School Learning Action Cell and Professional Development

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Abstract: The goal of Department of Education is to ensure that every Filipino has access to a basic education that is thorough, equitable, and of the highest caliber so that they can realize their full potential and contribute significantly to the growth of the nation. This claim states that all instructors must be knowledgeable about the skills to be developed in teaching. It can be acquired by reviewing their teaching-learning performance based on the effectiveness and efficiency of their identified developmental needs through a professional development program.According to the survey findings, the demographic profile of teacher respondents was based on age, gender, and degree. Teachers with 6-10 years of experience had the highest proportion of SLAC and Professional Development implementation, while teachers with 0-2 years had the lowest rate. The Level of Implementation of SLAC and Professional Development among Teachers' Core Behavioral Competencies were also excellent.The School Learning Action Cell (SLAC) has a high level of implementation relevance to teachers' performance, with a mean of 4.36 in Assessment and Reporting, 4.27 in Personal Growth and Development, 4.26 in Content Knowledge and Pedagogy, 4.22 in Learning Environment and Diversity of Learners, and 4.09 in Curriculum and Planning. Conduct the Implementation of SLAC through proper monitoring, empowering school-based seminars, training, and programs for teachers, giving proper orientation and mentoring for starting teachers, and sharing equal opportunities to gain knowledge and opportunities. Meanwhile, the Level of Implementation of SLAC and Professional Development among Teachers' Core Behavioral Competencies is high, with professionalism, ethics, teamwork, self-management, service orientation, results focus, and innovation all having high extent interpretations. Innovation needs to be alleviated and emphasized, while commitment, new ideas, and the end product of teaching and learning need to be revisited and given priority.The study recommends strengthening SLAC practice and the Professional Development of teachers, providing a SLAC Implementation plan, motivating teachers to participate, disseminating the results, and conducting a quantitative-qualitative study on the impact of SLAC and Professional Development.
Keywords: Professional Development, Teachers Training, School Learning Cell

Introduction

Dealing with a changing world, Professional Development is a continual process that lasts till retirement, as stated by the Department of Education in DepEd Order # 35 s. 2016, The Learning Action Cell (LAC) Policy, a school-based professional development of teachers to support the K-12 basic education program, was implemented in 2016.

The goal of DepEd is to ensure that every Filipino has access to a basic education that is thorough, equitable, and of the highest caliber so that they can realize their full potential and contribute significantly to the growth of the nation. This claim states that all instructors mustknow the skills to be developed in teaching. It can be acquired by reviewing their teaching-learning performance based on the effectiveness and efficiency of their identified developmental needs through a professional development program. Teachers should be updated with the new generation and adaptive to change and new technologies. They should enhance their knowledge and skills in teaching to mold, inspire, nurture, and facilitate learning among learners. Coolhan (2002, 9) asserts that if the teaching profession "is to retain the confidence of the society, it must adapt in a constructive manner with a fast-changing society.

The main primary purpose of the School Learning Action Cell is to improve the teaching-learning process and to empower teachers to help one another by fostering collaborative learning sessions that can easily address the development needs of the teachers at their school level. The teacher will learn in a small group and can freely express feelings and opinions without hesitation. Garet, (2016) concluded that teachers were more likely to change their instructional practices from their gained knowledge and improve teaching skills when their professional development linked to their daily experiences and aligned with standards assessments.

School Learning Action Cell and Professional Development are necessary to help teachers develop and enhance their professional and personal well-being, implementation of this is required to select the best School Learning Action Cell suitable to the teachers.

Even teachers and schools are very much willing to conduct and attend this kind of professional developmentyet, there are some problems encountered upon implementation like overlapping schedules, constraint knowledge on the implementation, and the implementation plan is not crafted based on the teachers' needs identified.

As such, this will evaluate how well the implementation of the School Learning Action Cell (SLAC) and Teacher Professional Development in the District of Calatrava II.

Methods

Research Design: This study will utilize descriptive research methods in a quantitative manner. Quantitative is a strategy that focuses on quantifying the collection and analysis of data.

Respondents of the Study:There were 252 teachers among the 23 elementary schools in the District of Calatrava II, where 155 were randomly selectedto answer the instrument of the said district.

