

Adoption of The Department of Education's Matatag Curriculum in Basic Education: Basis for An Action Plan

Lea Mae G. Palo, Ph. D¹

¹ *Universidad De Manila Institute of Graduate & Professional Studies*

Sen. Benigno S. Aquino Jr. Elementary School

Corresponding authors: Orcid: 0009-0006-0849-7471

Abstract

Background:

Education plays major role in the society which serve as vital tools in reducing poverty, and improving equality and stability in the community. Education promote employment and drives long term economic growth that strengthens the nation. Developing Country such as Philippines values progress in promoting education for the children. This include providing classroom and strengthening curriculum for the children. Effective adaptation of the curriculum in basic education is essential in addressing learning crisis and learning poverty that usually happen. The DepEd Matatag Curriculum (*Stable Curriculum*) embodies a significant reform initiative within the Philippine education system, aiming to address the evolving needs of learners in the 21st century.

Purpose: To promote holistic development that represents a pivotal step towards transforming the Philippine education system to meet the demands of the 21st century. Its significance extends beyond national boundaries, aligning with global and regional trends towards educational innovation, excellence, and inclusivity.

Methods This research conducted the study in District 5 Division of Manila, in BASECO Port Area which houses ten (4) public schools, A total of 85 who participated from the study which came from selected schools that implements the adaptation of “ Matatag Curriculum(Stable curriculum) for Basic education.

Result: The Adaptation of DepEd MATATAG Curriculum in terms of pedagogy and teachers ‘support has overall weighted mean of (M=3.47), Support service and well-being ties (M= 3.45).In addition, in terms of preparedness, attitude generate the highest mean of 3.53 followed by knowledge (M=3.50) and lastly the skills (M=2.43). For qualitative result, there are four emerging themes which include(1) Lack of Learning Materials, lack of training, lack of preparation and Needs for new teaching strategies.

Conclusion: The comprehensive analysis of the DepEd MATATAG Curriculum implementation highlights its perceived effectiveness in enhancing student well-being, supporting teachers, and facilitating curriculum delivery. While teachers demonstrate varying levels of preparedness in implementing the Curriculum, there is a collective enthusiasm

and commitment to address the identified gaps and challenges.

Keywords: *adaptation, basic education, Department of Education, Matatag “stable” Curriculum*

1.0.BACKGROUND

Education plays major role in the society which serve as vital tools in reducing poverty, and improving equality and stability in the community. Education promote employment and drives long term economic growth that strengthens the nation. Developing Country such as Philippines values progress in promoting education for the children. This include providing classroom and strengthening curriculum for the children. Effective adaptation of the curriculum in basic education is essential in addressing learning crisis and learning poverty that

usually happen. The DepEd Matatag Curriculum (*stable Curriculum*) embodies a significant reform initiative within the Philippine education system, aiming to address the evolving needs of learners in the 21st century. Rooted in the Department of Education's (DepEd) commitment to holistic development, the Matatag Curriculum (*stable curriculum*) integrates academic excellence with values formation, critical thinking, and essential life skills. It emphasizes the development of core competencies such as communication, collaboration, creativity, and critical thinking, aligning with global trends in education that prioritize the cultivation of 21st-century skills. Santos,et.al.(2020).Within the Southeast Asian region, the significance of the DepEd Matatag Curriculum is magnified amidst diverse educational landscapes and varying levels of development. Lumbanraja et al. (2021). Countries in the region are increasingly recognizing the importance of educational reforms aimed at enhancing quality, equity, and relevance in education. The curriculum overhaul represents a departure from traditional rote learning methods towards a more learner-centered, fostering an environment where students are actively engaged in their learning process. Kalvva,& Zafos(2019).By integrating technology, the Matatag Curriculum prepares Filipino learners to navigate the digital landscape and leverage technology for lifelong learning and future career opportunities (Santos et al., 2020). Effective curriculum implementation requires teachers to possess a deep understanding of the curriculum content, pedagogical approaches, and assessment practices. Assessing teachers' preparedness provides valuable insights into the capacity-building needs at both the individual and organizational levels, guiding the development of tailored interventions and support mechanisms Khalid et al., (2020).

