

"Exploring the Implementation of Curriculum Audit in Colegio De Santa Rita De San Carlos, Inc.: Basis for a Learning Transition Program Towards the *Matatag* Curriculum"

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Abstract:- This study investigated the implementation of curriculum audit at Colegio de Santa Rita de San Carlos, Inc. (CSRC) to develop a learning transition program for the new *Matatag* Curriculum. Utilizing a mixed-methods approach with qualitative, quantitative, and integration/triangulation phases, the research involved 21 teachers in focus groups and 382 students in a survey. The analysis unearthed key practices, assessed their impact on student learning outcomes, and formulated a comprehensive Learning Transition Program encompassing various aspects like teacher development, curriculum enhancement, student support, stakeholder engagement, curriculum articulation, program evaluation, and sustainability. These findings offer a valuable assessment of CSRC's learning environment and highlight the institution's dedication to continuous improvement. The program aims to foster a dynamic learning environment focused on enhancing student experiences and academic achievement through collaboration between teachers and students.

Keywords:- Curriculum Audit, Learning Transition Program, Matatag Curriculum, Mixed-Methods Research, Teacher Training, Student Support, Stakeholder Engagement, Curriculum Evaluation, Colegio De Santa Rita De San Carlos, Inc. (CSRC).

I. INTRODUCTION

Education is a cornerstone of societal progress, and the quality of education system is paramount in ensuring the development of knowledgeable and skilled citizens who can contribute effectively to their communities and the global landscape. The curriculum, an essential element of every educational system, is crucial in determining how pupils learn and, ultimately, how successful they will be in the future. In order to adapt to changing educational demands and problems, it is crucial to continually evaluate and enhance the curriculum. Curriculum Audit has been considered one of the finest techniques in curriculum development and implementation. It is a systematic review of the aims, competencies, learning processes, learning methods, learning resources and assessment methods to compare the curriculum standards with quality of implementation. (Gupta and Earnest, 2021).

Throughout the past few decades, there has been a significant shift in the Philippines' curricular program landscape and outlook. For students to be prepared for the demands of globalization, internationalization, regional integration, and the Fourth Industrial Revolution, these developments required the development of competencies. The Department of Education (DepEd), through the issuance of DepEd Order No. 21, s. 2019, articulate that students must be able to attain the 21st Century Skills to meet the vision and aspirations of a Filipino learner. To achieve all of this, teachers make curriculum audits as their guide in achieving the 21st Century Skills.

The *MATATAG* K-10 Curriculum is a revised Kinder to Grade 10 curriculum launched by the Department of Education (DepEd) in the Philippines. The curriculum aims to decongest the current curriculum by reducing the number of learning areas and focusing on foundational skills. It was developed through collaboration between DepEd, international and local academics, the private sector, government agencies, and other public sector entities. The *MATATAG* Curriculum is relevant to the study on curriculum audit because it is a revised curriculum that aims to address the weaknesses of the current curriculum by reducing the number of learning areas and focusing on foundational skills. The curriculum audit process aims to evaluate the effectiveness of the curriculum in achieving its goals and objectives. It addresses or bridges several aspects of the curriculum audit process, including curriculum relevance, curriculum decongestion, 21st-century skills, learner well-being, and teacher support. (DepEd, 2023)

Although curriculum audit has been implemented in Colegio de Santa Rita de San Carlos, Inc. since 2014 there remains a gap regarding what influence they have and what recovery program to conduct, particularly in the context of various educational settings. This study, titled "Exploring the Implementation of Curriculum Audit in Colegio de Santa Rita de San Carlos, Inc.: Basis for a Learning Transition Program Towards the *Matatag* Curriculum" explore to examine the key practices, evaluate the impact on student learning outcomes and develop a learning transition program. It offers insightful information on the implementation, difficulties, and potential advantages of the complex process of curriculum auditing in an effort to bring

it into clearer focus. This study has the potential to make a substantial impact on current initiatives to improve the caliber of instruction and develop a learning transition program towards the *Matatag* Curriculum based on the result of the curriculum audit.

