



EFFECTIVENESS OF LEARNING ACTION CELL IMPLEMENTATION AND THE TEACHERS TEACHING PERFORMANCE

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ABSTRACT

This study aimed to determine the relationship between the extent of effectiveness on the effectiveness of Learning Action Cell Implementation in their teaching performance using IPCRF for the school year 2022-2023 in Kitaotao II District, Division of Bukidnon during the School Year 2023-2024. Based on the data gathered, the major findings of the study are the following: There was a very large extent of effectiveness in the learning action cell implementation in terms of consistency of doing the LAC, competence of LAC implementer, support mechanism from the higher officials, the observance of QATAME, stakeholder's support. There was a very satisfactory secondary teachers' teaching performance during the SY 2022-2023 using the IPCRF rating tool. There was no significant relationship between the extent of effectiveness of the learning action cell implementation and the teachers' teaching performance in the Kitaotao II District during the School Year 2023-2024.

Based on the findings and conclusions, the following recommendations are hereby offered. DepEd Officials may continue the school heads' very large extent of effectiveness in the learning action cell implementation in terms of consistency of doing the LAC, competence of LAC implementer, support mechanism from the higher officials, the observance of QATAME (Quality Assurance, Technical Assistance, Monitoring and (Evaluation) and stakeholder's support. This can be done with less effort in monitoring and supervision among the DepEd officials in different hierarchies to the said districts of Kitaotao I and II

School heads may enhance the very satisfactory performance in their KRA's of their IPCRF as their rating tool for their secondary teachers in Kitaotao I and II. This can be done by the school heads since they are the ones facilitating the targeting, doing the performance review, and giving ratings to their teachers.

KEYWORDS: *Effectiveness of Learning Action Cell Implementation and the Teachers Teaching Performance*

INTRODUCTION

The Department of Education is now gearing towards continuous improvement, and it is manifested by addressing some of its needs in a more empowering manner towards their human resources in the field. It had been a problem in the field where every time the Department needs to implement a new program or development of its Thrusts, programs, activities, and projects, it is often done through training, seminars, and conferences which started at the national level and cascaded down to the region, division level. Hence, it is always a fact that there are only a few who are scouted to attend the said training for the National Training of Trainers (NTOT), Regional Training of Trainers (RTOT), or Division Training of Trainers (DTOT).

The premise is whoever attends the training at the higher level is presumed to cascade the training to the next lower level to disseminate, implement, and apply the innovation that DepEd wanted its manpower to learn, live, and effect on the field. Hence, in doing so there are many things to be considered that can be compromised in its implementation. A few things to consider are the budget to be used for the training, time of doing

it, the effort of the facilitators in facilitating the training, the assurance of whether the desired competencies among the participants take place to them, and the perennial problems of class disruption whenever teachers are called to attend the training.

As a result, PLC IN LAC is defined by DuFour (2015) as a team of educators who collaborate and have common values, beliefs, or vision. The Learning Action Cells Principles are Continuous Professional Development and Improvement, Connectivity to Practice and Local Knowledge, Collegiality and Collaboration, Little, (2013) DuFour, (2015) pointed out. A group where preconceived notions about education, the community, teaching, and learning are questioned and knowledge about instruction and material is created.

Similar to this, Lewis (2012) noted in his research that the secret to bettering education is professional growth. Lesson Study is a structured style of professional development that has its roots in Japan. A cooperative method for organizing, presenting, observing, assessing, and reflecting on classroom lessons is called lesson study. It has sparked curiosity among educators



and scholars worldwide ever since it was first introduced to the educational community years ago.

In the Kitaotao Districts 2 and 3, secondary teachers with the leadership of their school heads were doing school learning action cell and tried to address the minor issues that they needed to address and improve. They are trying to implement D.O No. 35, S. 2016. Despite their efforts still they find their LAC implementation needs further improvement/ enhancement since they can perfectly implement it in one setting. Nevertheless, they need to be expert in the conduct of SLAC since they can use it for their speakership venture and for them to use it in the application of promotion in the future. Likewise, in the recently concluded National Learning Camp, teachers collaborate every Thursday of the week for 15 days and they are doing LAC since they are collaborating and discussing best practices among their colleagues in the school.

A collaborative group of educators with common goals, attitudes, or beliefs is called a professional learning community (DuFour, 2015). Asserting preconceived notions and views about education, the community, teaching, and learning, as well as creating new ones, are all part of this group (Little, 2013). A group of instructors, administrators, or supervisors who work together to tackle common problems in the district or school are known as a "learning action cell."

