

# Teachers' Readiness, Competencies, and Pedagogical Practices to the Management of MATATAG Curriculum

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**Abstract**—The study focused on analyzing teachers' readiness, competencies, and pedagogical practices to the management of MATATAG curriculum implementation. Specifically, this study sought to answer the following statement: the level of teachers' readiness; the level of teachers' competencies; the level of teachers' pedagogical practices; the level of management of MATATAG curriculum implementation; and the relationship between teachers' readiness, competencies, and pedagogical practices to the management of MATATAG curriculum implementation. The study used quantitative approach using descriptive - survey method of research, with a set of teacher-made questionnaires that were answered by the respondents from Lumban sub-office. The respondents were determined using purposive sampling technique and involved fifty-five (55) kindergarten, grade 1 and grade 4 teachers who first implemented the MATATAG curriculum in this school year 2024-2025. Research, surveys, and document analysis were all part of the data collection process. Mean and standard deviation was used to reveal the level of teachers' readiness, competencies, pedagogical practices and MATATAG Curriculum implementation while Pearson-r Correlation was used to test the hypotheses. The researcher found out that the level of teachers' readiness in the MATATAG curriculum was highly prepared. It was also discovered that the level of teachers' competency is highly competent. Additionally, the level of teachers' pedagogical practices is highly practiced. Furthermore, the level of the management of MATATAG Curriculum Implementation was highly implemented. Finally, after testing the hypotheses, the research revealed that teachers' readiness, teachers' competencies, and teachers' pedagogical practices have a significant relationship to the management of MATATAG Curriculum Implementation, therefore, all the stated hypotheses were rejected. Based on the findings and conclusions, it is recommended that parents may involve themselves more in the school activities to improve their child's learning. To support students more during this time of curriculum shift, teachers are encouraged to use a wide variety of teaching strategies and techniques and include technology to ensure student participation and achievement. School administrators must also ensure equitable distribution of learning resources to support all stakeholders. Additionally, for the upcoming school years, more updates about the MATATAG curriculum may add more information to the study.

## I. INTRODUCTION

Education systems worldwide were constantly changing, trying to meet the demands of the 21st century. A curriculum, which played a significant part in this process, was a plan that includes the opportunities and practices it will provide. It was a must to have a well-planned curriculum design which

ensured that students acquired knowledge, skills and attitudes needed to achieve their goals in life.

With the Department of Education's (DepEd) introduction of the MATATAG Curriculum, significant changes had been made to the Philippine educational system. It was launched last August 2023 by Sarah Z. Duterte, the former secretary of education. It was first implemented in 35 schools across the country on September 25, 2023. Moreover, DepEd reported that as of May 24, 2024, 267,900 teachers and personnel were trained for the MATATAG curriculum implementation, which included training at different levels of governance.

Teachers were the program's main implementers, the quality of this MATATAG curriculum will largely depended on how prepared and capable they are. The success of the curriculum depended much on their readiness, which was measured by their level of knowledge, preparation, and attitude towards the curriculum. Understanding the curriculum content, being familiar with new teaching techniques, and being able to incorporate these techniques into classroom practices were just a few of the aspects that made someone ready.

In addition, the skills and competencies of teachers also contributed to creating a supportive environment which will result in the holistic development of students as engaged and responsible citizens. Aside from that, their pedagogical practices were also essential in bridging the theoretical goals of the MATATAG curriculum and the real-world learning experiences of pupils. It depended on how effective its teaching strategies, techniques, methodologies, and evaluations convert its goals into fruitful learning outcomes.

Thus, as one of the supports for teachers on this curriculum shift, DepEd stated that any easily accessible learning resources that were mapped and matched with the competencies of the MATATAG curriculum would be used, including lesson exemplar and learning activity sheets. They also highlighted the "strengthening of expertise" among educators via cooperative initiatives such as Learning Action Cell (LAC) meetings and trainings. (Manila Bulletin, 2024) Teachers' ability to adapt to the changes was essential for the program's success.

This MATATAG curriculum placed a strong emphasis on the student human being, the support of their teachers, relevance, effectiveness, and attitude. The updated curriculum

aimed to raise the standard of basic education beginning with the 2024-2025 academic year.

This research entitled "Teachers' Readiness, Competencies, and Pedagogical Practices to the Management of MATATAG Curriculum Implementation" aimed to emphasize the challenges and opportunities encountered by teachers and manage the successful implementation of the MATATAG curriculum by analyzing the level of teachers' readiness, skills and competencies and pedagogical practices.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This research focused on analyzing teachers' readiness, competencies, and pedagogical practices to the management of MATATAG curriculum implementation. Specifically, it sought answers to the following questions:

1. What was the level of teachers' readiness in terms of:
  - 1.1 Attitudes;
  - 1.2 Teaching Experience; and
  - 1.3 Learning Resources?
2. What was the level of teachers' competencies in terms of:
  - 2.1 Self-direction;
  - 2.2 Empathy; and
  - 2.3 Cooperation?
3. What was the level of teacher's pedagogical practices in terms of:
  - 3.1. Classroom Management;
  - 3.2. Instructional Methods;
  - 3.3. Technology Integration; and
  - 3.4. Assessment Strategies?
4. What was the level of MATATAG Curriculum Implementation in terms of:
  - 4.1. Support for Students;
  - 4.2. Support for Teachers;
  - 4.3. Community Involvement; and
  - 4.4. Communication?
5. Was teachers' readiness has a significant relationship to the management of MATATAG curriculum implementation?
6. Was teachers' competencies have a significant relationship to the management of MATATAG curriculum implementation?
7. Was teachers' pedagogical practices have a significant relationship to the management of MATATAG curriculum implementation?

II. METHODOLOGY

The study used quantitative approach using descriptive - survey method of research, with a set of teacher-made questionnaires that were answered by the respondents from Lumban sub-office. The respondents were determined using purposive sampling technique and involved fifty-five (55) kindergarten, grade 1 and grade 4 teachers who first implemented the MATATAG curriculum in this school year 2024-2025. Research, surveys, and document analysis were all part of the data collection process. Mean and standard deviation was used to reveal the level of teachers' readiness, competencies, pedagogical practices and MATATAG

Curriculum implementation while Pearson-r Correlation was used to test the hypotheses.

III. RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis, and interpretation of data. It presented the different results and discussed the results from treating the data gathered in this study. All specific questions in Chapter 1 under the statement of the problem were answered in this chapter supported by tables. It presents the data gathered about the significant relationship between teachers' readiness, competencies, pedagogical practices and MATATAG curriculum implementation. In particular, the study sought to address the following:

Level of Teachers' Readiness

In this study, the level of teachers' readiness to the management of MATATAG Curriculum was gauged based on attitudes, teaching experience, and learning resources.

The following tables showed the statement, mean, standard deviation. remarks and verbal interpretation from the perspectives of respondents.

Based on the table, teachers always reflected on teaching practices to identify areas of improvement, regularly. (M = 4.82, SD = 0.39). They worked together with co-teachers to improve MATATAG curriculum management effectiveness and accept feedback and work on it to upgrade teaching practices and enhance student learning (M=4.80, SD=0.40). They apply MATATAG curriculum enthusiastically. (M = 4.67, SD = 0.47). Lastly, teachers also implemented new teaching techniques and strategies confidently. (M=4.62, SD=0.53).

Table 1 represented the level of teachers' readiness in terms of attitudes.

TABLE 1. Level of Teachers' Readiness in terms of Attitudes

Statement	Mean	SD	Remarks
The teacher... applies MATATAG curriculum enthusiastically.	4.67	0.47	Always
implements new teaching techniques and strategies confidently.	4.62	0.53	Always
works together with co-teachers to improve MATATAG curriculum management effectiveness.	4.80	0.40	Always
accepts feedback and work on it to upgrade teaching practices and enhance student learning.	4.80	0.40	Always
reflects on teaching practices to identify areas of improvement, regularly.	4.82	0.39	Always
<b>Weighted Mean</b>	<b>4.74</b>		
<b>SD</b>	<b>0.45</b>		
<b>Verbal Interpretation</b>	<b>Highly Prepared</b>		

With an overall weighted average of 4.74, the level of teachers' attitudinal preparedness was shown to be high. It meant that teachers were willing to adapt to new educational reforms and acquire new skills, strategies and techniques for the betterment of student outcomes.

The result was supported by Bakhshandeh (2022) stating that attitude was related to job performance. Careers and job advancement were positively impacted by coaching for

individuals who got it. Professional commitment was the degree to which employees were driven to stick with their chosen professional path and attitude toward their work. On the other hand, Nevenglosky (2019) stated that negative attitudes among teachers might make it more difficult to apply a program effectively. Teachers' viewpoints might be distorted and implementation attempts impeded by an administrator's unfavorable attitude toward a project.

Table 2 showed the level of teachers' readiness in terms of teaching experience.

TABLE 2. Level of Teachers' Readiness in terms of Teaching Experience

Statement	Mean	SD	Remarks
The teacher...			
believes that they are ready for unexpected challenges in the classroom because of their teaching experiences	4.33	0.55	Always
manages classroom differentiation, with ease.	3.73	0.59	Often
adapts lessons effectively for learners' different needs.	4.69	0.47	Always
knows that teaching experience has influenced attitude towards implementing new curricula like MATATAG.	4.75	0.44	Always
assumes that teaching experiences have improved their ability to create engaging lessons.	4.67	0.55	Always
<b>Weighted Mean</b>	<b>4.43</b>		
<b>SD</b>	<b>0.64</b>		
<b>Verbal Interpretation</b>	<b>Highly Prepared</b>		

Based on the table, the level of teachers' readiness in terms of teaching experiences was verbally interpreted as "highly prepared" because teachers always knew that teaching experience had influenced attitude towards implementing new curricula like MATATAG. (M=4.75, SD=0.44). They adapted lessons effectively for learners' different needs. (M=4.69, SD=0.47) and assumed that teaching experiences had improved their ability to create engaging lessons (M=4.67, SD = 0.55). Always, teachers believe that they were ready for unexpected challenges in the classroom because of their teaching experiences (M=4.33, SD=0.55). They often manage classroom differentiation, with ease. (M=3.73, SD=0.59).

According to the overall weighted mean of 4.43, teachers' readiness in terms of teaching experience was "highly prepared". It meant that teachers acquired a variety of instructional strategies and classroom management abilities that will allow them to modify their approach according to the needs of each individual student.

Kini (2016) supported the result by noting that a teacher's teaching experience was positively correlated with gains in student performance during their career. Gains in teacher effectiveness associated with experience were steepest in teachers' initial years but continue to be significant as teachers reach the second, and often third, decades of their careers. As teachers gain experience, their students not only learn more, as measured by standardized tests, they were also more likely to do better on other measures of success.

As presented on Table 3 on next page, teachers always utilized available learning resources to enhance teaching practices (M=4.64, SD=0.49), use multimedia and online resources that helped and supported them in teaching their

pupils effectively (M=4.60, SD 0.49), and check the provided resources to ensure the student learning. (M=4.35, SD+0.55). They often believed that learning resources provided were updated, relevant and useful for MATATAG curriculum implementation. (M=3.67, SD=0.61). Sometimes, teachers had access to teaching materials (e.g., textbooks, digital resources) to support my teaching under the MATATAG curriculum. (M=3.38, SD=0.59).

Table 3 showed the level of teachers' readiness in terms of learning resources.

