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MATATAG Curriculum and Its Implementation

Jenede M. Renzales

Universidad de Sta. Isabel de Naga Inc., Elias Angeles St., Naga City, Philippines

Corresponding Author email: jenede.renzales@deped.gov.ph

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Abstract

Aim: This study aimed to determine the readiness of basic education schools in implementing the MATATAG Curriculum of the Department of Education. It specifically examined the level of readiness in three aspects: Orientation and Capacity Building, Teaching and Learning Process, and Funding Requirements.

Methodology: A descriptive research design was employed to measure school readiness factors using a survey instrument and statistical analysis. An evaluative design was used to determine significant differences in readiness levels across the three school resources. The study involved 64 teacher participants and 81 GPTA officers of San Pascual North District, with data gathered through surveys.

Results: Teachers rated the Teaching and Learning Process at 3.27 (Very High), Orientation and Capacity Building at 3.26 (Very High), and Funding Requirements at 2.94 (High). The overall rating by teachers was 3.16 (High). GPTA officers rated the Teaching and Learning Process at 3.42 (Very High), Orientation and Capacity Building at 3.34 (Very High), and Funding Requirements at 3.23 (High). The overall rating by GPTA officers was 3.33 (Very High).

Conclusion: Schools are highly ready to implement the MATATAG Curriculum. Teaching and Learning Process and Orientation and Capacity Building are at a very high readiness level, while Funding Requirements are rated high, indicating financial constraints. Moreover, GPTA officers as observers, rated school readiness slightly higher than teachers, suggesting differences in perspective. Despite strong preparation, funding remains a key challenge that may be addressed for sustained and effective curriculum implementation. Strengthening financial support and collaboration between stakeholders is essential for full readiness and long-term success.

Keywords: MATATAG Curriculum, Curriculum Adaptation, Teacher and GPTA Involvement

INTRODUCTION

The Department of Education (DepEd) provided context and directions to articulate features, design, and standards in the implementation of the MATATAG Curriculum. It embodies the aspirations of Filipino learners inscribed in the *Ambisyon Natin 2040*, to successfully deal with future challenges by embedding 21st-century skills, preparing them to excel in the local and global job market. It fosters inclusivity by teaching global citizenship and diversity while promoting a future-oriented mindset that empowers learners to embrace and shape change. The MATATAG Curriculum envisions producing lifelong and peace-loving Filipino learners who are holistic and future-ready and embody the core values of *Maka-Diyos, Makatao, Makakalikasan*, at *Makabansa*. (DepEd Order No. 010, s. 2024)

However, curriculum revision is a crucial process aimed at enhancing the quality and sustainability of the curriculum. It involves updating the content, techniques, and concepts in the curriculum to align with the current societal needs, advancements in knowledge, and the demands of the ever-changing world. Through curriculum revision, it becomes possible for teachers to fill the learning gaps, incorporate innovative teaching approaches, and ensure that learners are equipped with the skills and competencies needed for personal growth, and professional success. Also, this fosters adaptability, inclusivity, and lifelong learning, contributing to the overall development of individuals and society.



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As global change continues to accelerate, the importance of curriculum revision in enhancing teaching and learning grows. Curricula are increasingly focusing on holistic development, aiming to nurture not only academic proficiency but also social-emotional skills, ethical reasoning, and collaborative abilities. These changes reflect a shift from static, one-size-fits-all models to dynamic, adaptive systems that respond to local and global needs while recognizing the diverse contexts of learners. Moreover, Mondal and Das (2021) mentioned that curriculum changes are helping modern education become more advanced and appropriate.

In the country the implementation of the K to 12 Basic Education Program is considered to be one of the most significant educational reforms in the country. It introduces programs and projects that aim to expand and improve the delivery of basic education in the country. It seeks to provide Filipino learners with the necessary skills and competence to prepare them to take on the challenges of the 21st century. It will make the basic education system in the Philippines at par with international standards by ensuring that it is appropriate, responsive, and relevant to the learners. (DepEd Order No. 021 s. 2019)

While many Filipinos remained positive despite the setbacks that the K-12 Program has been receiving since then, some have lost hope. Ironically, these breakdowns propel innovations as the Department of Education rises above and opens doors for Filipinos to realize that education in the country is still accessible. With the ever-changing education landscape, constantly adapting to meet the demands of a rapidly changing world. In an important step towards improving the quality of education especially one that would help enhance functional literacy in the Philippines, the Department of Education (DepEd) unveiled the MATATAG Curriculum 2023.

