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

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24

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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 participants in the survey who were picked using a straightforward random selection procedure received questionnaires. The study also used a quantitative approach with a descriptive survey 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. 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).

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