



(RESEARCH ARTICLE)



Teachers' Practices on Curriculum Implementation and Their Effects to Learners' Performance

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Abstract

This study examined the curriculum implementation practices of teachers and their impact on learners' performance in Tabaco City Division for School Year 2023–2024. Using a descriptive-survey design and quantitative methods, data were collected from 260 teacher respondents. The study focused on three key areas of practice: Student Learning, Consistency and Quality Instruction, and Continuous Improvement of Teachers. Statistical tools such as frequency count, percentage, weighted mean, and ranking were employed to analyze the data. Findings revealed that teachers consistently applied curriculum practices that support student engagement, instructional quality, and professional growth, with high usage levels across all areas.

The study also identified a positive correlation between effective curriculum implementation and improved learner performance. However, several challenges were reported, including limited instructional resources, time constraints, and inconsistent support for professional development. These issues hindered the full realization of curriculum goals and affected teaching efficiency. To address these concerns, the study proposed a targeted training design focused on enhancing instructional planning, resource utilization, and continuous teacher development. The training aims to strengthen curriculum delivery and improve student outcomes by equipping teachers with practical strategies and collaborative support systems.

Keywords: Descriptive survey design; Continuous Improvement; Instructional Resources; Educational systems

1. Introduction

The curriculum serves as the foundation of educational systems, outlining the content, instructional strategies, and expected learning outcomes across academic levels. Effective curriculum implementation ensures that students acquire the competencies needed to navigate both local and global challenges. Teachers, as the primary agents of curriculum delivery, play a critical role in translating curricular goals into classroom practice through lesson planning, instruction, assessment, and continuous professional growth. Globally, evolving educational priorities—such as competency-based learning, digital integration, and inclusive education—have reshaped how teachers approach curriculum implementation.

International frameworks like UNESCO's Education 2030 and the Sustainable Development Goal 4 emphasize inclusive, equitable, and quality education for all. These initiatives advocate for lifelong learning, improved teaching standards, and access to education regardless of background. In the Philippines, curriculum implementation is guided by the Enhanced Basic Education Act of 2013 (RA 10533), which introduced the K to 12 programs. This learner-centered approach is supported by DepEd's curriculum guides and the Philippine Professional Standards for Teachers (PPST), which mandate continuous professional development and pedagogical excellence.

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National agencies such as the Bureau of Curriculum Development and the Bureau of Education Assessment ensure curriculum relevance, standardization, and alignment with national goals. Through collaborative policy-making and regular assessment, the Philippine education system strives to deliver a responsive and high-quality curriculum. This study investigates how teachers in Tabaco City Division implement the curriculum and how their practices influence learner performance, aiming to identify challenges and propose targeted interventions for improvement.

2. Materials and methods (quantitative)

2.1. Materials

The study utilized a structured survey questionnaire to gather data on teachers' curriculum implementation practices across three domains: Student Learning, Consistency and Quality Instruction, and Continuous Improvement of Teachers. Key indicators included differentiated instruction (97.30%), regular monitoring and assessment (94.23%), and reflective practices (92.30%). The level of usage was quantified, with continuous improvement rated highest (4.60), followed by student learning (4.53) and instructional consistency (4.51), yielding an overall average of 4.54. The survey also captured the perceived effects of these practices on learners, highlighting enhanced engagement (99.61%), improved instructional strategies (98.84%), and effective progress monitoring (98.84%). Additionally, it identified major challenges such as limited access to technology, insufficient training, and time constraints, which informed the development of a responsive training design.

2.2. Quantitative Methods

A descriptive-survey research design was employed, using quantitative techniques to analyze responses from 260 teacher participants. Data were processed through frequency counts, percentages, weighted means, and ranking to determine the prevalence and effectiveness of curriculum implementation practices. These statistical tools enabled the identification of high-usage practices and their impact on learner outcomes. The analysis also surfaced critical implementation challenges, which were quantified to guide the formulation of a targeted training intervention. This methodological approach ensured objective measurement and provided actionable insights for improving curriculum delivery and teacher development.

3. Results

The study revealed that teachers consistently employed differentiated instruction, regular monitoring and assessment, and reflective practices as top strategies in curriculum implementation. These practices were rated as "always" used across the domains of student learning, instructional consistency, and continuous improvement. Their application led to more engaging, student-centered learning environments and improved academic outcomes through innovative teaching and regular progress evaluation. However, challenges such as limited access to technology, insufficient training, time constraints, and resource limitations were commonly encountered, prompting the development of a targeted training design to address these issues.

4. Discussion

The findings affirm the critical role of teacher practices in achieving effective curriculum implementation and enhancing learner performance. The consistent use of differentiated and reflective strategies indicates a strong commitment to pedagogical excellence, yet systemic barriers hinder optimal execution. Addressing these challenges requires strategic interventions, including professional development, equitable access to resources, and collaborative support systems. The proposed training design serves as a practical solution to empower teachers in adapting to evolving educational demands, ensuring sustained instructional quality and responsiveness to diverse learner needs.

5. Conclusions

The study concluded that teachers in Tabaco City Division demonstrated strong curriculum implementation practices that positively influenced learner performance. Despite this, challenges such as resource limitations and insufficient professional support impeded optimal instructional delivery. Addressing these issues through a well-structured training design is essential for sustaining effective teaching practices. Strengthening teacher capacity will further enhance curriculum outcomes and student achievement.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

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