

Teacher's Lived Experiences in the Implementation of K-12 Curriculum in Literacy Skills from Grades 1 To 3 in Bontoc Central Elementary School

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ABSTRACT

This research investigates teachers lived experiences applying the K-12 curriculum to improve reading skills among Bontoc Central Elementary School's Grades 1 to 3 students. Using a phenomenological research approach, the study investigates teachers' opinions on students' reading and writing abilities, problems encountered during the process, and successful instructional tactics. The findings show that the epidemic increased literacy challenges due to interrupted patterns and distant learning limits. On the other hand, teachers displayed resilience and adaptation by using customized instruction, incorporating

technology, and engaging students in various ways. The findings stress the importance of personalized interventions, continued teacher support, and curricular changes to close reading gaps and match teaching methods with K-12 standards.

Keywords: *k-to-12 curriculum, effectiveness, teacher strategies, reading skills, writing skills*

INTRODUCTION

The effectiveness of the K-12 curriculum in improving literacy skills among pupils in grades 1 to 3 must be addressed, as it is one indicator of future success. Literacy is one of the most recognized human rights in the world; it remains an imperative driver for social and economic development worldwide. However, many issues still concern equal quality access to literacy education, especially in developing countries (Amnesty International, 2024). According to recent statistics, 67 percent of the children in the country, and more than 80 percent of the children from low-income families, are expected to be proficient readers by the end of the third grade (The Nation Assessment for Educational Progress; NAEP) 2019).

Consequently, students who were unable to read at the respective grade level are four times more likely to drop out of school than those who are left behind during that age and have not learned to read at their grade level by the end of the third grade.

There are factors affecting the acquisition of literacy, such as the significance of the environment in the learning process (Gengec et al., 2022). In the local context, literacy in the Philippines has been improved significantly, but challenges exist mainly in rural and marginalized communities (Gatcho et al., 2024). The recent curriculum of the education system in the Philippines is the K-12 curriculum, otherwise known as the Enhanced Basic Education (RA, 2013, p. 10533). This learner-centered curriculum is intended to be inclusive and appropriate for development, designed to broaden the goals of primary school education toward preparation for college, vocational and technical career opportunities, creative arts, sports, and entrepreneurial employment in a rapidly changing and increasingly globalized environment. In other words, the "K-12 program" is a comprehensive reform of the Philippines' primary Education (Adarlo & Jackson, 2016; Okabe, 2013). Through this reform, the Philippines is trying to catch up with global standards (Okabe, 2013). Literacy is one of the skills that learners need to develop at an early stage of Education. The definition of literacy is not only limited to reading and writing but also includes the ability to understand, analyze, and apply knowledge in daily life (Umu Kultsum, 2024).

Moreover, literacy is the basis of Education by any definition. Literacy is the ability to read and write (UNESCO, 2017). Reading and writing are verbal acts that involve encoding and decoding information between written symbols and sound. To be more specific, literacy is reading and deciphering the sound-word relationship to read, say, and understand it (Beecher, 2023; Nordquist, 2019). Among the education programs taken by the government was the K to 12 curriculum, which was implemented in 2012, which opened the eyes to the quality of the educational system. However, problems arose regarding the legitimacy of early-grade learning outcomes for literacy development.

Consistent evidence from recent studies reflects some setbacks in literacy skills throughout the k-12 curriculum, especially in grades 1 to 3. Rivera (2017) and Barrot (2018) noted misalignment between pedagogies of the established learning and the K-12 curriculum guidelines for the country. In contrast, Trance and Trance (2019) reflected a mismatch of perceptions between teachers and students regarding the set of expectations within the K-12 curriculum framework for the nation. Lucio and Palaoag (2018) identified a generally adverse reaction from various stakeholders, including instructors, students, and parents, regarding adopting the K-12 curriculum in the Philippines. All these detriments call for revising guidelines followed under the Philippine K-12 curriculum.