Teachers serve as the primary agents of curriculum delivery, translating educational policies and frameworks into meaningful learning experiences for students. Therefore, their perception of the curriculum directly influences its enactment in the classroom. By exploring teachers' perceptions of the DepEd Matatag Curriculum, researchers can gain insights into how it is being interpreted, received, and adapted within the context of diverse teaching environments. This understanding is crucial for identifying potential barriers or challenges to

implementation and informing targeted strategies.Ghorbani,et.al.(2019).Moreover, teachers' preparedness for curriculum implementations closely intertwined with their professional knowledge, skills, and resources. Pameroy(2019).

Professional development plays a pivotal role in equipping teachers with the knowledge, skills, and confidence to effectively implement new curricular frameworks.Guskey,(2019).By identifying specific areas where teachers require additional training or support, educational stakeholders can design targeted professional development programs that address the evolving needs of educators in the implementation of the DepEd MATATAG Curriculum. This proactive approach not only enhances teachers' capacity to deliver quality education but also fosters a culture of continuous improvement and innovation within the education system. Dabbagh(2019)

OBJECTIVE: To promote holistic development that represents a pivotal step towards transforming the Philippine education system to meet the demands of the 21st century. Its significance extends beyond national boundaries, aligning with global and regional trends towards educational innovation, excellence, and inclusivity. This also include in understanding teachers' perceptions, preparedness, and training needs for successful curriculum implementation in shaping the effectiveness of educational reforms. Where the DepEd Matatag Curriculum represents a significant shift in educational paradigms, it is imperative to comprehensively understand the perspectives and needs of teachers to ensure its successful implementation.

2.0 Methodology

2.1.Research Design

This study used a mixed method of the study. Explanatory sequential involve collecting quantitative data first then qualitative data. Descriptive research design utilizes on teachers 'perceptions, preparedness, and

training needs for successful implementation of the DepEd MATATAG Curriculum. ((*Stable Curriculum*)). In qualitative aspect, phenomenological design in which the lived experiences of the respondents in assessing needs and challenges of teachers.

2.2. Research Locale and Population

This research conducted the study in District 5 Division of Manila, in BASECO Port Area which houses ten (4) public schools, A total of 85 who participated from the study which came from selected schools. The 10 lowest score who responded in the study proceed to phase two which is the interview for qualitative aspect. .

2.3. Instrumentation

This research utilized two (2) sets of researcher-made questionnaire. First is the Adoption of DepEd MATATAG Curriculum tool which contain three (3) items each, the perception questionnaire assessed teachers' views on the adoption of DepEd MATATAG Curriculum in terms of (1.1) Pedagogy (1.2) Support Services, (1.3) Student/Learner Preparedness, and (1.4) Teacher Support. Second is the **Teacher Preparedness Questionnaire**. Comprising of five (5) items each, the preparedness questionnaire evaluates teachers' readiness to implement the DepEd MATATAG Curriculum in terms of (2.1) knowledge skills, (2.2) Skills, and (2.3) attitude. By exploring different dimensions of preparedness, this questionnaire offers a comprehensive understanding of teachers' capacity to deliver the curriculum successfully. Each questionnaire is answerable with the Likert scale, ranging from 1 to 4 (1=strongly disagree/Not Prepared, 2=disagree/Somewhat Prepared, 3=agree/Prepared, 4=strongly agree/Fully Prepared), measures respondents' agreement or disagreement, prepared or not prepared, with statements. This ordinal scale offers a structured format for gathering data on perceptions, or opinions, allowing for quantitative analysis while providing flexibility in respondents' responses. Lastly, an interview s used in the study. It served as a one-on-one interview guide and semi-structured in nature.

2.4. Data-Gathering Procedure

Phase 1 Quantitative Phase

The data gathering procedure for this study begins with obtaining ethical clearance and permission from school heads to conduct the study in their respective institutions. Once approve, posting of invitation in the bulletin board for possible respondent. The selected respondent who qualified for the study given informed consent and explain the purpose of the study. Upon obtaining their approval, questionnaire is distributed to teachers. Data were collected and analyze.

