

# Exploring English Teachers' Experiences with The Utilization of And Satisfaction with Daily Lesson Log In the Revised K-10 Curriculum

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*Abstract* — This study explored the experience of English teachers with the utilization of and satisfaction with the Daily Lesson Log (DLL) in the new curriculum. This study employed an embedded mixed-methods research design, where quantitative and qualitative data were gathered and integrated concurrently. The researchers utilized the validated self-made survey questionnaires, which underwent reliability testing using Cronbach's Alpha, with an 'excellent' reliability result of 0.97 for teachers and an 'excellent' reliability result of 0.90 for master teachers. These two (2) sets of validated self-made survey questionnaires were distributed to the two groups of respondents (teachers and master teachers). The first group of respondents was composed of fifty (50) English 4 and 7 teachers, while the second group of respondents was composed of twenty-five (25) English 4 and 7 master teachers, all from one division in National Capital Region (NCR), who underwent MATATAG training and implemented the curriculum for the school year 2024-2025. The quantitative results revealed that the two groups of respondents utilized the Daily Lesson Log (DLL) to 'a great extent' and were 'very satisfied' with its utilization in terms of ensuring constructive alignment, complying with required components, and applying pedagogical content knowledge. The qualitative results supported this through interviews, where some co-participants mentioned that the DLL assisted them in aligning their lessons with the curriculum standards, that the DLL plays a crucial role in their work, and that the DLL improves teaching effectiveness and learners' outcomes. In addition, though the DLL was utilized to help them, they still needed to unpack the objective based on the Definitive Budget of Work (DBOW) of the division. Likewise, they were satisfied with the DLL, as it provided various activities that were appropriate in their teaching and evaluation. However, despite the teacher's religious compliance and satisfaction with DLL utilization, teachers realized that there is a need for its modification, refinement, and contextualization to make it flexible and inclusive, accommodating diverse learners, most especially for those students who are struggling academically, visually impaired, and those with special needs and with disabilities. With this, the researchers discovered the need for increased collaboration between the two groups: teacher and master teacher, to enhance the learning materials to achieve better outcomes. Based on the findings of the study, they further developed a sample of Modified Daily Lesson Log Templates for Grade 4 and Grade 7 in English to enhance instruction.

*Keywords* — *daily lesson log, English teachers' experience, level of satisfaction, modifications, new curriculum, utilization*

## I. Introduction

Effective instruction relies on carefully planned lesson delivery. As stated by Robins, Sanguras, and Carpenter (2023), lesson logs enable teachers to align curriculum objectives with appropriate instructional strategies or approaches while taking into account the students' needs and the learning environment.

Education serves as a cornerstone of national development, fostering the intellectual and social growth of learners to help them succeed. However, according to Lufti, Arismundar, Suardi, Suryadi, and Husain (2024), several countries are undertaking curriculum reforms to improve students' performance in the face of future challenges. This entails improving educational quality by updating and refining curricula to meet international benchmarks while addressing local educational demands.

Walsh (2024) identified that several innovations in the US education system aim to enhance flexibility and facilitate education through home-school arrangements, charter schools, and educational expenditure account systems. China has undergone its ninth educational curriculum reform, emphasizing pragmatism, innovation, and regional diversity (Luo, 2023). Likewise, Thailand has implemented educational reforms to enhance efficacy and address prior issues (Oxford Business Group, 2022).

In the Philippines, the Department of Education (DepEd) has implemented the MATATAG Curriculum to enhance the provision of Basic Education (DepEd, 2023). Training resources, instructional materials, and lesson exemplars were disseminated to support educators in delivering the curriculum (DepEd, 2024). Nonetheless, it is essential to address the more complex aspects of Key Stages 2 and 3 by using unpacked competency-based lesson exemplars as a primary reference for formulating daily lesson logs. Furthermore, the DepEd issued the Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program through DepEd Order # 42, s. 2016, which affirms the responsibility of K–12 teachers as learning facilitators and to help teachers organize their classrooms correctly. In connection with this, the utilization of Daily Lesson Logs (DLL) plays a vital role in assisting teachers in addressing learners' needs, preferred learning strategies, and appropriate pedagogical approaches. In this regard, the curriculum should incorporate the utilization of a well-thought-out DLL to help deliver high-quality instruction tailored to cater to diverse types of students, enhance academic performance, and integrate a range of teaching assessment tools and methods.

