



Implementation and Relevance of Project WeeLMat (Weekly Learning Matrix)

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ABSTRACT

This study determined the level of implementation and perceived relevance of the Weekly Learning Matrix (WeeLMat) among teachers, school heads, and selected Department of Education (DepEd) personnel in District II of the Schools Division of Bacolod City. A quantitative research design was employed using a structured survey questionnaire administered to $n = 170$ teachers, along with 7 school heads and 3 selected DepEd personnel, to capture diverse stakeholder perspectives. Descriptive statistics, particularly the mean and standard deviation, were utilized to analyze the data. Findings revealed that the implementation of the WeeLMat was generally rated high across key areas, with an overall mean of 3.825, indicating its effectiveness as an instructional planning and monitoring tool. It was found to support organized lesson delivery, alignment with competencies, and structured learning activities. Similarly, its perceived relevance was rated high, with an overall mean of 3.817, highlighting its role in providing clear instructional guidance, strengthening lesson planning, supporting learning continuity during disruptions, and promoting learner engagement. However, variations in responses among stakeholder groups suggest inconsistencies in implementation and differences in utilization across schools. These findings point to the need for improved standardization, stronger monitoring mechanisms, and enhanced collaboration among educators and administrators. The study concludes that the WeeLMat is a valuable instructional framework that supports effective teaching and learning. To further maximize its potential, continuous professional development, strengthened instructional leadership, and collaborative planning are recommended. Based on the findings, an Implementation Improvement Plan was proposed to enhance its consistent use and overall effectiveness in supporting quality education in the district.

Keywords: Instructional planning, learning continuity, perceived relevance, WeeLMat implementation, Weekly Learning Matrix

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INTRODUCTION

In the context of evolving educational environments, particularly with the shift toward blended and modular distance learning, educators face increasing challenges in effectively monitoring and supporting student learning across various modalities. Managing diverse learning resources and daily activities requires structured tools to ensure instructional continuity and promote student progress. One such initiative implemented in the Philippines, particularly within the Department of Education (DepEd) in the Negros Island Region (NIR) and other divisions, is the Weekly Learning Matrix. This initiative is guided by various Division and Regional Memoranda issued in mid-2025, in support of DepEd Order No. 22, s. 2024, which focuses on learning continuity during class disruptions. It highlights the importance of strengthening weekly instructional planning, encouraging self-directed learning, and providing flexible instructional delivery. Teachers are required to prepare a matrix for each subject and grade level, ensuring alignment with lesson plans and weekly competencies. It must be clear and concise, presenting simplified competencies, suggested learning materials, activities, expected outputs, and contingency plans for class suspensions. At the beginning of each week, the matrix is introduced to learners, with teachers providing a brief explanation of its contents. Schools are given flexibility in its presentation, and learners are encouraged to copy it to minimize printing costs. Monitoring is conducted at the division and district levels, with implementation timelines determined regionally. In the Negros Island Region, its use in public schools began on August 4, 2025, while other regions may have varying start dates due to its basis on supporting guidelines rather than a direct nationwide mandate.

Through its implementation, schools aim to ensure that essential learning competencies are addressed despite limitations in face-to-face instruction. However, despite its growing adoption, limited information exists regarding its effectiveness, particularly in terms of teacher training, curriculum alignment, and student learning outcomes. Examining how teachers, students, and school administrators perceive and utilize this tool can provide valuable insights for improving instructional planning and delivery. This study investigated its implementation and perceived effectiveness in enhancing teacher-student interaction and promoting consistent, focused learning under the Philippines' Basic Education Learning Continuity Plan. Its development can be traced to DepEd's ongoing efforts since 2021 to simplify lesson planning and align instruction with the Most Essential Learning Competencies (MELCs). This study contributes to educational policy by providing evidence-based insights that may guide the Department of Education (DepEd) in refining existing guidelines and issuing more coherent and standardized directions for its use across regions and divisions. The findings can support policymakers in determining whether the tool should be formally institutionalized, enhanced, or modified to better align with national curriculum reforms such as the MATATAG Curriculum and the Basic Education Learning Continuity Plan.

Since then, schools and teachers have adopted it as a practical weekly planning tool. Localized versions have been developed at school and division levels, serving as guides for aligning competencies, objectives, instructional activities, and assessments. Evidence of its widespread use can be seen in shared templates, matrices, and teacher-developed resources available online across various grade levels and subject areas. While DepEd emphasizes MELCs and structured lesson planning, its adoption remains decentralized, allowing schools and divisions to contextualize its use based on their needs. Teachers report that it helps reduce workload, promote uniformity in planning, and provide school heads with a basis for monitoring lesson readiness and curriculum alignment. Since 2021, it has gradually become integrated into instructional planning, supporting the delivery of coherent, competency-based instruction and reflecting both policy directions and grassroots efforts to improve learning continuity and recovery.

