

**UTILIZATION OF LEARNING ACTION CELL (LAC) SESSION CONTENTS:
PERCEPTIONS AMONG SECONDARY SOCIAL STUDIES TEACHERS IN
ZAMBALES, PHILIPPINES**

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Abstract

The study examined and described the level of utilization of the contents of Learning Action Cell (LAC) Sessions - a school-based Continuing Professional Development (CPD) as perceived by Social Studies Teachers of Secondary Schools of Department of Education, Division of Zambales, Philippines. The LAC Sessions contents were 21st Century Skills and ICT Integration in Instruction and Assessment and Curriculum Contextualization, Localization and Indigenization. The study was conducted during the Third Quarter of the academic year 2017-2018. The research design was descriptive and a standardized survey checklist was the main instrument of data collection. The study utilized descriptive and inferential statistics (ANOVA) using SPSS version 16 for data analysis. The teacher-respondents reported that the Learning Action Cell (LAC) Session Content focused on 21st Century Skills and ICT Integration in Instruction and Assessment was highly utilized primarily by bringing 21st century into the teaching and learning situation. However, the content Curriculum Contextualization, Localization and Indigenization was perceived utilized mainly by matching the Kto12 curriculum content and instructional strategies appropriate to learners; and recognizing a learner-centered, inclusive and research-based curriculum. The analysis of variance (ANOVA) results revealed a no significant difference in the perception on the level of utilization Curriculum Contextualization, Localization and Indigenization when grouped according to teachers' profile. However, a significant difference was found on the level of utilization of the content of 21st Century Skills and ICT Integration in Instruction and Assessment when grouped according to teachers' age. It was suggested that teachers and students be further exposed on 21st century skills and ICT integration and to contextualization and localization of teaching and learning processes.

Keywords

Learning Action Cell (LAC), Social Studies Teachers, Curriculum Contextualization, Localization and Indigenization, 21st Century Skills, and ICT Integration

I. INTRODUCTION

For education to play the role of enhancing the capacity of citizens and informing important choices to their welfare effectively, it has to meet minimum quality standards. Desta, et al. (2013) states that among other conditions, it is strongly argued that universal goals set for education in terms of access need to be accompanied with quality instruction. Teachers have the capacity and responsibility to take charge of their own learning. Teacher learns best through collaboration with peers and colleagues and worked-based learning.

UNESCO in 2006 opined that teachers are expected to employ interactive methods of teaching to help students learn better. The literature on education quality indicates a strong link between teacher professional development and quality especially in the areas of teachers' beliefs and practices, students' learning and on the implementation of educational reforms. Murchan, et al. (2009) stated that one method employed globally is the 'workshop' which in recent years has been broadened to include 'reflective action' and 'learning networks' so that teachers themselves become more effective learners.

In line with teachers' continuous professional development, the Republic Act No. 10533, or The Enhanced Basic Education Act of 2013, The Department of Education (DepEd) issues the DepEd Order 35, s. 2016, enclosed the policy on the Learning Action Cell (LAC) as the Kto12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning. The 21st Century Skills and ICT Integration in Instruction and Assessment; and Curriculum Contextualization, Localization, and Indigenization are some of the important contents of the learning action cell. The investment of the DepEd in the development of human potential is a commitment it makes not only to its learners but also its teachers. This advocacy of the DepEd implies that every teacher should be properly guided and equipped with the know-how of teaching and learning process through revisiting and reviewing some areas or concerned in performing the duties and responsibilities of an effective and efficient teacher. Increased competencies and professional effectiveness as perceived by teachers is ultimately measured by the extent to which teaching enhances student learning. Citing various sources, Guskey (2002 as cited in Desta, et al., 2014), for example, stated that regardless of teaching level, most teachers define their success in terms of their pupils' behavior and activities.

Literature is limited the present state of condition on the utilization and implementation of 21st century teaching and learning in the classroom (Lobo, 2016). It is evident that certain skills and knowledge will be necessary for students to develop to be able to work and contribute in a globalized information society (Rotherham & Willingham, 2010).

