

Effects of Curriculum Reforms on the Teaching- Learning Process in Selected Private Schools

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Abstract

This study examined the effects of curriculum reforms on the teaching-learning process in selected private schools in Binangonan, Rizal during School Year 2025–2026. The study utilized a descriptive survey research design involving 130 teachers from Claremont School of Binangonan, Elim Christian School, Greenview Montessori School, Ladder of Gems, Raises Montessori Academe Calumpang, Shining Light School, SMA School, Sunnyvale Christian School, Throne of Wisdom, Zion Christian School, and Tres Niños School. Respondents were described in terms of age, sex, civil status, educational attainment, length of service, and in-service trainings attended. A researcher-made questionnaire checklist was used to gather data on the extent of effects of curriculum reforms in terms of learning resources, teaching approaches, and assessment and evaluation, as well as problems encountered in implementation. Findings revealed that most respondents were 31 years old, married, pursuing graduate studies, with more than ten years of teaching experience and attendance in various in-service trainings. Results showed that curriculum reforms have a high effect on the teaching-learning process in terms of learning resources, teaching approaches, and assessment and evaluation. There were significant differences in the perceived effects of curriculum reforms when grouped according to age, educational attainment, length of service, and in-service trainings attended, while no significant differences were found in terms of sex and civil status. Teachers often encountered problems in the implementation of curriculum reforms in selected private schools. The study concluded that teachers' perceptions of curriculum reform effects vary significantly based on selected demographic and professional variables. Recommendations include strengthening professional development programs, enhancing policy communication, and providing robust support systems to ensure effective implementation of curriculum reforms. An action plan is recommended for implementation and future studies are suggested to explore additional variables. The findings provide evidence for policy enhancement in private school curriculum implementation within similar educational contexts.

Keywords: ICT literacy, technological competence, pedagogical competence, digital citizenship, public elementary school teachers, instructional performance, Taytay II District

Introduction

Education is widely recognized as a fundamental pillar of individual development and national progress. It plays a crucial role in shaping knowledge, skills, attitudes, and values that enable individuals to become productive members of society. Through education, learners are equipped with competencies that improve their quality of life and contribute to sustainable economic and social development. As emphasized by UNESCO (2021), education is central to human development and lifelong learning, serving as a key driver of social transformation in a rapidly changing global environment. Similarly, the Organisation for Economic Co-operation and Development (OECD, 2023) highlights that education systems must continuously evolve to respond to technological advancement, globalization, and the shifting demands of the labor market.

In the Philippine context, the 1987 Constitution, Article XIV, Section 1, guarantees the right of all citizens to quality education at all levels. This constitutional mandate underscores the State's responsibility to ensure accessible, equitable, and relevant education for all learners. In response to this, the Department of Education (DepEd, 2024), through DepEd Order No. 10, s. 2024, implemented the MATATAG Curriculum as a strengthened basic education framework. This curriculum serves as a guide for teachers in instructional planning, selection of learning competencies, application of appropriate teaching strategies, and evaluation of learner performance.

Curriculum reform is a continuous and essential process in improving the quality and relevance of education. Darling-Hammond et al. (2021) emphasized that successful curriculum implementation depends largely on teacher capacity, instructional coherence, and sustained professional development support. Likewise, Fullan (2021) noted that educational change is most effective when teachers are actively engaged as key agents of reform rather than passive implementers. This aligns with the global shift from top-down curriculum implementation toward more participatory and teacher-centered approaches (UNESCO, 2022).

The MATATAG Curriculum reflects this reform direction by integrating 21st-century skills, decongested learning competencies, and learner-centered pedagogies designed to improve learning outcomes and address gaps in basic education. According to Schleicher (2022), modern curricula must prioritize deep learning, critical thinking, and adaptability to prepare learners for complex global challenges. In the same manner, Hargreaves and Fullan (2021) stressed that teacher professionalism and instructional capacity are critical in translating curriculum reforms into meaningful classroom practices.

