

Beliefs, Attitudes, Challenges and Factors in The Implementation of The New Curriculum: Basis for a Curriculum Model

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Abstract

This research study sought to determine the dominant factors influencing the implementation of a new curriculum such as the K-12 curriculum. Two-hundred ninety respondents from the four schools of Lanao del Norte participated in this study to investigate their beliefs and attitudes towards implementation practices of a new curriculum. Using factor analysis, a total of 9 most dominant factors were extracted from the 109 indicators. The most dominant factors indicated by the teachers are: management support, teaching and learning competence, and supervisory and social relations. The most dominant factors indicated by the students are: subject preferences, textbook preferences, sense of achievement, relationship with school authorities, likability towards school environment, and teacher factors. Majority of the teachers responded that the most important indicator is establishing a mutually-respectful relationship in the school setting. The most important factor indicated by the students is having the sense of achievement, implying that students need to be recognized and appreciated for the tasks they do at school. The teacher factor on supervisory and social relations at school and the student factor on teacher relations showed to have a significant relationship. The findings of this study are congruent with the underpinnings of Gross' theory on curriculum implementation and Fullan's educational Change theory, emphasizing that management support, development of human resources, and collaboration as important factors in implementing change in the educational system. From these findings, the author drafted a curriculum implementation model which could be contextually applied in the four schools included in this research.

Keywords: Curriculum implementation, curriculum implementation model, beliefs and attitudes, challenges in implementation, factors in implementation

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Introduction

In the Philippines, one of the major thrusts of former President Benigno Aquino's government was the enhancement of the basic education program known as the Republic Act No. 10533 series 2012 which was signed into law on May 15, 2013. The law was enacted and promulgated because the Philippines is the last country in Asia and one of only three countries worldwide with a 10-year pre-university cycle. This recent educational reform efforts instituted by the Philippine government intends to improve the quality of the high school graduates. These new graduates are envisage to become more competitive in the global business arena and to bring more success that would contribute towards building the nation and be at par with the rest of the world. (Acosta, 2016). Globalization, technology explosion and information explosion were just few of many reasons for the restructuring (Calot, 2016). This would strengthen the education of the country which would expectedly result to production of better and competent graduates (Combalicer, 2016).

The problem is that despite efforts at implementation, it is still not clear how the learners, teachers and principals have perceived the new curriculum introduced in 2013. It also remains to be seen whether the school members are clear about the nature of the change, the reasons behind it and how it is supposed to be implemented. Above all, it is not yet known if the classroom practices that have been developed by educators really meet desired ends, and whether the schools receive the necessary support to implement the new curriculum.

The implementation of the new curriculum has been running for five years now. However, not all teachers, administrators and students could easily adapt to this sudden change. According to Calub (2014) different teachers with different types of learners have various observations and experiences towards the implementation of the framework. Inevitably, there are some problems met by the teachers and the whole constituents of a school in implementing the new curriculum frameworks, thus the need of this study.

These are the critical issues that will determine the success of curriculum implementation and that have prompted this study, which sought to examine beliefs, attitudes, challenges and the factors influencing implementation of a new curriculum in its early stages in the selected four schools in Lanao Del Norte.

This study involved four principals, 74 teachers and 212 Senior High School (SHS) students in the four schools in the Division of Lanao del Norte under the Department of Education (DepEd). Quantitative approach specifically descriptive-correlational design is utilized in this study. Data analysis was made through descriptive and inferential statistical methods. Factor loading analysis, specifically the principal component analysis was used to extract the factors from the responses. The researcher used a survey questionnaire designed to determine educators' and learners' opinions regarding implementation of the K-12 curriculum. The quantitative instrument consisted of items adapted from Bernhardt 's (1999) survey questionnaires. In addition, one-on-one interview and focus group discussion (FGD) was conducted with the principals.

Specifically, the study addressed the following problems: What are the beliefs, attitudes and challenges of the principals, teachers and Senior High School (SHS) students in the implementation of the new K-12 Curriculum in the four public schools under survey? In the context of the four school respondents, what are the dominant factors influencing the implementation of the new K-12 curriculum? Is there a significant relationship in the beliefs, attitudes and challenges of teachers and students towards the implementation of the new K-12 curriculum?