OBJECTIVES OF THE STUDY

This study determined the implementation and perceived relevance of the WeeLMat among school heads and faculty teachers in District II of the Schools Division of Bacolod City.

This study sought answers to the following questions:

1. What is the extent of implementation of the WeeLMat in terms of:
 - 1.1 Alignment with DepEd learning continuity policy (DO 22, s. 2024)
 - 1.2 Curriculum and content alignment provide structured and adaptable instruction.
 - 1.3 Usability and teacher workload
 - 1.4 Monitoring, record-keeping, and accountability
 - 1.5 Learner access and inclusivity
 - 1.6 Preparedness and DRRM coordination
 - 1.7 Support, training, and improvement
 - 1.8 Weekly Learning Matrix Implementation Assessment and Recommendation.
2. What is the level of perceived relevance of the WeeLMat as assessed by different stakeholders in terms of:
 - 2.1 Ensuring learning continuity
 - 2.2 Strengthening instructional planning



- 2.3 Promoting self-directed learning
- 2.4 Providing clear instructions
3. Based on the findings of the study, what Implementation Improvement Plan may be proposed to enhance the implementation and relevance of the WeeLMat?

LITERATURE REVIEW

WeeLMat Context and Rationale

The implementation of the Weekly Learning Matrix (WeeLMat) responds to the growing need for a structured and coherent instructional planning tool, particularly in the context of disruptions brought about by the COVID-19 pandemic. Anchored in the Department of Education's (DepEd) Learning Continuity Plan, the tool aligns instruction with the Most Essential Learning Competencies (MELCs), promoting focused and competency-based teaching. This initiative reflects principles of curriculum alignment theory, which emphasizes the coherence among learning objectives, instructional activities, and assessment to ensure effective learning outcomes. While studies on MELC implementation (e.g., Gaddi, 2024) indicate that prioritizing essential competencies improved instructional focus, they also reveal persistent challenges such as increased teacher workload and difficulty in monitoring student progress. In contrast, structured planning tools like WeeLMat aim to address these issues by consolidating weekly instructional elements into a unified framework. This aligns with instructional design theory, particularly the concept of systematic planning, which underscores the importance of organized and sequenced instruction in improving teaching efficiency and learner engagement. Thus, WeeLMat may be viewed not merely as a compliance tool but as an instructional innovation designed to enhance coherence and manage complexity in teaching.

Implementation Challenges

Despite its intended advantages, the implementation of WeeLMat reveals tensions similar to those observed in other educational reforms. On one hand, structured tools are recognized for improving organization and clarity; on the other hand, they may contribute to perceived administrative burden when not accompanied by sufficient training and support. Studies on policy implementation consistently show that reforms requiring additional documentation can lead to resistance if teachers are not meaningfully involved in their design or adequately capacitated. Comparatively, research on modular distance learning highlights similar concerns, including unclear guidelines, increased preparation time, and challenges in assessment. While WeeLMat attempts to simplify these processes by integrating competencies, activities, and outputs, its effectiveness depends largely on the extent of teacher preparedness and institutional support. This suggests that the tool's success is contingent not only on its design but also on the conditions under which it is implemented—particularly professional development, stakeholder engagement, and leadership support.

Benefits of Structured Weekly Planning

Empirical studies across different contexts provide mixed but generally supportive evidence on the effectiveness of structured planning tools. For instance, weekly learning modules have been shown to improve student performance by fostering consistent engagement and clearer expectations (Lee et al., 2023). Similarly, structured weekly overviews in academic settings enhance both teacher organization and student preparedness (Wang & Sharma, 2024). These findings support the premise that clearly articulated instructional plans contribute to improved learning outcomes. However, contrasting evidence suggests that the mere presence of structured tools does not automatically translate to improved teaching effectiveness. Studies emphasize that without adequate training and contextual adaptation, such tools may be reduced to routine compliance tasks rather than meaningful instructional guides. This is consistent with findings from science education and other disciplines, where frameworks like instructional matrices were only effective when teachers had sufficient understanding and support. Therefore, while WeeLMat has the potential to enhance instructional coherence and monitoring, its actual impact depends on how it is implemented and utilized in practice.

Research Gaps

Despite its growing adoption, existing literature on WeeLMat remains largely descriptive, consisting of policy documents, school reports, and teacher-generated materials. While these sources provide insight into its usage, they lack rigorous empirical evaluation of its impact on teaching effectiveness, student learning outcomes, and teacher workload. Moreover, studies on related reforms, such as the MATATAG curriculum, highlight ongoing challenges including uneven resource distribution, limited teacher training, and increased workload. These findings raise important questions about whether tools like WeeLMat genuinely reduce complexity or inadvertently add to teachers' responsibilities when not properly supported. There is therefore a clear need for empirical, data-driven studies that examine how WeeLMat influences instructional practices, planning efficiency, and learner achievement. Such research is essential to bridge the gap between policy intentions and classroom realities.

