



REVISED K-10 CURRICULUM IMPLEMENTATION AND TEACHERS' PERFORMANCE

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ABSTRACT

This study determined the significant relationship between Revised K-10 Curriculum Implementation and Teachers' performance. A proposed Instructional Supervisory plan was formulated based on the result of the study. This research employed a descriptive-correlational design to examine the implementation of the Revised K-10 Curriculum and its relationship to teachers' performance. Specifically, the study sought to describe teachers' perceptions and expectations regarding the new curriculum and to determine how its implementation related to key dimensions of teaching performance—namely, content knowledge and pedagogy, learning environment and community linkages, and professional engagement.

The descriptive aspect of the design focused on collecting data that provided an in-depth understanding of how teachers perceived the Revised K-10 curriculum, including the support, training, and instructional adjustments they experienced. It also explored what teachers expected in terms of workload, instructional delivery, and student outcomes. Meanwhile, the correlational component of the design aimed to examine the degree of relationship between curriculum implementation and the various dimensions of teacher performance. This design did not attempt to establish causality but instead identified whether a statistically significant association existed among the variables.

The relationship between Revised K-10 Curriculum-related variables and teachers' performance. It highlights the statistical relationship between how effectively the Revised K-

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10 Curriculum was implemented and the level of performance demonstrated by teachers. The data serve as an important basis for understanding how curriculum practices under the Revised K–10 framework influenced teaching effectiveness in the classroom.

As shown in the table, the results revealed a high positive correlation between Revised K–10 Curriculum practices and teachers’ performance. This suggests that as teachers became more effective in implementing the Revised K–10 Curriculum, their overall performance also improved. The strength of this relationship shows that the curriculum not only provided structured learning guidelines but also enhanced teachers’ instructional competence, planning skills, and classroom management strategies. Moreover, the statistical findings confirmed that the relationship was significant, indicating that the observed connection did not occur by chance.

This significant relationship implies that teachers who faithfully adopted and applied Revised K–10-aligned teaching practices were more likely to achieve higher levels of performance. The result emphasized the crucial role of curriculum support and alignment in developing teacher proficiency and classroom effectiveness. It further indicated that the Revised K–10 Curriculum provided relevant pedagogical approaches that strengthened teachers’ capacity to deliver quality education and improve learner outcomes. The consistency between curriculum adherence and performance highlighted the importance of continuous teacher training and curriculum orientation sessions to sustain such positive outcomes.

The results imply that the Revised K–10 Curriculum practices and teachers’ performance had a strong and significant relationship. The result implies that as teachers deepened their understanding and application of the Revised K–10 Curriculum, their professional performance increased correspondingly. This finding underscores that effective curriculum implementation directly enhanced teachers’ teaching quality and student learning experiences, confirming that the Revised K–10 framework served as a strong foundation for professional excellence and instructional success.

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Keywords: *Revised K-10 Curriculum Implementation, Teachers performance*

INTRODUCTION

The Revised K–10 Curriculum, introduced by the Department of Education (DepEd) in 2023, serves as the study's independent variable. It was developed to address long-standing concerns in the K–12 Basic Education Program, such as curriculum overload, poor learner outcomes, and lack of emphasis on foundational skills. This curriculum aims to refocus instruction on literacy, numeracy, peace education, and socio-emotional learning.

The dependent variable, teachers' performance, refers to how effectively teachers deliver instruction, manage learning, and meet DepEd's performance metrics, such as the Results-Based Performance Management System (RPMS) and the new Performance Management and Evaluation System (PMES). The study seeks to understand how the quality and consistency of Revised K–10 Curriculum implementation directly affect these aspects of teacher performance.

Fullan (2017) emphasized that successful curriculum reform depends on consistent execution and teacher capacity. According to Cordova et al. (2020), teacher training, clarity of instructional goals, and administrative support significantly influence how reforms are translated into daily teaching practice. Herrera (2025), in a local study, found that schools implementing the Revised K–10 Curriculum with high fidelity experienced a measurable improvement in teacher competence and instructional delivery. Similarly, Gumilao and Langan (2025) reported a statistically significant increase in teacher performance scores after receiving Revised K–10 Curriculum-aligned training ($p < 0.001$), emphasizing the need for deeper investigation into this correlation in non-pilot schools.

