

Teachers' Perceptions of Curriculum Effectiveness in Public Schools in Barmm

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ABSTRACT

This study determined the teachers' perceptions of curriculum effectiveness in public schools within the Division of Lanao del Sur I, Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), focusing on curriculum design, instructional support, school environment, and overall effectiveness. Using a descriptive quantitative design with 100 teacher-respondents, results showed that teachers generally agreed the curriculum is effective, particularly in improving student learning outcomes and aligning teaching with assessment. However, moderate ratings on instructional support and school environment indicate challenges such as limited teaching materials, insufficient training, and resource constraints. The study concluded that while the curriculum framework is sound and responsive to learners' needs, its implementation is affected by contextual and logistical limitations. It recommended that the Ministry of Basic, Higher, and Technical Education (MBHTE-BARMM) enhance professional development programs, provide sufficient instructional resources, and strengthen culturally contextualized curriculum delivery to ensure equitable and effective education across BARMM schools.

INTRODUCTION

Education system around the world rely on curricula not just as sets of standards and content, but as living frameworks that guide what, how, and with what support teachers teach, and what students learn. Curriculum effectiveness encompasses design, instruction, resources, and school environment, teacher support, and outcome. Teachers' perceptions of how effective the curriculum is can be a crucial indicator of whether the intended goals of educational reforms are being met, because teachers are the frontline implementers. Understanding those perceptions helps policymakers identify strengths, deficiencies, and pathways for improving learning outcomes.

According to the article published in Philippine Institute for Development Studies (2023), in Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), education faces unique challenges, including geographic isolation, infrastructural shortfalls, teacher shortages, high classroom congestion, and a context of cultural diversity and conflict. These factors complicate curriculum implementation: for example, overcrowded classrooms make differentiation difficult, limited resources constrain instructional support, and local conditions may mean that standard curricula do not align well with community needs. There is concern that although national curricula (such as K-12, MATATAG etc.) are designed centrally, the local implementation in BARMM may suffer in terms of design relevance, teacher support, school environment, and ultimately perceived effectiveness.

Published research has begun to examine some dimensions of curriculum implementation in BARMM and similar regions. For example, Ampang (2023) studied the pedagogical approaches and challenges among teachers in Maguindanao I, and that major challenges include lack of teaching aids, ICT access, and teacher preparation. In other studies in the Philippines, teachers report moderate to high levels of understanding in certain areas (e.g. in instruction, classroom management), but frequently identify lack of learning materials, teacher training, and infrastructural deficits as barriers to effective curriculum delivery (Montebon, 2024). However, there is less published work that holistically examines how teachers in BARMM perceive all key dimensions of curriculum effectiveness (design, instructional support, environment, outcomes), and relating those perceptions to demographic variables. This gap limit the ability of stakeholders to craft interventions targeted to the most critical weak points in the region.

A practical way forward is to conduct a comprehensive survey of teachers in public schools throughout BARMM that addresses multiple dimensions of curriculum effectiveness: curriculum design, instructional support, school physical and psychological environment, and teacher perceptions of outcomes. Such a study could identify which components (e.g. design clarity, resource availability, school climate) are viewed most positively or negatively, and whether perceptions vary by teacher demographics (such as years of teaching, educational attainment, location- urban or rural). Based on findings, targeted interventions can be recommended: for example, professional development in curricula design, improved provision of instructional and ICT tools, strategies to reduce classroom congestion, policy adjustments to ensure locally relevant content, and support for improving school environment.

Therefore, this research aims to investigate teachers' perceptions of curriculum effectiveness in public schools in BARMM specifically this study will focus in Lanao del Sur I division, focusing on multiple dimensions: curriculum design, instructional support, school environment, and perceived effectiveness. Specifically, the objectives are to examine: (1) how teachers perceive the design of the curriculum; (2) how they judge the instructional support provided; (3) how conducive the school environment is perceived; (4) what their overall perception of curriculum effectiveness; and (5) whether demographic variables relate to differences in perception. The findings are expected to inform the MNHTE-BARMM, local school division, and other stakeholders about areas for policy, programs, and resource improvement.

