

# Revised Grade Four Curriculum Implementation: Benefits, Readiness, and Learners' Performance

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**Abstract:** This study assessed the level of implementation of the Revised Grade Four Curriculum in the First Congressional District, Division of Bohol for the school year 2025–2026, focusing on its benefits, teachers' and administrators' readiness, and learners' performance. A descriptive-correlational research design was employed, utilizing a modified survey questionnaire administered to 164 Grade Four teachers and 123 administrators. Data were analyzed using weighted mean and Spearman correlation to identify relationships among variables. The findings revealed that the curriculum was highly implemented (M = 3.41) and yielded a very high level of benefits (M = 3.33). Both teachers (M = 3.44) and administrators (M = 3.43) demonstrated a very high level of readiness. However, learners' performance in the National Achievement Test (NAT) showed that most students were only nearly proficient. Significant relationships were found between implementation and both benefits and readiness, while no significant relationship was observed between implementation and learners' performance. The study concludes that effective curriculum implementation is significantly associated with the perceived benefits and readiness, but its impact on student performance may not be immediate. Recommendations were

proposed to improve curriculum design, strengthen monitoring systems, and provide targeted learner interventions.

**Keywords:** Curriculum Implementation, Teachers' and Administrators' Readiness, Perceived Benefits, Learners' Performance.

## 1. Introduction

This study focuses on the implementation of the Revised Grade 4 Curriculum under the K–12 Program in the Philippines, particularly in the First Congressional District, Division of Bohol. The reform aims to enhance educational quality by promoting 21st-century skills, learner-centered instruction, and holistic development, making its implementation an important area of study.

The study is significant as it provides evidence on how effectively the curriculum is implemented and how it influences teachers, administrators, and learners. Understanding readiness,

Table 1  
Level of implementation of the revised grade 4 curriculum

Implementation Dimensions	Weighted Mean	Description Interpretation
<b>1.1 Curriculum Design and Content</b>		
<i>As a Grade Four teacher, I</i>		
1.ensure that the revised curriculum aligns with the national educational standards.	3.29	Highly Implemented
2.formulate clear and attainable learning objectives based on the Revised Curriculum.	3.34	Highly Implemented
3.promote critical thinking and problem-solving skills through curriculum implementation.	3.40	Highly Implemented
4.integrate academic, social, and emotional learning in a balanced manner.	3.23	Implemented
5.provide opportunities for learners to apply knowledge and skills in real-life situations.	3.35	Highly Implemented
Composite Mean	3.32	Highly Implemented
<b>1.2 Teaching and Learning Enhancement</b>		
<i>As a Grade Four teacher, I</i>		
1.apply teaching methods from the Revised Curriculum to enhance student engagement.	3.60	Highly Implemented
2.facilitate collaborative learning effectively through curriculum-based activities.	3.50	Highly Implemented
3.implement experiential learning opportunities provided in the curriculum.	3.37	Highly Implemented
4.adapt teaching approaches to address diverse learning styles.	3.49	Highly Implemented
5.evaluate the effectiveness of the curriculum through a systematic approach.	3.28	Highly Implemented
Composite Mean	3.45	Highly Implemented
<b>1.3 Implementation and Support</b>		
<i>As a Grade Four teacher, I</i>		
1.promote students' cultural awareness and appreciation of diversity through curriculum activities.	3.60	Highly Implemented
2.apply a systematic approach in evaluating the curriculum's effectiveness.	3.53	Highly Implemented
3.gather and utilize student feedback to enhance curriculum implementation.	3.52	Highly Implemented
4.provide constructive feedback to support the curriculum's continuous improvement.	3.34	Highly Implemented
5.collaborate with teachers, students, and administrators to sustain effective implementation and improvement.	3.44	Highly Implemented
Composite Mean	3.48	Highly Implemented
Overall Composite Mean	3.41	Highly Implemented

perceived benefits, and learner performance can help improve policies, teaching practices, and professional development.

Previous studies emphasize that teacher readiness and administrative support are key to successful curriculum reform. Veloo et al. (2015) found that teachers' preparedness affects instructional effectiveness, while Fullan and Rogers highlight the importance of leadership, collaboration, and perceived benefits in implementing change. However, challenges in training, resources, and alignment remain.

Despite existing research, gaps remain in understanding the link between curriculum implementation and learners' performance, particularly in local contexts. This study addresses these gaps by examining the level of implementation, its benefits, readiness of teachers and administrators, and their relationship to learners' performance in public elementary schools in Bohol.

