

Teachers' Preparedness For The Matatag Curriculum: Implication To Localized Implementation

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Abstract

This study aimed to examine the teachers' level of preparedness for implementing the MATATAG curriculum in selected public elementary schools in Butuan City. The study used a descriptive design where random sampling was utilized to select the forty-two grades one and four study participants. It utilized a researcher-made questionnaire, which was validated by the content experts of the College of Education. The responses were then tallied and interpreted using weighted mean and ANOVA. The study found that the majority of participants are female and have completed all academic requirements (CAR) for their master's degree. Teachers were also found to be moderately prepared to implement the MATATAG curriculum, including curriculum, instructional materials, training, pedagogy, and assessment. The participants' profiles also revealed a significant difference in the implementation of the MATATAG curriculum. It is recommended that school administrators and teachers use the SPEEDtacular localized implementation plan to successfully implement the MATATAG curriculum in their respective school settings

Keywords: *teacher's preparedness, localized implications, MATATAG curriculum, public elementary school*

I. Introduction

Curriculum implementation is a critical stage in the educational process, transforming carefully crafted educational plans into tangible student learning experiences. It is a dynamic process that necessitates careful planning and strategic considerations to ensure its effectiveness in achieving the desired learning outcomes (UNESCO International Bureau of Education, 2016)

In the Philippines, the K to 12 curriculum, implemented in 2012, is being revised by the Department of Education (DepEd). The decision was made in response to concerns expressed by Vice President and Education Secretary Sara Duterte in the Basic Education Report 2023 that the current curriculum is congested and lacks specific necessary learning competencies or has them in the wrong order (Estrallado, 2023).

Furthermore, the Philippines ranked 77th out of 81 countries in the latest PISA assessment conducted in 2022, making it the third lowest-ranked country. The data indicates that the country ranks 76th in mathematics, 79th in reading, and 80th in science (Servallos, 2023).

Moreover, Servallos (2023) noted that DepEd programs implemented since then have been deemed ineffective and have not effectively addressed the learning crisis, according to the lawmakers. The weakening of the primary education system is expected to lead to a weaker workforce, affecting productivity and economic growth. Also, the poor performance of Filipino students is a problem not just for the education sector but also for the entire country (Philippines Business of Education, 2023). In response, the DepEd recently introduced the MATATAG curriculum to tackle the challenges the Philippine education system encountered. MATATAG is an acronym that represents making the curriculum relevant to produce job-ready, active, and responsible citizens. MATATAG means TAKE steps to accelerate the delivery of essential education services and provision facilities; TAKE good care of learners by promoting learner well-being, inclusiveness learning, and a positive learning environment; and GIVE support for teachers to teach better (Bacelonia, 2023).

In addition, the MATATAG curriculum aims to alleviate overcrowding in the current K to 12 Curriculum by decreasing the required skills and placing greater emphasis on cultivating fundamental skills, such as reading, mathematics, and social-

emotional skills, for kindergarten to Grade 3 students. The program is anticipated to be implemented during the upcoming academic year of 2024-2025, specifically targeting students in Grades 1, 4, and 7 (Presidential Communication Office, 2023). On the other hand, teachers have a crucial role in implementing the curriculum, as they are the prominent individuals responsible for transforming educational plans into valuable learning opportunities. It is essential to consider the readiness of teachers to implement the new curriculum and whether the country is fully equipped to organize a program for teachers' professional development to ensure consistent teacher quality (Hussein, 2023). According to Zeiger (2018), teachers must also possess substantial knowledge, skills, and abilities to effectively integrate all the components and establish an optimal learning environment.

The Ministry of Education in Kenya, Chiroma et al. (2023) explained that teachers face multiple impediments that obstruct effective curriculum implementation in Tanzania and Kenya's teaching and learning process. The study further highlighted the need for more sufficient professional development opportunities for teachers, inadequate availability of teaching resources, and the limited academic proficiency of students as the main barriers hindering the successful implementation of the curriculum. In addition, Hussein (2023) emphasized that educators may need help structuring the material and attaining expertise in the new curriculum and training, teaching methods, and evaluation techniques. He pointed out that instructors' inadequate pedagogical comprehension of incorporating curricular components into instruction was the main barrier that hindered curriculum implementation.

Given this information, evaluating teachers' level of readiness in implementing the MATATAG curriculum nationwide is crucial. Due to its recent implementation, the literature has also demonstrated that research is needed for more of these subjects. Thus, this study sought to identify the grade 1 and 4 teachers' preparedness levels in implementing the MATATAG Curriculum. The result of the investigation would be used as the basis in making research-based localized implication of the MATATAG Curriculum.

II. Literature Review

A. Program for International Student Performance

The recently released Program for International Student Assessment (PISA) 2022 results for the Philippines have brought to light current trends and issues in the country's education system. PISA, conducted by the Organization for Economic Cooperation and Development (OECD), evaluates the skills and knowledge of 15-year-old students in mathematics, science, and reading. Unfortunately, the 2022 findings reveal a lower overall score for the Philippines, prompting a closer examination of the challenges at hand.

The Philippine PISA scores in 2018 and 2022 are below global averages, requiring targeted interventions to replicate high scores (Acido et al., 2024). The Philippines ranks 77th out of 81 countries in the 2022 Programme for International Student Assessment (PISA), ranking third in arithmetic, reading, and science, with 76th place in mathematics, 79th in reading, and 80th in science.