➤ *Framework of the Study*

This study anchored on exploring the implementation of curriculum audit in CSRC as basis for learning transition program towards the *Matatag* Curriculum using systems theory, change management theory and a research flow model. According to Wilkinson (2014), systems theory is based on the principle that the component parts of a system can best be understood in the context of the relationships with each other and with other systems, rather than in isolation. Researchers can better understand the many factors at play and their effects on the institution as a whole by using a systemic approach while looking at the implementation of curriculum audit and the switch to the *Matatag* Curriculum. According to Lewins, change management theory provides a strategic approach to organizational change, consisting of methodologies, concepts, and theories for navigating change. (Burnes, 2020) Because it offers a planned and methodical way to managing the process of executing a curriculum audit and transitioning to a new curriculum, change management theory is pertinent to the study. It makes the shift well-planned, clearly articulated, and long-lasting while also addressing the risks, complexities, and problems of educational transformation. A research flow model serves as the conceptual framework for the study, providing a comprehensive study on the Curriculum Audit process. The study proceeds in a systematic manner, starting with a qualitative investigation and concluding with a quantitative analysis. The depth of the research is then improved thru triangulation strategy that combines qualitative and quantitative methods. The final stage involves synthesizing the findings to guide the creation of the Learning Transition Program.

II. METHODOLOGY

The exploratory sequential design is a particular kind of mixed methods study design that entails data collection and analysis in two phases, the first of which is devoted to gathering qualitative data and the second to gathering and analyzing quantitative data. This type of research design is used in exploring the implementation of curriculum audit in CSRC as basis for learning transition program towards the *Matatag* Curriculum.

Data collection methods included Focused Group Discussions (FGDs), surveys and academic metrics. The FGDs were conducted to teachers from CSRC to explore their perceptions and experiences in the implementation of curriculum audit. The surveys were distributed to a larger sample of students to obtain a broader perspective on the topic.

Data analysis involved both qualitative and quantitative methods. The qualitative data from the FGDs were transcribed, coded, and analyzed using thematic analysis to identify key themes and patterns in the data. The quantitative data from the surveys were analyzed using descriptive statistics to provide a summary of the participant’s responses. The average stanine across all subjects is calculated to have a single metric.

The results of the study were used to make a Learning Transition Program towards the *Matatag* Curriculum. The framework serves as a guide in the continuous implementation of curriculum audit while transitioning to the new *Matatag* Curriculum which will help teachers and students work together to create a dynamic learning environment that is centered on improving learning outcomes and overall academic performance.

Overall, this mixed-method exploratory design provided valuable insights in making Learning Transition Program towards the *Matatag* Curriculum by exploring the implementation of curriculum audit in CSRC.

III. RESULTS AND DISCUSSIONS

Curriculum audit is specifically defined as an evaluative process conducted by teachers to assess the effectiveness of the adopted curriculum in achieving its intended outcomes and stated objectives. The examination of the practices employed by teachers in implementing curriculum audits at Colegio de Santa Rita de San Carlos, Inc. is elucidated through the comprehensive analysis of responses gathered during focus group discussions.

Table 1 Emerging Themes on the Practices of Teachers in Implementing the Curriculum Audit in Colegio de Santa Rita de San Carlos, Inc.

Emerging Themes	Discussion
1. Overview of Curriculum Audit	Participants shared a collective understanding of the curriculum audit process, viewing it as a method to evaluate completed and uncompleted lessons, monitor student progress, and identify interventions for students with low scores.
2. Existing Practices on Curriculum Audit	Teachers at the institution have been consistently practicing curriculum audits since 2014, although time constraints sometimes lead to unaccomplished competencies. The audit serves as a tool for teachers to evaluate their efficacy and grow professionally.
3. Goals of Curriculum Audit	The primary goal of the curriculum audit is to ensure students successfully complete required learning competencies, aligning with the institution's mission and vision. It also aims to improve teaching methods, enhance the quality of education, and align with accreditation

	standards.
4. Outcomes of Curriculum Audit	Participants believe the curriculum audit goals align with the institution's mission and vision, positively impacting educational quality. However, there are varying perspectives on the extent of alignment, suggesting room for improvement.
5. Improvement Approaches	Practical steps for improving curriculum audit processes include reviewing previous audits, conducting seminars and training sessions for teachers and administrators, engaging in stakeholder discussions, and emphasizing parental involvement through events like Card Day.
6. Stakeholders Engagement and Communication	There is a perceived lack of formal communication with stakeholders regarding audit findings, indicating a need for improved transparency and regular communication channels. Suggestions include one-on-one consultations, parent gatherings, and regular meetings to ensure effective communication.

