Eight Week Curriculum for Key Stage 1 Learners; Its Impact on the Improvement of their Academic Performance

JOY L. ACOB[1,1,*]; NERISSA A. BRIGUEL[1-2]; VENIS P. CARABLE[1,3]; DAN EVAN A. Dela Vega [1,4] ELSIE R. JALLORES,[1,5];MANUEL A. PAROLA[1,6,]

[1]Tigaon Central Pilot School, Tigaon, Camarines Sur
[2] Caraycayon Elementary School,Tigaon, Camarines Sur
[3] Catalotoan Elementary School, San Jose, Camarines Sur
[4] May-Anao Elementary School,Tigaon, Camarines Sur
[5] Mabalodbalod Elementary School,Tigaon, Camarines Sur
[6] Hiwacloy Elementary School, Goa, Camarines Sur
Corresponding author email: danevan.delavega@deped.gov.ph

ABSTRACT

This study shows the 8 -week curriculum implementation for key stage 1 learners of the selected learners from Partido District, Division of Camarines Sur. It aims to know the impact of this intervention on the academic performance of the pupils in key stage 1. This study gathered information on how far the actual skills of the pupils with the expected skills for the grade level had been achieved. The result of the study shows that the reading performance level of the pupils varied from a full refresher, moderate refresher, light refresher, and grade level ready. Post-assessment results serve as the guiding star of the teachers on what step to take, what intervention to implement, and further instruction to do to be able to achieve the expected skills of the pupils in their grade level. Furthermore, the study shows how and what are the difficulties encountered by the teacher in implementing the 8-Week curriculum.

Keywords:
8-Week Curriculum; intervention; key stage; literacy; numeracy; assessment

INTRODUCTION

For the past two years , the school system in the whole world specifically in the Philippines had been affected by the pandemic that leads to learning losses among the learners. To address learning losses and close the gaps from the current skills to expected literacy and numeracy skills the implementation of the 8- week learning Recovery Curriculum was adapted in Region V among Grades 1 to 3 learners.

The implementation of the K-12 Basic Education Curriculum targeting specific domains in Mother Tongue, Filipino, English and Math. For the languages, these are alphabet knowledge/phonological awareness, word recognition and phonics, reading comprehension and fluency, listening comprehension, and vocabulary, for Math, these are Number Sense, Addition, Subtraction, Multiplication, and Division. Results shows that learning gaps on the skills need to be recovered. Thus, These domains are the focus of the 8-Week Learning Recovery Curriculum.

Rusman (2015), found out on his study "Curriculum Implementation at Elementary Schools A Study on "Best Practices" Done by Elementary School Teachers in Planning, Implementing, and Evaluating the Curriculum" that Elementary schools teachers' response to the 2013 curriculum implementation in Bandung city falls into the category of positive. As of the planning activities, they fall into the category of very positive while for the activities of implementation and evaluation of the curriculum, they fall into the category of positive. Other "best practices" are also good to adopt,

namely evaluating the curriculum. The teachers have an authentic evaluation using various ways and through different activities like "hearing" with students' parents in monitoring students' learning progress. The teachers make use of computer application to make it easier to prepare a report on results of the evaluation.

Through this study, the researchers urged to conduct a more deeper understanding on the eight week curriculum implementation for the key stage 1 learners of Public Elementary Schools in Partido Area, Division of Camarines Sur. None of the studies that had been reviewed specifically focused on the problems encountered by the teachers along the implementation of the eight week curriculum in improving their academic performance from among the enumerated studies , it was noted that no one had exactly the same as of the present study thus, this is the gap that this study would like to bridge.

METHOD

The researchers seek permission to conduct the study, secured from each district supervisors to solicit approval of allowing the respondents to supply information/data needed in the study. Literature search was done to gather salient features or items to be included in the questionnaires to capture responses substantial to answer the specific questions posted.

The data gathering tools of previous research works were used as guides in preparing the questionnaire-checklist. After organizing the data gathering instruments the draft was submitted for further review to improve and enrich parts of the questionnaire. Reproduction and administration of the said instruments to the actual respondents followed.

The researchers personally distributed and retrieved the questionnaire as scheduled to achieved 100% retrieval. It was successfully retrieved as expected. Data gathered were tallied, organized and presented in tabular form.

