

## Teachers' Sentiments on the Implementation of Deped Matatag Curriculum

Ma. Alma C. Dadul<sup>1\*</sup>, Rey G. Labutap<sup>2</sup>, Nijelyn B. Pag-Arigon<sup>3</sup>, Kierra Joy D. Dacuno<sup>4</sup>, Ma. Diana R. Biasong<sup>5</sup>

Eastern Samar State University - Guiuan Campus

**Corresponding Author:** Ma. Alma C. Dadul [marialmadadul@gmail.com](mailto:marialmadadul@gmail.com)

---

### ARTICLE INFO

*Keywords:* Deped Matatag Curriculum, Teacher Sentiments, Curriculum Implementation, Elementary Teachers, Narrative Inquiry

*Received :* 07, May

*Revised :* 20, May

*Accepted:* 16, June

©2025 Dadul, Labutap, Arigon, Dacuno, Biasong : This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



### ABSTRACT

This study explored elementary teachers' sentiments on the implementation of the DepEd Matatag Curriculum using qualitative narrative inquiry with semi-structured interviews of seven teachers from three elementary schools. The objectives were to explore teachers' sentiments about the curriculum, their classroom preparedness, and apprehensions regarding the transition. Results revealed optimism about the curriculum's focus on foundational literacy, numeracy, and values education, but significant concerns were raised about insufficient orientation, limited training and resources, and increased workload. Frequent policy changes contributed to uncertainty and apprehension. Despite challenges, teachers demonstrated strong commitment and adaptability. The study concludes that comprehensive training, clear communication, and adequate resources are essential to support effective curriculum implementation. Strengthening institutional support is crucial to achieving the Matatag Curriculum's goals and improving educational outcomes in the Philippines.

## **INTRODUCTION**

Providing high-quality education to its citizens is the Philippines' government's most significant legacy (Jose, 2022). The Philippines government's most significant legacy to its people is to provide them with quality education (Jose, 2022). According to Hammond (2013) as cited by Thangeda et al., (2016), quality education encompasses various components such as learning resources, technology integration, enrolled programs, completed modules, lecturing methodologies, practical attachments, qualifications of educators, co-curricular activities offered, performance recognition, as well as the perspectives and feedback of both students and lecturers towards the institution's management and educational practices.

However, studies have shown that some public schools in the Philippines have failed in providing high-quality education due to a lack of commitment among teachers, substandard learning facilities, and insufficient instruction, which resulted in the poor performance of students (Orale & Quejada, 2018).

The Philippine education system continues to make efforts to align itself with global educational standards in order to remain competitive on the international stage (Regalado, 2020). Before the K to 12 system was implemented, the Philippines was one of only three in the world and the last in Asia's county to maintain a ten years of basic education program. This program was introduced to build a more robust and responsive educational foundation, designed to develop competent, citizens that are responsible with basic skills and knowledge for future employment. This reform was also in line with President Aquino's broader vision of promoting quality education as a long-term and sustainable strategy for alleviating poverty (Abragan, et al., 2022). According to the 2010 vision of the Department of Education (DepEd), the goal of the Enhanced K-12 Basic Education Program is to produce graduates who are empowered individuals, having undergone a curriculum guided by strong principles and focused on achieving excellence.

According to Laguidong and Buda (2017), the Department of Education places strong confidence in the K to 12 Program's capacity to provide higher-quality education through a spiral curriculum, which begins with fundamental subjects and gradually advances to more complex topics to ensure students develop mastery of key concepts and skills.

Recent national and international assessments have consistently highlighted the urgent need for curriculum reform in the Philippines. The 2018 Programme for International Student Assessment (PISA) results showed that Filipino students ranked among the lowest in reading, mathematics, and science among participating countries (OECD, 2019).

Moreover, Filipino students have consistently shown low performance in several assessments, raising serious issues about the K to 12 program's effectiveness. According to the Senate of the Philippines (2023), key issues contributing to this problem include an overloaded curriculum, heavy teaching responsibilities with limited time, and a demanding academic workload. These challenges have led to difficulties for both teachers and learners to focus on developing essential skills such as basic mathematics and reading.

Consequently, the Education Secretary, Sara Z. Duterte launched the MATATAG Agenda, or the "Bansang Makabata, Batang Makabansa," on 23<sup>rd</sup> of August, 2023. This initiative places a strong emphasis on strengthening students' mastery of reading and numeracy skills as a means to address the ongoing challenges in the education sector (Babaran, 2023).

As part of the MATATAG Agenda, the Department of Education (DepEd) in the Philippines unveiled the DepEd Matatag Curriculum, a new educational framework designed to raise the standard of basic education in the nation. A few of the curriculum's primary components are its streamlined structure, emphasis on fundamental skills, balanced intellectual workloads, stronger emphasis on 21st-century skills, fewer learning areas, increased values and peace education, and conformity to international accepted benchmark. This is being introduced in stages, with a focus on a few grade levels each school year. The curriculum rollout is divided into phases by grade levels over the upcoming school years: Kindergarten, Grades 1, 4, and 7 in School Year 2024–2025; Grades 2, 5, and 8 in School Year 2025–2026; and in School Year 2027–2028, Grade 10 (Department of Education, 2023).

