



MATATAG Curriculum: Challenges and Teacher Readiness in Public and Private Schools

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Abstract

The implementation of the MATATAG Curriculum requires teachers to possess adequate competencies and institutional support to effectively deliver quality instruction. This study assessed the preparedness of public and private secondary school teachers in implementing the MATATAG Curriculum in the Schools Division of Calbayog City during School Year 2024–2025. Specifically, it examined teachers' preparedness, institutional support, implementation challenges, differences between public and private schools, and the relationships among respondents' profile, institutional support, and preparedness. A quantitative descriptive-correlational and comparative research design was employed involving 143 Grade 7 teachers selected through proportionate stratified random sampling. Data were gathered using a structured questionnaire and analyzed using frequency, percentage, mean, standard deviation, independent-samples t-test, and Pearson product-moment correlation. The findings revealed that teachers were moderately prepared ($M = 3.20$, $SD = 0.66$), with technological integration obtaining the highest rating and content knowledge the lowest, while institutional support was generally rated as supported ($M = 3.94$, $SD = 0.62$), particularly in teacher well-being. No significant difference was found in teachers' preparedness between public and private secondary schools, whereas institutional support significantly favored public schools. Moreover, teaching station, years of teaching experience, and institutional support were significantly associated with teachers' preparedness, while limited curriculum understanding, inadequate access to updated curriculum information, and insufficient instructional resources emerged as the major implementation challenges. The study concludes that strengthening curriculum-focused professional development, institutional support, and resource provision is essential to enhance teachers' preparedness and ensure the effective implementation of the MATATAG Curriculum.

Keywords

MATATAG Curriculum, teacher preparedness, institutional support, curriculum implementation, professional development

How to Cite

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Ethics Statement

This study was conducted in accordance with ethical standards.

INTRODUCTION

Education systems worldwide continue to reform their curricula to equip learners with the competencies required in the twenty-first century, including critical thinking, collaboration, digital literacy, and lifelong learning. Curriculum reforms have become increasingly necessary as governments respond to rapid technological advancement, globalization, and the educational disruptions brought about by the COVID-19 pandemic. Consequently, many countries have redesigned their basic education curricula to strengthen foundational learning, improve instructional quality, and promote equitable

educational outcomes. Effective curriculum reform, however, depends not only on curriculum design but also on teachers' readiness to translate curriculum policies into meaningful classroom practices (Aytaç, 2023; Consoli et al., 2023; Pillay & Panth, 2022). Teacher preparedness, continuous professional learning, and institutional support remain fundamental determinants of successful curriculum implementation because teachers serve as the primary agents responsible for transforming curriculum reforms into improved student learning experiences (Padillo et al., 2021; Viac & Fraser, 2020).

In the Philippines, the Department of Education introduced the MATATAG Curriculum as a strategic response to learning loss, curriculum congestion, and declining learner performance following the pandemic. The curriculum emphasizes literacy, numeracy, foundational competencies, and streamlined learning standards to improve the quality of basic education. The implementation of the MATATAG Curriculum requires teachers to possess sufficient content knowledge, effective pedagogical skills, technological competence, and the ability to utilize curriculum-aligned instructional resources. Successful implementation likewise depends on sustained institutional support through professional development, instructional coaching, teacher well-being initiatives, and access to quality learning materials (EDCOM II, 2024; Endot et al., 2021; Nurzen, 2022). Although schools have initiated capacity-building activities to facilitate curriculum implementation, teachers continue to encounter challenges related to curriculum understanding, resource availability, technology integration, and adapting instructional practices to meet the revised curriculum requirements (Isaboke et al., 2021; Katshuna & Shikalepo, 2023; Ngwenya, 2020; Nuraeni et al., 2020).

