SCHOOL LEARNING ACTION CELL IN PROMOTING INNOVATIVE WORK BEHAVIOR AMONG TEACHERS

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Abstract: The study aimed to determine the relationship between school learning action cell and innovative work behavior among teachers. Using the descriptive-correlation research approach to conduct a thorough analysis of the study, the researcher used a survey questionnaire. The data revealed that most of the schools that conduct School Learning Action Cell choose topics for their training that can cater to the needs of the teachers in terms of content and pedagogy. Among the areas of implementation, organization of learning groups for school-based learning activity is highly implemented. Regarding with the indicators of monitoring and evaluation, among the indicators, respondents observed that it is very satisfactory that SLAC objectives are clearly stated. In terms of opportunity exploration, teachers highly practiced that they look for opportunities to improve an existing teaching strategy, learning resources and work relations. In idea generation, they find new approaches in effective delivery of learning, and expressing personal ideas for improvements and innovations in their workplace are highly practiced. Teachers highly practiced, in terms of idea championing, the promotion of educational innovation so that they have a chance to be implemented. Lastly, the results revealed that that there is significant relationship between School Learning Action Cell in planning, implementation, monitoring and evaluation, and Innovative Work Behavior of the respondents in terms of: Opportunity Exploration; Idea Generation; Idea Championing; and Idea Application. Among the domains, very high correlation was observed between school learning action cell and innovative work behavior..

Keywords: Innovative Work Behavior, School Learning Action Cell.

INTRODUCTION

Ensuring access, promoting equity, and improving the quality of basic education for the Filipino learners are the responsibilities of the Department of Education. To achieve the educational mission and empower every Filipino child, the department works to identify the most important areas for improvement as part of the planning process. In relation to this, an act enhancing the basic education system by strengthening its curriculum or also known as the Republic Act No.10533 was mandated.

The DepEd also recognizes that the quality of learning is affected by the quality of teaching. Towards this end, the DepEd fully supports the continuing professional development of its teaching personnel based on the principle of lifelong learning and the view of the teaching profession as one that "requires teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study" (UNESCO 1966).

In line with this is the implementation of the DepEd Order No. 35 s. 2016 or 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. LAC serves as a venue to deliver professional development programs of DepEd for teachers to help attain higher career stage along the PPST.

In the DepEd, a Learning Action Cell is the 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 LAC Leader. Key aspects of the process are ongoing collaborative learning or problem solving within a shared domain of professional interest, self-directed learning, reflective practice leading to action and self-evaluation, and collective competence.

Teachers faced different impacts of new technologies, new economies, and a challenging world which made them labeled as educators of the 21st century. In accordance with the implementation and delivery of K to 12 Basic Education Curriculum, the Department of Education encouraged all schools to promote innovation. Employees' innovative work behavior (IWB), defined as the development, adoption, and implementation of new ideas for products, technologies, and work methods by employees (Yuan & Woodman, 2010), is often claimed to be an important determinant of organizational success.

As proposed by Kovaks (2017) school innovation is the springboard for school quality improvement. To achieve such a paramount goal, school leaders should provide teachers with a nurturing environment feeding continuous learning through teamwork, participatory, and shared decision-making, continuous inquiry, and strategic leadership.

Hesseltine (2018) stated that innovation in education involves constant collaboration with colleagues. Innovation in education encourages teachers and students to explore, research and use all the tools to uncover something new. It involves a different way of looking at problems and solving them. The thinking process that goes into it will help students develop their creativity and their problem-solving skills.

For teachers to come up and implement such innovations, teachers may possess Innovative Work Behavior which involves different ways of looking and solving problems. Innovative work behavior which typically includes exploration of opportunities and the generation of new ideas but could also include behaviors directed towards implementing change, applying new knowledge, or improving processes to enhance personal and professional performance.

Schools in Tiaong II District utilize a school learning action cell as a form of training for teachers. Schools allocate budget and schedule for the implementation of LAC. The researcher notice that Learning Action Cell is a big part of the professional activities of teachers in DepEd. School heads give ample time in planning and assessing the needs of the teachers that leads in conducting LAC. LAC as a response to active professional learning development faces issues and concerns to teachers if it is necessary in improving the skills of the teachers or just another task to comply with the DepEd. However, a lot of good feedback is being given to the LAC session due to its appropriateness to the needs of the teachers.

OBJECTIVES OF THE STUDY

This study determined the relationship between school learning action cell and innovative work behavior among teachers.

The study described the extent of prioritization given on the areas of planning as training needs of assessment in terms of learners diversity and inclusion, content and pedagogy, assessment and reporting, 21st century skills and ICT integration, and curriculum contextualization. Second, it determined the level of implementation of school learning action cell implemented by the school in terms of planning process, materials and resources, time, and organization of learning groups for school-based learning activities. Third, it determined the monitoring and evaluation employed by the school in learning action cell. Fourth, the perceived level of practiced of innovative work behavior among teachers in terms of opportunity exploration, idea generation, idea championing, and idea implementation.

METHODOLOGY

Research Design

The researcher used a descriptive-correlational design. Descriptive design was used to describe and interpret the data in the questionnaire, which is one of the primary sources of information intended to provide data concerning with teachers' profile, perception level in terms of school learning action cell and manifestation of innovative work behavior among teachers. Correlational method on the other hand, was utilized to determine if there is an existing relationship between school learning action cell and innovative work behavior.

This study used quantitative approach in the research. The quantitative data analysis was based upon quantifiable data, evidence which were numerically evaluated through inferential and/or descriptive statistics (Bernardez, 2011).

Respondents of the Study and Locale

The respondents for the present study were the one hundred fifty (150) public school teachers drawn from the two hundred twenty-seven (227) total population of teachers in thirteen elementary schools in Tiaong II District, Division of Quezon.

Research Instrument

This study used a survey questionnaire. The questionnaire contains five parts that help the researcher to gathered data and to answer the research problem. The first part of the questionnaire sought to answer demographic profile of the respondents which help the researcher for the profiling of the respondents. The second part measures the extent of prioritization given on the different areas of learning that are part of the training needs assessment. The statements in this part are adapted and modified from the research instruments used by Vivian C. Silva (2021). Part three was used to gather the level of the implementation of the strategies in School Learning Action Cell as observed by teachers. In this part, the statements are adapted and modified from the DepEd Learning Action Cell Tool Kit. Part four is used in gathering mean level perception of teachers in monitoring and evaluation strategies of School Learning Action Cell. The statements in this part are mainly adapted from the study of Correos and Paller (2020). Lastly, part five measured the perceived level of Innovative Work Behavior manifest in teachers. Statements are adapted and modified from the study of De Jong and Den Hartog (2010); and from the concept formed by Scott and Bruce (1994). Originally the statements are aligned with the business sector, the researcher modified and relate it in the teaching profession.

