Available online at ijci.wcci-international.org

International Journal of Curriculum and Instruction 16(2) (2024) 333–349

IJCI
International Journal of Curriculum and Instruction

Junior high school teachers' curriculum implementation concerns in reopening of schools after COVID-19: the Philippine context

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Abstract

The COVID-19 pandemic has brought about school closures and the sudden need for teachers to do online classes. Consequently, the Philippine context is unique as schools only reopened between the latter part of 2021 to early 2022. This study aims to describe the innovations of Junior High School Teachers in a medium-sized private school in the Philippine capital as they continued to deliver instruction online and their subsequent concerns as the school reopens for Hybrid/HyFlex learning. Specifically, it aims to answer what phase of curricular innovations are they in terms of content, approach, technology use, and evaluation; and what are the teachers' concerns in implementing Hybrid/HyFlex learning. This study utilized a pragmatic exploratory sequential design approach. The qualitative phase uses Moorhouse and Wong's (2021) Phases of Innovation Response to the Crisis Process to describe their online learning adaptations. In the quantitative phase, teachers' concerns on innovation are measured using the Stages of Concern Questionnaire. After which, both data are then integrated and analyzed. Results show that teachers, together with school support, can become catalysts of innovation and stabilization as they continue to engage in online teaching in a crisis such as the COVID-19 pandemic. Moreover, teachers' concerns for subsequent implementation of curricular innovation are more "informational" as they are presently involved in the present online learning innovation. The results of the study support existing literature on curriculum implementation and relatively novel literature on crisis innovation. Moreover, results gleans light for teachers and school administrators on factors that can influence curriculum reform and innovation.

Keywords: curriculum implementation; Concerns Based Adaption Model; curriculum crisis innovation; teacher training

1. Introduction

1.1. Background of the Study

The Curriculum Implementation is the process of implementing the developed or intended curriculum (Ornstein & Hunkins, 2018; Print, 1993). However, as times rapidly change - personal habits, ways of behaving, program emphases, learning, spaces, and existing curricula and schedules also change. (Ornstein & Hunkins, 2018) The advent of the Coronavirus

Disease 2019 (COVID-19) Pandemic has also changed the implementation of the intended curriculum in the Philippines and around the world, as school closures would force educational structures and institutions to do online learning to avoid the spread of infection from the virus.

Given this sudden change in the curriculum implementation, teachers are forced to respond to such a crisis by adapting certain teacher pedagogical innovations. Moorhouse & Wong (2021) states that pedagogical innovations appear when an external catalyst initiates changes. Teachers initiate pedagogical innovations in response to challenges presented by the teaching-learning process.

In the Philippines, circumstances are exceptionally different as school closures have lasted for more than two years where modular and online learning have been used for schools to cope with the pandemic's education crisis (De Guzman, 2021; Wieland & Francia, 2021). Philippine President Rodrigo Duterte has only approved pilot testing for low-risk areas in July of 2021 (Department of Education, 2021a), with pilot classes only allowed when extensive consultation with medical health experts is done (Department of Education, 2021). It was not until February 2022 that President Duterte allowed the expansion of reopening of schools for face-to-face classes following guidelines of safety and approval from the Department of Education (Department of Education, 2022). With this are the ongoing concerns that teachers may face in the advent of the new curricular change.

Given the abovementioned circumstances, this research aims to describe the innovations of JHS Teachers in a private school in the Philippine capital as they continue to deliver instruction online and their subsequent concerns as the school reopen for HyFlex/Hybrid learning. This research specifically aims to answer the following questions: (1) what curricular innovations did the junior high school teachers implement in terms of content, approach (including technology use), and evaluation; (2) what are the teachers' innovation crisis phase? (3) using the Stages of Concern of the Concerns Based Adoption Model, what are the teachers' primary concerns in implementing HyFlex/Hybrid learning?; and (4) how does the teacher innovation crisis phase relate to their stage of concern?

1.2. Curriculum implementation and crisis innovation

As teachers respond to the crisis across the different curricular elements, teachers become catalysts for innovation and development. Teachers held their own professional development sessions and adapted the innovations in their respective curricular implementations to cater to the online learning brought about by the COVID-19 diseases pandemic. According to Moorhouse and Wong (2021), traditionally, pedagogical innovations undergo a systematic

change process. One example is Fullan's (1982) change implementation model used for normal consequences.