Previous studies consistently demonstrate that teacher readiness significantly influences the quality and effectiveness of curriculum implementation. Teachers who receive adequate professional development, institutional support, and opportunities for collaborative learning generally demonstrate higher confidence and greater instructional effectiveness during curriculum reform initiatives (Padillo et al., 2021; Ruggeri et al., 2020; Viac & Fraser, 2020). Similarly, studies on curriculum implementation emphasize that insufficient instructional resources, limited coaching, inadequate professional development, and teacher well-being concerns frequently hinder the successful implementation of educational reforms (Aytaç, 2023; Endot et al., 2021; Isaboke et al., 2021; Katshuna & Shikalepo, 2023). More recent educational studies likewise continue to examine teacher competence, instructional leadership, school resource management, educational quality, and instructional innovation within contemporary educational settings (Apolinario, 2026; Baynosa & Simpal, 2025; Cariaga & Gerodias, 2025; Cariaga et al., 2026; Cubero & Cariaga, 2026; El Halaissi & Cariaga, 2026; Orbeso, 2026). Collectively, these studies highlight the continuing importance of strengthening teachers' professional capacity and institutional support systems in improving educational quality.

Despite the growing body of literature, several research gaps remain. Existing studies have primarily examined teacher readiness, curriculum implementation, or institutional support as separate areas of inquiry, while relatively few investigations have simultaneously explored these variables within the implementation of the MATATAG Curriculum. Furthermore, limited empirical evidence compares public and private secondary school teachers regarding their preparedness, institutional support, and implementation challenges during the early implementation of the curriculum. Likewise, localized evidence from the Schools Division of Calbayog City remains scarce, limiting context-specific information that educational leaders may use in designing targeted interventions. Addressing these empirical, comparative, and contextual gaps is essential for strengthening teacher support mechanisms and ensuring successful curriculum implementation across different educational settings.

Therefore, this study examined the readiness of public and private secondary school teachers in implementing the MATATAG Curriculum in the Schools Division of Calbayog City during School Year 2024–2025. Specifically, it described the demographic profile of the respondents; assessed teachers' preparedness in terms of content knowledge, pedagogical skills, technological integration, learning resources, and professional development; determined the extent of institutional support in learning resources, teacher well-being, and curriculum understanding; examined differences in preparedness and institutional support between public and private secondary school teachers; analyzed the relationships among teachers' profile, preparedness, and institutional support; identified the major challenges affecting curriculum implementation; and proposed an evidence-based action plan to strengthen teacher readiness. The findings are expected to contribute to curriculum implementation research and provide practical guidance for policymakers, school administrators, and teachers in enhancing the effective implementation of the MATATAG Curriculum in Philippine basic education.

METHODOLOGY

Design

This study employed a quantitative, non-experimental research design using descriptive-correlational and comparative approaches to examine teachers' readiness, institutional support, and challenges in implementing the MATATAG Curriculum. The descriptive component was used to determine the demographic profile of the respondents, assess their level of preparedness, evaluate the extent of institutional support, and identify the challenges encountered during curriculum implementation. The correlational component examined the relationships between teachers' demographic characteristics, preparedness, and institutional support. Meanwhile, the comparative component determined whether significant differences existed between public and private secondary school teachers regarding their preparedness and the support they received during the implementation of the MATATAG Curriculum. This research design was appropriate because it enabled the researcher to describe existing conditions, determine relationships among variables, and compare groups without manipulating the study variables.

Locale

The study was conducted in the Schools Division of Calbayog City, Samar, Philippines, involving selected public and private secondary schools located across different school districts. The participating schools represented diverse educational

contexts, including urban and rural communities with varying institutional characteristics, student populations, and available instructional resources. All participating schools implement the K–12 Basic Education Curriculum and were actively implementing the MATATAG Curriculum at the Grade 7 level during School Year 2024–2025. The locale was selected because it provided an appropriate setting for examining teacher readiness, institutional support, and implementation challenges across both public and private secondary schools.

Respondents and Sampling

The study involved Grade 7 teachers from public and private secondary schools within the Schools Division of Calbayog City. The total population consisted of 241 teachers who were directly involved in implementing the MATATAG Curriculum. Using the Raosoft Sample Size Calculator with a 95% confidence level and a 5% margin of error, a minimum sample of 143 teacher-respondents was determined. A proportionate stratified random sampling technique was employed to ensure adequate representation from each participating school. The schools served as the sampling strata, and respondents were selected proportionately according to the number of Grade 7 teachers assigned to each institution. This sampling procedure increased the representativeness of the sample and minimized sampling bias by providing teachers from different schools with an equal opportunity to participate in the study.

