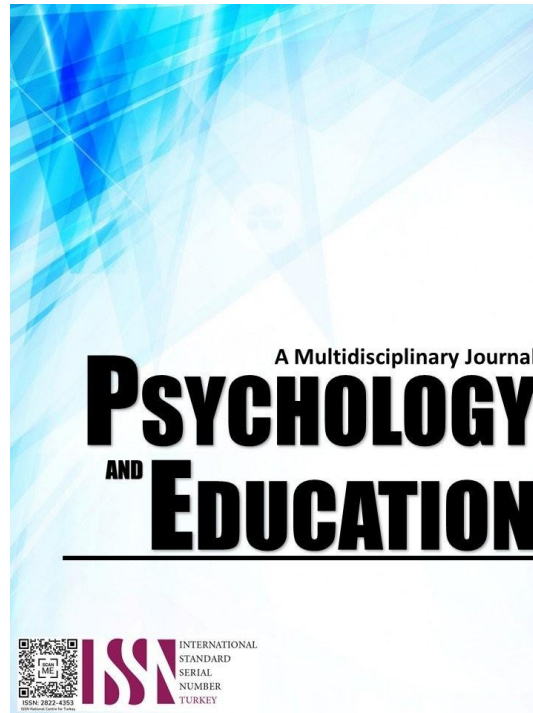


**THE EXTENT OF PRACTICES ON THE TEACHERS ROLE IN  
THE CURRICULUM IMPLEMENTATION OF THE NEW  
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ACADEMIC ACHIEVEMENT**



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## The Extent of Practices on the Teachers' Role in the Curriculum Implementation of the New Learning Modalities and the Pupils' Academic Achievement

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### Abstract

This study aims to determine the relationship between the extent of practice on the role of teachers in curriculum implementation in this new learning situation and the pupils' academic achievement in Araling Panlipunan in the District 9, Division of Valencia City. Based on the data gathered, the major findings are the following: There was a great extent of practice on the teachers' role in curriculum implementation in terms of Program philosophy, Content, Resources, School ethos, Professional support, and Professional adequacy and interest in Valencia City 9 District. There was a very satisfactory academic achievement in Araling Panlipunan among the pupils in the District IX of Valencia City Division. There was no significant relationship between the extent of practice on the teachers' role in curriculum implementation in the new learning modalities and the pupils' academic achievement in Araling Panlipunan. Based on the findings and conclusions, the following recommendations: School heads may strengthen their teachers' high practice of their role in curriculum implementation in terms of Program philosophy, Content, Resources, School ethos, Professional support and Professional adequacy and interest in Valencia City 9 District by assisting and mentoring their teachers helping them to improve and enhance their practice into a very higher practice for them to be productive and effective even in this time of new normal education that they can contribute something good and worthwhile for the good and welfare of the learners. Teachers may help strengthen the very satisfactory grades of their learners' academic achievement by providing a modular lesson, summative test, and performance tasks in the education of the pandemic time that are within the level of their interest, intelligence, needs, and demands of time in the District 9 of Valencia City Division.

**Keywords:** *curriculum implementation, new learning modalities, academic achievement, teacher's role, Araling Panlipunan*

### Introduction

In today's new normal situation of education, distance learning has become the preferred mode of instruction, with online classes and printed modules being widely utilized (UNESCO, 2020). The effectiveness of curriculum implementation by teachers in this chosen learning modality is a critical concern (Oxley et al., 2021). Curriculum, essentially, refers to the systematic and intentional packaging of competencies encompassing knowledge, skills, attitudes, and values (UNESCO, 2017). These competencies are intended to be acquired by learners through organized learning experiences in both formal and informal settings. In other words, the curriculum encompasses all the learning experiences of the learners within and outside the school environment (UNESCO, 2017).

A well-designed curriculum plays a pivotal role in fostering lifelong learning competencies, social attitudes, and skills such as tolerance, respect, and peaceful conflict management. It also promotes and upholds human rights, gender equality, and social justice (UNESCO, 2017). Furthermore, a good curriculum contributes to the development of thinking skills, creativity, and the acquisition of relevant knowledge applicable to learners' daily lives and future careers (OECD, 2020). Additionally, it supports the personal development of learners by enhancing their self-respect, confidence, motivation, and aspirations (UNESCO, 2017).

The successful implementation of the curriculum relies heavily on the quality of teaching and learning strategies, learning materials, and assessment practices employed by teachers (Oxley et al., 2021). Only teachers who have received appropriate training can effectively fulfill their role in defining and implementing the curriculum. This entails their understanding and active participation in the curriculum development process, as well as assuming new roles as advisors, facilitators, and curriculum developers (Oxley et al., 2021).

Teachers cannot be underestimated or viewed merely as skilled technicians who mechanically carry out a given set of teaching instructions dictated by a distant authority (Fullan, 2013). They should be regarded as active participants in shaping classroom realities, making decisions based on their own beliefs, attitudes, and perceptions of the teaching situation at hand. It is no longer appropriate for policymakers to assume that curriculum implementation automatically translates into classroom practice (Clandinin & Connelly, 2015). Teachers ultimately hold the key to the success or failure of any educational endeavor. Therefore, their attitudes, feelings, and perceptions should be valued and considered before the introduction of any innovation (Grossman, Hammerness, & McDonald, 2009).

