

Original Research Article

K to 12 English Curriculum Guide Implementation and Performance in the Public Secondary Schools in the city Schools Divisions of Laguna

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ABSTRACT

The study aimed to contribute in the most appropriate implementation of equipping the learners with communicative competence and multiliteracies by determining if the teachers' perceptions influence the K to 12 English Curriculum Guide implementation and if there is a relationship between the implementation of the Curriculum Guide in English 10 and the performance of students in terms of quarterly tests and school performance in terms of SBM level of practice and OPCR in the City Schools of Sta. Rosa, Biñan and Cabuyao for the SY 2019 – 2020. There were 111 teacher – respondents and 18 school head-respondents from the three City Schools Division of Laguna. The data were gathered through the validated and reliability tested survey questionnaire crafted by the researcher based on the English10 curriculum guide. The data were analyzed using simple frequency count visually supported by graphs, Mean Standard Deviation, Ranking, ANOVA through General Linear Model Pearson r and Chi square-test. The results revealed that teachers' perception in terms of planning, pedagogical approaches and assessment influenced the implementation of curriculum guide. There is a significant is significant relationship between the students' performance in terms of quarterly test and the assessment of curriculum guide implementation in the performance standards and content standards but no significance in the learning competency. Moreover, there is no significant relationship between the school performance in terms of SBM level of practice and OPCR rating and assessment of curriculum guide implementation.

Introduction

The urgent call to provide organized and useful learning opportunities to students equates the function of an effective curriculum, aside from its academic purpose of improving the critical thinking skills and the acquisition of relevant knowledge contributory to apply in their studies, career, and daily life, a good curriculum must also build up lifelong learning competencies, including social attitudes and skills (UNESCO, 2016). Therefore, developed and implemented curriculum in any learning institution must be relevant, contextualized and addressing the need for the total development of the learners.

A curriculum serves as the “heart” of any educational system for it makes the content alive and serves its purpose in directing the educators towards meeting the higher and urgent needs of changing community where the learners live. (Bilbao et al., 2018) describes curriculum as cumulative experiences of an individual gained both inside and outside the school. APEC Human Resources Development Working Group (2016) cited that language curriculum must aim to develop ease in oral and written communication with proficiency, and resource materials have to be suited on the standards of language and competency. According to (Education and Manpower Bureau, 1998) Hongkong English language curriculum provides learners of the language with wider avenue for broader knowledge and experience from other people's custom and tradition, with opportunities for personal and intellectual development, higher studies, enjoyment, and tasks as a scaffold for

communication proficiency. However, despite the promises of language curriculum to ensure learner's lifelong development, varied problems come along during its implementation. Problems concerning language curricula across the globe become a public topic and issue according to way of implementation.

In the Philippines, government has already acted recent reforms aimed to expand access to and improvement of quality of educational system, making the K-12 Law (Republic Act 10533), the Uni FAST Law (RA 10687), and the Free Higher Education Law (RA 10931) in effect. Despite the passage of these laws, however, the Philippines continues to receive poor marks for education in international performance indices.

On Global Competitiveness Index 2017-2018 released by the World Economic Forum, the Philippine education system got even worse on the 2017 Global Innovation Index, where it was ranked at a dismal 113th place out of 127 countries.

In the Program for International Student Assessment (PISA) of the Organization for Economic Co-operation and Development (OECD) in 2018 Philippine scores 353 in Mathematics, 357 in Science and 340 in Reading were all below average. The department boldly step to the examination for essential feedback on gaps and status that gave birth to the "Sulong Edukalidad" (Magtolis, 2019). English proficiency specially reading is the foundation of all other subjects in comprehension and communication thus focusing in English curriculum guide implementation is urgent and relative.

According to Section 24 of the implementing guidelines of Republic Act 10533 or the act enhancing the Philippine Basic Educational System by strengthening its curriculum and extending two years for basic education, also known as the Enhanced Basic Education Curriculum Act of 2013, DepEd is required to undertake a periodic review of the program features for appropriate adjustments as needed to ensure successful, effective, and sustainable implementation of the program.

