

School learning action cell and competencies of elementary teachers

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Abstract

This study aimed to determine the relationship between the school learning action cell and the competencies of elementary teachers. The study also aimed to know the profile of the teacher; the level of the features of the School Learning Action Cell; and the extent of the teachers' competencies relative to classroom management, classroom procedures and personal competencies. More importantly, this study aimed to know the significant differences between grouped according to the profile of people and teachers' competencies; significant relationships between profile and the competencies; and lastly the significant relationships between the School Learning Action Cell and the competencies of the teacher in Cluster 4 in Division of Calamba City. The study used descriptive correlational design. The focus of the study was 92 teachers from public elementary schools in Cluster 4 within the Division of Calamba City. They were invited to respond to the research questions. Among the recommendations, school heads may intensify professional development activities, particularly the LAC session and In-Service Training. Additionally, teachers may continue to enhance their competencies by attending LAC sessions and other professional engagements. Finally, the results of this study may be used by teacher researchers to direct future investigations, to improve teacher welfare in educational institutions and to produce more reliable results for follow-up studies.

Keywords: competency, classroom management, classroom procedures, SLAC, teachers' training

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1. Introduction

“By establishing the professional standards of teacher quality and using these quality standards in the selection, hiring, and promotion of teachers, in assessing their performance, in planning and providing professional development interventions, and in rewarding and incentivizing teacher, we could guarantee that the quality of our teachers in our classrooms are of high standards,” OIC Undersecretary for Human Resources and Organizational Development Wilfredo Cabral said during the Educ Forum’s third episode. The proposed career progression system, which bases teachers' professional development and advancement on the Philippine Professional Standards for Teachers (PPST) as a foundation for Teacher Quality, attempts to increase chances for promotion while retaining its commitment to high-quality learning. This only contributes to make sure that educators are recognized for their efforts and devotion and given the chance to further their careers. The fact that the new system is based on the Philippine Professional Standards for Teachers (PPST), a thorough set of standards that specify the knowledge, skills, and talents that teachers should possess. In this kind of development and advancement for the teachers of the Philippines we can now fill the gaps in terms of their compensation that were being request by these noble professionals.

In accordance with the DepEd Order No. 35, s. 2016 institutionalized Learning Action Cells (LACs), aiming to expand and assist teachers to bring up their knowledge, attitudes, skills, and competencies in terms of curriculum, instruction, and assessment in their workstations. The Learning Action Cell must be held at least once a month in a face-to-face learning setting, while it may also be conducted electronically when in-person meetings are impractical. Teachers in DepEd participate in Learning Action Cells, which are supervised by the school principal or the LAC coordinator and have as their main objective collaborative learning to address problems that arise in the school. LACs will develop into healthy, empathetic, and secure school-based communities of practice. In the said policy, the DepEd features that to be able to attain development and progress to our learners, teachers must the first one to equip and be put to the standard to be able to make the goals of the education sector in the Philippines.

Through the initiative of LACs, teachers are able to comply with the recent changes on the professional development and advancement on the Philippine Professional Standards for Teachers (PPST) as to its qualification on the promotion of teachers. The researcher will choose to ascertain the implementation of the school LAC and its relationship to the teachers' level of competencies in the public elementary schools in Cluster 4 of Division of Calamba City considering the principle and the positive expectations to develop by engaging with LAC at this point.

2. Related Studies

According to Verbo (2019), modern society demands high quality teaching and learning from teachers. Teachers must possess a great deal of knowledge and skills with regards to both teaching and assessment practices to meet those demands and standards of quality education. Effective teacher learning and professional development is important for student achievement. Teacher learning is a continuous process that promotes teachers’ teaching skills, master new knowledge, develop new proficiency, which in turn, help improve students’ learning. Previous studies have indicated that when teachers are effective classroom managers, their students achieve at a higher level and display more interest in the class subject matter. Classroom management is essential to both teachers’ education and teachers’ professional development, it is crucial to keep teacher’s knowledge up to date, so they can deliver high quality teaching. Interestingly, we know very little about teachers leaching, considering that, teachers themselves are experts in teaching and learning. This paper explores this area, to shed a light on the importance of continuous development program for teachers’ learning. The government is doing its

best to improve the teachers' performance. The Department of Education continues to find ways to improve the teaching-learning process by continuously capacitating the teachers so that they will be able to deliver the K to 12 Curriculum successfully. Likewise, when collaboration is effective and the model is sustained over time, there are specific changes noted in staff development.