TABLE 3. Level of Teachers' Readiness in terms of Learning Resources

Statement	Mean	SD	Remarks
The teacher...			
have access to teaching materials (e.g., textbooks, digital resources) to support my teaching under the MATATAG curriculum.	3.38	0.59	Sometimes
uses multimedia and online resources that help and support them in teaching their pupils effectively.	4.60	0.49	Always
believes that learning resources provided are updated, relevant and useful for MATATAG curriculum implementation.	3.67	0.61	Often
checks the provided resources to ensure the student learning.	4.35	0.55	Always
utilizes available learning resources to enhance teaching practices.	4.64	0.49	Always
<b>Weighted Mean</b>	<b>4.13</b>		
<b>SD</b>	<b>0.75</b>		
<b>Verbal Interpretation</b>	<b>Moderately Prepared</b>		

The overall weighted mean of 4.13 revealed that the level of teachers' readiness in terms of learning resources was "moderately prepared". This meant that teachers utilized available learning materials in the classroom or in the internet to adapt to the new curriculum.

The evidence was supported by Busljeta (2020) stated that teaching and learning materials served a variety of purposes, including promoting active learning, the development of various abilities, and the adoption of positive values and attitudes by students, in addition to making the educational process more appealing and engaging. It was crucial to specify the terms and procedures for using teaching and learning materials in the teaching and learning process in order to accomplish the above specified aimed process of learning.

*Level of Teachers' Competencies*

In this study, the level of teachers' competencies to the management of MATATAG Curriculum referred to Self-direction, Empathy, and Cooperation.

The following tables showed the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 4 showed the level of teachers' competencies in terms of self-direction.

As shown on the table, the level of teachers' competencies in terms of self-direction was highly competent. Teachers always seek out resources and materials to enhance their understanding (M=4.84, SD=0.37), and take the initiative to identify their own learning needs related to the MATATAG Curriculum. (M=4.76, SD=0.43). Always, they also set

specific goals for their professional development as a teacher, reflect on their teaching practices to identify areas for improvement, regularly, and manage the learning process with confidence. (M=4.73, SD=0.45).

TABLE 4. Level of Teachers' Competencies in terms of Self-direction

Statement	Mean	SD	Remarks
The teacher...			
takes the initiative to identify my own learning needs related to the MATATAG Curriculum.	4.76	0.43	Always
sets specific goals for my professional development as a teacher.	4.73	0.45	Always
seek out resources and materials to enhance my understanding of the MATATAG Curriculum.	4.84	0.37	Always
reflects on my teaching practices to identify areas for improvement, regularly.	4.73	0.45	Always
manages learning process, with confidence.	4.73	0.45	Always
<b>Weighted Mean</b>	<b>4.76</b>		
<b>SD</b>	<b>0.43</b>		
<b>Verbal Interpretation</b>	<b>Highly Competent</b>		

The overall weighted mean of 4.76 discovered that the level of teachers' competencies in terms of self-direction was highly competent. It meant that teachers were motivated to improve their professional development and adjust their teaching practices for quality learning.

The data was supported by Lopes and Cunha (2017). In a self-directed professional development program, educators and professionals assess their weak areas, highlight them, and improve them using their tactical agility. It made it possible for instructors or lecturers to expand their knowledge and skills using a reliable source at any time or place.

As presented on the table, the level of teachers' competencies in terms of empathy was very competent. Teachers always listen to their students when they express their concerns or feelings. (M=4.93, SD=0.26) They also adapted their teaching strategies based on the emotional needs of their students (M=4.85, SD=0.36), and encourage open communication about feelings in their classroom (M=4.80, SD=0.45). Based on M=4.76, SD=0.43, teachers always provide support to students who were experiencing personal challenges and also create a positive classroom environment through their empathetic approach.

The overall weighted mean of 4.82 revealed that the level of teachers' competencies in terms of empathy was highly competent. It meant that teachers had a supportive and inclusive learning environment in their classrooms.

Table 5 showed the level of Teachers' Competencies in terms of Empathy.

The result was similar to the work of Zhang (2022). Teachers may be motivated to consider learner attachments in real-world classroom situations by the fact that students may regulate their affections to enhance their satisfaction. Among the instructional consequences of this work was the development of empathy and engagement among students to participate actively in classes. Teachers provide students the chance to communicate their ideas and emotions, which helped them feel less anxious among other students and motivates them to take responsibility for their education

Teachers' competencies in terms of cooperation were shown on the next table. Teachers always believe that teamwork among teachers positively impacts student learning (M=4.93, SD=0.26), collaborate with their colleagues to enhance teaching practices, share resources and materials with other teachers to support their instruction. (M=4.89, SD=0.31), participate in collaborative professional development opportunities (M=4.80, SD=0.40), and seek input from their peers when planning lessons or activities (M=4.75, SD=0.44). The level of teachers' competencies in terms of cooperation is highly competent as revealed by the overall weighted mean of 4.85. It meant that teachers collaborate effectively with co-teachers, parents and students.

TABLE 5. Level of Teachers' Competencies in terms of Empathy

Statement	Mean	SD	Remarks
The teacher...			
listens to my students when they express their concerns or feelings.	4.93	0.26	Always
adapts my teaching strategies based on the emotional needs of my students.	4.85	0.36	Always
encourages open communication about feelings in my classroom.	4.80	0.45	Always
provides support to students who are experiencing personal challenges.	4.76	0.43	Always
creates a positive classroom environment through their empathetic approach	4.76	0.43	Always
<b>Weighted Mean</b>	<b>4.82</b>		
<b>SD</b>	<b>0.39</b>		
<b>Verbal Interpretation</b>	<b>Highly Competent</b>		

Table 6 represented the level of teachers' competencies in terms of cooperation.

TABLE 6. Level of teachers' competencies in terms of Cooperation

Statement	Mean	SD	Remarks
The teacher...			
collaborates with my colleagues to enhance teaching practices.	4.89	0.31	Always
believes that teamwork among teachers positively impacts student learning.	4.93	0.26	Always
seeks input from my peers when planning lessons or activities.	4.75	0.44	Always
participates in collaborative professional development opportunities.	4.80	0.40	Always
shares resources and materials with other teachers to support their instruction.	4.89	0.31	Always
<b>Weighted Mean</b>	<b>4.85</b>		
<b>SD</b>	<b>0.36</b>		
<b>Verbal Interpretation</b>	<b>Highly Competent</b>		

The result was supported by Riddell & Niño-Zarazúa (2016). They had demonstrated that successful cooperation between teachers may lead to better pedagogical practices, higher student engagement, and improved academic performance among students.

