



Republic of the Philippines
Department of Education
SOCCSKSARGEN REGION

June 20, 2024

REGION MEMORANDUM
PPRD-2024-047

**DISSEMINATION OF RESULTS OF POLICY RESEARCH REVIEW ON K TO 12
CURRICULUM IMPLEMENTATION**

To: Schools Division Superintendents

1. This has reference to DO No. 13, s. 2015 re “Establishment of a Policy Development Process of the Department of Education” and RA 10153 also known as the “Enhanced Basic Education Act of 2013.”
2. In line with it, to maximize the research output of **Mr. Ranilo B. Guyano**, a doctoral graduating student of SKSU Graduate School, who is one of the partners of Policy, Planning and Research Division (PPRD) in instituting its policy research agenda, the results of his dissertation titled, **Machiavellian Leadership and Curriculum Management Practices, K to 12 Implementation and Performance of Secondary School Heads in SOCCSKSARGEN Region** is hereby being disseminated as reference to find out the impact of such major educational reform among secondary schools of DepEd SOCCSKSARGEN.
3. Generally, this policy research review deemed to establish the degree of Machiavellian leadership and school leaders' approaches to managing curricula in public secondary schools in Region XII and determined how it relates to the extent of the K to 12 curriculum implementation and methods for managing the curriculum as basis for the recommendation of a contextualized policy.
4. Specifically, this policy research has sought to find answers to the following questions:
 - a. What is school heads' profile in public secondary schools in Region XII in terms of: educational qualifications, number of years as school head, and number of k to 12 related trainings?
 - b. What is the level of Machiavellian leadership among school heads when categorized into: principles; and practices?
 - c. What is the extent of curriculum management practices of school heads in public secondary schools in Region XII, in terms of: framing school goals, communicating school goals, curriculum and instruction, student progress, professional development, strategies for learning, monitoring and evaluation and collaboration?
 - d. What is the extent of implementation of K to 12 Curriculum in Region XII in terms of teacher preparedness, curriculum enhancement, teaching strategies and techniques, learning resources; and student preparation?
 - e. What is the level of performance of respondent schools in terms of awards and recognition received?



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- f. Is there significant relationship between the level of curriculum management practices of school heads and extent of implementation of K to 12 curriculum among public secondary schools in Region XII?
 - g. Is Machiavellian leadership significantly associated with their curriculum management practices?
 - h. What challenges do school heads and teachers encounter in implementing the K to 12 curriculum?
 - i. What instructional strategies are applied in K to 12 programs to improve the lesson?
 - j. Based on the results, what contextualized policy recommendation could be proposed to better implement the K to 12 curricula in Region XII?
5. See attached **Enclosure 1** for your reference.
6. For further inquiries, you may reach Dr. Glenn A. Bisnar – PPRD Chief, through his email address at glenn.bisnar@deped.gov.ph.
7. For immediate dissemination and compliance of all concerned.


CARLITO D. ROCAFORT
Director IV

Enclosure: As stated

References: DO No. 13, s. 2015, RA 10533

Allotment: None

To be indicated in the Perpetual Index under the following Subjects:

PROGRAM RESEARCH DATA POLICY

GAB/PPRD/RM – DISSEMINATION OF RESULTS OF POLICY RESEARCH REVIEW ON K TO 12 CURRICULUM IMPLEMENTATION/049/June 20, 2024



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Enclosure 1 to Region Memorandum PPRD-2024-047

**POLICY RESEARCH REVIEW RESULTS ON MACHIAVELLIAN LEADERSHIP
AND CURRICULUM MANAGEMENT PRACTICES, K TO 12 IMPLEMENTATION
AND PERFORMANCE OF SECONDARY SCHOOL HEADS
IN SOCCSKSARGEN REGION**

I. Rationale

Education is a driving force behind society's ongoing progress. It's one of the systems for enhancing each person's overall qualities; Therefore, it requires a great deal of attention. Apparently, there are complex factors that affect the quality of education which includes educational leadership and curriculum management among others.

Machiavellian leadership style is popular among first-world countries. Machiavellians are strongly motivated to lead and seek managerial roles that allow leaders to do greater influence (Geau et al., 2022). Their inherent disbeliefs allow some alterations to accomplish aspirations, and the favorable results of moral leadership on their followers' involvement and job performance was lesser for extremely Machiavellian frontrunners (Den et. al., 2012).

A key component of executing the K to 12 Basic Education is leadership. The Philippines' Education Curriculum, which was made possible by the Enhanced Basic Education Act was implemented in School Year 2012–2013. Apparently, such curriculum has already been undertaken for ten years. However, not all educators have fully adjusted to this curriculum reform.

