



CRITICAL ISSUES IN CURRICULUM IMPLEMENTATION OF MULTIGRADE TEACHERS IN LAST MILE SCHOOLS

CLADYS M. FALCUNAYA¹, JESS MARK L ALINEA², MARIE GRACE S. BULANADI³

<https://orcid.org/0000-0002-9057-6710>¹, <https://orcid.org/0000-0002-0580-2331>¹,

<https://orcid.org/0000-0002-4925-8518>²

falcunaya.cm@pnu.edu.ph¹, alineajml@pnu.edu.ph¹, bulanadi.mgs@pnu.edu.ph²

Philippine Science High School Calabarzon Region Campus, Batangas City, Batangas, Philippines¹,

Philippine Normal University¹⁻², Southern Luzon State University, Lucena City, Quezon, Philippines³

ABSTRACT

The education sector has shown numerous advances in different facets of curriculum implementation over the years, however, despite the forward marching developments, some schools find it difficult to pull ahead. Thus, this study investigated the critical issues arising in the curriculum implementation in identified Last Mile Schools in the Philippines. It intended to delineate the experiences of the multi-grade teachers and find out their meanings and attributions in terms of roles, critical issues, and coping mechanisms which led to creating policy inputs in addressing the issues raised by the teachers. This is a qualitative research that was performed through the case study research method which used observations, interviews, and focused group discussions to apprehend the concerns inside the perimeters of last mile schools in the lens of multi-grade teachers. The findings revealed through thematic analysis that the critical issues in curriculum implementation include teacher-related factors such as work or ancillary overload, lack of teacher training, a fair opportunity to a promotion, compensation consideration, and concerns of their immediate family, difficulty to access school location due to physical geography and school distance, teaching-learning process consist of multi-grade teaching and lacking instructional and learning materials, as well as student-related factors, and the facility. The research recommends that policymakers should take into account the issues identified as substantial inputs for better strategies and guidelines in improving the quality of foundational education. Moreover, experts should thoroughly review the teacher education courses and then multi-grade teaching pedagogies can be incorporated into the curriculum.

Keywords: curriculum implementation, critical issues, multi-grade teachers, last mile schools. Philippine education case study.