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SCHOOL DEMOGRAPHIC PROFILES AND EXTENT OF SCHOOL LEARNING ACTION CELL (SLAC) IMPLEMENTATION

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Abstract

This research study mainly aimed to discover the school demographic profile and the level of implementation school learning action cell (SLAC). It further determined the significant relationship and significant influence between school's demographics and implementing school to school learning action cell (SLAC). The study used descriptive-correlation research design. Research instrument used to measure the implementation of the school learning action cell (SLAC)was adapted from Erika Beltran (2019). There were 118 public elementary teachers from the municipality of Carmen who served as the respondents of the study. Teachers were chosen through random sampling. Frequency, mean was utilized to measure the demographic profile and the level of SLAC implementation. While multiple regression was used in testing the hypotheses of the study.

Results indicate that size of school, quarterly available amount of funds and number of SLAC conducted per year has an average frequency of 16, Php 72, 850.00 and 6.42, respectively. In like manner, majority of the respondents rated SLAC implementation as fully implemented before, during and after the session. Findings further revealed that school demographics in terms of size of school, quarterly available amount of funds and number of SLAC conducted per year were having a significant relationship and significantly influence the SLAC implementation in terms of before and during the session. This concludes that there is a significant impact on school demographic profile to the implementation of school learning action cell (SLAC).

Keywords: School Demographic Profile, School Learning Action Cell, School Size, Philippines.

1. INTRODUCTION

In compliance with the application of Republic Act 10533 of the Enhanced Basic Act of 2013, the Department of Education released a policy on the Learning Action Cell (LAC) as a K-12 Basic Education Program School-Based Continuous Professional growth technique for the refinement of teaching and learning process (DepEd Order #35 s. 2016). This DepEd advocacy means that each educator should be equipped and well- guided of the teaching learning processes by reevaluating concerned areas to perform the roles and functions of a competent and productive teacher. The organize use of methods for delivering and evaluating the learning goals intended for the lesson results successful teaching.

Teacher's position demonstrates the critical value of successful teaching and learning. As a result, it is fair to say that students would not gain anything from studying if their facilitators are incompetent. According to Lawani (2004) teachers in the classroom are one of the most primary determinants of students' academic performance: their academic credentials, related professional training, and job experience, among other items. A teacher's task is to prepare curriculum and instruction with the intention of assisting students in overcoming obstacles to learning.

Implementing the school learning action cell in the school is significant to enhance the teachers' quality and competence as one of the key outcome areas in educational process. This will also serve as a forum for teacher engagement and exchange of best practices. There will be an increase in the teaching and learning process because of this, as well as when the knowledge learned is applied. As a teacher of F. Cabrillos Sr. Elementary School, the researcher aims to contribute to any teacher's professional growth through the school learning action cell (SLAC). As a result, the researcher is working to promote teacher's quality by creating the school learning action cell (SLAC) as a gateway to continuing professional development and quality. Despite of the significance of the studies mentioned above and their contribution to the society and school organizations, the researcher is still far from a model that examine the relationship between SLAC and socio-demographic profile of teachers in different schools in Carmen, Cotabato. Thus, this paper determined to fill the gap by

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formulating new theories and hypothesis showing the association and interrelatedness of the variables.

2. STATEMENT OF THE PROBLEM

This study determined the school demographic profile and extent of SLAC implementation in selected schools in the Municipality of Carmen, all in Cotabato province for the school year 2020-2021. Specifically, the study answers the following questions:

1. What is the school's demographics in terms of size of school, available funds quarterly fund, and number of SLAC conducted in a year?
2. What is the level of implementation of SLAC before, during and after the session?
3. Is there a significant relationship between school's demographic sand implementing school to school learning action cell (SLAC)?
4. Is there a significant influence of the school's demographics on implementing school to school learning action cell (SLAC)?

3. CONCEPTUAL FRAMEWORK

The illustration shows the relationship and influence between the school demographic profile that size of the school, type of school, fund source, availability of resources during SLAC and no. of SLAC conducted; and, the extent implementation of School Learning Action Cell (SLAC) that includes before, during and after SLAC session. Moreover, the school demographic profile in terms of the size of the school, availability funds, and no. of SLAC conducted in a year are the independent variable in this study. The extent of implementation of the School Learning Action Cell (SLAC) before, during, and after the session is the dependent variable in this study.

