.621	At all times
LAC sessions cover DepEd thrusts and policies relevant to the above-mentioned priority needs.	3.60	0.567	At all times
<b>Overall</b>	<b>3.56</b>	<b>0.567</b>	<b>AT ALL TIMES</b>

<b>Legend: Scale</b>	<b>Range</b>	<b>Description</b>	<b>Interpretation</b>
4	3.26 - 4.00	At all times	Well Implemented
3	2.51 - 3.25	Most of the time	Implemented
2	1.76 - 2.50	Sometimes	Less Implemented
1	1.00 - 1.75	Never	Not Implemented

Table 5 shows the teachers' level of implementation of LAC instructional design considering curriculum contextualization, localization, and integration with an overall mean of 3.56 (SD=0.567),

described as **At all times** and interpreted as **well implemented**. This means that teachers were at all times focused on curriculum contextualization. It implies that they have made adjustments to compensate for students' learning. Further, it indicates that teachers were visible in helping students achieve in academics. As noticed, doing some curriculum adjustments that would suit the learners' capabilities are very acceptable undertaking, which a teacher should do to provide consistency in the student's performance.

On the other hand, the indicator, **Considers individual differences in lesson planning and implementation**, obtained the highest mean rating of 3.70 (SD=0.499), described as **At all times** and interpreted as **well implemented**. This means that teachers have applied differentiated instructions in delivering the lesson. It implies that the lessons prepared by the teacher caters to the different learning needs of the learners. Furthermore, it suggests that teachers are aware of the value of diversity and cultural sensitivity in the classroom as well as the positive effects they can have both immediately and over the long run on pupils.

This shows how introducing kids to diverse cultural and social groups through diversity education helps them become better members of their communities. These culturally sensitive teaching techniques will support educators in their efforts to foster diversity in the classroom.

On the other hand, the indicator, **Finds time to discuss how their community linkages can support the curriculum and how LAC sessions promote their own professional growth**, got the lowest mean rating of 3.41 (SD=0.643) described as **At all times** and interpreted as **well implemented**. This means that teachers have not discussed during LAC sessions their linkages to the community. It shows that they have not established a strong relationship with the community, which is a great counterpart in implementing the curriculum. One of the reasons could be that the people in the community are not that concerned about the things that happen in school. Considering that most of the schools in Talakag II are located in remote areas, the people in the community do not want to intervene with how the teachers run the schools and implement the curriculum because they have other concerns that need to be attended to.

Moreover, this further means that teachers need to further understand the importance of community linkages and collaboration with other stakeholders. LAC session is a way to promote collaboration among teachers. Additionally, the communities are the intellectual, social, and organizational configurations that support teachers' continuous professional development by giving them opportunities to think, talk, read, and write in planned and intentional ways about their daily work, including its larger social, cultural, and political contexts. Two significant social institutions are the community and the school. Both community and school have a linkage as the school cannot be seen as an independent institution that is isolated from the society in which it is located.

**Table 6**  
**Summary of the Respondents' Level of Implementation of LAC Instructional Design**

Indicators	Mean	SD	Description
Learner Diversity and Student Inclusion	3.75	0.462	At all times
Content and Pedagogy of the K to 12 Basic Education Program	3.59	0.561	At all times
Assessment and Reporting of the K to 12 Basic Education Program	3.62	0.537	At all times
21st Century Skills and ICT integration in Instruction and Assessment	3.53	0.598	At all times
Curriculum Contextualization, Localization, and Indigenization	3.56	0.567	At all times
<b>Overall</b>	<b>3.61</b>	<b>0.545</b>	<b>AT ALL TIMES</b>

Legend: Scale	Range	Description	Interpretation
4	3.26 - 4.00	At all times	Well Implemented
3	2.51 - 3.25	Most of the time	Implemented
2	1.76 - 2.50	Sometimes	Less Implemented
1	1.00 - 1.75	Never	Not Implemented

Table 6 shows the summary of the teachers' level of implementation of LAC instructional design overall mean of 3.61 (SD=0.545), described as **At all times** and interpreted as **well implemented**. It means that Learning Action Cell is well implemented in the Schools of Talakag II District. This goes to show that the teacher-respondents have utilized all the domains in the Learning Action Cell Instructional designs in the district.