*Level of Teachers' Pedagogical Practices*

In this study, the level of teacher's pedagogical practices was gauged based on Classroom Management, Instructional Methods, Technology Integration, and Assessment Strategies.

The following tables showed the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 7 showed the level of teachers' pedagogical practices in terms of classroom management.

TABLE 7. Level of Teacher's Pedagogical Practices in terms of Classroom Management

Statement	Mean	SD	Remarks
The teacher...			
supports the goals and objectives of the MATATAG Curriculum through his/her classroom management strategy.	4.84	0.42	Always
uses different strategies to make classroom environment conducive to learning.	4.71	0.50	Always
rewards and encourages student participation and good behavior in my classroom.	4.65	0.48	Always
imposes classroom rules and regulations to promote positive learning environment.	4.82	0.39	Always
manages time effectively to cover all the lesson objectives.	4.55	0.50	Always
<b>Weighted Mean</b>	<b>4.71</b>		
<b>SD</b>	<b>0.47</b>		
<b>Verbal Interpretation</b>	<b>Highly Practiced</b>		

The table presented that the level of teachers' pedagogical practices in terms of classroom management was highly practiced. Teachers always support the goals and objectives of the MATATAG Curriculum through his/her classroom management strategy (M=4.84, SD=0.42) and impose classroom rules and regulations to promote a positive learning environment (M=4.82, SD=0.39). Aside from that, they always use different strategies to make the classroom environment conducive to learning (M=4.71, SD=0.50), reward and encouraged student participation and good behavior in my classroom (M=4.65, SD=0.48), and manage time effectively to cover all the lesson objectives, (M=4.55, SD=0.50).

The overall weighted mean of 4.71 revealed that the level of teachers' pedagogical practices in terms of classroom management was highly practiced. This meant that teachers can effectively manage their classroom and use different styles to have a productive and supportive learning environment.

Similarly to Generoso (2023), who speaks briefly of effective classroom management emerges as a vital force. He said that by prioritizing classroom management, teachers can create a transformative space where students can thrive, teachers can inspire, and learning can flourish.

The next table showed the level of teachers' pedagogical practices in terms of instructional methods. Teachers always promote active engagement among their pupils. (M=4.82, SD=0.41). They also include group activities and discussions in their lesson, and modify their instructional method based on assessment results (M=4.80, SD=0.40). Teachers employ a variety of teaching approaches to cater to the learning requirements of their students (M=4.78, SD=0.42) and create lesson processes that are centered on the student (M=4.75, SD=0.44).

The overall weighted mean of 4.79 revealed that the level of teachers' pedagogical practices in terms of instructional methods was highly practiced. It meant that instructors foster critical thinking, encourage learning, and engage pupils.

Table 8 illustrated the level of teachers' pedagogical practices in terms of instructional methods.

TABLE 8. Level of Teachers' Pedagogical Practices in terms of Instructional Methods

Statement	Mean	SD	Remarks
The teacher...			
uses different instructional methods to meet the learning needs of my pupils.	4.78	0.42	Always
establishes student-centered lesson processes.	4.75	0.44	Always
includes group activities and discussions in my lesson.	4.80	0.40	Always
modifies my instructional method based on assessment results.	4.80	0.40	Always
promotes active engagement among my pupils.	4.82	0.41	Always
<b>Weighted Mean</b>	<b>4.79</b>		
<b>SD</b>	<b>0.41</b>		
<b>Verbal Interpretation</b>	<b>Highly Practiced</b>		

The results aligned with MacDonald (2024) indicated that many various teaching methods, or tactics, were extracted and developed by instructors. To establish rapport, maintain student interest, and even prevent themselves from becoming disinterested in their own teachings, educators need to possess a wide range of tactics that they may employ on a weekly or even daily basis.

The next table showed the level of teachers' pedagogical practices in terms of technology integration. Teachers always include readily available tools in the lesson (M=4.55, SD=0.54), utilize interactive technological tools that increase student engagement and participation. (M=4.45, SD=0.57), integrate technology in their lesson to enhance student learning (M=4.44, SD=0.54), and include digital tools in their lesson plans, comfortably (M=4.31, SD=0.57). They often fix simple technical issues in their lesson without disrupting the lesson proper (M=3.96, SD=0.86).

Table 9 showed the level of teachers' pedagogical practices in terms of technology integration.

TABLE 9. Level of Teacher's Pedagogical Practices in terms of Technology Integration

Statement	Mean	SD	Remarks
The teacher...			
integrates technology in my lesson to enhance student learning.	4.44	0.54	Always
includes digital tools in his/her lesson plans, comfortably.	4.31	0.57	Always
fixes simple technical issues in my lesson without disrupting the lesson proper.	3.96	0.86	Often
utilizes interactive technological tools that increase student engagement and participation.	4.45	0.57	Always
includes readily available tools in the lesson.	4.55	0.54	Always
<b>Weighted Mean</b>	<b>4.34</b>		
<b>SD</b>	<b>0.66</b>		
<b>Verbal Interpretation</b>	<b>Highly Practiced</b>		

With an overall weighted mean of 4.34, it was revealed that the level of teachers' pedagogical practices in terms of technology integration was highly practiced as to the. It meant that teachers had a balance of skills, and knowledge of the content to integrate technology in their lessons effectively.

According to Huma (2022), teachers have a favorable outlook on the use of technology in their instructional practices, which backs up the conclusion. They believed that technology-incorporated teaching assists them in enhancing their instructional practice effectively, making the learning

process exciting and interactive, and keeping learners motivated.

Table 10 represented the level of teachers' pedagogical practices in terms of assessment strategies.