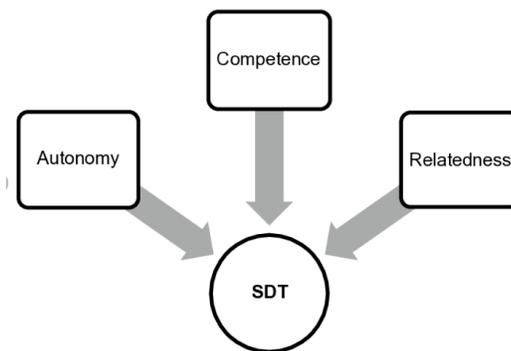
In connection with this, the availability of pre-made lesson exemplars has significantly reduced the burden for teachers in preparing and delivering daily lesson logs for the implementation of the Revised K-10 Curriculum (MATATAG) for Grades 4 and 7. These lesson exemplars have supported and guided the Grade 4 and 7 English teachers in delivering the lessons, and in implementing the curriculum effectively. However, despite their advantages, they also presented certain challenges. The DLL helps enhance the creative and critical thinking of the

learners, and through the repetition of the lessons, they develop mastery. However, they only focused on the development of literary and reading skills in Key Stage 3, while neglecting the other macro-skills, such as listening, speaking, grammar, writing, and viewing. Therefore, there is really a need to enhance the DLL contextually to meet the needs of the learners based on their levels.

Despite several studies having explored lesson planning and curriculum implementation, the present researchers were prompted and found it necessary to address the gap by examining the experiences and satisfaction of the Grades 4 and 7 English teachers in the utilization of the lesson exemplar as references for the enhancement of the Daily Lesson Log (DLL) to improve instruction.

### Theoretical/Conceptual Framework

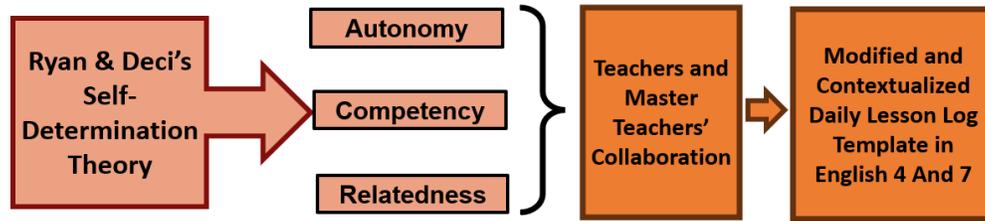
This study was grounded in Self-Determination Theory (Deci & Ryan, 1985; Ryan & Deci, 2000), as noted in the study of Szulawski, Kaźmierczak, & Prusik (2021).



**Figure 1. Self-Determination Theory**

This theory focuses on three (3) psychological requirements—autonomy, competence, and relatedness—which drive motivation and satisfaction. Autonomy refers to an individual’s need to be in control of his or her actions and be able to make decisions that enable him or her to navigate and respond to their environment effectively. Competence deals with achievements, knowledge, and skills that are essential to the process. Relatedness refers to connection. It deals with the individual’s sense of belongingness.

In relation to this undertaking, teachers’ sense of autonomy is shaped by their perceived independence and flexibility in planning, adapting, and creating DLLs that align with their instructional strategies and approaches to address the learners’ needs. In addition, the provision of lesson exemplars allows teachers to feel supported and connected, which fosters a sense of belongingness and relatedness. With this, the present study aimed to offer deeper insights into teachers’ utilization of and satisfaction with the DLLs.

