



## Teachers' Perceptions of the MATATAG Curriculum Implementation: A Descriptive-Comparative Study

Joren B. Dayanan<sup>1</sup>, Margen V. Gaitan<sup>2</sup>, Judith S. Rabacal<sup>3</sup>

<sup>1,2,3</sup>State University of Northern Negros, Philippines

Corresponding Email: [joren.dayanan@deped.gov.ph](mailto:joren.dayanan@deped.gov.ph)

Received: January 23, 2026

Revised: February 27, 2026

Accepted: March 11, 2026

### ABSTRACT

This study examined teachers' perceptions of the implementation of the MATATAG Curriculum in a public secondary school in the Philippines. As a major educational reform initiative, the MATATAG Curriculum aims to streamline learning competencies, strengthen foundational skills, and improve instructional coherence. Given the central role of teachers in curriculum delivery, understanding their perceptions is essential in evaluating early implementation outcomes. The study specifically assessed teachers' views regarding clarity of competencies, adequacy of instructional materials, effectiveness of teaching strategies, and the perceived impact on student learning outcomes. It also investigated whether significant differences existed in perceptions when teachers were grouped according to age and sex. A quantitative descriptive-comparative research design was employed. Total enumeration sampling was utilized, involving 62 teachers during the School Year 2025–2026. Data were collected through a validated 40-item Likert-scale questionnaire with established internal consistency (Cronbach's  $\alpha = .85$ ). Descriptive statistics, including mean and standard deviation, were used to determine the level of perception, while independent samples t-tests were conducted to examine group differences at a 0.05 level of significance. Findings revealed that teachers generally held positive perceptions of the MATATAG Curriculum implementation ( $M = 3.76$ ). Clarity of competencies received the highest rating, indicating strong agreement regarding curriculum structure and learning objectives. Adequacy of instructional materials received comparatively lower ratings, although still within the agreement range, suggesting areas for improvement in resource provision. Statistical analysis indicated no significant differences in perceptions when grouped according to age ( $p = .551$ ) or sex ( $p = .326$ ). The results suggest broad teacher acceptance of the reform and highlight the importance of institutional support, professional development, and resource allocation in ensuring effective curriculum implementation.

**Keywords:** Curriculum Reform, Educational Policy, MATATAG Curriculum, Teacher Perception

### How to Cite:

Dayanan, J. B., Gaitan, M. V., & Rabacal, (2026). Teachers' Perceptions of the MATATAG Curriculum Implementation: A Descriptive-Comparative Study. *Global Journal of STEM Education & Management Research*, 2(1), 150-157. <https://doi.org/10.5281/zenodo.18951327>



This work is Licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).



## INTRODUCTION

The MATATAG Curriculum represents the Philippine Department of Education's reform of the K–10 program, designed to streamline competencies, strengthen foundational literacy and numeracy, and improve instructional coherence (DepEd, 2023). Like many global curriculum reforms, it emphasizes clarity, focus, and mastery learning to enhance student outcomes. However, the effectiveness of such reforms largely depends on how they are implemented at the school level, particularly on teachers' perceptions, readiness, and institutional support.

Research indicates that teachers' acceptance of curriculum reforms significantly influences implementation fidelity and sustainability (Fullan, 2021; OECD, 2020). While emerging studies on the MATATAG Curriculum report generally positive perceptions regarding competency clarity, challenges remain in terms of instructional material adequacy and professional development support (Ramirez & Aquino, 2024; Demate et al., 2025). Despite these findings, localized school-level analyses remain limited.

This study addresses this gap by examining teachers' perceptions of MATATAG Curriculum implementation at Col. Griffin National High School and determining whether perceptions differ according to age and sex. The findings aim to provide evidence-based insights to inform institutional support and curriculum improvement efforts.