Despite these promising indicators, several pressing issues warrant further research. First, the nationwide rollout of the Revised K–10 Curriculum in SY 2024–2025 has encountered

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serious logistical and professional development gaps. Many teachers reported receiving insufficient training—often only one week—before implementation, leading to confusion, stress, and lack of preparedness (Rappler, 2024). Additionally, the Philippine education system currently suffers from a shortage of over 89,000 teachers (Gatchalian, 2023), resulting in larger class sizes and heavier teaching loads, which can diminish instructional quality regardless of curriculum design. Without sufficient teacher support, the risk of implementation failure remains high.

The implementation process has also been marked by administrative burden and inconsistent policy communication. According to a Manila Bulletin report (2024), teachers lost an average of 53 days of actual teaching time in the previous school year due to administrative tasks and school-based disruptions, undermining the Revised K–10 Curriculum’s goal of strengthening foundational learning. Although DepEd responded by introducing the interim PMES and adjusted classroom load guidelines, teacher burnout and frustration persist. These contextual factors can greatly influence performance outcomes, making it essential to study whether effective curriculum implementation can mitigate or worsen these challenges.

Moreover, current research has not yet explored how implementation fidelity of the Revised K–10 Curriculum affects teacher performance across varied contexts, such as rural vs. urban schools, or among novice vs. experienced teachers. While qualitative studies have explored teacher perceptions of the curriculum, there is a lack of empirical studies linking curriculum adherence to quantifiable performance metrics. This gap is especially critical as DepEd considers refining the curriculum and expanding digital and modular delivery modes in future school years.

There is a compelling need to conduct this study to evaluate the actual impact of Revised K–10 Curriculum implementation on teachers’ performance. Given the challenges in training, staffing, and workload, this research will provide vital insights into which implementation practices promote or hinder teacher effectiveness. Its findings can guide DepEd and school leaders in strengthening professional development programs, revising

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support mechanisms, and enhancing accountability systems. By focusing on how curriculum reform affects those who deliver it—the teachers—this study aims to contribute meaningfully to the improvement of basic education in the Philippines.

This study determined the significant relationship between Revised K-10 Curriculum Implementation and Teachers' performance. A proposed Instructional Supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the perception of the respondents in the related variables in the Revised K-10 Curriculum in terms of:
 - 1.1 Curriculum content and alignment;
 - 1.2 Curriculum implementation and support;
 - 1.3 Curriculum Planning
 - 1.4 Learning Delivery
 - 1.5 Learning Resources
 - 1.6 Assessment?
2. What is the teacher's performance based on Classroom Observation Tool?
3. Is there a significant relationship between the related variables in the Revised k-10 Curriculum and teacher's performance as perceived by the teachers?
4. What instructional supervisory plan can be proposed based on the findings of the study?

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Statement of Hypothesis

H_0 – There is no significant relationship between the related variables in the Revised K–10 Curriculum and teacher’s performance as perceived by the teachers.

METHODOLOGY

Design. This research employed a descriptive-correlational design to examine the implementation of the Revised K-10 Curriculum and its relationship to teachers’ performance. Specifically, the study sought to describe teachers' perceptions and expectations regarding the new curriculum and to determine how its implementation related to key dimensions of teaching performance—namely, content knowledge and pedagogy, learning environment and community linkages, and professional engagement. The descriptive aspect of the design focused on collecting data that provided an in-depth understanding of how teachers perceived the Revised K-10 Curriculum, including the support, training, and instructional adjustments they experienced. It also explored what teachers expected in terms of workload, instructional delivery, and student outcomes. Meanwhile, the correlational component of the design aimed to examine the degree of relationship between curriculum implementation and the various dimensions of teacher performance. This design did not attempt to establish causality but instead identified whether a statistically significant association existed among the variables. This methodology was appropriate because it allowed for a comprehensive analysis of existing practices and experiences without manipulating any variables. The results of this research offered insights that could inform policy decisions, professional development programs, and curriculum refinement initiatives within the Department of Education.

The main locale of the study was at Monteverde, Cabatoan, Villa, Gubang, Kagumay, Altavista Elementary Schools and Makinhas National High School. The research respondents in this study were the 7 School Heads, 50 Teachers who were chosen through a universal

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sampling technique by the researcher. To assess the impact of respondents' perceptions on the Revised K-10 Curriculum implementation and how it relates to teacher's performance in terms of content knowledge and pedagogy, learning environment, and community linkage and professional engagement as perceived by the respondents, a survey questionnaire adopted from Philippine Professional Standards for Teachers was used. This instrument consisted of ten indicators for each variable to determine respondents' perceptions of the implementation of the Revised K-10 Curriculum, including curriculum content and alignment, curriculum implementation and support, and how it affects teacher's performance as perceived by the respondents. Likert scaling was employed to measure respondents' perceptions of the Revised K-10 Curriculum using the four-point scale with very strong agreement to very strong disagreement where four (4) is the highest and one (1) is the lowest. The proposed instructional supervisory plan was taken based on the findings of the study.