Research Questions

This study aims to determine the teachers' perceptions of curriculum effectiveness in public schools in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). Specifically, it seeks to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1. Age;
 - 1.2. Gender;
 - 1.3. Highest educational attainment;
 - 1.4. Years of teaching experience;
 - 1.5. Teaching level; and
 - 1.6. School location (urban/rural)?
2. What are the teachers' perceptions on curriculum effectiveness in public schools in terms of:
 - 2.1. Curriculum design;
 - 2.2. Instructional support;
 - 2.3. School environment; and

- 2.4. Curriculum effectiveness?
3. What recommendations may be proposed to enhance curriculum effectiveness in BARMM?

METHODOLOGY

Research Design

This study utilized a descriptive quantitative research design, which, according to Creswell (2014), is appropriate when the objective is to describe, interpret, and quantify the perceptions, attitudes, and opinions of a population. The descriptive approach is particularly suited to studies that seek to present an accurate profile of situation or events without manipulating variables. In this research, it was used to determine and analyze teachers' perceptions of curriculum effectiveness across different public schools in the BARMM, specifically in the Division of Lanao del Sur I.

Research Setting

The study was conducted in selected public schools within the Division of Lanao del Sur I, which is part of the Bangsamoro Autonomous Region in Muslim Mindanao. The BARMM is composed of provinces, such as Lanao del Sur, Maguindanao del Norte, Maguindanao del Sur, Basilan, Sulu, and Tawi-Tawi. The region, which operates under a unique autonomous governance structure, continues to face challenges in delivering quality education due to limited resources, geographical isolation, and diverse socio-cultural contexts (Maca, 2021). These contextual realities make BARMM an important area for investigating teachers' perception of curriculum effectiveness, as their experiences can provide insights into how curriculum reforms are implemented in culturally diverse and resource constrained environment.

Respondents of the Study

The respondents of the study consisted of 100 public school teachers from various schools under the Division of Lanao del Sur I. They were selected to represent different grade levels, educational attainments, years of experiences, and school locations. All respondents were full-time teachers who have been involved in the implementation of the national curriculum under the Department of Education and the Ministry of Basic, Higher, Technical Education - BARMM. Their inclusion was based on the assumption that teachers, as frontline implementers, possess valuable insights into the curriculum's design, instructional support, school environment, and overall effectiveness of the curriculum.

Sampling Design

The study employed a purposive sampling technique to select respondents who met specific inclusion criteria—being currently employed as public school teachers in the Division of Lanao del Sur I and having at least one year of teaching experience under the current curriculum. Purposive sampling was deemed appropriate because it allows the selection of participants who can provide relevant and credible information related to the study's objectives (Etikan, Musa, & Alkassim, 2016). A total of 100 respondents were considered adequate to yield statistically meaningful results and represent teachers' diverse experiences across the division.

Research Instrument

The primary research instrument utilized in this study was a modified structured questionnaire adapted from the work of Shreve, A. (2022) titled "Teachers Perceptions of Curriculum Effectiveness in a Standards-based System." The original instrument was developed to assess teachers' perspectives on various dimensions of curriculum implementation, specifically focusing on curriculum design, instructional support, school environment, and perceived curriculum effectiveness. To ensure the tool's suitability for the local context, the researchers formally sought permission from the author through

electronic mail to adapt and use the questionnaire within the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) setting. Upon receiving the author's approval, the questionnaire was carefully modified to align with the regional educational framework and to incorporate localized factors that influence curriculum implementation in public schools in BARMM.