To sustain the significance of conducting LAC for teachers, Project CLASS – Contextualized Learning Action Cell Session Strategy – a Virtual Learning Action Cell strategy was developed and is now being proposed not only in Mathematics but to all learning areas as well. The conduct of LAC must have factual basis parallel to DepEd Order No. 35 s. 2016. It must address the professional needs of the teachers. Determining the topics to be discussed should be appropriate to the needs of the teachers and likewise be closely monitored not only for compliance purposes but in making sure that the effort would not come into waste. It is imperative to develop an evaluation mechanism to determine the significance of conducting LAC both to the performances of the facilitators and the attendees (teachers).

According to Dapudong (2014) that in-depth specialization courses that offer teaching strategies on how to bridge theory and practice are needed by schools to provide more special education needs training, enough learning support providers, and educational resources, as well as specialized practices for implementing SEN strategies in their classrooms. Learning Support Programs should be designed with accommodations for students with special educational needs in mind, including the provision of individual education plans (IEPs), curriculum modifications, and classroom modifications. While, in the study conducted by Dizon and Orge (2019). Accordingly, the curriculum's contextualization, localization, and indigenous representation were seen as specifically being used by matching the curriculum's content and learner-appropriate instructional strategies, as well as the knowledge that the K–12 curriculum is learner-centered, inclusive, and research-based. The current study's findings also showed that there was no statistically significant difference in the perception of the degree of utilization of the Curriculum Contextualization, Localization, and Indigenization (LAC) Session Contents when grouped according to teachers' profile variables.

This asserts the statement of Johnson (2022) that assessments are crucial when a class is learning a new concept. It benefits both students and teachers in addition to both groups. Assessments are a great way to provide feedback to students about their progress. Students benefit from assessments because they learn what mistakes they made and how to fix them. If they don't remember the material very well, it also enables students to reinforce it more effectively. It enables the students to demonstrate their understanding of the material that the teacher spent weeks creating, developing, and instructing. The outcomes of these repeated assessments then aid in determining how well students are progressing. Additionally, it encourages students to work hard.

As stated in the studies of Spivey (2017), that students must learn to evaluate information and solve problems creatively and innovatively in today's 21st-century classrooms. In all classrooms, across all grade levels, and in every subject, learning the process of higher-order thinking is an essential but reachable goal. Critical thinking and higher-order thinking are simple to learn with a little creativity, but teachers must explicitly guide and teach the thinking process starting in kindergarten. As explained by Chatterjee (2021), that teacher can learn cutting-edge teaching techniques with the aid of ICT. He can collaborate with the students on a range of projects and tasks. Additionally, it assists him in supplying lesson materials, homework, etc. ICT aids him in creating subject curricula as well. He can research the advantages and disadvantages, difficulties, and sociological and psychological problems affecting students of various national curricula. All these things aid him in creating a curriculum that enables him to accomplish the goals and objectives of the teaching subject.

As explained by the statement of Spencer (2018), that the fundamental element of teaching is classroom management, which influences your students' learning outcomes and may also influence your own wellbeing. A classroom with effective classroom management has engaged, well-behaved students who are committed to their studies. When there is poor classroom management, students are disruptive, disengaged, and teachers are not respected. The ability to effectively manage a classroom does not come naturally. Without a thorough

understanding of the fundamental components of good classroom management, your classroom runs the risk of being poorly run, which can be harmful to students' growth and academic achievement.

According to SBD, Inc. (2022), as students learn and grow, they need structure and familiarity, and routines and procedures in the classroom give them that. They will feel more secure and confident in their daily activities because they will know what to anticipate each day. A routine encourages learning in younger children and makes them feel secure in their surroundings, while it gives older children a sense of security and predictability. Routines in the classroom are crucial for this reason. Routines in the classroom increase student engagement and boost learning. They give students a feeling of security. As mentioned by Supardi (2017), teacher competence varies depending on educational background and age and the duration of their commitment. However, based on their sex, teachers are equally competent. This has an implication a finding that the level of education, short course, training, and education can improve competence.

