

Job-Embedded Learning (JEL) and Monitoring and Evaluation Levelling (MEL): An Educator's Aftermaths to Learning and Development Intervention (LDI)

VICTORINA DE TORRES PALANAS

<https://orcid.org/0000-0002-3261-1362>

victorina.palanas001@deped.gov.ph

Eduardo Barretto Sr. National High School

Calamba City, Laguna, Philippines

Originality: 100% • Grammarly Score: 95% • Plagiarism: 0%

ABSTRACT

Teachers play a crucial role in improving the quality of the teaching and learning process. Hence, enhancing teacher quality ranks foremost in the many educational reform efforts toward quality education. (PPST, 2017). This study aims to improve the teaching-learning process as well as to increase the Mean Percentage Score (MPS) in all learning areas through Job-Embedded Learning (JEL) and Monitoring and Evaluation Levelling (MEL). Mixed-Method Research Design was used to continually ensure the conduct of open-ended techniques, which contributed to the successful implementation of Learning and Development Intervention (LDI). Data was collected and interpreted using graphical representations and Pareto Analysis. The contributing factors that help LDI successful were: Participants were given the opportunity to reinvent usual classroom routines suited to the current situation, and appropriate strategies were utilized according to the learners' needs along with the available materials and

equipment in the school. This structured JEL process requires that professionals should (a) plan to continue learning while on the job; (b) integrate their new learning with normal work activities; (c) constantly reflect upon and evaluate their work practice; (d) generate new insights and learning based on their reflections; and (e) share experiences and develop new insights with others. Improvement of work performance based on the result of the entire learning process.

Keywords — Human Resource and Development, Job-Embedded Learning, Monitoring and Evaluation, Mixed-Method Research Design, Philippines

INTRODUCTION

Since one of the complicated jobs today is teaching, a broad knowledge of the subject matter, curriculum, and standards, enthusiasm, care for students, and love for learning should be mandated to change and to touch the lives of every learner. These are the pre-requisite to have a positive learning environment. With all these characteristics, great teachers are hard to find (Great School Staff, 2018).

Quality teaching is, therefore, a product of having good teachers and harmonious learning episodes. No wonder teachers should be of high priority to enhance their quality ranks. Educational reformists should always adapt and deal with these topmost requirements (Great School Staff, 2018).

To complement reform initiatives on teacher quality, policy on the development and validation of materials were signed by the Department of Education in the form of the Philippine Professional Standards for Teachers (PPST) as instructed by Secretary Maria Leonor Magtolis Briones through DepEd Order No. 42, s. 2017 (Results-Based Performance Management System Manual, 2018). To ensure that all schools will follow these guidelines, the Civil Service Commission issued a Circular Memorandum no. 06, s. 2012 or the Strategic Performance Management System (SPMS) to ensure efficient, timely, and quality performance among personnel. Each personnel will identify their developmental needs to improve the teaching-learning process (Results-Based Performance Management System Manual, (2018).

Educational development was the key instrument for cultivating modern society in a community. It should occupy a privileged position among the areas and their field of specialization. All possible opportunities should be the primary concern in determining the progress and effectiveness of all educators to connect and build a harmonious relationship with its social aspects. This is also the

reason why it is so important to activate and improve educational processes from primary to adult ones (Kolisnichenko, 2018).

Nowadays, more than ever, most organizations, including the Department of Education, are investing more and more in the development of competent human resources to support the attainment of organizational goals and objectives through the provision of continuing professional development opportunities. These professional development programs improve the competencies and work performance of personnel in line with their mandated roles and responsibilities in order for them to achieve expected standards through the provision of a wide range of activities for personal and professional growth (DepEd-EDPITAF-STRIVE, 2010)

In response to DepEd Order No. 35, s. 2016, Eduardo Barretto Sr. National High School supports the continuing professional development of its teaching personnel based on life-long learning and DepEd's commitment to the development of teacher's potential aimed towards their success in the profession. This can be done through the School Learning Action Cell, which primarily functions as a professional learning community for teachers that will help them improve practice and learner achievement. (Luistro, 2016).

Learning Action Cell (LAC) is said to be an enabling arm at the school level of the Learning and Development (L&D) program of the Human Resource and Development (HRD) at the division level in providing immediate support among the teaching personnel. (Luistro, 2016). Guided by DepEd's Mission, Vision, and Core Values, Eduardo Barretto Sr. National High School is pictured as a school organization manage and run by personnel with a high level of competencies and a kind heart ready to offer time and resources appropriate to the needs of learners and other school personnel (Department of Education, 2020).