Learning Action Cell has principles that are good to know among the practitioners in the school and these are continuous professional development and improvement, connectedness to practice and local knowledge, and collegiality and collaboration. Hence, The School Heads shall form a team of schoolteachers and learning facilitators for the delivery of quality educational programs, projects, and services. They need to set the school's VMG, creating conducive environment for teaching and learning, implementing school curriculum and being accountable for higher learning outcomes, introducing new and innovative modes of instruction, encouraging staff development, and establishing school and community networks.

School learning action cells in Public Elementary and Secondary Schools have also been found as interventions in the school as part of strategizing to attend to the different areas of the system that need immediate action. One of these strategies is the creation of. This Learning Action Cell is mostly done during off hours or after classes. Eventually, most of the schools in the Division of Malaybalay City are practicing the LAC sessions every Friday but once or twice a month. There is a need to hold this LAC session to upgrade teachers' competence in teaching and the utilization of effective and appropriate learning techniques, strategies, and instructional materials.

During the LAC session proper, there are sharing and showcasing of best practices among the teachers about what they have developed and innovated in their classroom for the others to benchmark and follow the same strategies in coming

such accomplishments. They are learning from each other in terms of increasing learning in teaching with appropriate competencies. During the LAC proper, they are taking their fellow teachers who possess expertise in a particular skill or to their key result area. They even have different functions to perform to make their activity a little bit structured and with strong legality. A collaborative group of educators with common goals, attitudes, or beliefs is called a professional learning community (DuFour, 2015). Asserting preconceived notions and views about education, the community, teaching, and learning, as well as creating new ones, are all part of this group (Little, 2013). A group of instructors, administrators, or supervisors who work together to tackle common problems in the district or school are known as a "learning action cell."

Theoretical Frame work of the Study

This study took anchorage from Skinner's Theory of Behaviorism. According to Skinner's Theory of Behaviorism, a child who are guided, assisted, and supported well by their parents and teachers are likely to do well as per observation by their parents who are at home and school. Hence, as per support from Deped Order No. 35, s. of 2016, the Learning Action Cell (LAC) is conceptualized and implemented, and it is on that mandate that the school is bound to implement and support the sustainability of the said advocacy to improve the delivery of educational services like quality teaching and learning.

With the help of Learning Action Cell, teachers will be able to collaborate on planning, problem-solving, and action implementation within a community of practice. Additionally, teachers' content knowledge, pedagogical skills, assessment strategies, and professional ethics will all be improved, and the community will foster student learning and holistic development. Communities of practice allow teachers to plan, solve problems, and implement actions collaboratively, which will improve teachers' knowledge, skills, and attitudes, which will ultimately and significantly improve student learning and development.

Following the enactment of Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, the Department of Education (DepEd) has released the following policy regarding

One of the topics enumerated pertains to the importance of conducting LAC sessions about 21st-century skills and ICT integration in instruction and assessment. Furthermore, as part of the LAC implementation process, appropriate intervention should be identified which could be in the form of learning materials, equipment, facilities, strategies in teaching modality in the teaching program, etc. (D O 35 s 2016 section 17.4.)

DepEd order number: 14 s. 2014 said that a midterm break would be held at the conclusion of the second quarter in order to assess the performance of individual instructors as well as the group as a whole. Additionally, INSET, or in-service training,



would be conducted in order to encourage ongoing professional growth. In order to fulfill the obligations and responsibilities of an effective and efficient teacher, it is implied by the Department of Education's advocacy that all teachers should be suitably led and equipped with the knowledge of the teaching and learning process. This can be achieved by going over and reviewing certain topics or concerns.

Figure 1 shows the diagram of the study. It consists of two (2) major variables, namely: the first one is under the independent variable which contains the level of effectiveness of the LAC implementation in the school among the school heads in the areas of consistency of doing the LAC, competence of LAC implementer, support mechanism from the higher officials, the observance of QATAME, and stakeholder's support. The second major variable is under dependent variable which contains the learners' academic achievement in Araling Panlipunan, SY 2023-2024

This study is anchored on the concept of the well-known, legendary, and good leader, Nelson Mandela (2010) that it takes the whole village to raise a child and that education is a shared responsibility. It is on this premise that teachers are tasked to do their primary function which is to teach the children but in as much as there is a need for a face-to-face class. If the parents are complaining about their task of supervising their children and the learners are getting bored with the modality they are in now, how many more of the teachers where are attacked by stress and boredom without the children in the classroom? Teachers are still providing the necessary preparation and in the strict observance of health standards and protocols in the classroom.

