

Comprehending the Implementation of the Revised K-10 Curriculum: Instructional Supervision Responsive Enablement Plan

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Abstract

This study examined teachers' implementation of the Revised K-10 Curriculum and instructional supervision practices in selected public elementary schools in Sierra Bullones District, Bohol, and determined the relationship between these variables as a basis for developing a Supervision Responsive Enablement Plan. Anchored in perspectives on instructional, transformational, and distributed leadership, supervision, professional learning, and educational change, the study employed a descriptive-quantitative correlational research design. A structured survey questionnaire was administered to 64 respondents comprising four school heads or master teachers and 60 teachers from four selected schools. Findings showed that teachers' implementation of the Revised K-10 Curriculum was Very Highly Implemented, with an overall weighted mean of 4.60, while instructional supervision practices were also Very Highly Implemented, with an overall weighted mean of 4.50. A statistically significant positive relationship was found between curriculum implementation and instructional supervision ($r = 0.68$, $p = 0.0023$), indicating that higher supervision ratings were associated with higher curriculum implementation ratings. Major concerns included limited supervisory time, insufficient classroom observation and monitoring, irregular pre- and post-observation conferences, and gaps in coaching, mentoring, technical assistance, feedback, and follow-through. Differentiated instruction for multigrade learners also remained an area for continued strengthening. The study concluded that continuous, collaborative, developmental, and needs-responsive instructional supervision is important in supporting curriculum implementation. It recommended protected supervisory schedules and implementation of the proposed Supervision Responsive Enablement Plan. The study primarily supports SDG 4: Quality Education and has a secondary connection to SDG 16: Peace, Justice and Strong Institutions through strengthened educational governance and supervisory processes. Its sustainability contribution lies in strengthening teacher capacity, professional learning, instructional leadership, and institutional mechanisms that support sustained curriculum implementation and continuous school improvement.

Keywords: Curriculum Implementation, Instructional Supervision, MATATAG Curriculum, Multigrade Education, Revised K-10 Curriculum, Sierra Bullones District, Supervision Responsive Enablement Plan, Teacher Professional Development

1. Introduction

Curriculum reform is a continuing priority in contemporary education because schools must respond to changing learner needs, persistent learning gaps, technological developments, and increasing demands for relevant and inclusive instruction. However, curriculum reform becomes meaningful only when policy is translated effectively into classroom practice. Educational leadership, professional learning, collaboration, teacher development, and school-based instructional support are therefore central to successful implementation. Recent international literature identifies instructional leadership, collaboration, staff development, and sustained attention to teaching and learning as important dimensions of educational leadership and curriculum implementation (UNESCO, 2024; OECD, 2024, 2025). In the Philippines, these concerns are particularly relevant to the implementation of the Revised K-10 or MATATAG Curriculum. The curriculum was introduced as part of national efforts to strengthen foundational competencies, reduce curriculum congestion, and improve the relevance of basic education (Department of Education [DepEd], 2023). Its implementation requires teachers to adjust curriculum planning, instructional strategies, assessment practices, learning resources, differentiated instruction, and classroom management. DepEd Order No. 010, s. 2024 provides the formal policy guidelines for implementing the MATATAG Curriculum and emphasizes coordinated implementation and instructional support (DepEd, 2024). Recent Philippine studies indicate that teacher readiness, access to appropriate support, professional development, and actual implementation experiences remain important considerations (Caspé & Sarrosa, 2025; Sumaylo & Espacio, 2025). Against this background, the present study examines teachers' implementation of the Revised K-10 Curriculum and instructional supervision practices among selected elementary schools in Sierra Bullones District, Bohol Division. It focuses on curriculum planning and lesson preparation, content delivery and instructional strategies, assessment and feedback, use of learning resources, differentiated instruction for multigrade learners, learner engagement, classroom management, classroom observation, technical assistance, coaching, mentoring, collaborative professional learning, monitoring, feedback, and follow-through mechanisms. The study further examines the relationship between curriculum implementation and instructional supervision as a basis for developing a Supervision Responsive Enablement Plan. This scope is consistent with the formal Statement of the Problem in the original manuscript. INTRODUCTION

The implementation of curriculum reform requires more than familiarity with curriculum documents. Teachers must interpret competencies, organize learning experiences, select appropriate pedagogical strategies, conduct assessment, manage classrooms, and adapt instruction to learner differences. Current literature emphasizes that curriculum flexibility must be accompanied by teacher preparation, clear implementation conditions, collaboration, and professional support (OECD, 2024). Recent evidence on high-quality teaching likewise stresses the importance of continuously improving classroom practices and developing school conditions that support effective instruction (OECD, 2025). Instructional supervision provides an important mechanism for supporting these processes. Contemporary educational leadership increasingly moves beyond purely administrative supervision toward practices that focus on teaching, professional learning, collaboration, feedback, and teacher development. UNESCO (2024) identifies a focus on learning, developing people, setting expectations, and fostering collaboration as important dimensions of educational leadership. Philippine studies likewise demonstrate the continuing importance of school heads and master teachers in classroom observation, technical assistance, instructional support, professional development, and teacher performance (Matias, 2023; Dagsa & Alegre, 2024; Reyes & Oropa, 2025). In implementing the MATATAG Curriculum, these supervisory functions become particularly important because teachers must translate revised expectations into everyday classroom instruction. Sumaylo and Espacio (2025) found that teachers implementing the MATATAG Curriculum encountered both opportunities and challenges while adjusting to curriculum requirements. Similarly, Caspé and Sarrosa (2025) identified teacher preparedness, curriculum understanding, training, resources, and support mechanisms as important dimensions of readiness for the Enhanced K-10 Curriculum. These findings reinforce the need to examine both the extent of curriculum implementation and the supervisory structures available to teachers.

