

**Teachers' curriculum practices as drivers
of senior high school learners' learning outcomes**

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ABSTRACT

Teachers play a pivotal role in the successful implementation of the curriculum, making their instructional practices essential to achieving quality learning outcomes among Senior High School learners. This study determined the relationship between teachers' curriculum practices and the learning outcomes of Grade 12 learners in the four public secondary schools in the District of Catigbian, Division of Bohol, during the School Year 2026–2027. Specifically, it examined teachers' curriculum practices in terms of instructional planning and preparation, curriculum implementation and delivery, instructional strategies, and assessment and evaluation practices, and assessed learners' academic performance, mastery of competencies, critical thinking and problem-solving skills, communication skills, and collaboration skills. The study employed a quantitative descriptive correlational research design involving 40 Grade 12 teachers selected through proportionate sampling. Data were gathered using a researcher-modified and validated questionnaire and analyzed using frequency, percentage, weighted mean, composite mean, and Pearson Product-Moment Correlation Coefficient (Pearson's r). Findings revealed that teachers demonstrated highly practiced curriculum practices, with an overall composite mean of 3.98, while learners exhibited a high level of learning outcomes, with an overall composite mean of 3.92. Among the dimensions of curriculum practices, instructional planning and preparation obtained the highest rating, whereas collaboration skills emerged as the strongest learner outcome. The study further established a statistically significant positive relationship between teachers' curriculum practices and learners' learning outcomes, indicating that effective curriculum planning, instructional delivery, appropriate teaching strategies, and sound assessment practices contribute significantly to improving students' academic achievement and the development of essential 21st-century competencies. Based on the findings, the study recommends the implementation of targeted intervention measures, continuous professional development programs, and strengthened instructional support systems to further enhance teachers' curriculum practices and optimize learner outcomes in Senior High School.

Keywords: Teachers' curriculum practices, learning outcomes, instructional planning, curriculum implementation, instructional strategies, assessment and evaluation, Senior High School, Grade 12 learners, descriptive-correlational research, District of Catigbian.

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INTRODUCTION

The quality of Senior High School (SHS) education is fundamentally shaped by the manner in which teachers interpret and enact the curriculum in their classrooms. As the primary agents of curriculum implementation, teachers exercise professional judgment in planning lessons, delivering instruction, selecting appropriate pedagogical strategies, and conducting assessments that determine whether national educational standards are translated into meaningful learning experiences (Department of Education [DepEd], 2020). In the Philippines, this responsibility has become increasingly significant with the implementation of the K to 12 Basic Education Program through Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013. The reform emphasizes the development of learners' 21st century competencies and seeks to prepare them for higher education, employment, entrepreneurship, and lifelong learning (Republic of the Philippines, 2013). Within this context, the effectiveness of curriculum implementation depends considerably on teachers' capacity to transform prescribed standards and competencies into coherent, responsive, and purposeful classroom experiences.

Contemporary research affirms that deliberate, coherent, and aligned teaching practices are among the strongest influences on student learning. Hattie (2023) identified teacher related variables, including instructional clarity, effective feedback, and formative assessment, as having greater influence on student achievement than many structural or resource based factors. Similarly, Darling Hammond et al. (2022) argued that high-quality instructional practice characterized by coherent lesson planning, evidence-based teaching strategies, and responsive assessment is one of the most significant determinants of equitable and sustained learner progress. These findings indicate that curriculum quality cannot be understood solely in terms of prescribed content. Rather, its effectiveness ultimately depends on the instructional decisions teachers make as they plan, implement, adapt, and assess learning.

In the Philippine context, expectations for teacher quality are operationalized through the Philippine Professional Standards for Teachers (PPST), which articulates competencies related to curriculum planning, content knowledge and pedagogy, assessment, learning environment, and professional engagement (Department of Education [DepEd], 2020). Despite the existence of these standards, evidence from the post pandemic Senior High School landscape reveals disparities in their implementation. Tindowen (2022) found that although SHS teachers in the Cordillera Administrative Region demonstrated competence in instructional planning, they encountered difficulties in differentiating instruction and integrating higher order thinking skills (HOTS) into classroom practice. Reyes and Laguador (2023) similarly reported that the frequency and quality of formative assessment practices were significantly associated with students' academic performance and competency attainment in the Science, Technology, Engineering, and Mathematics (STEM) and Accountancy, Business, and Management (ABM) strands. Together, these findings suggest that possessing curriculum knowledge is not sufficient unless such knowledge is consistently translated into responsive instructional and assessment practices.

The importance of effective curriculum practice becomes even more apparent when learning outcomes are viewed beyond conventional measures of academic achievement. The OECD Learning Compass 2030 conceptualizes learner success as encompassing knowledge, skills, attitudes, and values, particularly critical thinking, communication, collaboration, creativity, and problem-solving abilities (Organisation for Economic Co operation and Development [OECD], 2023). However, Bernardo et al. (2022) observed that Filipino Senior

High School students generally demonstrated stronger performance in rote memorization than in analytical reasoning and the creative application of knowledge. They attributed this gap primarily to instructional approaches that emphasized content coverage rather than deep and meaningful learning experiences. This discrepancy highlights the need to examine not only what teachers teach, but also how curriculum planning, delivery, instructional strategies, and assessment contribute to the broader competencies expected of contemporary learners.

Effective implementation is further complicated by systemic conditions within Philippine public schools. Bautista and Bernardo (2023) identified large class sizes, excessive administrative responsibilities, inadequate instructional technology, and frequent curriculum revisions as major barriers affecting teachers' instructional effectiveness. Such constraints are especially consequential in public Senior High Schools, where limited resources and increasing workloads may restrict teachers' capacity to implement curriculum standards consistently. These challenges demonstrate that the relationship between curriculum practices and learner outcomes is embedded within broader institutional and contextual realities, making empirical examination at the school and division levels particularly important.

The significance of context is further illuminated by Epstein's Theory of Overlapping Spheres of Influence, developed by Joyce L. Epstein in 1995. The theory proposes that learners' educational success is shaped by interactions among three major environments: the school, family, and community. These spheres overlap in supporting learners' academic, social, emotional, and personal development, suggesting that effective collaboration among educators, parents, and community stakeholders can contribute to positive educational outcomes. From this perspective, teachers' curriculum practices extend beyond classroom instruction because meaningful communication with families, engagement with community resources, and the creation of supportive learning experiences can strengthen the conditions under which learners develop. Thus, curriculum implementation may be understood as part of a wider educational environment in which teachers connect formal instruction with the social contexts surrounding learners.

This relational perspective is complemented by the Backward Design Theory developed by Grant Wiggins and Jay McTighe in *Understanding by Design*, first published in 1998 and further developed in its expanded edition in 2005. Backward Design places desired learning outcomes at the beginning of curriculum planning rather than treating them as consequences to be considered after instructional activities have been selected. Its three stages involve identifying desired results through specific objectives, determining appropriate assessments aligned with those objectives, and planning learning activities capable of achieving the intended goals. The framework therefore provides teachers with a systematic means of aligning learning experiences, evaluative tools, course content, and expected outcomes. Instead of beginning with activities or topics, teachers first determine what learners should know and be able to do at the conclusion of instruction, thereby making purposeful curriculum planning central to effective teaching.

