



## Improving Distance Education Through Effective Conduct of Learning Action Cell

Carla Jobelle Culajara\*

*Sta. Catalina National High School, Santa Catalina, 4323 Philippines*

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### Abstract

The impacts of the Learning Action Cell in the classroom context in overcoming instructional gaps and improving distance education in the new normal were conveyed in the study. During the school year 2021-2022, data and findings were acquired through online surveys and focus group discussions. This quantitative and qualitative design utilized an online survey questionnaire which was completed by 21 respondents and 4 LAC teacher-facilitators who contributed to the focus group discussion. Based on the results, the majority of the respondents were females ages 26-30 and 41-45 and they attended 1-5 LAC sessions in the school year. Learning Action Cell as a tool in improving distance education shows that through these LAC sessions knowledge is acquired that makes the teaching and learning effective and addresses the knowledge gaps and digital divides. The LAC sessions through monthly/quarterly/yearly training programs received a weighted mean of 4.57. Moreover, LAC sessions can help the teacher in monitoring students' data and achievement through varied activities and constant communication by enhancing their skills and knowledge in using available online and offline apps with a weighted mean of 4.57. While in the topic of assessment and evaluation, applying various assessments acquired in the LAC sessions received a weighted mean of 4.57. One of the obstacles to teachers in improving distance education is a loss of focus to finish their assignments because they have a lot of activities/programs to implement but can't do it all at once owing to other work-related obligations. Two themes emerged from the perspectives of the four participants in the focus group discussion: ICT adoption and instructional efficiency. This implies that everyone will be imaginative and collaborative in improving distance education to reach every student through the Learning Action Cell. This study serves as the foundation for future research into the Learning Action Cell.

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### Introduction

The pandemic serves as a wake-up call for schools to be more critical and capable of unlocking their innate

powers in delivering instruction in any format necessary to reach every student. By collaborating with others to assure student achievement and school progress, teachers

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\* Corresponding Author  
e-mail: carlajobelle.culajara@deped.gov.ph

become leaders both within and outside the classroom. Teacher leadership also considers the basic features of dispersed leadership theory: empowerment, autonomy, and participatory democracy (Kamaruzaman, 2020). Leadership is an interconnected discipline wherein the absence of one will not attain the addressed goals. It is in our best interests as teachers to deliver what is appropriate for our students in terms of knowledge and abilities. According to Arrieta (2021), education leaders, mostly teachers who function as instructional leaders, are the key drivers of the curriculum. As curriculum are enhanced through student-centered teaching, instructional practices, and school activity implementation with administrator support for teacher effective learning, continuing education, and succession planning were indeed essential for teachers to have clearly established and harmonizing activities by having given personal freedom to the individual to learn in the actual basis and elevated learning.

As stated in DepEd Order 35 s., with the Learning Action Cell. It was a professional development activity in 2016 that intended to enhance pedagogical competencies, instructional methodologies, and assessment processes through deliberate planning, improving school-based advancement, and cost-effective learning development. By decreasing workload and boosting workplace collaboration, Learning Action Cell (LAC) sessions improve instructors' overall happiness with their jobs, and this is a professional learning community in the form of a school to offer instructors support (Bajar, Bajar, & Alarcon, 2021). Each member of the teachers' organization is given the opportunity to grow and develop on their own when they are given the opportunity to learn and improve. The curriculum, as well as the teacher and school leaders, play a role in enhancing the quality of education. Teachers, as the leading reasons for accomplishing the curriculum's objectives, should make progress via professional development and continuous learning in order to help students accomplish academic performance.

### **Learning Action Cell (LAC) Session**

The movement in curriculum from K to 12 curricula has a significant impact on teachers' methods, material, and expertise, as well as students' learning achievements. The Department of Education (DepEd) issued DepEd Order No. 35, s. that every public school is expected to keep Learning Action Cell (LAC) meetings (De Vera, de Borja, de Guzman, & Orleans, 2020).

