Curriculum Implementation Amidst the COVID-19 Pandemic in the Perspective of Elementary School Heads

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Abstract— Teachers and School Heads play a vital role in implementing curriculum at schools. The success or failure of any curriculum implementation hinges on its impact on students and the knowledge and skills of those implementing it. Therefore, as implementers, we need to be well-versed in adapting the curriculum to various situations to ensure optimal outcomes. The present study is about the perspective of elementary school heads on curriculum implementation amidst the COVID-19 pandemic. This study aims to identify the challenges faced by elementary school heads in curriculum implementation during a pandemic, to equip the school heads with the correct knowledge, strategies, and attitude to manage similar circumstances in the future while enhancing the curriculum to align with evolving global realities.

The descriptive research involved the 64 School Heads of the Sorsogon City Division. The survey questionnaire was used as the method of conducting it coupled with interviews with some of the respondents who are truly knowledgeable as far as curriculum is concerned. These data were statistically treated using frequency count, percentage, and ranking.

Results showed that the majority of School Heads of Sorsogon City Division were at the peak of their careers. By enrolling in post-graduate programs, they are also raising their level of education, but the majority of them have less experience directly related to their line of work. The majority of the participants have difficulty managing their time and money, working with covid-19 pandemic's restrictions, getting used to the enriched curriculum, and implementing the skills and competencies they have received. Most of them state that there are obstacles they must overcome, such as strict application of health rules that make it difficult for the community to be involved in a learning environment. Training programs on staff motivation and school appraisal system among school heads, and training on curriculum supervision in times of disaster with remote ways of learning delivery are not regularly conducted.

The implications of these findings are highlighted relative to assisting the Department of Education and Deped Sorsogon City in providing tailored training and technical assistance for school heads on enriching, supervising, and assessing curriculum to ensure that curriculum is well implemented in the school in all circumstances. This assistance is vital for ensuring that school heads can adapt to various challenges they may encounter as manager of the school. Additionally, they can guide decisions on enriching curriculum areas to align with societal needs. Moreover, these findings serve as the foundation for developing strategies, programs, and projects to enrich, deliver, and assess the curriculum during crises such as calamities and pandemics.

Keywords— Curriculum, Curriculum Implementation, Curriculum Enrichment, Curriculum Supervision, Curriculum Assessment, Pandemic, School Heads

I. INTRODUCTION

A curriculum encompasses all the intended learning outcomes and learning experiences provided to learners within the school. It serves as a means to achieve the educational goals and aspirations of a country while shaping and educating its youth. Therefore, school curricula must be carefully crafted and integrated, taking into account the specific needs and requirements of industries and society as a whole. It must be revised or improved if necessary, to adapt to the changing world.

It is the teacher that executes these curriculum activities/curriculum actions/documents and so the teacher and the curriculum must move side by side. This implies that one cannot discuss elaborately on curriculum without acknowledging the teacher who is the curriculum implementer. As a curriculum implementer, it means that the teacher is the one who brings the curriculum documents to the limelight and reality. The work of the teacher in curriculum implementation cannot be disregarded or underestimated.

The concept curriculum can also be regarded as a school curriculum which is further divided into the relevant school phases. A relevant school curriculum is designed to meet the needs of the community and the learners it serves. It must be meticulously planned to incorporate both compulsory and optional learning activities, including examination and non-examination subjects, as well as appropriate after-school activities.

The curriculum is a comprehensive concept that encompasses all planned activities, including subject courses during regular school hours and after-school activities such as clubs and sports. This all takes place within a specific system and is constantly under evaluation. Its ultimate goal is to guide and support children's development into responsible, members of society who can contribute meaningfully to their community.

The main objective of a school system is to promote continuous improvement in learners' development. This can only be achieved through the establishment of explicit, accurate, and assessable learning standards. To achieve this goal, the school system must implement a coherent and aligned curriculum that supports the building of skills and knowledge over time, both within and across grades and schools. The district expects that by adhering to this approach, student learning will be greatly enhanced. With this expectation, the K-12 curriculum will be based on a core set of objectives that are articulated and aligned to the graduate profile and state standards in each discipline and/or course of study. Standards serve as the basis for developing concrete goals that teachers can work towards. In our independent school and district, the goals for student learning are rooted in the state's fundamental knowledge and skills. To ensure an aligned curriculum across grade levels and courses, teams review each of these knowledge statements and enhance their specificity to clearly define what learners should comprehend and accomplish at every level. By using these precise expectations as a guide, we can create a cohesive approach to teaching, assessment, and instruction delivery.

