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Adviser : Carlos P. Luma-ang, Ed. D.

ABSTRACT

The study dealt with determining the status of the implementation of Restructured Basic Education Curriculum (RBEC) in Public Elementary Schools of Baguio City. Specifically tried to determine the degree of attainment of objectives of RBEC, extent of implementation of the contents of RBEC, degree of effectiveness of methods and strategies used in the implementation of RBEC, problems encountered in the implementation of the RBEC, the influence of the profile of the respondents to the extent of implementation of the contents of RBEC and the effect of the profile of the respondents to methods and strategies used in the implementation of RBEC.

Findings show that the 252 respondents were mostly females and the majority's were age range from 20-40 years old and most of the respondents are Bachelor's degree holder.

The RBEC's objectives have been moderately attained; implementations of the contents of RBEC were moderately attained; the most effective method used was inductive method and role modeling and demonstration were very

effective strategies used in the implementation of RBEC. The problems presented were moderately serious.

The extent of influence of gender does not relate to the level of implementation of the contents RBEC but relates to age and educational attainment.

There is no significant effect of gender age and educational attainment when it comes to methods used in the implementation of RBEC and no significant effect of age and gender in the strategies used in RBEC but significantly differs in educational attainment.

Lastly, it is suggested that the Learning Action Cells of Baguio City Division should regularly assess and address whatever weaknesses and problems of the RBEC, and should include seminar workshops and demonstration teachings on methods and strategies as one component of Development plans. Further, teachers should explore other effective strategies in implementing RBEC.

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INTRODUCTION

Background of the Study

The country's educational system has begun a soul searching development role. Its objective of improving the educational system has a fitting instrument for the achievement of national goals which can be realized through proper reforms in the educational program.

In view of these reforms, one of the major and continuing concerns among educators is the curriculum which embodies the "heart" and "soul" of every educational program. Cabico (2000) stated that curriculum serves as the heart in the sense that it pumps blood to and from the different parts of the body to maintain the life of an individual. It also serves as the soul of education, the enigma that continues to spice up learning in the search for the thrust that shall free one's mind from doubts. Thus, the curriculum holds specific standards to satisfy the vision, mission and objectives of the program and meets the requirements of the whole environment and society.

As reported by the Asia-Pacific Program of Education Innovation for Development (AAPEID, 1992) a curriculum to be effective, it must be designed and developed according to the following forms: (1) Improvement of appropriate teaching guides and materials, (2) The use of modern teaching-learning strategies and techniques, (3) Personality development, (4) Improvement of curricular

content and teaching program, and (5) Improvement of research implementation of innovation.

Thereby, in the year 2002, the Department of Education restructured the curriculum of elementary and secondary curricula, new Elementary School Curriculum (NESC) and new Secondary Education Curriculum (NSEC) to Restructured Basic Education Curriculum.

In the RBEC package given to school administrators for implementation, the Department of Education (DepEd) cites two reasons for the need to restructure the curriculum. First, the global context of the educational system has changed rapidly since 1980's, when the NESC and the NSEC was implemented. The world is becoming borderless to information, commodities, financial investments, crime, terrorism and ecological problems and to point out that studies indicate that many of the learners are not attaining functional literacy where learners find it too difficult to meet the challenges posed by this rapid changing world.

According to the DepEd, the main problem with the current curriculum (NSEC, NESC) is that it is overcrowded with subjects leading to deficiency in the mastery of skills contextualization of concepts, and interconnection among subjects.

To address this congestion and to enhance functional literacy, the RBEC limits the curriculum to only five subjects: Science, Math, English, Filipino, the four basic tool subjects and a new controversial subject called "Makabayan", calling it the laboratory of life. Makabayan integrates five learning areas namely

Araling Panlipunan at Heograpiya (AP); Teknolohiya, Edukasyon Pantahanan at Pangkabuhayan (TEPP); Physical Education, Health, Music and Art (PEHMA); and Values Education, into one subject.

Goals, objectives, structure and content of the 2002 curriculum are in compliance with 1987 constitution of the Republic of the Philippines, the 2001 Governance of Basic Education Act and 1982 Education act.

Furthermore restructured curriculum envisions promoting the holistic growth of the Filipino learners and enabling them to acquire the core competencies and develop the proper values. This curriculum shall be flexible to meet the learning needs of a diverse studentry and is relevant to their immediate environment and social culture realities

The department of Education envisions every learner to be functionally literate equipped with life skills, appreciative of arts and sports and imbued with the desirable values of a person who is “Makabayan, Makatao Makakalikasan at MakaDiyos” and in line with this vision, the Department of Education has the mission to provide quality basic education that is equitably accessible to all and to lay the foundation for lifelong learning and service for the common good. With these vision and mission of Restructured Basic Education Curriculum, it aims at raising quality Filipino learners and graduates and empowering them for lifelong learning which requires the attainment of functional literacy (Primer-Basic Education curriculum 2002).

However, according to Busacay (2002) citing Fernando (1993), it is important that a program be thoroughly evaluated so as to identify the strong and weak points. Evaluation is not just a testing program, but it is a continues process that seeks to determine the progress being made toward the objectives of education, to find out if the method applied are effective and to know if the objectives are achievable and worthwhile.

Therefore, research must be conducted to assess the effectiveness of the Restructured Basic Education Curriculum on the teaching-learning process. It is also imperative to determine the attainment of the objectives of the program, the extent of implementation of the contents of RBEC, the effectiveness of the methods used, availability of the instructional materials, the programs of administration and the competency of the teacher in handling the program.

Statement of the Problem

This study focused on assessing the implementation of Restructured Basic Education Curriculum in Public Elementary Schools of Baguio City. Specifically, it tried to answer the following questions:

1. What is the level of attainment of the objectives of the Restructured Basic Education Curriculum?

2. What is the extent of implementation on the contents of Restructured Basic Education Curriculum?

3. What is the degree of effectiveness of the methods and strategies used in Restructured Basic Education Curriculum?

4. What is the degree of seriousness of the problems encountered in the implementation of the Restructured Basic Education Curriculum?

5. Is there a significant influence of gender, age educational attainment to the extent of implementation of Restructured Basic Education Curriculum?

6. Is there significant effect of the profile of the respondents to:

   a. Methods used in the implementation of RBEC?

   b. Strategies used in the implementation of RBEC?

Objectives of the Study

The study is guided by the following objectives:

1. To determine the degree of attainment of the Restructured Basic Education Curriculum (RBEC);

2. To determine the degree of the implementation of the contents of Restructured Basic Education Curriculum (RBEC);

3. To determine the degree of effectiveness of methods and strategies used in Restructured Basic Education Curriculum (RBEC);

4. To determine the degree of seriousness of the problems encountered in the implementation of Restructured Basic Education Curriculum; and

5. To determine the significant influence of gender, age and educational attainment in the implementation of the contents of Restructured Basic Education Curriculum (RBEC);

6. To determine the significant effect of gender, age and educational attainment of the respondents on:

a. Methods used in the implementation of Restructured Basic Education Curriculum.

b. Strategies used in the implementation of Restructured Basic Education Curriculum.

Importance of the Study

Improving the curriculum of the Department of Education is one of the main thrust of quality education.

A study on the Restructured Basic Education Curriculum (RBEC) implementation would help the classroom teacher have an honest self-evaluation of his strengths and weaknesses in order to improve his craft of teaching, especially along competencies and affectivity. This will allow opportunities for him to work hand in hand with school administrators for a better application of educational innovations that are found instrumental in effecting social change and economic progress.

To the school administrators, the result of this study is a basis for them to evaluate how they carried out their administrative and supervisory functions and how effective they were in the implementation of the restructured curriculum.

To the Curriculum Planners, the result of this study will serve as a reference and guide in making the curriculum dynamic and flexible. The different problems in this study will be looked into and considered by them in the formulation of policies and programs towards the implementation of educational innovations. Finally, it will add to the existing bank of knowledge which can be used by researchers in their search of relevant related literature.

Scope and Delimitation of the Study

The study deals with the assessment of the implementation of the Restructured Basic Education Curriculum in Public Elementary Schools of Baguio City. It is limited to the degree of attainment of the objectives of the Restructured Basic Education Curriculum, the degree of implementation of the content of Restructured Basic Education Curriculum, the degree of effectiveness of methods and strategies used in Restructured Basic Education Curriculum and the degree of seriousness of problems encountered in the implementation of the Restructured Basic Education Curriculum.

The study was conducted first semester school year 2006-2007.

REVIEW OF LITERATURE

This chapter is focused on the review of related literature pertaining to the themes covered in the study; extent of attainment of educational objectives, contents of RBEC, effectiveness of methods/ strategies of instruction, and educational problems encountered.

Attainment of Educational Objectives

Angowan (1996) conducted a study on the performance in science and technology of senior high school students of Potia, Ifugao. One of the areas of concern in his study is the extent of attainment of the objectives of science and technology. His finding regarding this area denotes that the overall extent of attainment of desired science and technology learning competencies is 3.32, interpreted as moderately attained.

Wacnang (1993) stated in her study on the implementation of the New Elementary School Curriculum (NESC) in the Division of Mountain Province that the overall mean on the extent of attainment of NESC minimum learning competency objective is moderately attained.

Further, Quinit (1999) citing Llanto (1984) revealed an above average level of attainment of the objectives along the four learning areas in the case of grade one pupils.

In the study of Pisilen (1990) he disclosed a moderate extent of attainment of the objective of NESC in the Division of Mountain Province.

Instructional Methods/Strategies

It is a recognized fact that every classroom encounters a product of significant factors of learning environment such as the ability of pupils, background information

previously learned, availability of instructional materials, facilities and equipment needed in selecting the teaching methodology to be employed, the teacher no one else is the best position to make decision since he is familiar with the characteristics of his students, including their needs, interests and attitudes.

At the outset, it will remind the teachers that there is no “best” method or strategy for teaching a particular subject matter. What may have been effective in teaching the same topic in the past may not prove as effective in the current year, considering the changes in the present teaching-learning situation.

