



CONVERGE CID (CONNECT, INNOVATE, DELIVER): CURRICULUM IMPLEMENTATION ADVANCEMENT IN SDO BATANGAS PROVINCE

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ABSTRACT

As the focus of education, teachers must be knowledgeable and intelligent in giving their students the experience they can offer. Teachers experience obstacles every day in their work or mission. They need to know the inevitability of being inspired to do their job better, motivating learners in classroom. This research aimed to achieve the objectives of distinguishing the overall effectiveness of the teaching approaches used by Senior high-level teachers in the SDO Batangas Province, as well as the teaching approaches preferred by teachers and students as the safest and most successful teaching approach appropriate for secondary school learners in selected common content areas. Correlated to this, the researchers used mixed method correlation designs that studied the roundup of the instructional approaches commonly used by senior high teachers and the professed teaching approaches of the students that would assess the least successful teaching approaches that would eventually be adopted by the entire teaching force. The research found that the commonly used Experiential Learning Instructional approach of the teachers is the most efficient training approach, and the least effective is teaching. Also, Experiential Learning, Active Learning and Demonstration are the top three (3) teaching approaches that excelled and were found to be popular as students professed. The research showed no significant distinction between teaching methods of teachers and teaching approaches in different topic areas. Finally, a Teaching Stratagem Database, a website with teaching materials, was proposed to tutor and coach teachers using effective teaching practices to develop and create teaching techniques used in their respective classrooms.

Keywords: instructional approaches, senior high school, Teaching Stratagem Database.

INTRODUCTION

It is undeniable that the pandemic situation brought so many changes in people's ways of living. Its effects ripple from Covid 19 emergency which includes personal, social, and economic atmosphere. More than that, education aspect is

not shielded from it. Undoubtedly, one of the biggest impacts of this global crisis is on education- affecting the delivery of instruction and teaching modalities. Adherence to the government's declaration, no one has ever thought that this faceless enemy will drag the educational system resulting to the suspension of

P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com

MARAMOT, M.B., BASILAN, M.L.J.C., CARANDANG, M.C.C, CASANOVA, R.S., ILAO, L.V., LAKSAMANA, G.M., MENDOZA, R.A., MORILLO, J.J., TOLENTINO, E.R., ULARTE, M.B., *Converge CID (Connect, Innovate, Deliver): Curriculum Implementation Advancement in SDO Batangas Province*, pp.184 – 197



classes and cancellation of lined-up activities (Briones, 2020).

Truly, education has not resisted the possible long effects of the pandemic. It calls for the positive response of the departments which concern the education. According to Fetalvero (2020), its lessons will also lead to more resilience amidst the threat on health which requires all to act differently. As the country grapples with the COVID-19 pandemic, the Department of Education took this opportunity to be more inclusive in utilizing other modes of learning which are responsive, timely, and relevant in today's situation (Pacheco, 2020). It is eager to explore new paths so that the educational process will not be hampered.

With this SDO Batangas Province paved its way to hamper the obstacles that go against academic progress of Batangueno learners. With the prime maneuver, the top Management, goals and thrust are identified to cope up with the demands of education regardless of any situation. Evardome (2020) emphasized that the education in SDO Batangas should be geared with specific goals and every department in the division works side by side for the benefit of the division and of course, of the students. As reiterated, strategic directions should be achieved as every Filipino must access complete basic education to prepare for world of work, entrepreneurship, and higher level of education (DepEd, 2013). This is complemented with the goals of the division of improving overall performance of schools and learning centers as well as the access, governance, and quality to be achieved and maintained by the SDO. With DepEd, SDO Batangas should deliver basic education with efficiency, effectiveness and in collaboration of the whole division team.

With these strategic directions and goals of empowering quality management system, Curriculum Implementation Division (CID) was determined to ponder into the different aspects of curriculum implementation as it willingly delves into the deeper realms of the curriculum.

Even though SDO Batangas Province has proved its prowess in Curriculum Implementation through various award and recognition and being ISO

implementer, it has never been easy. With the pandemic situation, the urge to foster academic excellence is put in a great acceleration.

