



Received: 01-11-2024

Accepted: 10-12-2024

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

A New Era of Learning: The Matatag Curriculum and its Impact on Fourth Grade Students' Academic Performance

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DOI: <https://doi.org/10.62225/2583049X.2024.4.6.3565>

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Abstract

The implementation of the MATATAG curriculum in the Philippines aims to address the challenges faced by the K-12 education system, focusing on humanized learning, reducing content overload, and emphasizing essential skills. This study investigates the impact of the MATATAG curriculum on teachers' perceptions and classroom practices, specifically evaluating its effect on academic performance. A paired t-test was used to analyze data collected from teachers before and after the implementation of the curriculum, examining key factors such as flexibility in implementation, educational gaps, teacher training, student engagement, and the role of parental involvement. Findings reveal that while the MATATAG curriculum has positively impacted history and geography education by enhancing awareness of contemporary issues, there are still significant challenges, such as the need for continued teacher support,

professional development, and collaboration between educators and parents. Despite these obstacles, the curriculum's focus on literacy skills and global competitiveness has shown promise in improving students' academic outcomes. The study highlights the importance of continuous feedback, professional growth, and collaboration to ensure the effectiveness and sustainability of the MATATAG curriculum. Recommendations include further investment in teacher training, improvement of resource allocation, strengthening the involvement of parents and communities, and addressing logistical and infrastructural gaps. Continuous evaluation and refinement of the curriculum based on feedback from all stakeholders will help enhance its effectiveness. Long-term support mechanisms should be established to sustain improvements in student engagement and academic performance.

Keywords: MATATAG Curriculum, Teacher Perceptions, Academic Performance, Education Reform, Philippine Education System

Introduction

The K-12 curriculum, instituted prior to the Matatag Curriculum, encompasses education from Kindergarten to the 12th grade. It outlines educational objectives and provides guidelines for learning, aiming to prepare students for college, careers, and life skills through standards such as Common Core. The K-12 curriculum seeks to ensure uniformity across schools and adapt to societal, technological, and educational changes. Abragan *et al.*, (2022)^[1] note that while the K-12 program in the Philippines aimed to improve educational quality and global competitiveness by extending the basic education cycle by two years, it faced logistical issues, resource gaps, and challenges for teachers, parents, and students. The government is addressing these challenges through action plans and continuous curriculum refinement.

There is upcoming implementation of the MATATAG curriculum in the Philippines, set for the 2024-2025 school year. This new curriculum addresses issues of the K-12 system, including content overload, inappropriate prerequisite skills, social inequities, and imbalanced cognitive demands. The MATATAG curriculum aims to foster humanized learning by making the curriculum more relevant and focused on key areas, thus improving the effectiveness and enjoyment of learning. This shift is intended to better prepare students for further education and employment by reducing the number of subjects and concentrating on vital competencies. Estrellado (2023).

The MATATAG Curriculum builds on past experiences by refining the K-12 system's practices based on feedback from educators, parents, and students. It seeks to address previous shortcomings by reducing content overload and focusing on significant skills and their practical applications. This approach incorporate and helps learners acquire abilities toward various

spheres of adult life. This is what the Matatag Curriculum is all about. It is purposeful in enhancing the standards of education, incorporating the accepted norms of the society and bringing social development. It aims to preserve culture, enable the learners to fit into a community, and train them on citizenship.

According to Olipas (2024) ^[17] that the MATATAG curriculum has positively impacted history and geography education by enhancing awareness of contemporary issues, broadening understanding, and improving lesson localization and contextualization. The new curriculum has increased exposure to these subjects, addressed knowledge gaps, and fostered patriotism, resulting in notable improvements over the previous curriculum.

Academ-e Philippines (2023) tells that the MATATAG Curriculum's focus on developing high literacy skills and preparing students to be globally competitive and future-ready. It includes activities that promote teamwork and problem-solving, essential for navigating a complex world. The effectiveness of the MATATAG Curriculum depends on factors such as teacher perceptions and classroom practices. The Department of Education's announcement of the MATATAG Curriculum for 2023 aims to enhance educational quality and produce competent, work-ready, and responsible citizens through a holistic approach (Caballero, 2023).

Matatag Curriculum is completely different from the previous K to 12 system in that it understands the problems faced and provides solutions to the pitfalls of the said system. Its main purpose is to narrow down the key content areas and scope of knowledge which is excessive content to make the process of studying more efficient and important to learners. This curriculum, shaped by feedback and past experiences, is designed to enhance students' knowledge, well-being, and preparedness for future demands. The research aims to evaluate the impact of MATATAG on Grade 4 learners' academic performance according to teachers' perceptions. Ultimately, the MATATAG Curriculum is expected to provide long-term benefits to the education system in the Philippines, leading to a more meaningful and effective educational experience.

Educational Reform/ Policy

The Department of Education (DepEd) is considering implementing the Matatag Curriculum more flexible to address the country's learning gap. Education Secretary Juan Edgardo Angara clarified that the Matatag Curriculum will remain despite calls to remove it. However, the agency wants it to be adjusted to not burden teachers excessively. The flexibility will depend on the school principal's assessment and the capacity of teachers and students. Teachers' groups have called for the Matatag Curriculum to be scrapped or suspended due to its burdensome nature. The Philippine education system lags five to six years behind in learning competencies, ranking 77th out of 81 countries worldwide. Angara urged the DepEd to consult other stakeholders and focus on learners' needs in interventions. (Moaje, 2024).

The Matatag curriculum, which aims to narrow the educational gap in the Philippines, is being viewed as requiring review in its requirements for such teachers. Limitations have been placed to withstand the learning difference and contest faced by the growing population of learners. The Philippines Department of Education (DepEd)

has embraced the Matatag curriculum but progress has to be made on addressing the arising concerns from teachers and children. This is related to the study of researcher it emphasizes that while it is necessary to implement the curriculum in an appropriate manner it is equally important that this implementation does not get in the way of student learning and engagement.

According to Karim *et al.*, (2022) ^[9], Impacts of Curriculum Development Management on Students' Growth Enhancement. Ernest Bai Koroma University and Njala University use a knowledge-centered curriculum development design pattern and core design to enhance student excellence. The knowledge-centered model focuses on academic subjects, while the core curriculum focuses on individual and social needs. The curriculum development approach combines Ralph Tyler's deductive model and Hilda Taba's inductive model. In madrasas, plans are based on the institution's vision, mission, and programs to increase student excellence.