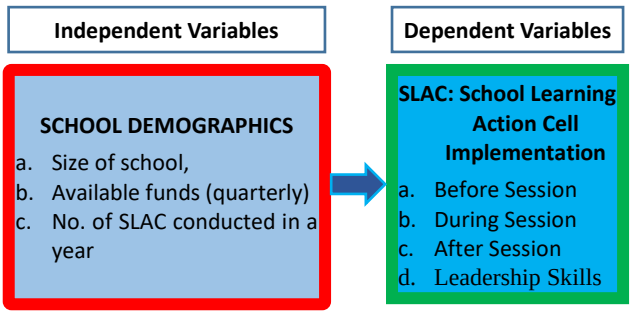


Figure 1 Schematic Diagram Showing the Independent and Dependent Variables

4. METHODS

Research Design

The researcher used descriptive-correlational research design for this study to describe the school demographic profile and the implementation of school learning action cell (SLAC) also the relationship of the variables of the school demographic profile and implementation of school learning action cell (SLAC) as well as the influence of school demographic profile on the implementation of school learning action cell (SLAC) will be determined. The indicators presented in the questionnaire filled-out by the respondents. Arikunto (2007) explains that the descriptive-correlational research aims to collect some information about the fields trend. It means that this kind of research does not involve administration in control and administration. The association method is also used in this research since it intends to investigate the correlation between variables.

The degree of relationship between two variables defines the form of a correlation coefficient. Creswell (2012, p 338) also supports this view that in the design of correlation testing, investigators used statistical correlation tests to define and calculate the degree of association (or relationship) between two or more variables or sets of scores. This opinion also suggests that the researchers should not regulate or manipulate variables as they did in experiments. Instead, they relate using statistics for the correlation, two or more scores for everyone.

Data Gathering Methods

In gathering data to complete of this study, the researcher prepared a letter of permission to conduct the survey, which the Dean of the Graduate School was first note. The researcher transmits the letters to the Schools District supervisor of the study locale schools for approval stating researchers request to conduct the study. As the public school's district supervisor approves the letter, the researcher transmits a copy of it to the school heads of elementary schools thereat. The researcher finally administered the questionnaire to the respondents and collect it for data tabulation and analysis.

Participants of the Study

The respondents in this study were the elementary school teachers in the municipality of Carmen for School Year 2020-2021. The respondents were 118 teachers in selected schools from the municipality of Carmen Central District. This number comprises the total population of teachers teaching at all grade levels.

Table 1 Data on the Distribution of the Respondents (all grade level in Carmen Central District)

Schools	Population of Teachers
Carmen Central District	
Aroman ES	14
F. Cabrillos Sr. ES	7
Gawasan ES	8
Kibudtongan Central ES	16
Kilabao ES	5
Kilala ES	7
Kimadzel ES	8
Lanoon ES	8
Manili ES	15
Mesopa ES	7
New Bentangan ES	6
Old Bentangan ES	11
Tawagon ES	6
OVER ALL TOTAL	118

Schools included at Carmen Central District are Aroman ES, F. Cabrillos Sr. ES, Gawasan ES, Kibudtongan Central ES, Kilabao ES, Kilala ES, Kimadzel ES, Lanoon ES, Manili ES, Mesopa ES, New Bentangan ES, Old Bentangan ES, Tawagon ES headed by Rebecca B. Ocampo, the district supervisor.

Statistical Tools and Data Analysis

Averages were used to obtain the results regarding the respondent school is demographic profile. The Mean was used to determine the level of implementation of SLACin before, during, and after sessions. Everitt & Skrondal (2010) described mean as an average. Some data points give more "weight" to the final mean than others. The mean equals the arithmetic mean if all the weights are equal. In statistics mean are frequently used, especially when examining population.

Multiple Regression. It provides results on the degree of influence between school demographic profile and SLAC implementation. Multiple regression analysis is a statistical tool utilized to model the relationship between a dependent variable and one or more independent variables. Regression analysis illustrates how the typical value of the dependent variable changes while the other independent variables remain constant (Tseng, Fu, Lu, & Shieh, 2011).

5. RESULTS AND FINDINGS

Quantitative Strand

This section dealt with the result of the quantitative data gathered through the survey questionnaires.