The principles of Backward Design are particularly relevant because teachers sometimes focus primarily on activities to be used in instruction rather than on the learning those activities are expected to produce. Meaningful learning becomes more likely when instructional experiences are intentionally selected and sequenced to help learners achieve clearly identified outcomes. The design process encourages teachers to establish the educational purpose of an activity before integrating it into the curriculum, thereby strengthening coherence among objectives, instruction, and assessment. In this sense, teachers

function not merely as implementers of prescribed content but as designers who deliberately organize learning opportunities around expected student performance.

Vygotsky's Social Constructivism Theory of Learning provides a complementary explanation of how such learning opportunities become meaningful. Developed through the foundational work of Lev Semyonovich Vygotsky during the 1920s and 1930s and gaining wider international recognition following the translation and publication of his works during the latter half of the 20th century, the theory emphasizes active student engagement and collaborative learning in the construction of knowledge. Vygotsky considered interpersonal or social, cultural historical, and individual factors central to human development. His perspective consequently situates learning within interactions through which learners construct understanding with the guidance of more knowledgeable individuals and participation in socially meaningful activities.

Central to Vygotsky's theory is the Zone of Proximal Development (ZPD), which represents the gap between what learners can accomplish independently and what they can achieve with appropriate guidance and support. This principle positions the teacher not merely as a transmitter of information but as a deliberate architect of learning experiences who scaffolds learners toward progressively higher levels of understanding and performance. The continuing relevance of the ZPD is particularly evident in discussions of creativity, collaboration, assessment, and the evolving demands of 21st century education. Teachers' interactions with learners consequently influence both instructional and assessment practices, while their perspectives and the challenges they encounter in implementing outcome-based approaches remain important concerns in contemporary educational settings.

Differentiated Instruction Theory further strengthens this learner responsive orientation. Introduced and extensively developed by Carol Ann Tomlinson, particularly through *The Differentiated Classroom: Responding to the Needs of All Learners*, first published in 1999 and subsequently refined in editions and related works published in 2021, 2022, and 2023, the theory maintains that students learn more effectively when teachers respond to differences in readiness, interests, and learning profiles. Traditional undifferentiated instruction may create inequality and inequity when diverse learning capacities are addressed through uniform instructional approaches. Differentiated Instruction therefore seeks to maximize learning opportunities by adapting content, process, and product according to learner characteristics and needs. Tomlinson's more recent works in 2021 and 2022 further affirm that differentiation is intended to provide every learner with meaningful opportunities for academic, intellectual, and social growth while challenging learners across ability levels to achieve their highest potential.

At its core, Differentiated Instruction challenges teachers to move beyond a one size fits all approach and adopt a flexible, responsive, and student sensitive model of curriculum delivery. Its successful implementation, however, depends substantially on assessment. Teachers require continuous feedback about individual learners, while formative assessment provides information about existing knowledge, progress, difficulties, and emerging needs. Such information allows teachers to adjust instruction so that learners can progress toward and beyond designated learning outcomes. Yet translating differentiated instruction from pedagogical principle into routine classroom practice remains challenging, revealing a persistent gap between instructional ideals and the practical conditions within which teachers work. This tension reinforces the importance of examining teachers' actual curriculum practices rather than assuming that prescribed standards are consistently realized in classroom settings.

These theoretical perspectives converge around the proposition that meaningful learning outcomes depend on deliberate, aligned, responsive, and socially situated curriculum practices. Epstein's Theory of Overlapping Spheres of Influence emphasizes the interconnected environments supporting learners, while Backward Design emphasizes purposeful alignment

between intended outcomes, assessment, and learning experiences. Vygotsky's Social Constructivism highlights interaction, scaffolding, and active knowledge construction, whereas Differentiated Instruction underscores responsiveness to learner diversity and the formative use of assessment. Although the theoretical framework initially identifies Bandura's Social Cognitive Theory and Tyler's Objective Model of Curriculum Development alongside Epstein's theory, the subsequent theoretical discussion elaborates Backward Design, Vygotsky's Social Constructivism, and Differentiated Instruction as additional perspectives explaining how curriculum practices may shape learner outcomes. Taken collectively, these perspectives provide a multidimensional foundation for examining instructional planning and preparation, curriculum implementation and delivery, instructional strategies, and assessment and evaluation in relation to learner performance and competencies.

The theoretical foundations of the study are reinforced by constitutional provisions, national legislation, and Department of Education policies governing curriculum implementation, teacher professional practice, and student learning outcomes in Philippine basic education. These include the 1987 Philippine Constitution, Republic Act (RA) No. 9155, RA No. 7836 as amended by RA No. 9293, RA No. 10533, DepEd Order (DO) No. 42, s. 2017, DO No. 8, s. 2015, DO No. 021, s. 2019, and DO No. 010, s. 2024. Together, these legal and policy instruments establish that curriculum implementation is not merely an instructional preference but a professional and institutional responsibility directed toward the provision of quality education and the achievement of meaningful learner outcomes.

Article XIV, Sections 1 and 2 of the 1987 Philippine Constitution recognizes education as a fundamental right of every Filipino and mandates the State to establish, maintain, and support a complete, adequate, and integrated educational system responsive to the needs of the people and society (Republic of the Philippines, 1987). The Constitution further directs the State to promote quality education at all levels and requires educational institutions to foster patriotism, nationalism, critical thinking, scientific inquiry, and social responsibility. These provisions establish the broad legal foundation for educational and curriculum reforms while underscoring the responsibility of teachers and educational institutions to promote holistic learner development.

Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001, further institutionalizes shared governance by defining the responsibilities of the Department of Education, schools, and school administrators in improving educational quality (Republic of the Philippines, 2001). The law recognizes schools as the heart of the formal education system and positions school heads as instructional leaders responsible for establishing environments in which teachers can implement the curriculum effectively. At the classroom level, it reinforces teachers' responsibility for providing quality instruction and improving learner achievement, thereby linking curriculum practice directly with the attainment of educational outcomes.

The professional responsibilities underlying curriculum implementation are also reinforced by Republic Act No. 7836, the Philippine Teachers Professionalization Act of 1994, as amended by Republic Act No. 9293. These laws recognize teaching as a profession requiring specialized knowledge, professional competence, and ethical responsibility (Republic of the Philippines, 1994; Republic of the Philippines, 2004). Teachers are expected to continuously improve their competencies through professional development and maintain high standards of professional practice. Curriculum planning, instructional delivery, and assessment therefore constitute fundamental professional obligations rather than discretionary classroom practices.

Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013, provides a more direct statutory foundation for the curriculum practices examined in this study. The law institutionalized the K to 12 Basic Education Program and expanded the country's basic education cycle from ten to twelve years through the introduction of Kindergarten and Senior High School, thereby aligning Philippine basic education with international standards (Republic of the Philippines, 2013). Section 5 specifies that the enhanced curriculum should be learner centered, inclusive, developmentally appropriate, relevant, responsive, research based, culture sensitive, and contextualized. It likewise requires the continuous retraining and professional development of teachers to enable effective curriculum implementation and the achievement of prescribed learning standards. Accordingly, lesson planning, instructional delivery, classroom assessment, and curriculum adaptation represent legally supported competencies central to educational quality.