Instructional supervision is most effective when it contributes to teacher learning rather than functioning solely as a compliance mechanism. School leaders and instructional supervisors can support classroom improvement through observation, meaningful feedback, identification of professional needs, coaching, mentoring, collaborative problem-solving, and follow-through. Contemporary educational leadership therefore places increased emphasis on direct attention to teaching and learning, professional collaboration, teacher development, and continuing instructional improvement (UNESCO, 2024). Recent Philippine research supports this perspective. Matias (2023) examined instructional supervisory competencies of master teachers in areas that included content knowledge and pedagogy, learning environment, learner diversity, curriculum planning, assessment, professional engagement, and professional growth. Dagsa and Alegre (2024) also examined instructional supervisory strategies among master teachers, while Reyes and Oropa (2025) documented the contribution of instructional supervision to teacher and learner performance. Collectively, these studies indicate that supervision involves interconnected practices directed toward professional development and instructional improvement. Professional development is another essential component of instructional support. Sims et al. (2025) identified mechanisms in effective teacher professional development that develop teachers' understanding,

motivate change, strengthen instructional techniques, and help embed improved practices. Talafian et al. (2025) likewise emphasized responsive professional development that addresses teachers' needs while providing practical, collaborative, flexible, and professionally supportive learning opportunities. These findings support supervisory approaches that combine observation and assessment with coaching, professional dialogue, collaborative learning, and sustained instructional assistance. Distributed leadership can further strengthen professional learning. Yang and Chang (2024) found that distributed leadership supported teacher professional development through professional learning communities. This perspective is relevant to schools where supervision may involve school heads, master teachers, coordinators, teacher leaders, and experienced colleagues. Shared instructional responsibility can expand opportunities for mentoring, peer feedback, collaborative planning, and professional learning while bringing support closer to teachers' actual classroom needs.

Globally, curriculum implementation increasingly recognizes the importance of balancing national curriculum expectations with appropriate flexibility at the school and classroom levels. OECD (2024) emphasizes that curriculum flexibility and autonomy require clear educational goals, teacher preparation, accountability, collaborative policymaking, and conditions that enable educators to respond to diverse learner needs. UNESCO (2024) similarly emphasizes that school leaders contribute to educational improvement through instructional leadership, professional collaboration, teacher development, and supportive learning environments. In the Philippine context, the MATATAG Agenda established a renewed direction for strengthening the relevance and quality of basic education (DepEd, 2023). DepEd Order No. 010, s. 2024 subsequently provided specific policy guidelines for implementing the MATATAG Curriculum, while the Basic Education Development Plan 2030 identified national priorities related to access, equity, quality, resilience, and governance (DepEd, 2022, 2024). These policies position curriculum implementation within a broader system of teacher development, instructional leadership, monitoring, school improvement, and educational governance. The local context is especially important because some schools in Sierra Bullones District operate within multigrade settings. Multigrade teachers must respond simultaneously to learners at different grade levels and stages of development, making instructional planning, differentiated teaching, time management, assessment, resource use, and classroom management more complex. Recent Philippine evidence identifies learner diversity, multiple curriculum demands, limited instructional resources, classroom management, time management, and professional support as recurring concerns in multigrade education (Rondero & Casupan, 2024). Hilario (2025) likewise emphasizes appropriate pedagogical strategies, classroom management, teacher preparation, and continuing capacity building in Philippine multigrade education. This local context strengthens the relevance of examining instructional supervision alongside implementation of the Revised K-10 Curriculum. Teachers working in multigrade environments may require supervisory practices that are responsive to simultaneous grade-level demands rather than supervisory approaches designed primarily for conventional single-grade classrooms.

The study is informed by complementary perspectives on leadership, supervision, teacher learning, and educational change. Instructional Leadership Theory explains the role of school leaders in directing attention toward curriculum, instruction, professional development, and learner outcomes. Transformational Leadership Theory emphasizes leadership that develops shared goals, professional commitment, trust, and willingness to respond to educational change. Distributed Leadership Theory further recognizes leadership as a shared process involving different members of the school community. Contemporary literature continues to recognize instructional, transformational, and distributed leadership as relevant perspectives in educational leadership (UNESCO, 2024), while Yang and Chang (2024) provide recent empirical evidence on distributed leadership and teacher professional development. Clinical and Developmental Supervision perspectives position supervision as a professional process involving classroom observation, dialogue, reflection, feedback, technical assistance, and differentiated support based on teachers' professional needs. Contemporary Philippine research demonstrates the continued relevance of these supervisory functions among master teachers and instructional leaders (Matias, 2023; Dagsa & Alegre, 2024; Reyes & Oropa, 2025). Adult Learning Theory, Social Learning Theory, and Constructivist Learning Theory explain complementary aspects of professional and classroom learning. Teachers, as adult learners, benefit from professional development that is relevant to actual practice and provides opportunities to understand, apply, refine, and sustain instructional approaches. Sims et al. (2025) emphasized professional development mechanisms that strengthen teacher understanding, motivation, instructional techniques, and continued practice. Talafian et al. (2025) further highlighted responsive professional development and professional communities as mechanisms supporting teachers' professional learning. Systems Theory, Implementation Science, and Educational Change Theory further recognize that curriculum reform cannot be separated from teachers, leadership, resources, assessment, professional learning, and institutional conditions. Successful reform requires interaction among these components as curriculum expectations move from formal policy into classroom implementation. Recent OECD analysis emphasizes that effective curriculum implementation depends on teacher capacity, curriculum flexibility, collaborative decision-making, accountability, and enabling educational conditions (OECD, 2024). Social Cognitive Theory also provides a relevant perspective because teacher behavior, confidence, observation, feedback, and environmental conditions interact during professional learning and curriculum implementation. Taken together, these theoretical perspectives suggest that teachers' implementation of the Revised K-10 Curriculum can be understood in relation

to the quality, accessibility, and responsiveness of the instructional support available within the school environment. The study is also situated within Philippine education policy and legislation. DepEd Order No. 010, s. 2024 provides the most direct policy foundation because it governs implementation of the MATATAG Curriculum (DepEd, 2024). The Basic Education Development Plan 2030 provides a broader strategic framework emphasizing access, quality, equity, resilience, and governance (DepEd, 2022). Republic Act No. 9155, or the Governance of Basic Education Act of 2001, remains relevant because it establishes governance responsibilities within basic education, including those of school heads. Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, likewise remains an essential legal foundation of the Philippine K to 12 basic education system. Although these laws fall outside the five-year publication period, they are retained under the exception for laws and official documents because of their continuing legal relevance to the study.

