

## Transactional leadership, instructional supervision, and organizational support in Kindergarten Matatag Curriculum implementation

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Received: 01 March 2026

Revised: 02 April 2026

Accepted: 04 April 2026

Available Online: 05 April 2026

Volume 1 (2026), Issue 2, P-ISSN – 3116-3769; E-ISSN - 3116-3777

<https://doi.org/10.63498/injelps32>

### Abstract

**Aim:** This study determined the influence of transactional leadership practices, instructional supervision, and organizational support on the implementation of the kindergarten MATATAG curriculum.

**Methodology:** A predictive-correlational research design was employed. Data were collected from kindergarten teachers in the Schools Division of Bukidnon using a validated online survey questionnaire. Multiple regression analysis was used to determine the predictive effects of transactional leadership, instructional supervision, and organizational support on curriculum implementation.

**Results:** The findings revealed significant relationships among the variables. Instructional supervision and organizational support emerged as the strongest predictors of effective MATATAG curriculum implementation, while transactional leadership practices also significantly contributed by motivating teachers and strengthening accountability in instructional practices.

**Conclusion:** The study concludes that the successful implementation of the Kindergarten MATATAG Curriculum depends on the integration of effective leadership practices, systematic instructional supervision, and strong organizational support. These findings highlight the importance of strengthening school leadership systems, enhancing supervisory practices, and ensuring institutional support to improve the quality of early childhood education.

**Keywords:** kindergarten, transactional leadership, instructional supervision, organizational support, curriculum

### INTRODUCTION

The first of the six Education For All (EFA) goals is to expand and improve comprehensive early childhood care and education (ECCE), especially for the most vulnerable and disadvantaged children in the world. Having identified early childhood as a critical window of opportunity for lifelong learning, the first target reiterates that quality ECCE sets a strong base for school readiness, cognitive and socio-emotional development, as well as future academic achievement. Philippine early childhood education has undergone significant reforms, including the MATATAG Curriculum rollout starting in SY 2024-2025 for kindergarten to address learning poverty through a decongested, play-based framework emphasizing foundational literacy, numeracy, and socio-emotional skills. The MATATAG Curriculum aims to mitigate learning crises by reducing competencies by over 70%, prioritizing mastery in early grades, and integrating 21st-century skills like critical thinking and digital literacy.

Despite its promising approach, the effective rollout of this curriculum faces persistent challenges that hinder the realization of its intended outcomes. These factors are the lack of instruction supervision, organizational support and leadership gaps; these collectively subvert the effective translation of curriculum goals into classroom practice. In the schools division of Bukidnon, rural settings exacerbate challenges like limited parental engagement, which reduces support for young learners' literacy and growth (Abaiz et al., 2025). Contextual barriers include infrastructural gaps, financial constraints, and low teacher readiness, despite local MATATAG pilots and trainings.

Teacher's lack of exposure to the curriculum's integrated and thematic approach as well as limited professional development opportunities contributes to low instructional quality (Herrera, 2025). In addition, barriers to parental and community engagement reduce the necessary comprehensive support system for young learners' growth

(Abaiz et al. 2025). Moreover, Basilio (2021) in *Instructional supervision and Assessment in the 21st Century and Beyond* reveals that instructional supervision is a tool that has impact on effective implementation of new school curriculum by sharpening teacher expertise. While individual effects of transactional leadership, supervision, and organizational support are documented, their joint interactions and combined impact on MATATAG teaching practices remain underexplored, especially in Philippine kindergarten contexts.

Existing studies examine leadership, supervision, and organizational support individually, but few studies examine their combined effects on MATATAG curriculum implementation, particularly in Philippine kindergarten contexts. This study explored the joint effect of transactional leadership, instructional supervision and organizational support on effective implementation of kindergarten MATATAG curriculum. It focused on the interaction of these variables and their impact as well as effect on teaching practices, the study intended to offer valuable information and practical suggestions that would actually benefit early childhood education and will contribute in achieving the desired goals of the curriculum.

## Review of Related Literature and Studies

### Transactional Leadership Practices in Kindergarten Curriculum Implementation

Transactional leadership is grounded in the premise that leaders motivate followers through structured exchanges, rewarding desired behaviors and correcting deviations. Its key attributes include contingent rewards, management by exception (active and passive), and laissez-faire leadership. These behaviors are particularly relevant in contexts requiring strict adherence to curriculum standards and accountability measures. Recent studies like in the "Impact of Transformational and Transactional Attributes of School Principal Leadership on Teachers' Motivation for Work" reaffirm that transactional leadership's focus on supervision, organization, and performance management makes it suitable for environments where compliance and routine are prioritized, such as curriculum delivery (Hyseni, Duraku, & Hoxha, 2021).

