

Research Article

Exploring MATATAG Curriculum Implementation in Public Elementary Schools in Kidapawan City: An Exploratory Sequential Mixed Methods Instrument Development Study

Emee Lord G. Geverola^{1*}  | Kristine Mae A. Raot-Raot²  | Charis Mae A. Conato³  | Jenelyn O. Perales⁴  | April Joy G. Omaba⁵  | Marilou P. Espanola⁶  | Gina A. Tacayon⁷  | Rohannie A. Mutalib⁸  | Dianne Mariz N. Obenza-Tanudtanud⁹ 

¹⁻⁹ Central Mindanao Colleges, Kidapawan City, Philippines

*Correspondence: emeelord.geverola@deped.gov.ph

<https://doi.org/10.70847/739882>

Article history:

Received: 15 May 2026

Revised: 9 June 2026

Accepted: 10 July 2026



© The Author(s) 2026. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>)

Abstract

The implementation of the MATATAG Curriculum is a major educational reform aimed at strengthening foundational literacy, numeracy, and essential learning competencies in Philippine basic education. This study examined its implementation in selected public elementary schools in Kidapawan City using an exploratory sequential mixed methods design guided by the OECD framework. Qualitative data from 10 teachers, analyzed through Braun and Clarke's thematic analysis, identified six themes: Curriculum Understanding, Instructional Adaptation, Professional Development, Resource Support, Workload and Classroom Management, and Leadership and Collaboration. These informed a researcher-made survey administered to 60 teachers from three public elementary schools. Results supported the six implementation dimensions and revealed an overall positive perception of curriculum implementation ($M = 4.04$, $SD = 0.40$). Leadership and Collaboration ($M = 4.32$) and Resource Support ($M = 4.25$) received the highest ratings, while Curriculum Understanding ($M = 3.46$) and Instructional Adaptation ($M = 3.74$) were rated lower, highlighting areas needing additional support. The findings indicate that effective implementation relies on teachers' curriculum understanding, adaptive instructional practices, continuous professional development, adequate resources, manageable workloads, and supportive leadership. The study provides evidence to inform policymakers and school leaders in strengthening MATATAG Curriculum implementation in Philippine public elementary schools.

Keywords: MATATAG Curriculum; Curriculum Implementation; Teacher Experiences; Educational Reform; Mixed Methods Research; Elementary Education.

1. Introduction

The MATATAG Curriculum represents the Philippine Department of Education's latest reform initiative aimed at strengthening foundational literacy, numeracy, and essential learning competencies in basic education. However, its early implementation has revealed challenges related to teacher readiness, instructional resources, and curriculum delivery. In Kidapawan City, schools continue to adjust to streamlined competencies and revised instructional expectations introduced under the MATATAG framework (DepEd Kidapawan Report, 2024). Nationally, implementation concerns persist, including learning gaps among elementary learners, limited participation in intervention programs, and delays in the distribution of instructional materials (EdCom 2, 2025). Previous studies have likewise identified issues related to teacher preparedness, access to learning resources, and adaptation to new curriculum structures (Orbeta et al., 2020; Gumla, 2026). These findings suggest that the success of curriculum reforms depends not only on policy design but also on how reforms are enacted within schools.

International evidence demonstrates similar implementation challenges. In Ghana, the implementation of the Standards-Based Curriculum revealed difficulties in syllabus coverage and uneven curriculum delivery across schools, contributing to weaker learning outcomes (Mapapali, 2022; Cobbold, 2023). Likewise, South Korea's 2022 Revised National Curriculum encountered teacher resistance and delays in classroom implementation despite strong policy support (Lee & Park, 2024). These experiences highlight the importance of examining curriculum enactment at the school level, where educational reforms are translated into everyday teaching practices. Furthermore, results from the Programme for International Student Assessment (PISA) 2022 showed that more than 70% of Filipino learners failed to reach minimum proficiency levels in mathematics and science (OECD, 2023).

Despite growing literature on curriculum reform, limited research has specifically explored how the MATATAG Curriculum is being implemented in public elementary schools during its early stages. Existing studies have largely focused on earlier reforms such as the K–12 curriculum and have not sufficiently captured teachers' experiences in enacting MATATAG in actual classroom contexts. Moreover, many curriculum implementation studies have employed either qualitative or quantitative approaches, providing only a partial understanding of the phenomenon. There remains a scarcity of exploratory sequential mixed methods studies that investigate teachers' lived experiences and subsequently identify empirically grounded dimensions of implementation. Guided by the Organisation for Economic Co-operation and Development (OECD) framework, which emphasizes teacher capacity, instructional adaptation, leadership support, resource systems, and institutional conditions in educational reform, this study addresses this gap by examining MATATAG Curriculum implementation from a broader implementation perspective. Using an exploratory sequential mixed methods approach, this study explored the implementation of the MATATAG Curriculum in selected public elementary schools in Kidapawan City. Specifically, it examined teachers' experiences, instructional practices, support mechanisms, adaptations, and challenges and identified the dimensions

characterizing curriculum implementation. By generating a context-based understanding of curriculum enactment, the study contributes empirical evidence that may inform policymakers, school leaders, and educators in strengthening MATATAG Curriculum implementation and improving the quality of basic education in the Philippines.

Purpose Statement

The purpose of this exploratory sequential mixed methods study is to explore the implementation of the MATATAG Curriculum in selected public elementary schools in Kidapawan City. Specifically, the study aims to examine teachers' experiences, practices, instructional adjustments, support mechanisms, and challenges encountered during the implementation of the MATATAG Curriculum in classroom settings. In the qualitative phase, the study seeks to explore and identify themes emerging from teachers' experiences regarding MATATAG Curriculum implementation. These themes will then serve as the basis for developing a researcher-made survey instrument for the quantitative phase. Subsequently, the quantitative phase aims to examine the underlying dimensions that characterize the implementation of the MATATAG Curriculum among public elementary school teachers. Through an exploratory sequential mixed methods approach, the study intends to generate a context-based understanding of how the MATATAG Curriculum is implemented in selected public elementary schools in Kidapawan City.