Recent literature establishes the importance of leadership, professional development, teacher readiness, supervision, and school-based support in curriculum implementation. Studies have investigated teachers' experiences with MATATAG implementation (Sumaylo & Espacio, 2025), readiness for the Enhanced K-10 Curriculum (Caspé & Sarrosa, 2025), instructional supervisory competencies and strategies (Matias, 2023; Dagsa & Alegre, 2024; Reyes & Oropa, 2025), and the challenges associated with multigrade education (Rondero & Casupanan, 2024; Hilario, 2025). However, there remains a need for context-specific examination of how instructional supervision relates to teachers' actual implementation of the Revised K-10 Curriculum within elementary schools in Sierra Bullones District. The combination of a recently implemented national curriculum reform and the realities of multigrade education creates a specific context in which supervision, teacher support, and curriculum implementation should be examined together. Accordingly, the study assesses teachers' implementation in terms of curriculum planning and lesson preparation, content delivery and instructional strategies, assessment and feedback practices, use of learning resources and instructional materials, differentiated instruction for multigrade learners, and learner engagement and classroom management. Instructional supervision is examined through classroom observation and instructional monitoring, technical assistance and coaching, mentoring and professional support, Learning Action Cell and collaborative professional learning, and monitoring, feedback, and follow-through mechanisms. The study further determines whether a significant relationship exists between curriculum implementation and instructional supervision and identifies the issues and concerns encountered by teachers. The findings provide the basis for developing a Supervision Responsive Enablement Plan.

The study is primarily aligned with Sustainable Development Goal 4: Quality Education, which promotes inclusive and equitable quality education and opportunities for lifelong learning. By examining instructional supervision and teachers' implementation of the Revised K-10 Curriculum, the study addresses educational quality through teacher professional development, effective instructional practice, differentiated teaching, professional collaboration, and improved implementation of curriculum standards. UNESCO (2024) continues to position teachers and educational leadership as important components of efforts toward achieving quality education. The study also has a secondary connection with Sustainable Development Goal 16: Peace, Justice and Strong Institutions because it addresses educational governance, accountability, implementation of national education policies, supervision, monitoring, and school-level institutional processes. This connection is limited specifically to the study's concern with strengthening educational institutions and supervisory practices rather than the broader political and justice dimensions of SDG 16.

The study contributes primarily to educational and institutional sustainability by examining mechanisms through which curriculum reform can be implemented and sustained at the school and classroom levels. Educational reforms are more likely to become established instructional practices when teachers receive continuing professional learning, relevant supervision, collaborative opportunities, monitoring, feedback, coaching, and assistance in adapting curriculum requirements to classroom realities. Contemporary literature emphasizes continuing teacher development, professional collaboration, curriculum flexibility, and enabling school conditions as important elements of sustained instructional improvement (OECD, 2024, 2025; UNESCO, 2024). The study also contributes to community and organizational sustainability because strengthening teacher capacity and instructional supervision can help schools maintain quality educational services while responding to changing curriculum requirements and diverse learner needs. This is particularly relevant in multigrade settings, where teachers must address multiple instructional demands and require sustained professional and institutional support (Rondero & Casupanan, 2024; Hilario, 2025). The proposed Supervision Responsive Enablement Plan therefore provides a mechanism for integrating curriculum implementation, professional development, instructional leadership, monitoring, and continuous school improvement.

2. Material and methods

2.1 Research Design

The study employed a descriptive-quantitative correlational research design. This approach was appropriate for describing the respondents and the levels of the major study variables while determining whether a relationship existed between instructional supervision practices and teachers' implementation of the Revised K-10 Curriculum without manipulating the research conditions (Creswell & Creswell, 2023). The descriptive component examined the respondents' demographic profile, the extent of instructional supervision practices, the level of curriculum implementation, and the issues and concerns encountered by teachers. Curriculum implementation covered curriculum planning and lesson preparation, content delivery and instructional strategies, assessment and feedback practices, use of learning resources and instructional materials, differentiated instruction for multigrade learners, and learner engagement and classroom management. The correlational component determined whether instructional supervision practices were significantly related to teachers' implementation of the Revised K-10 Curriculum. The findings served as the basis for developing the proposed Supervision Responsive Enablement Plan.

2.2 Locale of the Study

The study was conducted in selected public elementary schools in Sierra Bullones, Bohol, under the Department of Education Schools Division of Bohol, Region VII-Central Visayas. The research sites identified in the respondent distribution were Magsaysay Elementary School, Abachanan Elementary School, San Juan Elementary School, and Concepcion Elementary School. Magsaysay Elementary School, School ID 118685, is a public multigrade elementary school located in Barangay Magsaysay. Its multigrade structure requires teachers to address learners from different grade levels, competencies, and learning needs within the same instructional environment. Abachanan Elementary School and San Juan Elementary School similarly serve rural communities in Sierra Bullones, while Concepcion Elementary School is also included among the selected research sites. These schools provide an appropriate setting for examining instructional supervision and implementation of the Revised K-10 Curriculum in rural elementary education. The selected schools operate within the Department of Education system and are expected to implement national curriculum standards while responding to their respective school and community contexts. Their setting provides relevant conditions for examining curriculum planning, instructional delivery, assessment, differentiated instruction, classroom management, learning resources, and school-based instructional support.

