

The School Heads' Leadership Practices in the Implementation of the Revised K To 12 Curriculum in Grades 2, 3 And 5 In the Public Elementary Schools in the Division of Camarines Sur

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ABSTRACT

This study assessed school heads' leadership practices in implementing the Revised K to 12 Curriculum in Grades 2, 3, and 5 in public elementary schools in the Division of Camarines Sur during School Year 2025–2026 and used the findings as basis for a training design. A descriptive-evaluative-correlational design was employed. The study involved 185 school heads drawn from a population of 341 across five congressional districts through purposive selection of the locale and stratified random sampling of respondents. Data were obtained using a validated researcher-made questionnaire and analyzed through weighted mean, frequency, percentage, rank, Kendall's coefficient of concordance W, and chi-square at the .05 level. Overall curriculum implementation was rated Much Implemented, with curriculum content ($M = 3.76$), instructional delivery ($M = 3.69$), and assessment of learning ($M = 3.55$)

receiving higher ratings, while teacher preparedness ($M = 3.15$), learner engagement ($M = 3.29$), and learning resources ($M = 3.28$) were rated Implemented. School heads' leadership practices were generally Much Practiced (overall $M = 3.71$), led by instructional leadership ($M = 4.20$), teacher development ($M = 4.19$), and curriculum management ($M = 4.18$). The most serious constraint was teacher capability ($M = 3.99$), followed by instructional delivery, learner readiness, and resource allocation. Training, Learning Action Cell sessions, access to learning materials, curriculum mapping, and parent involvement emerged as priority responses. The findings support a targeted leadership-development program emphasizing teacher capacity, curriculum management, monitoring and evaluation, stakeholder engagement, and resource support.

Keywords: *educational leadership, school heads, Revised K to 12 Curriculum, curriculum implementation, Camarines Sur, training design*

INTRODUCTION

School leadership is central to the implementation of educational reform because school heads translate national policy into school-level systems, instructional practices, resource decisions, and professional support. In the Philippine basic education system, the Revised K to 12 Curriculum requires school heads to guide teachers through curriculum shifts intended to streamline content, strengthen foundational competencies, and make learning responsive to learners' contexts. The reform therefore places instructional supervision, curriculum management, teacher development, resource management, stakeholder engagement, and monitoring and evaluation at the center of school leadership.

Implementation, however, occurs under uneven school conditions. The dissertation identified persistent concerns related to limited resources, gaps in teacher preparation, learner readiness, large and diverse classes, and

the challenge of balancing administrative duties with instructional leadership. These pressures are particularly important in the Division of Camarines Sur, where schools are distributed across five congressional districts and include urban, rural, and geographically distant contexts. The study therefore treated leadership not simply as administrative compliance but as an adaptive process through which school heads mobilize people and resources to sustain curriculum reform.

Existing Philippine studies have emphasized the association of school leadership with teacher performance, teacher self-efficacy, instructional quality, school-community relations, and professional stability (Battad, 2024; Boniao, 2020; Cahapay, 2022; Dimatera, 2024; Pitpit, 2020). Research on the Revised K to 12 or MATATAG rollout likewise points to implementation challenges involving school readiness, teacher capacity, instructional resources, and the need for localized leadership responses (Ancho et al., 2020; Malinao & Miano, 2025; Villaver et al., 2024). These strands of evidence support the need to examine leadership practices and curriculum implementation together rather than as separate organizational concerns.

The study addressed this need by determining the extent of implementation of the Revised K to 12 Curriculum in Grades 2, 3, and 5; assessing school heads' leadership practices; examining the constraints they encountered and the solutions they offered; testing agreement in rank orders across the five congressional districts; and developing a training design based on the findings. In doing so, the research sought to generate division-level evidence that could inform professional development, technical assistance, monitoring mechanisms, resource allocation, and school-level improvement.