In this study, CID accent the key results area as an optimistic response to the adaptive leadership triggered by the crisis. This study aims to identify the extent of implementation in the division regarding management curriculum, curriculum development, enrichment, and localization, learning assessment outcomes and technical assistance. With this, CID measured the truthfulness of the service rendered in the field and how it will mend upon analyzing significant results from the respondents. This further assessed the problems encountered in the same key results and how the school heads overcome such. This finding has given importance to the best innovation and practices which different schools have adopted to overawe the said curriculum implementation uneasy situations. To reiterate, special programs and other contextualized materials would be investigated to ponder best solutions and/or recommendation the CID could offer.

Similarly, this study aimed to identify different opportunities and challenges encountered in different schools in the division in the same key results areas adding the concerns regarding current learning delivery modality.

With all the significant findings and results, CID came up with a division wide program to recognize support the curriculum implementation. Most importantly, this proposed program would umbrella all the key result areas in different content or subjects that will connect every school unit to the CID Batangas mainstream. This program would also initiate innovation to deliver teaching and learning process to the best way possible.

This study would offer Converge CID Mother program. This would cater the best solution that CID Batangas can offer as an optimistic response to the findings and results of the study. This would underlie the different projects and activities of the different subject areas anchored to the goals and thrust of SDO Batangas Province.

This research-based program is a major paradigm shift of the curriculum implementation



division which aims to endear connection to the whole division teaching force, promotion, and recognition of innovation for teaching and learning and the delivery of education adaptive to all situation that the academic realm could encounter.

OBJECTIVES OF THE STUDY

This study aimed to divulge an in-depth discussion on the curriculum implementation in SDO Batangas Province. Correspondingly, it sought to:

1. assess the extent of implementation in the division regarding management of Curriculum; curriculum development, enrichment and localization; learning assessment outcomes; and technical assistance;
2. determine the problems encountered in different key result areas including management of Curriculum; curriculum development, enrichment and localization; learning assessment outcomes; and technical assistance;
3. determine immediate solutions the respondents actuated for the said key result areas;
4. propose a curriculum implementation program to mend the learning gaps identified.

METHODOLOGY

There were 763 school heads from various levels across the Batangas Province division – elementary, junior, and senior high schools. 95% confidence level was used for the sole purpose of full diagnosis and evaluation of curriculum implementation and other important aspects across the division. 5% Error margin was used to determine sample size. The study involved 375 school head respondents. In the absence of a school head, teacher or head teacher in charge was considered.

Significant data were collected in data collection through the department's questionnaire, which was formulated with quantitative and qualitative inquiries.

The three-part instrument was built mainly in quantitative format. Key outcome areas, best practices and other concerns regarding the current

learning delivery modality were based on the Education Department's mandated Key Results Areas for Education Supervision and LDM Implementation. This quantitative stipulation was backed up by qualitative notions the CID firmly believed strengthened the findings.

E-forms distributed, administered and collected the instrument. Full confidentiality was observed to honor ethical and research protocols.

There were several methods to use in data analysis in this mix method study.

Data collected were calculated and statistically evaluated in quantitative analysis. Answers were collected for weighted mean and percentages. Hand-in-hand with verbal interpretation, this led to the study's significant outcomes. Tables also reflected the degree of implementation. Discourse analysis was used for qualitative analysis. The qualitative questions will be answered and categorized. Themes are assigned by decoding meanings from respondents' replies.

RESULTS AND DISCUSSION

1. Curriculum implementation in the division regarding management of Curriculum; curriculum development, enrichment and localization; learning assessment outcomes; and technical assistance

1.1. Curriculum Implementation Regarding Management of Curriculum

Table 1 shows the mean percentage of the extent of implementation of the project in terms of Management of Curriculum. Based on the perspective of the respondents, "Conducting a periodic monitoring and evaluation which focuses on enhancing the management and delivery of the basic education curriculum in schools and districts", ranks 1 with its mean percentage of 3.541 and a verbal interpretation of Highly Implemented.

Garnering rank 2 is the "Implementation of advocacy programs and materials on the basic education curriculum" with its mean percentage of 3.522 having its verbal interpretation of Highly



Implemented. Next is “Conducting evaluation of Schools Division Instructional Supervision Plan Implementation” falls under rank 3 with its mean percentage of 3.416 and interpreted as Highly Implemented.