Significance and Future Directions



The WeeLMat represents DepEd's effort to institutionalize structured instructional planning and promote curriculum alignment across learning modalities. From a theoretical perspective, its design reflects key principles of instructional design and curriculum alignment, which emphasize coherence, clarity, and purposeful sequencing of learning experiences. However, a critical synthesis of existing literature suggests that the effectiveness of such tools depends on multiple interacting factors, including teacher capacity, leadership support, and contextual adaptation. While structured planning tools can enhance organization and monitoring, their benefits are maximized only when accompanied by sustained professional development, collaborative planning, and responsive implementation strategies. Future research should therefore move beyond descriptive accounts and focus on evaluating the actual impact of WeeLMat on instructional quality and student outcomes. Additionally, studies should explore how variations in implementation influence its effectiveness, thereby informing both policy refinement and practical improvements in its use.

Synthesis

The literature suggests that the Weekly Learning Matrix (WeeLMat) serves as a structured instructional planning tool aligned with the Department of Education's Learning Continuity Plan and Most Essential Learning Competencies (MELCs), aiming to promote coherent, competency-based instruction amid educational disruptions. Grounded in curriculum alignment and instructional design theories, WeeLMat has the potential to enhance teaching efficiency, organization, and learner engagement by integrating objectives, activities, and assessments into a unified framework. However, its implementation presents challenges similar to other reforms, including increased teacher workload, limited training, and the need for stronger institutional support. While studies generally affirm the benefits of structured weekly planning in improving instructional clarity and student performance, they also emphasize that effectiveness depends on proper utilization, teacher preparedness, and contextual adaptation. Moreover, existing literature remains largely descriptive, highlighting a gap in empirical evidence on its actual impact. Thus, the success of WeeLMat relies not only on its design but also on sustained professional development, collaborative practices, and further research to bridge policy and practice.

METHODOLOGY

Research Design

This study employed a descriptive-evaluative quantitative research design to examine the implementation and perceived relevance of Project WeeLMat among school heads, teachers, and selected Department of Education (DepEd) personnel in District II of the Schools Division of Bacolod City. This design was appropriate as it enabled the researcher to systematically describe existing conditions while evaluating the effectiveness of the program based on defined indicators. The descriptive component provided an objective account of how the WeeLMat is implemented in actual school settings. The evaluative component assessed the extent to which the program meets its intended objectives, based on criteria such as alignment with DepEd learning continuity policies (DO 22, s. 2024), curriculum and content alignment, usability and teacher workload, monitoring and accountability, learner inclusivity, preparedness and DRRM coordination, and support and training. In terms of relevance, the study examined indicators including learning continuity, instructional planning, self-directed learning, and clarity of instruction. The study utilized quantitative data collected through a structured survey instrument. Descriptive statistical measures such as frequency, mean, and standard deviation were used to summarize the responses. Inferential statistics (e.g., ANOVA) were not employed because the primary objective of the study was not to test significant differences or relationships among groups, but rather to describe and evaluate the extent of implementation and perceived relevance of WeeLMat across respondents. The focus was on providing a comprehensive overview rather than generalizing findings beyond the study sample.

Locale of the Study

This study was conducted in public elementary schools in District II, and selected DepEd Personnel of the Schools Division of Bacolod City, under the supervision of the Department of Education. District II is composed of seven public elementary schools that implement various instructional programs aligned with the national curriculum and the Most Essential Learning Competencies (MELCs). The schools in this district serve a diverse population of learners from different socio-economic backgrounds and are actively implementing instructional planning tools such as the Weekly Learning Matrix (WeeLMat) to support effective teaching and learning.

The locale was chosen because the schools in this district consistently utilize the Weekly Learning Matrix as part of their instructional planning and monitoring practices. Moreover, the accessibility of the schools and the willingness of teachers and school heads to participate in the study made the district a suitable setting for examining the implementation and perceived relevance of WeeLMat in supporting instructional delivery and learning continuity.



Respondents of the Study

The respondents included 170 faculty teachers, 7 school heads, and 3 DepEd personnel, for a total of 180 participants. The teachers were selected from a population of 301 using the Raosoft Sample Size Calculator with a 95% confidence level and a 5% margin of error. A proportionate stratified sampling technique was applied to ensure fair representation from each school.

A total enumeration method was used for the school heads (7) and DepEd personnel (3), as they play key roles in the implementation and monitoring of WeeLMat within the division. The inclusion of exactly three (3) DepEd personnel ensures representation from the division level, particularly those directly involved in supervision and program monitoring.