From the above definitions of management and curriculum, a single perspective can be obtained on the notions and concepts of curriculum management which the curriculum manager must understand. The school is responsible for executing the primary function of the education system, which is managing, teaching, and

learning. However, for the school to carry out this function effectively, the school principal must fulfill his/her curricular role. Curriculum management encompasses the many administrative processes and procedures involved in maintaining accurate, up-to-date information about curricular offerings.

Since curriculum management is about curriculum improvement and effective implementation, principals need to spend most of their time performing this important function. Mosley, Johns, and Reller (2021) reiterate that surveys show that principals typically regard curriculum management as their primary function and one on which they would like to spend a large amount of their time. The Curriculum Management Plan communicates the intent, direction, roles, and responsibilities of Humble ISD in the areas of the curriculum (written), instruction (taught), and assessment (tested). This plan outlines the systematic and ongoing process of curriculum design, evaluation, and revision per Board Policy. The Curriculum Management Plan is the foundation for the design, delivery, and assessment of the curriculum.

Murphy, Hallinger, Weil, and Milman assured the readers that one of the most important reasons for the lack of curriculum management activities on the part of many principals is their lack of a sound knowledge base of instruction and curriculum. This has a negative impact, not only on the achievement of the school's objectives but also on the individuals associated with the school. This confirms Nolder's word of caution. Without supporting effective teaching, principals are robbed of the core business of the school, namely teaching, and learning.

Existing solutions, that were published, are focused on the curriculum only from a certain perspective, offering the agenda together with selected functionalities and making the efforts to provide them to students and teachers of the respective institution in a transparent format. However, they have not yet seen a complex instrument that would cover all elements associated with global curriculum harmonization, including a detailed parametric description down to the level of the learning units and one that would be linked to the learning outcomes (Kobola et al.).

In the Philippines, Ancheta, and Ancheta it is said that the pandemic has brought a dilemma to educational institutions especially when the government announced

and ordered not to open face-to-face classes for Academic Year 2020 - 2021 until the COVID-19 vaccine. In response to this order, the Department of Education (DepEd) released department order nos. 007, 12, 13, and 14 series of 2020 instructing all basic education institutions to come up with their learning continuity plan (LCP) and health and safety protocols in the new normal in education during the pandemic. The bigger challenge is now passed on to private basic education schools. The literature cited herein develops a framework as to the necessary measures every private basic education institution must take in the re-opening of the schools. As there are limited studies written on the same nature, the author suggests a thorough study of the various facets of online learning involving the children of private basic education institutions.

Thus, school heads specifically in Sorsogon City Division had a total struggle in attaining the curriculum management goals due to these limitations brought about by the Covid-19 pandemic but the experiences served as an eye opener to come up, with a plan and solutions to the problems that may arise in the future that is almost similar to the pandemic, like climate change, vast destruction brought by supertyphoon, earthquake, and other calamities. Therefore, the present study was conducted to improve curriculum management in times of pandemic through seminar workshops.

The present study is focused on curriculum implementation amidst the COVID-19 pandemic from the perspective of elementary school heads. The study aims to propose a five-day training workshop on curriculum management to address the needs of school heads in effectively managing their school within the current education situation. The setting of the present study was the public elementary schools at Sorsogon City Division namely: Bacon East Central School, Balogo Elementary School; Bato Elementary School, Bogna Integrated School, Bon-ot Elementary School, Buenavista Elementary School, Canarum Elementary School, Gatbo Elementary School, Jamislagan Elementary School, Salvacion Elementary School, Sawanga Elementary School, Sta. Lucia Elementary School, Sta Teresita Elementary School, and Sugod Elementary School at Bacon East District.