Research Instruments

The primary goal of this study is to know how well the School Learning Action Cell is done among the 23 elementary schools in the Calatrava II District using the Philippine Professional Standards for Teachers indicators as a tool. This will be based on guidelines and each part will require participants to read the items. Part I will be concerned about the respondent's personal information, which includes the name which, is optional, Age, Sex, highest educational attainment, Position, and Number of years in teaching service. Part II is the questionnaireas to how well the School Learning Action Cell conducted in the District of Calatrava II.

There are five possible alternatives that the respondent will choose to answer and each possible alternative for every item in part II has a specific numerical weight to the response items.

The interpretation of the mean is based on the interpretative description guide. The guide shows that the higher the mean the higher its extent of implementation and vice versa.

Table 1.Five-point Likert scale weighted mean and its interpretation

Scale	Range-Value	Verbal Interpretation
5	4.21-5.00	Very High Extent
4	3.41-4.20	High Extent
3	2.61-3.40	Moderate Extent
2	1.81-2.60	Low Extent
1	1.00-1.80	Very Low Extent

Validity of the Data Gathering Instrument

Since the research instrument is based on the standard tool designed by the Department of Education to determine teachers' performance as well as teachers' needs in terms of Professional Development (DepEd Order42, s.2017), therefore is no validity and reliability of the instrument conducted.

Data Gathering

The researcher reproduced sufficient copies enough for the number of respondents.

Retrieval of the instruments was done immediately, recorded, and analyzed using statistical tools such as weighted mean, frequency, and percentage.

Data Analysis: After the gathering of data from the respondent, responses will be tallied, analyzed, and interpreted.

Weighted mean, frequency, and percentage were the statistical tools used for the data analysis.
The data gathered was organized, tabulated, and tested statically. The selection of statistical tools was based on the problems.
To find out the extent of implementation of SLAC and Professional Development among teachers relevant to teachers' performance and core behavior competencies of the District of Calatrava II the mean was used (Punsalan 1994).

$$\bar{x} = \frac{\Sigma fx}{\text{---------}}$$

N

Where: x̄ = the mean
$\qquad$ Σ = summation
$\qquad$ fx = sum of weighted scores
$\qquad$ N = number of respondents

The interpretation of the mean is based on the interpretative description guide. The guide shows that the higher the mean the higher its extent of implementation and vice versa.
$\qquad$ 4.21-5.00 = Very High Extent
$\qquad$ 3.41-4.20 = High Extent
$\qquad$ 2.61-3.40 = Moderate Extent
$\qquad$ 1.81–2.60 = Low Extent
$\qquad$ 1.00–1.80 = Very Low Extent

Ethical Considerations
The researcher requested permission from the Schools Division Superintendent of the Division of Negros Occidental before conducting the study in one of the districts in the division. This study adhered to the ethical standards to uphold its confidentiality and anonymity.

Results and Discussion
This section is concerned with the presentation, analysis, and interpretation of the data acquired in line with the study's objective.

Consists of the findings in this study such as the Level of Learners' Academic Stress, Extent of Parents' Support on Learners' Academic Stress Amidst the Pandemic, The difference in the Extent of Parents' Support as assessed by the Learners and the Parents, Correlation Between Learners' Academic Stress and Parents' Support.