Phase 2 Qualitative Phase

The researcher selected a total of 10 teachers which have 10 lowest score in the study to proceed from the interview. Interview guide questionnaire also distributed to the same participants. Upon completion of data through interview, data was analyzed through thematic analysis.

2.5. Data analysis

For quantitative Phase, descriptive statistics has been utilize for the study. To assess the level of importance of perceptions, preparedness, and training needs regarding the

implementation of the DepEd MATATAG Curriculum, weighted mean was utilized.

For proper description, the four-point Likert scale is used:

Scale Range Verbal Interpretation

scale	Range	Interpretation	
4	3.50 – 4.00	Strongly Agree	Fully Prepared
3	2.50 – 3.49	Agree	Prepared

2	1.50 – 2.49	Disagree	Somewhat Prepared
1	1.00 – 1.49	Strongly Disagree	Not Prepared

To assess the challenges and needs of the teacher thematic analysis has been utilize for qualitative phase. This is to further evaluate the Challenges Encountered in The Implementation of DepEd MATATAG Curriculum (*Stable Curriculum*)

3.0. RESULTS AND DISCUSSION

3.1 Adoption Of DepEd MATATAG Curriculum

3.1.1. Pedagogy

Table 3.1.1. Adoption

3.1.1. Pedagogy	WM	Interpretation
1.The curriculum content in enhancing students' academic knowledge.	3.48	Prepared
2.The structure of the curriculum in facilitating easy understanding and learning.	3.49	Prepared
3.The curriculum's ability to integrate real-world applications into lessons.	3.46	Prepared
OVERALL WEIGHTED MEAN	3.47	Prepared

Table 3.1.1 presents an analysis on the adoption of DepEd MATATAG Curriculum's curriculum component based on respondents' perspectives. The overall weighted mean (WM) for this aspect is 3.47, indicating a general agreement among respondents regarding the pedagogy's effectiveness. Paraphrased studies provide additional insights to support this interpretation. The verbal interpretation (VI) of "Agree" further supports these findings, indicating a consensus among respondents regarding the curriculum's effectiveness. Therefore, based on the weighted mean and verbal interpretation, it can be inferred that the respondents generally view the DepEd MATATAG Curriculum positively in terms of its curriculum component. This suggests that the curriculum content, structure, and integration of real-world applications are perceived positively by educators, contributing to students' academic knowledge acquisition and facilitating understanding and learning.

3.1.2. Support Service

Table 3.1.2. Adoption Of DepEd MATATAG Curriculum (Support Services)

3.1.2. Supportive Service	WM	Interpretation
The effectiveness of the school's facilities in supporting curriculum delivery.	3.48	Prepared
The adequacy of educational resources provided for curriculum implementation.	3.42	Prepared
The school's basic education services in meeting students' educational needs.	3.45	Prepared
OVERALL WEIGHTED MEAN	3.45	Prepared

Table 3.1.2. presents the adoption of DepEd MATATAG Curriculum in terms of the support services. The respondents rated three aspects related to this category, with weighted means (WM) ranging from 3.42 to 3.48. Regarding the effectiveness of the school's facilities in supporting curriculum delivery (Item 4), the overall weighted mean is 3.48, indicating an agreement among respondents that the facilities effectively support 50 curriculum delivery. Similarly, respondents agreed that the adequacy of educational resources provided for curriculum implementation (Item 5) and the school's basic education services in meeting students' educational needs (Item 6) were effective, with overall weighted means of 3.42 and 3.45, respectively. These findings suggest that, overall, respondents perceive the delivery of basic education, facilities, and services as effective in supporting the implementation of the DepEd MATATAG Curriculum

3.1.3. Learner Well-Being

Table 3.1.3. Effectiveness Of The Implementation Of Deped MATATAG Curriculum (Student/Learner Preparedness)

3.1.3. Student/Learner Preparedness	WM	Interpretation
7. The curriculum's contribution to students' mental wellbeing.	3.51	Fully Prepared
8. The school's environment in promoting emotional wellbeing among students.	3.48	Prepared
9. The effectiveness of the curriculum in addressing students' physical health.	3.37	Prepared
OVERALL WEIGHTED MEAN	3.45	Prepared