The adapted questionnaire was divided into five major sections: Section A covered the respondents' demographic profile, including variables such as age, gender, years of service, educational attainment, grade level handled, and school location; Section B measured the teachers' perceptions of curriculum design; Section C assessed their perceptions of instructional support; Section D evaluated their perceptions of the school environment; and Section E focused on their perceived curriculum effectiveness. Each item in the instrument was rated using a five-point Likert scale, with responses ranging from 1 – Strongly Disagree to 5 – Strongly Agree. To ensure the validity and reliability of the adapted tool, it underwent face and content validation by three education experts from the Ministry of Basic, Higher, and Technical Education–BARMM (MBHTE-BARMM) who reviewed the questionnaire for clarity, relevance, and cultural appropriateness. Their feedback guided minor revisions that enhanced the instrument's accuracy and contextual fit for assessing teachers' perceptions of curriculum effectiveness in the BARMM region.

Data Procedure

Before data collection, the researchers formally requested permission from the Division Superintendent of Lanao del Sur I to conduct the study in selected schools. After approval, the researchers emailed the author, Shreve, A., to request the use and adaptation of his questionnaire. The author granted permission, which was documented via email correspondence. The validated questionnaire was then distributed to the respondents through both printed copies and electronic forms (Google Forms) for accessibility and convenience.

Data collection was conducted over a period of four weeks. The researchers coordinated with school principals to ensure smooth administration and retrieval of the questionnaires. Confidentiality of all responses was strictly maintained, and participation was voluntary. After the collection phase, all responses were tabulated, encoded, and subjected to statistical analysis.

Statistical Treatment

The gathered data were analyzed using the following statistical tools:

Frequency and Percentage Distribution – to describe the demographic profile of the respondents.

Weighted Mean – to determine the teachers' perceptions of curriculum design, instructional support, school environment, and curriculum effectiveness.

The statistical analyses were performed using the Statistical Package for the Social Sciences (SPSS) software. Interpretation of means followed a five-point scale where 4.21–5.00 indicates Very High, 3.41–4.20 High, 2.61–3.40 Moderate, 1.81–2.60 Low, and 1.00–1.80 Very Low perception.

RESULTS AND DISCUSSIONS

Table 1

Frequency and Percentage Distribution of Demographic Profile of the Respondents

Demographic Profile	Category	Frequency	Percentage
Gender	Male	28	28%
	Female	72	72%
	Total	100	100%
Age	Below 25	17	17%

	25–34	36	36%
	35–44	28	28%
	45–54	19	19%
	55 and above	0	0%
	Total	100	100%
Highest Educational Attainment	Bachelor’s	27	27%
	Master’s	53	53%
	Doctorate	20	20%
	Total	100	100%
Years of Teaching Experience	0–4 yrs.	16	16%
	5–9 yrs.	23	23%
	10–14 yrs.	31	31%
	15–19 yrs.	15	15%
	20 yrs. and above	15	15%
	Total	100	100%
Teaching Level	Elementary	27	27%
	Junior HS	48	48%
	Senior HS	25	25%
	Total	100	100%
School Location	Rural	36	36%
	Urban	64	64%
	Total	100	100%

Table 1 presents the frequency and percentage distribution of the respondents according to their demographic profile. The profile variables include gender, age, highest educational attainment, years of teaching experience, teaching level, and school location. Establishing the demographic characteristics of the respondents provides essential background information that helps contextualize their perceptions of curriculum effectiveness. These variables are significant as they may influence how teachers understand, implement, and evaluate the curriculum.

Gender. The respondents is predominantly female: 72 teachers (72%) vs. 28 males (28%). This female-majority profile is typical of many primary and secondary education samples and suggests that initiatives (professional development, consultation sessions, teacher-leader selection) should consider female teachers’ schedules, leadership pathways, and preferences for collaborative professional development formats. Gender differences alone are not usually strong predictors of curriculum perception, but gendered patterns in participation, time availability, and access to professional development can affect implementation equity; therefore, monitoring professional development attendance and leadership roles by gender is advisable.