Table 1

School Heads and Faculty Teachers Distribution by School

Name Of School	Number of Faculty (Population)	Number of Faculty (Sample)	Number of School Heads	Selected Deped Personnels
Alfredo M. Montelibano Sr. Elementary School	19	11	1	3
Bata 1 Elementary School	71	40	1	
Bata 2 Elementary School	36	20	1	
Corazon L. Montelibano Elementary School	55	31	1	
Estefania Elementary School	67	38	1	
Isla Elementary School	16	9	1	
Montevista Elementary School	37	21	1	
Total	301	170	7	

Research Instrument

The study utilized a structured Likert-scale questionnaire administered through Google Forms. The instrument consisted of two parts: (1) respondent profile and (2) evaluation of WeeLMat implementation and relevance. Items were constructed using neutral language to minimize bias and ensure objectivity across all respondent groups. Pilot testing was conducted prior to full implementation to assess clarity, reliability, and usability of the instrument. Feedback from pilot respondents led to minor revisions in wording and structure to improve comprehension.

Validity of Research Instrument

Content validity was established for the research instrument to ensure that the items adequately represented the constructs being measured. The Lawshe Content Validity Ratio (CVR) method was employed to determine the essentiality of each item based on expert judgment. A panel of nine (9) experts with backgrounds in curriculum implementation, instructional planning, educational assessment, and classroom practice evaluated all items. Each expert classified every item as essential, useful but not essential, or not necessary. CVR values were computed for each item, and items that did not meet the acceptable threshold for a nine-member panel were either removed or revised based on both quantitative results and qualitative feedback. After this refinement process, the Average Content Validity Ratio (A-CVR) was computed for each part of the instrument to determine content validity at the domain level.

The instrument consisted of two parts. Part I – Implementation measured the extent of WeeLMat implementation across eight key areas and originally included 45 items. During validation, five (5) items were removed due to low CVR values, reflecting insufficient agreement among experts regarding their essentiality. In addition, fifteen (15) items were revised to improve clarity, specificity, and alignment with the defined implementation domains. Following these modifications, Part I – Implementation obtained an A-CVR of 0.739, indicating acceptable content validity and demonstrating that the retained and revised items collectively provided a satisfactory representation of the implementation construct.



Part II – Relevance assessed the perceived relevance of WeeLMat to teachers, school heads, and DepEd personnel, covering four key areas with 24 items. All items met the required CVR threshold; however, four (4) items were revised based on expert suggestions to improve wording precision, contextual appropriateness, and clarity. After these revisions, Part II – Relevance achieved an A-CVR of 0.833, reflecting good content validity and strong expert agreement that the items were essential in capturing stakeholders' perceived relevance.

Overall, the post-revision A-CVR results for the two parts demonstrate that the instrument possesses acceptable to good content validity. The systematic removal of weak items and the refinement of several others based on expert evaluation strengthened the alignment of the instrument with the constructs of WeeLMat implementation and perceived relevance. Thus, the instrument was deemed valid for use in the quantitative phase of the study, with responses collected from teachers, school heads, and division personnel.

Reliability of Research Instrument

The reliability of the research instrument was established to ensure the consistency and stability of responses. Cronbach's alpha coefficient was computed using SPSS, based on responses from teachers, school heads, and DepEd personnel. Reliability was evaluated both at the overall instrument level and for each key area within the two parts of the instrument.

Part I – Implementation measured the extent of WeeLMat implementation across eight key areas. The overall reliability for this part was $\alpha = 0.973$, indicating excellent internal consistency. The reliability coefficients for the individual key areas ranged from $\alpha = 0.837$ to 0.929, demonstrating that all items consistently measured the construct of WeeLMat implementation.

Part II – Relevance assessed the perceived relevance of WeeLMat across four key areas. The overall reliability for this part was $\alpha = 0.969$, indicating excellent internal consistency. The reliability coefficients for the individual key areas ranged from $\alpha = 0.838$ to 0.941, showing that all items consistently measured the perceived relevance of WeeLMat.

Overall, the high Cronbach's alpha coefficients across both parts and all key areas demonstrate that the instrument is highly reliable. The items consistently measure the intended constructs, making the instrument suitable for use in the quantitative phase of the study, with data collected from teachers, school heads, and division personnel.