Conclusion

The following were the highlighted findings of the study:

Principals' belief and attitude towards the new curriculum

According to the four principals, the six highest rated educational practices or indicators are the following: 1) cultivating close relationship with teachers, other staff members, students and parents, 2) effective professional development on new curriculum; 3) challenging teachers and students continuously to fulfill curriculum goals; 4) holding regular and productive staff meeting; and 5) promoting collaboration among teachers so that they can develop new skills by sharing professional knowledge about the new curriculum; 6) maximizing the amount of school time used for learning.

The school principals strongly agree that the successful implementation of the K-12 program requires the cultivation of a productive and close relationship amongst teachers, staff members, parents and students. This view of the principals is consistent with the theory posited by Fullan in 1970. According to Ellsworth (2001), Fullan's model focused on the human participants taking part in the change process; and the relationship established by the human participants contribute much to the implementation of a new curriculum. This relationship cascades from the top management to the bottom, creating various educational concerns based on established working relationships in the school setting. The educational indicators that are rated by the school principals are educational practices that necessitate strong relationships and collaboration amongst teachers in order to increase professional knowledge and increase skills on curriculum development. Also, effective professional development on new curriculum is a necessary indicator for success in curriculum change implementation. According to Borich (2000) in his book entitled "*Effective Teaching Methods*", effectiveness in classroom teaching is significantly influenced by the in-depth knowledge of the teacher on the various components of the curriculum being implemented.

Moreover, the principals unanimously believed that both teachers and students must be challenged to continuously meet curriculum goals. Pintrich and Schunk (2002) discussed in their book entitled "Motivation in Education" the relevance of meeting curriculum goals by both teachers and students. The authors posited that students must be taught self-engagement and management of one's educational goals through leveling of expectations, goal-setting techniques, and formative evaluation of performance. Increasing intrinsic motivation towards meeting curricular standards is one of the priority learning competencies that teachers should teach the students. The school principals further indicated that it is of topmost importance to maximize the

learning time of students while inside the school; thus, also maximizing their learning experiences and engagement time with teachers. However, this indicator was clarified by Moeller (2005) when she discussed in her research that teachers must not focus only on covering the content of the curriculum but on the student's performance indicators which demonstrate qualitative learning and evidence-based competencies.

In a study on curriculum leadership (Parkay, et.al, 2014), the authors elaborately discussed the challenges faced by school administrators in implementing an interdisciplinary curriculum. The success of the implementation is largely hinged on the leadership of school principals in providing extensive information on the new curriculum and in training teacher competencies.

Challenges encountered by the school principals during the implementation of a new curriculum.

In a focus-group discussion (FGD) and interview conducted to the principals, the following are the curriculum Implementation concerns reported by the School Principals.

School Administration Concerns

The school administration of each of the four schools involved in this study expressed concerns related to the actual implementation of the K-12 curriculum. The common problem that the school principals expressed is the lack of training in making the implementation process and the lack of experience of school personnel in doing pilot implementation of a new curriculum such as the K-12 program. Another concern is the lack of collaboration amongst stakeholders. A forum involving all stakeholders at school and in the community together with the parents was difficult to do because of the lack of interest of some individuals to partake of this paradigm shift in the educational system. It is also very evident that there is a shortage of personnel during the implementation phase. The government must investigate the creation of new items for new teachers and administrators in order to address issues on non-availability of human resources who could ably assist the successful implementation of the new curriculum. Moreover, the school administrators are oftentimes overwhelmed by the many programs and activities that need to be implemented. With the limited personnel and delayed downloading of funds, it is difficult to implement school programs mandated by DepEd.