Moreover, to be successful and answering what are the needs-based for school progression, Learning Action Cell requires substantial thinking in responding to the needs of teachers toward students' academic accomplishment using this professional learning practice. Teachers collaborate in a learning action cell, which would be a learning circle that enhances professional development and encourages them into becoming agents for change (Binauhan, 2019). Furthermore, Vega (2019) stated that the Department of Education (DepEd) in the Philippines advises a wide range of professional development activities. Most of the mechanisms to strengthen teaching were presented as a top-down method, implying understanding is transferred directly or allowed to share by an experienced professional and afterwards allowed to pass on to teachers. This learning circle was a bridge in addressing the gaps and improving teacher's pedagogical skills. The Learning Action Cell was established to improve the teaching and learning process by addressing instructional gaps, supervision, and management, which contributes to conceptual learning on student achievement and teacher competence to instruct in order to attain the goals in the K-12 curriculum. Through the Learning Action Cell, it should maintain an open culture wherein challenges were acknowledged, and solutions are sought as a part of the school. It should also exhibit a commitment to see things very differently, engage in complex ways, and connect well with others (LAC). The Learning Action Cell (LAC) is critical in enhancing learning process by continually improving opportunities, attempting to keep teachers engaged, and captivating the others in becoming great teachers in the contemporary age (Madriaga, 2021).

### **Teachers' Pedagogical Skills and Collaboration through Learning Action Cell**

Teachers who work together and collaborate, according to Goddard et al. (2015) have better views regarding instruction, academic achievement, and awareness of student learning. The comprehensive and detailed plan of things to be taught and learnt is important and aids in the process of the curriculum becoming the weapon of every teacher in achieving the curriculum's objectives. Better instruction is available to reach our students in conjunction for having a really good education and giving opportunities to everyone. Teachers operate in a number of methods to better achieve the learning competencies and objectives of the lessons that should

be given to them as major drivers of innovation and creativity. Despite the pandemic's challenges, they stayed dedicated and committed to serving future generations of students who will serve as agents of change. And, with the Learning Action Cell's assistance in meeting the needs of teachers in their classrooms, they become more resourceful and imaginative as a result of the integration of ICT, which is becoming more popular in delivering instruction. Teachers must improve their experience and resources by adapting to the technological functionalism period in order to help students achieve educational achievement (Ancho, 2019). Similarly, school learning action cell was used as a key for teacher professional development to determine teachers' requirements in terms of learner diversity and inclusion, content and pedagogy, assessment and reporting, 21st-century skills and ICT integration, and curricular contextualization (Silva, 2021).

Teachers who engage in LAC activities have better organizational productivity. As a result, instructional design teachers and students to enhance their understanding and utilizing it in realistic conditions (Stefaniak, Reese, & McDonald, 2020). According to Lobo (2016), teachers in the classroom must have a positive attitude, and school institutions must take into account their profession's true purpose and the necessities of their students and strategies to prosper in their careers and in preparing students for tests in an extremely unstable world--real-life situation. Teachers are continually finding purpose and every day is a new challenge in achieving educational valuable goals and preparing students for real-life situations. It entails applying it with yourself and other colleagues, share, and adopting. An effective teacher should always bring students together, emphasizing everybody is unique and has their own capabilities. Learning Action Cell is a channel of improvement and realizations in which everyone contributes to change and uplifts despite the hurdles posed by the pandemic. Every student shaped by each teacher towards success will benefit, not just the teachers. Teachers have prepared the path for the Learning Action Cell to follow the protocol and as a method to stop the COVID19 virus from spreading they should prepare online education. It is also a method to collaborate with other teachers on different teaching techniques, assessment, and evaluation, and addressing the various requirements of the students. Learning Action Cell is, without a doubt, the answer to every teacher's issue in continuing education in the face of the COVID-19 pandemic.

## Objectives

The study assessed the effectiveness of LAC sessions in improving the implementation of distance education. Specifically, the study sought to answer the following:

1. To identify the profile of the teachers in terms of age, gender, and the number of LAC sessions attended within the school year.
2. To determine the effect of LAC sessions on their teaching performance in terms of teaching techniques, diverse needs of students, and evaluation and assessment.
3. To investigate the problems encountered by the teachers in LAC sessions.
4. To assess the view of teachers' effectiveness of LAC sessions in helping school progression and the teacher during the COVID-19 pandemic.
5. To develop possible topic/s and localized programs in the LAC sessions that should be given in the LAC to formalize the operation of school's learning cells.

