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Classroom-based Learning of Teachers in Relation to Curriculum Procedure of Teachers in Public Elementary Schools

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

This study aimed to examine the relationship between classroom-based learning and curriculum procedures of teachers in public elementary schools in the Caraga District, Division of Davao Oriental. A non-experimental quantitative research design was utilized, employing the correlational method, which examines the relationship between two variables. The study involved 139 teachers selected through universal sampling, meaning all teachers in the population were considered for inclusion. Data were analyzed using the Mean and Pearson Product-Moment Correlation Coefficient (Pearson r). The results indicated that both classroom-based learning and curriculum procedures were at a moderate level. A significant relationship was found between the two variables. These findings suggest that integrating classroom-based learning can enhance curriculum procedures by providing teachers with the flexibility to adjust lesson pacing, methods, and content based on

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student needs. Classroom-based learning also encourages teachers to adopt a reflective approach to curriculum design and promotes collaboration among educators, which can improve teaching practices and student outcomes.

Keywords: Classroom-based learning; curriculum procedure; public elementary schools; of teachers; Philippines.

1. INTRODUCTION

Today, the education sector faces numerous challenges, particularly in relation to school curricula. Teachers are increasingly tasked with reviewing curricula to identify key factors that enhance the quality of education. The overarching goal of education is to facilitate meaningful and positive changes in students' academic performance (Malik, 2018). Education goes beyond mere attendance; it requires schools to act in the best interests of their students, ensuring that they deliver diverse and impactful learning experiences. Central to these experiences is the curriculum, which forms the foundation for effective learning. It shapes how knowledge is imparted and ensures that students acquire the necessary skills to thrive in their future endeavors (Nieto, 2015).

A report by the ministerial committee in South Africa highlights the significant challenges schools face in implementing curricula. These include poorly designed school infrastructure, inadequate learning materials, teacher shortages, large class sizes, and insufficient teacher training (Malumbete, 2021). Such challenges hinder schools from achieving desired outcomes, such as high performance in the National Achievement Test, and may even lead to schools being labeled as dysfunctional. The adverse impact of these issues underscores the critical need to examine the role of school managers in facilitating effective curriculum implementation. Strong leadership and efficient school management are pivotal in overcoming these obstacles (Bush, 2020).

The final report of the Curriculum Procedure Exploratory Studies (CIES) from New Zealand identified four key areas of action for successful curriculum implementation: pedagogy, the significance of distributed leadership, the role of assessment, and school culture. These areas combine to create potential opportunities, albeit with associated funding implications. The success of these initiatives depends largely on the active engagement and commitment of school administrators, who must invest the necessary resources and effort. By focusing on these areas, schools can develop a more effective curriculum implementation process, ultimately enhancing students' educational experiences (Cherrington & Thornton, 2019).

Classroom-based learning plays a vital role in connecting teachers' curriculum procedures to the overall educational experiences of students. This approach transforms the classroom into an interactive space where curriculum objectives come to life. Teachers are responsible for translating prescribed curricula into engaging lessons that cater to the diverse learning styles of their students. The success of classroom-based learning relies heavily on differentiated instruction, wherein teachers tailor their methods to address individual student needs (Foster & Shah, 2015).

In the Philippines, classroom-based learning is an integral component of curriculum procedures, serving as the primary environment where educational theories and strategies are applied. This approach emphasizes active student engagement, fostering interactions with the material and peers to deepen understanding. Teachers continually refine their instructional strategies through real-time feedback, ensuring that curriculum procedures remain adaptable and relevant to students' needs (Gutierez, 2016).

Effective classroom-based learning aligns closely with curriculum frameworks, guiding teachers in designing lessons that meet educational standards and goals. Teachers play a central role in this process by adapting their instructional methods, utilizing diverse resources, and employing various assessment techniques to support all learners. Moreover, classroom-based learning fosters critical thinking and collaboration among students, skills that are increasingly essential in today's educational landscape (Drost & Levine, 2015).