Consolidated Individual Plan for Professional Development (IPPD) is a basis for gathering data that would address the learning competency gaps of each personnel. From the gathered result based on Consolidated IPPD's S.Y. 2017 - 2018, 53 out of 69 or 77% teaching personnel has competency gaps in Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences, 56 out of 69 or 81% in Planned, managed and implemented developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts, 48 out of 69 or 70% in Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals and 55 out of 69 or 80% in Monitored and evaluated learner progress and achievement

using learner attainment data. (Results-Based Performance Management System Manual, (2018).

Every Student Succeeds Act offers an opportunity for policymakers and researchers to reconsider what is known about effective teacher evaluation practices. This is in line with the decisions made by the principal and school administrative staff to make better-informed on how the teachers should move forward. Since the Principal has the deciding power in an institution, he/she was responsible for implementing new teacher evaluation reforms and providing feedback to teachers who need to be observed and mentored. High-quality feedback should be provided based on content-based expertise. With these considerations in mind, the role of peer observation and feedback should be deemed necessary for instructional improvement (Ridge & Lavigne, 2020).

Taking advantage of this strategy, LAC Sessions, on a monthly basis, will be institutionalized to address identified needs of teachers where resource speakers shall also be the area experts available in the school. (Luistro, 2016).

With this situation, the administrator and the researcher develop different topics in School Learning Action Cell to improve the teaching-learning process across learning areas and to increase the over-all Mean Percentage Score (MPS). (3-3) (Luistro, 2015).

OBJECTIVE OF THE STUDY

This study aims to determine the effect of Job-Embedded Learning (JEL) and Monitoring and Evaluation Levelling (MEL) to Learning and Development Intervention (LDI) of Eduardo Barretto Sr. National High School. Specifically, it aims to identify (1) the contributory problems in a classroom that affect the development of the teaching-learning process, (2) the role of MEL in the Learning and Development Intervention, and (3) the contributing factors that help Learning and Development Intervention successful.

FRAMEWORK

Professional Development for teachers is one of the major concerns of the DepEd; that is why, Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, the Department of Education (DepEd) was issued. The policy on Learning Action Cell (LAC) was included in the K to 12 Basic Education

Program School-Based Continuing Professional Development as a strategy for the Improvement of the Teaching and Learning Process.

A lifelong learning principle was the basis of DepEd to support the continuing professional development of its teaching personnel fully. Commitment to the development of teacher's potential was envisioned towards their success in the profession. These targets can be done through the school-based LAC, which primarily focuses on the professional learning of teachers that will help them improve their practice as well as learner's achievement.

Learning Action Cell (LAC) is a session conducted by a group of teachers who engage in collaborative learning sessions to solve shared challenges encountered in school. Such challenges may include learner diversity and student inclusion, content and pedagogy, assessment and reporting, and 21st-century skills and ICT integration. (DO No. 35, s. 2016).

In conducting the LAC session, one of the strategies was the Job-Embedded Learning Activities, which will help improved teacher's content knowledge, pedagogical skills, assessment strategies, and professional ethics. Through this activity, it will also develop a community of practice with collaborative planning, problem-solving, and action implementation. One of the most important factors that take into account was the monitoring and evaluation leveling, which assessed the successful implementation of the target or planned activities.

The framework shows how LAC contributed to student learning and holistic development. Aside from other assessments, teachers should fully have utilized the formative assessment strategies to determine the significant increase in their performance. On the other hand, despite many various strategies that administrators implemented, still, ineffective LAC and trainings contributed to a "poverty of practice among teachers (Stewart & Houchens, 2014).