Research Objectives

The study aims to explore the implementation of the MATATAG Curriculum in selected public elementary schools in Kidapawan City using an exploratory sequential mixed methods approach:

1. To explore the experiences and practices of teachers in implementing the MATATAG Curriculum in selected public elementary schools in Kidapawan City.
2. To develop a researcher-made survey instrument based on the themes generated from the qualitative findings.
3. To examine the underlying dimensions that characterize the implementation of the MATATAG Curriculum among public elementary school teachers.

2. Materials and Methods

2.1 Research design

This study employed an exploratory sequential mixed methods design following the framework proposed by Gempes and Obenza (2025). Exploratory sequential mixed methods research begins with a qualitative phase that explores a phenomenon in depth to identify themes, concepts, and patterns grounded in participants' experiences. The qualitative findings are subsequently used to develop a quantitative instrument that is subjected to empirical validation through statistical procedures (Creswell & Plano Clark, 2018).

The design was deemed appropriate for the present study because the implementation of the MATATAG Curriculum in public elementary schools in Kidapawan City is a relatively new educational reform that requires initial exploration through teachers' lived experiences. Through individual interviews, salient themes related to curriculum implementation were identified and translated into survey items. The quantitative phase was then conducted to examine the psychometric properties of the developed instrument and to validate the dimensions characterizing MATATAG Curriculum implementation using measurement model assessment procedures within the framework of Partial Least Squares Structural Equation Modeling (PLS-SEM). The integration of qualitative and quantitative findings enabled the development of a context-based framework describing the implementation of the MATATAG Curriculum in selected public elementary schools.

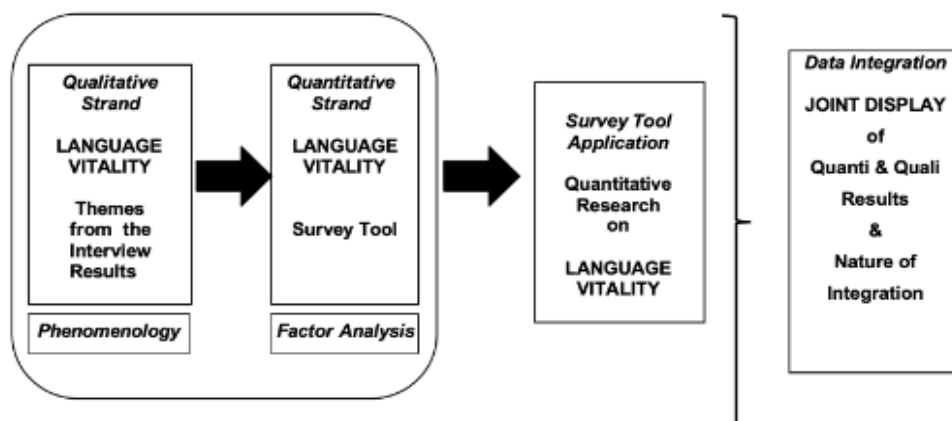


Figure 1. Conceptual Design of Exploratory Sequential Mixed Methods Design

2.2 Research Locale

The study was conducted in three (3) selected elementary schools that are big schools in Kidapawan City Division District 3. Kidapawan City, located in the province of Cotabato, is one of the local government units under the Schools Division of Kidapawan City that had begun implementing the MATATAG Curriculum as part of the nationwide reform initiated by the Department of Education (Philippines). The MATATAG Curriculum aimed to strengthen foundational learning, particularly in literacy and numeracy, while reducing curriculum congestion and improving the quality of instruction in basic education. Public elementary schools in Kidapawan City had gradually adopted this curriculum through teacher training, curriculum orientation, and the integration of updated learning competencies in classroom instruction. As schools adapted to these reforms, examining how the MATATAG Curriculum was implemented in actual school settings became essential in understanding the practices, experiences, and processes involved in its early implementation.

This study focused on selected public elementary schools in District III of Kidapawan City, specifically Mancera Marciano Integrated School, Isidoro Lonzaga Memorial Elementary School, and Lanao Central Elementary School.

These schools were selected because they were among the larger elementary schools in the district, with a substantial number of teachers and learners actively engaged in the implementation of the MATATAG Curriculum. Their relatively large school populations and established instructional structures provided a suitable context for examining curriculum implementation practices. By focusing on these schools, the study was able to gather richer insights from teachers who were directly involved in implementing the MATATAG Curriculum in classroom settings.

2.3 Research Participants

The respondents of the study were teachers from three identified Big Schools in District III of the Schools Division of Kidapawan City: Mancera Marciano Integrated School, Isidoro Lonzaga Memorial Elementary School, and Lanao Central Elementary School. These schools were classified as Big Schools due to their relatively large enrollment and number of teaching personnel. The participants consisted of teachers currently teaching Grade 1, Grade 2, Grade 4, and Grade 5, since these grade levels were among those implementing the MATATAG Curriculum under the current phase of its rollout by the Department of Education (Philippines). Selecting teachers from these grade levels ensured that the participants had direct experience in implementing the MATATAG Curriculum in their classroom instruction.

For the qualitative phase of the study, ten (10) teachers were purposively selected to participate in individual in-depth interviews to explore their experiences and practices in implementing the MATATAG Curriculum. For the quantitative phase, a larger group of teachers from the same schools and grade levels participated in answering the survey instrument developed from the qualitative findings. Participants were required to be currently teaching Grade 1, Grade 2, Grade 4, or Grade 5 and had to be actively involved in implementing the MATATAG Curriculum. Teachers who were not handling these grade levels or those with less than one year of teaching experience in the school were excluded from the study. Below is the table showing the distribution of the participants in the quantitative phase of the study.

Table 1. Distribution of Teacher Participants in Selected Big Public Elementary Schools in District III, Kidapawan City

#	School	Number of Participants
1	Mancera Marciano Integrated School	15
2	Isidoro Lonzaga Memorial Elementary School	15
3	Lanao Central Elementary School	30
Total		60

2.4 Research Instruments

For the qualitative phase, a researcher-developed semi-structured interview guide was utilized to gather in-depth information regarding teachers' experiences, practices, support systems, and challenges encountered in implementing the MATATAG Curriculum. The interview guide underwent expert

validation to establish content relevance, clarity, and alignment with the objectives of the study and the OECD framework. The qualitative findings served as the foundation for the development of a researcher-made survey questionnaire for the quantitative phase. Themes generated through thematic analysis were converted into measurable indicators representing various dimensions of MATATAG Curriculum implementation. The resulting questionnaire consisted of items measuring Curriculum Understanding, Instructional Adaptation, Professional Development, Resource Support, Workload and Classroom Management, and Leadership and Collaboration. Prior to administration, the instrument underwent expert validation to establish content validity.