## OBJECTIVES OF THE STUDY

This study aimed to examine teachers' perceptions of the implementation of the MATATAG Curriculum at Col. Griffin National High School. Specifically, it sought to assess teachers' views regarding the clarity of competencies, adequacy of instructional materials, effectiveness of teaching strategies, and perceived impact on student learning outcomes. Furthermore, the study aimed to determine the overall level of teachers' perceptions when grouped according to age and sex, and to establish whether statistically significant differences exist in their perceptions based on these demographic variables. Through this analysis, the study intended to provide empirical evidence that may inform curriculum implementation practices, institutional support strategies, and professional development initiatives.

## LITERATURE REVIEW

This section synthesizes empirical and theoretical literature relevant to teachers' perceptions of MATATAG Curriculum implementation, focusing on four core dimensions: clarity of competencies, adequacy of instructional materials, effectiveness of teaching strategies, and perceived impact on student learning outcomes. It also reviews evidence on whether demographic factors such as age and sex may influence teachers' responses to curriculum reform.

### Curriculum Reform and the Role of Teacher Perception

Curriculum reforms are commonly introduced to improve instructional coherence, reduce curricular overload, and strengthen essential competencies. However, successful implementation depends not only on the quality of policy design but also on the perceptions and readiness of teachers, who serve as the primary implementers in schools. Research on educational change emphasizes that teachers' acceptance of reform affects implementation fidelity, classroom alignment, and long-term sustainability. When teachers perceive reforms as clear, feasible, and adequately supported, they are more likely to implement changes consistently and effectively. Conversely, limited resources, unclear guidelines, and insufficient training may lead to superficial compliance or inconsistent enactment, undermining intended outcomes.

### Teachers' Perceptions of Competency Clarity

Competency clarity refers to the extent to which curriculum standards and learning competencies are understandable, coherent, and teachable within available time and context. Studies on MATATAG implementation generally report that teachers view the streamlined competencies as clearer and more focused, supporting improved instructional planning and lesson pacing. Empirical findings indicate that when competencies are stated clearly, teachers demonstrate stronger confidence in classroom delivery and greater alignment between objectives, learning tasks, and assessment. However, some studies also note that while foundational competencies are often perceived as clear, more complex progressions may still present challenges, particularly when guidance materials are limited or when teachers receive insufficient orientation. These findings suggest that competency clarity is a key enabling condition for effective implementation, but its benefits are maximized when supported by exemplars, pacing guides, and instructional resources.



## **Adequacy of Instructional Materials and Resource Support**

Instructional material adequacy remains one of the most frequently reported concerns in curriculum implementation literature. Adequate materials include textbooks, modules, teacher guides, and supplementary learning resources that are aligned with curriculum competencies and accessible to both teachers and learners. Studies examining MATATAG and similar reforms consistently show that shortages, delays in distribution, or misalignment between materials and competencies hinder effective implementation. Teachers may be forced to rely on self-developed resources, adapt outdated materials, or reduce instructional depth due to limited support tools. These constraints are more pronounced in public schools and in contexts where budget limitations affect the timely availability of learning resources. The literature therefore underscores that even when teachers view curricular goals positively, inadequate materials can weaken instructional quality and reduce consistency of curriculum delivery across classrooms.

## **Effectiveness of Teaching Strategies Under the MATATAG Framework**

Teaching strategy effectiveness reflects teachers' judgments about whether their instructional approaches support mastery learning, student engagement, and achievement of intended competencies. Research suggests that learner-centered strategies—such as differentiated instruction, collaborative learning, and contextualized activities—are often perceived as effective under competency-based reforms because they allow teachers to respond to varied learner needs. Studies further indicate that teachers tend to view instructional strategies more favorably when professional development opportunities support their use, and when classroom conditions (e.g., class size, materials, time) allow for meaningful implementation. However, evidence also shows that even effective strategies can be difficult to apply consistently when training is limited, when teachers lack confidence in new approaches, or when resources required for interactive learning are insufficient. Consequently, the literature highlights the interaction between teacher skill, professional learning support, and resource availability in shaping perceived teaching effectiveness during early reform implementation.