Pimentel (2023) highlights the Philippines' low performance in mathematics, reading, and science in the PISA rankings, urging immediate action to improve the educational system and its relationship with the environment and for collaborative efforts.

The PISA 2022 results highlight the need for improved resource allocation and educational infrastructure, as disparities in access to quality education, including well-trained teachers, updated materials, and modern facilities, contribute to lower scores. A strategic review of resource distribution policies can ensure all students can access the necessary tools for academic success. (Acido, 2024).

The Department of Education remains optimistic about improving Filipino students' learning achievements despite PISA findings, mainly due to ongoing education reforms, including the Matatag Curriculum. Gonong (2023) cites relevant research and literature to address doubts about the effectiveness of the MATATAG curriculum in enhancing Filipino students' learning abilities.

B. MATATAG Curriculum

The Department of Education (2023) introduced the K-10 curriculum, the MATATAG Program, 2023 to produce job-ready, active, and responsible citizens. The program aims to accelerate basic education services, promote learner well-being, inclusiveness, and a positive learning environment, and support teachers to improve their teaching skills (Presidential Communications Office, 2023). The program is in 35 schools across seven regions (Daguno-Bersamina, 2023).

The MATATAG curriculum (2023), in line with Republic Act 11476, reintroduces Good Manners and Right Conduct (GMRC) as a dedicated subject, focusing on a learner-centric approach. This curriculum prepares individuals for academic

success, civic participation, and adaptability in a rapidly changing world. It emphasizes holistic development, equipping individuals with academic knowledge, values, and skills for personal and societal well-being.

Furthermore, it highlighted aspects of the nation's educational system that need to be improved. To address these issues, the Philippine government has implemented changes meant to raise academic standards and boost student performance. Revisions to the curriculum, efforts to improve school facilities and resources, and teacher training (Lewis, 2019)

C. Curriculum Implementation

Research shows that effective curriculum implementation is primarily attributed to school initiatives for teacher training and development, as supported by studies around the world like the study of Zhan et al. (2016) in Hongkong, the report of Fessehatsion (2017) in Eritrea, Moosa and Shareefa (2019) in Maldives, Jonyo and Jonyo (2019) in Kenya, and Molebash et al. (2019) in the United State of America.

Mandukwini (2016) asserts that curriculum changes enhance education quality for learners and teachers. Teachers need proper training and mentoring to implement the new curriculum. During curriculum implementation, teachers face challenges and must re-learn independently or collectively (Hung, 2021). They must adapt to the new curriculum, as they have not mastered it. They should be given sufficient time to understand and learn about changes and participate in training activities or workshops (Babo et al., 2020).

Zeiger (2018) states that teachers are essential in implementing the curriculum, requiring significant knowledge, skills, and abilities to combine reacceptable teacher level of preparedness (UNESCO, 2022). Educators must be adaptable to changes to maintain education quality and ensure a brighter future for every child, with the successful implementation of the curriculum largely dependent on their preparedness.

However, a study of Hussein's (2023) in Kenya highlights the importance of teacher quality in curriculum implementation. To ensure this, the country should prioritize teacher preparedness for new curriculum implementation and organize a teacher professional development program for sustained quality.

In the United States, Azukas (2019) study found that personalized learning enhances teachers' self-efficacy, planning, and risk-taking, contributing to professional and personal growth, positively impacting student achievement, and promoting collaboration among teachers and administrators. Meleta and Zhang's 2017 study compared curriculum implementation in Ethiopia and Australia, finding differences in factors facilitating successful implementation, such as international research planning, content standards organization, testing, and close monitoring, but similarities in needs assessments and approach adoption.

Additionally, Lewis et al. (2019) identified teachers' perceptions of curriculum mapping for standards-based instruction and assessment in the United States as hindering factors, including limited capability, selected participation, lack of space for content creation, and lack of time and guidance for teachers to make decisions.

Furthermore, Nevenglosky et al. (2018) identified obstacles in curriculum implementation, including teachers needing additional information, extra working time demands, and fidelity development through administrator support.

The Philippines is implementing the K-12 curricula, extending primary education by two years, impacting both primary and tertiary education, with research focusing on curriculum design, outcomes, and teaching methods. Research findings revealed that the teacher's training and development are still the most essential elements in successfully implementing the curriculum reforms. Thus, more than inadequacy or lack of teacher training and preparation hinders curriculum implementation (Mangali et al., 2019).

Several studies reveal that there is conflict in the perceptions of the teacher and students in classroom-level implementation (Mangali et al., 2019), excessive academic loads for the students (Ednave et al., 2018), lack of opportunities for student's authentic learning and integration, of lesson in a real-life context (Rogayan & Villanueva, 2019).

Redondo (2019) cited that the Department of Education aims to improve the quality of primary education by enhancing the curriculum and expanding the basic education cycle. Curriculum change is a type of educational change that involves adjustments to teaching methods and assessment strategies to improve student learning outcomes. (Estrallado, 2023).

However, the Department of Education (2024) is revising the K-12 curriculum due to concerns about overskilling, compromising teaching time, and hindering deep understanding of lessons, according to Vice President and Education Secretary Duterte (2023). According to Gatchalian (2022), experts argue that a congested curriculum can lead to overskilling and inadequate preparation.