## Conceptual framework

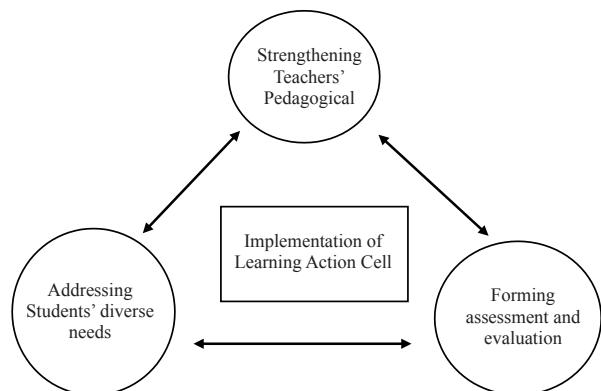


Figure 1 Conceptual framework

Figure 1 depicts the study's conceptual model, which states that the implementation of Learning Action Cell (LAS) sessions inside the school will result in an improvement in teachers' instruction toward student academic progress. Teachers must ensure and enable different creativity in delivering instruction as the educational landscape continues to change. As a result, they must be committed in designing and strengthening their pedagogical skills, addressing the diverse needs of students as the centric of 21st century learning, and

forming an authentic assessment and evaluation to produce quality education and benefit students. Teacher should be knowledgeable about the different learning activities that will help students achieve success. As a result, allowing teachers to evolve and to step outside of their comfort zone will aid in the unlocking of creativity and innovation, as well as a better understanding of each student's differences in order to better strategize what appropriate learning methods can be provided in distance learning.

## Research methodology

### 1. Research design

The research used both qualitative and quantitative methods. A survey questionnaire and focus group discussion were used to respond to the research questions. The survey was answered via Google forms by 21 teachers, and the focus group discussion was participated by 4 LAC facilitators. The views of the respondents were gathered, recorded, and saved data in real-time using coding and themes. The study used numerical and textual data to acquire a wider understanding of the Learning Action Cell's implementation as well as to answer the research objectives. The study's respondents were from secondary public schools in the Philippines, where a monthly LAC session was held. As Nyumba, Wilson, Derrick, and Mukherjee (2018) reiterate that focus group discussions are a common qualitative method for gaining an in-depth understanding and grasp of social issues. This method will provide a more in-depth understanding and outcome based on the study's objectives, which include expanding and strengthening their knowledge and skills in the Learning Action Cell.

### 2. Research instrument

The researcher used two types of research procedures in this study: a survey questionnaire to determine profile data, the impact of the Learning Action Cell in terms of teaching technique, addressing diverse student needs, and assessment and evaluation; and as well as to learn about the challenges they have faced in improving learning in distance education. While problems 4 and 5 are established to understand the respondents' knowledge regarding the implementation of Learning Action Cell by knowing their experiences and views in determining the importance of Learning Action Cell in school progression and to gain understanding of ways to suggest and recommend Learning Action Cell topics.

## 3. Data Collection

This study used a quantitative and qualitative approach, including a survey questionnaire administered via Google Forms and a focus group discussion with semi-structured questions. The researcher employed weighted mean, standard deviation, and frequency to acquire the respondents' profile data, as well as the effects of the LAC session on teaching styles, students' various needs, and assessment. The focus group conversation, which was conducted using semi-structured questions, was recorded and transcribed. The focus group was conducted to obtain the relevant ideas on which to base the results.

## 4. Data analysis

In terms of quantitative research design, the study employed a questionnaire designed by the researcher to be filled out by teachers in one of the secondary public schools in the Philippines, with a purposeful sampling of the respondents. The method of collecting data included literature reviews, a questionnaire, and a questionnaire survey. This approach had two key stages: (a) implementing and responding to the questionnaire, and (b) evaluating the data using descriptive quantitative tools. Moreover, focus group discussion is becoming a more and more popular method for collecting meaningful information. The researcher introduces herself to the participants at the start of the session and asked for their permission to record the conversations to create the codes and themes needed for the study. The respondents were assured by the researcher that whatever they stated would be kept confidential and that there would be no conflicts of interest.