However, it is a challenge for teachers to determine how they can integrate 21st century competencies into the classroom, so that the knowledge students learn will be relevant to their future (Lobo, 2016). Moreover, teachers need to know which essential skills will be transferable across different fields of work in the 21st century, if they want to make their instruction more relevant and practical.

Many researchers give important reminders on contextualization and localization such as Bringas, (2014), Mouraz & Leite (2013), Lee & Yee-Sakamoto (2012) & Garin, et al. (2017). To contextualize, teachers must use authentic materials, and align teaching in the context of learners' lives (Bringas, 2014). According to Mouraz & Leite (2013), contextualization is a prerequisite in addressing the content and organization of activities to be undertaken in the classroom. Lee & Yee-Sakamoto (2012) discussed that cultural contextualized education motivates students to know more, understand and appreciate their cultural heritage. As for localization, according to Bringas (2014) maximizes materials, activities, events, and issues that are readily available in the local environment. However, (Garin, et al., 2017) pointed out that the current concern is about refinements in the overall purpose of the curriculum, national cultures and needs of students.

Little is known about a scientific investigation of the perceived status of LACs utilization of its contents specifically 21st Century Competencies; ICT Integration in the Classroom; and curriculum contextualization and localization. This study therefore, is intended for teachers who wish to determine if the abovementioned contents of school-based LAC sessions are appropriately and adequately utilized for teachers' professional development. Whatever the case, teachers really need some direction as to what their options are when it comes to their professional development. Social Studies teachers should be open to try new techniques and make an effort to learn more and understand new concepts. This can lead to being more reflective and deepening of teacher's learning. Learning Action Cell sessions (LACs) provide a way for Social Studies teachers to support each other and continuously learn while they apply these changes in the classroom. According to DepEd Order 35, s. 2016, continuing school-based learning is key to effective teacher development.

The findings of the study would provide information to Education Specialists/Curriculum Planners of DepEd Division of Zambales, Philippines on the level of utilization and on the current practices and activities of school-based continuing professional development (CPD) through LAC sessions. They would focus more in executing plans to provide equal opportunities for teachers in their professional growth. With the findings of the

present study, Principals and Social Studies Department Heads would be provided with the status of LAC sessions implementation and discover challenges working against the success of LAC sessions program and identify ways to better determine teacher needs and demand for CPD. Moreover, continuous professional development is very important to improve the performance, particularly the Social Studies teachers in their respective classroom in order to raise students' achievement. Continuous professional development through LAC sessions is being introduced to improve the quality of education. Therefore, reliable information about the way school-based CPD is implemented and utilized by the academic community is vital for teachers in the process of regulating and initiating new changes within the program.

II. OBJECTIVES OF THE STUDY

The aim of the research study was to conduct an in-depth examination on the level of utilization of Learning Action Cell (LAC) Session Contents - 21st Century Skills and ICT Integration in Instruction and Assessment; and Curriculum Contextualization, Localization, and Indigenization - as a school-based Continuing Professional Development (CPD) among Social Studies teachers of Zone 2, Division of Zambales. Specifically, this study sought to answer the following questions:

1. How may the profile of the teacher-respondents be described as to age, sex, civil status, field of specialization, academic position, highest educational attainment, and numbers of years teaching?
2. How may the teacher-respondents perceive the level of utilization of the Learning Action Cell (LAC) Session Contents such as 21st Century Skills and ICT Integration in Instruction and Assessment; and Curriculum Contextualization, Localization, and Indigenization.
3. Is there a significant difference on the perceived level of utilization of 21st Century Skills and ICT Integration in Instruction and Assessment; and the Curriculum Contextualization, Localization, and Indigenization of the LAC Session Contents when attributed to teachers' profile variables?