These responsibilities are further operationalized through DepEd Order No. 42, s. 2017, which institutionalized the Philippine Professional Standards for Teachers. The PPST provides the national framework for teacher quality through seven domains encompassing content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages, and personal and professional development (Department of Education, 2017). The framework specifically requires teachers to design learner centered instruction, employ responsive teaching strategies, and use assessment results to improve instruction. These expectations correspond directly with the dimensions of teachers' curriculum practices examined in the present study.

Assessment responsibilities are specifically articulated in DepEd Order No. 8, s. 2015, or the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program. The policy identifies classroom assessment as an integral component of teaching and learning and emphasizes that assessment should be formative, learner centered, and aligned with curriculum standards (Department of Education, 2015). Teachers are expected to employ assessment approaches that monitor learner progress, provide timely feedback, and inform instructional decisions. This policy strengthens the conceptual connection between assessment and curriculum implementation because assessment evidence allows teachers not only to determine learner attainment but also to modify instruction in response to identified needs.

For Senior High School specifically, DepEd Order No. 021, s. 2019 provides the Policy Guidelines on the K to 12 Basic Education Program and serves as a governing policy for curriculum implementation in Grades 11 and 12 (Department of Education, 2019). It provides guidance concerning instructional planning, curriculum implementation, learning resource utilization, classroom assessment, and learner progression. The policy also guides school heads and instructional supervisors in monitoring instructional delivery, providing technical assistance, and promoting curriculum fidelity. Its provisions directly support the examination of Senior High School teachers' responsibilities in curriculum planning, instruction, and assessment.

More recently, DepEd Order No. 010, s. 2024 established policy guidelines for the implementation of the MATATAG Curriculum. Officially launched in 2023, the MATATAG Curriculum seeks to decongest curriculum content while strengthening foundational skills, promoting balanced cognitive development, integrating 21st century competencies, and enhancing values and peace education (Department of Education, 2024). The policy conceptualizes teachers as instructional designers, facilitators of lifelong learning, advocates of ethical digital literacy, and catalysts of educational transformation. Its emphasis on evidence-based instruction, curriculum responsiveness, and continuous professional development further demonstrates the evolving expectations placed upon teachers as curriculum implementers.

Collectively, these constitutional provisions, statutes, and Department of Education policies reinforce the premise that teachers' curriculum practices constitute legally mandated

and professionally defined responsibilities that can substantially influence learners' educational experiences and outcomes. This legal and policy framework is consistent with the theoretical perspectives underlying the study because both emphasize purposeful planning, learner responsive instruction, meaningful assessment, and the creation of supportive learning environments. The convergence of theoretical and policy expectations therefore provides a strong basis for empirically investigating how teachers' actual curriculum practices relate to the learning outcomes achieved by Senior High School learners.

Empirical literature similarly demonstrates the importance of curriculum implementation and instructional practice. Mac Iver et al. (2021) found that strong school and family partnerships positively affected students' academic performance and school engagement. Learners receiving consistent support from both schools and families demonstrated higher academic achievement and greater participation in school related activities, leading the researchers to conclude that collaborative educational practices foster environments conducive to positive learning outcomes. These findings complement Epstein's emphasis on overlapping spheres of influence by demonstrating how support extending beyond classroom instruction can strengthen student engagement and achievement.

Within the Philippine Senior High School context, Gurobat et al. (2022) examined challenges associated with implementing the K to 12 Education Program and found that curriculum implementation difficulties negatively affected students' learning experiences and academic performance. Nevertheless, effective instructional practices and adequate teacher support enabled learners to manage these challenges, emphasizing the critical role of teachers' curriculum practices in successful implementation and learner achievement. Fajardo et al. (2022) further demonstrated the importance of constructive alignment in the implemented and assessed K to 12 curriculum. Their findings indicated that alignment among curriculum objectives, instructional strategies, learning activities, and assessment practices significantly contributed to the development of learners' 21st century skills. Curriculum implementation was therefore more effective when teachers maintained coherence among intended outcomes, instructional experiences, and assessment methods, a finding closely aligned with the principles of Backward Design.

Teacher competence and professional preparation also emerge consistently as important conditions for successful curriculum implementation. Liday (2022), in assessing Senior High School curriculum implementation in a private university, found high levels of curriculum knowledge, instructional competence, and confidence among teachers. Educational qualifications, teaching experience, and participation in professional development activities significantly influenced the effectiveness of curriculum delivery and contributed positively to learner achievement. These findings support the professional expectations articulated in RA No. 7836, RA No. 9293, and the PPST, all of which emphasize continuing competence as a foundation of quality teaching.

Evidence from alternative modes and specialized programs further demonstrates that sound curriculum practice remains essential across educational contexts. Rosales (2022) evaluated the quality and implementation of printed modular distance learning among public Senior High Schools and found that effective implementation of learning materials, instructional support, and classroom assessment positively influenced academic performance despite the challenges associated with remote learning. Similarly, Poblador et al. (2022) examined opportunities and challenges in implementing the Senior High School Sports Track Program in Southern Philippines and found that teacher competence, curriculum planning, and instructional delivery significantly influenced learner participation, skill development, and

overall educational success. These studies suggest that the relationship between curriculum practice and learner outcomes persists regardless of instructional modality or program specialization.

International research provides comparable evidence. Zhao et al. (2023) investigated the alignment of teaching, learning, and assessment in project-based learning and found that students demonstrated greater engagement, enhanced critical thinking, and improved academic performance when instructional activities were aligned with curriculum objectives and assessment methods. Ravi et al. (2023), in examining teachers' experiences implementing an Artificial Intelligence literacy curriculum, similarly reported that effective adaptation of instructional strategies and curriculum materials increased learner engagement and improved learning experiences. Their findings emphasize teacher preparedness and adaptive curriculum implementation as substantial influences on learner achievement. El Hamamsy et al. (2023) likewise examined curriculum reforms and teacher professional development and found that exposure to high-quality instruction and effective curriculum implementation improved student achievement while reducing performance gaps among learners. Collectively, these international findings reinforce the proposition that instructional quality depends on purposeful alignment as well as teachers' capacity to adapt curriculum to learners and educational contexts.

Recent Philippine studies extend these findings to varied Senior High School settings. Argate et al. (2024), examining implementation of the Senior High School Program in Cebu from teachers' perspectives, identified curriculum implementation, instructional delivery, and effective utilization of learning resources as essential to achieving educational objectives. Paez (2024), in assessing the Senior High School Alternative Learning System, similarly found that effective instructional delivery, learning resources, classroom environment, and assessment practices significantly contributed to improved learner performance. Teacher competence and curriculum implementation skills were consequently identified as indispensable components of educational quality.

