



**SUPERVISORS' EXPERIENCES IN THE IMPLEMENTATION OF
THE SCHOOL OF TOMORROW (S.O.T.): BASIS FOR
PROGRAM ENHANCEMENT**

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ABSTRACT

This qualitative study aimed to understand the lived experiences of supervisors in the implementation of the School of Tomorrow as a basis for program enhancement. The research method utilized in the study was qualitative, using in-depth interviews, and the design was phenomenology with thematic analysis. The challenges encountered by supervisors in the implementation of the School of Tomorrow curriculum were found to be managing students' output and tests, managing students with special needs, and managing transferees from non-SOT schools. Programs were recommended to enhance the system by providing assistance and support mechanisms, continuous training and mentorship programs, developing structured programs for transferees and special needs students, creating ongoing professional development, establishing structured communication channels and engagement programs, and ensuring continuous professional training for supervisors.

Keywords: *Supervisors' experiences, School of Tomorrow, Implementation, Program Enhancement*

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INTRODUCTION

Over the years, it was known to us that the evolution of curriculum has been demanding due to the pressure of catering diverse learning needs with different innovative methods of teaching towards 21st century learners. According to an article of Association of American Colleges and Universities by Persen and O’Neill (2025), it is important to establish innovative outcomes of curriculum development and integration of technology in education because of the substantial changes that is happening in our society such as technological developments and the shifting focus of workforce from industrial to knowledge-based skills.

One of the curriculums that exists in the Philippines is the School of Tomorrow (SOT), also known as Accelerated Christian Education (A.C.E.) program. The curriculum was recognized by the Department of Education (DepEd) to accommodate learners aged four and five to develop basic skills that prepare them to learn to read; The program has an intensive pre-elementary reading program that can be completed within 12-15 weeks depending on the child’s capability to learn; Also, the curriculum offers an individualized elementary program that can be completed within six to eight years that can lead into succeeding program in high school which can be usually accomplished within three to four years. It was stated by the executive director of the SOT Philippines that the curriculum has been implementing the k-12 program for the past 40 years, long before the DepEd adopted it (Panaligan & Maming, 2021).

Learning center supervisors, instead of traditional teachers, serve as facilitators that guides the learners in setting goals for the day, tracking progress, and ensuring that the mastery of each “learning modules” called PACEs (Packets of Accelerated Christian Education)

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takes place before proceeding to the next one. The curriculum emphasizes on fostering independent learning, critical thinking, and self-discipline with integration of Biblical Principles.

Despite having a fascinating teaching-learning process, the implementation of School of Tomorrow curriculum contains present challenges. Learning center supervisors must give effective instructional and motivational strategies as well as facilitating the individual learning difficulties, while following the curriculum procedures.

The School of Tomorrow having the Accelerated Christian Education (A.C.E.) here in the Philippines promises that they can give the most advanced twenty-first-century educational system available, but the experiences and grievances of S.O.T. graduates stated otherwise. In some S.O.T. schools the curriculum is offered in Pre-School to Junior High School only, difficulty in transitioning from S.O.T. school to conventional schools offering Senior High School Program and conventional schools must be adopted and integrated to the S.O.T. Junior High School (Panaligan & Maming, 2021).

This study aimed to take a glance on the experiences of learning center supervisors in implementing the School of Tomorrow. These experiences highlighted insights on how to improve practices as well as to employ strategies in implementing the curriculum. It aimed to be a venue for hopeful "shared understanding" among fellow colleagues or facilitators which can be an instrument for continuous improvement on the implementation of SOT system, ensuring that it is effective and attainable in the current educational setting.

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MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis. The study determined the supervisors' experiences in the implementation of School of Tomorrow as a basis for program enhancement in Panay Island particularly in Oton, Tigbauan, and within Iloilo City during the School Year 2024-2025.

Research Method

The research method utilized in this study was qualitative research using in-depth interview.

The descriptive research method focuses on systematically describing a phenomenon as it exists in its natural setting, without manipulating variables.

According to Elliott (2025), it aims to provide an accurate portrayal of current conditions, practices, or relationships within educational settings, enabling researchers to understand trends, patterns, and implications for practice. This approach is particularly useful in educational studies that seek to document and analyze real-world events, behaviors, or perceptions without altering the environment in which they occur (Elliott, 2025).

The interviewer with the interviewee during the interview were allowed to sit together in a distance and to think about the series of questions about a certain issue. The aim is to get the main or the necessary views of the participants in a certain issue in a social context through the responses of the participants to the questions.

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Research Design

The study used phenomenological research design. Phenomenology was considered as a philosophical approach to undertaking qualitative research. The goal of phenomenology is to understand how others view the world, and how this view may vary from commonly held views by focusing on a person's subjective interpretations of what he or she experiences. Phenomenology is done by interviewing the subjects to learn their impressions, and is frequently used in such fields as psychology, sociology, and social work.

