

# Curriculum Development Framework: Basis for Teachers' Leadership Skills Enhancement

Carrol C. Dioquino, LPT<sup>a</sup>, Erlinda J. Porcincula, PhD<sup>b</sup>

<sup>a</sup>carroldioquino@mabinicolleges.edu.ph

<sup>b</sup>ejporcincula@yahoo.com

Mabini Colleges, Inc., Governor Panotes Avenue,  
Daet, Camarines Norte, 4600, Philippines

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## Abstract

This study investigated how the curriculum development framework in the Labo West District, Division of Camarines Norte, influenced elementary teachers' leadership skills and collaborative processes in curriculum development. It explored teachers' leadership skills, focusing on instructional, collaborative, curriculum, visionary, and change leadership. The strengths and weaknesses of the district's curriculum framework were examined, particularly in planning, designing, implementation, and evaluation. The study aimed to identify significant relationships between these framework aspects and teachers' leadership skills, alongside the challenges teachers faced within the framework. Proposed interventions aimed to enhance both the curriculum framework and teachers' leadership capabilities for educational progress.

Guided by Lewin's Field Dynamic Theory, Fullan's Change Theory, and Harris and Muijs' Distributed Leadership Theory, the study used a survey inspired by Angelle and DeHart's Teacher Leadership Inventory to assess leadership dimensions among elementary teachers in Labo West District. Using purposive sampling, 82 teachers, ranked from Teacher III to Master Teacher II with leadership roles and at least three years of curriculum experience, were selected to provide insights into the relationship between curriculum framework strengths and leadership skills.

The study found that elementary teachers demonstrated moderate competence across leadership dimensions, excelling in areas like assessment use (WM = 4.46) and collaborative trust-building (WM = 4.55). Gaps remained in mentoring peers (WM = 4.35), curriculum revision (WM = 4.20), and vision articulation (WM = 4.22). The curriculum framework showed strengths in inclusivity (WM = 4.50) and critical thinking promotion (WM = 4.46) but needed clearer structures (WM = 4.28) and better alignment between evaluations and instructional adjustments (WM = 4.16). Significant correlations existed between strong curriculum planning and collaborative ( $r = .255$ ) and change leadership ( $r = .425$ ), while weak planning was linked to lower change leadership ( $r = -.240$ ).

Project "TABANG" was proposed to address these challenges through collaboration, resource sharing, and leadership development during INSET, aiming for continuous improvement and better educational outcomes.

*Keywords:* Teacher Leadership, Curriculum Development, Professional Development, Collaborative Learning, Educational Improvement

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## 1. Introduction

Curriculum development is a cornerstone of education globally, shaping learners' experiences and aligning with societal expectations (Pinar, 2019). This complex process involves diverse stakeholders, such as teachers, school leaders, parents, and policymakers, necessitating contextualization to meet specific educational needs (UNESCO, 2017). In the Labo West District, curriculum development aligns with the principles of

School-Based Management (SBM), emphasizing leadership, governance, continuous improvement, and resource management (Velacruz and Madarang, 2023). Additionally, the Department of Education's Bureau of Curriculum Development provides overarching policies to guide curriculum management and localization, further supporting schools in adapting their approaches to unique learner profiles and community contexts (DepEd, n.d.).

Teachers are central to curriculum development, not only implementing but also innovating and adapting curricula to meet learner needs (Williams, 2023). Their leadership encompasses instructional, collaborative, curriculum, visionary, and change dimensions, which enable them to deliver quality education, foster teamwork, design relevant curricula, articulate educational visions, and manage changes effectively (Goodwin University, 2022). These skills are essential for ensuring that the curriculum remains aligned with learner needs and emerging educational challenges, supporting continuous improvement and innovation.

Literature highlights the multifaceted roles of teacher leadership. Instructional leadership focuses on enhancing teaching practices, while collaborative leadership fosters teamwork to achieve shared goals (Hallinger and Murphy, 2013). Curriculum leadership ensures the alignment of content and assessment strategies with learner needs, and visionary leadership inspires educational improvement through innovative strategies (Fullan, 2014). Change leadership, meanwhile, emphasizes managing curriculum reforms effectively and promoting resilience in educational contexts (Hord, 2004). Professional development opportunities are critical in cultivating these interconnected leadership dimensions.

In the Philippines, the K to 12 curriculum serves as a framework for delivering holistic, inclusive, and learner-centered education. While its design emphasizes competencies and lifelong learning, successful implementation relies heavily on teachers' ability to adapt the curriculum into engaging learning experiences and exercise leadership to ensure quality instruction (DepEd Order No. 42, s. 2016). Effective leadership is vital in addressing diverse learner needs and ensuring the curriculum's relevance and inclusivity (Hallinger and Murphy, 2013).