## **Perceived Impact on Student Learning Outcomes**

Perceived impact on student learning outcomes refers to teachers' assessments of how curriculum implementation influences learners' academic performance, skill development, and engagement. Studies on MATATAG-related reforms suggest that teachers often perceive early positive effects on learner participation and foundational competency development, particularly when competencies are streamlined and instruction becomes more focused. Nonetheless, some literature cautions that measurable gains in student achievement may require time, especially during the transition period when materials, training, and implementation routines are still stabilizing. In early phases of reform, teachers may observe improvements in lesson coherence and learner engagement, even if standardized performance outcomes remain unchanged. This suggests that teachers' perceptions provide valuable early indicators of implementation quality and classroom-level progress, but should be complemented by longitudinal evidence for outcome validation.

## **Demographic Factors: Age and Sex Differences in Perceptions**

Research examining demographic influences on teachers' perceptions of reforms presents mixed findings. Some evidence suggests that younger teachers may demonstrate greater openness to innovation, while older teachers may rely more on established routines and may be more cautious toward change. However, other studies indicate that professional engagement, school culture, and access to training are stronger predictors of reform acceptance than age. Regarding sex, literature often reports minimal or inconsistent differences in teachers' responses to reforms, emphasizing that shared professional expectations, similar training exposure, and common institutional conditions tend to produce comparable perceptions across groups. Overall, existing research suggests that demographic variables may not independently determine teachers' views; instead, systemic factors—such as leadership support, professional development, and resource provision—are more influential in shaping teachers' experiences of curriculum implementation.

## **Synthesis and Research Gap**

The reviewed literature indicates that teachers generally respond positively to reforms that clarify competencies and reduce curricular congestion, but persistent challenges in instructional material adequacy and professional development support may constrain successful implementation. Evidence also suggests that perceptions of teaching strategy effectiveness and student learning impact are shaped by both curricular design and enabling conditions within schools. Despite growing research on MATATAG implementation, localized school-based studies remain limited, particularly those examining teachers' perceptions



across key implementation dimensions while also testing whether perceptions differ by age and sex. Addressing this gap is important for generating context-specific evidence that can guide targeted institutional support, strengthen implementation processes, and inform continuous curriculum improvement.

## METHODOLOGY

This study employed a quantitative descriptive-comparative research design to examine teachers' perceptions of the MATATAG Curriculum implementation. The descriptive component was used to determine the level of teachers' perceptions across identified dimensions, while the comparative component was utilized to test whether significant differences existed when respondents were grouped according to selected demographic variables. This design was appropriate because it allowed for systematic data collection and statistical analysis without manipulating variables.

### Participants

The study was conducted at Col. Griffin National High School during the School Year 2025–2026. The participants consisted of 62 teachers. Total enumeration sampling was employed, wherein all teachers within the defined population were included in the study. The use of total enumeration ensured comprehensive representation of the target group and minimized sampling bias.

### Research Instrument

Data were collected using a structured survey questionnaire adapted from a previously validated instrument. The questionnaire consisted of 40 items designed to measure teachers' perceptions of MATATAG Curriculum implementation across four dimensions: clarity of competencies, adequacy of instructional materials, effectiveness of teaching strategies, and impact on student learning outcomes. Responses were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

The reliability of the instrument was established using Cronbach's alpha, yielding an overall coefficient of 0.85, indicating high internal consistency. Content validity was ensured through expert review to confirm alignment between the questionnaire items and the objectives of the study.

### Data Collection Procedure

Prior to data collection, formal approval was secured from the school administration. Respondents were informed of the study's purpose, and participation was voluntary. Survey questionnaires were distributed personally to the identified teachers and were retrieved upon completion. The collected data were encoded and organized for statistical analysis.

### Ethical Considerations

The study adhered to ethical research standards. Participants were provided with informed consent forms outlining the purpose of the study, voluntary participation, confidentiality measures, and their right to withdraw at any time. Respondents' identities were kept confidential, and data were used solely for academic purposes. All collected information was treated with strict confidentiality and stored securely.