Table 3.1.3 presents the effectiveness of the DepEd MATATAG Curriculum in promoting learner well-being. The overall weighted mean for this category is 3.45, indicating an agreement among respondents regarding the positive impact of the curriculum on learner well-being. Specifically, respondents strongly agreed (WM = 3.51) that the curriculum contributes to students' mental well-being, which suggests a recognition of the curriculum's role in supporting students' psychological health. Additionally, respondents agreed (WM = 3.48) that the school environment fosters emotional well-being among students, reflecting positive perceptions of the school's efforts to create a supportive atmosphere. However, the effectiveness of the curriculum in addressing students' physical health received a slightly lower rating, with a weighted mean of 3.37, still falling within the agreement range. Overall, these results suggest that the DepEd MATATAG Curriculum is perceived positively in terms of promoting learner well-being, with particular strengths in supporting mental and emotional health.

3.1.4 Teacher Support

Table 3.1.4 Effectiveness Of The Implementation Of Deped MATATAG Curriculum (Teacher Support)

3.1.4. Teacher support	WM	Interpretation
10. The effectiveness of the training provided to teachers for curriculum implementation.	3.52	Fully Prepared
11. The availability and usefulness of ongoing professional development for teachers.	3.49	Prepared
12. The adequacy of resources provided to teachers to support curriculum delivery.	3.39	Prepared
OVERALL WEIGHTED MEAN	3.47	Prepared

Table 3.1.4. illustrates the effectiveness of teacher support in the 52 implementation of the DepEd MATATAG Curriculum. The overall weighted mean for this category is 3.47, indicating agreement among respondents regarding the positive impact of teacher support on curriculum implementation. Specifically, respondents strongly agreed (WM = 3.52) with the effectiveness of the training provided to teachers for curriculum implementation, suggesting a high level of satisfaction with the training programs offered. Additionally, respondents agreed (WM = 3.49) with the availability and usefulness of ongoing professional development for teachers, indicating positive perceptions of the opportunities for continuous learning and growth. However, the adequacy of resources provided to teachers to support curriculum delivery received a slightly lower rating, with a weighted mean of 3.39, still within the agreement range. Overall, these results suggest that teacher support is perceived positively in the context of the DepEd MATATAG Curriculum implementation, with strengths in training effectiveness and professional development opportunities.

3.2 Preparedness In The Implementation of DepEd MATATAG Curriculum

3.2.1. Knowledge

Table 3.2.1. Preparedness In The Implementation of DepEd MATATAG

Curriculum (Knowledge)

2.1. Knowledge	WM	Interpretation
1. Understanding the key principles of the MATATAG Curriculum.	3.54	Fully Prepared
2. Familiarity with the curriculum content and objectives.	3.49	Prepared
3. Awareness of the instructional strategies recommended by the curriculum.	3.43	Prepared
4. Knowledge of assessment methods aligned with the curriculum.	3.54	Fully Prepared
5. Understanding the integration of the curriculum with realworld applications.	3.49	Prepared
OVERALL WEIGHTED MEAN	3.50	Fully Prepared

Table 3.2.1. presents the respondents' assessment of their preparedness in implementing the DepEd MATATAG Curriculum in terms of knowledge. The overall weighted mean (WM) for this section is 3.50, indicating that the respondents feel fully prepared in terms of their knowledge. Specifically, the respondents reported feeling fully prepared in understanding the key principles of the MATATAG Curriculum (WM = 3.54) and knowledge of assessment methods aligned with the curriculum (WM = 3.54), both of which received the highest weighted means and were interpreted as "Fully Prepared" and "Fully Prepared," respectively. Additionally, respondents reported feeling prepared in terms of their familiarity with the curriculum content and objectives (WM = 3.49), awareness of the instructional strategies recommended by the curriculum 54 (WM = 3.43), and understanding the integration of the curriculum with real-world applications (WM = 3.49), all of which received the interpretation of "Prepared." These findings suggest that the respondents generally perceive themselves as adequately prepared in terms of knowledge to implement the DepEd MATATAG Curriculum, which is crucial for effective curriculum delivery and student learning outcomes.