Trance and Trace (2019) explored the various accounts of students and teachers to know their approach toward the K-12 curriculum. The study established a misalignment of what the students and teachers perceive as the expectations set by the program. Barrot (2018) also found a similar finding regarding the new English curriculum, which aligns differently with traditional language teaching and learning principles. Therefore, Barrot views it as an opportunity for the new K-12 curriculum to specify better its specificity, internal coherence, and integration of essential 21st-century learning and language teaching principles.

Consequently, due to this alarming issue of literacy among Filipino learners, the researchers believe in assessing the K-12 curriculum to test its effectiveness in developing learners' literacy. Tatel-Suatengco and Florida (2018) pointed out that literacy among the Philippines has increased because of formalization. Formal schooling and experiences within the home environment influence, co-implement, and consolidate the roles of a teacher and a parent in bringing about literacy. However, contradictory findings reveal that based on the 2020 Census of Population and Housing (2020 CPH), of the 97,600,336 household population

five years old and over, 94,627,566 persons (97.0%) were literate. This translates to a 1.2 percentage point improvement from the 85,953,030 persons (95.8%) recorded in 2015 (Phi et al., 2020). Despite these positive results in the Philippines, there are still questions on the validity of the data because at least 90% of Filipino children aged ten struggle to read or understand simple text, according to the World Bank's 2022 data on learning poverty. However, even before the COVID-19 pandemic set back students' learning, the pre-pandemic figure pegged learning poverty in the Philippines at 70% (Chi, 2024). Additionally, Cristobal (2015) reports that 1.2 million Filipinos in the age bracket of five to fifteen years old are out-of-school youths with limited literacy skills. If these data persist in the coming years, Gatcho and Gutierrez (2022) claim that the Philippines will be a nation of illiterate.

However, despite the number of proven data concerning the literacy level of pupils in the Philippines, only limited studies have assessed the effectiveness of the K-12 curriculum in developing literacy. Research studies by Idulog et al. (2023), Helman (2011), Giraldo (2021), and many more assessed the factors affecting literacy development but not directly the K-12 curriculum factor.

This study will evaluate the effect of the K-12 curriculum on literacy through the unitization of phenomenological research design. This research will gather data from teachers from Bontoc Central Elementary School in Bontoc, Southern Leyte, who teach the standard curriculum instruction for grades 1 to 3 students. An interview guide will be used during the interviews. On this premise, this study will determine whether the intervention can improve the delivery of the K-12 curriculum, mainly grades 1 to 3, to make the students ready for the future.

Statement of the Problem

This study aimed to assess the literacy skills of students from Grades 1 to 3 in Bontoc Central Elementary School in Bontoc, Southern Leyte, which have been identified based on the K12 curriculum. In particular, the researchers aimed to provide an answer to the following questions:

Based on the teacher's view of their students, how effective is the k-12 curriculum in developing pupils' literacy skills, particularly in,

1. reading and writing.
2. What do teachers face the significant challenges in developing literacy?
3. How do teachers effectively instruct their students in literacy?

Theoretical and Conceptual Framework

This study, "The Effectiveness of K-12 Curriculum in Literacy Skills of Grade 1 to 3," bases itself on a phenomenology analysis according to John Creswell in his 2018 book. This theoretical framework guides a search for understanding the lived experiences of students and teachers within the K-12 curriculum and how these lived experiences affect literacy skills in grades 1 to 3. Qualitative research on phenomenology focuses on studying subjective experiences, how they are interpreted and give meaning, and how they make sense of their world. Using this framework, the researchers will study the students' lived

experiences, that is, how they perceive and interact with the K-12 curriculum, their challenges and successes in learning literacy skills, and their feelings about the process. They would also incorporate the teachers' points of view, determining how they interpret and apply the K-12 curriculum, how they approach teaching literacy, and what they believe about the students' learning. From what the students and teachers provided to the researchers, they will identify significant themes and patterns in how the K-12 curriculum encourages literacy skills. The approach would bring out more nuances and complexities in the early grades and the relationships between the curriculum and literacy development, coupled with rich insights about the curriculum's strengths and weaknesses from those directly involved in the learning process.