Table 1
Extent of Implementation Regarding Management of Curriculum

Indicators	Weighted Mean	Verbal Interpretation	Rank
Conducts periodic monitoring and evaluation which focuses on enhancing the management and delivery of the basic education curriculum in schools and districts	3.541	Highly Implemented	1
Supplies processes and tools for monitoring, curriculum implementation and articulation in the schools' districts	3.413	Highly Implemented	4
Conducts evaluation of Schools Division Instructional Supervision Plan Implementation	3.416	Highly Implemented	3
Implements advocacy programs and materials on the basic education curriculum	3.522	Highly Implemented	2
Overall Weighted Mean	3.472	Highly Implemented	

Lastly, is the “Supplying processes and tools for monitoring, curriculum implementation and articulation in the schools’ districts” under rank 4

with its mean percentage of 3.413, which also has a verbal interpretation of Highly Implemented. The extent of the project with regards to the management of the curriculum has an Overall Weighted Mean of 3.472, Highly Implemented. This suggests that the respondents see that the extent of implementation with regards to the Management of the Curriculum is Highly Implemented.

The extent of the project with regards to the management of the curriculum has an Overall Weighted Mean of 3.472, Highly Implemented. This suggests that the respondents see that the extent of implementation with regards to the Management of the Curriculum is Highly Implemented. According to Jorskin (2013) research study entitled Investigating the Implementation Process of a Curriculum: A Case Study from Papua New Guinea, there is a need for collaborative professional development if policy is to be aligned with practice. Curriculum implementation should uphold constant monitoring and proper evaluation through collaborative effort of the different school heads makes it effective.

1.2. Curriculum Implementation Regarding Curriculum Development, Enrichment, and Localization

Table 2 below shows the mean percentage of the extent of implementation of the Division regarding Curriculum Development, Enrichment and Localization. “Conducts trainings, orientation and similar activities per subject area” rank s 1 with its mean percentage of 3.416 and Highly Implemented as its verbal interpretation. Next in rank is “Monitors and evaluates utilization of contextualized materials” with its mean percentage of 3.356 and Highly Implemented as its verbal interpretation. Lastly, “Provides processes and tools for monitoring the localized curriculum implementation” ranks 3 with 3.310 as its mean percentage, and Highly Implemented as its verbal interpretation. These results an Overall mean percentage of 3.361 with Highly Implemented verbal interpretation.



Table 2
Extent of Implementation Regarding Curriculum Development, Enrichment and Localization

Indicators	Weighted Mean	Verbal Interpretation	Rank
Conducts trainings, orientation and similar activities per subject area	3.416	Highly Implemented	1
Monitors and evaluates utilization of contextualized materials	3.356	Highly Implemented	2
Provides processes and tools for monitoring the localized curriculum implementation	3.310	Highly Implemented	3
Overall Weighted Mean	3.361	Highly Implemented	

The result is supported by the research study of Lorbis (2019) entitled Utilization of Contextualized Teaching and Learning Approach which found out that learners specifically in Grade 2 learned a lot using contextualized materials. They easily adapt and learn the lesson being taught by the teacher. With constant supervision and evaluation, teachers can have a variety of teaching materials and strategies using the contextualized materials.

1.3. Curriculum Implementation Regarding Learning Assessment Outcomes

Table 3 revealed the statistical data gathered from the respondents' responses on the extent of implementation of the division regarding learning assessment outcomes.

The respondents received assistance to meet performance gaps as it ranked first with its mean percentage of 3.486 and Highly Implemented as its verbal interpretation. Second to that is respondents "Recommends possible intervention to mend the causes of performance gaps". It ranked second with mean percentage of 3.462

and verbal Interpretation of Highly Implemented. Finally, "Gives assistance to meet performance gaps" ranked third with mean percentage of 3.486 and Highly Implemented as its verbal Interpretation. With all these, it can be clearly seen that a Highly Implemented verbal interpretation and 3.466 as its Overall Weighted Mean.

The core and the most important thing in this endeavor is the learning outcomes of every clientele. It is the focus of every employee of DepEd because it is the sole reason why there is DepEd. Learning outcomes need to be reclaimed from their current use as devices for monitoring and audit and returned to their proper use in aiding good teaching and learning.