Literature Review

Instructional Leadership and Curriculum Management

Instructional leadership positions the school head close to the core work of teaching and learning. The reviewed literature in the dissertation emphasized supervision, coaching, feedback, lesson alignment, and support for teachers as important leadership functions. Dimatera (2024) linked public elementary school heads' instructional leadership to teachers' pedagogical performance, while Battad (2024) associated stronger instructional leadership with greater teacher self-efficacy. Pitpit (2020) similarly underscored mentoring, constructive feedback, and supportive evaluation as practices that can sustain instructional quality and teacher commitment.

Curriculum reform increases the importance of these practices because school heads must help teachers interpret new standards and translate them into coherent classroom plans. Fullan (2000) described educational reform as a process that depends on interaction among policy, professional learning, and local implementation. In the present study, curriculum management therefore included aligning school programs with standards, supervising curriculum mapping and planning, reviewing lesson alignment, and coordinating curriculum-related activities. This framing is consistent with the dissertation's emphasis on leadership as the operational link between national reform and school-level practice.

Teacher Development and Professional Learning

Teacher capability is a recurring condition for successful curriculum implementation. The literature reviewed in the dissertation emphasized that school leaders support reform through professional learning, mentoring, coaching, and collaborative structures. Guskey and Yoon (2009) highlighted the importance of professional development in improving practice, while Kennedy (2014) described professional learning models that vary in how they support teacher autonomy, collaboration, and transformation. Sahin and Yildirim (2015) further emphasized the transfer of professional learning into practice.

Within the Philippine context, curriculum change creates an immediate demand for continuing capacity building. Malinao and Miano (2025) described teachers' challenges, adaptation strategies, and support needs in implementing the MATATAG curriculum, while Salvador (2022) treated needs assessment as an important basis for training design. These studies align with the present dissertation's focus on teacher development as both a

leadership practice and a major area of constraint, making professional development a logical component of the proposed training design.

Resource Management, Monitoring, and Stakeholder Engagement

School heads must also manage the organizational conditions that make curriculum implementation possible. Resource management involves allocating funds, securing instructional materials and technology, maintaining facilities, and ensuring that resources reach teachers and learners. Mgbodile (2002) situated resource administration within the broader responsibilities of educational management, while Orlich et al. (2012) emphasized that effective instruction depends on purposeful planning and the use of appropriate teaching strategies and resources. These concerns are particularly relevant where school contexts differ in access to instructional and digital materials.

Monitoring, evaluation, and stakeholder engagement extend leadership beyond internal administration. Boniao (2020) showed the value of examining leadership from both leader and subordinate perspectives, while Cahapay (2022) highlighted stakeholder collaboration and flexible decision-making under changing conditions. The present study similarly treated monitoring, use of data, feedback, parent involvement, community partnerships, and consultation as leadership practices that help schools maintain accountability and adapt curriculum implementation to local conditions.

Implementation of the Revised K to 12 Curriculum

The Revised K to 12 Curriculum emphasizes more focused content, foundational competencies, appropriate instructional delivery, assessment aligned with learning goals, teacher preparedness, learner engagement, and sufficient learning resources. Anderson and Krathwohl et al. (2001) provide a useful foundation for aligning learning objectives, instruction, and assessment, while Fraenkel and Wallen (2006) support the systematic use of evidence in educational evaluation. In the dissertation, these areas were treated as distinct but interrelated dimensions of implementation.

Recent Philippine research has documented both opportunities and implementation difficulties. Villaver et al. (2024) examined challenges in the MATATAG curriculum rollout; Ancho et al. (2020) identified facilitating and hindering factors in curriculum implementation; and Aquino (2024) focused on assessing implementation effectiveness. These studies reinforce the dissertation's premise that the success of curriculum reform depends not only on the curriculum document itself but also on teacher readiness, leadership support, school resources, and contextual responsiveness.

Training Design for School Leadership Development

A training design is most useful when it is tied directly to identified performance needs. The dissertation therefore treated the proposed training program as an output of empirical findings rather than as a generic leadership course. Needs in curriculum management, teacher development, monitoring and evaluation, stakeholder engagement, and resource allocation were linked to concrete leadership practices that school heads could strengthen through guided professional learning.