Age. Age is concentrated in the mid-career range: 25–34 (36%) and 35–44 (28%) together make up 64% of respondents; only 17% are below 25 and 19% are 45–54; none are 55+. This means most respondents are early- to mid-career teachers—experienced enough to have classroom routines but still open to new practices. Mid-career concentration implies that large-scale curriculum changes can gain traction if PD is designed for teachers who balance classroom workload and family/community duties; younger teachers

may adopt innovations faster but need mentoring, while more experienced teachers can function as in-school coaches. Designing differentiated supports (coaching for novices, collaborative inquiry for mid-career) will likely increase fidelity of implementation.

Highest educational attainment. A majority hold graduate degrees: Master’s 53% and Doctorate 20%, while Bachelor’s is 27%. With 73% holding postgraduate qualifications, this cohort is relatively highly qualified academically. Higher teacher qualifications are generally associated with greater confidence in interpreting curriculum documents and using pedagogical strategies, and can facilitate local adaptation of curriculum materials-provided the system supports teacher agency. However, high academic attainment does not automatically ensure alignment between curriculum intent and classroom practice; organized, content-focused PD and supportive materials remain critical.

Years of teaching experience. Experience is spread but leans toward the 10–14 years group (31%), with 5–9 yrs (23%), 0–4 yrs (16%), 15–19 yrs (15%), and 20+ yrs (15%). This distribution indicates a mature workforce with a sizeable core of mid-career teachers (10–14 yrs). Mid-career teachers are often pivotal for implementing curriculum changes because they combine classroom competence with openness to professional growth; the presence of early-career teachers (16%) also highlights the need for induction and mentoring. Given research showing PD effectiveness depends on duration and content focus, professional learning that pairs experienced and novice teachers (mentoring, co-planning) would likely strengthen implementation.

Teaching level. Respondents teach across levels with the largest share in Junior High School (48%), followed by Senior High (25%) and Elementary (27%). This distribution means curriculum implementation efforts, materials, and assessment-support must be differentiated by level: Junior HS teachers (nearly half of respondents) should be a primary focus for training and materials, while Elementary and Senior HS have smaller but important representation. Because instructional strategies and assessment formats vary by level, level-specific PD (grade-band workshops, exemplars, assessment blueprints) will be essential.

School location. Most respondents are urban (64%) while 36% are rural. This urban majority suggests that access to resources, training, and school-based supports may be better for a significant portion of the sample; however, over one-third rural representation remains large enough to require targeted consideration. Research from 2020–2021 shows persistent urban–rural differences in teacher educational attainment and access to resources—meaning curriculum supports should be intentionally equitized (mobile PD, remote coaching, travel stipends, or cluster-based training) so rural teachers receive the same implementation supports as urban colleagues.

Table 2

Weighted, and Interpretation Distribution of Respondents on Perception of Curriculum Design

Statement	Weighted Mean	Interpretation	Rank
1. The curriculum objectives are clearly stated and understandable.	4.14	Agree	1
2. The curriculum content is relevant to learners’ needs in BARMM.	3.95	Agree	4
3. The curriculum allows flexibility for teachers to adapt.	4.06	Agree	2

4. The curriculum is aligned with national learning standards.	4.02	Agree	3
5. The sequence and pacing of topics are logical.	3.85	Agree	6
6. The curriculum integrates local culture and context.	3.89	Agree	5
Total	3.985	Agree	

Legends: Strongly Agree – 4.21-5.0; Agree – 3.41-4.20; Neutral – 2.61-3.4; Disagree – 1.81-2.6; and Strongly Disagree – 1.0-1.80.

The findings in Table 2 show that teachers generally agree with all aspects of curriculum design, obtaining an overall weighted mean of 3.99 (Agree). This means teachers in BARMM perceive the curriculum as well-designed, clear, and adaptable to their classroom needs.