According to Alsubaie (2016), curriculum creation and the educational reform process undergo continuous evaluation, modification, and adjustment. Since curriculum creation can be difficult, everyone who is involved, especially those who work directly with students, needs to be included in order for the development and revision of the curriculum to be successful.

One key players in the curriculum implementation are teachers. When it comes to curriculum organization, teachers have a lot of tasks and duties. In addition to enjoying teaching, teachers want to see their students grow as individuals and as learners in their areas of interest (Alsubaie, 2016). As part of their duties, teachers need to make lesson plans and curricula, to apply the curriculum to fulfill students' needs within the parameters of the provided curriculum. As a member of the environment that influences curriculum, teachers must be taken into account by the curriculum development team (Carl, 2009, as cited by Alsubaie, 2016).

The curriculum's failure and success still largely depends on the roles that teachers play. It's important to fully comprehend the roles and concerns that instructors have when implementing a new curriculum (Hall & Hord, 2015). The study of Jess et. al. (2016) stress how crucial teacher preparation is to the creation of curricula. They contend that educators ought to be qualified to create suitable learning assignments and match them to the curriculums' requirements. They advise instructors to take the initiative in developing curricula and to match their methods of instruction to the requirements of their pupils. Concerns regarding curriculum implementation can be addressed by understanding how teachers view their duties.

Despite being essential to the success of curricular reform, teachers' considerable and hands-on classroom experience has not been fully included into. Additionally, there hasn't been enough focus on how teachers feel about the new curriculum's implementation.

While many studies have looked into the implementation and outcomes of past curriculum reforms in the Philippines, like the K to 12 Basic Education Program, there's still a significant gap in research that specifically addresses how teachers feel about the DepEd Matatag Curriculum. Most existing literature has focused on systemic issues, student performance, and policy-level discussions, often missing out on the practical insights and concerns of classroom teachers who are the ones actually making these curricular changes happen. Additionally, even though it's widely acknowledged that teacher preparedness and involvement are crucial for successful curriculum implementation, there's been little focus on how teachers view their own readiness, the sufficiency of the training and resources they receive, and their worries about adapting to a new curriculum framework. This study sought to bridge that gap by examining elementary teachers' sentiments, perceived readiness, and apprehension on the implementation of the DepEd Matatag Curriculum, offering a deeper understanding that can guide future policy and support initiatives.

## **THEORETICAL REVIEW**

### ***Related Literature***

The Matatag Curriculum, known as "Bansang Makabata, Batang Makabansa," was officially launched on August 10, 2023, under the leadership of Education Secretary, Sara Z. Duterte. This endeavor aims to address educational obstacles by prioritizing the improvement of students' literacy and numeracy proficiency (Babaran, 2023).

The MATATAG curriculum goals is to provide students with a comprehensive education that extends beyond traditional subject matter. The curriculum's implementation in schools aids students in acquiring the abilities and knowledge necessary for achieving their professional and personal objectives (Bacelonia, 2023).

According to Gupta (2023), the connection between curriculum development and the teacher's role is intricate. Teachers plays a vital role in shaping the curriculum by employing their experience, proficiency, and specialization, understanding of their students. They contribute significantly by identifying learning outcomes, content selesco, and creating suitable instructional methods. Furthermore, teachers carry out the curriculum during classroom instruction, utilizing their skills in teaching to impart learning, encourage discussions, and assess student advancement.

Teachers contribute significant importance me in linking the curriculum to students by interpreting it into valuable learning interactions, and cultivating an encouraging and positive teaching-learning environment. It is essential that teachers ensure the effective implementation of the curriculum, address the students' requirements, and contribute to their comprehensive learning and growth (Gupta, 2023).

Teachers and school leaders will undergo training from January 22 to April 4 organized by the Department of Education (DepEd). The objective of this training is to give educators with essential skills and knowledge needed for successful curriculum execution. Measures will be taken to ensure minimal

interference with regular classroom activities throughout the training period (Malipot, 2024).

### *Related Studies*

According to Alvarado, (2023), the Matatag Curriculum holds the potential to elevate the international assessments of Filipino learners, establish fundamental skills among students, and enhance their communicative competence. However, it is emphasized in this study that the success of the curriculum and its principles hinges on effective implementation. The DepEd Matatag curriculum implementation is a crucial area of study. Understanding how teachers perceive and engage with new curriculum initiatives is essential for successful implementation (Olipas, 2024).

Research studies on the perceptions of teachers related to curriculum implementation has been explored in various contexts, such as the implementation of Curriculum 2013 in Indonesia. These studies have highlighted the importance of considering teachers' perspectives when introducing new curricular frameworks (Mitra & Purnawarman, 2019).