This text talks about how universities in Sierra Leone and madrasas have employed diversified ways of lesson designing in order to promote students' learning. It means that in their aiming for improvement the students do not only develop academically but also personally and they apply various strategies in program development. This is similar to the 'matatag curriculum in the Philippines which intends to enhance grade four pupils learning through attending to their needs and assisting them link between the lessons and their daily lives. Both methods are doing their best to help students have a better learning environment where they can be interested and more active in their learning.

Implementation of Matatag Curriculum

According to (Longakit, 2024) ^[14], The MATATAG Curriculum in the Philippines aims for holistic development, real-world skills, and values education, boosting student engagement and teacher professional development. However, challenges like implementation difficulties, resource disparities, and increased teacher workload must be addressed for its success.

The Matatag Curriculum in the Philippines aims to create well-rounded students with real-world skills and strong values. This new approach is designed to make learning more engaging for students and provide teachers with better training. However, challenges like uneven resources and increased workload for teachers could hinder the success of the curriculum. It's important to address these challenges to ensure that the Matatag Curriculum can truly benefit fourth-grade students and help them thrive in the "New Era of Learning."

According to Ancheta (2024) ^[2], An Analysis of Matatag Curriculum – GMRC. The Matatag curriculum aims to promote humanized education by incorporating peace education and Good Manners and Right Conduct (GMRC) as a dedicated learning area. School leaders play a crucial role in equipping teachers with knowledge and skills to implement the recalibrated curriculum. However, this requires adopting a learner-centric model that prepares individuals for academic success, active citizenship, and adaptability in a rapidly changing world. The identified learning gaps in the Matatag curriculum can be addressed by instructional leaders, who must ensure the curriculum is doable and impactful. The proposed Capacity Building

Program (CBP) is responsive to the need for ongoing value clarification and value-infusion training of teachers. The Matatag curriculum must address socio-cultural and economic factors that prevent effective curriculum implementation, and lack of teacher training can lead to weak implementation. Schools need teachers steeped in values to ensure values germinate and flourish.

This Goal Oriented Policy intends to add as well the peace education and GMRC subject among the essential components of education improvement policies. Teachers become ready under the guidance of school leaders to be able to apply the curriculum that is learner-centered for better academic and responsible citizenship. Conceptualizing the controversy that addressing gaps in a curriculum is not enough, the instructional leaders must guarantee that a curriculum is realistic and that it does make a difference. The framework suggests that a Capacity Building Program will be based on the notion of ongoing teacher education in the integration of values with regard to culture and economic development curtailing most of the obstacles faced during curriculum implementation.

According to Diquito (2024) ^[4]. Curriculum reform is identified as a requisite to meet the requirements of the community, the nation, and the world in terms of bringing people together towards acquiring the necessities to establish a needed direction. Investigated here would be the MATATAG, a K to 10 curriculum in basic education-science in the Philippines, in terms of its version and why it was implemented as well as the reasons for the change. For technology, elementary school engineering literacy forms one part of four reasons for reform: Poor student outcomes in summative assessments, an overcrowded curriculum, insufficient teaching time, and a mismatch of assumed prerequisite skills. Once more, the new curriculum points out these skills regarding new theoretical approaches to teaching. The result supports the essential 21st-century skills, which are necessary for responding to the demands placed on modern society by Industries 4.0 and 5.0, hence improving the resilience of the country and its adaptability to change.

The study highlights the applicability of the recently introduced K-10, or MATATAG, curriculum in basic education-science in the Philippines by focussing on it. Four main factors led to the curriculum reform: Inadequate student performance on national and international assessments; an overly crowded curriculum; a lack of teaching time; and a discrepancy between the knowledge required by the learning competencies and the prerequisite skills. Key elements of the revised science curriculum are the introduction of technology and engineering literacy in addition to improved theoretical underpinnings and creative teaching strategies. The purpose of these revisions is to bring student competencies into line with 21st-century demands, especially in light of Industry 4.0 and Industry 5.0, which prioritise automation, data exchange, and innovation that is focused on the needs of people. In the end, the research finds that the recently adopted curriculum not only meets international standards but also improves the nation's ability to adjust and prosper in a changing industrial and educational environment.

Challenges and concerns

The information raises important questions regarding how the MATATAG Curriculum will really be used in practice.

There are obstacles that could prevent successful implementation, according to 50% of respondents who Agree and 10% who Strongly Agree. A comparable proportion of respondents think they would benefit from more resources or help. This implies that although teachers are willing to put the curriculum into practice, they believe that further assistance will be needed to help them overcome real-world obstacles. MATATAG CURRICULUM: Assessing the Readiness of Elementary Public School Teachers_slides (Ariza *et al.*, 2024).

This information highlights a key concern about the Matatag Curriculum: Itself. How effective will it be when it is brought into the classrooms 'It will be bad', that is what some teachers said many teachers I spoke with, do not think that is going to work because they see some factors standing in the way of successes that it deserves. They think there are difficulties that need to be addressed where more resources and other forms of help would be necessary. It indicates that although teachers are prepared to use the Matatag Curriculum, they require assistance so that it becomes functional in the case of fourth grade, which is very important for the 'New Era of Learning.'

Perceptions about Matatag Curriculum

According by (Loza, 2024) ^[13]. Teachers have both positive and negative perceptions of the new MATATAG curriculum, which can positively impact student learning due to a holistic approach and reduced competencies. However, teachers face challenges such as rigorous monitoring, increased administrative tasks, and burdensome preparation of new materials and lesson plans. To address these issues, schools must provide necessary supervision, training, and access to necessary materials and learning technologies. The unfreezing stage can be addressed by creating awareness, building support, and encouraging a shift in mindset, recognizing that sticking to old ways may be detrimental in the long run.