## 2. Methodology

This study utilized a descriptive–correlational research design to examine the implementation of the Revised Grade 4

Curriculum and its relationship with benefits, readiness, and learners' performance. It was conducted in the First Congressional District, Division of Bohol, selected for its early implementation of the revised curriculum.

The respondents included 164 Grade 4 teachers and 123 administrators, selected through purposive sampling. Data were gathered using a modified questionnaire with a 4-point Likert scale, while learners' performance was based on National Achievement Test (NAT) results.

Data collection involved securing permissions, pilot testing, and administering the survey. The data were analyzed using weighted mean and Spearman Rank-Order Correlation to determine levels and relationships among variables.

## 3. Results and Discussion

Table 1 revealed that the Revised Grade 4 Curriculum is highly implemented, with an overall mean of 3.41. Teachers demonstrated strong performance in curriculum design, teaching strategies, and implementation support, indicating that the reform has been effectively integrated into classroom

Table 2  
Level of benefits in the implementation of the revised grade 4 curriculum

Benefits Dimensions	Weighted Mean	Description Interpretation
<b>2.1 Relative Advantage</b>		
<i>As a Grade Four teacher, I</i>		
1.revise curriculum to improve my students' learning outcomes.	3.39	Very High Level
2.implement the revised curriculum make my teaching more effective.	3.41	Very High Level
3.provide clearer goals and expectations compared with the previous curriculum.	3.44	Very High Level
4.use the revised curriculum to save my time in planning and assessment.	3.25	High Level
5.offer advantages that make adopting it worthwhile for my classroom.	3.36	Very High Level
Composite Mean	3.37	Very High Level
<b>2.2 Compatibility</b>		
<i>As a Grade Four teacher, I</i>		
1.align the goals of the Revised Curriculum with my personal teaching beliefs and values.	3.61	Very High Level
2.match well with the learning needs of my students.	3.52	Very High Level
3.match the curriculum with the teaching methods I already use.	3.40	Very High Level
4.adapt the resources and activities in the curriculum to fit the context of my school.	3.55	Very High Level
5.revise curriculum that fits with the standards and reporting requirements I must follow.	3.32	Very High Level
Composite Mean	3.48	Very High Level
<b>2.3 Complexity</b>		
<i>As a Grade Four teacher, I</i>		
1.revise curriculum that is easy to understand.	3.62	Very High Level
2.plan lessons using the revised curriculum without excessive difficulty.	3.59	Very High Level
3.use curriculum's materials that are friendly and clear.	3.50	Very High Level
4.implement the curriculum that does not require overly complex changes to my current practice.	3.37	Very High Level
5.perform required assessments and reporting under the revised curriculum without major problems.	3.48	Very High Level
Composite Mean	3.51	Very High Level
<b>2.4 Trialability</b>		
<i>As a Grade Four teacher, I</i>		
1.try out parts of the revised curriculum before full implementation.	3.45	Very High Level
2.support pilot activities or trial lessons for the new curriculum.	3.45	Very High Level
3.experiment with new teaching methods from the curriculum on a small scale.	3.43	Very High Level
4.use mechanisms in the curriculum (e.g., workshops, demo lessons) that let me.	3.43	Very High Level
5.adopt the curriculum components rather than switching all at once.	3.52	Very High Level
Composite Mean	3.45	Very High Level
<b>2.5 Observability</b>		
<i>As a Grade Four teacher, I</i>		
1.stimulate positive student outcomes from the revised curriculum easily observable.	2.68	High Level
2.can see clear examples of improved teaching practice linked to the curriculum.	2.82	High Level
3.implement the curricula that are shared and visible in my school.	3.10	High Level
4.use the benefits of the curriculum (e.g., student engagement, achievement) that are evident in classroom work.	2.81	High Level
5.use the curriculum well when their results are noticeable and informative.	2.78	High Level
Composite Mean	2.84	High Level
Overall Composite Mean	3.33	Very High Level

Table 3  
Teachers' level of readiness in the implementation of the revised Grade 4 curriculum