However, in a learning crisis response similarto COVID-19, teachers create contextualized professional developments where they feel empowered and have ownership. They self-initiate change and become involved in radical change as they are triggered by a pedagogical challenge or external catalysts (Moorhouse and Wong, 2021). Moreover, teachers need the feeling of support, such as that which comes from the school to be intrinsically motivated to implement and sustain the innovation (Hargreaves, 2005; Ryan & Deci, 2020, as seen in Moorhouse and Wong, 2021). It is important to have teachers engaged in professional development activities grounded in the specific needs of the pandemic to improve their skills and competencies (Tabatadze & Chachkhiani, 2021).

Thus, Moorhouse & Wong (2021), in their study of COVID-19 as a catalyst for teacher pedagogical and technological innovation, state that in a response to a crisis process, teachers go through three "phases of innovations". These include (1) reactive phase, (2) experimentation phase, and (3) stabilization phase. The reactive phase is a phase where the initial period of uncertainty is directly after the disruption of normal teaching. There is no or limited active innovation at this stage, and innovation in learning is just temporary. In the experimentation stage, teachers adjust to the crisis as its scope and length become clearer, and long-term solutions are found. This is considered the main period of self-initiated innovation where teachers experiment with different pedagogical approaches and seek opportunities for professional development. In the stabilization phase, teachers are now in the long-term response, and they continue the said curriculum implementation until normalization or change or circumstances requiring further adjustments and innovations. In this phase, innovations have become embedded in the crisis response, and there is the stabilization of pedagogical approaches and technologies (Moorhouse & Wong, 2021).

On the other hand, the Concerns Based Adoption Model (CBAM) was developed by the University of Texas Research and Development Center for Teacher Education led by F. Fuller. It is a model that attempts to measure, describe, and explain the change process of teachers as they attempt to implement a new curriculum and its instructional practices (Anderson, 1997). Its underlying assumption states that change is a process and is accomplished by individuals. It is considered a highly personal experience involving developmental growth in feelings and skills. Moreover, change can be facilitated by interventions toward the individuals, innovations, and contexts involved (Anderson, 1997). This model has three diagnostic dimensions and one of which is the Stages of Concern.

The Stages of Concern is a framework that describes feelings and motivations a teacher might have about a curricular change (Anderson, 1997). There are seven stages of concern about an innovation where developmental movement through them may happen. The different stages of concern include stage 0 - unconcerned, 1 - informational, 2 - personal, 3 - management, 4 - consequence, 5 - collaboration, and 6 - collaboration (George et al., 2008).

Levels 1 and 2, informational and personal, only show individualistic concerns. It is attributed that having concerns in the lower stages mean that the teachers are currently invested in another innovation. They are "nonusers" of the innovation. It is imperative to note that having a high stage 1 concern (informational) means that the individual is interested in the innovation but is concerned about other things (George et al., 2008; Trapani & Annunziato, 2019). Stage 3 concern, on the other hand, focuses on task management where the individual is more concerned about managing and organizing one's time in response to the innovation. (Geroge et al, 2008) On the other hand, having higher scores in stage 4, 5, and 6 (consequence, collaboration, and refocusing) suggests that the person is very interested, knowledgeable, and invested in the innovation. This individual is finding ways to continue to improve the innovation and refocus its goals to make it more robust (George et al. 2008).

However, it should be noted that individuals encounter innovation progress along the pathway of concern differently. Not everyone takes the same path and has the same intensity. Gradually, as one goes on the stages of concern, their concerns intensify from unconcerned to self, task, and penultimately to impact (Hall and Hord, 2014 as cited by Kayaduman & Delialioğlu, 2021; George et al., 2013 as cited by McKinney & Snead, 2017). George et al. (2008) also state that these concerns increase in intensity, where the lower stages of concern must be resolved before later stages of concern emerge.

A plethora of studies exist on the use of CBAM and SoCQ altogether that have defined factors that influence one's adaption of concern using the SoCQ. In a review of the recent relevant literature on CBAM made by Obja-an (2019), it was identified that context is a significant factor in implementing innovation. Context includes how the policy is mandated and how the implementation of innovation may influence concerns. Ultimately, the presence of a change facilitator can shape teacher concerns through their professional development activities in support of the innovation (Obja-an, 2019).