Francisco (2020) study's findings led the researcher to the following conclusion regarding the demographics of the teachers were determined by the data analysis to be mature enough. They can solve problem behavioral issues and planning for classroom control. According to Reazo (2021), this study sought to identify the level of implementation of the learning action cells and the problems encountered in its implementation to develop an acceptable enhancement program for the conduct of the LAC in the Division of Quezon. The study used the quantitative descriptive method and probability sampling technique with the aid of the Cochran formula. The researcher used validated survey questionnaires to gather data and analyzed responses using percentages and weighted means. The respondents are females, married, Teacher I, and teaching for 4-6 years. The level of implementation of the learning actions cells is generally implemented as perceived by the respondents in terms of prioritization of topics, formation of LAC, scheduling of meetings, setting up of resources, LAC implementation norms, preparing the line-item budget, and writing of LAC plan. The problems encountered in the implementation of the LAC session deals with the difficulty in scheduling due to many school activities and that some teachers are not ICT knowledgeable. The Program for Learning Action Cell Enhancement in School (PLACES) was developed and deemed highly accepted. The study proposed the further improvement of the LAC session in every school to intensify the benefits brought about by the learning action cells on addressing school issues and activities.

As explained in the studies of Gumban and Pelones (2021) Teacher quality can develop holistic learners who are value-driven, qualified with 21st century skills, and capable of driving the country toward the development and progress. The study aimed to find out how the activities of School Based Learning Action Cell (SLAC) as a lesson study program in the Philippines relates to Teacher's Work Performance. The study applied quantitative and qualitative design and involved 11 selected public elementary schools located in the district of Norala in the province of South Cotabato. There were 129 randomly selected teachers and 6 key informants who participated in the study. Adapted questionnaires and group discussion guide questions were utilized for data gathering. Findings of the study showed that teachers were highly involved in SLAC activities to ensure professional growth, quality teaching, collaboration and problem-solving, and school development programs. The performance of teachers at work had also been found to be very satisfactory in all its indicators: content knowledge and pedagogy, learning environment and learner diversity, curriculum and planning, and assessment and reporting. Based on simple linear regression, the data showed that when teachers participate in SLAC activities, their work performance increases. Implications for the professional development of teachers are given in the study.

In the studies of Dizon, Bigilda and De Guzman (2019) explained that the study investigated and analyzed the level of utilization of the contents of Learning Action Cell (LAC) Sessions - a school-based Continuing Professional Development (CPD) as perceived by Social Studies Teachers of Secondary Schools of Department of Education, Division of Zambales, Philippines during the academic year 2017-2018 among 130 teachers. The research design was descriptive, and a standardized survey checklist was used as the main instrument of data collection. The reliability index of the adopted instrument of was .964 which is highly consistent for data

gathered. For data analysis, descriptive and inferential statistics (ANOVA) using SPSS version 16 was utilized. The teacher-respondent 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 Content and Pedagogy of the K to 12 Basic Education Program primarily planning and delivering effectively instructions; Content Assessment and Reporting in the K to 12 Basic Education Program particularly implementing the learner – centered assessment policies were highly utilized. This leads in the conclusion after the analysis. Results of the analysis of variance revealed a no significant difference in the perception on the level of utilization of the explored Learning Action Cell (LAC) Session Contents when attributed according to teachers' profile variables.

The successful implementation of School Learning Action Cell (SLAC) LACs as seen to be the most cost-effective continuing professional development process that improve the teaching-learning process is dependent on how school leaders and teachers understand the process. The consistency of its implementation and monitoring is somehow difficult to achieve when school heads and teachers have limited grasp of the processes and framework of SLACs (Correos & Paler, 2020). According to the studies of Mendoza et al. (2017) that professional development is the key to educational improvement. A structured model of professional development is Lesson Study which originated in Japan. Lesson Study is a collaborative approach for teachers to plan, present, observe, and evaluate and reflect on classroom lessons. Since its introduction to the educational community years back, it has instigated interest among educators and researchers worldwide.

In the Philippines, the Department of Education (DepEd) in cooperation with the National Institute for Science and Mathematics Education Development of the University of the Philippines (UP NISMED) has been actively promoting lesson study to public and private institutions all over the country through workshops and seminars. Furthermore, adapting the framework of Lesson Study, the Department of Education (DepEd) issued a memorandum, DO 35 s2016, entitled 'the Learning Action Cell (LAC) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning' to support the continuous personal and professional development of the teachers. Learning Action Cell, according to DepEd, is a group of teachers who engage in collaborative learning sessions to solve shared challenges encountered in the school facilitated by the school head or a designated leader. This has been mandated to the public elementary and high schools in the country but has not yet been fully institutionalized especially in private institutions.