Data Gathering Procedure

To address the objectives of the study on the implementation and relevance of the WeeLMat, a quantitative approach was employed to collect measurable data from key respondents—specifically, public elementary school teachers and school heads from selected schools within District II, and selected DepEd Personnel of the Schools Division of Bacolod City. The primary data gathering instrument was a structured survey questionnaire designed with neutral questions suitable for both teachers and school heads. The questionnaire utilized a Likert-scale format to measure respondents' perceptions regarding the extent of WeeLMat implementation and its relevance to classroom instruction. By employing a single unified questionnaire, the study ensured consistency in data collection and allowed for direct comparison of responses across the three groups. Before data collection, the researcher secured formal permission from the Schools District Supervisor of District II, from the Schools Division of Bacolod City, and obtained approval from the respective school heads of the participating schools. These approvals facilitated the cooperation and smooth implementation of the study. Once permission is granted, the researcher personally administered the survey questionnaires to the identified teachers and school heads. Clear instructions were provided to ensure respondents understood and accurately completed the questionnaire. Respondents were given sufficient time to answer, and the completed questionnaires were collected either on the same day or during a scheduled follow-up visit, depending on availability.

Due to the slow rate of returned questionnaires during the initial distribution, an online version of the research instrument was developed using Google Forms to improve accessibility, increase the response rate, and ensure a more efficient and timely collection of data from the respondents. All data collected, including survey responses and instructional documents, was handled with strict confidentiality. The anonymity of the respondents and schools was maintained in all reports and publications. The data gathering process adhered to ethical standards and was conducted with respect, transparency, and professionalism.

Data Analysis Procedure



Data were encoded and analyzed using SPSS. Descriptive statistics, particularly mean scores, were computed to determine the extent of implementation and perceived relevance of WeeLMat across identified domains.

A 5-point Likert scale was used, and results were interpreted using a standardized mean interpretation scale ranging from Very Low to Very High. Findings were presented in tabular form, with separate columns for teachers, school heads, and DepEd personnel to allow comparison of perceptions across groups.

Table 2

Mean Interpretation Scale for Implementation and Relevance of the WeeLMat

Mean Range	Interpretation	Description – Implementation	Description – Relevance
4.21 – 5.00	Very High / Strongly Agree	The practice is consistently observed/performed at all times.	Stakeholders strongly perceive the WeeLMat as highly relevant and valuable.
3.41 – 4.20	High / Agree	The practice is frequently observed/performed in most situations.	Stakeholders generally perceive the WeeLMat as relevant and beneficial.
2.61 – 3.40	Moderate / Undecided	The practice is moderately observed/performed occasionally.	Stakeholders perceive the WeeLMat as moderately relevant or occasionally beneficial.
1.81 – 2.60	Low / Disagree	The practice is seldom observed/performed in a few situations.	Stakeholders perceive the WeeLMat as minimally relevant or rarely beneficial.
1.00 – 1.80	Very Low / Strongly Disagree	The practice is not observed/performed at all.	Stakeholders perceive the WeeLMat as not relevant or of little to no value.

Limitations of the Study

This study is limited to a descriptive-evaluative approach, which focuses on summarizing and assessing perceptions rather than establishing causal relationships or statistically significant differences among groups. The use of self-reported data may also introduce response bias, as answers depend on the honesty and perception of respondents. Additionally, the study is confined to District II of the Schools Division of Bacolod City, which may limit the generalizability of the findings to other contexts. The relatively small number of DepEd personnel (n = 3) may also restrict the breadth of insights from the division level. Lastly, while pilot testing was conducted, further large-scale validation may strengthen the robustness of the instrument.

Ethical Considerations

Participants were given the opportunity to provide informed consent before participating in the study, emphasizing their right to make a voluntary and autonomous decision regarding their involvement. This aligns with the principle of voluntary participation and respects everyone’s autonomy. Data privacy and confidentiality has been prioritized throughout the research process. Participants were assured that all personal information will be kept secure, stored in encrypted digital systems, and anonymized wherever possible. Research reports and findings excluded any identifying information to safeguard participant privacy. These measures are especially critical given the potentially sensitive nature of the data, including reflections on professional practices and perceptions related to the Weekly Learning Matrix (WeeLMat).

RESULTS AND DISCUSSION

This section presents and discusses the findings of the study on the implementation and perceived relevance of the Weekly Learning Matrix (WeeLMat) among teachers, school heads, and DepEd personnel in District II of the Schools Division of



Bacolod City. The data were analyzed using descriptive statistics, particularly mean and standard deviation, and interpreted based on established mean ranges. The discussion focuses on overall patterns, variations, and key implications of the findings.

Extent of Implementation of WeeLMat

The extent to which the WeeLMat has been implemented across eight key areas is summarized in Table 3. The table presents the mean ratings provided by teachers, school heads, and DepEd personnel, as well as the overall mean for each key area and its corresponding interpretation.