A survey also conducted to identify the existing gap in focus group discussion. Identifying gaps in qualitative data before the quantitative phase ensures that the subsequent research focuses on relevant aspects, informs instrument development, validates findings, and contributes to a comprehensive understanding of the topic.

The study identifies the extent of implementation of curriculum audit at Colegio de Santa Rita de San Carlos, Inc. It represents the participants' perceptions of their own intellectual growth.

Table 2 Survey Results of Teachers

	Overall Mean
A. Awareness	3.51
B. Desire	3.57
C. Knowledge	3.38
D. Ability	3.30
E. Reinforcement	3.25

With largely positive answers, the study indicates that participants have a favorable awareness of the Matatag Curriculum, the curriculum audit process, and its results. A high desire and incentive for active participation in the curriculum audit process, the school's improvement plan, curriculum map modifications, learning transition program participation, and the integration of Matatag Curriculum principles are also expressed by the participants. It shows that participants have a good degree of understanding about Matatag Curriculum, adjustments, and the curriculum audit process. Addressing teacher adaptations in comparison with centralized and decentralized countries, it has elucidated curriculum adaptations rather than curriculum-teacher interactions. Using sense-making theory lenses in cross-cultural settings, it was discovered that teachers' adaptations are the result of their curricular sentiments. (Bümen & Holmqvist, 2022)

Finally, it presents affirming, encouraging, and supportive participant perspectives regarding the Matatag Curriculum implementation and the curriculum audit procedure. The participants generally show positive attitudes, motivations, knowledge, and perceived abilities, indicating that the curriculum audit and related efforts are well received and engaged with. With well-trained teachers, reforms can be successfully implemented in schools. Internal resistance to do what reformers try to achieve must be overcome. With world-class teacher training, there is hope that the students undergoing teacher training will in their turn provide quality education to all their students. (Lauwers,2019)

Table 3 Survey Results of Students

	Overall Mean
A. Self-Perceived Academic Progress	3.08
B. Student Engagement in Curriculum and Instruction	3.18
C. Satisfaction with the Educational Experience	3.22

In Self-Perceived Academic Progress, participants generally expressed moderate satisfaction with their academic progress, belief in making significant progress towards academic goals, and regular review of class notes and study materials. While respondents reported improvements in seeking assistance when facing academic challenges, they showed slightly lower agreement regarding the improvement of study habits and time management skills. Thus, the self-perceived academic progress mean score indicates relatively positive perceptions among respondents, albeit with variations in agreement levels. Perceived achievement of the intended learning outcomes of the subject and teachers' pedagogical knowledge/strategies as well as facilitating skills were positively correlated with academic performance of students. (Chu et al., 2020).

In Student Engagement in Curriculum and Instruction, students indicated high levels of happiness with their progress in school, belief in doing well academically, and enjoyment of learning new things. Most participants reported actively engaging in homework and assignments, feeling comfortable asking for help from teachers, and expressing satisfaction with the subjects they are learning. The overall mean score suggests a positive and engaged student population with a supportive learning environment. Frameworks for integrated STEM education also call for the inclusion of other critical components, such as the use of student-centered pedagogies and opportunities for students to engage in twenty-first century skills, particularly teamwork and collaboration. (Roehrig et al., 2021)

In Satisfaction with the Educational Experience, respondents expressed high satisfaction with teacher support, interest in subjects, classroom learning experiences, study resources, and extracurricular activities. They also reported satisfaction with school facilities, instructional technology, and the overall positive and friendly environment. The overall mean score indicates that students are highly satisfied with their educational experience, attributing to various positive aspects of their schooling. The role of student satisfaction in reinforcing confirmation, perceived usefulness, perceived openness of the online courses and the perceived reputation was established. This relationship is key to administrators while they focus on improving student satisfaction and building on the institutions' reputation in addition to their efforts to support marketing and enrollments during the pandemic. (Gantasala et al., 2022).