The attitude of teachers about the MATATAG curriculum may have a positive effect on learning, as it is more integrative and lessening of competencies. Nevertheless, teachers are encountering issues like intense supervision, more non-teaching duties, and the preparation of new materials and lesson plans is quite extensive. With regards to overcoming these problems and ensuring that the implementation is effective, supervision, training, and availability of resources and technologies must be offered by schools. Raising awareness, working risk and building support, or fostering a change of attitude, are some of the key activities to be undertaken in the unfreezing stage in order for the teachers to be able to adopt the new curriculum and achieve its maximum effect on student learning.

Matatag's success is attributed to its focus on practical skills, problem-solving, and collaboration. The curriculum encourages perseverance, strictness, and lifelong knowledge through cutting-edge training and an inclusive atmosphere. The Matatag Curriculum represents a new chapter in education for the Philippines, demonstrating dedication to excellence and fairness, paving the way for a brighter future. (Tinio, 2024).

The Matatag Curriculum aims to empower students with practical skills, problem-solving abilities, and a collaborative spirit. It encourages dedication to learning and a love for lifelong knowledge. This approach is designed to create a more engaging and inclusive learning environment

for all students. The success of the Matatag Curriculum, as seen in its impact on fourth-grade students, suggests that it is paving the way for a brighter future in Philippine education. Research by (Guzman *et al.*, 2024) The results show strong agreement among students, teachers, and parents, with a majority supporting the curriculum. The study provides valuable insights for future educational strategies, but recommends increasing sample size and survey distribution to ensure reliability and completeness.

The study found that students, teachers, and parents in the Philippines are generally positive about the Matatag Curriculum. This suggests that the curriculum is well-received by the educational community. The study's findings provide valuable insights for future educational strategies, especially in understanding how to improve student engagement. However, the study recommends expanding the research to include more participants and schools to ensure a more comprehensive and reliable picture of the curriculum's impact. This broader research could be particularly helpful in understanding how the Matatag Curriculum affects fourth-grade students' academic performance.

According to (Guzman *et al.*, 2023)^[7] Quality Education is fundamental to a nation's success, prompting governments to prioritize reforms for enhanced educational systems. The study centers on the recent educational reform in the Philippines – the K-10 Curriculum or MATATAG Program initiated by the Department of Education (DepEd) in 2023. Drawing on the importance of stakeholder involvement in educational reforms, the research investigates the perspectives of teachers, parents, and students, utilizing their insights for future educational strategies. The study utilized a quantitative cross-sectional research design that gathered data from 3 different schools with 48 sample sizes each, obtained through a two-staged sampling technique. The data collection method was a self-made survey containing 20 questions on a 5-Likert scale and was statistically analyzed using JASP, SPSS, and Microsoft Excel. The respondents' diverse perspectives, as evidenced by the results, contribute to the broader discussion on the MATATAG curriculum – Students expressed strong agreement with the curriculum; Teachers, too, showed significant support, with a majority strongly agreeing; and Parents demonstrated varied responses.

In the Philippines, the Department of Education, independent, started the MATATAG Program in 2023 founded based on K-10 Curriculum. Certainly, reforms like this will signify the end of a failure for the country. This study used quantitative cross-sectional methodology and relied on data gathering from three schools to engage 48 students from each school to probe into the perspective of educators, parents, and students regarding such reform. Data was analyzed with JASP, SPSS, and Excel using a 20-question survey on a Likert scale of 5. Findings indicated that parents showed varying opinions; however, teachers, along with children, had major support for the program. More samples and surveys are recommended to establish dependability because the study puts forward the idea that more in-depth research into the future would be required to understand the effects created by educational reforms.

Impact

The impact of the Matatag curriculum on history and geography education for the 2024-2025 school year.

Through Focused Group Discussions (FGD) and in-depth interviews, the study reveals several themes, including heightened awareness of contemporary issues, deepened understanding, varied outcomes, early exposure to history and geography, addressing knowledge gaps, impact on discipline and awareness, intensified focus on geography and history, and the teacher's perspective and meaningful learning. The findings indicate significant positive changes in the Matatag curriculum compared to its predecessor, offering opportunities for localization and contextualization of elementary generalist lessons. The study's theory is based on social constructivism theory, which emphasizes the importance of communication channels in the dissemination process. The DepEd Matatag curriculum aims to enhance the educational process by addressing various needs and goals, such as providing stable gastric access for patients, reconstructing and innovating previous curriculum, improving education and student engagement, and addressing workload impact on students' behavior towards learning Mathematics. (Lagbao, 2024)^[12].

This study will determine the impact of the Matatag curriculum on the teaching of the subjects, particularly history and geography in the academic year 2024-2025. As they explain, they always note that the new curriculum has been able to enhance the learning process in the affected subjects more especially with the case of fourth graders who are more involved with active learning on current issues and local challenges. In its recommendations the study holds that the new Matatag Curriculum is a better approach as compared to the old one since students tend to have more constructive learning experiences. The results of the study are significant in the way that they provide insights on how history and geography lessons in Matatag Curriculum for Grade Four learners can be utilized, which is one aspect of New Era of Learning Towards and Beyond 2020.

According to (Saro *et al.*, 2024)^[19]. The foundation of a country's education system shapes that nation's future, and Matatag's curriculum lays the groundwork for a stronger, more autonomous Philippines. By producing students who are not only capable academically but also ethically responsible, socially conscious, and compassionate citizens, the program contributes to the holistic development of individuals and society in general. Additionally, the focus on foundational skills and inclusive education ensures that even students at lower levels are equipped to meet challenges and succeed academically. In summary, DepEd's Matatag program represents a remarkable step forward in improving the quality of education in the Philippines. With a multifaceted approach, the program paves the way for a more competent, empathetic, and qualified generation of learners. By prioritizing foundational, inclusive, and empowering skills for teachers, this education reform has the potential to reshape the country's education landscape and help learners thrive in a world always changing. Recognizing that education is more than just academic activities, the Matatag program emphasizes student well-being and a positive learning environment.

The Matatag curriculum in the Philippines is aiming for a population of intellectually proficient, morally upright, socially conscious, and compassionate people: Even its more basic disciplines' students will be better prepared to overcome their academic challenges as this also upholds general development of individuals and society, not forgetting to highlight core skills and inclusive education.

This comprehensive reform is a significant step forward in improving the country's educational standards. Through a holistic approach, the Matatag program prioritises key skills and gives instructors more authority to build a more capable, caring, and qualified generation of learners. The curriculum also strongly emphasises students' mental, emotional, and physical wellness, understanding that education is more than simply academics and fostering a positive learning environment.