The Department of Education (2023) is working to improve the curriculum, allowing schools or local authorities to adapt it to local conditions. The revised K to 12 curriculum, effective from 2024 to 2025, addresses content overload, misplaced learning competencies, social inequities, and imbalances in thinking demands.

D. Instructional Materials

Nevenkosky (2018) study in South Africa highlights the importance of teachers in curriculum implementation, suggesting training in creating effective lesson plans for educational goals. The study suggests that prioritizing teacher preparation before implementing a new curriculum is crucial, requiring instructors to be trained in creating lesson plans for adjustments.

A separate investigation by the Ministry of Education in Namibia in 2023 found that instructors need help implementing the new curriculum due to insufficient resources, limited familiarity, exclusion of teachers, and insufficient funding. More resources, including textbooks and qualified teachers, are needed (Redondo, 2023).

In addition, Huessien (2019) suggests that adequate teaching materials could have improved curriculum execution, but more evaluation methods were needed in the previous program, emphasizing the need for curriculum training. (Sabola, 2017).

Redondo's (2019) study found that participants were aware of improved program goals but needed more information, skills, and experience for effective implementation. Teachers may perceive changes but need enthusiasm.

Moreover, Fang (2017) conducted a study comparing three Chinese schools and found that successful curriculum reform implementation linked to contextualizing the reforms according to the school's capacity and capability, providing support to teachers through research and development, and adapting reforms while considering the school's values and culture.

In contrast, Cubillas et al. (2021) found that the learners' academic performance can be improved through additional professional development opportunities for intermediate teachers. These opportunities may include seminars, workshops, and orientations on creating contextualized instructional materials. Teachers can deliver more effective instruction by refreshing and enhancing their skills in instructional material development.

Teachers often rely on local collaborators for instructional resources, recognizing the time and resources required for new teaching approaches. Integrating localization into teaching materials could help overcome obstacles in curriculum implementation, fostering high-quality education.

E. Pedagogy

Alternatively, Neeta (2018) suggests that teachers need more training on the new curriculum and its execution and suggests fostering collaboration through clusters to exchange ideas, evaluate teaching methods, and assess school operations.

In Cameroon, Chu et al. (2020) cited on teachers who had been trained and had some knowledge of the curriculum; effective implementation was still a significant challenge in most situations because of insufficient resources and a lack of knowledge of how to improvise resources.

In connection to the study in Malawi conducted by Sabola (2017), the study found that most Malawian teachers needed to be trained to implement a revised primary school curriculum, leading to the use of old assessment methods and emphasizing the need for curriculum implementation training.

However, Lin et al. (2023) asserted that teachers positively influenced the planning and preparation of the lesson and gained useful and valuable knowledge during the training and implementation of the lesson study.

In addition to Neeta (2018), teachers must be able to plan activities and learning experiences, analyze content, choose the best teaching strategies, organize the learning events into a sequence, and set objectives to complete this assignment.

Dizon et al. (2019), in their study outlined Perspectives on the Implementation of the K to 12 Program in the Philippines: A Research Review, conclude that different interactive teaching strategies and techniques must be used in this new curriculum because it gives the students the ability to immerse themselves with the natural environment and able to see a bigger picture of it..

F. Assessment

According to Gu (2014), the desire for high-quality assessment methods in the classroom drives the need for assessment competencies. The examination and improvement of teaching methods, as well as the monitoring and promotion of students' learning, necessitate these procedures.

The Government of the Philippines Department of Education (DepEd) Order No. 8, s. 2015. In particular, the Order states that the process would involve "using evidence about what learners know and can do to inform and improve their teaching."

The K-12 system employs various assessment methods, including standardized tests, performance tasks, projects, and portfolios, to measure students' knowledge, skills, and competencies, monitor progress, and inform instructional decisions (Dizon, 2019).

The findings from the study of Muhammad et al. (2023), in their study entitled Examining Assessment Practices of K-12 Public School Teachers in Maguindanao Province, have implications for educational development and policy assessment. However, the study's shortcomings should also be noted. Grade 10 and 12 K-12 teachers in Maguindanao must enhance their student evaluation literacy skills to enhance their competence in classroom assessment methods.

Teachers are critical stakeholders in facilitating teaching and learning, but their effectiveness relies on understanding and implementing educational principles requiring assessment (Lee, 2017).

G. Synthesis

The Philippines' low PISA 2022 scores have prompted a call for comprehensive education reform. Policymakers, educators, and stakeholders collaborate and identify systemic weaknesses and implement targeted strategies, such as curriculum revisions, teacher professional development, and investment in educational technology. The low scores also allow the Philippines to benchmark itself against global standards, learning from successful strategies and adopting effective policies. There should be urgency for transformative changes in the education system, urging policymakers and educators to address academic challenges, implement evidence-based reforms, and ensure every Filipino student receives a quality education.

To address these, The MATATAG (Makabago, Tanyag, at Talino) curriculum is being revised to address the PISA results in the Philippines. The curriculum aims to modernize and enhance the existing K-12 framework, equipping students with the knowledge and skills needed for the 21st century. This could involve updates to curriculum content, teaching methodologies, and assessment practices to align with global educational standards. The revision reflects a commitment to improving the quality of education in the Philippines and addressing the concerns raised by initiatives like PISA.