Instrument

Data were collected using a structured survey questionnaire designed to measure teachers' preparedness, institutional support, and challenges encountered during the implementation of the MATATAG Curriculum. The instrument consisted of four sections. The first section gathered information on the demographic profile of the respondents, including age, sex, school classification, teaching position, highest educational attainment, years of teaching experience, and relevant training attended. The second section assessed teachers' preparedness in terms of content knowledge and understanding, pedagogical skills and practices, technological integration, learning resources, and professional development. The third section measured the extent of institutional support received in the areas of learning resources, teacher well-being, and curriculum understanding. The final section identified the challenges affecting teachers' readiness in implementing the MATATAG Curriculum. Responses were measured using a five-point Likert scale, with higher scores indicating greater levels of preparedness and institutional support.

Collection

Prior to data collection, approval to conduct the study was obtained from the Office of the Schools Division Superintendent of the Schools Division of Calbayog City. Permission was subsequently secured from the respective Public Schools District Supervisors and school heads of the participating schools. The researcher informed the respondents about the objectives of the study, the voluntary nature of their participation, and the confidentiality of the information collected. A cover letter accompanied each questionnaire to explain the purpose of the study and provide instructions for completing the instrument. After the questionnaires had been completed, the researcher personally retrieved all survey forms to ensure a high retrieval rate and minimize missing responses. The collected data were subsequently organized, encoded, and prepared for statistical analysis.

Ethical Considerations

The study adhered to established ethical principles governing educational research. Prior to data collection, the research proposal was submitted to the appropriate research and ethics office for review and approval. Formal permission to conduct the study was obtained from the Schools Division Superintendent and the school heads of the participating institutions.

Participation in the study was voluntary, and informed consent was obtained from all respondents before the administration of the questionnaire. Participants were informed of the objectives of the study, the confidentiality of their responses, and their right to withdraw from the study at any stage without any adverse consequences. To ensure anonymity, no personally identifiable information was collected, and all data were treated with strict confidentiality. The researcher likewise observed honesty, integrity, and objectivity throughout the collection, analysis, and reporting of the research findings.

Analysis

The collected data were analyzed using appropriate descriptive and inferential statistical techniques aligned with the objectives of the study. Frequency distribution and percentage were used to describe the demographic profile of the respondents and summarize the reported implementation challenges. Mean and standard deviation were computed to determine the levels of teachers' preparedness and the extent of institutional support received. Independent-samples t-test was employed to determine significant differences between public and private secondary school teachers regarding preparedness and institutional support. Pearson product-moment correlation analysis was used to determine the relationships between teachers' demographic characteristics, preparedness, and institutional support. All statistical analyses were performed using a 0.05 level of significance, with hypothesis-testing decisions based on the corresponding p-values.

RESULTS AND DISCUSSION

The Table 1 presents the distribution of the 143 Grade 7 teacher-respondents from selected public and private secondary schools in the Schools Division of Calbayog City. The respondents were proportionately selected using a stratified random sampling procedure to ensure that participating schools were adequately represented in the study. Among the participating schools, Calbayog City National High School recorded the highest proportion of respondents (7.69%), followed by San Policarpo National High School and RLMSF, with 6.29% each, while the remaining respondents were proportionately distributed across the other participating schools. This distribution reflects the actual composition of Grade 7 teachers implementing the MATATAG Curriculum within the division and provides a representative sample for the investigation.

The proportional representation of respondents from different schools strengthens the credibility and external validity of the study by capturing diverse implementation contexts across public and private secondary schools. Differences in school leadership, instructional resources, and organizational support may influence teachers' implementation experiences; thus, obtaining respondents from various institutions provides a more comprehensive assessment of teacher preparedness and institutional support. This sampling approach is consistent with recommendations that representative sampling improves the generalizability of educational research findings, particularly in studies involving heterogeneous school populations and curriculum implementation across multiple educational settings (Isaboke et al., 2021; Ngwenya, 2020). Consequently, the distribution of respondents provides a reliable basis for examining the implementation of the MATATAG Curriculum within the Schools Division of Calbayog City.