Additionally, studies on teachers' perceptions of the concept of curriculum found that teachers perceived curriculum as a theoretical text, political text, scope (content), or as guidebooks prepared by publishers, and that the curriculum is shaped in practice (Yurdakul, 2015).

Teachers fulfill a significant role in the execution of curriculum innovations. It is imperative that they adeptly plan, organize, lead, and communicate during classes using educational resources (Rupia, 2022). Teachers encounter various of challenges when it comes to implementing changes in the curriculum. These obstacles encompass issues such as the absence of influence in the social studies content, poor relations among implementers, high resistance levels, and shortages in both resources and training (Chimbunde et al., 2020).

According to Karakus (2021), it has been found that teachers have a significant impact on the curriculum implementation process, necessitating motivation, self-assurance, engagement in curriculum design, and ongoing professional growth. Teachers play pivotal role in the development of curriculum, being involved in both the development and implementation processes. Research emphasizes the importance of teachers' participation in curriculum development, highlighting those teachers who are competent in curriculum development find it easier to implement curriculums effectively (Konokman et al., 2017).

Additionally, as stated by Hidayah, Wangid, and Wuryandi (2022), the swift rate at which curriculum modifications are being made without a clear framework can pose difficulties for educators. This situation necessitates constant adaptation and learning on the part of teachers, potentially impacting their attitudes and preparedness for change. Therefore, gaining insight into teachers' perspectives isl for policymakers in overcoming obstacles and guaranteeing the effective implementation of curricular changes.

A study of Aytac (2023) found out that teachers had high levels of resistance to curriculum changes and believed that the changes were not

effectively implemented in the learning-teaching process. According to Boudouaia et al. (2024), teachers often hold negative and unproductive attitudes toward curriculum reform.

Furthermore, Ng (2018) also emphasizes that effective curriculum implementation requires educators to change habits, beliefs, and values, which can prove to be a demanding and time-consuming process. It is important for teachers to recognize the importance of their contributions to overarching educational objectives and the direct influence on enhancing student learning results in order to motivate them for embracing changes in the curriculum.

According to Mandukwini (2016), implementing curriculum changes presents several challenges for teachers, which can affect the successful adoption and integration of new educational initiatives. One key challenge is resistance to change, which frequently arises from uncertainty, lack of motivation, unclear development direction, and inadequate resources or support for teachers. The beliefs, values, and past experiences of teachers can hinder their acceptance of new curricula, particularly when changes contradict their established practices.

Inspectors in community schools in Nepal facilitate teacher training, administer examinations, and serve as intermediaries between educators, parents, and students in curriculum implementation (Khanal, 2023).

According to Bray-Clark and Bates (2003), as cited by Magallanes, et al. (2022), educators and policymakers exhibit responsiveness in the execution of changes and policies geared towards meeting the needs of students, teachers, and the educational environment. The progressions and adjustments in education call for active involvement and reaction from teachers, highlighting the importance of teachers being well-prepared and self-regulated to effectively impart instruction and wield influence within the classroom.

### ***Theoretical Framework***

This study draws upon several theoretical models that are highly relevant to curriculum reform and implementation.

The Curriculum Implementation Framework by Rogan and Grayson (2003) emphasizes that successful curriculum implementation relies on three main factors: the capacity to innovate, support within the school environment, and external assistance from institutions. This framework highlights the importance of teacher readiness, availability of resources, and leadership support in achieving the effective implementation of the Matatag Curriculum (Rogan & Grayson, 2003).

Furthermore, the Theory of Educational Change by Fullan (2007) explains that educational reforms must consider both technical and emotional aspects. Fullan (2007) argues that change is not only a systemic adjustment but also a personal experience for teachers, requiring emotional support, engagement, and professional development. In the scope of Matatag Curriculum, promoting emotional readiness among teachers is essential for meaningful reform adoption.

Furthermore, the Concerns-Based Adoption Model (CBAM) by Hall and Hord (2020) describes how teachers experience predictable stages of concern when faced with innovations. Hall and Hord (2011) emphasize that addressing these concerns, from early information-seeking stages to a focus on student

impact, is vital in ensuring smoother and more successful curriculum implementation.

These theoretical perspectives collectively establish a foundation for analyzing the critical aspects that can affect to the implementation of the Matatag Curriculum to be successful. They emphasize that technical preparation, emotional engagement, continuous support, and leadership responsiveness are necessary for sustainable educational reform.

## **METHODOLOGY**

### ***Research Design***

This research study is qualitative using narrative inquiry. Qualitative research entails the examination of ideas, perspectives, collection, and analysis of non-numerical data of experiences, including written, video, or audio formats. This approach can be utilized to generate original research insights or to develop a comprehensive understanding of a specific issue (Bhandari, 2020).

This method is considered appropriate in determining the teachers' sentiments on the DepEd Matatag Curriculum's implementation. Specifically, the method is appropriate in determining the narratives of how teachers feel, prepare, and their apprehensions on the new curriculum's implementation.