The highest-rated indicator was that curriculum objectives are clearly stated and understandable (4.14), suggesting that teachers find the goals of instruction easy to follow and apply. Flexibility for teachers to adapt (4.06) and alignment with national learning standards (4.02) were also rated highly, reflecting that the curriculum balances national requirements with classroom adaptability.

Slightly lower ratings were given to integration of local culture and context (3.89) and logical sequence and pacing of topics (3.85), implying that some improvement is needed to make lessons more culturally responsive and time-manageable.

Overall, the results indicate a positive perception of curriculum design, with teachers recognizing its clarity and relevance but suggesting stronger cultural integration and pacing adjustments for better contextual fit.

This aligns with findings by NIET (2020) and OECD (2020) that well-defined and flexible curricula enhance teacher confidence and instructional effectiveness. Similarly, Mahilum and Labitad (2020) emphasized that integrating local culture strengthens learner engagement, while Villanueva (2020) noted that proper sequencing of topics supports efficient teaching.

In summary, the curriculum design in BARMM is perceived as effective, clear, and aligned with standards, but it should continue evolving toward greater cultural responsiveness and logical topic pacing.

The findings from Table 3 reveal that teachers in BARMM agree that their schools provide adequate instructional support (overall mean = 3.86). Teachers particularly appreciate the availability of instructional guides and technology resources, which aid curriculum implementation. However, mentoring and coaching opportunities appear limited, indicating an area for improvement. Strengthening teacher support mechanisms, such as peer mentoring, professional learning communities, and regular training, can further enhance instructional quality and curriculum effectiveness.

Table 3

Weighted, and Interpretation Distribution of Respondents on Perception of Instructional Support

Statement	Weighted Mean	Interpretation	Rank
1. Adequate teaching materials are provided.	3.8	Agree	5
2. I receive sufficient training on the curriculum.	3.83	Agree	4
3. I have access to instructional guides and resources.	3.96	Agree	1

4. The school provides mentoring or coaching for teachers.	3.75	Agree	6
5. Teachers collaborate and share best practices.	3.88	Agree	3
6. Technology resources support curriculum implementation.	3.95	Agree	2
Total	3.861	Agree	

Legends: Strongly Agree – 4.21-5.0; Agree – 3.41-4.20; Neutral – 2.61-3.4; Disagree – 1.81-2.6; and Strongly Disagree – 1.0-1.80.

The data in Table 3 reveal that teachers agree that instructional support in public schools within BARMM is generally adequate, with an overall weighted mean of 3.86. Among the indicators, the availability of instructional guides and resources (3.96) and technology support (3.95) were rated highest, suggesting that teachers have access to materials and digital tools that facilitate effective curriculum implementation. However, the provision of mentoring or coaching (3.75) received the lowest mean, indicating limited opportunities for continuous professional guidance.

Overall, the findings imply that while teachers are sufficiently supported with materials and technology, enhancing mentorship and collaborative professional development could further strengthen instructional effectiveness and curriculum delivery. This is consistent with the findings of Alieto and Morales (2020) and Torres and Garcia (2021), who emphasized that consistent professional support, collaboration, and mentoring are vital for sustaining curriculum success.

Table 4

Weighted, and Interpretation Distribution of Respondents on Perception of School Environment

Statement	Weighted Mean	Interpretation	Rank
1. The school leadership supports curriculum implementation.	3.63	Agree	6
2. Class schedules allow enough time to deliver lessons.	3.66	Agree	5
3. Students are motivated to learn under the current curriculum.	3.76	Agree	4
4. Parental or community involvement supports learning.	3.81	Agree	3
5. School policies promote effective curriculum delivery.	4.12	Agree	1
6. The school encourages innovation in teaching.	4.05	Agree	2
Total	3.838	Agree	

Legends: Strongly Agree – 4.21-5.0; Agree – 3.41-4.20; Neutral – 2.61-3.4; Disagree – 1.81-2.6; and Strongly Disagree – 1.0-1.80.