3.2.2. Skills

Table 3.2.2. Preparedness In The Implementation Of DepEd MATATAG Curriculum (Skills)

2.2. Skills	WM	Interpretation
6. Ability to design lesson plans based on the MATATAG Curriculum.	2.04	Somewhat Prepared
7. Proficiency in using teaching aids and resources provided by the curriculum.	2.36	Somewhat Prepared
8. Skill in implementing interactive and student-centered learning activities.	2.51	Prepared
9. Competence in assessing student performance according to the curriculum standards.	2.64	Prepared
10. Ability to adapt curriculum content to diverse learning needs.	2.58	Prepared
OVERALL WEIGHTED MEAN	2.43	Somewhat Prepared

Table 3.2.2.outlines the respondents' evaluation of their preparedness in implementing the DepEd MATATAG Curriculum in terms of skills. The overall weighted mean (WM) for this section is 2.43, indicating that the respondents feel somewhat prepared in terms of their skills. Specifically, the respondents reported feeling somewhat prepared in their ability to 55 design lesson plans based on the MATATAG Curriculum (WM = 2.04) and proficiency in using teaching aids and resources provided by the curriculum (WM = 2.36), both of which received the interpretation of "Somewhat Prepared." Additionally, respondents expressed a sense of preparedness in their skill in implementing interactive and student-centered learning activities (WM = 2.51), competence in assessing student performance according to the curriculum standards (WM = 2.64), and ability to adapt curriculum content to diverse learning needs (WM = 2.58), all of which were interpreted as "Prepared." These findings suggest that while respondents feel somewhat prepared in terms of skills, there is room for improvement, particularly in areas such as designing lesson plans and utilizing teaching aids effectively. Enhancing these skills could contribute to more effective curriculum delivery and student engagement in the classroom.

3.2.3. Attitude

Table 3.2.3. Preparedness In The Implementation of DepEd MATATAG Curriculum (Attitude)

3.2.3. Attitude	WM	Interpretation
11. Enthusiasm towards implementing the MATATAG Curriculum.	3.54	Fully Prepared
12. Confidence in effectively delivering the curriculum content.	3.33	Prepared
13. Willingness to participate in professional development related to the curriculum.	3.60	Fully Prepared
14. Openness to feedback and continuous improvement in curriculum implementation.	3.62	Fully Prepared
15. Commitment to fostering a positive learning environment aligned with the curriculum.	3.57	Fully Prepared
OVERALL WEIGHTED MEAN	3.53	Fully Prepared

Table 3.2.3 presents the respondents' assessment of their preparedness in implementing the DepEd MATATAG Curriculum in terms of attitude. The overall weighted mean (WM) for this section is 3.53, indicating that the respondents feel fully prepared in terms of their attitude towards curriculum implementation. Specifically, the respondents reported feeling fully prepared in their enthusiasm towards implementing the MATATAG Curriculum (WM = 3.54), confidence in effectively delivering the curriculum content (WM = 3.33), willingness to participate in professional development related to the curriculum (WM = 3.60), openness to feedback and continuous improvement in curriculum implementation (WM = 3.62), and commitment to fostering a positive learning environment aligned with the curriculum (WM = 3.57). These findings suggest that respondents exhibit a positive attitude towards curriculum implementation, characterized by enthusiasm, confidence, willingness to learn, openness to feedback, and commitment to creating a supportive learning environment. Such a positive attitude among educators is essential for successful curriculum implementation and can contribute to enhancing students' learning experiences and outcomes.

3.0. Challenges Encountered In The Implementation Of DepEd MATATAG Curriculum

Educational leaders overseeing the implementation of standards based curricula must grasp the challenges faced by classroom teachers during this process in implementing an curriculum .Concerning curriculum development and implementation, such as content revision, teaching methodologies, and assessment are important in providing quality education for the children. Jacob (2024). Undertook a comprehensive examination of barriers to effective curriculum implementation, delineating obstacles within student, teacher, and management realms. Haque and David (2023)

3.1.Lack of Learning materials

Utilization of materials is essential in providing quality education for the children. This help ensure quality of presentation for the children to be more engage in the learning. Education landscape witnessed a seismic shift towards remote schooling and online learning. This transition must have accessible materials for the children.