Table 3

Extent of Implementation of the WeeLMat as Perceived by Teachers, School Heads, and DepEd Personnel

Key Area	Mean (μ)	SD	Interpretation
A. Strengthening weekly planning	3.801	0.793	High
B. Supporting professional development	3.906	0.740	High
C. Providing structured and adaptable instruction	3.792	0.820	High
D. Usability and teacher workload	3.816	0.797	High
E. Alignment with MELCs	3.835	0.768	High
F. Supporting learning continuity	3.763	0.850	High
G. Enhancing instructional planning	3.825	0.851	High
H. Promoting a responsive learning environment	3.852	0.819	High
Overall	3.825	0.748	High

The implementation of the WeeLMat was generally rated as high across all key areas, with an overall mean of 3.825 and a standard deviation of 0.748, indicating a consistently positive perception among stakeholders and a relatively moderate level of agreement in responses. The results reveal that the WeeLMat is generally perceived as highly implemented across all key areas, indicating that it has been widely adopted and integrated into instructional practices. The relatively close mean values across indicators suggest a generally consistent level of implementation, although variations in standard deviations reflect differences in application across contexts.

The strongest area of implementation is associated with supporting professional development, indicating that WeeLMat is perceived as a tool that enhances teachers' instructional competence and planning capacity. This suggests that the matrix is not only used for compliance but also contributes to professional growth by providing structured guidance in lesson preparation. This strong perception reflects its role in standardizing instructional practices and supporting instructional leadership. In contrast, supporting learning continuity obtained comparatively lower ratings and showed greater variability, suggesting that its effectiveness may differ depending on contextual factors such as learner needs, instructional delivery modes, and school-level support. This indicates that while WeeLMat contributes to continuity, its impact is not uniformly experienced across all settings.

Similarly, enhancing instructional planning also shows some inconsistency, implying variation in how teachers engage with and utilize the tool. Some teachers may use it as a meaningful planning framework, while others may treat it as a routine requirement. This variation highlights the importance of implementation fidelity and support mechanisms. Other areas, including alignment with MELCs, usability, structured instruction, and responsive learning environment, consistently received high ratings. These findings suggest that WeeLMat is effective in promoting curriculum alignment, clarity of instruction, and organization of teaching tasks due to its structured design. Overall, the results indicate that while WeeLMat is widely implemented and positively received, its effectiveness varies depending on context, highlighting the need for sustained support, monitoring, and capacity-building to ensure consistent application.



Perceived Relevance of WeeLMat

The perceived relevance of the WeeLMat across four key areas is summarized in Table 4. The table presents the overall mean (μ) and standard deviation (SD) for each key area, along with the corresponding interpretation based on the 5-point Likert scale.

Table 4

Relevance of the WeeLMat as Perceived by Teachers, School Heads, and DepEd Personnel

Key Area	Mean (μ)	SD	Interpretation
A. Ensuring learning continuity	3.822	0.808	High
B. Strengthening instructional planning	3.819	0.818	High
C. Promoting self-directed learning	3.802	0.810	High
D. Providing clear instructions	3.823	0.789	High
Overall	3.817	0.789	High

The perceived relevance of the WeeLMat was generally rated as high across all key areas, with an overall mean of 3.817 and a standard deviation of 0.789, indicating a consistently positive perception among stakeholders with a moderate level of agreement in their responses. The findings show that WeeLMat is perceived as highly relevant across all domains, indicating strong acceptance among stakeholders and recognition of its value in instructional processes. This suggests that the tool is not only implemented but also meaningfully integrated into teaching and learning practices. The most strongly perceived area of relevance is strengthening instructional planning, indicating that WeeLMat is highly valued for its ability to organize lessons, align competencies, and improve instructional clarity. This highlights its usefulness in supporting teachers' day-to-day planning tasks and ensuring structured lesson delivery. In contrast, promoting self-directed learning received the lowest rating, although still within the high range. This suggests that while WeeLMat supports structured instruction, its contribution to learner autonomy is less evident and may require complementary instructional strategies to fully develop independent learning skills among students.