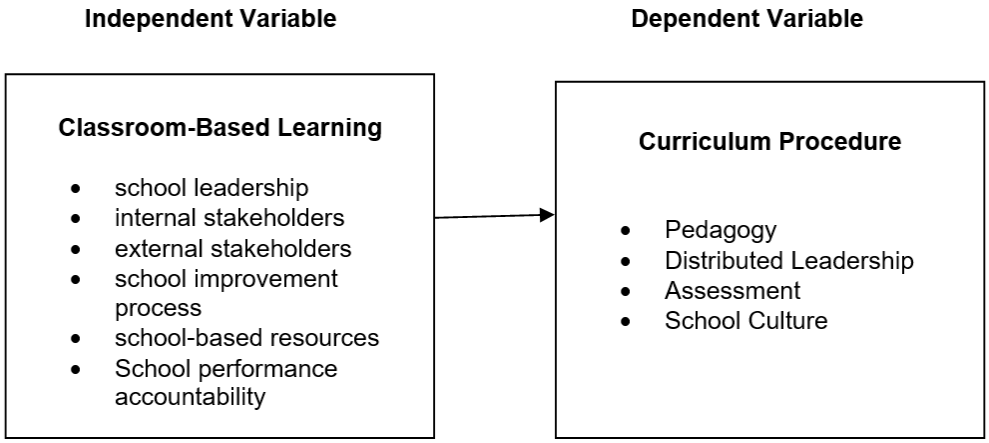

Fig. 1. Conceptual framework of the study

The integration of classroom-based learning with curriculum procedures enhances the educational experience and equips students with the competencies required for future success. It promotes a dynamic exchange of ideas, encouraging students to think critically and work collaboratively. This approach not only addresses immediate academic needs but also prepares students for the challenges of a rapidly evolving world (Chaiyasit et al., 2023).

Motivated by these considerations, this study seeks to examine the relationship between classroom-based learning and curriculum procedures in public elementary schools. The findings aim to provide a foundation for offering evidence-based recommendations to enhance school-based management programs. Furthermore, the study intends to provide school managers with valuable insights into effective curriculum implementation, ultimately contributing to improved educational outcomes for students.

2. METHODOLOGY

2.1 Research Design

This study utilized a quantitative, non-experimental research design, specifically employing the descriptive-correlational method to address the research objectives. Data were collected using a researcher-made questionnaire, which served as the primary tool for gathering information. According to Pregoner (2024), quantitative research design is grounded in numerical approaches, emphasizing objectivity and the application of statistical methods. This approach typically involves the use of polls, questionnaires, or surveys to collect data, allowing researchers to generate numerical insights that can be generalized across populations to explain trends or phenomena. Quantitative research is particularly effective when there is a need to systematically organize and compare data, such as examining differences between groups.

The non-experimental research design used in this study lacks the manipulation of an independent variable and does not involve the random assignment of participants to conditions or groups. Non-experimental research designs are particularly valuable for examining social phenomena in natural settings, as they observe and analyze conditions without direct interference or control (Swart et al., 2019). However, due to the absence of random assignment and experimental manipulation, the evidence produced by non-experimental research is limited in establishing definitive cause-and-effect relationships. Instead, it provides insights into correlations and trends that can guide further investigation and understanding of the subject matter (Blalock Jr., 2018). This design was appropriate since the study aimed to determine the relationship between classroom-based learning and the curriculum procedures of teachers in public elementary schools in the Caraga District, Division of Davao Oriental.

2.2 Research Respondents

This study was conducted among 139 teachers from public elementary schools in the Caraga District, Division of Davao Oriental. The entire population of teachers from the different

elementary schools within the district served as the research respondents. The universal sampling method was employed to ensure that all eligible participants were included in the study. The research was carried out during the school year 2021–2022, providing a comprehensive understanding of the subject within the specified academic period.

2.3 Research Instrument

The instrument used in this study was a researcher-made questionnaire, specifically designed to address the objectives of the research. This questionnaire was developed based on extensive readings, references, and related literature to ensure its relevance and alignment with the study. The indicators for classroom-based learning in relation to teachers' curriculum procedures were carefully adopted and enhanced following evaluations. Key points were selected to capture the essence, substance, and purpose of the study. The questionnaire consisted of two parts: Part 1 focused on classroom-based learning, while Part 2 addressed curriculum procedures. These sections were structured to comprehensively cover the study variables and facilitate accurate data collection and analysis.