Summary of Results and Discussions

Research Problem No. 1

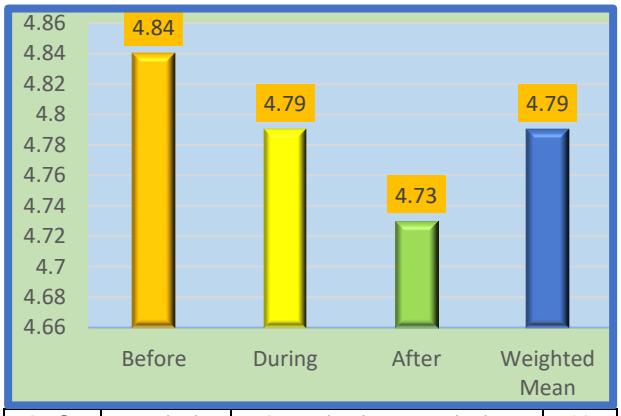
Table 2 Socio-demographic Profile of Schools in terms of Size of School, Quarterly Available Amount of Funds and Number of SLAC Conducted in a Year.

Socio-demographic Profile	Average/s
Size of School	16
Quarterly Available Amount of Funds	Php 72, 850.00
Number of SLAC conducted in a year	6.42

Table 2 shows the socio-demographic profile of schools in terms of size of school, quarterly available amount of funds, and number of SLAC conducted in a year. It reveals that the average number of sizes of school is 16 and the available amount of funds given to them quarterly is Php 72, 850.00. Average 6.42 SLAC was conducted in their school in a year. Further, the schools in Central district of Carmen, Cotabato conducted SLAC program every year for their teachers which funded by the Department of Education (Deped) to continue the professional development of the teachers in teaching and learning process. The finding explained by the statement of Schultz (2013) defines school demographics as "school's population and organization statistical data." It can include ethnicity and socio-economic status students, as well as teacher qualifications, class size, and graduation rates. School demographics can have a substantial impact on an educational institution's success.

Research Problem No. 2

Table 3 Level of implementation of SLAC before, during and after the session



Scale	Description	Quantitative Description	%
4.21–5.00	Fully Implemented	This means that the statement is assessed to be at very high level	81–100
3.41–4.20	Implemented	This means that the statement is assessed to be at high level	61–80
2.61–3.40	Moderately Implemented	This means that the statement is assessed to be at moderate level	41–60
1.81–2.50	Slightly Implemented	This means that the statement is assessed to be at low level	21–40
1.00–1.80	Not Implemented	This means that the statement is assessed to be at very low level	01–20

To summarize the level of SLAC implementation, the data in the graph reveals that there was a 4.84 weighted mean obtained by before SLAC implementation described as fully implemented followed by during (4.79), and after (4.73) which have been described as fully implemented, respectively. The level of SLAC implementation obtained a general weighted mean of 4.79 which is still described as fully implemented.

Research Problem No. 3

Table 4 Relationship of School Demographic Profile and SLAC Implementation

			Before the Session	During the Session	After the Session
Spearman's rho	Size of School	Correlation Coefficient	-0.094	0.435**	0.120
		Sig. (2-tailed)	0.353	0.000	0.234
	Quarterly Available Funds	Correlation Coefficient	-0.174	0.374**	0.042
		Sig. (2-tailed)	0.083	0.000	0.676
	SLAC Conducted	Correlation Coefficient	0.306**	-0.446**	0.021
		Sig. (2-tailed)	0.002	0.000	0.836

** *Highly Significant*

The result shows in Table 2 that school demographic with regards of school size has significant relationship with during the session of SLAC implementation significant level of 0.01 (2 tailed). Therefore, the null hypothesis is rejected.

This means that one of the foundations for implementing the SLAC program is the size of the school institution. This means that SLAC programs can only accommodate a small number of students and teachers if the school is small. However, if the school has a high number of pupils and teachers, the SLAC session will be attended by a huge number of individuals.

The result is supported on DepEd Order 35, s. 2016 that a school could set out as many SLACs based on the determined school needs as may be seen to be essential. Teachers can gather through teams by key stage, grade level, learning area, or programs offered by the school through deliberately planning. District or division supervisors grouped multi grade schools through variety of ways based on the SLACs objective to be conducted.

The result also reveals in Table 2 that school demographic such as quarterly available funds show a significant relationship with SLAC implementation in terms of during the session at significant level of 0.01 (2 tailed). Therefore, the null hypothesis is rejected. It appears that implementing SLAC in every school will require a significant amount of funding, but this will vary depending on the needs of the school institution. This means that the Department of Education (DepEd) allocates a large sum of money each quarter to hold SLAC sessions in all schools.