Teachers and educators are the fundamental pillars of the teaching and learning process. Undoubtedly, the most influential person in the curriculum implementation process is the teacher (Korthagen & Kessels, 1999). With their knowledge, experience, and competencies, teachers play a central role in any effort to improve the curriculum. They are responsible for introducing and delivering the curriculum inside and outside the classroom (Darling-Hammond, 2017). Handal and Herrington (2013) also emphasize the pivotal role of teachers in implementing the curriculum and urge policymakers to consider teachers' attitudes and perceptions.

A teacher's role goes beyond mere curriculum implementation. While curriculum specialists, administrators, and external educational organizations devote significant time to developing the curriculum, it is the teachers who possess the most profound understanding of what the curriculum should entail (Ball, 2013). After all, they work directly with the students who are meant to benefit from the curriculum. To develop a robust curriculum, teachers must be actively involved in every stage of the process (Cochran-Smith & Lytle, 2009).

Teachers possess a unique understanding of their students compared to other individuals involved in the curriculum development process. While the state often prescribes the skills to be covered in the curriculum, teachers can offer valuable insights into the specific materials, activities, and skills that should be included (Cochran-Smith & Lytle, 2009). Collaboration among teachers from different grade levels can help identify the skills necessary for student progression and ensure that the curriculum effectively prepares students for the next grade (Hattie, 2009).

Teacher training and professional development programs play a crucial role in providing teachers with opportunities to examine and adjust their beliefs and classroom practices, enabling targeted professional growth (Darling-Hammond & Bransford, 2005). In this study, the primary focus of teachers' roles in curriculum implementation includes several aspects. First, teachers need to comprehend the underlying philosophy of the program and how it may impact various stakeholders such as students, parents, administrators, and the community (Davis & Sumara, 2006). Second, teachers may encounter unfamiliar content in the curriculum, necessitating their adaptation to new instructional approaches, for example, shifting from a topical approach to problem-solving (Grossman, Hammerness, & McDonald, 2009). Additionally, adequate resources must be provided to support the successful implementation of a new curriculum (Ball, 2013). Fourth, teachers require sufficient time to prepare and deliver the new curriculum requirements, as well as to deepen their understanding of the subject matter (Cochran-Smith & Lytle, 2009). The overall belief and support for the new curriculum within the school community also influence teachers' roles (Fullan, 2013). Moreover, teachers benefit from professional support through opportunities for ongoing development, such as workshops, seminars, and recognition for exemplary teaching (Darling-Hammond, 2017). Lastly, teachers' own interest, competence, and confidence in teaching the curriculum play a vital role in its successful implementation (Grossman, Hammerness, & McDonald, 2009).

### **Research Questions**

This study aimed to determine the relationship between the extent of practice on the role of teachers in curriculum implementation in this new learning situation and the pupils' academic achievement in Araling Panlipunan in the District 9, Division of Valencia City, for the school year 2020-2021. Specifically, this study sought to answer the following questions:

1. What is the extent of practice on the teachers' role in curriculum implementation in terms of Program philosophy, Content, Resources, School ethos, Professional support, and Professional adequacy and interest in Valencia City 9 District for the school year 2020-2021?
2. What is the pupils' academic achievement in Araling Panlipunan during the school Year 2020-2021?
3. Is there a significant relationship between the Extent of Practice on the teachers' role in curriculum implementation in the new learning modalities and the pupils' academic achievement in Araling Panlipunan during the school Year 2020-2021?

### **Methodology**

#### **Research Design**

This study employed a descriptive research method to provide a comprehensive description of the demographic profile of teachers, including their attendance at webinars, health conditions, and mobility. It also examined the extent of teachers' responsibilities in the learning process during the new normal. Specifically, it focused on factors such as module availability, module sanitation, module distribution, module retrieval, accessibility for parents and learners' clarifications, and adherence to health protocols. The research was conducted in Valencia City District 6 during the school year 2020–2021. The descriptive nature of the study enabled a thorough understanding and analysis of the existing situation.

Moreover, this study incorporated correlation analysis to investigate the relationship between the level of teachers' responsibilities in the new normal learning process and the academic achievement of pupils in Araling Panlipunan during the same school year in District 2, Division of Valencia City. By examining the correlation between these variables, the study aimed to determine any potential associations or connections between teachers' responsibilities and pupils' academic performance. Through the utilization of the descriptive method and the inclusion of correlation analysis, this study provided valuable insights into the roles and responsibilities of teachers in the new normal learning environment and their impact on pupils' academic achievement.

#### **Respondents**

The study included a total of 83 elementary teachers from District 9, Division of Valencia City, as the subjects and respondents. These teachers were responsible for the extent of practice on the role of teachers in curriculum implementation, focusing on various aspects such as program philosophy, content, resources, school ethos, professional support, and professional adequacy and interest. The study also examined the pupils' academic achievement in the subject of Araling Panlipunan in Valencia City 9 District during the school year

2020–2021.

This study employed a complete enumeration or Take-All method, which involved the participation of all 83 teachers in District 9 of Valencia City Division. These teachers were selected to investigate the extent of their practice on the role of teachers in curriculum implementation, specifically in terms of program philosophy, content, resources, school ethos, professional support, and professional adequacy and interest. The study also examined the pupils' academic achievement in Araling Panlipunan within Valencia City 9 District during the school year 2020–2021.