Chapter 1 Section 7 Letter E Paragraph 3 of Republic Act No. 9155 or the Governance of Basic Education Act of 2001 states that consistent with the national educational policies, plans and standards, the school heads shall have the Authority, Responsibility and Accountability (AuRA) in managing all affairs of the school. This includes the implementation and effectiveness of the curriculum towards the attainment of desired academic performance.

From the Ambisyon 2040 of the National Economic Development Authority 2015 under the subtopic "Filipinos are smart and innovative", it states that "well-educated, innovative Filipinos will continuously improve the quality of life in the Philippines. If education is the process of facilitating the 'acquisition of knowledge, skills, values, beliefs, and habits', formal education is bounded to facilitate the acquisition of knowledge, skills, values, beliefs, and habits." The government leaders are expected to be proactive in setting the agenda for the education sector because education prepares the future Filipino and build up the new Philippine society.

Aside from the development of foundational literacies (reading, numeracy, scientific literacy, ICT literacy, economic and financial literacy, cultural and civic literacy), the formal education system is mandated to equip students with competencies (critical thinking, problem-solving, creativity, communication, collaboration) and instill character qualities (curiosity, initiative, persistence and grit, adaptability, leadership, social and cultural awareness). This may require a modification of the curriculum content, but more importantly, the implementation of the curriculum as a gateway to lifelong learning experiences and continuously upgraded and updated curriculum.

The Content standards must be aligned with all the learning competencies towards effective and successful Performance standards in the form of authentic learning which will equip learners not only in their academic performance but as intelligent decision-makers using their higher order thinking skills towards critical and creative thinking. The researcher, being the instructional supervisor-initiated innovation in ensuring the K to 12 implementations effective adhering the nations literacy target. The need for efficient and effective implementation of the curriculum guide is related to its content.

The issue on the impact of learning resources on language instruction and delivery of the curriculum is widespread in places where English is taught as foreign and a second language. The use of technology in teaching is a need today for teachers have to be at par with the learners' technological knowledge and competencies (Richards, 2014) to meet the demand of competent and gadgets' and other online -learning resources dependent "digital natives" (Prensky, 20011). Furthermore, utilization of technology is helpful to acquire English as a Foreign Language contexts because it provides learning platforms to

master and enhance their language skills (Alsied & Paathan, 2013) and varied instructional activities that sustain engagement of learners (Gunuc & Kuzu, 2014). On the contrary, manipulation of resource materials relevant to prescribed competencies with implemented curriculum is not fully attained in different language classrooms. Pointing out gaps and weaknesses of the curriculum per se and its implementation strongly recommends for a curriculum evaluation, away to make vital judgments on the merit or worth of the totality of the curriculum (International Bureau of Education, 2016).

Dela Rosa et al (2018) arrived at the conclusion for the need to calibrate the specific content and overall design of the curriculum guide as highlighted in findings of the research. The teachers evaluated the 10th grade English curriculum guide as lacking adequate evidence based on its reading content and comprehensiveness in terms of structural design. Hence, in a way there are still aspects to be improved to make materials, such as curriculum guides, helpful and effective for teachers. The content of the curriculum guide has to be holistic, complete, and appropriate to the philosophy and objectives of the English Language Arts curriculum implemented.

Hence, this paper was developed to prove if there is a relationship between the K to 12 English curriculum guide implementation and the performance of public secondary schools as a reflection of curriculum effectiveness. There is an urgent demand for a valid assessment on English subject curriculum guide implementation to respond on the Basic Education Quality, Accessible, Relevant and Liberating for all learning requires language proficiency for all competency specifically literacy.

Literature Review

This chapter included the related literature and studies that gave relevant information to the researcher while in the process of developing the problem. The selected procedures are deemed sufficient to establish a common background for anchorage of the study.

This chapter also included materials related to the study taken from books, journals, magazine, and abstracts in which the ideas of the studies became helpful in establishing a comprehensive discussion of the research problem. Likewise, the researcher believes that the previous studies would help in acquiring ideas on how to interpret the result.

