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# DEVELOPMENT OF AN ACTION PLAN ON TEACHER`S PREPAREDNESS IN THE FIRST PHASE IMPLEMENTATION OF THE MATATAG CURRICULUM

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**ABSTRACT**

*This study evaluated the preparedness of public-school teachers during the initial phase of the MATATAG Curriculum implementation. A total of 101 Grade 7 public school teachers from the Division of Tagum City served as respondents. The study employed a complete enumeration sampling technique and used a quantitative research design with a descriptive-correlational method. Data were analyzed through frequency and percentage, T-test, weighted mean, standard deviation, and Analysis of Variance (ANOVA). Results indicated that the overall readiness of teachers to implement the MATATAG Curriculum was rated as "High." Further correlation analysis revealed that most demographic factors such as age, gender, and years of teaching experience did not significantly influence preparedness levels. However, educational background and specialization showed a notable impact on teachers' ability to effectively implement the curriculum. Based on these findings, an action plan was proposed to address areas for improvement and strengthen teacher preparedness. The plan aims to enhance specific competencies aligned with the MATATAG Curriculum. Overall, this study provides valuable insights into the readiness of teachers at the onset of a major curriculum shift. It serves as a foundation for planning targeted professional development programs that support effective implementation and sustained success of the MATATAG Curriculum.*

**KEYWORDS:** *MATATAG Curriculum, Teacher Preparedness, Curriculum Implementation, Action Plan, Correlational Analysis, Quantitative Study.*

## 1. INTRODUCTION

This research on developing an action plan to improve Grade 7 public school teachers' preparedness in the initial implementation of the MATATAG curriculum is inspired by the significant need for effective uptake of this educational reform. Teachers are key to determining the quality of education, and their preparedness affects the success of curriculum implementation and student learning outcomes. This study aims to surface the gaps and best practices in teacher preparedness to provide actionable insights to support teachers in the transition. Teachers will gain focused professional development and resources guided by the findings. Students will benefit from their teachers' improved quality of teaching. School administrators will receive improved tools and frameworks for supporting teachers' planning, learning, and development. Finally, policymakers will be able to use the findings to improve the design of the processes of future curriculum implementations. This study seeks to improve the effectiveness and agility of the education system in the MATATAG curriculum.

In international settings, similar studies have emphasized the importance of teacher preparedness in curriculum implementation to improve learning outcomes. In Finland, in-service teacher programs have played a crucial role in equipping teachers with the necessary skills for curriculum changes, focusing on collaborative learning approaches (Sahlberg, 2015). In Singapore, the Ministry of Education has implemented structured training programs to adequately prepare teachers for curriculum changes, emphasizing innovation and adaptability (Tan, 2017). In Canada, teacher training program

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prioritize inclusion and flexibility, which prepares teachers to meet the diverse needs of students in the context of curriculum changes (López, 2020). These examples illustrate global best practices that align with the goals of the MATATAG curriculum, providing valuable insights for effective implementation strategies in the Philippines.

Studies in the Philippines have emphasized the importance of teacher preparedness in implementing new curricula. In a study conducted at the Calubcob I National High School, the researchers found that the teachers were ready for the MATATAG Curriculum, focusing on the depth of their knowledge, skills, and equipment that students must possess to learn the curriculum they will implement effectively and to build up students' 21st-century skills (Gutierrez, 2024). In another study, K-12 teachers' readiness to implement the Senior High School curriculum in a private school context was determined, answering how prepared the teachers were to implement new educational reforms and what challenges they faced (Migallos & Cabahug, 2020). Additionally, a study of the MATATAG scientific Curriculum was conducted, looking into the rationales for reforming scientific education and evaluating new elements and how they affect teaching practices (Santos, 2024). These studies provide valuable insights into the factors that influence the successful implementation of new curricula in the Philippine education system.

In the Division of Tagum City, there has been a problem with the teachers' readiness for the first phase of implementation of the MATATAG Curriculum. Most teachers reported that they did not receive sufficient training on the new teaching and assessment strategies and the lack of sufficient resources (e.g. new textbooks, new technology) to use. In addition, some teachers have difficulty fully understanding the curriculum changes, thus leading to inaccurate delivery and assessment. Furthermore, insufficient support from the school administrations and the Ministry of Education and the lack of community and parental involvement also affect the performance. Lastly, the changes in the assessments create more challenges for teachers who begin to use the traditional measures, becoming confused in addressing students' performance. Addressing these concerns is important to better utilize educational materials and teachers in improving student learning.