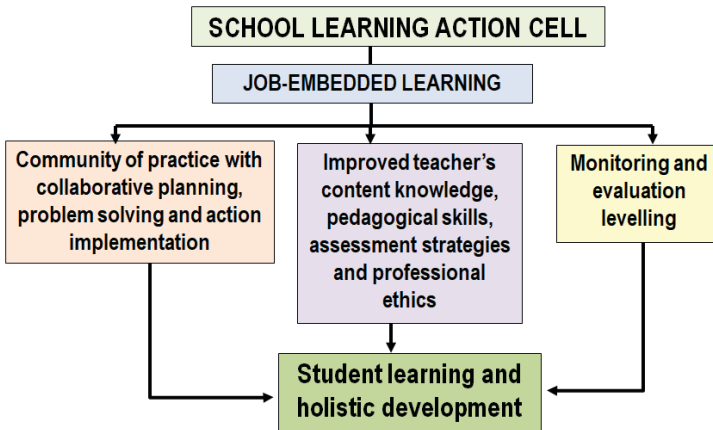


Figure 1. Framework of the Study

RESEARCH METHODOLOGY

Research Design

The researcher used the Mixed Method Research Design. According to Wilson et al. (2008), this method is used when sample sizes are restricted, and the budget was also limited. In-depth interviews were advised if a large number of participants cannot be secured for a quantitative study. Researchers should ensure that a bias-free technique was applied to stay alert to some potential sources of error. A deep sensitivity to the phenomenon in question was also involve in the activity.

Research Site

Eduardo Barretto Sr. National High School (EBS NHS) with a lot area of 4500 m² is adjacent of Eduardo Barretto Sr. Elementary School at Barangay Pansol – a barangay with a total land area of 528.2 ha in Calamba City, Laguna, is locally known for its numerous Hot Spring Resorts leading to its more popular tag as the Hot Spring Resorts Capital of the Philippines. Geographically, the school is surrounded by nearby barangays, which serve as a feeder of learners – Maunong (West), Sucol and Bagong Kalsada (East), Puting Lupa (South), and Bucal (North). The mode of transportation is Public Utility Vehicles (PUVs) such as Jeepney and Tricycle going to and from.

Due to the booming resorts industry, the barangay has been a preferred hub of with or without experience and with no to low level of education job seekers in and out of the barangay. This phenomenon further contributes to the increasing number of migrants – dominated by Tagalog speakers and Roman Catholic believers.

Since Brgy. Pansol is known for its Hot Spring Resorts, and since the City of Calamba is continuously establishing its place in the Tourism Industry, Eduardo Barretto Sr. National High School affirmed to continue nurturing diverse learners' interests and be able to use these interests beneficial to themselves and to the community as a whole.

Despite challenges and shortcomings due to man-made and natural disturbances like family feud, flood and the like, the school manages to have good harvests in different levels of competitions, namely: International Silver Medalist in International Mathematics Competition (Singapore), International Bronze Medalist in Hong Kong International Mathematics Olympiad, International Silver Medalist in Thailand Mathematics Olympiad, International Silver Medalist in Chess (Malaysia), consistent Regional Finalist in Wellness Campus, Regional Finalist in Campus Journalism, Buhayani Festival Placer, Regional Representative in Sports Competitions, 3 rd in 2018 Ms. DepEd in the division (teacher category), and among others.

To conclude, the school is bounded by its moral obligation to continue providing its clientele the best services because of its Mantra, “Sa Galing at Talino, Pandayan ang Barretto!”

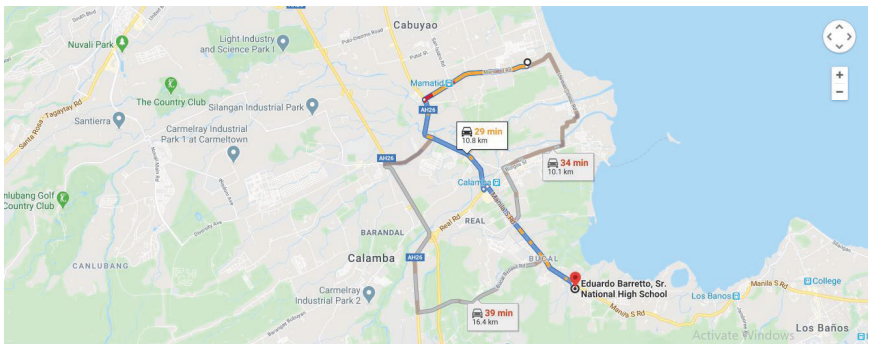


Figure 2. Map of Eduardo Barretto Sr. National High School, Calamba Laguna

Participants

The respondents of this research were 69 teaching, teaching-related, and non-teaching personnel of EBSNHS. The school comprises 1,907 high school students. There was a risk that a respondent would not fully embrace the idea of learning about him/herself as a learner, impacting the possibility of an improvement in commitment and dedication. But the potential benefit of the respondents becoming more self-reflective, and being able to understand enough about him/herself to more powerfully learn and boost self-confidence for years to come was phenomenal. For the ability to reflect upon oneself is a skill that can be used for a lifetime, beyond the teaching career. The information that the researcher will be gathered about the respondents will be kept strictly confidential, only viewed by the researcher.