Bacon West District – Bacon West Central School, Cabarbuhan Elementary School, Del Rosario Elementary School, Gajo Elementary School, Gayong Elementary School, Maricrum Elementary School,

Osiao Paglingap Elementary School, Rawis Elementary School, San Isidro Elementary School, San Juan Elementary School, San Pascual Elementary School, and San Ramon Elementary School. Sorsogon East District – Abuyog Elementary School, Ambrocio Jose Labrador Elementary School, Balogo Elementary School, Bibincahan Elementary School, Buhatan Integrated School, Cabid-An Elementary School, Marinas I Elementary School, Marinas II Elementary School, Melecio J. Larosa Elementary School, OLV elementary School, Quirino Elementary School, Rosa T. Arellano Elementary School, San Lorenzo Integrated School, and Sorsogon East Central School.

Finally, other respondents were from Sorsogon West District – Barayong Elementary School, Basud Elementary School, Bitan-O Elementary School, Bucalbucalan Elementary School, Buenavista Elementary School, Cambulaga Elementary School, Capuy Elementary School, Gimaloto Elementary School, Guinlajon Elementary School, Pamurayan Elementary School, and Pangpang Elementary School.

II. OBJECTIVES

The present endeavor is focused on the different challenges encountered by the Elementary School Heads of Sorsogon City Division along with curriculum management to formulate/craft a curriculum management intervention plan

Specifically, it identified the profile of the Elementary School Heads of Sorsogon City Division in terms of: number of years being a School Head, educational attainment, number of training attended along curriculum management, the experiences of Elementary School Heads particularly along: curriculum enrichment, curriculum supervision, curriculum assessment, the challenges encountered by the Elementary School Heads of the Sorsogon City Division: curriculum enrichment, curriculum supervision, curriculum assessment; and training program for Elementary School Heads may be proposed to improve curriculum implementation, curriculum supervision, and curriculum assessment.

III. METHODOLOGY

The method used in this research was the descriptive method. This study was focused on curriculum implementation amidst the COVID-19 pandemic through the perspective of elementary school heads. The researcher selected 100% of the total 55 school heads of the Sorsogon City Division. The researcher did not

include the Division and Regional personnel of DepEd as well as private schools in the division.

The present study aimed to know the curriculum implementation amidst the COVID-19 pandemic from the perspective of elementary school heads in means of scientific way. The sources of the data in this research were the questionnaire, newspapers and magazines, the news on TV and radio, the internet, information from the persons interviewed, and the observation of the researcher.

The present study entitled Curriculum Implementation Amidst the COVID-19 Pandemic in the Perspective of the Elementary School Heads is focused on the assessment of two different variables – Challenges Encountered by the heads amidst the covid-19 pandemic and the curriculum management skills of the school heads.

IV. RESULTS AND DISCUSSION

The following results were gathered, analyzed and interpreted by the researcher based from the objectives of the study. Textual analysis and interpretation were also used.

I. Profile of the Elementary School Heads

The profile of the leader is said to be the parameter of the types of leadership that he or she must adopt in managing the organization. This leader's profile determines the qualities that every leader possesses. In the field of school management, the profile of the school heads contributes to the success of the operations of the schools. Specifically, how these school heads implement the curriculum in their respective schools is affected by their profile.

Table 1.1 shows the profile of the Elementary School Heads in terms of years as school heads. These years indicate the length of their services as school managers. Revealed in the table that out of the 55 elementary school head respondents, 22 or 40% have been in the service for 11-15 years. This is followed by those school heads serving 6 to 10 years as an administrator gaining a frequency of 13 or 24%.

Further, the school administrators who have 16 to 20 years of experience as school heads are placed at 3rd with the frequency of 8 out of 55 school heads respondents or 14%. This is followed by administrators with those below 5 years of experience as school managers with a frequency of 5 or 9%; and 31 years and above with a frequency of 3 or 5% placed at 4th and 5th respectively. The school heads with 21 to 25 and 26 years of experience as school heads tied at 6th place both with a frequency of 2 or 4%.

Table 1.1 Profile of the Elementary School Heads In terms of the Number of Years as school heads

Number of years as a school head	Frequency	Percentage (%)
31 – above	3	5.00
26 – 30	2	4.00
21 – 25	2	4.00
16 – 20	8	14.00
11 – 15	22	40.00
6 – 10	13	24.00
Below 5 years	5	9.00
Total	55	100.00

Thus, the result simply emphasizes that most of the school heads at the Sorsogon City Division are in their prime being as school heads. Therefore, these administrators have a strong spirit in managing the school, thus, giving their very best to support the implementation of the curriculum and fielding the interest of the school for the best of their students.

