

# Pedagogical Approaches and Challenges among Teachers in the Implementation of the K-12 Curriculum in the Division of Maguindanao I

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## ABSTRACT

*The purpose of this study was to identify the pedagogical strategies employed by the teachers and their difficulties in implementing the K–12 curriculum in the Division of Maguindanao–I for the School Year 2017–2028. It aimed to respond to two questions in particular: In applying the K–12 curriculum framework in their classrooms, teachers used a variety of pedagogical strategies. How much did these strategies differ from one another? How many problems did they encounter? It used a descriptive survey design and a quantitative methodology. 75 respondents were chosen at random to receive survey questionnaires, and they were chosen from a pool of respondents. The study revealed that the high school teachers from the chosen secondary schools in Maguindanao-I division occasionally used pedagogical approaches in their instruction and occasionally encountered difficulties implementing the K–12 curriculum in the schools where they were assigned, particularly regarding the use and accessibility of ICT and teaching aids, which are seen as being crucial to providing students with high-quality education. This further demonstrated that teachers in public schools lacked the necessary pedagogical tools to effectively teach the K–12 curriculum. With this new trend in education, teachers still need to be prepared. However, teachers were still having trouble putting the new curriculum into practice. The most difficult component for the teachers has been utilizing ICT and ICT-related educational resources. This is due to the fact that some teachers still struggle to utilize computers effectively, and some pupils still struggle with subject matter understanding among professors.*

## KEYWORDS

*pedagogical approaches; challenges; teachers; implementation, K-12 curriculum*

## INTRODUCTION

One of the biggest changes to the Philippine educational system is the K–12 curriculum. Several challenges developed prior to the reform's actual implementation as a result of disagreements and resistance from various facets of society. However, efforts to put it into action persisted without ceasing (Villena, D., Reyes, E., & Dizon, E., 2015). The Philippines was the only nation in Asia and one of just three nations globally with a 10-year basic education requirement.

There are numerous known causes for the ongoing renovation of the Philippine educational system. In the Philippines, those who work in the field of education are doing their best to meet the needs of their constituents by giving them access to the kind of top-notch education that can turn a person into a progressive citizen and a country into a progressive powerhouse. As students adjust their learning environment to the K–12

curriculum that has been introduced in the nation, the Filipino student body is currently going through a transitional era (Capilitan, Cabili, Sequete Jr., 2016).

Students are anticipated to be knowledgeable with twenty-first-century technology and procedures after completing their senior year of high school. When giving classes, teachers are also expected to use a range of educational strategies, such as constructivist, collaborative, inquiry-based, integrative, and reflective pedagogy. Concepts and strategies for implementing Enhanced Education across all grade levels are included in each pedagogical approach. (Luistro, A, 2012). For instance, the Curriculum Learning and Management Division and the Quality Assurance Monitoring and Evaluation (QAME) Division in Region IV-A CALABARZON collaborate to develop an evaluation instrument to determine whether the program is being executed properly (Uyquiengco, M, 2018).

Since the start of K–12 implementation, six years have passed. In reality, universities around the nation are currently enrolling the first class of high school seniors. Not many educators, nevertheless, were able to adapt right away. Its use has been the subject of numerous observations and experiences from teachers working with a variety of student populations. The K–12 curriculum framework implementation was challenging for teachers to deal with. Some data revealed that many educators stayed committed to tried-and-true teaching strategies and that some educators made the decision to disregard the framework in order to further their own objectives. But nobody has actually verified the facts; these were just speculative claims. That is why I conducted this study.

### ***Conceptual Framework of the Study***

The concepts and elements from the K12 curriculum served as the cornerstone for this study. This framework is referred to as the New Enhanced Basic Education Curriculum and was modified and put into use in the Philippines by the Department of Education (DepEd) six years ago. An essential design feature for the K–12 framework was the integration of pedagogical theory. Since there are numerous methods for adopting these pedagogical approaches in the classroom, educators should be well-versed in them. Instructional strategies include constructivist, inquiring, reflective, collaborative, and integrative ones.