The researcher used purposive sampling since she already determined the target population involved in the study.

Instrumentation

The extensive review of related literature, as well as the help of other experts, were sought in the development of the instruments. Individual Performance Commitment and Review Form (IPCRF 2017-2018), Classroom Observation Tools (COT 2018-2019), and monitoring and evaluation results of school learning action cell from June 2018 to April 2019.

As a teacher, it was deemed necessary that they should pass the qualification standards set by the Department of Education. Teachers themselves will be the primary sources of data since they are the front liners in the educational system. As a basis for L& D needs assessment, different data were gathered from 1) the Classroom observation tool (COT), which plays a vital role in the teaching-learning process. Every teacher should have at least four (4) formal classroom observations within a year to monitor the technical assistance needed as a basis for coaching and mentoring. 2) Individual/Office Performance Commitment and Review Form (IPCRF) is a report card that will report the over-all performance of teachers at the end of the school year.

Research Ethics Protocol

The school understudies were provided with consent, together with the teachers that participated in the LAC session and evaluation. The information collected from the participants remained confidential and used only according to the purpose, as indicated in the research.

Data Gathering Procedure

As part of the planning stage, teachers were given a copy of the IPCRF with a blank rating to guide the teachers in accomplishing their targets for the school year. An accomplished IPPD was submitted individually to their immediate. Consolidated IPPD was carefully analyzed, resulted in different topics in the SLAC session.

Focus Group Discussions (FGD), coaching and mentoring, and star observations intensified as part of the implementation phase. A monthly SLAC session was undertaken, and M&E results were analyzed and interpreted at the end of the activity.

Daily Lesson Log (DLL) was checked and inspected to determine the impact of the training/session. These will help raters and rates to have close performance gaps, teach skills, impart knowledge and inculcate values, and desirable work behaviors. Technical assistance and post-conference were undertaken after the classroom. The result of TA and post-conference was monitored through on the spot test two days after the delivery of the lesson. The results were recorded after reaching the minimum proficiency level of 75% mean percentage score (MPS). In the collection of the data, the head teachers and principal had personal scrutiny of the IDP, MPS, and DLL under their supervision.

Statistical Analysis

Comparative analysis was undertaken using graphical presentations (e.g., pie chart) and Pareto Analysis using the 80:20 rule of prioritization.

RESULTS AND DISCUSSION

On the contributory problems in a classroom that affect the development of the teaching-learning process.

JEL will get the biggest benefits by providing teachers with more training on managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments. The third category, which is the execution of warmly welcome the visitors and observers inside the classroom, will be the least priority since it does not include in the 80% rule of prioritization.

Once this is done, it may be worth looking at increasing the number of learners in the classroom, making them feel that they will learn in a conducive and child-friendly school. By carrying out a Pareto Analysis, the LAC leader was able to focus on training as an issue, rather than spreading his effort over training, taking on new teachers.

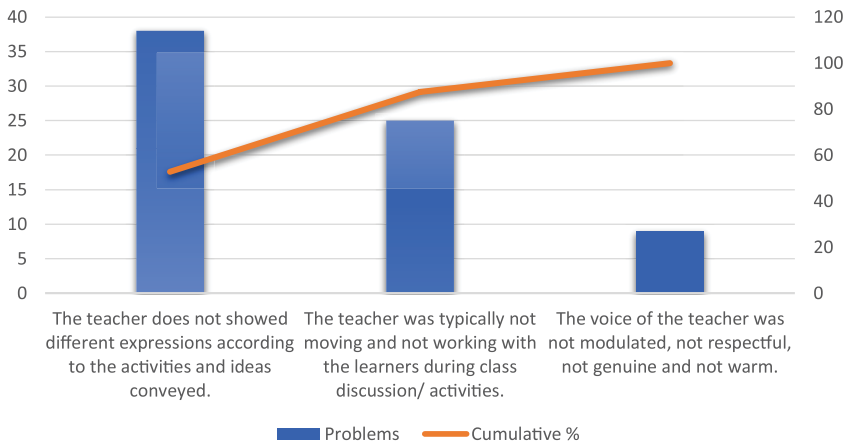


Figure 3. Pareto Analysis on Teachers' Competencies

In figure 2, JEL gets the biggest benefits by providing teachers with more training on the used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences. The third category, which is the modulated voice of the teacher, will be the least priority since it does not include in the 80% rule of prioritization.