The Labo West District faces unique challenges in curriculum development due to its socio-economic context, diverse learner demographics, and geographical constraints. Teachers play a critical role in addressing these challenges by contextualizing the curriculum and collaborating with stakeholders to enhance educational practices (Guskey and Huberman, 1995). However, empirical studies on how curriculum frameworks influence teacher leadership skills in local contexts like Labo West are scarce. This study aims to address this gap by examining the curriculum framework's influence on elementary teachers' leadership skills, offering insights for targeted improvements and innovations in curriculum development.

### *1.1. Objective of the Study*

This study aimed to determine how the curriculum development framework in the Labo West District, Division of Camarines Norte, influenced the leadership skills of elementary teachers and the collaborative processes involved in curriculum development. It specifically explored the leadership skills demonstrated by these teachers in the domains of instructional, collaborative, curriculum, visionary, and change leadership. Furthermore, the study investigated the strengths and weaknesses of the curriculum framework across the key areas of planning, designing, implementation, and evaluation. It sought to determine whether significant relationships existed between these framework dimensions and the leadership skills employed by teachers. Additionally, the research identified challenges encountered by elementary teachers within the framework and proposed interventions to enhance the curriculum development framework and improve teachers' leadership skills within the Labo West District.

## 2. Methodology

This study adopted a quantitative research method with a descriptive-correlational design to investigate the relationship between elementary teachers' leadership skills and the strengths and weaknesses of the curriculum development framework in the Labo West District. A survey questionnaire utilizing Likert-type scales was employed to assess teachers' leadership skills and their perceptions of the curriculum framework. The data were analyzed using descriptive and inferential statistics, including mean, ranking, and correlation. Correlation analysis revealed significant relationships, indicating whether stronger leadership skills corresponded to a more effective curriculum framework or highlighted areas for improvement. These findings provided valuable insights into how the curriculum framework influences teacher leadership, informing strategies to enhance educational practices.

### 2.1. Population, Sample Size, and Sampling Technique

This study focused on 82 elementary teachers from the Labo West District, Camarines Norte, Philippines, who were actively involved in curriculum development under the K-to-12 Program. Using purposive sampling, respondents were selected based on thorough criteria, including holding ranks of Teacher III to Master Teacher II, having leadership roles, at least three years of teaching experience, and representing diverse school settings such as urban, rural, and indigenous contexts. These criteria ensured the inclusion of teachers with substantial expertise in curriculum processes—planning, designing, implementing, and evaluating—and leadership dimensions like instructional, collaborative, curriculum, visionary, and change leadership. Data collection employed a survey questionnaire and checklist to assess teachers' leadership skills and perceptions of the curriculum framework while identifying challenges encountered. This strategic approach provided reliable, contextually relevant insights, enriching the findings and offering actionable recommendations for enhancing curriculum development and teacher leadership within the district.

### 2.2. Data Gathering Procedures

The study commenced with formal requests to the Schools Division Supervisor of the Department of Education in Camarines Norte and Public School District Supervisors to gain permission for research in the Labo West District. Upon approval, teachers meeting specific criteria were invited to participate voluntarily, with assurances of confidentiality and ethical compliance, including informed consent. A pilot test involving 20 elementary teachers from Labo East validated the researcher-made survey questionnaire, ensuring clarity and reliability, with Cronbach's Alpha values ranging from 0.756 to 0.959. The final instrument, inspired by Angelle and DeHart's Teacher Leadership Inventory (2016), employed Likert scales to assess five leadership dimensions—instructional, collaborative, curriculum, visionary, and change leadership—alongside perceptions of the curriculum framework. Quantitative data collection captured respondents' agreement levels on curriculum planning, designing, implementation, and evaluation, providing actionable insights into the strengths and weaknesses of the curriculum framework. Surveys were administered in person, combining qualitative depth with quantitative precision, contributing to a thorough understanding of curriculum development and teacher leadership in the district.

### 2.3. Statistical Treatment of Data

This study employed both descriptive and inferential statistics to analyze the quantitative data collected from the survey questionnaire. The statistical tools were aligned with the research questions and the variables of the study.

Descriptive statistics, such as the mean, were utilized to describe the demographic characteristics of the respondents, as well as the distribution and variation of the data. Additionally, descriptive statistics were applied to answer specific research objectives (SOPs) 1 and 2. The mean scores of the respondents on each dimension of teacher leadership were computed and compared.