**Constructivist.** Every subject should be taught with the idea that the learner is not only a passive receiver of information. Instead, the student is a producer of fresh perceptions and ideas. Teachers will adopt the role of "guide on the side" in their classrooms rather than the "sage on stage" imparting knowledge. Instead of the teacher, the student fills the position of the active "meaning-maker." This implies that depending on their individual experiences, students construct their own interpretations of the course materials.

**Inquiry-based.** The course material is created to give students the chance to consider concepts, issues, and facts from several perspectives. It provides children with an opportunity to exercise abilities like testing hypotheses and solving problems while also fostering creativity and critical thinking. Learning to distinguish between various sorts of information, different types of information sources, and determining the veracity of information encourages students to take on an investigative role. This enhances their capacity to arrive at solidly founded opinions. Students are encouraged to apply higher order thinking techniques to analyze a situation from several perspectives and draw their own conclusions. For students to develop the critical and creative thinking skills necessary for success in the twenty-first century, an inquiry-based teaching strategy must be implemented in the classroom. The rote memorization of textbooks and lecture notes is replaced by the inquiry approach to education (Bilbao, P., Corpuz, B. Dayagbil, F, 2014). The effectiveness of learners in inquiry learning is determined not by their knowledge but rather by their

capacity for experimentation and data analysis. It is the responsibility of the teacher to plan and direct the students' research of the ideas and skills listed in the course outline.

**Reflective.** Encourage students to evaluate their own teaching methods to see if they are effective by using reflective education. Reflective instruction encourages learners to review and appraise their own performance. By monitoring, documenting, reviewing, and reflecting on classroom activities, teachers can gain knowledge about and reflect on their own pedagogical practices and philosophical presumptions. Perhaps as a result, their approach to learning will change for the better.

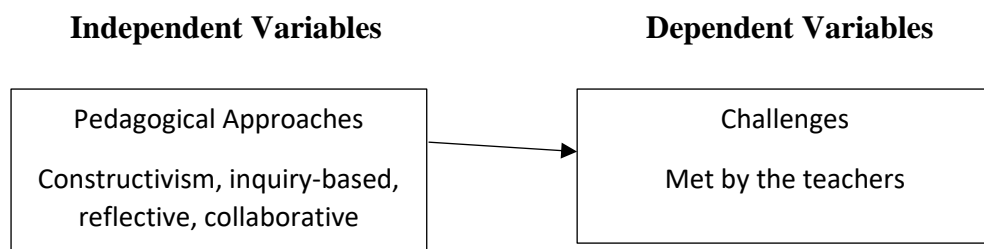
**Collaborative.** Learning necessitates collaboration because it is by its very nature a social activity. The development of relationships with others, such as those that take place in the job, the home, and the neighborhood, is essential to the educational process. The teaching-learning process itself is one of the strongest methods to impart the fourth pillar of education—a feeling of what it means to "live together"—in students. Collaboration and student participation must be encouraged in the teaching approach.

**Integrative.** In the classroom, interdisciplinary and multidisciplinary methods are used. Science is taught within the context of math, and vice versa. While readings from Science, Health, Art, and Physical Education might be translated into Filipino, readings from Araling Panlipunan or Edukasyon sa Pagpapakatao could be translated into English. Science-related material is expanded upon in health lessons. Students are helped by the thematic approach to see how ideas in each area are related to one another. Extracurricular activities and community service supplement classroom instruction and learning. They offer real-world environments for multidisciplinary and contextualized learning. The learner's experience's context is essential. For them, continuing education is crucial. It is ineffective for students to learn from facts and theories that are presented in a vacuum.

Unavoidably, educators encountered difficulties implementing the K–12 curriculum, necessitating the necessity for research.

This study makes the case that the pedagogical approaches instructors employ—constructivism, inquiry-based, reflective, collaborative, and integrative—might have an impact on how well they are able to apply the curriculum.

In this study, the teachers' pedagogical strategies served as the independent factors, while the difficulties they encountered while implementing the K–12 curricular framework were the dependent variables.