According to Vengco (1990), regardless of which teaching methods teachers adopt, they should be able to go into a process whereby inquiry is involved. She advocates the discovery-inquiry approach which enables students to learn to discover the process involved.

Lappay (1989) reported that the most common methods used by teachers are lecture-demonstration, process-approach, problem-solving, field trips, laboratory and having a resource person.

Ibis (1987), in her study in Assessment in Science Education in Benguet Division, stated that the following methods and strategies which includes process-

approach, experimentation and demonstration, improvisation of visual aids and field trips are rated by her respondents as very effective.

Quipot (2005) in her study revealed that inductive method is the method leading in rank in teaching elementary science followed by deductive, project method, laboratory and integrative method.

Moreover, Malicdan (2000) in her study revealed that the very effective method in teaching mathematics I is inductive method. The greatest value of the inductive method lies in the fact that the child learns chiefly through his own activity. He observes the cases, compares them, analyzes them and then draws his own conclusion. Whatever he learns through induction is more permanently retained because it utilizes repetition and many examples are taken up. Deductive method is also very effective, it starts with generalization that is applied to specific cases for the purpose of testing the rule, illustrating or further developing it, or solving to which it applies. Project method which is rank number 3 is not only for arts, but can be used in teaching mathematics only according to the need of the topic.

Purita (1987) n her study, states that the most effective method used in teaching mathematics is the deductive method, followed by discovery method

Furthermore, the commonly used method by teachers is the method which is programmed instruction that capitalizes on two principles. First, the principle of individual difference, and second, the principle of learning by doing. With the modular method, the instruction is individualized. Each student is allowed to

proceed at his most convenient time and effective rate. The emphasis is now on the student learning rather than in teacher's teaching (Chao-ayan, 2000).

Integrative teaching is an educational movement that lets questioning and problem solving, rather than the structure of the academic disciplines; direct the process of acquiring knowledge and skills. Integrative teaching shifts the focus of instruction from direct subjects toward issues in the real world. The following are modes of integrative teaching: (1) Thematic teaching. Teaching themes organizes learning around areas. It provides a broad framework for linking content and process from variety of disciplines. The theme provides coherence; it gives "focus" to activities that accompany the unit. It also helps learners see the meaningful connections across disciplines or skill areas. In addition it conveys a clear, compelling purpose to learn, teachers and parents, linking ideas to actions learning to life. Integrative Unit Design is an example of thematic teaching. (2) Content-Based Instruction (CBI). This is the integration of content learning with language teaching aids. It refers to con-current study of language and subject matter with the form and sequence of language presentation dictated by content material. The language curriculum is centered on the academic needs and interest of the learner and crosses the barrier between language and subject matter courses. This approach is the developing the learners academic language skills. (3)Focusing Inquiry. It is an interdisciplinary approach that uses the questions to organize learning. It crosses conventional knowledge boundaries. The teacher guides learners to discover answer to questions whether or not answers pre-exist.

Learners become creator of knowledge rather that recipients. The process of inquiry includes the following steps; (1) frame focusing question, (2) presents a field of facts, (3) helps learners connect or relates facts, (4) helps learners generate explanatory ideas, (5) learners in developing "competencies" that will transfer readily from one discipline to another (Primer, 2002 RBEC).

Problems met by Teachers in the Implementation of the Curriculum

The teachers and administrators as the key implementer's curriculum, in their role as encountered varied problems.

Busacay (2002) citing, Miller (1983) stated that teacher's competency is hindered by some problems which are naturally occurring in various teachers, training institutions and which greatly affect the level of role performance of teachers. Competent teachers are vital components of the teaching process.

Tibangay (2001) citing Cardigan (1997) revealed in his study of the teacher's age, educational attainment, field of specialization, status of appointment and monthly salary do not significantly relate to the implementation of the curriculum. Overall, the inadequacy of instructional materials and lack of a physical plant and facilities are some problems of teachers in implementing a curriculum.

In Malsi's (1998) study, it was reported that serious problem were encountered by teachers along the area of instructional materials like lack of

books and visual aids; no laboratory rooms; inadequate equipment and facilities and limited time allotment

Tani (1981) found out that the most pressing problems encountered in science instruction are inadequate supply of teaching aids; inadequate materials and equipments; lack of Text books.

Similarly Lappay (1989) reported the inadequacy of science textbooks, science equipment, laboratory and teaching guides. This finding is shared by Mabazza (1995) in her study.

Seroy (1984) pointed out that the pressing problems of teachers that adversely affect the deficiency as well as that of school heads include subject preparations, methods/strategies of teaching, use of instructional materials, lesson planning, classroom discipline, routine work, extra-curricular activities and relationship with others.

Another study, made on innovation in education was made by Gaetos (1993). He studied the strategies and approaches utilized by school administrators to help teachers implement changes and the extent of which were done. He came up with following findings. The extent of implementation of education innovations is partly implemented. He also found out that overlapping innovation introduced in the field causes more confusion and doubt among children. There is indifference of teachers towards educational innovations.

Sevilija (2001) stated another problem which is attitude of recipients. While innovations are introduced with the aim view of improving instruction on

system, the receptive teachers and administrators can be a problem when these attitudes are negative. These are usually the traditionalist who sticks to the belief that the old system or the ways of doing things they are familiar which are still the old ways.

The above corroborated with the study of Urbano (1998) on educational innovation. He found out that while generally, administrators and teachers agree of the

implementation of educational innovations because they believe that the old ways are also very effective so why change what have always been effective.

Overall Implementation of the RBEC

The RBEC package, citing the Philippine Human Development Report (PHDR) (2000) says, "One of the roots of unsatisfactory and unsteady achievements of students is our congested curriculum". To address this congestion and to enhance functional literacy, the RBEC limits the curriculum to only five subjects as follows: Science, Math, English, Filipino, the four "Basic tool subjects" and a new controversial subject called "Makabayan", calling it the "laboratory of life".

Makabayan integrates five learning areas namely Araling Panlipunan (AP), Physical Education, health, Music and Art (PEHMA); and Values Education, into one subject. In partial terms, this means fine learning areas will have to slice up the time allocated for Makabayan and will each contribute a fifth

of total grade for subject. The BEC allocates time for the tool subjects and Makabayan differently. Table 1, shows the possible daily time allotment.

Table1. Possible Daily Time Allotment

GRADE	FILIPINO	ENGLISH	SCIENCE	MATH	MAKABAYAN			
					SK. HKS	EPP	MSEP	GMRC
Grade I	80	100	With English	80	60		With Sibika	With very
Grade II	80	100	And Makabayan	80	60		At Kultura	Learning area
Grade III	80	100		80	60			
Grade IV	60	80	60	60	40	40	20	
Grade V	60	80	60	60	40	40	40	
Grade VI	60	80	60	60	40	40	40	

Source: Primer RBEC 2002

Goals, objectives structures and content of the 2002 Curriculum are in compliance with the 1987 constitution of the Republic Act of the Philippine, the 2001 governance of basic Education Act and the 1982 Education Act.

The 1987 Constitution provides the basis of state policies on education, both formal and non-formal.

Article XIV, Section 1. The state shall protect and promote the right of the citizens to quality education at all levels and shall take appropriate steps o make such education accessible to all.

Article XIV, Section 2. (1) The state shall establish, maintain, and support a complete and integrated system of education relevant to the needs of the people and society.

Article XIV, Section 3. (2) States that the school: shall inculcate patriotism and nationalism, foster love and humanity, respect for human rights, appreciation of the role

of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge and promote vocational efficiency.

The above statements embody the thrust of equity and excellence pursued by the Philippine Educational System. At the same time, it serves as a legal basis for the implementation of RBEC.

Furthermore, the salient features that make the 2002 DepEd Curriculum for elementary and secondary education different from previous curricula (NESC and NSEC) are Restructuring of the learning areas to five (Filipino, English, Science, Mathematics and Makabayan), Stronger integration of competencies and values within and across the learning areas, Greater emphasis on the learning process and integrative modes of teaching and, Increased time for tasks to gain mastery of competencies of the basic tool subjects. (Primer BC 2002).

One of the important features of RBEC is its being Makabayan also called the “laboratory of life”. The 2002 RBEC primer defines Makabayan as a learning

area that serves as practice environment for holistic learning to develop a healthy personal and national self-identity. Anent this, Bustos, et al. (1996), aver that the value of learning in society is its role in the transmission of knowledge and maintenance of society's norms and values. Thus, the curriculum should be aligning to society's needs, norms and value The curriculum should serve the community and enhance its interests.

Salonga (1989) stressed that the human factor in development should not be overlooked. There should be more responsive educational system that can be equip the youth with needed knowledge and skills and infuse them with a sense of natural purpose and responsibility, which is in line with the objectives of RBEC.

Further, the objectives of the Elementary Education are provided to the knowledge and develop the skills, attitudes, and values essential for personal development, a productive life, and constructive engagement with a changing social milieu; Provide learning experiences that increase the child's awareness of and responsiveness to the just demand of the society; Promote and intensify awareness of identification with, and love for our nation and the community to which the learner belongs; Promote experiences that develop the learner's orientation to the world of work and prepare the learner to engage in honest and gainful work.

The implementation of the RBEC called for a massive teacher training program. Crisostomo (2002) in her topic DepEd Curriculum: Boon or Bane?

stated that Department of Education has trained half a million Philippine teachers and school officials for the revised curriculum.

Conceptual Framework

The success of the achievements of objectives of any innovated program depends on the prime factors like the school administrators or officials responsible for the proper planning and setting of aims and objectives of the program. They are also the ones who organize training programs for teachers and other activities needed in the implementation of the restructured curriculum.

Factors also include the teachers who are the implementers and who are responsible in the proper preparation and adjustment of the appropriate methods and strategies that are used in teaching the subject in a way that is appropriate to the condition of the learners and environment. Instructional materials, physical plant and facilities are also important aspects that must be considered since these are essential in the total development of the students.