Intud and Ferenal (2025) noted that although transformational leadership was found to be most prevalent in Cagayan de Oro City, transactional leadership still significantly correlated with leadership competencies implying that structured leadership behaviors also influence teacher performance and school effectiveness. Similarly, A study conducted in Zamboanga del Sur by Adapon, M., & Mangila, B. (2020) "How School Administrators Lead and How Their Teachers Behave" shows that even if their study highlighted transformational leadership as dominant, transactional leadership still offers important benefits for kindergarten teachers. They stated that recognition for meeting curriculum and performance goals can boost motivation and accountability, which are useful especially in early education environments that require consistent delivery of developmental activities.

### Instructional Supervision in Kindergarten

Instructional supervision is widely recognized as a critical mechanism through which school leaders translate curriculum policy into effective classroom practice, particularly in periods of reform and systemic change (Castillo, 2024). In the Philippine early childhood education, the implementation of the MATATAG Curriculum intensifies this need, as its emphasis on foundational learning and integrated pedagogies requires teachers to recalibrate instructional strategies, assessment approaches, and content delivery (Bernardo, 2022). Consequently, instructional supervision functions not merely as oversight but as a developmental support system that enables teachers to interpret curricular shifts, align lesson planning with intended standards, and adapt instruction to diverse learner needs (Domingo, 2023).

Instructional supervision has been perceived as a significant conduit in which school leaders serve teachers in interpreting curriculum policy to classroom practice, most especially within an era of reform and change (Castillo, 2024). In the Philippines, both the implementation of MATATAG Curriculum underscores structural learning and interwoven teaching pedagogies would necessitate modification of teachers' instructional strategies, assessment tools and methodologies. In this environment, instructional supervision is a scaffolding system through which teachers' knowledge of the new curricular demands are mediated while reflecting in teaching and ensuring that instruction planning and instruction delivery are aligned.

Moreover, recent study underscores that effective instructional supervision is anchored in collaborative processes such as classroom observation, reflective dialogue, timely feedback, and sustained professional development (Castillo, 2025). These supervisory practices foster teacher agency and instructional coherence, both of which are essential in navigating complex reforms like MATATAG. Studies in Southeast Asian and Philippine basic education contexts indicate that when supervision is formative and growth-oriented, it significantly enhances pedagogical competence, instructional quality, and student learning outcomes (Tarrayo et al., 2021). This aligns with global findings

that instructional leadership directly influences teaching effectiveness through structured support and continuous capacity building (Leithwood et al., 2021).

### Impact of Organizational Support

On the other hand, it was emphasized that when teachers perceive strong organizational support, they are more likely to demonstrate higher engagement, resilience, and instructional effectiveness, particularly amid ongoing reforms and shifting demands in education systems (Burić & Moè, 2023). These dimensions highlight that organizational support extends beyond material incentives to include relational and psychological investments that sustain teacher motivation and retention. This shows that these facts emphasize that voluntarily care of teachers is an indicator of organizational support. The major factors which contribute to organizational support are fairness, supervisor support, organizational rewards and working conditions. In schools, supportive leadership practices such as instructional guidance, open communication, and emotional encouragement serve as critical mechanisms for reinforcing teachers' sense of value and belonging (Liu et al., 2022).

Moreover, mentoring systems that integrate coaching, counseling, and collaborative learning have been shown to strengthen professional identity and instructional competence, especially among early-career teachers (Ingersoll et al., 2021). These findings affirm that organizational support is a multifaceted construct that combines structural provisions with interpersonal dynamics to create a nurturing professional environment. In addition, organizational support is a significant determinant of teacher retention, job satisfaction, and performance across diverse educational contexts (Beltman et al., 2022). Schools that cultivate a culture of care—through fair policies, continuous professional development, and recognition systems—are more likely to sustain teacher commitment and improve overall school effectiveness.

### MATATAG Curriculum Implementation in Kindergarten

The Kindergarten MATATAG Curriculum is an innovative early childhood curriculum in the Philippines that centers on holistic development and 21-century skills of young learners. Study affirms that high-quality early childhood curricula that adopt developmentally appropriate and culturally responsive practices significantly enhance school readiness and long-term learning outcomes. Within this context, the MATATAG Kindergarten Curriculum aligns with global standards by prioritizing meaningful, engaging, and contextually relevant learning experiences tailored to five-year-old children.

In addition, research highlights that guided play and inquiry-based activities foster creativity, communication, collaboration, and critical thinking skills that are essential for lifelong learning (Darling-Hammond et al., 2022). By embedding these approaches into daily instruction, the curriculum ensures that learning is not only developmentally appropriate but also aligned with evidence-based practices that support deep and sustained learning among early learners. The MATATAG approach, therefore, goes beyond academic preparation by fostering positive attitudes, resilience, and collaborative skills in young learners. Such an approach reflects a growing global consensus that early childhood education must balance cognitive development with social and emotional learning to prepare children for the complexities of the 21st century.