Also, it is an excellent learning circle for teachers that plays a significant role in their life by encouraging professional development with the ultimate goal of enhancing both the instructors' teaching abilities and the performance of their students in the classroom. Teachers become active builders of their own knowledge as they facilitate and exchange ideas with the group, empowering them to become change agents capable of addressing both local needs and national agendas.

Moreover, the indicator, **Learner Diversity and Student Inclusion**, obtained the highest overall mean rating of 3.75 (SD=0.462), described as **At all times** and interpreted as **well implemented**. This means that the teachers celebrate diversity in their classrooms to a great extent. In addition, the implementers performed to a very great extent in discussing that diversity emanates from a variety of factors such as gender, community membership, religious beliefs, family configurations and special learning needs. To conclude, they performed very great extent in giving additional information on the different indigenous groups, all of which are a great practice in the classroom.

On the other hand, the indicator, **21st Century Skills and ICT integration in Instruction and Assessment**, got the lowest mean rating of 3.53 (SD=0.598), described as **At all times** and interpreted as **well implemented**. It means that this indicator was the least utilized among the domains of the Learning Action Cell instructional designs. This could be because Talakag II is located in the hinterland, where the availability of technological resources is in scarcity. Consequently, administrators and other leaders must keep in mind that not all teachers, particularly those who are not accustomed to using instructional technology, will be on board with or feel comfortable teaching new curriculum that incorporates technology. To ensure that these teachers do not encounter too many obstacles when utilizing the technologies being

offered, it is essential to support them through meetings and training sessions. The teachers will be more eager to support those initiatives' success the more assistance they receive throughout this shift.

Hence, the Learning Action Cell implementers must give emphasis on the inclusion of the topic of 21st Century Skills and ICT integration in instruction and Assessment. Teaching in the 21st century involves using the same methods you've always used but with modern resources and technology. It involves utilizing all of the resources available in the modern world to help students succeed in the present economic context and it involves being able to mentor children and prepare them for the future.

**Problem 2: What is the level of teachers' performance considering the following:**

- 2.1 Content Knowledge and Pedagogy;**
- 2.2 Learning Environment;**
- 2.3 Diversity of Learners, Curriculum and Planning Assessment and Reporting; and**
- 2.4 Community Linkages and Professional Engagement;**
- Personal Growth and Professional Development; and**
- 2.5 Plus Factor?**

**Table 7**

**Distribution of Teachers' Level of Performance Considering  
Content Knowledge and Pedagogy**

Indicators	Mean	SD	Description
Applied knowledge of content within and across curriculum teaching areas.	4.480	0.585	Very Satisfactory
Uses research-based knowledge and principles of teaching and learning to enhance professional practice	4.294	0.694	Very Satisfactory
Displays proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning	4.604	0.585	Outstanding

Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement	4.559	0.601	Outstanding
<b>Overall</b>	<b>4.484</b>	<b>0.616</b>	<b>VERY SATISFACTORY</b>

Legend:	Scale	Range	Description
	5	4.500 – 5.000	Outstanding
	4	3.500 – 4.499	Very Satisfactory
	3	2.500 – 3.499	Satisfactory
	2	1.500 – 2.499	Unsatisfactory
	1	1.000 – 1.499	Poor

Table 7 shows the teachers' level of performance considering Content Knowledge and Pedagogy with an overall mean of 4.484 (SD=0.616), described as **Very Satisfactory**. This means that the respondents considered themselves as proficient in terms of Domain 3. However, most teachers are still unconcerned with the implementation of research-based knowledge and principle of learning to enhance professional practice. Hence, there is a prior need for teachers to boost their research engagement so that new ideas and innovations, including HOTS, in teaching and learning could be explored and applied in the classroom.

This further emphasizes that a teacher's efficacy is measured by how well they accomplish their goals and how well they impart knowledge by using their intellectual prowess, perseverance, creativity, and capacity to apply knowledge and collaborate effectively with others.

On the other hand, the indicator, **Displays proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning**, obtained the highest mean rating of 4.604 (SD=0.585), described as **Outstanding**. This means that teachers have utilized the use of MTB-MLE in instruction. It implies that teachers have been encouraged to use MTB-MLE in instruction to make learning more meaningful so as to make it familiar to the students, thus promoting interaction.