Readiness Dimension	Weighted Mean	Description Interpretation
<b>3.1 Knowledge of the Curriculum</b>		
<i>As a Grade Four teacher, I</i>		
1.demonstrate a clear understanding of the structure and philosophy of the Revised Grade Four Curriculum.	3.42	Very High Level of Readiness
2.am knowledgeable about specific learning competencies and standards by grade level.	3.44	Very High Level of Readiness
3.can align the lesson objectives with the curriculum's performance standards.	3.38	Very High Level of Readiness
4.can distinguish how the revised curriculum differs from previous curricula.	3.33	Very High Level of Readiness
5.integrate cross-curricular competencies (e.g., values, 21st-century skills) into their lessons.	3.38	Very High Level of Readiness
Composite Mean	3.39	Very High Level of Readiness
<b>3.2 Teaching Strategies and Pedagogical Skills</b>		
<i>As a Grade Four teacher, I</i>		
1.use a variety of instructional strategies consistent with learner-centered pedagogy.	3.52	Very High Level of Readiness
2.design lessons that foster higher-order thinking skills.	3.50	Very High Level of Readiness
3.apply differentiated instructions to meet diverse student needs.	3.38	Very High Level of Readiness
4.employ continuous assessments to monitor student progress and adjust instruction.	3.45	Very High Level of Readiness
5.create engaging learning environments that promote collaboration and active participation.	3.27	Very High Level of Readiness
Composite Mean	3.42	Very High Level of Readiness
<b>3.3 Instructional Materials and Resources</b>		
<i>As a Grade Four teacher, I</i>		
1.have sufficient instructional materials that align with the revised grade four curriculum.	3.57	Very High Level of Readiness
2.am able to adapt or develop supplementary materials to support curriculum delivery.	3.53	Very High Level of Readiness
3.apply digital tools and multimedia resources to support and enrich classroom instruction.	3.49	Very High Level of Readiness
4.integrate effectively technology in their instruction.	3.36	Very High Level of Readiness
5.evaluate how well the school's infrastructure supports the use of curriculum materials.	3.48	Very High Level of Readiness
Composite Mean	3.49	Very High Level of Readiness
<b>3.4 Professional Development Support</b>		
<i>As a Grade Four teacher, I</i>		
1.am regularly provided with workshops and training relevant to the revised curriculum.	3.49	Very High Level of Readiness
2.receive active support from school leadership for my professional growth	3.49	Very High Level of Readiness
3.participate in professional learning communities or peer coaching to share effective practices.	3.41	Very High Level of Readiness
4.experience constructive supervision and mentoring tied to curriculum implementation.	3.42	Very High Level of Readiness
5.follow clear policies or plans for ongoing professional development related to the curriculum rollout.	3.54	Very High Level of Readiness
Composite Mean	3.47	Very High Level of Readiness
Overall Composite Mean	3.44	Very High Level of Readiness

practices. This aligns with existing literature emphasizing the importance of teacher preparedness and institutional support in successful curriculum adoption.

Table 2 shows that the curriculum yielded a very high level of perceived benefits (M = 3.33). Teachers found it clear and aligned with their beliefs, though challenges remain in time efficiency, experimentation, and sharing outcomes.

Table 3 presents the teachers' level of readiness with a very high rating (M = 3.44), indicating strong preparedness in curriculum knowledge, teaching strategies, instructional materials, and professional development. However, minor gaps in technology integration, collaboration, and deeper curriculum understanding suggest the need for continuous support and training.

Table 4 shows the administrators' level of readiness with a very high rating (M = 3.43), indicating strong capability in monitoring implementation, supporting teachers, and providing resources. However, improvements in mentoring, supervision, and collaboration are still needed to sustain effective curriculum implementation.

Table 5 shows the results of learners' performance based on NAT, indicating that most students were nearly proficient (68.9%), with only a small percentage reaching higher proficiency levels. This suggests that while implementation is strong, its direct impact on student achievement may not yet be fully realized.

Table 5  
Learners' performance in the national achievement test (NAT)

Levels of Proficiency	MPS	Frequency	Percentage
Highly Proficient	90-100	1	0.6%
Proficient	75-89	11	6.7%
Nearly Proficient	50-74	113	68.9%
Low Proficient	25-49	39	23.8%
Not Proficient	0-24	0	0%
TOTAL		164	100%

Table 6 presents the correlation analysis, which revealed significant relationships between curriculum implementation and both benefits and readiness, confirming that better implementation is associated with higher perceived benefits and stronger preparedness.

However, no significant relationship was found between implementation and learners' performance, suggesting that improvements in student outcomes may require more time and additional supporting factors such as teaching quality, resources, and learner engagement.