2.5 Data Collection

This study followed an exploratory sequential mixed methods procedure consisting of two distinct but interconnected phases. In the qualitative phase, ten (10) purposively selected teachers participated in individual in-depth interviews. Interview sessions were audio-recorded with participants' consent, transcribed verbatim, and subjected to thematic analysis. The purpose of this phase was to identify key themes describing teachers' experiences and practices in implementing the MATATAG Curriculum. The themes generated from the qualitative analysis served as the basis for developing a researcher-made survey instrument. Following expert validation, the questionnaire was administered to sixty (60) teachers from the selected public elementary schools who were directly involved in implementing the MATATAG Curriculum. The quantitative phase focused on examining the reliability and validity of the developed instrument and assessing the measurement properties of the identified dimensions using PLS-SEM procedures. The results of the quantitative phase provided empirical support for the dimensions emerging from the qualitative findings.

2.6 Data Analysis

Data analysis was conducted in two sequential phases consistent with the exploratory sequential mixed methods design. In the qualitative phase, interview transcripts were analyzed using Braun and Clarke's (2006) six-phase thematic analysis framework. The analysis involved familiarization with the data, generation of initial codes, theme development, theme review, theme definition, and report writing. Through this process, recurring patterns and themes describing teachers' experiences in implementing the MATATAG Curriculum were identified. These themes served as the basis for the development of the quantitative survey instrument. In the quantitative phase, responses obtained from the survey questionnaire were analyzed using descriptive statistics and measurement model assessment procedures. The purpose of this phase was to examine the psychometric quality of the instrument developed from the qualitative findings and to validate the dimensions of MATATAG Curriculum implementation identified during the exploratory phase.

2.7 Statistical Treatment

The quantitative data were analyzed using descriptive statistics and Partial Least Squares Structural Equation Modeling (PLS-SEM). Prior to analysis, the dataset was screened for completeness, consistency, and accuracy.

Descriptive statistics, including frequency, mean, and standard deviation, were computed to describe respondents' perceptions regarding the identified dimensions of MATATAG Curriculum implementation. Composite means were likewise calculated to determine the overall level of agreement for each construct. To evaluate the psychometric properties of the researcher-developed instrument, measurement model assessment procedures were conducted. Internal consistency reliability was examined using Cronbach's alpha, composite reliability (rho_a), and composite reliability (rho_c). Values of .70 or higher were considered acceptable indicators of reliability (Hair et al., 2022). Convergent validity was assessed through Average Variance Extracted (AVE), with values greater than .50 indicating that the construct explains more than half of the variance of its indicators (Fornell & Larcker, 1981).

Discriminant validity was evaluated using the Fornell-Larcker criterion, wherein the square root of each construct's AVE was compared with its correlations with other constructs. Discriminant validity was considered satisfactory when the square root of the AVE exceeded the corresponding inter-construct correlations (Hair et al., 2022). Factor loadings were examined to determine the strength of the relationship between observed indicators and their corresponding latent constructs. Indicators with statistically significant loadings and acceptable loading values were retained in the measurement model. The significance of factor loadings was assessed using standard errors, Z-values, and p-values, with significance established at $p < .05$.

The use of PLS-SEM was appropriate because it enabled the assessment of reliability, convergent validity, discriminant validity, and indicator performance of the researcher-developed instrument while providing empirical support for the dimensions of MATATAG Curriculum implementation identified during the qualitative phase (Hair et al., 2022).

2.8 Ethical Considerations

This study adhered to established ethical standards for educational research and the policies of the Philippine Department of Education in conducting research among teachers implementing the MATATAG Curriculum in selected public elementary schools in Kidapawan City. It sought to generate valuable insights to strengthen curriculum implementation while ensuring voluntary participation through informed consent and the right to withdraw at any time without penalty. Although participants were not considered a vulnerable group, their privacy and confidentiality were protected through the use of pseudonyms, secure data storage, and the non-disclosure of personal and school identifiers. The study involved minimal risk, with data collection conducted sensitively and at participants' convenience to avoid disrupting teaching responsibilities. Participant selection was conducted fairly through purposive sampling for the qualitative phase and equal opportunity for eligible teachers in the quantitative phase. Research procedures were transparent, with appropriate permissions secured from the Schools Division Office and participating schools. The researcher maintained professional integrity under the guidance of advisers and panel members, utilized appropriate data collection and storage facilities, and

collaborated closely with school communities to ensure trust, respect, and the ethical conduct of the research.

3. Results and Discussion

3.1 Qualitative Phase Results

Emergent Themes and Instrument Development for the MATATAG Curriculum Implementation Questionnaire. The qualitative phase of the study aimed to explore teachers' experiences, perceptions, and insights regarding the implementation of the MATATAG Curriculum in public elementary schools in Kidapawan City. Specifically, this phase sought to identify the key dimensions influencing curriculum implementation and to generate empirically grounded constructs that would serve as the basis for the development of the survey instrument used in the quantitative phase of the exploratory sequential mixed methods design. Using Braun and Clarke's (2006) Reflexive Thematic Analysis, interview transcripts were analyzed through recursive coding, categorization, and theme development. The analysis revealed seven major themes related to teachers' experiences in implementing the MATATAG Curriculum. These themes subsequently informed the development of the Likert-scale survey items included in the quantitative instrument.

3.1.1 Curriculum Understanding and Competency Alignment

Participants emphasized the importance of understanding the competencies, standards, and expected learning outcomes embedded in the MATATAG Curriculum. Teachers described that effective implementation depended largely on their ability to interpret competency expectations and align classroom instruction with curriculum standards.

One participant shared:

"The competencies are now more focused, so it is easier for us to align our lessons and identify the essential learning outcomes."

Another participant explained:

"Understanding the curriculum standards helps us prepare lessons that are aligned with what learners are expected to achieve."

The findings suggest that curriculum literacy and competency alignment are foundational dimensions in curriculum implementation. Consequently, this theme informed the development of items measuring teachers' understanding of competencies, standards, and instructional alignment.