Table 3
Extent of Implementation Regarding Learning Assessment Outcomes

Indicators	Weighted Mean	Verbal Interpretation	Rank
Analyzes test results to pinpoint causes of learning gaps	3.451	Highly Implemented	3
Gives assistance to meet performance gaps	3.486	Highly Implemented	1
Recommends possible intervention to mend the causes of performance gaps	3.462	Highly Implemented	2
Overall Weighted Mean	3.466	Highly Implemented	

Curricula require a broader, flexible, and more realistic understanding of learning outcomes, better suited to the realities of the classroom and of practical use to those teachers who wish to respond to the enthusiasm of their students. To this end, a new model is produced that starts from the idea of an articulated curriculum and embraces both intended and emergent learning outcomes. The model employs the distinction between predicted and unpredicted learning outcomes, together with the distinction between those that



are desirable and those that are undesirable. The resulting account is intended to aid understanding of the nature and proper use of learning outcomes in teaching and learning. (Travis Hussey and Patrick Smith, 2010).

1.4. Curriculum Implementation Regarding Technical Assistance

This table shows the respondents' response in terms of technical assistance given in the implementation of the project. "Assesses the situation and analyzes the needs of assigned schools" ranked first with a mean percentage of 3.511 and its corresponding verbal interpretation of Highly Implemented. Second to it, "Identifies the appropriate actions and interventions" with a mean percentage of 3.484 and Highly Implemented verbal Interpretation.

Table 4
Extent of Implementation Regarding Technical Assistance

Indicators	Weighted Mean	Verbal Interpretation	Rank
Assesses the situation and analyzes the needs of assigned schools	3.511	Highly Implemented	1
Identifies the appropriate actions and interventions	3.484	Highly Implemented	2
Coaches the school in implementing the interventions related to curriculum implementation and instructional delivery	3.462	Highly Implemented	3
Overall Weighted Mean	3.486	Highly Implemented	

Lastly, "Coaches the school in implementing the interventions related to curriculum implementation and instructional delivery" ranked 3 with a mean percentage of 3.462 with Highly Implemented verbal interpretation. This category falls under 3.466 Highly Implemented as its Overall Weighted Mean.

The result indicates what DepEd Batangas do for the mentors in the Division. Technical Assistance is any form of professional help, guidance, or support to be more effective in the performance of their functions. It is an active process with steps to follow; makes use of tools, via process consultation, requires specific skills and focuses on achieving set goals. It is also a journey, reminding the client of their prime responsibility and accountability as well respecting their capability and pace. The old concept of TA is Supervising, Monitoring, Evaluating, Directing, and Instructing. However, in the new paradigm it is more on Coaching, Guiding and Empowering. Teaching the subject matter was the focus of the conventional way in monitoring, but now, all the aspects of Education Management, highlighting the Provision of Access, Quality and Relevance as well as the Provision and Improvement of Management Services are given importance (Gov.Ph, 2021).

2. Problems encountered in different key result areas

2.1. Problems Encountered in the Management of Curriculum

The COVID-19 pandemic is a huge challenge to education systems. This viewpoint offers guidance to teachers, institutional heads, and officials on addressing the crisis. What preparations should institutions make in the short time available and how do they address students' needs by level and field of study? Reassuring students and parents are a vital element of institutional response. In ramping up capacity to teach remotely, schools and colleges should take advantage of asynchronous learning, which works best in digital formats. As well as the normal classroom subjects, teaching should include varied assignments and work that puts COVID-19 in a global and historical context.

"Education must not stop" said DepEd chief Leonor Magtolis Briones in one of her interviews. Learning is a continuous process and no tangible or intangible challenges that can hinder the flow of



education. It is not easy, but it is not also impossible. And it comes to different changes and challenges and one of it is the curriculum and how to manage this new curriculum specifically design for this pandemic crisis.

DepED Division of Batangas province faces different problems in terms of management of curriculum. This study highlighted some of the challenges of the teachers who are considered the frontliners of education. With almost five (5) months of this Modular Distance learning, teachers experienced the following challenges: Insufficient or even lack of resources due to the changes of the curriculum; Delayed distribution of learning modules; Deficiency of communication and collaboration to teachers, students, and parents; Congested activities in the self-learning modules; There is a less feedback received from the students and parents; Limited time allotment to instructional supervision due to the pandemic.