Private schools, as important partners in education delivery, play a significant role in implementing national curriculum reforms while responding to the diverse needs of learners. The Asian Development Bank (2022) noted that non-state educational institutions contribute significantly to innovation and flexibility in curriculum implementation, particularly in adapting reforms to local school contexts.

However, despite the introduction of the MATATAG Curriculum, challenges in implementation remain evident. Studies show that teachers often face difficulties in fully understanding and internalizing new curriculum frameworks due to limited training, workload pressures, and adjustment to new instructional expectations (OECD, 2023; UNESCO, 2021). Reimers (2022) further explained that educational reforms require strong support systems and continuous professional development to ensure effective classroom application. As a result, some classroom practices may still reflect traditional approaches rather than fully integrated reform-based instruction.

In this context, it has been observed that while the MATATAG Curriculum has been introduced in schools, its full implementation is still evolving, particularly in private school settings. Teachers may comply with policy requirements; however, differences in interpretation and application may influence how curriculum reforms are translated into actual teaching-learning practices.

In view of these considerations, this research aims to determine the effects of curriculum reforms on the teaching-learning process in selected private schools in Binangonan, Rizal during School Year 2025–2026. Specifically, the study seeks to examine how curriculum reforms affect learning resources, teaching approaches, and assessment practices, as well as the challenges encountered by teachers in their implementation. The findings of this study are expected to provide empirical evidence that will support improved curriculum implementation strategies and enhance the quality of education in private schools.

Material and methods

2.1 Research Design

Descriptive survey design was used in the present study utilizing a questionnaire-checklist to gather the needed data

2.2 Locale of the Study

The study was conducted in selected private elementary schools in Binangonan, Rizal. These schools include Claremont School of Binangonan, Elim Christian School, Greenview Montessori School, Ladder of Gems, Raises Montessori Academe Calumpang, Shining Light School, SMA School, Sunnyvale Christian School, Throne of Wisdom, Zion Christian School and Tres Niños School.

2.3 Respondents of the Study

The respondents of the study included the total population of teachers in selected private schools in Binangonan, Rizal, with a total of 130 teacher-respondents. They were described in terms of age, sex, civil status, educational attainment, length of service, and in-service trainings attended. The respondents were distributed across ten (10) private schools, namely: Claremont School of Binangonan (20), Elim Christian School (12), Greenview Montessori School (10), Ladder of Gems (10), Raises Montessori Academe Calumpang (12), Shining Light School (13), SMA School (10), Sunnyvale Christian School (15), Tres Niños School (15), and Zion Christian School (13).

2.4 Sample and Sampling Procedure

A total enumeration or complete population sampling technique was employed in this study, wherein all 130 teachers from the selected private schools in Binangonan, Rizal were considered as respondents. This sampling procedure was deemed appropriate since the population size was manageable and accessible, allowing the researcher to obtain complete and accurate data without the need for sampling selection. By including the entire population of teachers from Claremont School of Binangonan, Elim Christian School, Greenview Montessori School, Ladder of Gems, Raises Montessori Academe Calumpang, Shining Light School, SMA School, Sunnyvale Christian School, Tres Niños School, and Zion Christian School, the study ensured that all perspectives were represented, thereby minimizing sampling bias and enhancing the reliability and validity of the findings regarding the effects of curriculum reforms on the teaching-learning process.

2.5 Research Instrument

A researcher-made questionnaire checklist served as the main data-gathering instrument of the study. It was composed of three parts: Part I gathered the respondents' profile in terms of age, sex, civil status, educational attainment, length of service, and in-service trainings attended; Part II determined the extent of effects of curriculum reforms on the teaching-learning process in terms of learning resources, teaching approaches, and assessment and evaluation using a five-point Likert scale ranging from Never (1) to Always (5) with corresponding verbal interpretations; and Part III assessed the extent of problems encountered in the implementation of curriculum reforms using the same five-point scale. The instrument underwent content validation by experts in research and education, including professorial lecturers, the thesis adviser, statistician, dean of graduate studies, and school principal, whose suggestions were incorporated to improve its clarity, validity, and suitability for the study.