2. Method

2.1. Research design

This study will employ a pragmatic exploratory sequential design approach, specifically a theory-development design (Edmonds & Kennedy, 2017). This design method seeks to elaborate one's findings with another method (Creswell, 2008). The quantitative phase is used to confirm the inferences of the qualitative phase as it provides further explanation for its findings (Mertens, 2010). In this case, the qualitative data in the first phase will help the researcher identify and develop the theory used to determine subsequent variables for the quantitative phase (Edmonds & Kennedy, 2017). The theoretical lens for the qualitative phase is provided by the *Response to crisis innovation phase* as proposed by Moorhouse & Wong (2021), from which inferences will be drawn. The theoretical model in the quantitative phase

is the *Concerns Based Adaption Model* using the *Stages of Concern Questionnaire* provided by George et al. (2008)**.**

2.2. Participants

The participants in the study are 20 junior high school teachers from a private high school in the Philippine capital. Participants were part of the pool of sixty-two (62) faculty members who teach eleven (11) Subjects in the school year 2021-2022. Purposive sampling was used to ensure that each subject was well represented by taking at least thirty percent (30%) of each subject sample.

2.3. Instrument

Two instruments were used by the researcher. The first was a semi-structured interview guide for the focus group discussion. Semi-structured interview questions are a qualitative data collection strategy wherein the researcher asks the participants a series of premade but open-ended questions (Given, 2008, p. 2). This is done so that the researcher is able to code answers on how curricular innovation due to crisis response happened. Eight questions were formulated across all curriculum elements as defined in this study - namely content, approach (including technology), and evaluation. Three experts validated these questions, two curriculum studies experts and another qualitative research expert. After validation, the validators suggested adding two more questions to provide more data supporting the curricular elements.

The second instrument used was the Stages of Concern Questionnaire from Measuring Implementation in School: The Stages of Concern Questionnaire as developed by Archie A. George, Ph.D., Gene E. Hall, Ph.D., and Suzanne M. Stiegelbauer, Ph.D. in 2006 and subsequently published by Southwest Educational Development Laboratory (SEDL) in 2008. The questionnaire is part of the Concerns Based Adoption Model, a model developed by the University of Texas Research and Development Center for Teacher Education in the 1970s (Anderson, 1997 as cited in Obja-an, 2019). The researcher has sought permission to use the survey questionnaire from SEDL through email correspondence. All the 35 questions representing the stages of concern were used. The word “innovation” was changed to “HyFlex/Hybrid Learning” which is the name of the innovation in the subsequent reopening of the school.

2.4. Procedure

The first phase of the study is a qualitative exploration of a teacher’s innovations in online schooling in response to the COVID-19 crisis collecting themes from the semi-structured focus group discussion from Junior High school teachers. Their answers will be subject to thematic analysis by coding constructs and themes. Thematic analysis is the most appropriate tool of analysis as the researcher uncovers respondents' knowledge, opinion, and experiences, such as that of their curricular innovations due to online learning (Caulfield, 2019). Findings

from this qualitative phase will then describe their phase of innovation in response to the covid crisis by Moorhouse & Wong (2021). Content analysis is an effective method to correlate patterns of how concepts are communicated (Luo, 2019) and thus would allow the researcher to infer at what phase of innovation crisis the respondents are at.

The second phase of the study is the administration of the Stages of Concern Survey Questionnaire (George et al., 2008). Data from the questionnaire results will use simple statistical methods such as identifying the group percentile scores of the respondents and the averaging questions for each stage of concern and their subsequent percentile score. The percentile scores are provided in the Measuring Implementation in School: The Stages of Concern Questionnaire book by George et al. (2008). Finally, the phase one content analysis results are compared with the results of the Stages of Concern Questionnaire through comparative content analysis. Findings of both phases will be discussed through the relevant literature provided by both theories.

3. Results

3.1 Phase 1 - Qualitative Phase

Results of the semi-structured focus group of the twenty (20) participants show five (5) themes with sixteen (16) constructs. Table 1 below shows themes and constructs identified related to the specific curricular element it is describing. The researcher has separated technology as it is in its own theme in the focus group discussion.