Miro et al. (2024) further examined the lived experiences of Senior High School students in Siquijor during implementation of the K to 12 curriculum. Their findings indicated that student centered instruction, adequate learning materials, and mentoring by competent teachers positively influenced learners' educational experiences and academic development. Students also reported developing future ready competencies that supported preparation for higher education and employment. At the same time, inadequate facilities and curriculum complexity persisted as challenges affecting implementation. These findings reinforce the interaction between teacher practices and contextual constraints identified by Bautista and Bernardo (2023), suggesting that effective teaching operates within institutional conditions that can either facilitate or restrict curriculum enactment.

More recent evidence concerning the Strengthened Senior High School Curriculum further emphasizes the importance of instructional environments and learner centered implementation. Using the Context, Input, Process, Product, and Outcome (CIPPO) evaluation framework, Bihag et al. (2025) found that supportive learning environments, positive teacher student relationships, and collaborative learning activities significantly enhanced learner engagement and academic participation during early implementation of the strengthened curriculum. Pangosfian Banggot (2025) likewise reported that Senior High School learners generally achieved satisfactory outcomes related to higher education readiness, employability, entrepreneurship, and middle level skills development. The study concluded that effective curriculum implementation contributes significantly to learners' preparation for future academic and career opportunities.

Across these studies, a consistent pattern emerges in which curriculum alignment, teacher preparedness, instructional competence, learner centered pedagogy, assessment practices, learning resources, collaboration, and supportive educational environments

contribute to learner engagement, competency attainment, and academic achievement. At the same time, the literature identifies persistent constraints, including resource limitations, curriculum complexity, instructional differentiation difficulties, administrative demands, and implementation challenges. While previous research provides substantial evidence concerning particular dimensions of curriculum implementation, much of the existing literature examines these dimensions separately or focuses on specific programs, instructional modalities, curriculum components, or learner outcomes. Consequently, a more integrated examination is needed to determine how multiple dimensions of teachers' curriculum practices relate simultaneously to the broader learning outcomes expected of Senior High School learners.

Addressing this gap, the present study investigates teachers' curriculum practices across four interrelated domains: instructional planning and preparation, curriculum implementation and delivery, instructional strategies, and assessment and evaluation. Rather than considering these dimensions as isolated teaching behaviors, the study treats them as interconnected components of curriculum enactment that collectively shape learners' experiences. Correspondingly, learning outcomes are considered across five categories that extend beyond conventional academic achievement to reflect the broader competencies expected within contemporary Senior High School education. This integrated perspective responds to the theoretical emphasis on alignment, scaffolding, differentiation, collaboration, and learner responsiveness, while also reflecting the professional responsibilities established through Philippine education laws, policies, and standards.

The study therefore seeks to contribute to the growing literature on the relationship between teachers' curriculum practices and learners' learning outcomes while generating context specific evidence relevant to Senior High School education in the Division of Bohol during academic year 2026 to 2027 and succeeding years. By determining how curriculum practices relate to learner outcomes, the findings may provide school administrators with an empirical basis for developing targeted professional development and school-based initiatives, inform Department of Education policymakers regarding curriculum reform and resource allocation, and provide teachers with a reflective framework for strengthening instructional practice. Ultimately, examining the relationship between what teachers plan, implement, adapt, and assess and what learners subsequently achieve may support continuing efforts to ensure that Senior High School education equips learners with the knowledge, competencies, and capacities required for higher education, employment, entrepreneurship, lifelong learning, and responsible participation in civic life.

Statement of the problem

This research assessed the extent of teachers' instructional practices in the four public senior high schools in the District of Catigbian, Division of Bohol, during the School Year 2026–2027 as basis for intervention measures. Specifically, it seeks to answer the following questions:

1. What is the profile of the teachers in terms of age and gender, civil status, highest educational attainment, teaching position, years of teaching experience in Senior High School, field of specialization, strand currently handled, subject area taught, and number of curriculum related trainings and seminars attended during the last three years?

2. What is the extent of teachers' instructional practices in terms of planning and preparation, implementation and delivery, strategies, and assessment and evaluation practices?
3. What is the level of Senior High School learners' learning outcomes in terms of academic performance, mastery of competencies, critical thinking and problem solving skills, communication skills, and collaboration skills?
4. Is there a significant relationship between teachers' curriculum practices and Senior High School learners' learning outcomes?
5. Based on the findings, what intervention measures could be put into practice?

METHODOLOGY

This study employed a quantitative descriptive research design, specifically the descriptive-correlational method, to assess the existing conditions of teachers' curriculum practices and their relationship to the learning outcomes of Senior High School learners among Grade 12 teachers and Grade 12 learners in the four public high schools in the District of Catigbian, Division of Bohol, during the Academic Year 2026–2027.

The study followed a systematic, logical sequence of research processes organized into three major phases, namely the Input Phase, the Process Phase, and the Output Phase, designed to address the stated problems and achieve the study's objectives. The Input Phase identified the key variables examined in the study. The first input focused on the profile of the respondents, including the teacher respondents' age, sex, highest educational attainment, length of teaching experience, and relevant trainings and seminars attended. The second input focused on the level of teachers' curriculum practices, assessed across three major dimensions, namely curriculum planning, instructional delivery, and assessment practices, which reflect the core curricular responsibilities of Senior High School teachers and served as the study's independent variable. The third input was the level of learners' learning outcomes, determined by Grade 12 learners' academic performance and their perceived mastery of competencies, serving as the dependent variable of the study. These inputs provided the foundational data necessary to address the research questions and establish the basis for analysis. The Process Phase encompassed all the methodological steps undertaken to collect, organize, and analyze data from respondents, beginning with the preparation and validation of the research instrument. The questionnaire was submitted to a panel of experts for content validation to ensure its accuracy, relevance, and clarity before administration. Following instrument validation, the researcher secured the necessary permits and approvals from the Schools Division Superintendent of Bohol and the respective school principals of the four public Senior High Schools in the District of Catigbian. Upon approval, the researcher proceeded to administer the survey questionnaire, after which the collected data underwent tabulation, organization, and statistical treatment. The Output Phase represented the culminating result of the entire research process; based on the findings gathered and analyzed during the input and process phases, the researcher developed an Enhanced Curriculum Practice Framework or a set of Recommended Intervention Strategies to improve teachers' curriculum practices in the District of Catigbian. This entire research process can be represented through an Input-Process-Output model, wherein relevant information was derived from learners and teachers in terms of their profile; the extent of teachers' curriculum practices in terms of instructional planning and preparation, curriculum implementation and delivery, instructional strategies, and assessment and evaluation practices; and the extent of Senior High School learners' learning outcomes in terms of academic performance, mastery of competency, critical thinking and problem-solving skills, communication skills, and collaboration skills, with the aim of establishing a significant correlation between teachers' curriculum practices and senior high school learners' learning

outcomes. The process component involved the transmittal letter, the descriptive survey, questionnaire formulation, processing of data, statistical treatment, and data analysis and interpretation, leading to the drawing of conclusions and recommendations, while the output consisted of strategic intervention measures.