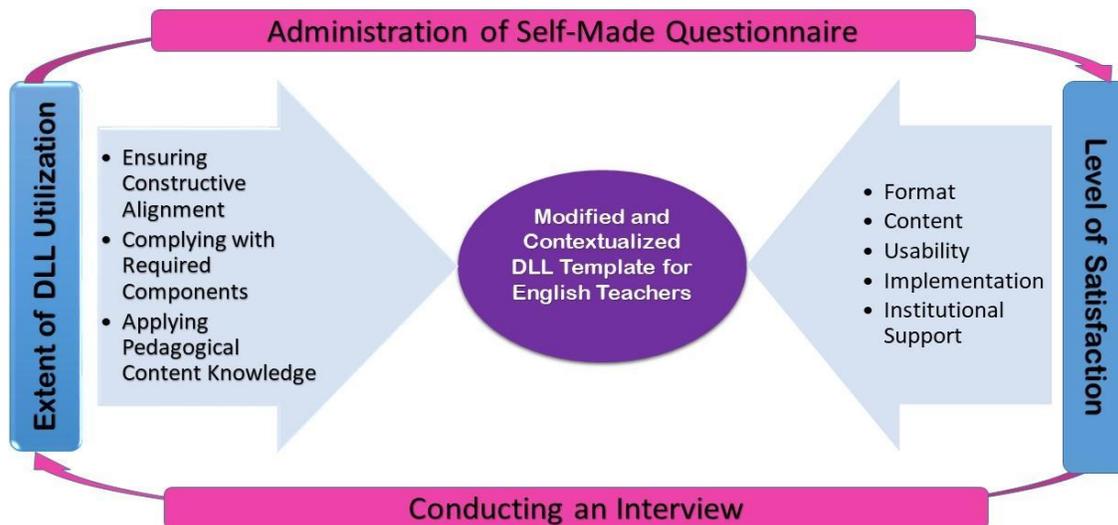


**Figure 2: Conceptual Framework**

The theoretical framework presents Deci and Ryan's Self-Determination Theory, which suggests that teachers' psychological needs, such as autonomy, competence, and relatedness, can lead to their motivation in utilizing the Daily Lesson Log (DLL) and satisfy them. Through the collaborations of teachers and master teachers, this would ultimately lead to the development of a modified and contextualized Daily Lesson Log Template for English 4 and 7. This theory helped researchers gain a better understanding of teachers' pedagogical effects, issues, and degrees of satisfaction, as well as their use of DLLs in English classrooms in grades 4 and 7.

By applying Ryan and Deci's Self-Determination Theory, teachers, master teachers, school administrators, and policymakers could bridge the gap in implementing the Revised K-10 Curriculum. This action would ensure that the current curriculum remains responsive, learner-centered, and teacher-friendly, aligning to achieve transformative and holistic education in the Philippines.

To achieve this, the researchers would apply this model to address the specific problems of this study.



**Figure 3. Conceptual Paradigm of the Study**

Figure 3 reveals the conceptual paradigm of the study. The inputs are the respondents' perspectives on the extent of utilization in terms of ensuring constructive alignment, complying with required components, and applying pedagogical content knowledge, as well as their level of satisfaction with the daily lesson log in terms of format, content, usability, implementation, and institutional support. The process involves administering self-made survey questionnaires for the quantitative approach and conducting a semi-structured interview guide for the qualitative approach. Finally, the output would be a modified and contextualized Daily Lesson Log template for English 4 and 7 teachers, designed to enhance the effectiveness and quality of their teaching.

In addition, the results would provide empirical data for the formulation of training programs, the enhancement of policies, and the reconfiguration of the DLL to improve usability and efficacy in instruction, ultimately enhancing students' learning outcomes.

## LITERATURE REVIEW

### Philippine Curriculum Evolution and Transition

The Philippine educational landscape has undergone crucial transformations through several reforms and curriculum improvements to meet shifting societal needs and global standards. Bantillo and Ngag (2024) stated that education in the Philippines has been shaped throughout history by a range of cultural and socio-political factors, leaving a lasting legacy that continually adapts to changing times. The study of Sta. Catalina (2024) examined the significant developments in each educational curriculum from 1989 to the present. The said study covered the Secondary Education Development Program (SEDP, 1989–2001), the Basic Education Curriculum (BEC, 2002–2010), the Revised Basic Education Curriculum (RBEC, 2010–2012), the K-12 Curriculum (2013–2023), and, most recently, the MATATAG Curriculum (2024 to present). It is intended to address gaps in education, align with international standards, and ensure that Filipino learners acquire the knowledge, skills, and competencies needed in the 21st-century workforce. Each modification was made to enhance learning targets, resolve the deficiencies in earlier educational contexts, and align them with international standards.