As explained in the studies Buhat (2021) to assess the implementation of school Learning Action Cell (LAC) among public elementary schools in Calamba East 5 and determine its relation to the teachers' level of competency and eventually on pupils' performance. The Continuous Professional Development Plan was the output of the study. This study followed the quantitative research design. Through simple random sampling, the respondents of the study came from 6 different elementary schools of East 5 including 30 teachers from Banlic Elementary School, 18 teachers from Crossing Elementary School, 30 teachers from Parian Elementary School, 29 teachers from Real Elementary School, 18 teachers from San Cristobal Elementary School and 13 teachers from Uwisan Elementary Schools in East 5. A Standardized survey questionnaire was used for gathering of data. Therefore, this paper explores this area, to shed a light on the importance of continuous development program for teachers' learning. The government is doing its best to improve the teachers' performance. The conduct of LAC must have factual basis parallel to DepEd Order No.

Moreover, LAC must be used in making the teachers equipped even they are not under with graduate studies. It is imperative to develop an evaluation mechanism to determine the significance of conducting LAC both to the performances of the facilitators and the attendees (teachers). It is also explained that attending on these training has benefits of which includes the increased teacher collaboration and collegiality; improved teacher knowledge and skills; enhanced student learning; and increased school improvement. Lastly, LACs can be useful tool for enhancing instruction and learning in classrooms. They give educators a place to exchange concepts, work together on solutions, and develop their skills. LACs may assist schools in recognizing and resolving structural

barriers to student learning.

3. Research methodology

Research Design - The descriptive survey method is utilized in this study to identify the relationship between school learning action cell to the competencies of elementary teachers; that includes the profile of the teacher respondents, and it also focuses on the Learner's Diversity and Inclusion; Instructional Pedagogy; Assessment and Reporting; High Order Thinking Skills; and ICT Integration; and teachers' competency in terms of classroom management, classroom procedures and personal competencies. According to Sevilla (2012), descriptive survey research is concerned with the circumstances of relationships that exist, the practices that are prevalent, the attitudes and processes that are taking place, the impacts that are being felt, and the trends that are emerging. The method of doing descriptive survey research entails more than just the collection and tabulation of data. It entails a certain amount of interpretation of the meaning or relevance of the things that are being discussed.

According to Wallen (2012), this method is intended to allow the researcher to obtain information on the current situation at the time of the study as well as to investigate the specific phenomena that are occurring at that time. Through this method, the researcher gathered data on the procedure and qualities of the teacher in teaching ICT. Since the investigation is teachers' competency in terms of classroom management, classroom procedures and personal competencies of the elementary teachers of the Division of Calamba City, the descriptive method of research is the most appropriate to use.

Respondents of the Study - There are 92 teachers were the complete set up of a group of people or individuals, whether that group comprises a nation or a group of people with a common characteristic. The population can also refer to a group of people who share one or more ideas from which data can be gathered and analyzed. It is significant for a researcher to clearly define the population they are studying to ensure their findings are valid and applicable to the group they are interested in. The target of the study consists of the teachers Makiling and Real Elementary School in Cluster 4 of Division of Calamba City, Real, Calamba City, Laguna, it is purposive sampling which is non-probability sampling technique is used in this research where participants are chosen based on a specific purpose or criterion. Therefore, with this, the researcher can identify the relationship between the School Learning Action Cell and the competencies of the elementary teachers.

Research Procedure - The researcher follows the preliminary steps in conducting a research were he first identify and develop the topic he choose. Then, he checks and find background information to his studies he chose to have basic information before gathering the data in making of a questionnaire. The researcher uses databases to find journal articles that is related to his studies and also find internet resources. He evaluates every information he gathered to ensure that all of this data will be included in the writing of the questionnaire. After the crafting of the questionnaire, the researcher seeks the help of the validators in validating his questionnaire. Then, he sought permission from the School Principals and the District Supervisor to gather the needed data through a letter of request for this study. Upon approval, a meeting was set to orient the respondents before the actual administration of the questionnaire to orient them relative to the purpose of the study. The respondents were oriented on how to accomplish the entire set of survey questionnaires. The distribution and retrieval of questionnaires were administered personally by the researcher. The researcher explained fully the direction as well as the purpose of the study before allowing the respondents to answer the questionnaires. Later, the data gathered was given appropriate statistical treatment, analyzed, and interpreted. There were series of consultations happened during the writing process of the researcher. On those consultations, revisions were instructed by the advisers to enhance the manuscript.