Table 1. Level of Learners' Academic Stress

ACADEMIC STRESS	Central School (n =114)			Non-Central School (n = 242)			As a whole (n = 3...	
	SD	Mean	VI	SD	Mean	VI	SD	Mean	V
Behavioral								
I have difficulty completing the tasks and activities in the module.	1.104	3.05	M	1.036	3.02	M	1.057	3.03	
I easily get irritated, have outbursts of anger, and have frequent arguments with the people around me when they remind me of answering the module.	1.162	2.85	M	1.272	2.71	M	1.238	2.76	
I have irregular sleeping time since I study from home.	1.208	2.68	M	1.315	2.76	M	1.281	2.73	
I have periods of crying while studying from home.	1.431	2.40	L	1.334	2.41	L	1.364	2.41	
I feel lazy and procrastinate in answering the module.	1.314	2.91	M	1.246	2.90	M	1.267	2.90	
Mean of Means	**0.855**	**2.78**	**M**	**0.884**	**2.76**	**M**	**0.874**	**2.77**	
Emotional								
I get upset about the many demands in answering the modules.	1.182	2.98	M	1.280	3.00	M	1.248	3.00	
I have negative feelings while studying at home.	1.140	2.96	M	1.182	2.79	M	1.170	2.84	
I feel scared of answering the modules.	1.216	2.91	M	1.282	2.48	L	1.276	2.62	
I feel helpless in studying at home.	1.189	2.83	M	1.221	2.57	L	1.215	2.66	
I feel that I do not like the challenges in learning at home.	1.083	2.53	L	1.261	2.67	M	1.207	2.63	
Mean of Means	**0.879**	**2.84**	**M**	**0.955**	**2.70**	**M**	**0.932**	**2.75**	
Physical								
I am tired of getting up in the morning and following my daily class schedule routine.	1.325	2.85	M	1.197	2.64	M	1.242	2.71	
I experienced a headache in answering the modules.	1.212	2.90	M	1.293	2.62	M	1.273	2.71	
I have household chores to do aside from studying and answering my modules at home.	1.101	3.72	H	1.167	3.45	H	1.151	3.54	
I am physically exhausted from answering the modules.	1.111	2.93	M	1.274	2.77	M	1.225	2.82	
I get chills when I answer my modules.	1.303	2.43	L	1.250	2.28	L	1.267	2.33	
Mean of Means	**0.817**	**2.97**	**M**	**0.845**	**2.75**	**M**	**0.841**	**2.82**	
Cognitive								
I am confused about accomplishing the modules because some of the activities are difficult to understand.	1.191	3.46	H	1.255	3.39	M	1.234	3.42	
I constantly forget to answer the modules.	1.297	2.77	M	1.255	2.69	M	1.268	2.72	
I have difficulty focusing and concentrating in studying the modules.	1.111	3.29	M	1.151	3.05	M	1.142	3.13	
I think of the negative sides of answering the module.	1.265	2.89	M	1.256	2.83	M	1.257	2.85	
I have a problem in thinking, analyzing, and making decisions in the module given to me.	1.199	2.94	M	1.302	2.84	M	1.269	2.87	
Mean of Means	**0.868**	**3.07**	**M**	**0.881**	**2.96**	**M**	**0.877**	**3.00**	

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As a whole, elementary learners have moderate level of academic stress (M = 3.16; SD = 0.541). It is revealed that regardless of type of school of learners their level of academic stress is moderate. Remote learning brought lots of challenges and difficulties to learners and is associated with academic stress, may it be behaviourally, emotionally, physically, and cognitively. Coping with the new setup of learning modality like, multiple distance learning delivery modality might also become a challenge for the learners.

Additionally, this confirms the findings of Perino (2007), as cited in Hukom& Madrigal (2020), that senior high school students experience a moderate level of academic stress. As a Whole and regardless of the type of school, the learners exhibit a moderate level of stress in all parameters. Cognitive stress obtained the highest mean score (M = 3.00; SD – 0.877) and when learners were categorized into school type. Emotional stress obtained the lowest mean score (M = 2.75; SD = 0.932) as a whole and for non-central school learners (M = 2.70; SD = 0.955); while, central school learners obtained the lowest mean score in behavioral stress (M = 2.78; SD = 0.855).

Results indicated that, learners experienced more stress in terms of cognitive aspect and less stress in emotional aspect for non-central school learners and in-terms of behavioral aspect for central school learners. It can be asserted that it is due to the bulks of modules they need to accomplish and pass within the required weekly schedule. Specifically, in terms of behavioural stress, the learners are moderately stressed in all items except for item number 4 (I have periods of crying while studying from home), with an obtained mean score of 2.41 and standard deviation of 1.364 interpreted as low-stress level. Moreover, in terms of emotional stress, learners from non-central schools experience low levels of stress in items 3 and 4 (I feel scared of answering the modules and I feel helpless in studying at home); while learners from the central school have low level of stress in item number 5 (I feel that I do not like the challenges in learning at home).