It has been a notion that the education received by leaders has a bearing on their management and performance. Table 1.2 has the data on the highest educational attainment of the school head respondents. As shown in the table that there are 17 out of 55 or 31% of the school head respondents have earned units in their Masteral Studies.

Table 1.2 Profile of the Elementary School Heads In terms of the Highest Educational Attainment

Age (in years)	Frequency	Percentage (%)
Earned Doctorate Degree	4	7.00
Doctorate Level (Completed Academic Requirements)	16	29.00

Doctorate Level (earned units)	5	9.00
Earned master's degree	4	7.00
Masteral Level (Completed Academic Requirements)	8	15.00
Masteral Level (earned units)	17	31.00
College Graduate	1	2.00
Total	**55**	**100.00**

This is followed by those school heads within the Doctorate Level (Completed Academic Requirements) with a frequency of 16 or 29% the second place; Masteral Level (Completed Academic Requirements) with a frequency of 8 or 15%, ranked 3; and School Heads with Doctorate Level (earned units) at 4th with the frequency of 5 or 9%. Finally, 4 out of 55 school heads, or 7.27% have earned a master's degree and earned their doctoral degree as their highest educational attainment, tied at 5th rank, and only 1 out of 55 school heads, or 2% are College graduates grabbing the final place.

In this area, the result shows that most of the school heads in the Sorsogon City Division still need to upgrade their skills and leanings through an education process and qualifications. It is mentioned in the latter part of this study that education places more emphasis on what kind of leadership and leadership skills a school head has. Obtaining a Doctorate Degree is a useful and ministerial qualification since they are handling not only the students, teachers, and stakeholders, but the school itself, thus, it requires one leader to attain the highest degree of intellectual posts.

Capacitating school heads on how to deliver the curriculum in the school system is a strategic action to ensure that these school managers are properly equipped with knowledge, skills, and attributes along with curriculum enrichment, curriculum supervision, and curriculum assessment. School heads who have been exposed to learning and development in the curriculum are expected to deliver the curriculum contents and standards to the learner which is channeled to the teachers.

Table 1.3 shows the number of trainings attended by the school heads respondents along with curriculum implementation. The result of the study reveals that 35 out of 55 (64.00) school heads have attended 6 to 10 training courses related to the curriculum.

Table 1.3 Profile of the Elementary School Heads In terms of the Number of Training Attended Related to the Curriculum

Number of Training	Frequency	Percentage (%)
21 and above	3	5.00
16 – 20	5	9.00
11 – 15	10	18.00
6 – 10	35	64.00
Below 5	2	4.00
Total	**55**	**100.00**

This shows the school heads that attended 11 to 15 training courses with a frequency of 10 or 18%, ranking 2. The 3rd in the rank are those school heads that have attended 16 to 20 training on curriculum with the frequency of 5 or 9%; school heads who attended 21 training and above gaining the frequency of 3 or 5%; and those with 5 below-attended training on curriculum with a frequency of 2 or 4%, classified as ranks 4th and 5th respectively.

The present study reveals that there is a need to require the school heads of Sorsogon City Division to attend varied training programs related to the curriculum. These are trainings that will enrich and empower them in managing their respective schools such as curriculum management, implementation, assessment, enrichment, and empowerment.

II. Experiences of the Elementary School Principals on Curriculum Implementation during the COVID-19 pandemic

The COVID-19 pandemic has posed a great challenge to the education sector, particularly in the demand for curriculum implementation. This phenomenon hindered the physical conduct of the physical classes in the school setting. Instead, the remote way of the delivery of the curriculum has been a popular option.

The adoption of modular distance learning modality in SDO Sorsogon City division provided a wide array of experiences among Elementary School principals along with curriculum implementation. Their basic functions relative to curriculum enrichment, supervision, and assessment have been challenged.

Experiences of Elementary School Principals Along Curriculum Enrichment

Curriculum implementation requires hard work, passion, and the longest thread of patience on the side of the school principals. It is indeed a natural recurrence that in every program implementation there are hindrances and opposition from the students, teachers, and school stakeholders. This phase is the hardest piece as far as curriculum is concerned. This phase of the curriculum can be described as the most challenging, according to the respondents.