Table 4 presents the respondents’ perceptions of the school environment as it relates to curriculum implementation in public schools in BARMM. The overall weighted mean of 3.84 (Agree) indicates that teachers generally perceive their school environments as supportive and conducive to effective curriculum

delivery. This suggests that most schools in the region provide a positive atmosphere that enables teachers to implement the curriculum successfully.

The statement “School policies promote effective curriculum delivery” received the highest weighted mean of 4.12, implying that teachers recognize the importance of clear and supportive school policies in ensuring curriculum alignment and consistency. This is closely followed by “The school encourages innovation in teaching” (4.05), which reflects that schools foster creativity and flexibility among teachers—essential factors in adapting to learners’ diverse needs and contextual realities in BARMM.

Conversely, “The school leadership supports curriculum implementation” (3.63) received the lowest mean, suggesting that while administrative support exists, there may be inconsistencies in leadership engagement, supervision, or motivation in some schools. Likewise, “Class schedules allow enough time to deliver lessons” (3.66) was also rated lower, indicating that time constraints may pose challenges to effective curriculum implementation.

These findings align with Santiago et al. (2021), who noted that supportive leadership, structured policies, and an empowering school climate are critical for successful curriculum execution. Similarly, Dela Cruz and Medina (2020) emphasized that collaborative school environments and community participation enhance both teacher morale and student achievement. Furthermore, UNESCO (2021) highlighted that schools that foster innovation and inclusivity tend to produce higher levels of teacher satisfaction and better learning outcomes.

Teachers in BARMM generally agree that their school environments are conducive to effective curriculum implementation (overall mean = 3.84). They particularly value supportive policies and encouragement for innovation, which strengthen instructional quality. However, school leadership engagement and time allocation for teaching need improvement to further enhance the implementation process. These results suggest that strengthening administrative support and optimizing class scheduling could further boost curriculum success and teacher performance in BARMM schools.

Table 5

Weighted, and Interpretation Distribution of Respondents on Perceived Curriculum Effectiveness

Statement	Weighted Mean	Interpretation	Rank
1. The curriculum improves student learning outcomes.	4.17	Agree	2
2. Students are more engaged in lessons under this curriculum.	4.03	Agree	5
3. The curriculum helps align teaching with assessment.	4.13	Agree	4.5
4. It addresses diverse student needs and learning styles.	4.14	Agree	3
5. I feel confident implementing this curriculum.	4.13	Agree	4.5
6. Overall, this curriculum is effective in improving teaching and learning.	4.21	Strongly Agree	1
Total	4.135	Agree	

Legends: Strongly Agree – 4.21-5.0; Agree – 3.41-4.20; Neutral – 2.61-3.4; Disagree – 1.81-2.6; and Strongly Disagree – 1.0-1.80.

Table 5 presents the respondents’ perceptions of curriculum effectiveness in public schools within BARMM. The overall weighted mean of 4.14 (Agree) indicates that teachers generally view the curriculum as effective in enhancing both teaching quality and student learning outcomes. This reflects a positive assessment of the curriculum’s impact on classroom instruction and learner engagement.

The highest-rated statement, “Overall, this curriculum is effective in improving teaching and learning” (4.21 – Strongly Agree), shows that teachers strongly believe the curriculum achieves its primary goals of improving education quality and instructional practices. The next highest, “The curriculum improves student learning outcomes” (4.17), confirms that teachers observe noticeable improvements in students’ performance and comprehension. Similarly, “It addresses diverse student needs and learning styles” (4.14) ranked third, suggesting that the curriculum provides flexibility for differentiated instruction and inclusivity—an important aspect in the culturally diverse context of BARMM.

Meanwhile, “Students are more engaged in lessons under this curriculum” (4.03) had the lowest mean, indicating that while engagement is satisfactory, there is room to strengthen interactive and learner-centered strategies. Engagement may be influenced by factors such as teacher readiness, access to learning materials, or student motivation levels.