The goal of the MATATAG Curriculum is to give learners the tools they need to meet the problems of the 21st century. It is a gradual step towards holistic development, critical thinking, and adaptability. As bold as its name, the MATATAG Curriculum is steadfast in its belief in the potential benefits it may bring to the table. MATATAG stands for **"Make** the curriculum relevant to produce job-ready, **A**ctive and responsible citizens; **T**Ake steps to accelerate the delivery of the basic education services and provisions facilities; **T**Ake good care of learners by promoting learner well-being, inclusiveness learning, and positive learning environment; and, **G**ive support to teachers to teach better." The term "MATATAG" itself translates to "strong" or "resilient" in English, reflecting the curriculum's aim to fortify the educational foundation of learners. Despite all the curriculum's noble goals, it all boils down to one thing – decongestion. Removing some aspects of the current curriculum to make room for the ones that will bring the greatest returns to Filipino learners seems to be the concept of this decongestion.

As stated by the Department of Education (DepEd), students are showing improved performance based on the initial assessment of the new MATATAG K-10 curriculum. "With the decongested curriculum, the feedback we're getting is that learners are more attentive, they participate more, they volunteer more," DepEd spokesperson Michael Poa told CNN Philippines. However, Poa said that this is only based on the field assessment that DepEd has been receiving. The department already tapped the Philippine Institute for Development Studies for a more in-depth study of the implementation of the K-10 program and will continue to monitor the new curriculum and implement adjustments if needed.

On the other hand, a statement on September 2023 of the Alliance of Concerned Teachers (ACT) called the DepEd's implementation of the MATATAG Curriculum "premature" and subjects students and teachers to another experimental education scheme after the K-12 program's implementation in 2012, that it is disheartening that after more than a decade, the DepEd would tell the public that an implemented curriculum is problematic.

Given this, the challenges in implementing the MATATAG curriculum include the need for appropriate approaches for its implementation in school practice. Inclusive schools face challenges such as government policies that have not fully implemented inclusive education, lack of facilities and infrastructures, and technical problems in the implementation. This also includes the readiness of teachers, low quality and competence of teachers, and the need to improve IT capabilities. Therefore, understanding teachers' readiness and preparedness for curriculum change is essential for achieving the desired educational outcomes.

Thus, the successful implementation of this study focused on the readiness of schools in terms of orientation and capacity building, teaching and learning process, and funding requirements. Assessing this readiness is crucial to identifying strengths, gaps, and areas that require intervention to ensure a smooth transition and effective delivery of MATATAG Curriculum. This study seeks to examine the current state of schools in San Pascual North District, highlighting areas that need attention and support. Specifically, it aims to explore their readiness for curriculum implementation, provide data-driven insights to guide policymakers, school administrators, and educators in making informed decisions, and assess the prospects that teachers and GPTA officers may encounter during the actual implementation of the curriculum.



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Objectives

The study aimed to determine the readiness of elementary schools for MATATAG curriculum implementation of the Department of Education.

Specifically, this study answered the following questions:

1. What is the level of readiness of schools in the implementation of MATATAG Curriculum along the three aspects:
 - a. Orientation and Capacity Building
 - b. Teaching and Learning Process
 - c. Funding Requirements
2. Are there significant differences in the level of readiness of schools in the implementation of the curriculum along the three aspects and between groups?
3. What recommendations may be proposed based on the results of the study?

Hypothesis

There are significant differences in the level of readiness of schools in the implementation of the curriculum along the three aspects and between groups.

METHODS

Research Design

A descriptive research design was employed using a survey instrument and statistical analysis, and an evaluative design was used to determine significant differences in readiness levels across the three school resources.