III. MATERIALS AND METHODS

This study employed descriptive research method with the survey checklist as the research instrument. According to Driscoll (2011), the major purpose of descriptive research is description of the state of affairs as it exists at present. The study described the utilization

of the content of Learning Action Cell (LAC) Sessions, a School - Based Continuing Professional Development among Secondary Social Studies Teachers. The perceptions and insights were solicited from the teacher - participants. The respondents are the Social Studies teachers from National High Schools and Integrated Schools at Zone 2, Division of Zambales, Philippines. Zone 2 is composed of 3 Secondary Schools in the Municipality of Iba, 7 from the Municipality of Botolan and 2 from the town of Palauig. A total population of one hundred thirty (130) Social Studies teachers were identified as respondents in the present study.

The instrument used in this study is a standardized survey checklist adapted from the instrument of Ester L. Catimon's (2017) dissertation titled: "Readiness of Public Elementary Schools in Implementing DepEd Order 35, s. 2016: Basis for Policy Development" and the contents of the DepEd Order 35, s. 2016 "Learner Action Cell as a Kto12 Basic Education Program School-Based Continuing Development Strategy for the Improvement of Teaching and Learning." First part of the survey checklist focused on the profile of the teacher -respondents which include the age, sex, field of specialization, academic position and highest educational attainment. The second part of the questionnaire assessed the level of utilization of the areas of LAC Session such as "1st Century Skills and ICT Integration in Instruction and Assessment" (10 items) and "Curriculum Contextualization, Localization and Indigenization" (10 items). The respondents answered on a 5point Likert scale.

After making the final draft of the survey checklist, the researcher sought the permission and approval of the Schools Division Superintendent Department of Education Division of Zambales, Philippines to administer the survey questionnaire to the teacher-respondents. After securing the endorsement, the researcher personally distributed the instrument to the participants on the first week of January, 2018. The respondents' answers were treated confidential. The instruments were collected a week after. The statistical treatment of this study utilized descriptive statistical tools such as frequency count, percentage and mean. ANOVA was used as inferential statistics, specifically to test the mean differences in the variables.

IV. RESULTS AND DISCUSSION

1. Profile of Teacher-Respondents

Table 1 shows the frequency and percentage distribution of the teacher-respondents as to their age, sex, field of specialization, academic position and highest educational attainment.

Table 1. Frequency, Percentage and Mean Distribution of Teacher-Respondents' Profile

Age (years)		Mean = 34.96	
Sex		Frequency	Percent
Male		47	36.15
Female		83	63.85
Total		130	100.00
Field of Specialization		Frequency	Percent
History		10	7.69
Social Science		22	16.92
Political Science		5	3.85
Social Studies		75	57.69
Others		18	13.85
Total		130	100.00
Academic Position		Frequency	Percent
Teacher 1		66	50.77
Teacher2		39	30.00
Teacher 3		21	16.15
Master Teacher		4	3.08
Total		130	100.00
Highest Educational Attainment		Frequency	Percent
Bachelor		22	16.92
Bachelor with Masters Unit		94	72.31
Masters		12	9.23
Master w/ Ed. D Units		2	1.54
Ed.D.		0	0.00
Total		130	100.00
Years in Teaching		Mean = 7.77	

Table 1 shows that the computed mean age of the Socials Studies teacher-respondents was 34.96 or 35 years old. This particular age is categorized into middle adulthood. According to Armstrong (2008), middle adulthood ranges from 35 to 40 years old who often accommodate bigger responsibilities in life. Of the 130 total respondents, 47 or 36.15% are males and 83 or 63.85% are females. This means that majority of the teacher-respondents of the present study is represented by women. The result on teachers' area of specialization revealed that most (75 or 57.69%) of the teacher-respondents specializes in Social Studies or Araling Panlipunan. Others, specializes in Social Sciences and its branches. This result signifies that the respondents are teaching aligned with their specialization. This particular result is consistent with Catacutan & de Guzman's (2017) study with regards to variable field of specialization, indicating that the respondents field of specialization/expertise is Social Studies. As for the result on the teachers' present academic position, most (50.77%) are Teacher I. Teacher 1 academic rank/position in the study of Deliquiña & de Guzman (2017)

constitute the largest percentage of their respondents. Moreover, an overwhelming majority (94 or 72.31 %,.) of the Social Studies teacher-respondents are Bachelor's degree holder with Master's units. The result is consistent with Catacutan & de Guzman (2017) indicating that majority (71.20%) of the Social Studies teachers are BS with Master's units holders. This result on the highest educational attainment of the respondents clearly suggests that the teacher-respondents are pursuing advanced education and complies with the Department of Education's (DepEd) call for continuous education by enrolling in graduate programs.

