



## Implementation and Relevance of K to 10 Curriculum

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### ABSTRACT

This study examined the implementation and perceived relevance of the Revised K to 10 Curriculum in District 1-D of the Schools Division of Sagay City, focusing on curriculum content, teaching delivery, classroom assessment, and curriculum support. Specifically, it aimed to determine the level of implementation, assess its perceived relevance, identify challenges encountered, and provide a basis for a support mechanism program. An explanatory sequential mixed-methods design was employed. Quantitative data were collected from 78 teacher-respondents using a validated 5-point Likert-scale questionnaire, while qualitative data were obtained through semi-structured interviews with 10 selected participants. Instrument reliability and validity were established using Cronbach's alpha ( $\alpha = .971$ ) and Lawshe's Content Validity Ratio. Results revealed that the implementation of the Revised K to 10 Curriculum was generally very high across all four domains. Teachers demonstrated effective instructional delivery through evidence-based strategies, differentiated instruction, and interactive learning approaches that enhanced critical thinking, learner engagement, and real-life application. Classroom assessment practices were aligned with learning competencies and supported holistic and developmentally appropriate outcomes. Curriculum support systems—including instructional leadership, resources, professional development, and external partnerships—were found to be strong, with opportunities for further enhancement. Teachers also perceived the curriculum as highly relevant, citing its alignment with 21st-century skills, emphasis on literacy and numeracy, inclusive instruction, authentic assessment, and contextual applicability. Findings further highlighted the importance of teacher competence, leadership support, instructional materials, and institutional resources in achieving effective curriculum implementation. A support mechanism program was developed to strengthen implementation and sustain curriculum relevance.

**Keywords:** Classroom assessment, Curriculum relevance, Explanatory sequential design, K to 10 curriculum implementation, Teachers' perceptions

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## INTRODUCTION

The Revised K–10 Curriculum, known as the MATATAG Curriculum, represents a significant transformation in Philippine basic education in recent years. Introduced by the Department of Education (DepEd), this reform aims to address persistent issues such as learning loss and low performance in national and international large-scale assessments, decongest an overloaded curriculum, and strengthen foundational competencies—particularly literacy and numeracy—among K–10 learners (Abrigo et al., 2025; Department of Education, 2023). Recent policy analyses emphasize that the MATATAG Curriculum prioritizes essential learning competencies and adopts a streamlined, competency-based framework to improve learning outcomes and ensure educational relevance in a rapidly changing global context (David & Albert, 2024; World Bank, 2022).

The revised curriculum also integrates 21st-century skills such as critical thinking, communication, collaboration, and creativity, making basic education more responsive to the demands of the modern workforce and society (Trinidad, 2021; OECD, 2021). Empirical studies in the Philippine context highlight that curriculum reforms grounded in contextualization and learner-centered approaches enhance student engagement and improve the quality of instruction (De Guzman & Tan, 2022; Bernardo, 2021). These reforms align with global trends emphasizing competency-based and inclusive education systems.

Despite its promising goals, emerging evidence suggests that the implementation of the MATATAG Curriculum remains uneven across schools and divisions. Findings from early pilot implementations indicate improvements in learning delivery and instructional focus; however, they also reveal challenges related to teacher readiness, availability of instructional materials, adequacy of training, and systemic support mechanisms (David & Albert, 2024; Abaiz et al., 2025). Moreover, while national-level evaluations provide valuable insights into policy outcomes, limited attention has been given to how these reforms are interpreted and enacted at the classroom level, particularly from the perspective of teachers who serve as primary implementers.

The K–10 Curriculum, as part of the broader reform under Republic Act No. 10533, establishes the foundational stage of Philippine basic education, covering Kindergarten to Grade 10. It ensures that learners develop essential competencies before progressing to Senior High School (Grades 11–12), thereby enhancing readiness for higher education, employment, and lifelong learning (Department of Education, 2013; SEAMEO INNOTECH, 2020). The MATATAG Curriculum, launched in 2023 and implemented in phases beginning School Year 2024–2025, further strengthens this structure by focusing on mastery of core skills and reducing curriculum congestion.

The rationale for this reform is anchored on addressing critical gaps in the previous education system, including curriculum overload, poor learner performance, mismatch with labor market needs, and limited global recognition of Filipino graduates (World Bank, 2022; UNESCO, 2021). These concerns underscore the necessity of developing a more responsive and globally competitive education system that equips learners with both foundational knowledge and higher-order thinking skills.

Understanding curriculum implementation requires examining its key components. Curriculum content provides direction and structure for teaching and learning, ensuring coherence and alignment with intended competencies (Ornstein & Hunkins, 2021). Teaching delivery, on the other hand, determines how effectively these competencies are translated into classroom practices. Research shows that learner-centered and adaptive teaching approaches significantly influence student achievement, particularly in diverse educational settings (Darling-Hammond et al., 2020).

