CURRICULUM DEMANDS ON CONTENT LOAD OF GRADE 5 TEACHERS IN INSTRUCTIONAL PRACTICES TOWARDS A STRATEGIC PLAN

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Abstract

This study examines the impact of curriculum demands on the content load of Grade 5 teachers and their instructional practices. The demographic profile of teachers, including educational attainment, training experiences, teaching tenure, age, and gender, was analyzed to understand its influence on managing curriculum demands. The findings reveal that the extensive curriculum content load significantly impacts teachers' ability to implement lesson plans, engage learners, and achieve the required learning outcomes. Teachers face challenges in balancing subject coverage within their available teaching time, which affects the depth and quality of instruction. Significant relationships were found between teachers' demographic profiles and their ability to manage curriculum demands. Higher

educational attainment and training experiences positively influence teachers' ability to engage learners and achieve learning outcomes. Age and gender also play significant roles in managing curriculum demands. The study highlights the need for targeted professional development, resource provision, and curriculum review to support teachers in effectively managing the curriculum's extensive content load. The study concludes with recommendations to reduce the curriculum content load, enhance flexibility in content delivery, increase access to resources, support professional development, improve technological infrastructure, foster collaboration among teachers, and address non-academic challenges. Implementing these recommendations can help create a more supportive teaching environment, leading to improved instructional practices and better learner learning outcomes.

Keywords: Curriculum Demands, Content Load, Instructional Practices, Grade 5 Teachers, Professional Development

Introduction

Grade 5 teachers face significant challenges in balancing the extensive curriculum requirements within a limited amount of instructional time. With increasing academic expectations and diverse learning needs, teachers are under pressure to cover a wide range of subjects while ensuring all learners achieve the required learning outcomes. These constraints often result in

rushed lessons, reduced depth of instruction, and compromised learner understanding. Understanding the curriculum demands and how these pressures impact teaching effectiveness is critical for improving instructional practices.

In the United States, research conducted by the Grattan Institute (2022) found that teachers frequently experience significant time constraints, which affect their ability to engage deeply with each subject. With the constant introduction of new educational policies and expectations, teachers feel burdened, which impacts their lesson planning and instructional quality.

A study by Thompson et al. (2020) explored how increased curriculum demands in the UK resulted in teacher burnout. Teachers struggled to balance the breadth of content they needed to cover with the need to foster learner engagement and deep learning. According to the OECD (2018), teachers worldwide report that time constraints and curriculum overload limit their ability to provide individualized instruction, affecting learners' academic success and engagement. The study emphasizes the importance of manageable workloads for teachers to sustain effective learning environments.

In the UK, the BBC (2021) reported that many teachers were expressing concerns about the overwhelming workload tied to the national curriculum. Teachers reported difficulties in meeting expectations without sacrificing

quality teaching, leading to increased teacher stress and dissatisfaction. This issue is widespread, especially for teachers with large class sizes and multiple subjects to cover. A study by McLeod and Green (2019) in Australia examined the impact of overloaded curricula on teachers' ability to provide quality instruction. It found that curriculum demands, when not matched with sufficient preparation time, led to a reduction in instructional quality and teacher morale.

In Singapore (Tan, 2020), teachers highlighted the difficulty in adapting their teaching strategies to meet the diverse needs of their learners while adhering to a rigid curriculum. The study suggested that curriculum reforms should focus on flexibility to enhance teaching effectiveness. A research project in Canada by Johnson and Lee (2017) explored the effects of curriculum overload on elementary school teachers, specifically noting how limited time for lesson preparation and individualized instruction affected both teacher satisfaction and learner performance.

A recent report by the Department of Education (DepEd) Philippines (2023) highlighted concerns regarding the heavy workload of teachers in elementary schools, with many struggling to meet the growing demands of the K-12 curriculum. Teachers in rural areas, particularly in places like Nueva Ecija, face additional challenges related to limited resources and overcrowded classrooms, which contribute to difficulties in curriculum delivery.

A study by Santos and Garcia (2021) examined the impact of the K-12 curriculum in the Philippines and found that elementary teachers, particularly in Grade 5, faced significant pressure due to the large number of subjects they had to teach within a limited timeframe. This challenge was particularly pronounced in rural schools with fewer teaching assistants. In a study conducted in 2019, Flores and Reyes found that teachers in the Philippines reported feeling overwhelmed by the broad scope of the curriculum and insufficient support. This resulted in reduced time for learner-centered activities, which hindered learner learning.

A local study by Villanueva (2020) analyzed how the demands of the national curriculum in the Philippines negatively impacted teachers' ability to implement differentiated instruction. Teachers expressed concerns that focusing on covering all content left little room for individualized learning support.

There is a pressing need to address the curriculum demands on Grade 5 teachers at Maasi Elementary School in Talugtug District, Nueva Ecija for the school year 2024-2025. The increasing pressure to cover an extensive curriculum within a limited timeframe is affecting both teaching quality and learner outcomes. Research indicates that when teachers are overburdened with content, they struggle to provide the depth of instruction required for learners to fully grasp the material (Santos & Garcia, 2021; McLeod & Green, 2019). Furthermore, teachers in rural areas, like those in Nueva

Ecija, face unique challenges related to resource limitations and overcrowded classrooms, making it even more difficult to meet educational expectations. In investigating these curriculum pressures, this study provided valuable insights into the specific needs of Grade 5 teachers at Maasi Elementary School. This contributed to the development of a strategic plan aimed at improving instructional practices, ensuring that both teachers and learners can thrive despite the demanding curriculum. Through this, the school can work towards better support systems, more effective use of time, and enhanced learner learning outcomes.

Research Objectives

This study described the curriculum demands on content load of grade 5 teachers in instructional practices towards an improvement strategic plan in Maasi Elementary School, located in the Talugtug District of Nueva Ecija y for school year 2024-2025.

Specifically, it sought to answer the following questions:

What is demographic profile of Grade 5 teachers?

How does the curriculum demand on content load affect the ability of Grade 5 teachers in terms of:

Effectively implement lesson plans;

Engage learners; and

Achieve the required learning outcomes in Grade 5?

What specific challenges of Grade 5 teachers encountered in balancing the coverage of subjects within their available teaching time?

Is there a significant relationship between demographic profile of Grade 5 teachers and curriculum demands on content load affect the ability of Grade 5 teachers?

What strategic plan can be proposed to lessen the challenges of Grade 5 teachers?