Population and Sampling

The researcher gathered data from 64 Kindergarten, Grade 1, and Grade 4 Teachers out of a total population of 76, resulting in a response rate of 84.21%. The remaining teachers were absent, on official travel for seminars, and did not sign the consent form, which led to their exclusion from the study and from the 114 General Parents-Teachers Association Officers, the researcher received 81 responses resulting in a 71% response rate. The remaining GPTA officers were absent, did not sign the consent form, and were unavailable during the data-gathering process at San Pascual North District in the school year 2024-2025.

A purposive sampling technique was employed to ensure that only respondents who met the study's inclusion criteria were selected. These criteria included teachers currently assigned to Kindergarten, Grade 1, or Grade 4 in the elementary schools of San Pascual North District, GPTA officers currently elected in the elementary schools, teachers who had completed relevant training in the MATATAG Curriculum, and those who had at least one academic year of experience in their assigned grade level. On the other hand, the exclusion criteria removed teachers who were not assigned to the targeted grade levels, GPTA members who were not elected as officers, teachers who had not participated in any professional development related to the MATATAG Curriculum, and those with less than one year of teaching experience at their respective grade levels.

Instrument

The research instrument for the study was a survey questionnaire utilizing a 4-point Likert scale. This chosen instrument was used for data collection in investigating the resource readiness of schools in the implementation of MATATAG Curriculum and was validated through pilot testing.

Data Collection

The data were gathered, read, and analyzed following the objective of the study and in adherence to all protocols in the conduct of research. Structured questionnaires were distributed to selected Kindergarten, Grade 1, and Grade 4 teachers and GPTA officers in San Pascual North District, using both printed copies and Google Forms for accessibility. This method ensured efficient data collection while maintaining confidentiality and data security. The questionnaire focused on school readiness in implementing the MATATAG Curriculum.



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Treatment of Data

Mean was used to answer the level of school readiness in terms of orientation and capacity building, teaching and learning process, and funding requirements for the MATATAG Curriculum implementation in San Pascual North District. Two-Way Analysis of Variance was used to determine the significant differences in the level of institutional readiness in the implementation of MATATAG Curriculum along the four aspects.

Ethical Considerations

The researcher ensured that all research protocols involving ethics research were complied with for the protection of all people and institutions involved in the conduct of the study. Participation was voluntary, with informed consent obtained from teachers and GPTA officers through detailed consent forms outlining the study's purpose, data collection methods, and participants' rights, including their right to withdraw at any time. Confidentiality and anonymity were strictly maintained, ensuring that no identifying information was included in the analysis.

RESULTS and DISCUSSION

Data were gathered from 64 teachers assigned to Kindergarten, Grade 1, and Grade 4, along with 81 General Parent-Teacher Association (GPTA) officers, achieving response rates of 84.21% and 71%, respectively. Most schools possess the basic physical resources required for curriculum implementation. However, some classrooms remain overcrowded, and there is a shortage of instructional materials, particularly in the lower grade levels. Teachers expressed concerns over the insufficient number of learning modules and technological resources, such as projectors, computers, and internet connectivity, which are essential for the digital integration of the MATATAG Curriculum. Schools that had access to multimedia tools and interactive learning materials reported a smoother transition to the new curriculum, while those lacking these resources faced difficulties in lesson delivery.

Teacher preparedness plays a crucial role in curriculum implementation. The results indicated that while most teachers have undergone training related to the MATATAG Curriculum, the depth and effectiveness of these sessions varied. Some teachers felt that the training provided was too theoretical and lacked practical applications necessary for actual classroom instruction. Additionally, newly hired and reassigned teachers expressed the need for continuous mentoring and follow-up training to address curriculum-specific challenges. Teachers who attended multiple professional development programs demonstrated higher confidence in executing curriculum-aligned instructional strategies, whereas those who only attended one-time training sessions struggled with lesson planning and implementation.