Table 1. Themes and constructs from the focus group discussion

Curricular Element	**Theme**	**Construct**
Content	Content and Skill Innovation for Online Learning	• Online content adaption • Materials selection criteria • Content selection criteria • Relevance and context • Student engagement
Approach	Self-Direction and Collaboration Innovation in Online Learning	• Self-direction strategies • Collaboration strategies • Self-assessment and self-reflection
	Online Schooling Communication Practices	• Monitoring student participation and behavior • Home-school partnership practices
Technology	Teachers and Students Technology Learning Innovations	• Technology pedagogy • Students' technology adaptation

		• School technology support
Evaluation	Assessment Innovations to Online Learning	• Assessment scaffolding • Feedbacking • Student choice

3.1.1. Theme 1: Content and Skill Innovation for Online Learning (Content)

There were five constructs that were identified under the first theme on content and skill adaptation. Teachers identified multifaceted considerations as they adapted between subjects. Adaption included a series of horizontal and vertical alignments in the curriculum which included pre-requisites of skills. Some teachers selected content that they believe is critical and removed other skills which they think are not necessary. Some of these skills were collapsed or combined:

"(We) identified skills that we'll be needing in the online set-up. We let go (of) some contents and skills and some skills are collapsed and combined."

"For Social Studies, we select (the) content that will help us exercise (the) skills that we have. We only picked content and topics that will help students be more critical and, in terms of issues. for them to analyze documents."

The second and third constructs focus on how teachers selected materials and what are their criteria in selecting such content. Availability of resources at home was a primary factor in their selection. Moreover, a considerable amount of attention was provided by teachers to the selection of content that is essential, can easily be taught online, and are necessary in order to be successful in attaining quarters/level goals. Thus, collegial curriculum planning happened in order to ensure seamless horizontal and vertical alignment in the curriculum.

"(In Music), I've made them use alternative materials at home that can be used as percussion instruments."

"(In Science), there are some topics that we cannot teach due to the need for laboratories. We are able to change it into a different topic."

"In Math, we removed skills that we actually don't need when they go to Senior High (School). We considered topics which are necessary, most especially (for) ABM and STEM students."

Relevance and context of content continued to be given emphasis by the teachers. Teachers tried to contextualize content based on the relevant issues of the present such as the pandemic and the 2022 Philippine election campaign, which was ongoing at the time of the conduct of the survey. Student engagement was also a factor as the choice of content was based on students' ability to engage with the content online:

"In Math, we inserted real-life situations like Covid in our lessons, as well as insurances. So, students actually computed for interest rates of life insurances so on and so forth."

"Gamification encourages students to do activities after school hours and or select the activity."

3.1.2. Theme 2: Self-direction and Collaboration Innovation for online learning (Approach)

Given the limited teacher-to-student and student-to-student interaction that online learning provides, a premium was given by teachers to self-direction and collaboration in online learning. Various strategies were adopted in order to ensure the development of self-direction among students:

"We tried to give them checklists. Sometimes they come up with their own checklist or they come up with their own to-do list so that they could pace themselves better."

"They get to decide whether to work on this, on a specific task first or the other task. So, that targets self-direction through assigned roles in the breakout rooms. "

Emphasis is also given on goal setting, providing routines, and self-assessment and self-reflection at times done individually or in collaboration with other students. At times these are formal activities in the form of exit tickets to as informal as having students show a reaction button on Zoom.

"We have the reflection question, exit tickets, and progress tracker in order for them to develop self-direction, it's more on giving them time or letting them put their progress after the meeting or usually, after the activities"

3.1.3. Theme 3: Online Schooling Communication Practices (Approach)

Monitoring student behavior at home was given emphasis by the teachers through various homeschooling practices adapted in online learning. Communication between students, teachers, and parents was given prime importance as this ensures the well-being of students given the multifaceted challenges brought about by remote online schooling. Between teachers, monitoring sheets, and collegial dialogue were done in order to monitor student behavior and progress. Between teachers and students, consistent follow-up and one-on-one dialogue were present. The various technological tools were also utilized by teachers to communicate with parents who make sure that the home environment of the students is suitable for online learning.