To its credit, MTB-MLE has stuck to its strategy of conveying one clear message to all stakeholders: that the mother tongues, or languages most known to pupils, are the most effective languages of teaching. This initiative is now a component of a law strengthening basic education in the Philippines. It is a form of instruction that allows teachers to confidently explain their lessons in-depth. The lessons' use of MTB-MLE



as an example made it easier for teachers and students to comprehend the material more thoroughly.

Children can also have the chance to become more familiar with their original tongue. From a young age, they can participate in discussions on the lesson and express their ideas. Moreover, students' reading abilities have improved when MTB-MLE has been used as opposed to earlier times.

However, the indicator, **Uses research-based knowledge and principles of teaching and learning to enhance professional practice**, got the lowest mean rating of 4.294 (SD=0.694), described as **Very Satisfactory**. This means that teachers have to improve on the use of research-based knowledge and principles of teaching. These are the different pedagogical approaches that teachers use inside the classroom. Hence, teaching as a profession requires that teachers have practical expertise, conceptual understandings of education, teaching, and learning, as well as the capacity to analyze existing knowledge and make critical judgments about its applicability in particular circumstances.

Johar et al. (2021) revealed that teachers' content knowledge also influenced teaching strategies, leading to students' misconceptions. This research implies that mentoring to improve teachers' Pedagogical Content Knowledge (PCK) needs to be carried out continuously. There are no substitutes for research-based strategies and curricula. Teachers are required to use the greatest resources and deliver them in every class and subject since student success is the aim of educators in every role and setting.

**Table 8**

**Distribution of Teachers' Level of Performance  
Considering Learning Environment**

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>
Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures	4.599	0.546	Outstanding
Maintained learning environments that promote fairness, respect and care to encourage learning	4.638	0.588	Outstanding

Maintained learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	4.616	0.583	Outstanding
Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning	4.475	0.649	Very Satisfactory
<b>Overall</b>	<b>4.582</b>	<b>0.592</b>	<b>OUTSTANDING</b>

Legend:	<b>Scale</b>	<b>Range</b>	<b>Description</b>
	5	4.500 – 5.000	Outstanding
	4	3.500 – 4.499	Very Satisfactory
	3	2.500 – 3.499	Satisfactory
	2	1.500 – 2.499	Unsatisfactory
	1	1.000 – 1.499	Poor

Table 8 shows the teachers' level of performance considering learning environment with an overall mean of 4.582 (SD=0.592), described as **Outstanding**. This means that most of the teachers are highly proficient in promoting a fair learning environment inside their classrooms. Accordingly, the school is a special social space where education, training and personality development of children who are a community's future assets are founded and run by proper training methods, appropriate physical space, and favorable psychological environment (Gang,2018). To improve their performance, students who are still in the socialization process need a positive environment and role models. Therefore, healthy, peaceful, and comfortable surroundings are crucial elements of learning environments (Gilavand ,2016).

On the other hand, the indicator, **Maintained learning environments that promote fairness, respect and care to encourage learning**, obtained the highest mean rating of 4.638 (SD=0.588), described as **Outstanding**. This means that teachers are highly proficient at promoting a fair learning environment inside the classrooms. The teacher gains more respect when fairness is encouraged in the classroom, and the pupils feel safer and more confident as well. The establishment of an environment of justice, trust, and respect is necessary for the good of all the kids in the class. Giving out equal responsibilities is not the only approach to ensure fairness in the classroom. It means giving students an equal chance to succeed. Students are considerably more likely to try out new skills, be motivated, and get better marks in a setting where they feel supported and can anticipate being fairly evaluated for their efforts.

However, the Indicator, **Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning**, got the lowest mean rating of 4.475 (SD=0.649), described as **Very Satisfactory**. This means that teachers still need to emphasize the importance of applying different strategies and pedagogical approaches for teaching and learning to provide students with a meaningful and worthwhile learning experience in the classroom. As teachers, it is very important to keep learners motivated in a class by engaging them in various activities to foster their learning.