Inferential statistics, including correlation analysis, were used to test the hypotheses and address SOP 3. To answer SOP 3, the correlation coefficients of the variables were computed and interpreted. The correlation coefficient measures the strength and direction of the linear relationship between two variables. The formula for computing the correlation coefficient of a sample was as follows:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

For SOP 4, which examined the challenges encountered by elementary teachers in curriculum development, descriptive statistics, such as frequencies and ranking, were computed to summarize the responses from the checklist. The statistical analyses were conducted using appropriate software, such as SPSS v. 27, and the results were reported at a predetermined level of significance (e.g.,  $\alpha = 0.05$ ). Relevant assumptions for the statistical tests were checked, and appropriate measures were taken to address any violations. Descriptive statistics were presented using tables and graphs, while inferential statistics were reported with the corresponding statistical values, such as correlation coefficients and their associated significance levels.

### 3. Results and Discussion

#### 3.1. Leadership Skills of Elementary Teachers in Curriculum Development

This section explores the leadership skills of elementary teachers in the Labo West District in curriculum development, emphasizing their influence on curriculum design, implementation, and evaluation to improve educational outcomes and collaboration. Instructional leadership, as shown by the highest weighted mean of 4.46 for “Effectively use assessments to inform instructional decisions,” demonstrates teachers’ active use of data-driven strategies, aligning with Zhang and Pang (2019) on the importance of professional learning communities. Conversely, indicators like “Deep understanding of content knowledge and pedagogy” and “Mentor and support new or struggling teachers” received slightly lower scores of 4.35, suggesting room for improvement in expertise and mentoring, consistent with Nguyen et al. (2020) on the need for professional development. Despite an overall Highly Employed interpretation (4.40), findings reveal gaps in capacity-building efforts, reflecting Al-Shammakhi (2020), who argued that professional development must address specific leadership competencies for sustained influence.

Table 1. Leadership Skills Employed by Elementary Teachers in Curriculum Development Along Instructional Leadership

Indicators		Weighted Mean	Interpretation
1.	Deep understanding of content knowledge and pedagogy.	4.35	Highly Employed
2.	Effectively use assessments to inform instructional decisions.	4.46	Highly Employed
3.	Provide constructive feedback to students to improve their learning.	4.45	Highly Employed
4.	Share successful teaching strategies and approaches with colleagues.	4.39	Highly Employed
5.	Mentor and support new or struggling teachers.	4.35	Highly Employed
<b>Overall Weighted Mean</b>		<b>4.40</b>	<b>Highly Employed</b>
<b>Rating Scale: Descriptive Interpretation:</b>			
4.20 – 5.00		Highly Employed	
3.40 – 4.19		Moderately Employed	
2.60 – 3.39		Occasionally Employed	
1.80 – 2.59		Rarely Employed	
1.00 – 1.79		Not Employed	

Collaborative leadership among elementary teachers in the Labo West District is highly developed, with indicators like “Build positive relationships and trust with colleagues” and “Value and respect the diverse perspectives of team members” receiving the highest weighted mean of 4.55, emphasizing trust and inclusivity as vital for professional learning communities (Zhang and Pang, 2019). However, “Take on leadership roles within collaborative teams or committees” scored a lower 4.37, suggesting limited opportunities for shared leadership and the need for structured systems to encourage teacher engagement in leadership roles (Nguyen et al., 2020). The overall weighted mean of 4.47, interpreted as Highly Employed, reflects a positive but evolving collaborative culture, highlighting the need for leadership training programs and systemic efforts to embed collaboration into leadership roles (Harrison, 2020).

Table 2. Leadership Skills Employed by Elementary Teachers in Curriculum Development Along Collaborative Leadership

Indicators	Weighted Mean	Interpretation
1. Actively participate in collaborative planning and decision-making.	4.43	Highly Employed
2. Contribute ideas and expertise to team meetings and discussions.	4.44	Highly Employed
3. Build positive relationships and trust with colleagues.	4.55	Highly Employed
4. Value and respect the diverse perspectives of team members.	4.55	Highly Employed
5. Take on leadership roles within collaborative teams or committees.	4.37	Highly Employed
<b>Overall Weighted Mean</b>	<b>4.47</b>	<b>Highly Employed</b>
<b>Rating Scale: Descriptive Interpretation:</b>		
4.20 – 5.00	Highly Employed	
3.40 – 4.19	Moderately Employed	
2.60 – 3.39	Occasionally Employed	
1.80 – 2.59	Rarely Employed	
1.00 – 1.79	Not Employed	

Curriculum leadership among elementary teachers in the Labo West District is marked by strong alignment with curriculum goals, as shown by the highest weighted mean of 4.40 for “Develop or adapt instructional materials aligned with the curriculum,” reflecting teachers’ proactive efforts to contextualize lessons for diverse classroom needs (Harrison, 2020). However, “Participate in curriculum review and revision processes” scored a lower 4.20, indicating limited opportunities or inconsistent engagement in revision activities, consistent with Karunanayaka (2020), who noted that curriculum reforms often underutilize teachers’ contributions. The overall weighted mean of 4.31, interpreted as Highly Employed, highlights a positive foundation in curriculum leadership while underscoring the need for deeper teacher involvement in decision-making and advocacy for curriculum improvements (Harrison, 2020).