Concerns related to Teachers

There is a shortage in hiring teachers because of the national standards in hiring Teacher 1 positions. Some who applied are not registered qualified. During the first year of implementation of the senior high school program, there was a shortage of teachers so that the junior high school teachers also handle subjects in the senior high curriculum. The trainings provided are not sufficient for teachers in developing competencies especially in the TLE (Technology and Livelihood Education) curriculum. Also, the teachers complain about the use of a spiral curriculum in Science which to them seems to be ineffective. There are also curriculum materials such as in the subject of Mathematics, which are not appropriate for learners coming from the hinterlands

Concerns related to students

Learning goals of the students are not sufficiently met because of the lack of teaching materials. The textbooks provided for the subjects of Math, Science, TLE, Filipino, and Araling Panlipunan (Social Studies) are not sufficient to be used by all students. Students also are not exposed to science laboratories because the lack of equipment needed to do science experimentation. The library also lacks references and books where students could do their research in the absence of the internet. Because of the lack of learning materials, student's academic performance is adversely affected.

Teachers' beliefs and attitude towards the new curriculum

On analyzing the teachers' responses on beliefs, attitudes towards the implementation of the new curriculum, the following factors were found to be dominant.

Table 1 shows both the factor loadings and communalities of each variable or belief of the respondent-teachers. Using principal component analysis, the three factors created in this study, which are considered as the dominant factors influencing curriculum implementation are the following: Management support and reinforcement system; Teaching and learning competence; and Supervisory and social relations at school.

The results presented in Table 1 further indicated that there are three extracted factors that influenced the teacher-respondents' belief and attitude towards the new curriculum implementation. The first factor, School Management support and teacher Motivation, is composed of 7 items. All of the mentioned items share similarities in the aspect related to support of the management in the implementation of a new curriculum, which also includes the intrinsic motivation of the teachers to educate students accompanied by professional recognition and sense of personal achievement. The variable that has the strongest correlation (0.787) with the first factor is the variable which says that teachers feel intrinsically rewarded for a job well done in the context of the new curriculum. Ofoegbu in his study in 2004 articulated that teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. A task of implementing a new curriculum is challenging for intrinsically motivated teachers, especially when this motivation is further reinforced by a positive reinforcement system applied by the school's management (Atkinson, 2000). In a study conducted in 2014 (Parkay, et.al), it was elaborated that the role of management or school administrations is very critical in implementing the curriculum especially during the planning stage, when level of agreement of all school constituents must be determined. The amount of reinforcement and motivation provided to the teachers predict the success of implementing curricular goals in the classroom.

The second factor, teaching and learning competence, is also composed of 7 items. All these items share similarities in terms of demonstrating professional skills enhancement for teachers and academic achievement or learning competence for students. The variable that strongly correlated with the second factor is item 17, which indicated that the teacher-respondents strongly agree that student achievement data are an important tool for improvement of student learning. According to Marks

(2000), understanding and assessing first students' needs and prior performances are necessary in making effective classroom strategies that lead to improvement of student learning. This therefore implies that profiling student needs based on socioeconomic status, dominant learning styles, personality types, academic achievement in each subject, and abilities proved to be effective in managing a better classroom and understanding student's concerns. Klem & Connel (2004) expounded that those teachers who connect and relate well with students produce more engaged students across all basic education levels. It is therefore of paramount importance that teachers develop themselves in both cognitive and affective aspects, in order to transfer these proficiencies to the students.