Classroom assessment plays a crucial role in measuring learning outcomes and guiding instructional decisions. Formative assessment, in particular, supports continuous improvement and helps identify learning gaps (William, 2021). Meanwhile, curriculum support—including teacher training, instructional materials, leadership, and infrastructure—is essential for sustaining effective implementation. Studies emphasize that successful educational reform depends not only on curriculum design but also on the strength of systemic support structures (Fullan, 2020; Schleicher, 2022).

These four dimensions—curriculum content, teaching delivery, classroom assessment, and curriculum support—are interdependent and collectively determine the success of curriculum implementation. A well-designed curriculum cannot achieve its intended outcomes without effective teaching, appropriate assessment, and adequate support systems. Thus, examining these components provides a comprehensive framework for evaluating the effectiveness and relevance of the K–10 Curriculum in actual classroom settings.

At the local level, the Schools Division of Sagay City plays a critical role in operationalizing national curriculum policies. Through localized initiatives, teacher training, and support mechanisms, the division aims to address contextual challenges and enhance instructional delivery. However, it is essential to assess whether these efforts effectively translate into improved classroom practices and meaningful learning experiences for learners.



## OBJECTIVES OF THE STUDY

This study aimed to determine the extent of implementation and perceived relevance of the Revised K to 10 Curriculum in the Schools Division Office of Sagay City. Specifically, it examined how the curriculum is implemented across four key pillars—Curriculum (Learning Delivery), Teaching (Pedagogical Approaches), Classroom Assessment, and Curriculum Support—and explored teachers' perceptions and experiences.

Specifically, this study ought to answer the following questions.

1. What is the extent of implementation of the Revised K to 10 in terms of the following key pillars:
  - 1.1 Curriculum (Learning Delivery)
  - 1.2 Teaching (Pedagogical Approaches)
  - 1.3 Classroom Assessment; and
  - 1.4 Curriculum Support, including:
    - 1.4.1 Professional Development
    - 1.4.2 Instructional Leadership
    - 1.4.3 Research-Based Instructional Practice
    - 1.4.4 Learning Resources
    - 1.4.5 Physical and Technological Facilities /Infrastructure
    - 1.4.6 External Partnership and Engagement
2. How do teachers perceive the relevance of the K to 10 curriculum?
3. What challenges do teachers encounter in the implementation of the K–10 curriculum?
4. What appropriate support program shall be implemented to help improve K to 10 implementation at the division level?

## METHODOLOGY

This presents the methods used for collecting the data. It explicitly discusses the research design, research participants, sampling procedure, research environment, research instrument and its validity and reliability, data gathering process, data analysis, and ethical considerations.

### *Research Design*

This study on the implementation and relevance of the K to 10 Curriculum employed a mixed-method approach, combining quantitative (statistical) and qualitative (descriptive) methods to provide a comprehensive understanding of the research problem (Creswell & Plano Clark, 2018).

An explanatory sequential design was utilized, where quantitative data were collected and analyzed first, followed by qualitative data to further explain and expand the quantitative results. In the **quantitative phase**, a descriptive survey design was used with a researcher-developed structured questionnaire administered to 78 teacher-respondents. The instrument measured the level of curriculum implementation in terms of curriculum content, teaching delivery, classroom assessment, and curriculum support.

Data were analyzed using descriptive statistics such as mean and standard deviation to identify trends and patterns (Cohen, Manion, & Morrison, 2018). In the **qualitative phase**, semi-structured interviews were conducted with 10 selected teachers to explore their perceptions of curriculum relevance. The data were analyzed using thematic analysis following Braun and Clarke's (2006) framework to identify emerging themes. Data integration occurred during the interpretation stage through triangulation, where quantitative and qualitative findings were compared and synthesized to enhance the validity and depth of the results (Fetters, Curry, & Creswell, 2013).

### *Respondents*

Participants for this study were thoughtfully selected from schools and teachers who are implementing the K to 10 curriculum. Particularly, all teachers from Kinder to Grade 8, except Grade 6. All schools within District 1-D are implementing the new curriculum as prescribed by the DepEd, and the identified schools and their teachers are considered respondents for the study. A total of 78 respondents have been identified, using the Sloven Formula.

These 78 respondents come from kindergarten to grade 8, except grade 6, which is not yet included in the implementation. Then, after validating the data of 78 respondents for the quantitative approach, select 10 teachers as participants for the qualitative approach.



**Table 1**

*Schools and Sample Respondents of the Study in the District of Sagay 1-D*

School	Male	Female	Total
Matabas Elementary School	0	6	6
Molocaboc Integrated School	2	16	18
Molo II Elementary School	1	5	6
Vito National High School	1	10	11
Vito Elementary School	1	18	19
Tuong Elementary School	0	7	7
Esperancilla T Canoy Elementary School	2	9	11
<b>Total</b>	<b>7</b>	<b>71</b>	<b>78</b>

*Note. The total number of respondents is  $N = 78$ .*

### ***Sampling Technique and Procedure***

The study utilized a mixed-methods approach, combining quantitative and qualitative data to examine the implementation and relevance of the K to 10 curriculum. A total of 78 respondents were selected through purposive sampling for the quantitative phase, all of whom were directly involved in curriculum implementation. For the qualitative phase, a subset of participants was chosen using criterion-based sampling to provide in-depth insights through interviews or open-ended responses. Participants were selected based on specific criteria, including being permanent teachers, having at least three years of teaching experience, having attended relevant training, and demonstrating a strong commitment to teaching under the K to 10 curriculum.