TABLE 10. Level of Teachers' Pedagogical Practices in terms of Assessment Strategies

Statement	Mean	SD	Remarks
The teacher...			
uses assessment strategies which are align with the goals and objectives of the MATATAG curriculum.	4.78	0.42	Always
utilizes varied assessment methods that will meet different learning styles of my pupils.	4.75	0.44	Always
provides feedback to pupils based on the result of their assessment.	4.78	0.42	Always
identifies individual student needs based on the assessment.	4.84	0.37	Always
believes that assessment informs the effectiveness of teaching practices.	4.84	0.37	Always
<b>Weighted Mean</b>	<b>4.80</b>		
<b>SD</b>	<b>0.40</b>		
<b>Verbal Interpretation</b>	<b>Highly Practiced</b>		

The level of pedagogical practices in terms of assessment strategies was shown on the next table. Teachers always identify individual student needs based on the assessment and believe that assessment informs the effectiveness of teaching practices (M=4.84, SD=0.37). They also use assessment strategies which aligned with the goals and objectives of the MATATAG curriculum and provide feedback to pupils based on the result of their assessment (M=4.78, SD= 0.42). Teachers always utilize varied assessment methods that will meet different learning styles of their pupils (M=4.75, SD=0.44).

The overall result revealed that the level of teachers' pedagogical practices in terms of assessment strategies was highly practiced. It meant that teachers can adapt their teaching methods in response to assessment results to better meet the needs of diverse learners.

Similar to the work of Johnson (2024) stated that the variety of techniques teachers use to evaluate student learning within their instruction was known as assessment for learning strategies. The purpose of these techniques was to collect information on a student's present comprehension level and any misunderstandings. In order to further learning, teachers then utilize this information to modify their methods, provide feedback, or even re-teach. The success of assessment for learning depends on using a variety of strategies.

#### Level of MATATAG Curriculum Implementation

In this study, the level of MATATAG Curriculum Implementation referred to Support for Students, Support for Teachers, Community Involvement, and Communication.

The following tables present the statement, mean, standard deviation, comments, and verbal interpretation from the respondents' points of view.

As shown on the table, the level of MATATAG Curriculum Implementation terms of support for students was highly implemented. Teachers always promoted the development of social skills and peer relationships among

students (M=4.84, SD=0.37), made sure that the lessons under the MATATAG curriculum meet the diverse learning needs of the students (M=4.82, SD=0.39), include activities that promote students' mental and emotional well-being under the MATATAG curriculum (M=4.78, SD=0.42), conduct remedial programs for struggling students within the MATATAG curriculum framework (M=4.76, SD=0.43), and assess student learning and adjust their teaching methods based on it, regularly (M=4.75, SD=0.44).

Table 11 illustrated the level of MATATAG curriculum implementation in terms of support for students

TABLE 11. Level of MATATAG Curriculum Implementation in terms of Support for Students

Statement	Mean	SD	Remarks
The teacher...			
makes sure that the lessons under the MATATAG curriculum meet the diverse learning needs of the students.	4.82	0.39	Always
assesses student learning and adjust my teaching methods based on it, regularly.	4.75	0.44	Always
includes activities that promote students' mental and emotional well-being under the MATATAG curriculum.	4.78	0.42	Always
promotes the development of social skills and peer relationships among students.	4.84	0.37	Always
conducts remedial programs for struggling students within the MATATAG curriculum framework.	4.76	0.43	Always
<b>Weighted Mean</b>	<b>4.79</b>		
<b>SD</b>	<b>0.41</b>		
<b>Verbal Interpretation</b>	<b>Highly Implemented</b>		

The overall weighted mean of 4.79 revealed that the level of MATATAG curriculum implementation in terms of student support was highly implemented. It meant that during this curriculum shift, teachers created an inclusive educational setting wherein all students have equal opportunities.

In addition to knowing the differences that may result from culture, family history, developed intelligence, and learning preferences, teaching must also be done in a manner that engages students. Teachers had to be able to approach students' work with sensitivity, pay attention, and analyze it critically.

Table 12 represented the level of MATATAG curriculum implementation in terms of support for teachers.

The next table showed the level of MATATAG curriculum implementation in terms of support for teachers. Teachers always improve their teaching practices by the feedback they receive from their superiors about the implementation of MATATAG curriculum (M=4.65, SD=0.48), collaborate with their co-teachers in sharing strategies and resources (M=4.58, SD=0.57), attend trainings before and during the implementation of the MATATAG Curriculum (4.56, SD=0.50), and manage the workload in line with it. The majority of the time, they have enough instructional resources to back up the MATATAG Curriculum (M=3.49, SD=0.74).

TABLE 12. Level of MATATAG Curriculum Implementation in terms of Support for Teachers

Statement	Mean	SD	Remarks
The teacher... attends trainings before and during the implementation of the MATATAG Curriculum.	4.56	0.50	Always
receives sufficient instructional materials to support the MATATAG Curriculum.	3.49	0.74	Often
collaborates with my co-teachers in sharing strategies and resources for the curriculum.	4.58	0.57	Always
manages the workload in line with the MATATAG Curriculum.	4.51	0.50	Always
improves my teaching practices by the feedback I receive from my superiors about the implementation of MATATAG curriculum.	4.65	0.48	Always
<b>Weighted Mean</b> <b>SD</b> <b>Verbal Interpretation</b>	<b>4.36</b> <b>0.71</b> <b>Highly Implemented</b>		

The level of MATATAG Curriculum implementation in terms of support for teachers was verbally interpreted as highly implemented based on the overall weighted mean of 4.36. This meant that teachers receive good assistance from training, teamwork, and feedback while they needed sufficient instructional materials to provide proper implementation of the MATATAG curriculum.

The data was in line with Nevenglosky (2016). It showed that by matching instructional strategies with curricular objectives, good training raises teacher self-efficacy and increases teaching practices. Practice-based coaching helps teachers improve their ability to faithfully apply curricula. Additionally, instructors were more dedicated to implementing the curriculum when they were involved in its development. All things considered, carefully thought-out professional development programs were crucial for giving educators the skills they needed to execute curricula effectively and provide high-quality instruction.