Methods

This section presents the research design, the sources of data, the instrumentation and data collection, and the tools for data analysis.

Research Design

The research design for this study on curriculum demands on the content load of Grade 5 teachers employed a descriptive research approach to explore the challenges teachers faced in managing curriculum expectations and its impact on their instructional practices. Data were collected through surveys and structured interviews to gather both quantitative and qualitative insights from Grade 5 teachers at Maasi Elementary School. The survey focused on teachers' experiences with curriculum pressure, time

management, and instructional strategies, while the interviews provided deeper insights into the underlying reasons for these challenges.

To analyze the data, a combination of descriptive statistics and thematic analysis was used. Descriptive statistics helped quantify the extent of curriculum pressures, while thematic analysis of interview responses identified common patterns and themes related to teaching practices, learner outcomes, and curriculum demands. The findings contributed to the development of an improved strategic plan, offering practical recommendations to enhance instructional effectiveness and address the workload challenges faced by teachers. The study's limitations included its focus on a single school, which may not have fully represented broader educational contexts.

Sources of Data

The sources of data for this study on curriculum demands on content load primarily came from Grade 5 teachers at Maasi Elementary School, who provided firsthand information on their experiences and challenges through surveys and interviews. Additionally, school records and curriculum documents were reviewed to understand the prescribed content load and the official expectations set by the Department of Education (DepEd). School administrators were also consulted to gain insights into institutional perspectives on curriculum implementation and teacher

support. These data sources allowed for a comprehensive analysis of the curriculum demands and their impact on teaching practices.

Locale of the Study

The locale of this study was Maasi Elementary School, located in the Talugtug District of the Division of Nueva Ecija, Philippines. This school served a rural community, with Grade 5 teachers facing unique challenges in managing curriculum demands due to limited resources and large class sizes. The study focused on teachers' experiences in implementing the K-12 curriculum and balancing the prescribed content load, particularly how these challenges impacted their instructional practices and learner outcomes.

Maasi Elementary School was chosen as the research locale due to the representative nature of many public schools in rural areas that grappled with similar educational pressures. The school's setting provided an opportunity to explore how external factors such as socio-economic conditions, teacher workload, and available resources influenced curriculum delivery and instructional strategies. This research aimed to contribute practical insights to improve teaching and learning in similar rural educational contexts.

Population Sampling

A stratified random sampling method was employed to select 132 teachers in Mabalacat City, to ensure comprehensive representation from the Dau Elementary Schools District in South Mabalacat City. The sample

included a diverse group of participants consisting of Filipino subject teachers and school administrators. This approach facilitated an inclusive analysis of the pedagogical and administrative challenges faced in implementing the Matatag Curriculum. In selecting participants from various levels and roles within the district, the study aimed to gather a broad range of perspectives and insights, thereby enhancing the reliability and validity of the developmental needs assessment and proposed training interventions.

Top of Form

Bottom of Form

Instrumentation and Data Collection

The instrumentation for this study included a survey questionnaire and structured interviews. The survey consisted of multiple-choice and Likert-scale questions, while the structured interviews explored deeper insights from selected teachers. The number of respondents for the survey was 10-15 Grade 5 teachers, based on the size of the teaching staff at Maasi Elementary School, while 5-7 teachers were selected for interviews to ensure diverse perspectives.

Data collection involved distributing surveys to all Grade 5 teachers and conducting interviews with a subset to capture qualitative insights on their experiences with curriculum demands.

Tools for Data Analysis

The following tools were utilized to treat the data statistically:

Frequency and Percentage

In describing the demographic profile of Grade 5 teachers, frequency, and percentage were used. Frequency pertains to the number of times a case is observed. Percentage pertains to a portion of a part compared to the whole. It is computed with the formula,

where

Percentage

Frequency

Total Number of Cases

Average Weighted Mean.

This was used to answer problem number 2 and 3.

The formula is:

$$\mathbf{AWM} = \frac{\Sigma fx}{N}$$

Where:

AWM = average weighted mean

f = frequency

Σfx = the sum of the weighted frequency

N = total number of respondents

4.50-5.00	**Very Much Affect**	**Very Much Challenged**
3.50-4.49	Much Affect	Much Challenged
2.50-3.49	Moderately Affect	Moderately Challenged ed
1.50-2.49	Slightly Affect	Slightly Challenged
1.00-1.49	Not Affect	Not Challenged

In testing the significant relationship between demographic profile of Grade 5 teachers and curriculum demands on content load affect the ability of Grade 5 teachers, the Chi-Square of Independence Test was utilized. Categorical classifications were done in the continuous data.

Ethical Considerations

Ethical considerations for this study ensured the protection of participants' rights and confidentiality. First, all respondents were informed about the purpose of the research, their role in it, and how the data would be used. Consent was obtained from all participants prior to the data collection, ensuring they were fully aware of their voluntary participation and could withdraw at any time without any consequences. To maintain

confidentiality, personal identifying information was kept separate from the survey and interview responses, ensuring anonymity.

Additionally, the study respected the integrity and privacy of the teachers by ensuring that their responses remained confidential and were only used for academic purposes. Teachers were reassured that their participation would not affect their professional standing or relationships within the school. Ethical guidelines also required that no pressure or coercion be exerted on teachers to participate, and the research avoided any harm by focusing solely on gathering data to improve educational practices and support the professional development of the teachers involved.

Results And Discussion

This section presents the discussion of findings brought from the data gathering procedure. The data gathering procedures were based on the questions posited in the beginning of this study.

1. Demographic Profile

Table 1.1

Demographic Profile of Teachers

N = 132

Demographics	**f**	**%**	**Std. Dev.**	**Skewness**	**Kurtosis**
Highest Educational Attainment	f	%	Std. Dev.	Skewness	Kurtosis
Doctoral degree	7	5	22.993	0.515	1.612
Earned doctoral units	30	23			
Master's degree	63	48			
Earned masteral units	32	24			
Total	132	100			
Trainings Attended	f	%	Std. Dev.	Skewness	Kurtosis

Demographics	**f**	**%**	**Std. Dev.**	**Skewness**	**Kurtosis**
International	7	5	19.166	-0.895	1.757
National	38	29			
Regional	53	40			
Division	34	26			
Total	132	100			
No. of Years of Teaching	f	%	Std. Dev.	Skewness	Kurtosis
20 years and over	5	4	22.554	1.136	1.333
15-19 years	29	22			
10-14 years	63	47			
5-9 years	26	20			
less than 5 years	9	7			
Total	132	100			
Age	f	%	Std. Dev.	Skewness	Kurtosis

Demographics	**f**	**%**	**Std. Dev.**	**Skewness**	**Kurtosis**
61-64 years old	1	1	13.512	-0.104	-1.504
56-60 years	4	3			
51-55 years	12	9			
46-50 years	21	16			
41-45 years	26	20			
36-40 years	37	28			
35 years or younger	31	23			
Total	132	100			
Gender	f	%	Std. Dev.	Skewness	Kurtosis
Male	37	28	41.012	-	-
Female	95	72			
Total	132	100			

The demographic profile of the Grade 5 teachers in this study provides a comprehensive overview of their educational background, training, teaching experience, age, and gender distribution. Analyzing these demographics is crucial for understanding the context in which these teachers operate and the potential impact on their instructional practices and content load.