Teachers must practice the health protocols at school specifically in their classrooms as required by the system. DepEd Health personnel are also checking and monitoring the implementation of safety health practices like compliance with health protocols among teachers.

Teachers may be doing home school visitation to the learners at home provided that they are complying with the requirements set by the authorities to check also their safety and security in terms of health standards and protocols required by the law. The learners may be doing well in their studies since they need not worry about the possible local transmission of the COVID-19 diseases aside from Bukidnon is now on Alert Level 2. This can be made possible through the moral support of the school heads in the school and constituents in the community. In as much as they are empowered by R. A 9155 commonly known to us as a Governance of Basic Education Act.

Statement of the Problem

This study aimed to determine the relationship between the extent of effectiveness on the effectiveness of Learning Action Cell (LAC) implementation in their teaching performance using IPCRF for the school year 2022-2023 in Kitaotao II District, Division of Bukidnon during the school year 2023-2024.

This study specifically aimed to respond to the following queries:

1. How effective is the learning action cell implementation in terms of implementing the LAC consistently, the competency of the LAC implementer, the higher officials' support mechanism, the observance of QATAME (Quality Assurance, Technical Assistance, Monitoring, and Evaluation), and the support of stakeholders?
2. What is the secondary teachers' teaching performance during the SY 2022-2023?
3. Does the degree of efficacy of the learning action cell implementation and the performance of the instructors in Kitaotao II District during the 2023–2024 school year have a significant relationship?

Hypothesis of the Study

HO 1. The degree of efficacy with which the Learning Action Cell (LAC) was implemented and the performance of the instructors in the Kitaotao II District throughout the academic year 2023–2024 do not significantly correspond.

Delimitations of the Study

This study was limited to determining the relationship between the extent of effectiveness of the Learning Action Cell (LAC) implementation about the teachers' teaching performance in the secondary schools Kitaotao II District school year 2023-2024. The extent of effectiveness covers only in the areas of consistency of doing the LAC, mechanism from the higher officials, the observance of QATAME (Quality Assurance, Technical Assistance, Monitoring, and Evaluation), and stakeholder support. Likewise, the teaching performance was based on the IPCRF 2023 since the school year is still going on.

Significance of the study

This study provided baseline data to all stakeholders that played major roles and functions in the acquisition of knowledge and learning among the learners especially in this time of pandemic where health is so vital to be given utmost consideration and importance.

The learners may benefit from the findings of the study because this would give them the chance and opportunity to improve their learning performance since they are the ultimate end users of the efforts of their teachers. They may be trained also in the facilitation of training since their teachers were already experts in facilitating skills in conducting small assemblies of their learners' organization in school.

The teachers would also be empowered to organize and handle small crowds of LAC sessions since too huge a crowd is no longer a LAC nut in-service training.

They would be enhancing their speaking skills since they would serve as speakers depending on their field of expertise especially since speakership has the corresponding point of upgrading one's position, especially the master teacher position.



The school heads might gain insights from this study with an improvement of their school key performance indicators because topics can be also about the KRAs on how to do it in a very excellent manner. Whatever in the school needs dire action to address the gap, weakness, and needs of the teachers can be acted upon right away because due to continuous improvement mechanisms, the school has the leeway to prioritize their interventions to the most serious, urgent and gravity needs problem. Moreover, the school head would perform their roles and functions in the implementation of SLAC as expected especially since DepEd is having a transition of standards in the performance of teachers in a Philippines Professional Standard for Teachers or PPST and Result Based Performance Management System (RPMS) way.

To the parents, supporting the teacher in SLAC by any means can be their avenue to give the best effort in helping their children to be the best of whatever they can in the future. They may plant in the minds and hearts of their children the greatest love needed by their children to grow full of trust and confidence in themselves and in the people around them, especially in their teachers and parents. The kind of support they could extend to their beloved children is their children's passport to perform well in their quest to be in a good direction prepared by the good Lord for them in the future. Future researchers could also gain insights from the results of this SLAC study. They can use this as reference material for a more comprehensive study.

Definition of Terms

For better clarification and understanding of the terms related to this study, the following were defined theoretically and operationally:

Teaching Performance. Teaching performance refers to the tool used in DEPED called IPCRF (Individual Performance Competencies Review Form). Teachers IPCRF has a Key Reform Area (KRA) where teachers have to perform individually at the end of the school year, they are to rate or assess themselves individually to be checked and approved by the school heads as the rater with the help of master teachers present in the school.