2.3 Respondents of the Study

The study involved 64 respondents from the selected public elementary schools, comprising four school heads or master teachers and 60 teachers. Magsaysay Elementary School, Abachanan Elementary School, San Juan Elementary School, and Concepcion Elementary School were each represented by one school head or master teacher and 15 teachers, resulting in 16 respondents or 25% of the total sample from each school. The respondents were directly involved in instructional supervision and curriculum implementation. School heads or master teachers provided information related to supervision, monitoring, technical assistance, coaching, mentoring, and other professional support mechanisms, while the teachers provided information regarding their experiences, challenges, and implementation of the Revised K-10 Curriculum.

2.4 Sample and Sampling Procedure

The sample consisted of 64 participants distributed equally across the four identified schools. Each school contributed one school head or master teacher and 15 teachers. This distribution ensured representation of personnel directly involved in instructional supervision and classroom implementation of the Revised K-10 Curriculum. The source manuscript specifies the number and distribution of respondents but does not identify a specific sampling technique or explain how individual respondents were selected. Therefore, no sampling method was inferred or added in this revision. The exact sampling technique should be confirmed by the researcher before final journal submission.

2.5 Research Instrument

The study used a structured survey questionnaire as the primary data-gathering instrument. It was adapted from Castillo (2024), whose research examined the impact of instructional supervision strategies on teacher performance. The instrument was also anchored in the Philippine Professional Standards for Teachers, Philippine Professional Standards for School Heads, Philippine Professional Standards for Supervisors, and the policy guidelines governing implementation of the MATATAG Curriculum (Department of Education, 2017, 2020a, 2020b, 2024a, 2024b). Current teacher performance guidance also emphasizes PPST-aligned professional development, coaching, mentoring, feedback, and performance improvement (Department of Education, 2025). The first part of the questionnaire gathered the respondents' demographic characteristics, including age, gender, civil status, highest educational qualification, length of service, position, grade level or levels handled, and training and seminars attended related to the Revised K-10 Curriculum. The second part assessed instructional supervision practices involving classroom observation and instructional monitoring, technical assistance and coaching,

mentoring and professional support, Learning Action Cell and collaborative professional learning, and monitoring, feedback, and follow-through mechanisms. The third part assessed teachers' implementation of the Revised K-10 Curriculum in terms of curriculum planning and lesson preparation, content delivery and instructional strategies, assessment and feedback practices, use of learning resources and instructional materials, differentiated instruction for multigrade learners, and learner engagement and classroom management. The fourth part determined the issues and concerns encountered in instructional supervision and curriculum implementation, including concerns related to workload, time, learning resources, curriculum adjustment, multigrade instruction, assessment, monitoring, and supervisory support. An open-ended item allowed respondents to provide additional concerns or suggestions. The questionnaire underwent content validation by experts in educational leadership, curriculum implementation, instructional supervision, and research methodology. Their recommendations were incorporated to improve the clarity, relevance, and alignment of the items. A pilot test was also conducted among teachers who were not part of the actual study, and reliability was determined using Cronbach's alpha before the questionnaire was finalized for data collection.

2.6 Data Gathering Procedure

Before data collection, the researcher prepared a formal request and sought permission from the Public Schools District Supervisor and the concerned school heads. Upon approval, coordination was made with the school heads or designated personnel regarding the schedule, administration of the questionnaire, and availability of the respondents. The purpose of the study was explained to the respondents before questionnaire administration. Participation was voluntary, and respondents were informed that their responses would remain confidential and would be used only for academic and research purposes. The questionnaire was administered personally, with an electronic version provided when necessary for accessibility and convenience. Respondents were given sufficient time to complete the instrument, after which the accomplished questionnaires were retrieved and checked for completeness. The responses were subsequently encoded, tabulated, organized, and prepared for statistical analysis. The findings were interpreted according to the research questions and were used to identify strengths, areas for improvement, and issues affecting instructional supervision and curriculum implementation. The results subsequently served as the basis for the conclusions, recommendations, and proposed Supervision Responsive Enablement Plan.

2.7 Data Analysis Techniques

Frequency counts and percentages were used to describe the respondents according to age, gender, civil status, highest educational qualification, length of service, position, grade level or levels handled, and relevant training and seminars. Weighted mean was used to determine the extent of instructional supervision practices and the level of teachers' implementation of the Revised K-10 Curriculum, while standard deviation was used to determine the variability and consistency of the respondents' ratings. These procedures were complemented by nonparametric statistical techniques appropriate to the analyses specified in the study (Field, 2024). The Mann-Whitney U-test was used to determine significant differences in respondents' perceptions when grouped according to selected variables involving two categories, such as gender or position, when applicable. The Kruskal-Wallis H-test was used to examine significant differences across profile variables involving more than two categories, such as age, highest educational qualification, length of service, and grade levels handled. Spearman's rho correlation coefficient was used to determine whether a significant relationship existed between instructional supervision practices and teachers' implementation of the Revised K-10 Curriculum. For instructional supervision practices and curriculum implementation, weighted means of 4.20-5.00 were interpreted as Outstanding, 3.40-4.19 as Very Satisfactory, 2.60-3.39 as Satisfactory, 1.80-2.59 as Fair, and 1.00-1.79 as Poor. For supervisory and curriculum implementation support needs, means of 3.26-4.00 indicated Very High Need, 2.51-3.25 indicated High Need, 1.76-2.50 indicated Moderate Need, and 1.00-1.75 indicated Low Need. These interpretations guided the identification of areas requiring supervisory and curriculum support and the development of the proposed enablement plan.

2.8 Ethical Considerations

Permission to conduct the study was secured from the appropriate educational authorities before questionnaire administration. Respondents were informed of the purpose of the research and that their participation was voluntary. Confidentiality of their responses was maintained, and the collected information was used only for academic and research purposes.