As such, to improve educational quality and relevance in the Philippines, this study is to assess the readiness of public-school teachers for the first phase of the MATATAG Curriculum's implementation. This curriculum reform aims to address longstanding challenges in the school system, such as the congested curriculum and inadequate teacher support, by focusing on foundational skills and inclusive education. Nonetheless, a significant body of study remains in the preparedness of educators and the effectiveness of support mechanisms as key factors in the successful implementation of curriculums. While previous studies have emphasized the importance of teacher training and adequate resources, the specific preparedness of educators to switch to the MATATAG Curriculum, which is essential to reaching the intended educational goals, is not well supported by empirical data.

This study aimed to evaluate the level of preparedness among public school Grade 7 teachers in the first phase implementation of the MATATAG Curriculum in schools of Tagum City Division for the school year 2024-2025 as a basis for an action plan.

Specifically, the study seeks to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
    - 1.1. age;
    - 1.2. gender
    - 1.3. educational attainment;
    - 1.4. length of service;
    - 1.5. field of specialization; and
    - 1.6. Number of learners?
2. What is the level of preparedness among teachers in the implementation of the MATATAG Curriculum in terms of:
    - 2.1 . professional development;
    - 2.2 . school instructional practices;
    - 2.3 . teaching preparation;
    - 2.4 teacher collaboration;
    - 2.5 teacher`s preparation;
    - 2.6 testing preparation?
3. Is there a significant difference in the level of preparedness among teachers in the first phase

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implementation of the MATATAG Curriculum based on their demographic profile?

4. Based on the findings, what will be the action plan to be developed?

**Review of Related Literatures**

***Professional Development***

Professional development is essential in preparing teachers for curriculum changes, particularly in the implementation of the MATATAG Curriculum. Studies show that inadequate training and limited resources often hinder teacher readiness for reform (Soudien, 2020). Effective professional development provides educators with updated strategies, skills, and tools necessary for adapting to evolving instructional demands (Germuth, 2020). Supportive educational environments that promote teacher well-being and collaboration further enhance implementation success (Roos & Borkoski, 2021). In the Philippines, teachers have expressed both enthusiasm and concern regarding the MATATAG Curriculum, citing the need for more training on innovative and student-centered teaching methods (Mendoza & Abad, 2022). These findings highlight the need for continuous, targeted professional development aligned with current educational goals and practices.

***School Instructional Practices***

Instructional practices play a critical role in the effective implementation of the MATATAG Curriculum. Research highlights that schools with adequate funding and qualified teachers report higher student achievement, emphasizing the need to address regional disparities in instructional quality (Luz & Gregorio, 2024). The curriculum's shift toward essential skills and reduced content load has allowed teachers to adopt more focused and interactive teaching methods. Classroom observations show improved literacy and numeracy outcomes, as students respond positively to deeper, skill-based instruction (Dayola et al., 2024). These findings support the Department of Education's stance that streamlining content is vital to overcoming persistent learning gaps (DepEd, 2023).Overall, effective instructional practices—grounded in contextual responsiveness and supported by proper resources—are key to realizing the goals of the MATATAG Curriculum.

***Teaching Preparation***

Teaching preparation under the MATATAG Curriculum has improved significantly due to the reduction in subjects and competencies. Previously, excessive academic content created stress among students and limited their ability to absorb key concepts, negatively affecting performance (Kilag et al., 2024). Teachers similarly struggled to address the demands of the previous curriculum within limited instructional time, often resulting in rushed instruction. The streamlined structure of the MATATAG Curriculum now allows educators to focus more deeply on essential skills and provide individualized support. Teachers report improved capacity to adapt lessons to varied learning styles, contributing to better student engagement and comprehension (Recla & Potane, 2024). Furthermore, reduced workload has enabled teachers to invest more time in professional development, leading to enhanced teaching practices and collaboration. This shift has strengthened teacher confidence and preparedness, ultimately fostering more effective and inclusive classroom environments (Sasan & Kilag, 2023).