### ***Research Locale***

This research study was conducted at selected elementary schools, specifically; Baras, Barbo, and Bulusao Elementary School.

### ***Research Participants***

The participants of the study were the selected 7 elementary teachers from the selected elementary schools.

Table 1. The number of respondents to be taken out from the selected elementary schools.

<b>Elementary School</b>	<b>Number of Respondents</b>
Barbo Elementary School	2
Baras Elementary School	2
Bolusao Elementary School	3
<b>TOTAL</b>	<b>7</b>

### ***Sampling Technique***

This study utilized the purposive sampling design to select the respondent. The sampling design allowed the researchers to target the sentiments of teachers that have a significant role in this new curriculum's implementation.

## **RESULTS**

Before tackling the results, we provide the demographic composition of the respondents, which include the respondent's gender, grade advisory, and years of teaching experience.

Table 2. Demographic Overview of Interviewees

Respondents	Gender	Grade Advisory	Teaching Experience
Teacher 1	Female	Grade 1	19 years
Teacher 2	Male	Grade 4	17 years
Teacher 3	Female	Grade 3	24 years
Teacher 4	Female	Grade 4	13 years
Teacher 5	Female	Grade 1	6 years
Teacher 6	Female	Grade 3	12 years
Teacher 7	Female	Grade 4	4 years and 9 months

### *Teacher's Sentiments on Matatag Curriculum*

#### 1. Optimism and Positive Expectations

Most teachers expressed optimism about the Matatag Curriculum, emphasizing its focus on core skills and its aim to address deficiencies in the current K-12 system. Teacher 5 highlighted how the curriculum aims to enhance foundational skills in reading and literacy, stating:

*"Happy of course. Because the learners' reading and literacy learning area will be develop, and the foundational reading skills essential for early literacy [like] phonemic awareness, decoding skills, and sight word recognition...to facilitate reading in the first language."*

This optimism extends to the expected ability of the curriculum to reduce the teacher's workload. Teacher 1 shared:

*"This new curriculum will be okay since it will lessen the workload of the teacher and will focus on developing the foundational skills of the students."*

Some teachers also appreciated the careful planning behind the curriculum. Teacher 3 stated:

*"I have a positive feeling for its implementation because I know that it was studied thoroughly and comprehensively before it was introduced."*

The integration of socio-emotional learning (SEL) was another aspect that was positively received. Teacher 7 observed,

*"Incorporating socio-emotional learning supports students' personal growth and emotional health."*

These sentiments indicate that teachers see Matatag Curriculum as a promising step toward addressing systemic challenges in education and supporting both students and teachers.

### *Apprehensions and Uncertainty*

While optimism is evident, there is an underlying sense of uncertainty, especially regarding the consistency of education policies. Teacher 1 remarked:

*"Never-ending revision. Never-ending adjustment. I have been teaching for 19 years now, and I already experienced two changes in curriculum, and this would be my third."*

The constant change leaves teachers feeling unprepared and unsure if the new curriculum will truly address the systemic issues in the education system of

the Philippines. This doubt is exacerbated by the lack of clarity about how the curriculum will differ from its previous versions. Teacher 2 shared:

*"My only concern right now is that we still don't know what the Matatag Curriculum is. We are not yet fully aware of its overall context."*

In addition, some teachers questioned whether the curriculum's promises to reduce workload and improve basic skills would yield concrete results. Teacher 3 expressed cautious optimism:

*"I am looking forward seeing if this curriculum would be effective in meeting the educational needs of the students and if this will really lessen our workload."*

This sentiment reflects teachers' broader fears about the curriculum's ability to deliver on its promises. While they remain hopeful, the lack of concrete support and clarity leaves them unsure of how the curriculum will address the long-term issues in the educational system.

### ***Preparation on the Implementation***

#### **1. Limited Training and Resources**

A recurring theme in the narratives was the lack in appropriate training and resources to prepare teachers on the Matatag Curriculum's implementation. While teachers were eager to adapt to the new system, the lack of structured preparation left them feeling unprepared and apprehensive about their ability to meet the demands of the curriculum.

Teachers raised concern about the lacking preparation on implementing the new curriculum. Teacher 4 admitted:

*"As of now, I still have no preparation for its implementation in my classroom since there hasn't been a training conducted to us, yet."*

This sentiment was echoed by Teacher 2, who added:

*"We are still looking forward to the training for the teachers in connection with its implementation."*

In addition to training, resource limitations were highlighted. Teacher 7 pointed out challenges in resource-limited areas like Bolusao Elementary School:

*"Ensuring resource availability, particularly here in Bolusao ES...poses a significant challenge."*

The lack of both training and resources highlights systematic issues within the education system. Teachers are willing to adapt and innovate, as seen in Teacher 6's proactive stance:

*"We, as teachers, are expected to come up with initiatives and be flexible enough with the kind of learning strategies to cater to the needs of the learners with this Matatag program."*

However, the lack of support from the institution puts a heavy burden on teachers, who are forced to face these challenges alone. This situation highlights the urgent need for comprehensive training programs and equitable distribution of resources to empower teachers and ensure successful curriculum implementation.