In highlight, Sta. Catalina (2024) stated that the Secondary Education Development Program (SEDP) (1989-2001) was regarded as an "outdated, subject-focused, and teacher-centered" curriculum. Additionally, it was assailed for being "excessively content-heavy and fragmented", which led to "rote memorization rather than deep learning and critical thinking". In light of this, Republic Act No. 9155, or the Basic Education Act of 2001, introduced the Basic Education Curriculum (BEC) (2002-2010) with key features such as "competency-based, subject-integrated, and functional literacy-focused" (Sta. Catalina, 2024; Ceremonia-Cera, 2024; Piala, Kilag, Tañiza, Groenewald, Abella & Cordova, 2024).

Nonetheless, experts found the curriculum BEC to be "congested". Thus, this curriculum was later enhanced, leading to the Basic Education Curriculum (RBEC) (2010–2012) through the Education Act of 1982 (Batas Pambansa Blg. 232). This curriculum highlighted interdisciplinary

learning (Sta. Catalina, 2024). However, the RBEC only lasted for two years, as the Philippines was seen as one of the last countries in Asia to adopt a 10-year basic education cycle, which highlights a disparity with global education standards.

Critics once again criticized the K–12 curriculum for being "too dense and content-heavy, with evident inadequacies in learners' mastery of foundational skills (Abragan, 2022). In recent years, the nation's education sector has been plagued by dismal results of the national and international assessments, such as TIMSS 2019 and PISA 2018. They revealed that the literacy and numeracy skills of Filipino learners are deteriorating, with specific underperformance in science, mathematics, and reading, and ranking at the bottom among participating countries. In response to this, the then-DepEd Secretary and Vice President Sara Duterte launched the MATATAG Curriculum, also known as the Revised K-10 Curriculum, through Department of Education Order No. 10, s. 2024 (DepEd MATATAG Curriculum). In this curriculum, the learning competencies from Kindergarten to Grade 3 were "condensed by 70% to emphasize mastery-based learning and focus on foundational skills".

The series of curriculum revisions in the Philippines reflects efforts to enhance the educational blueprint by leveraging past and current experiences within the system. Issues such as congested learning content and limited mastery of competency-based education have prompted steps to streamline and further improve these curricula. In addition, the intention to align with international standards became a driving force for continuous improvement, ensuring the system is on par with the rest of the world. Results of international assessments in basic literacy and numeracy have also prompted the system to take bold steps in implementing reforms as part of continuous curriculum improvement.

Due to widespread criticisms and concerns about the low performance of the Philippine education system as reflected in the country's participation in PISA and TIMSS, the Philippine government has taken critical measures and actions to address the literacy crisis. PISA results indicated that the Philippines ranked at the bottom in reading comprehension, mathematics, and science among the participating countries in 2018 (Bautista, 2023). In 2022, the World Bank also conducted an assessment that revealed that 9 out of 10 ten-year-old Filipino learners struggled to comprehend what they were reading. These disturbing figures highlighted some challenges that compelled the Education department to review and reevaluate the curriculum to provide quality education to learners (Singh, 2024).

Former DepEd Secretary and Vice President Sara Duterte characterized the transition from the DepEd K-12 Basic Education Program to the K-10 MATATAG Curriculum, also known as the Revised K-10 Curriculum, as a "substantial improvement" in the recalibration efforts to streamline the curriculum (Malipot, 2023). This curriculum aims to simplify learning tracks by prioritizing age-appropriate learning, improving and supporting progression and learning successes, enhancing foundational skills like literacy and numeracy, and promoting values among learners (DepEd, 2023; Senate of the Philippines, 2023; Barcelona, 2023; DepEd, 2024).

This curriculum has several notable features, as enumerated and stipulated in DepEd Order # 54 s. 2023 and DepEd Order # 10 s. 2024, including a decongested curriculum, emphasis on foundational skills, balanced cognitive demand, clearer articulation of 21st-century skills, reduced learning areas, intensified values education, and peace education, on a par with international standards.

### **The Role of Lesson Planning in Ensuring Effective Curriculum Implementation**

Lesson planning is a necessary and required task for teachers. It provides a roadmap for teacher instruction to improve positive student learning outcomes (Khan, Siraj, and Ilyas, 2024). It is an essential element of the teaching cycle that facilitates the easy organization of thoughts, planning, and preparation of materials, the crafting of quick yet objective-driven teaching plans and ensures significant student involvement and learning.