Figure 1 shows the conceptual framework of the study. It shows the relationship between the classified independent variables which are the attainment of RBEC objectives, implementation of the contents of RBEC, effectiveness of methods and strategies used in RBEC and problems encountered in the implementation of RBEC, and the intervening variables which are age, gender and educational attainment resulting to the dependent variable which could be

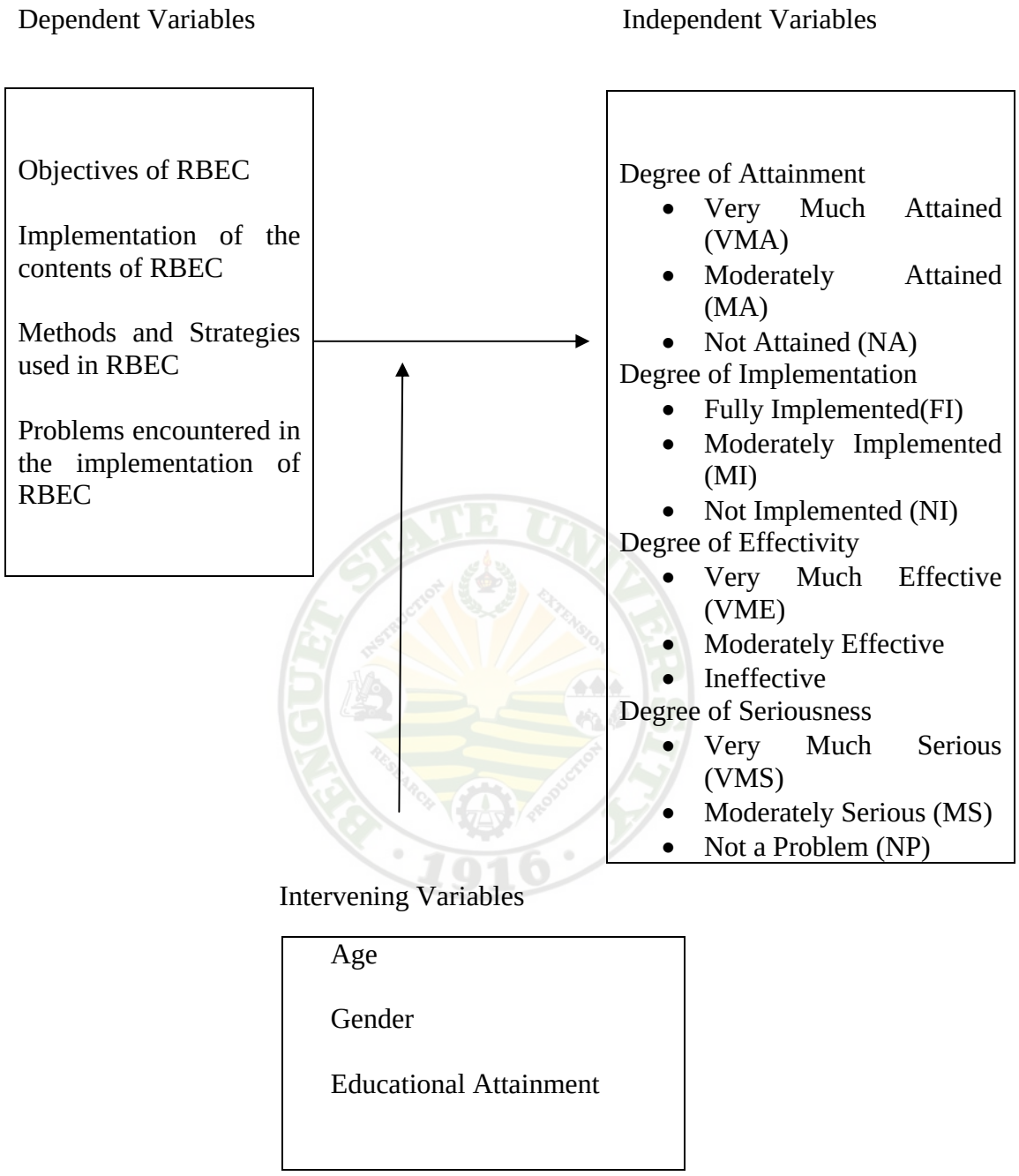

Figure1. Paradigm of the Study

implementation of RBEC, and the intervening variables which are age, gender and educational attainment resulting to the dependent variable which could be very much attained, moderately attained, fairly attained, not attained; fully implemented, moderately implemented, not implemented ; very much effective, moderately effective, fairly effective, ineffective; very serious, serious, moderately serious, slightly serious, not a problem.

Personal Factors

Personal factors refer to the essential characteristics and traits of the teacher. Among the personal; factors assumed to have relation to role performance of teachers are as follows: age, gender, educational attainment.

Age. The age of the teacher affects his/her perception of his/her performance in teaching. Hence, the older the teacher is, the higher is the level of role performance. This is so because as teacher grows older, his/her personality and values also change. If his/her growth is coupled with professional development then changes will take place, not only in appearance but also in behavior, habits motivation, biological make up and cognitive abilities.

Gender. Teaching is dominated by females, a situation that is attributed to various factors such as type of job involved, skills to be developed and sex of the learners. However, male teachers also teach and experts in various fields found that they have considerable effect on the learning training of students.

Busacay (2000) citing Ryan (1964) stated that the women teachers generally attained significantly higher scores than men on the scales measuring friendly behavior, responsibility and classroom behavior, stimulating classroom practices, democratic attitude, permissive educational viewpoints and verbal understanding. On the other hand, men scored significantly higher with respect to emotional stability than women.

Educational attainment. Professional occupants have educational pre-requisites. Persons that lack the qualification for entering this occupation may have less knowledge. Educational attainment has a substantial effect on role performance. Therefore, the higher the educational attainment, the higher the level of performance. This is so because both knowledge and intelligence are correlated with educational attainment and may influence an individual's perception of his role performance. (Reis, 1961).

Operational Definition of Terms

The following terms are defined according to operational meaning.

Administration refers to the directions, control and management of all natures pertaining to school affairs, including business administration since all aspects of business affairs may be considered with educational end.

Assessment is the approval of the extent of the attainment of the objectives of Basic Education Curriculum, factors affecting the implementation of BEC,

problems encountered by teachers in the implementation of RBEC, adequacy of facilities.

Curriculum is the sum of all learning experiences and resources that are purposely selected, organized ad implemented by DepEd in pursuit of its peculiar mandate as distinct instruction of learning and human development.

Deductive method refers to the method used in teaching that is from general to specific.

Educational Attainment refers to the training and the latest degree attained by the teachers of the public elementary school. Degrees obtained may be bachelor's, master's or doctoral.

Educational innovation refers to the introduction of new ideas, strategies and learning structure in the curriculum of the department of Education.

Educational Thrust refers to the major areas of concern in the field of education intended to promote social change and economic progress.

Implementation is a term to signify the ways or means of carrying out a particular program or project to attain desired objective or goal.

Instruction relates to the art of imparting knowledge to a child or a group of learners.

Instructional Facilities refer to the materials and equipment used in enhancing the development of skills, knowledge and desirable personal attitude among students.

Instructional materials are instructional materials of teachers to motivate their pupils in their teaching to participate in class.

Inductive method refers to the method used in teaching elementary subjects that is from specific to general.

In-Service Training is a set of activities that are programmed for staff development with the goal of upgrading and improving competencies and effectiveness.

Method of teaching is a systematic pattern on tested steps to be followed by teachers in teaching the particular subject.

Motivation is the process of arousing and stimulating the interest of students to work or cooperate towards the desired goals.

Problems Encountered is a perplexing situation which may hamper teaching learning situations.

Problem method is a process in which the teacher develops the thinking and reasoning ability of pupils in arriving at a rational solution to the problem.

RBEC is an acronym of Restructured Basic Education Curriculum

Supervision It involves an expert's technical services, primarily aimed to studying and improving cooperatively all factors that enhance educational growth and development.

Teaching strategies are the methods and techniques used in the implementation of Restructured Basic Education Curriculum.

Hypotheses of the Study

Basing on the objectives of the study, the following are the hypothesis for testing.

1. There is a significant difference in the extent of attainment of the Restructured Basic Education Curriculum objectives when the hypothesized mean value of 2 is compared to sample mean..

2.There are significant differences in the extent of attainment in the implementation of the contents of Restructured Basic Education Curriculum.

3. There are significant differences in the degree of effectiveness of methods and strategies used in Restructured Basic Education Curriculum.

4. There are significant differences in the degree of seriousness of problems encountered in the implementation of Basic Education Curriculum.

5. The profile of the respondent's significantly influences the attainment of objectives of Restructured Basic Education Curriculum.

6. There are significant effects of the profile of the respondents to the methods and strategies used in the implementation of Restructured Basic Education Curriculum.

METHODOLOGY

Locale of the Study

The study was conducted in the public elementary schools of Baguio City during the school year 2006-2007 in order to find out the degree of attainment of objectives of the Restructured Basic Education Curriculum, the extent of implementation on the contents of Restructured Basic Education Curriculum, the methods/strategies used in Restructured Basic Education Curriculum, and problems encountered in the implementation of Restructured Basic Education Curriculum.

Respondents of the Study

The respondents of the study are composed of Grades I to V public elementary school teachers of district I, District II, and District III of Baguio City. They were chosen as respondents because they are implementers of the program in order to provide accurate and concrete information needed by the research. There are 252 respondents presented in table 2, 3, 4, and 5.

Table 2 presents the respondents by school, table 3 according to age bracket, table 4 according to gender and table 5 according to educational attainment. The above profiles were necessary because they could be the variables that intervene between the independent and dependent variables.

Table 2. Distribution of Respondents According to Schools

SCHOOLS	NUMBER OF RESPONDENTS
District I	
Baguio Central School	15
Josefa Cariño Elementary School	13
Quezon Hill Elementary School	13
Aguinaldo Elementary School	11
Pacday Quiño Elementary School	12
District II	
Special Education Center (SPED)	12
Quezon Elementary School	12
Loakan Elementary School	12
Rizal Elementary School	13
San Vicente Elementary School	15
District III	
Lucban Elementary School	25
Bonifacio Elementary School	20
Pinsao Elementary School	15
Magsaysay Elementary School	10
Alfonso Tabora Elementary School	12
Doña Aurora Elementary School	15
Doña Nicasia Elementary School	15
Don Mariano Marcos Elementary School	12
Total	252

Socio- demographic Profile
of the respondents

Age

Table 3 shows the age of respondents. As shown in the table, majority of the respondents age range from 20-40 years old. Many range from age 41-50 years old, some from 51-60 years old and few from 61-up.