***Teacher Collaboration***

Teacher collaboration plays a vital role in the successful implementation of the MATATAG Curriculum. The Department of Education emphasizes that cooperative planning and peer support are essential for achieving its learning goals. Educators who engage in regular collaborative meetings demonstrate greater adaptability, resilience, and effectiveness in curriculum delivery (Garma, 2024). Studies show that collaborative practices promote the exchange of pedagogical strategies, foster professional growth, and enhance instructional coherence (Bacelonia, 2023; RITQ, 2024). Initiatives such as Collaborative Expertise Sessions (CES) offer structured opportunities for teachers to refine their methods and remain informed about current educational trends (Rivera, 2024). By streamlining content and emphasizing core competencies, the MATATAG Curriculum allows teachers more time to co-develop lessons and address diverse student needs. This focus on teacher cooperation not only strengthens instructional quality but also supports sustained improvements in student outcomes.

***Teacher`s Preparation***

Teacher preparedness is a key determinant in the effective implementation of curriculum reforms. Recent studies reveal that while many teachers exhibit readiness in lesson planning and assessment, gaps persist in areas such as technology integration and innovative instructional strategies (Umamah et al., 2024; Tohamba & Ansyar, 2025). In the Philippine context, teachers show high levels of commitment to adopting new educational frameworks but continue

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to require sustained professional development, particularly in adapting to 21st-century learning demands (Buenvinida et al., 2020). International research also reflects similar concerns. Labib et al. (2024) and Gurion (2024) underscore the importance of clear communication, training, and resource provision in supporting teachers' transitions to new curricula. As the MATATAG Curriculum is implemented, ensuring comprehensive training, institutional backing, and continuous support will be essential in enhancing teacher readiness and instructional effectiveness.

***Testing Preparation***

Effective assessment preparation is vital for the successful implementation of the MATATAG Curriculum, which emphasizes both formative and summative evaluation approaches. These assessments are designed to support student learning through ongoing feedback and to ensure mastery of core competencies such as literacy and numeracy (Academ-e Multi Media Solutions Inc., 2024). Garma (2024) found that while many teachers are familiar with traditional testing formats, they require further training to align preparation methods with MATATAG's competency-based assessment framework. This includes a shift toward promoting higher-order thinking, problem-solving, and performance-based tasks. Similarly, Villaver et al. (2024) reported challenges among teachers in designing test preparation activities that reflect the curriculum's skill-based evaluation model, highlighting the need for targeted professional development.

De la Cruz et al. (2024) further demonstrated that teacher readiness in assessment planning directly impacts student outcomes. When educators were equipped with skills in test design and rubric development, student performance improved significantly. These findings underscore the necessity of continuous support and training to ensure effective test preparation aligned with the curriculum's objectives.

## 2. METHODOLOGY

This section outlines the research procedures, including the study design, population and sampling, instrumentation, data collection, and analysis methods.

***Research Design***

This study employed a descriptive correlational research design to assess the readiness of Grade 7 public school teachers during the initial implementation of the MATATAG Curriculum. This approach enabled the collection and analysis of numerical data to describe current conditions and examine relationships between variables without manipulation (Siedlecki, 2019). Survey questionnaires were used to gather data on teacher training, resources, and confidence. Statistical analysis identified patterns and associations, providing insights to guide future professional development and curriculum support (Bhandari, 2021; McCombes, 2020).

***Research Respondents***

The study involved 101 Grade 7 teachers from all public secondary schools in the Tagum City Division, as identified by the Division Office. Participants were distributed across 13 schools. The researcher used complete enumeration sampling, meaning all teachers in the defined population were included. This method ensures accurate and comprehensive data collection, particularly effective when the population size is manageable (Arnab, 2017).

***Research Instrument***

The instrument consisted of two parts. The first part gathered demographic information, including age, gender, educational attainment, years of service, area of specialization, and number of students. The second part was adapted and modified from the validated instrument developed by Holmes (2011), titled *Teacher Preparedness for Teaching and Assessing Depth of Knowledge*. The second part focused on assessing teachers' readiness for the implementation of the MATATAG Curriculum. It was divided into six subscales: (a) professional development, (b) school instructional practices, (c) teaching preparation, (d) teacher collaboration, (e) teacher preparation, and (f) testing preparation. Responses were measured using a five-point Likert scale: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

***Permission to Conduct a Study, Content Validation and Pilot Testing***

The RMC Ethics Review Board granted ethical approval prior to data collection, and the Dean of Graduate Studies and the Superintendent of the Schools Division granted their consent as well. Informed consent was obtained from each participant, and formal letters were given to school principals. Twenty teachers who were not part of the main

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study participated in a pilot test of the instrument, which was reviewed by professionals to verify data validity and reliability.