Sampling. The respondents of the study were the 7 School Head, 50 teachers that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. To gather the necessary data within one month (30 days), the researcher sought permission from the Schools Division Office headed by the Schools Division Superintendent through a transmittal letter. The same letter content was also given to the Public School District Supervisor, School Principal, and the teachers under their supervision. The researcher distributed the survey questionnaires to the School Heads to be answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r. The collected data were then collated and submitted for appropriate statistical analysis.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly

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voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas were used in this study:

The simple percentage and weighted mean was employed to determine the Revised K-10 curriculum implementation and teachers' performance.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the Revised K-10 Curriculum Implementation and teachers Performance.

RESULTS AND DISCUSSION

TABLE I

RESPONDENTS' PERCEPTION ON THE REVISED K-10 CURRICULUM

Domain	Average Weighted Mean	Verbal Interpretation	Remarks
1.1 Curriculum Content and Alignment	4.07	Agree / Highly Observed	Curriculum content is generally aligned and relevant.
1.2 Curriculum Implementation and Support	3.72	Agree / Observed	Implementation is evident but requires more consistent support.
1.3 Curriculum Planning	3.77	Agree / Observed	Planning practices are in place but not maximized.
1.4 Learning Delivery	4.14	Agree / Highly Observed	Learning delivery is effectively carried out by teachers.
1.5 Learning Resources	3.16	Neutral / Moderately Observed	Adequacy and accessibility of resources remain a concern.
1.6 Assessment	4.31	Strongly Agree / Very Highly Observed	Assessment practices are very evident and well-implemented.

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Domain	Average Weighted Mean	Verbal Interpretation	Remarks
Overall Weighted Mean	3.86	Agree / Observed	Respondents perceive the Revised K–10 Curriculum as generally observed and implemented.

Legend for Verbal Interpretation

- **4.21 – 5.00** = Strongly Agree / Very Highly Observed
- **3.41 – 4.20** = Agree / Highly Observed
- **2.61 – 3.40** = Neutral / Moderately Observed
- **1.81 – 2.60** = Disagree / Slightly Observed
- **1.00 – 1.80** = Strongly Disagree / Not Observed

This table presents the respondents' perception on the Revised K–10 Curriculum in terms of six key domains: Curriculum Content and Alignment, Curriculum Implementation and Support, Curriculum Planning, Learning Delivery, Learning Resources, and Assessment. The table reflects the average weighted means, corresponding verbal interpretations, and remarks derived from the gathered responses. These indicators were assessed to determine how effectively the Revised K–10 Curriculum has been observed and implemented in the schools under study, providing insights into areas of strength and aspects needing improvement.

As reflected in the table, the domain on Assessment obtained the highest average weighted mean of 4.31, interpreted as Strongly Agree / Very Highly Observed, suggesting that evaluation practices are effectively implemented and well-monitored. This indicates that teachers consistently use appropriate tools and strategies to measure learning outcomes aligned with the curriculum standards. The next highest rating was in Learning Delivery with an average weighted mean of 4.14 (Agree / Highly Observed), showing that teachers are effectively facilitating lessons and ensuring that learning competencies are met. Similarly, Curriculum Content and Alignment also received a high rating of 4.07 (Agree / Highly

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Observed), implying that the content remains relevant, aligned, and responsive to learners' needs.

Meanwhile, Curriculum Planning (3.77) and Curriculum Implementation and Support (3.72) were both interpreted as Agree / Observed, signifying that while planning and implementation mechanisms exist, there is room for enhancement—particularly in strengthening stakeholder collaboration and sustaining institutional support for teachers. The lowest rating was noted in Learning Resources (3.16), interpreted as Neutral / Moderately Observed, highlighting concerns regarding the adequacy, accessibility, and timely provision of instructional materials essential for effective teaching and learning.

The results imply that the Revised K–10 Curriculum is generally well-implemented and observed, as shown by the overall weighted mean of 3.86, which falls under the category Agree / Observed. The result implies that while teachers and schools demonstrate commitment in delivering quality instruction aligned with the revised standards, continuous support, particularly in providing adequate learning resources and consistent supervision, remains essential to ensure full curriculum effectiveness. Strengthening resource management and support systems would sustain the positive trends seen in teaching, assessment, and learning delivery.