Research Instrument - The research instrument use in this study is purposive sampling technique that involves investigating the entire population of this study with the same characteristics, in this case, all the teachers of the said cluster are involved. The instrument used in this study was a survey questionnaire checklist.

The questionnaire was a research-made instrument devised to determine the relationship of school learning action cell to the competencies of elementary teachers. In the questionnaire, a five-point rating scale indicated below was used to determine the procedures and qualities of the teacher. In the construction of the questionnaire described above, an extensive review of various books, publications, and internet sites was used. An initial draft of the research tool was prepared and presented to professors and panel members for comments and suggestions. Validation was done to assess the representation of the items with those of others dealing with the same area of investigation. The assistance of the adviser was relevant to the contents of the questionnaire that was solicited. The final form of the questionnaire was reproduced and administered to respective respondents.

Statistical Treatment of Data - The responses will be tabulated as the basis for the statistical treatment of the data. It will be done in order to determine the relationship of school learning of information was assured to the respondents. The researcher used frequencies to analyze the teachers' competency and qualities. In order to identify the teacher's competency and its relationship to school learning action cell:

Scale	Numerical Value	Descriptive Value	Verbal Interpretation
5	4.21 - 5.00	Strongly Agree	Very High
4	3.41 - 4.20	Agree	High
3	2.61 - 3.40	Neutral	Moderately High
2	1.81 - 2.60	Disagree	Low
1	1.00 - 1.80	Strongly Disagree	Very Low

The researcher used Mean and Standard Deviation to answer research questions 1 and 2 in terms of teacher's competency. The researcher used Frequency, Percentage, Mean and Standard Deviation to answer the research question 3 to get the level of school learning action cell.

4. Results and discussions

Reliable with the results of this study, the following conclusions were reached. Teacher's age, sex and civil status has no significant difference in their competencies with regards to classroom management, classroom procedures and personal competency. The p-value is greater than the alpha value of 0.05 level of significance. While highest educational attainment and length of service in teaching has significant difference to teacher competency with regards to classroom management, classroom procedure and personal competency. Teacher's age has no significant difference in their competencies with regards to classroom management, classroom procedures and personal competency. The p-value is greater than the alpha value of 0.05 level of significance. While sex, civil status, highest educational attainment, and length of service in teaching has significant difference to teacher competency with regards to classroom management, classroom procedure and personal competency. School Learning Action Cell has significant relationship to the competencies of the teacher in Cluster 4 of Division of Calamba City.

This study is about the School Learning Action Cell and the competencies of elementary teacher. Teacher's competencies as dependent variable is the first to be discussed and its indicators. According to Nessipbayeva (2019), before addressing the meaning of teacher competence, we must first establish the meaning of competence. Competency is a term used extensively by different people in different contexts; hence, it is defined in different ways. Teacher education and job performance are two contexts in which this term is used. Competencies are the requirements of a "competency-based" teacher education and include the knowledge, skills and values a teacher-trainee must demonstrate for successful completion of a teacher education program. Based on the statement of Nessibayeva, it tells that competencies have really have the relationship in the teacher performance in which gives the school heads and other school staff to perform well in meeting the goal of improvements in terms of the welfare of the school, teachers, and learners.

According to Mazariegos (2020), the new role of teachers demands us to keep updated about advances in the matters of education. Likewise, we are interested in technological advances and as far as possible, how to adapt new solutions for learning. Collaborating with other teachers and sharing ideas and experiences is essential to

enrich our work and help our students to improve the development of their competencies. Teachers are required to impact the lives of students positively and train them so that they know how to act in different situations, value their development, and understand how to make decisions in different contexts. Nowadays, education forms competencies for life.

Based on Mazariegos, as the world keeps on advancing so the teachers need to cope up with the advancement of the technology. 21st century students must serve the same experiences for them to be able to do what the present time needs. Competencies must align to what the present time needs, the same way to the learners who are the ones to use it in their future.