3.1.2 Instructional Adaptation and Pedagogical Practices

Teachers highlighted the need to adapt instructional strategies, pacing, and classroom activities to align with the competency-based orientation of the MATATAG Curriculum. Participants emphasized learner-centered teaching, collaborative activities, and differentiated instruction as essential practices during implementation.

One teacher stated:

"We modify our teaching strategies depending on the learners' needs and competency requirements."

Another participant remarked:

"The curriculum encourages us to become more learner-centered and flexible in our instruction."

The findings indicate that instructional adaptation is a critical component of curriculum implementation, particularly in addressing learner diversity and competency mastery.

3.1.3 Professional Development and Capacity Building

Participants identified professional development opportunities as essential mechanisms for strengthening curriculum implementation. Teachers described seminars, workshops, and training sessions as important sources of knowledge, instructional strategies, and implementation guidance.

One participant explained:

"The training helped us understand how to properly implement the competencies in our classroom."

Another teacher shared:

"Professional development activities improved our confidence in teaching under the MATATAG Curriculum."

The findings suggest that continuous teacher development contributes significantly to implementation readiness and instructional competence.

3.1.4 Instructional Resources and Material Support

Teachers emphasized the importance of sufficient instructional materials, textbooks, modules, and digital resources in facilitating effective implementation of the MATATAG Curriculum. Participants also discussed adapting and developing supplementary materials when official resources were limited.

One participant noted:

"Sometimes we create our own materials because available resources are not always enough."

Another participant stated:

"Sharing teaching materials with co-teachers helps us implement lessons more effectively."

The findings indicate that both resource availability and teacher resourcefulness influence curriculum implementation practices.

3.1.5 Workload, Time, and Classroom Management

Participants identified workload demands, time limitations, and large class sizes as persistent challenges affecting curriculum implementation. Teachers discussed difficulties balancing lesson preparation, instructional responsibilities, and administrative tasks.

One participant explained:

“Managing large classes while implementing competency-based instruction can be challenging.”

Another teacher shared:

“Time constraints sometimes affect lesson preparation and pacing during implementation.”

Despite these challenges, teachers described efforts to maintain instructional quality and effective classroom management.

3.1.6 Leadership Support and Collaborative School Culture

Teachers emphasized the importance of support from school leaders, master teachers, and professional learning communities during curriculum implementation. Participants viewed mentoring, collaborative discussions, and Learning Action Cell sessions as valuable support systems.

One participant stated:

“School leaders and master teachers guide us whenever we encounter implementation difficulties.”

Another teacher explained:

“Collaboration among teachers allows us to exchange effective teaching practices and solve common problems.”

The findings highlight the importance of collaborative professional culture and instructional leadership in supporting curriculum implementation.

3.2 Quantitative Phase Results

The results of the measurement model assessment demonstrate that the constructs included in the study exhibit acceptable to strong levels of internal consistency reliability and convergent validity. As shown in the reliability and validity indices, all constructs exceeded the commonly accepted threshold values for Cronbach’s alpha and composite reliability. Specifically, Curriculum Understanding (CU) obtained a Cronbach’s alpha of .850, Leadership and Collaboration (LC) achieved .897, Resource Support (RS) registered .842, and Workload and Classroom Management (WCM) yielded .787. Instructional Adaptation (IA) and Professional Development (PD) also demonstrated acceptable reliability coefficients of .724 and .715, respectively. These values surpass the minimum recommended criterion of .70, indicating satisfactory internal consistency among the indicators measuring each latent construct (Hair et al., 2022; Nunnally & Bernstein, 1994). Similarly, the composite reliability

values (ρ_c) ranged from .836 to .925, all of which exceeded the recommended cut-off value of .70, suggesting that the indicators consistently represent their corresponding constructs. Composite reliability is particularly important in Partial Least Squares Structural Equation Modeling (PLS-SEM) because it accounts for varying outer loadings and provides a more robust reliability estimate than Cronbach's alpha (Hair et al., 2022).

The Average Variance Extracted (AVE) values further confirm the presence of convergent validity across all constructs. The AVE values ranged from .608 to .758, all exceeding the recommended threshold of .50, indicating that each construct explains more than half of the variance of its indicators (Fornell & Larcker, 1981). Among the constructs, Resource Support demonstrated the highest AVE (.758), suggesting a particularly strong convergence among its indicators. Leadership and Collaboration also showed strong convergent validity with an AVE of .713, while Curriculum Understanding, Instructional Adaptation, Professional Development, and Workload and Classroom Management yielded AVE values of .626, .644, .630, and .608, respectively. These findings imply that the indicators effectively capture the conceptual domains they were intended to measure. Collectively, the reliability and convergent validity results indicate that the measurement model possesses adequate psychometric properties suitable for subsequent structural model analysis.

Table 2. Reliability and Convergent Validity Assessment of the Measurement Model.

Constructs	Cronbach's alpha	Composite reliability (ρ_a)	Composite reliability (ρ_c)	Average variance extracted (AVE)
CU	0.850	0.870	0.893	0.626
IA	0.724	0.725	0.844	0.644
LC	0.897	0.907	0.925	0.713
PD	0.715	0.741	0.836	0.630
RS	0.842	0.856	0.904	0.758
WCM	0.787	0.819	0.861	0.608

The discriminant validity assessment, based on the Fornell-Larcker criterion, reveals mixed findings regarding the distinctiveness of the constructs. The diagonal elements representing the square root of the AVE values were generally higher than the inter-construct correlations for several constructs, suggesting acceptable discriminant validity. However, substantial correlations were observed among Leadership and Collaboration (LC), Resource Support (RS), and Workload and Classroom Management (WCM). Specifically, the correlation between LC and RS reached .825, while the correlation between PD and WCM was .882, indicating a potentially high degree of conceptual overlap among these constructs. Similarly, WCM and LC were highly correlated at .792. According to Hair et al. (2022), excessively high inter-construct correlations may suggest multicollinearity or insufficient conceptual distinction between latent variables. Although the square roots of AVE remained generally acceptable, the

magnitude of these correlations indicates that the constructs may share closely related dimensions in practice. This finding is theoretically plausible because organizational leadership, resource availability, and workload management are often interconnected in educational and institutional settings. Nonetheless, further examination using the Heterotrait-Monotrait Ratio (HTMT) or cross-loading analysis would be advisable to establish stronger evidence of discriminant validity.