Curriculum management aims to ensure that every student receives the best education possible. For curriculum to be effective, students must learn the proper attitudes, actions, skills, knowledge, and values. The inability of school leaders to serve as curriculum-instructional leaders has been linked to the failure to successfully implement curriculum reforms (Govindasamy, 2018).

With the implementation of devolution in education through school-based management (SBM), school leaders performed essential tasks. As posited by Cornito (2021), school-based approach of management upholds independence and encourages creativity and innovation in addressing local issues and problems. Hence, school heads in secondary schools in Region XII need to provide instructional and curriculum leadership to their teachers.

It appears from the Program for International Student Assessment (PISA) for students aged 15 years by the OECD, the Philippines is ranked 77th out of 81 nations in the 2018 assessment. Meanwhile, in the 2022 assessment, the Philippines had very dismal performance as well approximately scoring 120 points lower than the average scores in math, reading and science. This implied that the country's



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performance did not improve for the results of 2022 were almost the same as that of 2018.

Apparently, 2022 result is not far from 2018 PISA results wherein Region XII learners have a very dismal performance out of 17 regions in the country: rank 17 in Reading Literacy, rank 16 in Mathematics Literacy, and rank 17 in Science Literacy (OECD, PISA 2018 & 2022 Database). This results really must alarmed all education key leaders and make strategic changes on how to make reforms that would truly transform the basic education sector. At the local level, based on the 2023 Regional Assessment Test (RAT), generally the Grade 12 learners have not achieved proficiency level based on the following Mean Score results: Filipino (46.89); Mathematics (30.81); English (43.09); Science (41.77) with a total of only 40.64 (DepEd 12, CLMD, RAT: 2023 Results).

While there are numerous studies internationally and locally in our country on curriculum management practices, apparently very limited study has been conducted yet in Region 12. So far, the following are the only relevant studies available: empirical evidence of secondary school heads' curriculum management practices (Nkolika, 2020); praxis of school-based management on curriculum and learning (Villanueva and Dela Cruz 2021); and public secondary school heads' instructional management practices and academic performance (Paragas 2020)."

Thus, the relevant study findings that have been cited in studies and publications have inspired the investigator to carry out this investigation. In DepEd 12 context and practices, this study deemed to determine the Machiavellian leadership and level of curriculum management practices of school heads in public secondary schools in Region XII and determine its relationship to the extent of K to 12 Curriculum implementation and performance for School Year 2022-2023. Finally, a contextualized policy recommendation would be based on the findings of this study.

II. Methodology: Research Design

Descriptive and correlational research designs were used in this study. As noted by McBurney and White (2009), descriptive correlational design is utilized in investigations with the goal of providing static images of circumstances as well as determine the connection between various factors. In the conduct of the study, the first phase involved identifying the level of principles and practices of school heads about the Machiavellian leadership and curriculum management practices of school heads and delving into the extent of implementation of the K to 12 curriculum program. Curriculum of school heads Management techniques include outlining the objectives of the institution, conveying the curriculum and instruction, student progress, school objectives, and professional development, learning techniques, oversight, and assessment methods, and cooperation. The K to 12 Curriculum's level of implementation was assessed. in relation to learning, instructional methods, and teacher preparedness assets, as well as instruction. Similarly, this research investigated the difficulties Region XII schools had while putting the K-12 program of curriculum. For first, second, and third questions, the



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descriptive correlation was particularly applied as it describes the present conditions and assesses the relationship between two phenomena (Calmorin & Calmorin, 2012). In this study, the degree of association between the variables of interest, namely curriculum management and extent of implementation of the K to 12 curriculum; as well as Machiavellian leadership with the curriculum management practices among public secondary school heads of Region 12 were determined. Lastly, the study investigated the difficulties faced in the K to 12 implementations and instructional strategies employed in K to 12 curricula to improve the instruction. The study's findings served as the foundation for developing for contextualized policy suggestion that would improve the K to 12 execution.