The next table showed the level of MATATAG curriculum implementation in terms of community involvement was highly practiced. Teachers always communicate and encourage parents to participate in activities about the objectives and goals of the MATATAG Curriculum (M=4.73, SD=0.45), believe that partnerships with local stakeholders positively impact student outcomes (M=4.60, SD=0.49), establish partnership with community organizations to enhance student learning (M=4.58, SD=0.57), give pupils opportunities to be involved with community activities as part of the curriculum (M=4.45, SD=0.54), consider the community in decision-making processes related to student learning and development (M=4.42, 0.60).

Table 13 illustrated the level of MATATAG curriculum implementation in terms of community involvement.

The overall weighted mean of 4.56 revealed that the level of MATATAG curriculum implementation in terms of community involvement was highly practiced. This meant that teachers promote activities that encourage students to engage with their communities.

The result was supported by Anderson (2019). Schools, he said, are frequently a hub for community participation, as families send their kids there to learn the skills they will need

to be happy, healthy, and productive members of society. This means that teachers are frequently responsible for the majority of the work involved in removing obstacles to community participation in schools.

TABLE 13. Level of Management of MATATAG Curriculum Implementation in terms of Community Involvement

Statement	Mean	SD	Remarks
The teacher... communicates and encourages parents to participate in the activities about the objectives and goals of the MATATAG Curriculum.	4.73	0.45	Always
establishes partnership with community organizations to enhance student learning.	4.58	0.57	Always
gives pupils opportunities to be involved with community activities as part of the curriculum.	4.45	0.54	Always
considers the community in decision-making processes related to student learning and development.	4.42	0.60	Always
believes that partnerships with local stakeholders positively impact student outcomes.	4.60	0.49	Always
<b>Weighted Mean</b> <b>SD</b> <b>Verbal Interpretation</b>	<b>4.56</b> <b>0.54</b> <b>Highly Practiced</b>		

Table 14 showed the level of MATATAG curriculum implementation in terms of communication.

TABLE 14. Level of Management of MATATAG Curriculum Implementation in terms of Communication

Statement	Mean	SD	Remarks
The teacher... updates himself to any changes or developments related to MATATAG Curriculum.	4.62	0.49	Always
encourages co-teachers to participate and share best practices and challenges faced on the implementation of MATATAG curriculum.	4.56	0.57	Always
sets goals and expectations, clearly, as part of the curriculum.	4.67	0.47	Always
communicates with parents about their child's progress as well as curriculum updates, regularly.	4.82	0.39	Always
promotes a culture of open communication and collaboration among teachers and school heads.	4.65	0.48	Always
<b>Weighted Mean</b> <b>SD</b> <b>Verbal Interpretation</b>	<b>4.67</b> <b>0.49</b> <b>Highly Implemented</b>		

The table presented the level of MATATAG curriculum implementation in terms of communication. Teachers always communicate with parents about their child's progress as well as curriculum updates, regularly (M=4.82, SD=0.39), set goals and expectations, clearly, as part of the curriculum (M=4.67, SD=0.47), promote a culture of open communication and collaboration among teachers and school heads (M=4.65, SD=0.48), update himself to any changes or developments related to MATATAG Curriculum (M=4.62, SD=0.49), and encourage co-teachers to participate and share best practices and challenges faced on its implementation (M=4.56, SD=0.57).

The overall weighted mean of 4.67 revealed that the level of MATATAG curriculum implementation in terms of communication was highly implemented. It meant that

teachers created a transparent and cooperative learning environment particularly for students, parents, and co-teachers highlighting the curriculum's emphasis on shared accountability between them.

The findings were consistent with Satam (2024). Observed that it fostered a cooperative approach to student achievement by increasing parental participation. In addition to fostering social and emotional growth, communication helps pupils acquired vital communication skills for their future undertakings.

*Test of Relationship between the teachers' readiness and the Management of MATATAG Curriculum Implementation*

To test the significant relationship between the teachers' readiness and the MATATAG Curriculum Implementation in terms of Support for Students, Support for Teachers, Community Involvement, and Communication, they were

treated statistically using Real Statistics Data Analysis Tools using the Pearson product moment correlation coefficient.

Teachers' readiness in terms of attitudes had a significant relationship with their support for teachers (pearson correlation=0.2881, significance=0.000), and community involvement (pearson correlation=0.3510, significance=0.000). On the other hand, it was not significant with their support for students (pearson correlation=0.03794, significance=0.2776), and communication (pearson correlation=0.3717, significance=0.1047). Table 15 showed the significant relationship between the teachers' readiness and the MATATAG curriculum implementation

This means that teachers with more positive attitudes were more likely to support colleagues like sharing resources or mentoring and coaching. They were also good at collaborating with the community for the betterment of learning quality.

TABLE 15. Significant Relationship between the Teachers' Readiness to the Management of MATATAG Curriculum Implementation

Teachers' readiness		MATATAG Curriculum Implementation			
		Support for Students	Support for Teachers	Community Involvement	Communication
Attitudes	Pearson Correlation	0.3794	0.2881*	0.3510*	0.3717
	Significance (2-Tailed)	0.2776	0.0000	0.0006	0.1047
	N	54	54	54	54
	Analysis	Not Sig	Sig	Sig	Not Sig
Teaching Experience	Pearson Correlation	0.1276*	0.1573	0.1549	0.2544*
	Significance (2-Tailed)	0.0000	0.2356	0.0550	0.0001
	N	54	54	54	54
	Analysis	Sig	Not Sig	Not Sig	Sig
Learning Resources	Pearson Correlation	0.0400*	0.4432*	0.1760*	0.2339*
	Significance (2-Tailed)	0.0000	0.0000	0.0000	0.0000
	N	54	54	54	54
	Analysis	Sig	Sig	Sig	Sig

Additionally, teaching experience had a significant relationship to support for students (pearson correlation=0.1276, significance=0.000), and communication (pearson correlation=0.2544, significance=0.001). Support for teachers (pearson correlation=0.1573, significance=0.2356), and community involvement (pearson correlation=0.01549, significance=0.0550) have no significant relationship with teachers' readiness in terms of teaching experience.