### Synthesis and Research Gap

Despite the growing body of literature on leadership and curriculum implementation, significant gaps remain in understanding how transactional leadership, instructional supervision, and organizational support interact within the context of the Kindergarten MATATAG Curriculum. Existing studies have largely examined these variables in isolation or within broader basic education settings, often overlooking the unique pedagogical and developmental demands of early childhood education. Furthermore, there is limited empirical evidence focusing on how transactional leadership practices specifically influence instructional supervision processes and the provision of organizational support in kindergarten classrooms.

### Theoretical Framework

This study was grounded in Transactional Leadership Theory, originally conceptualized by James Burns and further developed by Bernard Bass. Transactional leadership is reflected in how school heads set clear expectations, monitor teacher performance, and provide rewards or corrective feedback to ensure compliance with standards. This leadership approach directly influences instructional supervision, as it structures classroom observations, feedback mechanisms, and accountability processes. Through consistent supervision and performance-based reinforcement, teachers are guided to align their practices with curriculum goals supporting effective kindergarten curriculum implementation.

The Bureaucratic Model, originally developed by Max Weber. This model underpins the systematic delivery of instructional supervision through established protocols such as lesson planning standards, observation tools, and reporting systems. The hierarchical nature of schools ensures that leadership directives are consistently implemented. This structured environment also reinforces organizational support, as clear policies, equitable workload distribution, and standardized procedures contribute to a stable and predictable working condition for teachers, which is essential for sustaining quality kindergarten curriculum implementation.

Organizational support theory (OST) was originally developed by Eisenberger, Huntington, Hutchison, and Sowa in 1986. The theory posits that when teachers perceive strong organizational support through recognition, professional development, access to resources, and fair treatment, they develop greater commitment and motivation to perform their roles effectively. In this study, such support strengthens the impact of transactional leadership and enhances the effectiveness of instructional supervision, as teachers become more receptive to feedback and more engaged in improving their instructional practices. Ultimately, the interaction of these variables fosters a supportive and accountable environment that promotes successful and sustained kindergarten curriculum implementation.

### Conceptual Framework

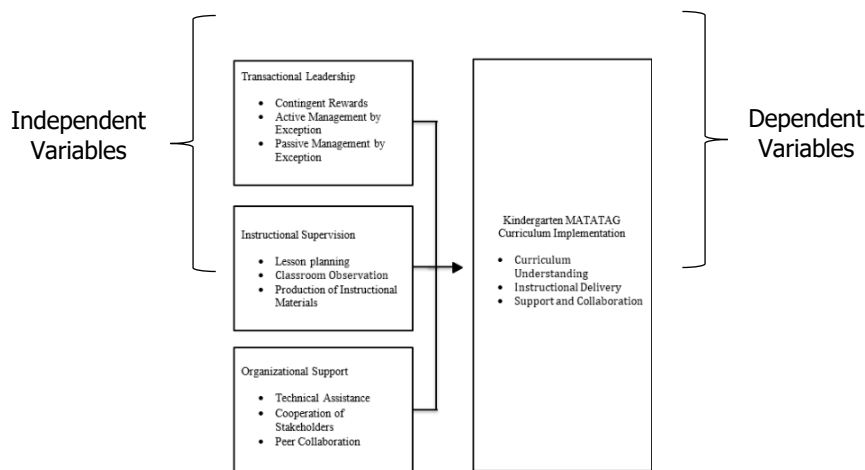


Figure 1. Research Paradigm

This study has three independent variables; transactional leadership, instructional supervision, and organizational support, that are hypothesized to influence the dependent variable, which is the level of kindergarten MATATAG curriculum implementation. Transactional leadership, as manifested through contingent rewards and management by exception practices, provides a system of clear expectations, performance monitoring, and corrective feedback that guides teachers toward meeting curriculum standards (Liu et al., 2022). Instructional supervision, operationalized through lesson planning support, classroom observation, and the development of instructional materials, serves as a direct mechanism for improving teaching practices and aligning them with curriculum goals (Darling-Hammond et al., 2022). Meanwhile, organizational support through technical assistance, stakeholder cooperation, and peer collaboration enhances teachers' motivation, well-being, and capacity to implement reforms effectively (Burić & Moè, 2023).

The dependent variable, kindergarten MATATAG curriculum implementation, is reflected in teachers' curriculum understanding, instructional delivery, and support and collaboration practices in the classroom. Recent studies emphasize that successful curriculum implementation is a multifaceted process influenced by leadership practices, institutional support systems, and the quality of instructional guidance provided to teachers (Fullan, 2022).

The paradigm hypothesizes that the three independent variables have a significant and positive influence on curriculum implementation, both individually and collectively. Transactional leadership establishes accountability and direction, instructional supervision ensures pedagogical alignment and continuous improvement, and organizational support sustains teacher engagement and professional growth. When these variables interact, they create a reinforcing

system that strengthens teachers' competence and commitment, ultimately leading to more effective curriculum delivery (Burić & Moè, 2023).