This findings-based approach is supported by the professional-development literature. Guskey and Yoon (2009) emphasized the importance of well-designed professional learning, Kennedy (2014) highlighted the differing purposes of continuing professional development models, and Salvador (2022) used needs assessment as the basis for teacher training design. In this study, the same principle was applied to school heads: the training design was intended to respond to documented implementation gaps and strengthen leadership practices toward more consistent curriculum delivery.

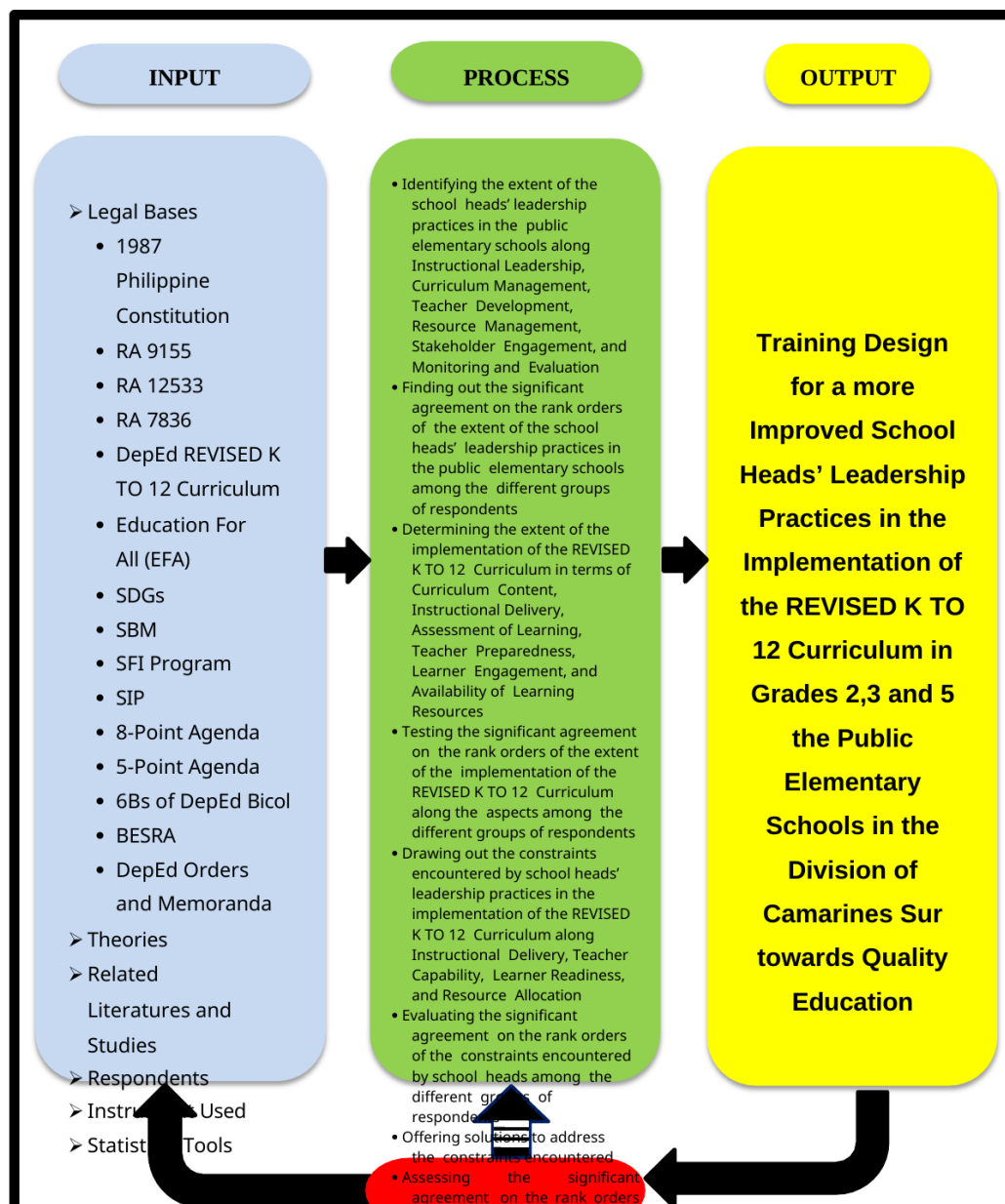


Figure 1. *Conceptual Paradigm of the Study (retained from the dissertation).*

METHODS

Research Design

The study employed a descriptive-evaluative-correlational research design. The descriptive component was used to determine the extent of curriculum implementation, school heads' leadership practices, constraints encountered, and solutions offered. The evaluative component examined the seriousness of implementation constraints and the necessity of proposed responses. The correlational component, operationalized through