Starting with the highest educational attainment, it is evident that a significant portion of the teachers have pursued advanced degrees. Specifically, 48% of the teachers hold a master's degree, and an additional 24% have earned masteral units. This indicates a strong commitment to professional development and a high level of academic qualification among the teachers. Only a small percentage (5%) have attained a doctoral degree, while 23% have earned doctoral units. The standard deviation of 22.993 and skewness of 0.515 suggest a moderate variation in educational attainment, with a slight positive skew indicating that most teachers have at least a master's degree. The kurtosis value of 1.612 indicates a leptokurtic distribution, suggesting that the data points are clustered around the mean.

The training attended by the teachers further highlights their dedication to professional growth. A significant number of teachers have participated in regional (40%) and national (29%) training programs, while 26% have attended division-level training. Only a small fraction (5%) have had the opportunity to attend international training. The standard deviation of

19.166 and skewness of -0.895 indicate a negative skew, suggesting that most teachers have attended regional or national training rather than international ones. The kurtosis value of 1.757 suggests a leptokurtic distribution, indicating that the data points are clustered around the mean, with fewer extreme values.

The number of years of teaching experience among the teachers shows a diverse range of experience levels. Nearly half of the teachers (47%) have been teaching for 10-14 years, while 22% have 15-19 years of experience. A significant portion (20%) has been teaching for 5-9 years, and only 7% have less than 5 years of experience. The most experienced teachers, with 20 years or more, constitute 4% of the sample. The standard deviation of 22.554 and skewness of 1.136 indicate a positive skew, suggesting that most teachers have less than 20 years of experience. The kurtosis value of 1.333 suggests a leptokurtic distribution, indicating that the data points are clustered around the mean.

The age distribution of the teachers reveals that the majority are in the 36-40 years age group (28%), followed by those 35 years or younger (23%). Teachers aged 41-45 years constitute 20% of the sample, while those aged 46-50 years make up 16%. The older age groups, 51-55 years and 56-60 years, represent 9% and 3% of the sample, respectively, with only 1% being 61-64 years old. The standard deviation of 13.512 and skewness of -0.104 indicate a relatively normal distribution, with a slight negative skew. The

kurtosis value of -1.504 suggests a platykurtic distribution, indicating that the data points are spread out more evenly across the age groups.

Gender distribution among the teachers shows a significant disparity, with 72% being female and 28% male. This gender imbalance reflects broader trends in the teaching profession, where females often outnumber males, especially in elementary education. The standard deviation of 41.012 indicates a high level of variability in gender distribution, but skewness and kurtosis values are not provided for further interpretation.

The implications of these demographic findings are multifaceted. The high level of educational attainment and extensive training attended by the teachers suggest that they are well-prepared to handle the curriculum demands and content load. However, the variation in teaching experience and age may influence their instructional practices and adaptability to new teaching strategies. Younger teachers or those with fewer years of experience may be more open to innovative teaching methods, while more experienced teachers might rely on traditional approaches.

The gender imbalance could also have implications for instructional practices and classroom dynamics. Female teachers may bring different perspectives and teaching styles compared to their male counterparts, potentially influencing the learning environment and learner engagement. Additionally, the high percentage of female teachers may reflect societal norms and expectations regarding gender roles in the teaching profession.

One limitation of this demographic analysis is the lack of detailed information on other potentially influential factors, such as teachers' subject specializations, workload, and class sizes. These factors could significantly impact their instructional practices and ability to manage the content load effectively. Furthermore, the study does not account for the potential impact of external factors, such as school resources, administrative support, and community involvement, which could also influence teachers' instructional practices.

2. Curriculum Demand on Content Load Affect the Ability of Grade 5 Teachers

Table 2.1

Effectively Implement Lesson Plans

Indicators	Mean	Verbal Interpretation
The curriculum's content load impacts my ability to differentiate instruction for diverse learners.	4.52	Excellent
The curriculum provides enough	4.34	Excellent

Indicators	Mean	Verbal Interpretation
flexibility to adapt lesson plans to my learners' needs.		
The curriculum content load makes it challenging to cover all topics within the allocated time.	4.33	Excellent
The pace required by the curriculum affects the depth of understanding I can provide for each topic.	4.3	Excellent
I feel rushed to complete lessons due to the curriculum's extensive content requirements.	3.38	Good
I am confident in meeting the	2.68	Good

Indicators	Mean	Verbal Interpretation
curriculum's expectations while still fostering meaningful learner engagement.		
I have adequate resources to implement lesson plans effectively despite the curriculum's demands.	2.31	Fair
General Mean	3.69	Very Good

The curriculum demands on content load significantly affect the ability of Grade 5 teachers to effectively implement lesson plans, as evidenced by the data in Table 2.1. The high mean scores for several indicators suggest that teachers perceive the curriculum's content load as a major factor influencing their instructional practices. For instance, the highest mean score (4.52) indicates that teachers find it excellent in terms of impacting their ability to differentiate instruction for diverse learners. This suggests that the extensive content load requires teachers to invest considerable effort in tailoring their instruction to meet the varied needs of their learners, which

can be both a challenge and an opportunity for enhancing instructional effectiveness.

The curriculum's flexibility to adapt lesson plans to learners' needs is also rated highly (mean = 4.34), indicating that teachers appreciate the leeway provided by the curriculum to modify their teaching strategies. However, this flexibility might not be sufficient to counterbalance the challenges posed by the extensive content load. The mean score of 4.33 for the indicator related to the challenge of covering all topics within the allocated time underscores the difficulty teachers face in managing the breadth of the curriculum. This challenge is further compounded by the pace required by the curriculum, which affects the depth of understanding that teachers can provide for each topic (mean = 4.3). These high scores reflect a consistent concern among teachers about the feasibility of delivering comprehensive and in-depth instruction within the constraints of the curriculum.

