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## **Beyond the Bell: The Role of Instructional Time and Learner Persistence in Shaping Effective Public-School Curricula**

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### **ABSTRACT**

*This study aimed to examine the extent to which instructional time contributes to curriculum impact on learner persistence. It was a descriptive survey research design that extracted data from the Grade 10 students of Bukidnon National High School. The result shows that students believed instructional time to be adequate; learner persistence was strong, and curriculum effectiveness was high. Also, there are strong relationships between the time of instruction, learner persistence, and curriculum effectiveness. The results also have implications for practice, suggesting that to the extent instructional time can be increased and learner persistence is promoted among some students' academic success will follow. Thus, the results underscore the need to enrich student learning so that they can also log positive experiences during their Grade 10 educational journey.*

**KEYWORDS:** *instructional time, learner persistence, curriculum effectiveness, academic success*

### **INTRODUCTION**

A curriculum is an overall plan that defines the structure of an educational environment. It refers to the learning process decisions of educators, but also reflects society, families, and other stakeholders' perceptions. The curriculum concept includes the content over the form, it contains societal values towards knowledge, and shows which knowledge is important. The heart of curriculum reform within educational reforms is changing, altering learning goals, and modifying their pedagogies. But again, the success of such reforms lies mainly in the foundational goals and intentions behind such reforms.

The effectiveness of a curriculum in public schools is vital for enhancing student learning and engagement. However, there are meaningful gaps in how curricula are implemented, which can hinder educational outcomes. One major issue is the insufficient instructional time allocated for various subjects. The research can attest to this especially in the implementation of the Matatag Curriculum now that the allotted time for each subject is down to only 45 minutes from 1 hour which is a challenge for teachers since they need to congest all the important information the topics they are discussing inside the classroom just to fit in the allotted time.

According to research, the majority of students believe that the curriculum prepares them for future academic difficulties, which is very fundamental to their development in the educational setup (Meyer et al., 2018). An effective curriculum in preparing students is said

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to result in more significant achievements and confidence levels in school, as indicated by Gonzales et al. (2020). Furthermore, it is significant because of the reason that inclusive curricula are able to better student engagement and improve learning results (Tomlinson, 2017).

On the other hand, research shows that when students have more time to engage with the curriculum, their understanding and retention of material improve significantly (Combalicer, 2016). Additionally, learner persistence, defined as the commitment and effort students put into their studies plays a vital role in determining how effectively a curriculum can be delivered and absorbed. Liao et al. (2023) mentioned in their study that when students are motivated and consistently engage with their learning materials, they tend to achieve better academic results.

A study on the Matatag curriculum in Philippine public schools highlighted that effective implementation requires not only adequate instructional time but also active learner participation (Aquino, 2024). Similarly, MacDonald et al. (2016) remarked that when instructional time is optimized and learner persistence is fostered, students are more likely to succeed academically. This underscores the need for educational stakeholders to focus on both the quality of instructional time and strategies to enhance student engagement.

Furthermore, in the study by Combalicer (2016) showed that teachers often struggle with implementing the K-12 curriculum effectively due to a lack of resources. This corroborates with the qualitative study of Widiastuti et al. (2020) which shows that there are factors influencing learning comfort among students such as air circulation, quietness, cleanliness, and adequate and supportive facilities. Additionally, the findings from Aquino (2024) further emphasize the importance of interactive learning strategies to boost student engagement. Lastly, a study by Damien & Claire (2022) demonstrates how teacher preparedness directly influences the level of students' academic performance.

Meanwhile, Pino-James et al. (2017) supported the view that consistent instructional practices aligned with curricular goals lead to improved student performance. A study conducted in Taiwan demonstrated that integrating competence-oriented instruction significantly enhances learning effectiveness (Liao et al., 2023). Moreover, MacDonald et al. (2016) as cited by Nevenglosky et al. (2019) argue that quality instruction is essential for maximizing the benefits of any curriculum.

In conclusion, addressing the gaps in curriculum effectiveness requires a comprehensive approach that prioritizes both instructional time and learner persistence. By understanding and improving these, public schools can create more effective educational environments that foster student success. Thus, this present study aims to determine how instructional time and learner persistence collectively impact the perceived effectiveness of the curriculum among the students of Bukidnon National High School for the School Year 2024-2025.