Moreover, engagement in learning is essential. Learning requires action, and action is perhaps the defining characteristic of student engagement. Without engaging students in the class, meaningful learning is unlikely to happen. An engaged learner is actively involved in and committed to their learning. Several beneficial educational outcomes have been associated with high learner engagement (Fredricks et al., 2019). These include high academic persistence, effort and achievement, High academic aspirations and increased mental health, and low dropout rates and reduced high-risk behaviors.

**Table 9**  
**Distribution of Teachers' Level of Performance Considering Diversity of Learners, Curriculum and Planning, and Assessment and Reporting**

Indicators	Mean	SD	Description
Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents.	4.412	0.607	Very Satisfactory
Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups	4.429	0.663	Very Satisfactory
Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners	4.384	0.657	Very Satisfactory
Utilized assessment data to inform the modification of teaching and learning practices and programs	4.339	0.673	Very Satisfactory
<b>Overall</b>	<b>4.391</b>	<b>0.650</b>	<b>VERY SATISFACTORY</b>

Legend:	Scale	Range	Description
	5	4.500 – 5.000	Outstanding
	4	3.500 – 4.499	Very Satisfactory
	3	2.500 – 3.499	Satisfactory
	2	1.500 – 2.499	Unsatisfactory
	1	1.000 – 1.499	Poor

Table 9 shows the teachers' level of performance considering Diversity of Learners, Curriculum and Planning, and Assessment and Reporting with an overall mean of 4.391 (SD=0.650), described as **Very Satisfactory**. This means that teacher-respondents have utilized very satisfactorily all the domains in the Learning Action Cell. Corollary to this, it is evident that utilizing assessment data to inform the modification of teaching and learning practices and programs is not given priority. Nonetheless, it is possible to alter instructional methodologies to make sure that kids have the necessary groundwork for learning. As a result, there is a need for reorientation in relation to this gap.

In the same table, the indicator, **Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups**, obtained the highest mean rating of 4.429 (SD=0.663), described as **Very Satisfactory**. This means that the teachers are proficient in implementing various strategies that would cater the needs of learners coming from different indigenous groups and facilitating their various experiences in the instructional process. It is also worth noting that although most of them are proficient in all aspects related to Domain 2.3 on the management of learners from indigenous groups.

On the other hand, the indicator, **Utilized assessment data to inform the modification of teaching and learning practices and programs**, got the lowest mean rating of 4.339 (SD=0.673), described as **Very Satisfactory**. This means that teachers have to include in the discussion the purpose of assessment and one of those is for the modification of the teaching and learning practices. Teaching methods should vary accordingly.

Blazar et al. (2016) assert that teachers' contributions have a significant impact on students' development and success in the classroom. The degree to which a student's learning preferences and the teacher's methods of instruction are compatible also affects how much they can learn. It is crucial for teachers to be aware of the preferred learning styles of their students since this information will enable them to better match or alter their lesson plans and give the most suitable and meaningful activities or tasks to suit a certain learner group at various stages.

Table 10

### Distribution of Teachers' Level of Performance Considering Community Linkages and Professional Engagement and Personal Growth and Professional Development

Indicators	Mean	SD	Description
Maintained learning environments that are responsive to community contexts	4.480	0.585	Very Satisfactory
Reviewed regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers	4.458	0.674	Very Satisfactory
Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders	4.503	0.595	Outstanding
Applied a personal philosophy of teaching that is learner-centered	4.514	0.594	Outstanding
Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity	4.557	0.630	Outstanding
Set professional development goals based on the Philippine Professional Standards for Teachers	4.568	0.610	Outstanding
<b>Overall</b>	<b>4.513</b>	<b>0.615</b>	<b>OUTSTANDING</b>

Legend:	Scale	Range	Description
	5	4.500 – 5.000	Outstanding
	4	3.500 – 4.499	Very Satisfactory
	3	2.500 – 3.499	Satisfactory
	2	1.500 – 2.499	Unsatisfactory
	1	1.000 – 1.499	Poor

Table 10 shows the teachers' level of performance considering Community Linkages and Professional Engagement and Personal Growth and Professional Development with an overall mean of 4.513 (SD=0.615), described as **Outstanding**. This means that the teachers are outstanding in setting professional goals. Further, it implies that they consider themselves very satisfactory only in terms of reviewing regular personal teaching practices using existing laws and regulations that apply to the teaching profession and the duties outlined in the Professional Teachers' Code of Conduct. Overall, teachers considered themselves as outstanding in establishing community linkages and promoting professional ethics.