The role of GPTA officers in curriculum implementation was also assessed, revealing strong parental involvement in some schools but inconsistencies in others. GPTA officers emphasized the importance of collaborative efforts in ensuring a smooth transition to the MATATAG Curriculum. However, some officers noted a lack of awareness among parents regarding the new curriculum framework, leading to misalignment in their support for their children's education. Schools with active GPTA programs reported better resource mobilization and stronger community support, while those with minimal parental engagement struggled with issues like funding shortages and limited volunteer participation.

Despite efforts to equip schools for curriculum implementation, challenges remain. The most common difficulties cited were limited resources, time constraints in adjusting to the new curriculum, and varying levels of teacher readiness. Some teachers also faced challenges in integrating 21st-century skills into their daily lessons due to a lack of advanced teaching materials. Additionally, the transition posed difficulties for students, particularly those with learning gaps from previous grade levels.

On the other hand, the study also identified opportunities for improvement. Teachers and GPTA officers suggested that increased government funding, strategic partnerships with private organizations, and enhanced teacher training programs could significantly improve curriculum implementation. Some schools have already taken innovative steps, such as utilizing locally available materials for instruction and leveraging community resources to support learning.

Level of Readiness of Schools

Table 1 presents the level of readiness of schools in the implementation of MATATAG Curriculum in terms of different resources through presenting, analyzing, and interpreting the responses of the respondents on the given indicators.



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Table 1
 Summary Table on the Level of Readiness of Schools in the Implementation of MATATAG Curriculum

Aspects	As Rated by Teachers		As Observed by GPTA Officers		Overall	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
Orientation and Capacity Building	3.26	Very High	3.34	Very High	3.30	Very High
Teaching and Learning Process	3.27	Very High	3.42	Very High	3.34	Very High
Funding Requirements	2.94	High	3.23	High	3.08	High
Over-all Rating	3.16	High	3.33	Very High	3.24	High

Legend: 1.00-1.75 (very low), 1.76-2.50 (low), 2.51-3.25 (High), 3.26-4.00 (Very High)

The results presented in Table 1 summarize the level of readiness of schools in the implementation of the MATATAG Curriculum as rated by teachers and as observed by GPTA officers. The overall mean rating given by teachers for the level of readiness of schools in the implementation of the MATATAG Curriculum was 3.16, which is interpreted as High, while the rating given by GPTA officers was 3.33, interpreted as Very High. The overall mean across both groups was 3.24, interpreted as High, indicating that schools are generally prepared for implementation. However, some areas still require improvement. This implies that while schools exhibit readiness, continuous support is necessary to sustain implementation, particularly in ensuring the availability of resources and funding. According to Weiner's (2009) Organizational Readiness for Change Theory, readiness is a shared psychological state in which members of an institution believe in their collective capability to implement changes successfully.

For Orientation and Capacity Building, the mean rating was 3.26, interpreted as Very High. This reflects the teachers' strong agreement that they were adequately trained before the MATATAG Curriculum implementation. The five-day training provided a structured foundation for understanding the curriculum, ensuring that teachers were equipped with knowledge and skills for the transition. The implication is that schools should sustain these professional development initiatives to enhance teachers' competence further, especially as more grade levels undergo the phased implementation. Acido and Caballes (2024) emphasized that extensive teacher training strengthens curriculum adaptation, reinforcing the importance of well-planned orientation programs.

The Teaching and Learning Process received the highest mean of 3.27, also interpreted as Very High. Teachers acknowledge that their instructional strategies and lesson planning align well with the MATATAG Curriculum, aided by the structured orientation and preparation. The implication is that schools must maintain support systems such as mentoring programs and instructional material provisions to ensure the continuous effectiveness of the teaching process. Servallos (2023) found that teacher preparedness directly influences curriculum success, emphasizing the role of ongoing professional development in maintaining teaching quality.

Lastly, Funding Requirements was rated 2.94, interpreted as High. While teachers recognize the financial support available, they are aware of budget constraints affecting the procurement of instructional materials and other curriculum-related expenses. The implication is that proper financial planning and prioritization are essential to sustain the supply of necessary resources and maintain curriculum efficiency. Esau & Mpofo, 2017 highlighted that the availability of funding significantly impacts curriculum implementation, stressing the need for effective budget allocation in education.