### ***Justification for the Sampling Method***

The study employed proportionate stratified random sampling to ensure fair and representative participation of teachers handling enhanced K to 10 classes across different schools with varying teacher populations. The population was first grouped into strata based on schools, recognizing the unequal number of teachers assigned to each institution. From each stratum, respondents were randomly selected in proportion to the size of the teacher population in that school relative to the total number of teachers handling enhanced K to 10 classes. The required sample size was determined using the Raosoft Sample Size Calculator, ensuring an adequate number of respondents for statistical reliability and generalizability. This sampling technique was chosen to ensure that larger schools contributed a greater number of respondents while smaller schools were still sufficiently represented. Through this approach, the study achieved balanced representation across schools, thereby enhancing the validity, fairness, and generalizability of the findings on the implementation and relevance of the revised K to 10 curriculum.

### ***Research Instrument***

A two-part questionnaire was developed by the researcher to gather data for this study. The instrument was aligned with the study objectives, variables, and theoretical framework. It was adapted from Quijano (2023) and revised to suit the current study. Part I consisted of a 5-point Likert scale questionnaire assessing the level of implementation of the K to 10 Curriculum in terms of curriculum content, pedagogical skills, classroom assessment, and curriculum support. Curriculum support included professional development, instructional leadership, research-based instructional practices, learning resources, physical and technological infrastructure, and external partnerships.

Part II focused on the challenges encountered by teachers and their perceptions of curriculum relevance. Data were gathered through face-to-face semi-structured interviews conducted by the researcher. The interview participants were also selected from the quantitative respondents to ensure consistency and triangulation of data.

### ***Validity and Reliability of Research Instruments***

The validity and reliability of the quantitative and qualitative research instruments were established to ensure the accuracy, consistency, and credibility of the data collected. Content validity was assessed using Lawshe's Content Validity Ratio (CVR) with a panel of nine (9) experts in curriculum, instruction, and educational assessment. For the quantitative instrument, 130 initial items were reduced to 65 items after retaining those meeting the minimum CVR threshold of 0.78. These were distributed across curriculum content, pedagogical skills, classroom assessment, and curriculum support. The Scale Content Validity Index (S-CVI) was 0.927 (Part I) and 0.967 (Part II), with an overall S-CVI of 0.940, indicating excellent validity.



For the qualitative instrument, all 11 interview items (9 implementation, 4 relevance) were rated “essential” by all experts, yielding a CVR and S-CVI of 1.000, confirming excellent content validity. Reliability of the quantitative instrument was measured using Cronbach’s alpha, which showed excellent internal consistency: 0.955 (Part I), 0.958 (Part II), and 0.971 overall.

For the qualitative instrument, inter-rater reliability (Cohen’s Kappa) showed perfect agreement between two independent coders, confirming consistent and unbiased interpretation of responses. Overall, both instruments demonstrated excellent validity and reliability, confirming their suitability for examining the implementation and relevance of the K to 10 Curriculum.

## *Data Gathering Procedure*

This study employed an Explanatory Sequential Mixed-Methods Design, beginning with quantitative data collection through a survey questionnaire administered to teachers from seven schools in District 1-D of the Schools Division of Sagay City. The quantitative data were statistically analyzed first. This was followed by qualitative data collection through interviews, which were conducted to further explain and deepen the survey results.

Both sets of data were analyzed separately and later integrated to provide a comprehensive interpretation of the findings. Quantitative data were tallied and analyzed using statistical methods, while qualitative data were transcribed, coded, and organized into themes to generate meaningful insights. From these themes, interpretive or eidetic insights were developed to further enrich the discussion of the results.

## *Data Analysis*

Two data analyses were employed in this study. For quantitative data analysis: frequency, percentage, and mean. In the analysis of qualitative data, the researcher follows the prescribed steps: Conduct depth and live interviews, transcribe and scribble all answers provided, analyze, and develop themes. During the one-on-one interviews, participants are asked questions related to the relevance of the K-10 curriculum in the aspects of framework, delivery, and support.

**Thematic Insights.** Themes represent significant units of detailed descriptions of experiences, incorporating verbatim examples and models (Ariston, 2016). The next step in the research process is imaginative variation, which involves changing the frames of reference and perspectives, as well as considering polarities and reversals. At this stage, intuition is rooted in imagination rather than empirical evidence. Through imaginative variation, researchers can develop a structural theme (Moustakas, 1994, as cited by Ariston, 2016). The validation of these themes occurs when the researcher meets with the participants to present the findings. This allows an examination of whether the researcher successfully captured the essence and meaning of the participants' experiences, as reflected in the interview transcripts (Maranon, 2011).