2.6 Data Gathering Procedure

A Gantt Chart of Activities was followed in the conduct of the study. This includes the formulation of research problems up to the revision of the manuscript and submission of the final copy. After the validation of the instrument, permission to conduct the study was obtained from the concerned authorities. The questionnaire-checklist was administered to the respondents using google survey form. The researcher was also guided by Data Privacy Act. After the retrieval, the data were encoded and processed using Statistical Package for Social Sciences (SPSS). Data were analyzed and interpreted based on the sub problems. Summary of findings, conclusions and recommendations were formulated. After the oral defense, the manuscript was revised considering the comments and suggestions of the Oral Examination Committee. The manuscript was subjected to anti-plagiarism test at the statistical center. After finalization, hardbound copies were submitted to the office of the Graduate Studies Program and other offices.

2.7 Data Analysis Techniques

The data gathered in this study were analyzed using appropriate statistical tools based on the objectives of the study. Frequency, percentage, and rank distribution were used to describe the profile of the respondents. Weighted mean was utilized to determine the extent of effects of curriculum reforms on the teaching-learning process and to assess the extent of problems encountered in the implementation of curriculum reforms in selected private schools. To test the significant differences in the perceived effects of curriculum reforms when respondents were grouped according to their profile variables, One-Way Analysis of Variance (ANOVA) was employed.

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

Results and Discussion

3.1 Profile of the Respondents in Terms of the Selected Variables

As shown in the table, in terms of age, 46.1% are 31-40 years old, 30.8% are 41-50 years old and the rest are 21-30 years old and 51 years old and above with 15.4% and 7.7% respectively. In terms of sex, 55.4% are females while 44.6% are males. In terms of civil status, most of them are married with 56.9%. In terms of educational attainment, 36.9% have finished their masters' degree and 32.3% have earned units in Masters' degree. With regard to their length of service, 41.5% have been in the service for 5-9 years while 33.8 % have been in the service for 10-14 years. With regard to their in-service trainings attended, 40% have attended in the district level, 30.8 % in the Division level, 13.9 % in the school level and the rest have attended in the regional and national level.

Table 1.
*Frequency and Percentage Distribution of the Respondents
in Terms of the Selected Variables*

Profile	f	%	Rank
Age			
51 years old and above	10	7.7	4
41 – 50 years old	40	30.8	2
31 – 40 years old	60	46.1	1

21 – 30 years old	20	15.4	3
Total	130	100.0	
Sex			
Male	58	44.6	2
Female	72	55.4	1
Total	130	100.0	
Civil Status			
Single	52	40.0	2
Married	74	56.9	1
Widow/widower	4	3.1	3
Total	130	100.0	
Educational Attainment			
with Doctorate units	4	3.1	4
Master's Degree	48	36.9	1
With MA units	42	32.3	2
Bachelor's Degree	36	27.7	3
Total	130	100.0	
Length of Service			
20 years and above	6	4.6	5
15 – 19 years	18	13.9	3
10 – 14 years	44	33.8	2
5 – 9 years	54	41.5	1
below 5 years	8	6.2	4
Total	130	100.0	
In-Service Trainings Attended			
National Level	8	6.1	5
Regional Level	12	9.2	4
Division Level	40	30.8	2
District Level	52	40.0	1
School Level	18	13.9	3
Total	130	100.0	

3.2 Extent of Effects of Curriculum Reforms on the Teaching -Learning Process as Perceived by the Respondents with Respect to the Different Aspects