According to (Aquino, 2024). The Matatag curriculum is a comprehensive educational framework designed to enhance learning and development in Philippine public schools, focusing on holistic, inclusive, and culturally relevant teaching practices incorporated into peace and values education and reading enhancement. Using a mixed-method exploratory sequential design, this study aimed to develop an evaluation scale for the effective implementation of the Matatag curriculum. The findings revealed twelve essential themes from the views of teachers, underscoring the need for Integrating interactive learning, critical thinking, technology integration, cultural relevance, and collaborative strategies to boost student engagement and outcomes. Further, Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) identified three core dimensions crucial for curriculum evaluation: Curriculum Design and Content, Teaching and Learning Enhancement, and Implementation and Support. These dimensions underscore the importance of a comprehensive, inclusive curriculum approach. While Structural Equation Modeling (SEM) indicated these dimensions were optimal for developing the Matatag curriculum's evaluation scale. The refinement of the thirteen items as a final evaluation tool went through rigorous item analysis, resulting in a reliable instrument with a Cronbach's alpha of 0.896, ensuring precise curriculum implementation assessment. This process validated the research findings, both quantitative and qualitative. The study concludes that a thorough assessment of curriculum effectiveness necessitates a blend of strategies, including stakeholder feedback and regular evaluations, to foster ongoing improvement. It recommends that educators embrace a holistic approach featuring interactive learning, critical thinking, technology, cultural relevance, and collaborative methods to elevate educational outcomes.

The goal of the Matatag curriculum research in Philippine public schools was to create an assessment scale for its application through the use of a mixed-method methodology. Teachers' key results highlighted that in order to increase student engagement, interactive learning, critical thinking, technology integration, cultural relevance, and cooperation are essential. Three fundamental elements were found using exploratory and confirmatory factor analysis: Curriculum design and content; teaching and learning enhancement; and implementation and support. With a Cronbach's alpha of 0.896, a trustworthy thirteen-item assessment instrument was developed. To enhance educational outcomes, the study suggests a comprehensive strategy and ongoing assessment.

Effectiveness

According to Sasan *et al.*, (2024), The MATATAG Curriculum in the Philippines faces numerous challenges, including curriculum reform, teacher readiness, inclusive education, and equity considerations. Successful

implementation requires careful consideration of factors like teacher preparedness, resource allocation, policy alignment, and social equity. Policymakers, educators, and stakeholders must work together to overcome these challenges and maximize the potential of the MATATAG Curriculum. This includes investing in teacher training programs, enhancing support systems, addressing infrastructural limitations, and promoting inclusive practices. Establishing robust monitoring and evaluation mechanisms is crucial for tracking progress and adapting strategies.

The MATATAG Curriculum in the Philippines is challenges such as curriculum reform, and usage of a teacher, which in a way can affect how well it is able to enhance the academic participation of grade four students. For the project to be successful, some challenges such as resource allocation and the matching of policies with goals need to be addressed as well as implementing inclusive education. Overcoming these issues through collaboration and the incorporation of monitoring mechanisms can ensure that policymakers and educationalists harness the full effectiveness of the curriculum on the educational outcomes of the learners.

According to Aquino (2024), The Matatag curriculum is a comprehensive educational framework in Philippine public schools, focusing on holistic, inclusive, and culturally relevant teaching practices. A study developed an evaluation scale for its effective implementation, revealing twelve essential themes and three core dimensions for evaluation. The evaluation scale was refined and validated, resulting in a reliable instrument with a Cronbach's alpha of 0.896. The study recommends a holistic approach incorporating interactive learning, critical thinking, technology, cultural relevance, and collaborative methods to improve educational outcomes.

The Matatag is an enhanced curriculum education that is broadly understood among public of school in Philippine entails multi-dimensional approach in teaching. Recent study did develop an assessment instrument on the MAPEH Curriculum evaluation which sought to evaluate its effectiveness by determining important resources or lens. This study affirmed that the employment of interactive learning, critical thinking, technology, culture and collaboration in the learning process is integral for optimization of educational outcomes.

The involvement of parents in school curriculum development is crucial for students' future, as it involves collaboration among various stakeholders. However, a recent study revealed a lack of parental involvement in curriculum development. Parents often feel ignored by schools, and their suggestions should be considered. To develop a curriculum that engages children in critical thinking and mental faculty development. Irembere (2021).

Parents are key partners in shaping a child's education, but a recent study showed that many feel left out of curriculum development. This is a problem because parents have valuable insights that can help create a curriculum that truly benefits students. The "New Era of Learning" approach, as seen in the "Matatag Curriculum," emphasizes critical thinking and mental development, and parents' input is crucial for making this approach successful for fourth graders. Schools need to find ways to actively involve parents in the curriculum development process so that everyone works together to create the best learning experience for students.

According to (Gouédard *et al.*, 2020)^[6]. Countries consider curriculum reform as an important and necessary measure to make schools enter the 21st century and respond to a fast-changing world. In recent years, many OECD countries have engaged in curriculum reform as a way to equip children with the knowledge, skills and competences needed for tomorrow. However, how to initiate such change in the most suitable and effective way remains somewhat challenging. In other words, there is a missing step between the intention, and the realisation of this curriculum renewal, crystallising what has been coined in the literature “the implementation gap”. This paper analyses the curriculum reform literature through the lens of the OECD proposed implementation framework that promotes, among others, inclusive stakeholder engagement. Curriculum reform has indeed long been considered from a “top-down” perspective, but has progressively shifted towards a more “bottom-up” approach, emphasising the central role of teachers in the process. The analysis is enriched with successful practices and examples from different countries, and concludes with a specific resource for countries to make the lessons learned actionable through the planning of a coherent curriculum implementation strategy.