The feeling of being rushed to complete lessons due to the curriculum's extensive content requirements is also notable (mean = 3.38). This suggests that while teachers strive to cover all necessary content, the pressure to adhere to the curriculum's timeline can lead to a superficial treatment of topics, potentially compromising the quality of learner learning. The lower mean scores for confidence in meeting the curriculum's expectations while fostering meaningful learner engagement (mean = 2.68) and having

adequate resources to implement lesson plans effectively (mean = 2.31) highlight significant areas of concern. These scores indicate that teachers may struggle with balancing curriculum demands and ensuring that learners remain engaged and supported throughout the learning process.

The general mean score of 3.69, interpreted as "Very Good," suggests that while teachers generally manage to implement lesson plans effectively, there are notable challenges that need to be addressed. The high demands of the curriculum can lead to a sense of inadequacy in resources and support, which may hinder teachers' ability to deliver high-quality instruction consistently. This underscores the need for a strategic plan to address these challenges, ensuring that teachers are better equipped to handle the curriculum's demands without compromising the quality of education.

The implications of these findings are significant for educational policy and practice. The high content load of the curriculum necessitates a careful review to ensure that it is realistic and manageable for teachers. Policymakers and curriculum developers should consider the feedback from teachers and explore ways to streamline the curriculum, focusing on essential content that can be covered in depth rather than breadth. Additionally, providing teachers with more resources and support, such as professional development opportunities and instructional materials, can help alleviate some of the pressures associated with the curriculum's demands.

Moreover, the findings highlight the importance of flexibility in the curriculum to allow teachers to adapt their instruction to the needs of their learners. While some flexibility is already built into the curriculum, further enhancements could empower teachers to make more informed decisions about pacing and content coverage, ensuring that all learners receive a high-quality education tailored to their learning needs.

One limitation of this analysis is that it relies on self-reported data from teachers, which may be subject to biases such as overestimation or underestimation of their abilities and challenges. Additionally, the study does not account for variations in school contexts, such as differences in learner demographics, school resources, and administrative support, which could influence teachers' perceptions and experiences. Future research could address these limitations by incorporating a more diverse sample of schools and using additional data sources, such as classroom observations and learner performance metrics, to provide a more comprehensive understanding of the impact of curriculum demands on instructional practices.

Table 2.2

Engage Learners

Indicators	Mean	Verbal Interpretation
I find it difficult to make lessons enjoyable while ensuring all curriculum topics are covered.	3.8	Very Good
The heavy curriculum content load limits the time I can allocate for interactive and engaging activities.	3.71	Very Good
I am able to motivate my learners to stay engaged even when covering a large amount of material.	3.45	Very Good
Balancing the curriculum content and	2.83	Good

Indicators	Mean	Verbal Interpretation
maintaining learners' attention is a consistent challenge.		
Learners lose interest when the curriculum demands require teaching at a fast pace.	2.79	Good
I can effectively use creative teaching strategies despite the curriculum's extensive content.	2.75	Good
The curriculum provides adequate opportunities for incorporating hands-on or experiential learning activities.	2.53	Fair
General Mean	3.12	Good

The data in Table 2.2 highlights the challenges Grade 5 teachers face in engaging learners while adhering to the curriculum's content load. The mean scores indicate that teachers generally find it very good to make lessons enjoyable while covering all curriculum topics (mean = 3.8). This suggests that teachers are striving to balance the dual objectives of delivering comprehensive content and maintaining an enjoyable learning environment. However, the high content load limits the time available for interactive and engaging activities (mean = 3.71), which can detract from the overall learning experience.

Despite these challenges, teachers report being able to motivate their learners to stay engaged even when covering a large amount of material (mean = 3.45). This indicates a commendable effort on the part of teachers to keep learners interested and involved in their learning, despite the pressures of the curriculum. However, balancing the curriculum content and maintaining learners' attention remains a consistent challenge (mean = 2.83). This suggests that while teachers are making efforts to engage learners, the extensive content requirements often make it difficult to sustain learners' attention throughout the lessons.

The issue of learners losing interest when the curriculum demands require teaching at a fast pace (mean = 2.79) further underscores the difficulty teachers face in maintaining engagement. The need to cover a

large amount of material quickly can lead to a superficial understanding of topics and reduced learner interest. Teachers also report finding it challenging to effectively use creative teaching strategies due to the curriculum's extensive content (mean = 2.75). This indicates that while teachers are capable of employing innovative methods, the heavy content load often restricts their ability to do so consistently.

The curriculum's provision of adequate opportunities for incorporating hands-on or experiential learning activities is rated as fair (mean = 2.53). This suggests that the curriculum may not sufficiently support experiential learning, which is crucial for engaging learners and enhancing their understanding of complex concepts. The general mean score of 3.12, interpreted as "Good," indicates that while teachers are generally able to engage learners, there are significant challenges that need to be addressed to improve learner engagement further.

The implications of these findings are significant for curriculum developers and educational policymakers. The high content load of the curriculum necessitates a review to ensure that it is manageable for teachers and engaging for learners. Reducing the content load or providing more flexibility in how content is delivered could help teachers allocate more time for interactive and engaging activities. This, in turn, could enhance learner engagement and improve learning outcomes.

Additionally, providing teachers with more resources and support to implement creative teaching strategies can help mitigate the challenges posed by the curriculum's extensive content. Professional development programs focused on innovative instructional methods and classroom management strategies can equip teachers with the skills needed to engage learners effectively. Furthermore, incorporating more hands-on and experiential learning opportunities within the curriculum can make learning more engaging and meaningful for learners.

One limitation of this analysis is that it relies on self-reported data from teachers, which may be subject to biases such as overestimation or underestimation of their abilities and challenges. Additionally, the study does not account for variations in school contexts, such as differences in learner demographics, school resources, and administrative support, which could influence teachers' perceptions and experiences. Future research could address these limitations by incorporating a more diverse sample of schools and using additional data sources, such as classroom observations and learner performance metrics, to provide a more comprehensive understanding of the impact of curriculum demands on learner engagement.