Statistical Treatment

Several statistical tools were used to analyze and interpret the data that were gathered in the study. The weighted mean on the different variables were tallied, and tabulated.

Simple descriptive statistics like frequency distribution, percent count, standard deviation, and mean were utilized to describe the perception of the respondents on the variables of the study.

To determine the relationship of phases of school learning action cell such as planning, implementation, monitoring and evaluation, and innovative work behavior in terms of opportunity exploration, idea generation, idea championing, Pearson Product - Moment Correlation Coefficient were utilized.

RESULTS AND DISCUSSION

The tabulated data and the results of the study were presented, the corresponding analysis as well as the interpretation of the data as a result of the statistical treatment used.

Table 1. Extent of Prioritization Given on the Areas of Planning Phase in School Learning Action Cell in terms of Learners Diversity and Inclusions

INDICATORS The School Learning Action Cell provides trainings that help teachers to…	MEAN	SD	VERBAL INTERPRETATION
1. develop differentiated instructions that caters the students' learning needs.	3.72	0.46	Great Extent
2. promote fair learning environment through Inclusive Teaching strategies that serves the needs of all students, regardless of their background or identity.	3.77	0.44	Great Extent
3.strengthen their knowledge in catering learners with special needs.	3.73	0.47	Great Extent

4. identify approaches in teaching that helps to nurture the Multiple Intelligence of learners.	3.73	0.44	Great Extent
5. discuss issues in Gender and Development Inclusions.	3.79	0.43	Great Extent
6.create intervention plan for those learners who are experiencing difficulties in learning the lessons.	3.76	0.44	Great Extent
7. address the learners' strength and weaknesses to come up with structured activities.	3.81	0.39	Great Extent
OVERALL	3.76	0.44	Great Extent

Note: 3.50-4.00 Great Extent; 2.50-3.49 Moderately Extent; 1.50-2.49 Least Extent; 1.00-1.49 No Extent

The table 1 shows the mean extent of prioritization given on the planning phase of School Learning Action Cell in terms of learners' diversity and inclusions. The results revealed an overall mean of 3.76 which falls under great extent. Therefore, based on the respondents all the given statement under this indicator is given emphasis on their School Learning Action Cell.

Having the highest mean of 3.81, school learning action cell give great extent prioritization to address the learners' strength and weaknesses to come up with structured activities. Teachers consider that learners are diverse. Pupils have their own way of learning. They have different learning capabilities and styles. School learning action cell provide trainings that helps teachers to cater the differences of the learners. Teachers are guided by trainings given by the DepEd in assessing the strength and weakness of the pupils. SLAC session helps teachers to create their pretest for the learners at the beginning of the school year to know the previous knowledge of the pupils. This helps teachers to create structured activities and create their lesson according to the level of the learners. Discussion of Bloom's Taxonomy, Kolb's learning styles are done in SLAC session. Thess helps teachers to create achievable objective that are learner-centered. Portfolio assessment is also discussed in SLAC. It is a helpful strategy in monitoring the performance of the pupils. It contains the output of the pupils wherein teachers can see the progress of the pupils. This is supported by DepEd Order No.35 s. 2016, LAC sessions emphasizes that the learners are the reason for all the education process.

Table 2. Extent of Prioritization Given on the Areas of Planning Phase in School Learning Action Cell in terms of Content and Pedagogy

INDICATORS **The School Learning Action Cell provides trainings that help teachers to…**	**MEAN**	**SD**	**VERBAL INTERPRETATION**
1. apply content knowledge within and across curriculum teaching areas.	3.82	0.42	Great Extent
2. use range of teaching strategies that enhance learner achievement in literacy.	3.81	0.39	Great Extent
3. develop strategies that enhance learners' achievement in numeracy.	3.83	0.38	Great Extent
4. apply strategies on developing critical and higher order thinking skills (HOTS).	3.70	0.46	Great Extent
5. employ a variety of teaching approaches in the classroom that helps to achieved learning goals.	3.79	0.41	Great Extent
6. engage in collaborative crafting of learning activities that emphasizes creative thinking skills of the learners.	3.77	0.42	Great Extent
7.analyze the performance standards and learning competencies to address the least mastered competencies.	3.81	0.39	Great Extent
OVERALL	3.79	0.41	Great Extent

Note: 3.50-4.00 Great Extent; 2.50-3.49 Moderately Extent; 1.50-2.49 Least Extent; 1.00-1.49 No Extent

Table 2 presents the mean extent of prioritization given on the planning phase of School Learning Action Cell in terms of content and pedagogy. With its overall mean of 3.79, the respondents agreed that there is a great extent of prioritization in content and pedagogy. The data reveals that the school learning action cell provides great extent prioritization on training that helps teachers to develop strategies that enhance learners' achievement in numeracy, with the highest mean of 3.83. Teachers utilize school learning action cell as way of sharing challenges encountered in terms of numeracy with their co-educators. Challenges encountered the teachers are low number of numerates, poor knowledge in four fundamental operations and lack of problem-solving skills. During SLAC sessions, teachers share their best practices that helps improving the numeracy level of the pupils. These best practices are use of drill method, remedial after class, home visitation, activity sheets for four fundamental operations. Through school learning action cell, teachers can share the strategies they use in increasing the number of numerates in their classes.

The Republic Act No. 10533, the Enhance Basic Education Act of 2013, states that under the K to 12 curriculum, which is a learner-centered curriculum, teachers must able to craft learning goals in collaboration with their students. Teachers will assist students in cultivating critical and creative thinking, where language literacy and numeracy play a major role. K to 12 curriculum shall develop pupils who are numerates and literates. This claim supports the target goal of the key features of DepEd in School Learning Action Cell, wherein the topics of the trainings should help in the implementation of programs for content and pedagogy.

Table 3. Extent of Prioritization Given on the Areas of Planning Phase in School Learning Action Cell in terms of Assessment and Reporting

INDICATORS **The School Learning Action Cell provides trainings that help teachers to…**	**MEAN**	**SD**	**VERBAL INTERPRETATION**
1. design K-12 Assessment process such as designing formative and summative assessment.	3.68	0.48	Great Extent
2. use the Blooms Taxonomy in assessing the output and performance of the learners.	3.68	0.48	Great Extent
3. create and utilize rubrics in grading the learners.	3.64	0.49	Great Extent
4. utilize feedback to improve learning.	3.77	0.42	Great Extent
5. conduct Home Visitation as a tool for Communication to Stakeholders.	3.63	0.50	Great Extent
6. organize appropriate assessment strategies based on the level of the learners.	3.73	0.45	Great Extent
7. innovate assessment strategies that are learner-centered.	3.73	0.45	Great Extent
OVERALL	3.69	0.47	Great Extent

Note: 3.50-4.00 Great Extent; 2.50-3.49 Moderately Extent; 1.50-2.49 Least Extent; 1.00-1.49 No Extent

Presented in Table 3 is the mean extent prioritization given on assessment and reporting in School Learning Action Cell. With an overall mean of 3.69, respondents agreed that the school give extent prioritization in assessment and reporting as areas of learning.