"There is a big adjustment on the implementation of the new curriculum. It was challenging".

"I had difficulty in implementing the curriculum during the pandemic due to lack of time for preparing and lack of resources".
"[Curriculum implementation is] Challenging and stressful".

"It's hard because we lack resources and time for preparation".

"I had trouble in implementing the blended learning because it's new and we have limited time to learn it before implementing".

The statements were evidence that curriculum implementation is a challenging phase. Meanwhile, in the present research, some of the respondents see it as an opportunity to grow and succeed in managing their schools.

"Hard and challenging but satisfying at d [the] end".
"Quite hard at the start but progresses until full implementation was met. Challenges in between but outgrown".

"Practice what I have learned in the series of training I've attended. The result is quite good".

"Can cope with the changes in curriculum and embrace it to development."

"There is a big adjustment on the implementation of a new curriculum. It was challenging [but] with the training and experiences the curriculum was fully implemented".

Thus, curriculum implementation can be a success or failure on the part of the school principals depending on how they implement it and how the school stakeholders welcome it based on their perception. Indeed, some of them give some pointers on curriculum implementation:

"As a school head, I always ensure that all teaching staff is aware and trained in the new curriculum reforms".

"Always follow the guidelines upon implementation".

"Allocate the Resources and Arrangement for the teacher Training and Arrange the Meetings to discuss issues with Teachers and try to solve their problems".

"Attend webinars on how to implement the curriculum."

"Cope with the changes in curriculum and embrace it to development".

The result of the present study was supported by the study of Igaracvidez who states that there are obstacles that vary with the curriculum itself, location, political situation, economic situation, teacher preparation, facilities, and plenty of other factors, making it more complex to execute. Funding is essential for the successful implementation of a curriculum. A school requires that the teachers are appropriately trained to be able to dominate the competencies of whatever is changing; be it a subject, a laboratory experience, or the whole school curriculum, without the proper funding the accessibility to new materials, equipment, or technology would be cut short.

Experiences of Elementary School Principals Along Curriculum Supervision

Curriculum Supervision is integral in ensuring that the implementation of the same is well monitored. Curriculum supervision plays a great role in ensuring that teaching practices and the content being taught are followed. It is important to acknowledge the fact that curriculum supervision is a guiding tactic in ensuring that changes within a curriculum are easy to undertake. In this respect, a curriculum supervision plan plays a critical role in ensuring that curriculum changes and implementation are observed. In the present endeavor, the respondents see, and experience curriculum supervision and they mentioned that:

"The goal is to maximize pupils learning by providing quality on the content of learning and how it is taught the (instruction)".

"In 1-2 hours of implementation of curriculum, the end user or key implementers or schools found difficulty in its implementation. Results are just collected and seldom reinforcement is given from the higher office. The solution needed is from teachers and the school itself were to maid solutions or interventions that's why different implemented interventions possibly create different results."

"Supervision was done through the conduct of demonstration lesson during SLAC session".

"It's challenging and so risky to supervise the distribution and retrieval of LAS and modules due to the threat of COVID. I just make sure that teachers printed LAs and distributed them to learners."

The respondents also mentioned the challenges they met during curriculum supervision such as:

"Boring and not relevant"

"Needs more practice to be more familiar in most priority things related to supervision".

"Challenging. Learning was at hand. Manageable".

"Difficulty in scheduling due to numerous designations".

Meanwhile, some of the respondents mentioned some positive feedback regarding curriculum supervision:

"[curriculum implementation] is very engaging."

"Teachers can easily adjust to the changes being implemented along supervision."

"It was easy because I am guided with CS tools and guidelines".

"Helped teachers in the curriculum implementation".

The context of the learners has been the topmost consideration every time a certain curriculum has to be adopted. Such becomes very possible through the process of centralization. Curriculum contextualization has been the mechanism to enrich the curriculum to fit the needs of the learners as well as their environment.

"The temporary closure of the schools in the Philippines caused worries in us. Just take the COVID-19 pandemic which brought alarming fear to us, our groups (school heads) were also disturbed by the impact that may be brought by the temporary closure of the schools in the Division of Sorsogon City."

Evident in their response is the apprehension and the alarming concern that the COVID-19 pandemic may be brought to the education of the learners. Their worries about how to deliver the curriculum to the learners were also noticed.