The process of lesson planning involves integrating content, adopting appropriate teaching methodologies, preparing suitable materials, and strategizing assessment techniques, thereby strengthening the quality of teaching and learning outcomes (Luo, Abbasi, Yang, Li, & Sohail, 2024). A well-structured lesson plan serves as a blueprint, giving shape to the unfolding of the learning experience and reminding teachers of their intended objectives. It also allows planning for contingency in case the initial plan does not work. Quality of education can be achieved by giving lesson planning top priority.

According to Rata (2021), developing coherent and comprehensive lesson plans requires a profound understanding of curriculum objectives, pedagogical approaches, and student needs. Lesson plans reflect learning targets and the corresponding assessment methods while aiding teachers in organizing content, resources, time, strategies, and classroom support. It concludes by evaluating the plan to consider adjustments and further improvements based on identified strengths and weaknesses.

Lesson planning gives teachers a "structured approach to delivering content", ensuring that all significant elements are addressed within the allotted time (Romiszowski, 2024). Effective teacher-student interaction involves engaging classroom experiences, motivating learning, and facilitating meaningful encounters that enhance their understanding and use of the target language. Therefore, lesson planning is the key to student engagement through organized ideas and resources, clear and appropriate teaching strategy, and meaningful learning experiences (Afzal & Rafiq, 2022).

The teacher's bible or blueprint in teaching and honing what learners must successfully acquire during the lesson is the lesson plan. A successful lesson is one in which both teachers and students gain knowledge from one another, not one in which everything goes according to plan (Milkova, 2021). According to Iqbal, Siddique, and Mazid (2021), the traditional model of lesson planning often centered on content coverage over student engagement, treating the curriculum as a fixed body of knowledge to be mastered. In contrast, modern lesson planning capitalizes on the

importance of ensuring relevant learning that is useful to learners' lives, involving the application of classroom content to real-world applications, and stimulating critical thinking. This involves designing learning experiences that are authentic, challenging, and personally relevant to students, stimulating their curiosity and motivating them to take ownership of their learning.

Moreover, modern lesson plans often incorporate opportunities for collaboration, communication, and problem-solving, acknowledging the significance of nurturing students' social and emotional skills alongside their academic knowledge (Jelovica & Alajbeg, 2023). The incorporation of technology has transformed lesson planning, enabling teachers to access an abundance of digital resources, design interactive learning activities, and tailor instruction to meet the individual needs of the students.

This advancement tackles the challenge of using new technologies to enhance learning motivation and efficiently organize educational activities. Digital platforms engage and inspire young individuals, making traditional teaching methods less attractive due to the vast amount of available information (Jelovica & Alajbeg, 2023).

### **Daily Lesson Log (DLL): Definition, Components, and Functions**

The Daily Lesson Log is a template utilized by teachers in a tabular form to log components of their daily instructional activities (DepEd, 2016). DepEd Order no. 42, s. 2016 stipulates the policies and guidelines on the utilization of the daily lesson log and emphasizes its importance in "supporting teachers to effectively and efficiently manage and organize their classes" to achieve quality learning results.

The Daily Lesson Log serves as a "meticulously crafted instructional roadmap", outlining the day's learning objectives, activities, and assessments, thereby ensuring a cohesive and well-structured pedagogical experience (Smith, 2024). The DLL typically includes the following components: *learning objectives*, or the specific goals that students are expected to achieve by the end of the lesson; *content*, or the topics to be covered; *learning resources*, or the materials and tools to be used during the lesson; procedures, or the step-by-step activities and strategies for teaching the content; *remarks*, or the notes or observations related to the lesson's implementation; and finally, the *reflection*, or the teacher's insights and evaluations of the lesson's effectiveness (DepEd, 2016). The Daily Lesson Log functions as a well-designed instructional guide, detailing the day's learning goals, activities, and evaluations to provide a coherent and organized educational experience (Smith, 2024).

A well-made lesson plan provides a framework for teaching, reminding teachers of their intended goals and preventing distractions or momentary lapses in focus. It provides a framework for the lesson, gives it shape, and reminds teachers of what they are intended to do. A lesson plan ensures quality in teaching and learning outcomes as all instruction and subject-matter components are incorporated in a design, and its effective and proper execution allows learners to learn (Ajani,

2023). Creating comprehensive and imaginative lesson plans is essential for achieving effective teaching outcomes (Smith, 2024).

