

Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components in Tanay National High School

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Abstract: This study was designed to determine the Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components in Tanay National High School for the School Year 2020-2021. As to the findings, the aims/goals/objectives, subject matter, learning experiences and evaluation are all Always Observed as perceived by the teacher-respondents. There is also significant difference on the perceptions of the respondents with respect to the curriculum components and in terms of their profile. It can be concluded that the components are utilized, implemented and applied by school personnel including the administrators, teachers and students.

Keywords: *Curriculum, Basic Components, Secondary Teachers*

Introduction

Education is the process of receiving or giving systematic instruction, especially at a school or university. It is inculcating moral values, positive thinking, attitude of helping, attitude of giving to society and ethical values these kind of students are only able to bring changes in society. It is also facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, and habits. ... Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

To give better education to an individual there must be a Good Curriculum. Every aspect of the curriculum should have a clear objective or end goal to achieve. A good curriculum is not rigid- it allows room for flexibility, monitoring and evaluation by administration. It should provide sufficient scope for the cultivation of unique skills, interest, attitudes and appreciations.

According to Nation & Macalister (2010), curriculum as a guidance in designing courses that consist of outer circle namely Principles, Environment, and needs that involve practical and theoretical considerations that will have a major effect in guiding the actual process of course production. Inner circle that consists of goals and its center, contents and sequences, format and presentation, and monitoring and assessment.

As stated in the implementing rules and regulations of the Enhanced Basic Education Act of 2013 (RA 10533) Rule II Curriculum, 10.2. Standards and Principles. The DepEd shall adhere to the following standards and principles, when appropriate, in developing the enhanced basic education curriculum:

- (a) The curriculum shall be learner-centered, inclusive and developmentally appropriate;
- (b) The curriculum shall be relevant, responsive and research-based;
- (c) The curriculum shall be gender- and culture-sensitive;
- (d) The curriculum shall be contextualized and global;
- (e) The curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative;
- (f) The curriculum shall adhere to the principles and framework of Mother Tongue-Based Multilingual Education (MTB-MLE) which starts from where the learners are and from what they already know proceeding from the known to the unknown; instructional materials and capable teachers to implement the MTB-MLE curriculum shall be available.
- (g) The curriculum shall use the spiral progression approach to ensure mastery of knowledge and skills after each level; and

(h) The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts.

Bilbao et.al (2008) emphasized that the major components of most curricula include aims, goals and objectives, subject matter or content, learning experiences and evaluation approaches. Based on the mandate of the constitution, each school should be guided by its vision and mission which were further translated into goals and objectives. All curricula have content regardless of their models. Meanwhile, learning experiences are the different instructional strategies that provide the experiences. And for the curricula to be effective there must be an element of evaluation.

To learn how curriculum was implemented in every school this research was conducted to identify the Perception of Secondary School Teachers in the Implementation of Basic Curriculum Components in Tanay National High School, for School Year 2020-2021.

The primary objective of this study was to determine the Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components in Tanay National High School for the School Year 2020-2021.

Specifically, it answered the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. Age
 - 1.2. Length of service
 - 1.3. Rank/Position?
2. What are the perceptions of the respondents in the Implementation of Basic Curriculum Components in Tanay National High school with respect to:
 - 2.1. Aims, goals and objectives
 - 2.2. Subject matter/ Content
 - 2.3. Learning experiences
 - 2.4. Evaluation?
3. Is there any significant difference on the perceptions of teachers in the implementation of basic curriculum components in Tanay National High School with respect to aims, goals and objectives, subject matter/content, learning experiences and evaluation in terms of age, length of service and position/rank?
4. What framework/model can be proposed to show the implementation of basic curriculum components?

Theoretical Framework –

The study is anchored on Tyler Model of Curriculum and Wheeler Model of Curriculum, each model proposed steps in implementation of basic curriculum components.

Tyler Model of Curriculum was developed by the American educator Ralph Tyler in the 1940s. It was one of the first models of curricula and a very simple model even used by modern educators. Tyler model of curriculum describes how to formulate educational objectives, how to organize them, analyze them and adjust them so that the students are able to meet these objectives. Basically, Tyler presented his curriculum rationale as four questions, the first is what educational purposes should the school seek to attain? It refers to the selection of objectives. Second is what educational experiences can be provided that is likely to attain these purposes? It refers to the selection of instructional strategies and content. Third is how can these educational experiences be effectively organized? It refers to the organization of learning experiences and the last is how can we determine whether these purposes are being attained? It refers to assessment and evaluation.