As gleaned from the table, all aspects are interpreted High Effect with a composite weighted mean of 4.27. First in rank is Assessment and Evaluation while last in rank is Learning Resources with overall weighted means of 4.28 and 4.27 respectively. It could be deduced from the results that implementation of new curriculum has affected the utilization of learning resources, use of varied teaching approaches and the process of assessment and evaluation. This means that despite alignment with international standards, the effectiveness of these reforms is still monitored through student performance, with concerns regarding the translation of curriculum changes into better learning outcomes. Findings imply that reforms emphasize teaching methods that are learner-centered, fostering critical thinking, creativity, and collaboration. While intended to improve, the rapid introduction of new curricula has increased preparation time and administrative tasks for teachers. Many teachers feel overwhelmed by the constant need to adapt to new teaching materials and methodologies. This is in relation with the ideas of Haque and David (2022) that curriculum transformation demands integrating broad competencies such as digital literacy, sustainability, and citizenship, reflecting evolving societal priorities. For curriculum reforms to influence educational outcomes effectively, teachers must be adequately informed about the objectives, content, pedagogy, and materials, understand them deeply, and respond appropriately in practice.

Table 2

Extent of Effects of Curriculum Reforms on the Teaching -Learning Process as Perceived by the Respondents with Respect to the Different Aspects

Aspects	W $\bar{X}$	Verbal Interpretation	Rank
Learning Resources	4.25	Often (High Effect)	3
Teaching Approaches	4.27	Often (High Effect)	2
Assessment and Evaluation	4.28	Often (High Effect)	1
Composite W$\bar{X}$	4.27	Often (High Effect)	

3.3 Significant Difference on the Extent of Effects of Curriculum Reforms on the Teaching -Learning Process as Perceived by the Respondents with Respect to the Different Aspects in Terms of Their Profile

As reflected in Table 3, the F-test results revealed that the respondents' perceptions on the extent of effects of curriculum reforms on the teaching-learning process significantly differ when grouped according to age, educational attainment, length of service, and in-service trainings attended, since the computed probability values were all less than the .05 level of significance. Thus, the null hypothesis for these variables was rejected. This indicates that teachers' maturity, academic qualifications, teaching experience, and professional development activities influence their perceptions regarding learning resources, teaching approaches, and assessment and evaluation under curriculum reforms. On the other hand, the null hypothesis in terms of sex and civil status was accepted because the probability values obtained were greater than .05, indicating no significant difference in the respondents' perceptions when grouped according to these variables. The findings imply that professional and experiential factors have greater influence on teachers' views toward curriculum reforms than personal demographic characteristics. These results support the study of Gouëdard et al. (2023), which emphasized that teachers' perceptions and responses to curriculum reforms vary according to contextual and professional factors, highlighting the importance of experience, training, and educational environment in the successful implementation of educational reforms

Table 3

Results of the F-test on the Significant Difference on the Extent of Effects of Curriculum Reforms on the Teaching - Learning Process as Perceived by the Respondents with Respect to the Different Aspects in Terms of Their Profile

Age	Fcomp	p-values	Decision	VI
Learning Resources	5.855	.005	Rejected	Significant
Teaching Approaches	8.212	.001	Rejected	Significant
Assessment and Evaluation	4.278	.037	Rejected	Significant
Sex				
Learning Resources	.245	.070	Accepted	Not Significant
Teaching Approaches	1.246	.293	Accepted	Not Significant
Assessment and Evaluation	1.512	.076	Accepted	Not Significant
Civil Status				
Learning Resources	0.555	.225	Accepted	Not Significant
Teaching Approaches	1.178	.216	Accepted	Not Significant
Assessment and Evaluation	1.122	.837	Accepted	Not Significant
Educational Attainment				
Learning Resources	4.417	.002	Rejected	Significant
Teaching Approaches	3.877	.017	Rejected	Significant
Assessment and Evaluation	4.412	.032	Rejected	Significant
Length of Service				
Learning Resources	11.705	.022	Rejected	Significant
Teaching Approaches	9.041	.019	Rejected	Significant
Assessment and Evaluation	8.263	.031	Rejected	Significant
In-Service Trainings Attended				
Learning Resources	8.043	.006	Rejected	Significant
Teaching Approaches	9.416	.019	Rejected	Significant
Assessment and Evaluation	9.471	.014	Rejected	Significant