Effective lesson planning helps teachers in various subjects, including English as a second language, by creating a child-friendly scholarly instruction and an appropriate scaffolding procedure for learners. When teachers plan lessons, they incorporate subject matter, teaching methods, and assessment strategies to improve teaching and learning outcomes. Furthermore, lesson planning serves as a vital initial step in determining a strategic approach to achieve educational goals and objectives effectively. Lesson plans convey learning objectives and assessment methods to learners while assisting teachers in structuring content, allocating resources, managing time, selecting instructional approaches, and classroom support (Romiszowski, 2024).

A well-constructed lesson plan or daily lesson log widens a teacher's perspective of the classroom, fosters a reflective understanding of student needs, encourages fun and engaging collaboration, provides opportunities to try new teaching strategies, refines professional competence, and boosts confidence in the classroom.

### **Lesson Exemplars vs. Daily Lesson Log**

Lesson exemplars (LE) and daily lesson logs (DLL) are teaching manuals that aid teachers in efficiently organizing and delivering their lessons. Although they are both teaching tools, their characteristics vary. The DLL is a detailed outline of the daily lesson activities. It usually includes goals, content, learning materials, procedures, notes, and reflection, differentiating the two teaching tools. It serves as a guide to ensure that instructional time is spent wisely and that teaching aligns with curricular requirements (D.O. #42, s. 2016). Conversely, lesson exemplars (LEs) are comprehensive instructional manuals that offer sample lessons to help the teachers reach specific learning goals. Designed to meet the diverse needs of students, they provide ordered instructional materials compliant with curricular requirements. LEs often use effective teaching techniques and tactics to support significant learning events (Mikah, 2024). While LEs provide a structure that is grounded in systematic, research-based models, DLLs assist instructors in preparing and organizing learning courses.

DLLs and LEs seek to enable effective instruction. Designed by teachers, DLLs, which focus on the daily or weekly delivery of lesson targets, are organized in tabular form (D.O. #42, s. 2016). LEs, on the other hand, are pre-designed models that display best practices and provide precise direction on teaching specific subjects or skills (DepEd, 2024). LEs also often provide more explicit direction on teaching specific subjects or skills than lesson plans, which are more general in nature. Despite being organized, DLLs provide more flexibility in lesson delivery.

In DepEd's introduction of the MATATAG or Revised K-10 Curriculum, the efforts turned into providing teachers with lesson exemplars (DepEd, 2024). This aims to provide uniform teaching practices using standardized learning resources to guarantee consistency and quality.

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While there is a provision of learning manuals, flexibility is allowed to align the learning targets with the needs and interests of learners. Creativity, innovation, and resourcefulness are required from teachers to succeed in this shift.

### **Teachers' Experience and Extent of Daily Lesson Log (DLL) Utilization**

Teachers' perspectives on the utilization of Daily Lesson Logs (DLLs) vary regarding their use and functionality; while some consider them beneficial for structuring and planning lessons, others consider them burdensome. In his study, Sanchez (2023) employed the Context, Input, Process, Product (CIPP) model to evaluate the use of DLL and found that although some teachers regarded the structured approach to daily lesson planning as beneficial, others saw it as an additional burden without a significant improvement in instructional quality.

Meanwhile, Eleponio (2023) stated in his study that some teachers have negative reactions to the use of daily lesson logs, perceiving them as burdensome and tedious. Hence, teachers deviated from keeping daily lesson logs and followed their own style of teaching and autonomy in using traditional plans. Likewise, Labajo (2020) demonstrated in her study that the most common challenge among classroom managers is the disregard for the preparation of their DLLs, as it is perceived as an additional burden.

Similar findings were reported by Hegwood (2023), who observed that teachers faced various issues in generating and utilizing DLLs, including time constraints, an increased workload, and difficulty matching standardized logs with the diverse demands of different classrooms. These challenges prompt stress and lower work satisfaction, therefore affecting the quality of teaching.

Meanwhile, the extent of DLL utilization varies across studies. Jagupit, Fedelis, Camingao, Lacuña, & Japitana (2020) revealed in their research that despite the DLL being fully implemented, there was a need to improve lesson design, which in turn affected the pedagogical content knowledge. Similarly, in the study of Geñorga and Habla (2024), they designed and reviewed an electronic DLL for Grade 11 Bread and Pastry students, emphasizing its aims, content, alignment of objectives, assessment, coherence of learning outcomes with the subject matter, and contextualization. The findings indicated that the e-DLL was strongly agreed upon across all criteria, suggesting its effectiveness in lesson delivery and compliance with required components.