Wheeler model of curriculum development is a type of model that indicates curriculum development is a continuous cycle. According to this model, curriculum development should be responsive to changes in the education sector and make appropriate modifications to account for these changes. Moreover, this model targets situational evaluation; this is because the context within which the curriculum decisions are taken is considered important. This practice can help make the most effective decisions. This model includes five interconnected phases, first is aims, goals and objectives second learning experiences, third selection of content, fourth organization of integration of learning experiences and content and fifth is the Evaluation. Once this cycle is complete, it starts again from the first step and goes onward, continually improving the curriculum.

Tyler model and Wheeler model are two models for curriculum development. Tyler model is a linear model containing four basic components. Although it is an old model, it is still commonly used in curriculum development. Wheeler model, on the other hand, is a cyclic model based on Tyler model. According to this model, curriculum development is a continuous cycle which is responsive to changes in the education sector.

These theories are related to present study because it will deal with the implementation of teachers to the basic curriculum components. The study assumes that each components are important in the curriculum development and the implementation of

it guides in providing and delivering the quality of education to our learners.

Methodology-

This study used descriptive research design in order to determine the perceptions of secondary teachers in the implementation of basic curriculum components. As defined by Kumar (2011), descriptive research is a study in which the main focus is on description, rather than examining relationships or associations.

The study was conducted at Tanay, National High School, located at Sampaloc Road, Brgy. Plaza Aldea, Tanay, Rizal. The respondents are composed of 73 or 82% of the total teachers in Tanay NHS for School Year 2020-2021. The respondents are all teaching personnel with direct exposure to the implementation of curriculum components. The sample size was determined utilizing the Slovin’s formula and they were selected using random sampling with fish bowl method as a process.

A questionnaire-checklist was developed by the researchers and subjected to face validation by the different experts in education. The researchers sought the approval of the Principal of Tanay National High School for the conduct of the study. The respondents answered the questionnaire through Google Form. Then the researchers collected, tallied, tabulated, interpreted and analysed the results of the data. From the results and findings, conclusions and recommendations were formulated. The study was subjected to research presentation.

To determine the Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components in Tanay National High School used a questionnaire-checklist as the main tool in gathering the data. This instrument is consisted of two parts, Part 1 is for the profile of the respondents in terms age, length of service and position/rank and Part 2 dealt with the perceptions of the respondents about curriculum implementation with respect to aims/goals/objectives, subject matter, learning experiences and evaluation. The said questionnaire-checklist was developed by the researchers and validated by experts.

To determine the profile of the respondents in terms of age, length of service and position/rank, Frequency, Percentage, and rank distribution were utilized. To determine the Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components in Tanay National High School with respect to aims/goals/objectives, subject matter, learning experiences and evaluation, Weighted

Mean was used. To determine the significant difference on the Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components in Tanay National High School with respect to aims/goals/objectives, subject matter, learning experiences and evaluation in terms of their profile, Two-Way Analysis of Variance (ANOVA) was used. A qualitative discussion was used to deal with the proposed framework or model.

Body/Findings-

Profile of the respondents in terms of Age, Length of service and Position/Rank.

Table 1
Profile of the respondents in terms of Age

Age	f	%	Rank
24 yrs old and below	2	2.74 %	4
25 yrs old – 40 yrs old	14	19.18 %	3
41 yrs old – 56 yrs old	29	39.73 %	1
57 yrs old – 75 yrs old	28	38.36 %	2
Total	73	100 %	

This table shows that in terms of age, that majority of the respondents belong to 41 to 56 years of old with 39.73% and very few from ages 24 years old and below or 2.74% of the total population. This implies that most of the teachers in Tanay National High School are considered middle-aged people and are on the peak of their career.

Table 2
Profile of the respondents in terms of Length of Service

Length of Service	f	%	Rank
1-5 years	6	8.22 %	3
6-10 years	11	15.07 %	2
11-15 years	2	2.74 %	5
16-20 years	4	5.48 %	4
21 years and above	50	68.49 %	1
Total	73	100.00 %	

Table 2 indicates that in terms of length of service, most of the respondents have 21 years and above teaching experiences or 68.49% and few teachers have a length of service of 11-15 years or 2.74%. This implies that majority of the teachers in Tanay NHS are experienced teachers and have been exposed to curriculum implementation for quite some time.