The text emphasises how important curriculum reform is to prepare educational systems to face the challenges of the twenty-first century and a constantly changing global environment. Many OECD nations have implemented reforms in response to this demand, realising that students need to be prepared for success in the future with the fundamental knowledge, skills, and competencies. The “implementation gap,” or the discrepancy between the intention of change and its actual implementation in schools, is a serious obstacle nonetheless. This disparity highlights how challenging it is to convert policy goals into practical teaching methods. The OECD has put out an implementation approach that promotes inclusive stakeholder participation, incorporating educators, parents, students, and community members in addition to politicians, to address this problem. Curriculum reform has typically been implemented via a “top-down” approach, in which decisions are made by central authority with little to no involvement from the people who would be directly impacted. Recently, however, there has been a trend towards a “bottom-up” approach, recognising the crucial role of teachers in defining and executing reforms. This method makes sure that changes are practical, applicable, and based on the realities of the classroom by including educators and educational institutions in the reform process.

According to (Villaver *et al.*, 2024)^[21]. This study examines the challenges and implications associated with the implementation of the MATATAG Curriculum, a significant educational reform initiative in the Philippines. Through an integrative literature review, encompassing academic research, news articles, and policy documents, key findings highlight the multifaceted nature of challenges, including teacher readiness, support systems, inclusive education, and equity concerns. The study emphasizes the critical importance of continuous monitoring and evaluation mechanisms to assess curriculum effectiveness and address emerging obstacles. Recommendations include investing in comprehensive teacher training, enhancing support systems, and promoting inclusive practices to ensure the success of the MATATAG Curriculum. By fostering collaboration, innovation, and accountability, stakeholders can overcome

challenges and harness the transformative potential of curriculum reform to cultivate a more equitable, inclusive, and quality education system in the Philippines.

The MATATAG Curriculum is among the salient educational reforms in the Philippines, and this study observes its implications and challenges. Significantly, the difficulties that emerged are readiness among teachers, need for better systems of support, inclusion issues, and equality. These must be crossed by suitable continuing follow-up monitoring to assess its effectiveness and new issues that may come up. Many pointers to advice include the development of inclusive teaching methods, support networks, as well as better preparations for teachers. Findings of this study suggest that a revolutionary type of curriculum will tend to result in an education system that is fairer and better than all those previously implemented due to the proper collaboration, creativity, and accountability among stakeholders.

The aim of this research is to evaluate the extent to which the fourth grade learners of Noveleta, Cavite participate in the learning process while under the implementation of the Matatag Curriculum. The concern of the study is to provide answers to the question, in what ways does the learner engagement shift as they study with the help of the learning-accentuated Matatag Curriculum? To this end, the survey shall focus on Noveleta teachers and try to find out how effective Matatag Curriculum is in making students' motivation, participation, and engagement in class concentrated and intensive. The experiences and the perspectives gained from this study will add to current knowledge of how the student performance in Noveleta is influenced by the curriculum.

The research gap about this research is by represent the common problem of matatag cumoulum, The researchers make a study to seek a problem that have answered yet. Example of explaining of what is matatag curriculum, and its main goal to the students and educators, and Its other terms of how matatag curriculum works and how student and educators adapt the system of matatag curriculum. The Matatag curriculum implementation for 2024-2025 in the Philippines has shown significant positive changes, offering localization and contextualization of elementary generalist lessons. However, stakeholders' perceptions need improvement, including additional training for educators, development of comprehensive support materials. And ongoing monitoring and evaluation mechanisms. Addressing these challenges can enhance the Matatag Curriculum's effectiveness and impact (Lagbao, 2024)^[12].

In conclusion, this study covers the long-standing issue of the Matatag curriculum in the Philippines regarding its implementation and adaptation. The research attempts to explain objectives of the Matatag curriculum, its implementation, and perceptions of stakeholders regarding the introduction of better training mechanisms and oversight. Philippine Matatag Curriculum Key Issue: Gap Filling The curriculum will close the gap, especially among well-rounded students equipped with real-world skills and good values. Improvement and impact would still come across uneven supplies of resource support combined with the increased workload of teachers. Department of Education, Philippines. The concept of matatag has been adopted as part of the Philippines Department of Education, or more specifically, DepEd. Improvement must be achieved and generated to soften concerns raised by the teachers and

students. This would result in goal-oriented policy that incorporates peace education and GMRG subjects in education improvement policies so the curriculum becomes realistic and was a difference, it can present A Capacity Building Program toward ongoing teacher education within the integration of values, culture, and economic development as an attempt to overcome obstacles in the implementation of the curriculum. Teachers are designed to implement the Matatag Curriculum but may require help to make operational at grade 4 level. These challenges and lack of supervision have to be met if the implementation has to bear fruit, and the school has to provide support in terms of supervision, training, resources, and technologies. Several important activities would then be needed to overcome these challenges, including awareness-raising, nsk work, bulding support, or a change of attitude.

Objectives

The purpose of this research is to examine the impact of the MATATAG Curriculum on the academic performance of fourth-grade students, benefiting school by identifying effective teaching strategies. This study aims to enhance student outcomes and contribute valuable insights to the broader educational community. This study aims to contribute valuable insights into enhancing teaching practices and improving student learning experiences by examining the impact of the MATATAG Curriculum on the academic performance of fourth-grade students. The findings will help inform future curriculum development and support effective educational.

Methods and Materials

Quantitative research can evaluate the curriculum's effectiveness through test scores, academic performance metrics, survey data, longitudinal studies, gap analysis, and stakeholder feedback. This data aids in making informed decisions about educational policies and practices.

Quantitative research is used to observe events that affect a particular group of individuals, which is the sample population. In this type of research, diverse numerical data are collected through various methods and then statistically analyzed to aggregate the data, compare them, or show relationships among the data. Quantitative research methods broadly include questionnaires, structured observations, and experiments (Sreekumar, 2023).

Correlational studies look at the variables as they are without any alterations, and they are main interest within the Matatag framework. They seek to look into such factors as the readiness of the teachers, other school related factors, and the treatment of the curriculum. A study of this nature also includes social economics, level of honeycomb engagement, student structures, emotional cognition and critical thinking.

In a study of the correlation among variables in human behavior, its relationship cannot be ignored. Claimed regression is a method that attracts many scholars as it deals with understanding and modelling such relations efficiently. In this method, the main concentration was on whether if there is a rise or a fall of one variable, the same applies to the other variable. Intervention and the post intervention strategies were considered and prediction methods which do not conform the conventional styles of research design, which are correlational were employed (Voxco, 2023).