These findings align with Pascual and Garcia (2021), who found that teachers’ positive perceptions of curriculum design correlate strongly with improved instructional effectiveness and student performance. Similarly, Nieves and Laron (2020) reported that clear learning objectives, relevant content, and assessment alignment enhance teachers’ confidence and student engagement. Additionally, DepEd (2022) highlighted that effective curriculum implementation depends on both teacher competency and the responsiveness of the curriculum to learners’ needs.

In summary, teachers in BARMM agree that the current curriculum is effective in improving teaching practices and student learning outcomes (overall mean = 4.14). They particularly value the curriculum’s clarity, inclusiveness, and alignment with assessment standards. However, further emphasis on student engagement strategies could make implementation even more impactful. Overall, the data indicate that the curriculum is well-received and considered successful in fostering quality education in BARMM.

Table 6

Summary of Weighted, and Interpretation Distribution of Teachers’ Perceptions of Curriculum Effectiveness in Public Schools in BARMM

Statement	Weighted Mean	Interpretation	Rank
1. Perception of Curriculum Design	3.985	Agree	2
2. Perception of Instructional Support	3.861	Agree	3
3. Perception of School Environment	3.838	Agree	4
4. Perceived Curriculum Effectiveness	4.135	Agree	1
Total	3.954	Agree	

Table 6 summarizes the overall perceptions of teachers toward curriculum effectiveness in public schools in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). The overall weighted mean of 3.95 (Agree) indicates that teachers generally hold a positive perception of the current curriculum and its implementation across key dimensions—design, instructional support, school environment, and overall effectiveness.

Among the four areas, Perceived Curriculum Effectiveness obtained the highest weighted mean of 4.14 (Agree), suggesting that teachers strongly believe the curriculum effectively enhances teaching practices and student learning outcomes. This shows that educators recognize the curriculum as responsive to learners' needs, relevant to contextual realities, and aligned with educational goals in BARMM.

The Perception of Curriculum Design (3.99) ranked second, highlighting teachers' satisfaction with the curriculum's clarity, structure, and cultural integration. This supports findings by Alieto and Morales (2020), who emphasized that curriculum clarity and cultural relevance enhance teacher confidence and instructional delivery.

Next, Instructional Support (3.86) ranked third, implying that while schools provide adequate teaching materials and resources, there remains a need to strengthen mentoring, coaching, and ongoing professional development programs. The School Environment (3.84) had the lowest mean, reflecting that while policies and innovation are encouraged, leadership support and scheduling flexibility can be further improved to optimize curriculum implementation.

These findings align with Santiago et al. (2021), who found that effective curriculum implementation depends not only on curriculum quality but also on a supportive school environment and strong administrative leadership. Furthermore, DepEd (2022) emphasized that teacher readiness, policy coherence, and community participation are essential to achieving meaningful educational outcomes

In summary, the overall result (WM = 3.95, Interpretation = Agree) reveals that teachers in BARMM generally perceive the curriculum as effective, relevant, and well-structured. Teachers recognize its positive impact on both teaching and learning, though they also identify areas for improvement—particularly in instructional support and school leadership involvement. Strengthening these aspects can further enhance the overall success of curriculum implementation and ensure that educational goals are met effectively within the region.

Conclusion

Based on the findings presented in Tables 1 to 6, it can be concluded that teachers in public schools across the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) hold a positive perception of curriculum effectiveness. The results indicate that teachers generally agree that the curriculum is well-designed, adequately supported, and effectively implemented within their schools.

The demographic profile revealed that most respondents are female, relatively young, and highly educated, reflecting a workforce capable of adapting to curriculum changes and pedagogical innovations. Their experiences across various teaching levels and locations contribute to diverse but consistent perceptions of curriculum quality and implementation.

In terms of the curriculum's design, teachers affirmed that its objectives are clear, flexible, and contextually relevant, particularly in integrating the local culture and aligning with national standards. Regarding instructional support, teachers acknowledged the availability of teaching resources and technology but expressed the need for stronger mentoring and continuous professional development.