### Data Analysis

The data collected were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics, specifically the mean and standard deviation, were employed to determine the level of teachers' perceptions of the MATATAG Curriculum implementation across the four identified dimensions: clarity of competencies, adequacy of instructional materials, effectiveness of teaching strategies, and impact on student learning outcomes. The mean was used to determine the central tendency of responses, while the standard deviation measured the variability of responses among participants.

To examine whether significant differences existed in teachers' perceptions when grouped according to age and sex, independent samples t-tests were conducted. This inferential statistical test was appropriate for comparing the mean scores between two independent groups. The level of significance was set at  $\alpha = 0.05$ . A p-value less than 0.05 was interpreted as indicating a statistically significant difference, while a p-value greater than 0.05 indicated no significant difference between groups.



All statistical analyses were performed following standard procedures to ensure accuracy and reliability of results. The findings were presented in tabular form and interpreted in relation to the research questions of the study.

## RESULTS AND DISCUSSION

This section presents the findings of the study and discusses them in relation to existing literature on curriculum reform and teacher perception.

Table 1 presents the overall mean and standard deviation of teachers' perceptions of the MATATAG Curriculum implementation across four dimensions.

**Table 1**

*Level of Teachers' Perceptions of MATATAG Curriculum Implementation*

Dimension	Mean (M)	Standard Deviation (SD)
Clarity of Competencies	3.95	0.48
Adequacy of Instructional Materials	3.54	0.47
Effectiveness of Teaching Strategies	3.85	0.25
Impact on Student Learning Outcomes	3.70	0.36
<b>Overall Mean</b>	<b>3.76</b>	<b>0.32</b>

Note. Scale: 1.00–1.80 = Strongly Disagree; 1.81–2.60 = Disagree; 2.61–3.40 = Neutral; 3.41–4.20 = Agree; 4.21–5.00 = Strongly Agree.

Table 1 presents the mean and standard deviation of teachers' perceptions across four dimensions of MATATAG Curriculum implementation. The overall mean score of 3.76 indicates that teachers generally agree with positive statements regarding the implementation of the curriculum. Among the dimensions, Clarity of Competencies obtained the highest mean ( $M = 3.95$ ,  $SD = 0.48$ ), suggesting that teachers perceive the streamlined competencies as clear, understandable, and manageable. This implies that the primary objective of curriculum decongestion has been effectively communicated and received at the classroom level.

In contrast, Adequacy of Instructional Materials received the lowest mean ( $M = 3.54$ ,  $SD = 0.47$ ), although it still falls within the "Agree" range. This comparatively lower rating indicates that while teachers generally find the materials sufficient, there are areas where resource provision may be improved. The dimensions Effectiveness of Teaching Strategies ( $M = 3.85$ ,  $SD = 0.25$ ) and Impact on Student Learning Outcomes ( $M = 3.70$ ,  $SD = 0.36$ ) were also positively rated, suggesting that teachers believe their instructional approaches are aligned with curriculum goals and beneficial to learners.

**Table 2**

*Difference in Teachers' Perceptions According to Age*

Age Group	Mean (M)	SD	t-value	p-value
33 years and below	3.74	0.37	-0.600	0.551
34 years and above	3.79	0.25		
<b>Decision</b>				<b>Not Significant</b>

Table 2 shows the comparison of teachers' perceptions when grouped according to age. Teachers aged 33 years and below obtained a mean score of 3.74 ( $SD = 0.37$ ), while those aged 34 years and above obtained a mean score of 3.79 ( $SD = 0.25$ ). Although older teachers recorded a slightly higher mean, the independent samples t-test revealed no statistically significant difference ( $t = -0.600$ ,  $p = 0.551$ ). Since the p-value exceeds the 0.05 level of significance, the null hypothesis is not rejected.



This finding indicates that age does not significantly influence teachers' perceptions of MATATAG Curriculum implementation. Both younger and older teachers demonstrate similar levels of acceptance and understanding of the reform.