Specifically, this domain promotes collaboration between the community and schools which is evident through projects and programs which foster the development of a strong partnership between and among stakeholders both internally and externally. This collaboration is required so that schools can respond to the needs of society and vice versa. Teachers are expected to become effective and efficient collaborators and community-builder.

In the same table, the indicator, **Set professional development goals based on the Philippine Professional Standards for Teachers**, obtained the highest mean rating of 4.568 (SD=0.610 described as **Outstanding**). This means that the teacher-respondents are equipped with the competencies indicated in the Domains of the PPST (DepEd Order 42 s. 2017), as evidenced by the outstanding result in the said indicator. The Philippine Professional Standards for Teachers specify what constitutes a good teacher in that country. The expectations for teachers' increasing levels of practice, knowledge, and professional participation are outlined in the standards. By holding educators and institutions accountable for what happens in the classroom, standards promote improved accountability. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and helps keep them on track.

On the other hand, the indicator, **Reviewed regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers**, got the lowest mean rating of 4.458 (SD=0.674), described as **Very Satisfactory**. This means that teachers, regularly reflect on the practices done inside the classroom to make sure that it is adhering to the Code of ethics for professional Teachers. It serves as the guiding light of all teachers to remind them of their responsibilities and limitations. It further implies that teachers adhere to the Code of Ethics and apply professionalism inside and outside the school. The results also show that teachers understand and continuously review their responsibilities toward themselves and the students.

**Table 11**  
**Distribution of Teachers' Level of Performance**  
**Considering Plus Factor**

Indicators	Mean	SD	Description
Performed various related works / activities that contribute to the teaching learning process	4.528	0.613	Outstanding
<b>Overall</b>	<b>4.528</b>	<b>0.613</b>	<b>OUTSTANDING</b>

Legend:	<b>Scale</b>	<b>Range</b>	<b>Description</b>
	5	4.500 – 5.000	Outstanding
	4	3.500 – 4.499	Very Satisfactory
	3	2.500 – 3.499	Satisfactory
	2	1.500 – 2.499	Unsatisfactory
	1	1.000 – 1.499	Poor

Table 11 shows the teachers' level of performance considering plus factor with an overall mean of 4.528 (SD=0.613), described as Outstanding. This means Teachers consider themselves highly proficient in performing various tasks to improve learning. It implies that teachers have devoted themselves to continuously improving themselves by attending different pieces of training and seminars to enhance teaching and learning. The teachers have gone the extra mile to deliver the quality education that the learners need.

According to the Magna for Public School Teachers (R.A 4670) that any teacher engaged in actual classroom instruction shall not be required to render more than six hours of actual classroom teaching a day, which shall be so scheduled as to give him time for the preparation and correction of exercises and other work incidental to his normal teaching duties: Provided, however, that where the exigencies of the service so require, any teacher may be required to render more than six hours. This is good to note that teacher-respondents have exemplified more than what they are expected to do in the classroom because they have also done various related tasks that would be helpful to the improvement of the teaching and learning process.

**Table 12**  
**Summary of Teachers' Level of Performance**

Indicators	Mean	SD	Description
Content Knowledge and Pedagogy	4.484	0.616	Very satisfactory
Learning Environment	4.582	0.592	Outstanding
Diversity of Learners, Curriculum and Planning & Assessment and Reporting	4.391	0.650	Very satisfactory
Community Linkages and Professional Engagement; Personal Growth and Professional Development	4.513	0.615	Outstanding
Plus Factor	4.528	0.613	Outstanding
<b>Overall</b>	<b>4.500</b>	<b>0.617</b>	<b>OUTSTANDING</b>

Legend:	Scale	Range	Description
	5	4.500 – 5.000	Outstanding
	4	3.500 – 4.499	Very Satisfactory
	3	2.500 – 3.499	Satisfactory
	2	1.500 – 2.499	Unsatisfactory
	1	1.000 – 1.499	Poor

Table 12 shows the summary of teachers' level of performance with an overall mean of 4.500 (SD=0.617), described as **Outstanding**. It means that teachers have performed excellently in their expected tasks. This redounds to the kind of Principal leadership they have in Talakag II. A principal's primary responsibility is to aid in organizing, leading, and directing various activities inside the institution. The principal's main duty is to establish and maintain a superb teaching-learning environment for the educational programs. Further, the principal is responsible to give highly valued visions that are focused on their day-to-day methods and that serve to foster a good culture that is supportive of exceptional teacher performance.