***Distribution and Retrieval of the Questionnaire***

Surveys were administered through printed survey questionnaires, allowing respondents flexibility in completing the instrument. Data were manually collected and securely stored for analysis.

***Data Analysis***

The data were encoded using a Data Matrix file and were tabulated and statistically analyzed. Frequency and simple percentage were utilized to analyze the profile of Grade 7 public school teachers (Statement of the Problem 1). Weighted mean and standard deviation were applied to assess the level of preparedness among Grade 7 teachers (Statement of the Problem 2). The T-test for independent samples was used to determine significant differences in preparedness levels based on gender (Statement of the Problem 3). Analysis of Variance (ANOVA) was conducted to examine significant differences in preparedness across three or more independent groups (Statement of the Problem 4).

## 3. RESULTS

*Summary on the Demographic Profile of Teachers Implementing the MATATAG Curriculum in the Division of Tagum City*

Table 1 presents the demographic profile of 101 public school teachers implementing the MATATAG Curriculum, revealing a predominantly mid-career, female workforce with strong academic and professional qualifications. Most respondents are aged 41–50 (36.63%) and female (70.30%), aligning with regional trends in the feminization of the teaching profession. A substantial proportion hold postgraduate degrees 46.53% with master's and 11.88% with doctorates indicating a highly qualified teaching force. Teachers with 6–10 years (25.74%) and 11–15 years (21.78%) of experience dominate, suggesting effective curriculum implementation by seasoned educators. Specializations are mainly in English, Science, and Mathematics, which align with the MATATAG Curriculum's emphasis on foundational competencies. However, most educators handle large class sizes (31–40 students), presenting challenges for personalized instruction. Overall, the data portrays a capable but structurally burdened teaching force navigating curriculum reforms.

**Table 1. Demographic Profile of Teachers Implementing the MATATAG Curriculum in the Division of Tagum City**

| Variable | Category | Frequency (f) | Percentage (%) |
|---|---|---|---|
| **Age** | 21–30 years old | 12 | 11.88% |
| | 31–40 years old | 28 | 27.72% |
| | 41–50 years old | 37 | 36.64% |
| | 51 and above | 24 | 23.76% |
| | **Total** | **101** | **100%** |
| **Gender** | Male | 30 | 29.70% |
| | Female | 71 | 70.30% |
| | **Total** | **101** | **100%** |
| **Educational Attainment** | Bachelor's Degree | 42 | 41.58% |
| | Master's Degree | 47 | 46.54% |
| | Doctorate Degree | 12 | 11.88% |
| | **Total** | **101** | **100%** |
| **Length of Service** | 1–5 years | 18 | 17.82% |
| | 6–10 years | 26 | 25.74% |
| | 11–15 years | 22 | 21.78% |
| | 16–20 years | 19 | 18.81% |
| | 21–25 years | 16 | 15.85% |
| | **Total** | **101** | **100%** |
| **Field of Specialization** | English | 23 | 22.77% |
| | Mathematics | 19 | 18.81% |
| | Science | 21 | 20.79% |

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| | | | |
|---|---|---|---|
| | Filipino | 15 | 14.85% |
| | Social Studies | 13 | 12.87% |
| | MAPEH | 6 | 5.94% |
| | TLE | 4 | 3.97% |
| | **Total** | **101** | **100%** |
| **Number of Learners** | 20 and below | 9 | 8.91% |
| | 21–30 | 25 | 24.75% |
| | 31–40 | 31 | 30.69% |
| | 41–50 | 20 | 19.80% |
| | 51 and above | 16 | 15.85% |
| | **Total** | **101** | **100%** |

*Note. This table summarizes the demographic information of 101 public school teachers implementing the MATATAG Curriculum in the Division of Tagum City.*

Table 2 reveals that while teachers are generally *Highly Prepared* to implement the MATATAG curriculum—particularly in collaboration (M = 4.31), testing preparation (M = 4.25), and instructional practices (M = 4.21)—there remains a need to strengthen teacher preparation (M = 3.75) through increased engagement in curriculum leadership and academic contributions, as supported by Baldovino and Enriquez (2022), Villanueva and Ramos (2023), Lin and Tarrayo (2021), and Mercado and Salazar (2024). This suggests that while core instructional competencies are in place, empowering educators as curriculum co-creators is vital for deeper ownership and sustainability. Prioritizing targeted professional development and fostering collaborative school cultures can bridge remaining gaps and support long-term success of MATATAG implementation.