**Figure 1.** Schematic diagram showing the independent variables and the dependent variables of this study.

### **Statements of the Problem**

The focus of the study was to determine the pedagogical approaches used by the teachers and the challenges they met in implementing the K to 12 curriculum framework in teaching. Specifically this study sought to answer the following questions:

1. What was the extent of pedagogical approaches used by the teachers in implementing the K to 12 curriculum framework in teaching?
2. What was the extent of challenges met by the teachers in implementing the K to 12 curriculum framework in teaching?

## RESEARCH METHODS

### *Research Design*

The research study used a descriptive survey design and a quantitative methodology. A fact-finding study, the descriptive design provides a thorough and accurate analysis of the results. It focuses on what actually existing, such as the current circumstances, customs, patterns, or other phenomena (Calderon, 2014). The descriptive-survey research design was the best choice because the study's focus was on identifying the pedagogical strategies employed by the teachers and the difficulties they encountered when implementing the K–12 curriculum framework in the classroom.

### *Respondents of the Study*

The high school teachers from the several secondary schools in the Division of Maguindanao I served as the study's respondents. These respondents were chosen using a straightforward random sampling method. 20 percent of the population's total number was used to calculate the sample size in its entirety. Gay (1976) recommended a 20% sample size if the population is sizable. The survey questionnaires were personally delivered by the researcher to a total of 75 participants who were secondary high school teachers.

### *Research Instrument*

The study's primary research instrument was a specially created questionnaire. The indicators for the questionnaire were collected from the study's literature research. The survey questionnaire was divided into three parts. Regarding the respondents' job situation, Part I yielded secondary data. The second section yielded the preliminary data about the identification of the pedagogical techniques utilized by the teachers, and the third section concentrated on identifying the challenges faced by the teachers in implementing the K–12 curriculum. The indications for part II consisted of twenty sentences that described the teacher's teaching strategies. The third segment, which contained 20 indicators, detailed the challenges instructors faced when implementing the K–12 curriculum. In addition, data interpretation and analysis utilizing a 4-point Likert scale.

**Table 1.** Data Interpretation and Analysis Utilizing A 4-point Likert scale

Parameter Limits	Interpretation
3.50 – 4.00	Always
2.50 – 3.49	Sometimes
1.50 – 2.49	Seldom
1.00 – 1.49	Never

### *Data Gathering Procedures*

The researcher organized the activity and requested authorization in writing to the division superintendent. The researcher began delivering the questionnaires to 75 secondary high school instructors from various high schools in the Division of Maguindanao I as soon as the request letter was approved. The researcher individually gave the 75 respondents the survey questionnaire. The researcher offered assistance to the responders. The completed surveys were promptly retrieved, and the responses were collated and analyzed.

### Statistical Treatment of Data

The collected data were totaled, tabulated, and analyzed using the following statistical methods. In order to analyze the study's variables, such as the weighted and arithmetic means, descriptive statistics were used. The mean evaluation on the degree of implementation of the pedagogical approaches employed by the teachers was calculated using the arithmetic mean.

## RESULTS AND DISCUSSIONS

Results on the extent of implementation of the pedagogical approaches used by the teachers.