Table 1 Teacher respondents' beliefs and attitudes towards the new curriculum

| Item No. | Educational Indicators or practices | Factor Loadings | Communalities |
|-----------------|--|------------------------|----------------------|
| | Factor 1: School management Support and Teacher Motivation | | |
| S2 | I feel that school organization is changing and enabling successful implementation of new curriculum. | .757 | .720 |
| S3 | I feel that teaching new curriculum is fun at this school. | .728 | .753 |
| S4 | I feel acknowledged for good work in the context of the new curriculum. | .738 | .684 |
| S5 | I feel intrinsically rewarded for doing my job well in context of new curriculum. | .787 | .779 |
| S10 | My principal supports me in my work with students under the new curriculum. | .608 | .743 |
| S11 | My principal supports shared decision making. | .590 | .676 |
| S13 | My principal is effective in helping us to realize the vision on which the new curriculum is predicated. | .512 | .717 |
| | Factor 2 Teaching-learning competence | | |
| S14 | I realized that the new curriculum has clear learning objectives and that it emphasizes the acquisition of basic skills. | .684 | .720 |
| S15 | I realized that effective professional development is helpful in the fulfilment of curriculum goals. | .719 | .730 |
| S16 | I realized that student achievement can increase through active learning methods. | .767 | .734 |
| S17 | I realized that student achievement data are an important tool for improvement of student learning. | .830 | .749 |
| S18 | I realized that effective parent involvement and other stakeholders is needed for successful implementation of the new curriculum. | .794 | .771 |
| S19 | I have the opportunity to develop my teaching skills individually and co-operating with other colleagues on the new curriculum. | .643 | .747 |
| S20 | I have the opportunity to grow professionally under the new curriculum dispensation. | .652 | .767 |
| | Factor 3 Supervisory and social relations at school | | |
| S1 | I feel like I belong at this school. | .513 | .559 |
| S6 | I work with colleagues who treat me with respect. | .874 | .834 |
| S7 | I work with colleagues who listen if I have ideas about doing things better in the context of new curriculum. | .758 | .673 |
| S8 | My principal is an effective instructional leader. | .712 | .788 |

| | | | |
|-----|--|------|-------|
| S9 | My principal facilitates communication effectively. | .667 | .702 |
| S12 | My principal allows me to be an effective instructional leader. | .582 | .728 |
| | Total Cumulative Variance Explained (%) | | 72.87 |
| | Kaiser-Meyer-Olkin Measure of Sampling Adequacy | | .905 |
| | Bartlett's Test of Sphericity $\chi^2 = 1345.998,$ $df = 190, p < .001$ | | |

The third factor which influenced teacher's beliefs and attitude towards a creation of a new curriculum is supervisory and social relations at school. In this study, this factor is composed of six items. These items share similarities in terms of the fact that teachers believed that success in implementing a new curriculum is greatly dependent on the teacher's satisfying relationships with supervisor and colleagues at school. Atkinson (2000) emphasized the importance of establishing collegial relationships at school, which serves as a strong motivator for teachers to do better even with novel tasks. The variable with the highest correlation with the third factor is item number 6, which says that teachers find it very important to work with colleagues who treat them with respect.

This is indicative of the fact that respect and collegial relationships at school is highly expected by teachers so that without such indicator, implementation of a new curriculum is difficult. Barth (2006) discussed the importance of teacher collegiality at school. This collegiality in relating with others leads to a smooth interpersonal relationships with supervisors and colleagues. These smooth interpersonal encounters result to a more satisfying job experience and better teaching performance among teachers. Curriculum implementation hinges on collaboration of human resources; so that poor social relations definitely hamper the achievement of the school's curricular goals.

It is further noted that each indicator (latent variables) showed strong to very strong correlations with the three variables of measuring same construct or factor. The communality scores of each variable when squared actually show the variance explained by each item variable or indicator. From the values of the common communality, each indicator (latent variable) ascertained that majority of them have a value higher than 0.50 which represents satisfactory quality of the measurements of the extracted factors. In total, the three factors explained 73.7% of the total variance of the belief and attitude of the teachers towards the implementation of a new curriculum. This high percentage of variance explained implies that the indicated variables are indeed the dominant factors or components that influence the implementation of a new curriculum such as that of the K-12 curriculum of the Department of Education.

Students' belief and attitude towards the new curriculum

On analyzing the students' responses on beliefs, attitudes towards the implementation of the new curriculum, the following factors were found to be dominant.

Table 3 shows both the factor loadings and communalities of each variable or belief of the 212 student-respondents. Out of the original 75 items included in the survey

questionnaire responded by the students, only 36 are retained for interpretations because of high factor loadings and communality scores. The six factors created are the following: Subject matter preferences; Textbook preferences; Sense of Achievement at school; Relationship with school authorities; Likability of school environment; and Teacher Factors. These factors influenced the students' belief and attitude towards the new curriculum implementation.