The statement number 4 which states that SLAC provides great extent prioritization in trainings that help teachers to utilize feedback to improve learning, got the highest mean of 3.77. This means that teachers provide proper feedback on learners' output that help them to improved. Through school trainings, such as SLAC, teachers can create proper assessment tool that can address the learners 'level. Rubrics and portfolio are utilized by the teachers to provide feedback in the pupils. Parents-teachers conference is also used by the teachers to inform the parents

regarding with the performance of the learners. Schools conduct parents-teachers conference quarterly. Giving feedback to the learners help them to know what area they need to improve and what area they are good at. This helps them to be motivated and guided. It is evident in the classroom that pupils are eager to learn when they are given feedback.

These data are supported by the Republic Act No. 10533, the Enhance Basic Education Act of 2013, which states that every teacher should understand how to implement the learner-centered assessment policies for the K to 12 curriculum. Inclusion of ways in assessing the learning of pupils and how formative data can improve subsequent lesson. Assessment provides teachers and learners with the necessary feedback about learning outcomes.

Teachers and students receive the essential input regarding learning outcomes through assessment. Teachers can consistently choose, arrange, and employ reliable assessment procedures through feedback, which also influences the evaluation cycle.

This policy of DepEd is supported by law of learning by Thorndike, wherein learning is strengthened when the students are given proper feedback from their learning activity. Feedback provided during formative assessment guides students to close the gap between their current and desired performance and enhances their learning and satisfaction. To get positive impact of feedback, it should be effective and timely. The results revealed that learning action cell in most of the schools give extent prioritization in giving trainings to teachers in utilizing feedback to help and improve learning.

Table 4. Extent of Prioritization Given on the Areas of Planning Phase in School Learning Action Cell in terms of 21st Century Skills and ICT Integration

INDICATORS **The School Learning Action Cell provides trainings that help teachers to…**	**MEAN**	**SD**	**VERBAL INTERPRETATION**
1. integrate the use of ICT in teaching and learning process.	3.73	0.44	Great Extent
2. develop technology and media literacy.	3.69	0.46	Great Extent
3. promote collaboration and media literacy.	3.72	0.45	Great Extent
4. understand 21st Century Learners and Adapt the of 21st Century Skills.	3.67	0.47	Great Extent
5. caters Learners' Information System (LIS) concerns.	3.75	0.43	Great Extent
6. utilize ICT in creating instructional materials for learners.	3.76	0.43	Great Extent
7. capacitate knowledge in creating innovation through ICT.	3.77	0.42	Great Extent
OVERALL	3.73	0.44	Great Extent

Note: 3.50-4.00 Great Extent; 2.50-3.49 Moderately Extent; 1.50-2.49 Least Extent; 1.00-1.49 No Extent

Table 4 represents the extent prioritization given on 21st century and ICT integration in School Learning Action Cell. With an overall mean of 3.73, the school provide great extent prioritization in this area. The result shows that the schools give great extent of prioritization in trainings that help teachers to capacitate knowledge in creating innovation through ICT, with the mean of 3.77. This means that school trainings such as SLAC provides topics that ignites the motivation of teachers in creating new ways to improve their teaching methods with the help and utilization of ICT. In terms of ICT, school learning action cells provides topics such as LIS (Learners Information System) utilization, learning resource management, use of software to create instructional materials such as Canva and video editing tools. Teachers create learning materials that are ICT driven. Using different software such Microsoft 365, teachers create materials for the pupils such as activity sheets and PowerPoint presentations. During

school learning action cell, teachers validate their materials through the help of School head and Master teachers to ensure the quality of the learning materials. 21st century learners are more active in class when the lesson is presented with technology.

The data shows that most of the schools gives priority in utilizing ICT in creating innovation which is stated in the policy of DepEd under Republic Act No. 10533. One of the main goals of the K–12 Basic Education Program is to integrate 21st-century skills into the teaching and learning process. Information and communications technology (ICT) should be integrated into classes in an easy-to-understand way that is developmentally suitable for the students. Teachers can use the resources and technology in their schools to adopt ICT to make instruction and assessment procedures more collaborative.

Table 5. Extent of Prioritization Given on the Areas of Planning Phase in School Learning Action Cell in terms of Curriculum Contextualization

INDICATORS The School Learning Action Cell provides trainings that help teachers to…	**MEAN**	**SD**	**VERBAL INTERPRETATION**
1. create Daily Lesson Plan (DLP) effectively and easily.	3.66	0.49	Great Extent
2. explore and understand the K to 12 Curriculum.	3.65	0.50	Great Extent
3.localize and indigenize the learning resources.	3.59	0.52	Great Extent
4. plan and manage the teaching-learning process.	3.69	0.48	Great Extent
5.develop contextualized plan aligned to the DepEd Kto12 curriculum.	3.62	0.50	Great Extent
6. engage learners in individual or group experiential learning through application or use of real-life situations.	3.63	0.50	Great Extent
7. create intervention plan that caters the learners' unique contexts of a particular locality.	3.63	0.50	Great Extent
OVERALL	3.64	0.50	Great Extent

Note: 3.50-4.00 Great Extent; 2.50-3.49 Moderately Extent; 1.50-2.49 Least Extent; 1.00-1.49 No Extent

Shown in Table 5 is the mean extent prioritization given on curriculum contextualization in School Learning Action Cell, with an overall mean of 3.64 that falls on verbal interpretation of great extent. The result reveals that statement number 4 got the highest mean of 3.69, which states that SLAC provide trainings that help teachers to plan and manage the teaching- learning process. This implies that teachers can create achievable goals for the learning process through the help of attending in SLAC trainings.

The result is supported by the claims that the school teaching personnel are guided by the policy of DepEd Order No. 35 s. 2016. In this policy, the DepEd institutionalizes Learning Action Cells (LACs) that aim to develop and support successful teachers by nurturing their knowledge, attitudes, and competencies in terms of curriculum, instruction, and assessment in their workstations. One of the following objectives of the policy under this DepEd order is to improve the teaching-learning process that will lead to improved learning among the students. Teacher learning through LAC is a continuous process that promotes teachers' teaching skills, master new knowledge, develop new proficiency, which in turn, help improve students' learning. (Verbo,2020).