The study was conducted in the four public secondary schools in the Municipality of Catigbian, Province of Bohol, namely Catigbian National High School, Mantacida National High School, Hagbuaya High School, and Haguilanan High School. These schools are strategically located across different barangays of Catigbian and collectively provide public secondary education to a diverse student population from both urban and rural communities, offering Junior High School and Senior High School programs in accordance with the Department of Education curriculum, which makes them appropriate research sites for studies involving secondary school learners. The selection of these four schools as the study environment was deliberate and purposive. All four institutions are located within the same district and therefore operate under the same division-level supervision, and this shared context minimized extraneous variables that could otherwise complicate the interpretation of findings, allowing for meaningful comparisons across schools. Catigbian National High School is a public secondary school located in Poblacion, Catigbian, Bohol, the municipal center of Catigbian, and as one of the municipality's largest public secondary schools, it serves learners from the town proper and neighboring barangays, offering both Junior High School and Senior High School programs under the Department of Education. Because it is situated within the town proper, the school is approximately 0–0.5 kilometer from the Catigbian Municipal Hall and public market, and it is readily accessible on foot for nearby residents, while students from outlying barangays commonly travel by motorcycle (habal-habal), tricycle, multicab/jeepney, private motorcycles, bicycles, and private vehicles. Hagbuaya High School is situated in Barangay Hagbuaya, Catigbian, Bohol, and serves students from Hagbuaya and nearby rural communities by providing quality public secondary education focused on academic excellence and holistic learner development; the school is approximately 6 kilometers southeast of the Catigbian town proper and is accessible via barangay roads connected to the municipal road network, with the primary means of transportation including habal-habal, private motorcycles, multicabs, tricycles, and other private vehicles, while some students living near the school also walk to campus. Haguilanan High School is located in Barangay Haguilanan, Catigbian, Bohol, and caters to learners from Haguilanan and adjacent barangays by offering public secondary education consistent with the Department of Education curriculum; the school is situated approximately 5–6 kilometers southwest of the Catigbian town proper and is accessible through the municipal and barangay road network, with the most common means of transportation being habal-habal, private motorcycles, multicabs, tricycles, and private vehicles, while students residing nearby often travel on foot. Mantacida National High School is located in Barangay Mantacida, Catigbian, Bohol, serving learners from Mantacida and neighboring upland barangays, and provides accessible public secondary education through its Junior High School and Senior High School programs; the school is located approximately 5–6 kilometers northwest of the Catigbian town proper and is accessible through the municipal road connecting Poblacion to Mantacida, with students and teachers commonly traveling by habal-habal (motorcycle-for-hire), private motorcycles, tricycles (where available), multicabs, and other private vehicles.

The study's research respondents were 40 Senior High School Teachers drawn from the four public Senior High Schools in the District of Catigbian, Division of Bohol, during the Academic Year 2026–2027, distributed as follows: Catigbian NHS had 14 teachers, Mantacida

NHS had 10 teachers, Haguilanan HS had 8 teachers, and Hagbuaya HS had 8 teachers, for a total of 40 teachers. The respondents of the study consisted of Grade 12 teachers from the four public Senior High Schools in the District of Catigbian, Division of Bohol, during the Academic Year 2026–2027, who served as the primary respondents in assessing the extent of their curriculum practices in terms of curriculum planning and preparation, curriculum implementation and delivery, instructional strategies, and assessment and evaluation. The sample size was determined using Slovin's Formula with a 5% margin of error, and after determining the required sample size, proportionate sampling was employed to ensure that respondents from each school were fairly represented according to their respective populations. For the respondents, only Grade 12 teachers who are currently teaching during the Academic Year 2026–2027 were included in the study. Using Slovin's Formula and proportionate sampling, the researcher aimed to obtain reliable, representative data that accurately reflect the teachers' curriculum practices and the learning outcomes of Senior High School learners in the District of Catigbian.

The primary data-gathering tool in this study was a modified survey questionnaire titled "Teachers' Curriculum Practices as Determinants of Senior High School Learners' Learning Outcomes." The questionnaire is divided into four major parts, each designed to gather specific, relevant data that directly correspond to the study's research questions. Part I deals with the Profile of the Respondents and is further subdivided into four sections. Part II measures the Level of Teachers' Curriculum Practices using a five-point Likert scale ranging from 5 (Very Evident) to 1 (Not Evident). Part III measures the Level of Students' Learning Outcomes as observed and assessed by the teacher-respondents, using a five-point Likert scale ranging from 5 (Very Evident) to 1 (Not Evident). The instrument underwent content validation by a panel of experts to ensure that all items are clear, relevant, and appropriate to the study's objectives.

The researcher followed a systematic procedure in gathering the data needed for the study. First, a letter of request was prepared and submitted to the Schools Division Superintendent of the Division of Bohol and the school principals of the four public Senior High Schools in the District of Catigbian, seeking permission to conduct the study. Upon approval, the researcher coordinated with the school heads and Grade 12 teachers on the schedule and procedures for administering the research instruments. To establish the validity and reliability of the research instrument, the questionnaire was subjected to content validation by experts in educational leadership and research during the proposal hearing. The comments and recommendations were carefully considered, and appropriate revisions were incorporated to improve the instrument. Subsequently, a pilot test was administered to a group of teachers who were not part of the actual respondents to determine the instrument's reliability through Cronbach's alpha. After confirming its validity and reliability, the finalized questionnaire was utilized as the primary instrument for gathering quantitative data for the descriptive, comparative, and correlational analyses of the study. The questionnaires were then administered to the respondents. Prior to the distribution of the questionnaires, the respondents were informed of the purpose of the study, the voluntary nature of their participation, and the confidentiality of the information. The teacher-respondents were asked to assess the extent of their curriculum practices, and adequate time was provided for the respondents to complete the questionnaires. After retrieval, all questionnaires were checked for completeness and response consistency, and the collected data were organized, tabulated, and submitted to the statistician for appropriate statistical treatment and analysis.

The following statistical tools were used to analyze and interpret the data gathered. Frequency and Percentage were used to present the demographic profile of the teacher-respondents, specifically to describe the respondents according to age and gender, civil status, highest educational attainment, teaching position, years of teaching experience in Senior High School, field of specialization, strand currently handled, subject area taught, and the

number of curriculum-related trainings or seminars attended during the last three years, providing a clear distribution of respondents according to selected profile variables. Weighted Mean was used to determine the extent of teachers' curriculum practices in terms of instructional planning and preparation, curriculum implementation and delivery, instructional strategies, and assessment and evaluation practices, and likewise to determine the level of Senior High School learners' learning outcomes in terms of academic performance, mastery of competencies, critical thinking and problem-solving skills, communication skills, and collaboration skills; the computed weighted mean was interpreted using the corresponding descriptive equivalents based on the established Likert scale. Composite Mean was used to determine the overall extent of teachers' curriculum practices by combining the weighted means of all four dimensions, and similarly to determine the overall level of Senior High School learners' learning outcomes by averaging the weighted means across the five identified indicators, with the composite mean providing a general assessment of each major variable. Pearson Product-Moment Correlation Coefficient (Pearson-r) was employed to determine whether a statistically significant relationship exists between teachers' curriculum practices and Senior High School learners' learning outcomes; specifically, Pearson's r measured the strength and direction of the relationship between the overall curriculum practices of teachers and the overall learning outcomes of learners, with the test conducted at the 0.05 level of significance, and the computed p -value used as the basis for accepting or rejecting the null hypothesis.