3. Results and Discussion

3.1 Demographic Profile of the Teacher-Respondents

3.1.1 Age

The respondents had an average age of 40.89 years with a standard deviation of 6.71. The largest group consisted of 20 teachers aged 41-45 years or 31.3%, followed by 14 teachers aged 31-35 years or 21.9%. The smallest group consisted of three teachers aged 26-30 years or 4.7%, indicating that most respondents were within the middle-adult age range. The age distribution reflects a teaching workforce with varying levels of maturity, professional exposure, and experience. This variation supports the need for professional learning that responds to teachers' contexts and developmental needs rather than adopting a uniform approach (Learning Forward, 2022). Instructional support under the Revised K-10 Curriculum should likewise address differences in teachers' readiness to interpret competencies, plan lessons, assess learning, and respond to curriculum changes (Department of Education, 2024).

3.1.2 Gender

Of the 64 respondents, 59 or 92.2% were male and five or 7.8% were female. The respondents were therefore predominantly male, indicating that the findings largely reflected the experiences and perceptions of male personnel involved in curriculum implementation and instructional supervision. Gender provides descriptive context but does not determine instructional competence. Both male and female teachers require equitable access to professional development, coaching, mentoring, feedback, and collaborative learning. Sims et al. (2025) emphasized that effective professional development depends on mechanisms that develop teachers' knowledge, motivation, instructional techniques, and sustained classroom practice.

3.1.3 Civil Status

Most respondents were married, accounting for 53 or 82.8%, while 11 or 17.2% were single. Thus, a substantial majority of the teachers managed professional responsibilities alongside family and personal obligations. The findings suggest that supervisory and professional-development activities should consider teachers' actual working conditions and responsibilities. Learning Forward (2022) emphasizes that effective professional learning should be embedded in supportive conditions and structures that enable educators to participate meaningfully. Coaching, mentoring, and collaborative learning activities should therefore be scheduled practically and implemented without creating unnecessary additional burden.

3.1.4 Highest Educational Attainment

Twenty-eight respondents or 43.8% had units toward a master's degree, while 23 or 35.9% had completed a master's degree. Five respondents or 7.8% held doctorate degrees, another five or 7.8% had doctorate units, and only three or 4.7% were college graduates. Most respondents had therefore pursued graduate education. The high proportion of teachers with graduate-level education indicates substantial exposure to advanced academic and professional learning. Nevertheless, formal qualifications alone do not ensure effective application of curriculum reforms in classroom practice. Sims et al. (2025) emphasized that effective professional development must help teachers develop insights, improve instructional techniques, and embed new practices. Teachers with advanced qualifications may therefore contribute as mentors and facilitators while continuing to receive professional support themselves.

3.1.5 Length of Service

The respondents had an average length of service of 14.25 years with a standard deviation of 7.77. Nineteen teachers or 29.7% had served for 21 years or more, 15 or 23.4% for 16-20 years, and 14 or 21.9% for 1-5 years. Nine or 14.1% had served for 6-10 years, while seven or 10.9% had 11-15 years of teaching experience. The distribution shows that the respondents included both experienced and relatively new teachers. Experienced teachers may contribute practical knowledge and mentoring, whereas less experienced teachers may require closer assistance in curriculum unpacking, lesson planning, assessment, and instructional delivery. Current professional-learning literature supports sustained and differentiated development based on teachers' needs and classroom practice (Learning Forward, 2022; Sims et al., 2025).

3.1.6 Teaching Position

Teacher III comprised the largest group with 28 respondents or 43.8%, followed by Teacher I with 22 or 34.4%. The remaining respondents included five Teachers-in-Charge, three Principal II personnel, three Master Teacher I personnel, two Teacher VI personnel, and one Master Teacher III. Most participants were therefore classroom teachers, while a smaller group occupied supervisory or leadership roles. The predominance of classroom teachers means that the findings largely reflect the experiences of those directly responsible for translating curriculum competencies into classroom instruction. The presence of principals, Teachers-in-Charge, and master teachers also provides perspectives related to supervision and professional support. The Department of Education (2024) emphasizes coordinated implementation of the MATATAG Curriculum, making differentiated support according to teaching and leadership roles important.

3.1.7 Grade Levels Handled

Twenty-nine respondents or 45.3% handled Grades 1-3, 23 or 35.9% handled Grades 4-6, and 12 or 18.8% handled Kindergarten. The largest proportion therefore taught in the early elementary grades. The grade-level distribution suggests differences in instructional and supervisory needs. Kindergarten and early-grade teachers require support related to learner readiness and foundational competencies, while teachers in higher elementary grades address increasingly complex content and performance expectations. The Department of Education (2024) provides curriculum guidance for planning, instructional delivery, resources, and assessment, while Learning Forward (2022) supports professional development aligned with educators' actual instructional responsibilities.

3.1.8 Trainings and Seminars Related to the Revised K-10 Curriculum

District-level training was most frequently reported, with 28 respondents or 43.8%, followed by school-level training with 19 or 29.7%. Six respondents or 9.4% attended division-level training, five or 7.8% regional training, and three or 4.7% national training. Another three respondents or 4.7% reported no training or did not indicate any training attended. The results show that district- and school-based activities were the principal sources of professional preparation for the Revised K-10 Curriculum. This highlights the importance of sustained school-based professional learning, coaching, mentoring, and collaborative activities. Learning Forward (2022) and Sims et al. (2025) emphasize that professional development is most effective when it is sustained, connected with instructional practice, and supported by appropriate learning conditions.

3.2 Teachers' Implementation of the Revised K-10 Curriculum

3.2.1 Curriculum Planning and Lesson Preparation

Curriculum planning and lesson preparation obtained an overall weighted mean of 4.61 and a standard deviation of 0.59, interpreted as Very Highly Implemented. Unpacking curriculum standards and competencies and preparing clear, measurable, and grade-appropriate objectives received the highest ratings at WM = 4.67 and SD = 0.58. Designing meaningful and learner-centered activities obtained WM = 4.62, while consideration of learners' needs, readiness, and available resources received the lowest rating at WM = 4.52 but remained Very Highly Implemented. The findings indicate strong curriculum alignment and systematic lesson preparation. Rouffet et al. (2023) emphasized constructive alignment among curriculum objectives, instructional activities, and assessment, while Lestari and Yusuf (2025) highlighted the importance of aligning learning objectives and assessment practices. The comparatively lower rating for learner-responsive planning indicates the importance of adjusting instruction to learners' varying educational needs, as emphasized by Langelaan et al. (2024). The Department of Education (2024) likewise requires instruction to remain aligned with prescribed curriculum standards and competencies.