**Reflective Insights.** After having collected data from the participants, the researcher begins identifying essential statements that describe the phenomenon experienced by individuals, focusing on those with common meanings and underlying essences. This process involves "horizontalization" of the data, as well as textual and structural analysis (Ariston, 2016). Each statement is considered equally important, and the researcher aims to create a list of distinct, non-repetitive statements. Additionally, this approach highlights "significant statements," sentences, or quotes that enhance the understanding of how participants experience the phenomenon.

**Eidetic Insights.** This is the stage where the researcher had arrived and peered at the core of truth. At this stage, the researcher synthesized and integrated the insight contained in the transformed horizon into a consistent description, which provided a synthesis of the meaning and essence of the experience. Along with the process, the researcher had to verify the meanings of the information gathered from the participants; thus, there is a need to go back and retrace the steps in the process of data gathering and analysis by going back to the participants and clarifying, whenever necessary, what each statement means. After the researcher has analyzed all the pertinent themes that came up in the participants' sharing during the in-depth interviews, the real meaning or essence of the phenomena comes out based on the very words of those who have actually experienced it. The qualitative research process is the analysis of data that requires the researcher to pull together a voluminous set of data and use the skills and judgment to identify the important themes and insights until the true meaning of the phenomenon surfaces.

## *Ethical Considerations*

This research addressed the following ethical standards:

1. Voluntary Participation: Participation in this study is entirely voluntary, and individuals have the free choice to join or decline. There is no coercion to participate.
2. Informed Consent: All identified research participants will be informed about the study, its procedures, and any associated risks before giving their consent.
3. Risk of Harm: Participants will not be placed in situations that could cause them risk or harm.



- Confidentiality: Participants are assured that all information collected will remain confidential and will not be shared with anyone not directly involved in the study.
- Anonymity: Participants' identities must remain anonymous throughout the study. To ensure this, all materials containing identifiable information will be destroyed after the research is completed, in order to protect the privacy of the participants. Additionally, no identifying materials will be included in the appendices.

## RESULTS AND DISCUSSION

### *Quantitative Data*

The findings on the implementation and relevance of the Revised K to 10 Curriculum based on key pillars: Curriculum, Teaching Delivery, Classroom Assessment, and Curriculum Support. It examined the extent of curriculum implementation and teachers' perceptions of its relevance. Results were analyzed using descriptive statistics, highlighting strengths, patterns, and areas for improvement. The findings provide insights for enhancing curriculum development, instructional practices, and policy implementation.

### *Part I. Extent of Implementation of the Revised K to 10 Curriculum*

The study examined the extent of implementation of the revised K to 10 Curriculum, beginning with Pillar 1 (Curriculum or Learning Delivery), which focuses on the organization and delivery of learning content aligned with curriculum objectives and outcomes. This section presents the results on teachers' practices and experiences using descriptive statistics, highlighting both strengths and areas for further improvement in curriculum delivery.

**Table 2**

*Summary of Mean Ratings for the Extent of Implementation of the Revised K to 10 Curriculum*

<b>Pillar / Sub-Pillar</b>	<b>Mean</b>	<b>Interpretation</b>
Pillar 1: Curriculum (Learning Delivery)	4.58	Very High
Pillar 2: Teaching (Pedagogical Approaches)	4.6	Very High
Pillar 3: Classroom Assessment	4.54	Very High
Pillar 4-A: Curriculum Support (Professional Development)	4.52	Very High
Pillar 4-B: Curriculum Support (Instructional Leadership)	4.65	Very High
Pillar 4-C: Curriculum Support (Research-Based Instructional Practice)	4.39	High
Pillar 4-D: Curriculum Support (Learning Resources)	4.54	Very High
Pillar 4-E: Curriculum Support (Physical and Technological Facilities / Infrastructure)	4.2	High
Pillar 4-F: Curriculum Support (External Partnership and Engagement)	4.53	Very High
<b>Grand Mean</b>	<b>4.51</b>	<b>Very High</b>

*Note. Ratings are based on a 5-point Likert scale.*

The findings indicate that the extent of implementation of the revised K to 10 Curriculum is generally very high across most pillars and sub-pillars, with a Grand Mean of 4.51, suggesting a very high level of implementation in District 1-D. Specifically, Pillars 1 (Curriculum Learning Delivery), 2 (Teaching/Pedagogical Approaches), and 3 (Classroom Assessment) all received very high ratings, reflecting strong curriculum alignment, effective instructional practices, and appropriate assessment strategies. Similarly, Pillar 4 (Curriculum Support) was also rated very high in terms of Professional Development, Instructional Leadership, Learning Resources, and External Partnerships and Engagement. However, Research-Based Instructional Practices and Physical and Technological Facilities received slightly lower ratings (high), indicating areas for further improvement, particularly in resource availability and evidence-based instructional integration.

The overall high implementation may be attributed to teacher competence, strong leadership support, continuous professional development, and adequate instructional resources. This aligns with Fullan (2020), who emphasized the importance of leadership, professional learning, and collaborative school culture in successful curriculum reform. Likewise, Darling-Hammond et al. (2020) highlighted that strong alignment among curriculum, pedagogy, and assessment improves instructional quality and learning outcomes.