The findings indicate that most of the teachers started teaching early. It also points out that most of them entered the teaching profession just after graduation.

Table 3. Age of Respondents

AGE	RESPONDENTS		
	N	%	R
20-40	123	49	1
41-50	61	24	2
51-60	41	16	3
61-up	27	11	4
Total	252	100	
Mean	63		

Gender

Table 4 presents the sex of respondents. A majority of the respondents are females and few are males. Total respondents are 252 and mean is 126.

The findings imply that females out number males in the teaching profession. The reason to the ratio is that females prefer to teach, most especially in the elementary level. The findings jibes with the statement of Angway (2005) that females prefer to teach in the elementary because they have intimate feeling of being a mother and that teachers are considered as the second parent of the children.

Table 4. Gender of Respondents

GENDER	RESPONDENTS	
	N	%
Male	72	29
Female	180	72
Total	252	100
Mean	162	

Educational Attainment:

Table 5, shows the educational attainment of respondents, 68 percent of the respondents obtained a Bachelor's degree, 24 percent with Master's degree, and 8 percent has doctoral degree.

Table 5. Educational Attainment

EDUCATIONAL ATTAINMENT	RESPONDENTS N	%	R
Bachelor's Degree	171	68	1
Master's Degree	61	24	2
Doctoral degree	20	8	3
Total	252	100	
Mean	84		

It may be inferred from the findings that teachers wanted to be developed professionally, not only in terms of trainings but also in terms of pursuing post graduate studies. This finding is in accord with Reis (1961) that, the higher the educational attainment, the higher the level of role performance. This is so because both knowledge and intelligence, which are correlated with educational attainment, may influence an individual's perception of his role.

Instrumentation

The study used the descriptive-survey method. The researcher primarily used a questionnaire as main data- gathering tool. The tool consisted of questions relating to the respondents' personal profile, the degree of attainment of objectives of RBEC, the extent of implementation of the contents of RBEC , the level of effectiveness of the methods and strategies used in the implementation of RBEC and degree of seriousness of problems encountered by the respondents in the implementation of RBEC . The test questionnaire was based on the test questionnaires of Wacnang (1993) who studied on the Implementation of New Elementary School curriculum in Mountain Province.

Data Gathering Procedure

The researcher first requested a written permission from the schools division superintendent of Baguio City before the questionnaires were administered to the different districts. Upon receipt of the approval of the request, the questionnaires were given personally by the researcher to the respondents during the third week of July 2006. The fill-out questionnaires were retrieved during the last week of July 2006. Permission and assistance from the different district school heads of the different respondents were sought.

Statistical Treatment of the Data

The data gathered were classified, tallied, and tabulated for statistical computation. For the extent of the attainment of the RBEC objectives, the following values were used. Where;

Assigned Values: 3- Very Much Attained (VMA)
2- Moderately Attained (MA)
1- Not Attained (NA)

The statistical tools used were the descriptive statistics and analysis of variance and the formula used was the Friedman's two-way analysis of variety by ranks:

$$X^2r = \frac{12}{NK(K+1)} E(ERj)^2 - 3N(K+1)$$

Where: X^2r Friedman's two-way ANOVA by ranks; N= number of rows; K=number of column.

RESULTS AND DISCUSSION

This portion presents the discussion of the findings of the study which includes the degree of attainment of objectives of Restructured Basic Education Curriculum, the degree of implementation of the contents of Restructured Basic Education curriculum, the degree of effectiveness of methods and strategies used in Restructured Basic Education Curriculum, the problems encountered in the implementation of Restructured Basic Education Curriculum, the influence of gender, age and educational attainment in the implementation of the contents of Restructured Basic Education Curriculum and the influence of gender, age, and educational attainment in the methods and strategies in the implementation of Restructured Basic Education Curriculum.

Degree of attainment of objectives of Restructured Basic Education Curriculum

Presented in this section is the degree of attainment of objectives of RBEC. The degree of attainment of objectives was described using the scale where 3, very much attained; 2, moderately attained; 1, not attained.

Table 6 presents the objectives of RBEC. All the objectives mentioned were perceived to be moderately attained as indicated by a total mean of 2.44.

Table 6. Level of Attainment of the Objective of RBEC

OBJECTIVES		DESCRIPTION
1. Provide the knowledge and develop the skills, attitudes, and values essential for personal development, a productive life and constructive engagement with a changing social milieu	2.4	Moderately Attained
2. Provide learning experiences that increase the child's awareness of and responsiveness to the just demand of the society;	2.5	Moderately Attained
3. Promote and intensify awareness of identification with, and love for our nation and the community to which the learner belongs;	2.5	Moderately Attained
4. Promote experiences that develop the learner's orientation to the world of work and prepare the learner to engage in honest and gainful work.	2.35	Moderately Attained
Total	9.75	
Mean	2.44	

tc = .0668 t, 05= 3.182 Not Significant

Legend: Range
2.51 to 3.0- Very Much Attained
1.51 to 2.5- Moderately Attained
1.0 to 1.50- Not Attained

Among the objectives of RBEC, Provides learning experiences that increase the child's awareness of and responsiveness to the just demands of society ; and promote and intensify awareness of identification with love for one's nation and the community to which the learner belongs got the highest mean with 2.5 respectively.

The data show that teachers give priority on teaching pupils on how to cope up with the risky characteristic of the society. Giddens (1996) stated in his book that risk is not the same as hazard or danger. Risk refers to hazards that are actively assessed in relation to future possibilities. It comes into wide usage only in a society that is future oriented.

Further, it also shows that teachers emphasized nationalism. Such objective was attained since one content of RBEC is Makabayan wherein the learners will learn love of country, heroism and appreciation of heroes, appreciation of cultural heritage, democracy, freedom and responsibility. Another reason for the attainment is that teachers were guided by the 1997 constitution which states that all educational institutions shall inculcate patriotism, foster love of humanity, respect for human rights, appreciation of role of national heroes in the historical development of the country , teach the duties and rights of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage creativeness and critical thinking, broaden scientific and technological knowledge and promote vocational efficiency.

Next, was to provide the knowledge and develop the skills, attitudes and values essential for personal development, a productive life, and constructive engagement with a changing milieu, with a mean of 2.4 which is also moderately attained and the least was to promote experiences that develop the learner's orientation to the world of work and prepare the learner to engage in honest and gainful work. It was perceived by the respondents to be least maybe due to the reason that at the learners at their age should not be engaging in any forms of work that can be leading to child abuse. As stated in the family code that children has the right to enjoy life and not to be exposed from heavy works.

As a whole, table 6 revealed that all the objectives were moderately attained by the teachers of the different district of Baguio City. The teacher's degree of attainment of the objectives of RBEC did not significantly differ as shown by the computed value t-test value of 0.668 which is lower than the tabular value which is 3.82 at 0.05 level of significance. Therefore the hypothesis, that there is significant difference in the extent of attainment of the objectives of RBEC is rejected.

Implementation on
the Contents of RBEC

The contents of RBEC were increased time allotment in the academic subjects, values are integrated in all subjects, MSEP is integrated in Sibika at Kultura, Makabayan composed of social Studies, EPP, and MSEP. Further, Makabayan used

Table 7. Extent of implementation of the contents of RBEC

CONTENTS OF RBEC	WEIGHTED MEAN	DECRIPTION
1. Increase time allotment in the academic subjects.	2.6	Fully Implemented
2. Values are integrated in all subjects.	2.7	Fully Implemented
3. MSEP is integrated in Sibika at Kultura.	2.4	Moderately Implemented
4. Makabayan is composed of Social Studies, EPP and MSEP.	2.6	Fully Implemented
5. Makabayan used integrated units of learning tasks which will enable the learner to personally, assimilate, and systematically practice a wide range of values and life skills including work skills and work ethics.	2.6	Fully Implemented
6. Utilization of collaborative teaching (teachers of different discipline plan teach together) among teachers in Makabayan.	2.3	Moderately Implemented
7. Utilization of interactive teaching-learning process wherein more reciprocal interaction between students and teachers between students themselves (Collaborative learning) are required.	2.4	Moderately Implemented
Average	2.51	

tc= 4.498 t .05= 2.447 Significant

Legend:
2.51 to 3.0 = Fully Implemented (FI)
1.51 to 2.50 = Moderately Implemented (MI)
1.0 to 1.50 = Not Implemented (NI)

integrated units of learning tasks which enable the learner to personally assimilate and systematically practice a wide range of values and life skills including work skills and work ethics, utilization of collaborative teaching among teachers in Makabayan, and utilization of interactive teaching learning process wherein more reciprocal interaction between students and teachers between themselves are required.

Table 7 shows the extent of implementation of the contents of RBEC. Among the contents of RBEC, values are integrated in all subjects got the highest mean of 2.7 which is describe as fully implemented.

Based on the findings, it can be inferred that teachers give importance in integrating values in their subject. It also implies that teachers want to develop the learners not only of concepts and skills but also of values which are very much needed with the kind of learners we have today Quinan (2000) citing Beltran (1987) stated that the quality of the populace has deteriorated morally and spiritually as indicated by rampant stealing, kidnapping, sexual harassment and graft and corruption. Our sense of values has degenerated to a level very much lower than that of the pre-war standards. He further stated that it seems that people have cast aside the noble ideals and desirable values which the school has taught them.

The above idea is supported by Paglilauan (1987) who said:

> ……in our generation today, there seems to be moral degeneration instead of moral regeneration evidenced by daily news report of killing, robberies, kidnapping, rapes, gangsterism, swindling, murder early pregnancies and the like.