Various local and worldwide research suggests that successful curriculum implementations depend on utilizing facilitating elements and addressing hindering ones to avoid adverse outcomes. It is essential to help teachers navigate curriculum changes effectively, especially in the areas of curriculum, instructional materials, training, pedagogy, and assessment, to ultimately improve education quality and student outcomes.

In addition, literature suggests that teachers should be constantly guided in the areas of curriculum, instructional materials, training, pedagogy, and assessment to adapt to curriculum changes, improve teaching methodologies, and ensure successful implementation of the new curriculum. Continuous professional development based on research is crucial for positive student outcomes. Likewise, programs and training will enhance teachers' awareness and prepare them for evolving curricula and challenges.

However, teacher education training alone does not equip teachers with the necessary knowledge and skills for lifetime teaching, curriculum review, and development, requiring ongoing expertise and understanding of the curriculum. Accessing tools and resources, including professional networks, technology, and textbooks, can also improve teacher preparedness. The training should also be ongoing and relevant to their teaching subject areas. By having this, there will be an assurance that the teachers can effectively implement the curriculum framework in their classrooms.

III. Methods

The study used a researcher-made survey questionnaire as the research instrument. The first part of the survey questionnaire covered the participant profile, which included sex, years of teaching experience, and educational attainment. The second part was about the teachers' level of preparedness in implementing the MATATAG Curriculum in terms of curriculum knowledge, instructional materials, training, pedagogy, and assessment, with five indicators for each component. In addition, the researchers' instruments were validated by their thesis adviser and three content experts from the faculty of the College of Education who looked into its content, suitability, and relevance.

The research instrument was evaluated by three experts from the faculty of the College of Education for content and construct validity. After incorporating their suggestions, the final form of the instrument was reproduced for a try-out test for all grades 1 and 4 teachers at Libertad Central Elementary School, Libertad Butuan City. After gathering the statistical report, the researchers-made instrument passed the reliability test. After generating a Cronbach's Alpha of 0.966.

A. Participants

The participants of the study were the grade one (1) and grade four (4) teachers assigned in the three (3) public elementary schools in Butuan City. Eight (8) grade one teachers and eight (8) grade four teachers were from Ampayon Central Elementary School; one (1) grade 1 and one (1) grade 4 teacher from Baobaoan Integrated School, and (14) fourteen grade 1 and ten (10) grade 4 teachers from Obrero Central Elementary School who were permanently teaching for the school year 2023-2024. There were forty-two (42) research participants under study.

B. Data Collection

The researchers secured a letter of permission from the school principals of the three selected public elementary schools under study. After their approval, the researchers oriented the participants about the purpose of the study and the ethical considerations in maintaining the confidentiality of their responses. Moreover, the researchers personally distributed the research questionnaires to the participants. After gathering their responses, they tabulated the data and subjected them to statistical treatment for interpretation to draw conclusions from the results.

Scoring and Quantification of Data

The following quantification of the score was used in the study for the purpose of interpretation of the data:

Responses	Scale	Rating	Interpretation
Strongly Agree	5	4.50 – 5.00	The level of teachers are very well prepared to implement the MATATAG Curriculum.
Moderate Agree	4	3.50 – 4.49	The level of teachers are very prepared to implement the MATATA Curriculum.
Agree	3	2.50 – 3.49	The level of teachers are moderately prepared to implement the MATATA Curriculum
Moderate Disagree	2	1.50 – 2.49	The level of teachers are slightly prepared to implement the MATATAG Curriculum.
Strongly Disagree	1	1.00-1.49	The level of teachers are not prepared to implement the MATATAG curriculum.

The five-point range scales assessed teachers' preparedness for implementing the MATATAG Curriculum.

IV. Results

Problem 1. The Profile of the Participation in Terms of Sex, Years of Teaching, and Educational Attainment Table 1 shows the participation profile of the research participants. In terms of sex, data shows that females account for 91.18% of the participants, while males account for 8.82%. Furthermore, most participants have been teaching for 12 years or more, accounting for 44.12% of the participants, while other categories, such as 6-8 years and 3-5 years of teaching experience, represent 23.53% and 17.65%, respectively in summary, the research participants are predominantly female, with a small number of males. A significant proportion of participants have been teaching for 12 years or more, constituting the largest cohort. In terms of educational attainment, majority of the participants have completed the academic requirements for a master's degree.

Table 1
Profile of the participants (n=34)

Variables	Category	Frequency	Percentage
Sex	Male	3	8.82
	Female	31	91.18
Years of Teaching	0-2 years	1	2.94
	3-5 years	6	17.65
	6-8 years	8	23.53
	9-11 years	4	11.76
	12 and above	15	44.12
Educational Attainment	Bachelor's Degree	5	14.71
	Masters' Degree	Units Earner	11

Educational Attainment	Master's Degree (CAR)	14	41.18
	Masters' Degree Graduate	2	5.88
	Doctoral's Degree Units Earner	1	2.94
	Doctoral's Degree Car	1	2.94

Regarding educational attainment, a significant portion of participants has achieved the complete academic requirement (CAR) for a master's degree, making up 41.18% of the research participants. Additionally, 32.35% have earned master's degree units, followed by 14.71% with bachelor's degrees. The remaining categories, such as master's degree graduates, doctorate unit earners, and doctorate candidates, each represent smaller percentages of the participants, highlighting a diverse range of educational backgrounds among the participants

Problem 2. The Level of Teachers' Preparedness in the Implementation of the MATATAG Curriculum in Terms of Curriculum, Instructional Materials, Training, Pedagogy, and Assessment.