Table 6. Summary of Extent of Prioritization Given on the Areas of Planning Phase in School Learning Action Cell

PLANNING PHASE IN SCHOOL LEARNING ACTION CELL	MEAN	SD	VERBAL INTERPRETATION
Learners Diversity and Inclusions	3.76	0.44	Great Extent
Content and Pedagogy	3.79	0.41	Great Extent
Assessment and Reporting	3.69	0.47	Great Extent
21st Century Skills and ICT Integration	3.73	0.44	Great Extent
Curriculum Contextualization	3.64	0.50	Great Extent
OVERALL	**3.72**	**0.45**	Great Extent

Note: 3.50-4.00 Great Extent; 2.50-3.49 Moderately Extent; 1.50-2.49 Least Extent; 1.00-1.49 No Extent

Presented in Table 6 is the summary of the extent prioritization given on the areas of planning phase in school learning action cell. Among the areas of prioritization, content and pedagogy got the highest mean of 3.79 with verbal interpretation of great extent. This implicates that trainings provided by the SLAC helps the teachers to master and understand the content and the method and practice of teaching, especially apply the theoretical concept in their teaching strategies.

As the policy and guidelines released by the Department of Education under DepEd Order No. 35 s. 2016, content and pedagogy of the K to 12 Basic Education Program should be mastered by the teacher. Content and performance standards and learning competencies must be mastered by teachers so that they can plan lessons, deliver instruction effectively, and assess the learning that resulted from their teaching. Teachers can collaboratively plan weekly lessons during the SLAC and these can be implemented for the specified period of time, after which, teachers can share their experiences to improve subsequent lessons. While boosting teachers' own critical and creative thinking, their skill in translating curriculum content into relevant learning activities also grows. Student learning will improve because the teacher will be more systematic and better contextualized to the learning needs of students.

Table 7. School Learning Action Cell Implementation in terms of Planning Process

INDICATORS In the implementation, School Learning Action Cell plan…	MEAN	SD	VERBAL INTERPRETATION
1. reflect with my instructional and professional needs.	3.68	0.47	Highly implemented
2. assess my learning goal through casual conversations informal classroom observations and random discussions with teachers.	3.69	0.46	Highly implemented
3. incorporate the results of monitoring and evaluation in the next planning cycle.	3.64	0.49	Highly implemented
4. be involved in the process of planning of learning activities.	3.71	0.45	Highly implemented
5. integrate the SLAC plan in School Improvement Plan.	3.68	0.49	Highly implemented
6. be guided in creating professional development plan.	3.63	0.50	Highly implemented
7. acquired knowledge in the session that can help makes my	3.73	0.44	Highly implemented

teaching and learning effective.

OVERALL	3.68	0.47	Highly implemented

Note: 3.50-4.00 Highly Implemented; 2.50-3.49 Moderately Implemented; 1.50-2.49 Fairly Implemented; 1.00-1.49 Not Implemented

Table 7 shows the mean perception in the implementation of School Learning Action Cell in terms of planning process, with an overall mean of 3.68, which falls under highly implemented. The statement number 7 got the highest mean, which is 3.73. Respondents observed that SLAC support them to acquired knowledge in the session that can help makes their teaching and learning effective, which is highly implemented. Teachers learn new teaching strategies and methods through the help of SLAC. New strategies that are applicable to different level of the learners are evident. Teachers observed that using approaches learned from SLAC makes their students more active. When learners are more active, they can easily grasp and learn that lesson that improves their learning process.

On other hand, in implementation of school learning action cell, being guided in creating professional plan got the lowest mean of 3.63. In school learning action cell, professional plan is discussed but is not the priority of trainings. This implicates that teachers give more focus on the teacher process rather than their own professional development.

Similar to the study of Correos and Paler (2020), which stated in their study that the successful implementation of School Learning Action Cell (SLAC) as seen to be the most cost-effective continuing professional development process that improve the teaching-learning process. The objectives of the school learning action cell are to enhance the teaching-learning process, which will enhance student learning, to develop successful teachers, to allow teachers to support one another in continuously improving their content and pedagogical knowledge, practice, skills, and attitudes, and to cultivate a collaborative and professional spirit among educators, school administrators, and the community.

Table 8. School Learning Action Cell Implementation in terms of Materials and Resources

INDICATORS **In the implementation, School Learning Action Cell plan…**	**MEAN**	**SD**	**VERBAL INTERPRETATION**
1. develop local learning materials following 4As and other training format	3.61	0.49	Highly implemented
2.use materials that respond to my priority needs.	3.67	0.48	Highly implemented
3. can identify reference materials based on my specific needs.	3.69	0.48	Highly implemented
4. was given supplemental resources other than DepEd's to support Professional Learning Continuity.	3.60	0.52	Highly implemented
5. modify and contextualized learning materials based on the learning goal.	3.65	0.48	Highly implemented
6. addressed knowledge gaps and digital divides through SLAC trainings.	3.66	0.49	Highly implemented
7. create innovative materials that can be used in trainings and classroom.	3.65	0.50	Highly implemented
OVERALL	3.65	0.49	Highly implemented

Note: 3.50-4.00 Highly Implemented; 2.50-3.49 Moderately Implemented; 1.50-2.49 Fairly Implemented; 1.00-1.49 Not Implemented

Table 8 reveals that all statements in the School Learning Action Cell implementation in terms of materials and resources are highly implemented with 3.65 as its overall mean. With the highest mean of 3.69, respondents observed that in the implementation of SLAC, teachers can identify reference materials based on their specific

needs, which is highly implemented. Teachers choose topics and materials that they use during learning action cell. These materials are responsive to their prioritize needs, whether it is regarding with teaching strategies or assessment methods for learning. Through this, teachers are more active and involve because their needs are met by using appropriate training materials.

The result is supported by the professional learning communities (PLC) under the DepEd LAC Tool Kit, wherein as materials and resources are one of the elements needed to be observed during LAC implementation. Resources could be human or material that should be prepared or set up before the implementation of the sessions. The human resources could be individuals who are tapped as resource persons of the LAC sessions. Material resources could be the supplies, worksheets, videos, equipment, budget, food, venues, and other things needed in the conduct of a LAC session. Materials can be chosen based on the training needs assessment of the teachers who are involved in the school learning action cell. Similar to the study of Villaneza, (2016), the basis for prioritization could be in terms of urgency of need, time needed in addressing the need, interest or in whatever way agreed upon by the members of the grp. These priority needs or topics could integrate to the materials used in the training.