According to Emmer and Sabornie, curriculum management in the past was associated with the subject area curriculum, when administrators played the role of information providers through a lecture format. The key disadvantage of such an approach was its inability to determine whether learning is effective or not for students. Likewise, in the present practices, the main subjects are reading, writing, mathematics, learning comprehension, English, philosophy, and music.

It should be stressed that the past supervision procedures proved to be unsuccessful since students' grades fell and they lost interest in education. Wallender reckons that in this regard, new Common Core State Standards (CCSS) were suggested to be implemented to address the mentioned challenges. The current supervision of curriculum and instruction is closely related to the above document. As argued by Wallender, the historical underpinnings of CCSS consist of the creation of unified standards for students, emphasis on quality education, and increased school rigor.

Among the predominant themes and issues regarding the supervision and evaluation of instructions, it is possible to identify the issue of collaboration versus evaluation. On the one hand, cooperation between teachers and administrators is significant to ensure close relationships and contribute to the continuous enhancement of instructional design. On the other hand, the need to assess teachers' performance seems to be a democratic one, which poses the question of whether evaluation and supervision are corresponding aspects or not. In this connection, supervision and evaluation may be highlighted as two more themes that are relevant to the nowadays educational system. The former is understood as consultation with an instructor to improve a student's achievement and instructions. The latter refers to the evaluation of teachers to make individual decisions. Thus, it becomes evident that the above roles are quite different.

Experiences of Elementary School Principals Along Curriculum Assessment

The third phase of the curriculum process is the assessment of it. Assessment is the process of collecting information by reviewing the products, working, interviewing, observing, or testing. Thus, according to Glass and Worthem, Curriculum evaluation is the process of obtaining information or judging the worth of an educational program, program, procedure, and educational objectives or the potential utility of alternative approaches designed to attain specified objectives. Among the comments of the respondents as far as curriculum evaluation is concerned are:

"After the conduct of pre- and post-assessment, no more monitoring is implemented but a change of program is to be implemented."

"As SH [school head] I must see to it that the curriculum implementation must be evaluated and assessed properly and report its results whatever comes."

"There is difficulty in validating the truthfulness of the assessment result."

"It needs a lot of assessment tools to better suit the needs of the learners."

"There is difficulty in validating the assessment because some parents are the ones answering the LAs and modules."

"Periodic or quarterly assessments were given in the form of the questionnaire, limited FtF [face to face] Interviews".

Added by the respondents, there are many challenges encountered by them as far as curriculum assessment is concerned such as:

"We experienced difficulties in assessing due to a large number of pupils and some parents are the ones answering the LAS and modules".

"There is difficulty in validating the truthfulness of the assessment result".

"Remote assessment was done during the first three quarters by clustering pupils to ensure that they are the ones answering the questions but with the absence of face-to-face instruction, where teachers can ensure that lessons are understood by pupils, the purpose of the assessment was not achieved."

"I had trouble in validating the assessment, but I told the teachers to conduct home visitation to assess".

"Too many assessments were implemented."

On the other hand, some respondents inculcated positivism in their answers regarding curriculum assessment such as:

"Parents are interested [to know the assessment process] because they want to be assured that their children are being provided with a sound, effective education."

"Teachers are interested because they want to know that what they are teaching in the classroom will effectively help them cover the standards and achieve the results they know parents and administration are expecting."

"Administrators are interested because they need feedback on the effectiveness of their curricular decisions."

"Use the assessment results for further improvement/enhancement of the curriculum implementation".

In the study of Santos and Cai, curriculum and assessment are an integral part of research related to the psychology of mathematics education. here is a broad acceptance of the concept of curriculum as having three

levels: intended curriculum implemented curriculum and attained curriculum. Assessment is a way to analyze the intended curriculum, Assessment is a means to implement the curriculum, and Assessment is a validation of the attained curriculum. Because of the critical roles of teachers, we also include a section on Teachers' knowledge of curriculum and assessment. In each section, they have tried to point out the methodological issues and possible future directions of research. They conclude the chapter by summarizing the major aspects that emerged from the analysis presented.