The finding was backed up by the statement of Oakley et al., (2018) that SLAC's are the most cost-effective continuing professional growth approach and requires a significant amount of money to improve the teaching-learning process. It will lead to learning enhancement among the students, cultivate competent teachers, and allow them to encourage one another in continuously improving their content and pedagogical knowledge, practice, skills, and attitudes; and boost vitality of professional collaborative between school heads, teachers, and the community at large.

The finding also indicated that school demographic in terms of SLAC conducted per year reveals a significant relationship with SLAC implementation with regards to before and during the session at significant level of .01 (2 tailed). Therefore, the null hypothesis is rejected.

This means that the importance of the SLAC session held in each school is even more important before and during the session. This is only possible because all members of the SLAC implementation team put in significant effort and time prior to before and during the session to ensure that it was fully implemented.

This is supported on DepEd Order No. 18, s.2014 stated that at a midterm break will be observed at the end of second quarter to review individual teachers and their group performance, as well as to conduct the In-Service Training (INSET) activities in support of continuous professional growth. The Department of Education means that each teacher should be appropriately guided and equipped with the knowledge of teaching and learning process by revisiting and reviewing specific areas relevant to completing the duties and obligation of an effective and efficient teacher.

Research Problem No. 4

Table 5 Influence of SLAC conducted on SLAC Implementation in terms of before the Session

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	SE	Beta		
(Constant)	4.799	0.101		47.368	0.000
Size of School	0.004	0.005	0.251	0.773	0.442
Quarterly Available Funds	-2.060E-6	0.000	-0.335	-1.021	0.310
Number of SLAC Conducted	0.056	0.021	0.268	**2.625****	0.010

*Prob = 0.013; R^2= 0.106; F = 3.807**

The table 3 indicates the data of the school demographic profile such as SLAC conducted which significantly influence the SLAC implementation in terms of before the session (F=3.807*, Prob=0.013). The null hypothesis of the study was rejected since the probability value is less than the set 5% level of significance.

This implies that when performing SLAC, it may have an impact on how the session is carried out. It's because the first step in implementing SLAC is for the SLAC implementer to perform a study of the school's needs and identify the difficulties and problems that need to be addressed prior to implementation.

For the SLAC session to be effectively executed, it must be done after assessing the school's and teachers' professional development needs, examining demographics, monitoring, and evaluating the process, and prioritizing the problems and topics to be discussed or addressed. The SLAC plan has always been covered by the SLAC implementation, and all these plans were included in the process (DepEd Order 35, s. 2016).

Table 6 Influence of Schools' Demographic Profile on SLAC Implementation in terms of during the Session

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	SE	Beta		
(Constant)	5.277	0.177		29.807	0.000
Size of School	0.029	0.009	0.933	**3.339****	0.001
Quarterly Available Funds	-7.849E-6	0.000	-0.630	**-2.225***	0.028
Number of SLAC Conducted	-0.163	0.037	-0.384	**-4.363***	0.000

*R^2 = 0.337; F = 16.263**; Prob = 0.000*

Size of School vs. During the Session

Table 3 reveals the data of the school-demographic profile such as size of school which significantly influence the SLAC implementation during the session (F=16.263**, Prob=0.000). The null hypothesis of the study was rejected since the probability value is less than the set 5% level of significance.

This means that throughout the execution of SLAC sessions, the number of students and teachers in each school is always a factor. When more teachers and students participate in the session, it indicates that more people will benefit from the programs' relevance and importance while they are being implemented. According to Ances (2008), school size is critical for all educational activities and programs. It is always important that small and large schools participate to the implementation of these activities and programs that assist them in meeting their school's needs and development.

Quarterly Available Funds vs. During the Session

It also reveals in Table 3 the significant influence of quarterly available funds on the SLAC implementation during the session (F=16.263**, Prob=0.000). The null hypothesis of the study was rejected since the probability

value is less than the set 5% level of significance. This shows that fully implementing SLAC will necessitate more funding and resources. It also implies that the amount of money and resources set aside for executing SLAC may have an impact on the program's success. The availability of resources and funding is another factor that typically plays a critical part in the success of any activities and programs done and executed in schools. Naturally, the more funds and resources available for the implementation of school activities and resources, the more productive and competent the schools will become (Cox, 2012).

SLAC conducted vs. During the Session

It is also depicted on Table 3 the significant influence of SLAC conducted on SLAC implementation during the session (F=16.263**, Prob=0.000). The result rejected the null hypothesis of the study since the probability value is less than the set 5% level of significance.