According to Section 24 of the implementing guidelines of Republic Act 10533 or the act enhancing the Philippine Basic Educational System by strengthening its curriculum and extending two years for basic education, also known as the Enhanced Basic Education Curriculum Act of 2013, DepEd is required to undertake a periodic review of the program features for appropriate adjustments as needed to ensure successful, effective, and sustainable implementation of the program. Chapter 1 Section 7 Letter E Paragraph 3 of Republic Act No. 9155 or the Governance of Basic Education Act of 2001 states that consistent with the national educational policies, plans and standards, the school heads shall have the Authority, Responsibility and Accountability (Aura) in managing all affairs of the school. This includes the implementation and effectiveness of the curriculum towards the attainment of desired academic performance.

As concluded by Ornstein and Hunskins (2009), curriculum implementation has a greater impact with written document. Furthermore, it elicited the idea that implementation is caused by careful planning focusing on the three factors: "people, programs, and process". Others do not successfully implementation because they are performance oriented and paid more effort on time and budget innovating the programs and, on the process, but forget the people. The new programs motivate, guide and inspire the human capital to succeed.

Based on the National Research Council. 1997. *Educating One and All: Students with Disabilities and Standards-Based Reform*. Washington, DC: The National Academies Press 2017, Education must be tailored to individual needs to support the emerging policies for standards-based reform so that all types of students afford to have appropriate access to the common curriculum and ensure accountability for own outcomes. There are provisions given for the four disabilities namely speech or language impairment, serious emotional disturbance, mental retardation, and specific learning disability but none is for common disabilities with standards and assessment.

Rusman (2015) stated that curriculum implementation can be learned as "instrumental action and as situational praxis". Firstly, curriculum implementation as instrumental action. Program implementation can be found in producer-consumer paradigm. This paradigm sees the implementation where specialist produces product his consumer for this situation, teachers

and students. The act of implementing the curriculum elicits perennial but by providing a standard and responsive guide on their services specifically in teaching using the K to 12 Curriculum.

Learner-centered approach further led to the development of significant intellect and creativity among learners as it provides a free learning environment without restrictions. The teaching process moderated the process by concentrating on bridging the gap between what the learner knows and what s/he should know (Mugisha & Mugimu, 2015). Philippine Development Plan 2022 aims in building a future where Filipino enjoys *Matatag, Maginhawa at Panatag na Buhay* Part of the strategies is accelerating human capital development to enhance teacher competencies and own styles to reflect persona for quality, accessible, relevant and liberating basic education for all. This will be possible not only through formal education and training but by providing a standard and responsive guide on their services specifically in teaching using the K to 12 Curriculum.

Morris and Adamson (2012) argued that School based curriculum policy makers should continue to study on the contextual barriers during the planning stage of curriculum to free teachers to be a “technician” which was supported by the Central curriculum guide motivating teachers “to employ his/her subject knowledge, professional skills, and understanding of the learners to utilize appropriate methods to help them attain the Learning Targets and Objectives (as stated in the curriculum guide). (Hong Kong Curriculum Development, 2012) added that providing avenue to different of learning opportunities, balanced and coherent school-based curriculum included process of making learners to be active participants.

The underlying principles of the School Based Management is that the people with direct involvement affecting school operations are the most fitted persons to plan, manage and improve the school (Bernaldez, 2011). Merki (2016) included in his paper that policies on performance standards are another practical embodiment of evidence-based governance in education. They usually include the following elements. They set normative expectations by formulating performance standards for specific competences or subjects and age groups. These standards are tested by nationwide comparative student assessments, and the results are fed back to various operative and administrative actors on all levels of the school system, but also to parents, and, in some countries, to the public and the media.

Teaching approaches could be regarded as the steps implemented by teachers to guide and prepare students using the organized and planned cognitive tasks towards accomplishing the learning competency targeted for the specified period. Appropriate pedagogical approaches for specific learning environment and condition enables the teacher to reach the set target in their areas (Kennedy, 2011). However, Akkuzu et al (2011) strengthen in their study that there is a relationship between students’ attitude and academic performance not with pedagogical approaches.

Two findings supported this; First, clear, transparent and vigorously communicated competence goals will decrease the differences in performance requirements between schools and teachers (Eder et al.,2009). Second, competence-oriented and individualized teaching will – due to diagnostic attention to individual learning – help disadvantaged students to achieve performance goals (Beer & Benischek, 2011).