Quantitative studies of an educational curriculum have been undertaken by educational researchers using a number of different approaches or methods stemming and complementing from different quantitative bases. It is, therefore, relevant to study the interplay of the variables in a MATATAG curriculum based to provide insight for educational changes that will be useful for centuries to come.



Fig 1: Conceptual Framework of the study

The independent variable knows as the MATATAG curriculum and the dependent variable as academic performance adopts an approach to analyzing the impact of the curriculum on academic performance. The purpose of this study was to evaluate how this novel curriculum influences the students' interest in learning and their willingness to engage in various aspects of studying. The researcher set out to explore the connection between the curriculum and students' attendance or participation through assessment of different classroom activities and opinions of the students. The objective was to establish whether the MATATAG curriculum was sufficient enough to improve the level of participation of the students during the learning process. Data was collected quite comprehensively to illustrate this effect.

During the study, the researcher visited classes implementing the MATATAG curriculum and searched for any changes in the attitude of the students and their activities. Surveys as well as interviews of the students and the teachers were undertaken in order to obtain comprehensive feedback. The researcher was as well concerned with classroom interaction and the manner in which the students embraced the newly introduced curriculum. The observations made were compared with similar observations made previously so as to evaluate the effectiveness of the MATATAG curriculum. The data obtained was then integrated in order to illustrate how the curriculum influences student's academic performance.

The result or output of the present investigation was an educational documentary film. The film discussed how the MATATAG curriculum impacted the students' level of academic participation. It featured interviews and captured class participation while providing a detailed and practical assessment of curriculum impact. The documentary was designed in such a way as to provide educators with facts and arguments regarding the effectiveness of the MATATAG curriculum. It addressed the needs of the teachers who wanted to raise learners' motivation by design changes in an existing syllabus.

Result and Discussion

This section of the study presents the results, analysis and interpretation of data gathered from the respondents responses The data were presented in tabular form in accordance with the specific research questions posited on the statement of the problem.

Table 1: The Profile of the Students

Variables	Frequency	Percentage
Age		
8-9 years old	10	40
10-11 years old	15	60
12-13 years old	0	0
Others	0	0
Gender		
Male	15	60
Female	10	40
Grade Level		
Grade 1	0	0
Grade 2	0	0
Grade 3	0	0
Grade 4	25	100
Academic Performance		
Below Performance	3	12
Average Performance	7	28
Above Average Performance	12	48
Excellence Performance	3	12
Hours Spent in Studying per Week		
Less than 5 hours	8	32
5-10 hours	9	36
11-15 hours	3	12
16-20 hours	0	0
Participation in Extracurricular Activities		
Sports, Music, and Arts Club	10	40
Volunteer Work	3	12
Academic Competitions	6	24
None	6	24
Others	0	0

Table 1 provides a comprehensive overview of student's profiles, including age, gender, grade level, specific academic performance, study habits, and other activities. As for age divides, the largest part of the respondents 60% is 10-11 years old. In terms of gender differences, the subjects' responses were almost equal, with 60% being male and 40 percent being female. All the participants perceived in the study are in Grade 4. Analyzing the academic successes, the picture shows a great differentiation of students' abilities. An important number of respondents (48%) performs the task of medium plus level of performance, 28% of the respondents reported to perform the task of the medium level and only 12% reported to perform the task at the excellent level of performance. A smaller group (12%) are considered to be below average performance. With regard to study habits, the largest percent of respondents dedicates 5-10 hours per week on studying, which is 36 percent. This is closely followed by those who study less than 5 hours 32 % and 11-15 hours 12%. In extracurricular activities, sports, music and arts clubs are the most preferred activities where 40% of the respondents were involved in. Other academic activities such as competitions and volunteerism are also participated in by 24% and 12 % of respondents respectively. The analysis of the students' profiles shows that the majority were aged 10-11 years, with a fairly balanced gender distribution of 60% male and 40% female. Additionally, the data indicated that 48% of students performed at an above-average academic level, and the most common study habit was dedicating 5-10 hours per week to studying (Johnson *et al.*, 2020).

Table 2: The Profile of the Teachers

Variable	Frequency	Percentage
Years of Teaching Experience		
Less than a year	3	12
1-3 years	11	44
4-6 years	3	12
7-10 years	2	8
11-15 years	4	16
16-20 years	1	4
31 years and above	1	4
Subject Taught		
Language Arts	2	8
Mathematics	1	4
Science	5	20
Foreign Language	2	8
Filipino	3	12
EPP	3	12
MAPEH	2	8
GMRC	3	12
ICT	2	8
CLE	1	4
All subjects	1	4
Academic Qualifications		
Bachelor's Degree	20	80
Postgraduate Diploma	1	4
Master's Degree	4	16
Doctorate Degree	0	0
Others	0	0
Training or Workshops Attended Related to Curriculum Implementation		
None	1	4
1-3	18	76
4-6	4	12
7-10	1	4
More than 10	0	0
Others	1	4
Classes Taught per Week		
Less than 5	9	36
5-10	9	36
11-16	0	0
16-20	0	0
More than 20	7	28

Experience (16%) and less than one year of working experience (12%). A smaller number of teachers had 4-6 years (12%), 7-10 years (8%), 16-20 years (4%), and 31 years and above (4%). If one compares the nature of the subjects taught, then one gets to know that the most common subject being taught is Science as 20% of the teachers teach this subject. Language Arts and Mathematics occur next, in the order, and are taught by 8 percent of the teachers. Teachers who handle Foreign Language, Filipino, EPP, Mapah, GMRC, ICT, CLE, and All Subjects in the lower and upper grades are relatively smaller. Regarding academic qualification, the result revealed that eighty percent of teachers possess only a Bachelor's Degree. Fewer still have a Master's Degree 16%; or a Postgraduate Diploma 4%. No teachers in this sample have a Doctorate Degree. The study finds out that 76% of the teachers have one to three years of experience in implementation of curriculum. A still smaller group has no experience of it at all (12%). With regards to the experience of the teachers in the implementation of curriculum, 76 % of the teachers have

1 – 3 years of experience in the implementation. A far fewer number of participants (12%) have 4-6 years of experience, 4% each have 7-10 years and more than 10 years of experience. The data regarding the number of classes taught per week are distributed within various ranges. Exactly a half of all teachers (50%) teach 5-10 classes a week, while the rest of the teachers teach less than five classes per week (36%). Less number of teachers teach more than twenty classes (28%).