The findings on school environment showed that policies and encouragement for innovation are in place, though leadership engagement and time management remain areas needing improvement. Overall, the teachers perceived the curriculum as effective in improving teaching and learning outcomes, enhancing student performance, and accommodating diverse learning styles.

The summary of all dimensions (overall weighted mean = 3.95, interpreted as Agree) confirms that teachers perceive the curriculum in BARMM to be effective, relevant, and conducive to achieving

educational goals. However, the results also highlight opportunities for further improvement—particularly in strengthening instructional support systems, leadership involvement, and professional collaboration among teachers. In conclusion, the study affirms that the curriculum implemented in BARMM public schools is effective but can achieve greater impact through sustained capacity building, responsive school leadership, and continued enhancement of teaching-learning resources. Strengthening these aspects will help ensure that the curriculum continues to meet the region's diverse educational needs and contribute to quality, inclusive, and context-sensitive education.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are being proposed by researchers to further strengthen curriculum implementation and enhance educational quality in the region:

1. **Enhance Continuous Professional Development (CPD) Programs.** The Ministry of Basic, Higher, and Technical Education (MBHTE) should design and implement context-sensitive professional development (PD) programs tailored to BARMM teachers. Trainings should focus on curriculum adaptation, learner-centered pedagogy, assessment literacy, and digital integration to ensure teachers are well-prepared to deliver lessons effectively.
2. **Strengthen Mentoring and Coaching Systems.** Schools should institutionalize peer mentoring and coaching programs where experienced teachers support novice educators in lesson planning, classroom management, and curriculum delivery. This will foster a culture of collaboration and reflective teaching, particularly in rural and underserved areas.
3. **Promote Leadership Support and Shared Governance.** School heads and administrators should be trained in instructional leadership, emphasizing participative decision-making and motivational support. Strengthening leadership engagement ensures that teachers receive proper guidance, monitoring, and encouragement in implementing the curriculum.
4. **Integrate Local and Islamic Contexts into the Curriculum.** Given the cultural and religious diversity of BARMM, the curriculum should continue to embed Islamic values, local histories, and indigenous knowledge systems. This contextualization enhances student engagement and relevance while preserving the region's cultural identity and moral development goals.
5. **Improve Access to Instructional and Technological Resources.** The MBHTE and local school boards should prioritize equitable resource distribution, ensuring that both urban and rural schools have sufficient access to teaching aids, textbooks, and ICT tools. Investment in e-learning platforms and offline educational resources can help bridge digital divides.
6. **Optimize Class Schedules and Learning Time.** Schools should review and adjust class schedules to allow adequate time for lesson delivery and student engagement, especially in multi-grade and resource-limited classrooms. This ensures that teachers can effectively implement the curriculum without compromising learning quality.
7. **Foster Community and Parental Involvement.** Strengthening home-school-community partnerships can help sustain student motivation and support learning beyond the classroom. Involving parents, religious leaders, and local organizations in educational activities promotes shared accountability and social cohesion.
8. **Encourage Innovation and Research-Based Practices.** Teachers should be empowered to experiment with innovative teaching methods and conduct action research to identify what strategies work best in

their specific contexts. The MBHTE can recognize and disseminate these best practices across schools to encourage continuous improvement.

9. Monitor and Evaluate Curriculum Implementation Regularly. The MBHTE should establish a systematic monitoring and evaluation framework to gather feedback from teachers, students, and administrators. Regular evaluation will help identify implementation gaps and inform evidence-based policy decisions for curriculum enhancement.
10. Promote Peace, Inclusivity, and Cultural Sensitivity in Teaching. Considering BARMM's socio-political context, teachers should be supported in integrating peace education, intercultural dialogue, and inclusive teaching practices into the curriculum. This promotes unity, respect, and coexistence among learners from different cultural and ethnic backgrounds.

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