### **Teacher Satisfaction and Its Impact on Instructional Quality**

Teacher satisfaction in lesson planning includes a wide array of perceptions on achievement, independence, and congruence with learning objectives. Indicators include decreased stress levels, a perception of professional competence, and favorable student results. A comprehensive study found personal skills, socioemotional competence, and supportive work environments essential to teachers' occupational well-being (Nwoko, Emeto, Malau-Aduli, & Malau-Aduli, 2023).

Meanwhile, Hoque, Wang, and Qi (2023) examine 32 empirical research studies over the last decade to determine how teacher job satisfaction (TJS) affects student progress. The results show that TJS-SA relationships vary by country: Singapore, Shanghai (China), Japan, and South Korea have poor career fulfilment but good student accomplishment; Mexico, Malaysia, Chile, and Italy have high teacher job satisfaction but poor student achievement; Finland, Alberta (Canada), and Australia have high teacher job satisfaction and student achievement; and Bulgaria, Brazil, and Russia have poor teacher job satisfaction and student accomplishment. The survey found that satisfied teachers are more committed to students' achievement worldwide. They teach effectively and provide extra attention to improve student achievements. Their work emphasizes the relevance of cultural and environmental elements in teacher satisfaction and student achievement.

Du, Liang, Zhang, & Wang (2023) identified many factors affecting teachers' satisfaction with DLL use, including workload, administrative support, and the pertinence of the DLL format. The perceived ease of use and usability of teaching tools significantly influenced satisfaction in studying factors affecting teachers' online teaching performance and satisfaction during the COVID-19 pandemic. Increased pleasure might arise from manageable workloads and constructive working relationships.

In summary, while DLLs aim to standardize and enhance lesson planning, their effectiveness depends on thoughtful implementation, adequate support, and consideration of teachers' perspectives and well-being.

### **Synthesis**

There is limited research on the extent of daily lesson log (DLL) utilization and teacher satisfaction in Philippine schools based on the review of related literature and studies. However, existing studies have revealed both similarities and differences, particularly in the utilization of DLLs and teacher satisfaction in the context of Philippine education under the Revised K-10 Curriculum.

Lesson planning has evolved from "rigid models to dynamic, student-centered approaches", seeking to integrate technology and real-life applications (Milkova, 2021; Jelovica & Alajbeg, 2023; Iqbal, 2021). The shift to DLLs, mandated by DepEd Order No. 42, s. 2016 provides a systematic framework for lesson planning, improving coherence and quality in instructional delivery (DepEd, 2016; Smith, 2024; Ajani, 2023; Romiszowski, 2024). While some teachers view DLLs as useful tools, others see them as an additional burden due to overlapping tasks and heavy workloads (Sanchez, 2023; Eleponio, 2023). It was noted that challenges related to curriculum alignment can help manage diverse classroom demands (Labajo, 2020; Hegwood, 2023; DepEd, 2016).

Teacher satisfaction in lesson planning is found to be related to reduced stress, professional competence, and student success, though its impact on achievement varies across contexts (Nwoko

et al., 2023; Hoque et al., 2023). Furthermore, effective and efficient DLL utilization requires administrative support and workload management to enhance teaching effectiveness (Du et al., 2023). Despite the global research on DLLs and teacher job satisfaction, no empirical studies have explored these aspects in the Philippine context. To address this gap, the researcher was inspired to explore the experiences and satisfaction of Grades 4 and 7 English teachers in utilizing DLLs during the pilot implementation of the Revised K-10 Curriculum (MATATAG) in the Schools Division of Pasay for the school year 2024–2025.

### **Statement of the Problem**

This study examined the experiences and satisfaction of Grade 4 and 7 English teachers and master teachers (instructional leaders) with the utilization of daily lesson logs under the Revised K-10 Curriculum in the Schools Division of Pasay during its pilot implementation for the school year 2024-2025.