## Results

Table 1 Personal data of the Respondents

(n= 21)

	Personal data	Frequency (f)	Percentage (%)
<b>Gender</b>			
Male		4	19.05
Female		17	80.95
<b>Age</b>			
21-25		4	19.05
26-30		5	23.81
31-35		2	9.52
36-40		3	14.29
41-45		5	23.81
51-55		1	4.76
56-60		1	4.76
<b>LAC attended</b>			
1-5		16	76.19
6-10		5	23.81

## Discussion

Table 1 shows that 17 (81%) of the study participants were female, whereas 4 were male (19%). In terms of participants' age, 23.8 % were between the ages of 26 and 30, and 41 and 45, this implies that the majority of the respondents were in their middle years of adulthood. With 19%, The age group of 21-25 (19%) was second. The age group of 31 and 35 was 9.5% and the ages of 51 and 55, and 56 and 60 was 4.8%. In terms of Learning Action Cell attended, 16 participants (76.2%) were able to attend 1-5 school learning action cells while 23.8% were able to attend 6-10 school learning action cells including departmental and school sessions.

As gleaned in Table 1, the majority of the respondents were females aged 26-30 and 41-45 and they attended 1-5 LAC sessions in the school year.

**Table 2** The impact of the Learning Action Cell (LAC) on teaching strategies

Teaching strategies	WM	SD	Verbal Interpretation
1. Engaging the teachers in individual or group experiential learning through the application or use of real-life situations (demonstration teaching, class observations, etc.)	4.47	0.66	Highly Evident
2. Analyzes the nitty-gritty of the content and pedagogy in the teaching techniques	4.33	0.78	Highly Evident
3. Allow teachers to work in small groups and share ideas that results learning through an active involvement.	4.38	0.65	Highly Evident
4. Technical training in capacitating ICT competence.	4.52	0.73	Highly Evident
5. Planning of lessons and delivering instructions were effectively and efficiently addressed in LAC sessions	4.48	0.66	Highly Evident
6. Addressed the knowledge gaps and digital divides in the LAC sessions through monthly/ quarterly/ yearly training program	4.57	0.66	Highly Evident
7. Acquired knowledge in the session that makes the teaching and learning effective	4.57	0.66	Highly Evident
8. Innovation and research were strengthened in attending LAC Sessions.	4.43	0.73	Highly Evident
<b>Overall weighted mean</b>	<b>4.47</b>	<b>0.69</b>	

As gleaned from Table 2 on the effect of LAC sessions on teaching strategies, it was highly evident through LAC sessions that respondents acquired knowledge in the session allowing for effective teaching and learning and addressed the knowledge gaps and digital divides in the LAC sessions through monthly/ quarterly/ yearly training program with a weighted mean

of 4.57 with SD result of 0.66. This means that by interacting and maintaining a connection with each person in the organization, they are able to gain new skills and competences in the learning action cell. It also provides an opportunity for technical training in capacitating ICT competence with a weighted mean of 4.52 with the SD result of 0.73. Due to the diverse demands and purposes which these competencies address, they will almost certainly be beneficial and be essential in the professional and academic lives of students (Rodrigues, Cerdeira, Machado-Taylor, & Alves, 2021). There is a need to exercise application in our work if we wish to welcome innovation. For more meaningful instruction delivery, we need to be able to use and integrate various ICT programs and applications, and with the learning action cell, the interchange of ideas between each other becomes more colorful as we learn and develop knowledge of various topics. It has also shifted the focus of the teaching and learning process from teachers to students, resulting in increased learning gains and opportunities for students to create their ingenuity, problem-solving competencies, information-based thinking skills, effective communication, as well as other higher-order thinking, as Bhaurao (2015) points out.

The Learning Action Cell (LAC) is critical to improving the teaching and learning process by improving teaching-learning settings, keeping teachers informed, and inspiring them to become better teachers in the modern world (Madriaga, 2021). Effective teacher leaders always bring people together, ensuring that everyone is working together to reach the organization's target and common purpose. As educators, we are pushed to reflect on, think about, and upskill our current methods and situations to meet the difficult but critical demands of assisting the students. Because of developments in technology's affordability and applicability, teachers are increasingly adopting technology to help them create more interesting and interactive learning and teaching experiences (Major & Watson, 2017).