## **OBJECTIVES OF THE STUDY**

To determine how instructional time and learner persistence collectively impact the perceived effectiveness of the curriculum among students. Specifically, it sought to answer the following questions:

1. What is the level of Instructional Time perceived by Grade 10 students in terms of:
  - a. Instructional Time;
  - b. Student Engagement;
  - c. Learning Environment?
2. What is the level of Learner Persistence in terms of:
  - a. Motivation;
  - b. Support Systems; and
  - c. Self-efficacy?
3. What is the level of Curriculum Effectiveness as perceived by the Grade 10 students?
4. Is there any significant relationship between Instructional Time and Curriculum Effectiveness?
5. Is there any significant relationship between Learner Persistence and Curriculum Effectiveness?

## METHODOLOGY

The study was a descriptive survey research design; it is an easy method of gathering information by simply asking people about their perceptions. It was conducted at Bukidnon National High School where 150 Grade 10 students were enrolled for the school year 2024-2025. Questions were patterned from the work of the authors Cattaneo et al. (2016), Lindheimer (2011), and Aslan and Gunay (2016).

The researcher followed protocol in while collecting data. Survey questionnaire was distributed to the respondents. Before starting, respondents were given information regarding the research: what data will be gathered; the risks and benefits associated with it; and that the participation is purely voluntary and anonymous. Thus, rights of respondents to informed consent and privacy are ascertained. Following the collection and validation of consent forms, the actual gathering of data began. The findings are drawn with conclusion from data using the methods like weighted mean and correlation analysis.

## RESULTS AND DISCUSSION

Table 1. Mean Score of Perceived Level of Instructional Time of Grade 10 Students

Parameter	Mean	DESCRIPTIVE RESPONSE	QUALIFYING STATEMENT
Student Engagement	3.90	Agree	Adequate
Instructional Time	3.84	Agree	Adequate
Learning Environment	3.63	Agree	Adequate
<b>Overall Mean</b>	<b>3.79</b>	<b>Agree</b>	<b>Adequate</b>

Legend:

1.00-1.50	Highly Inadequate
1.51-2.50	Inadequate
2.51-3.50	Acceptable
3.51-4.50	Adequate
4.51-5.00	Highly Adequate

Table 1 presents the perceived level of instructional time among Grade 10 students, showing varying levels of instruction. The overall mean score is 3.79, categorized as Adequate, indicating that students generally feel their instructional time meets their learning needs. This positive perception can enhance student engagement and academic performance. The highest mean score is for Student Engagement at 3.90, reflecting that students feel very involved and interested in their learning activities, which is crucial for better understanding and retention of information. Conversely, the lowest mean score is for Learning Environment at 3.63, still rated as Adequate, but suggesting potential areas for improvement. Enhancing the educational setting can help students feel at ease and attentive, two crucial factors for learning. In general, attitudes towards instructional time are good, but there is still an opportunity to enhance the Grade 10 learning environment for better educational outcomes.

This inconsistency shows that besides having enough instructional time, improvement in the physical and resource aspects of a classroom is essential to create a productive inclusive learning environment. Research shows that teachers often struggle with implementing the K to 12 Curriculum due to a lack of resources (Combaciler, 2016). This corroborates with the qualitative study of Widiastuti et al. (2020) which shows that there are factors influencing learning comfort among students such as air circulation, quietness, cleanliness, and adequate and supportive facilities. On the other hand, Combaciler (2016) emphasizes that increased instructional time allows students to better engage with the curriculum, leading to improved understanding and retention of the material highlighting the importance of optimizing learning opportunities in the curriculum. Therefore, despite the adequate instructional time required for student engagement and learning, there are physical and resource-related inadequacies in the classroom that should be improved. Improvement of these aspects will make teaching more inclusive and effective to all the students.

