



Integration of Introduction, Development, Engagement, and Assimilation (I.D.E.A. SCHEME) to Learning Action Cell in Relation to Mental Health of Selected Senior High School Teachers in Plaridel District, Quezon, Philippines

Bhyren G. Saniel^{1,7}; Amor C. Castillo^{2,7}; Jeremias F. Masapol^{3,7}; Sarah Mae C. Nobleza^{4,7}; Jackielene V. Portea^{5,7}; Marlon Lamadrid^{6,7}; Eleanor A. Osea (EdD)^{7,8}

¹Concepcion National High School, Plaridel, Quezon, Philippines

²Guinayangan National High School, Guinayangan, Quezon, Philippines

³Schools Division Office Camarines Sur, San Jose, Pili, Camarines Sur, Philippines

⁴Tambo Elementary School, Tambo, Buhi, Camarines Sur, Philippines

⁵San Rafael Elementary School, San Rafael, Iriga City, Philippines

⁶Caranday National High School, Baao, Camarines Sur, Philippines

⁷School of Graduate Studies and Research, University of Northeastern Philippines, Iriga City, Philippines

⁸Vice President for Academic Affairs, University of Northeastern Philippines, Iriga City, Philippines

Corresponding author email: bhyren.saniel001@deped.gov.ph

ABSTRACT

This study determined the proposed Learning Action Cell Scheme based on Introduction, Development, Engagement, and Assimilation in relation to the mental health of the ten selected Senior High School Teachers in Plaridel District, Division of Quezon. Using a researcher-made questionnaire distributed through Google form, it sought answers to the level of stress the Senior High School Teachers in Plaridel Quezon had the response level in the Learning Action Cell (I.D.E.A. pattern) in terms of effectivity, time management, and behavioral aspects, the acceptance level of the Learning Action Cell proposed topics and the intervention scheme for Learning Action Cell. Descriptive survey research was used. All respondents were suffering from stress attributed to various intrinsic and extrinsic stresses. Most of the respondents had had the same experiences as they underwent in the L.A.C. session. The topics proposed were useful to manage the stress level of the teachers through L.A.C. sessions and strategic leadership of the school heads.

Keywords: Learning Action Cell; I.D.E.A. pattern; mental health; level of stress; Senior High School;

INTRODUCTION

Teachers play a crucial role in nation-building. Through quality teachers, the Philippines can develop learners who are stepped-in values, equipped with 21st-century skills and able to propel the country to development and progress. Hence, the holistic personality of the teachers plays an important role in fostering an effective and meaningful teaching-learning process.

The different learning schemes employed by the teachers to help learners cope with learning difficulties are very important. Nowadays, we are being beset by various challenges because of the COVID - 19 pandemic; teachers have different strategies and innovations to make the teaching-learning process effective and meaningful. However, amidst these difficulties, sometimes it is inevitable to experience hardship in coping with mental health because of so many challenges in making the teaching practice appropriate and suited to the learning capabilities of the students.



The Regional Memorandum No. 305, entitled, Guidelines on the Implementation of Regional Curriculum Matrix (R.C.M.) for CALABARZON, S.Y. 2018 - 2020, the curriculum process delivery of R.C.M. follows the four main teaching-learning phases with the teacher as the facilitator using the IDEA Scheme: Introduction, the I phase, Development, the D phase, Engagement, the E phase, and Assimilation, the A phase. In phase I, the teacher utilizes appropriate strategies in presenting the learning competencies and the learning outcomes of the day. In the D Phase, the teacher presents activities, tasks, content, and the value and interest of the learners. In the E Phase, the teachers allow the learners to engage in various tasks and opportunities to build their K.S.A.s. And in the A Phase, the teacher brings the learners to a process where they develop ideas and interpretations.

The challenges brought by the pandemic gave the researchers the idea to relate I.D.E.A. to professional endeavors. One of the mechanisms to support the professional development of teachers is through the institutionalization of DepED Order 35, series of 2016, otherwise known as the "The Learning Action Cell as a Kto12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning", that aims to develop and support successful teachers by nurturing their knowledge, attitudes, and competencies in terms of curriculum, instruction, and assessment in their work stations.