**Table 2.** Mean rating on extent of implementation of the pedagogical approaches used by the teachers.

<b>Statements</b>	<b>Mean</b>	<b>Description</b>
1. Prompt and facilitate discussion.	2.52	Sometimes
2. Guide students by asking questions that will lead them to develop their own conclusion on the subject.	3.68	Always
3. Allow wait time after posing a question.	2.52	Sometimes
4. Engage students in experience that might engender contradiction to their initial hypothesis and then encourage discussion	2.68	Sometimes
5. Prompt students to formulate their own questions (inquiry).	2.59	Sometimes
6. Allow multiple interpretation and expressions of learning (multi-intelligences).	2.57	Sometimes
7. Encourage group work and the use of peers as resources (collaborative learning).	2.56	Sometimes
8. Provide time for students to construct relationship.	2.51	Sometimes
9. Inquire about students understanding of concepts before sharing their own understanding about the concepts	2.33	Seldom
10. Encourage students to engage in dialogue, both with the teacher and with one another.	2.48	Seldom
11. Encourage student inquiry by asking thoughtful, open-minded questions, and encouraging students to ask question of each other	2.52	Sometimes
12. Seek elaboration of students initial responses	2.48	Seldom
13. Let the students make prediction on the outcomes of some event and justify their predictions.	2.55	Sometimes
14. Let the students describe what they observe from the activity they carry out or demonstrated by the teacher	2.54	Sometimes
15. Let the students explain the phenomenon; reconcile any conflict between their predictions and observation.	1.25	Never
16. Involve students in analysing and organizing what they know and what they want to learn about a topic before and after the research is done (Graphic organization-KWLH Chart).	2.58	Sometimes
17. Use mind mapping and concept mapping.	2.41	Never
18. Encourage peer evaluation to build confidence and ownership	2.50	Sometimes
19. Allow students to offer their ideas with teacher interference	2.54	Sometimes
20. Allow students to help shape their activity so they feel ownership over the result.	2.59	Sometimes
<b>Overall Mean</b>	<b>2.52</b>	<b>Sometimes</b>

Legend: 3.50 – 4.00 – Always, 2.50 – 3.49 – Sometimes, 1.50 – 2.49 – Seldom, 1.00 – 1.49 – Never

The level of execution of the pedagogical approaches utilized by the teachers was shown in Table 1 as a Mean Rating. Respondents rated "Always" on the issue, as shown in the table; guide students by posing inquiries that will help them get to their own conclusions on the



matter (3.68) interpreted "Always". Allowing students to think about their own questions (inquiry) was stated in statement number 3, with a mean of 2.68; in statement number 5, with a mean of 2.59; and in item number 20, with a mean of "allow students to help shape their activity so they feel ownership over the result." Item number 16 had a mean of 2.59 and said to "involve students in analysing and organizing what they know and what they want to learn about the topic before and after the research is done." Has a mean of 2.58, with item no. 6 "allow multiple interpretations and expressions of learning (multiple intelligences)" being the most popular. item no. 7 "encourage group work and the use of peers as resources (collaborative learning)" received a mean of 2.57. With a mean of 2.56, while item number 13 asked students to predict outcomes of an event and support their predictions. With a mean of 2.55, and question number 14 asked students to "describe what they notice from the activity they carry out or the teacher's demonstration." items nos. 1, 3, and 11 received a mean of 2.54. Encourage student curiosity by asking intelligent, open-minded questions and by encouraging students to ask questions of one another, according to these guidelines: "prompt and facilitate discussion," "allow wait time after posing a question," and "allow wait time after posing a question." had a mean of 2.50; item no. 18 ("encourage peer evaluation to build confidence and ownership") had a mean of 2.51; and item no. 8 ("provide time for students to construct relationships") had a mean of 2.52. The acquired mean score was used to interpret each of the aforementioned propositions as occasionally true. In order to help students develop a solid knowledge and grasp of the subject, teachers demonstrated an interest in teaching. Students can connect their topics to actual situations in this way, which helps them create their own thoughts. It was scored as only rarely to "seek elaboration of students' initial response" and "encourage students to engage in dialogue, both with the teacher and with one another" for items nos. 12 and 10, respectively, yet both got the same score of 2.48. This suggests that educators still chose to incorporate these methods within their instructional practices. The response to the question, "Let the students explain the phenomenon; reconcile any conflict between their predictions and observation" received a "Never" rating from respondents. This further explains why teachers did not permit their pupils to express their own opinions regarding a specific circumstance that was connected to the reconciliation of prediction and observation. The level of student interaction in this instance is lower. The overall mean of "2.52" and its interpretation of "Sometimes" indicate how fully the teachers implemented the teaching approaches they employed. This research supported the findings of Combalicer (2016), who discovered that instructors in public schools in the Infanta District and Division were not fully trained in a variety of teaching styles and methodologies.