### ***Anticipated Adjustments and Initiatives***

Despite these challenges, teachers demonstrated a proactive mindset and a willingness to adapt their strategies to match the Matatag Curriculum goals and aims. Many have recognized the need for flexibility and innovation in their teaching methods to ensure that curriculum objectives are met effectively.

Teacher 6 emphasized the importance of adaptability in response to the demands of the new curriculum:

*"We are expected to come up with initiatives and be flexible enough with the kind of learning strategies to accommodate the learners' need with this Matatag program."*

This sentiment reflects teachers' shared understanding that successful curriculum implementation will require them to adopt new methods and strategies. Teachers recognized the need to develop curriculum-aligned materials, integrate socio-emotional learning (SEL) into their lessons, and create plans for differentiated instruction to address a variety of students and their needs.

In addition to adjusting teaching methods, teachers also anticipated changes in how they engage with stakeholders such as parents and the community. Teacher 7 pointed out the importance for clear communication with parents to enable them effectively support their children's learning at home:

*"Communicating with parents about the curriculum changes and providing guidance on supporting their children's learning at home are important steps."*

This reflects an understanding that Matatag Curriculum's success does not rely solely on teachers but also requires collaboration with other stakeholders.

However, teachers expressed their concerns about the practicality of making these changes without adequate support from the institution. While they are willing to take the initiative, many feel that the burden of change is unequal and that they are the only ones affected. Teacher 3, mentioned the emotional and logistical challenges of transitioning to new classroom practices, such as removing instructional materials from the walls:

*"Classroom design for me is a big help for students...but now I think they can't do that anymore since part of Matatag is to make the classroom walls bare."*

Despite these concerns, the narratives reveal a determination among the teachers to rise to the occasion. They are actively considering ways to implement the curriculum within the constraints they face, demonstrating their commitment to improving educational outcomes for their students.

### ***Apprehensions on the Implementation***

#### **1. Teacher Workload and Transition Period**

Although one of Matatag Curriculum's goals is to reduce teacher workload, teachers expressed concerns about the immediate challenges they anticipate during the transition period. They anticipate that the adjustments required will temporarily increase their responsibilities and strain their capacity to manage their current duties effectively.

Teachers highlighted the difficulties of adapting to the changes while managing their existing workloads. Teacher 3 shared:

*"I am looking forward to seeing if this curriculum would be effective in meeting the educational needs of the students and if this will really lessen our workload."*

However, Teacher 1, with years of experience navigating previous curriculum changes, expressed frustration about the recurring adjustments:

*"Honestly, I still haven't even fully understood the K-12 curriculum, and it would be replaced now with the Matatag Curriculum."*

Another concern is that the transition will require teachers to dedicate significant time and effort to creating new lesson plans, redesigning classroom practices, and attending training sessions. Teacher 7 noted:

*"The adjustment period for both students and teachers could be difficult, potentially impacting student performance during the transition."*

This additional workload, combined with the lack of adequate resources, and training amplifies the pressure on teachers. They fear that these challenges could detract from their ability to focus on the quality of instruction and their students' individual needs during the adjustment period.

Despite of teachers recognition on the potential benefits of Matatag Curriculum, the transition period is a source of significant stress and apprehension. Their concerns underscore the need for phased implementation, additional support, and a clear framework that eases the burden transition.

## **DISCUSSION**

### ***Teacher's Sentiments on the Implementation of Matatag Curriculum***

#### **1. Optimism and Positive Expectations**

Most teachers expressed positive views about the curriculum's focus on fundamental skills and socio-emotional learning (SEL). Teacher 5 mentioned its potential to improve literacy skills, including phonemic awareness, and decoding, which are important for early learning. Teacher 7 praised the inclusion of SEL, recognizing its importance in personal growth and emotional health. These views reflect teachers' hope that the curriculum will address long-standing educational deficiencies and facilitate their work. Teacher 3 also mentioned the careful planning behind the curriculum, showing confidence in its design. This trust reflects the belief that the curriculum is a step in the right direction to address systemic issues in the educational system in the Philippines.

#### **2. Apprehensions and Uncertainty**

Despite the optimism, teachers expressed concerns about the frequent changes in education policies. Teacher 1, with 19 years of experience, mentioned the constant change of curricula, which destroys stability and causes teacher fatigue. In addition, Teacher 2 admitted that he lacked knowledge about the details of the curriculum, causing uncertainty in its practical implementation. These concerns reflect the tension between positive expectations about the curriculum and the skepticism caused by past experience with policy changes. This duality shows the need for constant communication and clear guidelines to build trust and confidence among teachers.

### ***Preparation on the Implementation***

#### **1. Limited Training and Resources**

One of the most important findings was the lack of adequate training for teachers. Teacher 4 mentioned that he had no preparation for the implementation of the curriculum in their class, as no training sessions were conducted, yet. Teacher 2 also gathered teachers' expectations for training opportunities. Lack of training causes teachers to be unprepared to adapt their teaching methods to curriculum objectives. It also raises concerns about performance in demanding curriculum objectives.