The importance of launching the integration, development, engagement, and assimilation of the delivery of the lesson lies in the capability of teachers to handle with enthusiasm and competency the different challenges and concerns they encounter in teaching. And with the following notions given and studies conducted, the researchers were enlightened to conduct this study to find out the impact of the integration of Introduction, Development, Engagement, and Assimilation to Learning Action Cell (L.A.C.) on mental health of the teachers.

Statement of the Problem. This study is intended to propose a Learning Action Cell scheme based on Introduction, Development, Engagement, and Assimilation (I.D.E.A. pattern) in relation to the mental health of the selected Senior High School teachers. This is sought to answer the following specific questions:

1. What is the demographic profile of Senior High School teachers in Plaridel District as to the stress level?
2. What is the response level of the Senior High School teachers in the integration of Introduction, Development, Engagement, and Assimilation (I.D.E.A. Scheme) to Learning Action Cell as to:
 - a. Effectivity
 - b. Time Management
 - c. Behavioral Aspect
3. What is the acceptance level of the proposed topics for the year-round Learning Action Cell session by the set of jurors?
4. What intervention scheme for Learning Action Cell can be proposed by the researchers to address the mental health of stressed Senior High School teachers?





METHOD

Research Design. The study utilized a descriptive research design. The respondents were chosen purposively, ten teachers from Plaridel District, Division of Quezon, teaching Senior High School students, who underwent stress level test, and given a Learning Action Cell session using the proposed intervention program of the researchers. The respondents were divided into two. The first used the online platform, and the second was physically reported to the school for public viewing. This is in response to the schools' alternative work arrangement until June 2022.

Data Gathering Instrument. To gather the data, the researchers used a structured researchers-made questionnaire through google forms and the Perceived Stress Scale (P.S.S.) to test the stress level of the teachers. The first part of the questionnaire tests the stress level, followed by a Learning Action Cell session before the respondents gave their response level on the integrated I.D.E.A. scheme. The jurors, six public school heads in Plaridel District, were given a researchers-made evaluation sheet to test the acceptability of the proposed intervention.

Data Analysis. Weighted Mean was used to derive the response level of the respondents as well as the acceptability of the jurors towards the proposed intervention scheme for Learning Action Cell to address the mental health of the Senior High School teachers. It was interpreted using the following scale:

Scale	Numerical Rating	Descriptive Rating	
		Response Level to the Integration of the I.D.E.A. Scheme	Acceptability Level on the Proposed Intervention
4.21 – 5.00	5	Strongly Agree (S.A.)	Highly Acceptable (H.A.)
3.41 – 4.20	4	Moderately Agree (M.A.)	Much Acceptable (MA)
2.61 – 3.40	3	Agree (A)	Acceptable (A)
1.81 – 2.60	2	Disagree (D)	Slightly Acceptable (S.A.)
1.00 – 1.80	1	Strongly Disagree (S.D.)	Not Acceptable (N.A.)

The researchers secured a permit to conduct a study and Learning Action Cell session following the I.D.E.A. scheme to the principal of Concepcion National High School, the only public secondary school in Plaridel District, and the principals of 6 different public schools to answer the evaluation sheet provided. All instruments were sent through google forms while the Learning Action Cell session was physically done in the school.

RESULTS AND DISCUSSION

Part 1. The stress level of the Senior High School Teachers in Plaridel District as to Stress Level

Table 1 shows the Stress level of the Respondents. Based on Table 1, and as presented figuratively, 60% of the total Senior High School teachers in Plaridel District have moderate stress, and 40% are considered high perceived stress.

TABLE 1: Demographic Profile of the Respondents as to Stress Level

Stress Level	Frequency	Percentage (%)
Low Stress	0	0
Moderate Stress	6	60
High Perceived Stress	4	40
Total:	10	100

The demographic results show that all teachers suffer stress attributed to various intrinsic and extrinsic stressors. It is highly observed that this pandemic has



brought too much thinking and anxiety to teachers and students. It was also evident that the school heads and administrators must think critically about the intervention programs to help their teachers cope with their stress and deliver a high professional quality of work and education.