Table 3. Discriminant Validity Assessment Using the Fornell-Larcker Criterion

Constructs	CU	IA	LC	PD	RS	WCM
CU						
IA	0.427					
LC	0.161	0.188				
PD	0.242	0.134	0.751			
RS	0.235	0.260	0.825	0.891		
WCM	0.159	0.257	0.792	0.882	0.775	

The factor loading analysis demonstrates that most indicators significantly contributed to their respective latent constructs, as evidenced by statistically significant Z-values and p-values below .001. Within Curriculum Understanding, Question_7 exhibited the strongest loading (.896), suggesting that this item is highly representative of the construct.

Other indicators under this construct showed moderate to strong loadings ranging from .611 to .759. Instructional Adaptation demonstrated acceptable loadings for Question_11 (.825) and Question_15 (.606), although Question_20 produced a relatively low loading of .469. In SEM literature, standardized loadings above .70 are generally preferred, while loadings between .40 and .70 may still be retained if theoretical justification exists and if the overall construct validity remains adequate (Hair et al., 2022). The lower loading of Question_20 may indicate that the item captures only a limited aspect of instructional adaptation or that respondents interpreted the item inconsistently.

A similar trend was observed among the constructs Professional Development, Resource Support, Workload and Classroom Management, and Leadership and Collaboration, where several indicators exhibited relatively low factor loadings ranging from approximately .412 to .576. Although these loadings are below the ideal benchmark of .70, all indicators remained statistically significant, indicating that they still contribute meaningfully to their latent variables. In exploratory or developing measurement models, lower

loadings may be tolerated when constructs are theoretically grounded or when retaining the indicators supports content validity (Hair et al., 2022). Nevertheless, the presence of numerous low-loading items suggests that the instrument may benefit from refinement in future studies. Specifically, revising ambiguous items, improving wording clarity, or removing weak indicators may enhance the overall precision and explanatory power of the measurement model.

Table 4. Factor Loadings and Significance Testing of Indicators for the Measurement Model

Factor	Indicator	Estimate	SE	Z	p
Curriculum Understanding	Question_2	0.759	0.1261	6.02	<.001
	Question_5	0.651	0.1181	5.51	<.001
	Question_7	0.896	0.1162	7.71	<.001
	Question_6	0.665	0.0992	6.70	<.001
	Question_8	0.611	0.1185	5.16	<.001
Instructional Adaptation	Question_11	0.825	0.1360	6.06	<.001
	Question_15	0.606	0.1095	5.53	<.001
	Question_20	0.469	0.1238	3.79	<.001
Professional Development	Question_35	0.412	0.0681	6.05	<.001
	Question_39	0.576	0.0646	8.91	<.001
	Question_38	0.430	0.0862	4.98	<.001
	Question_40	0.538	0.0748	7.20	<.001
Resource Support	Question_41	0.417	0.0634	6.58	<.001
	Question_43	0.457	0.0787	5.81	<.001
	Question_47	0.433	0.0629	6.88	<.001
	Question_48	0.426	0.0687	6.20	<.001
	Question_42	0.500	0.0756	6.62	<.001
Workload & Classroom Management	Question_51	0.436	0.0878	4.96	<.001
	Question_52	0.422	0.0767	5.51	<.001
	Question_56	0.435	0.0792	5.49	<.001
	Question_59	0.493	0.0714	6.91	<.001
Leadership & Collaboration	Question_63	0.473	0.0932	5.07	<.001
	Question_68	0.555	0.0571	9.72	<.001
	Question_66	0.514	0.0640	8.04	<.001

Question_70	0.516	0.0591	8.73	<.001
Question_64	0.458	0.0743	6.16	<.001

Note. SE = Standard Error; Z = Z-statistic; p = probability value. All retained indicators were statistically significant at $p < .001$.

The descriptive statistics provide additional insights into respondents' perceptions across the different dimensions. The grand mean of 4.04 (SD = 0.400) indicates a generally high level of agreement among participants regarding the measured constructs. Leadership and Collaboration recorded the highest composite mean ($M = 4.32$, $SD = 0.539$), suggesting that respondents perceived leadership practices and collaborative mechanisms positively within their institutional context.

Resource Support ($M = 4.25$, $SD = 0.492$), Workload and Classroom Management ($M = 4.23$, $SD = 0.512$), and Professional Development ($M = 4.22$, $SD = 0.536$) also obtained high mean scores, indicating favorable perceptions regarding institutional support systems, professional learning opportunities, and classroom management conditions. In contrast, Curriculum Understanding ($M = 3.46$, $SD = 0.781$) and Instructional Adaptation ($M = 3.74$, $SD = 0.737$) obtained comparatively lower means, suggesting that respondents may experience greater variability or uncertainty in understanding curricular expectations and adapting instructional strategies.

The relatively higher standard deviations observed in these constructs further indicate more diverse perceptions among participants. At the indicator level, Question_68 under Leadership and Collaboration achieved the highest mean score ($M = 4.42$, $SD = 0.591$), reflecting particularly strong agreement regarding collaborative leadership practices. Likewise, Question_47 under Resource Support ($M = 4.33$, $SD = 0.572$) and Question_56 under Workload and Classroom Management ($M = 4.33$, $SD = 0.655$) suggest highly positive respondent evaluations.

Conversely, indicators associated with Curriculum Understanding yielded lower means ranging from 3.33 to 3.60, which may indicate areas requiring further institutional clarification, curriculum orientation, or instructional support. From an educational and organizational perspective, these findings imply that while institutional support structures and collaborative leadership are generally perceived positively, there remains a need to strengthen teachers' or participants' comprehension of curricular frameworks and adaptive instructional practices.

Such findings align with previous research emphasizing that effective curriculum implementation depends not only on institutional support but also on teachers' deep understanding of curricular goals and their ability to adapt instruction to learner needs (Fullan, 2007; Hallinger, 2011).