The findings also support Coles and Martignone (2023), Murithi and Yoo (2021), and Sephiawardani and Bektiningsih (2021), who emphasized that holistic support systems are essential for effective curriculum implementation.



Overall, the results show that teachers are actively implementing the revised K to 10 Curriculum with strong institutional support, though continued improvement in instructional resources and technology is needed to further strengthen implementation.

## **Part II. Relevance of the Revised K to 10 Curriculum to Teachers**

This section presents teachers' perceptions of the relevance of the Revised K to 10 Curriculum across four pillars: curriculum (learning delivery), teaching (pedagogical approaches), classroom assessment, and curriculum support (as a single pillar). It examines how the curriculum aligns with learners' needs and supports instruction and assessment. Descriptive statistics were used to summarize responses, highlighting areas of high relevance and aspects needing further improvement.

**Table 3**

*Summary of Teachers' Perceived Relevance of the Revised K to 10 Curriculum*

Pillar	Mean	Interpretation
Pillar 1: Curriculum/Learning Delivery	4.54	Very High
Pillar 2: Teaching/Pedagogical Approaches	4.56	Very High
Pillar 3: Classroom Assessment	4.55	Very High
Pillar 4: Curriculum Support	4.44	Very High
<b>Grand Mean</b>	<b>4.52</b>	<b>Very High</b>

*Note. Ratings are based on a 5-point Likert scale.*

The findings reveal that teachers perceive the relevance of all pillars of the revised K to 10 Curriculum as very high, with a Grand Mean of 4.52, indicating that the curriculum is widely regarded as meaningful, applicable, and supportive of instructional practice. Specifically, curriculum (learning delivery), pedagogical approaches, classroom assessment, and curriculum support—including professional development, instructional resources, technology, infrastructure, and external partnerships—were all rated as highly relevant to teaching practices and learner needs.

This very high perception suggests strong alignment between curriculum expectations and classroom realities, where teachers experience clear guidance, appropriate strategies, and adequate support systems that enhance instruction and learner engagement. This aligns with Looney (2021), who emphasized that curriculum relevance is achieved through coherent instructional design, assessment, and learning resources that respond to learner needs. Similarly, Stehle and Peters Burton (2019) noted that relevance increases when instructional strategies promote engagement and real-world application, reflected in the high ratings for pedagogical approaches. In addition, Black and Wiliam (2022) emphasized that formative and aligned assessment strengthens learning outcomes, consistent with the very high rating for classroom assessment in this study.

The consistently high results may be attributed to strong integration of curriculum components, teacher competence, and sustained curriculum support such as leadership, professional development, and resource availability. These factors create a supportive environment that enables effective implementation and strengthens perceived relevance. Overall, the findings confirm that the revised K to 10 Curriculum is highly relevant to teachers' instructional needs and learner development, supported by both empirical data and existing literature.

## **Qualitative Data**

### **Part I. Extent of Implementation of the Revised K to 10 Curriculum**

1. *How do you implement differentiated instruction aligned with the MATATAG Curriculum Learning Strands and Competencies to address learners' diverse needs, readiness levels, and profiles?*

The study identifies three key themes: learner-standard differentiated instruction, assessment-informed and data-driven instruction, and teacher resourcefulness. Teachers design competency-based, differentiated lessons aligned with clear learning standards, ensuring consistency between learning objectives, instruction, and assessment. They also use diagnostic and formative assessments to guide and adjust instruction based on learner needs. Overall, the findings show that teachers apply evidence-based, learner-centered practices supported by data and alignment with curriculum standards to improve teaching effectiveness and learner outcomes.

2. *How do you provide feedback that helps learners deepen their understanding while planning class activities that foster creativity, problem-solving, and student-driven inquiry?*



The findings indicate that teachers prioritize process-oriented, inquiry-driven, and competency-aligned feedback that supports deeper understanding and learner engagement. Feedback is described as constructive, timely, and reflective, helping learners identify strengths, address misconceptions, and develop metacognitive and higher-order thinking skills. Teachers use feedback as a continuous, diagnostic tool aligned with MATATAG standards to guide instruction and bridge learning gaps. Overall, the results highlight the importance of evidence-based feedback practices in promoting meaningful, learner-centered learning experiences and improved outcomes.

3. *How do you ensure that your assessments accurately measure essential knowledge and skills while remaining manageable and developmentally appropriate for learners?*

The findings show that teachers prioritize competency-aligned, clear, and developmentally appropriate assessment design to accurately measure learners' knowledge and skills. Assessments are aligned with MATATAG curriculum standards and learning objectives, with an emphasis on validity, relevance, and transparency rather than content overload. Teachers use both formative and summative assessments to provide clear expectations and meaningful feedback, supporting learner progress and guiding instruction. Overall, the results reflect a commitment to evidence-based assessment practices that enhance understanding and accurately measure student achievement.