Furthermore, leadership style refers to a leader's style of giving directions, implementing plans, and motivating followers. Sarraf et al. et al. (2021) found a significant correlation between teacher effectiveness and the leadership philosophies of college presidents. Likewise, when principals involve teachers in



decision-making, respectfully communicate with them, and correctly distribute their responsibilities, teachers perform better.

On the other hand, the indicator, **Learning Environment**, obtained the highest overall mean rating of 4.582 (SD=0.592), described as **Outstanding**. This means that teacher-respondents have performed all the expected domains in the Professional Standard for Teachers, particularly in the domain, Learning Environment. In addition, it implies that teacher-respondents have established a safe and secure learning environment, promote fairness, respect and encourage learning; nurture and inspire learners to participate, cooperate and collaborate; and applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.

On the other hand, the indicator, **Diversity of Learners, Curriculum and Planning and Assessment and Reporting**, got the lowest mean rating of 4.391(SD=0.650), described as **Very Satisfactory**. This means that though the teacher-respondents have utilized this in their classroom, they may need to improve on these indicators because it shows that this is the least given importance. Most importantly, teachers must always find a way to help children accomplish as much as possible through the easy route and assign equal assignments to unequal individuals.

**Problem 3: Is there a significant relationship between the level of LAC Instructional Designs and****the Teachers' performance?****Table 13****Relationship between Teacher-Respondents' Level of LAC Instructional Designs and Teacher's Performance of Talakag II District**

Teacher-Respondents' Level of LAC Instructional Designs Indicators	Teachers Performance Indicators					OVERALL
	Content Knowledge and Pedagogy	Learning Environment	Diversity of Learners, Curriculum and Planning & Assessment and Reporting	Community Linkages and Professional Engagement; Personal Growth and Professional Development	Plus Factor	
	<i>r-value</i> <i>p-value</i>	<i>r-value</i> <i>p-value</i>	<i>r-value</i> <i>p-value</i>	<i>r-value</i> <i>p-value</i>	<i>r-value</i> <i>p-value</i>	
Learner Diversity and Student Inclusion	0.060 (NLR)  0.428 NS	<b>0.525</b> (MPR)  <b>0.001*</b> S	<b>0.554</b> (MPR)  <b>0.001*</b> S	<b>0.577</b> (MPR)  <b>0.001*</b> S	<b>0.435</b> (WPR)  <b>0.001*</b> S	<b>0.585</b> (MPR)  <b>0.001*</b> S
Content and Pedagogy of the K to 12 Basic Education Program	0.051 (NLR)  0.500 NS	<b>0.514</b> (MPR)  <b>0.001*</b> S	<b>0.575</b> (MPR)  <b>0.001*</b> S	<b>0.588</b> (MPR)  <b>0.001*</b> S	<b>0.467</b> (WPR)  <b>0.001*</b> S	<b>0.603</b> (MPR)  <b>0.001*</b> S
Assessment and Reporting of the K to 12 Basic Education Program	0.030 (NLR)  0.692 NS	<b>0.502</b> (MPR)  <b>0.001*</b> S	<b>0.582</b> (MPR)  <b>0.001*</b> S	<b>0.532</b> (MPR)  <b>0.001*</b> S	<b>0.470</b> (WPR)  <b>0.001*</b> S	<b>0.592</b> (MPR)  <b>0.001*</b> S
21st Century Skills and ICT integration in Instruction and Assessment	0.007 (NLR)  0.926 NS	<b>0.453</b> (WPR)  <b>0.001*</b> S	<b>0.573</b> (MPR)  <b>0.001*</b> S	<b>0.496</b> (WPR)  <b>0.001*</b> S	<b>0.427</b> (WPR)  <b>0.001*</b> S	<b>0.545</b> (MPR)  <b>0.001*</b> S