Table 9. School Learning Action Cell Implementation in terms of Time

INDICATORS **In the implementation, School Learning Action Cell plan…**	**MEAN**	**SD**	**VERBAL INTERPRETATION**
1. release an official time and venue on a twice a month at least two hours' training for teachers.	3.63	0.48	Highly implemented
2. provide learning activities that are done by the teachers consistently following the schedule.	3.65	0.49	Highly implemented
3. give learning activities to teachers that are prioritized over other school activities.	3.68	0.48	Highly implemented
4. allow teachers to accomplish task in each time.	3.68	0.49	Highly implemented
5.prioritize learning activities following the schedule.	3.72	0.46	Highly implemented
6. allows teachers to work freely in the given time and encourages productivity.	3.65	0.49	Highly implemented
7. work productively in their own pace by putting their own concept and ideas.	3.71	0.47	Highly implemented
OVERALL	3.67	0.48	Highly implemented

Note: 3.50-4.00 Highly Implemented; 2.50-3.49 Moderately Implemented; 1.50-2.49 Fairly Implemented; 1.00-1.49 Not Implemented

As reflected in Table 9, respondents agreed that the implementation of school learning action cell in terms of time are highly implemented, with 3.67 as its overall mean. Statement number 5 got the highest mean of 3.72, respondents observed that it is highly implemented in SLAC that allow teachers to accomplish task in each time. Teachers are given enough time to accomplish task given in SLAC trainings which result in being productive. Teachers can manage their time and a lot of time to more urgent and important task at school.

The result is strengthened by the DepEd LAC Tool Kit's professional learning communities (PLC), wherein time is one of the components that must be monitored throughout LAC implementation. The LAC members can decide on the schedule, length, and frequency of meetings. One to two hours a week is strongly recommended but the diversity of teaching conditions may not always allow this. LAC sessions, however, should be conducted at least once a month. Interactions may also be done through ICT when it is difficult to have face-to-face sessions,

particularly when involving clustered schools. There is a need to prioritize the LACs because this is the support system for teachers who are tasked to deliver basic education, which is the core business of DepEd.

Establishing LAC schedule and frequency is an important decision that the school should agree on. Making time for LAC is not just critical, but it also shows how much a school values continuing professional development of teachers. However, because of the diversity of teaching conditions and overlapping activities, some schools find it difficult to schedule LACs that is why SLAC implementer give enough time for the teachers to accomplish task in each time. There is a need to prioritize SLAC because of its value as a mechanism for the continuing professional development of teachers who are tasked to deliver basic education, which is the core business of DepEd.

Table 10. School Learning Action Cell Implementation in terms of Organization of Learning Groups for School-Based Learning Activity

INDICATORS **In the implementation, School Learning Action Cell plan…**	**MEAN**	**SD**	**VERBAL INTERPRETATION**
1.provides variety of school-based learning professional activities-group, one-on-one, and learning activities.	3.65	0.51	Highly implemented
2. grouped the teachers strategically using individual learning goal plans vis-à-vis standard competency documents such as PPST and IPCRF.	3.64	0.49	Highly implemented
3. creates learning activities suit the profile, interest, and learning style and needs of the teachers.	3.66	0.47	Highly implemented
4. caters the diversity of the teachers.	3.99	0.08	Highly implemented
5. match the learning goals of the teachers with the LAC group given to them.	3.71	0.46	Highly implemented
6. plan to work in a small group and share ideas that results through an active involvement.	3.64	0.48	Highly implemented
7. focus collaborations give teachers the opportunity to create groups and learn novel ideas from experiences.	3.70	0.46	Highly implemented
OVERALL	3.71	0.42	Highly implemented

Note: 3.50-4.00 Highly Implemented; 2.50-3.49 Moderately Implemented; 1.50-2.49 Fairly Implemented; 1.00-1.49 Not Implemented

Table 10 shows the respondents' perception in School Learning Action Cell implementation in terms of organization of learning groups for school-based learning activity. All the indicators are highly implemented in schools as observed by the respondents, with 3.71 as its overall mean. Results show that among all the indicators, its is highly implemented that SLAC caters the diversity of the teachers, with 3.99 as its mean. Teachers learn from each other because of their differences. SLAC provides opportunity for the teachers to be discussant in every session. They are given different topics to share based on their expertise. These diverse topics helps teachers to learn from each other that they can imply in their everyday teaching routine. This also benefits the learners. On other hand, in the implementation of SLAC, grouped the teachers strategically using individual learning goal plans vis-à-vis standard competency documents such as PPST and IPCRF, and plan to work in a small group and share ideas that results through an active involvement, got the lowest mean of 3.64 but also falls under highly implemented in verbal interpretations. This means that teachers are not grouped based on their IPCRF goals and

ratings. They are grouped depending on what topic is being discussed and depending on the task that need to be accomplished. The outcome is reinforced by the DepEd LAC Tool Kit's professional learning communities (PLC), where one of the elements that needs to be watched after during LAC implementation is learning group organization.

Table 11. Summary of School Learning Action Cell Implementation

INDICATORS	MEAN	SD	VERBAL INTERPRETATION
Planning Process	3.68	0.47	Highly implemented
Materials and Resources	3.65	0.49	Highly implemented
Time	3.67	0.48	Highly implemented
Organization of Learning Groups for School-Based Learning Activity	3.71	0.42	Highly implemented
OVERALL	**3.68**	**0.47**	Highly implemented

Note: 3.50-4.00 Highly Implemented; 2.50-3.49 Moderately Implemented; 1.50-2.49 Fairly Implemented; 1.00-1.49 Not Implemented

Shown in the Table 11 is the summary data of the implementation of School Learning Action Cell in terms of planning process, materials and resources, time, and organization of learning groups for school-based learning activity. Among the areas of implementation, organization of learning groups for school-based learning activity got the highest mean of 3.71 and verbal interpretation of highly implemented. SLAC helps teachers to share encountered problems and formulate possible ways and solution through learning groups. The main objective of the school learning action cell is to create a learning group among the teachers in order to solve shared challenges. These shared challenges are the problem in pupils' performance particularly in numeracy and literacy.

Table 12. Monitoring and Evaluation of School Learning Action Cell

INDICATORS As a teacher I observed that…	MEAN	SD	VERBAL INTERPRETATION
1.SLAC planning was done to ensure relevance of current and future context that can be used for innovation.	3.75	0.43	Very Satisfactory
2. SLAC objectives are clearly stated.	3.81	0.39	Very Satisfactory
3. SLAC Session Evaluation Tool was used, and results were assessed to ensure mastery and delivery of LACs.	3.74	0.44	Very Satisfactory
4. results of monitoring and evaluation was used to review the SLAC implementation cycle to be used as basis for improvement and intervention planning.	3.71	0.47	Very Satisfactory
5. progress checking of SLAC Plan was done to ensure implementation plan.	3.77	0.42	Very Satisfactory
6. SLAC Narrative Reports are consolidated and analyzed for provision of appropriate interventions.	3.77	0.42	Very Satisfactory
7. monitoring and evaluation in the conduct of SLAC was done regularly to ensure the achievement of learning goals.	3.77	0.42	Very Satisfactory
8. initial gains from SLACs are conducted to measure impact of the activity such as document analysis of teacher portfolio, relative journals, or classroom observation forms.	3.75	0.43	Very Satisfactory
9. best practices and innovations from SLAC were documented and shared across schools and districts for adoption of other schools.	3.76	0.44	Very Satisfactory