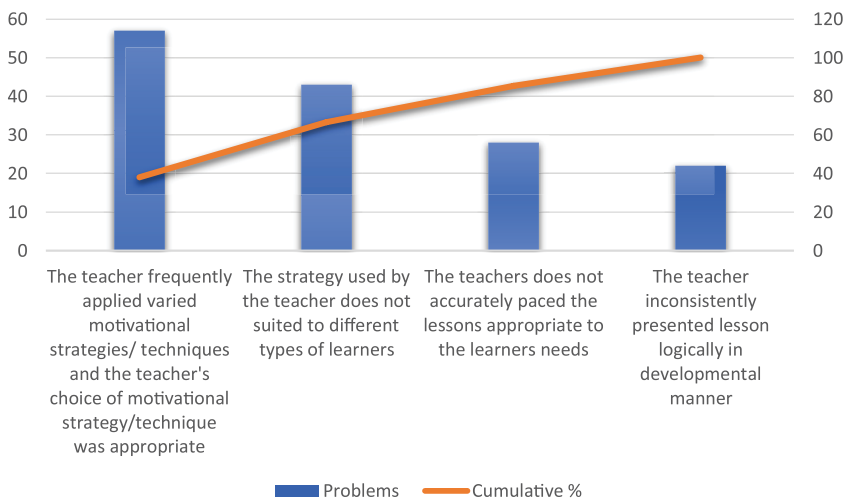


Figure 4. Pareto Analysis on Teaching Strategies

In figure 3, JEL will get the biggest benefits by providing teachers with more training on selected, developed, organized, and used appropriate teaching and learning resources, including ICT, to address learning goals. The third and fourth category will be the least priority since it does not include in the 80% rule of prioritization.