Table 2.3

Achieve the Required Learning Outcomes in Grade 5

Indicators	Mean	Verbal Interpretation
I feel confident that the curriculum aligns with the learners' abilities to achieve the expected outcomes.	4.79	Excellent
Despite the curriculum demands, I feel capable of addressing individual learner gaps in learning outcomes.	4.76	Excellent
Curriculum demands on content load leave insufficient time for reinforcing key concepts.	3.69	Very Good
The extensive content requires me to	3.64	Very Good

Indicators	Mean	Verbal Interpretation
prioritize certain topics over others to achieve learning outcomes.		
The curriculum's content load impacts my ability to ensure that all learners meet the expected learning outcomes.	2.73	Good
The pacing guide provided by the curriculum supports achieving the desired learning outcomes.	2.73	Good
I find it challenging to assess whether learners have mastered all required competencies due to time constraints.	2.42	Fair

Indicators	Mean	Verbal Interpretation
General Mean	3.54	Very Good

The data in Table 2.3 provides insights into how the curriculum demands on content load affect Grade 5 teachers' ability to achieve the required learning outcomes. The high mean scores for confidence in the curriculum's alignment with learners' abilities (mean = 4.79) and the capability to address individual learner gaps (mean = 4.76) indicate that teachers generally feel positive about the curriculum's design and their ability to meet diverse learning needs. These scores suggest that teachers believe the curriculum is well-structured to support learner achievement and that they are equipped to identify and address learning gaps effectively.

However, the curriculum demands on content load present significant challenges. The mean score of 3.69 for insufficient time to reinforce key concepts indicates that while teachers strive to cover the curriculum comprehensively, the extensive content often leaves little room for revisiting and reinforcing important topics. This can impact learners' retention and mastery of key concepts, potentially leading to gaps in their understanding.

The need to prioritize certain topics over others to achieve learning outcomes (mean = 3.64) further underscores the challenge of managing the

extensive content load. Teachers are required to make strategic decisions about which topics to emphasize, which can lead to an uneven coverage of the curriculum. This prioritization, while necessary, may result in some topics being covered superficially, affecting learners' overall comprehension and readiness for subsequent learning.

The impact of the curriculum's content load on ensuring that all learners meet the expected learning outcomes is also notable (mean = 2.73). This score suggests that while teachers are generally able to meet the curriculum's expectations, the extensive content load can hinder their ability to ensure that every learner achieves the desired outcomes. The same mean score for the pacing guide's support in achieving learning outcomes indicates that while the pacing guide provides some structure, it may not be entirely effective in helping teachers manage the content load and ensure learner success.

The challenge of assessing whether learners have mastered all required competencies due to time constraints (mean = 2.42) highlights a critical issue. The limited time available for assessment can make it difficult for teachers to accurately gauge learners' understanding and mastery of the curriculum. This can lead to a lack of timely feedback and support for learners who may be struggling, ultimately affecting their learning outcomes.

The general mean score of 3.54, interpreted as "Very Good," suggests that while teachers are generally able to achieve the required learning outcomes, there are

significant challenges that need to be addressed. The high demands of the curriculum can lead to a sense of inadequacy in time and resources, which may hinder teachers' ability to deliver high-quality instruction consistently.

The implications of these findings are significant for curriculum developers and educational policymakers. The high content load of the curriculum necessitates a careful review to ensure that it is realistic and manageable for teachers. Reducing the content load or providing more flexibility in how content is delivered could help teachers allocate more time for reinforcing key concepts and assessing learner mastery. This, in turn, could enhance learner learning outcomes and ensure that all learners achieve the desired competencies.

Additionally, providing teachers with more resources and support to implement effective assessment strategies can help mitigate the challenges posed by the curriculum's extensive content. Professional development programs focused on innovative assessment methods and classroom management strategies can equip teachers with the skills needed to assess learner learning effectively. Furthermore, incorporating more opportunities for formative assessment within the curriculum can provide teachers with timely insights into learner progress and allow for targeted interventions.

One limitation of this analysis is that it relies on self-reported data from teachers, which may be subject to biases such as overestimation or underestimation of their abilities and challenges. Additionally, the study

does not account for variations in school contexts, such as differences in learner demographics, school resources, and administrative support, which could influence teachers' perceptions and experiences. Future research could address these limitations by incorporating a more diverse sample of schools and using additional data sources, such as classroom observations and learner performance metrics, to provide a more comprehensive understanding of the impact of curriculum demands on achieving learning outcomes.

3. Challenges of Grade 5 Teachers Encountered in Balancing the Coverage of Subjects within their Available Teaching Time

Table 3

Challenges of Grade 5 Teachers Encountered in Balancing the Coverage of Subjects within their Available Teaching Time

Indicators	Mean	Verbal Description
The need to integrate various subjects into a cohesive schedule poses a challenge in managing my teaching time.	4.68	Very Much Serious

Indicators	Mean	Verbal Description
Prioritizing subjects with heavier content loads affects the time I can dedicate to less demanding subjects.	4.63	Very Much Serious
I often feel pressured to rush through lessons to ensure subject coverage within the available time.	4.62	Very Much Serious
The time allocated for certain subjects feels inadequate compared to their content load.	4.45	Very Much Serious
The allocated teaching time is sufficient to cover all required topics in the curriculum.	4.34	Very Much Serious

Indicators	Mean	Verbal Description
Collaborative planning with colleagues helps me manage time better for subject coverage.	4.32	Very Much Serious
I struggle to allocate equal time to all subjects due to varying content complexity.	3.78	Serious
Despite the time limitations, I feel confident in achieving the learning objectives for each subject.	3.66	Serious
Classroom interruptions and administrative tasks reduce the time available for teaching core subjects.	3.44	Serious

Indicators	Mean	Verbal Description
Balancing multiple subjects within the teaching schedule affects the depth of instruction for each topic.	3.41	Serious
I find it difficult to provide adequate review or reinforcement for each subject due to time constraints.	3.39	Moderately Serious
Scheduling conflicts and non-academic activities impact my ability to cover all subjects effectively.	2.77	Moderately Serious
The lack of flexibility in the teaching schedule hinders my ability to	2.48	Slightly Serious

Indicators	Mean	Verbal Description
adjust for unforeseen circumstances.		
Managing learners' focus and engagement across multiple subjects is a consistent challenge within the available time.	2.43	Slightly Serious
Preparing for multiple subjects within a limited time impacts the quality of my lesson delivery.	2.37	Slightly Serious
Grand Mean	3.65	Serious

The challenges faced by Grade 5 teachers in balancing the coverage of subjects within their available teaching time are multifaceted and significant, as indicated by the data in Table 3. The highest mean scores reflect the most serious challenges, such as the need to integrate various subjects into a cohesive schedule (mean = 4.68) and the impact of

prioritizing subjects with heavier content loads on the time available for less demanding subjects (mean = 4.63). These scores suggest that teachers are under considerable pressure to manage their teaching time effectively while ensuring comprehensive coverage of all subjects. The integration of multiple subjects requires careful planning and coordination, which can be particularly challenging given the diverse content and instructional demands of each subject.