Table 1
Distribution of the Respondents by Participating School (N = 143)

District	School	Population (N)	Sample (n)	%
Calbayog 1	Carayman National High School	7	4	2.80
	Sevenhills National High School	5	3	2.10
Calbayog 2	Bagacay Integrated School	8	5	3.50
	La Milagrosa Academy	7	4	2.80
	CCFA	4	2	1.40
	Academia de San Agustin	5	3	2.10
	Christ the King College (CKC)	7	4	2.80
Calbayog 3	Calbayog City National High School	18	11	7.70
	Calbayog City Night High School	5	3	2.10
Calbayog 4	Patong-Happy Valley National High School	5	3	2.10
	Migara National High School	8	5	3.50
	Tabawan Integrated School	7	4	2.80
Calbayog 5	San Policarpo National High School	15	9	6.30
	Canjumadac Integrated School	7	4	2.80
	Acedillo Integrated School	5	3	2.10
	Gadgaran Integrated School	5	3	2.10
Calbayog 6	Trinidad National High School	7	4	2.80
	Lonoy Integrated School	5	3	2.10
Oquendo 2	Oquendo National High School	10	6	4.20
	Mag-ubay National High School	7	4	2.80
	Tarabucan National High School	5	3	2.10
Oquendo 3	Dawo Integrated School	5	3	2.10
	Macatingog Integrated School	5	3	2.10
	Pillar National Agricultural High School	5	3	2.10
	Cabatuan Integrated School	5	3	2.10
Tinambacan 1	Malajog Integrated School	7	4	2.80
	Tomaligues Integrated School	6	4	2.80*
	RLMSF	15	9	6.30
Tinambacan 2	San Joaquin National High School	10	6	4.20
	San Joaquin National High School-Manguino-o Annex	5	3	2.10
Tinambacan 3	Malaga National High School	7	4	2.80
	Pena National High School	7	4	2.80
	Caglanipao Sur Integrated School	5	3	2.10
	Cagmanipis Sur Integrated School	7	4	2.80
Total	34 Schools	241	143	100.00

Table 2 presents the demographic profile of the respondents in terms of age, sex, school classification, teaching position, highest educational attainment, years of teaching experience, and MATATAG Curriculum-related training. The respondents had a mean age of 36.4 years, with most teachers belonging to the 28–31 years age group (18.88%) and the 24–27 years age group (18.18%). Female teachers comprised 60.1% of the respondents, while public secondary school teachers represented 90.9% of the sample. Most respondents occupied the position of Teacher I (36.4%), had completed master's degree academic requirements or graduate studies, possessed four to ten years of teaching experience (44.1%), and participated in the School-Based Training of Teachers on the MATATAG Curriculum (60.14%). These findings indicate that the respondents represent a relatively young and professionally developing teaching workforce actively engaged in implementing the revised curriculum.

The demographic characteristics suggest that the respondents possess sufficient academic preparation and professional experience to facilitate curriculum implementation. However, curriculum readiness depends not only on teachers' educational qualifications or years of service but also on continuous professional development and institutional support. Previous studies have consistently shown that teachers who regularly participate in curriculum-related training demonstrate greater instructional competence, adaptability, and confidence in implementing educational reforms (Endot et al., 2021; Nurzen, 2022). Likewise, sustained professional development enhances teachers' pedagogical knowledge and instructional effectiveness, enabling them to respond more effectively to curriculum innovations (Padillo et al., 2021). These

findings underscore the importance of maintaining continuous capacity-building initiatives as the MATATAG Curriculum continues to be implemented.

Table 2
Percentage and Frequency Distribution of the Profile of the Respondents (N = 143)