### Statement of the Problem

Early childhood education plays a vital role in establishing the foundation for lifelong learning, cognitive development, and social-emotional growth among young learners. In the Philippines, the implementation of the MATATAG Curriculum aims to strengthen foundational learning and improve the quality of basic education, particularly at the kindergarten level. However, despite its intended benefits, the implementation of the MATATAG curriculum continues to encounter several challenges within the school system.

In the Schools Division of Bukidnon, kindergarten teachers face difficulties in translating curriculum standards into effective classroom practices. These challenges are often associated with variations in leadership practices, inconsistent instructional supervision, and insufficient organizational support. As frontline implementers of the curriculum, teachers require clear leadership direction, continuous professional guidance, and adequate institutional supports to effectively implement curriculum reforms.

The issue becomes more significant when transactional leadership practices, instructional supervision, and organizational support do not function in a coordinated manner. While previous studies have examined the influence of leadership, supervision, and institutional support on educational outcomes, limited research has investigated how these factors collectively influence the implementation of the Kindergarten MATATAG Curriculum, particularly within the context of early childhood education in the Philippines.

Given these conditions, it is necessary to examine how transactional leadership practices, instructional supervision, and organizational support influence the implementation of the Kindergarten MATATAG Curriculum. Understanding these relationships may provide valuable insights for school administrators, curriculum implementers, and policymakers in strengthening leadership practices and support systems that enhance the effectiveness of early childhood education programs.

### Research Objectives

#### General Objective

To determine the influence of transactional leadership practices, instructional supervision, and organizational support on the implementation of the Kindergarten MATATAG Curriculum in the Schools Division of Bukidnon.

#### Specific Objectives

This study sought:

1. **To assess** the level of transactional leadership practices of school administrators in the implementation of the Kindergarten MATATAG Curriculum.
2. **To determine** the level of instructional supervision experienced by kindergarten teachers during the implementation of the MATATAG Curriculum.
3. **To evaluate** the level of organizational support provided to kindergarten teachers in the curriculum implementation process.
4. **To determine** the level of implementation of the Kindergarten MATATAG Curriculum in schools.
5. **To examine** the significant relationship between transactional leadership practices, instructional supervision, organizational support, and the implementation of the Kindergarten MATATAG Curriculum.
6. **To identify** which variable or combination of variables best predicts the implementation of the Kindergarten MATATAG Curriculum.

#### Research Questions

This study sought to answer the following questions:

1. What is the level of transactional leadership practices of school administrators in the implementation of the Kindergarten MATATAG Curriculum?
2. What is the level of instructional supervision experienced by kindergarten teachers during the implementation of the MATATAG Curriculum?
3. What is the level of organizational support provided to kindergarten teachers in the curriculum implementation process?
4. What is the level of implementation of the Kindergarten MATATAG Curriculum in schools?



5. Is there a significant relationship between transactional leadership practices, instructional supervision, organizational support, and the implementation of the Kindergarten MATATAG Curriculum?
6. Which variable or combination of variables best predicts the implementation of the Kindergarten MATATAG Curriculum?

### Hypotheses

H<sub>01</sub>: There is no significant relationship between transactional leadership practices, instructional supervision, organizational support, and the implementation of the Kindergarten MATATAG Curriculum.

H<sub>02</sub>: No variable, singly or in combination, significantly predicts the implementation of the Kindergarten MATATAG Curriculum.

### METHODOLOGY

#### Research Design

A predictive correlational research design was used for this study because it determined the extent to which the independent variables; transactional leadership, instructional supervision, and organizational support predict the level of kindergarten MATATAG curriculum implementation without manipulating any variables. In real school settings, factors such as leadership practices, supervisory processes, and organizational conditions naturally occur and cannot be experimentally controlled. Thus, a correlational approach allowed the researcher to examine relationships among these variables and quantify how strongly each factor is associated with curriculum implementation outcomes.

More specifically, the predictive aspect of the design enabled this study to go beyond merely identifying relationships and instead estimate how well transactional leadership, instructional supervision, and organizational support can collectively and individually forecast teachers' curriculum understanding, instructional delivery, and collaboration practices. This is particularly relevant in educational research where administrators seek evidence-based insights into which factors most influence successful implementation of reforms like the MATATAG Curriculum. By using statistical techniques such as regression analysis, the study can identify significant predictors and determine their relative contribution to the dependent variable.