10. program Implementation Review (PIR) and Learning forum was conducted at the end of the school year to share challenges, innovations, and outcomes and celebrating success of SLAC.	3.71	0.47	Very Satisfactory
11. SLAC helps me to devote sufficient attention to instructional programs to achieve competency and curriculum criteria.	3.76	0.44	Very Satisfactory
12.SLAC manage learning and instructional programs that caters innovative knowledge of teachers.	3.77	0.44	Very Satisfactory
OVERALL	3.76	0.43	Very Satisfactory

Note: 3.50-4. Very Satisfactory; 2.50-3.49 Satisfactory; 1.50-2.49 Fairly Satisfactory; 1.00-1.49 Not Satisfactory

Presented in Table 12 is the mean observation of the respondents regarding the monitoring and evaluation of School Learning Action Cell. With an overall mean of 3.76, all the statements fall under the verbal interpretation of very satisfactory.

Among the indicators, statement number 2 got the highest mean of 3.81, falls under very satisfactory, which states that SLAC objectives are clearly stated. Teachers are well guided and motivated if the objectives of the trainings are clearly stated to them. They can manage their learning expectations. To support this result, Cabral and Millandro (2019) stressed in their study that the conducted LAC sessions contribute much to teachers' professional development. However, there is a need to provide clearer objectives about its intent and significance to teaching and learning. Establishing clear objectives of the school learning action cell helps the teacher to manage their expectations based on the learnings they will get from the training.

On other hand, the results of monitoring and evaluation was used to review the SLAC implementation cycle to be used as basis for improvement and intervention planning, with a mean of 3.71 got the lowest mean. This shows that some of the monitoring and evaluation results are not used in improving the next cycle of school learning action cell plan, so this area needs to be developed. As stated in the study of Correos and Paler (2020), 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. It is connected to the findings of the researcher which implicates that there should be a timely and continuous monitoring and evaluation of SLAC.

Another statement that got the lowest mean by the respondents is the program Implementation Review (PIR) and Learning forum was conducted at the end of the school year to share challenges, innovations, and outcomes and celebrating success of SLAC, with 3.71 as its mean. Based on these findings of the study of Correos and Paler (2020), it is recommended that school heads and teachers must be provided with intensive capacity building on conducting and monitoring of school learning action cell to equip them with knowledge and skills of implementing LAC as a strategy of improving the teaching and learning delivery. As it is connected to the study of the researcher. It is also recommended to strengthen program implementation review to improve the process of conducting LACs in schools and learning centers.

Table 13. Innovative Work Behavior as Perceived by Teachers in terms of Opportunity Exploration

STATEMENTS **As a teacher I….**	**MEAN**	**SD**	**VERBAL INTERPRETATION**
1. look for opportunities to improve an existing teaching strategy, learning resources and work relations.	3.75	0.43	Highly Practiced
2.tackle possible way for change in certain strategies with my colleague through group discussions.	3.73	0.47	Highly Practiced
3. recognize opportunities to make positive difference in my workplace.	3.74	0.44	Highly Practiced
4. assess the effectiveness of my current approach of teaching.	3.75	0.45	Highly Practiced

5. exchange thoughts on recent problems encountered at school with colleagues.	3.75	0.43	Highly Practiced
6. pursue objectives, projects, and activities according to established guidelines	3.72	0.45	Highly Practiced
7. am perceptive and receptive to new things related concepts.	3.71	0.46	Highly Practiced
OVERALL	3.74	0.45	Highly Practiced

Note: 3.50-4. Highly Practiced; 2.50-3.49 Practiced; 1.50-2.49 Less Practiced; 1.00-1.49 Not Practiced

Table 13 shows the results of teachers' perception in innovative work behavior in terms of opportunity exploration. The data shows that all the indicators are highly practiced by the teachers, with an overall mean of 3.74. Among the indicators, statements number 1, 4, and 5 got the highest mean of 3.75.

Indicator number 1 states that teachers highly practiced that they look for opportunities to improve an existing teaching strategy, learning resources and work relations. Teachers continuously look for opportunities that will help to improve their teaching skills. They show eagerness to apply new strategies inside the classroom to deliver quality education that helps to improve the performance of the learners. As stated in the study of De Jong & Den Hartog (2014), in opportunity exploration, it is the start of the realization of something new begins with a person identifying new opportunities to improve existing process. Same as the researchers' findings, as a learning organization supports innovation, it should provide opportunities wherein teachers in a position to work together to create their own learning resources that will improve current resources that address the challenges of the teaching-learning process.

Also, as indicator 4 states that teachers assess the effectiveness of their current approach of teaching. Lastly, indicator 5 said that teachers highly practiced exchange of thoughts on recent problems encountered at school with colleagues. De Jong & Den Hartog (2014) mentioned in their study that the discovery of an opportunity, a problem arising or a puzzle that needs to be solved can cause innovation. Like the findings of this research opportunity exploration includes looking for ways to improve current services or delivery processes or trying to think about work processes, product, or services in alternative ways. Innovative Work Behavior, in terms of opportunity explorations, as similar to the study of Dorenbosh, Van Engen, and Verhagen (2005), relates to an employee's readiness to exchange thoughts and communicate observations with the current programs to its co-workers help to explore opportunities for innovation. Additionally, a learning organization supports teachers' development by giving them access to enabling leadership structures, continual learning opportunities, and a collaborative inquiry-based culture, all of which are characterized by collegial trust and respect (Carpenter, 2015).

Table 14. Innovative Work Behavior as Perceived by Teachers in terms of Idea Generation

STATEMENTS **As a teacher I….**	**MEAN**	**SD**	**VERBAL INTERPRETATION**
1. define problems and desired outcomes to gain greater insight and generate creative solution.	3.68	0.47	Highly Practiced
2. search out for new teaching methods and learning resources.	3.68	0.48	Highly Practiced
3. find new approaches in effective delivery of learning.	3.71	0.45	Highly Practiced
4. express personal ideas for improvements and innovations in my workplace.	3.71	0.47	Highly Practiced
5. incorporate learning needs assessment in forming innovating existing approach.	3.71	0.46	Highly Practiced
6. provide questions that will elicit fresh ideas for a group to explore.	3.67	0.50	Highly Practiced
7. participate in analyzing and validating the created ideas as a means of verification.	3.71	0.46	Highly Practiced
OVERALL	3.70	0.47	Highly Practiced

Note: 3.50-4. Highly Practiced; 2.50-3.49 Practiced; 1.50-2.49 Less Practiced; 1.00-1.49 Not Practiced

Table 14 reveals that all the indicators in terms of idea generation in innovative work behavior are highly practiced by the teachers, and 3.70 as its overall mean. There are four statements that got the highest mean of 3.71 and falls under verbal interpretation of highly practiced.