In addition, Leon-Abao (2014) specified that teachers' instructional competence is highly instrumental. According to Amalia and Saraswati (2018), competence becomes the basis for a person in running an activity. Without competence, it will be difficult to produce good performance in an activity. They classified competency into some factors that affect the behavior of individuals which will ultimately affect their performance. Also, stated that the competence or ability of a person will affect the way of handling customers which certainly will improve the performance of the part of handling customers. They also stated that competence becomes a factor that affects individual behavior and will affect performance in the end. Sulaiman, Almsafir, and Ahmad (2013) stated that performance is determined by many factors, but competence is one of the strongest factors in improving performance.

Based on Amalia and Saraswati (2018), truly that competence becomes the head start of every individual when doing something unfamiliar or things assigned to them. Also, they added that being competent is one of the factors why successful individual finds their path of success. They also described that being competent is one of the effective ways to handle other people successfully since it affects the behavior of individual for that reason, they manage the whole organization well as they make the work procedures in good environment. In addition, according to Alamsyah et al. (2014), competency is the capacity of people to carry out activities. Knowledge, skills, and professional identity are also understood as components of competence that unquestionably influence performance. Overall, competency has a vital role in making the best things in our work. There are a few things you may do to advance your knowledge and skills, regardless of the field of expertise you are interested in. First and foremost, it's critical to have a solid knowledge base. This entails mastering the fundamentals of the subject or talent you aspire to be proficient in. By doing those things, day by day you will make your basic skills and knowledge developed. Once you have a solid grasp of the fundamentals, you may begin to practice and gain experience to hone your talents.

Being open to learning new things is also essential. The talents and aptitudes required to succeed are ever-changing, just as the world itself does. You can make sure you are always ready for anything comes your way by keeping up with the most recent trends and advances. Therefore, it's critical to have faith in your skills. You are more willing to take chances and attempt new things if you have self-confidence. And if you do, your chances of success increase. Finally, it foretells that having the competency makes the works attainable as the one who possesses it could do the task even if it is difficult. Furthermore, under the teachers' competencies there are three variables such as the classroom management, classroom procedures and personal competencies.

The first indicator to be discussed with regards to teachers' competencies is the classroom management. As stated by the NSW Government (2023), Classroom management refers to the strategies teachers use to support and facilitate learning in the classroom. Effective classroom management is important for student achievement because it creates an environment that minimizes disruptions, maximizes instruction time, and encourages students to engage in learning. It only signifies that having classroom management produces an environment that makes the whole class engaging and encourages learners to learn beyond the instructions and books the read.

Classroom and behavioral management strategies are found in school systems worldwide. Akin, Yildirim, and Goodwin (2016), designed a qualitative inquiry for teachers in Turkey. They intended to explore the perceptions of classroom management, problems teachers recently experienced, the causing factors and

management practices the teachers chose to use. The participants consisted of fifteen elementary teachers chosen through a variation sampling which allowed a wide range of teachers and grade levels. All participants were female and included four first grade teachers, three second grade teachers, three teaching 3rd grade, and five teaching 4th grade. Total years of experience ranged between three and eighteen and the number of students in each classroom ranged from 20 to 43. All teachers disclosed they participated in a classroom management intervention course during their initial teacher preparation years.

Moreover, as explained by Bakhru (2017), every industry is using a Competency framework to recruit the best talent and to develop them. In management, education there is no such framework for the management teachers who form the base for developing talent for all the other industries. This study identifies personal competencies required for effective teaching in management education. The underlying premise is “the better the fit between the requirements of a job and competencies of a person, the higher the person’s job performance, and job satisfaction will be.” This will in turn lead to better students and a better society. The good job-person match between the requirements of a job and competencies of a person suggests that the candidate should be recruited and selected. The teachers will have specific objectives for development on basis of these competencies during each performance period and can be assessed on development of these competencies at each performance appraisal. The teacher can be rewarded for development and demonstration of the competencies required for effective teaching. A step forward to this study can be to quantification of the individual impact of personal teaching competencies on overall teaching competency to make the results more effective. A conceptual framework can be developed and can be validated and tested on Business Schools. This framework can be used to develop performance management system for management teachers.

The related studies stated are important in these studies due to the learning of the students depends on effective classroom management. Students are more likely to be interested in their studies and exhibit less disruptive conduct when they feel protected and respected. Teachers can undertake a variety of activities to hone their classroom management abilities, such as: establishing precise policies and processes and applying them consistently, stating standards for student conduct in unambiguous terms, encouraging desired behavior by use of constructive reinforcement, establishing connections with pupils and getting to know them on a personal level, and fostering a supportive and productive learning environment. Lastly, by developing their classroom management skills, teachers can create a positive learning environment where all students can thrive and learn all the knowledge and skills they are teaching.