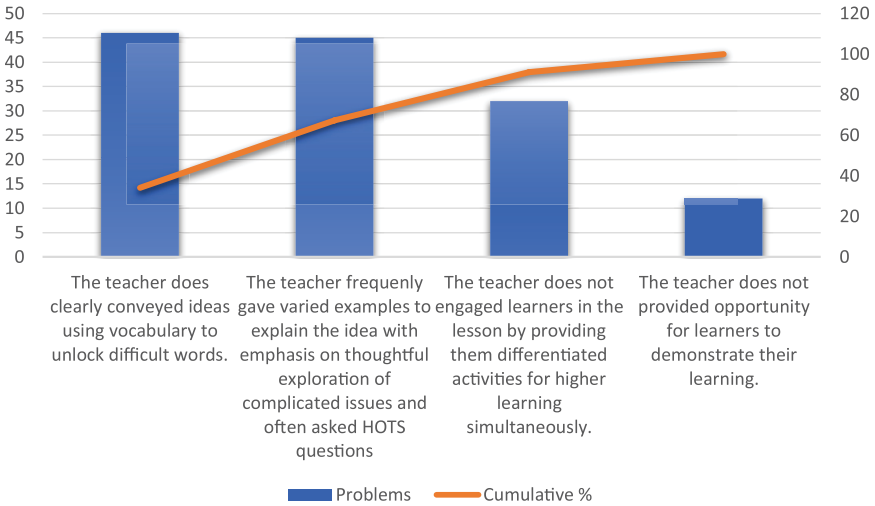


Figure 5. Pareto Analysis on Teaching-Learning Process

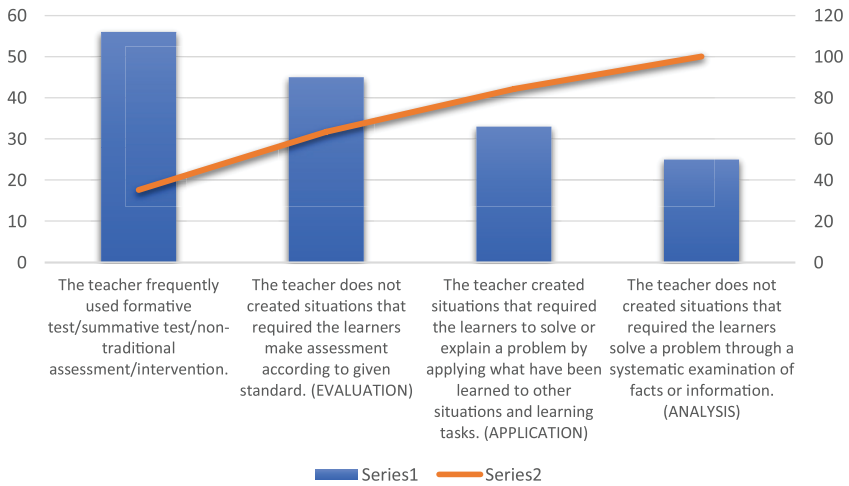
In figure 4 above, JEL will get the biggest benefits by providing teachers with more training on applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills. The third and fourth category will be the least priority since it does not include in the 80% rule of prioritization.

In figure 5 above, JEL will get the biggest benefits by providing teachers with more training on monitored and evaluated learner progress and achievement using learner attainment data.

The third and fourth category will be the least priority since it does not include in the 80% rule of prioritization.

Job-embedded learning can serve as a way to differentiate instruction for teachers seeking professional development. It suggests that professional development services should not be identical for each teacher. Rather, a uniform

curriculum should be used to guide individualized professional development at a school. Through the ideal style of instruction, teaching was purposeful and reflective. All decisions regarding professional development strategies within a school were properly addressed. Increased student achievement, refined existing instructional strategies, introduced new instructional strategies, and incorporated training time to learn new instructional strategies.



Role of MEL in the Learning and Development Intervention

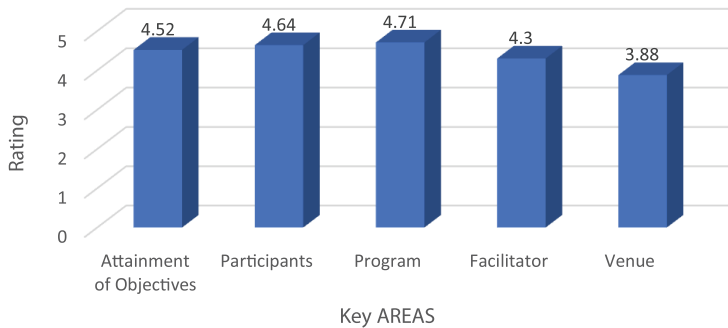


Figure 7. Comparative Analysis of the Training Evaluation

Results showed in Figure 7 indicate that monitoring of the implementation of the learning and development intervention was strictly observed. Concrete data, observations, and feedback from the respondents were interpreted and analyzed. The data was utilized for the improvement of the delivery of quality basic education services, especially the learning and development interventions.

Learning objectives were measured based on the M&E level. **Audience:** Provided technical assistance to teachers in line with the program for continuous professional development. **Behavior:** Promoted pro-active strategies that addressed classroom-related incidents that hamper the harmonious and productive classroom-teaching episodes and Prepared lesson plans aligned to the technical assistance given during the capability building. **Condition:** Intensify School-based Action Research towards the improvement of the learning environment and executed the lesson plan and applied the lesson across the curriculum. **Degree:** Achieve an average MPS from 50.10% to 61.13% in all learning areas.

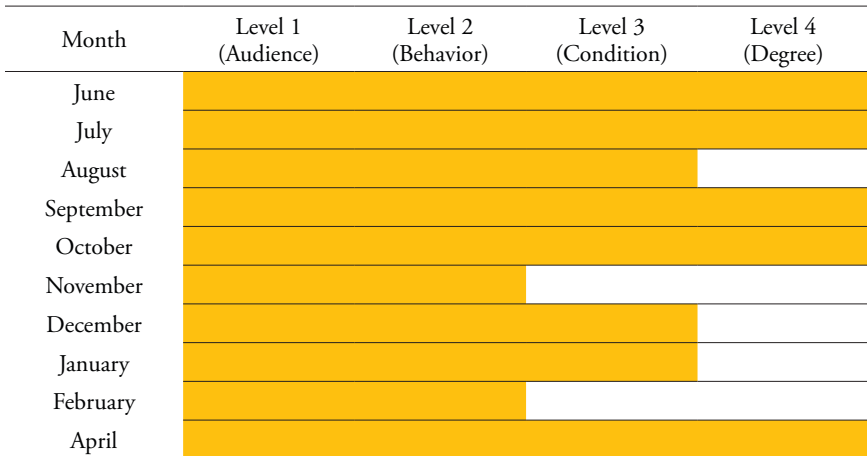


Figure 8: Graphical representation of the Monthly Monitoring and Evaluation level

In Figure 8, it entails that August, November, December, January, and February did not reach MEL level 4. It signifies further that both conditions and degrees affect the whole evaluation result, although it cannot be concluded that the activity was not successful. Reaching every MEL can be a signal that the administrator and LAC Coordinator will provide technical assistance to each participant whenever necessary.