Moreover, the level of readiness of schools in implementing the MATATAG curriculum, as observed by GPTA officers, was assessed in three areas: orientation and capacity building, teaching and learning process, and funding requirements. The overall mean rating given by GPTA officers for the level of readiness of schools in the implementation of the MATATAG Curriculum was 3.33, which is interpreted as Very High. This suggests that from the perspective of parent representatives, schools have demonstrated substantial preparedness in carrying out the curriculum reform. The implication is that the visible efforts of school administrators, teachers, and stakeholders in implementing the curriculum have resulted in a well-supported learning environment, giving parents confidence in the transition. According to Weiner's (2009) Organizational Readiness for Change Theory, a high level of readiness



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signifies that institutions have established the necessary commitment, resources, and collective motivation to sustain change. The GPTA officers' high rating affirms that the schools have sufficiently mobilized their resources and workforce to facilitate the MATATAG Curriculum.

For Orientation and Capacity Building, GPTA officers rated it 3.34, interpreted as Very High. This reflects their strong observation that schools have conducted extensive preparations to train teachers before implementing the curriculum. The implication is that schools should continue organizing well-structured training programs to ensure that all educators, including those in higher grade levels who have yet to undergo orientation, receive comprehensive capacity-building sessions. Thien (2019) emphasized that robust training and orientation programs lead to better curriculum execution, particularly when teachers are given sufficient time and resources to familiarize themselves with new educational frameworks.

The Teaching and Learning Process received the highest mean of 3.42, also interpreted as Very High. GPTA officers observed that classrooms were effectively utilizing new instructional methods aligned with the MATATAG Curriculum, reinforcing student engagement and learning. The implication is that continued collaboration between teachers and parents is essential to monitor the effectiveness of the curriculum and provide additional support when needed. Aboagye et al. (2020) highlighted that a well-structured teaching approach fosters student adaptability and academic success, making parental involvement a crucial factor in reinforcing learning beyond the classroom.

For Funding Requirements, GPTA officers rated it 3.23, interpreted as High. While they observed that financial support was generally sufficient, it was slightly lower compared to other indicators, suggesting that funding remains an area for improvement. The implication is that schools should maintain transparency in budget allocation and seek alternative funding sources to ensure continuous financial backing for curriculum implementation. Bongco and De Guzman (2022) emphasized that sustainable funding is essential for the long-term success of educational reforms, as it directly impacts resource availability and teacher support systems.

The results of the two-factor ANOVA test presented in Table 2 reveal significant differences in the level of readiness of schools in the implementation of the curriculum across the three school resources, considering the perspectives of both teachers and GPTA officers. The main effect of aspect (school resources) was found to be very highly significant, $F(2, 189) = 14.785, p = .000$, with a Partial Eta Squared (η^2) value of .064, indicating that 6.4% of the variance in school readiness can be attributed to differences among institutional resources. This means that the type of school resource significantly impacts the schools' preparedness for implementing the MATATAG Curriculum. Post-hoc Tukey HSD tests revealed that funding received significantly lower ratings than both orientation and capacity building ($p = .000$) and teaching and learning process ($p = .000$).

However, there was no significant difference between orientation and capacity building and the teaching and learning process ($p = .549$), suggesting that schools feel adequately prepared in terms of teacher training and instructional strategies but financial constraints remain a major hurdle in implementation.