III. Challenges Encountered by the Elementary School Heads

The occurrence of the COVID-19 pandemic altered the essential process in the realm of the delivery of education. The school heads have been exposed to several challenges in how to implement the curriculum. Guided by the department's mantra "Education must Continue," these school heads must handle a responsibility to ensure that the curriculum must be delivered to every learner even in time of the pandemic. However, in their performance of their duty along with curriculum implementation, several issues have been encountered by them.

Table 3.1 reflects the common challenges encountered by elementary school heads along curriculum enrichment. The items in the table were the issues that

blocked school heads on how to contextualize the curriculum.

Clearly shown in 3.1 the five (5) challenges considered by the research respondents. Stringent implementation of health protocols hindered the involvement of the community as a learning environment and was viewed by the 55 respondents as the topmost among the challenges. Implied by this is the effect of the social distancing protocol that emphasized the strict community lockdown. The involvement of the community as a learning resource in the curriculum was not realized.

Meanwhile, the lack of funds intended for curriculum enrichment and contextualization had 50 as its frequency. This ranked 2nd on the list. Revealed by this is the scarcity of financial resources intended for the development of contextualized learning resources that are necessary for implementing remote ways of learning.

The non-conduct of training among teachers on how to contextualize curriculum in times of the pandemic was in 3rd place with a frequency of 48. The Module / Learning activity sheets writers are hesitant to include group work in the worksheets due to imposed health protocols being at 4th with a frequency of 45 while at the last place is the positivity of some teachers to contextualize the learning resources and activities with a frequency of 27.

Table 3.1 Challenges Encountered by the Elementary School Heads along Curriculum Enrichment

Challenges	Frequency	Rank
Stringent implementation of health protocols hindered the involvement of the community as a learning environment.	55	1
Lack of funds intended for curriculum enrichment and contextualization.	50	2
Non-conduct of training among teachers on how to contextualize curriculum in times of the pandemic.	48	3
Module / Learning activity sheets writers are hesitant to include group work in the worksheets due to imposed health protocols.	45	4
Positivity of some teachers to contextualize the learning resources and activities	27	5

The result of the study reveals that the very problem of the school heads this time is the constant communication between the school and the community as its stakeholders due to the COVID-19 pandemic. It is evident in some research the effect and influence of the community on the school operation since it is the silent

extension of the school that helps mold the school children.

Meanwhile, Table 3.2 provides data on the challenges faced by elementary school heads along with curriculum supervision. These are the issues experienced by the elementary school heads in monitoring the utilization of

curriculum in the learning environment of the learners while the remote way of learning delivery modality is imposed. These learners who had their home as a learning environment were expected to engage in the curriculum with modules as the common learning medium.

Table 3.2 revealed five (5) challenges felt by the school head respondents. The non-conduct of training on curriculum supervision in times of disaster with the remote way of learning delivery topped the list with 55

as its frequency. The elementary school heads felt that they were not able to prepare themselves on how to improve the curriculum implementation in time of the pandemic with remote ways of learning.

The research further shows that the lack of KSA on how to craft curriculum supervisory plans appropriate for remote learning is also a challenge faced by the school head as it was placed 2nd in the list with a frequency of 52 followed by Limited funds intended for curriculum supervision with 51 at 3rd place.

Table 3.2 Challenges Encountered by the Elementary School Heads along Curriculum Supervision

Challenges	Frequency	Rank
Training on curriculum supervision in times of disaster with remote ways of learning delivery has not been conducted	55	1
Lack of KSA's on how to craft curriculum supervisory plan appropriate for remote learning	52	2
Limited funds intended for curriculum supervision	51	3
Limited ICT equipment is needed for online supervision	42	4
Overlapping activities that prevent school heads to pay attention curriculum supervision	40	5

Another challenge faced by the school heads is the limited ICT equipment needed for online supervision chosen by 42 at 4th rank and finally, the overlapping activities that prevent school heads from paying attention to the curriculum supervision with the frequency of 40, ranked 5.

The area of curriculum assessment was also a great challenge on the part of elementary school heads during the COVID-19 pandemic. To determine if both the content and the performance standards of the curriculum were achieved by the learners, curriculum assessment measures must be employed. However, the COVID-19 phenomenon hindered the process.