Conceptual Framework

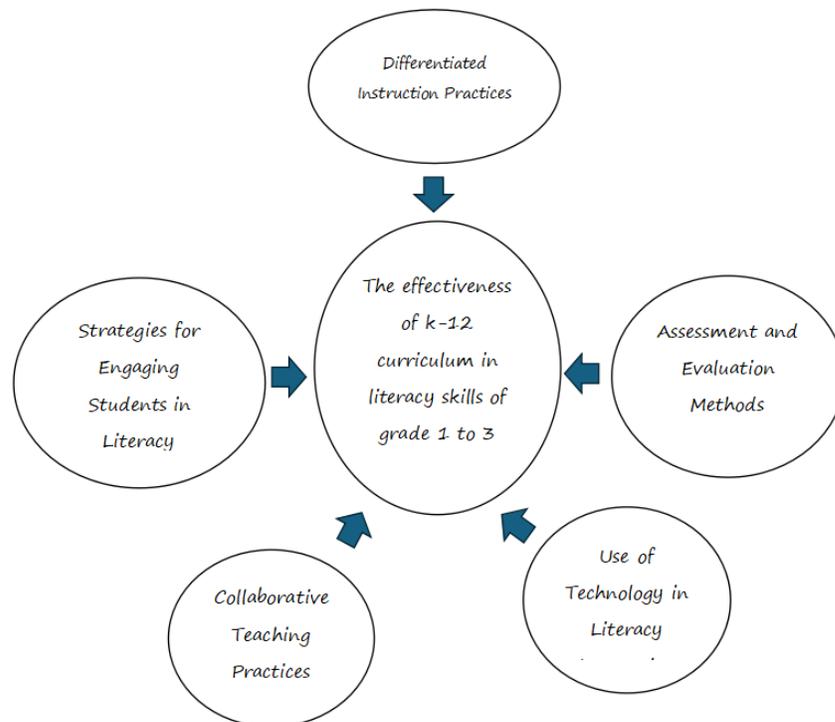


Figure 1. Schematic Diagram

This conceptual framework, derived from the analysis of phenomenology, seeks to picture the lived experiences of both students and teachers concerning the K-12 curriculum and its effects on literacy learning in grades 1 to 3. The outlined framework emphasizes literacy development within the context of the K-12 curriculum. Here, the intent is to probe into how perceptions and meanings among students and teachers are derived. Since their subjective views combine their version of truth concerning the curriculum, it is essential to consider them as good records in pursuit of identifying what makes the curriculum effective.

Hence, Figure 1 illustrates teachers' lived experiences concerning the K-12 literacy curriculum in grades 1 to 3, which forms the object of the present phenomenological analysis. The central focus of the diagram revolves around Teachers' Lived Experiences, consisting of two main components: Curriculum Interpretation and Implementation and Teaching Practices and Strategies. Teachers' beliefs about effective literacy instruction, curriculum alignment with standards, strengths and weaknesses perceived in the curriculum, difficulties encountered in implementing the curriculum, and the adjustments made to the curriculum are studied in the Curriculum Interpretation & Implementation arm. The Teaching Practices & Strategies arm discusses the differentiated instruction practices used by the teachers, strategies for involving students in literacy, assessing methods and tools, collaborative teaching practices of the schools, and the use of information technology within literacy instruction in the school. Double-heeled arrows connect the two branches and highlight the interrelation between curriculum interpretation and implementation in terms of teaching practices. Single-headed arrows point from Teaching Practices and strategies to Teachers' Lived Experiences; they outline how such practices contribute to the overall experience of the teachers. The schematic diagram shows the conceptual framework and the research questions in a visual model. It translates the research strategy to others through the accurate visualization of the relationship, which is shown to be crucial.

METHODOLOGY

Research Design

This study will use the phenomenological research design to understand teachers' lived experiences as they implement the K-12 literacy curriculum. Phenomenology deals with how a person makes sense of his experience within some circumscribed phenomenon, in this case, the literacy curriculum. This approach delves into the subjective experiences and meanings that teachers attach to their day-to-day instructional practices, challenges, and successes in teaching literacy under the K to 12 frameworks.