Kendall's coefficient of concordance, determined the degree of agreement in rank orders across the respondent groups.

Research Locale

The study was conducted in public elementary schools across the five congressional districts of the Division of Camarines Sur. The locale covered a range of municipalities and school contexts, including urban, rural, and far-flung areas. The distribution across the five districts was intended to capture differences in curriculum implementation conditions, leadership practices, teacher capability, learner readiness, and resource availability.

Participants and Sampling Technique

The population consisted of 341 school heads designated as principals in public elementary schools. A sample of 185 school heads was selected. The locale was purposively selected, while stratified random sampling was used to obtain proportional representation from the five congressional districts. Slovin's formula with a 5% margin of error was used in determining the required sample size. The final sample comprised 24 respondents from the 1st district, 37 from the 2nd, 34 from the 3rd, 51 from the 4th, and 39 from the 5th.

Research Instrument

Data were collected using a researcher-made questionnaire developed from the study objectives and reviewed literature. The instrument contained 144 items organized into four parts: extent of Revised K to 12 Curriculum implementation; school heads' leadership practices; constraints encountered; and solutions offered. The curriculum implementation component covered curriculum content, instructional delivery, assessment of learning, teacher preparedness, learner engagement, and learning resources. Leadership practices covered instructional leadership, curriculum management, teacher development, resource management, stakeholder engagement, and monitoring and evaluation.

The questionnaire was reviewed by the research professor and panel of examiners and was subjected to a dry run among nonparticipants. The dissertation reports excellent reliability, with a standardized alpha greater than .90 and inter-item correlations greater than .58, together with content-validity support derived from review of relevant frameworks and measures. The final instrument used five-point scales with interpretation ranges appropriate to implementation, leadership practice, seriousness of constraints, and necessity of solutions.

Data Gathering Procedure

Following approval of the dissertation proposal and incorporation of committee recommendations, the researcher finalized the questionnaire and secured permission from the Schools Division Superintendent and school heads. Survey questionnaires were distributed to the selected respondents, retrieved after completion, and checked before tabulation. The gathered data were then organized, analyzed, and interpreted in accordance with the research questions before the manuscript proceeded through pre-oral and final defense processes.

Data Analysis

Weighted mean, frequency count, percentage, and rank were used to summarize curriculum implementation, leadership practices, constraints, and solutions. Kendall's coefficient of concordance W was used to test agreement in rank orders among the five congressional districts. The corresponding chi-square test was used to determine the significance of the observed agreement, with the level of significance set at .05. These procedures were consistent with the study's descriptive-evaluative-correlational design and its emphasis on comparing ranked assessments across district groups.

Ethical Consideration

The dissertation documents institutional approval processes, permission to conduct the study, and administration of the instrument to school-head respondents. Participation was conducted within the formal

school-system research process, and responses were used for the purposes of the study. No individual respondent identities are reported in the published results tables; findings are presented in aggregate by congressional district and study dimension.

RESULTS AND DISCUSSION

Extent of Revised K to 12 Curriculum Implementation

The summary results show that implementation was generally strong but uneven across dimensions. Curriculum content received the highest overall mean (3.76, Much Implemented), followed by instructional delivery (3.69, Much Implemented) and assessment of learning (3.55, Much Implemented). Teacher preparedness (3.15), learner engagement (3.29), and availability of learning resources (3.28) were rated Implemented rather than Much Implemented. The overall district average was approximately 3.50, indicating that the curriculum was generally Much Implemented across the division.