"(Having) monitoring sheet actually helps the class advisers to give feedback to the (students) and parents"

"We ask the parents how their daughters are at home and then we try to understand (why) it reflects in their academics. (We) ask help to monitor their daughters. We suggest ways to make adjustments in their home environment. (Like) for example, moving their study table outside the bedroom if that could help the student."

3.1.4. Theme 4: Teacher and Students Technology Learning innovations (Technology)

In this theme, a variety of pedagogical practices were provided by the school to both teachers and students in order to successfully adapt to technology online were cited by the teachers. It is regarded well, that the ability to adapt to technology lies in practice, collegial culture among faculty, a variety of technological-pedagogical strategies, and tech support from the school.

"Especially us older ones (teachers), we really had to make huge adjustments. Everything that I'm doing now, I just learned in 2020. With the help of my teammates, I was able to adapt and I am able to do it on my own already. I'm thankful to my teammates that they were able to help me"

"Practice activities also help them (students) navigate their way through the different platforms."

"EduTech office also provided a virtual office where, when students need help with technical support, they can always go there and ask for help."

Teachers' responses have also reflected how students have adapted and stabilized routinary practices towards technology in online learning.

"When you ask them (students) to do something, they already know where to go, how to do this and that, and when a teacher gets disconnected, they know what to do, they know that they need to stay in the Zoom session, and so on and so forth."

3.1.5. Theme 5: Assessment Innovations to Online Learning (Assessment)

Teachers' assessment practices were constantly innovated in order to adapt to the online set-up. Policy on the scaffolding of skill mastery through the use of Formative (FA) and Summative Assessment (SA). were retained where students cannot take the SA without taking the FA. However, rubrics were revised in order to adapt to the online setup.

"We retained almost everything, like, the same FAs, SAs, and TRTs (Transfer Tasks). The only thing that we had to change is the rubric, and we made sure that it is aligned with how we are

teaching it online. So, we had to tweak our rubric so that it is more relevant, or it's more feasible for the students while taking it online."

Individualized feedback was also given more premium as limited interaction exists between students. Teachers gradually adapted to technological tools that will allow them to provide feedback more efficiently to the students. Moreover, feedback was provided differently depending on student choice.

*"Feedback is very important in *name of school*. So that's one of the premium(s) of the *name of school* assessments. So, we had this sharing in CLE (Christian Life Education), it was a sharing of best practices and then we thought of making use of the Google Docs and Google Slides... you can dedicate a table for feedback"*

"We have a choice if we want to do it live or recorded since they have options but the last resort would be (the) live assessment"

3.1.6. Content analysis of phase 1 using the Innovation Crisis Phase

Results of the semi-structured focus group discussion clearly shows that there was an experimentation phase (Moorhouse & Wong, 2021) that happened with teacher-initiated innovations such as workshops, collegial-sharing of knowledge, together with school-wide support for innovations. However, given prolonged online schooling, the stabilization phase was seen in almost all elements of curriculum implementation citing innovation being embedded in the crisis response and the stabilization of the approaches and technologies used both by the teachers and students (Moorhouse & Wong, 2021).

In terms of content, vertical and horizontal alignment of skills was done. Recalibration and reconfiguration of content, changing the focus of learning intent, choosing materials, and promoting student engagement in students' choice content show evidence of undergoing the experimentation and stabilization phase (Moorhouse & Wong, 2021). The normalization of change exists as contextualization of the required content and skills that are taught to address the challenges of online learning and the context of the crisis that students are living in itself.

Moreover, the focus on self-direction and collaborative approaches to learning show signs of stabilization as a means of a "long-term" response to a crisis. Self-direction and Collaboration are done through consistent self-reflection is very much evident in programs such as "Student-Led Activities", "Break Out Room Assignments", use of Weekly and Daily Pacing Guides, and exit tickets and self-assessments. This supports emphasis on strategies that promote self-direction and self-regulation in the course of online learning (Bishop, 2021; Palau et al., 2021).

Home-school partnerships are also empowered in the online setup of students. Kim et al. (2020) emphasized the centering of the role of parents' life at home where communication with families and their engagement in the learning process (Bishop, 2021; Palau et al., 2021)

are important in ensuring a conducive educational environment. This has been also stabilized in the context of the multifarious strategies such as dialogues with parents and students, coordination with the Guidance office, and the extensive use of the array of online communication tools as means to dialogue.