The initial draft of the research instrument was meticulously reviewed to improve its presentation and content. Each item was carefully chosen, and the complete questionnaire underwent validation by experts to ensure its accuracy and reliability. It was subjected to a series of corrections and revisions based on expert feedback. After final approval, the instrument was distributed to the participants, ensuring it was well-prepared to gather the necessary data for the study.

2.4 Data Gathering Procedure

The following steps were undertaken in gathering the data for this study: First, permission to conduct the study was secured from the Dean of the Graduate School of Rizal Memorial Colleges. After receiving the Dean's approval, the researcher personally sought and obtained permission from the Schools Division Superintendent to conduct the study. Upon securing this approval, the researcher coordinated with the district supervisor and teachers to facilitate the administration of the survey questionnaires. Once the survey responses were collected, the data were tallied and submitted to a statistician for statistical analysis. Finally, the researcher carefully analyzed the results and provided the necessary interpretations based on the findings.

2.5 Data Analysis

The statistical tools used in analyzing and interpreting the responses in this study included the mean and the Pearson Product-Moment Correlation Coefficient, or Pearson r. The mean was utilized to assess the level of classroom-based learning in relation to the curriculum procedures of teachers in public elementary schools in the Caraga District, Division of Davao Oriental. Meanwhile, the Pearson r was employed to determine the significant relationship between classroom-based learning and curriculum procedures, providing a quantitative measure of the strength and direction of the correlation between these two variables. These tools ensured a comprehensive analysis of the data and facilitated meaningful interpretations of the study's findings.

3. RESULTS AND DISCUSSION

3.1 Level of Classroom-Based Learning among Teachers

Table 1 presents the level of classroom-based learning among teachers, showing the rankings from highest to lowest. The School Improvement Process (3.78) and School Leadership (3.62) were rated as highly extensive, reflecting a strong focus on these aspects. Similarly, Internal Stakeholders (3.59) also received a highly extensive rating, indicating significant involvement from those within the school system. On the other hand, External Stakeholders (2.64), School-Based Resources (2.62), and School Performance Accountability (2.61) were rated as moderately extensive, suggesting moderate attention or involvement in these areas. Overall, the classroom-based learning was rated as moderately extensive, with a mean of 3.14, indicating that while there is a balanced approach to classroom-based learning, there is still room for improvement, particularly in resource allocation and stakeholder engagement. It means that classroom-based learning is sometimes manifested by the teachers. This suggests that classroom-based learning is sometimes manifested by the teachers.

Table 1. Level of Classroom-Based Learning among Teachers

No.	Indicator(s)	Mean	Descriptive Equivalent
1	School Leadership	3.62	Highly Extensive
2	Internal Stakeholders	3.59	Highly Extensive
3	External Stakeholders	2.64	Moderately Extensive
4	School Improvement Process	3.78	Highly Extensive
5	School-Based Resources	2.62	Moderately Extensive
6	School Performance Accountability	2.61	Moderately Extensive
Overall		**3.14**	**Moderately Extensive**

Table 2. Level of Curriculum Procedure among Teachers

No.	Item(s)	Mean	Descriptive Equivalent
1	Pedagogy	3.53	Highly Extensive
2	Distributed Leadership	3.69	Highly Extensive
3	Assessment	3.50	Highly Extensive
4	School Culture	2.79	Moderately Extensive
Overall		**3.38**	**Moderately Extensive**

This finding supports the study of Hoang et al. (2024), which highlighted that classroom-based learning is crucial for teachers' professional development but may require additional support in terms of resources and active stakeholder involvement. They noted that teachers' ability to implement classroom-based learning effectively is often hindered by the lack of consistent access to teaching resources and a collaborative network of internal and external stakeholders.