Table 3. Leadership Skills Employed by Elementary Teachers in Curriculum Development Along Curriculum Leadership

Indicators	Weighted Mean	Interpretation
1. Knowledgeable about curriculum standards and frameworks.	4.29	Highly Employed
2. Participate in curriculum review and revision processes.	4.20	Highly Employed
3. Develop or adapt instructional materials aligned with the curriculum.	4.40	Highly Employed
4. Ensure that curriculum implementation is consistent across grade levels.	4.35	Highly Employed
5. Advocate for curriculum changes that better meet student needs.	4.33	Highly Employed
<b>Overall Weighted Mean</b>	<b>4.31</b>	<b>Highly Employed</b>
<b>Rating Scale: Descriptive Interpretation:</b>		
4.20 – 5.00	Highly Employed	
3.40 – 4.19	Moderately Employed	
2.60 – 3.39	Occasionally Employed	
1.80 – 2.59	Rarely Employed	
1.00 – 1.79	Not Employed	

Visionary leadership among elementary teachers in the Labo West District is reflected in the highest weighted mean of 4.40 for “Inspire and motivate colleagues to work towards shared goals,” highlighting their

ability to foster motivation among peers, though Gilmore (2021) notes challenges in maintaining such leadership in low-resource settings. The lowest score, 4.22, for “Articulate a clear vision for student success and school improvement” suggests a need to strengthen consistency in communicating long-term objectives, aligning with Fullan (2019), who underscores the role of a shared vision in driving meaningful school improvement. The overall weighted mean of 4.34 indicates competence in visionary leadership but highlights opportunities for growth in anticipating challenges and articulating visions clearly to create a proactive and sustainable leadership culture (Fullan, 2019).

Table 4. Leadership Skills Employed by Elementary Teachers in Curriculum Development Along Visionary Leadership

Indicators		Weighted Mean	Interpretation
1.	Articulate a clear vision for student success and school improvement.	4.22	Highly Employed
2.	Inspire and motivate colleagues to work towards shared goals.	4.40	Highly Employed
3.	Anticipate and plan for future challenges and opportunities.	4.39	Highly Employed
4.	Promote a culture of continuous learning and growth.	4.35	Highly Employed
5.	Challenge existing practices and policies that hinder progress.	4.32	Highly Employed
<b>Overall Weighted Mean</b>		<b>4.34</b>	<b>Highly Employed</b>
<b>Rating Scale: Descriptive Interpretation:</b>			
4.20 – 5.00		Highly Employed	
3.40 – 4.19		Moderately Employed	
2.60 – 3.39		Occasionally Employed	
1.80 – 2.59		Rarely Employed	
1.00 – 1.79		Not Employed	

Change leadership among elementary teachers in the Labo West District is demonstrated by the highest weighted mean of 4.41 for “Evaluate and reflect on the effectiveness of change efforts,” highlighting their emphasis on reflective practices essential for continuous improvement and successful reforms, consistent with Fullan (2019). However, “Embrace and adapt to educational changes and reforms” scored a lower 4.24, suggesting limited readiness to fully integrate new initiatives due to potential barriers or resistance (Cheng, 2022). The overall weighted mean of 4.33 indicates competence in change leadership but highlights the need for deeper engagement and systemic support to foster innovation, risk-taking, and adaptability, aligning with Fullan’s (2019) emphasis on cultivating a collaborative culture for sustainable reform.

Table 5. Leadership Skills Employed by Elementary Teachers in Curriculum Development Along Change Leadership

Indicators		Weighted Mean	Interpretation
1.	Embrace and adapt to educational changes and reforms.	4.24	Highly Employed
2.	Take risks and experiment with new instructional approaches.	4.30	Highly Employed
3.	Support colleagues in implementing new initiatives or programs.	4.38	Highly Employed
4.	Provide professional development on change processes and strategies.	4.33	Highly Employed
5.	Evaluate and reflect on the effectiveness of change efforts.	4.41	Highly Employed
<b>Overall Weighted Mean</b>		<b>4.33</b>	<b>Highly Employed</b>
<b>Rating Scale: Descriptive Interpretation:</b>			
4.20 – 5.00		Highly Employed	
3.40 – 4.19		Moderately Employed	
2.60 – 3.39		Occasionally Employed	
1.80 – 2.59		Rarely Employed	
1.0 – 1.79		Not Employed	