Profile Variable	Category	f	%
Age (years)	24–27	26	18.18
	28–31	27	18.88
	32–35	20	13.99
	36–39	19	13.29
	40–43	8	5.59
	44–47	23	16.08
	48–51	11	7.69
	52–55	7	4.90
	Mean Age	36.4 years	
Sex	Male	57	39.9
	Female	86	60.1
Teaching Station	Public	130	90.9
	Private	13	9.1
Teaching Position	Teacher I	52	36.4
	Teacher II	24	16.8
	Teacher III	40	28.0
	Master Teacher I	22	15.4
	Master Teacher II	5	3.5
	Master Teacher III	0	0.0
	Master Teacher IV	0	0.0
Highest Educational Attainment	College Graduate	19	13.3
	Master's Degree (Coursework/Units)	29	20.3
	Master's Degree (CAR)	44	30.8
	Master's Degree Graduate	31	21.7
	Doctorate Degree (Coursework/Units)	20	14.0
	Doctorate Degree (CAR)	0	0.0
	Doctorate Degree Graduate	0	0.0
Years of Teaching Experience	0–3 years	41	28.7
	4–10 years	63	44.1
	11–15 years	24	16.8
	16–20 years	15	10.5
Relevant Training Attended	2024 INSET for K–6 Teachers on the MATATAG Curriculum	4	2.8
	Division Roll-Out on HOTS and PLPs	42	29.4
	ONE VALUES	1	0.7
	Private School Training on the MATATAG Curriculum	8	5.6
	School-Based Training of Teachers (SBTT) on the MATATAG Curriculum	86	60.1

Table 3 presents the level of teachers' preparedness in implementing the MATATAG Curriculum across five competency domains. The overall preparedness mean was $M = 3.20$ ($SD = 0.66$), interpreted as moderately prepared, indicating that teachers generally possess the competencies necessary to implement the curriculum but still require additional professional support to strengthen implementation. Among the preparedness domains, technological integration obtained the highest mean ($M = 3.79$, $SD = 0.73$), followed by professional development ($M = 3.28$, $SD = 0.64$), pedagogical skills and practices ($M = 3.15$, $SD = 0.65$), and learning resources ($M = 3.10$, $SD = 0.65$). Content knowledge and understanding obtained the lowest mean ($M = 2.66$, $SD = 0.63$), indicating that this remains the area requiring the greatest improvement.

The moderate level of preparedness suggests that teachers are progressively adapting to the implementation of the MATATAG Curriculum but continue to experience challenges in fully understanding its revised learning competencies and instructional expectations. The high rating for technological integration may be attributed to teachers' increased exposure to digital instructional practices following the expansion of technology-enhanced learning environments, consistent with the findings of Consoli et al. (2023), who identified technology integration as a fundamental component of effective teaching in contemporary education. Conversely, the relatively lower rating for content knowledge highlights the continuing need for curriculum-focused professional development, mentoring, and technical assistance. Similar findings were reported by Endot et al. (2021) and Isaboke et al. (2021), who emphasized that comprehensive curriculum understanding and continuous professional learning are critical determinants of successful curriculum implementation. These results suggest that strengthening teachers' mastery of curriculum content, together with sustained professional development and instructional support, is essential to improving implementation fidelity and achieving the intended outcomes of the MATATAG Curriculum (Padillo et al., 2021; Pillay & Panth, 2022).

Table 3
Summary of Teachers' Preparedness in the Implementation of the MATATAG Curriculum (N = 143)

Domain	Mean	SD	Interpretation
Content Knowledge and Understanding	2.66	0.63	Moderately Prepared
Pedagogical Skills and Practices	3.15	0.65	Moderately Prepared
Technological Integration	3.79	0.73	Prepared
Learning Resources	3.10	0.65	Moderately Prepared
Professional Development	3.28	0.64	Moderately Prepared
Overall Preparedness	3.20	0.66	Moderately Prepared

Table 4 presents the level of institutional support received by teachers during the implementation of the MATATAG Curriculum. The overall institutional support obtained a mean of $M = 3.94$ ($SD = 0.62$), interpreted as supported, indicating that schools generally provided adequate assistance to facilitate curriculum implementation. Among the three dimensions, teacher well-being recorded the highest mean ($M = 4.03$, $SD = 0.64$), followed by curriculum understanding ($M = 3.93$, $SD = 0.59$) and learning resources ($M = 3.85$, $SD = 0.63$). These findings indicate that teachers perceived their schools as providing favorable organizational conditions that support instructional effectiveness and curriculum implementation.

The relatively high level of institutional support suggests that schools recognize the importance of providing administrative guidance, professional assistance, and teacher well-being initiatives during periods of curriculum reform. Teacher well-being emerged as the strongest aspect of institutional support, implying that schools have implemented strategies that promote teachers' motivation, resilience, and professional engagement. This finding supports previous studies which emphasized that supportive organizational environments contribute significantly to teachers' instructional effectiveness and successful curriculum implementation (Ruggeri et al., 2020; Viac & Fraser, 2020). Likewise, EDCOM II (2024) emphasized that continuous technical assistance, curriculum orientation, and school-level support remain essential for the successful implementation of the MATATAG Curriculum. Strengthening learning resources and sustaining institutional support mechanisms may further enhance teachers' readiness and instructional performance.