It is also clear given multiple emphases on adapting to technology (Bishop, 2021; Khlaif et al., 2021; Moorhouse & Wong, 2021) that both teachers have undergone both experimentation and stabilization phases in the use of technology. Both teachers and students engaged in teacher-led and school-led practices to develop technological capacity in order to engage successfully in online learning. For the teachers, the collegial culture of sharing information with fellow colleagues, together with school-initiated professional developments, allowed teachers to successfully adapt to technology. Furthermore, students were provided with a variety of pedagogical technological support such as walkthroughs, screencasts, and practice activities in order to adapt to the technological innovations. Both teachers and students have adapted as both they are both familiar with troubleshooting methods. Moreover, a tech support office is available for both teachers and students to seek assistance when necessary.

The call for effective evaluation and dissemination of feedback (Rotas & Cahapay, 2020; Solon et al., 2021) and provision of more timely feedback (Bishop, 2021) is also evidently stabilized as experimentation happened when teachers tried out different tools available online and chose the most efficient ways to provide and document individualized feedback. Various strategies were implemented as well such as having student choice in the submission of assessments and doing live feedback when necessary. Teachers also have stressed the importance of providing feedback by sustaining the use of Formative and Summative Assessments, tweaking rubrics, and using learning targets as means to create and evaluate assessments.

3.2. Phase 2 – Quantitative Phase

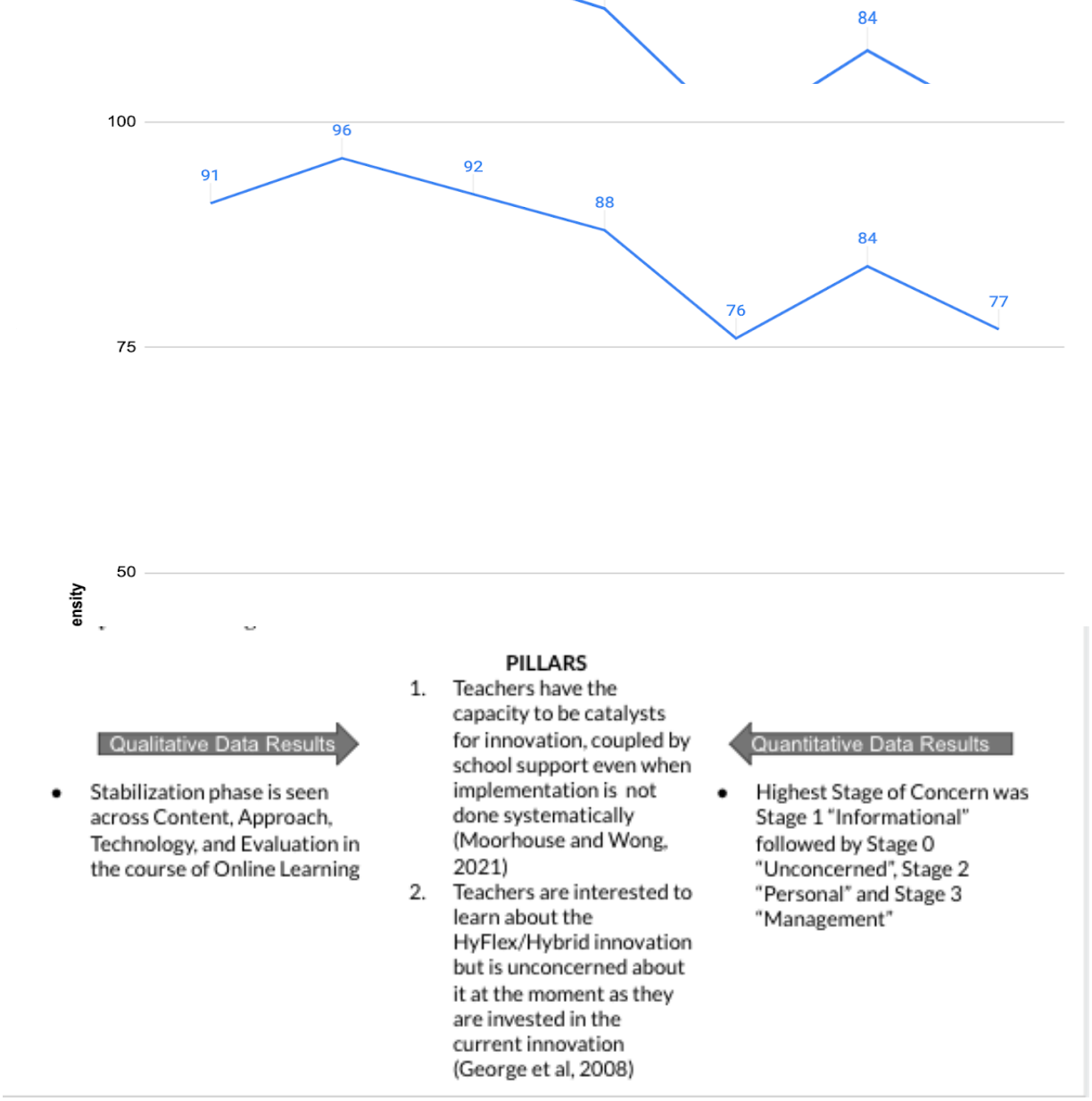
Results for the Stages of Concern Questionnaire that were answered by eighteen (18) teacher respondents are presented in table 2