2. Level of Utilization of Learning Action Cell (LAC) Session Contents of the Social Studies Teachers

21st Century Skills and ICT Integration in Instruction and Assessment

Table 2 shows the perceived level of utilization of the content of Learning Action Cell (LAC) session - 21st Century Skills and ICT Integration in Instruction and Assessment of the Social Studies teacher-respondents.

Indicator 1 stated as "Brings 21st century into the teaching and learning situation" obtained a weighted mean of 4.52 and ranked 1st. Indicator 2 stated as "Enriches lessons with simple integration strategies ICT that are developmentally appropriate" and indicator 10 stated as "Plans and executes specific strategies that enhance student engagement" obtained a weighted mean of 4.42 and ranked 2.5th respectively. The computed average weighted mean of the indicators 1, 2 and 10 gained a descriptive equivalent of Highly Utilized (HU) respectively. Of the indicators of 21st Century Skills and ICT Integration in Instruction and Assessment content of LAC session, the bringing 21st century skills into the teaching and learning situations and processes was perceived by the Social Studies teacher-respondents as highly utilized (ranked 1st).

Table 2. Perceived Level of Utilization of Learning Action Cell Session Content as to 21st Century Skills and ICT Integration in Instruction and Assessment

Indicators	Weighted Mean	Descriptive Rating	Rank
1. Brings 21 st century into the teaching and learning situation	4.52	Highly Utilized	1
2. Enriches lessons with simple integration strategies ICT that are developmentally appropriate.	4.42	Highly Utilized	2.5
3. Makes instruction and assessment processes be more collaborate with ICT.	4.41	Highly Utilized	4
4. Implements ICT with the tools and equipment available in the school	4.38	Highly Utilized	6
5. Provides inquiry and exploration based student learning activities;	4.34	Highly Utilized	9
6. Gains greater confidence in using a wider range of instructional and assessment tools;	4.37	Highly Utilized	7
7. Articulates an internally consistent perspective on engagement that K to 12 classroom teachers can use;	4.35	Highly Utilized	8
8. Reshapes classroom practices as well as drawn upon imagination and action research to develop innovations	4.20	Highly Utilized	10
9. Boosts student's critical thinking by providing stimulating teaching strategies as well as learning environment.	4.39	Highly Utilized	5
10. Plans and executes specific strategies that enhance student engagement.	4.42	Highly Utilized	2.5
Overall Weighted Mean	4.38	Highly Utilized (HU)	

Presently, the 21st century skills are highly endorsed for teachers these are set of knowledge, skills, work habits and character traits that are believed to be applied in the teaching and learning process and critically important in the success today's world educational system. de Guzman (2016) stressed that, teachers who adapt innovative instruction in the 21st century to meet the needs of individual learners and scaffolder and planner for learning is crucial. Khader (2012) is convinced that their personal and professional identities are continually evolving towards improved instruction. Looi, et al. (2010) concludes that continuous professional growth helps teachers to manage current demands and changes for enhancing the quality of learning and teaching.

Moreover, the teacher-respondents also highly utilized enriching and elevating lessons by integration developmentally appropriate strategies the involves information and communication technology (ICT) as well as utilization of strategies compatible and appropriate in Social Studies instruction and that can enhance students' engagement. In the study of Yusuf & Balogun (2011), majority of the teachers have positive attitude towards the use of ICT and they are competent in the use of few basic ICT tools. Abdullah (2012)

revealed further that using ICT impacted positively on learning. Appropriate teaching practices in Social Studies according to Khader (2012) are closely linked to teachers' strategies, establishing appropriate learning atmosphere and learning activities for increased learners' participation engagement.