Table 1. Summary of Revised K to 12 Curriculum Implementation

Dimension	Mean	Interpretation	Rank
Curriculum Content	3.76	Much Implemented	1
Instructional Delivery	3.69	Much Implemented	2
Assessment of Learning	3.55	Much Implemented	3
Learner Engagement	3.29	Implemented	4
Learning Resources	3.28	Implemented	5
Teacher Preparedness	3.15	Implemented	6

The pattern indicates that policy and curriculum alignment were stronger than the human-capacity and resource conditions needed for full implementation. This is consistent with research showing that curriculum reform may be formally established while classroom implementation remains constrained by teacher readiness, implementation support, and school resources (Ancho et al., 2020; Malinao & Miano, 2025; Villaver et al., 2024). The detailed results also showed that the 5th Congressional District recorded comparatively lower values in teacher preparedness, learner engagement, and learning resources, suggesting that implementation conditions differed across local contexts.

School Heads' Leadership Practices

School heads' leadership practices were generally rated Much Practiced, with an overall mean of 3.71. Instructional leadership ranked first (4.20), followed by teacher development (4.19) and curriculum management (4.18). Resource management was also Much Practiced (3.51), whereas monitoring and evaluation (3.13) and stakeholder engagement (3.03) were rated Practiced. The results portray a leadership profile that is strongest in direct instructional and teacher-support functions but comparatively weaker in data use, monitoring systems, and external participation.

Table 2. Summary of School Heads' Leadership Practices

Leadership Dimension	Mean	Interpretation	Rank
Instructional Leadership	4.20	Much Practiced	1
Teacher Development	4.19	Much Practiced	2
Curriculum Management	4.18	Much Practiced	3
Resource Management	3.51	Much Practiced	4
Monitoring and Evaluation	3.13	Practiced	5
Stakeholder Engagement	3.03	Practiced	6

The strong instructional and teacher-development ratings align with studies that position supervision, coaching, feedback, and professional support as core leadership functions (Battad, 2024; Dimatera, 2024; Pitpit, 2020). At the same time, the lower ratings for monitoring and stakeholder engagement suggest that implementation

support should extend beyond instructional direction to more systematic data use, progress review, family participation, and community collaboration. Cahapay (2022) and Boniao (2020) similarly emphasize responsive leadership, stakeholder relationships, and the importance of how leadership is experienced within the school organization.

Constraints in Curriculum Implementation

The most serious overall constraint was teacher capability, with a mean of 3.99 and a Much Serious interpretation. Instructional delivery (3.26), learner readiness (3.25), and resource allocation (3.19) were rated Serious. Within teacher capability, difficulty in mentoring and coaching teachers and limited understanding of the revised curriculum were among the highest-rated concerns. Resource constraints included limited budget, insufficient curriculum-aligned materials, and limited access to digital tools.

Table 3. Summary of Constraints Encountered

Constraint Area	Mean	Interpretation	Rank
Teacher Capability	3.99	Much Serious	1
Instructional Delivery	3.26	Serious	2
Learner Readiness	3.25	Serious	3
Resource Allocation	3.19	Serious	4

These results reinforce the centrality of teacher readiness in reform implementation. Curriculum change requires teachers to understand revised competencies, adapt instructional and assessment strategies, and respond to learner diversity. The prominence of teacher capability as a constraint is consistent with recent studies on MATATAG implementation that identify professional learning and support needs as major implementation issues (Malinao & Miano, 2025; Villaver et al., 2024). The resource findings likewise support the view that leadership practice is shaped by the material conditions available to schools.

Solutions Offered to Address Constraints

The solutions prioritized by the school heads concentrated on teacher support, collaborative professional learning, and access to instructional resources. The highest-rated responses included providing training on the Revised K to 12 Curriculum (4.72), conducting Learning Action Cell sessions (4.66), providing access to digital and printed learning materials (4.57), supervising curriculum mapping and planning (4.52), and involving parents in curriculum implementation (4.48). These priorities correspond directly with the identified constraints in teacher capability, instructional delivery, and resource support.