Table 3.3 has the list of challenges encountered by the elementary school heads along with curriculum assessment. Of the five (5) identified challenges, failure

to capacitate the school heads and the teachers on how to provide curriculum assessment had 55 as its frequency. This issue ranked first. Reflected by this the unpreparedness of those key personnel in assuring learning outcomes in a time of pandemic with the home as a learning environment.

This was followed by a lack of KSA's on learning assessment when the remote way of learning as a modality with the frequency of 51 at 2nd rank. The last three challenges were the limited opportunity to access learners to conduct an assessment with the frequency of 46; Limited ICT resources which are essential in the conduct of curriculum assessment with a frequency of 45; and a high tendency for parental involvement in accomplishing learners' formative/summative assessment tools or performance tasks with 40, grabbing the ranks 3rd, 4th, and 5th respectively.

Table 3.3 Challenges Encountered by the Elementary School Heads along Curriculum Assessment

Challenges	Frequency	Rank
Neither the school heads nor the teachers are not capacitated on how to provide curriculum assessment	55	1
Lack of KSA's on learning assessment when the remote way of learning as a modality	51	2
Limited opportunity to access learners to conduct an assessment	46	3

Limited ICT resources which are essential in the conduct of curriculum assessment	45	4
A high tendency for parental involvement in accomplishing learners' formative/summative assessment tools or performance tasks.	40	5

This result shows how important capacity programs and training on teaching strategies are. It is within the context of the reality of today's educational setting that some of the programs and training were not effective. Thus, capacity programs and training for both school heads and teachers were necessary for the abrupt implementation of the curriculum.

IV. Training programs for elementary school heads may be proposed to improve curriculum implementation, curriculum supervision, and curriculum assessment.

Among the skills needed to be possessed by the school heads was their troubleshooting capability. Creating solutions to the problems encountered is the best gift that a school head could offer to the school and the community since it is one of the responsibilities that they have to address when they assume their post.

Table 4 presents the training program for elementary school principals that may be proposed to improve curriculum implementation, curriculum supervision, and curriculum assessment. It shows that 96% or 53 respondents believe that there must be a training program on staff motivation and school appraisal systems among school heads. This was followed by a training program on peer mentoring and support systems among school heads, at second place with a frequency of 51 or 92.7%. In the third place, a training program on the critical domains of leadership immerses, with a frequency of 48, or 87.27%.

Table 4. Proposed Training program for elementary school heads.

Proposed Training Program	Frequency	Rank
Training program on staff motivation and school appraisal system	53	1
Training program on peer mentoring and support system amongst principals	51	2
Training program on the critical domains of leadership	48	3
School resource management training program	46	4
Training on sustaining school principal pipeline: focus on stakeholder management	45	5
Training program on school leadership and governance to enhance the capacity of principals	42	6

On the other hand, the school resource management training program for the school heads was in fourth place gaining a frequency of 46 or 83.63%. Training on sustaining school principal pipeline: focus on stakeholder management had a frequency of 45 or 81.81% placed fifth and Training program on school leadership and governance to enhance the capacity of principals was at last spot with a frequency of 42 or 76.36%.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the preceding findings, the researcher concludes that the majority of the school heads in the Sorsogon City Division are at the peak of their careers. By enrolling in post-graduate programs, they are also raising their level of education, but the majority of them have less experience directly related to their line of work. The majority of the participants had difficulty managing their time and money, working within the COVID-19 pandemic's restrictions, getting used to the enriched curriculum, and implementing the skills training and competencies they had received. The majority of participants state that there are obstacles they have to overcome, such as the strict application of health rules that make it difficult for the community to be involved in a learning environment. When calamity strikes, there is no training provided for curriculum supervision using online learning methods. Finally, neither the principals of the schools nor the instructors are confident in conducting curriculum assessments. Training programs on staff motivation and school appraisal system among school heads, and training on

curriculum supervision in times of disaster with remote ways of learning delivery were not regularly conducted.

Finally, the researcher offers the following recommendations based on the findings and conclusions made: (1) Updated and relevant training and seminars along with curriculum management and supervision be conducted to empower school heads in their roles and responsibilities. (2) A school curriculum management scheme/guideline approved by the school admin and stakeholders aligned with the different legal bases be crafted/created. (3)A thoroughly studied school curriculum management plan be endorsed and presented to the school stakeholders at the start of the school year. (4) Training programs on staff motivation and school appraisal system among school heads be conducted.

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