In addition, the profile of the respondents and School Learning Action Cell (SLAC) are served as the independent variables in this chapter and the next to be discussed including their indicators. According to the studies of Sandberg (2016) on how the age affects the survey interaction on the case of the intelligence studies, With an overrepresentation of low interactional answers among the young year intervals, a relationship between the age and the willingness to participate in a survey can be discussed. This study shows an indication that there could be a positive relationship between the age and the level of interaction whilst filling out a survey. However, to establish a more certain relationship a bigger study must be made. To further research this subject and rule out other possible causes multiple angles should be included. This research would also benefit from examining other fields where age and the level of participation are put together. It says there seems to be a connection between a respondent's age and their desire to participate in a survey, however more polls need be looked at to confirm this association.

According to the study of Tannenbaum et al. (2016), sex and gender are important in decision-making, communication, stakeholder engagement and preferences for the uptake of interventions. Gender roles, gender identity, gender relations, and institutionalized gender influence the way in which an implementation strategy works, for whom, under what circumstances and why. There is emerging evidence that program theories may operate differently within and across sexes, genders, and other intersectional characteristics under various circumstances. Furthermore, without proper study, implementation strategies may inadvertently exploit or ignore, rather than transform thinking about sex and gender-related factors. Techniques are described for measuring and

analyzing sex and gender in implementation research using both quantitative and qualitative methods. It says that it is important to consider the sex or the gender reference of the respondents for it has a lot of differences with regards to the decision making of a human being.

According to the studies of Han et. al. (2014), they stated that there was a significant relationship between civil status and quality of life, and this relationship appeared to differ by gender and age. The results of this study would provide the reference information for developing the management policy for declined quality of life. Moreover, in the study of Rendon (2016) she addressed the issues experienced by working married individuals in attempting to balance work and home responsibilities and the impact of their choices to work full-time outside the home. It only conveys that civil status is also essential in answering research for it can also provide other differ meaning in the interpretation of the data and in analyzing the survey. For everyone has a different point of view based on their civil status.

In the studies of Massing and Schneider (2017), educational qualifications and literacy skills are highly related. This is not surprising as it is one aim of educational systems to equip individuals with competencies necessary to take part in society. Because of this relationship educational qualifications are often used as a proxy for “human capital”. However, from a theoretical perspective, there are many reasons why this relationship is not perfect, and to some degree this is due to third variables. Thus, we want to explore the net relationship between educational attainment (harmonized according to the International Standard Classification of Education, ISCED) and literacy skills, and how much skills vary within education levels across countries. This only signifies that the educational attainment of a person has a significant role in doing the research for it differs each person on the knowledge they acquire in having different levels of their educational attainment.

As explained by the studies of Chatzoudes and Chatzoglou (2022) about the length of years in a workplace, among others, it underlines the huge impact of employee commitment and job satisfaction on increasing the intention of employees to stay in the same company, while it also highlights the mechanism that impacts employee retention. Altogether, it only shows that the researcher may better comprehend the context of the study and guarantee that the findings are applicable to the intended audience by understanding the profile of the respondents. Information on the respondents' age, gender, education, income, and location may be included in their profile. By using this data, researchers can make sure that the study is attentive to the needs and experiences of the respondents. The researcher can discover any potential biases in the research by having knowledge of the responder profile. For instance, it is crucial to know the respondents' ages and genders while doing research on a new drug's efficacy. This is due to the possibility that some populations may benefit from the medicine more than others.

In general, understanding the respondent profile is crucial to the research process. It aids the researcher in comprehending the context of the study and ensuring that the findings are pertinent to the intended audience. By knowing the profile of the respondents, researchers can ensure that their research is accurate, reliable, and relevant. Besides the profile of the respondents, there is also other part of the independent variable which is the features of School Learning Action Cell (SLAC) to be also discussed in this chapter. In accordance with the DepEd Order no. 35, s. 2016, through this the Department of Education supports the continuing professional development of its teaching personnel based on the principle of lifelong learning and the department's commitment to the development of teachers' potential aimed towards their success in the profession. This can be done through the school-bases LAC, which primarily functions as a professional learning community for teachers that will help them improve practice and learner achievement. Furthermore, the School Learning Action Cell have five features such as the learners' diversity and inclusion, instructional pedagogy, assessment and reporting, high order thinking skills and the ICT integration to be discuss individually.