Table 2. Mean Score of the Level of Learners' Persistence

Parameter	Mean	DESCRIPTIVE RESPONSE	QUALIFYING STATEMENT
Motivation	4.17	Agree	Highly Persistent
Support Systems	3.94	Agree	Highly Persistent
Self-Efficacy	3.85	Agree	Highly Persistent
<b>Overall Mean</b>	<b>3.99</b>	<b>Agree</b>	<b>Highly Persistent</b>

Legend:

1.00-1.50	Very Low Persistent
1.51-2.50	Low Persistent
2.51-3.50	Moderately Persistent
3.51-4.50	Highly Persistent
4.51-5.00	Very Highly Persistent

It can be gleaned in Table 2 that learners generally have a high level of persistence, with an overall mean score of 3.99, indicating a strong commitment to their studies, which is essential for academic success. The highest mean score is for motivation at 4.17, suggesting that learners feel very motivated, a key factor that encourages them to engage and put in effort. On the contrary, the lowest mean score is for self-efficacy at 3.85, indicating that while

learners are still highly persistent, some may lack confidence in their abilities. This emphasizes the need for additional support to enhance self-efficacy, as improving learners' confidence can further boost their persistence.

These findings emphasize that motivated and persistent engagement with the learning materials results in good grades, which reinforces the persistence of the learner in attaining academic success (Liao et al., 2023). Zimmerman (2017) also insists that motivated students who possess self-efficacy will be more likely to be persistent in their studies. This indicates that if self-efficacy is enhanced, persistence and academic success might be higher. On the other hand, although the result shows that self-efficacy has the lowest mean scores, it can be noted that it is still rated as highly persistent in contrast with the result of the study by Bandura (2018) which indicates that students with higher self-efficacy more likely to set challenging goals and persist in the face of difficulties, which aligns with your findings on the need for support to enhance self-efficacy. Research therefore shows that motivation and self-efficacy are factors that are crucial for students' persistence and success in academics. If the teacher focuses on improving the strategies to enhance self-efficacy, then learners can set challenging goals and overcome obstacles to eventually produce better academic outcomes.

Table 3. Mean Score of the Perceived Curriculum Effectiveness of Grade 10 Students

Parameter	Mean	DESCRIPTIVE RESPONSE	QUALIFYING STATEMENT
The curriculum prepares me well for future academic challenges.	4.07	Agree	Highly Effective
The curriculum is regularly updated to reflect current knowledge and trends.	3.87	Agree	Highly Effective
I find the subjects taught in the curriculum engaging and interesting.	3.83	Agree	Highly Effective
The curriculum aligns well with educational standards.	3.75	Agree	Highly Effective
The curriculum addresses the diverse needs of all students.	3.50	Neutral	Moderately Effective
<b>Overall Mean</b>	<b>3.80</b>		

Legend:

1.00-1.50	Very Highly Ineffective
1.51-2.50	Highly Ineffective
2.51-3.50	Moderately Effective
3.51-4.50	Highly Effective
4.51-5.00	Very Highly Effective

As shown in Table 3, the overall mean score of 3.80 indicates that Grade 10 students generally view the curriculum as Highly Effective, suggesting it prepares them well for future academic challenges. The highest mean score of 4.07 for the statement, "*The curriculum prepares me well for future academic challenges*" shows strong agreement among students about the curriculum's effectiveness in academic preparation. However, with the mean score of 3.50 on "*The curriculum addresses the diverse needs of all students*", this question falls under moderately effective for fact that the students probably feel that it may not be effective

to address everybody's needs. It seems to point to a deficit area and a potential remedy would be making the curricula more sensitive to each student's differences and variations in learning or backgrounds.

These results suggest that the curriculum is well enough to challenge the students for further academic challenges in their study lives, which is also required for their educational life (Meyer et al., 2018). On the other hand, Gonzales et al. (2020) claim that a curriculum capable of preparing the students well could aid in achieving higher extents of academic success and also higher extents of confidence. Moreover, it is a requirement because curricula that promote inclusivity can aid in building engagement and learning outcomes for the students (Tomlinson, 2017). Therefore, the findings would conclude that a curriculum structure prepares students not only for academic challenges in the future but also builds confidence and success in the journey. Besides, inclusivity in the curriculum is highly important since it enhances the engagement of the students and thereby improves the outcome of the learning.