"There are several challenges that I might encounter during the implementation of DepEd MATATAG Curriculum such as lack of appropriate materials, inadequate preparation of teachers, familiarization of competencies and lack of access to sufficient information resources."P1

Teachers often encounter challenges that must address, lack of preparation may influence in the delivery of teaching. Consideration may also include impact of diversity, equity, and inclusion professional development sessions on teachers' culturally and linguistically responsive teaching practices. And the importance of addressing differences in teacher demographics and attitudes toward curriculum. Castro,(2022)

3.2. Lack of MATATAG training

Curriculum reform stands as a pivotal strategy for equipping schools to meet the evolving needs of contemporary society. Across the globe, nations embark on curriculum reforms to equip students with the requisite knowledge, skills, and competencies for the present and future. However, navigating the complexities of implementing change postreform proves daunting. Simon,et.al.(2023).

Without enough trainings and seminars it would be difficult to design lesson plans aligned with matatag curriculum.Without enough trainings and seminars it would be difficult to design lesson plans aligned with matatag curriculum. Teacher training and preparedness- to be equipped with the knowledge and skills"-P10

Teachers' training needs emphasized the importance of professional learning, practice and engagement, and specific training content, such as strategies for involving children with special needs and collaborating with stakeholders. .Siddik and Kawai (2020). Underscore the importance of comprehensive teacher training programs tailored to the diverse needs of students, emphasizing collaboration and skill development to ensure quality inclusive education. However, teachers receive limited training to support students, resulting in limited preventative and intervention services for such students. McGuire,et.al.(2024).

3.3. Lack of preparation

The theme of insufficient preparation among educators echoes the findings of our study regarding teachers' preparedness in implementing the DepEd MATATAG Curriculum. Lack of preparation can hinder educators' ability to deliver quality instruction and meet the diverse needs of learners. Our study emphasizes the importance of teachers' knowledge, skills, and attitudes in curriculum implementation. Addressing the issue of inadequate preparation requires targeted interventions to support educators in developing the competencies required to navigate the challenges of curriculum delivery effectively.

"The level of readiness of the schools, teachers or stakeholders in general in adapting with the new curriculum. There is a possibility that the number one challenge here are the resources for learning. It seems like this may be considered as experimental year for everyone, however I do hope that behind this challenges, everyone will work hand in hand to attain a quality education for the Filipino students".P7

"Time Constraints where teachers may struggle to adapt within the existing timeframe, especially with large class sizes. Insufficient knowledge about the new curriculum can be one of the challenges and challenges also brought of technology in the execution is also the key area that needs to be improved."P4

In crafting an instrument to uncover the hurdles confronting faculty in executing an integrated curriculum, the transition to digital technologies for online teaching posed significant challenges, exacerbated by resource constraints and the digital divide. Kwatubana (2023)

3.4 Need for new teaching strategies

The identified theme of the need for new teaching strategies aligns with our study's focus on exploring teachers' training needs for successful curriculum implementation. Respondents highlighted the importance of innovative pedagogical approaches to engage students effectively and enhance learning outcomes. This finding underscores the importance of equipping educators with a diverse repertoire of teaching strategies aligned with the goals of the MATATAG Curriculum. Our study emphasizes the importance of ongoing professional development to enable teachers to incorporate evidence based practices and adapt their instructional approaches to meet the evolving needs of learners in the 21st century. Addressing the need for new teaching strategies requires a holistic approach that supports educators in enhancing their pedagogical repertoire and fostering innovative instructional practices.

The need to adjust teaching styles and lesson plans to align with the new curriculum's focus on foundational skills. The curriculum introduces new competencies and may require more time for lesson planning, assessment, and adapting materials. P3

Without enough trainings and seminars it would be difficult to design lesson plans aligned with matatag curriculum"-7

Flores-Ferrés et al. (2024) investigated the implementation education curriculum paradigms, encompassing cultural, macro-linguistic, micro-linguistic, procedural, and communicative aspects which elucidate how these paradigms manifest in classroom practices and assess their internal alignment within each practice.