Table 2

Significant Differences in the level of readiness of schools in the implementation of the curriculum along the three school resources

Two-Factor ANOVA Results on the differences in the level of readiness of schools in the implementation of the curriculum of the Two Groups along the Three School Resources

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Interpretation
aspect	5.617	2	2.808	14.785	.000	.064	Very Highly Significant
group	3.171	1	3.171	16.694	.000	.037	Very Highly Significant
aspect * group	.841	2	.420	2.213	.111	.010	Not Significant
Error	81.484	184	.190				
Total	4691.938	189					
Corrected Total	90.748	434					



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Legend: $p \leq 0.001$ very highly significant, $p \leq 0.01$ highly significant, $p \leq 0.05$ significant, $p > 0.05$ not significant

This result is consistent with Weiner's (2009) Organizational Readiness for Change Theory, which emphasizes that organizational resources—both material and human—are critical in driving successful implementation of reforms. Without sufficient financial backing, even the most well-prepared teachers and instructional plans may fail to achieve intended outcomes. Asio, Mendoza and Soriano (2022) found that financial limitations negatively impact curriculum execution, as schools struggle to procure necessary instructional materials and maintain facilities. Similarly, (Dündar et al., 2017) highlighted that schools with adequate professional development programs for teachers tend to exhibit higher curriculum readiness, reinforcing the finding that orientation and training play a significant role in school preparedness. DepEd Memorandum No. 54 also underscores the importance of sufficient financial allocation for the MATATAG Curriculum, aligning with the study's finding that funding is the weakest area of readiness.

The main effect of the group was very highly significant, $F(1, 429) = 16.694$, $p = .000$, with a Partial Eta Squared (η^2) of .037, indicating that 3.7% of the variance in school readiness can be attributed to differences in perception between teachers and GPTA officers. GPTA officers provided higher ratings (mean = 3.33, "very high") than teachers (mean = 3.16, "high"), suggesting that parents perceive schools to be more prepared for the curriculum implementation than teachers do. This discrepancy may stem from teachers having direct exposure to operational challenges, such as insufficient instructional materials, inadequate funding, and classroom constraints, while parents may have a more optimistic view based on external observations of school initiatives and DepEd programs.

The difference in perception aligns with Estrellado (2023), who found that school stakeholders' assessments of readiness vary based on their level of involvement in day-to-day operations. Teachers, being at the frontline of curriculum implementation, are more aware of internal challenges, whereas GPTA officers may focus on general institutional efforts rather than the practical difficulties faced in the classroom. Teachers often rate curriculum readiness lower than external stakeholders due to their firsthand knowledge of resource gaps and workload concerns. Bringas (2023) also emphasized that teacher workload and inadequate support systems significantly influence their perception of readiness, which may explain why they rated preparedness lower than GPTA officers.

The interaction effect between school resources (aspect) and group membership (teachers vs. GPTA officers) was not significant, $F(2, 429) = 2.213$, $p = .111$, with a Partial Eta Squared (η^2) of .010, indicating that only 1% of the variance in readiness was influenced by the interaction of these two factors. This suggests that both groups evaluated school resources in a similar manner, meaning that whether a respondent was a teacher or a GPTA officer did not significantly alter how they rated institutional resources. The consistent ranking of funding as the least prepared resource across both groups further reinforces the universal recognition of financial constraints as a major challenge to MATATAG Curriculum implementation.

This finding aligns with Weiner's (2009) Organizational Readiness for Change Theory, which states that organizational members may have different levels of commitment to change, but they often agree on key barriers to implementation. In this case, despite differences in overall readiness ratings, both groups recognized financial readiness as the weakest aspect, indicating a shared understanding of funding limitations. Zuryanti (2017) supports this by arguing that financial constraints remain a top concern across all education stakeholders, as schools depend on sufficient budget allocations to sustain curriculum reforms. Servallos (2023) similarly found that teachers and school administrators often align on the most pressing issues in curriculum implementation, even if their overall perspectives on readiness differ.



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Table 3

Tukey HSD Multiple Comparisons Table on Differences in the Level of Readiness of schools in the implementation of the curriculum along the Three School Resources

(I) aspect	(J) aspect	Mean Difference (I-J)	Sig.	Interpretation
orientation and capacity building	teaching and learning process	-.0534	.549	Not Significant
	funding requirements	.2017*	.000	Very Highly Significant
teaching and learning process	funding requirements	.2552*	.000	Very Highly Significant

Legend: $p \leq 0.001$ very highly significant, $p \leq 0.01$ highly significant, $p \leq 0.05$ significant, $p > 0.05$ not significant

The results of the Tukey HSD multiple comparisons test in Table 3 highlight the significant differences in the level of readiness of schools in implementing the curriculum based on three key school resources: orientation and capacity building, teaching and learning process, and funding requirements. The comparison between orientation and capacity building and the teaching and learning process resulted in a mean difference of -0.0534 and a significance value of 0.549, indicating that the difference is not statistically significant. This suggests that the level of readiness for these two aspects is relatively similar, meaning that schools are equally prepared in terms of capacity-building initiatives and instructional processes for teachers. The lack of a significant difference implies that improvements in one area would likely yield comparable effects in the other, as both are foundational to curriculum implementation.