#### Population and Sampling

The participants of this study were kindergarten teachers employed by the Department of Education across the four congressional districts within the Division of Bukidnon, specifically kindergarten teachers who taught during the first phase of the implementation of the MATATAG curriculum in school year 2024-2025. Given the total population of 776 kindergarten teachers distributed among 47 school districts, stratified random sampling was employed to ensure a more representative and balanced selection of participants from each congressional district and school district. The table shows the distribution of respondents.

| Congressional Districts of Bukidnon | Total Population | Sample Size |
|-------------------------------------|------------------|-------------|
| 1 <sup>st</sup> District            | 198              | 68          |
| 2 <sup>nd</sup> District            | 151              | 51          |
| 3 <sup>rd</sup> District            | 318              | 108         |
| 4 <sup>th</sup> District            | 109              | 37          |
| <b>Total</b>                        | <b>776</b>       | <b>264</b>  |

#### Research Instruments

The data for this study was collected exclusively through 5-point Likert scale survey questionnaires with a total of 120 items. The indicators ranged from "strongly disagree" to "strongly agree". There were ten (10) items for each construct, and every variable has three (3). These questionnaires were researcher-developed and were designed to assess the levels of transactional leadership, instructional supervision, and organizational support experienced by kindergarten teachers during the implementation of the MATATAG curriculum.

#### Content Validation

The instrument underwent content validation by three subject-matter experts, consisting of:

- a Teacher (English),

- a Dissertation Professor (English), and
- An Assistant Schools Division Superintendent (Administration and Supervision).

Each validator possessed at least a master's degree and extensive experience in English and curriculum evaluation. The Liceo de Cagayan University research questionnaire validation tool was used, checking every item if it is approved, disapproved, or it needs revision.

### Reliability Testing

The research instrument's validity and reliability were carefully established to ensure data accuracy and consistency. Face and content validity were confirmed through expert review, who assessed the clarity and relevance of items measuring transactional leadership, instructional supervision, organizational support, and curriculum implementation. A pilot test with 34 kindergarten teachers from four elementary schools in the Schools Division of Valencia City was conducted to assess reliability. These teachers were excluded from the main data gathering.

The four instruments demonstrated strong internal consistency, with Cronbach's alpha values exceeding the 0.70 threshold for all variables; transactional leadership ( $\alpha = 0.91$ ), instructional supervision ( $\alpha = 0.89$ ), organizational support ( $\alpha = 0.88$ ), and curriculum implementation ( $\alpha = 0.92$ ), confirming its suitability for the final study.

### Data Collection Procedure

To ensure a systematic and ethical flow of data collection, the researcher secured clearance from the Research Ethics Board (REB) of Liceo de Cagayan University and obtained approval from the Dean of the School of Teacher Education, which was subsequently endorsed to the Schools Division Superintendent of Bukidnon, Public Schools District Supervisors, and school principals to permit the administration of the survey questionnaire.

Data were collected during the first quarter of School Year 2025–2026, specifically from July to August. Prior to participation, respondents were provided with informed consent forms outlining the purpose of the study, procedures, voluntary nature of participation, and their right to withdraw at any time without any negative consequences to their professional standing. A one-month period was allotted for the distribution and retrieval of the questionnaires, after which the data were checked, tallied, tabulated, analyzed, and presented in the study.

To uphold confidentiality and data privacy, all responses were anonymized using codes, ensuring that no personally identifiable information was collected or reported. Completed questionnaires were stored in a secure, locked location, while electronic data were kept in password-protected files accessible only to the researcher. All data will be used strictly for research purposes and will be securely disposed of after a designated retention period in accordance with ethical standards. Throughout the study, strict adherence to ethical principles was maintained to protect the rights, privacy, and well-being of all participants.

### Treatment of Data

Descriptive statistics, including mean and standard deviation, were employed to determine the level of transactional leadership, instructional supervision, organizational support, and kindergarten MATATAG curriculum implementation as experienced by teachers. These statistics provided a clear summary of the central tendency and variability of responses, addressing research problems 1 to 4 and offering a foundational understanding of the variables under study.

To examine hypothesis 1, Pearson Product-Moment Correlation (Pearson  $r$ ) was utilized to assess the strength and direction of the relationships between transactional leadership, instructional supervision, organizational support, and the implementation of the kindergarten MATATAG curriculum. This technique allowed the researcher to determine whether increases or decreases in the independent variables are associated with corresponding changes in the dependent variable.

For hypothesis 2, multiple linear regression analysis was applied to identify which of the independent variables such as transactional leadership, instructional supervision, or organizational support best predicts kindergarten MATATAG curriculum implementation. This approach quantified the relative contribution of each predictor to the dependent variable while establishing a linear model that can explain the overall variance in curriculum implementation. All statistical analyses were conducted by the data processor using Statistical Package for the Social Sciences (SPSS), with significance levels set at  $p < 0.05$ .

### Ethical Considerations

Ethical standards were strictly upheld throughout the study. Clearance to conduct the research was obtained from the Dean of the School of Teacher Education at Liceo de Cagayan University and the Schools Division Office of Bukidnon. Participation was entirely voluntary, and respondents were fully informed of their right to withdraw at any

time without any penalty or negative consequence. To ensure confidentiality, all data were anonymized, and participants' identities were protected. Collected information was securely stored and used exclusively for academic and research purposes.