The indicator that obtained the least average weighted mean of 4.20, interpreted as Highly Utilized (HU) and ranked 10th was indicator 8 stated as "Reshapes classroom practices as well as drawn upon imagination and action research to develop innovations". This particular result means that among the indicators of the content - 21st Century Skills and ICT Integration in Instruction and Assessment, the utilization of teachers' imagination and the conduct of action research that can help reshape classroom environment and instruction through innovations was the least utilized by the Social Studies teacher-respondents. Holter & Frabutt (2012) argued that findings/results of provides practitioners with new knowledge and understanding about how to improve educational practices or resolve significant problems in classrooms and schools. Mills (2011) claimed that action researches in education offers multiple, beneficial opportunities for those professionals working within the teaching profession like basis of implementation of new innovations, practices and principles.

The overall weighted mean of the perception of the teacher-respondents on the perceived level of utilization of Learning Action Cell (LAC) session content as to 21st Century Skills and ICT Integration in Instruction and Assessment was 4.38 interpreted as Highly Utilized (HU).

Curriculum Contextualization, Localization and Indigenization

Table 3 shows the perceived level of utilization of the content of Learning Action Cell (LAC) session - Curriculum Contextualization, Localization, and Indigenization of the Social Studies teacher-respondents.

Indicator 1 stated as "Matches the curriculum content and instructional strategies relevant to learners" and indicator 6 stated as "Recognizes that the Kto12 curriculum is learner centered, inclusive and research based" obtained a weighted mean of 3.92 and rank 1.5. Indicator 7 stated as "Realizes the Kto12 Curriculum is flexible, ICT based and global" obtained a weighted mean of 3.91 and ranked 3rd. The computed average weighted mean of the indicators 1, 6 and 7 gained a descriptive equivalent of Utilized (U) respectively.

Revealed from Table 3 that the most utilized/implemented indicators of Curriculum Contextualization, Localization and Indigenization content of LAC session was matching the

contents of the curriculum and strategies for teaching relevant to learners and recognizing and realizing that the instruction in Kto12 Basic Education Program is learner-centered, research based, flexible, ICT based and global.

Table 3. Perceived Level of Utilization of Learning Action Cell Session Content as to Curriculum Contextualization, Localization and Indigenization

Indicators	Weighted Mean	Descriptive Rating	Rank
1. Matches the curriculum content and instructional strategies relevant to learners	3.92	Utilized	1.5
2. Identifies and responds to opportunities to link teaching and learning in the classroom , wider school community and other key stakeholders	3.88	Utilized	5.5
3. Links new contents to the local experiences that are familiar to students to make learning more efficient and relevant	3.85	Utilized	8.5
4. Modifies teacher’s guide and learners’ materials to accommodate the unique contexts of a particular locality	3.86	Utilized	7
5. Prepares actively curricula materials suited to the cultural and social context in which they teach.	3.88	Utilized	5.5
6. Recognizes that the Kto12 curriculum is learner centered, inclusive and research based	3.92	Utilized	1.5
7. Realizes the Kto12 Curriculum is flexible, ICT based and global	3.91	Utilized	3
8. Makes sure that the members of the community participate in the indigenization process, so that the curriculum will be accurate and faithful to the culture.	3.73	Utilized	10
9. Understands that the Kto12 curriculum is culture responsive, integrative and contextualized, relevant and responsive.	3.89	Utilized	4
10. Works towards an implementation of a curriculum that is competence based, seamless and decongested.	3.85	Utilized	8.5
Overall Weighted Mean	3.87	Utilized (U)	

This result means that the choice of contents, the use of strategies/methods and techniques and integration of ICT in teaching Social Studies made consideration and appropriateness of the existing curriculum; of learners’ diversities, needs and interests. Chick & Hong (2013) pointed out that the Social Studies teachers are better able to make decisions regarding curriculum adaptation, instructional design and instructional tools integration. Center for Occupational Research and Development (2012) concludes that students' engagement in their schoolwork increases significantly when they are taught, why they are learning the concepts and how those concepts can be used in real-world contexts. Zimmerman (2010) claimed that in Social Studies education, students have to improve their varied critical thinking, lifelong and social skills, therefore authentic activities and learner-centered instruction should be highly considered and utilized.