Search Participants (sampling procedure/techniques)

The participants for this study will be elementary teachers from Grades 1 to 3 in Bontoc Central Elementary School, in Bontoc, Southern Leyte, which have been implementing the K to 12 literacy curricula for at least three years and above. Of fourteen (14) teachers who served as participants, only nine willingly responded who qualified to the selection criteria and have been actively involved in teaching literacy to students in grades 1 to 3 and vary in experience. They will be through purposive sampling. That would allow an in-depth face-to-face interview of their personal experiences and methods of instruction on literacy.

Research Instrument

This research will use an interview guide to collect qualitative data from the participating teachers. This tool will source information on whether there is experience with the K-12 literacy curriculum and knowledge of problems. Encountered by teachers are views of the program's effects. It allows the researcher to probe the respondents' lived experiences and get further insight into their responses. An interview guide

needs the blessings of experts before it gets used in research so as not to compromise the validity and reliability of the tool. This step is essential to ascertain whether questions are straightforward and relevant and have fitted well to the research objectives, especially if the study under consideration is phenomenological and rich; in-depth data are required to capture the essence of participants' lived experiences.

Data Gathering

The data-gathering process for this study will follow a systematic yet ethical approach. Thus, the researcher will request formal consent from the principals of Bontoc Central Elementary School to acquire the necessary licenses. Ethical clearance will also be sought from the university's research ethics committee, if applicable, to ensure adherence to ethical guidelines on consent, confidentiality, and the protection of participants. Once permission is granted, the researcher will work with the school principal to recruit teachers teaching literacy in Grades 1 to 3 under the K to 12 curricula. All will receive a formal invitation to participate in the study, and individuals will be allowed to schedule interviews at times most convenient for them. Such interviews will take 45 to 60 minutes, and the semi-structured interview guide will elicit very detailed thoughts regarding teachers' experiences with the K12 literacy program. To ensure the correct data collection, interviews will be conducted behind closed doors and audio-recorded with permission from the participants. Field notes will also be taken during the course by recording contextual data and unspoken expressions.

The interviews' audio recordings will be faithfully transcribed. I do word forms to capture every detail accurately. Responses not in the English language and responses that may have regional dialects will be recorded in the native tongue and then translated into the English language using rules of linguistics. This process should combine literal translation with contextual interpretation to correctly retain meaning. If necessary, a bilingual specialist will review the translations to verify that the content holds. Data collected from the participants during the research will be anonymized via the use of pseudonyms, and all the data will be kept safely in files that are encrypted and accessible only through passwords; this will ensure the ethical principles of informed consent and confidentiality are upheld and guarantee the integrity of the data collection process.

Data Analysis

This study will employ a deductive approach based on well-known theoretical frameworks and research purposes related to the literacy curriculum for grades K to 12. A deductive approach starts with preexisting beliefs or conceptions, after which the data prove or disprove them. The use of a deductive approach is appropriate for this study because the researcher seeks to assess how teachers' lived experiences align with the established goals of the K to 12 curricula, particularly regarding literacy outcomes. The initial step of the analysis would be the design of topic categories according to the research goals and the corpus of current literature on literacy instruction in K to 12. These categories include student outcomes, teacher barriers, instructional strategies, and perceptions of program effectiveness. Following this, the researcher would code the data within those previously.

We designed themes after reviewing the transcripts. This approach highlights an exciting segment of interview data that goes towards the thematic categories. Relevant quotes or examples are highlighted

from the responses by the participants. The researcher will then code the data collected under every topic category to investigate how the participants' experiences resonate with the preconceived notions. This way, the study would focus on confirming or refuting those specific aspects of the K to 12 reading programs being looked into. While paying more attention to the logical framework, the researcher will also pay attention to the data that need to 'cleanly' fit into established categories.