4.1 *How does curriculum support and training enable you to deliver lessons effectively while staying aligned with curriculum standards?*

The narrative emphasizes that curriculum support and professional training are essential in strengthening teachers' understanding of curriculum standards and improving instructional practices. Professional development helps teachers translate theory into practice, align instruction with competencies, and implement appropriate assessment strategies. It also enhances their ability to use evidence-based instructional approaches, interpret learner data, and make informed instructional decisions. Overall, structured training and collaborative support improve lesson planning, reflective practice, and teaching effectiveness, leading to better learning outcomes.

4.2 *Does your school leader involve teachers in decision-making and recognize their effort and achievement?*

Teachers prioritize culturally responsive, localized, and competency-aligned learning resources to ensure inclusive and engaging instruction. These resources help connect lessons to learners' cultural backgrounds and real-life experiences, leading to deeper understanding, higher participation, improved motivation, and better learning outcomes. In the K to 10 MATATAG curriculum, such practices support competency-based learning by enabling learners to apply knowledge in meaningful, real-world contexts while promoting equity and inclusivity in the classroom.

4.3 *How do you consistently plan and deliver lessons using evidence-based instructional strategies to enhance learner engagement and learning outcomes?*

Teachers demonstrate strong commitment to evidence-based instructional strategies through careful lesson planning that aligns with learning objectives and standards. They use collaborative learning, differentiated instruction, and formative assessment to meet diverse learner needs while adjusting instruction in real time based on learner responses. These practices enhance engagement and learning outcomes by promoting responsive and student-centered teaching. Overall, the use of high-impact, evidence-based strategies supports deeper understanding, continuous instructional improvement, and effective implementation of the curriculum.

4.4 *How do you ensure that the learning resources used in class are culturally responsive, contextually appropriate, and promote active, meaningful learner engagement?*

The narrative emphasizes that teachers prioritize culturally responsive, localized, and competency-aligned learning resources to ensure inclusive, relevant, and engaging instruction for diverse learners. Such practices support deeper understanding, increased participation, and improved learning outcomes by connecting new knowledge to learners' culture and prior experiences. Culturally responsive teaching also enhances motivation, academic performance, and inclusivity by reflecting learners' social realities and promoting equity in the classroom. In the K to 10 curriculum, particularly the MATATAG framework, these resources are essential in linking competencies to real-life contexts and community knowledge, enabling learners to develop meaningful understanding and apply their learning in authentic situations.

4.5 *How does collaboration with community stakeholders and participation in school–community programs contribute to learners' holistic development?*

The narrative highlights that school-community partnerships catalyze learners' holistic development by extending learning beyond the classroom. Collaboration among schools, parents, and community stakeholders enhances learners' academic performance while also supporting their social, emotional, ethical, and value formation. Through various partnership programs, learners gain real-world experiences that help them apply classroom knowledge in practical contexts. Overall, school-community



collaboration strengthens support systems for teaching and learning and promotes comprehensive learner development by integrating academic instruction with community-based experiences.

## **Part II. Relevance of the Revised K to 10 Curriculum to Teachers**

1. *How did the K to 10 learning delivery framework relevant to your learners' context, and how does it support teacher professional development for effective implementation?*

The findings show that the K to 10 delivery framework promotes flexible, inclusive, and learner-centered instruction by allowing teachers to adapt to diverse learner needs through various learning modalities such as face-to-face, blended, and modular approaches. It integrates culturally and developmentally appropriate content to support meaningful learning and competency mastery. The framework also provides structured guidance in lesson planning, assessment, and professional development, enhancing teachers' instructional competence. Overall, it supports both learner engagement and teacher professional growth through adaptable and well-supported instructional practices.

2. *How do K to 10 pedagogical approaches align with the MATATAG Curriculum and enhance learner engagement?*

The findings emphasize that learner-centered, engagement-focused pedagogical approaches are essential in aligning instruction with the MATATAG Curriculum. These approaches promote active participation, inquiry-based learning, collaboration, and contextualized activities that support meaningful understanding and real-life application of knowledge. By addressing learners' needs, interests, and abilities, instruction becomes more inclusive and effective, fostering critical thinking, collaboration, lifelong learning, and deeper engagement while supporting competency mastery.

3. *How do classroom assessment practices promote student self-assessment, metacognitive awareness, and provide equitable opportunities for all K–10 learners, including those with diverse learning needs, to demonstrate their learning?*

The findings highlight a theme of a learner-centered and flexible K–10 learning delivery that supports contextualized instruction and teacher professional development. This approach allows teachers to adapt instruction based on learners' needs, cultural context, and available modalities while being supported through training, guidance, and aligned resources. Flexible curriculum frameworks strengthen effective implementation by enabling responsive teaching practices and continuous teacher development. Additionally, assessment strategies are designed to promote learner reflection, metacognitive awareness, and equitable participation through differentiated and inclusive methods. Overall, the theme emphasizes the importance of adaptability, contextualization, and professional support in enhancing both teaching effectiveness and learner outcomes.