#### **2. Anticipated Adjustments and Initiatives**

Teachers, particularly in resource-poor areas such as Bolusao Elementary School, emphasized the lack of materials that are needed for the curriculum's implementation.. Teacher 7 mentioned the difficulty of ensuring the availability of resources in such areas, which shows the inequality in the distribution of resources.

### ***Apprehensions on the Implementation***

#### **1. Teacher Workload and Transition Period**

While the curriculum aims to reduce workload in the long run, teachers expect it to increase during the transition. Teacher 3 expressed concerns about additional responsibilities, such as redesigning lesson plans and attending training sessions. Teacher 7 also mentioned that the adjustment period can be difficult for both teachers and students, which can affect learning outcomes.

## **CONCLUSIONS AND RECOMMENDATIONS**

The Matatag Curriculum's implementation is an important step to address the major shortcomings in the educational system of the Philippines. This research study showed two teachers' perspectives: hope for the curriculum's potential to improve literacy, socio-emotional learning (SEL), and overall educational quality, along with concerns about readiness, resources, and workload. Teachers recognize the curriculum's goal of strengthening basic reading skills and personal development, which they consider essential for student success.

The lack of structured training for teachers emerged as a major challenge. Without proper guidance, teachers feel ill-equipped to adjust their teaching strategies to the needs new curriculum needs. . Also, the lack of adequate resources, especially in underfunded schools, threatens to deepen educational inequalities. Although the curriculum aims to reduce the workload of teachers in the future, the initial phase of the transition is expected to require major changes, such as creating new lesson plans and reorganizing classroom practices. These additional responsibilities, combined with a lack of institutional support, caused stress and uncertainty among teachers.

Despite these challenges, teachers have demonstrated their strong dedication to their students and willingness to adapt. However, relying solely on the individual efforts of teachers will not be sufficient without appropriate support from institutions.

To achieve the Matatag Curriculum's goals the Department of Education must take decisive steps. Providing comprehensive training, and equitable distribution of resources be essential to address teachers' concerns. Moreover, clear communication about curriculum goals and strategies will help foster confidence and trust among teachers. Collaboration with parents, and the community should also be prioritized to create an environment that is nurturing.

Matatag Curriculum has the potential to greatly improve educational outcomes, however, its success largely depends on addressing the practical challenges teachers face. By investing in teacher preparation, ensuring equitable distribution of resources, and strengthening collaboration, the Department of Education can create an environment that supports the full realization of curriculum goals. With such steps, the Matatag Curriculum can fulfill its promise to transform education in the Philippines and provide students with the necessary skills they need for lifelong success.

### *Recommendations*

Based on the results of the study, the following are recommended:

**For the teachers** - actively participate in training programs to understand the goals, strategies, and content of the curriculum, focus on integrating basic skills and socio-emotional learning into lessons to support the holistic development of students, and keep communication open with parents to guide them in supporting their children's learning at home.

**For the pupils** - be actively involved in the learning by engaging with the classroom activities and utilizing available resources.

**For the school administrators** - conduct regular training sessions and workshops to train teachers with the necessary skills for effective curriculum instruction, ensure the availability of necessary resources such as teaching materials to support teachers and students, and monitor the progress of curriculum implementation and provide immediate support to address issues encountered by teachers and students.

**For the educational policy makers** - regularly review curriculum based on feedback from teachers, students, and parents to ensure it is appropriate and effective, and develop clear and consistent communication strategies to keep teachers and administrators informed of the school about curriculum changes and expectations.

**For the future researchers** - it is recommended that future researchers conduct follow-up studies after the training and actual classroom implementation have taken place, in order to compare changes in teachers' sentiments, preparedness, and apprehensions, and to assess the effectiveness of the training and support provided.

### **FURTHER STUDY**

Further studies may explore the long-term impacts of the MATATAG curriculum on student learning outcomes, teacher workload, and instructional practices across various regions and educational levels. Comparative research between urban and rural implementation settings can provide deeper insight

into contextual challenges and successes. Additionally, examining the curriculum's effect on inclusivity, cultural responsiveness, and the integration of 21st-century skills would offer valuable input for policy refinement and teacher training programs. Such studies could also consider the perspectives of other stakeholders, including students, parents, and school administrators, to present a more holistic evaluation of the MATATAG curriculum's effectiveness.

## ACKNOWLEDGMENT

The researcher extends heartfelt appreciation to all the teachers who generously shared their time, insights, and experiences during the course of this study. Gratitude is also extended to the school administrators and staff for their support and cooperation throughout the research process. This study would not have been possible without the commitment and openness of all participants who contributed meaningfully to the understanding of the MATATAG curriculum implementation.