In compliance with the constitutional provision on moral regeneration, one of the emphasis in the New Elementary Curriculum is the development of values. This is important, according to Eleazar (1985), because one would like to develop the child into a Filipino who is prepared to discharge roles as an enlightened, disciplined, self – reliant, God loving, and creative, versatile and productive citizen in a national community. DECS Order No. 6 1998 stated two general approaches in the development of values: integrating values in different subject areas, or teaching values as a separate subject.

Cuyan (2005) citing Badal (1980) made a study on the integration of moral values in the school curriculum as viewed by the school administrators, teachers, and parents in terms of strategies, importance and time. His findings indicated that moral values are integrated in the school curriculum through examples, poems, songs, proverbs, role playing and dramatization.

The findings is supported by Quinan (2000) in her study revealed that values can be integrated in HELE. Another study by Palileng (1999) mentioned that values were always integrated in Physics lessons of the students.

Having values integrated in all subjects there was increase time allotment in the academic subjects, Makabayan composed of Social Studies EPP and MSEP and Makabayan used integrated units with a mean of 2.6 respectively. Findings show that time allotment in all academic subjects were increased was fully implemented to give adequate time for the academic subjects, to enable adequate understanding of every lesson, and include literacy.

MSEP is integrated in Sibika and Kultura and Utilization of collaborative teaching was rated as 2.4 which is moderately attained. It can be inferred that teachers have limited knowledge of strategies on how to integrate music in Sibika and Kultura and limited knowledge in utilization of interactive teaching. The least implemented content with a mean of 2.3 is the utilization of collaborative teaching. The results show that teachers teaching Makabayan seldom plan to share knowledge and resources with each other which can be attributed with some factors like lack of teachers, schedule of teachers' conflicts, too much paper work burden teachers so instead of planning and sharing ideas do paper work first.

Analysis of the mean on the extent of implementation of the contents of RBEC through t-test revealed that the computed value which is 4.498, is higher than the critical ratio which is 2.447 at 0.05level of significance leads to the acceptance of the hypothesis that there is significant difference in the extent of implementation of the contents of RBEC.

Methods and Strategies used
in the implementation of RBEC

This section of the study presents the different methods and strategies used in the implementation of Restructured Basic Education Curriculum as perceived by the respondents.

Table 8 –A shows the methods used in RBEC. Almost all the enumerated methods are perceived to be moderately effective. The very effective method as perceived by the respondents was inductive method with a mean of 2.6.The finding shows that among the 8 mentioned method, inductive which is from specific to general is the very effective method when it comes to the implementation of RBEC.

Table 8.-A Methods used in Restructured Basic Education Curriculum

METHODS	WEIGHTED MEAN	DESCRIPTION
1. Inductive method	2.6	Very Effective
2. Deductive method	2.4	Moderately Effective
3. Lecture method	2.2	Moderately Effective
4. Project method	2.3	Moderately Effective
5. Laboratory/Experiment	2.3	Moderately Effective
6. Problem method	2.4	Moderately Effective
7. Modular method	2.2	Moderately Effective
8. Integrative method	2.5	Moderately Effective
Average	2.36	Moderately Effective
tc = 0.561	t .05 = 2.365	Not Significant

Legend: Range
2.51 to 3.0 = Very Effective
1.51 to 2.50 = Moderately Effective
1.0 to 1.50 = Ineffective

The findings substantiate the result of Malicdan (2000) in her study revealed that the very effective method in teaching mathematics 1 is inductive method. She stated that the greatest value of inductive method lies in the fact that the child learns chiefly through his own activity . He observes the cases, compares them, analyzes them then draws his own conclusion. Whatever he learns through induction is more permanently retained because it utilizes repetition and many examples are taken up.

Another study that supports the above findings was the study of Quipot (2005). Her study revealed that inductive method is the method leading in rank when it comes to teaching elementary science.

The next method with a mean of 2.5 is integrative method. Integrative method was perceived by the teachers as the second among the methods because in integrative method of teaching shifts the focus of instruction from discrete subjects toward issues in the real world, it is also an educational movement that lets questioning and problem solving, rather than the structure of the academic disciplines and the process of acquiring knowledge and skills.

Vicencio (2002) pointed in her speech during their round table discussion in "Point of Awareness" that integration of subjects under the new curriculum deemed beneficial as it will provide a holistic context for learning.

Pasigpasigan (2002) further stressed that integration will allow learners to recognize and articulate relationships among subject matters, and apply learning from one context to another.

Followed by integrative method are deductive method, problem method, project method, laboratory method, lecture method, and modular method.

Almost all the methods mentioned are perceived to be moderately effective as revealed by the total mean of 2.36.

The computed t-test value which is 0.561 is lower than the tabular value of 2.365 at 0.05 level of significance. The hypothesis that there are significant differences of methods used in RBEC is rejected.

Table 8-B shows the strategies used in RBEC. The commonly used strategies are role modeling and demonstration with a mean of 2.6 respectively. Role modeling is very effective in delivering the contents of RBEC may be because learners learn more easily when they see and if it is being demonstrated by their teachers. Quisumbing (1987) stated that the most important strategy in values education is role modeling where one has to exemplify what he teaches. Another study that corroborates with the above finding is the study of Launita (1998) cited by Lubuatan (1998) stating that role modeling is the as most effective strategy in teaching values.

Furthermore, the teachers in Baguio city perceived film showing , reporting, word mapping, and field trip as least preferred when it comes to strategies used in the implementation of RBEC.

The computed t-test value which is 11.85 is higher than the tabular value of 2.571 at 0.05 level of significance. The hypothesis that there are significant differences of strategies used in RBEC is accepted.

Table 8-B. Strategies used in Restructured Basic Education Curriculum

STRATEGIES	WEIGHTED MEAN	DESCRIPTION
1. Film Showing	2.4	Moderately Effective
2 Role Modeling	2.6	Very Effective
3. Reporting	2.4	Moderately Effective
4. Word Mapping	2.4	Moderately Effective
5. Demonstration	2.6	Very Effective
6. Field Trip	2.4	Moderately Effective
Total	2.5	

tc = 11.85 t.05 = 2.571 Significant

Legend: Range

2.51 to 3.0 = Very Effective (VE)

1.51 to 2.5 = Moderately Effective (ME)

1.0 to 1.50 = Ineffective (IE)

Problems encountered in the implementation of RBEC

Table 9 presents the problems encountered in the implementation of RBEC. The problems are perceived to be not a problem, moderately serious and very serious.

All the problems mentioned are moderately serious as indicated by a total mean of 2.08. Leading are student inattentiveness, big enrollment per class, no laboratory workshop, lack of funds with a weighted mean of 2.4 respectively are the leading problems. Following are inadequate instructional materials, some contents of RBEC

textbooks are not relevant to the needs of the students, time allotment for academic subjects is not enough or too short with a weighted mean of 2.1, followed by irregular attendance of students, lack of seminars/trainings in the implementation of RBEC with a weighted mean of 2.0, lack administrative support, and inadequate knowledge of methods and strategies in the implementation of RBEC with a weighted mean of 1.9 respectively, and unawareness of the objectives of RBC and negative attitudes towards curriculum with a weighted mean of 1.7 respectively.

There were other problems mentioned by the teachers such as, poor study working habits of pupils, to much paperwork for teachers, lesson planning of teachers consume much time instead of preparing teaching aids. Bayao (2004) citing Absum (1959) referred to by Langbis (1995) enumerated the failures in the educational system as caused by lack of materials, language difficulty, big class sizes, double-single lesson plan and deficit in curriculum.

Despite the differences of weighted means, table 9 reflects the t-test result, which shows that there are no significant differences among the problems in the implementation of RBEC. This is affirmed by the tabular value of 1.143 which is lesser than the critical ration which is2.571 at 0.05 level of significance.

Table 9. Problems Encountered in the Implementation of Restructured Basic Education Curriculum

PROBLEMS	WEIGHTED MEAN	DESCRIPTION
1. Unaware of the objectives of BEC	1.7	Moderately Serious
2. Inadequate instructional materials	2.1	Moderately Serious
3. Some contents of the BEC textbooks are not relevant to the needs of the students	2.1	Moderately Serious
4. Irregular attendance of students	2.0	Moderately Serious
5. Student's inattentiveness and restlessness	2.4	Moderately Serious
6. Time allotment for academic subject is not enough or too short	2.1	Moderately Serious
7. Big enrollment per class	2.4	Moderately Serious
8. No laboratory or workshop	2.4	Moderately Serious
9. Lack of seminars/ trainings in the implementation of BEC	2.0	Moderately Serious
10. Negative attitudes towards curriculum	1.7	Moderately Serious
11. Lack of administrative support	1.9	Moderately Serious
12. Lack of Funds	2.4	Moderately Serious
13. Inadequate knowledge of methods, strategies and techniques in the implementation of BEC	1.9	Moderately Serious
Average	2.08	
tc = 1.143	t.05 = 2.179	Not Significant

Legend
2.51 to 3.00 = Very Serious (VS)
2.51 to 2.50 = Moderately Serious
1.0 to 1.50 = Not a Problem

This result indicates that there are problems met by teachers that are existing in the implementation of Restructured Basic Curriculum although they do not perceive it as serious.

Extent of Influence of Gender
of Respondents to the Level of
Implementation of Contents of RBEC.

Table 10 presents the influence of gender of respondents to the level of implementation of the contents of RBEC. To determine if the influence of gender in the level of implementation on the contents of RBEC is significant or not significant, the data were subjected to t- test. The computed value which is 0.13 is less than the critical ration at .05 level of significance which is 1.179. This means that there is no significant difference of gender in the implementation of contents of RBEC. The hypothesis that there is significant difference in the extent of attainment in the implementation of the contents of RBEC is rejected.

This implies that gender whether male or female, does not influence in the implementation of the contents of RBEC.