Level of Effectiveness in the School Learning Action Cell Implementation. Level of effectiveness in the School Learning Action Cell Implementation refers to the school head's performance in LAC implementation in the areas of consistency of doing the LAC, competence of LAC implementer, support mechanism from the higher officials, the observance of QATAME (Quality assurance, technical assistance, and monitoring and evaluation), and stakeholder's support. It also refers to the duties and functions of a school head as a LAC leader, a school head, a facilitator, an organizer, a process implementer, and monitoring and evaluation in charge.

Learning Action Cell. A team of educators—teachers, administrators, and supervisors—known as a "Learning Action Cell" meets together in groups to handle common problems that arise in the district or school. QATAME. QATAME Refers to Quality Assurance, Technical Assistance, Monitoring and Evaluation.

School Learning Action Cell. According to DepEd Order number 35, s., the term "school learning action cell" refers to the group of instructors who collaborate in the school learning community to raise the standard of instruction. of 2016 as well as the educators that make up the school's professional learning community.

Stakeholder's Support. Stakeholder Support refers to the support given by the internal and external stakeholders morally, manually, fiscally, and socially as the school is doing its LAC implementation effectively.

Support Mechanism from the Higher Officials. Support Mechanism from the Higher Officials refers to the kind of support, and assistance extended by the district, division, and regional office to ensure the proper way and sustainability of the LAC implementation in the school.

The Observance of QATAME. The Observance of QATAME refers to an act of checking, validating, and ensuring that the LAC session happens in the school is passes through quality assurance from the time of the LAC action plan and design, technical assistance during the LAC proper, and the monitoring and evaluation done by the Division quality assurance team.

Review of Related Literature

A review of related literature organized by the variable listed in this study is presented in this chapter. It also offers a concept related to the subject matter that piqued the researcher's curiosity and is used in this section of the work to bolster and reinforce the previous chapters' discussion.

Effectiveness of School Learning Action Cell Implementation

According to the SHDP module (2017), the roles and responsibilities of school heads include: establishing safe spaces where teachers can converse with one another in order to share knowledge and support one another; ensuring that the practice of holding regular LACs is established, maintained, and sustained; and leading the organizing of the LAC and monitoring its activities and assessing their impact on the overall improvement of the school. Organize and carry out successful LACs in their school while offering academic leadership and administrative assistance.

SHDP module (2017) further mentioned that the shared domain of professional interest, Ongoing collaborative learning and problem solving, Self-directed learning, Reflective practice



leading to action and self-evaluation, Collective competence development, Peer coaching and learning.

SHDP module (2017) added that communities of practice enable teachers to collaborate on planning, problem-solving, and action implementation, which improves teachers' knowledge, skills, and attitudes and consequently significantly improves student learning and development.

Teacher's Performance

The teachers are essential components of the school system. In them lies the success and failure of the teaching-learning process. Their most significant task is acquiring learning experiences for children and youth. The teacher responsible as a learning facilitator must be dynamic and committed enough to employ some techniques to make learning more effective, concrete, realistic, challenging, and capable of maintaining the learners' interests.

Lamban (2018) reported in his studies that teachers' performance and practices best predict pupils' cognitive performance. Competent teachers with positive instructional practices encourage their pupils to perform better than those under low-performing teachers' care. He further stressed that teachers play an essential role in the learning process.

Quality performance is a process in which our reality as educators involves individuals. Every individual is individually and collectively responsible for those maintenance and development strategies. Performance in school is one factor in learning the pupil (Ecle, 2016).

As to Bell (2012), multiple grading systems are utilized to assess academic performance in schools. By completing assignments, exams, presentations, homework, and participation in class debates and activities, students exhibit their knowledge.

Continuous assessment and assessment mean different things to different people within the educational enterprise. (Greaney, 2011) assessment is any procedure or activity designed to collect information about the learner's knowledge, attitudes, skills, or group of learners.

Therefore, assessment in education can be characterized as a planned procedure used to evaluate a student's performance in the cognitive, emotional, and psychomotor domains of educational objectives (Awofala, 2013). Unstructured, unplanned, and structured/planned assessments can be used to categorize assessments in general. The former type of assessment, known as unstructured assessment, includes

exercises like impromptu questions that teachers pose to a portion of the class during or after a lesson to find out if the material was understood, or even unscheduled class assignments that teachers assign to students to pass the time (without necessarily recording them).