Part 2. *The level of effectiveness of the Integration of I.D.E.A. Scheme to Learning Action Cell*

Effectiveness. Table 2 shows the results of the responses from the two groups of respondents regarding the effectiveness of the I.D.E.A. to the L.A.C. session.

TABLE 2: Level of Effectiveness of the Integration of I.D.E.A. to the L.A.C. Session

INDICATORS	PUBLIC VIEWING		ONLINE PLATFORM	
	W _x	INT.	W _x	INT
The use of I.D.E.A. can make topics better to understand than the standard.	4.20	MA	4.10	MA
I.D.E.A. can deliver good results in the learning outcome.	4.40	SA	4.40	SA
Integrating I.D.E.A. to the L.A.C. session creates critical thinking among all diverse staff.	4.80	SA	4.85	SA
The use of I.D.E.A. makes learning more interactive.	4.45	SA	4.45	SA
I.D.E.A. is one of those patterns in L.A.C. sessions that improves comprehension of a certain topic.	4.20	MA	4.15	MA

The result implies that most of the respondents have the same experience as they underwent the integration of the I.D.E.A. to L.A.C. session. The highest weighted mean is indicator number 3, which corresponds to the participants' critical thinking. It signifies that using the I.D.E.A. pattern greatly enhances their critical thinking towards the topics proposed by the researchers. However, the first indicator got the lowest weighted mean, implying that some of the respondents still prefer the usual strategy in the L.A.C. session done face-to-face rather than the proposed intervention. The result also signifies that strategic management and interventions can help the school head manage the organization well. Tindowin (2019) emphasized that teachers exhibit positive organizational behaviors in their institutions as manifested in their strong attachment to their organization, high involvement in their work, and harmonious relationship with their supervisors and middle-level managers. The more the supervisor engages the teachers in activities that sustain their interest, the more harmonious the relationship could be, and the more efficient the teacher will be inside the classroom.

Time Management. Table 3 shows the results of the responses from the two groups of respondents regarding time management of using the I.D.E.A. pattern in the L.A.C. session.



**TABLE 3. TIME MANAGEMENT EFFICIENCY LEVEL OF THE INTEGRATION OF I.D.E.A. TO THE L.A.C. SESSION**

INDICATORS	PUBLIC VIEWING		ONLINE PLATFORM	
	W _x	INT.	W _x	INT
The use of I.D.E.A. hits the target duration.	4.30	SA	3.87	MA
I.D.E.A. can deliver a good outline of topics.	4.23	SA	4.25	SA
Integrating I.D.E.A. to the L.A.C. session creates a suitable time frame for diverse staff.	4.21	SA	4.21	SA
The use of I.D.E.A. makes learning more time-bounded.	3.90	MA	3.92	MA
Integrating I.D.E.A. to the L.A.C. session manages time efficiently.	3.82	MA	3.67	MA

The result implies that in terms of time management, I.D.E.A. got a slight difference from the result shown as to effectivity. Most of the responses with lower points came from the Online Platform group, which implies certain factors, like connectivity and other technical glitches. The highest point given is the second indicator, which signifies that ideally, the I.D.E.A. pattern in L.A.C. sessions gives a better set of outlines than the standard. However, due to certain requirements of I.D.E.A. to engage a lot of time in creating outputs, indicator number 5 got the lowest weighted mean. Tarrayo (2021) emphasized that the most crucial concerns include comprehension of learning content, engagement, and internet connectivity, which were likewise claimed by his study participants as disadvantages of flexible learning. The professional sessions in the new normal setup are difficult to manage due to various instances, specifically, availability and technical glitches. Avila and Genio (2020) also stressed that students could be motivated in online learning despite the hindrance through proper support, assistance, and encouragement, which is also applicable on the teacher's part as they participate in professional sessions through alternative platforms.

Behavioral Effects. Table 4 shows the results of the responses from the two groups of respondents regarding the behavioral effects of using the I.D.E.A. pattern in the L.A.C. session.