Furthermore, teachers who engage in LAC activities have better organizational productivity. As a result, instructional design teachers and students to enhance their understanding and utilize it in realistic conditions (Stefaniak et al., 2020). Lobo (2016) claims that teachers in the classroom must have a positive attitude and various educational systems must consider their profession's ultimate purpose as well as the needs of its students and ways they can use to succeed in their

careers and in preparing students for an examination in a world that is unstable and unpredictable. Moreover, Teachers' enthusiasm and curiosity were the primary motivators for exploring online learning. The main obstacle is found in technical and organizational issues, usually caused by a lack of internet connection or limited online expertise, as well as cultural aspects, such as strong inclinations for face-to-face connection (Yusoff et al., 2020). Teacher motivation and understanding of concepts were necessary when teaching for innovation. Teacher engagement was found to have a far stronger link to creativity than cognition methods (Huang, Chin-Hsi, Mingyao, & Peng, 2021). Teachers acquire the capacity to be more creative in delivering instruction and at the same time, integration of ICT as one of the mainstreams in the 21st-century learning design through learning action cells. This implies that teachers are willing to adapt to change as long as their students are.

**Table 3** The impact of the Learning Action Cell (LAC) on addressing diverse needs of students

Diverse needs of students	WM	SD	Verbal Interpretation
1. Designing lessons that can integrate within/ across curriculum.	4.52	0.66	Highly Evident
2. Train teachers in providing varied activities in remote learning setup.	4.38	0.72	Highly Evident
3. Provide interventions and remedial instructions to those students at risk.	4.38	0.72	Highly Evident
4. Regularly monitoring student's data and achievement through varied activities and constant communication by enhancing their skills and knowledge in using available online and offline apps.	4.57	0.73	Highly Evident
5. Relating other culture and practices with one another in teaching and learning process through cooperative learning, focus group discussion.	4.33	0.78	Highly Evident
6. Address the students' strengths and weaknesses to come up with structured activities.	4.47	0.66	Highly Evident
7. Create modified learning materials that offers free, inclusive and access to the students.	4.43	0.73	Highly Evident
8. Emphasize that students are the centric heart of the 21st century.	4.43	0.73	Highly Evident
<b>Overall Weighted Mean</b>	<b>4.44</b>	<b>0.72</b>	

DepEd Order 35, s. 2016 stressed the importance of teachers in establishing learning environments and surroundings that are sensitive to the diversity of learners. As gleaned in Table 3, the impact of the learning action

cell in addressing the diverse needs of the students was highly evident in teachers' performance towards students' academic achievement. It has been shown that through LAC sessions, regularly monitoring student's data and achievement through varied activities and constant communication by enhancing their skills and knowledge in using available online and offline apps was highly evident with a 4.57 weighted mean and an SD of 0.73. During the COVID-19 pandemic, teachers could use technology to learn more and adapt to the rapid pace of change. In today's world, one of the teacher's responsibilities is to acknowledge the fact that technology plays a significant role in reaching every student.

Through designing lessons that can integrate within/across the curriculum got which describes the teachers 'strategic planning and communication to the students in assessment and evaluation a weighted mean of 4.52 with an SD of 0.66. Teachers should be aware of the new normal when dealing with student diversity. It is also one of the realizations of teachers to broaden their vision of education and the possibilities that each of us may confront. Collaborative lesson planning (CLP) is an important part of teachers' continuing education because it tackles students' ever-changing educational objectives (Mendoza, Cheng, & Yan, 2022). The majority of instructors have been encouraged to use technology in the classroom, according to Lee and Chang (2021), but there has been little expectation or regulation of its use for instructional purposes. On the other hand, the present COVID-19 pandemic has increased the demand for teachers' time and capacity to use technology, as well as the need for instructors to do so successfully and efficiently.

Lastly, through the learning action cell, addressing the students' strengths and weaknesses to come up with structured activities got a weighted mean of 4.47 and SD of 0.66 which was highly evident in the implementation of the learning action cell. Shimon, Barrington, Wilde, and Henwood (2013) asserted that to get a better grasp of effective techniques, the needs of the various student should be determined and influence the effective implementation of a distributed learning environment. Teachers must complement their approaches and offer instruction by meeting the diverse requirements of students as we work toward a progressive goal of altering our world in the twenty-first-century learning design. Despite the pandemic, education must continue, and teachers must find new ways to reach each student.