Table 2 below shows the mean distribution of the level of teachers' preparedness in implementing the MATATAG curriculum in terms of curriculum. According to the data, indicator 5, which deals with effective and efficient classroom management skills to establish a favourable learning environment for students to participate in the MATATAG curriculum, actively received the highest weighted mean of 3.44, described as moderately prepared.

Table 2
Mean distribution of the level of teachers' preparedness in the implementation of the MATATAG Curriculum in terms of curriculum

Indicators	Teachers' Preparedness		Interpretation
	Mean	Description	
1 I am familiar with the objectives, learning goals, standards, and expectations for student achievement in the MATATAG Curriculum	2.82	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.
2 I am knowledgeable about aligning instructional practices with the pedagogical approaches and strategies specified in the MATATAG curriculum.	2.76	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.
3 I am ready to customize instruction and enhance the MATATAG curriculum to accommodate the varied learning needs and capabilities of my students.	3.15	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.
4 I am knowledgeable about the curriculum materials, such as textbooks, lesson plans, teaching aids, and additional resources that will be utilized in implementing the MATATAG curriculum.	3.03	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.
5 I demonstrate effective and efficient classroom management skills to establish a favorable learning environment for students to participate in the MATATAG curriculum actively.	3.44	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.

Overall Weighted Mean	3.04	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.
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Range of Means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Moderately Disagree; 2.50-3.49 Agree; 3.50-4.49 Moderately Agree; 4.50-5.00 Strongly Agree

On the other hand, indicator 2, which states the alignment of instructional practices with the pedagogical approaches and strategies specified in the MATATAG curriculum, ranked the lowest weighted mean of 2.76 but was still described as moderately prepared. Although marked as the lowest, the teachers have still demonstrated preparedness in using teaching strategies towards instruction using the MATATAG curriculum.

Overall, the combined weighted mean score of 3.04 indicates an "Agree" description aligning to the interpretation *moderately prepared* in curriculum. This alignment points out that teachers generally view themselves as adequately equipped to execute the curriculum's objectives and strategies

Gupta (2023) stated that, teachers play a vital role in curriculum development as they bring their students' expertise, experience, and knowledge to shape the curriculum. They provide valuable input in identifying learning objectives, selecting content, and designing appropriate instructional strategies for their students. Nevenglosky et al. (2018) also pointed out that teachers require additional information before the expected implementations occur and an understanding of the demands on their time. Common themes showed a desire for professional development, peer collaboration, and access to curriculum resources, which served as the basis for the project.

Table 3 shows the mean distribution of the level of teachers' preparedness in implementing the MATATAG curriculum in terms of instructional materials. It shows that indicator one, which says that there are existing contextualized instructional materials in the classroom that can be improved to meet the requirements of the MATATAG curriculum, ranked the highest, indicating a weighted mean of 3.32, labeled as moderately prepared. This manifests that teachers were ready to teach in the MATATAG curriculum because of the availability of their existing contextualized instructional materials that were aligned with the new curriculum.

Table 3

Mean distribution of the level of teachers' preparedness in the implementation of the MATATAG Curriculum in terms of instructional materials

	Indicators	Teachers' Preparedness		Interpretation
		Mean	Description	
1	There are existing contextualized instructional materials in my classroom that can be improved to meet the requirements of the MATATAG curriculum.	3.32	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.
2	The Department of Education provides teaching resources and instructional materials needed in the delivery of the MATATAG curriculum.	3.03	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.
3	Technological resources and tools required for implementing MATATAG instructional materials are available in my classroom.	3.00	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.
4	The instructional materials I use in my class closely match the curriculum standards and learning objectives of the MATATAG Curriculum.	2.95	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.
5	The schools organize seminars and trainings that support the development of new teaching resources for the MATATAG curriculum.	2.91	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.
	Overall Weighted Mean	3.04	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum

Range of Means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Moderately Disagree; 2.50-3.49 Agree; 3.50-4.49 Moderately Agree; 4.50-5.00 Strongly Agree

On the other hand, the conduct of school-based seminars and trainings that support the development of new teaching resources for the MATATAG curriculum ranked the lowest with the weighted mean of 2.91 indicating moderately prepared as they state that the instructional materials they use were slightly similar with the curriculum standards and learning objectives of the MATATAG Curriculum.

In a general sense, teachers are moderately prepared to use the MATATAG Curriculum as far as instructional materials were concerned with an overall weighted mean of 3.04 which implies that teachers are ready to use the MATATAG Curriculum as far as instructional materials are concerned; nevertheless, there remains much to be done when it comes to ensuring that alignment of curriculum standards across the board and continual professional development opportunities that are provided.

Rubi (2019) cited that, the teachers' competency and the materials used to impart knowledge and educate students matter to achieve good quality education. Teachers used different instructional materials to cater to the needs of the students. With these various instructional materials teachers should have the knowledge and skills in preparing these materials.

In addition, Bukoye (2019), schools and educational institutions must prioritize these initiatives to ensure that teachers have the necessary tools and support to utilize instructional materials effectively and promote positive learning outcomes for all students.