Table 4. Correlation of Instructional Time and Curriculum Effectiveness

Independent Variables	Pearson Coefficient (r-value)	Probability (p-Value)
<b>Instructional Time</b>	0.618	.000**
Instructional Time	0.492	.000**
Student Engagement	0.509	.000**
Learning Environment	0.560	.000**

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table 4 presents key insights into the relationship between instructional time and curriculum effectiveness. The total Pearson correlation coefficient for instructional time is 0.618, which represents a strong positive association: the instruction time is positively associated, meaning that as instructional time increases, so does its effectiveness. The p-value of .000 suggests it is statistically significant and occurred less than by chance by itself. Also, the engagement of students' r-value = 0.509 indicates that this has a moderate positive association with curricular effectiveness while the r-value = 0.560 on learning environment signifies a strong positive association too. Thus, it appears that the longer the instructional time, the improvement of student engagement, and improving the environment for learning all these measures will eventually increase the desired outcomes.

Analyzing these results reveals that instructional time significantly impacts the perceived curriculum effectiveness. These findings align with existing research that highlights that effective implementation of the curriculum requires not only adequate instructional time but also active learner participation (Aquino, 2024). Similarly, Pino-James et al. (2017) maintained that any consistent instruction that correlates with the learning of goals that are set will fare well for a performance change in a student's progress. Lastly, as cited by MacDonald et al. (2016), according to Nevenglosky et al. (2019), "the better one's curriculum is constructed and implemented the better his instructional time, thus potentially providing the maximal return possible through any given curriculum. That is quality instructional time combined with proper instructional strategy in order to ensure meaningful learner engagement.

Table 5. Correlation of Learner Persistence and Curriculum Effectiveness

Independent Variables	Pearson Coefficient (r-value)	Probability (p-Value)
<b>Learner Persistence</b>	0.574	.000**
Motivation	0.456	.000**
Support Systems	0.543	.000**
Self-Efficacy	0.436	.000**

\*\* Correlation is significant at the 0.01 level (2-tailed).

As can be derived from Table 5, this table shows a rather revealing relationship between learner persistence and curriculum effectiveness, showing a Pearson correlation coefficient with an r-value of 0.574 and p-value of .000 that strongly and statistically indicates a positive relationship. Of the remaining variables, motivation has a score of 0.456, indicating a positive though weaker relationship with the effectiveness of the curriculum that learners are taught, so that while motivation is of essence, it is still less impactful than learner persistence. The r-value for support systems is 0.543, indicating a strong positive relationship, meaning that effective support systems can significantly enhance curriculum effectiveness. Lastly, self-efficacy has an r-value of 0.436, reflecting a positive but lesser impact compared to the other factors. Overall, these findings imply that enhancing learner persistence and support systems could lead to improved educational outcomes.

On reflection, these results indicate that the persistence of learners profoundly impacts their perceived effectiveness of the curriculum. This also corroborates with previous literature indicating that if students are motivated and consistently expose themselves to learning materials, there is a tendency for good academic performance (Liao et al., 2023). In a converse manner, MacDonald et al. (2016) pointed out that when time on instruction is maximized and learner persistence is cultivated, students are likely to have better academic performance.

## CONCLUSIONS AND RECOMMENDATIONS

The paper discussed the impact of instructional time and learner persistence on the curriculum effectiveness for grade 10 students at Bukidnon National High School. The study indicated that learners felt that they had adequate instructional time, were very persistent with their studies, and found the curriculum effective. The linkage between instructional time, learner persistence, and curriculum effectiveness was strong and positive. This, therefore, suggests that when students are given ample time to learn and stay focused, they do better. Areas of improvement still are more about making the environment learning-friendly for all the students.

Provide more instructional time and support students to remain in class longer to make the curriculum more effective. Schools should strive toward providing more time for subjects, improving the learning environment, such as ensuring that classrooms are clean, quiet, and comfortable. Also, there should be programs intended to enhance student's motivation and confidence so that students feel capable in their studies. It therefore has to be made flexible enough to accommodate all of them diversely so that everyone will benefit from the curriculum. Improvement for educators can also be made regularly by the students through giving feedback.

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