3.4 Extent of the Problems Encountered in the Implementation of Curriculum Reforms in Selected Private Schools

Table 4 reveals that the overall weighted mean on the extent of problems encountered in the implementation of curriculum reforms in selected private schools is 3.88, verbally interpreted as Often, indicating that teachers frequently experience challenges in implementing curriculum reforms. Ranked first among the identified problems is "Lack of adequate materials and support which can impede the adoption of new, often more complex, assessment strategies" with a weighted mean of 4.31 interpreted as Often, followed by "Lack of adequate and relevant textbooks, audio-visual aids, and other resources"

with a weighted mean of 4.22. Meanwhile, the item “Large class sizes and overcrowded classrooms, which limit opportunities for individual attention and feedback” ranked last with a weighted mean of 3.00 interpreted as Sometimes. The findings indicate that teachers commonly encounter challenges related to instructional materials, infrastructure, assessment support, and resistance to change during the implementation of curriculum reforms. These problems suggest that curriculum reforms increase teachers’ workload and demand greater preparation, professional training, and institutional support to effectively implement new teaching and assessment approaches. The findings further imply that inadequate resources, insufficient teacher preparation, and limited support systems may hinder the successful implementation of curriculum reforms and affect the quality of instruction delivered to learners. These results conform with the discussion of Garcia (2025), which emphasized that despite improvements in curriculum implementation, challenges such as heavy workload, insufficient training, and lack of instructional support continue to affect teachers’ ability to fully implement educational reforms effectively.

Table 4

Extent of the Problems Encountered in the Implementation of Curriculum Reforms in Selected Private Schools

Problems Encountered	W $\bar{X}$	Verbal Interpretation	Rank
1.Lack of qualified and motivated teachers	3.69	Often	8
2.Lack of adequate and relevant textbooks, audio-visual aids, and other resources	4.22	Often	2
3.Low motivation and interest among students	3.56	Often	9
4.Large class sizes and overcrowded classrooms, which limit the opportunities for individual attention and feedback	3.00	Sometimes	10
5.Lack of parental involvement and support	3.87	Often	6
6.Lack of adequate materials and support which can impede the adoption of new, often more complex, assessment strategies	4.31	Often	1
7.Resistance to change among teachers or students	4.02	Often	5
8.Limited support for diverse learners within the curriculum framework.	4.13	Often	4
9.Resistance to change among teachers or staff which hinders smooth implementation.	3.76	Often	7
10.Lack of infrastructure or facilities to deliver curriculum activities effectively.	4.21	Often	3
Overall W$\bar{X}$	3.88	Often	

Conclusions & Recommendations

The study concluded that curriculum reforms have a significant effect on the teaching-learning process in selected private schools, particularly in terms of learning resources, teaching approaches, and assessment and evaluation. Teachers’ perceptions regarding the effects of curriculum reforms significantly vary when grouped according to age, educational attainment, length of service, and in-service trainings attended, indicating that professional experience, academic preparation, and continuous training influence their understanding and implementation of curriculum changes. On the other hand, sex and civil status were found to have no significant influence on teachers’ perceptions toward curriculum reforms.

Furthermore, the study revealed that teachers often encounter challenges in implementing curriculum reforms, particularly in terms of inadequate instructional materials, limited support systems, insufficient training, and resistance to change. These findings highlight the importance of strengthening professional development programs, policy communication, and institutional support to ensure effective curriculum implementation. Hence, school administrators are encouraged to sustain support mechanisms and provide opportunities for teachers to enhance their competencies through seminars, workshops, and symposiums. Teachers are likewise encouraged to continuously update their knowledge and skills related to curriculum reforms. The proposed action plan is recommended for implementation, while future researchers may conduct parallel studies using other variables to further enrich the understanding of curriculum reform implementation in educational institutions.

Compliance with ethical standards

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