The following scale was used in interpreting the extent of teachers' curriculum practices and the level of learners' learning outcomes. A scale of 5, corresponding to a range of 4.20 – 5.00, was categorized as Very Evident, with a verbal description of Very Highly Practiced. A scale of 4, corresponding to a range of 3.40 – 4.19, was categorized as Moderately Evident, with a verbal description of Highly Practiced. A scale of 3, corresponding to a range of 2.60 – 3.39, was categorized as Less Evident, with a verbal description of Moderately Practiced. A scale of 2, corresponding to a range of 1.80 – 2.59, was categorized as Slightly Evident, with a verbal description of Slightly Practiced. A scale of 1, corresponding to a range of 1.00 – 1.79, was categorized as Not Evident, with a verbal description of Not Practiced.

RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of data gathered from forty (40) respondents who participated in the study. The investigation employed a descriptive research design utilizing frequency counts, percentage distributions, weighted means, and composite means to systematically examine the respondents' demographic and professional profile, their extent of curriculum practices, and students' learning outcomes. Data were gathered through a structured survey questionnaire administered to the respondent teachers, and the results presented herein are interpreted in direct relation to the specific objectives of the study, grounded strictly in the data collected.

With regard to the age profile of the respondents, the data reveal that the largest group, comprising 16 respondents or 40%, belonged to the 31-35 years old bracket, ranking first. This was followed by respondents aged 36-40 years old, with 14 respondents or 35%, ranking second. Respondents aged 41-45 years old accounted for 6 respondents or 15%, ranking third, while the smallest group, aged 26-30 years old, consisted of 4 respondents or 10%, ranking fourth. Collectively, respondents within the 31-40 age range accounted for 75% of the total sample, suggesting that the majority of participants were adults in their early to late thirties. This relatively mature respondent profile implies that the participants have likely accumulated

considerable personal, professional, and community experience relevant to the context of the study.

In terms of gender distribution, the majority of respondents were female, comprising 32 respondents or 80%, ranking first, while male respondents accounted for 8 respondents or 20%, ranking second. No respondent selected "Prefer Not to Say," which registered 0% of the sample. This female-dominated composition, representing four-fifths of the total respondent population, warrants consideration when interpreting subsequent findings, particularly where gender may influence the variables under investigation, and the comparatively smaller male representation may constrain direct gender-based comparisons.

Regarding civil status, the majority of respondents were married, with 30 respondents or 75%, ranking first, followed by single respondents, with 10 respondents or 25%, ranking second. No respondents were recorded under the widowed or separated categories, each yielding 0%. This indicates that most respondents carry marital and potentially family-related responsibilities that may bear relevance to the variables examined, while the complete absence of widowed and separated respondents indicates that these civil status categories were not represented in the sample. Taken together, the demographic profile portrays the typical respondent as a female adult in her thirties who is married, with 75% falling within the 31-40 age range, 80% being female, and 75% being married.

With respect to highest educational attainment, the majority of respondents, 28 or 70%, had earned a Bachelor's Degree with MA units, ranking first, followed by those who completed a Master's Degree, with 6 respondents or 15%, ranking second. Meanwhile, 2 respondents or 5% held a Bachelor's Degree, another 2 respondents or 5% held a Master's Degree with Doctoral units, and 2 respondents or 5% had completed a Doctoral Degree, all tied at fourth rank. In total, 95% of the respondents possessed at least some form of graduate-level educational experience, indicating that the respondents were generally academically qualified and had substantial exposure to graduate-level and professional learning, which may enhance their capacity to understand and implement professional practices relevant to the study.

In terms of teaching position or rank, the largest group, 20 respondents or 50%, were classified as Teacher III, ranking first, followed by Teacher II, with 10 respondents or 25%, ranking second. Teacher V and Teacher VI each accounted for 5 respondents or 12.5%, both ranking third, while Master Teacher I comprised 2 respondents or 5%, ranking fifth. No respondents were classified as Teacher I. Notably, 95% of the respondents held the rank of Teacher II or higher, indicating that the sample was largely composed of teachers who had already attained professional advancement and established teaching careers rather than beginning teachers.

Concerning length of service, 30 respondents or 75% had rendered 6-10 years of teaching service, ranking first, while 10 respondents or 25% had less than 5 years of service, ranking second. No respondent reported more than 10 years of service, registering 0% and ranking third. This distribution indicates that the sample was predominantly composed of early-to mid-career teachers with meaningful professional experience, although the absence of respondents with more than 10 years of service suggests that longer-tenured teachers were not represented in this study.

As to field of specialization, Mathematics emerged as the most common field, with 12 respondents or 30%, ranking first. English and Filipino each accounted for 6 respondents or 15%, ranking second. Science, Social Studies, and ICT each had 4 respondents or 10%, ranking third, while Agriculture and Cookery each had 2 respondents or 5%, ranking fourth. This distribution reflects a diverse range of academic and technical-vocational specializations among the respondents, with Mathematics teachers being more strongly represented than other fields, though the sample also encompassed both academic and technical-vocational areas of teaching expertise.

Collectively, the professional qualifications data indicate that the respondents possessed substantial educational preparation, established teaching positions, and considerable professional experience. Specifically, 70% held a Bachelor's Degree with MA units, 95% had at least some graduate-level education, 50% were Teacher III, 95% were Teacher II or higher, 75% had 6-10 years of service, and Mathematics accounted for the highest specialization representation at 30%, followed by English and Filipino at 15% each, and Science, Social Studies, and ICT at 10% each, with Agriculture and Cookery at 5% each. These findings suggest that the respondents were academically prepared, professionally established, and sufficiently experienced to provide informed responses to the research instrument, although the uneven distribution across these variables should be considered when generalizing the study's findings.

With regard to teaching assignment, the largest proportion of respondents, 12 or 30%, were handling the General Academic Strand (GAS), ranking first, followed by those handling the Technical-Vocational-Livelihood (TVL) Strand, with 10 respondents or 25%, ranking second. The Accountancy, Business, and Management (ABM) Strand was handled by 8 respondents or 20%, ranking third, while the Science, Technology, Engineering, and Mathematics (STEM) Strand was handled by 6 respondents or 15%, ranking fourth, and the Humanities and Social Sciences (HUMSS) Strand was handled by 4 respondents or 10%, ranking fifth. This distribution indicates that respondents were represented across all five major Senior High School strands, with GAS and TVL teachers being more heavily represented than those in HUMSS and STEM, a pattern that should be considered when interpreting strand-specific differences.