TABLE 4. BEHAVIORAL EFFECTS OF THE INTEGRATION OF I.D.E.A. TO THE NEW NORMAL L.A.C. SESSION

INDICATORS	PUBLIC VIEWING		ONLINE PLATFORM	
	W _x	INT.	W _x	INT
The use of I.D.E.A. gives a positive impression on the topic discussed.	4.59	SA	4.87	SA
I.D.E.A. can deliver positive feedback.	4.72	SA	4.90	SA
The integration of I.D.E.A. to the L.A.C. session creates better collaboration with other members of the team.	4.93	SA	4.80	SA
The use of the I.D.E.A. makes us forget the anxiety caused by the pandemic.	4.89	SA	4.58	SA
Integrating I.D.E.A. to the L.A.C. session manages behavior efficiently.	4.87	SA	4.93	SA



The result signifies that integrating I.D.E.A. into the L.A.C. session is a step toward addressing the staff's behavioral aspect, especially during the pandemic. Indicator 3 got the highest weighted mean for the Public Viewing Group since they feel a sense of collaboration upon integrating I.D.E.A. They are the ones who experienced the activity with other staff as they work hand in hand. Meanwhile, the Online Platform group has the highest weighted mean on indicator 5, meaning they prefer I.D.E.A. as a learning pattern that manages behavior promptly and efficiently. Cartilla and Rondina (2020), in their study, revealed that the teachers' performance was improved through the conduct of the L.A.C. sessions as implicated by the results of students' performance in the third quarter. The conduct of L.A.C. sessions has been a better platform for teachers' development in all aspects of teaching, and the results of this study imply that strategic management of these teachers' professional meetings can greatly foster camaraderie and positive behavior.

Acceptance Level of the Proposed Topics for Learning Action Cell Anchored to I.D.E.A. Scheme

Table 5 shows the acceptance level of the jurors towards the topics proposed for the L.A.C. session.

Table 5. Acceptance Level of the Topics Proposed for the L.A.C. Session (I.D.E.A. Integrated)

TOPICS	SET OF JURORS						Wx	INT
	1		2		3			
	Wx	Int	Wx	Int	Wx	Int		
The New Way of Living	4.07	MA	4.00	MA	3.67	MA	3.91	MA
Education System in the New Normal Setup	4.20	MA	3.87	MA	3.67	HA	3.91	MA
Let’s Talk About Anxiety	4.20	MA	4.20	MA	4.73	HA	4.38	MA
Stress Management	4.47	MA	4.33	MA	4.93	HA	4.58	HA
Transferring Positive Vibes from Home to Students	4.20	MA	4.20	MA	4.67	HA	4.36	MA
Mental Health Check	4.40	MA	4.27	MA	4.33	MA	4.33	MA

LEGEND:

- 4.5 – 5.0: H.A. – Highly Acceptable
- 3.5 – 4.49: M.A. – Much Acceptable
- 2.5 – 3.49: A – Acceptable
- 1.5 – 2.49: S.A. – Slightly Acceptable
- 1.0 – 2.49: NA – Not Acceptable

The highest acceptance level is Stress Management. Among all the topics, the jurors particularly chose high acceptance on this topic which implies that in this time of the pandemic, stress management is crucial to enhance further the mental state of the staff. It is also good to know that all the topics got a high weighted mean, which signifies a positive outlook towards the proposed topic of the proponent.





It is also crucial to note that the transition between the new normal and expansion of the F2F classes has already started; hence, the topics proposed were useful to manage the stress level of the teachers through L.A.C. sessions and strategic leadership of the school heads. Arismunandar et al. (2022) revealed in their study that the dominant or general source of teacher work stress comes from welfare and teaching factors, while other teacher work stress factors are student factors and organizational climate. School heads are obliged to create their style of leadership, which will help the teachers cope with the stress. Hence, the proposed L.A.C. session program for the respondents can be used.

Conclusion

This study determined the proposed Learning Action Cell Scheme based on Introduction, Development, Engagement, and Assimilation in relation to the mental health of ten selected Senior High School Teachers in Plaridel District, Division of Quezon. Descriptive survey research was used to determine the level of stress the respondents had. Results showed that 60% of the total Senior High School teachers in the district have moderate stress and 40% are considered high perceived stress. Strategic management of these teachers' professional meetings can foster camaraderie and positive behavior. Arismunandar et al. (2022) revealed that the dominant source of teacher work stress comes from welfare and teaching factors, while other teacher work stress factors are student factors and organizational climate.

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