Table 4
Summary of Institutional Support Received by Teachers in the Implementation of the MATATAG Curriculum (N = 143)

Domain	Mean	SD	Interpretation
Learning Resources	3.85	0.63	Supported
Teacher Well-being	4.03	0.64	Supported
Curriculum Understanding	3.93	0.59	Supported
Overall Institutional Support	3.94	0.62	Supported

Table 5 presents the comparison of teachers' preparedness according to school classification. Public secondary school teachers obtained a slightly higher preparedness score ($M = 3.21$, $SD = 0.43$) than private secondary school teachers ($M = 3.05$, $SD = 0.39$). However, the independent-samples t -test revealed that the observed difference was not statistically significant ($t = 1.29$, $p = .220$). Thus, the null hypothesis was not rejected, indicating that teachers from both public and private secondary schools demonstrated comparable levels of preparedness in implementing the MATATAG Curriculum.

The absence of a significant difference suggests that teachers' preparedness is shaped more by professional competence, curriculum-related training, and instructional experience than by school classification. Despite differences in institutional context, teachers from both sectors are expected to implement the same national curriculum standards and learning competencies, resulting in comparable levels of readiness. This finding is consistent with Aytaç (2023), who reported that teachers' perceptions of curriculum reforms are primarily influenced by their understanding of curriculum goals and instructional competence. Similarly, Endot et al. (2021) and Nurzen (2022) found that curriculum readiness is strengthened through continuous professional learning and self-efficacy rather than institutional affiliation. These findings imply that sustained professional development should remain a priority for both public and private schools to ensure effective curriculum implementation.

Table 5
Difference in Teachers' Preparedness Between Public and Private Secondary Schools

Group	Mean	SD	t	p	Decision
Public	3.21	0.43	1.29	.220	Not Significant
Private	3.05	0.39			

Table 6 presents the comparison of institutional support received by teachers according to school classification. Public secondary school teachers reported a significantly higher level of institutional support ($M = 3.36$, $SD = 0.40$) than private secondary school teachers ($M = 2.99$, $SD = 0.36$). The independent-samples t -test confirmed that the difference was statistically significant ($t = 3.48$, $p = .004$), resulting in the rejection of the null hypothesis. This finding indicates that teachers employed in public schools generally receive stronger organizational support than those in private schools during the implementation of the MATATAG Curriculum.

The higher institutional support reported by public school teachers may be attributed to the structured professional development programs, curriculum orientations, instructional supervision, and technical assistance provided through the Department of Education. Such institutional mechanisms facilitate teachers' adaptation to curriculum reforms by improving curriculum understanding, instructional competence, and access to learning resources. Previous studies have likewise emphasized that administrative support, collaborative leadership, and continuous professional learning significantly

enhance teachers' implementation capacity and instructional effectiveness (Padillo et al., 2021; Viac & Fraser, 2020). The findings also reinforce the recommendations of EDCOM II (2024), which highlighted the need to strengthen institutional support systems throughout the implementation of the MATATAG Curriculum, particularly in schools with limited organizational resources.

Table 6
Difference in Institutional Support Between Public and Private Secondary Schools

Group	Mean	SD	<i>t</i>	<i>p</i>	Decision
Public	3.36	0.40	3.48	.004	Significant
Private	2.99	0.36			

Table 7 presents the relationship between the respondents' profile, institutional support, and teachers' preparedness in implementing the MATATAG Curriculum. Correlation analysis revealed that teaching station ($r = -0.168, p = .044$), years of teaching experience ($r = 0.205, p = .014$), and institutional support ($r = 0.441, p < .001$) were significantly associated with teachers' preparedness. In contrast, age ($r = 0.160, p = .057$), sex ($r = -0.146, p = .081$), teaching position ($r = 0.063, p = .454$), and highest educational attainment ($r = 0.089, p = .288$) did not show statistically significant relationships with preparedness. Among all variables examined, institutional support exhibited the strongest positive relationship with teachers' preparedness, indicating that teachers who perceived greater organizational support were more likely to report higher levels of readiness for curriculum implementation.