Regarding the number of curriculum-related trainings attended, the majority of respondents, 16 or 40%, had attended 6-8 trainings, ranking first, followed by those who attended 3-5 trainings, with 15 respondents or 37.5%, ranking second. Meanwhile, 5 respondents or 12.5% had attended 1-2 trainings, ranking third, and 4 respondents or 10% had attended more than 8 trainings, ranking fourth. Notably, no respondent, or 0%, reported attending no curriculum-related training. A combined 77.5% of respondents had attended between 3 and 8 trainings, indicating that curriculum-related professional development had reached the entire group and that respondents generally possessed considerable exposure to capacity-building activities that could strengthen their understanding and implementation of curriculum-related policies.

In terms of the level of curriculum-related training attended, regional-level training was the most common, with 20 respondents or 50%, ranking first, followed by division-level training, with 12 respondents or 30%, ranking second. District-level and national-level trainings were each attended by 4 respondents or 10%, both ranking third, while no respondent, or 0%, attended international-level training, ranking fifth. Overall, 80% of respondents had attended either regional or division-level training, indicating that professional development opportunities were primarily localized within the Department of Education's district, division, and regional structures, with the complete absence of international-level exposure suggesting that professional development experiences remained largely confined to the local and regional education system.

Table 2 presents the extent of teachers' curriculum practices across four domains, namely Instructional Planning and Curriculum, Curriculum Implementation and Delivery, Incorporation of Cross-Curricular Learning, and Assessment and Evaluation Practices, yielding an overall composite mean of 3.98, described as Highly Practiced (HP). The domain of Instructional Planning and Curriculum obtained the highest composite mean of 4.04,

interpreted as Highly Practiced, indicating that teachers consistently engage in careful lesson preparation prior to classroom instruction. Within this domain, the highest weighted mean of 4.18 was obtained by the indicator "I identify the instructional materials and resources needed prior to teaching," followed by "I align my lesson objectives with the desired learning competencies," with a weighted mean of 4.10. These findings suggest that teachers carefully prepare instructional resources and align learning objectives with curriculum standards and the Most Essential Learning Competencies (MELCs/MATATAG competencies), contributing to organized instruction. Conversely, the lowest-rated indicator, "I participate in professional learning activities and programs," obtained a weighted mean of 3.88, still interpreted as Highly Practiced, though suggesting relatively fewer opportunities for engagement in professional learning communities compared to classroom planning responsibilities. These results align with the findings of Abrigo et al. (2025), who reported that successful implementation of the MATATAG Curriculum begins with effective lesson planning and adequate instructional preparation, and with the Philippine Institute for Development Studies (PIDS, 2025), which found that teachers who regularly collaborate in lesson planning demonstrate improved instructional quality.

The second domain, Curriculum Implementation and Delivery, obtained a composite mean of 3.90, interpreted as Highly Practiced, indicating that teachers effectively translate curriculum plans into meaningful classroom instruction. The highest-rated indicator within this domain was "I encourage learners to think critically during classroom discussions," with a weighted mean of 4.13, followed by "I use a variety of teaching strategies suited to different learning styles," with a weighted mean of 4.07. These results indicate that teachers value learner-centered instruction and actively promote critical thinking and participation. Meanwhile, the lowest-rated indicator, "I facilitate the use of diverse platforms in the classroom," obtained a weighted mean of 3.83, suggesting that technology integration may require further enhancement. This finding corroborates the study of Pintor and Mabutol (2025), who concluded that teachers effectively implement learner-centered instruction despite resource limitations, while recommending strengthened digital competencies, and is consistent with Malinao and Miano (2025), who noted continuing challenges related to instructional technologies under the MATATAG Curriculum.

The third domain, Incorporation of Cross-Curricular Learning, yielded a composite mean of 3.85, interpreted as Highly Practiced, indicating that teachers regularly integrate concepts across learning areas and connect instruction with real-life situations. The highest-rated indicator was "I connect lessons with real-life situations to enhance learning," with a weighted mean of 4.10, followed by "I encourage ICT-based learning activities," with a weighted mean of 4.00. However, indicators pertaining to interdisciplinary collaboration and collaborative curriculum planning received comparatively lower ratings, suggesting that opportunities for formal cross-disciplinary collaboration among teachers may remain limited. These findings are supported by Fuentes (2025), who emphasized that interdisciplinary instruction and contextualization significantly improve learner engagement, and by Herrera (2025), who stressed that collaborative teaching and continuous professional learning are critical to strengthening cross-curricular integration.

The fourth domain, Assessment and Evaluation Practices, obtained a composite mean of 3.94, interpreted as Highly Practiced, indicating that teachers consistently apply assessment strategies aligned with curriculum objectives. The highest-rated indicator was "I use assessment data to identify learners needing remediation or enrichment," with a weighted mean of 4.10, followed by "I provide timely and constructive feedback based on assessment results," with a weighted mean of 4.07. These results demonstrate that teachers utilize assessment not merely to measure learning but also to inform instructional decisions and interventions. Nonetheless, indicators related to authentic and portfolio-based assessment received

comparatively lower ratings, implying that greater emphasis on performance-based assessment strategies could further strengthen curriculum implementation. These findings align with Montero and Ducot (2025), who concluded that effective classroom assessment enables informed instructional decisions, and with PIDS (2025), which highlighted assessment as a relative strength among teachers while recommending additional training in differentiated and authentic assessment.

Overall, the four domains collectively yielded an overall composite mean of 3.98, interpreted as Highly Practiced, with Instructional Planning and Curriculum emerging as the strongest domain at a composite mean of 4.04, and Incorporation of Cross-Curricular Learning obtaining the lowest, though still Highly Practiced, composite mean of 3.85. These results indicate that teachers are highly competent in planning, delivering, and assessing instruction, while interdisciplinary collaboration and technology-supported curriculum integration present areas for further improvement, underscoring the continuing importance of professional development and institutional support in strengthening curriculum implementation under the MATATAG Curriculum.

Table 3 presents students' learning outcomes across five domains, namely Academic Performance, Mastery of Competencies, Critical Thinking and Problem-Solving Skills, Communication Skills, and Collaboration Skills, yielding an overall composite mean of 3.92, interpreted as a High Level (HL). In terms of Academic Performance, the domain obtained a composite mean of 3.90, interpreted as High, with the indicator "I actively participate in class activities that contribute to my performance" obtaining the highest mean of 4.03, followed by "I am able to apply what I learned in class to my other subjects," with a mean of 4.00, and "I consistently obtain passing to high grades in my subjects," with a mean of 3.93. Conversely, "I perform well in quarterly and periodic examinations" obtained the lowest mean of 3.70, still interpreted as High, suggesting that formal examinations remain comparatively more challenging than other aspects of academic performance and may warrant additional interventions such as formative assessment and test-taking strategies. These results are consistent with Mercado (2024), who found that positive learning engagement and self-directed learning strategies are associated with better academic performance, and with Eid (2024), who reported that stronger self-directed learning behaviors correspond with higher academic achievement.

With respect to Mastery of Competencies, the domain obtained a composite mean of 3.91, interpreted as High, with the highest-rated indicator being "I can perform the required competencies for each lesson independently," with a mean of 4.18, followed by "I feel confident that I have mastered the competencies required in my level," with a mean of 4.13, and "I can apply learned skills to solve new but related problems," with a mean of 4.03. The lowest-rated indicator, "I pass the diagnostic/mastery tests given after each lesson," obtained a mean of 3.68, still interpreted as High, suggesting that mastery assessment remains an area for further enhancement through differentiated instruction and continuous feedback. These findings support the meta-analysis of Lee and Chang (2024), which concluded that self-directed learning significantly improves competency development, and Fachriyah et al. (2025), who reported that instructional approaches promoting learner independence enhance mastery of competencies.