Table 3
Profile of the respondents in terms of Position/Rank

Position/Rank	f	%	Rank
Teacher I	32	43.84 %	1
Teacher II	15	20.55 %	2.5
Teacher III	15	20.55 %	2.5
Master Teacher I	7	9.59 %	4
Head Teacher I	4	5.48 %	5
Total	73	100.00 %	

Table 3 showed that in terms of Position/Rank, 32 or 43.84% of the respondents are Teacher I, and there are only few Head Teacher and Master Teacher with a frequency of 4 or 5.48% and 7 or 9.59 % respectively. This only implies that even though most of the teachers are into the teaching career for a longer period of time, only few were promoted to higher position.

Perceptions of Secondary Teachers in the Implementation of Basic Curriculum Components in Tanay National High school with respect to Aims, goals and objectives, Subject matter/ Content, Learning experiences and Evaluation.

Table 4
Computed Weighted Mean of the Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components in terms of Age

Factors	24 y.o.-below		25-40 y.o		41-56 y.o		57-75 y.o		Average	
	W _x	VI	W _x	VI	W _x	VI	W _x	VI	W _x	VI
Aims/Goals/ Objectives	4.00	O	4.50	A	4.77	A	4.64	A	4.48	A
Subject Matter	4.00	O	4.67	A	4.58	A	4.71	A	4.49	A
Learning Experiences	4.00	O	4.64	A	4.61	A	4.71	A	4.49	A
Evaluation	4.10	O	4.64	A	4.54	A	4.66	A	4.49	A
Average	4.03	O	4.61	A	4.63	A	4.68	A	4.49	A

Table 4 showed that in terms of age, the teachers belonging to 24 years old and below perceived the implementation of curriculum components as *Often* observed with 4.03 weighted mean. Meanwhile, 25 years old to 75 years old age bracket perceived the implementation as *Always* observed. However, considering the average, teachers from different ages perceived the implementation of basic curriculum components as *Always* observed with 4.49 average weighted mean.

This implies that teachers who belong to middle-age group have observed the implementation of all curriculum components and younger teachers found the implementation as not always evident.

Table 5
Computed Weighted Mean of the Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components in terms of Length of Service

Factors	1-5 yrs		6-10 yrs		11-15 yrs		16-20 yrs		21 yrs-above		Average	
	W _x	VI	W _x	VI	W _x	VI	W _x	VI	W _x	VI	W _x	VI
Aims/Goals /Objectives	4.43	A	4.51	A	4.00	O	4.50	A	4.61	A	4.41	A
Subject Matter	4.63	A	4.64	A	4.00	O	4.50	A	4.64	A	4.48	A
Learning Experiences	4.57	A	4.67	A	4.00	O	4.50	A	4.65	A	4.48	A
Evaluation	4.53	A	4.64	A	4.00	O	4.50	A	4.60	A	4.45	A
Average	4.54	A	4.62	A	4.00	O	4.50	A	4.63	A	4.46	A

Table 5 indicated that in terms of length of service, teachers with 11-15 years of experiences found the implementation of curriculum components as *Often* observed with 4.00 weighted mean. Meanwhile, the rest of the teachers *Always* observed the implementation of all the components. The average weighted mean of 4.46 which was interpreted as *Always* observed is the overall perceptions of the teachers considering their experiences. This implies that, majority of the respondents whether new teachers or experienced teachers have been exposed to the implementation of all curriculum components.

Table 6
Computed Weighted Mean of the Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components in terms of Position/Rank

Factors	Teacher I		Teacher II		Teacher III		Master Teacher I		Head Teacher I		Average	
	W _x	VI	W _x	VI	W _x	VI	W _x	VI	W _x	VI	W _x	VI
Aims/Goals / Objectives	4.50	A	4.60	A	4.55	A	4.80	A	4.65	A	4.62	A
Subject Matter	4.61	A	4.60	A	4.60	A	4.83	A	4.70	A	4.67	A
Learning Experiences	4.64	A	4.59	A	4.68	A	4.77	A	4.75	A	4.69	A
Evaluation	4.66	A	4.60	A	4.60	A	4.74	A	4.60	A	4.64	A
Average	4.60	A	4.60	A	4.61	A	4.79	A	4.68	A	4.65	A

Table 6 shows that in terms of position/rank, all teachers from Teacher 1 to Head Teacher I perceived the implementation of basic curriculum components as *Always* observed with 4.65 average weighted mean. This only implies that, regardless of position or rank, all teachers have become part of and observed the implementation of the curriculum components in Tanay National High School.