As reiterated in the study of Shimoni et al., (2013), strategies of mixing delivery were seen as most recommended for diverse students. It was clear that by delivering different instructional approaches to different students, we were able to help them become more interested in their studies and better understand their strengths and shortcomings.

**Table 4** The impact of the Learning Action Cell (LAC) on evaluation and assessment

Evaluation and Assessment	WM	SD	Verbal Interpretation
1. Design assessment that are aligned to the Most Essential Learning Competencies (MELCs) in the K to 12 curricula.	4.43	0.66	Highly Evident
2. Give data accurately based on the students' output following the evaluation process.	4.38	0.65	Highly Evident
3. Apply various assessments acquired in the LAC sessions.	4.57	0.65	Highly Evident
4. Sound assessments are well-chosen, organized, and used.	4.47	0.66	Highly Evident
5. Provide timely feedback for students' output.	4.47	0.73	Highly Evident
6. Employ assessment that are authentic and evident on learner's results.	4.43	0.73	Highly Evident
7. Improve the strategies in evaluating students' work to develop interventions and new ideas.	4.52	0.66	Highly Evident
8. Able to give meaningful feedback that was taught/discussed in the LAC session.	4.47	0.66	Highly Evident
<b>Overall Weighted Mean</b>	<b>4.47</b>	<b>0.68</b>	

Table 4 depicts the effect of LAC sessions on teaching performance in evaluation and assessment, applying various assessments acquired in the LAC sessions was highly evident with a weighted mean of 4.57 and SD of 0.65. This result indicates that the teachers have established, created, and administered suitable classroom assessments that allow students to have realistic expectations and personal performance expectations. According to Jongeward (2013) assessment is necessary to achieve ongoing improvement in learners' intellectual, social, and physical growth. Furthermore, through the learning action cell, delivering and improving the strategies in evaluating students' work to develop interventions and new ideas got a weighted mean of 4.52 and SD of 0.66, which implies that teachers collaborate in the learning action cell by sharing new discoveries as well as adapting to the different technological skills. While, organization of the different

tasks, providing timely feedback, and enhancing the teachers' knowledge in constructing feedback to the students got a weighted mean of 4.47. As Tosuncuoglu (2018) implies that assessment is critical in the instructional experience and plays a significant role in education. Using the appropriate assessment, teachers can classify and evaluate their students, present feedback, and organize their lessons accordingly. Teachers will be able to learn from other teachers' best practices, which will drive them to new ideas, as well as construction of activities that will meet the needs of their students by providing feedback on the outputs they submit.

**Table 5** Problems encountered in the implementation of Learning Action Cell (LAC) session

Problems Encountered	WM	SD	Verbal Interpretation
1. Devote sufficient attention to instructional programs to achieve competency and curriculum criteria.	3.52	0.85	Serious
2. Manage learning programs and content in LAC sessions that addressed the instructional gaps.	3.19	1.05	Moderate
3. Attending LAC sessions lost focus because it was done virtually.	3.57	1.00	Serious
4. Lots of activity/ programs implemented but can't do it all at once due to other work-related tasks.	3.80	1.05	Serious
5. Redundancy of the LAC topics.	3.14	0.98	Moderate
6. Difficulty in internet connection was experienced and observed during LAC sessions.	3.67	1.24	Serious
7. Objectives were not clearly stated.	2.67	1.25	Moderate
8. Able to address learning methodologies and programs depending on the needs of students.	2.86	1.12	Moderate
<b>Overall Weighted Mean</b>	<b>3.30</b>	<b>1.07</b>	

Table 5 shows that the conduct of LAC sessions had moderate problems encountered in the implementation with a total average of 3.30. It has shown that there were lots of activities/programs implemented but cannot do it all at once due to other work-related tasks with a weighted mean of 3.80 and SD of 1.05. This shows that teachers want to focus on one task rather than on lots of implemented programs that cannot be done. Attending LAC sessions lost focus because it was done virtually with a weighted mean of 3.57 and SD of 1.00. As the pandemic has provided an opportunity to reconsider assumptions about education. Educators from all grades and context were forced to rethink their roles, the ways of supporting students' learning tasks, and the image of

students as self-organizing learners, active citizens, and autonomous social agents in the wake of the pandemic's general crisis, particularly when it came to so-called emergency remote teaching (Rapanta, Botturi, Goodyear, Guàrdia, & Koole, 2021).