On the other hand, the comparison between orientation and capacity building for teachers and funding requirements on MATATAG curriculum yielded a mean difference of 0.2017 and a significance value of 0.000, which is interpreted as very highly significant. This means that there is a substantial gap between these two aspects, with funding requirements being perceived as either more critical or less adequately met compared to orientation and capacity building. This result suggests that while schools may have established training programs and capacity-building initiatives on the MATATAG curriculum for teachers, financial constraints remain a major challenge, potentially hindering the full realization of these efforts.

Similarly, the difference between teaching and learning processes and funding requirements is also very highly significant, with a mean difference of 0.2552 and a significance value of 0.000. This indicates that financial resources play a crucial role in instructional effectiveness and that the lack of sufficient funding can significantly impact teaching strategies, learning materials, and classroom resources. The large difference between these two aspects suggests that while schools may be well-prepared in terms of pedagogical approaches, their ability to sustain and enhance teaching and learning activities is heavily dependent on financial support.

The overall findings emphasize the critical role of funding in the successful implementation of the curriculum. While schools may have strong capacity-building efforts and effective teaching processes, the significant gap in financial readiness suggests that resource constraints could be a limiting factor. Addressing this disparity is essential to ensure that all aspects of school readiness are aligned, and that curriculum implementation is not hindered by financial difficulties.

Conclusions and Recommendations

Schools are highly ready to implement the MATATAG Curriculum. Teaching and Learning Process and Orientation and Capacity Building are at a very high readiness level, while Funding Requirements are rated high, indicating financial constraints. GPTA officers as observers, rated school readiness slightly higher than teachers, suggesting differences in perspective. Despite strong preparation, funding remains a key challenge that may be addressed for sustained and effective curriculum implementation. Strengthening financial support and collaboration between stakeholders is essential for full readiness and long-term success.

To fully support the implementation of the MATATAG Curriculum, schools may allocate more funds to ensure the availability of necessary materials, training, and other essential resources. Continuous capacity-building programs may be provided to maintain a high level of teacher readiness and effectiveness in delivering the curriculum. Strengthening collaboration between schools and GPTA officers is also crucial in addressing resource gaps and ensuring a smooth implementation process. Regular monitoring and evaluation of school readiness may also be conducted to identify challenges and implement necessary improvements. Additionally, developing sustainable



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funding strategies through partnerships with external stakeholders will help secure long-term financial stability for the curriculum's successful implementation.

There are significant differences in the level of readiness of schools in implementing the curriculum across the three school aspects. Orientation and capacity building, as well as the teaching and learning process, have similar readiness levels, while funding requirements show a significantly different level of readiness. The differences between teacher and GPTA officers' assessments are also significant, indicating varying perspectives on school preparedness.

Schools can enhance resource allocation, particularly for funding requirements, to address disparities in readiness levels. Training and orientation programs may be strengthened to ensure consistency in readiness perceptions between teachers and GPTA officers. Collaborative efforts between internal and external stakeholders can be encouraged to improve overall preparedness for curriculum implementation.

A Capacity Building about Understanding the New Curriculum's Key Components for Teachers and GPTA Officers training program has been crafted; Project MATATAG for Teachers and Project ARAM for the GPTA Officers. The training program for teachers focuses on helping them understand and effectively the MATATAG curriculum. While the training program for GPTA Officers seeks to capacitate parents with a deep understanding of the MATATAG Curriculum and its necessary adaptations while developing their advocacy and leadership skills.

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