Table 2. Listing of Individual Stages of Concern Percentile

0	1	2	3	4	5	6
Unconcerned	Information	Personal	Management	Consequence	Collaboration	Refocusing
75	97	89	88	76	84	52
31	93	99	99	96	98	69
97	98	92	85	76	93	84
99	98	96	99	86	97	96
48	95	95	73	90	80	90
94	80	83	94	82	76	47
96	99	94	85	82	91	77
96	99	99	92	96	98	99
81	99	99	95	90	95	97
94	98	97	83	92	91	87
99	97	87	90	76	68	87
96	72	76	80	86	84	73
98	90	80	85	54	44	47
96	97	94	97	82	84	81
96	99	94	99	71	64	52
98	97	78	77	43	88	69
75	75	91	34	66	72	34
81	95	78	39	13	68	77
86	93	90	83	75	82	73
6	**10**	**5**	**5**	**0**	**0**	**1**
33.33%	55.56%	27.78%	27.78%	0.00%	0.00%	5.56%

Table 2 above shows the listing of individual stages of concern percentile of the eighteen (18) respondents of the Stages of Concern Questionnaire. Highlighted in yellow is the respondent's highest stage of concern, whereas highlighted in light orange is the respondent's second-highest stage of concern. Each stage with the highest number percentile rank per respondent was tallied. Based on Table no. 3, the most number of individuals with the highest stage is Stage 1 - Informational with ten (10 or 55.56%) of the total respondents. This is followed by Stage 0 - Unconcerned with six (6 or 33.33%) of the respondents and Stages 2 and 3, Personal and Management Concerns, respectively with five (5 or 27.78%) of the respondents. It is interesting to note that one respondent has a high percentile score for Stage 6 - Refocusing. Upon reviewing the profile of the respondent, the researcher found out that the respondent is the president of the school's faculty club which may explain high concerns to refocus innovations that may be brought about by the Hyflex/Hybrid innovation which is a significant factor in the respondent's intense engagement with the innovation (Toms, 1997 as cited by Kayaduman & Delialioğlu, 2021).

Data from the stages of concern questionnaire shows that the majority of the respondents are concerned about information about the HyFlex/Hybrid innovation. A high significance of percentages in Stages 0, 1, and 2 respectively show higher concerns at lower stages as



Stages of Concern

As seen in figure 1, the results of the quantitative and qualitative phases of the study show ample empirical evidence that support literature on curriculum implementation and the fairly new literature on curriculum implementation during crisis response. Teachers have become responsive to the learning crisis brought about by COVID-19 by means of adapting innovations that will support the circumstances brought about by online learning.