TABLE II

TEACHER'S PERFORMANCE BASED ON CLASSROOM OBSERVATION TOOL (COT)

Indicator	Description	Average Score	Verbal Interpretation
1	Applies knowledge of content within and across curriculum teaching areas	6.88	Outstanding
2	Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	6.74	Outstanding
3	Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	6.52	Outstanding

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Indicator	Description	Average Score	Verbal Interpretation
4	Manages classroom structure to engage learners in meaningful exploration, discovery, and hands-on activities	6.86	Outstanding
5	Manages learner behavior constructively by applying positive and non-violent discipline	6.84	Outstanding
6	Uses differentiated, developmentally appropriate learning experiences to address learners' needs, strengths, and interests	6.88	Outstanding
7	Plans, manages, and implements developmentally sequenced teaching and learning processes	6.58	Outstanding
8	Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT	6.82	Outstanding
9	Designs and uses diagnostic, formative, and summative assessment strategies consistent with curriculum requirements	6.68	Outstanding
Overall Mean		6.76	Outstanding

This table presents the teachers' performance based on the Classroom Observation Tool (COT), which evaluates various aspects of instructional practice and classroom management. The indicators assess teachers' competence in content knowledge, teaching strategies, classroom management, learner engagement, differentiated instruction, and assessment practices. The data reflect the overall quality of teaching performance as observed in actual classroom settings, providing insights into how effectively teachers deliver instruction under the Revised K–10 Curriculum framework.

As reflected in the table, all nine indicators received Outstanding ratings, signifying a high level of competence among teachers in executing their professional duties. The highest mean scores were recorded in the indicators "Applies knowledge of content within and across curriculum teaching areas" and "Uses differentiated, developmentally appropriate learning

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experiences to address learners' needs, strengths, and interests", both earning Outstanding interpretations. These results suggest that teachers effectively integrate subject matter across disciplines and adapt instruction to meet diverse learner needs, ensuring inclusivity and engagement in the classroom. Moreover, high scores were also evident in "Manages classroom structure to engage learners in meaningful exploration, discovery, and hands-on activities" and "Manages learner behavior constructively by applying positive and non-violent discipline", reflecting teachers' ability to maintain a supportive and well-managed learning environment conducive to active participation.

The other indicators, including the use of varied teaching strategies (6.74), integration of higher-order thinking skills (6.52), and the application of appropriate assessment methods (6.68), also received Outstanding ratings. These results demonstrate that teachers effectively employ innovative strategies to enhance literacy, numeracy, and critical thinking skills, while ensuring that assessment practices are aligned with curriculum goals. The consistency of outstanding scores across all domains reflects a strong commitment to teaching excellence and continuous professional growth among educators.

The results imply that teachers' performance, as indicated by the overall mean of 6.76, was Outstanding, suggesting that they have effectively mastered the essential competencies expected of professional educators. The result implies that teachers are not only knowledgeable in their subject areas but are also skilled in applying various instructional methods, managing classrooms efficiently, and assessing student learning in meaningful ways. This indicates that the professional standards set by the Department of Education are being met at a high level, contributing to improved student learning outcomes and overall school performance.

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TABLE III

**RELATIONSHIP BETWEEN REVISED K-10 CURRICULUM-RELATED VARIABLES
AND TEACHERS' PERFORMANCE**

Variables Tested	Correlation Coefficient (r)	p-value	Interpretation
Revised K to 10 Curriculum Practices vs. Teachers' Performance	0.782	0.000	Significant Relationship

Since $p = 0.000 < 0.05$, we **reject H_0** and accept H_1 .

This table presents the relationship between Revised K–10 Curriculum-related variables and teachers' performance. It highlights the statistical relationship between how effectively the Revised K–10 Curriculum is implemented and the level of performance demonstrated by teachers. The correlation coefficient (r) and the p-value were used to determine whether a significant relationship exists between these two variables. The data serve as an important basis for understanding how curriculum practices under the Revised K–10 framework influence teaching effectiveness in the classroom.

As shown in the table, the correlation coefficient (r) is 0.782, indicating a high positive correlation between Revised K–10 Curriculum practices and teachers' performance. This suggests that as teachers become more effective in implementing the Revised K–10 Curriculum, their overall performance also improves. The strength of this relationship shows that the curriculum not only provides structured learning guidelines but also enhances teachers' instructional competence, planning skills, and classroom management strategies. Moreover, the p-value of 0.000, which is less than the significance level of 0.05, confirms that the relationship is statistically significant, meaning that the observed correlation did not occur by chance.