2.2. Problems Encountered in Curriculum Development, Enrichment and Localization

As the coronavirus pandemic unfolds, flexible educators have been able to give some students the opportunity to learn about it in real time as part of remote classes. The curriculum that teachers used to have can be considered not applicable in this present times. Thus, there is a need for the new curriculum that can cater the needs of the learners and reaching students even without the use of internet connections. The reason there is a need for different learning modalities. It is one of the developments and enrichment in the curriculum. Since it can be considered new to everyone, there will always be gaps and challenges that needs to be addressed.

Some of the challenges that the respondents encountered are teachers have limited time for the development and localizing materials due to overlapping of activities given; there is no training given for the preparation of monitoring tools of the localized materials; trainings /meetings of subject areas per leaders were limited due to unstable internet connectivity; new teachers need to have more in service trainings; teaching devices and

availability of internet connection on the part of the students; there is a less involvement of teachers and thorough analysis of materials to simplify or decongest the curriculum; not all teachers were able to attend trainings, orientation and similar activities per subject area in the contextualization process. Most of the times only master teachers or department head were given the opportunities, but not all schools do have such positions.

Another set of problems are curriculum development, enrichment and localization are not enriched among the expertise of teachers in the field; localization cannot be applied because modules already have the activities and enrichment exercises would mean expenditures for another reproduction of materials. These are considered birth pains since it is new to everyone and specifically made because of the pandemic.

2.3. Problems Encountered in Learning Assessment Outcomes

Assessment plays an important role in the process of learning and motivation. The types of assessment determine how students will approach the learning task and what study behaviors would they use.

Given the importance of assessment for student learning, it is important to consider how to best measure the learning that they want their students to achieve. Assessment should integrate grading, learning, and motivation for their students. Well-designed assessment methods provide valuable information about student learning. They are informed what students learned, how well they learned it, and where they struggled.

Most schools under public sector are now under modular distance learning. And the big question now is how to have a precise assessment to the learners. With the issuance of DepED Order no 31, s. 2020 Interim Guidelines for Assessment and Grading in Light of Basic Education Learning Continuity Plan aims to provide guidance on the assessment of student learning and on the grading scheme to be adopted this school year. This is



another milestone of DepED in ensuring the quality of education even in times of pandemic.

Division of Batangas Province experiences different gaps in the implementation of learning outcomes. It is hard for the majority to assess the learning outcomes at this kind of situation because it is noticeable that the submitted output were not done by the pupils alone. Primarily, the coordination (or lack thereof) between school faculty members and parents/students is the main problem encountered in assessing learners' output. Basically, portfolio type may not be that quality assured. Interventions to improve the causes of performance gaps were in limited application due to current situation. Another problem is the difficulty to validate the authentic learning of students in Modular Distance Learning same with the commitment of pupils to submit honest and reliable learning outputs.

2.4 Problems Encountered in Technical Assistance

Effective management requires a well-organized Technical Assistance mechanism structure. It must be carefully designed and implemented to ensure that the technical assistance provided can really address the identified needs of the client towards the achievement of the clients' goals. Eventually, it is so desired that the results of providing Technical Assistance can be a valid source for management to make informed decisions.

Since education among clientele is only limited to distance learning, top management must meet the technical assistance to be given to the teachers. The following are some challenges encountered in the technical assistance: limited mobility hinders the timeliness of technical assistance; heavy workloads in some school concern; limited access to teacher's facilitation of instruction in the new normal; differentiated TA assistance is needed; school head is still adjusting with new normal way of providing TA. Internet connection serves as hindrance most of the time and overlapping of activities.

3. Immediate Solutions made to solve problems encountered in different key result areas

3.1. Immediate Solutions for the Management of Curriculum

DepEd is the biggest department in the national government. This is the reason why it is divided from Central Office, Regional Offices, Division Offices, and District Offices down to different schools. To solve a certain problem in the biggest department, everybody is expected to be a solution provider. The educational gaps happened in the implementation in the field, it is expected that people in the field should find and look for the interventions to help solve the problems in the meantime. The respondents actuated solutions in the management of the curriculum. First of which is asking teachers to make Learning Activity Sheets to supplement the delayed delivery of learning modules same with tapping other teachers to look for other platforms (chat, text, phone calls, letter to be delivered to different served barangays) to connect the teachers, students, and parents to address the needs of the learners.