### 3.2. Strengths and Weaknesses of the Curriculum Development Framework

The curriculum development framework in the Labo West District showcases strengths in inclusivity and alignment with diverse student needs, with the highest weighted mean of 4.50 for “The curriculum planning considers diverse student needs and learning styles, promoting inclusivity,” reflecting a progressive approach



to fostering equitable educational opportunities (Dignath et al., 2022). However, weaknesses include ambiguities in the planning process, as indicated by the weighted mean of 4.43 for “Lack of clarity or ambiguity in the curriculum planning process,” which may hinder effective implementation and require refinement to align better with evolving needs (Fullan, 2019; Pernia, 2022). While the overall strengths of the framework are underscored by a weighted mean of 4.42, weaknesses such as inadequate consideration of local context, with a mean of 4.27, highlight areas for improvement to enhance curriculum effectiveness (Karunanayaka, 2020; Harrison, 2020). Addressing these gaps can strengthen the framework’s capacity to meet diverse student needs and support teachers’ professional growth.

Table 6. Strengths and Weaknesses of the Labo West District Curriculum Development Framework along Planning

Indicators	Weighted Mean	Interpretation
<b>Strengths</b>		
1. The curriculum planning process is well-structured and clearly defined, allowing teachers to follow a systematic approach.	4.28	Strongly Agree
2. Effective collaboration among teachers during curriculum planning ensures diverse perspectives and expertise.	4.39	Strongly Agree
3. The curriculum planning considers diverse student needs and learning styles, promoting inclusivity.	4.50	Strongly Agree
4. Alignment with educational standards and learning objectives ensures consistency and quality.	4.43	Strongly Agree
5. Flexibility in the curriculum planning allows for adaptation based on student feedback and changing needs.	4.49	Strongly Agree
<b>Overall Weighted Mean</b>	<b>4.42</b>	<b>Strongly Agree</b>
<b>Weaknesses</b>		
6. Lack of clarity or ambiguity in the curriculum planning process may hinder effective implementation.	4.43	Strongly Agree
7. Insufficient time allocated for collaborative planning can limit thoroughness.	4.29	Strongly Agree
8. Overemphasis on standardization may overlook individual student needs.	4.30	Strongly Agree
9. Rigidity in planning may hinder adaptation to emerging educational trends.	4.29	Strongly Agree
10. Inadequate consideration of local context may lead to misalignment.	4.27	Strongly Agree
<b>Overall Weighted Mean</b>	<b>4.32</b>	<b>Strongly Agree</b>
<b>Rating Scale: Descriptive Interpretation:</b>		
4.20 – 5.00	Strongly Agree	
3.40 – 4.19	Agree	
2.60 – 3.39	Neutral	
1.80 – 2.59	Disagree	
1.00 – 1.79	Strongly Disagree	

The curriculum design framework in the Labo West District strongly emphasizes critical thinking and problem-solving, as reflected in the highest weighted mean of 4.46 for fostering these essential skills. This focus aligns with the need to equip students with practical competencies to navigate real-world challenges, a principle supported by Ambler et al. (2021) and Fullan (2019). Furthermore, interdisciplinary integration, with a mean of 4.29, encourages holistic learning by connecting different subject areas. However, challenges in seamless implementation and insufficient teacher involvement in curriculum design, reflected by a mean of 4.26, indicate the need for more structured collaboration and support in the curriculum development process (Karunanayaka, 2020; Harrison, 2020). Addressing these issues could enhance the coherence and effectiveness of the curriculum by ensuring that teachers play a more active role in shaping its structure and content.

Despite these challenges, the curriculum design process in Labo West District is generally regarded positively, with an overall mean of 4.36 for strengths and 4.22 for weaknesses. This suggests that while the framework is effective, there is still room for improvement, particularly in increasing teacher participation and strengthening interdisciplinary coherence (Ambler et al., 2021; Harrison, 2020). Enhancing teacher engagement

in curriculum planning could lead to more contextually relevant instructional strategies, ultimately benefiting student learning outcomes. Furthermore, refining the integration of interdisciplinary approaches would create more cohesive learning experiences, ensuring that students develop a well-rounded understanding of different subject areas. By addressing these gaps, the curriculum can better meet diverse student needs and further support educational innovation.