## REFERENCES

- Abragan, F. Q., Abarcas, V., Aquino, I. M. & Bagongon, R. E. (2022). Research Review on K-12 Curriculum Implementation in The Philippines: A Generic Perspective. *European Journal of Educational and Social Sciences*, 7 (1), 1 – 8. <https://www.doi.org/10.5281/zenodo.7272126>
- Alsubaie, M.A. (2016). Curriculum Development: Teacher Involvement in Curriculum Development. *Journal of Education and Practice*, 7(9), 106-107. <https://eric.ed.gov/?id=EJ1095725>
- Alvarado, C. C. (2023). Communicative Competence in Spiral Progression Curriculum: A Study Reinforcing the Implementation of MATATAG Curriculum in the Philippines. *Journal of Humanities and Education Development*, 5(1), 11-29. <https://doi.org/10.22161/jhed.5.6.3>
- Aytaç, A. (2023). A Study on Teachers' Perceptions of Curriculum Changes. *International Journal of Innovative Approaches in Education*, 7(1), 28-41. <https://doi.org/10.29329/ijiape.2023.540.3>
- Babaran, Josephine (2023, February 1). DepEd's MATATAG agenda seeks to resolve challenges in basic education. *Philippine Information Agency*. <https://mirror.pia.gov.ph/news/2023/02/01/depeds-matatag-agenda-seeks-to-resolve-challenges-in-basic-education>
- Bacelonia, W. (2023, August 10). DepEd launches MATATAG Curriculum to address basic education woes. *Philippine News Agency*. <https://www.pna.gov.ph/articles/1207588>
- Bhandari, P. (2020, June 19). *What is Qualitative Research? Methods and Example*. Scribbr. <https://www.scribbr.com/methodology/qualitative-research/>

- Boudouaia, A., Miqdad, K., Hasan, A., Saraa, N., Belmamoune, S., Ntorukiri, T., Xingfang, Y., Abunamous, M., Mouissi, M. & Al-Qadri, A. (2024). The effect of empowerment on English language teachers' commitment to schools: the mediation of teachers' attitudes towards curriculum reform. *Innovation in Language Learning and Teaching*.  
<https://doi.org/10.1080/17501229.2024.2302978>
- Chimbunde, P., & Kgari-Masondo, C. M. (2020b). Curriculum change and teachers' representations of challenges: the case of the social studies curriculum in Zimbabwe. *Curriculum Perspectives*, 41(1), 35-45.  
<https://doi.org/10.1007/s41297-020-00115-3>
- Department of Education (2023). MATATAG Curriculum Phase 1 SY 2024-2025.  
<https://www.deped.gov.ph/matatagcurriculumk147>
- Fullan, M. (2007). *The new meaning of educational change* (4<sup>th</sup> ed.). Teachers College Press.
- Gupta, Hitanshu (2023, August 7). *An Alternative Perspective On The Teachers' Role In Curriculum Development*. eLearning Industry.  
<https://elearningindustry.com/alternative-perspective-on-the-teachers-role-in-curriculum-development>
- Hall, G., & Hord, S. (2020). *Implementing change: Patterns, principles, and potholes* (4th ed.). Upper Saddle River, NJ: Pearson.
- Handler, B. (2010). Teacher as curriculum leader: A consideration of the appropriateness of that role assignment to classroom-based practitioners. *International Journal of Teacher Leadership*, 3(3), 32-42.  
<http://www.csupomona.edu/ijtl>
- Hidayah R., Wangid M.N., & Wuryandani W. (2022). Elementary School Teacher Perception of Curriculum Changes in Indonesia. *Pegem Journal of Education and Instruction*, 12(2), 77-88. <https://doi.org/10.47750/pegegog.12.02.07>
- Hopkins, D. (2001). *School improvement for real*. Routledge.
- Jess, M., Carse, N. & Keay, J. (2016). The primary physical education curriculum process: more complex than you might think!!. *International Journal of Primary, Elementary and Early Years Education*, 45(5), 502-512.  
<https://doi.org/10.1080/03004279.2016.1169482>
- Jose, A. E. S. (2022). Looking at the no child left behind policy: the implementers' perspectives. *Sociology International Journal*, 6(5), 251-254.  
<https://doi.org/10.15406/sij.2022.06.00295>