4. *How do partnerships with parents, local government units (LGUs), NGOs, and industry provide relevant support and help bridge resource and facility gaps to enhance K–10 curriculum implementation?*

The findings highlight that multi-sector partnerships are essential in supporting the implementation of the K–10 curriculum by addressing resource and support gaps. Collaboration with parents, LGUs, NGOs, and industry helps improve school facilities, provide learning resources, and expand learning opportunities. These partnerships enhance the relevance, inclusiveness, and effectiveness of curriculum implementation while promoting stakeholder engagement. Overall, strengthening multi-sector collaboration supports better resource availability and more meaningful learning experiences, contributing to successful curriculum implementation.

## **Reflective Insights**

The findings indicate that teachers effectively implement differentiated, learner-centered instruction to address diverse learner needs while aligning with MATATAG curriculum standards. Instructional practices are characterized by creativity, reflection, and the use of varied assessment strategies such as quizzes, projects, portfolios, observations, and performance tasks. Feedback is used as a tool to enhance understanding, promote reflection, and support learner autonomy.

Curriculum support, particularly through professional development, training, and supportive school leadership, plays a vital role in strengthening teachers' instructional competence and confidence. Teachers demonstrate adaptability by applying evidence-based and culturally responsive practices, incorporating contextualized learning resources and real-life applications. Additionally, school-community partnerships contribute to resource support and holistic learner development. Overall, the K to 10 curriculum is perceived as relevant due to its emphasis on flexible, learner-centered instruction, teacher professional growth, and collaborative support systems that enhance teaching quality and learner outcomes.

## **Eidetic Insights**



The findings indicate that differentiated instruction is central to effectively implementing the MATATAG curriculum by addressing diverse learner needs and promoting inclusive, responsive, and engaging learning. Teachers adapt instruction, use formative feedback for reflection and learner empowerment, and employ varied assessment strategies such as projects, portfolios, performance tasks, and quizzes to align instruction with curriculum goals. Professional development and instructional support further enhance teachers' capacity to deliver learner-centered practices. Overall, the curriculum's effective implementation is strengthened by differentiated instruction, varied assessments, contextualized resources, and institutional and community support, leading to improved learner engagement and outcomes.

## *Mixed Data Analysis*

### **Part I. Extent of Implementation of the Revised K to 10 Curriculum**

The results across all pillars—Curriculum Implementation, Teaching Approaches, Classroom Assessment, and Curriculum Support—indicate a consistently positive and very high level of implementation of the revised K to 10 curriculum. Teachers demonstrate strong professional engagement, strategic planning, and reflective practices that support learner-centered instruction and holistic development. In terms of Curriculum and Learning Delivery, teachers effectively align instruction with MATATAG standards through differentiated strategies, developmentally appropriate planning, and interactive learning experiences. The use of varied assessment methods, such as performance tasks and portfolios, reflects a shift toward flexible and competency-based learning.

For Teaching and Pedagogical Approaches, teachers employ strategies that promote critical thinking, collaboration, and real-life application. Instruction is inclusive, builds on prior knowledge, and supports diverse learners, reinforcing a learner-centered and competency-oriented approach.

Classroom Assessment is well-integrated, with formative practices guiding instruction and supporting holistic learner development. The use of diverse assessment tools allows learners to demonstrate understanding based on their strengths while enabling teachers to provide targeted interventions.

In Curriculum Support, strong professional development and instructional leadership enhance teacher capacity and foster a collaborative school culture. While learning resources and facilities are generally adequate and contextualized, improvements are still needed in the integration of research-based practices and technological infrastructure.

External partnerships further strengthen implementation by connecting schools with communities and stakeholders, supporting real-world learning and learner development. Overall, the findings reflect a highly professional, reflective, and learner-centered implementation of the curriculum, supported by strong institutional systems. Continued investment in teacher development, resources, and infrastructure will further enhance curriculum effectiveness and sustainability.

### **Part II: Relevance of the Revised K to 10 Curriculum to Teachers**

The findings indicate that the revised K to 10 curriculum is highly relevant across all domains, as perceived by teachers. It effectively supports the development of 21st-century skills, literacy and numeracy, competency progression, and real-world application, while aligning with learner needs and classroom practices. Teachers value its learner-centered pedagogical approaches, including differentiated, active, and culturally responsive instruction, which enhance engagement and inclusivity. Classroom assessments are seen as well-aligned with learning objectives and useful for guiding instruction and promoting learner reflection. Curriculum support—such as resources, facilities, technology, professional development, and partnerships—is also recognized as important, though still needing improvement in some areas. Overall, the curriculum's relevance is strengthened by teacher professionalism, collaboration, and community partnerships, with its continued effectiveness dependent on sustained support and resource development.

## **CONCLUSIONS**

Based on the findings of this study, it can be concluded that teachers perceive both the implementation and relevance of the revised K to 10 (MATATAG) Curriculum as consistently strong across all key pillars. Teachers actively enact the curriculum through effective learning delivery, differentiated pedagogical approaches, aligned classroom assessment, and the use of comprehensive curriculum support systems, including instructional leadership, learning resources, facilities, technology, and community partnerships. These practices indicate that the curriculum is systematically and meaningfully translated into classroom instruction, supporting both teacher effectiveness and learner development.