Table 7. Strengths and Weaknesses of the Labo West District Curriculum Development Framework along Designing

Indicators	Weighted Mean	Interpretation
<b>Strengths</b>		
1. Interdisciplinary integration in the curriculum design fosters holistic learning experiences.	4.29	Strongly Agree
2. Real-world applications and relevance engage students and enhance their understanding.	4.33	Strongly Agree
3. Promotion of critical thinking and problem-solving skills prepares students for practical challenges.	4.46	Strongly Agree
4. Balanced coverage of content areas ensures a comprehensive education.	4.34	Strongly Agree
5. Clear guidelines for assessment and evaluation facilitate effective teaching and learning.	4.37	Strongly Agree
<b>Overall Weighted Mean</b>	<b>4.36</b>	<b>Strongly Agree</b>
<b>Weaknesses</b>		
6. Challenges in integrating interdisciplinary concepts seamlessly may affect coherence.	4.16	Agree
7. Difficulty in maintaining relevance to real-world contexts over time.	4.23	Strongly Agree
8. Balancing content depth and breadth can be challenging.	4.21	Strongly Agree
9. Assessment guidelines may not always align with innovative teaching approaches.	4.24	Strongly Agree
10. Lack of teacher input during design may result in less effective materials.	4.26	Strongly Agree
<b>Overall Weighted Mean</b>	<b>4.22</b>	<b>Strongly Agree</b>
<b>Rating Scale:</b>		
<b>Descriptive Interpretation:</b>		
4.20 – 5.00	Strongly Agree	
3.40 – 4.19	Agree	
2.60 – 3.39	Neutral	
1.80 – 2.59	Disagree	
1.00 – 1.79	Strongly Disagree	

The curriculum implementation in the Labo West District is generally effective, as demonstrated by its strengths in providing adequate support, resources, and personalized learning approaches, reflected in the highest weighted mean of 4.27 (Cheng, 2022). These factors contribute to an environment where students receive individualized attention, allowing them to engage more meaningfully with the curriculum. However, the consistency of implementation, with a lower mean of 4.13, indicates challenges in ensuring equitable learning opportunities across different schools. According to Clarke and O'Donoghue (2019) and Cheng (2022), this inconsistency may stem from variations in teacher preparedness, access to materials, and institutional support. Addressing these disparities through targeted professional development programs and rigorous monitoring mechanisms could help standardize curriculum delivery and enhance student learning experiences.

Despite these strengths, key concerns persist, particularly resource constraints, which were rated the highest weakness at 4.32, and variability in implementation at 4.09. Fullan (2019) and Karunanayaka (2020) suggest that a lack of resources can significantly impact teacher effectiveness, as insufficient instructional materials, technology, and facilities can hinder lesson delivery and student engagement. Moreover, inconsistencies in implementation can lead to disparities in educational quality, preventing all students from receiving equal learning opportunities. With an overall mean of 4.22 for strengths and 4.23 for weaknesses, it is evident that while the framework is well-received, addressing these limitations through enhanced resource allocation, structured training, and collaborative support systems will further strengthen curriculum implementation and ensure it effectively meets the diverse needs of students.



Table 8. Strengths and Weaknesses of the Labo West District Curriculum Development Framework along Implementation

Indicators	Weighted Mean	Interpretation
<b>Strengths</b>		
1. Consistency in the curriculum implementation process ensures equitable learning opportunities.	4.13	Agree
2. Adequate support and resources empower teachers to effectively implement the curriculum.	4.27	Strongly Agree
3. Student engagement and active participation are promoted through thoughtful implementation strategies.	4.24	Strongly Agree
4. Addressing individual student needs enhances personalized learning experiences.	4.27	Strongly Agree
5. Encouragement of innovative teaching practices keeps instruction dynamic.	4.21	Strongly Agree
<b>Overall Weighted Mean</b>	<b>4.22</b>	<b>Strongly Agree</b>
<b>Weaknesses</b>		
6. Variability in implementation across classrooms may lead to inequities.	4.09	Agree
7. Resource constraints can impact effective implementation.	4.32	Strongly Agree
8. Student disengagement due to rigid implementation strategies.	4.27	Strongly Agree
9. Addressing individual student needs may require additional support.	4.30	Strongly Agree
10. Resistance to change from teachers or administrators.	4.20	Strongly Agree
<b>Overall Weighted Mean</b>	<b>4.23</b>	<b>Strongly Agree</b>
<b>Rating Scale: Descriptive Interpretation:</b>		
4.20 – 5.00	Strongly Agree	
3.40 – 4.19	Agree	
2.60 – 3.39	Neutral	
1.80 – 2.59	Disagree	
1.00 – 1.79	Strongly Disagree	

Table 9. Strengths and Weaknesses of the Labo West District Curriculum Development Framework along Evaluation