The studies (Abdul, 2015) mainly focused on teachers' commitments caused by principal leadership traits. Researchers (Avolio, 2019) have that subordinates eventually will reduce the salience of dependency, personalized relationships, and status differentials in the leader-follower relationship. These eventually allow his subordinates to look for more freedom, autonomy, and recognition and contribute to the task (Sinha, 2010).

Implementing valid performance appraisal systems in schools presents various challenges (OECD, 2013). A shared understanding of quality teaching must be adopted to evaluate and improve teaching. This poses a dilemma: Do educators employ general standards, topic-specific standards, or a combination of the two? After these criteria are established, how and by whom are teachers assessed and helped to grow? It is likely to be unsuccessful to place all the responsibility for appraisal on one individual who has the required experience or expertise (Day, 2013). It's critical to strike a balance between formative and summative assessment techniques and to comprehend the archaic terminology related to the system's exclusive focus on teacher evaluation.

METHODOLOGY

Research Design

The study used descriptive-correlational research design. This design described the present status of the school undertaking in this new normal education situation. This was also a correlation study because it tried to determine the extent of effectiveness of the Learning Action Cell (LAC) implementation in terms of consistency of doing the LAC, competence of LAC implementer, support mechanism from the higher officials, the observance of QATAME, stakeholder's support in Kitaoao II District, Division of Bukidnon for the School Year 2023-2024.

Research Respondents

The study's subject-respondents were all 86 secondary teachers of the District of Kitaoao 2 and 3, Bukidnon Division, for the School Year 2023-2024. Teachers who were on leave were not be part of the study. The teacher's extent of was correlated with the independent variables of the study. Table 1 reflects the distribution of respondents' sample size per school.

**RESULTS****Table 1***Extent of Effectiveness in the Learning Action Cell*

Table 1

Indicator	Mean	SD	Interpretation
Implementation Regarding Consistency of Doing the LAC	4.55	0.25	Large Extent
Competence of LAC Implementer	4.71	0.25	Large Extent
Observance of QATAME	3.90	0.40	Very Large Extent
Stakeholder Support	4.68	0.58	Very Large Extent
Overall	4.65	0.37	Very Large Extent

The results show that the implementation of the Learning Action Cell (LAC) regarding consistency of sessions was carried out to a very large extent ($M = 4.55$, $SD = 0.25$), indicating regular and systematic conduct. The competence of LAC implementers received the highest rating ($M = 4.71$, $SD = 0.25$), reflecting their strong capability in facilitating effective sessions. Stakeholder support was also very high ($M = 4.68$, $SD = 0.58$), showing commitment from different sectors in sustaining the program. Meanwhile, observance of QATAME was rated to a large extent ($M = 3.90$, $SD = 0.40$), suggesting that monitoring and evaluation processes need further strengthening. Overall, the LAC implementation was assessed to a very large extent ($M = 4.65$, $SD = 0.37$), highlighting its effectiveness, with competence of implementers and stakeholder support as key strengths.

Table 2
Secondary Teachers' Teaching Performance during the SY 2022-2023

Mean Interval	<i>f</i>	%	Qualifying Statements
4.500- 5.00	0	0	Outstanding
3.500- 4.499	141	100	Very Satisfactory
2.500-3.499	0	0	Satisfactory
1.500- 2.499	0	0	Unsatisfactory
Below 1.499	141	100	Poor

Table 2 provides an overview of secondary teachers' teaching performance during the School Year 2022-2023, categorized based on mean intervals and corresponding qualifying statements. Notably, all teachers fell within the outstanding or unsatisfactory categories, as indicated by the mean intervals of 4.500-5.00 and 1.500-2.499, respectively. Instead, all teachers, accounting for 100% of respondents (141 teachers), were classified as very satisfactory, falling within the mean interval of 3.500-4.499. Similarly, no teachers fell within the satisfactory or poor categories, indicating a high overall performance level among secondary teachers.

This finding conforms with Cabanelez's (2018) study, in which the teachers' performance rating is also very satisfactory.

Table 8 shows the significant relationship between the extent of the Learning Action Cell implementation's effectiveness and the teachers' teaching performance in Kitaotao II District during the School Year 2023-2024.