Table 5. Descriptive Statistics of MATATAG Curriculum Implementation Constructs

Likert Item / Statement or Construct	N	Mean	SD
Item 2. I align lessons with MATATAG grade competencies.	60	3.58	1.062
Item 5. I identify priority learning competencies for students.	60	3.60	0.978
Item 7. I interpret MATATAG competencies for my grade.	60	3.35	1.055
Item 6. I understand required outcomes for MATATAG learners.	60	3.42	0.869
Item 8. I focus teaching on essential MATATAG competencies.	60	3.33	0.968
Composite Mean - Curriculum Understanding	60	3.46	0.781
Item 11. I adjusted strategies to align MATATAG curriculum.	60	3.68	1.017
Item 15. I integrate collaborative learning in MATATAG instruction.	60	3.77	0.831
Item 20. I modify instruction according to learner needs.	60	3.78	0.904
Composite Mean - Instructional Adaptation	60	3.74	0.737
Item 35. I apply training insights during MATATAG instruction.	60	4.30	0.591
Item 39. I improved teaching skills through MATATAG training.	60	4.27	0.634
Item 38. I attended seminars about MATATAG curriculum implementation.	60	4.15	0.709
Item 40. I understand MATATAG goals through professional training.	60	4.15	0.685
Composite Mean - Professional Development	60	4.22	0.536
Item 41. I have sufficient textbooks for MATATAG instruction.	60	4.32	0.567
Item 43. I access instructional materials aligned with MATATAG.	60	4.13	0.676
Item 47. I adapt materials when MATATAG resources limited.	60	4.33	0.572
Item 42. I use available modules supporting MATATAG competencies.	60	4.18	0.676
Item 48. I share teaching materials with fellow teachers.	60	4.27	0.607
Composite Mean - Resource Support	60	4.25	0.492
Item 51. I manage large classes during MATATAG instruction.	60	4.20	0.708

Item 52. I have enough time implementing MATATAG lessons.	60	4.15	0.633
Item 56. I manage instructional time for MATATAG lessons.	60	4.33	0.655
Item 59. I manage classroom effectively during MATATAG instruction.	60	4.25	0.628
Composite Mean - Workload & Classroom Management	60	4.23	0.512
Item 63. I receive mentoring from master teachers.	60	4.17	0.785
Item 68. I feel supported implementing MATATAG curriculum.	60	4.42	0.591
Item 66. I participate in Learning Action Cell discussions.	60	4.38	0.613
Item 64. I attend meetings discussing MATATAG implementation.	60	4.25	0.654
Item 70. I communicate concerns to school leaders.	60	4.38	0.585
Composite Mean - Leadership & Collaboration	60	4.32	0.539
Grand Mean	60	4.04	0.400

The findings indicate that the measurement model demonstrates satisfactory reliability and convergent validity, with generally acceptable discriminant validity and significant indicator loadings. However, the relatively low factor loadings of several items and the high correlations among some constructs suggest opportunities for further scale refinement and theoretical clarification. The descriptive results further reveal strong institutional perceptions regarding leadership, collaboration, and resource support, while also highlighting the comparatively weaker areas of curriculum understanding and instructional adaptation. These findings provide meaningful implications for educational administrators, policymakers, and researchers seeking to improve institutional effectiveness, instructional quality, and organizational support systems within educational contexts.

4. Conclusion

The implementation of the MATATAG Curriculum in selected public elementary schools in Kidapawan City reflects the complex and evolving nature of curriculum reform within contemporary educational settings. The findings of the study revealed that teachers play a central role in translating curriculum policies into classroom practices, particularly as they adjust to streamlined competencies, revised instructional expectations, and changing pedagogical demands brought about by the MATATAG reform. Through the exploratory sequential mixed methods approach, the study was able to identify important themes and underlying dimensions that characterize how the MATATAG Curriculum is experienced and implemented within actual school contexts.

The qualitative findings demonstrated that curriculum implementation is shaped by multiple interrelated factors, including teachers' understanding of the curriculum, instructional adaptation strategies, professional development opportunities, leadership support, availability of instructional resources, and workload management conditions. Teachers highlighted both the opportunities and challenges associated with implementing the MATATAG Curriculum, particularly in relation to adjusting instructional practices, responding to learners' needs, and managing institutional expectations during the early stages of implementation. These findings suggest that curriculum reforms are not implemented uniformly across schools but are actively interpreted and enacted by teachers within specific classroom and institutional conditions. The quantitative findings further supported the multidimensional nature of MATATAG Curriculum implementation. The identified dimensions indicate that effective curriculum implementation extends beyond curriculum familiarity alone and involves broader organizational, instructional, and systemic conditions that influence how reforms are carried out in schools. The results underscore the importance of teacher preparedness, collaborative leadership, resource support, and continuous professional learning in strengthening curriculum implementation practices.

The study concludes that the implementation of the MATATAG Curriculum is a dynamic and context-dependent process that requires sustained institutional support, responsive leadership, adequate instructional resources, and continuous teacher development. The findings further suggest that understanding curriculum implementation through exploratory sequential mixed methods provides deeper and more context-sensitive insights into how educational reforms are enacted in schools. By identifying the key dimensions emerging from teachers' experiences, the study contributes to the growing body of literature on curriculum reform and provides empirical insights that may guide policymakers, school leaders, and educators in strengthening the implementation of the MATATAG Curriculum in Philippine public elementary schools.

5. Limitations of the Study

This study is subject to several limitations that should be considered when interpreting the findings. First, the study was conducted in only three selected public elementary schools in District III of Kidapawan City, which may limit the generalizability of the findings to other schools, districts, or educational contexts with different demographic, organizational, and instructional characteristics. As such, the results primarily reflect the experiences and perceptions of teachers within the selected schools.

Second, the qualitative phase relied on the self-reported experiences of ten teacher participants. Although in-depth interviews provided rich insights into MATATAG Curriculum implementation, participants may have unintentionally provided socially desirable responses or may have withheld certain challenges due to professional or institutional considerations. Consequently, the findings are dependent on participants' willingness and ability to accurately articulate their experiences.

Third, the quantitative phase involved a relatively small sample of 60 teacher respondents. While the sample size was sufficient for the exploratory purposes of the study, a larger and more diverse sample drawn from multiple districts or divisions could provide stronger evidence for the stability and generalizability of the identified dimensions. The limited sample size may also have influenced the strength of the factor extraction and the psychometric properties of the developed instrument.