Table.4. Administrators' Level of Readiness in the Implementation of the Revised Grade 4 Curriculum

Readiness Dimensions	Weighted Mean	Description Interpretation
<b>3.1 Knowledge of the Curriculum</b> <i>As an administrator, I _____</i>		
1.assess how well teachers demonstrate a clear understanding of the structure and philosophy of the Revised Curriculum.	3.42	Very High Level of Readiness
2.evaluate whether teachers are knowledgeable about the specific learning competencies and standards by grade level.	3.48	Very High Level of Readiness
3.determine if teachers can align their lesson objectives with the curriculum's performance standards.	3.49	Very High Level of Readiness
4.identify how effectively teachers can distinguish the Revised Curriculum from previous curricula.	3.36	Very High Level of Readiness
5.observe how teachers integrate cross-curricular competencies (e.g., values, 21 <sup>st</sup> century skills) into their lessons.	3.43	Very High Level of Readiness
<b>Composite Mean</b>	<b>3.44</b>	<b>Very High Level of Readiness</b>
<b>3.2 Teaching Strategies and Pedagogical Skills</b> <i>As an administrator, I _____</i>	<b>Weighted Mean</b>	<b>Description Interpretation</b>
1.assess how effectively teachers use a variety of instructional strategies consistent with learner-centered pedagogy.	3.63	Very High Level of Readiness
2.evaluate how well teachers design lessons that foster higher-order thinking.	3.52	Very High Level of Readiness
3.determine how teachers apply differentiated instruction to meet diverse student needs.	3.46	Very High Level of Readiness
4.monitor how teachers employ continuous assessments to track student progress and adjust instruction.	3.48	Very High Level of Readiness
5.observe how teachers create engaging learning environments that promote collaboration and active participation.	3.33	Very High Level of Readiness

<b>Composite Mean</b>	<b>3.48</b>	<b>Very High Level of Readiness</b>
<b>3.3 Instructional Materials and Resources</b> <i>As an administrator, I _____</i>		
1.assess whether teachers have sufficient instructional materials that align with the revised curriculum.	3.56	Very High Level of Readiness
2.evaluate how well teachers are able to adapt or develop supplementary materials to support curriculum delivery.	3.53	Very High Level of Readiness
3.determine how effectively teachers integrate technology in their instruction.	3.45	Very High Level of Readiness
4.observe the extent to which teachers effectively use technology to enhance learning.	3.31	Very High Level of Readiness
5.examine whether the school's infrastructure adequately supports the use of curriculum materials.	3.35	Very High Level of Readiness
<b>Composite Mean</b>	<b>3.44</b>	<b>Very High Level of Readiness</b>
<b>3.4 Professional Development Support</b> <i>As an administrator, I _____</i>		
1.evaluate how regularly teachers are provided with workshops and training relevant to the revised curriculum.	3.37	Very High Level of Readiness
2.assess how actively school leadership supports teachers' professional growth (e.g., through mentoring and feedback).	3.40	Very High Level of Readiness
3.determine the extent to which teachers engage in professional learning communities or peer coaching to share effective practices.	3.38	Very High Level of Readiness
4.monitor how teachers receive constructive supervision and mentoring tied to curriculum implementation.	3.33	Very High Level of Readiness
5.review whether clear policies or plans are in place for ongoing professional development specifically for the curriculum rollout.	3.41	Very High Level of Readiness
<b>Composite Mean</b>	<b>3.38</b>	<b>Very High Level of Readiness</b>
<b>Overall Composite Mean</b>	<b>3.43</b>	<b>Very High Level of Readiness</b>

Table.6. Relationship Between the Level of Implementation of the Revised Grade 4 Curriculum and the Level of Benefits of Implementation, Teachers' and Administrators' Readiness and Learners' Performance in NAT

Variables	Spearman Correlation Coefficient		Description	p-value	Decision	Interpretation
Level of Implementation and Level of Benefits of Implementation	0.373		Low Positive Correlation	<0.001	Reject H <sub>0</sub>	Significant
Level of Implementation and Level of Teachers' Readiness	0.423		Moderate Positive Correlation	<0.001	Reject H <sub>0</sub>	Significant
Level of Implementation and Level of Administrators Readiness	0.411		Moderate Positive Correlation	<0.001	Reject H <sub>0</sub>	Significant
Level of Implementation and Learners' Performance	-0.077		Very low Negative Correlation	0.333	Fail to reject H <sub>0</sub>	Not Significant

#### 4. Conclusion

The implementation of the revised Grade 4 Curriculum directly associated with the teachers' benefits and readiness. However, the learner's performance has no bearing to the implementation of the Revised Grade 4 Curriculum. Furthermore, the administrators' readiness similarly coincides with the implementation of the revised Grade Four Curriculum. Thus, the implementation of the revised Grade 4 Curriculum is linked to improved learning and provides advantages for both teachers and administrators.

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