### **Instrument**

This study employed a self-made questionnaire to collect data, which was designed based on the variables relevant to the study. The questionnaire consisted of three parts. Part I of the questionnaire gathered respondents' personal information, including their name, gender, position, and school affiliation. Part II of the questionnaire assessed the extent of practice on the teachers' role in curriculum implementation, focusing on program philosophy, content, resources, school ethos, professional support, and professional adequacy and interest. Part III of the questionnaire aimed to capture the pupils' academic achievement in Araling Panlipunan within Valencia City 9 District for the school year 2020–2021. The questionnaire was specifically tailored to gather information pertinent to the study's objectives and variables of interest.

### **Procedure**

The researcher followed the outlined steps in the data gathering procedure. Firstly, the researcher visited the division office, specifically the Schools Division Superintendent, Dr. Rebonfamil R. Baguio, CESO V, to seek permission to conduct the study in the involved schools. Additionally, the researcher sought approval from the District Supervisor and the school principals to administer questionnaires to the teachers who served as respondents.

Once permission and approval were obtained, the researcher personally distributed the questionnaires to the selected teachers. To assist in the process, the researcher also requested fellow teachers to help retrieve and collect the completed questionnaires. This ensured that the questionnaires were readily available for tallying, analysis, and interpretation of the data.

### **Data Analysis**

The study employed various statistical tools to address its research questions.

To determine the extent of practice on the teachers' role in curriculum implementation, the researchers computed the weighted mean and standard deviation. These measures provided a comprehensive understanding of the teachers' performance and variability in implementing the curriculum. In assessing the pupils' academic achievement in Araling Panlipunan for the school year 2020–2021, the researchers utilized the mean and percentages. These measures allowed for the calculation of the average performance of the students and provided a clear representation of their achievements.

In order to investigate the significant correlation between the extent of practice in teachers' roles in curriculum implementation and the academic achievement of pupils in Araling Panlipunan during the school year 2020–2021, the researchers employed the Pearson product-moment correlation coefficient ( $r$ ). This statistical measure was chosen to precisely determine the strength and direction of the relationship between these two variables, thereby offering valuable insights into their connection.

By utilizing these statistical tools, the researchers analyzed and interpreted the data with precision, enabling them to derive meaningful conclusions and valuable insights from the study.

### **Results and Discussion**

In this section, the data gathered from the participants is presented, analyzed, and evaluated. The presentation follows a logical sequence based on the specific challenges outlined in the problem statement.

The section examines the degree to which teachers in the Valencia City 9 District fulfill their responsibilities in curriculum implementation, considering factors such as Program philosophy, Content, Resources, School ethos, Professional support, and Professional adequacy and interest. The focus is on how teachers applied these aspects throughout the 2020-2021 school year.

Table 1 shows the extent of practice on the teachers' role in curriculum implementation in terms of Program philosophy.

The findings from Table 1 demonstrate that the teachers exhibited a high level of dedication and proficiency in implementing the Program philosophy. They demonstrated a strong commitment to understanding the curriculum and effectively delivering instruction through self-learning modules at home. This indicates that the teachers fully embraced this approach and were successful in influencing others, including parents, to accept and adapt to this new method of learning delivery.

The teachers' commitment to understanding the curriculum and delivering instruction through self-learning modules at home reflects their recognition of the importance of providing organized learning experiences for students. Ornstein and Hunkins (2018) support this finding by emphasizing that the curriculum is not simply a collection of subject matter, but a comprehensive framework that includes



the systematic development of various competencies. These competencies encompass not only knowledge and skills but also attitudes and values that are crucial for learners' holistic development.

Table 1. Extent of practice on the teachers' role in curriculum implementation in terms of Program philosophy

Indicator	Mean	SD	Qualitative Description
As a teacher, I performed my role in the curriculum implementation specifically in the program philosophy through			
4. Understanding the curriculum in the manner of learning delivery where learners are using the self-learning modules at home.	4.35	.572	Highly Practiced
2. Understanding the curriculum in the manner of learning delivery, where parents are the learning facilitator of their children at home	4.33	.767	Highly Practiced
3. Understanding the curriculum in the manner of learning delivery where parents are serving as the guide and acting as teacher of the children at home	4.33	.565	Highly Practiced
1. Understanding the curriculum in the manner of learning delivery where teachers do not need to hold classes in the classroom.	4.31	.714	Highly Practiced
5. Understanding the curriculum in the manner of learning delivery where stakeholders take part of their support by donating to the school any supply for module printing and to the parents who need health supplies for safety health protocols.	4.22	.733	Highly Practiced
<b>Overall</b>	<b>4.31</b>	<b>.579</b>	<b>Highly Practiced</b>

Legend: 5 (4.21–5.00) – Highly Practiced; 4 (3.21–4.20) – Practiced; 3 (2.61–3.20) – Moderately Practiced; 2 (1.81–2.60) – Less Practiced; 1 (1.00–1.80) – Not Practiced.

By effectively implementing the Program philosophy, the teachers enabled learners to acquire these competencies through organized learning experiences. The use of self-learning modules at home allowed for a structured approach to learning, ensuring that students continued to receive valuable education even outside of the traditional classroom setting. This innovative approach, embraced by the teachers, not only supported students' academic growth but also fostered the development of essential life skills and values.

Furthermore, the teachers also exhibited a high level of practice in engaging stakeholders in their curriculum implementation efforts, particularly by securing donations for module printing and providing necessary health supplies to parents for safety protocols (mean = 4.22, sd = .733). This demonstrates the teachers' ability to establish strong connections and rapport with stakeholders, making it easier for them to receive support. Sarason (2019) emphasizes the importance of policymakers addressing school needs and facilitating assistance, such as donations for modular learning, to ensure effective implementation.