III. Summary of Findings, Conclusion and Recommendations

A. Summary of Findings

The following are the summary of findings of the study:

1. In general, when it comes to the highest level of schooling, most of the respondents have Masteral Degree units with 529 (42.70%) out of 1,239; specifically, there are 147 (35.59%) secondary school heads, while 382 (46.25%) are teachers; and only 52 (12.59%) among school heads and only 26 (3.15%) of teacher respondents, a total of 78 (6.30%) have Doctoral Degrees.
2. As regards profile in the number of years in the service, most of the respondents have more than 20 years with 283 (77.16%) out of 1,239; 207 (50.12%) are secondary school heads, while 76 (9.21%) are teachers; and only 3 (0.72%) among school heads and 98 (11.86%) of teacher respondents have been in the service for less than 3 years.
3. In terms of number of K to 12 related trainings attended for the last three years, most of the respondents have undergone 4 to 6 trainings with 227 (18.32%) out of 1,239; 50 (12.11%) of them are secondary school heads, while 292 (35.35%) are teachers; moreover, 107 (25.91%) among school heads and 86 (10.41%) of teacher respondents have attended more than 20 K to 12 related trainings.
4. In general, the Machiavellian Leadership Principles is **High (M=3.78, SD=0.26)** among the respondents, which means that “there is high level of Machiavellian leadership principles” being upheld by Secondary School Heads of DepEd Region XII.
5. The four Machiavellian principles which have negative moral implications are apparently **High** among secondary school heads, such as: (1) Maintaining control and discipline among the school community via fear or respect (**3.82**); (2) Prioritizing the fulfillment of educational goals over moral or ethical issues (**3.78**); (3) Realizing how to retain leadership by garnering respect or generating terror (**3.73**); and (4) Taking quick and decisive action in critical situations, even if it requires ruthlessness (**3.43**).



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6. As regards Machiavellian Leadership practices, they are **High (M=3.78, SD=0.55)** among the Secondary School Heads of DepEd Region XII, which means that “there is high level of Machiavellian Leadership practices.”
7. The Machiavellian practices which have negative moral implications being upheld by Secondary School Heads of DepEd Region XII are apparently “employing cunning tactics to influence stakeholders to support one’s initiatives” (**High**) and “assigning blame or responsibility to others, especially in difficult situations, to protect the school principal's reputation and distract attention” (**Low**).
8. In summary, the Extent of Curriculum Management of DepEd Region XII Secondary School Heads is **High (M=4.32, S=0.08)** with the following top three aspects on: (1) Professional Development (**4.42**), (2) Monitoring and Evaluation (**4.39**), and (3) Strategies for Learning (**4.36**); meanwhile, the bottom three aspects which need much attention by the top management for further intervention are aspects on: (1) Curriculum and Instruction (**4.27**), (2) Student Progress (**4.26**), and (3) Collaboration (**4.15**), described as **High** as well.
9. In summary, as assessed by the respondents, the extent of implementation K to 12 Curriculum by Secondary School Heads of DepEd Region XII is **High (M=4.19, SD=0.29)** having the top two aspects which are **Very high** on: (1) Teacher Preparedness (**4.40**) and (2) Student Preparation (**4.33**); meanwhile, the bottom three aspects needing much attention by the top management in terms of priority for improvement are areas on: (1) Curriculum Enhancement (**4.31 - Very high**) (2) Teaching Techniques (**4.26 - Very high**); and (3) Learning Resources (**3.67 - High**).
10. Among the aspects under the extent of implementation K to 12 Curriculum, the Learning Resources obtained the lowest mean, particularly the following three priority indicators: (1) Using books and other references in the community library (**3.33**); (2) Providing a 1:1 ratio of textbooks in every subject (**3.31**); and (3) Exposing students to community through excursions/field trips at least once a year (**3.03**).
11. As regards the K to 12 Curriculum Performance among Secondary Schools of DepEd Region XII in terms of Awards and Recognition based on respondents’ evaluation, the top five are as follows: (1) Division Athletics Association (45.76%); (2) School-Based Management Level 3 – Division Level (38.74%); (3) School-Based Management Level 3 – Regional Level (33.90%); (4) Brigada Eskwela – Division Level (29.78%); and (5) Regional Athletics Association (23%).
12. The following are the bottom five Awards and Recognition: (1) Division Festival of Talents – Special Needs Education Development (2.42%); (2) Regional Festival of Talents – Read-a-thon (2.42%); (3) Division Festival of Talents – MUSABAQAH (0.97%); (4) Regional Festival of Talents – Special Needs



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Education Development (0.97); (5) Regional Festival of Talents – MUSABAQAH (0%). Apparently, there are schools with “No Awards & Recognition” (29.54%).