This meant that more experienced teachers were more likely to provide pupils with effective support emotionally or academically. Over time, as teachers develop their confidence and learn how to engage with others, their communication skills may increase. However, peer support may be more influenced by school culture or personal qualities than by experience. Years of teaching experience may not have the same influence on community involvement like external factors like school policies and others.

There were also significant relationships between teachers' readiness

In terms of learning resources to support students (pearson correlation=0.0400, significance=0.000), support for teachers (pearson correlation=0.4432, significance=0.000), community involvement (pearson correlation=0.1760, significance=0.000), and communication (pearson correlation=0.2339, significance=0.000).

This meant that availability of learning resources had an influence on student support. It also fostered collaboration and teamwork among teachers. It provided teachers an advantage when it came to community participation initiatives like outreach campaigns and parent-teacher collaborations. Lastly, it improved engagement and make the lesson delivery better.

From the findings above, one can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the teachers' readiness and the MATATAG Curriculum Implementation" was rejected, which incited that there was a significant relationship between them. Since teachers' attitudes, experiences, and availability of learning materials were related to their capacity to assist students, work with peers, involve communities, and communicate effectively, their preparedness was essential to the successful implementation of the MATATAG Curriculum.

To test the significant relationship between the teachers' competencies and the MATATAG Curriculum Implementation in terms of Support for Students, Support for Teachers, Community Involvement, and Communication they were treated statistically using Real Statistics Data Analysis Tools using the Pearson product moment correlation coefficient.

*Test of Relationship between the teachers' competencies and the MATATAG Curriculum Implementation*

The next table above showed that teachers’ competencies in terms of self-direction have a significant relationship to support for teachers (pearson correlation=0.1207, significance=0.000), community involvement (pearson correlation=0.3713, significance=0.003), and communication (pearson correlation=0.4611, significance=0.0478). It has no significant relationship to support for students (pearson correlation=0.5442, significance=0.4063).

It implied that cooperation within the school may be fostered by self-directed educators. They also get involved in the community by working with parents or taking part in outreach programs. Teachers take accountability for their communication techniques, which will result in improved relations among stakeholders inside and outside the school.

Table 16 represented the significant relationship between the teachers’ competencies and the MATATAG curriculum implementation.

TABLE 16. Significant Relationship between the Teachers’ Competencies and the Management of MATATAG Curriculum Implementation

teachers’ competencies		MATATAG Curriculum Implementation			
		Support for Students	Support for Teachers	Community Involvement	Communication
Self-direction	Pearson Correlation	0.5442	0.1207	0.3713	0.4611
	Significance (2-Tailed)	0.4063	0.0000	0.0003	0.0478
	N	54	54	54	54
	Analysis	Not Sig	Sig	Sig	Sig
Empathy	Pearson Correlation	0.6252	0.1642	0.4781	0.3680
	Significance (2-Tailed)	0.3392	0.0000	0.0000	0.0016
	N	54	54	54	54
	Analysis	Not Sig	Sig	Sig	Sig
Cooperation	Pearson Correlation	0.5418	0.1321	0.3869	0.4327
	Significance (2-Tailed)	0.0810	0.0000	0.0000	0.0000
	N	54	54	54	54
	Analysis	Not Sig	Sig	Sig	Sig

Empathy had a significant relationship to support for teachers (pearson correlation=0.1642, significance=0.000), community involvement (pearson correlation=0.4781, significance=0.000), and communication (pearson correlation=0.3680, significance=0.0016). While it had no significant relationship to support for students (pearson correlation=0.6252, significance=0.3392).

The result implied that teachers with higher levels of empathy were more likely to help their peers by working together, showing understanding, or providing mentorship. They also establish relationships with other stakeholders and build relationships that will benefit the school community. Teachers demonstrated improved communication skills, including clarity, active listening, and appreciation of other people’s viewpoints. Meanwhile, empathy alone may not be enough to support pupils; other elements such as instructional techniques, classroom management abilities may be required.

Teachers’ competencies in terms of cooperation had a significant relationship to support for teachers (pearson correlation=0.1321, significance=0.0000), community involvement (pearson correlation=0.3869, significance=0.0000), and communication (pearson correlation=0.4327, significance=0.0000). While in terms of support for students, it had no significant relationship (pearson correlation=0.5418, significance=0.0810).

It means that teachers who worked together had better access to resources, training, and feedback. They engage the community in curriculum implementation. They also build clearer communication channels among stakeholders, which was critical for smooth curriculum implementation.

From the findings, one can infer that at 0.05 level of significance, the null hypothesis “There is no significant relationship between the teachers’ competencies and the

MATATAG Curriculum Implementation” was rejected, which incited that there was a significant relationship between them. It meant that the teacher’s adaptability and willingness to continuous professional development influences the success of the implementation. Aside from that, their skills, and strategies can also help them achieve the goals of the new curriculum.

*Test of Relationship between the teachers’ readiness and the MATATAG Curriculum Implementation*

To test the significant relationship between the teacher’s pedagogical practices and the MATATAG Curriculum Implementation in terms of Support for Students, Support for Teachers, Community Involvement, and Communication, they were treated statistically using Real Statistics Data Analysis Tools using the Pearson product moment correlation coefficient.

Table 17 showed the significant relationship between the teacher’s pedagogical practices and the MATATAG curriculum implementation.

Teachers’ pedagogical practices in terms of classroom management had a significant relationship to support for teachers (pearson correlation=0.3941, significance=0.0000), and community involvement (pearson correlation=0.43941, significance=0.0000). It had no significant relationship to support for students (pearson correlation=0.4832, significance=0.0554), and communication (pearson correlation=0.4655, significance=0.2706).

It meant that teachers who had better classroom management get support from their administrators or colleagues. They also encouraged more parental or community participation in school activities.