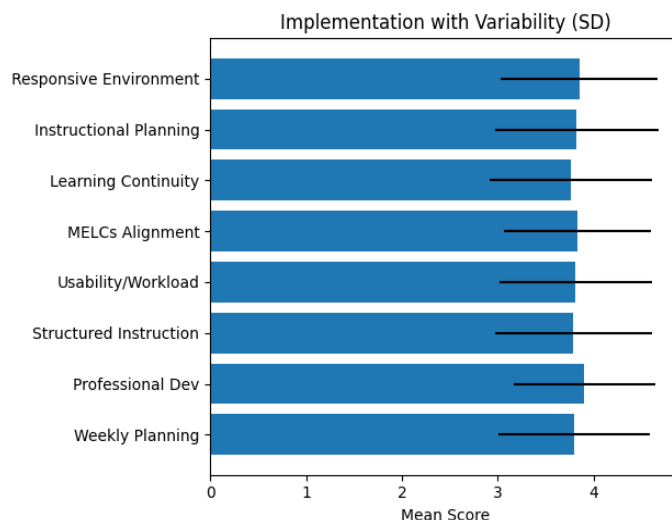
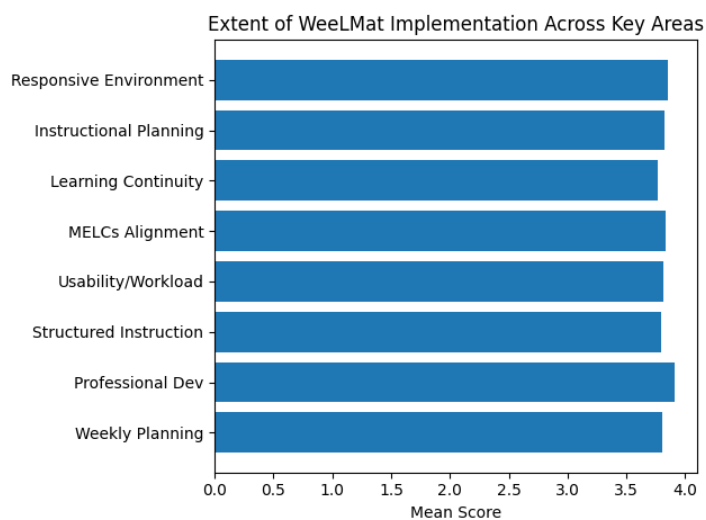
Meanwhile, ensuring learning continuity and providing clear instructions were also rated highly, reflecting the tool's effectiveness in promoting organized, coherent, and uninterrupted instruction. These strengths are largely attributed to the structured and systematic nature of the WeeLMat format. Across both implementation and relevance, slight variations in responses indicate differences in contextual application. Teachers tend to emphasize practical usability, school heads focus on instructional consistency, and DepEd personnel highlight alignment with policy and system-wide implementation. Despite these differences, perceptions remain consistently positive across all groups. Overall, the results indicate that WeeLMat is a valuable instructional tool that enhances planning, supports curriculum alignment, and promotes structured teaching practices. However, its effectiveness in fostering learner-centered outcomes, particularly self-directed learning, may be strengthened through additional pedagogical support and contextual adaptation.

Collectively, the results of the study show that WeeLMat is both highly implemented and highly relevant in District II of the Schools Division of Bacolod City. While it is effective in promoting structured instruction, curriculum alignment, and instructional planning, variations in certain domains suggest the influence of contextual factors such as teacher practice, school support, and learner needs.

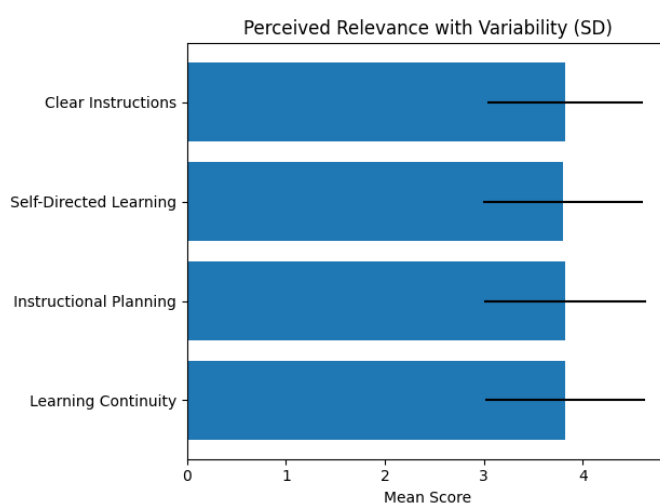
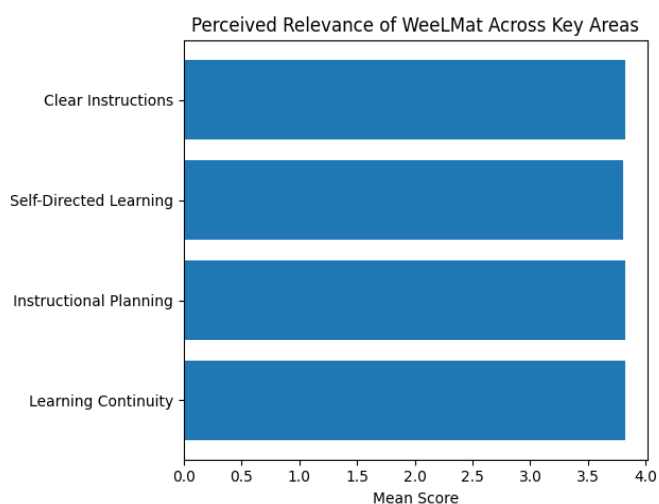
These findings emphasize that the success of structured instructional tools depends not only on their design but also on how consistently and effectively they are implemented in diverse educational settings.