Curriculum Contextualization, Localization, and Indigenization	0.041	<b>0.617</b>	<b>0.635</b>	<b>0.583</b>	<b>0.448</b>	<b>0.638</b>
	(NLR)	(MPR)	(MPR)	(MPR)	(WPR)	(MPR)
	0.625	<b>0.001*</b>	<b>0.001*</b>	<b>0.001*</b>	<b>0.001*</b>	<b>0.001*</b>
	NS	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**43e Legend:** \*significant at  $p < 0.05$  alpha level

S – significant

NS – not significant

<i>r</i> -values	Description	<i>r</i> -values	Description
0.00 – 0.09	No Linear Relationship (NLR)	0.10 – 0.49	Weak Positive Relationship (WPR)
0.50 – 0.69	Moderately Positive Relationship (MPR)	0.70 – 0.99	Strong Positive Relationship (SPR)
1.00	Perfect Linear Relationship (PLR)		

Table 13 shows the relationship between respondents' level of LAC instructional designs and teacher's performance. Overall, results show that teachers' level of LAC instructional designs showed moderately positive significant relationship to their level of teaching performance as indicated by the *r*-value and probability value less than 0.05, which led to the rejection of the null hypothesis. This means that teachers consider the Learning Action Cell instructional designs as significant to their teaching performance. This further means that the conduct of Learning Action Cell positively affects the teachers' knowledge and instructional performance.

Further, the table shows that teachers consider the following indicators as significant such as, Learner Diversity and Student Inclusion, Assessment and Reporting of the K to 12 Basic Education Program, 21st Century Skills and ICT integration in Instruction and Assessment, and Curriculum Contextualization, Localization, and Indigenization.

However, they find the indicator content and Pedagogy insignificant to the Learning Action Cell discussions. This could be because some trainings on improving content and pedagogy are already very common to the teachers. Since pre-service, they have already been through workshops that review generic reading skills, demonstrate only the "fun" aspect of games, training on differentiated instruction that addresses developmental level (age and grade) but without reference to specific disciplines, and sessions focusing on content learning left to content experts whose focus and interest is the mere subject matter. These activities for content and pedagogy makes it very common and teacher finds it insignificant. The

goal of professional learning should be to increase the standard of teaching and learning in crucial core subject areas. Instead, value and amplify the insights of professionals who hone their subject-matter teaching skills.

Additionally, it pledges to invest in top-notch professional training intended to advance this knowledge. The teacher's development as a person and a professional who can expertly guide a student to academic success will be supported if this is done. As a result, assist in the achievement of the priorities and goals of the classroom and the educational system as a whole.

## Conclusions

The researcher has found that majority of the teachers perceived that the Learning Action Cell (LAC) Session Contents, such as Learners Diversity and Student Inclusion, mainly stressing that learners are the reason for all education process and modifies the instruction to foster harmony in the class. The results revealed that the teachers are performing very satisfactorily in their expected duties, particularly on the indicator, Learning Environment. The results in the analysis of variance shows that there is significant relationship between the level implementation of the Learning Action Cell instructional designs and the Teachers' Performance in Talakag II.

## Recommendations

Based on the findings and the significance of the study, the following recommendations are stated:

1. The Department of Education Officials must consistently prioritize the

Implementation of Learning Action Cell (LAC) and may consider proposed activities to intensify the integration of 21st-century skills in Learning Action Cell implementation.

2. Education Supervisors must constantly undertake their responsibilities to look into the application and implementation of different topics for the

Learning Action Cell, particularly about the Diversity of Learners, Curriculum & Planning and Assessment & Reporting because the teacher-respondents found it to be the least performed indicator in the PPST

(DepEd Order 42 s. 2017). They should provide the matrix for the essential topics to be prioritized for discussion, learning, elaboration, and implementation.

### 3. Teachers must maximize the benefits of collaboration among educators

through the implementation of the Learning Action Cell instructional designs. It will help them be equipped with enough knowledge, and it would yield to better education services and would help improve in the delivery of quality basic education.

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