3.2.2 Content Delivery and Instructional Strategies

Content delivery and instructional strategies obtained an overall weighted mean of 4.61 and a standard deviation of 0.60, interpreted as Very Highly Implemented. Delivering lessons according to the intended Revised K-10 competencies received the highest rating at WM = 4.71 and SD = 0.56. Explaining concepts through real-life situations and adjusting teaching when learners experienced difficulty both obtained WM = 4.62. Using varied instructional strategies for learners with different abilities was lowest at WM = 4.52.

The findings demonstrate strong competency-based instruction while identifying differentiated teaching as an area requiring continued development. Beting (2024) emphasized alignment among curriculum, instruction, and assessment, while Langelaan et al. (2024) and Kahmann et al. (2022) highlighted the importance of professional preparation for differentiated instruction. Kong (2021) and Nguyen et al. (2021) further emphasized meaningful and active-learning approaches that promote learner engagement. Continued coaching and collaborative planning may therefore strengthen teachers' ability to adapt instruction to varied learner needs.

3.2.3 Assessment and Feedback Practices

Assessment and feedback practices obtained an overall weighted mean of 4.59 and a standard deviation of 0.61, interpreted as Very Highly Implemented. Conducting formative assessments and providing timely and constructive feedback received the highest ratings at WM = 4.67 and SD = 0.58. Using assessment results to improve instruction and preparing performance tasks both obtained WM = 4.57, while competency-aligned assessment tasks received the lowest rating at WM = 4.48. The findings indicate that teachers used assessment as an integral component of instruction rather than merely for assigning grades. Veugen et al. (2021) emphasized that formative assessment includes clarifying expectations, gathering and interpreting evidence, communicating results, and adjusting instruction. Brown et al. (2023) similarly associated teachers' feedback beliefs with formative practices, while Fisher et al. (2025) highlighted the importance of timely feedback for learner motivation. Lestari and Yusuf (2025) and Vlachopoulos and Makri (2024) further support alignment and meaningful assessment practices. Continued development in assessment design and competency alignment is therefore warranted.

3.2.4 Use of Learning Resources and Instructional Materials

The use of learning resources and instructional materials obtained an overall weighted mean of 4.60 and a standard deviation of 0.59, interpreted as Very Highly Implemented. Using curriculum-aligned resources received the highest rating at WM = 4.71 and SD = 0.56. Selecting materials suited to grade level, learner ability, and classroom context obtained WM = 4.62, while teacher-made and digital or visual materials obtained WM = 4.57. Localized or contextualized materials received the lowest rating at WM = 4.52. The results indicate that teachers generally selected resources based on curriculum relevance and learner appropriateness. Bello et al. (2023) demonstrated the value of contextualized and localized instructional materials in supporting learning performance, while Vinuya and Alquizar (2025) reported positive relationships between digitized instructional materials and learner outcomes. The comparatively lower rating for contextualization suggests that schools should continue supporting teachers in developing, validating, and sharing locally relevant instructional resources.

3.2.5 Differentiated Instruction for Multigrade Learners

Differentiated instruction for multigrade learners obtained an overall weighted mean of 4.57 and a standard deviation of 0.66, interpreted as Very Highly Implemented. Providing varied tasks for different competencies and remediation, enrichment, or additional assistance both obtained WM = 4.62. Preparing differentiated activities and managing instructional time obtained WM = 4.57, while organizing learners according to learning level, task, or instructional need was lowest at WM = 4.48. The findings indicate that teachers generally adjusted instruction to learner differences, although flexible grouping was comparatively less consistent. Bunga et al. (2025) identified learner profiling, curriculum mapping, flexible pacing, and appropriate grouping as important elements of differentiated instruction in Philippine multigrade classrooms. Goyibova et al. (2025) similarly emphasized adapting instruction, content, and assessment to diverse learner needs, while Kahmann et al. (2022) showed that professional development can improve teachers' knowledge and practices related to differentiated instruction. Continued coaching on grouping, time management, and tiered activities may therefore strengthen multigrade teaching.

3.2.6 Learner Engagement and Classroom Management

Learner engagement and classroom management obtained an overall weighted mean of 4.60 and a standard deviation of 0.59, interpreted as Very Highly Implemented. Establishing classroom routines received the highest rating at WM = 4.67 and SD = 0.58. Encouraging active participation and managing learner behavior fairly and supportively both obtained WM = 4.62, while sustaining learners' interest, attention, and motivation was lowest at WM = 4.52. The results demonstrate strong classroom organization and positive learner-management practices. Wilkins et al. (2023) emphasized classroom-management approaches based on positive reinforcement, learner autonomy, fairness, and supportive relationships. Ye (2024) identified classroom environment as an important influence on learner engagement, while Ma et al. (2024) similarly linked classroom climate with engagement and achievement-related motivation. Teachers should therefore continue using varied and meaningful activities that sustain both classroom order and active learner involvement.

3.2.7 Overall Implementation of the Revised K-10 Curriculum

Across all six dimensions, teachers' implementation of the Revised K-10 Curriculum obtained an overall weighted mean of 4.60 and an average standard deviation of 0.61, interpreted as Very Highly Implemented. Curriculum planning and lesson preparation and content delivery and instructional strategies were highest at WM = 4.61. Learning resources and learner engagement and classroom management followed at WM = 4.60, assessment and feedback at WM = 4.59, and differentiated instruction for multigrade learners at WM = 4.57. The consistently high ratings indicate strong self-reported implementation across curriculum planning, instructional delivery, assessment, resources, differentiation, and classroom management. Halawa et al. (2024) emphasized the integration of instructional goals, teaching strategies, learning activities, and assessment, while differentiated instruction literature indicates that implementation becomes more challenging when teachers face varied learner needs, limited preparation time, and contextual constraints (Langelaan et al., 2024; Bunga et al., 2025). The high self-reported implementation should therefore continue to be supported and confirmed through observation, coaching, lesson review, and learner-performance evidence.