## RESULTS and DISCUSSION

This section presents the outcomes of the study in response to the 4 research questions. The first question sought to identify the level of transactional leadership practices in kindergarten. The second question explored the level of instructional supervision received by the kindergarten teachers during curriculum implementation. The third question aimed to identify the level of organizational support kindergarten teachers have in schools. Lastly, the fourth question sought to know the level of MATATAG curriculum implementation in kindergarten based on the teachers' experiences during the first phase of implementation.

**Table 1. Level of Transactional Leadership Practices in Kindergarten**

The data shows in table 1 that the participants obtained the highest mean of  $M=4.34$  ( $SD=.528$ ) for active management by exception, followed closely by contingent rewards ( $M=4.32$ ,  $SD=.564$ ), and relatively low score for passive management by exception ( $M=2.82$ ,  $SD=.911$ ). This suggests that active management by exception and contingent rewards as transactional leadership practices are mostly used by school heads and master teachers in schools. Teachers perceive administrators as regularly monitoring performance, identifying deviations from standards, and intervening proactively to correct problems.

These findings support Williams' (2018) claim that transactional leadership, with its components of contingent reward and active management by exception, motivates teachers to meet performance expectations. While it does not inspire beyond basic tasks, it helps ensure curriculum goals are consistently met. In addition, the study of Zembat et al., (2023) emphasized that contingent rewards motivate teachers by recognizing their efforts, while active

| SUB-VARIABLES                   | MEAN | STANDARD DEVIATION | INTERPRETATION       |
|---------------------------------|------|--------------------|----------------------|
| Active Management by Exception  | 4.34 | .528               | Frequently Practiced |
| Contingent Rewards              | 4.32 | .564               | Frequently Practiced |
| Passive Management by Exception | 2.82 | .911               | Moderately Practiced |
| Overall Mean                    | 3.83 | .433               | Frequently Practiced |

management by exception ensures problems in curriculum implementation are identified and addressed early, improving overall educational outcomes including in early childhood settings.

**Table 2. Level of Instructional Supervision in Kindergarten**

Table 2 indicates the overall mean is  $M=4.45$  ( $SD=.461$ ) which signifies that the participants have been frequently supervised by their school heads and master teachers. Meanwhile, the overall mean for  $SD=.461$  shows that participants' perceptions are fairly consistent with little variation, indicating a general agreement among participants regarding the strong presence and quality of instructional supervision. Furthermore, this verifies that instructional

| SUB-VARIABLES                         | MEAN | STANDARD DEVIATION | INTERPRETATION        |
|---------------------------------------|------|--------------------|-----------------------|
| Lesson Planning                       | 4.47 | .491               | Frequently Supervised |
| Classroom Observation                 | 4.44 | .484               | Frequently Supervised |
| Production of Instructional Materials | 4.42 | .500               | Frequently Supervised |
| Overall Mean                          | 4.45 | .461               | Frequently Supervised |

supervision is well-practiced, consistent, and positively viewed by teachers, which likely contributes to the improvement of teaching quality and learner outcomes in kindergarten.

This also highlights that among the different sub-variables of instructional supervision, lesson planning scored highest ( $M = 4.47$ ,  $SD= .491$ ), which indicates instructional supervisors regularly check teachers' lesson logs, alignment to competencies, differentiation of instruction, and the inclusion of assessment and remediation strategies. Contrarily, although the sub-variable "Production of Instructional Materials" is still high ( $M = 4.42$ ,  $SD= .500$ ), it is the lowest of the three sub-variables. Results imply that while leaders encourage and review materials, they do this slightly less

consistently than they supervise lesson planning. This could mean that producing and maintaining high-quality and curriculum-aligned materials for every lesson is more time consuming than checking lesson plans, so school heads and master teachers may emphasize it less.

This attests to the study of Mora-Ruano et al., (2021) which emphasized the significant role of strong instructional leadership in enhancing educational outcomes. Specifically, instructional leadership that includes supervision of planning, classroom observation, and teacher development fosters greater collaboration among teachers. This collaborative environment is critical because it encourages teachers to work together, share best practices, and support each other's professional growth, which ultimately leads to improved teaching quality.

**Table 3. Level of Organizational Support in Kindergarten**

The data in table 3 shows that the participants obtained the highest mean of  $M=4.41$  ( $SD=.522$ ) for cooperation of stakeholders followed by technical assistance ( $M=4.33$ ,  $SD=.556$ ), and lastly, peer collaboration ( $M=4.30$ ,  $SD=.590$ ). This implies that in ensuring the success of curriculum implementation, schools give significant importance to the active involvement of parents, barangay officials, NGOs, and other community stakeholders. The relatively low standard deviation reflects that responses are consistent across participants, which means most teachers experience and perceive this kind of support similarly.