This arrangement allows the researcher to conclude by relating teachers' experiences to the more general goals of the K to 12 curricula. The study will end by summarizing whether the subject responses support or conflict with the expected outcomes according to the theoretical framework, which will conclude the effectiveness of the K to 2 literacy programs in Grades 1 to 3. About the method of study, this theory-driven approach ensures objective and focused data analysis.

Ethical Considerations

Only strict ethical guidelines will ensure their rights are protected, and their welfare is not jeopardized. The teachers and other pertinent school officials will be requested to consent. Each participant shall be allowed to withdraw from the study without any penalties. Participants will be reminded to opt out at any point during the research procedure, and this ability will be explained during the consent process. Participation will be entirely voluntary. Every participant's identity will be kept private. Code and pseudonyms will represent participants; names or other personally identifiable information won't be included in the completed report or any published materials. All findings will be reported objectively, and no bias will be introduced in favor of or against the K to 12 curricula.

RESULTS AND DISCUSSION

The teachers shared their experiences and narratives on the effectiveness of the K to 12 curricula in the literacy skills of the learners from grades 1 to 3 that the result that transpired during face-to-face interview yielded different themes, such as (a) teacher's view of their students in reading and writing, (b) challenges faced by the teacher, and (c) teacher's effective instruction.

Teacher's View of their Students in Reading and Writing

Table 1

Teacher's View of their Students in Reading and Writing

Codes and Verbatim Responses	Themes	Description of Themes
“Mga bata gikan sa pandemic (the learners during pandemic), ag ila gajud (their) struggle, they cannot sound, they cannot letter	Teachers view on literacy skills during pandemic	This encompasses on the student’s literacy skills during pandemic era.

names. (P2, P4)

“Yes, they have improvements as long as you have enough time, and you exert enough effort to make them learn.” (P3)	Teacher’s commitment on educating the students	on This pertains to the commitment of the teachers in educating their students.
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As shown in Table 1, the participants shared their views on student's reading and writing components of literacy skills.

Teachers' view on literacy skills during a pandemic.

Many teachers reported that the shift to remote learning during the pandemic created significant challenges in supporting students' literacy development, as the lack of face-to-face interaction hindered both reading and writing practices (Baker, 2020). Teachers often observe students' reading and writing skills to assess their comprehension, fluency, and ability to articulate ideas. These observations help teachers tailor instruction to individual student needs and guide their learning journey. P1 states that,

"One, they progress in their listening, they can listen, reading, they can read, counting, they can count numbers. They can also speak through the use ... of letter sounds".

Further, R2 reinforces this concept of individualized instruction in reading and writing based on observed student strengths and weaknesses.

"Mga bata gikan sa pandemic (the learners during pandemic), ag ila gajud (they) struggle, they cannot sound, they cannot letter names. That is the struggle. But in my case, I find ways; I use laptops and play phonics, and your problem will get solved." (R2)

Teachers observed that the disruption of structured classroom routines, particularly in the early grades, had a detrimental effect on students' foundational literacy skills, with many students falling behind in reading fluency and comprehension (Hollis, 2021). It is the factor that student's literacy skills declined due to the lack of teachers' supervision during the pandemic. Teachers were concerned about the long-term impact of the pandemic on literacy outcomes, especially for students who had already struggled with reading before school closures. Many reported that the lack of consistent reading practice and individualized instruction during remote learning left students with significant gaps (Kraft et al., 2020).

Teacher's commitment to educating students

Teachers' dedication to teaching is a critical component of student success and growth. Their focus frequently extends beyond teaching subjects; it includes creating a supportive learning environment, meeting varied needs, and inspiring students to reach their full potential. Research on teachers' dedication to their pupils has investigated how elements, including work satisfaction, professional growth, and a

feeling of duty, affect their interactions with students. Concerning the teacher's commitment to teaching their students, one pointed out the following points,

"Yes, they have improvements as long as you have enough time, and you exert enough effort to make them learn." (P3)

Teachers' commitment to students is often strengthened by the quality of the teacher-student relationship, as these relationships create a foundation for trust and mutual respect, enhancing students' motivation to succeed (Pianta, 1999). Moreover, according to Hargreaves (2000), teachers' engagement and commitment to their students directly influence student achievement, as students are more likely to succeed when teachers feel a sense of responsibility for their learning.