In terms of physical stress, it can be gleaned from Table 1 that, as a whole and whether learners are categorized according to their type of school, they experienced high level of stress in having household chores to do aside from studying and answering modules at home; they exhibit a lower level of stress in getting chills when answering their modules. Lastly, central school learners experienced a high level of cognitive stress since they were confused in accomplishing modules because some of the activities were difficult to understand, this is corroborated by Schneck (2020), who stated that while everyone has been impacted by the outbreak, learners, in particular, have experienced an abnormal amount of uncertainty, worry, boredom, loneliness, and instability. Remote education, social exclusion, and a general sense of insecurity about educational, social, and professional life were all contributory to the declining mental health and probably the most debilitating mental health effect of the virus was a sense of chronic tension, anxiety, and widespread suspicion throughout the country. When combined with a lack of discipline and regularity, anxious and gloomy perspective can damage the adolescents' social, intellectual, and emotional development. The pandemic's worry presents itself in a variety of ways: socially, academically, and individually. The anxiety consequent to the pandemic manifests in various mindsets: personally, socially, and academically.

Table 3. Extent of Parents' Support on Learners amidst the Pandemic

Parents Support	Learners* Central School (n =114) Mean	VI	Non-Central School (n = 242) Mean	VI	As a whole Mean	VI	Parents** Central School (n =114) Mean	VI	Non-Central School (n = 242) Mean	VI	As a whole Mean
Regularly gets the modules from school at the scheduled time of the week.	4.31	VHE	4.21	VHE	4.24	VHE	4.21	VHE	4.24	VHE	4.23
Discusses the content of the module to be studied.	3.64	HE	3.53	HE	3.57	HE	3.79	HE	3.83	HE	3.82
Encourages to completely answer the learning modules assigned each week.	4.33	VHE	4.08	HE	4.16	HE	4.44	VHE	4.31	VHE	4.35
Help understand specific assignments, activities, and outputs to be done.	4.21	VHE	3.86	HE	3.97	HE	4.17	HE	4.10	HE	4.12
Help follow the plan of time in answering the module.	3.88	HE	3.90	HE	3.90	HE	4.22	VHE	4.09	HE	4.13
Helps in reading particular words that are not familiar.	4.05	HE	4.00	HE	4.02	HE	4.08	HE	4.11	HE	4.10
Listens to reading and studying the content of the module.	3.92	HE	3.68	HE	3.76	HE	3.94	HE	3.88	HE	3.90
Discusses the feeling and letting understand the new normal set-up of learning.	3.82	HE	3.75	HE	3.77	HE	3.95	HE	3.93	HE	3.94
Has been actively engaged in studying from home.	3.93	HE	3.84	HE	3.87	HE	3.97	HE	3.93	HE	3.95
Gives incentives like rewards or praises whenever a task in the module is completed.	3.88	HE	3.40	HE	3.55	HE	3.75	HE	3.62	HE	3.66
Grand Mean	**4.00**	**HE**	**3.83**	**HE**	**3.88**	**HE**	**4.05**	**HE**	**4.00**	**HE**	**4.02**

SD = Standard Deviation
VI = Verbal Interpretation

Table 3 indicated that parents of the learners display a high extent of support amidst the pandemic as perceived by both the learners (M = 3.88) and their parents (M = 4.02). Per item analysis tells us that both learners and parents perceived parents' support in terms of getting the modules in the scheduled time of the week regularly to a very high extent. While parents say that they have a very high extent of support (M = 4.35) in terms of encouraging the learners to answer the module assigned in a week completely; learners perceived that their parents supported them on a high extent (M = 4.14) in this area. Both learners and parents perceived a high extent of parents support in the following areas: discussing the content of the module to be studied; helping understand specific assignments, activities, and outputs to be done; helping follow the plan of time in answering the module; helping in reading particular words that are not familiar; listening to reading and studying the content of the module; discussing the feeling and letting understand the new normal setup of learning; being actively engaged in studying from home; and, giving incentives like rewards or praises whenever a task in the module is completed. This implies that parents have strong support and assistance to their children's remote learning. This is supported by Manlangit et al., (2020), that parents are not to be substituted for teachers but rather to collaborate with them in implementing remote learning. Parents serve as facilitators in their homes, serving as the "tagapagdaloy" or channel, but they do not teach the subject content. In modular learning, their major duty is to develop a connection and guide the child. Parents, as more knowledgeable individuals, are also responsible for liaising with stakeholders such as teachers, barangay officials, and others to ensure that student has access to different materials and resources required of them.