Table 4 below shows the mean distribution of the level of teachers' preparedness in implementing the MATATAG Curriculum in terms of training. Results revealed that indicator 5, which stipulates that the MATATAG curriculum 41 training will equip the teachers with the knowledge to become effective, received the highest weighted mean with 3.18, indicating moderately prepared.

Table 4
Mean distribution of the level of teachers' preparedness in the implementation of the MATATAG Curriculum in terms of training

	Indicators	Teachers' Preparedness		Interpretation
		Mean	Description	
1	I attended seminars and workshops about the MATATAG Curriculum organized by DepEd or other organizations.	2.38	Moderate Agree	The Level of teachers are slightly prepared to implement the MATATAG Curriculum.
2	I collaborated on training content that aligns closely with the objectives and goals of the new curriculum.	2.59	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.
3	I use technology to equip myself to facilitate my students effectively.	3.09	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.
4	I utilized the training provided by DepEd to gain insight into how to organize instruction on the MATATAG Curriculum	2.76	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.
5	MATATAG Curriculum training will equip me with the knowledge to be an effective teacher	3.18	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.
	Overall Weighted Mean	2.80	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.

Range of Means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Moderately Disagree; 2.50-3.49 Agree; 3.50-4.49 Moderately Agree; 4.50-5.00 Strongly Agree

Table 4 shows the mean distribution of the level of teachers' preparedness in implementing the MATATAG Curriculum in terms of training.

Results revealed that indicator 5, which stipulates that the MATATAG curriculum training will equip the teachers with the knowledge to become effective, received the highest weighted mean with 3.18, indicating moderately prepared. This suggests that teachers found training related to the MATATAG curriculum beneficial in developing their effectiveness in implementing the curriculum above.

On the other hand, indicator 1, which says the teachers' participation in the seminars and workshops about the MATATAG curriculum organized by DepEd or other organizations, received the lowest weighted mean of 2.38, described as slightly

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prepared. This indicates that the school administration should prioritize teacher training related to the MATATAG curriculum to equip the teachers better.

All in all, teachers are moderately prepared for implementing the MATATAG curriculum regarding training across indicators, with an over-all weighted mean score of 2.80.

To support the study's findings, Varthana (2024) emphasized that teacher training should be prioritized in education policies and practices. Continuous professional development opportunities should be provided to teachers to ensure that they are equipped with the latest skills, knowledge, and strategies to facilitate effective learning. In the end, well-trained teachers are the cornerstone of successful education systems, and their impact on student learning is profound and far-reaching.

Moreover, Dizon (2019) cited that teachers should actively participate in training and seminars to acquire the necessary competencies and skills to handle students effectively in the new curriculum. Continuous teacher training is crucial for effectively implementing a new curriculum, ensuring quality education that meets society's needs and develops students' values and morals.

Table 5

Mean distribution of the level of teachers' preparedness in the implementation of the MATATAG Curriculum in terms of pedagogy

	Indicators	Teachers' Preparedness		Interpretation
		Mean	Description	
1	I went to seminars and training that enhanced my understanding of the pedagogical approaches and methods to apply in the MATATAG Curriculum.	2.74	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.
2	I am knowledgeable about the various teaching studies that can be effectively applied in my class.	3.12	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.
3	I am adaptive to integrating the MATATAG Curriculum's pedagogical approaches into my teaching practices.	3.06	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.
4	I apply my existing pedagogy approach that can be applied to the MATATAG Curriculum	3.09	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.
5	I understand how students learn and apply appropriate instructional strategies.	3.26	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.
	Overall Weighted Mean	3.05	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.

Range of Means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Moderately Disagree; 2.50-3.49 Agree; 3.50-4.49 Moderately Agree; 4.50-5.00 Strongly Agree

Table 5 shows the mean distribution of the level of teachers' preparedness in implementing the MATATAG Curriculum in terms of pedagogy.

Results revealed that indicator 5, which states that teachers understand how students learn and apply appropriate instructional strategies, garnered the highest weighted mean of 3.26, and described as moderately prepared. This shows that teachers have a deeper understanding of dealing with and applying teaching strategies that cater to students' diversity in implementing the MATATAG curriculum.

Conversely, teachers' participation in seminars and training that enhanced their understanding of the pedagogical approaches and methods to apply in the MATATAG Curriculum received the lowest weighted mean of 2.74 with moderately prepared remarks. It calls for further training about teaching strategies that help implement the MATATAG curriculum.

Generally, teachers were moderately prepared for pedagogy in implementing the MATATAG curriculum, with an overall weighted mean of 3.05.

The results were supported by the study of Mencía et al. (2020), who found that teachers who participated in the professional development program had significantly improved their teaching practices by using active learning strategies in teaching inside the classroom. This suggests that professional development can effectively improve teachers' readiness in terms of classroom instruction.

In addition, teachers with more teaching experience may also be more willing to adopt new teaching methods, including classroom instructions (Zheng & Zhou, 2020).

Table 6

Mean distribution of the level of teachers' preparedness in the implementation of the MATATAG Curriculum in terms of assessment

	Indicators	Teachers' Preparedness		Interpretation
		Mean	Description	
1	I know the assessment methods outlined in the MATATAG curriculum provided by the Department of Education.	2.68	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.
2	I make sure that the assessment methods used in my class closely match the curriculum standards and learning objectives.	3.12	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.
3	I can make differentiated assessments to meet the diverse needs of my students.	3.15	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.
4	I demonstrate a deep understanding of assessment principles including validity, reliability, fairness, and authenticity.	3.21	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.
5	I participated in training and professional development on the assessment strategies provided by DepEd recommended by the MATATAG curriculum	2.62	Agree	The Level of teachers are moderately prepared to implement the MATATAG Curriculum.
	Overall Weighted Mean	2.95	Agree	The Level teachers are moderately prepared to implement the MATATAG Curriculum.