Moreover, the finding aligns with the study of Turner et al. (2019), which emphasized that while classroom-based learning is evident, there are gaps in its full implementation, particularly in terms of consistent resource availability and engagement with internal and external stakeholders. They observed that while teachers attempt to integrate learning strategies in the classroom, there is often a disconnect between the resources they have and the expectations of the curriculum, leading to inconsistent outcomes.

Similarly, the finding coincides with the study of Sebastian et al. (2019), which also found that teachers' classroom-based learning practices are moderately extensive and often influenced by external factors like leadership and resources. They concluded that school leadership and resource availability are critical in shaping how classroom-based learning is practiced, suggesting that more structured and sustained support from school leaders and stakeholders is needed to enhance the effectiveness of classroom-based learning.

3.2 Level of Curriculum Procedure among Teachers

Table 2 shows the level of curriculum procedure among teachers, with the highest rating for "Distributed Leadership" (3.69), followed by "Pedagogy" (3.53) and "Assessment" (3.50), all of which are considered highly extensive. "School Culture" received the lowest rating at 2.79, which is categorized as moderately extensive. Overall, the curriculum procedure is rated as moderately extensive, with a mean of 3.38, indicating that while certain areas of the curriculum procedure are strongly implemented, there are still opportunities for improvement, particularly in fostering a more robust school culture. This suggests that curriculum procedure is sometimes manifested by the teachers.

Table 3. Significant relationship between classroom-based learning and curriculum procedure

Variables		Computed Value	Degree of Correlation	Interpretation	Decision on Ho
X	Y Curriculum procedure				
classroom-based learning	Pedagogy	0.04	Moderate	Significant	Reject
	Distributed Leadership	0.04	Moderate	Significant	Reject
	Assessment	0.04	Moderate	Significant	Reject
	School Culture	0.03	Moderate	Significant	Reject

This finding is consistent with the study of Torres et al. (2021), which noted that the curriculum procedure is often partially implemented in schools due to varying levels of institutional support, particularly in aspects like school culture. They found that while pedagogy and assessment practices are often effectively executed, aspects related to fostering a strong school culture tend to be less emphasized, leading to moderate overall implementation.

Moreover, the finding aligns with the study of Gruenert and Whitaker (2015), which emphasized that while teachers are able to implement pedagogy and assessment strategies, a comprehensive and unified school culture requires more focused attention. They argued that a stronger school culture could significantly enhance the effectiveness of the entire curriculum procedure, leading to more consistent and impactful learning experiences for students.

Similarly, the finding coincides with the study of Day et al. (2020), which highlighted that while certain curriculum procedures, such as distributed leadership and assessment, are frequently employed by teachers, the development of a strong school culture remains an area for growth. They concluded that cultivating a more cohesive and supportive school culture is essential for the successful implementation of the curriculum as a whole.

3.3 Significant Relationship between Classroom-Based Learning and Curriculum Procedure

Table 3 presents the significant relationship between classroom-based learning and curriculum procedures. The computed correlation values for all four variables—Pedagogy (0.04), Distributed Leadership (0.04), Assessment (0.04), and School Culture (0.03)—indicate a moderate degree of correlation. In each case, the relationship is significant, as evidenced by the decision to reject the null hypothesis (Ho). This suggests that there is a moderate but significant relationship between classroom-based learning and each indicator of the curriculum procedure, emphasizing the importance of integrating classroom learning practices with the various elements of curriculum procedures for more effective educational outcomes.

This finding corroborates with the study of Simonds et al. (2017), which identified that the effective implementation of classroom-based learning is closely connected to the teacher's adherence to structured curriculum procedures. They found that when teachers integrate curriculum procedures effectively, classroom-based learning becomes more impactful, fostering an environment of continuous growth and development. Moreover, the finding validates the theory of Constructivist Learning by Piaget (1973), which emphasizes the role of the learner's active participation in constructing knowledge within a structured framework. The theory highlights that when teachers align classroom-based learning with curriculum procedures, students are more likely to engage deeply with the content and apply their learning in meaningful ways.