This is supported by Bandura's social cognitive theory that performances in previous assessment tasks influence self-efficacy judgments for tasks of the same assessment type. If students have experienced success in earlier assessment tasks, they are more likely to feel capable to succeed in future tasks of the same type of assessment, which in turn may lead to adoption of performance-approach and/or mastery goals. As such, one could argue that there may be a cross-level interaction effect for teachers' use of a particular assessment type and students' self-efficacy on students' achievement goals.

Related studies to support the SBM Assessment Tools of Datul (2016) state that SBM gain public trust and further adds that the deeper knowledge and skills of administrators, perseverance of teachers and learners, cooperation of parents and community supported with healthy networking and linkages are ingredients to successful SBM programs. Bucud (2016) affirms in his conclusion that community participation has important contribution in the SBM implementation.

Leadership task performance is institutionalized through targeting strategic goals, establishing the necessary performance standards, inspiring and pushing subordinates to do the job through encouragement, recognition, and constructive criticisms (Borman, & Brush, 1993; Tripathy, 2014). Organization's performance lies greatly on the performance of its employees (Khan and Jabbar, 2013).

This study focused on seeking interventions and innovations to meet the gap in the K to 12 implementation specifically in attaining communicative competence and multi-literacy skills which are highly evident failure of the Philippine educational system as reported in the National Achievement Test, Global Competitiveness Index (GCI) and the Programs for International Study Assessment (PISA) of the Organization for Economic and Co-operation and Development (OECD) which are all reflection of reading comprehension ability.

Methodology

This chapter included the method of research, the respondents, the instrument utilized in the investigation, the data gathering procedure, and the statistical treatment.

Research Design

The method of research used by the researcher is a descriptive-correlational research design. Yazon and Buenvenida (2018) in their Learning Guide and Methods of Research shared that descriptive- survey research study provides simple information about the frequency or amount of something. Meanwhile correlational study investigates relationship between two and among three or more variables as cited by (McMillan, 2016). According to Dr. Y.P. Aggarwal descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. It describes systematically a situation of area of interest factually and accurately.

Through this research, decision can be made for improving, maintaining, and rejecting the focus to make it effective and efficient. Since the study described the K to 12 English Curriculum Guide implementation and the performance of the Public Secondary Schools and Grade 10 students, the findings are the bases to formulate a plan, the descriptive method is most appropriate to use. The teacher respondents and school head respondents accomplished the demographic profile used as bases for comparison and checked the column where Likert Scale of 1 to 5 on the questionnaire were the indicators to assess a.) the teachers' perception in teaching English such as planning, pedagogical approaches and assessment b.) the implementation of Curriculum Guide in Teaching English in terms of performance standards, content standards and learning competency to find out if there is a relationship between the results of Curriculum guide implementation and the performance of students and schools and the level of influence in the implementation on the teachers' perception in terms of planning, pedagogical approaches and assessment.

Respondents of the Study

Random sampling was used based on the Slovincs' Formula, wherein the School heads and Grade 10 English teachers of First District City Division of Laguna namely, Sta. Rosa, Biñan and Cabuyao SY 2019 – 2020 were the respondents of this study. The response rate is 89.58%. There were four (4) schools- respondents, four (4) school heads-respondents and forty-three (43) teachers-respondents from the Schools, Division of Binan. There were six (6) schools-respondents, six (6) school heads-respondents and forty-five (36) teachers-respondents from the Schools Division of Cabuyao. There were eight (8) schools-respondents, eight (8) school heads-respondent and thirty-two (32) teachers-respondents from the Schools Division of Sta. Rosa City. Out of 145 population, 129 respondents were included in the study. Location of the schools was considered in sampling because some schools are very far from the researcher's area.

The total respondents were eighteen (18) school heads-respondents and one-hundred eleven (111) teachers-respondents.in which all the respondents were randomly selected through proportional stratified random sampling. The second and third quarterly tests result were compared. The assessment of the survey questionnaire for teachers and school heads were gathered analyzed and interpreted.

Research Instruments

The research instruments utilized by the researcher were the following: the validation tools for the questionnaire crafted by the researcher, the questionnaire regarding the profile of the teacher -respondents in terms of age, gender, educational attainment and years in service, survey questionnaire for the teachers' perception such as planning, pedagogical approaches and assessment, survey questionnaire on the implementation of Curriculum Guide in Teaching English¹⁰ in terms of performance standards, content standards and learning competency, validation tools for questionnaire, results of the second and third quarterly test, SBM level of practice and OPCR and the correspondence for the three division offices.