The finding implies that all the necessary steps taken during the SLAC were followed and imparted on the SLAC implementation during the session. This also implies that conducting SLAC is critical and makes a substantial contribution to the SLAC session's implementation.

As mentioned by Peder and Opfer (2010), it is important to maintain control and conduct necessary actions as needed during implementation of any activities and programs. During activity implementation, people are carrying out the task, conducted significant assessment and evaluation and progress information is being reported through regular team meeting as part of collaboration and as a result, progress is continuously monitored and appropriate adjustments are made and recorded as variances for original plan.

Table 7 Influence of Schools' Demographic Profile on SLAC Implementation in terms of after the Session

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	SE	Beta		
(Constant)	4.742	0.156		30.308	0.000
Size of School	0.011	0.008	0.481	1.426	0.157
Quarterly Available Funds	-3.198E-6	0.000	-0.350	-1.026	0.307
SLAC Conducted	0.022	0.033	0.069	0.650	0.517

R^2 = 0.034; F = 1.132; Prob = 0.340

Table 4 presents the result of the combined data of the school-demographic profile such as size of school, quarterly available funds and SLAC conducted per year to SLAC implementation in terms of after the session. The result shows that the school demographic profile such as size of school, quarterly available funds and SLAC conducted per year do not significantly influence the SLAC implementation (F=1.132, Prob=0.340ns). The probability value is more than the set 5% level of significance. Thus, the null hypothesis of the study was accepted.

This indicates that the size of school, the available funds per quarter and the conducted SLAC per year has nothing to do with SLAC implementation after the session. This means that all these factors are not the main indicators of SLAC program, and they are not the main concern for its implementation.

This agrees from the statement of Correos and Palet (2020) on their study conducted that the successful implementation of School Learning Action Cell (SLAC) LACs are viewed as the most cost-effective continuing professional growth process and comprehending its processes and effectiveness in teaching-learning process depends on the perception of school heads and teachers in the school. When school heads and teachers are unfamiliar with the method and framework of SLACs, consistency in implementation and monitoring is difficult to establish.

6. CONCLUSIONS

1. Majority of the respondents has an average school size of 16 with available funds of Php. 72, 850.00 every quarter and conducted SLAC twice a year.
2. The respondents rated SLAC implementation as fully implemented before, during and after the session.
3. School size, quarterly available funds, and number of SLAC conducted per year have significant relationship on the extent of SLAC implementation before, during and after the session.
4. School size, quarterly available funds, and number of SLAC conducted per year are significantly influenced SLAC implementation before and during the session only.
5. The result was obtained because teachers, school administrators, SLAC leaders, facilitators, members, documenter, and resource person were initiated collaboration and cooperation for the success implementation of SLAC programs in every school. All the members provided the needs, materials, resources and different methods needed for the implementation of SLAC programs to improve the professional development of teachers in teaching-learning processes. Also, top-down processes were also utilized wherein expert knowledge is shared or transferred by every member such lectures or workshops during cascaded or echoed teacher training and short-term courses. All these significant things mentioned from the previous discussion provides significant contribution to the students, teachers, school community and to the central district of Carmen, Cotabato.

7. RECOMMENDATIONS

The light of the findings and conclusions, the following recommendation were formulated.

1. Department of Education, policy makers and school administration are highly encouraged to extend their allocation of funds for SLAC implementation not only to the needs of school but also by evaluating their demographic profile. By doing this, school with enough amount of funds will have an opportunity of expand their school size, and can conduct SLAC programs more than twice a year. In result, teachers and

learners will become more competent and highly skilled in teaching-learning process.

2. SLAC implementation has always a space and room for improvement. In order for SLAC implementation to continue for its improvement, every single individual behind the implementation should always identify the needs of the school and prioritize challenges and problems to be the main point of discussion. Also, formulating intervention plan and systematic plan in the future is also highly encouraged.
3. Sending teachers in short-term and long-term trainings and seminars with courses and topics related to SLAC is highly recommended. In doing this, teachers will become more knowledgeable on the relevance of SLAC implementation to their professional development.
4. Conducting a comparable study and focusing on additional aspects to evaluate the relevance of school demographics on the implementation of School Learning Action Cell might also be considered. In addition, a survey conducted by a prospective educator with a comprehensive breadth and coverage of the material is suggested.
5. Based on the overall result of the study, an intervention plan is added to ensure in achieving systematic and well-planned conducting of SLAC sessions in every school in Central district of Carmen, Cotabato.

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