Range of Means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Moderately Disagree; 2.50-3.49 Agree; 3.50-4.49 Moderately Agree; 4.50-5.00 Strongly Agree

Table 6 shows the mean distribution of the level of teachers' preparedness in implementing the MATATAG Curriculum in terms of assessment.

The results revealed that indicator 4, which asserts teachers' deep understanding of assessment principles, including validity, reliability, fairness, and authenticity, acquired the highest weighted mean of 3.21, described as moderately prepared. This implies that teachers are equipped to design, implement, and evaluate valid, reliable, fair, and authentic assessments, thereby supporting meaningful and effective learning and evaluation processes.

In contrast, teachers' participation in training and professional development on the assessment strategies recommended by the MATATAG curriculum and provided by DepEd from indicator 5 garnered the lowest weighted mean of 2.62, with a moderate preparedness remark. This seeks the school administration's commitment to teachers' professional development, focusing on enhancing their assessment practices and aligning with the educational standards and priorities set by the MATATAG curriculum.

In summary, teachers are moderately prepared to assess students' performance in implementing the MATATAG curriculum across all indications, with an overall weighted mean of 2.95.

To reinforce study's result, Wang, et al. (2021) emphasized that teachers can do their best in assessing their students despite the challenges they face in terms of school culture, resources, and support systems. Teachers become resourceful and creative in their assessment strategies, even when faced with limited resources and inadequate support.

This implies that teachers must be aware of the differences between learners in terms of their interests, ability, needs, and preferences, in giving remedial instructions. Teachers should update, modify, and align all the needed grading materials

used in evaluating one’s performance (Lombardi, 2019).

Problem 3. Is there a significant difference in the level of the teachers’ profile in the implementation of the MATATAG Curriculum when grouped according to profile?

Table 7

The significant difference in the level of the teachers’ profile in the implementation of the MATATAG Curriculum when grouped according to profile

Variables	Category	F-value	P-value	Decision
Sex	Male	.239	.000	Significant
	Female			
Years of Teaching	0-2 years	159.357	.000	Significant
	3-5 years			
	6-8 years			
	9-11 years			
	12 and above			
Educational Attainment	Bachelor’s Degree	11.757	.000	Significant
	Masters' Degree Units Earner			
	Master's Degree (CAR)			
	Masters' Degree Graduate			
	Doctoral's Degree Units Earner			
	Doctoral's Degree Car	11.757	.000	Significant

Significant 0.05 level

Table 7 exhibits the significant difference in the level of the teachers’ profile in implementing the MATATAG Curriculum when grouped according to profile.

It can be gleaned from the data that sex generated an F-value of 0.239, years of teaching an F-value of 159.357, and educational attainment with an F-value of 11.757, while both indicators received a P-value of 0.000, indicating a significantly different remark. Thus, the null hypothesis is rejected.

Therefore, there is a significant difference between male and female teachers when implementing the MATATAG Curriculum. This may indicate variations in teaching styles and approaches between male and female teachers.

Wahsheh et al. (2015) underscored that female teachers are better than males because they can encourage students to prepare for daily school work, identify the difficulty levels in teaching the curriculum, and are always smiling and energetic.

Regarding years of teaching, results indicate a significant difference in the teachers’ years of education concerning implementing the MATATAG curriculum. This suggests that teachers with more years of teaching experience may have developed a deeper understanding of effective instructional practices, classroom management strategies, and student engagement techniques. As a result, they may be better equipped to implement the MATATAG curriculum to maximize student learning outcomes.

According to Ismail (2018), teachers’ age and teachers’ teaching experience significantly influenced their effectiveness in delivering higher-order thinking skills in classroom settings. Older teachers might be more knowledgeable, as they have a knowledge base developed over years of teaching experience compared to the younger teachers. Still, they, too, must continuously learn to update with the latest pedagogical skills to effectively integrate higher-order thinking skills in their daily teaching for optimum teaching and learning outcomes. As for the young teachers with less experience, they can learn from the experiences of the older ones.

Regarding educational attainment, there is a significant difference in the teachers’ educational attainment concerning the implementation of the MATATAG curriculum. This indicates that teachers with higher educational attainment may possess advanced pedagogical knowledge and skills and a deeper understanding of curriculum development, which could positively impact their implementation of the MATATAG curriculum. They may be better equipped to design engaging lessons, assess student learning effectively, and differentiate instruction to meet the diverse needs of learners.

This is supported by Liu and Xie (2021) by a large cluster of studies highlighting the importance of teacher education and that more qualified individuals are also more likely to be competent and effective in meeting various instructional needs (Loeb et al. 2014). As cited by research, Podolsky et al. (2016) found that teachers continue to improve their effectiveness as they gain experience in the teaching profession.

Overall, these differences in sex, teaching experience, and educational attainment could lead to variations in how

educators interpret, adapt, and implement the MATATAG Curriculum. Understanding these differences is crucial for providing educators with targeted support and professional development opportunities to ensure equitable and effective implementation across diverse contexts. Additionally, further research and analysis would be necessary to explore the specific nature and extent of these differences and their implications for curriculum implementation.