Stanine results show a positive impact on academic performance across different grade levels and subjects. Grade 1 and Grade 4 demonstrate particularly high mean stanine scores, indicating significant improvement in academic achievement.

Although Grade 7's overall mean stanine is slightly lower, it still reflects a beneficial influence on academic performance. Overall, the quantitative findings suggest that the implementation of curriculum audit at Colegio de Santa Rita de San Carlos, Inc. has positively impacted student learning outcomes, as evidenced by self-perceived academic progress, student engagement, and satisfaction with the educational experience, alongside improvements in academic performance metrics. The directionality of the relation between cognitive abilities and academic achievement, and the magnitude of this directionality may be further explained and moderated by developmental stages, domains of academic skills, types of cognitive skills, and academically relevant social-emotional factors. (Peng & Kievit, 2020)

Data Integration Matrix is an essential tool in research that facilitates systematic and transparent data integration, leading to improved data quality, efficient analysis, and enhanced collaboration among researchers. The findings from the qualitative and quantitative methods have been integrated and presented in the data integration matrix shown in table 5.

Table 4 Stanine Results

Grade	CLE	MTB(1) EPP(4) TLE(7)	Filipino	English	Math	Araling Panlipunan	Computer	MAPEH	EsP	Science	Average Stanine
Grade 1	8.66	8.71	8.55	8.84	8.63	8.86	8.90	9	8.66	NA	8.76
Grade 4	8.29	8.43	7.79	7.93	7.79	7.96	8.29	8.18	8.04	8.18	8.09
Grade 7	7.41	7.55	7.43	6.88	7.80	7.11	8.67	8.50	7.79	7.90	7.70
OVERALL MEAN											8.18

Table 5 Data Integration Matrix

The practices of teachers in implementing the Curriculum Audit in Colegio de Santa Rita de San Carlos, Inc.	The extent has the implementation of curriculum audit at Colegio de Santa Rita de San Carlos, Inc. impacted the K-10 student learning outcomes as measured by their academic performance metrics
<p>Key practices of K-10 teachers in curriculum audit implementation</p> <p>1. Overview of Curriculum Audit</p> <p>1.1 Evaluating completed and uncompleted lessons</p> <p>1.2 Monitoring student progress</p> <p>1.3 Identifying interventions for students with low scores</p> <p>2. Existing practices</p> <p>2.1 Consistent curriculum audits since 2014</p> <p>2.2 Occasionally hindered by time constraints</p> <p>2.3 Used as a tool for self-evaluation and professional growth</p> <p>3. Goals of curriculum audit:</p> <p>3.1 Ensure completion of required competencies</p> <p>3.2 Align with institution's mission and vision</p> <p>3.3 Improve teaching methods and educational quality</p> <p>3.4 Meet accreditation standards</p> <p>4. Outcomes</p> <p>4.1. Positive impact on educational quality</p> <p>4.2. Varying perspectives on alignment with mission and vision</p> <p>5. Improvement approaches</p> <p>5.1. Reviewing previous audits</p>	<p>1. Self-Perceived Academic Progress</p> <p>1.1 Moderate satisfaction with academic progress.</p> <p>1.2 Moderate belief in making significant progress towards academic goals.</p> <p>1.3 Regular review of class notes and study materials.</p> <p>1.4 Improvement in seeking assistance when facing academic challenges.</p> <p>1.5 Slightly lower agreement regarding improvement in study habits and time management skills.</p> <p>2. Student Engagement in Curriculum and Instruction</p> <p>2.1 High levels of happiness with academic progress.</p> <p>2.2 High belief in doing well academically.</p> <p>2.3 Enjoyment of learning new things.</p> <p>2.4 Active engagement in homework and assignments.</p> <p>2.5 Comfort in asking for help from teachers.</p> <p>2.6 Satisfaction with subjects being learned.</p> <p>2.7 Positive and engaged student population with a supportive learning environment.</p> <p>3. Satisfaction with the Educational Experience</p> <p>3.1 High satisfaction with teacher support.</p> <p>3.2 Interest in subjects.</p> <p>3.3 Classroom learning experiences.</p> <p>3.4 Study resources.</p> <p>3.5 Extracurricular activities.</p> <p>3.6 School facilities.</p>