Indicators	Weighted Mean	Interpretation
<b>Strengths</b>		
1. Consistency in the curriculum implementation process ensures equitable learning opportunities.	4.17	Agree
2. Adequate support and resources empower teachers to effectively implement the curriculum.	4.26	Strongly Agree
3. Student engagement and active participation are promoted through thoughtful implementation strategies.	4.34	Strongly Agree
4. Addressing individual student needs enhances personalized learning experiences.	4.29	Strongly Agree
5. Encouragement of innovative teaching practices keeps instruction dynamic.	4.26	Strongly Agree
<b>Overall Weighted Mean</b>	<b>4.26</b>	<b>Strongly Agree</b>
<b>Weaknesses</b>		
6. Overemphasis on summative assessments may neglect formative feedback.	4.05	Agree
7. Limited teacher involvement in evaluation processes.	4.07	Agree
8. Inadequate communication of evaluation results to stakeholders.	4.10	Agree
9. Lack of alignment between evaluation findings and instructional adjustments.	4.16	Agree
10. Challenges in involving parents and students in the evaluation process.	4.06	Agree
<b>Overall Weighted Mean</b>	<b>4.09</b>	<b>Agree</b>
<b>Rating Scale: Descriptive Interpretation:</b>		
4.20 – 5.00	Strongly Agree	
3.40 – 4.19	Agree	
2.60 – 3.39	Neutral	
1.80 – 2.59	Disagree	
1.00 – 1.79	Strongly Disagree	

The curriculum evaluation in the Labo West District is effective, with the highest weighted mean of 4.34 for promoting student engagement and active participation, which enhances learning experiences (Zhang

and Pang, 2019). However, consistency in curriculum implementation, with a lower mean of 4.17, remains a challenge, potentially affecting equity in education, as noted by Karunanayaka (2020). While the overall mean of 4.26 suggests strengths in supporting dynamic, personalized instruction, weaknesses include a lack of alignment between evaluation findings and instructional adjustments (4.16) and an overemphasis on summative assessments (4.05), which may hinder formative feedback (Dignath et al., 2022). The overall mean of 4.09 for weaknesses suggests that addressing these concerns, as emphasized by Fullan (2019), could improve the evaluation framework's alignment with instructional practices and better support diverse student needs.

### 3.3. Relationship Between the Curriculum Development Framework and Teachers' Leadership Skills

The Pearson Product Moment Correlation analysis revealed significant relationships between the strengths of the curriculum development framework and teachers' leadership skills in the Labo West District. Specifically, effective curriculum planning showed positive correlations with collaborative leadership ( $r = .255$ ,  $p = .021$ ), curriculum leadership ( $r = .295$ ,  $p = .007$ ), and change leadership ( $r = .425$ ,  $p = .000$ ), suggesting that strong curriculum planning can enhance leadership traits, including fostering collaboration, adaptability, and reflection on change initiatives (Harrison, 2020). Additionally, curriculum designing was significantly related to various leadership skills, including instructional leadership ( $r = .226$ ,  $p = .041$ ) and change leadership ( $r = .272$ ,  $p = .013$ ), demonstrating that proficient curriculum design supports multiple leadership domains. Karunanayaka (2020) argued, however, that systemic support structures are also essential for leadership development.

Furthermore, a significant positive relationship was found between change leadership skills and the strength of curriculum evaluation ( $r = .289$ ,  $p = .008$ ), indicating that teachers with strong evaluative skills are better equipped to foster student engagement and curriculum innovation (Li and Ruppert, 2021). Conversely, weaknesses in curriculum planning were significantly correlated with change leadership ( $r = .240$ ,  $p = .030$ ), suggesting that challenges in planning may hinder leadership effectiveness in curriculum changes. These findings emphasize the importance of strengthening curriculum planning, designing, and evaluation processes through targeted professional development to enhance teachers' leadership capacities and improve educational outcomes.

Table 10. Test of Significant Relationship between the Strengths and Weaknesses of the Curriculum Development Framework and the Leadership Skills Employed by Teachers

Leadership Skills	Curriculum Development Framework							
	Curriculum Planning		Curriculum Designing		Curriculum Implementing		Curriculum Evaluating	
	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>
(Strengths)								
Instructional	.137	.220	.226*	.041	.099	.375	.110	.326
Collaborative	.255*	.021	.254*	.021	.048	.670	.140	.211
Curriculum	.295**	.007	.342**	.002	.026	.815	.171	.125
Visionary	.117	.297	.221*	.046	.102	.861	.211	.057
Change	.425**	.000	.272*	.013	-.040	.724	.289**	.008
(Weaknesses)								
Instructional	.040	.720	-.015	.891	.198	.075	.142	.203
Collaborative	.149	.183	-.121	.280	.093	.404	.075	.502
Curriculum	.142	.204	.043	.701	.109	.332	.091	.415
Visionary	.068	.546	.093	.406	.028	.801	.065	.559
Change	.240*	.030	.112	.315	.128	.250	.089	.429