Factor contributing to the Learning and Development Intervention

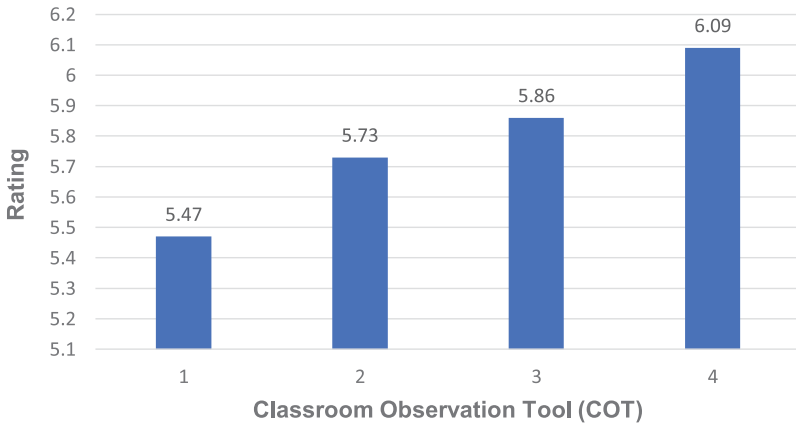


Figure 9. Classroom Observation Report

Table 9 showed that the average classroom observation was 5.65, which belonged to a very satisfactory level when converted to its descriptive rating.

Using Pareto analysis and SWOT vs. TOWS Analysis – (Strengths, Weaknesses, Opportunities, and Threats), the realization of the goals and objectives identified in the professional development plans such as the IPPD of teachers and school heads and the SLAC session, helped the learning and development intervention successful and meaningful. The implementation of JEL Contracts completed during formal face to face training; construction of a plan and implementation of JEL activities to support and apply learnings from formal programs attended; and, the conduct of on-going unstructured/informal JEL activities became the source of well-facilitating factors towards creating opportunities to better the delivery of basic education services leading to very satisfactory performance of the respondents. None of the respondents fall under a satisfactory level based on their IPCRF results for the school year 2018-2019.

Effect of JEL and MEL to teaching-learning process across learning areas

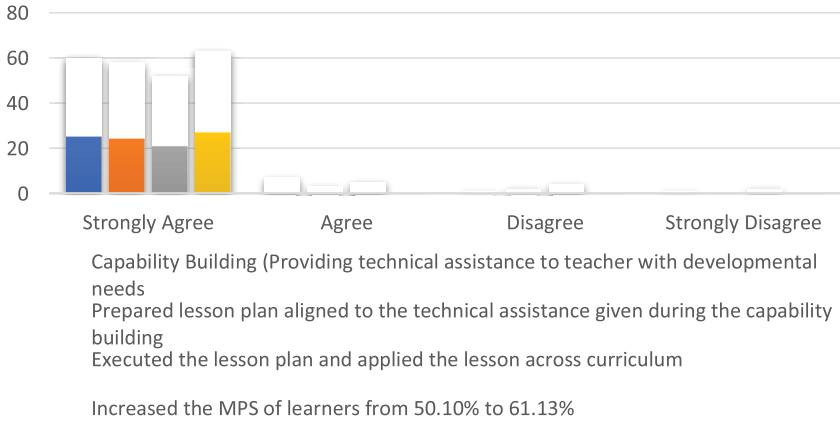


Figure 10. Evaluation Result on the Development of Teaching Career

Figure 10 showed the final result of the survey given to respondents after the focus group discussions. Although some of the respondents answered disagree and strongly disagree, it does not hamper the result of the survey. The majority of the respondents strongly agreed that JEL and MEL contributed a lot to the development of their teaching career.