The first factor, Subject matter preferences, is composed of 10 items. All the items share similarities in the aspect related to subject matter preferences of the students such as Oral Communication, reading and Writing, 21st Century Literature, General Mathematics, and the like. The indicator that has the strongest correlation with the first factor is item 52 –Media and Information Literacy. This subject is probably rated very high by the students because it is a newly offered subject and caters to the interests of the 21st century learner profile who are technology savvy and modern (Walters, 2008).

Table 2. Student-respondents' beliefs and attitudes towards a new curriculum

| Item No. | Educational Indicators/variables | Factor Loading | Comm unalitie |
|----------|---|----------------|---------------|
| | Factor 1: Subject preferences | | |
| | I think the important subjects are: | | |
| S52 | Oral Communication. | .696 | .544 |
| S53 | Reading and writing | .727 | .606 |
| S54 | Komunikasyon at Pananaliksik saWika at Kulturang Pilipino | .701 | .558 |
| S55 | 21 st century Literature | .704 | .569 |
| S56 | Contemporary Philippine Arts from the Region | .574 | .469 |
| S57 | Media and Information literacy | .732 | .665 |
| S58 | General Math/Statistics and Probability | .611 | .524 |
| S59 | Earth and Life Science/Physical Science | .602 | .571 |
| S60 | Introduction to Philosophy of the human person | .672 | .561 |
| S61 | Physical Education and Health | .606 | .551 |
| | Factor 2: Textbook preferences | | |
| | My preferred Textbooks are: | | |
| S62 | Oral Communication Textbooks | .479 | .628 |
| S63 | Reading and Writing Textbooks | .506 | .609 |
| S64 | Komunikasyon at Pananaliksik saWika at Kulturang Pilipino Textbooks | .734 | .662 |
| S65 | 21 st Literature Textbooks | .773 | .652 |
| S66 | Contemporary Philippine Arts Textbooks | .650 | .610 |
| S67 | Media and Information Textbooks | .793 | .663 |
| S68 | General Mathematics Textbooks | .562 | .478 |
| S69 | Earth & Life/Physical Science Textbooks | .776 | .675 |
| S70 | PE and Health Textbooks | .576 | .577 |
| | Factor 3: Sense of Achievement at school | | |
| S2 | I feel like I belong at this school. | .543 | .429 |
| S19 | I like to learn | .646 | .460 |
| S20 | Doing well in school makes me feel good about myself | .672 | .529 |
| S37 | The new curriculum will contribute to my education in reference to my ability to write. | .544 | .558 |

| | | | |
|--|--|------|-------|
| S38 | The new curriculum will contribute to my education in reference to my ability to read. | .508 | .520 |
| Factor 4: Relationship with school authorities | | | |
| S8 | School administrators treat me with respect. | .681 | .537 |
| S9 | I am treated with respect by the office staff. | .725 | .555 |
| S22 | Students at this school has the opportunities to learn about each other | .654 | .636 |
| S25 | Students at this school respect other students who are different than they are. | .638 | .526 |
| Factor 5: Likability of school environment | | | |
| S1 | I feel safe at this school. | .595 | .451 |
| S3 | I feel challenged at this school. | .459 | .473 |
| S12 | The work at this school is challenging. | .577 | .547 |
| S17 | I like this school. | .643 | .482 |
| S18 | I think this is a good school. | .705 | .668 |
| Factor 6: Teacher factors | | | |
| My teachers | | | |
| S31 | Know me well | .495 | .431 |
| S32 | Listen to my ideas | .638 | .470 |
| S33 | Care about me. | .665 | .599 |
| Total Cumulative Variance Explained (%) | | | 55.17 |
| Bartlett's Test of Sphericity $\chi^2 = 3632.511$, $df = 190$, $p < .001$ | | | |
| | | | |

There are nine (9) items or indicators included in factor 2 (Textbook preferences), These items are grouped together based on their similarities in loadings as item listings of textbook preferences such as Oral Communication books, Media and Information Literacy (MIL) books, Gen Math books, etc. The item with the highest correlation with factor 2 is item number (Media and Information Literacy textbooks) – which is consistent with the previous result indicating that MIL is the highest rated subject in factor 1.