Overall, there was a high level of practice observed in the extent to which teachers fulfilled their role in curriculum implementation, particularly in terms of Program philosophy (mean = 4.31, sd = .579). This indicates that the teachers excelled in implementing the program philosophy and effectively tapped into stakeholder support to meet the school's needs. The Bureau of Delivery Mode of Education (2020) defines Distance Learning as a modality where instruction occurs between geographically remote teachers and learners.

Table 2 shows the extent of practice on the teachers' role in curriculum implementation in terms of content.

Table 2. Extent of practice on the teachers' role in curriculum implementation in terms of content

Indicator	Mean	SD	Qualitative Description
As a teacher, I performed my role in the curriculum implementation specifically in the content through			
1. Ensuring that the content of the module is all correct based on the Most Essential Learning Competencies (MELC).	4.41	.585	Highly Practiced
5. Ensuring that I am editing the content that I have found faulty in the module.	4.34	.649	Highly Practiced
2. Ensuring that the content of the module align with each other's part.	4.29	.758	Highly Practiced
4. Ensuring the presence of key to answer for the children to refer and validate whenever they find the lesson difficult to understand.	4.25	.713	Highly Practiced
<b>Overall</b>	<b>4.32</b>	<b>.586</b>	<b>Highly Practiced</b>

Legend: 5 (4.21–5.00) – Highly Practiced; 4 (3.21–4.20) – Practiced; 3 (2.61–3.20) – Moderately Practiced; 2 (1.81–2.60) – Less Practiced; 1 (1.00–1.80) – Not Practiced.

Table 2 presents the extent of practice in the teachers' role in curriculum implementation, specifically focusing on the content. The data reveal that all indicators were highly practiced by the teachers, reflecting their commitment to delivering high-quality instruction. One indicator that the teachers highly practiced was ensuring the accuracy and alignment of the module content with the Most Essential Learning Competencies (MELC) (mean = 4.41, sd = .585). This indicates that the teachers were meticulous in reviewing and verifying the content of the modules to ensure their credibility. As dedicated mentors, they took the responsibility of assuring the quality of the modules, leveraging their expertise in quality assurance. This commitment also implies that the teachers were unwilling to compromise their reputation by using modules with questionable or improperly developed MELC.

The practice of providing a key answer for students to refer to when they encounter challenging lessons was also highly observed by the teachers (mean = 4.25, sd = .713). This means that the teachers recognized the importance of offering a reference point for students to validate their answers and enhance their understanding. The provision of an answer key contributes to the credibility and



effectiveness of the self-learning modules. This finding aligns with Undersecretary San Antonio's (2020) perspective on the role of teachers and parents during the pandemic, emphasizing the inclusion of an answer key when distributing modules to students through their parents.

Overall, the teachers displayed a high level of practice in curriculum implementation in terms of content (mean = 4.32, sd = .586). This indicates that the teachers consistently dedicated themselves to fulfilling this role as they understand their accountability in ensuring the appropriateness and comprehensiveness of the content. They recognize the entrusted responsibility bestowed upon them by DepEd officials to diligently review and validate the content, which ultimately contributes to the delivery of quality education to students.

In summary, the data from Table 2 provides compelling evidence of the teachers' commitment and expertise in implementing the curriculum, specifically in terms of content. Their meticulousness in ensuring the accuracy of module content based on MELC and the provision of an answer key for student reference demonstrate their dedication to delivering credible and comprehensive self-learning modules. This aligns with the guidance from DepEd memoranda and the perspectives of education experts, highlighting the significance of quality assurance and the inclusion of answer keys in learning materials. The teachers' consistent practice in this aspect reflects their commitment to providing a high-quality educational experience for their students.

Table 3 shows the extent of practice on the teachers' role in curriculum implementation in terms of resources.

Table 3. *Extent of practice on the teachers' role in curriculum implementation in terms of resources*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Qualitative Description</i>
As a teacher, I performed my role in the curriculum implementation specifically in resources through			
1. Ensuring that each child has a copy of the module assigned for them in a particular week.	4.47	.591	Highly Practiced
4. Doing a mechanism for the parents to get the module and returning it promptly to ensure others can use it also on time.	4.36	.655	Highly Practiced
5. Providing worksheets and answer sheets for the learners to write their answers from the module.	4.31	.748	Highly Practiced
2. Requesting a neighbor of the child to bring their module in as much they were not able to get it on time.	4.12	.802	Practiced
3. Requesting from any stakeholder to share and donate material like bond paper and ink for the printing of the module.	3.92	1.015	Practiced
<b>Overall</b>	<b>4.24</b>	<b>.525</b>	<b>Highly Practiced</b>

Legend: 5 (4.21–5.00) – Highly Practiced; 4 (3.21–4.20) – Practiced; 3 (2.61–3.20) – Moderately Practiced; 2 (1.81–2.60) – Less Practiced; 1 (1.00–1.80) – Not Practiced.

Table 3 presents the extent of practice in the teachers' role in curriculum implementation concerning resources. The indicator with the highest mean, "ensuring that each child has a copy of the assigned module for the week" (mean = 4.47, sd = .591), indicates that teachers are diligent in ensuring that their students receive their designated modules, even though not all subject areas may be covered simultaneously due to the round-robin approach. This suggests that teachers possess effective management skills in organizing and systematically distributing the modules. Secretary Briones (2020) supports this finding, emphasizing that students should be provided with their respective module copies per subject area in a timely manner for use at home.