- Karakuş, G. (2021b). A literary review on curriculum implementation problems. *Shanlax International Journal of Education (Online)*, 9(3), 201–220. <https://doi.org/10.34293/education.v9i3.3983>
- Khanal, U. (2023). The Role of Curriculum Inspector for Implementing and Achieving National Goals of Education in Daily Classroom Activities. *Budapest International Research and Critics Institute (BIRCI-Journal) Humanities and Social Sciences*, 6(2) 711-721. <https://doi.org/10.33258/birci.v6i2.7538>
- Konokman, G. Y., Yelken, T. Y., Karasolak, K., & Cesur, E. (2017). Teachers' Perception: Competent or Not in Curriculum Development. *MOJES Malaysian Online Journal of Educational Sciences*, 5(4), 56–73. <https://ejournal.um.edu.my/index.php/MOJES/article/view/12519/8088>
- Malipot, H. (2023, September 25). DepEd in 2023: The journey to "MATATAG" education begins. *Manila Bulletin*. <https://mb.com.ph/2023/12/19/dep-ed-in-2023-the-journey-to-matatag-education-begins>
- Mandukwini, N. (2016). Challenges Towards Curriculum Implementation in High Schools in Mount Fletcher District, Eastern Cape. University of South Africa. <http://hdl.handle.net/10500/22251>
- Martaliana, L., Syahrul, S., & Safitri, L. (2021). The Seven Time Managing Strategies of English Teachers to Adapt with the Change in Curriculum. *Elsya : Journal of English Language Studies*, 3(1), 45–49. <https://doi.org/10.31849/elsya.v3i1.5639>
- Medium (2024, January 10). *Matatag: Producing a Strengthened Education System*. <https://medium.com/@calungsod12/matatag-producing-a-strengthened-education-system-2c784ce55d27>
- Mitra, D. & Purnawarman, P. (2019). Teachers' Perception Related to the Implementation of Curriculum 2013. *Indonesian Journal of Curriculum and Educational Technology Studies*, 7, 44-52. <https://doi.org/10.15294/ijcets.v7i1.27564>
- Mohammad, Nhelbourne (2016). The Perception of the Parents and Students on the Implementation of K -12 Basic Education Program in the Philippines. *International Conference on Education (IECO)*, 1, 481-503. <http://jurnal.unmuhjember.ac.id/index.php/IECO/article/view/544>
- Nicholls, A. (2023, October 19). DepEd urged to ensure availability of textbooks for MATATAG curriculum implementation. *CNN Philippines*. <https://www.cnnphilippines.com/news/2023/10/19/matatag-curriculum-implementation.html>

- Ng, S. B. (2018b). Challenges to Curriculum Implementation: Reducing the Gap between the Aspired and its Implementation through Change Management. *Asia Pacific Journal on Curriculum Studies (APRACSI-Online)*, 1(1) 14-19. <https://doi.org/10.53420/apjcs.2018.3>
- OECD. (2019). PISA 2018 Results. <https://www.oecd.org/pisa/publications/pisa-2018-results.htm>
- Olipas, Cris Norman. (2024). A Qualitative Exploration of the MATATAG Curriculum's Perceived Impact on History and Geography Education in the School Year 2024-2025. *European Journal of Theoretical and Applied Sciences*, 2, 526-531. [https://doi.org/10.59324/ejtas.2024.2\(1\).45](https://doi.org/10.59324/ejtas.2024.2(1).45)
- Orale, R., & Quejada, A. (2018). Lived experiences of elementary teachers in a remote school in Samar, Philippines. *Journal of Academic Research*, 3(3), 1-13. <https://jar.ssu.edu.ph/index.php/JAR/article/view/7>
- Regalado, P. (2020). The Reality of Philippine Education: A Photovoice Participatory Action Research. *The Interdisciplinary Research Journal of the AIIAS Graduate School*, 23(2), 23-39. <https://journals.aiias.edu/info/article/view/310>
- Rogan, J. M., & Grayson, D. J. (2003). Towards a theory of curriculum implementation with particular reference to science education in developing countries. *International Journal of Science Education*, 25(10), 1171-1204. <https://doi.org/10.1080/09500690210145819>
- Rupia, C. (2022). Teacher Roles in Learning Materials Management in the Implementation of Competency Based Curriculum (CBC). *East African Journal of Education Studies*, 5(2), 344-350. <https://doi.org/10.37284/eajes.5.2.801>
- Senate of the Philippines. (2023). Ctte on Basic Ed-MATATAG curriculum. *Second Regular Session, 19th Congress*. [https://legacy.senate.gov.ph/publications/LRS/Quick%20Notes/Ctte%20on%20Basic%20Ed-MATATAG%20curriculum%20\(2\).pdf](https://legacy.senate.gov.ph/publications/LRS/Quick%20Notes/Ctte%20on%20Basic%20Ed-MATATAG%20curriculum%20(2).pdf)
- Servallos, Neil Jayson (2023, Sept. 26). Teachers' group wants MATATAG curriculum implementation stopped. *Philstar Global*. <https://www.philstar.com/headlines/2023/09/26/2299031/teachers-group-wants-matatag-curriculum-implementation-stopped>
- Thangeda, A., Baratiseng, B., & Mompati, T. (2016). Education for Sustainability: Quality Education Is a Necessity in Modern Day. How Far Do the Educational Institutions Facilitate Quality Education?. *Journal of Education and Practice*, 7(2), 9-17. <https://eric.ed.gov/?id=EJ1089752>

Trahar S. (2013). *Contextualising narrative inquiry: Developing methodological approaches for local contexts*. Routledge

Yurdakul, B. (2015). Perceptions of Elementary School Teachers Concerning the Concept of Curriculum. *Educational Sciences: Theory & Practice*, 15, 125-139.  
<https://doi.org/10.12738/estp.2015.1.2168>