The findings suggest that teachers' preparedness is influenced primarily by organizational and professional factors rather than demographic characteristics. Teachers with longer teaching experience may have developed greater instructional competence and adaptability through continuous classroom practice, while supportive school environments provide opportunities for mentoring, collaboration, and professional growth. These findings are consistent with previous studies reporting that sustained institutional support, professional learning, and collaborative school cultures significantly enhance teachers' readiness to implement curriculum reforms (Isaboke et al., 2021; Padillo et al., 2021; Viac & Fraser, 2020). The moderate positive relationship between institutional support and preparedness further emphasizes that strengthening school leadership, curriculum guidance, and professional development initiatives can substantially improve teachers' implementation capacity.

Table 7
Relationship Between Respondents' Profile, Institutional Support, and Teachers' Preparedness in Implementing the MATATAG Curriculum

Variables	<i>r</i>	<i>p</i>	Decision	Interpretation
Age	0.160	.057	Fail to Reject H_0	Not Significant
Sex	-0.146	.081	Fail to Reject H_0	Not Significant
Teaching Station	-0.168	.044	Reject H_0	Significant
Teaching Position	0.063	.454	Fail to Reject H_0	Not Significant
Highest Educational Attainment	0.089	.288	Fail to Reject H_0	Not Significant
Years of Teaching Experience	0.205	.014	Reject H_0	Significant
Institutional Support	0.441	< .001	Reject H_0	Significant Moderate Positive Relationship

Note. Significant at $\alpha = .05$.

Table 8 presents the challenges encountered by teachers during the implementation of the MATATAG Curriculum. The most frequently reported concerns were difficulty understanding the MATATAG Curriculum (72.73%), limited access to updated curriculum information (67.13%), and insufficient instructional materials (64.34%). More than half of the respondents also identified challenges related to teacher well-being, technology integration, assessment practices, collaboration among teachers, and limited professional development opportunities, indicating that curriculum implementation remains affected by both instructional and organizational constraints.

The concentration of implementation challenges around curriculum understanding and instructional resources indicates that teachers require continuous technical assistance beyond initial curriculum orientation. Similar implementation issues have been documented in previous curriculum reform studies, which reported that inadequate curriculum knowledge, limited instructional resources, and insufficient professional development constrain teachers' ability to implement educational innovations effectively (Ngwenya, 2020; Nuraeni et al., 2020; Endot et al., 2021). Likewise, EDCOM II (2024) emphasized that sustained technical assistance, improved access to curriculum-aligned instructional materials, and continuous teacher capacity-building are necessary to strengthen implementation fidelity and improve learning outcomes under the MATATAG Curriculum.

Table 8
Challenges Encountered by Teachers in Implementing the MATATAG Curriculum

Challenges	Frequency	Percentage
Difficulty understanding curriculum principles and components	104	72.73
Lack of updated curriculum information	96	67.13
Insufficient instructional materials	92	64.34
Limited teacher well-being support	86	60.14
Difficulty accessing supplementary materials	80	55.94
Feeling overwhelmed by curriculum demands	80	55.94
Limited collaboration among teachers	78	54.55
Difficulty adapting learner-centered approaches	77	53.85

Challenges	Frequency	Percentage
Limited assessment training	77	53.85
Difficulty integrating technology	77	53.85
Limited professional development	77	53.85
Limited technology access	76	53.15
Low confidence in curriculum implementation	75	52.45
Insufficient administrative support	72	50.35

Table 9 presents the proposed action plan formulated from the major findings of the study. The plan focuses on strengthening teachers' curriculum content knowledge, expanding professional development opportunities, improving access to instructional resources, enhancing teacher well-being, and reinforcing institutional support mechanisms. The proposed interventions directly address the identified implementation gaps and are intended to improve teachers' preparedness and instructional effectiveness during the implementation of the MATATAG Curriculum.