3.3 Implementation of Instructional Supervision Practices

3.3.1 Classroom Observation and Instructional Monitoring

Classroom observation and instructional monitoring obtained an overall weighted mean of 4.51 and a standard deviation of 0.60, interpreted as Very Highly Implemented. Using observation results to identify instructional strengths and areas for improvement received the highest rating at WM = 4.62. Monitoring lesson plans, objectives, assessment tasks, and learning resources obtained WM = 4.57, while observation of classroom management, learner activities, and routines was lowest at WM = 4.43. The findings suggest that classroom observations were generally used for developmental purposes. Reños and Pontillas (2024) found that classroom-observation processes were associated with teachers' professional-development activities, while Bellibaş (2023) demonstrated the importance of principals' observation feedback for teacher self-efficacy and instructional practices. Grissom et al. (2021) further emphasized that observation becomes more meaningful when connected

with feedback, coaching, professional learning, and instructional evidence. Supervisors should therefore maintain balanced attention to curriculum delivery, classroom organization, and learner engagement.

3.3.2 Technical Assistance and Coaching

Technical assistance and coaching obtained an overall weighted mean of 4.48 and a standard deviation of 0.62, interpreted as Very Highly Implemented. Assistance in understanding the Revised K-10 Curriculum and coaching related to lesson planning, instructional delivery, and assessment both received WM = 4.52. Assistance for multigrade difficulties obtained WM = 4.48, while guidance in selecting strategies and coaching for confidence and competence both received WM = 4.43. The findings indicate that practical instructional support was widely available but that individualized strategy-focused coaching could be strengthened. Grissom et al. (2021) emphasized coaching and instructional feedback as important leadership practices, while Ceballos and Bixler (2024) demonstrated the value of developing instructional-coaching conversation skills among educational leaders. Ares-Ferreirós et al. (2025) and Bagay (2025) further identified the distinctive professional-development and instructional challenges of multigrade teaching. Coaching should therefore remain needs-based, contextualized, collaborative, and followed by classroom application.

3.3.3 Mentoring and Professional Support

Mentoring and professional support obtained an overall weighted mean of 4.48 and a standard deviation of 0.62, interpreted as Very Highly Implemented. Sharing best practices and instructional materials and promoting confidence, reflection, and professional growth obtained the highest rating at WM = 4.52. Encouragement to seek guidance obtained WM = 4.48, while direct mentoring and mentoring for instructional planning and classroom practice obtained WM = 4.43. The findings indicate an existing culture of professional support but suggest opportunities to make mentoring more systematic. Wang et al. (2025) identified cognitive, social, and emotional competencies as important dimensions of effective teacher mentoring. Talafian et al. (2025) likewise emphasized responsive professional development that attends to teachers' needs, interests, concerns, and classroom realities. Structured mentor-mentee arrangements with identified goals, regular interaction, and follow-through may therefore strengthen existing mentoring practices.

3.3.4 Learning Action Cell and Collaborative Professional Learning

Learning Action Cell and collaborative professional learning obtained an overall weighted mean of 4.50 and a standard deviation of 0.65, interpreted as Very Highly Implemented. Sharing classroom experiences, challenges, and effective practices obtained the highest rating at WM = 4.57, followed by using LAC outputs to improve instruction and assessment at WM = 4.52. Collaborative preparation of lessons, activities, and assessments was lowest at WM = 4.43. The findings demonstrate that LAC activities supported professional exchange but that collaborative production of instructional outputs can still be strengthened. Dela Cruz and Baguio (2024) found that effective LAC practices were associated with teacher self-efficacy, while Mendoza et al. (2022) highlighted collaborative lesson planning as an important component of professional learning and curriculum reform. Nguyen et al. (2024) similarly identified professional learning communities as mechanisms for collaboration, mutual support, and professional efficacy. LAC sessions should therefore remain needs-based and directed toward concrete classroom applications.

3.3.5 Monitoring, Feedback, and Follow-Through Mechanisms

Monitoring, feedback, and follow-through obtained an overall weighted mean of 4.52 and a standard deviation of 0.63, interpreted as Very Highly Implemented. Timely feedback after observation or monitoring received the highest rating at WM = 4.67, followed by follow-through on recommendations at WM = 4.52. Constructive feedback, use of monitoring results for further assistance, and maintenance of supervisory records each obtained WM = 4.48. The findings indicate strong feedback practices but suggest that the developmental quality and systematic documentation of supervision can still be strengthened. Lavigne et al. (2023) emphasized the importance of post-observation conferences and the quality of principals' instructional feedback, while Krasniqi and Ismajli (2022) linked instructional feedback with teachers' self-efficacy in classroom management. Reños and Pontillas (2024) and Castillo (2024) likewise support supervision that connects observation with professional development, constructive feedback, and continuing instructional support.

3.3.6 Overall Implementation of Instructional Supervision

Instructional supervision practices obtained an overall weighted mean of 4.50 and a standard deviation of 0.62, interpreted as Very Highly Implemented. Monitoring, feedback, and follow-through ranked highest at WM = 4.52, followed by classroom observation and instructional monitoring at WM = 4.51 and LAC and collaborative professional learning at WM = 4.50. Technical assistance and coaching and mentoring and professional support both obtained WM = 4.48. The findings demonstrate an established supervisory system combining monitoring with professional support. Grissom et al. (2021) emphasized instructional focus, productive collaboration, feedback, and teacher development as important leadership practices. Ceballos and Bixler (2024) further highlighted the importance of effective instructional-coaching conversations, while Nguyen et al. (2024) emphasized leadership support and trusting relationships in sustaining professional learning communities. The

comparatively lower ratings for individualized coaching and mentoring indicate that these areas should remain priorities for supervisory development.