Furthermore, the finding affirms the theory of Social Learning by Bandura (1985), which emphasizes the importance of observational learning and the role of the environment in shaping behavior. The alignment between classroom-based learning and curriculum procedures suggests that teachers' adherence to the curriculum procedures provides a model for students, influencing their learning behavior and interactions within the classroom. Additionally, the finding reinforces the theory of Teacher Effectiveness, as proposed by Darling-Hammond (2009), which suggests that teachers who consistently implement well-structured curriculum procedures are more effective in promoting student learning. Darling-Hammond's theory supports the idea that curriculum procedures serve as a critical framework for teachers to deliver effective and impactful classroom-based learning experiences.

4. CONCLUSION

Based on the findings of the study, the following conclusions were drawn: The classroom-based learning of teachers is moderately extensive. This indicates that classroom-based learning serves as a cornerstone for professional growth and effective teaching practices. It provides educators with opportunities to learn in real-world contexts, allowing them to apply theoretical knowledge directly to their work environment. Similarly, the curriculum procedures of teachers are also moderately extensive. This underscores the importance of curriculum procedures in ensuring consistent, effective, and well-structured learning experiences for students. These procedures involve a series of steps that guide teachers in planning, implementing, and evaluating content and instructional methods,

aligning them with educational standards and learning objectives.

The study also revealed that there is no significant relationship between classroom-based learning and the curriculum procedures of teachers in public elementary schools. This suggests that while classroom-based learning emphasizes the practical application of curricular plans and goals within the teaching environment, its link to curriculum procedures may not be directly measurable in this context. However, classroom-based learning allows teachers to test the effectiveness of their curriculum procedures, observing in real time how students respond to various instructional strategies, materials, and activities. Through this dynamic approach, teachers can refine their methods to better cater to students' diverse needs, ultimately enhancing the learning experience.

5. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are formulated for consideration: Firstly, the Department of Education (DepEd) may consider revising the curriculum template or design to strengthen teachers' performance in implementing the school curriculum. This revision may serve as a basis for maintaining and possibly improving, the existing standards across all areas of the operational system, ultimately fostering high-performing schools. Moreover, school heads may support educators by encouraging them to adapt the curriculum as needed, making necessary adjustments to enhance student understanding and engagement, especially in alignment with the new curriculum under the K-12 Basic Education program. In addition, teachers may continue to make themselves available for school training and take the initiative to pursue personal and professional advancement. By doing so, they may better appreciate and understand the various strategies that enhance student learning. Furthermore, parents may actively participate in curriculum policy-making and procedures that directly impact the educational performance of their children. Their understanding of the curriculum may foster stronger partnerships between schools and families, benefiting students both academically and in their future endeavors. Similarly, students may also take the initiative to engage in school activities related to curriculum procedures, further enriching their educational experience. Finally, future researchers may conduct further studies to explore the relationship between classroom-based learning and curriculum procedures, as their work may provide valuable insights and contribute to the continuous improvement of educational practices.

CONSENT

This quantitative study followed strict ethical protocols to safeguard the privacy and rights of all participants. Prior to data collection, written informed consent was obtained from each respondent, and they were provided with a clear explanation of the study's objectives and the steps taken to protect their confidentiality. To ensure anonymity, no personally identifiable information was collected, and each participant was assigned a unique code for data analysis purposes. All data were securely stored on encrypted servers, with access restricted to the research team. The findings were presented in an aggregated format to prevent any individual responses from being linked to specific participants. Additionally, statistical analyses were conducted in a way that further protected the anonymity of the respondents, ensuring their privacy was maintained throughout the research process.

ETHICAL APPROVAL

The following steps were undertaken in gathering the data for this study: First, permission to conduct the study was secured from the Dean of the Graduate School of Rizal Memorial Colleges. After receiving the Dean's approval, the researcher personally sought and obtained permission from the Schools Division Superintendent to conduct the study. Upon securing this approval, the researcher coordinated with the district supervisor and teachers to facilitate the administration of the survey questionnaires.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spell-checking, as well as suggestions for improving sentence structure and overall clarity.

2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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