**Table 3**

*Difference in Teachers' Perceptions According to Sex*

Sex	Mean (M)	SD	t-value	p-value
Male	3.82	0.32	0.991	0.326
Female	3.73	0.32		
<b>Decision</b>				<b>Not Significant</b>

Table 3 presents the comparison of teachers' perceptions based on sex. Male teachers obtained a mean score of 3.82 (SD = 0.32), while female teachers obtained a mean score of 3.73 (SD = 0.32). Although male teachers reported a slightly higher mean perception, the difference was not statistically significant ( $t = 0.991$ ,  $p = 0.326$ ). Because the p-value is greater than 0.05, the null hypothesis is likewise not rejected.

This result suggests that sex does not significantly affect teachers' perceptions of MATATAG Curriculum implementation. The similarity in mean scores indicates a consistent level of acceptance across both groups.

## Synthesis of Findings

Overall, the results demonstrate broad teacher acceptance of the MATATAG Curriculum. Competency clarity emerged as a major strength of the reform, reflecting the intended goal of decongesting and simplifying curriculum content. However, the relatively lower rating of instructional material adequacy suggests the need for enhanced resource allocation and institutional support.

The absence of significant differences across age and sex further indicates that the reform's reception is relatively uniform among teachers. This consistency suggests that systemic factors—such as professional development opportunities, leadership support, and resource availability—play a more critical role in shaping teacher perception than demographic variables.

## CONCLUSION

This study examined teachers' perceptions of the implementation of the MATATAG Curriculum at Col. Griffin National High School, focusing on clarity of competencies, adequacy of instructional materials, effectiveness of teaching strategies, and impact on student learning outcomes. The findings indicate that teachers generally hold positive perceptions of the curriculum reform, suggesting a broad level of acceptance and adaptability among educators.

Among the dimensions assessed, clarity of competencies emerged as the strongest aspect of implementation, reflecting the intended objective of streamlining and prioritizing essential learning competencies. This suggests that the curriculum revision has contributed to improved instructional direction and coherence. However, the relatively lower ratings for adequacy of instructional materials indicate that resource provision remains an area requiring continued institutional attention and support.

The study further revealed that teachers' perceptions did not significantly differ when grouped according to age or sex. This finding suggests that demographic characteristics do not substantially influence attitudes toward curriculum reform. Instead, factors such as institutional support, professional development, and access to instructional resources may play a more decisive role in shaping teachers' experiences and perceptions of implementation.

Overall, the results highlight the importance of sustained support mechanisms to ensure effective curriculum implementation. Strengthening resource allocation and continuing professional development initiatives may further enhance the successful realization of the MATATAG Curriculum's goals and contribute to improved teaching practices and student learning outcomes.

## RECOMMENDATIONS



Although teachers generally demonstrated positive perceptions of the MATATAG Curriculum, the findings highlight areas that require continued institutional support. Educational administrators should prioritize the timely provision of adequate instructional materials and learning resources to strengthen curriculum implementation. Sustained professional development programs focusing on competency alignment and effective teaching strategies are likewise recommended to enhance instructional practices.

Since no significant differences were found across age and sex, support initiatives should be inclusive and uniformly accessible to all teachers. Schools are encouraged to promote collaborative professional environments that facilitate the sharing of best practices and collective problem-solving. Future studies may expand the scope to multiple schools or conduct longitudinal research to further examine the long-term impact of the MATATAG Curriculum on teaching effectiveness and student outcomes.

## Conflict of Interest

The authors declare that there are no conflicts of interest regarding the publication of this study. The research was conducted independently, and no financial, commercial, or personal relationships influenced the design, data collection, analysis, interpretation, or reporting of the findings.