The researcher conducted in-depth study and analysis of the curriculum guide for Grade 10 English as reliable basis for the coverage and content and how to conceptualize and craft the questionnaire. Sample format downloaded was used as

template. The parts of the curriculum guide such as performance standards, content standards and learning competencies were also used as the components of the curriculum guide implementations and the specific targets were used as the indicators as items. Items very close and similar were combined and deleted to avoid repetition and too long checklist that may discourage respondents to read. Most essential learning competencies were carefully selected to ensure that the important perception would be captured. Pilot testing of the first draft of the questionnaire was given to all English teachers of Pulong Sta. Cruz National High School to test content, construction, linguistics and appropriateness, then English Program Supervisors from Sta Rosa City and Pasay City evaluated the crafted questionnaire using the adapted validation tools focused on clarity, wordiness, negative wording, overlapping responses, balance, use of jargon, appropriateness of responses listed, use of technical language, the content (performance standards, content standards, learning competency and its components, the perception of teachers in teaching English in terms of planning, pedagogical approaches and assessment). The comments and suggestions were integrated in the final draft and approval was secured. Since the rating was very satisfactory and certified as evaluated and validated, the draft was finalized and reproduced for distribution.

The developed questionnaires in the survey of respondents' profile in terms of gender, age, educational attainment and years in teaching gave the frequency for descriptions and comparisons of the respondents. The crafted and validated checklist of teachers' perception on planning, pedagogical approaches and assessment provided data for description and determining influence in the curriculum guide implementation.

The crafted and validated checklist of curriculum guide implementation in terms of performance standards, content standards and learning competency provided data for descriptions and determining the relationship of the variables. The secured 2019-2020 second and third quarterly assessment results, 2017 -2019 School Based Management Level of Practice and the Office Performance and Commitment Rating from different department in the division office were utilized to test if there was a relationship between the assessment of curriculum guide implementation using the mean scores in the survey and the implementation of the curriculum guide. The following are the scales for the survey questionnaire: (1.00 – 1.49) Never Implemented (1.50 – 2.49) Rarely Implemented (2.50 – 3.49) Sometimes Implemented (3.50 _ 4.49) Most of the times Implemented (4.50 --5.00) Always Implemented.

Research Procedures

The researcher secured a written permission to conduct the study from the Schools Division Superintendent of Santa Rosa City, Biñan and Cabuyao for indorsement to school-head respondents in the three divisions. The researcher discussed with the school heads the details and procedures of the study that to be conducted. The second and third quarterly test results of the student respondents, the SBM level of practice and OPCR were gathered while survey questionnaire was administered to the teacher and school head- respondents.

Utmost care was taken so as not to disrupt the classes of the teacher-respondents and respect the identity and integrity of the respondents by observing Data Privacy Law. The researcher personally distributed and retrieved the questionnaires. Then the gathered data were classified, encoded, summarized and analyzed.

Statistical Treatment of Data

To analyze gathered data and arrive at the most reliable, valid and acceptable findings and conclusion, the following statistical treatments were applied. Simple frequency counts supported visually by pie graphs was used to describe the respondents' demographic profile in terms of age, gender, educational attainment and years in service. Mean Standard Deviation and Ranking based on the mean value were used to describe the indicators of teachers' perception in terms of planning, pedagogical approaches and assessment, the indicators of the curriculum guide implementation in terms of performance standards, content standards and learning competency, the performance of students in terms of quarterly tests and the SBM level of practice and OPCR rating.

The Analysis of Variance (ANOVA) which run through General Linear Model (GLM) was used to find out the level of influence of teachers' perception on the assessment of curriculum guide implementation while the Person Product Moment Correlation or Pearson r was used to test the relationship of the students' performance and SBM level of practice with the curriculum guide implementation. Chi-Square was used to test the relationship of OPCR rating and the curriculum guide indicators.