Results on Extent of Challenges for the teachers in the Implementation of K to 12 Curriculum Table 2 presented the Mean Rating on Extent of Challenges for the Teachers in the Implementation of K to 12 Curriculum. Respondents rated "Always" on the items; insufficient computers to be used in technology-assisted instructional materials needed in teaching-learning process (3.68) respectively.

**Table 3.** Mean rating on Extent of Challenges of the Teachers in the Implementation of K to 12 Curriculum.

<b>Statements</b>	<b>Mean</b>	<b>Description</b>
1. Inadequate seminar/trainings related to K to 12 curriculum.	2.58	Sometimes
2. Insufficient readings and study materials to K to 12 curriculum	3.15	Sometimes
3. Lack of knowledge, skills, attitudes, and values pertinent to K to curriculum.	3.45	Sometimes
4. Poor awareness on the goals, purposes and objectives of K to 12	3.47	Sometimes

curriculum.		
5. Lack of confidence to appropriately teach K to 12 curriculum	2.58	Sometimes
6. Lack of mastery in teaching content and objectives	3.57	Always
7. Inadequate knowledge on varied teaching strategies and pedagogical approaches.	2.66	Sometimes
8. Insufficient knowledge on educational technology.	3.40	Sometimes
9. Inadequate know-how on the use of varied assessment tools	3.33	Sometimes
10. Insufficient computers to be used in teaching.	3.68	Always
11. No available projector and ICT related materials or technology-assisted instructional materials needed in teaching-learning process	3.68	Always
12. Insufficient learning modules in the subject.	1.46	Never
13. No teachers manual that can be used to guides the teachers	2.45	Seldom
14. No laboratory rooms/laboratory equipment to engage students to long retention of learning.	2.55	Sometimes
15. Spend most of the time preparing for the lessons and doing a lot of paper works for reporting	2.46	Seldom
<b>Overall Mean</b>	<b>2.52</b>	<b>Sometimes</b>

Legend: 3.50 – 4.00 – Always, 2.50 – 3.49 – Sometimes, 1.50 – 2.49 – Seldom, 1.00 – 1.49 – Never

According to Table 2, the Department of Education should supply more computers for students to utilize, especially those taking ICT classes, so that teachers handling related subjects can more effectively teach the various ICT topics. Additionally, respondents gave the item "Never" ratings due to the subject's lack of learning modules (1.46). Parents must be consulted in this regard, and they must be informed that school modules are not free, so their children will pay a minimal amount as agreed upon by the school administrators, students, and of their parents. In this regard, the teachers and school principal must have a collaborative idea to provide more modules for the students. The aforementioned chart also included the Overall Mean "2.94" as the Mean Rating on the Extent of Challenges for Teachers in the Implementation of K–12 Curriculum, which was translated as "Sometimes". This merely indicates that the teachers had numerous difficulties when putting the K–12 curriculum into practice. This outcome was consistent with the findings of the study carried out by Cambolicer (2016). He discovered that the teachers continued to require seminars and trainings on K–12-related teaching techniques. Every instructor was to receive training and seminars to provide them with cutting-edge teaching techniques for use in class discussions. Additionally, since we are unable to operate computers, the usage of technology and other ICT-related items in the classroom causes issues.

## CONCLUSIONS

The following summary of results suggests that public school educators are not yet completely equipped with the pedagogical approaches necessary to teach the K–12 curriculum. With this new trend in education, teachers still need to be prepared. However, teachers were still having trouble putting the new curriculum into practice. The most difficult component for the teachers has been utilizing ICT and ICT-related educational resources. This is due to the fact that some teachers still struggle to utilize computers effectively, and some pupils still struggle with subject matter understanding among professors.

## Recommendations

Based on the conclusion, the following were recommended:

1. The teachers in the public schools must be capacitated about the different teaching strategies.

2. Training and seminars must not be stopped. By his way the teachers may enhance their skills and strengthen their abilities.
3. Supervisors must monitor, guide and assist teacher under their supervision, so that nobody will be left behind.
4. Further in-depth studies may be recommended.

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