The enhanced basic education system in the country is also focused on curriculum contextualization. Social studies teachers as curriculum implementers are expected to employ/utilize contextualization in any lesson segment which will enhance instruction and improve interest of the students in learning and developing skills. According to Mouraz & Leite (2012) contextualization is a prerequisite in addressing the content and organization of activities to be undertaken in the classroom. Mazzeo (2008 as cited in Kalchik & Oertle, 2010) opined contextualized instruction as an instructional strategy to teach and learn concrete applications within a specific context that the students have interest with. In contextualized instruction, students would realize the connection and relevance of the subject matter, away from being isolated and discrete (Chernus & Fowler, 2009). Teaching the content by traditional academics through students' engagement and hands on minds on process rather than abstraction (Badway, 2010 as cited in Kalchik & Oertle, 2010).

The indicator that obtained the least average weighted mean of 3.73, interpreted as Utilized (U) and ranked 10th was indicator 8 stated as "Makes sure that the members of the community participate in the indigenization process, so that the curriculum will be accurate and faithful to the culture". This particular result means that among the indicators of the content - Curriculum Contextualization, Localization and Indigenization, ways how members of the community will be involved in the process of indigenization in an effort to make the present curriculum genuinely supports and realistically culture oriented was the least utilized by the Social Studies teacher- respondents. Catimon (2017) reported that teachers' utilization of contextualize, localized and indigenized should anchor teaching in connection with real life and within the culture of the learners. DepEd Order 35, s. 2016 emphasized that the teachers' efforts are directed at strengthening the links between schools and communities (localization and indigenization), particularly as this links help in the attainment of the curricular goals.

The overall weighted mean of the perception of the teacher-respondents on the perceived level of utilization of Learning Action Cell (LAC) session content as to Curriculum Contextualization, Localization and Indigenization was 3.87 interpreted as Utilized (U).

3. Analysis of Variance on the Difference in the Perceived Level of Utilization of Learning Action Cell (LAC) Session Contents When Grouped According to Respondents' Profile Variables

21st Century Skills and ICT Integration in Instruction and Assessment

Table 4 Difference in the Level of Utilization of Learning Action Cell Session Contents as to 21st Century Skills and ICT Integration in Instruction and Assessment when Grouped According to their Profile Variables

Profile Variables	Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Age	Between Groups	3.18	6	0.53	3.02	0.01	Ho is rejected Significant
	Within Groups	21.62	123	0.18			
	Total	24.80	129				
Sex	Between Groups	0.07	1	0.07	0.34	0.56	Ho is accepted Not Significant
	Within Groups	24.74	128	0.19			
	Total	24.80	129				
Field of Specialization	Between Groups	1.28	4	0.32	1.70	0.16	Ho is accepted Not Significant
	Within Groups	23.53	125	0.19			
	Total	24.80	129				
Academic Position	Between Groups	1.24	3	0.41	2.21	0.09	Ho is accepted Not Significant
	Within Groups	23.56	126	0.19			
	Total	24.80	129				
Highest Educational Attainment	Between Groups	0.09	3	0.03	0.15	0.93	Ho is accepted Not Significant
	Within Groups	24.71	126	0.20			
	Total	24.80	129				

Table 4 shows that the significant values for sex (0.56), field of specialization (0.16), academic position (0.09) and highest educational attainment (0.93) were higher than (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference on the perception on the level of utilization of LAC session content as to 21st Century Skills and ICT Integration in Instruction and Assessment when grouped according to teachers' sex, field of specialization, academic position and highest educational attainment. They have similarity of knowledge and of understanding how this content of LAC session can be utilized through incorporation and/or integration in teaching their specialization.