3.4 Relationship Between Teachers' Curriculum Implementation and Instructional Supervision

The relationship between teachers' implementation of the Revised K-10 Curriculum and instructional supervision practices yielded an r -value of 0.68, 62 degrees of freedom, and a p -value of 0.0023. Since the p -value was below the 0.05 significance level, the relationship was statistically significant and the null hypothesis was rejected. The positive coefficient indicates that higher instructional-supervision ratings were associated with higher curriculum-implementation ratings. The coefficient of determination was 0.4624 or 46.24%, showing substantial shared variation between the variables but not establishing causation. The findings support instructional supervision as an important professional-support mechanism for curriculum implementation. Grissom et al. (2021) emphasized instructional leadership practices involving coaching, feedback, evaluation, professional learning, collaboration, and use of instructional evidence. Castillo (2024) likewise found a strong positive relationship between instructional supervision strategies and teachers' instructional performance. However, Damasco and Villocino (2024) found no significant association between instructional leadership practices and teacher performance in another educational setting, demonstrating that relationships may vary according to context, measures, teacher characteristics, and supervisory conditions. The present result should therefore be interpreted as a statistically significant association rather than evidence of direct causation.

3.5 Issues and Concerns Affecting Curriculum Implementation and Instructional Supervision

3.5.1 Supervisory Time and Classroom Observation

Limited time for instructional supervision because of multiple school-related tasks was the most frequently reported concern at 68%. Insufficient classroom observation and instructional monitoring followed at 44%, while lack of regular pre-conference and post-conference discussions and limited technical assistance in implementing the Revised K-10 Curriculum were each reported by 36%. These findings show that supervisory time and completion of the entire observation cycle were major concerns. Gümüş et al. (2024) demonstrated that school principals distribute their time across administrative, instructional, and student-centered leadership responsibilities and that contextual factors influence these priorities. Grissom et al. (2021) emphasized that instructional leadership requires focused attention to teaching and learning, while Bayer et al. (2024) highlighted the value of pre-observation, observation, and post-observation processes for reflection and professional development. Protected supervision schedules and distributed instructional-leadership responsibilities may therefore improve the continuity of teacher support.

3.5.2 Coaching, Mentoring, LAC, Feedback, and Follow-Through

Inadequate coaching and mentoring, limited LAC sessions related to the Revised K-10 Curriculum, and lack of follow-through after observation or monitoring were each reported by 26% of respondents. Feedback that was not specific or sufficient was reported by 24%. These findings indicate that some teachers experienced gaps in continuing professional support after instructional needs were identified. Supervision should therefore extend beyond the classroom observation itself. Volante et al. (2023) demonstrated the value of structured collaboration among school leaders and teachers for instructional improvement, while Lavigne et al. (2023) emphasized the role of post-observation conferences in improving instructional feedback. Grissom et al. (2021) similarly emphasized connecting observation with coaching, professional learning, and follow-through. Supervisory recommendations should consequently identify specific instructional evidence, actions for improvement, appropriate assistance, and mechanisms for monitoring progress.

3.5.3 Curriculum Unpacking and Lesson Alignment

Difficulty in unpacking Revised K-10 learning competencies was reported by 20% of respondents, while difficulty preparing curriculum-aligned lessons was reported by 18%. Although these were the least frequently reported concerns, both remain important because effective curriculum implementation requires teachers to translate competencies into objectives, instructional activities, and appropriate assessment. The findings indicate that curriculum-focused professional support remains necessary even when overall implementation is rated highly. The Department of Education (2024) provides implementation guidance for curriculum planning, teaching, assessment, and learning resources, while UNESCO (2024) emphasizes leadership, teacher development, and collaborative professional support in educational improvement. Overall, the pattern of concerns suggests that limited supervisory time can affect observation, coaching, mentoring, professional collaboration, feedback, and follow-through. The findings therefore support a Supervision Responsive Enablement Plan that protects supervisory time, strengthens complete observation cycles, provides curriculum-focused professional learning, and institutionalizes documented follow-through.

4. Conclusion & Recommendations

The study concluded that teachers' implementation of the Revised K-10 Curriculum and instructional supervision practices were both very highly implemented. Strong instructional supervision through classroom observation, monitoring, feedback, coaching, mentoring, technical assistance, and collaborative professional learning was significantly associated with higher levels of curriculum implementation. However, differentiated instruction for multigrade learners and sustained professional support still require strengthening, particularly in view of limited supervisory time, insufficient observation and monitoring, irregular pre- and post-observation conferences, and gaps in coaching, mentoring, technical assistance, and follow-through. These findings emphasize the need for continuous, collaborative, developmental, and needs-responsive instructional supervision.

School heads, master teachers, department heads, and instructional supervisors should establish realistic and protected schedules for classroom observation, coaching, mentoring, pre- and post-observation conferences, and follow-through activities to ensure continuity of instructional support. The proposed Supervision Responsive Enablement Plan should be implemented with clear objectives, schedules, responsible personnel, required resources, expected outputs, and monitoring and evaluation mechanisms, and should be regularly reviewed to determine its effectiveness in strengthening teachers' instructional practices and learner outcomes.

The study was limited to selected schools in Sierra Bullones District and involved 64 teaching and instructional personnel, which limits the scope of the findings to the participating respondents and research setting. The findings were primarily based on respondents' perceptions gathered through a structured survey questionnaire and did not incorporate classroom observations, interviews, focus group discussions, document analysis, or actual learner performance data. Consequently, future studies involving more schools, larger groups of respondents, other districts, and additional data sources may provide a more comprehensive understanding of instructional supervision and implementation of the Revised K-10 Curriculum.

5. Compliance with ethical standards

The study observed ethical procedures by securing permission from the appropriate educational authorities before data collection. Respondents were informed of the purpose of the research, participation was voluntary, confidentiality of responses was maintained, and the information gathered was used solely for academic and research purposes. compliance

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