According to (pbed 2024), Teacher quality issues discussed ranged from pre-service to in-service concerns. One of the

most glaring issues is the process of attracting better quality student to become teachers. Participants agreed that the current context of the teaching profession is unappealing to potential student-teacher applicants, resulting in teacher courses becoming backup options if they do not get accepted in their preferred course.

Part II. How does the implementation of MATATAG Curriculum affect students' academic insights and shape their academic performance?

Table 3: Students' Academic Insights and Academic Performance

Statements	Weighted Mean	Verbal	Rank
1. The MATATAG Curriculum provides my students with a better and higher quality education	3.28	Agree	8
2. The MATATAG Curriculum prepares my students for future academic pursuits or career aspirations	3.40	Agree	5
3. The MATATAG Curriculum equips my students to adapt to a rapidly changing world	3.32	Agree	7
4. The parental involvement plays an important role in supporting the implementation and success of the MATATAG Curriculum	3.80	Strongly Agree	1
5. The assessment framework of the MATATAG Curriculum contributes to measuring and improving student's academic achievement	3.44	Agree	4
6. The MATATAG Curriculum is designed to provide holistic education	3.52	Strongly Agree	3
7. The MATATAG Curriculum focuses on developing essential skills for the modern world	3.60	Strongly Agree	2
8. The MATATAG Curriculum emphasizes student well-being and provides a positive learning environment	3.52	Strongly Agree	3
9. The MATATAG Curriculum helps students expand their knowledge and mastery in different subject areas	3.36	Agree	6
10. The MATATAG Curriculum will help produce competent, job ready, active, and responsible citizen	3.40	Agree	5
Total	3.46	Agree	

Academic Insights Scale

4: 3.51 – 4.00 — Strongly Agree

3: 2.51 – 3.50 — Agree

2: 1.51 – 2.50 — Disagree

1: 1.00 – 1.50 — Strongly Disagree

Table 3 shows the implementation of MATATAG Curriculum impacts overall contribution to fourth grade students' education, especially preparedness for future academic and career challenges. Based on the findings, all of the statements garnered a weighted mean score of 3.46, which was verbally interpreted as Agree. The statement that says, *"parental involvement plays an important role in supporting the implementation and success of the MATATAG Curriculum"* obtained the highest weighted mean score of 3.80, which is verbally interpreted as Strongly Agree. Followed by the statement that says, *"The MATATAG Curriculum focuses on developing essential skills for the modern world"* obtained a weighted mean score of 3.60, which was verbally interpreted as Strongly Agree. Next to this, were the statements that says, *"The MATATAG Curriculum is designed to provide holistic education"* and *"The MATATAG Curriculum emphasizes student well-being and provides a positive learning environment"* both obtained a weighted mean score of 3.52, which was verbally interpreted as Strongly Agree. The statement that says, *"The assessment framework of the MATATAG Curriculum contributes to measuring and improving student's academic achievement"* obtained a weighted mean score of 3.44, which was verbally

interpreted as Agree. While, the statements that says, *"The MATATAG Curriculum prepares my students for future academic pursuits or career aspirations"* and *"The MATATAG Curriculum will help produce competent, job ready, active, and responsible citizens"* both obtained a weighted mean score of 3.40, which was verbally interpreted as Agree. The statement that says, *"The MATATAG Curriculum helps students expand their knowledge and mastery in different subject areas"* obtained a weighted mean score of 3.36, which was verbally interpreted as Agree. The statement that says, *"The MATATAG Curriculum equips my students to adapt to a rapidly changing world"* obtained a weighted mean score of 3.32, which was verbally interpreted as Agree. On the other hand, the statement that says, *"The MATATAG Curriculum provides my students with a better and higher quality education"* obtained the lowest weighted mean score of 3.28, which was verbally interpreted as Agree. The implementation of the MATATAG Curriculum, initiated by the Department of Education (DepEd) in the Philippines, focuses on strengthening foundational skills such as literacy, numeracy, and socio-emotional competencies to address the nation's learning gaps. Designed under the K–10 program, the curriculum aims to streamline learning content and prioritize essential knowledge and skills across grade levels (Department of Education, 2024).

Part III. How does the implementation of MATATAG Curriculum impact on the academic performance of the fourth grade students?

Table 4: MATATAG Curriculum impact on the academic performance of the fourth grade students

Statement	Weighted Mean	Verbal	Rank
1. The MATATAG Curriculum meets the students' learning needs and goals	3.44	Agree	2
2. The learning tools provided by the MATATAG Curriculum are engaging for my students	3.16	Agree	8
3. The learning areas or subjects provided by the MATATAG Curriculum are effective in my students' learning	3.88	Strongly Agree	1
4. The MATATAG Curriculum helps my students develop problem-solving and critical thinking skills	3.24	Agree	6
5. The MATATAG Curriculum has positively influenced my students' overall attitude towards learning and their academic performance	3.32	Agree	4
6. The learning approach of my students has changed by MATATAG Curriculum.	3.24	Agree	6
7. The MATATAG Curriculum helped my students to understand and master the academic concepts	3.28	Agree	5
8. My students' academic performance has been enhanced since the MATATAG Curriculum was established.	3.20	Agree	7
9. The MATATAG Curriculum helps developed my students' potential abilities and independence.	3.40	Agree	3
10. The academic program of MATATAG Curriculum helps my students point out their weaknesses and work of improving them.	3.28	Agree	5
Total	3.34	Agree	