Furthermore, devoting sufficient attention to instructional programs to achieve competency and curriculum criteria got a weighted mean of 3.52. As De Vera, Andrada, Bello, and De Vera (2021) stated that the current state of the education system requires a stronger push and a hopeful outlook that we will be able to make improvements. Teachers should take personal initiative, welcome various approaches to improve the current system, and participate in reforms to assist our country in rising to new heights and meeting new problems. As Pascua (2019) reveals that all of the LAC facilitators and members are working to a significant level in all of their responsibilities and duties. The Learning Action Cell is proof that collaborative learning involves everyone sharing equal responsibility for the students' success. There should be no restrictions on teachers' ability to develop and explore their competencies and skills, and every teacher should be ready to accept change. Despite the flaws and mistakes that they undertake in delivering instructions, this will serve as their way of improvement.

**Table 6** Demographic profile of the respondents in the FGD

Respondents	Age	Gender
TP1	47	Male
TP2	49	Female
TP3	58	Female
TP4	48	Female

Learning Action Cell (LAC) sessions assist school progression and teacher development during the COVID-19 pandemic, which addresses instructional demands and gaps. Based on the findings, teacher participants demonstrate that the Learning Action Cell is a method for discussing and planning the needs of each teacher in order to fulfill the needs of students in order to achieve curriculum goals. As Reeves, Pun, and Chung (2017) stated that teachers work together in a variety of ways and different forms of collaborative activities have different results. With these, the researcher asked the respondents to share their views on implementing Learning Action Cell (LAC) as part of the school progression. The following are some of the statements:

**Table 7** Perceptions of Teachers in the Effectiveness of Learning Action Cell Sessions

Meaningful units of the respondents	Subordinate themes	Superordinate themes
Group of teachers who engage in collaborative learning sessions shared some problems encountered in education during the COVID-19 pandemic and solved these challenges through LAC sessions to support education continuity. Because of the pandemic, the school and teachers collaborated to learn, unlearn, and relearn various ways of utilizing as a weapon in dealing with the various challenges in curriculum implementation. (TP1).	Teachers' perspectives during a Learning Action Cell (LAC) meeting that aids school improvement and the teacher	Instructional efficiency
It is quite beneficial in completing educational projects and activities, as well as teacher duties (TP2).		
Teachers benefit significantly from LAC sessions in terms of pedagogical skills, instructional tactics, and assessment practices. Teachers' continual professional development plays an important role in school improvement (TP3).		
LAC sessions provides variety of activities and practices that meet the needs of the teachers and the school as well. It also encourages critical reflection among teachers (TP4).		

As a result, teacher learning should be integrated into the school's daily operations that provide opportunities for a systematic investigation into teaching practices, their impact on students, and other elements of teachers' work (Silva, 2021). The study identified instructional efficiency as the goal of adopting the LAC in the school based on the replies and perspectives of the Learning Action Cell facilitators. This is to address how teachers will retool, reskill, and enhance their competences through the use of a variety of instructional approaches. Teachers are still in the process of learning and exploring daily. Learning Action Cell (LAC) sessions address a variety of demands and tasks for teachers' ongoing professional development, as well as bridging the gap and dividing lines between them and their students. Great teaching should be recognized as a current criterion in design and implementation, as it was in the study (Tria, 2020) to sustain and give in the academic context amidst isolation and community confinement. One of the top concerns for teachers during the pandemic is to improve their competencies, notably in the usage and integration of ICT in instruction delivery.