There are five (5) items or indicators included in factor 3 (Sense of achievement at school), These items are grouped together based on their high correlations and similarities in terms of feeling a sense of having achieved something at school, a feeling of self-efficacy and acceptance. The variable with highest correlation with factor 3 is item 20 which indicates that doing well at school makes the students feel good about themselves. According to Graham and Schwarts (1991), in his study on increasing self-efficacies of learning disabled, enhancement of sense of achievement must be confirmed and strengthened by the teachers and all school constituents. Good feeling of self-efficacy results to meeting curricular standards of the school.

There are four (4) items or indicators included in factor 4 (relationship with authorities). These items are grouped together based on their high correlations and similarities in terms of the student's relationship with authorities at school, like the way they are treated by the administrators and the staff. The variable with highest correlation to factor 4 is item 9 - "I am treated with respect by the office staff".

There are five (5) items or indicators included in factor 5 (Likability of school environment). These items are grouped together based on their high correlations and similarities in terms of feeling secured at school and liking the general school environment. The variable with highest correlation with factor 4 is item 18 which says that “I think this school is good”.

There are three items included in factor 6 (Teacher Factors). These items are grouped together based on their high correlations and similarities in terms of their relationship with their teachers and on how they perceive their teacher’s ability to care for them. The variable with highest correlation with factor is item 33 which says that “My teachers care about me”.

It is further noted that each indicator showed strong to very strong correlations with the six dominant factors influencing curriculum implementation. In total, the six factors explained 55.17% of the total variance of the belief and attitude of the students towards the implementation of a new curriculum. This high percentage of variance explained implies that the educational indicators are indeed the factors that influence the implementation of a new curriculum as responded by the senior high school students of the four involved schools.

Relationship between the beliefs and attitudes of teachers and students

Table 3. Relationship between the Beliefs and Attitudes of Teachers and Students

| Attitudes and Beliefs | | Correlation Coefficient (rho) | Description (Effect Size) | p-value | Remarks |
|--|----------------------------------|----------------------------------|------------------------------|---------|------------------------|
| Teacher | Students | | | | |
| Factor 1: Management Support and Teacher Motivation | Subject preferences | -.069 | <i>Weak relationship</i> | .561 | <i>Not Significant</i> |
| | Textbook preferences | .003 | <i>No relationship</i> | .983 | <i>Not Significant</i> |
| | Sense of achievement | .036 | <i>No relationship</i> | .764 | <i>Not Significant</i> |
| | Respect from school authorities | .203 | <i>No relationship</i> | .083 | <i>Not Significant</i> |
| | Likability of school environment | .089 | <i>No relationship</i> | .452 | <i>Not Significant</i> |
| | Teacher factors | .042 | <i>No relationship</i> | .724 | <i>Not Significant</i> |
| Factor 2: Teaching and Learning Competence | Subject preferences | -.067 | <i>No relationship</i> | .568 | <i>Not Significant</i> |
| | Textbook preferences | -.031 | <i>No relationship</i> | .792 | <i>Not Significant</i> |
| | Sense of achievement | .053 | <i>No relationship</i> | .654 | <i>Not Significant</i> |
| | Respect from school authorities | .158 | <i>Weak relationship</i> | .202 | <i>Not Significant</i> |

| | | | | | |
|--|----------------------------------|-------|---------------------------------------|------|------------------------|
| | Likability of school environment | .110 | <i>Weak relationship</i> | .349 | <i>Not Significant</i> |
| | Teacher factors | .075 | <i>No relationship</i> | .525 | <i>Not Significant</i> |
| Factor 3: Supervisory and Social Relations | Subject preferences | .034 | <i>No relationship</i> | .773 | <i>Not Significant</i> |
| | Textbook preferences | .045 | <i>No relationship</i> | .702 | <i>Not Significant</i> |
| | Sense of achievement | .092 | <i>No relationship</i> | .435 | <i>Not Significant</i> |
| | Respect from school authorities | .270* | <i>Weak relationship</i> | .020 | <i>Not Significant</i> |
| | Likability of school environment | .148 | <i>Weak relationship</i> | .210 | <i>Not Significant</i> |
| | Teacher factors | .304* | <i>Moderately strong relationship</i> | .008 | Significant |