4. Proposed Action Plan for Teachers' Training Needs

Presented below is the proposed action plan that will address the training needs of the teachers.

Key Result Area	Goal	Objectives	Person Responsible	Expected Outcomes
Lack of Learning Materials	Ensure availability of adequate learning materials	1. Conduct an inventory of existing learning materials	School Administrators , Curriculum Coordinators	Improved access to learning resources for teachers and students
		2. Identify gaps and prioritize procurement of essential materials	School Administrators , Curriculum Coordinators	Well-equipped classrooms conducive to effective teaching and learning
		3. Establish partnerships with stakeholders for resource mobilization	School Administrators , Curriculum Coordinators	Increased availability of diverse learning materials
Lack of MATATAG Training	Provide comprehensive MATATAG training for teachers	1. Develop training modules tailored to different aspects of the MATATAG Curriculum	Curriculum Development Team, Training Specialists	Enhanced understanding of the curriculum among teachers
		2. Conduct training sessions integrating theory and practical application of MATATAG principles	Training Specialists, Subject Matter Experts	Increased confidence and competence in implementing the MATATAG Curriculum
		3. Offer follow-up workshops and mentoring support to reinforce learning	Training Specialists, Subject Matter Experts	Sustained proficiency in curriculum implementation
Lack of Preparation	Enhance teachers' preparedness for curriculum delivery	1. Provide pre-service and inservice training on pedagogical strategies	Training Specialists,	Improved pedagogical skills and readiness to

		aligned with MATATAG	Mentor Teachers	implement the curriculum
		2. Facilitate collaborative lesson planning sessions to share best practices and resources	Mentor Teachers, Curriculum Coordinators	Increased collaboration and resource sharing among teachers
		3. Offer access to online resources and professional development opportunities	School Administrators , Training Specialists	Continuous learning and professional growth among educators
Need for New Teaching Strategies	Equip teachers with innovative teaching methodologies	1. Conduct workshops on active learning, differentiated instruction, and technology integration	Training Specialists, Technology Coordinators	Expanded repertoire of teaching strategies among educators
		2. Organize peer learning sessions for teachers to observe and learn from exemplary classroom practices	Mentor Teachers, Curriculum Coordinators	Enhanced pedagogical innovation and creativity
		3. Implement action research projects to evaluate and refine teaching strategies	Research Coordinators, School Administrators	Evidence-based approaches to instruction and continuous improvement

The proposed training program aims to address the challenges identified in the study, including the lack of learning materials, MATATAG training, teacher preparation, and the need for new teaching strategies. To ensure the availability of adequate learning materials, the program will involve conducting an inventory, identifying gaps, and prioritizing the procurement of essential resources through partnerships with stakeholders. Comprehensive MATATAG training modules will be developed and delivered, integrating theory with practical application, followed by follow-up workshops and mentoring support for sustained proficiency. Teachers' preparedness will be enhanced through pre-service and in-service training on pedagogical strategies, collaborative lesson planning sessions, and access to online resources and professional development opportunities. Additionally, the program will equip teachers 64 with innovative teaching methodologies through workshops, peer learning sessions, and action research projects to evaluate and refine teaching strategies. The program's implementation will involve various

stakeholders, including training specialists, mentor teachers, curriculum coordinators, technology coordinators, research coordinators, and school administrators, aiming to foster collaboration, continuous learning, and professional growth among educators.

Conclusion

The findings reveal that comprehensive analysis of the DepEd MATATAG Curriculum implementation highlights its perceived effectiveness in enhancing student well-being, supporting teachers, and facilitating curriculum delivery. While teachers demonstrate varying levels of preparedness in implementing the Curriculum, there is a collective enthusiasm and commitment to address the identified gaps and challenges. The proposed training program offers a comprehensive approach to addressing the challenges identified in implementing the MATATAG Curriculum, enhance teacher preparedness, promote innovative teaching strategies, and ultimately improve the quality of education delivery.

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CONFLICTS OF INTEREST

The authors declares there are no significant competing financial, professional, or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

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