CONCLUSIONS

Following Job-Embedded Activities, data were collected and interpreted using graphical representations and Pareto Analysis. The effect of the study was determined by means of its results.

This structured JEL process requires that professionals (a) plan to continue learning while on the job; (b) integrate their new learning with normal work activities; (c) constantly reflect upon and evaluate their work practice; (d) generate new insights and learning based on their reflections; and (e) share experiences and develop new insights with others. Improvement of work performance is the result of the entire learning process. 1. job-embedded learning (JEL) contribute to the development of teaching-learning process in terms of competencies, output, organizational outcomes and impact to the respondents which measured in their IPCRF and COT rating, 2. the role of Monitoring and Evaluation Levelling (MEL) in the Learning and Development Intervention were: Providing technical

assistance to teacher with developmental needs, Prepared lesson plan aligned to the technical assistance given during the capability building, Executed the lesson plan and applied the lesson across curriculum and Increased the MPS of learners from 50.10% to 61.13%, 3. the contributing factors that help Learning and Development Intervention successful were: Participants were produced Workplace Application Project that provided them the opportunity to reinvent usual classroom routines suited to the current situation and appropriate strategies were utilized according to the learners' needs along with the available materials and equipment in the school. Team to provide Technical Assistance (TA) was created, ensuring the proper and timely mobilization of plans, and 4. JEL and MEL increase the MPS and improve the teaching-learning process across learning areas making the learning objectives achievable and attainable.

The effect of JEL and MEL in the learning development intervention was noticeable. Based on the result, it was recommended that instead of ranking the result of the IPCRF, COT, and MPS, the Pareto Analysis technique should be used for prioritizing possible changes by identifying the problems that will be resolved by making these changes rather than correlation between other variables. Monitoring and Evaluation were established in every school since this will help the program proponent to track down the progress of each program, activities, and projects. STAR observation and classroom observation should be done in a rightful manner, ensuring that the developmental needs of the teachers were properly assessed. It was also deemed necessary that school administrators should include this research in budgeting and served as their target in preparing the future plans in School Learning Action Cell.

TRANSLATIONAL RESEARCH

The findings of this study may be best translated through benchmarking and implementing best practices from the other successful school in Calamba City, Laguna. Strategies and processes used in the entire classroom observation were compiled and shared with other small schools. Also, the leadership style used in crafting the different topics may be worth sharing for the benefits of the learners, teachers, and administrators as well.

LITERATURE CITED

- Department of Education, (2020). <https://www.deped.gov.ph/about-deped/vision-mission-core-values-and-mandate/>
- DepEd-EDPITAF-Strive, (2010). “Maximizing The Gains of Job-Embedded Learning (JEL)”, Handbook for JEL Advising Department of Education Training and Development. Retrieved from <https://bit.ly/2F3339q>
- Great Schools Staff, (2018). What makes a great teacher? Retrieved from <https://www.greatschools.org/gk/articles/what-makes-a-great-teacher/>
- Kolisnichenko, A. (2018). Impact of educational reforms on the improving of teachers’ training quality in the Netherlands. *Studies in comparative education*, (1), 20-27. Retrieved from DOI: <https://doi.org/10.31499/2306-5532.1.2018.140215>
- Luistro, A. A. (2015). DO 8 s. 2015. Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program. Retrieved from <https://bit.ly/3h6mdrO>
- Luistro, A. A. (2016). DO 35 s. 2016. The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning. Department of Education. Retrieved from <https://bit.ly/3bIZEse>
- Results-Based Performance Management System Manual, (2018). Department of Education-Bureau of Human Resource and Organizational Development. Retrieved from http://www.depeddavnor.ph/resources/DepEdfinal_RPMSManual_may28,2018.pdf
- Ridge, B. L., & Lavigne, A. L. (2020). Improving instructional practice through peer observation and feedback: A review of the literature. *Education policy analysis archives*, 28, 61. Retrieved from DOI: <https://doi.org/10.14507/epaa.28.5023>
- Stewart, T. A., & Houchens, G. W. (2014). Deep impact: How a job-embedded formative assessment professional development model affected teacher practice. *Qualitative Research in Education*, 3(1), 51-82. Retrieved from DOI 10.4471/qre.2014.36
- Wilson, L. T. & Shuttleworth, M. (2008). Qualitative Research Design. Retrieved from [explorable.com: https://explorable.com/qualitative-research-design](https://explorable.com/qualitative-research-design)