On the other hand, the indicator "requesting stakeholders to share and donate materials like bond paper and ink for module printing" (mean = 3.92, sd = 1.015) obtained the lowest mean. However, despite this lower score, it is evident that teachers still highly practice their role in curriculum implementation with regards to resources. This implies that teachers actively seek the assistance of local stakeholders in meeting the module needs of the learners. This result aligns with San Antonio's (2020) assertion that the education of children during the pandemic is a collective responsibility, and everyone should contribute what they can to support the provision of modules.

Overall, teachers demonstrate a high level of practice in curriculum implementation regarding resources (mean = 4.24, sd = .525). This suggests that teachers effectively establish connections and collaborations with others to acquire the necessary assistance for the welfare of their students and the availability of learning modules. By leveraging their networking skills, teachers can assure parents and learners of the availability of modules, thus enhancing the learning experience.

In summary, the data from Table 3 indicates that teachers highly prioritize the provision of modules to their students, ensuring that each child receives their designated copies. This demonstrates their effective management skills in organizing and distributing the modules. While the practice of requesting materials from stakeholders for module printing scored lower, it does not diminish the fact that teachers actively seek assistance from local stakeholders to meet the module needs of the learners. The overall high level of practice in terms of resources reflects teachers' ability to establish connections and collaborate with others to ensure the availability of learning materials for their students.

Table 4 shows the extent of practice on the teachers' role in curriculum implementation in terms of the time element.

The data presented in Table 4 highlights that teachers consistently practice all indicators of the teachers' role in curriculum implementation concerning time management.



Table 4. *Extent of practice on the teachers' role in curriculum implementation in terms of time element*

Indicator	Mean	SD	Qualitative Description
As a teacher, I performed my role in the curriculum implementation specifically in the time element through			
4. Sparing my time in the binding and stapling of the module by subject area and module number.	4.53	.631	Highly Practiced
3. Sparing my time in the assorting of the module by subject area and module number.	4.43	.648	Highly Practiced
5. Optimizing my time in the release and retrieval of the module to my learners.	4.41	.766	Highly Practiced
2. Sparing my time in the reproduction of the module by subject area and module number.	4.40	.604	Highly Practiced
1. Ensuring that I maximize my time in checking the content of the module before it was being printed out.	4.23	.526	Highly Practiced
Overall	4.40	.538	Highly Practiced

Legend: 5 (4.21–5.00) – Highly Practiced; 4 (3.21–4.20) – Practiced; 3 (2.61–3.20) – Moderately Practiced; 2 (1.81–2.60) – Less Practiced; 1 (1.00–1.80) – Not Practiced.

The indicator with the highest mean, "sparing time for binding and stapling the modules by subject area and module number" (mean = 4.53, sd = .631), demonstrates that teachers prioritize time consciousness in their work, particularly when multitasking in the school setting. This indicates that teachers effectively schedule their activities, adhere to time constraints, and strive for efficiency. Teachers need to manage their time effectively to ensure smooth operations. San Antonio emphasizes the use of the Individual Learning Monitoring Plan to track learner progress and employ appropriate intervention strategies, making any support that can aid learners valuable, such as timely module preparation.

On the other hand, the indicator "ensuring that I maximize my time in checking the content of the module before it is printed out" (mean = 4.23, sd = .526) obtained the lowest mean. However, this still signifies that teachers dedicate ample time to thoroughly reviewing the module's content before it undergoes printing. Their commitment to ensuring accurate and error-free modules reflects their concern for students' learning experiences. Memorandum Dm-Ci-2020-00162, issued by Undersecretary Diosdado M. San Antonio, emphasizes the importance of reviewing and correcting module content in the Individual Learning Monitoring Plan.

Overall, teachers demonstrate a high level of practice in the teachers' role in curriculum implementation regarding time management (mean = 4.40, sd = .538). This suggests that teachers effectively prioritize and manage their time, organizing and systematizing their workflow to prepare modules for students. Their time consciousness and multitasking abilities enable them to deliver modules punctually to students in their respective homes.

In summary, the data presented in Table 4 highlight that teachers consistently practice all indicators related to time management in curriculum implementation. They allocate time for binding and stapling modules and are conscious of time constraints, allowing for efficient multitasking. Although the indicator regarding content checking before printing received a slightly lower mean, it still indicates that teachers prioritize ensuring error-free modules for students. Teachers' commitment to managing their time effectively, organizing their tasks, and practicing time consciousness contributes to the timely delivery of modules to students.

Table 5 shows the extent of practice on the teachers' role in curriculum implementation in terms of school ethos.

Table 5. *Extent of practice on the teachers' role in curriculum implementation in terms of school ethos*

Indicator	Mean	SD	Qualitative Description
As a teacher, I performed my role in the curriculum implementation specifically in the School ethos through			
1. Ensuring that children are learning at home with the help of their parents and guardian.	4.40	.517	Highly Practiced
5. Learners through their parents and guardian seeks help to teachers whenever they don't understand the lesson in the module.	4.35	.772	Highly Practiced
3. Recording only the evaluation part per lesson in the module to help the learner to have a focus in their quizzes and grades.	4.33	.587	Highly Practiced
2. Giving of summative test without giving key to answer to the learners as bases for their grades per subject area.	4.29	.708	Highly Practiced
4. Giving answer sheets where those which are needed to be answered are identified and reflected.	4.18	.718	Highly Practiced
Overall	4.31	.532	Highly Practiced

Legend: 5 (4.21–5.00) – Highly Practiced; 4 (3.21–4.20) – Practiced; 3 (2.61–3.20) – Moderately Practiced; 2 (1.81–2.60) – Less Practiced; 1 (1.00–1.80) – Not Practiced.