This study, specifically, sought to answer the given research questions:

1. What is the extent of utilization of the daily lesson log as assessed by the two (2) groups of respondents in terms of:
  - 1.1 Ensuring Constructive Alignment;
  - 1.2 Complying with Required Components; and
  - 1.3 Applying Pedagogical Content Knowledge?
2. What is the level of satisfaction of the two (2) groups of respondents on the utilization of the daily lesson log with respect to:
  - 2.1 Format;
  - 2.2 Content;
  - 2.3 Usability;
  - 2.4 Implementation; and
  - 2.5 Institutional support?
3. Is there a significant difference in the extent of utilization of the daily lesson log as assessed by the two (2) groups of respondents?
4. Is there a significant difference in the level of satisfaction of the two (2) groups of respondents on the utilization of the daily lesson log?

5. Is there a significant relationship between the utilization of the daily lesson log and the satisfaction of the two (2) groups of respondents?
6. Based on the findings of the study, what output may be proposed?

## **II. Methodology**

This study utilized an embedded mixed-methods research design. According to Creswell and Plano Clark (2011), as cited in the study of Dawadi et al. (2021), an embedded design is a mixed-methods research design in which quantitative and qualitative data are integrated and gathered simultaneously, with the qualitative data embedded within the quantitative data. This way, one set of data justifies and supports the other, making the data more sufficient and comprehensive.

For the quantitative approach, the study utilized a validated self-made questionnaire for the two groups of respondents: (1) fifty (50) Grades 4 and 7 English teachers and (2) twenty-five (25) Grades 4 and 7 master teachers. As for the qualitative approach, a semi-structured interview guide was utilized to gather significant information from eight (8) co-participants, composed of four (4) English teachers and four (4) English master teachers. This approach strengthened the quantitative dataset, making it more thorough and comprehensive.

This approach enabled the researcher to explore the respondents' experiences and satisfaction with the utilization of the daily lesson log under the Revised K-10 Curriculum in the Schools Division of Pasay.

## **III. Results and Discussion**

The following results and findings were drawn from the study:

1. The findings of the study revealed that the respondents utilized the DLLs to a “great extent”, specifically in relation to constructive alignment, required components, and pedagogical content knowledge. This suggests that the results align with the learning outcomes, teaching strategies, and assessment methods with curriculum standards.
2. The composite mean indicates that teachers and master teachers are "very satisfied" with the daily lesson logs in terms of format, content, usability, implementation, and institutional support. However, during the interview, the co-participants emphasized the need to modify the learning activities to accommodate the diverse needs and learning styles of the learners. They emphasized that the activities should observe flexibility and contextualization, which are relevant to ensure inclusivity and effectiveness.

3. The results on the 'extent of utilization' of the Daily Lesson Logs, as assessed by the respondents, reveal significant differences on two aspects: *compliance with required elements* and *application of pedagogical content knowledge*. However, no significant difference was found in the area of 'ensuring constructive alignment,' indicating a shared understanding and consistent practice in delivering instruction and aligning learning outcomes.
4. There is a significant difference in the level of satisfaction in terms of 'usability'.
5. Correlation between mean results on 'extent of utilization' and 'level of satisfaction' reveals a 'significant and positive relationship' in the responses of teachers and a 'significant and high positive relationship' for master teachers.
6. Based on the findings of the study, the crafting of modified Daily Lesson Logs for Grade 4 and Grade 7 English classes is very imperative. Key features of the modified learning materials highlight inclusive practices where activities are adjusted to learners with special educational needs. It also serves as a purposeful intent for inclusivity, differentiation, and learner-centered instruction.

#### **IV. Recommendations**

Based on the findings of the study and conclusions, the following recommendations were drawn:

1. The teachers should utilize modified and contextualized DLLs and refine them to accommodate learners with disabilities, struggling learners, visually impaired learners, and SPED students, to make the learning environment more flexible and inclusive.
2. The master teachers should take extra effort in mentoring and coaching, which can be facilitated by intensifying professional learning communities, such as LAC and INSET.
3. The students should be given well-aligned, contextualized, localized, refined, or modified lessons and activities that cater to their specific needs and skills that require development.
4. The school administrators should utilize the IC-MODLL framework and conduct a pilot implementation of the modified Daily Lesson Logs (DLLs) for Grade 4 and Grade 7 English classes. They may support the teachers by providing inclusive, differentiated instruction, as the utilization of IC-MODLL requires high technical skills and the activity.
5. Future researchers may conduct a critical content analysis of existing DLLs for further modifications or adjustments.

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