Depending on the statement of Jarvis, J. M., et.al (2020), inclusive education is based on a philosophy that stems from principles of social justice, and is primarily concerned with mitigating educational inequalities, exclusion, and discrimination (Anderson & Boyle, 2015; Booth, 2012; Waitoller & Artiles, 2013). Although

inclusion was originally concerned with 'disability' and 'special educational needs' (Ainscow et al., 2006; Van Miegheem et al., 2020), the term has evolved to embody valuing diversity among all students, regardless of their circumstances (e.g., Carter & Abawi, 2018; Thomas, 2013). Among interpretations of inclusion, common themes include fairness, equality, respect, diversity, participation, community, leadership, commitment, shared vision, and collaboration (Booth, 2012; McMaster, 2015). The United Nations Convention on the Rights of Persons with Disabilities (CRPD), to which Australia is a signatory, defines inclusive education as: a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences. (United Nations, 2016, para 11)

Consistent with this definition, inclusive education now generally refers to the process of addressing the learning needs of all students, through ensuring participation, achievement growth, and a sense of belonging, enabling all students to reach their full potential (Anderson & Boyle, 2015; Booth, 2012; Stegemann & Jaciw, 2018). Inclusion is concerned with identifying and removing potential barriers to presence (attendance, access), meaningful participation, growth from an individual starting point, and feelings of connectedness and belonging for all students and community members, with a focus on those at particular risk of marginalization or exclusion (Ainscow et al., 2006; Forlin et al., 2013). Moreover, this means that learning opportunities for groups who have traditionally been excluded, not only for disabled children. Regarding to self-assessment, Andrade (2019) states that self-assessment is the act of monitoring one's processes and products in order to make adjustments that deepen learning and enhance performance. Although it can be summative, the evidence presented in this review strongly suggests that self-assessment is most beneficial, in terms of both achievement and self-regulated learning, when it is used formatively and supported by training.

Singh et al. (2020) pointed out that HOTS reflect students thinking ability. Singh and friends added that if it is present and incorporated in pedagogical components then there is an expected success in the worlds' education system. The critics always aver that student be made to transit to a deep conceptuality of ideas from the portrayal of rote memories of ideas. Higher order thinking according to Brookhart (2010) can be placed in three groups; the ones that relate it to transfer, those who relate it to critical thinking and lastly those who associate its manifestation in ability of learners to solve problems. In transferring, he argued that students get the concept they utilize in the solving of problems, and this is where higher order thinking is portrayed most. Mostly higher order thinking opens the chances for students to apply class concepts to outside life. In this case learners transfer learned concepts to real life rather than remembering what was done in class without having to apply it. He pointed out that critical thinking involves being reasonable and reflective at the same time and this gives an opportunity for learners to decide on what to do and believe as well. Adding to that, Singh et al (2018) stated that learners can reason, question, investigate, observe, describe, compare, connect check how complex and explore all available viewpoints by practicing HOTS. He further argued that these concepts enable a learner to become critical and analytical at the same time. Through the support of arguments from Yee et al. (2013) research, it is noted that all learners who can use higher order thinking skills can always find new ways of solving daily challenges as well as making acceptable decisions.

According to Sharma (2020) in his review on the Effective use of ICT in education, he stated that the Information and Communication Technologies (ICT) have become typical elements in all parts of life. Over the previous twenty years the utilization of ICT has generally changed the practices and strategies of about all types of try inside business and administration. Instruction is a socially situated action and quality training has generally been related with solid educators having high degrees of individual contact with students. The utilization of ICT in instruction fits more understudy focused learning settings. Be that as it may, with the world moving quickly into computerized media and data, the job of ICT in training is turning out to be increasingly significant and this significance will proceed to develop and create in the 21st century. In this paper, a writing survey in regard to the utilization of ICTs in training was given. Powerful utilization of ICT for Education, alongside ICT use in the showing learning process; quality and availability of training; learning inspiration.

Learning condition. In addition, an outline of the ICT and educational execution.

5. Conclusion

In conclusion, Learning Action Cell (LAC) are powerful tools for enhancing learning and teaching in the classroom. They provide teachers the chance to work together, share knowledge, and create fresh methods of instruction. This may also help the teachers in their promotion and in making their personal development. This may result in better student performance and a happier learning environment.

6. References

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