Table 10. Extent of influence of gender of respondents to the level of implementation of Restructured Basic Education Curriculum

CONTENTS	GENDER	
	MALE	FEMALE
1. Increase time allotment in all academic subjects	2.6	2.6
2. Values is integrated in all subjects	2.6	2.7
3. MSEP is integrated in Sibika at Kultura	2.4	2.4
4. Makabayan composed of Social Studies, E.P.P., MSEP	2.5	2.7
5. Makabayan used integrated units of learning tasks which will enable the learner to personally assimililate, and systematically practice a wide range of values and life skills including work.	2.5	2.6
6. Utilization of collaborative teaching (teachers of different discipline plan and teach together)	2.4	2.2
7. Utilization of interactive teaching-learning process wherein more reciprocal interaction between students and teachers and between students themselves (collaborative learning) are required	2.4	2.4
Average	2.486	2.514
tc = 0.13	t .05 = 2.179	Not Significant

Legend:
2.51 to 3.0 = Fully Implemented (FI)

1.51 to 2.50 = Moderately Implemented (MI)

1.0 to 1.50 = Not Implemented (NI)

Extent of Influence of Age of Respondents
to the level of implementation of contents of RBEC.

Table 11 shows the influence of age of respondents to the level of implementation of contents of RBEC. As gleaned on the table, age has significant influence to the level of implementation of contents of RBEC, since the result computed x^2r of 14.83 using the Friedman Anova is greater than the tabular x^2r, which is 7.481, at 0.05 level of significance. Thus the hypothesis that there are significant differences on the age of respondents to the level of implementation of the contents of RBEC is accepted.

The result implies that the older the teacher has the higher level of performance in relation to the implementation of the content of RBEC. This is so because as the teacher grows older, his/her personality views also change. If his/her growth is coupled with professional development, then changes will take place, not only in appearance but also in behavior, habits motivation, biological make-up and cognitive abilities.

Furthermore, according to Peterson (1991), as cited by Landacan (2001) characterized middle adulthood is a stage of self assessment. In terms of work, older workers like what they do better than younger worker. Older workers usually have better jobs with more influence and greater challenges. In addition, they evaluate their jobs in terms of extrinsic characteristics such as salary, benefits, and security which usually increase the longer they hold the job.

Table 11. Extent of influence of age of respondents to the level of implementation of contents of Restructured Basic Education Curriculum

CONTENTS	AGE BRACKET			
	20-40	41-50	51-60	60-up
1. Increase time allotment in all academic subjects	2.6	2.6	2.7	2.6
2. Values is integrated in all subjects	2.7	2.8	2.8	2.7
3. MSEP is integrated in Sibika at Kultura	2.4	2.5	2.8	2.4
4. Makabayan composed of Social Studies, E.P.P., MSEP	2.7	2.8	2.8	2.5
5. Makabayan used integrated units of learning tasks which will enable the learner to personally assimililate, and systematically practice a wide range of values and life skills including work.	2.5	2.7	2.6	2.4
6. Utilization of collaborative teaching (teachers of different discipline plan and teach together)	2.2	2.6	2.4	2.3
7. Utilization of interactive teaching-learning process wherein more reciprocal interaction between students and teachers and between students themselves (collaborative learning) are required	2.4	2.5	2.6	2.3
Average	2.5	2.64	2.67	2.46

$x^2r = 14.83$ $x^2 .05 = 7.481$ Significant

Legend:
2.51 to 3.0 = Fully Implemented (FI)
1.51 to 2.50 = Moderately Implemented (MI)
1.0 to 1.50 = Not Implemented (NI)

Educational Attainment

Table 12 shows the effects of educational attainment on the implementation of contents of RBEC.

The result of the computed value with the use of Friedman Anova with a value of 7.36 which is higher than the tabular value of 5.991 at 0.05 level of significance which leads to the acceptance of the hypothesis that there is significant effects of educational attainment on the implementation of the contents of RBEC.

The findings imply that teachers that undergo graduate studies play an important role in the attainment on the implementation of contents of RBEC as teachers go through graduate studies they interact with other professionals on their experiences and are updated to current trends. Hence, their input will produce better output. Furthermore, going to graduate school broadens one's view and poses greater challenges.

According to Aquino (1989), as cited by Landacan (2001), the code of ethics of teachers states that mentors need to strive to broaden their professional interest. They should pursue such studies so as to improve their efficiency and maintain the prestige of the teaching profession.

Table 12. Effects of Educational Attainment on the implementation of contents of Restructured Basic Education Curriculum.

CONTENTS	EDUCATIONAL ATTAINMENT BACHELOR	MASTER'S	DOCTORAL
1. Increase time allotment in all academic subjects	2.6	2.5	2.7
2. Values is integrated in all subjects	2.7	2.6	2.8
3. MSEP is integrated in Sibika at Kultura	2.4	2.4	2.7
4. Makabayan composed of Social Studies, E.P.P., MSEP	2.6	2.7	2.7
5. Makabayan used integrated units of learning tasks which will enable the learner to personally assimililate, and systematically practice a wide range of values and life skills including work.	2.3	2.6	2.6
6. Utilization of collaborative teaching (teachers of different discipline plan and teach together)	2.2	2.5	2.5
7. Utilization of interactive teaching-learning process wherein more reciprocal interaction between students and teachers and between students themselves (collaborative learning) are required.	2.4	2.5	2.6
Average	2.46	2.54	2.66

$x^2r = 7.36$ $x^2 .05 = 5.99$ Significant

Legend:
2.51 to 3.0 = Fully Implemented (FI)
1.51 to 2.50 = Moderately Implemented (MI)
1.0 to 1.50 = Not Implemented (NI)

Effects of the profile of
the respondents to the methods and
strategies used in the implementation of RBEC.

Gender

Table 13-A and B shows the effect of gender of the respondents to the methods and strategies used to the implementation of RBEC.

The result of the computed value using t-test is lower than the tabular value at .05 level of significance which leads to the rejection of the hypothesis, that there are significant effects of gender of the respondents to the methods and strategies used to the implementation of RBEC.

Table 13. – A. Effects of gender to the methods in the implementation of RBEC

METHODS	GENDER MALE	FEMALE
1. Inductive Method	2.4	2.7
2. Deductive Method	2.3	2.4
3. lecture Method	2.2	2.2
4. Project Method	2.3	2.3
5. laboratory/ Experiment	2.3	2.3
6. Problem Method	2.3	2.4
7. Modular Method	2.2	2.2
8. Integrative Method	2.5	2.5
Average	2.31	2.38
tc = 1.167	t .05 = 2.145	Not Significant

Table 13. – B. Effects of gender to the strategies in the implementation of RBEC

STRATEGIES	GENDER FEMALE	MALE
1. Film Showing	2.4	2.4
2. Role Modeling	2.5	2.7
3. Reporting	2.3	2.4
4. Word Mapping	2.4	2.4
5. Demonstration	2.6	2.6
5. Field Trip	2.4	2.4
Average	2.43	2.48

tc = 0.797 t .05 = 2.145 Not Significant

Legend: Range

2.51 to 3.0 = Very Serious (VS)

2.51 to 2.50 = Moderately Serious (MS)

1.0 to 1.50 = Not a Problem

The finding implies that the teacher to be effective in implementing RBEC in terms of methods and strategies need not be male or female. It further implies that male and female teachers use any of the methods and strategies that may be suited in the contents of RBEC. It contradicts the statement of Binay-an (2005) cited by Quipot (2005) that females are good in selecting the best methods and strategies used in teaching.

Age

Table 14-A and B presents the effect of age bracket to the methods and strategies in the implementation of RBEC. The degree of affectivity is perceived to be very effective, moderately effective and ineffective.

Table 14-A. Effects of age bracket to the methods in the implementation of RBEC.

METHODS	AGE BRACKET 20-40	41-50	51-60	60-UP
1. Inductive Method	2.6	2.7	2.7	2.7
2. Deductive Method	2.3	2.4	2.5	2.4
3. Lecture Method	2.2	2.2	2.3	2.3
4. Project Method	2.4	2.1	2.5	2.3
5. Laboratory/ Experiment	2.4	2.4	2.3	2.1
6. Problem Method	2.3	2.3	2.4	2.0
7. Modular Method	2.3	2.2	2.3	2.1
8. Integrative Method	2.5	2.5	2.5	2.3
Average	2.71	2.69	2.79	2.59

$x^2r = 7.425$ $x^2 .05 = 7.815$ Not Significant

The result of the computed value with the use of Friedman Anova the value obtained which is 5.423 is lower than the tabular value of 7.815 at 0.05 level of significance. Therefore, the hypothesis that there is significant effect of age to the methods and strategies used in the implementation of RBEC is rejected. The finding

implies that young and old teachers can use the methods and strategies effectively in the implementation of RBEC

Table 14-B. Effect of age bracket to the strategies in the implementation of RBEC.

	AGE BRACKET			
	20-40	41-50	51-60	60-UP
STRATEGIES				
1. Film Showing	2.5	2.4	2.2	2.3
2. Role Modeling	2.7	2.7	2.5	2.6
3. Reporting	2.4	2.4	2.4	2.6
4. Word Mapping	2.5	2.5	2.4	2.4
5. Demonstration	2.7	2.4	2.6	2.4
5. Field Trip	2.5	2.5	2.2	2.1
Average	2.55	2.48	2.38	2.4

$x^2r = 5.423$ $x^2r .05 = 7.815$ Not Significant

Legend: Range

2.51 to 3.0 = Very Serious (VS)

2.51 to 2.50 = Moderately Serious (MS)

1.0 to 1.50 = Not a Problem

Educational Attainment

As gleaned in table 15, on the effect of educational attainment to the methods and strategies used in RBEC, on the methods used as shown in the computed value with the use of

Friedman Anova which is 6.64 shows that it is higher than the tabular value of 5.911 at 0.05 level of significance, therefore, the hypothesis that there is significant effect of

Table 15-A Effects of educational attainment to the methods used in RBEC

METHODS	EDUCATIONAL ATTAINMENT		
	BACHELOR	MASTER'S	DOCTORAL
1. Inductive Method	2.6	2.6	2.7
2. Deductive Method	2.3	2.5	2.5
3. Lecture Method	1.5	2.2	2.5
4. Project Method	1.6	2.4	2.2
5. Laboratory/ Experiment	2.3	2.6	2.3
6. Problem Method	23	2.4	2.2
7. Modular Method	2.2	2.5	2.3
8. Integrative Method	2.5	2.6	2.5
Average	2.16	2.46	2.4

$x^2r = 6.64$ $x^2 .05 = 5.911$ Significant

educational attainment as to methods is accepted. However, as to strategies, the effect of educational attainment is rejected since the computed value which is 1.56 is lower than the tabular value of 5.911 at 0.05 level of significance.