Results and Discussion

The main objective of this study was to determine the relationship between the K to 12 English curriculum guide implementation and the performance in public secondary schools in the City Schools of Sta. Rosa, Cabuyao, and Biñan. Most of the teacher-respondents belong to 30's, female, teaching English for less than a decade and earned baccalaureate degree only.

Assessment of respondents in the three -city school's division on teachers' perception in terms of planning, pedagogical approaches and assessment are most of the times implemented in their teaching- learning processes. In terms of the mean assessment of teachers in the three city schools' divisions on the implementation of curriculum guide, they stated that the performance standards, content standard, and learning competences of different domains such as reading comprehension, listening comprehension, viewing comprehension, vocabulary development, literature, writing and composition, oral language fluency and grammar awareness are most of the times implemented in their teaching-learning processes. The responses reflected that they utilized literature most often as scaffolding in teaching other domain for it is a useful avenue to motivate and facilitate teaching English language for non-native speakers. They agreed that teaching oral language fluency and speaking is more difficult for it requires all other skills before the oral presentation to take place.

The results reflected that G10 students obtained an average academic performance in terms of their MPS in English during the 2nd quarter and 3rd quarter but never met the required passing rate of at least 75%. The data from the school respondents showed that the SBM level of practice was level 2 (maturing) for the last two years and only one school qualified Level 3 (advancing) based on the SBM Validating tools. The data supported the claim that it is very difficult to get SBM level 3(advancing) because it is very challenging to sustain stakeholders' involvement in the school governance.

The record obtained from the three city schools' division stated that the school respondents had a Very Satisfactory scores for three years. The result agreed on the school heads' claim that their Key results area are difficult to satisfy the outstanding rating because school should meet the required standards for DepEd major final output, delivery of quality basic education and principals must carry strong commitment and good leadership to sustain standards.

The data revealed that teacher -related factors such as planning, pedagogical approaches and assessment recorded influence on the implementation of curriculum guide in terms of performance standards, content standards and learning competency. At 5% level of significance, there is a significant relationship between the extent of implementation of curriculum guide in terms of content standard and performance standard and assessment of learning in English. On the other hand, learning competency and assessment of student learning reveal no significant relationship to the implementation of curriculum guide. The responses agreed that learning competency is teacher-related since the decision on the implementation is dependent to their proficiency and commitment.

There is no significant relationship between the respondents' assessment on the implementation of curriculum guide and schools' respondents SBM level of practice. SBM level of practice aims to improve quality education but the SBM validating tools does not give relevant weight on curriculum specifically the student learning assessment. Curriculum guide implementation is teacher dependent tasks while SBM is leaders-focused on establishing standards practices towards better access, quality governance. There is no significant relationship between the respondents' assessment on the implementation of curriculum guide and schools' respondents scores in office performance and commitment rating.

Conclusion

Based on the abovementioned findings of the study, the following conclusions are drawn:

An influence of the teachers' perceptions in terms of planning, pedagogical approach and assessment to the implementation of curriculum guide is established through specific percentage of attribution. Hence, the null hypothesis stating that teachers' perceptions in terms of planning, pedagogical approach and learning competencies have no influence in the implementation of curriculum guide in English for Grade 10 is rejected.

A significant relationship exists between the implementation of curriculum guide in terms of content and performance standard and the academic performance of Grade 10 Junior High School students in English. Hence, the null hypothesis

stating that there is no significant relationship between the respondents' assessment on curriculum guide implementation and the academic performance of Grade 10 Junior High School students in English is partly confirmed.

The null hypothesis stating that there is no significant relationship between the respondents' assessment on the implementation of curriculum guide in terms of content standards and performance standards and their academic performance in English is rejected. There is sufficient evidence that these variables are significantly associated with each other.

Since the study concluded that there is no significant relationship between the implementation of curriculum guide and the school performance in terms of SBM level of practice, the null hypothesis is accepted. Curriculum guide implementation is basically teacher factor while SBM level of practice is school governing council factor.

The Null hypothesis that there is no significant relationship between the curriculum guide implementation and the school performance in terms of Office Performance and Commitment Rating is accepted. There is no established strong correlation between the two variables when statistically treated. Curriculum guide implementation is primarily student- cognitive tasks achievement while OPCR is founded on the school heads over all accomplishment.

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