One of the main focuses of Learning Action Cell facilitators is to address the needs of teachers in terms of employing technology, particularly in terms of different online apps and software on their available devices because everything will follow when the teacher embraces change. Teaching for innovation required teacher enthusiasm and conceptual understanding. Teacher passion was revealed to have a significantly stronger connection with creation than metacognitive strategies (Huang et al., 2021). Likewise, teaching approaches and assessment methods that become innovative and different were considered extremely important (Pokhrel & Chhetri, 2021). As a response, academic institutions should transition to dynamic teaching - learning modalities, change the program, capacitate teachers, rebuild services, execute a complete strategy, and examine all parts of the plan, according to (Dayagbil, Palompon, Garcia, & Olvido, 2021). Teachers who participated in collaborative learning sessions described some of the obstacles they faced in the classroom during the pandemic and worked together to tackle them through LAC sessions to ensure education continuity. Due to the pandemic, the school and teachers worked together to learn, unlearn, and relearn various ways of using as a weapon in dealing with various problems in curriculum implementation. Teacher participants recommended possible topics for discussion in the Learning Action Cell (LAC) sessions based on the results. The following are some of the statements:

**Table 8** Perceptions of Teachers in Suggested topic in Learning Action Cell Sessions

Meaningful units of the respondents	Subordinate themes	Superordinate themes
Through school Learning Action Cell (LAC) teachers could develop content and designed WHLPs and teacher-made materials, distant learning and teaching methodologies using various platforms, providing appropriate and timely feedback, and evaluation strategies (TP1)	Viable topics for the Learning Action Cell (LAC) session that address the needs of teachers and schools	ICT Adoption
Distance learning approaches and teaching-learning strategies with the use of ICT (TP2).		
Teaching strategies, and assessment for the distance learning with the integration of ICT (TP3).		
In preparation for blended learning, concentrate on a variety of other apps that can be used in distance learning to be more accustomed and honed (TP4).		

Technology has become more vital for students' flexibility and convenience in the learning process as we have gone into the transformative world of ICT. Learning Action Cell can provide appropriate experiences and instructions that will allow their social skills to develop and influence their behaviors, as well as devise techniques to internalize the student's developmental progress. During the pandemic, the Learning Action Cell has a significant impact on teacher professional development. As partnership's members, they must be involved and engaged. If learning is to occur, teachers must be immersed in an activity that challenges them and helps them improve their value, knowledge, and talents. It is a useful communication method and an outlet for giving education to students through virtual learning and an ICT-enabled setting. As Kundu and Bej (2021) reiterate that pedagogies connected with digital adaption in teaching practice during the COVID-19 pandemic's unparalleled situation, as seen from the eyes of teachers which means that some teachers are still hesitant to use technology to conduct education, but they are allowed to grow and learn by having their needs and instructional effectiveness capacitated through the learning action cell. Furthermore, (Namboodiri, 2022) stresses that to reach the same level of efficacy with distance learning, one must handle the modality's difficulties while boosting adaptability, collaboration, and engagement, all of which are critical elements of a strong learning setting. According to the findings, LAC sessions have a significant impact on school improvement as well as teacher development and growth. Reflecting on and evaluating one's skills and competencies is an important skill for professional development. Teachers should have a wide range of skills and knowledge, as well as the ability to teach the subject. They should participate in personal and professional growth by attending seminars, workshops, and training in order to improve the teaching-learning process. The time we have before us opens our minds and prepares our bodies to be aware of and responsive to every obstacle we meet in life, particularly in adapting to changes in our school's delivery of instruction. As a result, the Department of Education has made it a policy that education never ends, and that every institution will seek to provide it to every student effectively and efficiently. Every curriculum implementer who needs alternative ways through creativity, cooperation, and connection should check out Covid-19. Providing diverse learning modalities in distance learning is one solution to each difficulty.

## Suggestions

1. Learning Action Cell was an effective mechanism in addressing the diverse needs of the students, upskilling teachers' technological skills and competencies. It is vital to discuss the various teaching strategies used in the school's numerous modalities and to develop concrete guidelines or policies that will aid in the development of the instructional bridges.

2. It is essential for keeping teachers' commitment to discovering and developing best practices for achieving learning skills and curriculum goals for student success. The school must have a backbone policy and plan that addresses each teacher's recognized problems in providing instructions, especially in assessment and evaluation.

3. Formulate the Learning Action Cell programs and plan that aim to discuss the demands of such a school year. This will specifically attempt to avoid recurrent discussion of the topic to develop into greater levels of competency. This research intends to strengthen and deepen the importance of the Learning Action Cell in each school, as well as to conduct additional research.

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