The finding implies that when it comes to methods used in the implementation of RBEC, teachers who taught for number of years mastered the method as a result their experiences they had already designed the strategies to be use in order for the pupils to understand the topic.

Table 15-B Effects of educational attainment to the strategies used in RBEC

	EDUCATIONAL ATTAINMENT		
STRATEGIES	BACHELOR	MASTER'S	DOCTORAL
1. Film Showing	2.4	2.5	2.4
2. Role Modeling	2.6	2.7	2.6
3. Reporting	2.4	2.4	2.7
4. Word Mapping	2.4	2.4	2.6
5. Demonstration	2.6	2.6	2.5
5. Field Trip	2.4	2.5	2.3
Average	2.47	2.52	2.52

$x^2r = 1.58$ $x^2 .05 = 5.911$ Not Significant

Legend: Range

2.51 to 3.0 = Very Serious (VS)

2.51 to 2.50 = Moderately Serious (MS)

1.0 to 1.50 = Not a Problem

Bacdayan's (2001) findings corroborate with this study's findings that teachers who stayed longer in their job are more experienced in the implementation of methods in teaching. He further claimed that new teachers have less in-service trainings and experiences than older teachers.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study dealt with the determining the status of the implementation of Restructured Basic Education Curriculum (RBEC in public Elementary Schools of Baguio City. Specifically, tried to determine the degree of attainment of objectives of RBEC, extent of implementation of the contents of RBEC, degree of effectiveness of methods and strategies used in the implementation of the RBEC, problems encountered in the implementation of the RBEC, the influence of the profile of the respondents to the extent of implementation of RBEC and the influence of the profile of the respondents to methods and strategies used in the implementation of RBEC.

The study was conducted in the public elementary schools of District I, II, and III in Baguio City, these elementary schools were as follows, District I; Baguio Central School, Josepha Cariño Elementary School, Quezon Hill Elementary School, Aguinaldo Elementary School, Pacday Quiño Elementary School. District II; Special Education Center (SPED), Quezon Elementary School, Loakan Elementary School, Rizal Elementary School, San Vicente Elementary School. District III; Lucban Elementary

School, Bonifacio Elementary School, Pinsao Elementary School, Magsaysay Elementary School, Alfonso Tabora Elementary School, Doña Aurora Elementary School, Doña Nicasia Elementary School, and Don Mariano Marcos Elementary School.

The data gathered used the survey Questionnaires. It was treated through percentage, weighted mean, ranking, descriptive analysis, t-test and Friedman's two-way ANOVA Test at 0.05 level of significance.

The salient findings are as follows:

1. The level of attainment of the objective or Restructured Basic Education Curriculum is moderately attained.

2. Generally, the extent of implementation on the contents of RBEC is fully implemented. The leading content of RBEC that is fully implemented is the integration of values in all subjects. The least is the utilization of collaborative teaching among teachers in Makabayan.

3. The most effective method used in the implementation of RBEC is inductive method and the common strategies used by teachers are role modeling and demonstration.

4. The degree of seriousness of problem encountered in the implementation of RBEC is perceived by the teachers as moderately serious.

5. There is no significant influence of the variable, gender to the level of implementation of contents of RBEC. However, age and educational attainment significantly influence the implementation of the contents of RBEC.

6. Generally there is no significant effect of the profile of the respondents to the methods and strategies used in the implementation of RBEC.

Conclusions:

Based on the findings of the study, the following conclusions are drawn:

1. The teachers perceived that the objectives of the Restructured Basic Education Curriculum are moderately attained.

2. The implementation of the contents of Restructured Basic Education Curriculum as perceived by the teachers significantly differs, thus accepted at 0.05 level of significance.

3. The teachers perceived that there are no significant differences in the degree of methods used in the implementation of RBEC thus rejected at 0.05 level of significance, however in the strategies used in implementing RBEC have significant differences thus, accepted at 0.05 level of significance.

4. The teachers of Baguio City Elementary Division perceived all the problems that were presented as moderately as serious. No significant difference was observed in the degree of seriousness of problems encountered by the respondents.

5. The teachers perceived that age and educational attainment have significant influence in the attainment of implementation of the contents of RBEC; it has no significant difference in gender.

6. A. The influence of gender, age and educational attainment to methods used in the implementation of RBEC does not have significant differences.

B. Gender and age do not have significant differences in the strategies used in the implementation of RBEC; however educational attainment has significant difference in the strategies used in the implementation of RBEC.

Recommendations:

Based on the conclusions of the study, the following recommendations are forwarded:

1. The Learning Action Cells of the Division of Baguio City should regularly review or assess and address whatever weaknesses and give actions to the moderately implemented objectives.

2. Teachers should put emphasis on the moderately implemented contents of RBEC and continue applying the fully implemented content.

3 Seminar- workshops and demonstration teachings on methods and strategies should be a regular component of the Division on development plans.

4. Though the problems encountered in the implementation of RBEC is moderately serious, these should be given attention by concerned officials to minimize the problems.

5. Teachers should explore other effective strategies in implementing the contents of RBEC to make their subject more interesting.

6. Teachers and Administrators should assess the strengths and weaknesses of the curriculum and give suggestions for its improvement.

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Appendix A

LETTER OF REQUEST TO ADMINISTER QUESTIONNAIRES
Republic of the Philippines
Graduate School
BENGUET STATE UNIVERSITY
La Trinidad, Benguet

June 21,2006

ELLEN B. DONATO, CESO VI
Schools Division Superintendent
Baguio Division
Baguio City

Madam:

The undersigned earnestly request your good office to allow the administering of the attached questionnaires among elementary teachers of the division to the study "Implementationof Restructured Basic Education Curriculum in Selected Elementary Schools of Baguio City."

Please rest assured that the information to be gathered will be kept confidential and will be used solely in this research.

Your favorable action on this request is highly appreciated.

Very truly yours,

HELEN L. OFO-OB DANIGOS
Researcher

Noted

CARLOS P. LUMA-ANG, Ed.D

Approved:

ELLEN B. DONATO, CESO VI

Appendix B

Republic of the Philippines
Graduate School
BENGUET STATE UNIVERSITY
La Trinidad, Benguet

June 21, 2006

Dear Respondents:

The undersigned will be conducting a research entitled: "Implementation of Restructured Basic Education Curriculum in Selected Elementary Schools of Baguio City.", as partial fulfillment of the requirements in Master of Arts in Education major in Elementary Education.

In this regard, may I request your kind assistance in answering the attached questionnaire. Rest assured that the information to be gathered will be kept confidential and will be solely used for the study.

Very truly yours,

HELEN L. OFO-OB- DANIGOS

Noted:

CARLOS P. LUMA-ANG, Ed.D
Adviser

Approved:

TESSIE M. MERESTELA, Dr.Agri
Dean, Graduate School

Appendix C

LETTER OF REQUEST TO ADMINISTER QUESTIONNAIRES
Republic of the Philippines
Graduate School
BENGUET STATE UNIVERSITY
La Trinidad, Benguet

June 21, 2006

Dr. Virginia R. Gorospe
Principal I
Dona Nicasia Puyat Elementary School

Madam;

Greeting!
The undersigned is a graduate student of Benguet State University. Presently she is conducting a research entitled: "The Implementation of Revised Basic Education Curriculum in Selected Elementary Schools of Baguio City." In partial requirements of her course, Master of Arts in Education (Elementary Education).
In view thereof, the undersigned respectfully requests permission from your good office that she be allowed to administer questionnaires to the teachers. It is hoped that the findings of this study would contribute to the improvement of the implemented curriculum.
Thank you very much!

Respectfully,

HELEN L. OFO-OB—DANIGOS

Noted:

CARLOS P. LUMA-ANG, Ed.D
Adviser

APPROVED:DR. VIRGINIA R. GOROSPE
Principal I, Doňa Nicasia Puyat Elementary School

Appendix D

Direction: Please fill the information needed below.

I. Name (Optional): _____ Age (pls. check)

_____20-40 _____Male

_____41-50 _____Female

_____51-60

_____60-up

Educational Attainment (pls. check)

_____Bachelor's Degree

_____Master's Degree

_____Doctoral Degree

II. Put check (√) on the space that corresponds to the level of attainment of objectives of the RBEC in your School.

LEGEND:

3- Very Much Attained (VMA)

2- Moderately Attained (MA)

1- Not Attained (NA)

	VMA	MA	NA
	3	2	

1.	Provide the knowledge and develop the skills, attitudes and values essential for personal development, a productive life and constructive engagement with a changing milieu.	_____	_____	_____
2.	Provide learning experiences that increase the child's awareness of responsiveness to the just demands of society.	_____	_____	_____
3.	Promote and intensify awareness identification with and love for nation and the community to which the learner belongs.	_____	_____	_____
4.	Promote experiences that develop the learner's orientation to the world of work and prepare the learner to engage in honest and gainful work.	_____	_____	_____

III. Put check (√) on the space that corresponds to the extent of implementation on the contents of RBEC.

LEGEND:

3- Fully Implemented (FI)

2- Moderately Implemented (MI)

1- Not Implemented (NI)

	FI	MI	NI
	3	2	1
1. Increase time allotment in the academic subjects.	_____	_____	_____
2. Values is integrated in all subjects.	_____	_____	_____
3. MSEP is integrated in Sibika at Kultura.	_____	_____	_____
4. Makabayan is composed of Social Studies, EPP and MSEP	_____	_____	_____
5. Makabayan used integrated units of learning tasks which will enable the learner to personally, assimilate, and systematically practice a wide	_____	_____	_____

range of values and life skills including

work skills and work ethics.

6. Utilization of collaborative teaching _____ _____ _____

(teachers of different discipline

Plan teach together) among

teachers in Makabayan.

7. Utilization of interactive teaching- _____ _____ _____

learning process wherein more

reciprocal interaction between

students and teachers between

students themselves

(Collaborative learning) are required.