Another solution provided is giving enough time for the students to answer the self-learning modules/ learning activity sheets and look for the Weekly Home Learning Plan and follow the schedule given.

3.2. Immediate Solutions for the Curriculum Development, Enrichment and Localization

It is said that there is no perfect curriculum because every individual is different from others. In these changing times, problems arise so everyone is expected to act on it because it is the education of every student that is at stake. Since COVID 19 pandemic strikes the world, everything changes from old normal to new normal, and everyone is adjusting to these new trends. Problems are born but respondents to this study provided different solutions to these problems.



One solution is teachers are asked to convene in online platforms to discuss the contents of the self-learning modules and craft some topics that needs to be localized. Other solutions highlighted are spending more time discussing the improvement of curriculum through Learning Action Cells via online; conducting roll outs of seminars attended by the Master Teachers; and mobilizing all the Master teachers in the district to come up with the solutions needed.

3.3. Immediate Solutions for Learning Assessment Outcomes

The issuance of DepEd order no 31, s 2020 Interim Guidelines for Assessment and Grading in Light of Basic Education Learning Continuity Plan aims to provide guidance on the assessment of student learning and on the grading scheme to be adopted this school year. This DepEd order generally answers the queries of all the respondents on the grading system in this time of pandemic. It gives light to all respondents the know-how of giving grades by only using the answer sheets submitted by the students. All respondents narrated how they conducted virtual training about this DepEd order. Respondents agreed that they come up with one system of grading in compliance with the said DepEd order per district. As per those students who did not submit their answer sheets, respondents conducted home visitation to ask the students/parents the reasons for not complying and explaining. But it is rest assured that they follow the minimum health standards set by the IATF.

3.4. Immediate Solutions for Technical Assistance

During emergency or crisis, everyone is expected to do their duties at their full potential. But with limited resources, technical assistance sometimes cannot be given to other remote areas through face to face, the reason it is given via online or phone calls. The respondents provided the following solutions for technical assistance: provide self- monitoring resources that will help teachers in giving TA; assessments of the results

of coaching to teachers and adoption of additional and appropriate input to be utilized for future technical assistance; combined ideas are a great help to make interventions be successful; implementation of the different intervention; proper scheduling on giving TA both in Work from Home and Skeletal Work Arrangements. Another set of solutions given are conducting interview with teachers to provide coaching and mentoring activities; the school heads provide questionnaire to identifies the appropriate actions and interventions; proper motivation and time management and provide the schools with new and complete COT/TA templates relative to the Modular Distance Learning.

CONCLUSIONS

With the result of this study, the following conclusions were made:

The extent of Implementation in the division regarding management curriculum, curriculum development, enrichment, and localization, learning assessment outcomes and technical assistance are all highly implemented.

1. The problems encountered in different learning areas were as follows:
 - 1.1. In the management of Curriculum, insufficient or even lack of resources due to the changes of the curriculum; delayed distribution of learning modules; Deficiency of communication and collaboration to teachers, students, and parents; Congested activities in the self-learning modules; There is a less feedback received from the students and parents; Limited time allotment to instructional supervision due to the pandemic.
 - 1.2. In the curriculum development, enrichment and localization, the challenges were teachers have limited time for the development and localizing materials due to overlapping of activities given; there is no training given for the



preparation of monitoring tools of the localized materials; teaching devices and availability of internet connection on the part of the students; curriculum development, enrichment and localization are not enriched among the expertise of teachers in the field; and localization cannot be applied because modules already have the activities and enrichment exercises would mean expenditures for another reproduction of materials.