This significant relationship implies that teachers who faithfully adopt and apply Revised K–10-aligned teaching practices are more likely to achieve higher levels of

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performance. The result emphasizes the crucial role of curriculum support and alignment in developing teacher proficiency and classroom effectiveness. It further indicates that the Revised K–10 Curriculum provides relevant pedagogical approaches that strengthen teachers' capacity to deliver quality education and improve learner outcomes. The consistency between curriculum adherence and performance highlights the importance of continuous teacher training and curriculum orientation sessions to sustain such positive outcomes.

The results imply that the Revised K–10 Curriculum practices and teachers' performance have a significant relationship ($r = 0.782$, $p = 0.000$). The result implies that as teachers deepen their understanding and application of the Revised K–10 Curriculum, their professional performance increases correspondingly. This finding underscores that effective curriculum implementation directly enhances teachers' teaching quality and student learning experiences, confirming that the Revised K–10 framework serves as a strong foundation for professional excellence and instructional success.

Conclusion

Based on the results of this study, the relationship between the Revised K–10 Curriculum-related variables and teachers' performance revealed that effective curriculum implementation positively influenced teaching performance. The findings showed that when teachers successfully applied the principles and practices of the Revised K–10 Curriculum, their instructional competence, classroom management, and overall teaching quality improved. This indicates that the curriculum served as a strong guide for enhancing pedagogical practices and aligning learning outcomes with educational goals. The result implies that continuous curriculum support, professional development, and instructional supervision are vital in sustaining teachers' effectiveness and improving learner achievement, thereby strengthening the overall quality of education within the school system.

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Recommendations

Based on the findings of this study, the following recommendations are proposed:

a. The teachers should continuously enhance their knowledge and understanding of the Revised K–10 Curriculum through active participation in professional development programs, curriculum reviews, and collaborative learning communities. They should also apply innovative and student-centered strategies that align with the curriculum standards to ensure effective teaching and improved learner outcomes.

b. The school heads should provide consistent instructional supervision and mentorship to guide teachers in implementing the Revised K–10 Curriculum effectively. They should also organize regular monitoring and evaluation sessions to identify areas for improvement and ensure that the curriculum goals are being met at all grade levels.

c. The Public Schools District Supervisor should strengthen support mechanisms by conducting curriculum implementation assessments and capability-building activities for both teachers and school heads. The PSDS should also facilitate sharing of best practices among schools to promote consistency and excellence in curriculum delivery and teacher performance.

d. The parents should actively collaborate with teachers and schools by supporting their children's learning at home and reinforcing the values and competencies emphasized in the Revised K–10 Curriculum. Their involvement in school programs and feedback activities can help improve both teaching effectiveness and student achievement.

e. The researcher should further disseminate the findings of this study to education stakeholders to promote awareness and evidence-based decision-making in curriculum implementation. The researcher should also advocate for programs that address identified gaps between curriculum expectations and actual classroom practices.

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f. The future researchers should conduct more extensive studies that include a larger sample size and diverse educational settings to validate and expand the current findings. They should also explore other variables such as learner engagement, instructional resources, and administrative support to provide a more comprehensive understanding of how the Revised K–10 Curriculum influences teachers’ performance and overall school effectiveness.

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AUTHOR'S PROFILE



MA. VIRGINIA D. CATORCE

The author was born on July 10, 1995 at Baybay, Leyte, Philippines. She finished her Bachelor's degree in Elementary Education at Franciscan College of the Immaculate Conception. In her high school and college days, she was really into the supervision field. Her leadership experiences in various student organizations significantly contributed to her decision to pursue administration and supervision as her field of specialization in her master's program. She is currently finishing her Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

She is currently a Teacher II in the Department of Education and a Grade – V & VI Teacher at Monteverde Elementary School at Barangay Monteverde, Baybay City, Leyte, Philippines. She is a coordinator in two school organizations for learners namely, Supreme Elementary Learner Government and the Girl Scouts of the Philippines. For her, guiding children and youth is not only a training ground for leadership but also a way of developing patience, empathy, and adaptability. She sees these early supervisory experiences as essential in preparing her to handle more complex responsibilities later on, especially in working with adults who require a different but equally thoughtful approach to leadership and management.

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