This result gives great emphasis on the understanding that schools cannot function in isolation because education is a shared responsibility. The active partnership between schools and stakeholders ensures that the needs of learners are addressed both within and beyond the classroom. Furthermore, this high mean shows that schools succeed in empowering parents and communities in areas such as attendance monitoring, curriculum orientation, and logistical

| SUB-VARIABLES               | MEAN | STANDARD DEVIATION | INTERPRETATION       |
|-----------------------------|------|--------------------|----------------------|
| Cooperation of Stakeholders | 4.41 | .522               | Frequently Supported |
| Technical Assistance        | 4.33 | .556               | Frequently Supported |
| Peer Collaboration          | 4.30 | .590               | Frequently Supported |
| Overall Mean                | 4.34 | .506               | Frequently Supported |

support.

Collaboration among teachers, administrators, families, and community partners has been shown to enhance curriculum relevance and shared responsibility, facilitating smoother implementation processes (Donatille et al., 2025). Similarly, structured technical assistance such as coaching and professional development has been linked to improved instructional performance and planning, reinforcing the importance of frequent technical support (Badilla, 2025). Peer collaboration also plays a vital role in fostering teachers' pedagogical growth and professional development, which supports the high level of collaborative engagement found in this study (Ruijters & Simons, 2024). Collectively, these studies corroborate the findings by highlighting that sustained support from stakeholders, ongoing technical assistance, and active peer collaboration are essential for successful curriculum implementation.

**Table 4. Level of Kindergarten MATATAG Curriculum Implementation**

The results in table 4 show that the success of curriculum implementation is largely anchored to teachers which is sustained by their professional competence and dedication in the classroom. However, the lower rating in support and collaboration underscores the need for resource allocation, leadership involvement, and structured professional development systems. The effectiveness and success of curriculum implementation cannot rely solely on teachers' individual capacities; rather, it demands a supportive school community where administrators, parents, and

| SUB-VARIABLES             | MEAN | STANDARD DEVIATION | INTERPRETATION         |
|---------------------------|------|--------------------|------------------------|
| Instructional Delivery    | 4.52 | .447               | Fully Implemented      |
| Curriculum Understanding  | 4.35 | .487               | Frequently Implemented |
| Support and Collaboration | 4.31 | .514               | Frequently Implemented |
| Overall Mean              | 4.39 | .443               | Frequently Implemented |

stakeholders actively participate.

The highest mean was perceived in the instructional delivery domain with a mean score of 4.52 and a standard deviation of .447 which interprets as fully implemented. This highlights that kindergarten teachers strongly implement strategies such as play-based learning, cooperative activities, technology integration, and formative assessments in their daily lessons to facilitate learning better. The low standard deviation shows consistency in teachers' practices.

This implies that most of them deliver instruction at a uniformly high level. This strong execution in instructional delivery signifies that teachers effectively integrate them in classroom practice and are not only familiar with pedagogical strategies.

These results align with recent studies on the MATATAG Curriculum, where teachers demonstrate moderate to high readiness and frequent use of collaborative strategies, though challenges like resource gaps and training needs persist. Teacher collaboration has been shown to enhance instructional effectiveness, with evidence-based practices from school leaders fostering dialogue and peer support (Ramos, 2023). Empirical data from multi-grade settings confirm frequent implementation despite workloads, supported by DepEd's emphasis on professional development and resource convergence (Consortia Academia, 2026).

**Table 5. Correlation Between Transactional Leadership Practices, Instructional Supervision, Organizational Support, and Kindergarten MATATAG Curriculum Implementation**

| Variables  | N   | R           | P-value     | Interpretation     |
|--|-----|-------------|-------------|--------------------|
| Contingent Rewards                                 | 264 | .485        | .000        | Significant        |
| Active Management by Exception                     | 264 | .585        | .000        | Significant        |
| Passive Management by Exception                    | 264 | -.064       | .125        | Not Significant    |
| <b>Overall- Transactional Leadership Practices</b> | 264 | <b>.403</b> | <b>.000</b> | <b>Significant</b> |
| Classroom Observation                              | 264 | .637        | .000        | Significant        |
| Lesson Planning                                    | 264 | .680        | .000        | Significant        |
| Production of Instructional Materials              | 264 | .712        | .000        | Significant        |
| <b>Overall- Instructional Supervision</b>          | 264 | <b>.722</b> | <b>.000</b> | <b>Significant</b> |
| Technical Assistance                               | 264 | .650        | .000        | Significant        |
| Cooperation of Stakeholders                        | 264 | .699        | .000        | Significant        |
| Peer Collaboration                                 | 264 | .693        | .000        | Significant        |
| <b>Overall- Organizational Support</b>             | 264 | <b>.748</b> | <b>.000</b> | <b>Significant</b> |

The overall interpretation of table 5 signifies that transactional leadership practices, supervision, and organizational support are crucial to the success of curriculum implementation, even if they do not contribute equally. Instructional supervision and organizational support imply stronger relationships with curriculum implementation compared to transactional leadership practices. This points out that curriculum reforms such as the MATATAG program are not achieved exclusively through compliance and rewards, but through active mentoring, continuous positive feedback, and collaborative systems.