Indicator 3 states that teachers highly practiced, in terms of idea generation, finding new approaches in effective delivery of learning. Also, indicator 4 states that expressing personal ideas for improvements and innovations in their workplace are highly practiced. Teachers make sure that their learners learn in the best way. They assess the performance of the learners with their current approach and use the result to improve and innovate new approach that helps learners. Like the findings of the study of De Jong & Den Hartog (2014), individual is the source of new idea. To be able to innovate, besides being aware of a need or opportunity, the ability to construct and find new ways to address is important process of generating ideas. Wherein based on the results, teachers are aware of that.

Indicator 5 states that incorporate learning needs assessment in forming innovating existing approach are also highly practiced. Lastly, indicator 7, participating in analyzing and validating the created ideas as means of verification are highly practiced by the teachers. As revealed in the study of De Jong & Den Hartog (2014), which has the similarity with the current study of the researcher, the key to idea generation appears to be the combination and reorganization of information and existing concepts to solve problems or to improve performance. Good idea generators are individuals who can approach problems or performance gaps from a different angle.

Table 15. Innovative Work Behavior as Perceived by Teachers in terms of Idea Championing

STATEMENTS **As a teacher I….**	**MEAN**	**SD**	**VERBAL INTERPRETATION**
1. encourage my colleagues to create new interventions in teaching-learning process.	3.66	0.50	Highly Practiced
2. promote educational innovation so that they have a chance to be implemented.	3.72	0.46	Highly Practiced
3. reflect critically on the actions executed when putting the new idea into practice.	3.67	0.47	Highly Practiced
4. participate in promoting and producing innovative materials appropriate in school locality.	3.67	0.50	Highly Practiced
5.support ideas for innovation generated in participation with learning action cell.	3.70	0.47	Highly Practiced
6. persuade colleagues to embrace a creative idea	3.67	0.50	Highly Practiced
7. took extra responsibilities and opportunities in utilizing such agreed innovation.	3.69	0.49	Highly Practiced
OVERALL	3.68	0.48	Highly Practiced

Note: 3.50-4. Highly Practiced; 2.50-3.49 Practiced; 1.50-2.49 Less Practiced; 1.00-1.49 Not Practiced

Presented in Table 15 are the results of mean perception of teachers in terms of idea championing in innovative work behavior among teachers. All the indicators are highly practiced by the teachers, with an overall mean of 3.68. Statement number 2 got the highest mean of 3.72 which states that teachers highly practiced that in terms of idea championing, they promote educational innovation so that they have a chance to be implemented. Teachers give importance to educational innovation. They find methods, strategies and materials that are needed to be innovated. As part of learning institution, they share this to their fellow educators.

The results revealed that the teachers promote the innovation they have made for its to be implemented and used by others. This claim is supported by the study of De Jong & Den Hartog (2014) regarding the dimensions of innovative work behavior. One of these is the idea championing, where in a relevant aspect once the idea is generated. Ideas or innovation doesn't stop in merely discovering it, it should be pushed and put efforts into

realizing creative ideas and bringing them to life. Idea championing includes behaviors related to finding support and building coalitions, such as persuading and influencing other educators or school heads and pushing and negotiating.

Table 16. Innovative Work Behavior as Perceived by Teachers in terms of Idea Application

STATEMENTS As a teacher I….	MEAN	SD	VERBAL INTERPRETATION
1. utilize innovative strategies into teaching practices.	3.70	0.47	Highly Practiced
2. contribute to the implementation of new ideas.	3.69	0.48	Highly Practiced
3. apply changes that are beneficial for the learners.	3.71	0.46	Highly Practiced
4. incorporate new ideas for improving an existing teaching process and approaches.	3.68	0.48	Highly Practiced
5. introduce systematically the innovative ideas through learning action cell with co-educators.	3.69	0.46	Highly Practiced
6. participate in and carry out the plan to help with the implementation and put the innovation in action.	3.72	0.45	Highly Practiced
7. take part in planning, carrying out, and enhancing the recent implemented effect of innovations	3.71	0.48	Highly Practiced
OVERALL	3.70	0.47	Highly Practiced

Note: 3.50-4. Highly Practiced; 2.50-3.49 Practiced; 1.50-2.49 Less Practiced; 1.00-1.49 Not Practiced

As can be seen in Table 16, all the statements in terms of idea application in innovative work behavior as perceived by the teachers are all highly practiced with an overall mean of 3.70. Among the statements, number 6 got the highest mean of 3.72, which states that teachers participate in and carry out the plan to help with the implementation and put the innovation in action. The result revealed that teachers as the facilitators of learning, it is essentials to innovate and implement it. Teachers act in making plan for innovation happens.

As mentioned in the study of De Jong & Den Hartog (2014) that is related to the findings of this study, regarding the dimensions of innovative work behavior. Idea application is important part because it is where the ideas are implemented and put into practice. Considerable efforts and a results-oriented attitude are needed. Idea application can mean improving existing products or procedures or developing ones. Application often implies making innovations a regular part of work process. These ideas are manifested on the responses of the teachers' respondents regarding their involvement in idea implementation.

Table 17. Summary of Innovative Work Behavior as Perceived by Teachers

	MEAN	SD	VERBAL INTERPRETATION
Opportunity Exploration	3.74	0.45	Highly Practiced
Idea Generation	3.70	0.47	Highly Practiced
Idea Championing	3.68	0.48	Highly Practiced
Idea Application	3.70	0.47	Highly Practiced
OVERALL	3.71	0.47	Highly Practiced

Note: 3.50-4. Highly Practiced; 2.50-3.49 Practiced; 1.50-2.49 Less Practiced; 1.00-1.49 Not Practiced

Presented in Table 17 is the summary results of the mean perception of teachers in terms of opportunity exploration, idea generation, idea championing, and idea application. Individual innovation starts with identifying problems and producing ideas or solutions, either original or widely used. Next, a creative person looks for sponsorship for a concept and attempts to establish a coalition to support it. Finally, the creative person helps to put the idea into practice by, for instance, creating a prototype or model of the innovation or working on its execution in other ways.

Among the sub-variables of innovative work behavior, opportunity exploration got the highest mean of 3.74. This means that innovative work behavior of the teachers are highly practiced when they are given an opportunity to explore and create innovation. This result is supported by the study of Lukoto and Chan (2016). Research revealed that there is a significant relationship with the innovative organizational culture and employee's innovative work behavior.