## REFERENCES

- Academ-E. (2023). *MATATAG curriculum explained: What parents and teachers should know*. <https://www.academ-e.com/matatag-curriculum-explained>
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://apastyle.apa.org/products/publication-manual-7th-edition>
- Andaya, J. D. R. (2023, August 10). DepEd launches recalibrated K to 10 curriculum, to start in SY 2024–2025. *Inquirer*. <https://newsinfo.inquirer.net/1814963/dep-ed-launches-recalibrated-k-to-10-curriculum-to-start-in-sy-2024-2025>
- Balansag, E., & Garcia, R. (2024). Impact of the MATATAG curriculum on teachers' perceptions and student academic performance.
- Basister, R. (2025). Teachers' perceptions and challenges in implementing the MATATAG curriculum in public and private schools in the Philippines.
- Bhandari, P. (2021). Questionnaire design: Methods, question types & examples. <https://www.scribbr.com/methodology/questionnaire/>
- Cabral, J. T. (2025). Teaching strategies for the development of mathematical fundamentals for kindergarten and Grade 1 under MATATAG curriculum.
- Creswell, J. W. (1994). *Research design: Qualitative, quantitative, and mixed methods approaches*. [https://www.ucg.ac.me/skladiste/blog\\_609332/objava\\_105202/fajlovi/Creswell.pdf](https://www.ucg.ac.me/skladiste/blog_609332/objava_105202/fajlovi/Creswell.pdf)
- Darling-Hammond, L. (2006). *Powerful teacher education: Lessons from exemplary programs*. Wiley.
- Department of Education. (2023). DepEd launches MATATAG curriculum to strengthen K to 10 program. <https://www.deped.gov.ph>
- Department of Education. (2023). *MATATAG curriculum guide*. <https://www.deped.gov.ph/matatagcurriculumk147>
- Demate, D., Catbagan, F., et al. (2025). Teacher perspectives on MATATAG curriculum: Challenges and collaborative solutions. <https://malque.pub/ojs/index.php/mr/article/view/8311>
- Estrera, E. B. (2020). A perception-based curricular review on the K to 12 HUMSS strand curriculum. *LAFOR Journal of Education: Studies in Education*, 8(4), 15–28. <https://doi.org/10.22492/ije.8.4.02>
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109. <https://doi.org/10.3102/00346543074001059>
- Fullan, M. (2021). *The new meaning of educational change* (5th ed.). Teachers College Press.
- Graham, D. (2022). Teacher perceptions of game-based learning in English language arts.
- Lagbao, J. (2025). Evaluating teachers' perceptions on the first year of MATATAG curriculum implementation among selected schools: A quantitative descriptive analysis. <https://www.researchgate.net/publication/392553637>
- Navales, J. (2025). Teachers' and learners' perspectives on implementation of Grade 4 science MATATAG curriculum in Marilog District.
- Numeron, N., & Arado, M., et al. (2023). Teacher qualifications and students' perceptions of competency clarity.
- Organisation for Economic Co-operation and Development. (2020). *OECD learning compass 2030*. <https://www.oecd.org/education/2030-project/learning/learning-compass-2030/>
- Philippine News Agency. (2023). DepEd rolls out MATATAG curriculum for SY 2024–2025. <https://www.pna.gov.ph>
- Polancos, M. (2025). Elementary teachers' perceptions and utilization of introductory materials in MATATAG curriculum. <https://www.researchgate.net/publication/390822115>
- Prado, R., & Asparin, L. (2024). Teachers' perceptions and challenges in implementing the MATATAG curriculum in Malaybalay City. *Scimatic Journal*. <https://scimatic.org/storage/journals/11/pdfs/6022.pdf>



- Ramirez, J., & Aquino, F. (2024). Teachers' perceptions of competency clarity in MATATAG curriculum. <https://www.researchgate.net/publication/389992173>
- Romarate, M. A. (2023). Development of outcomes-based instructional materials in professional education: Availability and challenges. *International Journal of Education Research*, 6(2), 45–52.
- Santos, R. (2023). Teachers' and students' perceptions of the MATATAG curriculum in Cebu secondary schools. <https://www.researchgate.net/publication/391901239>
- Yunting, J., & Santos, M., et al. (2025). Teachers' perceptions of the clarity of competencies under the MATATAG curriculum. <https://www.researchgate.net/publication/392326881>