Research shows that transactional leadership, particularly contingent rewards and active monitoring, positively influences teacher performance and school effectiveness by promoting accountability and clear expectations (Hallinger & Wang, 2021). Similarly, the strong correlation of instructional supervision aligns with evidence that classroom observation, feedback, and instructional guidance directly enhance teaching quality and student outcomes (Robinson et al., 2022). The significant role of organizational support is also affirmed by studies emphasizing that technical assistance, collaboration, and stakeholder engagement foster teacher development and successful curriculum implementation (Trust et al., 2023). Moreover, the non-significant result for passive management by exception is consistent with findings that reactive leadership approaches have minimal impact on instructional improvement (Nguyen et al., 2021). Collectively, these studies validate that proactive leadership, strong supervision, and collaborative support systems are critical drivers of effective educational practice.

**Table 6. Multiple Regression for the Variables That Were Used to Predict the Implementation of MATATAG Curriculum in Kindergarten**

| Variables                             | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. | Interpretation |
|---------------------------------------|-----------------------------|------------|---------------------------|-------|------|----------------|
|                                       | B                           | Std. Error | Beta                      |       |      |                |
| (Constant)                            | 1.102                       | .111       |                           | 9.903 | .000 | Significant    |
| Production of Instructional Materials | .244                        | .048       | .275                      | 5.122 | .000 | Significant    |
| Lesson Planning                       | .108                        | .047       | .119                      | 2.307 | .021 | Significant    |
| Cooperation of Stakeholders           | .227                        | .035       | .267                      | 6.468 | .000 | Significant    |
| Peer Collaboration                    | .171                        | .031       | .227                      | 5.426 | .000 | Significant    |

The result signifies that these four variables are the strong predictors of the implementation of MATATAG curriculum in kindergarten. This rejects the null hypothesis that states "There is no variable/s, singly or in combination, that best predict teachers' implementation of the kindergarten MATATAG curriculum".  $R = .788$  displays a strong overall linear relationship between the set of variables in the tables and the dependent variable. Moreover, the R-squared value of the variables is .621. This indicates that 62.1% of implementation of MATATAG curriculum in kindergarten is attributed to production of instructional materials, lesson planning, cooperation of stakeholders, and peer collaboration. While 37.9% can be explained by other variables not included in the regression model.

Studies indicate that well-developed instructional materials and strategic lesson planning enhance teaching quality and student achievement by promoting clarity, alignment, and engagement in instruction (Kraft & Gilmour, 2022). Moreover, stakeholder cooperation has been identified as a critical factor in successful school outcomes, as collaborative partnerships between schools, families, and communities strengthen resource support and accountability systems (Epstein, 2021). Peer collaboration also plays a significant role, with research suggesting that professional learning communities and collegial interactions improve teacher competence, innovation, and instructional practices (Trust et al., 2023).

### Conclusions

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

1. Transactional leadership practices play an important role in supporting the implementation of the Kindergarten MATATAG Curriculum. The consistent application of contingent rewards and active management by exception helps establish clear expectations, strengthen accountability, and encourage teachers to maintain high instructional standards.
2. Instructional supervision serves as a critical mechanism in ensuring the effective delivery of the MATATAG curriculum. Regular monitoring of lesson planning, classroom instruction, and instructional materials enhances teachers' professional growth and promotes instructional practices that support the developmental needs of kindergarten learners.
3. Organizational support contributes significantly to curriculum implementation by providing teachers with technical assistance, opportunities for collaboration, and strong stakeholder partnerships. These forms of support create an enabling environment that sustains teacher motivation and strengthens the overall quality of early childhood education.
4. The implementation of the Kindergarten MATATAG Curriculum in the Schools Division of Bukidnon reflects the strong commitment and professional competence of kindergarten teachers. However, sustained success in curriculum implementation requires continuous leadership support, adequate instructional resources, and collaborative engagement among school administrators, teachers, parents, and community stakeholders.

### Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. Education policymakers may strengthen policies and support mechanisms that enhance the implementation of the MATATAG Curriculum in kindergarten education. This may include developing clearer implementation guidelines, providing professional development opportunities, and establishing incentive systems that recognize teachers who demonstrate excellence in curriculum delivery.
2. School administrators may adopt balanced leadership practices that combine structured supervision with supportive leadership approaches. Regular monitoring of instructional practices, timely feedback, and recognition of teacher initiatives may strengthen teacher motivation and improve curriculum implementation.
3. Kindergarten teachers may actively engage in professional collaboration and mentoring programs that enhance instructional practices. Participation in peer learning communities may help teachers develop innovative teaching strategies and produce learner-centered instructional materials aligned with MATATAG curriculum competencies.
4. Future researchers may expand the scope of inquiry by examining other leadership approaches such as transformational or distributed leadership in relation to curriculum implementation. Longitudinal research may also be conducted to investigate the long-term effects of leadership practices, instructional supervision, and organizational support on learner outcomes in early childhood education

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