Table 5 provides insights into the teachers' high level of practice in the indicators of curriculum implementation related to school ethos. The indicator with the highest mean, "ensuring that children are learning at home with the help of their parents and guardians" (mean = 4.40, sd = .517), demonstrates that teachers are effectively fulfilling their role in curriculum implementation concerning school ethos. Teachers are actively involved in creating mechanisms to facilitate home-based learning, ensuring that parents and guardians play an essential role in supporting children's education. This highlights the teachers' dedication to fostering a collaborative learning environment where parents and guardians actively contribute to their child's education. DepEd (2020) recognizes that Modular Distance Learning, one of the distance learning modalities, encourages learners to use self-learning modules supervised by their parents.



Similarly, the indicator "giving answer sheets where those which are needed to be answered are identified and reflected" (mean = 4.18, sd = .718) received the lowest mean but was still highly practiced by the teachers. This practice serves as a strategy for teachers to track and identify students who require additional assistance. It reflects the teachers' commitment to being systematic and organized in their work, ensuring that students in need receive appropriate support. DepEd (2020) also acknowledges homeschooling as an alternative delivery mode that promotes equal access to quality education through a home-based environment facilitated by qualified parents, guardians, or tutors who have undergone relevant training.

Overall, the teachers' role in curriculum implementation concerning school ethos was highly practiced (mean = 4.31, sd = .532). This suggests that teachers are proficient in fulfilling their responsibilities related to school ethos, which is a mandatory aspect of their role. Their resourcefulness and creativity enable them to effectively and efficiently address the demands of creating a conducive learning environment.

In summary, Table 5 reveals that teachers highly practice all indicators related to school ethos in curriculum implementation. They ensure children's learning at home with the assistance of parents and guardians, fostering a collaborative learning environment. They also employ strategies, such as providing answer sheets, to identify and support students in need. Overall, teachers demonstrate their commitment to the school ethos, leveraging their resourcefulness and creativity to create an effective learning environment.

Table 6 shows the extent of practice on the teachers' role in curriculum implementation in terms of professional support.

Table 6. *Extent of practice on the teachers' role in curriculum implementation in terms of professional support*

Indicator	Mean	SD	Qualitative Description
As a teacher, I performed my role in the curriculum implementation specifically in Professional support through			
3. Attending workshops for minimal participants in the school, district and division level.	4.40	.583	Highly Practiced
1. Equipping oneself about this new learning delivery by attending seminar and workshops virtually.	4.35	.593	Highly Practiced
4. Enrolling oneself in the graduate studies for professional growth, even in an online class.	3.84	1.110	Practiced
2. Joining the school, district and division initiative for the search of the best teacher award.	3.82	.990	Practiced
5. Facilitating, and serving as resource person during webinar on matters related to learning modalities as today's design in curriculum.	3.72	1.252	Practiced
Overall	4.03	.632	Practiced

Legend: 5 (4.21–5.00) – Highly Practiced; 4 (3.21–4.20) – Practiced; 3 (2.61–3.20) – Moderately Practiced; 2 (1.81–2.60) – Less Practiced; 1 (1.00–1.80) – Not Practiced.

Table 6 illustrates that teachers highly fulfill their role in curriculum implementation, particularly in terms of professional support. The indicator "attending workshops for minimal participants in the school, district, and division level" (mean = 4.40, sd = .583) obtained the highest mean. This indicates that teachers are conscientious about the number of individuals attending seminars, whether it involves face-to-face interaction or online platforms such as webinars or virtual sessions. Teachers demonstrate sensitivity to crowd size and the potential risks associated with large gatherings, considering the local transmission of the virus. The World Bank Report (2020) highlights the significant impact of the COVID-19 pandemic on schools and teachers, emphasizing their dedication to ensuring children's learning continues despite the challenging circumstances faced by parents and school systems.

Conversely, the indicator "facilitating and serving as a resource person during webinars on matters related to learning modalities as today's design in curriculum" (mean = 3.72, sd = 1.252) obtained the lowest mean but was still practiced by teachers. This indicates that teachers frequently engage in webinars, assuming the roles of facilitators and speakers. This choice may stem from the safety it provides, as teachers can avoid potential exposure to the virus by participating in virtual events. The World Bank Report (2020) also emphasizes the importance of supporting teachers instructionally and technologically, particularly in assessing students upon their return to school and providing access to technology.

Overall, teachers demonstrate their commitment to professional support in curriculum implementation (mean = 4.03, sd = .632). This suggests that teachers excel in fulfilling their responsibilities related to professional support, which can contribute to their career advancement and professional growth. The World Bank Report (2020) further highlights the significance of supporting teachers instructionally and technologically, acknowledging the success of countries and school systems that have effectively navigated the challenges posed by the COVID-19 pandemic by ensuring teachers have access to technology.

In summary, Table 6 highlights the teachers' high level of practice in their role of professional support in curriculum implementation. They prioritize attending workshops with limited participants and exhibit sensitivity to gathering sizes in order to mitigate the risks associated with the virus. While facilitating and serving as resource persons in webinars obtained a lower mean, teachers still actively engage in these virtual platforms, recognizing the benefits of avoiding close contact with others. Overall, teachers effectively fulfill their roles in professional support, which can contribute to their professional development and potential for promotion. The World Bank Report (2020) emphasizes the importance of supporting teachers instructionally and technologically to ensure their effectiveness in the face of the pandemic.