The function of innovation in an organization is significant culture inside an organization that values opportunity that will motivate workers to act properly and innovatively. The study investigated the factors that lead to innovation inside an organization encourage innovative behavior within the employees. The investigation revealed that when employees perceive a positive opportunity of innovative culture, they are likely to show innovative behavior in specific stages of innovative work behavior. When the institution provide opportunity for its workers to innovate, the higher the rate that the innovative work behavior of the person are developed. It is recommended to the management of an organization that innovation can be introduced within an organization gradually in various phases. First, provide opportunity for the workers to share their thoughts on the current process. Collaborative training with the employees is suggested. An introduction of an innovation forum or network that will encourage employees to suggest ideas that maybe be implemented.

Table 18. Test of Significant Relationship between School Learning Action Cell Planning and Innovative Work Behavior

	OPPORTUNITY EXPLORATION	IDEA GENERATION	IDEA CHAMPIONING	IDEA APPLICATION
Learners Diversity and Inclusion	.445**	.433**	.383**	.318**
Content and Pedagogy	.362**	.429**	.361**	.341**
Assessment and Reporting	.407**	.426**	.440**	.402**
21st Century Skills and ICT Integration	.382**	.351**	.356**	.337**
Curriculum Contextualization	.241**	.278**	.248**	.280**

**. Correlation is significant at the 0.01 level (2-tailed).

Based on table 18, it shows that there is significant relationship between School Learning Action Cell in planning, implementation, monitoring and evaluation, and Innovative Work Behavior of the respondents in terms of: Opportunity Exploration; Idea Generation; Idea Championing; and Idea Application. Among the domains, very high correlation was observed between school learning action cell and innovative work behavior. All variables are tested at 0.01 level of significant.

Learners' diversity and inclusion have a significant relationship among opportunity exploration, idea generation, idea championing, and idea application. Learner is the center of education. Considering the differences of the learners and able to provide inclusive education is the primary goal of teachers in the field of education. The diversity of the learners gives a huge number of opportunities to teachers to find things that can be innovated.

Based on the results, have a significant relationship among opportunity exploration, idea generation, idea championing, and idea application. Teachers reflect critically on the actions executed when putting the idea into the practice. Teachers tend to give focused on giving emphasis on the ideas that will help in implementing the content of the curriculum.

Table 19. Test of Significant Relationship between School Learning Action Cell Implementation, Monitoring and Evaluation, and Innovative Work Behavior

	OPPORTUNITY EXPLORATION	IDEA GENERATION	IDEA CHAMPIONING	IDEA APPLICATION
Planning Process	.507**	.517**	.547**	.534**
Materials and Resources	.495**	.582**	.564**	.584**
Time	.528**	.616**	.602**	.630**
Organization of Learning Groups in School based Learning Activities	.581**	.642**	.615**	.648**
LAC MONITORING AND EVALUATION	.469**	.470**	.479**	.470**

**. Correlation is significant at the 0.01 level (2-tailed).

As projected in Table 19, there is a significant relationship between the implementation of school learning action cell in terms of planning process, materials and resources, time, organization of learning groups in school based learning activities; and the dimensions of innovative work behavior, namely: opportunity exploration, idea generation, idea championing, and idea implementation.

In school learning action cell implementation, the first element is the planning process. Planning process helps to assess the teachers' priority needs regarding with the trainings. In connection with innovative work behavior, opportunity explorations happen here as the teachers assess what topic will help them to improve the teaching-learning process through innovation. As the priority needs being assessed, idea generation took place in chosen topics on how it will be presented on the trainings for teachers.

According to DepEd Order No. 35, s. 2016, resources can be human or material that should be prepared or set up before the implementation of the sessions. In choosing the resources, opportunity exploration is greatly evident because the needs of the teachers will be assessed to choose the right materials and resources to be used. Ideas of innovation and improving teaching-learning process must be considered.

In school learning action cell implementation, time is another element to be considered. The teachers decide on the schedule, length, and frequency of meeting. The time allotted in SLAC session contribute on how the teachers will be exposed in opportunity exploration of ideas that need to be innovated.

In the DepEd, a Learning Action Cell 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 LAC Leader. The LAC could agree on exploring interventions to address the identified need which is same with the goal of opportunity exploration. In all schools, teachers may convene in groups that are strategically decided, in this time the idea generation takes place. Teachers can share to their colleagues the challenges and concerns they encounter. In organization of groups, LAC facilitators and LAC leaders should monitor these activities and evaluate how far they are contributing to improved outcomes for learners at school, which idea championing happens. LAC members are expected to implement the proposed strategies or activities in their classroom or school or community as appropriate and evaluate their success where in it shows the idea implementation of innovative work behavior.

For the test of significant relationship in monitoring and evaluation of school learning action cell and the dimensions of innovative work behavior, namely: opportunity exploration, idea generation, idea championing, and idea implementation, shows that they are correlated. According to DepEd Order No. 35, s.2016 and LAC tool Kit, monitoring and feedback should be ongoing throughout the LAC planning and implementation phases. Monitoring the school learning action cell give the teachers an opportunity to assess if the training gives a positive impact to them. It shows the relationship to opportunity exploration where in it may triggers the teachers to have an idea for improvement. After monitoring the SLAC, teachers may generate ideas with it colleagues regarding on how to improve SLAC plan. Monitoring and evaluation of learning action cell involves assessing the extent of implementation and the impact on professional development of teachers. It is important to measure the effectiveness of learning action cell sessions and the competency level of teachers to be able to push through the SLAC plan.

CONCLUSION AND RECOMMENDATION

Based on the results of the study, it can be concluded that the teacher-respondents observed the utilization of school learning action cell in their respective workstations. The phases of the school learning action cell in terms of planning, implementation and monitoring and evaluation are highly observed. The school learning action cell provides priority needs assessment regarding the trainings that are included in trainings. School learning action cell serves as avenue for the teachers engage in collaborative learning sessions to explore opportunities in creating innovation in the teaching-learning process.

It was found out that the dimensions of innovative work behavior in terms of opportunity exploration, idea generation, idea championing, and idea application are highly practiced among the teacher-respondents.

There is a significant relationship between School Learning Action Cell in planning, implementation, monitoring and evaluation, and Innovative Work Behavior of the respondents in terms of: Opportunity Exploration; Idea Generation; Idea Championing; and Idea Application thus the null hypothesis thus the hypothesis stating that there is no significant relationship between School Learning Action Cell and Innovative Work behavior is rejected.

It is recommended to promote the continues use of school learning action cell as professional development activity for teachers because of its positive impact in the development of innovative work behavior. For school head and school learning action plan leaders, considered the result of the needs assessment of the teachers in choosing topics and creating the school learning action plan to promote innovative work behavior. Teachers, continue to participate in school learning action cell for it is helpful in developing and innovating their teaching strategies, and it promotes professional growth.

For the future researchers, use other programs from the DepEd that can also promotes innovative work behavior. On other hand, future researchers can also use school learning action cell in developing other area of professional development among teachers.

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