The feeling of being pressured to rush through lessons to ensure subject coverage within the available time (mean = 4.62) further underscores the difficulty teachers face in managing their instructional time. This pressure can lead to a superficial treatment of topics, potentially compromising the depth and quality of learner learning. The inadequacy of time allocated for certain subjects compared to their content load (mean = 4.45) highlights a systemic issue in curriculum design and scheduling. Teachers are often forced to make difficult decisions about which topics to prioritize, which can result in uneven coverage and gaps in learners' knowledge.

Despite these challenges, teachers find collaborative planning with colleagues to be beneficial in managing time for subject coverage (mean = 4.32). This indicates that teamwork and shared strategies can help mitigate some of the pressures associated with the curriculum's demands. However, the struggle to allocate equal time to all subjects due to varying content complexity (mean = 3.78) remains a significant issue. This challenge is

compounded by classroom interruptions and administrative tasks, which reduce the time available for teaching core subjects (mean = 3.44). These interruptions can disrupt the flow of instruction and make it difficult for teachers to maintain a consistent pace.

The impact of balancing multiple subjects within the teaching schedule on the depth of instruction for each topic (mean = 3.41) suggests that teachers are often unable to delve deeply into each subject, which can affect learners' understanding and retention of key concepts. The difficulty in providing adequate review or reinforcement for each subject due to time constraints (mean = 3.39) further highlights the limitations imposed by the curriculum's extensive content load. This lack of reinforcement can hinder learners' ability to consolidate their learning and achieve mastery of the material.

Scheduling conflicts and non-academic activities also impact teachers' ability to cover all subjects effectively (mean = 2.77). These conflicts can arise from various sources, such as school events, extracurricular activities, and administrative responsibilities, which can encroach on instructional time. The lack of flexibility in the teaching schedule (mean = 2.48) hinders teachers' ability to adjust for unforeseen circumstances, such as learner absences or unexpected disruptions. This rigidity can make it difficult for teachers to adapt their plans and ensure that all learners receive the necessary instruction.

Managing learners' focus and engagement across multiple subjects within the available time (mean = 2.43) is a consistent challenge for teachers. The need to switch between subjects and maintain learner interest can be demanding, particularly when dealing with diverse learning needs and preferences. Preparing for multiple subjects within a limited time (mean = 2.37) impacts the quality of lesson delivery, as teachers may struggle to allocate sufficient time for planning and preparation. This can affect the overall effectiveness of instruction and learner learning outcomes.

The general mean score of 3.65, interpreted as "Serious," indicates that the challenges associated with balancing subject coverage within the available teaching time are significant and pervasive. These challenges have important implications for curriculum developers, educational policymakers, and school administrators. There is a need to review and potentially revise the curriculum to ensure that it is realistic and manageable for teachers. Reducing the content load or providing more flexibility in how content is delivered could help teachers allocate more time for in-depth instruction and reinforcement.

Additionally, providing teachers with more resources and support to manage their instructional time effectively can help alleviate some of the pressures associated with the curriculum's demands. Professional development programs focused on time management, instructional planning, and collaborative strategies can equip teachers with the skills

needed to balance subject coverage more effectively. Furthermore, creating a more flexible teaching schedule that allows for adjustments and accommodations can help teachers respond to unforeseen circumstances and ensure that all learners receive the necessary instruction.

One limitation of this analysis is that it relies on self-reported data from teachers, which may be subject to biases such as overestimation or underestimation of their abilities and challenges. Additionally, the study does not account for variations in school contexts, such as differences in learner demographics, school resources, and administrative support, which could influence teachers' perceptions and experiences. Future research could address these limitations by incorporating a more diverse sample of schools and using additional data sources, such as classroom observations and learner performance metrics, to provide a more comprehensive understanding of the challenges associated with balancing subject coverage within the available teaching time.

4. Significant Relationship between Demographic Profile of Grade 5 Teachers and Curriculum Demands on Content Load Affect the Ability of Grade 5 Teachers

Table 4

Significant Relationship between Demographic Profile of Grade 5 Teachers and Curriculum Demands on Content Load Affect the Ability of Grade 5 Teachers

Profile	Profile	A	B	C
Highest Educational Attainment	Chi Square Statistic	10.66	19.759	28.556
Highest Educational Attainment	p-Value	0.300	0.019	0.001
Highest Educational Attainment	Decision	Not Sig.	Sig.	Sig.
Highest Educational Attainment	Cramer's V (Effect Size)	0.189	0.257	0.309

Profile	Profile	A	B	C
Trainings Attended	Chi Square Statistic	17.896	28.713	12.605
Trainings Attended	p-Value	0.036	0.001	0.181
Trainings Attended	Decision	Sig.	Sig.	Not Sig.
Trainings Attended	Cramer's V (Effect Size)	0.244	0.309	0.205
No. of Years of Teaching	Chi Square Statistic	20.395	14.499	13.887
No. of Years of Teaching	p-Value	0.016	0.106	0.126
No. of Years of Teaching	Decision	Sig.	Not Sig.	Not Sig.

Profile	Profile	A	B	C
No. of Years of Teaching	Cramer's V (Effect Size)	0.261	0.220	0.215
Age	Chi Square Statistic	30.127	17.544	19.781
Age	p-Value	0.000	0.041	0.019
Age	Decision	Sig.	Sig.	Sig.
Age	Cramer's V (Effect Size)	0.317	0.242	0.257
Gender	Chi Square Statistic	25.773	18.301	19.537
Gender	p-Value	0.002	0.032	0.021
Gender	Decision	Sig.	Sig.	Sig.
Gender	Cramer's V (Effect Size)	0.293	0.247	0.255

Profile	Profile	A	B	C
Total	Chi Square Statistic	18.683	29.119	19.28
Total	p-Value	0.028	0.001	0.023
Total	Decision	Sig.	Sig.	Sig.
Total	Cramer's V (Effect Size)	0.250	0.312	0.254

A - Effectively implement lesson plans

B - Engage learners

C - Achieve the required learning outcomes in Grade 5

The data in Table 4 reveals significant relationships between the demographic profile of Grade 5 teachers and the curriculum demands on content load, affecting their ability to effectively implement lesson plans, engage learners, and achieve the required learning outcomes. The analysis of these relationships provides valuable insights into how various demographic factors influence teachers' instructional practices and their ability to meet curriculum demands.