RESULTS AND DISCUSSION

Table I. Level of Reading Performance of the Key Stage 1 Learners

Grade	Language	Number of Learners Enrolled	Number of learners Assessed	Reading Proficiency Level			
				Full Refresher	Moderate Refresher	Light Refresher	Grade Ready
Grade 1	MTB	63	63	39	4	7	13
Grade 2	MTB	49	49	36	0	7	7
Grade 2	Filipino	49	49	35	2	6	7
Grade 3	MTB	55	55	34	0	6	16
Grade 3	Filipino	55	55	35	0	4	17
Grade 3	English	55	55	30	10	7	9

Table 1 presents the result of the reading performance level of the key stage 1 learners, it can be noted that the Grade 1 with 63 number of learners assessed in MTB pretest results were 39 or 61. 90 % in full refresher, 4 or 6. 34 % in moderate refresher, 7 or 11. 11 % in light refresher, and 13 or 20 .63 % in Grade ready. In Grade 2 with 49 learners assessed in MTB results were 36 or 73. 69 % full refresher, 0 moderate refresher, 7 or 17. 94 % light refresher and 7 grades ready. In Grade 2 Filipino were 35

full refresher, 2 moderate refresher, 6 light refresher, and 7 grades ready. In Grade 3 MTB with 55 leaners were 34 full refresher, 0 moderate refresher, 6 light refresher, and 16 grades ready. In Filipino 35 full refresher, 0 moderate refresher, 4 light refresher, and 17 grades ready. In English 30 full refresher, 10 moderate refresher, 7 light refresher, and 9 grades ready.

Table 2:
Literacy Level of the Key Stage 1 Learners

READING PROFICIENCY LEVEL											
FULL REFRESHER (+ INC) / (-DEC)			MODERATE REFRESHER (+ INC) / (-DEC)			LIGHT REFRESHER (+ INC) / (-DEC)			GRADE READY (+ INC) / (-DEC)		
PRE	POST	DIFF	PRE	POST	DIFF	PRE	POST	DIFF	PRE	POST	DIFF
61	6	- 66.99%	6.5	2	-6. 46 %	10	13	+9.87 %	22.5	79	+78.9%
73	11	-72. 98 %	0	3	-3 %	13	5	+12. 96 %	14	81	+80.9 %
71.5	9	- 71.48 %	3.5	5	-3. 35 %	12	6	+11.95 %	13	80	+79.9 %
60.5	3	-60. 49 %	0	7	-7 %	10.5	5	+10.45 %	29	85	+84.9 %
62.5	4	- 62. 49 %	0	6	-6%	6	8	+5. 87 %	31.5	82	+81.9 %
53	8	- 52. 98 %	18.5	2	-18. 49 %	11.5	7	+11	17	83	+82.9 %

Table 2 reflects the computed pretest and posttest mean percentage scores of the reading proficiency level of the key stage 1 learners in Grade 1 Full Refresher or the non-reader had negatively decrease to 66. 99%, Grade 2 negatively decrease to 72.98 %, Grade 3 MTB negatively decrease to 60.49 %, Filipino negatively decrease to 62. 49 %, English negatively decrease to 52.98 %.

Moderate refresher, Grade 1 MTB negatively decrease of 6.46 %, Grade 2 negatively decrease of 3 %, Grade 3 negatively decrease of 3. 35 %, Grade 3 MTB negatively decrease of 7 %, Filipino negatively decrease of 6 %, English negatively decrease of 18 %.

Light Refresher, Grade 1 MTB positively increase of 9.87 %, Grade 2 positively increase of 12. 96 %, Filipino positively increase of 11. 95 %, Grade 3 MTB positively increase of 10. 45 %, Filipino 5. 87 %, English positively increase of 11 %.

Grade Ready, Grade 1 MTB positively increase of 78. 9 %, Grade 2 MTB positively increase of 80.9 %, Filipino positively increase of 79.9 %, Grade 3 MTB positively increase of 84.9 %, Filipino positively increase of 81. 9 %, English positively increase of 82. 9 % respectively.

The above findings imply that the pupil respondents although they were exposed to literacy and numeracy program of the eight- week curriculum needs more improvement in both literacy and numeracy skills. The reflected results in grade ready

denotes that the pupils learning is still far beyond the expected maximum mastery level of 100 % set by the DepEd Regional Office.

Table 3:
Significant on the Performance of the Key Stage 1 Learners between the Pre-Assessment and The Post Assessment

Test Statistical Measures	Literacy		Numeracy	
	Pre-test	Posttest	Pre-test	Posttest
Mean	6.11	17.22	6.05	16.32
SD	2.19	4.69	2.10	4.63
Degree of Freedom (df)	36		36	
Level of Significance	5 %		5 %	
t-computed	/- 22.3/		/-43.12/	
t-tabular	1.689		1.689	
Interpretation	SIGNIFICANT		SIGNIFICANT	

Data findings revealed that along literacy the mean and SD of pupils' test scores in the pre-test and posttest is 6.11 and 2.19, respectively. The absolute computed t-value of 22.3 was greater than its corresponding absolute tabular value of 1.689. in this regard, the null hypothesis was rejected in favor of its alternative hypothesis. The resulting data means that the use of eight-week curriculum affect the pupils' performance in literacy and numeracy.