Table 5. Difference in the Extent of Parents' Support as assessed by the Learners and the Parents

Parents' Support	p-value	Interpretation
Regularly gets the modules from school at the scheduled time of the week.	0.870	Not Significant
Discusses the content of the module to be studied.	0.002	Significant
Encourages to completely answer the learning modules assigned each week.	0.005	Significant
Helps understand specific assignments, activities, and outputs to be done.	0.076	Not Significant
Helps follow the plan of time in answering the module.	0.002	Significant
Helps in reading particular words that are not familiar.	0.300	Not Significant
Listens to reading and studying the content of the module.	0.063	Not Significant
Discusses the feeling and letting understand the new normal set-up of learning.	0.031	Significant
Has been actively engaged in studying from home.	0.311	Not Significant
Gives incentives like rewards or praises whenever a task in the module is completed.	0.223	Not Significant
Parents' Support as a whole	**0.008**	**Significant**

Table 5 revealed there is a significant difference (p = 0.008) in the extent of parents' support as assessed by the learners and by the parents at a 0.05 level of significance, the findings reject the null hypothesis that no significant difference exists in the extent of parents' support on academic stress as assessed by the learners, and their parents is rejected. It also reveals that specific significant differences exist in the extent of parents support as assessed by the learners and by the parents at a 0.05 level of significance in terms of discussing the content of the module to be studied (p = 0.002); encouraging to completely answer the learning modules assigned each week (p = 0.005); helping follow the plan of time in answering the module (p = 0.002); and, discussing the feeling and letting understand the new normal setup of learning (p = 0.031). The parents' support given to the learners on the four constructs mentioned above was not felt or observed by the learners from their perspective. In this sense, the efforts made and done by the parents to support their child/children are less likely to mitigate the difficulties encountered by the learners in their remote learning.

Table 7. Correlation between Learners' Academic Stress and Parents' Support

| Academic Stress | Parents support | | | |
| | As assessed by learners | | As assessed by parents | |
	p-value	Interpretation	p-value	Interpretation
Behavioral	0.087	Not Significant	0.901	Not Significant
Emotional	0.000	Significant	0.707	Not Significant
Physical	0.403	Not Significant	0.744	Not Significant
Cognitive	0.002	Significant	0.846	Not Significant
As a whole	**0.008**	**Significant**	**0.826**	**Not Significant**

The results from Table 7 reveal that there is a significant correlation (p = 0.008) between academic stress (as a whole) and the extent of parents' support as assessed by the learners. Table 7 shows significant correlation (p = 0.000) between emotional stress and the extent of parents' support as assessed by the learners; and between cognitive stress and the extent of parents' support (p = 0.002). Moreover, there is no significant correlation between academic stress of the learners and the extent of parents' support as perceived by their parents. Henceforth, the results reject the null hypothesis that no significant correlation is present between the level of academic stress and the extent of parents' support. This implies that the parents' support is of great blessings and help to the learners learning at home. This is supported by Sumaoang & Dangle (2020), where 54% of parents work, and 46% are unemployed. However, majority of working parents indicated that they have sufficient time to support their child/children academically in completing their courses. Learners' family members, relatives, and friends play a critical part in education nowadays because they act as a stress reliever for learners by assisting them in overcoming challenges they had while learning and answering the modules. Siblings are the primary source of assistance for learners, followed by friends and classmates. As a result, while not all parents achieve higher education, they ensure that their children receive the finest possible support. For parents, education is one of the most valuable commodities when it comes to securing a brighter future for their children.

Summary of Findings
It is concluded that learners from central and non-central schools are experiencing academic stress amidst pandemic at moderate level. The extent of parents' support extended by the parents to learners as assessed by parents and learners themselves is too high. Home-based education of learners amidst the pandemic created a sense of stressors, burnouts, and disturbances to the cognitive and emotional well-being of the learners. The extent of parents' support given to the learners is of great help and beneficial in alleviating the academic stress experienced by the learners in studying at home. Learners are not ready for independent learning and working at their own pace in studying from home, for they need guidance of their respective parents.

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