Table 4 shows the implementation of MATATAG Curriculum impact on the academic performance of the fourth grade students. Based on the findings, all of the statements garnered a weighted mean score of 3.34, which was verbally interpreted as Agree. The statement that says, ***“The learning areas or subjects provided by the MATATAG Curriculum are effective in my students' learning”*** obtained the highest weighted mean score of 3.88, which is verbally interpreted as Strongly Agree. Followed by the statement that says, ***“The MATATAG Curriculum meets the students' learning needs and goals”*** obtained a weighted mean score of 3.44, which was verbally interpreted as Agree. Next to this, were the statements that says, ***“The MATATAG Curriculum helps developed my students' potential abilities and independence”*** obtained a weighted mean score of 3.40, which was verbally interpreted as Agree. The statement that says, ***“The MATATAG Curriculum has positively influenced my***

students' overall attitude towards learning and their academic performance” obtained a weighted mean score of 3.32, which was verbally interpreted as Agree. While, the statements that says, ***“The MATATAG Curriculum helped my students to understand and master the academic concepts”*** and ***“The academic program of MATATAG Curriculum helps my students point out their weaknesses and work ob improving them”*** obtained a weighted mean score of 3.28, which was verbally interpreted as Agree. The statements that says, ***“The MATATAG Curriculum helps my students develop problem-solving and critical thinking skills”*** and ***“The learning approach of my students has changed by MATATAG Curriculum”*** obtained a weighted mean score of 3.24, which was verbally interpreted as Agree. The statement that says, ***“My students' academic performance has been enhanced since the MATATAG Curriculum was established”*** obtained a weighted mean score of 3.20, which was verbally interpreted as Agree. On the other hand, the statement that says, ***“The learning tools provided by the MATATAG Curriculum are engaging for my students”*** obtained the lowest weighted mean score of 3.16, which was verbally interpreted as Agree. Curriculum evaluation can be in the form of activities and internal processes carried out by various units in the education system which can include the national Ministry of Education, regional education authorities, institutional monitoring and reporting systems, education departments, schools and communities (MacLeod & Veen, 2020).

Part IV. Is there a significant relationship between students' demographic profile and the impact of Matatag Curriculum on their academic insights and academic performance?

Table 5: The significant relationship between training or workshops and academic performance of fourth Pearson Correlation Coefficient

Variables	Pearson r	p-value	Decision	Remarks
Training/Workshops vs Academic Performance	-0.512	.0008886	Ho rejected	There's significant relationship

Based on the results, the p-value is less than the significance level of 0.01, indicating that the observed relationship is highly statistically significant. This means the null hypothesis (H_0) is rejected while alternative hypothesis (H_a) is accepted. There is a significant relationship between training or workshops attended related to curriculum implementation and academic performance. Harris & Sass (2021): Research underlined the positive correlation between targeted teacher training programs and improved student performance, particularly in subjects requiring specialized teaching methods.

Table 6: Students' Academic Insights vs all the Demographic Profile and, Role in Shaping Students' Academic Performance vs all the Demographic Profile

Correlation Matrix											
		Academic Performance	Number of Hours spent in studying per Week	Participation in Extra Curricular Activities	Years of Teaching Experience:	Subject(s) taught:	Academic Qualifications	Training or Wokshops attended related to curriculum implementa	Number of Classes taught per week:	Role in Shaping Academic Performances Instruction: In th	Academic Insights
	df	—									
	p-value	—									
Role in Shaping Academic Performances Instruction: In th	Pearson's r	0.169	0.283	0.276	-0.387	-0.019	-0.561**	0.104	-0.081	—	
	df	23	23	23	23	23	23	23	23	—	
	p-value	0.420	0.170	0.182	0.056	0.928	0.004	0.620	0.700	—	
Academic Insights	Pearson's r	0.102	0.320	0.245	-0.349	0.061	-0.393	0.099	-0.072	0.840***	—
	df	23	23	23	23	23	23	23	23	23	—
	p-value	0.628	0.119	0.238	0.088	0.773	0.052	0.637	0.733	<.001	—

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 6 reveals significant relationships between various factors influencing the academic performance and insights. Two correlations are particularly worth examining due to their importance and their strength. The most striking correlation is between “Role in Shaping Academic Performance” and “Academic Qualifications” which was found to have a strong negative correlation ($r = -0.561$, $p < 0.01$). This implies that the higher the academic qualification a person has, the less involved they are in the direct struggle to improve the academic performance of the students. Such a finding could suggest several possibilities. It could represent a job splitting where highly qualified people are more engaged in the researches, designing the curricula, and organizing than directly teaching students. Or it could mean that those with lower qualifications do most of the teaching and mentoring of the students that that directly impact students academic performance. Further investigation is needed to determine the underlying causes of pthis inverse relationship. Another significant correlation is the extremely high positive correlation between “Academic Insights” and itself ($r = 0.840$, $p < 0.001$). While this correlation is expected (a variable perfectly correlates with itself), its exceptionally high value suggests a very strong internal consistency within the measurement of “Academic Insights.” This high correlation indicates that the measure used to assess academic insights is reliable and consistent in its assessment. This reliability is crucial for the validity of any conclusions drawn from the correlations involving “Academic Insights.” In conclusion, the correlation matrix highlights a complex interplay of factors influencing academic performance and insights. The strong negative correlation between academic qualifications and the role in shaping performance, and the high internal consistency of the “Academic Insights” measure, are particularly noteworthy and warrant further investigation to understand the underlying mechanisms and implications for educational practice. Further research should explore the causal relationships implied by these correlations to develop more effective strategies for enhancing student learning and academic success. MATATAG Curriculum: The MATATAG curriculum's intended role in shaping educational outcomes. Estrellado (2023).

Conclusion

The aims of the study to investigate the impact of MATATAG Curriculum had on the fourth graders in terms of their academic outcomes, skills acquisition, and learning. Regardless of the small numbers of their professional development participation, teachers noted that their workload were not cumbersome most of them averaging ten classes a week or less. The most frequent classes taught were science while Filipino, EPP and GMRC were quite widely taught, showing that quite a number of classes were spread in the teaching load. The introduction of the MATATAG Curriculum to the students helps them to perform. It assisted students in achieving more by meeting their various needs and integrated their education effectively. On the other hand, parent engagement, essential skills and student well-being were seen as crucial elements in the effectiveness of the curriculum. The curriculum aims to equip students with skills and knowledge for future studies and careers. Taking these results and findings into consideration the researchers encourage that the teachers try to participate more in workshops and training as a way to assist them better in implementing the MATATAG Curriculum in fostering students learning. In another hand, by analyzing the matatag's implication, teachers and future researchers can improved students' resilience, and enhanced academic performance. The researcher recommended to teachers and researchers or future researchers to look into ways to improve the curriculum based on students' needs and experiences.

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