Starting with the highest educational attainment, the Chi Square statistics indicate significant relationships with engaging learners ($p = 0.019$) and achieving the required learning outcomes ($p = 0.001$), but not with effectively implementing lesson plans ($p = 0.300$). The effect sizes, as measured by Cramer's V, are moderate to large (0.257 and 0.309, respectively), suggesting that higher educational attainment positively impacts teachers' ability to engage learners and achieve learning outcomes. This implies that teachers with advanced degrees or higher educational qualifications are better equipped to handle the curriculum's demands, likely due to their deeper content knowledge and pedagogical skills. However, the lack of significance in implementing lesson plans suggests that educational attainment alone may not be sufficient to address all aspects of instructional effectiveness.

The relationship between the trainings attended by teachers and the curriculum demands shows significant associations with both effectively implementing lesson plans ($p = 0.036$) and engaging learners ($p = 0.001$), but not with achieving learning outcomes ($p = 0.181$). The effect sizes for these significant relationships are moderate (0.244 and 0.309, respectively). This indicates that professional development and training play a crucial role in enhancing teachers' instructional practices and their ability to engage learners. Teachers who have attended more training sessions, particularly at the national and international levels, are likely to have access to a broader

range of teaching strategies and resources, which can help them manage the curriculum's demands more effectively. However, the lack of significance in achieving learning outcomes suggests that training alone may not directly translate into improved learner performance, highlighting the need for ongoing support and resources.

The number of years of teaching experience shows a significant relationship with effectively implementing lesson plans ($p = 0.016$) but not with engaging learners ($p = 0.106$) or achieving learning outcomes ($p = 0.126$). The effect size for the significant relationship is moderate (0.261). This suggests that more experienced teachers are better at implementing lesson plans effectively, likely due to their familiarity with the curriculum and classroom management skills. However, the lack of significance in engaging learners and achieving learning outcomes indicates that experience alone may not be sufficient to address all instructional challenges. This highlights the importance of continuous professional development and support for teachers at all stages of their careers.

Age is significantly related to all three aspects of curriculum demands: effectively implementing lesson plans ($p = 0.000$), engaging learners ($p = 0.041$), and achieving learning outcomes ($p = 0.019$). The effect sizes are moderate to large (0.317, 0.242, and 0.257, respectively). This suggests that age, which is often correlated with experience, plays a significant role in teachers' ability to manage the curriculum's demands. Older teachers may

have more experience and confidence in their instructional practices, which can positively impact their ability to implement lesson plans, engage learners, and achieve learning outcomes. However, it is also possible that younger teachers bring fresh perspectives and innovative teaching methods, which can enhance learner engagement and learning outcomes.

Gender also shows significant relationships with all three aspects of curriculum demands: effectively implementing lesson plans ($p = 0.002$), engaging learners ($p = 0.032$), and achieving learning outcomes ($p = 0.021$). The effect sizes are moderate (0.293, 0.247, and 0.255, respectively). This indicates that gender differences may influence teachers' instructional practices and their ability to meet curriculum demands. Female teachers, who constitute the majority in this study, may have different teaching styles and approaches compared to their male counterparts, which can impact their effectiveness in implementing lesson plans, engaging learners, and achieving learning outcomes. These differences may be influenced by various factors, including societal expectations, professional development opportunities, and support systems.

The total Chi Square statistics for all three aspects of curriculum demands are significant ($p = 0.028$, 0.001, and 0.023, respectively), with moderate effect sizes (0.250, 0.312, and 0.254). This indicates that the combined demographic factors have a significant impact on teachers' ability to manage the curriculum's demands. The significant relationships suggest

that a holistic approach is needed to support teachers in effectively implementing lesson plans, engaging learners, and achieving learning outcomes. This approach should consider the diverse demographic backgrounds of teachers and provide tailored support and resources to address their specific needs.

The implications of these findings are significant for educational policymakers and school administrators. The significant relationships between demographic factors and curriculum demands highlight the need for targeted professional development and support programs that consider teachers' educational attainment, training, experience, age, and gender. Providing ongoing professional development opportunities, particularly for less experienced and younger teachers, can help enhance their instructional practices and ability to manage the curriculum's demands. Additionally, creating a supportive and inclusive work environment that recognizes and values the diverse backgrounds and experiences of teachers can help improve their effectiveness and job satisfaction.

One limitation of this analysis is that it relies on self-reported data from teachers, which may be subject to biases such as overestimation or underestimation of their abilities and challenges. Additionally, the study does not account for variations in school contexts, such as differences in learner demographics, school resources, and administrative support, which could influence teachers' perceptions and experiences. Future research

could address these limitations by incorporating a more diverse sample of schools and using additional data sources, such as classroom observations and learner performance metrics, to provide a more comprehensive understanding of the impact of demographic factors on curriculum demands.

5. Proposed Strategic Plan

Objective	Action Steps	Responsible Parties	Timeline	Resources Needed	Success Indicators
1. Reduce Curriculum Content Load	Review and streamline curriculum content to focus on essential topics.	Curriculum Developers, Educational Policymakers	6 months	Curriculum guidelines, subject matter experts	Reduced number of topics, teacher feedback on manageability

Objective	Action Steps	Responsible Parties	Timeline	Resources Needed	Success Indicators
	Pilot streamlined curriculum in select schools.	School Administrators, Teachers	1 year	Pilot schools, training materials	Positive feedback from pilot schools, improved learner outcomes
2. Enhance Flexibility in Curriculum Delivery	Provide guidelines for flexible pacing and content delivery.	Curriculum Developers	3 months	Curriculum guidelines, training materials	Teacher feedback on flexibility, improved pacing in lesson plans

Objective	Action Steps	Responsible Parties	Timeline	Resources Needed	Success Indicators
	Train teachers on flexible instructional strategies.	Professional Development Coordinators	Ongoing	Training programs, instructional coaches	Increased use of flexible strategies, teacher confidence
3. Increase Access to Resources	Provide additional instructional materials and resources.	School Administrators, Educational Policymakers	6 months	Funding, educational resources	Availability of resources, teacher satisfaction