13. There is **High negative correlation (-0.81)** between level of Curriculum Management Practices of School Heads with the Extent of Implementation of the K to 12 Curriculum among Public Secondary Schools in Region XII.
14. There is **Very high correlation (1.0)** between Machiavellian leadership and their curriculum management practices among public secondary schools in Region XII.
15. The top four major challenges encountered both by school heads and teachers respondents in implementing the K to 12 Curriculum are as follows: (1) Improving students’ ability to solve real-world mathematical problems (**59.24%**), (2) Assessing student mastery of key skills such as critical thinking, creativity, collaboration, and communication (**57.79%**); (3) Developing students’ non-cognitive skills (self-confidence, persistence/grit, academic mindsets, learning strategies, social skills) (**57.63%**); and (4) Developing students’ deeper learning competencies, such as collaborative problem solving (**53.59%**).
16. The following aspects were considered by the school heads and teachers respondents as bottom four major challenges in implementing the K to 12 Curriculum are: (1) Creating authentic learning opportunities in the classroom (**53.27%**), (2) Supporting students’ social-emotional development/empathy (**49.80%**); (3) Implementing challenge-based learning or problem-based learning (**44.47%**); and (3) Developing civic knowledge and skills through instruction and hands-on community engagement (**41.49%**).
17. As regards teaching approaches used in implementing the K to 12 Program, generally the respondents observed the following in order of priorities: (1) Inquiry-Based Approach (**72.44%**); (2) Reflective Approach (**71.09%**); (3) Collaborative Approach (**68.40%**); (4) Constructivist Approach (**66.63%**); and (5) **Integrative Approach (62.19%)**.

B. Conclusion

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

Most respondents obtained masteral degree units, with long years in service and well trained. School Heads are Machiavellian in principles and practices. Professional Development Monitoring and Evaluation and strategies of carrying the highly managed K to 12 Curriculum is highly implemented particularly on teachers’ preparedness and student’s preparation except learning resources.

The School Heads are award winning in performance mostly on division, up to regional level of athletics, School based management level 3 and Brigada Eskwela. The higher the curriculum practices the lower is the management, and Machiavellian



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Leadership is a good predictor of curriculum management among public secondary schools in Region XII. Real-world problem-solving skills, other life-long skills and students are challenging. There is a need to empower the teacher the latest teaching approaches.

Both Machiavellian principles and practices are apparently **High** among secondary school heads of DepEd SOCCSKSARGEN. The extent of Curriculum Management is **High** particularly on the following top three aspects on Professional Development, Monitoring and Evaluation and Strategies for Learning.

The extent of implementation K to 12 Curriculum is **High**, having top two aspects on Teacher Preparedness and Student Preparation, with a notable need to improve Learning Resources having obtained the lowest mean. In terms of Awards and Recognition the top five are as follows: Division Athletics Association, School-Based Management Level 3 – Division Level, School-Based Management Level 3 – Regional Level, Brigada Eskwela – Division Level, and Regional Athletics Association.

There is **High negative correlation** between the level of Curriculum Management Practices of School Heads to the Extent of Implementation of K to 12 Curriculum; and **Very high correlation** between Machiavellian leadership and their curriculum management practices among public secondary schools in Region XII. Apparently, the findings of the study conform with the PISA results and with the Regional Assessment Test (RAT) wherein the students' performance is very dismal particularly in science, reading and math literacy.

C. Recommendations

Considering the summary of findings and conclusion, the subsequent statements are suggested:

1. Sustain DepEd Order on the minimum entry level of Teacher 1 which is to have at least with units in master's degree, and school heads are encouraged to finish doctorate degree program.
2. Sustain school-community relationship and increase identification of edge over other performing institutions.
3. The principle of blaming others to maintain his own reputation is a Machiavelli's principle which is least observed; thus, sustain the attitude of owning the accountability is a good sign of a good leaders and not pointing others.
4. There is a need to improve collaboration to expect best results of deliverables in the curriculum management.
5. Sustain the curriculum implementation at all aspects particularly on curriculum and instruction, student progress and collaboration by giving extra focus on learning resources.



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6. School heads are achievers with faculty members and to improve their competence, they need to focus on those programs that can contribute more improvement aside from SBM.
7. Since the extent of implementation of K to 12 implementation has no meaning to curriculum management; thus, there is a need to focus on other aspects, such as instructional supervision, learning resources provision, and learning materials contextualization to improve the curriculum aside from concentrating in such aspect.
8. Since being a Machiavellian in principle and practice is one of the best indicators in attaining high level of curriculum implementations, this leadership is hereby encouraged.
9. School heads, policy makers and teachers are encouraged to pursue in creating authentic experience for the learners to maximize their potentials.
10. For further study, Machiavellianism principles and practices can be traced to examine the positive side of such leadership.
11. Since Learning Resources need utmost priority, the following interventions should be initiated: maximize books and other references available in the community library, improve 1:1 ratio of textbooks in every subject, and more exposure of students to community through excursions/field trips at least once a year.
12. There is a need to deeply analyze the PISA results as basis of appropriate interventions to capacitate school heads on effective curriculum management and issuance of policy on this regard shall be enforced.

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