In terms of relevance, the curriculum is viewed as practical, applicable, and responsive to learners' needs. Teachers recognize its alignment with foundational competencies and 21st-century skills, as well as its capacity to support inclusive and learner-centered



education. The integration of professional development, instructional resources, and stakeholder collaboration further strengthens its applicability in real classroom contexts. Overall, the findings demonstrate a strong alignment between curriculum design, instructional practices, and learner needs, confirming the instructional value of the revised K to 10 Curriculum.

The study further highlights that effective implementation is driven by teachers' purposeful use of differentiated instruction and learner-centered approaches, which accommodate diverse learning needs, interests, and readiness levels. Through flexible teaching strategies, varied learning tasks, and contextualized activities, teachers are able to create meaningful learning experiences that promote mastery of competencies. The consistent use of formative assessment, feedback mechanisms, and evidence-based instructional strategies also supports the development of essential foundational skills, particularly in literacy and numeracy.

### *Implications for DepEd Policy*

The findings suggest that sustaining effective curriculum implementation requires continued investment in teacher capacity building, instructional leadership, and resource provision. The Department of Education may strengthen policy support by institutionalizing continuous professional development programs focused on differentiated instruction, assessment literacy, and research-based teaching practices. Additionally, policies that ensure equitable access to instructional materials, technological resources, and school facilities are essential to address existing gaps and support consistent curriculum delivery across schools.

Furthermore, strengthening school-based support systems and collaborative professional learning communities can enhance teacher engagement and instructional quality. DepEd may also consider reinforcing monitoring and evaluation mechanisms to ensure that curriculum implementation remains responsive to evolving learner needs and educational contexts.

### *Contribution to Educational Research*

This study contributes to educational research by providing localized, empirical evidence on both the implementation and perceived relevance of the revised K to 10 Curriculum within a specific district context. Unlike previous studies that focus on either implementation or perception, this research integrates both dimensions and examines them across multiple curriculum pillars. It also highlights the critical role of teacher practices, support systems, and contextual factors in shaping curriculum effectiveness. Moreover, the study offers a comprehensive framework for evaluating curriculum reforms, emphasizing the interconnected roles of curriculum delivery, pedagogy, assessment, and support systems. The findings may serve as a reference for future research on curriculum implementation, policy evaluation, and instructional improvement in the Philippine education system and similar contexts.

## RECOMMENDATIONS

Based on the findings and conclusions of this study, several data-driven recommendations are proposed to further strengthen the implementation and relevance of the revised K to 10 Curriculum.

**Short-term Strategies:** School leaders and the Department of Education should prioritize targeted interventions to address areas that received “high” but not “very high” ratings, particularly Research-Based Instructional Practices and Physical and Technological Facilities. Immediate actions may include the provision of updated instructional materials, enhancement of ICT resources, and the conduct of focused training sessions on the integration of evidence-based teaching strategies. Schools may also implement quick-win capacity-building activities such as coaching, mentoring, and classroom-based demonstrations to strengthen teachers' use of research-informed instructional practices. In addition, strengthening differentiated instruction and assessment practices through short training workshops is recommended. These should focus on practical classroom strategies such as flexible grouping, formative assessment techniques, scaffolding, and learner-centered activity design to immediately improve instructional effectiveness.

**Long-term Strategies:** For long-term sustainability, the Department of Education and school administrators should institutionalize a comprehensive and continuous professional development program aligned with the MATATAG Curriculum. This program should emphasize differentiated instruction, curriculum alignment, assessment literacy, and the integration of 21st-century skills to ensure sustained teacher competency and instructional quality. It is also recommended to invest in the continuous improvement of school infrastructure and technological facilities, ensuring equitable access to digital tools, learning resources, and updated instructional technologies across all schools. This long-term investment will help fully maximize curriculum implementation and address current gaps in facilities and resource availability.

Furthermore, schools should strengthen instructional leadership and collaborative professional learning communities (PLCs). School heads must provide sustained mentoring, feedback, and support while encouraging teachers to share best practices and develop innovative teaching strategies. Embedding collaboration into school culture ensures continuous instructional improvement and consistency in curriculum delivery.



Strengthening community and stakeholder partnerships with parents, LGUs, NGOs, and the private sector is also recommended as a long-term strategy. These partnerships can provide additional resources, real-world learning opportunities, and sustained external support for curriculum implementation. Finally, continuous monitoring and evaluation systems should be institutionalized to regularly assess curriculum implementation, teacher practices, and learner outcomes. This will ensure evidence-based decision-making and continuous improvement of the curriculum system.

Overall, addressing both immediate gaps and long-term systemic needs will further enhance the effectiveness, relevance, and sustainability of the revised K to 10 Curriculum. Strengthening teacher capacity, improving resources, and fostering collaborative leadership will ultimately lead to improved instructional quality and better learner outcomes.

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