As seen in the first pillar, Moorhouse & Wong (2021) have defined that teachers can become catalysts of change and that curricular change may happen in a non-systematic way similar to what Fullan (1982) suggests. However, the case of these junior high school teachers in a

Philippine private school is significant given that online learning has been stabilized as ensuing prohibitions for face-to-face classes prevent schools from immediately implementing new innovations to the curriculum. Teachers have stabilized their support for the crisis innovation and have improved their skills and competencies necessary to adapt to online learning (Tabatadze & Chachkhiani, 2021).

Given these circumstances, teachers have become increasingly invested in the crisis innovation response. This is heavily reflected in how the Stages of Concern questionnaire for the implementation of HyFlex/Hybrid learning show lower stages that focus on addressing concerns for the self. Significantly, the teachers show "Informational" as the highest stage of concern. This supports the literature on the Concerns Based Adoption Model (CBAM) as the teachers are "non-users" of the innovation as they are concerned with other things but are interested in knowing more about this implementation (George et al., 2008; Trapani & Annunziato, 2019).

Moreover, details about the stages of concern support the literature on CBAM as common concerns appear across faculty where common stages of concern are adjacent to each other (Al Masarweh, 2019; George et al., 2008; Kayaduman & Delialioğlu, 2021; Trapani & Annunziato, 2019) showing that the teacher is a non-user and that teachers are currently invested on other innovation. Another detail to note is that the single respondent that has stage 6 - refocusing, has a significant role in the implementation of HyFlex/Hybrid learning given her role as the faculty club president which supports the literature that respondents' stages of concern vary given their engagement (Toms, 1997 as cited by Kayaduman & Delialioğlu, 2021).

4. Discussion and Future Research Directions

The crucial role of curriculum implementation in the time of crisis has required teachers, schools, and other stakeholders such as parents and teachers to quickly adapt to the needs of the times. Education is an essential component of society-building and thus reflects the demands of the stakeholders and their views of reality, from which elements of the curriculum should align with the status quo (Ornstein & Hunkins, 2018; Print, 1993).

This study has illuminated how decisions towards curriculum implementation, specific to the Philippine context, can influence teachers' attitudes and behaviors to adapt and apply curricular innovations. The teachers' ability to stabilize their innovations in online learning is a result of experimentation and refocusing of skills - more concerned with meeting the educational outcomes of students. This, in turn, has a subsequent effect on their reception of what appears to be the "new normal" for education in the Philippines. Change is a personal

predicament. As the Concerns Based Adoption Model presupposes, one's investment in a curricular implementation/innovation is subject to one's personal developmental growth in feelings and skills (Anderson, 1997). Therefore, attitudes and behaviors of teachers to curricular innovation are dependent on one's context (Obja-an, 2019). Thus, the researcher recommends that a similar study be conducted on different contexts of curricular implementation as this may benefit administrators and policymakers as they make decisions in the reopening of schools or in implementing new innovations in the wake of the ongoing pandemic education crisis response.

It is also recommended that curricular elements be explored further in future studies pertaining to curriculum implementation in the context of COVID-19. It should be noted that learning intent, which is an important curricular element as defined by Fajardo (n.d.) was not explicitly included in this study as it is assumed that the same learning intent is considered even when schooling has shifted online. However, given the respondents' focus on realignment, refocusing, collapsing, and combining skills, it is salient to describe the importance of doing in-depth research in this curricular element. This would determine bigger impacts on how the intended curriculum is attained given the challenges faced by delivering education online/modular in pandemic response. Moreover, in-depth studies on the other elements of the curriculum (content, approach, technology use, and evaluation) can illuminate more successful practices that can inform succeeding curriculum implementation.

It is fundamental to consider as well that change facilitators are a crucial component in implementing a new curriculum (Obja-an, 2019). The researcher is aware that the context of how the new curricular innovation is presented and implemented to teachers should be provided more research. In the context of the present study, change facilitators are the school administrators who provide information and new decisions regarding the HyFlex/Hybrid learning. It should be noted that the study was done five months before the implementation of the new innovation and that the administration is still in the design and pilot testing phase. Research on this perspective can help refine literature on the Concerns Based Adaption Model (Anderson, 1997). The research focus should include how the teachers are involved/engaged in the new innovation and how information is cascaded to them. This can help inform how they respond to the Stages of Concern Questionnaire and help in bringing teachers towards higher levels of concern intensity towards achieving student outcomes, which is the end goal of any successful curricular implementation in any context.

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