*Significant at 0.05 level

Using the Spearman-Rho correlation coefficients, table 5 shows the level of relationship between the teacher's and student's beliefs and attitudes towards the implementation of a new curriculum at school. It can be inferred from the table that most of factors or the perceptions and beliefs of both teachers (3 factors) and students (six factors) do not have a significant relationship to each other. A moderately strong relationship is however observed between Factor 3 for teachers (Supervisory and social relations) and factor 6 responded by students (Teacher factors). Both factors share commonalities in terms of their interpersonal- implying that both students and teachers unanimously agree to the fact that school constituents need collegial, healthy, and satisfying relationships in the school setting. Several authors and researchers (Shapiro 2000; Borich, 2000; Klem and Connel, 2004; and Wolf, 2017) agree to this finding indicating that both teachers and students perform better when the social atmosphere at school is positive and rewarding. Erik Erikson emphasized on this factor when he posited in his theory that man is basically social in nature; so that self-integrity could only be achieved through an enriching social interaction.

Based on the findings of this study, the researcher concludes that majority of the school principals consider professional development and collaboration with teachers and school staff as very important factors in implementing a successful curriculum. Majority of the teachers agree that the factor on developing teaching and learning competencies was considered as very important in implementing a new curriculum. Majority of the teachers also indicated that the educational indicator under the factor - supervisory and social relations- which expresses that teachers need to feel belonged or accepted at school was a very important indicator of a successful implementation of a new curriculum. The student-respondents indicated six relevant factors that influence the implementation of a new curriculum: subject matter preferences, textbook preference, sense of achievement at school, relationship with authorities at school, likability towards school environment, and teacher factors. Of the six factors indicated, sense of achievement was consistently considered as the most important

factor, specifically the variable which expressed that students like to really learn at school and doing well at school makes them feel good about themselves. The teacher factor on supervisory and social relations at school and the student factor on teacher relations showed to have a significant relationship.

Further, this research study concludes that Gross' theory on curriculum implementation is in congruent with the findings of this study. Gross emphasizes on management support and professional development - factors which the respondents indicated as very relevant in the successful implementation of a new curriculum. Also, Fullan's (1990) Educational Change Theory which focuses on human resources and collaboration as important in implementing change in the educational system coincides with the responses of the respondents who indicated that collaboration and good relationships at school contributes much to the success of a new curriculum such as that of the K-12 curriculum of DepEd.

Part of the output of this study is a curriculum implementation model designed for the four schools under study.

Curriculum implementation model designed based on the findings of the study

This curriculum implementation model is designed based on the findings of this research study that could be contextually applied to the four schools which responded to this study. There are four phases to curriculum development: 1) Planning; 2) Acquisition of Needs; 3) Implementation; and 4) evaluation. Implementing a curriculum requires the following action: management initiative, collaboration, implementation support (logistics, financial needs, equipment materials, infrastructure), and training of human resources (Marsh, 2009; Tyler, 1990). Curriculum objectives involve two aspects: behaviors or competencies to be developed and area of content to be applied.

Based on the findings of this study, the following salient aspects are gathered as bases in the creation of the curriculum implementation model (Fig. 1).

- School principals need to continuously challenge teachers and students to fulfill curriculum goals, to cultivate a proactive relationship with teachers and stakeholders and to monitor teachers in order to maximize time used for learning.
- Teachers need a social environment at school which is defined by the virtues of respect and acceptance, they need to develop their competencies and skills and to understand student data in order to better understand learner's needs
- Teachers expect school administrators to provide support to them in implementing the curriculum, need to develop their competencies and skills
- Teachers have the intrinsic motivation to perform; but they also need extrinsic support.
- Students need to have a sense of achievement and to be recognized for their efforts.
- Students desire to learn not only intellectually but affectively.
- Students need teachers who are caring and understanding.
- Students expect school authorities to treat them with kindness.