Phenomenology focuses on the study of structures of consciousness as experienced from a first-person perspective. The central aim of phenomenology is to investigate and describe phenomena as they are consciously experienced, without resorting to theories about their causal explanations or being influenced by unexamined preconceptions (Biemel & Spiegelberg, 2024).

Participants of the Study

The participants of this study were the twenty-one (21) learning center supervisors from different private schools during the school year 2024-2025. The participants were selected using a purposive sampling technique.

The researcher identified the learning center supervisors as they significantly accommodate learners using the system of the School of Tomorrow curriculum.

Sampling Design

Purposive sampling design was used in the study. Purposive sampling according to Nikolopoulou (2023) refers to a group of non-probability sampling techniques in which units

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are selected because they have characteristics that you need in your sample. In other words, units are selected “on purpose” in purposive sampling.

This is also called judgmental sampling, this sampling method relies on the researcher’s judgment when identifying and selecting the individuals, cases, or events that can provide the best information to achieve the study’s objectives.

Research Instrument

The research instrument utilized in the study was a researcher-made interview schedule.

An interview schedule in qualitative research is a structured or semi-structured guide comprising a list of questions or topics that the interviewer intends to cover during the interview process. Its primary purpose is to ensure that all relevant areas are systematically explored across interviews, enhancing consistency, rigor, and comparability of data, while still allowing flexibility for in-depth probing and adaptation to emerging insights (Morris, 2025).

The interview schedule had three questions focusing on the purpose of study. Voice and video recorder were also used for data gathering and documentation depending upon the permission of the participants.

Validity of the Research Instrument

Prior to the determination of the validity of the interview schedule made by the researcher, the adviser, Dean of the Graduate School then a panel of jurors who were considered for their expertise in the field of research, testing and assessment, and English, were requested to validate each question for review and modification.

Validity refers to the extent to which the findings, interpretations, and conclusions

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derived from a study are accurate, meaningful, and appropriate in representing the concept being examined. It ensures that the research instrument truly measures what it is intended to measure and that the results are credible reflections of reality. In establishing content validity, the questions and format of the instrument must align with the study's defined variables and objectives to guarantee that each item accurately reflects the construction under investigation.

This process often involves expert review to determine whether the items are relevant, clear, and representative of the concepts being studied. By ensuring that the content and structure of the instrument are consistent with the study's framework, researchers enhance the accuracy and usefulness of the data collected in relation to the research objective (Creswell & Creswell, 2023).

Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (Appendix A).

Data Gathering Procedures

Permits from the adviser, Dean of the Graduate School, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/place convenient on the part of the participants to conduct the interview.

The researcher conducted an interview to the participants but prior to this, the researcher had to encourage the participants to sign a waiver or permission relative to the conduct of the study.

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Using in-depth interview, voice and video recorders were also provided to completely capture the interviewee's words. The researcher consolidated all the collected data after series of interviews.

Data Analyses

The data collected through the interview schedule were analyzed using thematic analysis, a qualitative method designed to identify, interpret, and report recurring patterns or themes within narrative data. This approach enables the researcher to uncover meaningful insights into the challenges and coping strategies of teachers teaching reading to multi-grade classes in the island schools.

Each written response was carefully examined to extract emerging themes related to behavior, communication, decision-making, motivation, and support of multi-grade teachers.

According to Braun and Clarke (2021), thematic analysis provides a flexible yet rigorous framework for analyzing qualitative data, allowing researchers to identify both explicit and implicit meanings across participants' narratives. It is particularly suitable for educational research that seeks to understand complex social and organizational dynamics. Nowell et al. (2021) further emphasize that thematic analysis enhances transparency and credibility in qualitative studies by ensuring systematic coding and interpretation of data.

RESULTS AND DISCUSSIONS

This study was conducted to determine the supervisors' experiences in the implementation of School of Tomorrow as a basis for program enhancement for School Year

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2024-2025. The scope of this research extended to examine the experiences, challenges, hindering circumstances, and coping strategies of Learning Center supervisors on the implementation of School of Tomorrow curriculum.

The research method utilized in this study was qualitative method using in-depth interview and the research design was phenomenology.

The participants of the study were twenty-one (21) supervisors associated to private institutions that were using the School of Tomorrow curriculum in Iloilo City and Province. Thus, three (3) private schools are from Province of Iloilo particularly in Oton and Tigbauan while the rest of the participated schools are in Iloilo City. They were purposely chosen based on the data needed that would answer the research questions during the interview.

A researcher-made interview schedule was used as an instrument to gather data.

Voice and video recorders were also used for data gathering and documentation depending upon the permission of the participants.

The questionnaire underwent content-validation by the Panel of Experts. The Criteria for the Content Validation were used to determine the validity of the questions in the interview schedule. The researcher considered all comments and suggestions relative to the validation of the tool. After the questionnaire had been found valid, permits were prepared to allow the researcher to start conducting the in-depth interview.