In terms of Critical Thinking and Problem-Solving Skills, the domain yielded a composite mean of 3.79, interpreted as High, with "I can evaluate the strengths and weaknesses of an argument or idea" obtaining the highest mean of 3.90, followed by "I can identify the root cause of a problem before attempting to solve it," with a mean of 3.80. The lowest-rated

indicator, "I can generate multiple possible solutions to a given problem," obtained a mean of 3.78, still High, indicating that while students demonstrate satisfactory critical thinking, instructional strategies promoting creativity and divergent thinking may further strengthen this competency. These findings are supported by Bhuttah et al. (2024), who found that innovative instructional approaches significantly improve students' critical thinking skills, and by Dias-Oliveira et al. (2024), who reported that project-based learning strengthens critical thinking and problem-solving abilities.

Communication Skills obtained the highest composite mean among all domains, at 3.97, interpreted as Very High, with "I can clearly express my ideas and opinions in class discussions" obtaining the highest mean of 4.20, interpreted as Very High, followed by "I can confidently deliver oral presentations/reports in front of the class," with a mean of 4.05, and "I can write essays, reports, or reflections in an organized manner," with a mean of 3.85. The lowest-rated indicator, "I listen attentively and respond appropriately during discussions," obtained a mean of 3.63, still High, suggesting that active listening remains an area for continuous improvement despite the overall strength of this domain. These findings corroborate Dias-Oliveira et al. (2024), who found that project-based learning enhances communication competence, and Fachriyah et al. (2025), who reported that self-directed learning environments promote communication skills through active classroom participation.

Finally, Collaboration Skills obtained a composite mean of 4.07, interpreted as High, with "I actively listen to my groupmates' suggestions and feedback" obtaining the highest mean of 4.30, interpreted as Very High, followed by "I work well with my classmates in accomplishing group tasks" and "I contribute my fair share of work in group activities," both obtaining a mean of 4.15. These findings indicate that students generally value teamwork, cooperation, and shared responsibility in accomplishing academic tasks, reflecting well-developed collaborative competencies among the respondents.

Taken together, the overall composite mean of 3.92, interpreted as High Level, indicates that students generally demonstrate satisfactory to strong learning outcomes across academic, cognitive, and interpersonal dimensions, with Communication Skills representing the area of greatest strength at 3.97 and Critical Thinking and Problem-Solving Skills representing the area with the most room for growth at 3.79. When considered alongside the curriculum practices findings, in which teachers achieved an overall composite mean of 3.98, interpreted as Highly Practiced, the results suggest a coherent relationship between highly practiced instructional planning, delivery, and assessment on one hand, and correspondingly high levels of student academic performance, competency mastery, critical thinking, communication, and collaboration on the other. These findings collectively address the study's objectives by demonstrating that the respondents, predominantly experienced, well-educated, and professionally established teachers, consistently apply sound curriculum practices that appear to correspond with favorable student learning outcomes, while also identifying specific areas, namely interdisciplinary collaboration, technology integration, authentic assessment, and higher-order problem-solving, that merit continued attention. These insights contribute meaningfully to the broader discourse on MATATAG Curriculum implementation and provide an empirical foundation for the recommendations and conclusions to be presented in the succeeding chapter.

CONCLUSION

The findings of this study affirm that teachers' curriculum practices play a substantial and measurable role in shaping the learning outcomes of Senior High School learners in the

four public secondary schools of the District of Catigbian, Division of Bohol. Teachers were found to demonstrate a highly practiced level of curriculum implementation, as reflected in an overall composite mean of 3.98, with instructional planning and preparation emerging as the most strongly exhibited dimension. This suggests that careful and deliberate preparation before instruction, including the organization of lessons, alignment of objectives with learning competencies, and anticipation of learners' needs, forms the strongest foundation upon which curriculum delivery, instructional strategies, and assessment practices are built. The consistently high ratings across all dimensions of curriculum practice indicate that teachers in the district are generally competent and conscientious in translating curricular goals into classroom experiences, although the relative standing of the dimensions suggests that continuous attention to instructional delivery, strategy diversification, and assessment refinement would further strengthen the overall quality of curriculum implementation.

Correspondingly, learners exhibited a high overall level of learning outcomes, with a composite mean of 3.92, indicating that students in the district are generally performing well across academic and behavioral dimensions of learning. Among the specific outcomes examined, collaboration skills obtained the highest rating, revealing that learners are particularly adept at working cooperatively with peers, contributing meaningfully to group tasks, and listening attentively to the feedback of groupmates. Communication skills followed closely, with students demonstrating strong confidence in expressing ideas during class discussions and delivering oral presentations, although attentive listening during discussions was comparatively less developed and warrants continued reinforcement. Mastery of competencies and academic performance were likewise rated highly, with learners showing the ability to perform required competencies independently and to apply what they learned across other subjects, even though performance in formal examinations and diagnostic or mastery tests remained relatively lower than other indicators, pointing to examinations as an area still requiring pedagogical attention. Critical thinking and problem-solving skills, while still rated highly, obtained the lowest composite mean among the five outcome domains, with learners showing greater strength in evaluating arguments and identifying root causes of problems than in generating multiple possible solutions, suggesting that opportunities for cultivating creative and divergent thinking remain to be more fully developed.

Taken together, these results establish a statistically significant and positive relationship between teachers' curriculum practices and learners' learning outcomes, confirming that the quality of instructional planning, curriculum delivery, teaching strategies, and assessment directly influences the extent to which students achieve academic success and develop essential twenty first century competencies such as communication, collaboration, and critical thinking. This relationship underscores the centrality of the teacher in curriculum implementation and reinforces the premise that well prepared, well delivered, and well assessed instruction translates into measurable gains in learner achievement and skill development. The convergence of high ratings in both curriculum practices and learning outcomes, alongside the identification of specific areas of relative weakness such as examination performance, mastery testing, active listening, and creative problem solving, points to a system that is fundamentally sound but still capable of meaningful improvement.

In light of these findings, it is concluded that sustaining and enhancing the quality of education in the district requires deliberate and targeted action rather than reliance on generally favorable outcomes alone. The study therefore recommends the implementation of targeted intervention measures designed to address the specific weaknesses identified, particularly in strengthening learners' performance in examinations and diagnostic assessments, deepening

their capacity for creative and divergent problem solving, and improving attentive listening during classroom discussions. It further recommends the institution of continuous professional development programs for teachers to refine instructional strategies and assessment practices, ensuring that curriculum delivery keeps pace with the evolving needs of learners. Finally, the study recommends the strengthening of instructional support systems within schools to sustain effective curriculum practices, thereby ensuring that the positive relationship between teaching quality and learner achievement observed in this study is not only maintained but further optimized in the years ahead.

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