Fourth, the study focused primarily on teachers' perspectives regarding MATATAG Curriculum implementation. The views of other educational stakeholders, such as school heads, curriculum supervisors, learners, and parents, were not included. Therefore, the findings may not fully capture the broader institutional and community factors influencing curriculum implementation.

Finally, the study utilized an exploratory sequential mixed methods design that progressed only up to the identification and validation of underlying dimensions through factor analysis. The study did not proceed to structural model testing or examine causal relationships among the identified dimensions. Future studies may extend this work by employing larger samples and advanced statistical procedures, such as Confirmatory Factor Analysis (CFA) and Structural Equation Modeling (SEM), to further validate the instrument and examine the relationships among the dimensions of MATATAG Curriculum implementation. Despite these limitations, the study provides valuable context-based insights into the implementation of the MATATAG Curriculum and offers an empirically grounded framework that may serve as a foundation for future curriculum implementation research in Philippine basic education.

Supplementary Details

Supplementary Materials & Data availability statement (If Applicable):

The data that support the findings of this study are available from the corresponding author upon reasonable request. The data are not publicly available due to privacy and confidentiality restrictions, as they contain information that could compromise the anonymity of the research participants.

Author Contributions:

Emee Lord G. Geverola led the conceptualization, methodology, investigation, data curation, project administration, and manuscript writing. Kristine Mae A. Raot-Raot contributed to conceptualization, investigation, validation, and manuscript review. Charis Mae A. Conato, Jenelyn O. Perales, Marilou Espanola, Gina Tacayon, and Rohannie Mutalib contributed to investigation, data curation or resources, validation, and manuscript review. April Joy G. Omaba contributed to methodology, validation, and manuscript review. Dianne Mariz N. Obenza provided supervision, methodological guidance, validation, manuscript review, and final manuscript evaluation. All authors read and approved the final version of the manuscript.

Funding:

This research received no external funding.

Institutional Review Board Statement

Not applicable. The study was conducted in accordance with ethical standards for educational research. Necessary permissions were secured from the concerned educational authorities and participating schools prior to the conduct of the study.

Informed Consent Statement:

The study adhered to ethical standards in research involving human participants. Prior to data collection, participants were provided with a comprehensive informed consent form detailing the purpose of the study, procedures, potential risks and benefits, confidentiality measures, and their rights, including voluntary participation and the option to withdraw at any time without

Acknowledgments:

The authors express their sincere gratitude to Central Mindanao Colleges, particularly the Graduate School Education, for the academic guidance and support provided in the completion of this study. The authors also acknowledge the valuable assistance of the subject adviser, panel members, and validators in improving the quality of the manuscript. Appreciation is likewise extended to the Schools Division Office of Kidapawan City, the school heads of the participating schools, and the teacher-participants for their cooperation and support during the conduct of the study.

Conflicts of Interest:

The authors declare no conflict of interest.

Disclosure Statement:

Artificial intelligence tools were used only to assist in improving the readability, grammar, organization, and clarity of the manuscript. All AI-assisted content was carefully reviewed, verified, and validated by the authors. The authors confirm that AI tools were not used to collect data, analyze data, interpret results, or generate the research findings. The authors remain fully responsible for the accuracy, originality, and integrity of the manuscript.

References

- Abejuela, H. J. M., Akut, K. B., Balane, C. T., & Del Rosario, A. S. C. (2023). Assessment of the reading curriculum in basic education in the Philippine context. *International Journal of Language Education*, 7(1), 26–45. <https://files.eric.ed.gov/fulltext/EJ1386147.pdf>
- Abragan, F. Q., Abarcas, V., Aquino, I. M., & Bagongon, R. E. (2022). Research review on K–12 curriculum implementation in the Philippines: A generic perspective. *European Journal of Educational and Social Sciences*, 7(1), 1–8. <https://dergipark.org.tr/en/download/article-file/2198595>
- Acuña, L. J., & Ancho, I. (2022). Leadership innovations during COVID-19 pandemic: Practices of Filipino principals in teacher professional development. *E-Jurnal Penyelidikan dan Inovasi*, 9(2), 135–155. <https://ejpi.uis.edu.my/index.php/ejpi/article/view/33>
- Ainscow, M. (2020). Promoting inclusion and equity in education: Lessons from international reform efforts. *Nordic Journal of Studies in Educational Policy*, 6(1), 7–16.

- Almerino, P. M., Ocampo, L. A., Abellana, D. P., Almerino, J. G. F., Mamites, I. O., & Bongo, M. F. (2020). Evaluating the academic performance of K–12 students in the Philippines: A machine learning approach. *Education and Information Technologies*, 25(6), 5581–5597. <https://link.springer.com/article/10.1007/s10639-020-10173-5>
- Alonzo, D., & Labad, V. (2021). School-based curriculum development in the Philippines: Perspectives of teachers and school leaders. *International Journal of Instruction*, 14(4), 805–822. <https://files.eric.ed.gov/fulltext/EJ1312046.pdf>
- Ancho, I. V., & Arrieta, G. S. (2021). Filipino teacher professional development in the new normal: Challenges and opportunities. *International Journal of Learning, Teaching and Educational Research*, 20(6), 307–325. <https://ijlter.org/index.php/ijlter/article/view/3654>
- Arcillo, M. T., Kilag, O. K. T., Guanzon, R. S., Navarro, R. B., Paez, A. T., & Pareja, J. Y. C. (2024). The evolution of curriculum reform in the Philippines: The MATATAG curriculum and its role in the 21st century. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence*. <https://zenodo.org/records/13913163>
- Ball, S. J., Maguire, M., Braun, A., & Hoskins, K. (2022). Policy enactments in schools: Towards a toolbox for theory and research. *Discourse: Studies in the Cultural Politics of Education*, 43(1), 1–15.
- Barrot, J. S. (2021). English curriculum implementation in the Philippines: Examining challenges and opportunities in language education. *Asian EFL Journal*, 28(2), 52–74. <https://www.asian-efl-journal.com/main-editions-new/2021-main-journal/volume-28-issue-2-april-2021>
- Barrot, J. S. (2021). K to 12 curriculum reform in the Philippines: Toward making students future-ready. *Asia Pacific Journal of Education*, 43(4), 1193–1207. <https://www.tandfonline.com/doi/abs/10.1080/02188791.2021.1973959>
- Bernardo, A. B. I. (2020). Education reform and teacher agency in the Philippine K-12 curriculum implementation. *Philippine Journal of Psychology*, 53(2), 221–243. <https://www.pap.org.ph/sites/default/files/pdf/PJP%2053-2%20Bernardo.pdf>
- Bondoc, B. B. S. (2025). The readiness of Philippine schools for the MATATAG curriculum in preparing future food and nutrition professionals. *Articulator Gazette*. <https://art.stratworksresearch.com/index.php/artdata/article/view/1>
- Bual, J. M., & Madrigal, D. V. (2021). Teacher competence and performance in basic education: Implications for professional development. *Philippine Social Science Journal*, 4(3), 25–34. <https://philssj.org/index.php/main/article/view/359>
- Cabansag, J. N. (2022). Challenges in the implementation of the K to 12 curriculum in Philippine public schools. *International Journal of Advanced Research in Education and Society*, 4(2), 56–67. <https://myjms.mohe.gov.my/index.php/ijares/article/view/19645>
- Cabardo, J. R. O. (2022). School leadership and instructional supervision practices in public schools in the Philippines. *International Journal of Educational Management and Development Studies*, 3(3), 1–17. <https://iiari.org/journals/ijemds/article/view/392>