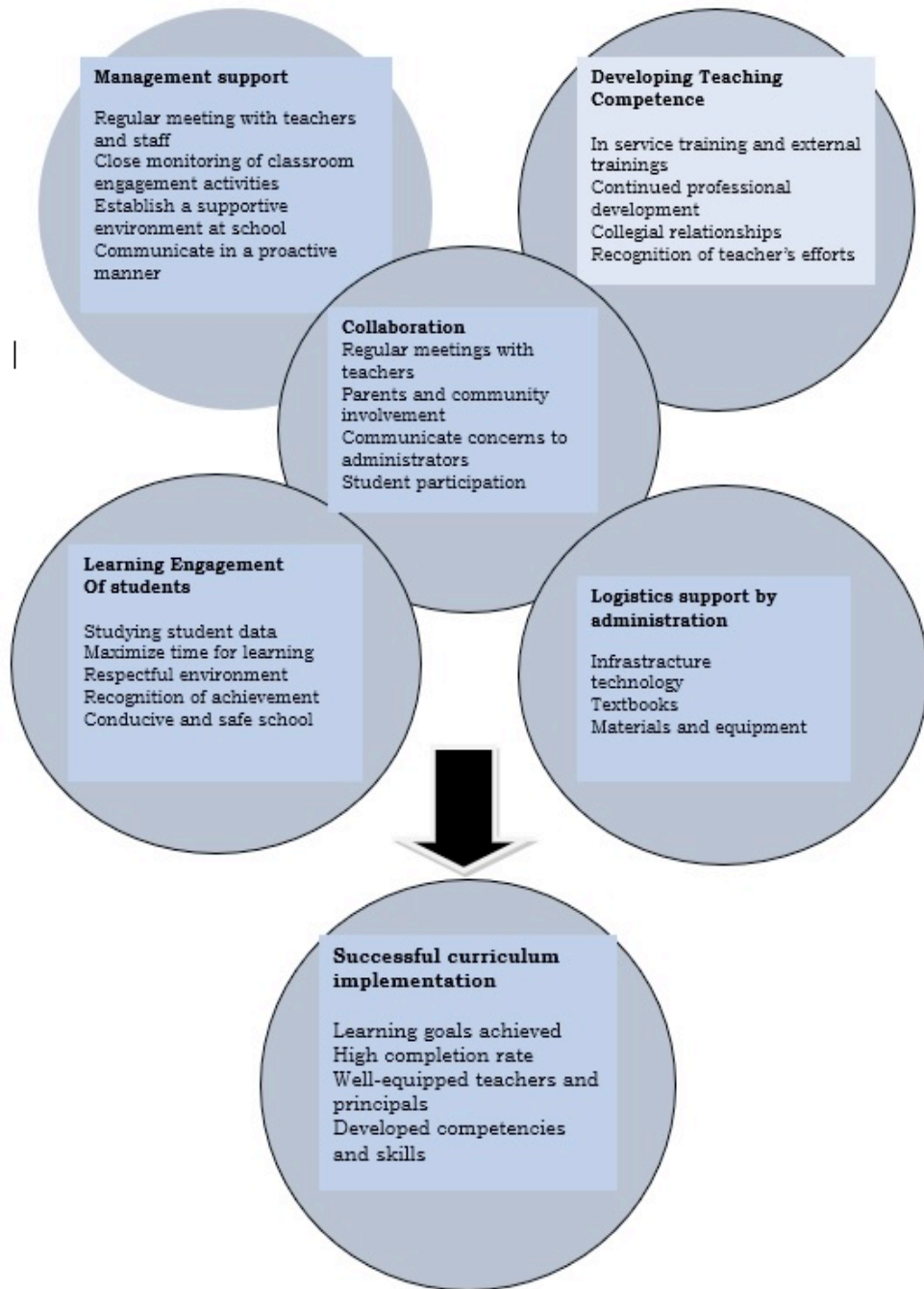


Figure 1. PYE's Curriculum Implementation Model

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