IV. Indicate the level of effectiveness of the methods and strategies used in RBEC. By putting a check mark (√) on the space provided.

LEGEND:

3- Very Effective (VE)

2- Moderately Effective (ME)

1- Ineffective (IN)

Methods

	VE	ME	IN
	3	2	1
1. Inductive method	_____	_____	_____
2. Deductive method	_____	_____	_____
3. Lecture method	_____	_____	_____
4. Project method	_____	_____	_____
5. Laboratory/Experiment	_____	_____	_____
6. Problem method	_____	_____	_____
7. Modular method	_____	_____	_____
8. Integrative method	_____	_____	_____

9. Others (Specify)

_____

_____

Strategies

1. Film Showing	_____	_____	_____
2. Role Modeling	_____	_____	_____
3. Reporting	_____	_____	_____
4. Word Mapping	_____	_____	_____
5. Demonstration	_____	_____	_____
6. Field Trip	_____	_____	_____

7. Others, please specify _____

_____

V. indicate the degree of seriousness of the problems that you encountered in the implementation of the basic education curriculum by putting a check mark (√) on the space that corresponds to your perception.

LEGEND:

3- Very Serious (VS)

2- Moderately Serious (MS)

1- Not a Problem (NP)

	VS	MS	NP
	3	2	1
1. Unaware of the objectives of BEC	_____	_____	_____
2. Inadequate instructional materials	_____	_____	_____
3. Some contents of the BEC textbooks are not relevant to the needs of the students	_____	_____	_____
4. Irregular attendance of students	_____	_____	_____
5. Student's inattentiveness and Restlessness	_____	_____	_____
6. Time allotment for academic subject is not enough or too short	_____	_____	_____
7. Big enrollment per class	_____	_____	_____
8. No laboratory or workshop	_____	_____	_____
9. Lack of seminars/ trainings in	_____	_____	_____

the implementation of BEC.

10. Negative attitudes towards curriculum.	_____	_____	_____
11. Lack of administrative support	_____	_____	_____
12. Lack of Funds	_____	_____	_____
13. Inadequate knowledge of methods, strategies and techniques in the implementation of BEC	_____	_____	_____

14. Others pls. specify

_____

Thank you very much for accomplishing this questionnaire. God Bless You!

APPENDIX E

2002 BASIC EDUCATION CURRICULUM

The 2002 Basic Education Curriculum is a restructuring and not a sweeping change of the elementary and secondary curricula (NESC and NSEC).

Legal Basis for the Philippine Basic Education

The goals, objectives, structure, and content of the 2002 Curriculum are in compliance with the 1987 Constitution of the Republic of the Philippines, the 2001 Governance of Basic Education Act, and the 1982 Education Act.

The **1987 Constitution** provides the basic state policies on education, both formal and nonformal.

Article XIV, Section 1. The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.

Article XIV SECTION 2.(1). The State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society.

Article XIV Section 2 (4). The State shall encourage nonformal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of school study programs particularly those that respond to community needs.

Article XIV, Section 3 (2) states that the school:

Shall inculcate patriotism and nationalism, foster love of humanity, respect for Human rights, and appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency.

The objectives of elementary education are as follows:

1. Provide the knowledge and development skills, attitudes, and values essential for personal development, a productive life, and constructive engagement with a changing milieu;
2. Provide learning experiences that increase the child's awareness of and responsiveness to the just demands of society.
3. Promote and intensify awareness of, identification with, and love for our nation and the community to which the learner belongs.
4. Promote experiences that develop the learner's orientation to the world of work and prepares the learner to engage in honest and gainful work.

Vision of the Filipino Learner

The department of education envisions every learner to be functionally literate, equipped with life skills, appreciative of the arts and sports, and imbued with the desirable values of person who is makabayan, makatao, makakalikasan, at maka-Diyos.

Mission

In line with this vision, the DepEd has the mission to provide quality basic education that is equitably accessible to all, and to lay the foundation for lifelong learning and service for the common good.

Rationale for Curriculum Reform

A curriculum develops through a dynamic process and is a subject to periodic evaluation, which produces recommendations for modifications or even major changes. A process of reviewing the curriculum of the Philippine basic education started in 1997, which took into consideration both worldwide trends and Philippine realities.

Our Changing World. Our philosophy of education, which should be the ultimate be the ultimate basis of any curriculum design or reform, has to be relevant and responsive to our rapidly changing world. Because of instantaneous communication and mass transport today, a distant event can have an immediate impact on one's community, whose response can influence also the further unfolding of that event. Our world has become inseparably global and local or "glocal".

Our lives are being reshaped by multilateral interactions among global systems, local practices, international trends, and personal life-styles. This interlocking of the global, the local, and the personal can be smooth or rough for

communities and individuals, who respond favorably or adversely to it, and this interlocking makes local knowledge and local events no longer purely local.

We are living more and more in a world in which we filter all kinds of information and news from far and near places and we act on the basis of that filtering process everyday. Our world is increasingly constituted by information, and is one which we have to take many forward-oriented decisions. Contemporary Filipino learners are confronted with an explosion of knowledge, and they have to take stock of a daily barrage of data and commentaries from far and near sources.

This process of filtering a variety of information, however, does not necessarily involve the exercise of profound thinking, and some of the items that impress contemporary learners are trivial, irrelevant, misleading, or even dehumanizing. How can Filipino learners take advantage of the explosion of knowledge so that they can secure a life of dignity in the family, in our society, and in the community of nations? How can they discern the essential trivial, or the humanizing from the dehumanizing, in the daily barrage of information? How can they sort out from the changing mass of information the knowledge and values to become global citizens with firm local roots and with a commitment to help the Philippine society become more just humane?

We have to educate our Filipino learners to filter information critically, seek credible sources of knowledge, and use data and facts creatively so that they can survive, overcome poverty, raise their personal and national self- esteem, and realize a gracious life in our risky new world. This is a world that has become

borderless to information, commodities, financial investments, crime, terrorism, and ecological problems.

Learning Areas and Ti me Allotment

There are five learning areas for elementary. These are Filipino, English, Science, Mathematics and Makabayan.

Filipino

Filipino develops these skills: listening, speaking, reading, writing, and thinking in our national language. In grades 1-6, these specific skills shall be developed in communication situations using varied materials to the point of mastery. Children are introduced to materials such as rhymes, poems, jingles, stories, and dialogues suited to their grade. Likewise, some contents from Social Studies are used to develop the language skills.

In contrast to the previous curriculum, time allotment for Filipino in Grades 1-3 and First to Fourth Year has been increased to enable adequate understanding of every lesson and to include a variety of literary and non-literary texts in the reading and comprehension activities. After Grade 3, every learner should be able to read and understand at least simple paragraphs of varied texts in Filipino.

English

English is one of the learning areas that develop the learner's confidence and ability in using language for effective communication and critical thinking in

the real world. This basic tool subject develops these macro skills: listening, speaking, reading, writing, and thinking in English.

Listening skills include auditory discrimination and comprehension. Speaking skills cover pronunciation and use of expressions and grammatical structures, reading

skills include vocabulary development, word recognition, comprehension and study skills. Writing skills cover handwriting (in Grade 1-6) and composition.

Science

Science aims to help every Filipino learner to gain a functional understanding of scientific concepts and principles liked with real-life situations, and acquire scientific skills, attitudes and values necessary to analyze and solve day-to-day problems.

In Grade 1 and 2, simple scientific concepts and skills are taken up in English and Makabayan (Sibika at Kultura). These concepts and skills reinforce the sensory-perceptual activities introduced in eight-week curriculum during the first two months of Grade 1. Science begins as the children are taught to observe, monitor and describe their interaction with their immediate environment.

In Grade 3, the teaching of Science as a separate learning area begins. Science from Grades 3-6 includes basic health concepts, and thus the nomenclature Science and Health.

Mathematics

In contrast to previous curriculum, there is an increase in time allotment in Mathematics so us to ensure that all the lessons are finished and there will be more activities that involve practical investigation and problem-solving. Students learn more when they engage in hands-on activities, explore, discover on their own, generalize, and apply their learning to their own lives.

Mathematics in Grade 1-3 entails the learning the four fundamental operations, fractions, measurement, use of money, and their application to practical problems based

on real-life activities. In Grade 4 to 6, learners are introduced to simple algebraic concepts in preparation for Elementary Algebra in First year. Mathematics in the Secondary level returns to linear sequential approach.

Elementary Algebra in First year deals with life situations and problems involving measurement, the real number system, algebraic expressions, first degree equations, inequalities in one variable, linear equations in two variables, special products, and factoring.

Makabayan

Makabayan is learning area that serves as practice environment for holistic learning to develop a healthy personal and national self-identity. Ideally therefore, Makabayan entails the adoption of modes of integrative teaching which will enable the learner to personally process and synthesize a wide range of skills and

values (cultural, aesthetic, athletic, vocational, politico-economic, and ethical). Some of these modes of integrative teaching are described in later section of this curriculum package.

Schools are allowed to design and contextualize the implementation of Makabayan. A substantial integration of competencies and topics can be done in this learning area, but it is inevitable that such integration will neither be perfect nor total especially from Grade 4 to Fourth Year.

BIOGRAPHICAL SKETCH

The researcher was born on the 10th day of December, the tenth child of Mr. Pascual Ofo-ob and Ms. Rosa Luy-od of Bontoc Mountain Province

She completed her elementary education at Bontoc Central School, secondary education at Mountain Province General Comprehensive High School (M.P.G.C.H.S.) and finished her Bachelor of Science in Agriculture major in Plant Pathology at Benguet States University in March 1995. In addition, she took up Bachelor in Science in Education at Cordillera Career Development College in 2000.

For her experience, she worked as a promo technician of Allied Botanical Corporation while taking her educational units at CCDC. After passing the licensure examination for teachers, she was hired as elementary teacher at Cordillera Career Development College.

At present, she is happily married to Mr. Emilio Danigos Jr. of Sinipsip Buguias and blessed with one child- Justin Bray and residing at Km. 3, Balili, La Trinidad.