Provided below are some graphs for visual clarity and effect size or variability interpretation:

Extent of Implementation of WeeLMat



Perceived Relevance of WeeLMat



CONCLUSION

The findings of this study indicate that the Weekly Learning Matrix (WeeLMat) serves as a meaningful instructional innovation that supports the organization, coherence, and delivery of teaching and learning processes within District II of the Schools Division of Bacolod City. Its implementation reflects a generally positive uptake among stakeholders, with teachers, school heads, and DepEd personnel recognizing its value as a structured framework for instructional planning and curriculum alignment. Beyond classroom-level practice, the WeeLMat demonstrates a significant contribution to educational policy implementation, particularly in operationalizing DepEd's goal of ensuring learning continuity and competency-based instruction. By translating policy directives into a practical weekly planning tool, it bridges the gap between curriculum standards and actual classroom delivery, thereby strengthening instructional consistency across schools. In this sense, WeeLMat functions not only as a planning aid but also as a policy-enabling mechanism that supports the realization of national education priorities at the school level.

In terms of instructional planning, the study highlights that WeeLMat enhances teachers' ability to organize lessons, align competencies, and structure learning experiences in a more systematic manner. It also supports instructional leadership by providing school heads and education supervisors with a clearer reference for monitoring and guiding classroom practices. This shared framework contributes to more aligned and coordinated instructional planning across different levels of the education system. However, differences in stakeholder perceptions suggest that the effectiveness of WeeLMat is influenced by the consistency of its application and the level of institutional support provided. These variations highlight the importance of



sustained professional development, collaborative leadership, and responsive implementation strategies to ensure that the tool is used not merely for compliance, but as a meaningful guide for teaching practice. Ultimately, the WeeLMat represents more than an administrative requirement; it is an instructional support system that strengthens alignment between policy and practice. When effectively implemented, it enhances planning efficiency, promotes instructional coherence, and supports more purposeful teaching and learning experiences.

In closing, the WeeLMat stands as a transformative tool with the potential to strengthen educational delivery when grounded in consistent practice, supported by collaborative leadership, and guided by continuous professional development—ultimately contributing to a more structured, responsive, and effective learning environment for both teachers and learners.

RECOMMENDATIONS

Based on the findings of the study, several recommendations are proposed to enhance the effectiveness, consistency, and relevance of the Weekly Learning Matrix (WeeLMat) in instructional planning and implementation.

At the policy level, the Schools Division Office (SDO), through the Curriculum Implementation Division (CID), is encouraged to conduct quarterly capacity-building training sessions for teachers, school heads, and selected DepEd personnel. These training sessions should focus on strengthening the effective use of WeeLMat in instructional planning, improving strategies for learning continuity, and enhancing learner-centered instructional practices. Hands-on activities, demonstrations, and classroom-based applications should be emphasized to ensure practical integration of the tool. In addition, DepEd personnel and division supervisors should institutionalize a standardized WeeLMat monitoring system to be used during regular quarterly monitoring and evaluation visits. This will promote consistency in implementation across schools and provide reliable data for informed decision-making and continuous improvement. Furthermore, a yearly policy review and refinement activity should be conducted with the participation of curriculum specialists, school heads, and selected teachers to ensure that WeeLMat remains aligned with the Most Essential Learning Competencies (MELCs) and other evolving curriculum standards.

At the school level, school heads are encouraged to conduct monthly Learning Action Cell (LAC) sessions focused on WeeLMat implementation, where teachers can share best practices, discuss challenges, and collaboratively enhance weekly instructional planning. In addition, school leaders and master teachers should provide bi-monthly coaching and mentoring sessions to support teachers in improving the quality and consistency of WeeLMat-based lesson planning, particularly in strengthening learning continuity and learner engagement. Schools should also establish a quarterly feedback and reflection mechanism, such as teacher reflection forms or peer-review checklists, to identify implementation gaps and develop appropriate improvement strategies. Moreover, teachers should be encouraged to apply WeeLMat in a more contextualized and learner-centered manner, ensuring that weekly plans are translated into meaningful instructional activities that promote both structured learning and learner autonomy.

Overall, the WeeLMat should be sustained not merely as a compliance requirement but as a dynamic instructional planning tool that continuously evolves through collaboration among teachers, school leaders, and DepEd personnel. Strengthening professional development, monitoring systems, and feedback mechanisms will ensure more consistent implementation and further enhance its contribution to instructional quality and learner achievement.

Conflict of Interest

The author declares that there are no financial or personal relationships that could in any way influence or bias the content of this work.

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