Permits from the adviser, school head, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/place convenient on the part of the participants to conduct the interview.

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The researcher consolidated all collected data after series of interviews. The information was gathered, analyzed, and interpreted using thematic approach.

The following are the findings of the study:

Based on the responses from the in-depth interviews, supervisors from different schools using the School of Tomorrow curriculum shared diverse experiences that can serve as a basis for program enhancement, fostering an effective and relevant educational program for 21st-century learners. They described the curriculum as a system focused on character development, individualized mastery-based learning, making adjustments, and monitoring students' progress.

During the in-depth interviews with the participants, it was revealed that the challenges supervisors faced in implementing the School of Tomorrow curriculum included managing students' output and tests, addressing the needs of students with special needs, and managing transferees from non-SOT schools.

The coping strategies employed by supervisors in facilitating the School of Tomorrow curriculum, as identified from the interviews, included thinking outside the box, using a reinforcement and demerit-merit approach, collaborating with parents, applying experiences to productive practice, conducting regular morning devotions, and providing ongoing training.

Based on the findings, the following insights were drawn:

Learning Center supervisors' experiences with an individualized and character-building curriculum highlight both challenges and rewards. Effective implementation requires flexibility,

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professional development, and continuous adaptation to students' diverse needs. Support systems, especially monitors, play a crucial role in guiding supervisors, facilitating individualized instruction, and tracking progress, leading to improved student outcomes. Ultimately, successful curriculum delivery depends on structured support, adaptability, and the integration of academic, moral, and character education.

Supervisors face the dual responsibility of ensuring academic performance while fostering moral development, balancing standards with individual learner needs. Challenges become more pronounced for transferees and special needs students, requiring flexibility, diagnostic sensitivity, individualized support, and structured remediation. Successful supervision depends on a school's readiness to address diverse learning needs while maintaining equitable support and promoting both academic competence and character growth.

The successful implementation of the School of Tomorrow (SOT) curriculum hinges on supervisors' ability to combine structured, individualized learning with adaptive, creative instruction. Meeting diverse student needs demands innovation, compassionate flexibility, and strong collaboration with parents. Supervisors' effectiveness is bolstered by experience, mentorship, professional training, reflective practice, and spiritual grounding.

In summary, SOT success relies on adaptive pedagogy, ongoing professional development, parent-school partnerships, and holistic support for both educators and learners.

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Conclusion

In the light of the findings and insights arrived in this study, the following recommendations are highlighted:

Schools should ensure the availability of well-trained monitors and structured support mechanisms to assist supervisors in tracking student progress, providing individualized guidance, and managing diverse learning needs effectively.

Continuous training and mentorship programs should be provided for supervisors to strengthen their instructional flexibility, pedagogical skills, and capacity to integrate academic, moral, and character education, ensuring holistic student development.

Schools should develop structured orientation, remediation, and tutorial programs for transferees and special needs students to address academic gaps, support skill development, and ensure smooth integration into the learning environment.

Supervisors should receive ongoing professional development focused on diagnostic assessment, differentiated instruction, and strategies for balancing academic standards with moral and character development to effectively meet diverse learner needs.

Schools should establish structured communication channels and engagement programs to actively involve parents in supporting their children's learning, reinforcing academic mastery, character development, and accountability.

Continuous professional training, mentorship, and opportunities for reflective practice should be provided to supervisors to build instructional adaptability, creative problem-solving, and holistic approaches to student learning and moral development.

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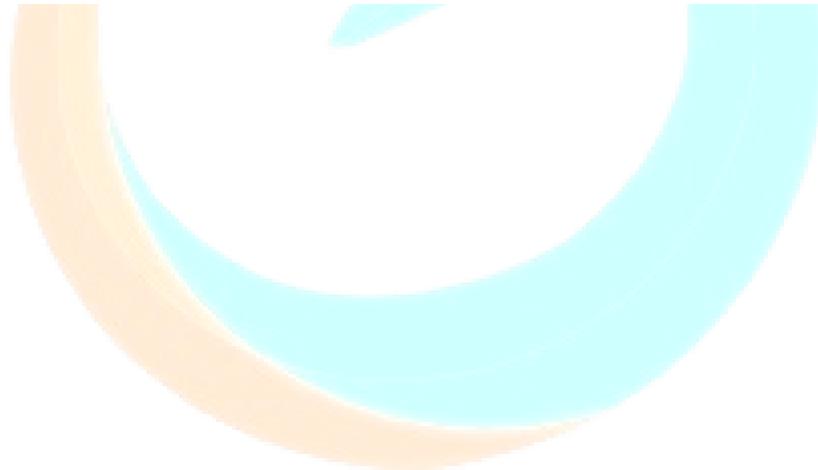
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To validate the results of the present investigation, parallel studies must be conducted in a wider scope and consider other variables not mentioned in this study.



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