The proposed action plan provides a practical framework for the Schools Division Office, school administrators, and teachers in implementing targeted interventions that promote continuous professional growth and sustainable curriculum implementation. Strengthening institutional support, expanding professional learning opportunities, and providing adequate instructional resources are essential strategies for improving teachers' implementation capacity and ensuring successful curriculum reform (Padillo et al., 2021; Pillay & Panth, 2022; Smith & Benavot, 2019). Furthermore, the recommendations of EDCOM II (2024) support the need for sustained monitoring, technical assistance, and collaborative leadership to achieve the intended goals of the MATATAG Curriculum.

Table 9
Proposed Action Plan for Strengthening Teachers' Readiness in Implementing the MATATAG Curriculum

Key Result Area	Identified Concern	Objectives	Strategies/Activities	Responsible Persons	Time Frame	Success Indicator
Teacher Preparedness	Moderate content knowledge	Strengthen curriculum mastery	Curriculum enhancement workshops and Learning Action Cells	SDO, School Heads, Master Teachers	Quarterly	Improved preparedness ratings
Professional Development	Limited training	Enhance instructional competence	Continuous professional development programs	SDO, School Heads	Quarterly	Increased teacher participation
Learning Resources	Inadequate instructional materials	Improve resource availability	Develop and distribute curriculum-aligned learning materials	School Heads, Department Heads	Whole school year	Increased resource utilization
Institutional Support	Unequal support across schools	Strengthen organizational support	Mentoring, coaching, and professional learning communities	School Heads, Master Teachers	Whole school year	Improved institutional support ratings
Teacher Well-being	Workload and stress	Promote teacher wellness	Wellness and psychosocial support programs	School Heads, Guidance Personnel	Semi-annually	Improved teacher well-being
Curriculum Implementation	Limited curriculum understanding	Improve implementation skills	Curriculum orientation, coaching, and technical assistance	SDO, EPS, School Heads	Quarterly	Improved implementation effectiveness

Conclusion and Recommendations

The study examined the preparedness of public and private secondary school teachers in implementing the MATATAG Curriculum in the Schools Division of Calbayog City by assessing teachers' preparedness, institutional support, and implementation challenges. The findings indicate that teachers were generally moderately prepared to implement the curriculum, with technological integration emerging as the strongest area of preparedness, while content knowledge and understanding remained the area requiring the greatest improvement. Teachers likewise perceived a high level of institutional support, particularly in terms of teacher well-being and curriculum understanding. Although no significant difference was found in teachers' preparedness between public and private secondary schools, public school teachers reported significantly higher institutional support than their counterparts in private schools. Furthermore, teaching station, years of teaching experience, and institutional support were significantly associated with teachers' preparedness, emphasizing the importance of organizational and professional factors in curriculum implementation. The study also identified curriculum understanding, limited access to updated curriculum information, and insufficient instructional resources as the major challenges encountered by teachers during the implementation of the MATATAG Curriculum. These findings demonstrate that successful curriculum implementation depends not only on teachers' individual competencies but also on sustained institutional support, continuous professional development, and the availability of adequate instructional resources. Overall, the study contributes empirical evidence on teacher readiness for the MATATAG Curriculum and provides a contextual basis for strengthening school-based support systems and teacher capacity-building initiatives that can enhance curriculum implementation and improve the quality of basic education.

Based on the findings, the Department of Education and school administrators should strengthen curriculum implementation initiatives by providing sustained professional development programs focusing on curriculum content, learner-centered pedagogies, assessment practices, and technology integration. Greater investments should likewise be directed toward improving access to curriculum-aligned instructional resources, expanding mentoring and coaching programs, strengthening professional learning communities, and promoting teacher well-being through comprehensive institutional support. Particular attention should be given to private secondary schools to reduce disparities in institutional support and ensure that teachers across all school settings receive equitable opportunities for professional growth and curriculum implementation. Future studies should replicate this investigation in other Schools Division Offices using larger

and more diverse samples to improve the generalizability of the findings. Researchers are likewise encouraged to employ mixed-methods or longitudinal research designs to examine how teachers' preparedness, institutional support, and implementation challenges evolve throughout the implementation of the MATATAG Curriculum. Additional investigations may also explore the influence of instructional leadership, organizational climate, teacher self-efficacy, and curriculum implementation fidelity on teachers' readiness to generate more comprehensive evidence for educational policy and practice.

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