TABLE 17. Significant Relationship between the Teacher’s Pedagogical Practices and the Management of MATATAG Curriculum Implementation

Teacher’s pedagogical practices		MATATAG Curriculum Implementation			
		Support Students	for Teachers	Community Involvement	Communication
Classroom Management	Pearson Correlation	0.4832	0.3941	0.3953	0.4655
	Significance (2-Tailed)	0.0554	0.0000	0.0024	0.2706
	N	54	54	54	54
Analysis		Not Sig	Sig	Sig	Not Sig
Instructional Methods	Pearson Correlation	0.5538	0.3278	0.4457	0.5324
	Significance (2-Tailed)	1.0000	0.0000	0.0000	0.0042
	N	54	54	54	54
Analysis		Not Sig	Sig	Sig	Sig
Technology Integration	Pearson Correlation	0.2835	0.6802	0.5917	0.5903
	Significance (2-Tailed)	0.0000	0.7648	0.0002	0.0000
	N	54	54	54	54
Analysis		Sig	Not Sig	Sig	Sig
Assessment Strategies	Pearson Correlation	0.5053	0.2040	0.4110	0.6348
	Significance (2-Tailed)	0.8494	0.0000	0.0000	0.0005
	N	54	54	54	54
Analysis		Not Sig	Sig	Sig	Sig

Significant relationships between teachers’ pedagogical practices based on instructional methods were established with MATATAG curriculum implementation in terms of support for teachers (pearson correlation=0.3278, significance=0.0000), community involvement (pearson correlation=0.5917, significance=0.0000), and communication (pearson correlation=0.5324, significance=0.0000). It has no significant relationship to the support for students (pearson correlation=0.5538, significance=1.0000).

The result implied that more professional development, resources, and institutional support were given by schools that support good teaching practices. There was more involvement of parents and the community in education, the better teaching techniques were applied.

Teachers’ pedagogical practices in terms of technology integration had significant relationships to support for students (pearson correlation=0.2835, significance=0.0000), community involvement (pearson correlation=0.5917, significance=0.0002), and communication (pearson correlation=0.5903, significance=0.0000). On the other hand, it has no significant relationship to support for teachers (pearson correlation=0.6802, significance=0.7648).

It meant that more successful technology integration by teachers often results in improved strategies and technique they used to teach their students. Higher community participation was strongly correlated with stronger technological integration, indicating cooperation between local stakeholders and schools. And also, better communication techniques between parents, teachers, and pupils, were correlated with effective use of technology.

On the other hand, assessment strategies had significant relationships to support for teachers (pearson correlation=0.2040, significance=0.0000), community involvement (pearson correlation=0.4110, significance=0.0060), and communication (pearson correlation=0.6348, significance=0.0005). It has no significant relationship to support for students (pearson correlation=0.5053, significance=0.8494).

This result meant that good assessment practices helped the professional growth or well-being of teachers. It also

fostered stronger community involvement. Effective assessment strategies also enhance communication and feedback loops between teachers, students, and parents.

From the findings above, one can infer that at 0.05 level of significance, the null hypothesis “There is no significant relationship between the teacher’s pedagogical practices and the management of MATATAG Curriculum Implementation” was rejected, which incited that there was a significant relationship between them. It indicated that teachers were employing teaching strategies which were aligned to the objectives and goals of the curriculum. Teachers participate in collaborative professional development which meant exchanging best practices, getting input, and consistently enhancing teaching methods to better assist students’ learning. Additionally, to make sure the curriculum will meet its intended aims, teachers modify and adapt their pedagogical practices in response to students’ performance.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the stated findings, the following were the list of conclusions of this research.

Teachers’ readiness had a significant relationship to the management of the MATATAG Curriculum Implementation that was why the hypothesis was rejected. This meant that the teachers’ readiness was influenced by positive attitudes, relevant teaching experiences, and availability of suitable educational materials. Teachers’ capacity to adjust to new educational difficulties and provide efficient instruction was influenced by each of these factors. Moreover, access to learning resources strengthens student support, peer collaboration, community ties, and communication, with all correlations significant. This meant resources as foundational to curriculum success.

Secondly, teachers’ competencies had a significant relationship to the management of the MATATAG Curriculum Implementation which resulted to the rejection of the hypothesis. It meant that teachers set their own teaching goals and create a supportive and cooperative environment for their students’ needs. The curriculum may be implemented more successfully by teachers who were flexible and

dedicated to lifelong learning. The curriculum's objectives depended heavily on the abilities and tactics of teachers, highlighting the value of funding teacher development. The MATATAG Curriculum's effectiveness depended on teachers' capacity to modify and use their skills in novel and efficient ways.

Lastly, teachers' pedagogical practices had a significant relationship to the implementation of MATATAG Curriculum Implementation that's why hypothesis was rejected. It meant that teachers use instructional practices that were consistent with the curriculum's objectives, demonstrating a thorough comprehension of the curriculum's aim. Teachers participate in collaborative professional development, which entails sharing best practices and constantly refining teaching techniques to better enhance student learning. Teachers adapted their teaching approaches in response to student performance data, ensuring that the curriculum accomplished its objectives.

The findings and conclusions above provided pieces of information that can either be used or acted upon by teachers and other future researchers alike. Hence, the author of this research recommends the following.

To students and their parents, any improvement in the curriculum will benefit the students. Parents may involve themselves more in the school activities to improve their child's learning. They may also realize the importance of their communication with the teachers of their child.

To teachers, they may include peer mentoring programs on their routine

to improve student support, their communication skills and cooperative learning. To support their students more during this time of curriculum shift, they are encouraged to use a wide variety of teaching strategies and techniques and include technology to ensure student participation and achievement.

To school administrators, include topics about promoting favorable attitudes, enhance self-direction, empathy, and cooperation among teachers, and improve their classroom strategies, and techniques for quality student learning, in their learning action cell or training. They must also ensure equitable distribution of learning resources to support all stakeholders.

To future researchers, for more reliable results since the study only cater the prime implementers of the MATATAG curriculum of Lumban sub-office it may also be necessary to explore and examine the experiences of other teachers from other sub-offices about this topic. Increase in sample size of

the respondents to obtain a more reliable result. Additionally, for the upcoming school years, more updates about the MATATAG curriculum may add more information to the study.

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