Challenges Faced by Teachers in Teaching Literacy Skills

Table 2

Challenges Faced by Teachers in Teaching Literacy Skills

Codes and Verbatim Responses	Themes	Description of Themes
I had a student who initially struggled with reading comprehension and writing (P7, P8)	Teacher's view of student's literacy struggles	This encompasses on the overall teachers view on the literacy struggles of the learners in reading and writing.
They have no focus to learn, and they have only short attention span (P3)	Teacher's view on student's learning focus	This pertains on the teacher's view on learner's focus and attention.

As shown in Table 2, the participants shared their overall challenges during the literacy skills session in their day-to-day class. All of them have the same experiences in teaching literacy components of literacy skills to their students.

Teachers' View of Students's literacy Struggles

Regarding teachers' views of students' literacy struggles, the participants admitted that their students had difficulties in reading and writing, especially in constructing sentences and recognizing letters and sounds. The teachers' main problem is that they cannot proceed to the next stage of learning and teaching strategies because some of their students struggle with such components. Many teachers pointed out that.

"I had a student who struggled significantly with reading and writing, which affected their confidence and participation in class" (P8)

"I encountered was with a student who had severe difficulty recognizing letters and sounds, which significantly impacted their ability to keep up with the rest of the class." (P7)

Due to students' difficulty in their reading and writing components, some teachers would go back to basic teaching of literacy components. Students' literacy struggles often stem from various factors, including inadequate access to resources, insufficient instruction, and external factors such as socioeconomic status (Snow, 2010).

Teacher's View on Student's Learning Focus

As to the teacher's view on students' learning focus, the participants noticed that some of their students have no focus on learning and may be distracted. Teachers tend to find ways to motivate their students and foster long-term retention. It is the commitment of the teachers to develop long-term retention of their students so that they can be more productive in educating their students and developing their literacy skills. As stated by P3,

"The difficult situation that... While teaching literacy, I have encountered times when they have no focus on learning and only have a short attention span of learners. I used to make them ... relax and stop for a while. I don't force them." (P3)

According to (Marzano (2003), teachers often emphasize the importance of creating an engaging and supportive classroom environment to maintain students' focus on learning.

Our teachers must know their students very well so that they will know the appropriate teaching techniques to deal with their weaknesses in the teaching-learning process. Teachers recognize that fostering students' intrinsic motivation and self-regulation is key to helping them develop sustained focus during lessons (Zimmerman, 2002).

Teacher's Effective Instruction

Table 3

Teacher's Effective Instruction

Codes and Verbatim Responses	Themes	Description of Themes
I used discovery approach and differentiated instruction (P2, P6, P9)	Teacher's Varied Instruction	This are the effective instruction that the teacher use in teaching literacy component in the K to 12 Curriculum.
I used... the technology in my teaching (P3)	Technology Integration	This pertains to the technology integration in teaching literacy skills of the students.
I use a balanced literacy approach	Differentiated Activities	This pertains to different

(P8)

activities that is used by the teachers in their class.

As shown in Table 3, the participants shared their different adequate instructions, approaches, and methods in teaching their students to develop and improve their literacy components.

Teacher's differentiated instruction

Teacher's effective instruction emerges prominently from the data provided by participants. The insights reveal a diverse range of instructional strategies teachers use to enhance the literacy skills among learners. A recurring emphasis across the responses is the use of varied instructional methods tailored to meet the diverse needs of learners.

P1 states that,

"My method is ... I am producing to learners more reading materials, samples, we have ...puzzles, reading materials, words, poems, short stories, then CVC letters".