- Campos, G. R. (2023). A glimpse of the past and the present: A generic review of the Philippine educational system and the K–12 curriculum implementation. *American Journal of Education and Technology*, 2(2), 1–9. <https://journals.e-palli.com/home/index.php/ajet/article/view/1601>
- Caspe, G. M. F., & Sarrosa, A. V. (2025). Teacher readiness for the implementation of enhanced K-10 curriculum: Basis for support mechanism program. *International Journal of Research and Innovation in Social Science*, 9(6), 2308–2345. <https://rsisinternational.org/journals/ijriss/articles/teacher-readiness-for-the-implementation-of-enhanced-k-10-curriculum-basis-for-support-mechanism-program/>
- Chimbunde, P., & Moreeng, B. B. (2024). The sustainability of curriculum reform and implementation through teacher participation: Evidence from social studies teachers. *Journal of Curriculum Studies Research*, 6(1). <https://curriculumstudies.org/index.php/CS/article/view/283>
- Coburn, C. E. (2021). Rethinking scale: Moving beyond numbers to deep and lasting change. *Educational Researcher*, 50(3), 170–179.
- Corpuz, B. B. (2021). Curriculum reform and policy implementation in Philippine basic education. *International Journal of Curriculum and Instruction*, 13(2), 1500–1515. <https://ijci.wcci-international.org/index.php/IJCI/article/view/501>
- Corpuz, B. B., & Salandanan, G. G. (2021). Implementing the K to 12 curriculum in Philippine basic education: Teachers' perspectives and challenges. *International Journal of Learning, Teaching and Educational Research*, 20(7), 302–318. <https://www.ijlter.org/index.php/ijlter/article/view/3613>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2021). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 25(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Datnow, A. (2020). The role of teachers in educational reform implementation. *Educational Policy*, 34(1), 9–38.
- Datnow, A., & Park, V. (2021). Professional collaboration with purpose: Teacher learning toward equitable and excellent schools. Routledge.
- Dayagbil, F. T., Palompon, D. R., Garcia, L. L., & Olvido, M. M. J. (2021). Teaching and learning continuity amid and beyond the pandemic. *Frontiers in Education*, 6, 678692. <https://www.frontiersin.org/articles/10.3389/feduc.2021.678692/full>
- Dela Cruz, J. P. (2023). Educational policy implementation in Philippine public schools: Insights from school leaders. *International Journal of Educational Management and Development Studies*, 4(2), 45–60. <https://iari.org/journals/ijemds/article/view/497>
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39–50. <https://doi.org/10.1177/002224378101800104>
- Fullan, M. (2007). *The new meaning of educational change* (4th ed.). Teachers College Press.
- Fullan, M. (2021). *The new meaning of educational change* (6th ed.). Teachers College Press.

- Gempes, G. P., & Obenza, B. N. (2025). Integrating Conceptual Frameworks in Mixed Methods Research: A Guide to Design and Application. *International Journal of Multidisciplinary Studies in Higher Education*, 2(3), 1–12. <https://doi.org/10.70847/619380>
- Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. *Journal of Educational Administration*, 49(2), 125–142. <https://doi.org/10.1108/09578231111116699>
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2022). A primer on partial least squares structural equation modeling (PLS-SEM) (3rd ed.). Sage Publications.
- Hargreaves, A., & O'Connor, M. T. (2020). Collaborative professionalism: When teaching together means learning for all. Corwin.
- Hattie, J. (2020). Visible learning: The sequel. Routledge.
- Hopkins, D. (2021). School improvement for real. Routledge.
- Nunnally, J. C., & Bernstein, I. H. (1994). Psychometric theory (3rd ed.). McGraw-Hill.
- Organisation for Economic Co-operation and Development. (2023). PISA 2022 results (Volume I): The state of learning and equity in education. OECD Publishing. <https://doi.org/10.1787/53f23881-en>
- Sahlberg, P. (2021). Finnish lessons 3.0: What can the world learn from educational change in Finland? Teachers College Press.
- Schleicher, A. (2021). World class: How to build a 21st-century school system. OECD Publishing. <https://www.oecd.org/education/world-class-how-to-build-a-21st-century-school-system-9789264300002-en.htm>
- Tan, C. (2022). Curriculum reform in Asia: Globalization, national identity, and educational change. *Asia Pacific Journal of Education*, 42(2), 210–224.
- UNESCO. (2021). Teachers at the heart of education recovery. UNESCO Publishing. <https://www.unesco.org/en/articles/teachers-heart-education-recovery>
- Cite as:** Geverola, E. L., Raot-raot, K. M., Conato, C. M., Perales, J., Omaba, A. J., Espanola, M., ... Obenza-Tanudtanud, D. M. (2026). Exploring MATATAG Curriculum Implementation in Public Elementary Schools in Kidapawan City: An Exploratory Sequential Mixed Methods Instrument Development Study. *International Journal of Multidisciplinary Studies in Higher Education*, 3(3), 1–22. <https://doi.org/10.70847/739882>