- 1.3. In learning assessment outcomes, the majority of the teachers had the difficulty to assess the learning outcomes at this kind of situation and the difficulty to validate the authentic learning of students in Modular Distance Learning same with the commitment of pupils to submit honest and reliable learning outputs.
- 1.4. In technical assistance, the challenges encountered where limited mobility hinders the timeliness of technical assistance; heavy workloads in some school concern; limited access to teacher's facilitation of instruction in the new normal; differentiated TA assistance is needed; school head is still adjusting with new normal way of providing TA.
2. The immediate solutions the respondents actuated for the following key result areas:
 - 2.1. In management of Curriculum, Learning Activity Sheets were to supplement the delayed delivery of learning modules same with tapping other teachers to look for other platforms.
 - 2.2. In Curriculum Development, Enrichment and Localization, teachers convened in online platforms to discuss the contents of the self-learning modules and craft some topics that needs to be localized; having Learning Action

Cells via online; conducting roll outs of seminars attended by the Master Teachers; and mobilizing all the Master teachers in the district to come up with the solutions needed.

- 2.3. In Learning Assessment Outcomes, the issuance of DepEd order no 31, s 2020 Interim Guidelines for Assessment and Grading in Light of Basic Education Learning Continuity Plan aimed to provide guidance on the assessment of student learning and on the grading scheme to be adopted this school year.
- 2.4. In Technical Assistance, the respondents provided the following solutions for technical assistance: provide self- monitoring resources that will help teachers in giving TA; assessments of the results of coaching to teachers and adoption of additional and appropriate input to be utilized for future technical assistance; combined ideas are a great help to make interventions be successful; implementation of the different intervention; proper scheduling on giving TA both in Work from Home and Skeletal Work Arrangements.

RECOMMENDATIONS

With respect to the conclusions drawn, the succeeding recommendations are presented:

1. SDO Division of Batangas may adopt remote teaching and learning strategies to further enhance the implementation of the curriculum.
2. External support from the local governments may be acquired for speedy distribution of learning modules.
3. Fostering academic ease measurements may be entertained to avoid congested learning activities and tasks for students.

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MARAMOT, M.B., BASILAN, M.L.J.C., CARANDANG, M.C.C, CASANOVA, R.S., ILAO, L.V., LAKSAMANA, G.M., MENDOZA, R.A., MORILLO, J.J., TOLENTINO, E.R., ULARTE, M.B., *Converge CID (Connect, Innovate, Deliver): Curriculum Implementation Advancement in SDO Batangas Province, pp.184 – 197*



4. The teachers may maximize the available learning materials from printed available books to avoid burden in the development and localizing materials.
5. Trainings and Workshops maybe given for the preparation of monitoring tools of the localized materials.
6. Learning Activity Sheets maybe continuously supplemented to mend the delayed delivery of learning modules.
7. Learning Action Cells may be strengthened but in moderation to cater the timely and relevant needs of the teachers.
8. Trainings and workshops on assessments maybe given to teachers to support them in assessing the learners.
9. Coaching and mentoring maybe strengthened through the help of Key teachers, head and master teachers in the school of even in the whole division.
10. Other learning areas may innovate even more to help the teachers and learners in the education process.
11. Madrasah Education for Filipino Muslims may be enhanced in different districts of the division if applicable and needed.
12. The proposed curriculum implementation program may be implemented, enhanced and evaluated thereafter.

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P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com

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Ma. Leticia Jose Cabaña Basilan, Ph.D. is a graduate of Bachelor of Science in Commerce, Major in Banking and Finance granted as University Scholar (PD 451) in the University of Batangas and Provincial School Board Scholar, 2002; Bachelor of Secondary Education, Major in English; Doctor of Philosophy in English Language Studies and Masters Master of Arts in English Language Studies (in Lyceum of the Philippines University – Batangas with the highest honors, Academic Excellence Award. She was able to publish several books for Senior High School and have implemented several research-based outputs and innovation. One of these was LIBRO ni Bonsai Google application which was meant to aid the scantiness of instructional materials in the initial years of SHS implementation. She was hailed as the Gawad Balisong Most Outstanding Teacher in Batangas Province and one of the Top 3 Finalist in Gawad Patnugot Most Outstanding Teacher 2019. Presently, she is an Education Program Supervisor in the Department of Education-Batangas Province.