Table 4:
Problems encountered by the Teachers along implementation of the Eight Week Curriculum

Indicators	Weighted mean	Verbal Rating	RANK
1.Lack of learning materials	4.13	High	1st
2.Lack of parents support and cooperation	3. 83	High	7th
3.Classroom factor	3.33	Average	13th
4. New technology	3.40	Average	12th
5. Lack of colleagues' support	3.63	High	8th
6. Too many task to be performed	4.0	High	3rd
7. Lots of report needed to pass urgently	3.97	High	3.5th
8. Demand of superior	3.93	High	5th
9. Lots of department policies	3.87	High	6th
10. Uncooperative guardians, parents and Community	3.97	High	4th
11. Low motivation for performance due to tenure	3.57	High	9th
12. No continuous training course	3.33	Average	11th
13. Pressure/too many due date reports	4. 03	High	2nd
14. Age factor	2. 37	Slightly	17th
15. Enhanced technology teaching adaptation	3. 50	Average	10.5th
16. Difficulty in applying enhanced technology teaching	3. 27	Average	14th
17. Lack of skills in updates to improved teaching through technology	3. 23	Average	15th
18. Teaching strategies to be adopted for learners' improvement	3. 50	Highly	11th
19. Learners learning habit	2. 9	Average	16th
20. Learners Attitude towards learning	3. 43		10th
Grand Weighted Mean	3.56	High	

The table shows that among the twenty (20) indicators of problem encountered by the teachers along implementation of eight -week curriculum, the indicator number 1 is the rank 1st with 4. 13 weighted mean, indicator number 12 is rank 2nd with 4. 03 weighted mean, indicator number 6 and 7 are rank 3rd with 4.0 weighted mean,

indicator number 10 is rank 4th with 3. 97 weighted mean, indicator number 8 is rank 5th with 3. 93 weighted mean, indicator number 9 is rank 6th with 3. 87 weighted mean, indicator number 2 is rank 7th with 3. 83 weighted mean, indicator number 5 is rank 8th with 3. 63 weighted mean, indicator number 11 is rank 9th with 3.57 weighted mean, indicator number 20 is rank 10th with 3. 43 weighted mean, indicator number 12 and 18 are rank 11th with 3. 50 weighted mean, indicator number 4 is rank 12th with 3. 40 weighted mean, indicator number 3 is rank 13th with 3.33 weighted mean, indicator number 16 is rank 14th with 3. 27 weighted mean, indicator number 14 is rank 17th with 2. 37 weighted mean.

It reveals further that the indicator number 6th too many tasks to be performed, and 7th lots of report needed to pass urgently, 12th no continuous training course and 18th teaching strategies to be adopted for learner's improvement are problems encountered by the Teachers along implementation of the Eight Week Curriculum. However, the other indicators were able to adopt and appreciate.

CONCLUSION

Based from the above research findings, it can be concluded that the learners in Grades 1 to 3 where MTB, Filipino, and English are administered, the majority Level of Reading Performance of the key Stage I learners after the eight week curriculum was in the Full Refresher. On the Literacy level of the key stage 1 learner, the results in Reading Proficiency shows that learning gaps on the skills need to be recovered. Further, the result shows that there is a significance on the performance level of the key stage 1 learners between the pre-assessment conducted and the post assessment for the Eight- Week Curriculum. Among the 20 identified problems encountered by the Teachers along implementation of the Eight Week Curriculum, the top three issues includes having too many task to be performed, Pressure or too many due date reports, and the Lack of learning materials.

Acknowledgment

REFERENCE

Marsh, C. J. (2004). Key Concepts for Understanding Curriculum, 3rd edition. Oxon: RoutledgeFalmer.

Miller, J.P & Seller Wayne. (1985), Curriculum; Perspective and Practice. London: Longman.

Pinar, W.F., & Irwin, R.L. (eds). (2005). Curriculum in a New Key: The Collected Works of Ted T. Aoki. NJ: Lawrence Erlbaum Associates.

Ornstein, A.C. & Hunkins, F.P. (2009). Curriculum, Foundations, Principles, and Issues. Fifth Ed. Singapore: Pearson.

Susilana. R. (2013). The Implementation of Diversified Curriculum in Elementary Schools (A Study on the Contribution of Self-Efficacy of Curriculum

Development Team and Document Quality to the Implementation of Diversified Curriculum in West Java). Dissertation. Bandung: FPS UPI.

McClelland, M. M., Acock, A. C. & Morrison, F. J. The impact of kindergarten learning-related skills on academic trajectories at the end of elementary school. *Early Child. Res. Q.* **21**, 471–490 (2006).