Table 7
General Composite Table on the Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components

Factors	Age	Length of Service	Position/Rank	Average		
				W _x	R	V I
Aims/Goals/Objectives	4.48	4.41	4.62	4.50	4	A
Subject Matter	4.49	4.48	4.67	4.55	2.5	A
Learning Experiences	4.49	4.48	4.69	4.55	2.5	A
Evaluation	4.49	4.45	4.64	4.53	1	A
Average	4.49	4.46	4.65	4.53		A

Table 7 showed that the implementation of basic curriculum components with respect to Aims/Goals/Objectives, Subject Matter, Learning Experiences and Evaluation in terms of Age, Length of Service and Position/Rank was perceived by all respondents as *Always* observed with 4.53 general weighted mean. This implies that the implementation of all basic curriculum components in Tanay National High School was clearly observed most of the time.

Table 8
Computed F-ratio on the Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components in terms of Age

Sources of data	SS	DF	MS	F _{com}	F _{tab}	P	H ₀	VI
Curriculum components	0.07	3	0.02	3.84	2.75	0.01	R	S
Age	5.44	3	1.81	316.19	2.75	0.00	R	S
Interaction	0.09	9	0.01	1.75	2.03	0.10	FR	NS
Within group	0.37	64	0.00					

Table 8 indicated that there is a significant difference on the perceptions of respondents in the implementation of basic curriculum components since the computed F-ratio of 3.84 is greater than the F-tabulated value of 2.75 at 0.05 level of significance with 3/64 degrees of freedom, as the result, the null

hypothesis is rejected. In terms of age, the computed F-ratio of 316.19 is greater than the F-tabulated value of 2.75 at 0.05 level of significance with 3/64 degrees of freedom, consequently the null hypothesis is rejected and verbally interpreted as significant. With regard to the interaction, since the computed F-ratio of 1.75 is less than the F-tabulated value of 2.03 at 0.05 level of significance with 9/64 degrees of freedom, the null hypothesis was failed to reject which means that there is no significant difference on the perceptions of the teachers in the implementation of curriculum components in terms of age.

Table 9
Computed F-ratio on the Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components in terms of Length of Service

Sources of data	SS	DF	MS	F _{com}	F _{tab}	P	H ₀	VI
Curriculum components	0.08	3	0.03	5.69	2.72	0.00	R	S
Length of Service	5.43	4	1.36	275.23	2.49	0.00	R	S
Interaction	0.12	12	0	1.96	1.88	0.04	R	S
Within group	0.39	80	0.00					

Table 9 indicated that with respect to the perceptions of respondents in the implementation of basic curriculum components, there is a significant difference since the computed F-ratio of 5.69 is greater than the F-tabulated value of 2.72 at 0.05 level of significance with 3/80 degrees of freedom, as the result, the null hypothesis is rejected. In terms of length of service, the computed F-ratio of 275.23 is greater than the F-tabulated value of 2.49 at 0.05 level of significance with 4/80 degrees of freedom, consequently the null hypothesis is rejected and verbally interpreted as significant. With regard to the interaction, since the computed F-ratio of 1.96 is greater than the F-tabulated value of 1.88 at 0.05 level of significance with 12/80 degrees of freedom, the null hypothesis was rejected which means that there is a significant difference on the perceptions of the teachers in the implementation of curriculum components in terms of length of service.