<p>5.2. Conducting seminars and training sessions 5.3. Engaging stakeholders through discussions 5.4. Emphasizing parental involvement</p> <p>6. Stakeholders’ engagement and communication 6.1. Lack of formal communication with stakeholders 6.2. Need for improved transparency and regular communication channels 6.3. Suggestions include one-on-one consultations and parent gatherings</p>	<p>3.7 Instructional technology.</p> <p>4. Academic Performance Metrics Based on Stanine Results 4.1. Positive impact on academic performance across different grade levels and subjects. 4.2. Grade 1 and Grade 4 demonstrate particularly high mean stanine scores, indicating significant improvement in academic achievement. 4.3. Grade 7's overall mean stanine is slightly lower but still reflects a beneficial influence on academic performance.</p>
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Teacher Training and Development:

Conduct workshops and training sessions to familiarize teachers with the Matatag Curriculum objectives and expectations. Provide guidance on effective curriculum audit practices, emphasizing the importance of aligning curriculum objectives with student learning outcomes. **Phase 2:** Trained the teachers on the general shape and instructional design framework of the K-10 MATATAG curriculum (How can I make my teachers ready to teach the new curriculum?). Additionally, to ensure the continuity of the curriculum audit, train teachers to do the Standard-based Learning Recovery Plan (SLRP) by Rapatan.

Curriculum Audit Enhancement:

Review and refine existing curriculum audit procedures to ensure alignment with the goals of the Matatag Curriculum. Integrate feedback from teachers and stakeholders to enhance the effectiveness and relevance of the curriculum audit process. Implement standardized and reliable procedures for conducting curriculum audits, emphasizing the continuous improvement of teaching and learning practices. **Phase 3:** Reviewed and evaluated MATATAG curriculum-compliant teaching and learning resources (Are there any MATATAG curriculum-compliant teaching and learning resources?).

Student Support and Engagement:

Offer academic support programs such as tutoring sessions and study groups to assist students in areas where they may be struggling academically. Promote a positive learning culture that encourages students to actively participate in their educational journey and seek assistance when needed. Foster a supportive school environment where students feel valued, motivated, and empowered to achieve their academic goals.

Stakeholder Communication and Engagement:

Maintain open communication channels between teachers, students, parents, and school administrators to ensure transparency and alignment of goals. Solicit feedback from stakeholders regarding the implementation of the Matatag Curriculum and curriculum audit process, addressing concerns and making necessary adjustments. Engage parents in their child's education by providing resources and information about the curriculum changes and ways to support learning at home.

Articulation of the Curriculum:

Phase 4: Articulate the MATATAG curriculum horizontally and vertically through curriculum mapping and lesson planning (Do my teachers have a clear roadmap for delivering instruction in alignment with the new curriculum?).

Program Evaluation:

Assess the impact of the Learning Transition Program on teacher practices, student learning outcomes, and overall school culture. Measure changes in academic performance metrics and student engagement levels over time. Solicit feedback from stakeholders to gauge satisfaction with program implementation and identify areas for improvement.

Program Sustainability:

Establish a system for continuous teacher development to ensure ongoing competency and alignment with the Matatag Curriculum. Implement regular audits to ensure continued adherence to curriculum audit procedures and standards. Provide ongoing support and resources for teachers to facilitate effective implementation of the curriculum. Conduct periodic reviews of curriculum integration and effectiveness to adapt to changing needs and requirements. Develop a repository of effective teaching materials and resources to support long-term instructional quality. Develop strategies for long-term program sustainability, considering budgetary constraints and resource availability. Establish mechanisms for ongoing curriculum refinement based on feedback and evaluation data. Embed program components into the institutional culture to ensure sustained commitment and engagement from all stakeholders. (q13.2) Foster a culture of celebration and recognition to reinforce positive behavior and maintain enthusiasm for program objectives.