Table 3

Significant Relationship between the Extent of Effectiveness of the Learning Action Cell Implementation and the Teachers' Teaching Performance in Kitaotao II District during the School Year 2023-2024

Variable	r	p-value	Interpretation
Consistency of Doing the LAC	.036	.678	Not Significant
Competence of LAC Implementer	.056	.508	Not Significant
Support Mechanism from the Higher Officials	.090	.288	Not Significant
Observance of QATAME	-.001	.992	Not Significant
Stakeholder's Support	.104	.218	Not Significant
Overall	.086	.309	Not Significant

The table presents the results of a significant relationship test between the effectiveness of the Learning Action Cell (LAC) implementation and teachers' teaching performance in the Kitaotao II District during the School Year 2023-2024. Across all variables examined, including consistency of doing the LAC, competence of LAC implementer, support mechanism from higher officials, observance of QATAME, and stakeholder's support, the p-values are above the conventional threshold of significance ($p > 0.05$). This indicates that there is no significant relationship between the extent of effectiveness of LAC implementation and teachers' teaching performance.

The variables: Consistency of Doing the LAC ($r = .036$, p -value = .678), Competence of LAC Implementer ($r = .056$, p -value = .508), Support Mechanism from the Higher Officials ($r = .090$, p -value = .288), Observance of QATAME ($r = -.001$, p -value = .992) and Stakeholder's Support ($r = .104$, p -value = .218) do not have significant relationship with the teachers' teaching performance..

The decision on the null hypothesis on the statement that There is a significant relationship between the effectiveness of the Learning Action Cell implementation and the teachers' teaching performance in Kitaotao II District during the School Year 2023-2024 is accepted Overall, the test of the relationship between the effectiveness of the learning action cell implementation and the teachers' teaching performance in Kitaotao II District during the School Year 2023-2024 ($r = .086$, p -value = .309) is not significant.

This finding negates the study of Dagaang (2019), where in his study, there was a significant relationship between the extent of effectiveness of the learning action cell implementation and the teachers' teaching performance in Malaybalay District 8 during the school year 2019-2020.

SUMMARY

This study aimed to determine the relationship between the extents of effectiveness of Learning Action Cell implementation in their teaching performance using IPCRF for the School Year 2022-2023 in Kitaotao II District, Division of Bukidnon during the school year 2023-2024. Specifically, this study sought to answer the extent of effectiveness in the Learning Action Cell implementation in terms of consistency of doing the LAC, competence of LAC implementer, support mechanism from the higher officials, the

Pearson r Product Moment Correlation Coefficient for the test of a significant relationship between the extent of effectiveness on the Learning Action Cell implementation and the teachers' teaching performance in Kitaotao II District during the School Year 2023-2024.

observance of QATAME, and stakeholder's support. Likewise, it also determined the secondary teachers' teaching performance during the SY 2022-2023. Furthermore, it also investigated the significant relationship between the effectiveness of the Learning Action Cell implementation and the teachers' teaching performance in the Kitaotao II District during the School Year 2023-2024.

The public secondary school teachers in Kitaotao I and I Districts, Division of Bukidnon, were the study's responders. The degree of effectiveness in the Learning Action Cell implementation in terms of consistency of doing the LAC, the competence of the LAC implementer, support mechanism from the higher mean, and percentage was determined by this study using the descriptive-correlational method of research using statistical tools like weighted mean and standard deviation.



CONCLUSIONS

In the light of the findings, the following conclusions were formulated.

These secondary schools under Kitaotao II Districts are religiously implementing their LAC under DepEd Order no. 35, series of 2016. These schools should continue implementing the DepEd programs effectively and appropriately, like the Learning Action Cell.

The secondary teachers in Kitaotao I and II are performing very satisfactorily well in the Key Result Areas of their Individual Performance Commitment Review Form, which they use as their rating tool.

The considerable effectiveness of the Learning Action Cell implementation is also unrelated to the teachers' performance when using their IPCRF tool.

Recommendations

Now, the recommendations listed below are suggested based on the results and analysis. DepEd Officials may recognize and sustain the school heads' considerable extent of effectiveness in the Learning Action Cell implementation in terms of consistency of doing the Learning Action Cell, competence of Learning Action Cell implementer, support mechanism from the higher officials, the observance of QATAME (Quality et al. and (Evaluation) and stakeholder's support. This can be done with less effort in monitoring and supervision among the DepEd officials in different Kitaotao I and II District hierarchies.

School Heads may enhance their satisfactory performance in the Key Result Areas of their IPCRF (Individual Performance Commitment Review Form) as their rating tool for their Kitaotao I and II secondary teachers. The school heads can do this since they facilitate the targeting, perform the performance review, and rate their teachers.

Teachers may sustain their considerable extent on the effectiveness of LAC implementation even if it does not relate to their performance by KRA since they have to comply with the educational system and are mandated to submit reports to the division office. They may participate in training to enhance their performance, especially competence under IPCRF.

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