4. Based on the findings, what implications for the local implementation of the MATATAG Curriculum?

As observed in the data collected, teachers are moderately prepared for implementing the MATATAG curriculum regarding all indicators, specifically on curriculum, instructional materials, training, pedagogy, and assessment. To attain the highest level of preparedness and teach the quality of education in the local implementation, the researcher drafted guidelines and suggestions for the localized implication of implementing the MATATAG curriculum.

SPEEDtacular: A Localized Implementation Plan of the MATATAG Curriculum

Rationale:

The term "SPEEDtacular" encapsulates the essence of speed and efficiency in curriculum implementation while highlighting the importance of tailoring educational initiatives to local contexts. Localizing the implementation plan ensures that the MATATAG Curriculum is not only effectively implemented but also relevant and meaningful to the specific needs and characteristics of the community it serves.

This plan empowers educators to engage with the curriculum promptly, leveraging local insights and resources to enhance its delivery and uptake. By prioritizing localization, the plan fosters community ownership and engagement, enabling stakeholders to actively participate in shaping the educational experience of the learners.

Lastly, this localized plan represents a strategic and holistic approach to curriculum implementation that prioritizes efficiency, adaptability, community engagement, and continuous improvement. Through its emphasis on localization and responsiveness, it seeks to maximize the impact of the MATATAG Curriculum and promote meaningful educational change at the local level.

Program Matrix

Areas Concern	Activities	Persons In-volved	Time Frame	Implementing Strat-egies	Source of Fund
1. Curriculum	" CURECULLU M): Training Teachers for Advanced Guidance and Readiness with the MATA-TAG Curriculum	Teachers, School Head and Curric-ularist	Whole day for 2 days	Design interactive workshops integrat-ing real-life exam-ples, peer collabora-tion, and ongoing support for curricu-lum/content training readiness.	Department of Education, School fund, Ad-ministration fund, LGU and NGO’s fund
2. Instructional Materi-als	" Crafting Effec-tive Delivery : Enhancing Teachers' Creativity for In-structional Materi-als"	Pre-service teach-ers, Teachers, and Instructional Materi-als Developer	Whole day for 2 days	Enhance and Concep-tualized Instructional Materials	Department of Education, School fund, Ad-ministration fund, LGU and NGO’s fund
3. Training	" Mastery Over-coming Obstacles : A Teacher Train-ing Program"	Teachers and School Head	Whole day for 2 days	Implement a compre-hensive strategy fo-cusing on workshops, mentorship, and on-going professional development for teacher preparedness	Department of Education, School fund, Ad-ministration fund, LGU and NGO’s fund

4. Pedagogy	" PEDAL : Pedagogy Enhancement and Development for Aspiring Leaders"	Pre-service Teachers and Teachers	Whole day for 2 days	Bench marking on the effective teaching styles with technology integration	Department of Education, School fund, Administration fund, LGU and NGO's fund
5. Assessment	"Bolstering Educators' Expertise in Assessment Development (BEED) Program"	Teachers and School Head	Whole day for 2 days	Implement a structured workshop series focusing on MATATAG curriculum assessment techniques and benchmark for teacher preparedness.	Department of Education, School fund, Administration fund, LGU and NGO's fund

V. Conclusions

Considering the findings of the study, the following conclusions are drawn: First, the teachers were moderately prepared to implement the MATATAG curriculum in terms of curriculum, instructional materials, training, pedagogy, and assessment. Teachers were willing to adapt and had positive attitudes toward implementing the MATATAG curriculum. However, teacher-participants sought more training on every indicator to enhance their preparedness and ensure complete mastery and effectiveness.

Second, there was a statistically significant difference in implementing the MATATAG curriculum based on individuals' sex, teaching experience, and educational attainment. This suggests that the teachers' perceptions on their preparedness for the MATATAG Curriculum vary when it comes to the mentioned variables.

Recommendations:

In line with the summary of findings and conclusions, the following recommendations are at this moment proposed:

1. Teachers may seek continuous professional development to fully equip themselves for implementing the MATATAG curriculum.
2. School administrators and the Department of Education are encouraged to provide training and professional development opportunities and growth related to MATATAG curriculum implementation for teachers. This will help the teachers to gain the knowledge and skills necessary to implement the curriculum effectively.
3. The school administration may utilize the localized SPEEDtacular implementation plan to implement the MATATAG curriculum effectively. This plan provides concrete guidelines for effectively implementing the MATATAG curriculum in different school settings.
4. Stakeholder engagement is crucial for successful curriculum implementation. Hence, school stakeholders are encouraged to share their financial or other helpful resources when conducting localized teacher training and workshops.
5. For future studies, the researcher may use a large population to test the teachers' preparedness in implementing the new curriculum. Moreover, the researcher may add another variable, such as student engagement and teachers' emotional capacity to bring out the best in implementing the new curriculum

Conflict of Interest

The authors declare no conflict of interest.

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Charish Lyra A. Olan reviewed the literature. Maria Diana Rose P. Oring analyzed the data and drafted the manuscript. Ella Theresa Diane Montilla created the questionnaire and gathered the data. Marlou C. Tagarao directed the entire research and writing process.