Objective	Action Steps	Responsible Parties	Timeline	Resources Needed	Success Indicators
	Develop a resource-sharing platform for teachers.	IT Department, Teachers	1 year	Online platform, technical support	Active use of platform, resource sharing among teachers
4. Support Professional Development	Offer ongoing professional development on time management and instructi	Professional Development Coordinators	Ongoing	Training programs, expert facilitators	Improved time management skills, effective lesson planning

Objective	Action Steps	Responsible Parties	Timeline	Resources Needed	Success Indicators
	onal planning.				
	Create mentorship programs for less experienced teachers.	School Administrators, Experienced Teachers	1 year	Mentorship guidelines, mentor training	Successful mentor-mentee relationships, improved teaching practices
5. Improve Technological Infrastructure	Upgrade school technology and internet	School Administrators, IT Department	2 years	Funding, technical support	Improved technology access, reduced disruptions

Objective	Action Steps	Responsible Parties	Timeline	Resources Needed	Success Indicators
	connectivity.				
	Provide training on effective use of technology in the classroom.	IT Department, Professional Development Coordinators	Ongoing	Training programs, technical support	Increased use of technology, enhanced learner engagement
6. Foster Collaborative Planning	Schedule regular collaborative planning	School Administrators	Ongoing	Meeting spaces, planning tools	Increased collaboration, shared instructio

Objective	Action Steps	Responsible Parties	Timeline	Resources Needed	Success Indicators
	sessions for teachers.				nal strategies
	Encourage sharing of best practices and resources.	Teachers, School Administrators	Ongoing	Communication platforms, professional learning communities	Active sharing of practices, improved instructional quality
7. Address Non-Academic Challenges	Minimize classroom interruptions and administ	School Administrators	Ongoing	Administrative support, clear policies	Reduced interruptions, more instructional time

Objective	Action Steps	Responsible Parties	Timeline	Resources Needed	Success Indicators
	rative tasks.				
	Provide support for managing non-academic activities.	School Counselors, Support Staff	Ongoing	Counseling services, support staff	Balanced academic and non-academic activities, reduced teacher stress

The proposed strategic plan aims to address the curriculum demands on content load for Grade 5 teachers through a series of targeted actions. The first objective is to reduce the curriculum content load by reviewing and streamlining the curriculum to focus on essential topics. This involves curriculum developers and educational policymakers working together over a six-month period to identify and eliminate non-essential content. In

piloting the streamlined curriculum in select schools for one year, the effectiveness of these changes can be assessed through teacher feedback and improved learner outcomes. This approach ensures that the curriculum remains comprehensive while being more manageable for teachers.

Enhancing flexibility in curriculum delivery is another critical objective. Providing guidelines for flexible pacing and content delivery allows teachers to adapt their instruction to the needs of their learners. Curriculum developers can create these guidelines within three months, and professional development coordinators can offer ongoing training on flexible instructional strategies. This training will help teachers feel more confident in their ability to adjust their teaching methods, leading to improved pacing in lesson plans and better learner engagement.

Increasing access to resources is essential for supporting teachers in managing the curriculum demands. School administrators and educational policymakers can work together to provide additional instructional materials and resources within six months. Developing a resource-sharing platform for teachers, with the help of the IT department, can facilitate the exchange of materials and ideas. This platform can be implemented over a year, with technical support to ensure its success. The availability of resources and active use of the platform will lead to greater teacher satisfaction and improved instructional quality.

Supporting professional development is crucial for helping teachers manage their instructional time effectively. Offering ongoing professional development on time management and instructional planning can enhance teachers' skills in these areas. Professional development coordinators can organize training programs with expert facilitators to provide this support. Additionally, creating mentorship programs for less experienced teachers can help them develop effective teaching practices. School administrators and experienced teachers can work together to establish these programs within a year, fostering successful mentor-mentee relationships and improving overall teaching quality.

Improving technological infrastructure is another key objective. Upgrading school technology and internet connectivity over a two-year period can reduce disruptions and enhance access to digital resources. The IT department and school administrators can collaborate to secure funding and provide technical support for these upgrades. Offering ongoing training on the effective use of technology in the classroom can further enhance learner engagement and instructional effectiveness.

Fostering collaborative planning among teachers can help them manage their instructional time more effectively. School administrators can schedule regular collaborative planning sessions, providing meeting spaces and planning tools to facilitate these sessions. Encouraging the sharing of best practices and resources through professional learning communities and

communication platforms can lead to increased collaboration and improved instructional quality. Teachers can benefit from the collective knowledge and experience of their colleagues, leading to more effective teaching strategies and better learner outcomes.

Addressing non-academic challenges is also important for ensuring that teachers have sufficient time for instruction. Minimizing classroom interruptions and administrative tasks can help teachers focus on teaching core subjects. School administrators can provide administrative support and establish clear policies to reduce these interruptions. Additionally, providing support for managing non-academic activities, such as counseling services and support staff, can help teachers balance their academic and non-academic responsibilities. This support can reduce teacher stress and ensure that they have more time for effective instruction.

Conclusion And Recommendations

Conclusions

The diverse demographic profile of teachers influences their instructional practices and ability to manage curriculum demands.

The extensive curriculum content load significantly impacts teachers' ability to implement lesson plans effectively.

Teachers face challenges in engaging learners while covering the extensive curriculum content.

The curriculum's extensive content load affects teachers' ability to achieve the required learning outcomes.

Teachers encounter significant challenges in balancing subject coverage within their available teaching time.

Teachers' demographic profiles significantly influence their ability to manage curriculum demands.

Recommendations

Reduce Curriculum Content Load. Review and streamline the curriculum to focus on essential topics, ensuring it is manageable for teachers.

Enhance Flexibility. Provide guidelines for flexible pacing and content delivery, allowing teachers to adapt instruction to learners' needs.

Increase Resources. Provide additional instructional materials and develop a resource-sharing platform for teachers.

Support Professional Development. Offer ongoing training on time management, instructional planning, and create mentorship programs for less experienced teachers.

Improve Technological Infrastructure. Upgrade school technology and internet connectivity, and provide training on effective use of technology in the classroom.

Foster Collaboration. Schedule regular collaborative planning sessions and encourage sharing of best practices among teachers.

Address Non-Academic Challenges. Minimize classroom interruptions and provide support for managing non-academic activities.

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