Macaria Carina C. Carandang is the Education Program Supervisor in Department of Education in SDO Batangas who graduated Bachelor of Science in Industrial Education at Batangas State University

awarded as Outstanding BSIE Graduate in 1990. In her 16 years teaching Technology And Home Economics, she received several awards as outstanding TLE teacher in school, area and division levels. As EPS for 15 years, she garnered various awards/ achievements in division, regional and national levels in the TLE activities/ competitions on her leadership. As an author/ advocate of the PROJECT DRIVE. P3T (Diversified Research Initiatives toward Valuable and Exemplary Practices in Teaching TLE/TVL), she soared high with an Outstanding Instructional Leadership Development Program for Division and District Supervisors Award in the entire region in 2019.



Rolando S. Casanova is an Education Program Supervisor in Department of Education for almost 10 years now. He is a graduate of Bachelor of Science in Industrial Education major in Industrial Arts in Pablo Borbon Memorial Institute of technology (now Batangas State University) and gained his masters degree in Educational Management at Rizal Colleges. He was awarded as Araling Panlipunan/ Social Science Most Outstanding Education Program Supervisor 2019, Gawad Balisong Finalist 2018, and Most Outstanding Physical Facilities Coordinator for R4A CALABARZON in 2012.



Loreta V. Ila offers her more than two-decade experience in the Department of Education. She is a graduate of Bachelor in Secondary Education, Major in Filipino and with specialization in Campus Writing and Advising (Cum Laude), and Master of Arts in Educational Management from Philippine Normal University, Taft Avenue, Manila. She is one of those who rose from the ranks. She served as a classroom teacher and school paper adviser for five years. Then she became a secondary school principal for ten years. At present, she works in the Schools Division Office of Batangas Province as Education Program Supervisor - 1 in Curriculum Implementation Division (CID). Her passion for teaching and dealing with the learners helped her to extend her support in providing technical assistance to the clientele. She is a trainer, a mentor, a

teacher, and a public servant. She believes in the saying of Martin Luther King Jr., *“Somewhere along the way, we must learn that there is nothing greater than to do something for others.”*



Gina M. Laksamana, Ed.D is a former Education Program Supervisor (EPS) in DepEd Division of Batangas, who spearheaded different programs from 2005-2021. Those programs are Kindergarten, Multigrade, Early

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Rosalinda Andaya Mendoza, is an Education Program Supervisor in charge of Learning Resources Management Section in DepEd Batangas. She's a graduate of Bachelor of Secondary Education

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P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com

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Supervisor during the search for Gawad Balisong 2018 and recently she was awarded as the outstanding employee for the month of February 2021.



Jimmy De Jesus Morillo is an Education Program Supervisor in Charge of MAPEH and Sports of DepEd Division of Batangas. A graduate of Bachelors of Elementary Education, He finished Master of Arts in Education Major in Educational Management. Regional Gawad Patnugot Most Outstanding Program Implementer in Sports.

Gawad Lagablab” awardee of the Regional Association of Communication Arts Supervisor . He is a and regional trainer on K -3 Early Language Literacy and Numeracy (Batch 2 , 3 & 4) of the Region IV A- Calabarzon CLMD; 2010 Secondary Education Curriculum, SEDP & Understanding by Design (UbD), Module & Worktext Writer. In 20 He became an Assessment Item Writer of the Bureau of Education Assessment (BEA) -Research Division & Special Curricular Programs (SCP) of the Bureau of Curriculum Development (BCD) , trainer-facilitator of the K to 12 Basic Education Curriculum , DAP-ELLN and various K to 12 Curriculum Teaching -Learning Delivery Programs.



Elizabeth R. Tolentino, MAEd Mathematics is an Education Program Supervisor in Mathematics in the Department of Education - SDO-Batangas. She is a graduate of Bachelor of Science in Secondary Education, major in Mathematics and finished her Master of Arts in Education major in Teaching Mathematics at Rizal College, Taal, Batangas and Batangas State University respectively. Dean's lister and scholar of Rotary Club International. She was awarded as 2012 Outstanding Head Teacher at Calaca District and SDO Batangas for coaching and garnering awards for International Competitions in Mathematics. She is a co-author of Grade 1 and Grade 8 Mathematics books for Private Schools. National Trainer in Mathematics K to 12 Basic Education Curriculum. One of the writers of PIVOT 4A BOW-Budget of Works CALABARZON and member of Technical Working Group TWG of Department of Education-Bureau of Learning Resources (DepEd-BLR) as Evaluator and Reviewer of Mathematics Self-Learning Modules.

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