Table 10
Computed F-ratio on the Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components in terms of Position/Rank

Sources of data	SS	DF	MS	F _{com}	F _{tab}	P	H ₀	VI
Curriculum components	0.06	3	0.02	1.89	2.72	0.14	FR	NS
Position/Rank	0.52	4	0.13	12.25	2.49	0.00	R	S
Interaction	0.14	12	0.01	1.13	1.88	0.35	FR	NS
Within group	0.85	80	0.01					

Table 10 indicated that with respect to the perceptions of respondents in the implementation of basic curriculum components, there is no significant difference since the computed F-ratio of 1.89 is less than the F-tabulated value of 2.72 at 0.05 level of significance with 3/80 degrees of freedom, as the result, the null hypothesis was failed to reject. In terms of position/rank, the computed F-ratio of 12.25 is greater than the F-tabulated value of 2.49 at 0.05 level of significance with 4/80 degrees of freedom, consequently the null hypothesis is rejected and verbally interpreted as significant. With regard to the interaction, since the computed F-ratio of 1.13 is less than the F-tabulated value of 1.88 at 0.05 level of significance with 12/80 degrees of freedom, the null hypothesis was failed to reject which means that there is no significant difference on the perceptions of the teachers in the implementation of curriculum components in terms of length of service.

Proposed Framework

The framework showed the Implementation of the Basic Curriculum Components. The school is represented by the home-like shape and supported by teachers, students and administrators. These important personalities play different roles in the implementation of the curriculum.

There is a big circle inside which represents the Components of Curriculum; Aims, goals, and objectives, Subject Matter, Learning Experiences and Evaluation. And these components are considered as the heart and core of the school operation. The school personnel rely on these components. The school follows the general goals or the vision and mission as prescribed by the national agency. Likewise, the teachers always consider the diversity of their learners in terms of developing the Aims, goals and objectives. The content was also prescribed by the national

curriculum. The learning experiences are used by the teachers and students to attain the targets. And lastly, everything must be evaluated, to check the progress of the students and at the same time to determine if the school is fulfilling its goals and objectives.

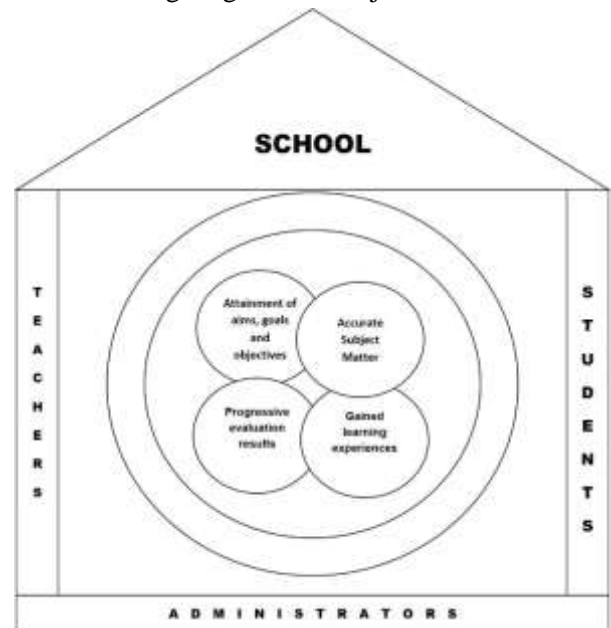


Figure 1
Proposed Framework that shows the implementation of Basic Curriculum Components

Conclusions-

Based on the findings of the study it can be concluded that the teachers are aware of the different components of curriculum. The teachers observed that all four components of basic curriculum are being implemented and utilized most of the time.

Experienced teachers who are in the service for a long period of time and exposed to different changes in the curriculum still believed that curriculum components proposed by educational theorists are still evident in the present curriculum.

It can be concluded that with the changes of curriculum in the Philippines the four major components are still intact and integrated to education system. These components are utilized, implemented and applied by school personnel including the administrators, teachers and students. These are considered as the core of the school and the heart of the operation for without these, the school cannot perform its function effectively.

Since changes are happening every time and it can't be prevented, the curriculum components must be flexible enough to adjust and adapt to the situation, environment or community.

Hence, the aims/goals/objectives, subject matter, learning experiences and evaluation must always be updated so that these will still be applicable to the present time or in the future, and likewise, these components must be open for a change, modification and improvement in order to provide quality education and become one of the most important and major figures in the development of the society.

Recommendations-

Based on the results of the study, it is recommended that teachers should update themselves with the new pedagogies by engaging themselves with trainings and seminars. Teachers should always make sure that all four components are interrelated and interconnected as they perform their functions and responsibilities as educators. Teachers should make sure that the curriculum adapts to the changes in the community and the needs of the society. Teachers should always involve the administrators, students and other stakeholders in the fulfilment of all the basic components of curriculum.

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