Table 4. Highest-Rated Solutions Offered

Proposed Solution	Mean
Provide training on the Revised K to 12 Curriculum	4.72
Conduct Learning Action Cell sessions	4.66
Provide access to digital and printed learning materials	4.57
Supervise curriculum mapping and planning	4.52
Involve parents in curriculum implementation	4.48

The priority given to training and collaborative learning is consistent with the professional-development literature (Guskey & Yoon, 2009; Kennedy, 2014; Salvador, 2022). The prominence of learning materials and parent involvement also indicates that the respondents did not view implementation problems as teacher issues alone. Rather, their solutions combined capacity building, curriculum coordination, resource access, and stakeholder participation.

Agreement in Rank Orders Across Congressional Districts

Kendall's coefficient of concordance was used to determine the degree of agreement among the five congressional districts. For curriculum implementation, the dissertation reports high agreement for several

dimensions, including curriculum content, instructional delivery, assessment of learning, teacher preparedness, and learner engagement. For leadership practices, significant agreement was reported in instructional leadership, teacher development, and stakeholder engagement, while curriculum management, monitoring and evaluation, and resource management did not show the same pattern of significant agreement in the study's conclusion.

For constraints and solutions, the detailed results showed significant agreement for instructional delivery, teacher preparedness, resource management, and solutions offered, while learner readiness was the exception. This pattern suggests that many implementation concerns were shared across districts, but learner-related conditions varied more substantially by local context. Such variation is important for training design because a division-wide program may require common leadership modules alongside district-specific strategies.

Training Design Based on the Findings

A training design was formulated as the principal output of the study. The design responds to the areas that emerged as priorities in the results: curriculum implementation, teacher capability, instructional leadership, curriculum management, monitoring and evaluation, resource management, stakeholder engagement, and problem solving. Its purpose is to improve school heads' leadership practices in implementing the Revised K to 12 Curriculum in Grades 2, 3, and 5 and to support quality education across the Division of Camarines Sur.

The findings provide an empirical rationale for a targeted leadership-development approach. Strong practices in instructional leadership and teacher development can be sustained and shared, while weaker areas—particularly monitoring and evaluation, stakeholder engagement, resource management, and teacher readiness—can receive more focused attention. The training design therefore functions as a bridge between the study's diagnostic findings and practical division-level capacity development.

CONCLUSION

The study concludes that the Revised K to 12 Curriculum in Grades 2, 3, and 5 was generally implemented to a substantial extent in the public elementary schools of the Division of Camarines Sur, although implementation was stronger in curriculum content, instructional delivery, and assessment than in teacher preparedness, learner engagement, and learning resources. School heads demonstrated generally strong leadership practices, especially in instructional leadership, teacher development, and curriculum management. Monitoring and evaluation and stakeholder engagement, however, remained comparatively weaker areas.

The findings also show that curriculum reform was constrained most strongly by teacher capability, with additional concerns in instructional delivery, learner readiness, and resource allocation. School heads prioritized training, Learning Action Cell sessions, instructional-resource access, curriculum mapping, and parent participation as practical responses. The resulting training design therefore represents a findings-based contribution of the study: it organizes leadership-development priorities around the concrete implementation needs identified across the five congressional districts.

Recommendation

School heads should sustain their existing strengths in instructional leadership, teacher development, and curriculum management while institutionalizing periodic curriculum audits, standardized monitoring and reporting tools, and systematic documentation of effective practices. Particular attention should be given to monitoring and evaluation, stakeholder engagement, and resource management, which received comparatively lower ratings.

Division and district supervisors should provide targeted leadership workshops, mentoring, coaching, technical assistance, and timely access to curriculum-aligned instructional materials. Teacher-capability concerns should be addressed through continuing professional development, Learning Action Cell sessions, curriculum mapping, assessment support, and follow-up mechanisms that determine whether training is translated into classroom practice.

The proposed training design should be implemented and evaluated, with subsequent revisions based on participant performance and school-level implementation evidence. Future studies may replicate the research in other divisions, conduct longitudinal assessments of curriculum implementation and leadership practice, compare regions, and examine the effectiveness of specific professional-development or mentoring interventions.

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