➤ *The Proposed Learning Transition Program*

The proposed learning transition program was conceptualized and formulated in response to the findings of the study. The program is necessary to facilitate a smooth transition from the K-12 curriculum to the Matatag curriculum. It enhances teacher practices in curriculum audit implementation. Improve K-10 student learning outcomes as

measured by academic performance metrics. Foster a positive learning environment conducive to student engagement and academic success. The program components are teacher training and development, curriculum audit enhancement, student support and engagement, stakeholder communication and engagement, articulation of the curriculum, program evaluation, and program sustainability.



Fig 1 Learning Transition Program

The program objectives are (1) facilitate a smooth transition from the K-12 Curriculum to the Matatag Curriculum, (2) enhance teacher practices in curriculum audit implementation, (3) improve K-10 student learning outcomes as measured by academic performance metrics, (4) foster a positive learning environment conducive to student engagement and academic success.

Table 6 Program Implementation Table

Timeline	Phase	Activities	Persons In-Charge	Budget and Sourcing	Monitoring and Evaluation	Sustainability
Months 1-3	Preparation (Phase 1)	- Conduct teacher training sessions on Matatag Curriculum objectives and curriculum audit	Academic Coordinator / Training Coordinator		- Assess participation and engagement in training sessions	- Establish a system for continuous teacher development
		- Review and refine existing curriculum audit procedures	Academic Coordinator / Audit Committee		- Evaluate effectiveness of revised procedures	- Implement regular audits to ensure compliance
Months 4-6	Implementation (Phase 2)	- Train teachers on the general shape and instructional design framework of K-10 MATATAG curriculum	Training Coordinator / Academic Coordinator		- Monitor integration of new curriculum elements in lesson plans	- Provide ongoing support and resources for teachers
		- Roll out enhanced curriculum audit procedures	Audit Committee / School Principal		- Review completion rates of curriculum audits	- Conduct periodic reviews to adapt to changing needs

Timeline	Phase	Activities	Persons In-Charge	Budget and Sourcing	Monitoring and Evaluation	Sustainability
Months 7-9	Monitoring and Evaluation (Phase 3)	- Review and evaluate MATATAG curriculum-compliant teaching and learning resources	Academic Coordinator / Evaluation Team		- Gather feedback from teachers and students on resource effectiveness	- Develop a repository of effective teaching materials
		- Collect feedback, assess program effectiveness, and make adjustments as necessary	Evaluation Team / School Principal		- Analyze academic performance metrics pre and post-implementation	- Develop strategies for long-term program sustainability
Months 10-12	Continued Implementation (Phase 4)	- Articulate the MATATAG curriculum horizontally and vertically through curriculum mapping and lesson planning	Academic Coordinator		- Review curriculum maps and lesson plans for alignment	- Establish mechanisms for ongoing curriculum refinement

IV. RECOMMENDATION

➤ *Based on the Findings and Conclusions of the Study, the Following Recommendations may be Considered:*

- Make a learning transition program towards the Matatag Curriculum. Make sure the learning transition program is in line with the objectives of the MATATAG Curriculum by conducting regular evaluations of its efficacy.
- Tailored Interventions: Provide students with lower stanine scores with individualized interventions to meet their unique learning requirements and make sure they receive focused attention. This could entail more mentoring opportunities, tutoring, or different teaching approaches.
- Technology Integration: Look for ways to improve the way technology is integrated into the classroom. This could entail giving teachers digital tool training, supplying resources, and making sure kids have access to technology that enhances their education.
- Programs for Student Well-Being: Considering the importance of socioemotional development, think about putting in place initiatives that concentrate on character development, mental health, and student well-being. This helps to create a welcoming and encouraging learning atmosphere.
- Continuous Professional Development: Give educators the chance to continue developing their knowledge of the MATATAG Curriculum, the Curriculum Audit procedure, and successful teaching techniques. Workshops, training sessions, and group learning initiatives can all fall under this category.
- Establish Clear Communication Channels: To make sure that everyone is aware of curriculum changes, audit results, and educational initiatives, establish clear channels of communication between the administration, instructors, and other stakeholders. A common vision and

dedication to educational objectives are fostered by open and honest communication.

- Engage stakeholders in the educational process by getting parents, guardians, and the community involved. Their assistance is essential to the accomplishment of educational goals. Organize workshops or informational sessions to involve parents in their kids' education.

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