\*Correlation is Significant at 0.05 level (2-tailed)

\*\*Correlation is Significant at 0.01 level (2-tailed)

### 3.4. Challenges Encountered in the Curriculum Development Framework

The most significant challenge encountered by elementary teachers in the Labo West District is the “lack of resources,” reported by 60 respondents, which aligns with Fullan’s (2019) assertion that resource constraints hinder curriculum implementation and innovation. This shortage of materials, technology, and support systems limits teachers’ ability to meet educational goals and respond to students’ diverse needs. In contrast, “insufficient training” was the least frequent challenge, identified by only three respondents, suggesting that existing professional development programs are largely sufficient but should remain responsive to emerging educational trends, as noted by Nguyen et al. (2020). These findings emphasize the need for targeted interventions to address resource constraints while maintaining thorough training programs to support teachers’ evolving needs.

Table 11. Challenges Encountered in the Curriculum Development Framework

	Indicators	Frequency (n)	Rank
1.	Lack of resources	60	1
2.	Insufficient training	3	7
3.	Balancing academic rigor with student well-being	8	6
4.	Addressing the digital divide among students	21	4
5.	Managing curriculum changes in response to global events	30	2.5
6.	Financial Constraints	30	2.5
7.	Keeping Pace with Technological Advancements	15	5

\* multiple responses

### 3.5. Proposed Interventions to Improve the Curriculum Framework and Teachers’ Leadership Skills

The study identified key weaknesses in curriculum planning, designing, implementation, and evaluation in the Labo West District, compounded by resource constraints, which hinder teachers’ leadership effectiveness. Project “TABANG” (Targeting Advancement through Benchmarking Approaches in Nurturing Growth) addresses these weaknesses by fostering collaboration, professional development, and resource-sharing. Through benchmarking activities during the Midyear In-Service Training (INSET), teachers observe and document effective planning practices, enhancing instructional leadership and fostering structured approaches. Interactive workshops allow teachers to contribute to curriculum design, strengthening collaborative leadership and ownership. Resource-sharing networks alleviate financial limitations by pooling materials and creating a digital repository, exemplifying change leadership. Evaluation processes are aligned with instructional practices, fostering continuous improvement and visionary leadership. By addressing broader challenges such as resource scarcity, Project TABANG promotes collaboration and financial management skills. It also enhances teachers’ leadership across the instructional, collaborative, curriculum, visionary, and change leadership dimensions. With regular monitoring and feedback, Project TABANG ensures sustainable improvement in curriculum development, ultimately elevating educational outcomes for both teachers and students.

## 4. Conclusion and Recommendations

The study concludes that while elementary teachers in the Labo West District demonstrate competence in leadership across various dimensions, all areas are only Highly Employed, indicating the need for improvement through structured professional development programs. While strengths are observed in assessment use, trust-building in collaboration, and instructional material development, weaknesses in mentoring, curriculum revision, and articulating a clear vision suggest further enhancement is needed. The

curriculum processes show promise in inclusivity, critical thinking, and student engagement, but challenges such as unclear structure, resource constraints, and misalignment between evaluations and instructional practices remain. Strong correlations between leadership skills and curriculum strengths highlight the importance of effective planning in fostering leadership growth, with weaknesses in planning negatively affecting change leadership. The reported lack of resources emphasizes the urgency for resource management, while the minor issue of insufficient training calls for maintaining high-quality professional development. Project TABANG addresses these challenges by improving curriculum planning, designing, implementation, and evaluation through collaboration, resource sharing, and professional development, ultimately strengthening leadership skills and ensuring continuous improvement in the district's educational framework.

Based on the findings of this study, several recommendations are made to enhance teacher leadership and curriculum development in the Labo West District. The Department of Education should implement more structured professional development programs focused on mentoring, instructional coaching, and leadership training, particularly in areas such as mentoring peers, participating in curriculum revisions, and articulating a clear vision. To strengthen curriculum development, teachers should be given more opportunities for active participation in the planning, design, and evaluation stages, with collaborative task forces established to contribute innovative ideas and address resource challenges. Leadership development should be embedded in curriculum planning to enhance teamwork and change leadership, fostering better instructional practices. Given resource limitations, partnerships with local government units and NGOs could be explored to secure additional funding or resources, with schools adopting best practices from high-performing institutions. Lastly, future research should investigate how leadership skills influence curriculum development and explore longitudinal studies to track the long-term influence of leadership initiatives like Project "TABANG" across various educational contexts.

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