The significant values for age (0.01) was equal to (0.01) alpha level of significance. Therefore, the null hypothesis is rejected. There is significant difference on the perception when attributed to teachers' age profile. The teachers of the present study have dissimilar perceptions, insights and experiences on how to utilize and enrich lessons with simple integration strategies utilizing Information and Communications Technology (ICT) that are developmentally appropriate and how instruction and assessment processes can be made more collaborative with ICT, which teachers can implement with the tools and equipment available in their schools. Bhalla (2014) concluded that increased utilization and competence

of teachers in ITC and to turn their interest in the pedagogical use of was significantly associated to teacher's age. Granito & Chernobilsky (2012), on other hand argued that the usage competence of ITC significantly differs among teachers who also differ as to age, experiences and orientations and change processes do not occur rapidly and were not easily achieved.

Curriculum Contextualization, Localization and Indigenization

Table 5 Difference in the Level of Utilization of Learning Action Cell Session Contents as to Curriculum Contextualization, Localization and Indigenization when Grouped According to their Profile Variables

Profile Variables	Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Age	Between Groups	1.99	6	0.33	0.97	0.45	Ho is accepted Not Significant
	Within Groups	41.95	123	0.34			
	Total	43.94	129				
Sex	Between Groups	0.35	1	0.35	1.04	0.31	Ho is accepted Not Significant
	Within Groups	43.58	128	0.34			
	Total	43.94	129				
Field of Specialization	Between Groups	3.07	4	0.77	2.35	0.06	Ho is accepted Not Significant
	Within Groups	40.86	125	0.33			
	Total	43.94	129				
Academic Position	Between Groups	1.22	3	0.41	1.20	0.31	Ho is accepted Not Significant
	Within Groups	42.72	126	0.34			
	Total	43.94	129				
Highest Educational Attainment	Between Groups	1.22	3	0.41	1.20	0.31	Ho is accepted Not Significant
	Within Groups	42.72	126	0.34			
	Total	43.94	129				

Table 5 shows that the significant values for age (0.45), sex (0.31), field of specialization (0.06), academic position (0.31) and highest educational attainment (0.31) were higher than (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference on the perception on the level of utilization of LAC session content - Curriculum Contextualization, Localization and Indigenization when grouped according to teachers' age, sex, field of specialization, academic position and highest educational attainment. Results revealed that whether the teacher-respondents vary in their profile, their perception on the level of utilization of LAC session content as to Curriculum Contextualization, Localization and Indigenization have similarity. Results obtained could be attributed on the teachers' likeness of knowledge and of understanding how this content of LAC session can be utilized though incorporation and/or integration in teaching their specialization.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, the researcher concluded that the Social Studies teacher-respondent is a typical female, in her middle adulthood, Teacher I, and holds Bachelor's degree with Master's units. The teacher-respondent reported that the Learning Action Cell (LAC) Session Content focused on 21st Century Skills and ICT Integration in Instruction and Assessment was highly utilized primarily bringing 21st century into the teaching and learning situation. However, the content Curriculum Contextualization, Localization and Indigenization was perceived utilized specifically through matching the curriculum content and instructional strategies appropriate to learners and recognizing that the Kto12 curriculum is learner-centered, inclusive and research-based. Results of the present study revealed further that a no significant difference in the perception on the level of utilization of the Learning Action Cell (LAC) Session Contents - Curriculum Contextualization, Localization and Indigenization when grouped according to teachers' profile variables. However, a significant difference in the perception on the level of utilization of the content of 21st Century Skills and ICT Integration in Instruction and Assessment when grouped according to teachers' age was found.

In the light of the foregoing findings and conclusions of the study, it was recommended that adequacy of instructional materials and resources of Social Studies Department have to be prioritized to assure that the contents in the 21st Century Skills and ICT Integration and Contextualization, Localization and Indigenization be highly utilized. Social Studies teachers may engage in improvisation of authentic and indigenous instructional materials to be effective in the aspect of Curriculum Contextualization, Localization and Indigenization. Lastly, they may expose students to contextualized and localized teaching processes; introduce localized examples, exercises, and illustrations in teaching.

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