Further, P6 reinforces this concept by highlighting the importance of differentiated instruction to cater to the varied learning needs,

"Throughout the K to 12 years, for effective literacy instruction, I emphasized the following methods: Differentiated instruction, meeting the diverse needs of learners through varied instructional approaches and materials. Assessment: Regularly monitor students' progress through a variety of assessments to inform instruction. Engagement, creating a classroom environment that fosters a love of reading and writing (including the big 6: oral language, phonological awareness, phonics, vocabulary, fluency and comprehension)". (P6)

However, several participants underlined the importance of the discovery approach and cooperative learning. P2 emphasized that,

"For me ... discovery approach. Kay ako hilig kog kanang ... groupings sa mga bata, then tagaan naho sila ug specific nga trabaho kada groups so, sila ray mu discover sa ilang trabahuon through cooperative sila, mu cooperate ang mga bata, team paring, or bisan unsa basta ang mga bata maka discover sila sa ilang grupo, enjoy and learning by doing na sila (For me discovery approach, because I love groups activities to my learners, then ai will give specific tasks for every group so, they will discover their assigned task through cooperative learning, the learner will cooperate, team pairing, or anything just the learners will discover into their group, enjoy and by learning by doing activity)".

While P9 illustrates that,

"For me, I used the discovery approach and differentiated instruction because in the discovery approach, the pupils are allowed to discover something that they need to learn, and in differentiated instruction, we all know that our pupils vary, so I need to use different activities and strategies for them to know how to read."

The teachers generally perceived that using varied instruction in their daily classes would help students be more motivated and engaged in class discussions. It will give the students intrinsic motivation and help them in their eagerness to go to class every day. According to Levine (2002), differentiated instruction stresses that a single teaching style will not accommodate every student, especially when this style is not matched with student needs.

Technology integration

The use of technology also surfaces as a crucial component in effective instruction. Technology plays a crucial role in enhancing and developing students' learning. It will help them engage in meaningful learning experiences in their day-to-day class. It also helps the teachers to be more effective and convenient in teaching their students. Notably, in P3's response,

"I used... the technology in my teaching, especially in the learners that cannot already learn sounds ...and words so that it can be interesting to them",

The integration of technology not only makes learning more interactive but also addresses students' varying proficiency levels, thereby reinforcing the notion of differentiated instruction. Such technological methods, including educational applications and digital reading materials, serve as vital tools that enhance instruction and make literacy education more accessible and enjoyable. According to Ertmer *et al.* (2012), technology integration in classrooms, when implemented with proper training and support, can improve student outcomes in terms of critical thinking, creativity, and problem-solving.

Differentiated activities

Differentiated activities are one of the strategies that the participants used in developing the student's literacy skills. It is effective in catering to the varied needs and varied student's abilities inside the classroom to ensure that the students are well taught in terms of developing their skills in reading and writing. Moreover, P4 and P8 highlighted the importance of structuring literacy activities from more straightforward to more complex tasks. P4 mentions the inductive tasks,

"I used an inductive approach, from easy activity to difficult activity."

While P8 describes the balanced literacy approach, she states that,

"During literacy time, I use a balanced literacy approach, combining phonics, guided reading, and interactive writing... "

The response illustrates the multifaceted nature of teaching, highlighting that effective instruction is not a one-size-fits-all approach but rather a dynamic and responsive practice that adapts to the varied needs and preferences of learners. According to Cox (2008), modifying activities to draw on student interests is likely to result in greater student engagement, higher levels of intrinsic motivation, higher student productivity, greater student autonomy, increased achievement, and an improved sense of self-competence.

Conclusion

The study indicates that, while the K-12 curriculum offers an organized approach to literacy development, its efficacy is hampered by contextual circumstances such as the pandemic, resource constraints, and student diversity. Teachers have a critical role in reducing these obstacles through their dedication, inventiveness, and adaptable teaching practices. To achieve literacy results, it is vital to strengthen teacher support and ensure that curricular goals are aligned with classroom reality. This study emphasizes the necessity of tackling structural barriers and encouraging collaboration among educators and policymakers to improve K-12 curriculum implementation and assure children's literacy preparedness for future academic achievement.

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