Table 7 shows the extent of practice on the teachers' role in curriculum implementation in terms of Program philosophy.



Table 7. *Extent of practice on the teachers' role in curriculum implementation in terms of professional adequacy and interest*

Indicator	Mean	SD	Qualitative Description
As a teacher, I performed my role in the curriculum implementation specifically in the Professional adequacy and interest through			
1. Ensuring that I am assigned in the grade level where it fits to my capability and ability as a teacher.	4.48	.549	Highly Practiced
5. Ensuring that I am teaching to the grade level where my interest, ability and competence are tailored fit.	4.43	.522	Highly Practiced
2. Ensuring that I am teaching with my subject expertise at the higher level.	4.40	.583	Highly Practiced
3. Ensuring that I am helping in the correctness of the content in the module as printed.	4.20	.694	Practiced
4. Editing some flaws of the module like grammar issues and minor errors.	4.12	.802	Practiced
Overall	4.33	.490	Highly Practiced

Legend: 5 (4.21–5.00) – Highly Practiced; 4 (3.21–4.20) – Practiced; 3 (2.61–3.20) – Moderately Practiced; 2 (1.81–2.60) – Less Practiced; 1 (1.00–1.80) – Not Practiced.

Table 7 demonstrates that teachers fulfill their role in curriculum implementation, specifically in professional adequacy and interest. The indicator "ensuring that I am assigned to a grade level that aligns with my capability and ability as a teacher" (mean = 4.48, sd = .549) obtained the highest mean. This indicates that teachers feel comfortable and satisfied with their current grade level assignment, as it allows them to leverage their skills and expertise effectively. They find joy in their work because they can perform tasks that align with their abilities and capabilities. Springfield (2020) emphasizes that teaching plays a vital role in facilitating essential learning, highlighting the importance of teachers providing their best support to learners.

Conversely, the indicator "editing flaws in the module, such as grammar issues and minor errors" (mean = 4.12, sd = .802) obtained the lowest mean but was still practiced by teachers. This means that teachers serve as editors, utilizing their expertise to identify and correct flaws in modules, particularly grammar issues and minor errors. They strive to ensure that the modules are well-crafted and thoroughly reviewed as they are responsible for providing appropriate materials to children. UNESCO (2020) mentions the widespread use of remote learning materials, such as television or radio, indicating that the use of modules will likely continue in the foreseeable future due to the ongoing disruption caused by the COVID-19 pandemic. Therefore, it is crucial to thoroughly check the modules to ensure their appropriateness for children's learning.

Overall, teachers demonstrate their commitment to professional adequacy and interest in curriculum implementation (mean = 4.03, sd = .632). This means that teachers possess intelligence and confidence in their abilities, allowing them to extend their skills and knowledge as educators. They are dependable in sharing their expertise for the benefit and welfare of their learners.

Table 8 shows the Pupils' academic achievement in Araling Panlipunan during the school Year 2020-2021

To summarize, the findings from Table 7 underscore the teachers' commitment to their roles in maintaining professional adequacy and fostering interest in curriculum implementation. They derive fulfillment from being assigned to grade levels that align with their capabilities, which empowers them to effectively utilize their skills. Furthermore, teachers assume the role of editors, ensuring that the modules are devoid of grammar issues and minor errors, thereby elevating the quality of learning materials. Their self-assurance enables them to contribute their expertise to enhance the learning experience for their students. The persisting disruptions caused by the COVID-19 pandemic reinforce the criticality of meticulously reviewing and refining modules, given the continued reliance on remote learning as a significant component of education.

Table 8. *Pupils' academic achievement in Araling Panlipunan during the school Year 2020-2021*

Grade	Frequency	Percent	Qualitative Interpretation
90 and Above	5	6.0	Outstanding
85 - 89	45	54.3	Very Satisfactory
80 - 84	31	37.3	Satisfactory
75 - 79	2	2.4	Fairly Satisfactory
74 and below	0	0	Did not Meet Expectation
Total	83	100	
Mean = 85.51			Very Satisfactory

Table 8 presents the distribution of grades among the pupils, revealing that a majority of them (45 or 54.3%) achieved grades between 85 and 89, indicating a very satisfactory academic performance in the subject of Araling Panlipunan. Additionally, a significant number of pupils (31 or 37.3%) received satisfactory grades ranging from 80 to 84. Overall, the pupils attained a mean grade of 85.51, demonstrating a very satisfactory academic achievement in Araling Panlipunan. It is noteworthy that none of the pupils received a failing grade, and all of them achieved satisfactory or higher grades, despite the challenges of the pandemic and the shift to home-based learning.

The positive academic outcomes can be attributed to the pupils' commitment and dedication as learners during this pandemic. Their efforts, with the assistance of their parents, should be acknowledged, as they have taken on the responsibility of working through their modules at home. This implies that the extent to which teachers implemented the curriculum during the pandemic, as observed in various variables, did not significantly correlate with the pupils' academic achievement in Araling Panlipunan. It is possible that the

involvement of parents in the pupils' academic progress in different areas did not have a substantial impact on their grades in Araling Panlipunan. It is important to note that during this challenging time, the extent of teachers' implementation of the curriculum, particularly through modular lessons, may not directly influence pupils' academic achievement in the subject. There could be other factors not accounted for in this study that contribute to the pupils' grades.

This finding aligns with a study conducted by Remoroza (2020) in Southern Bukidnon, which also reported that despite the difficulties faced in the new normal education brought about by the pandemic, pupils achieved very satisfactory grades.

Table 9. *Test of the significant relationship between the Extent of Practice on the teachers' role in curriculum implementation in the new learning modalities and the pupils' academic achievement in Araling Panlipunan during the school Year 2020-2021*

<i>Variables</i>	<i>r</i>	<i>P – value</i>	<i>Interpret</i>
Program Philosophy	.093	.405	NS
Content	-.026	.815	NS
Resources	-.061	.581	NS
Time Element	.086	.438	NS
School Ethos	.117	.294	NS
Professional Support	.026	.813	NS
Professional adequacy and interest	.067	.549	NS

Table 9 presents the correlation coefficients and p-values for the variables: Program Philosophy ( $r = .093$ ,  $p\text{-value} = .405$ ), Content ( $r = -.026$ ,  $p\text{-value} = .815$ ), Resources ( $r = -.061$ ,  $p\text{-value} = .581$ ), Time Element ( $r = .086$ ,  $p\text{-value} = .438$ ), School Ethos ( $r = .117$ ,  $p\text{-value} = .294$ ), Professional Support ( $r = .026$ ,  $p\text{-value} = .813$ ), and Professional Adequacy and Interest ( $r = .067$ ,  $p\text{-value} = .549$ ). The results indicate that none of these variables has a significant relationship with pupils' academic achievement in Araling Panlipunan at a significance level of 0.05. In other words, the extent to which teachers implemented their role in curriculum implementation using new learning modalities did not have a significant impact on the pupils' academic performance in the subject during the 2020-2021 school year.

These findings suggest that factors beyond the variables examined in this study may influence pupils' academic achievement in Araling Panlipunan. It is possible that there are additional variables that were not considered or included in this study, which may play a role in determining the students' performance. Further research could explore other potential factors that might contribute to academic achievement in the specific subject.

Based on the lack of significant relationships found in this study, the null hypothesis stating that there is no significant relationship between the extent of practice on the teachers' role in curriculum implementation using new learning modalities and pupils' academic achievement in Araling Panlipunan during the 2020-2021 school year is not rejected. These results are consistent with the findings of Remoroza (2020), who also reported no significant relationship between the efforts of teachers, parents, and pupils' academic achievement in Araling Panlipunan.

It is important to note that these results are specific to the context and variables examined in this study. Other studies and contexts might yield different findings. Nevertheless, these results highlight the need for further investigation into the various factors that contribute to pupils' academic achievement in Araling Panlipunan, particularly in the context of new learning modalities. Understanding these factors can help educators and policymakers design effective strategies to enhance students' learning outcomes in the subject.

## Conclusions

Based on the findings of the study, the following conclusions can be drawn:

Teachers have demonstrated their dependability and resourcefulness by effectively practicing their role in curriculum implementation in Valencia City 9 District during the school year 2020-2021. Despite the challenges posed by the pandemic, teachers showed a high level of engagement in terms of Program philosophy, Content, Resources, School ethos, Professional support, and Professional adequacy and interest.

The learners have achieved satisfactory academic performance in Araling Panlipunan despite the new learning modality, which involves self-learning modules completed at home. This indicates that students were able to adapt and excel in their studies despite the changes in the learning environment. However, the study did not find a significant relationship between the extent of practice on the teachers' role in curriculum implementation in the new learning modalities and the pupils' academic achievement in Araling Panlipunan during the school year 2020-2021. This suggests that other factors might have influenced students' academic performance beyond the teachers' role in curriculum implementation.

In summary, the study highlights the resilience and dedication of teachers in adapting to the new learning situation, as well as the commendable academic achievement of the learners. However, the study did not establish a significant correlation between teachers' role in curriculum implementation and pupils' academic achievement, indicating the presence of additional influential factors.

Based on the conclusions drawn from the study, the following recommendations are suggested:

Despite the commendable efforts of teachers in curriculum implementation, continuous professional development programs should be provided to enhance their skills and knowledge further. These programs can focus on instructional strategies, technology integration, and innovative teaching methods, ensuring that teachers are equipped with the necessary tools to adapt to changing learning environments effectively. Recognizing the resilience and resourcefulness of teachers, it is important to provide them with adequate support systems. This includes access to relevant teaching resources, technological infrastructure, and professional support networks. By strengthening these support systems, teachers will be better equipped to address the challenges of curriculum implementation in new learning modalities.

While the study did not establish a significant correlation between teachers' role in curriculum implementation and pupils' academic achievement, it is essential to investigate further and identify the other factors influencing student performance. This may involve conducting additional research or assessments to gain insights into the specific factors contributing to student success. Encourage teachers to collaborate and share best practices within and across schools. Facilitating platforms for peer learning, such as workshops, conferences, or online forums, can enable teachers to exchange ideas, strategies, and resources. This collaboration can lead to improved curriculum implementation and enhance overall student outcomes.

Promote further research: Considering the unprecedented challenges posed by the pandemic and the swift transition to new modes of learning, it is crucial to encourage ongoing research in this field. Subsequent studies can explore in greater detail the multitude of factors that impact student achievement and the precise methodologies adopted by educators to implement the curriculum in remote learning environments. These endeavors will advance the refinement of educational approaches and provide valuable insights for informed decision-making.

By implementing these recommendations, educational stakeholders can further support teachers in their role as curriculum implementers and promote students' academic success in diverse learning environments.

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