**Table 2. Summary of Teacher`s Preparedness in the Implementation of the MATATAG Curriculum**

| Indicators | Mean | Interpretation |
|---|---|---|
| Professional Development | 3.93 | High |
| School Instructional Practices | 4.04 | High |
| Instructional Practices | 4.21 | Very High |
| Teaching Preparation | 4.12 | High |
| Teachers' Collaboration | 4.31 | Very High |
| Teachers' Preparation | 3.75 | Moderate |
| Testing Preparation | 4.25 | Very High |
| **Overall** | **4.08** | **High** |

*Significant Difference on Teachers' Level of Preparedness in the First Phase of the MATATAG Curriculum Based on Demographic Profile*

The findings indicated no significant disparity in preparation levels when categorized by age ($F = 2.45$, $p = 0.07$), gender ($t = 1.12$, $p = 0.26$), length of service ($F = 1.89$, $p = 0.11$), and number of learners managed ($F = 2.11$, $p = 0.08$). The data indicated that these demographic variables do not significantly affect teachers' assessed readiness to apply the MATATAG Curriculum.

A notable disparity was seen when participants were categorized according to their educational qualifications ($F = 3.67$, $p = 0.03$) and area of expertise ($F = 4.02$, $p = 0.02$). This suggests that the preparation of teachers fluctuates based on their most excellent academic credentials and specific subject area of expertise. Educators possessing

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advanced degrees (e.g., Master's or Doctorate) may perceive themselves as more adept at executing curriculum reforms. In contrast, some disciplines (such as core academic topics) may provide greater possibilities or resources for preparation than others.

The findings suggest that although most demographic characteristics do not significantly impact teachers' preparedness, educational background and specialization may critically influence their ability to administer the MATATAG Curriculum properly.

**Table 3. Summary on the Significant Difference on Teachers' Level of Preparedness in the First Phase of the MATATAG Curriculum Based on Demographic Profile**

| Variables | Statistical Test | Value | p-value | Decision on $H_0$ |
|---|---|---|---|---|
| Age | ANOVA | F = 2.45 | 0.070 | Failed to Reject $H_0$ |
| Gender | t-test | t = 1.12 | 0.260 | Failed to Reject $H_0$ |
| Educational Attainment | ANOVA | F = 3.67 | 0.030* | **Reject $H_0$** |
| Length of Service | ANOVA | F = 1.89 | 0.110 | Failed to Reject $H_0$ |
| Field of Specialization | ANOVA | F = 4.02 | 0.020* | **Reject $H_0$** |
| Number of Learners | ANOVA | F = 2.11 | 0.080 | Failed to Reject $H_0$ |

*Significant at $p < 0.05$*
*$H_0$: There is no significant difference in preparedness based on the variable*.

## 4. DISCUSSION

The study investigated the level of public-school teachers' preparedness in implementing the MATATAG Curriculum and aimed to identify specific factors that influence their readiness, including educational attainment, subject specialization, and participation in professional development activities. It also assessed areas where improvements are needed, particularly in instructional leadership and curriculum engagement, to provide actionable recommendations for enhancing curriculum implementation.

The findings of this study reveal that teachers are generally well-prepared to implement the MATATAG Curriculum, particularly in professional development, instructional practices, and testing preparation. Teachers with advanced degrees and specialization in core areas such as English, Science, and Mathematics demonstrated higher levels of preparedness, reinforcing the assertion of Orbeta, Capuno, and Tan (2024) that teacher qualifications significantly impact curriculum responsiveness and classroom effectiveness. These findings also affirm the importance of contextualized and continuous professional development in boosting teacher confidence and competence, as highlighted by Chen, Strachan, and Hwang (2023).

Interestingly, collaboration among educators received the highest rating (M = 4.26), underscoring the critical role of peer engagement in enhancing instructional coherence and curriculum alignment. Teachers expressed strong belief in the value of shared professional activities, such as learning action cells and co-planning sessions, as mechanisms for improving student outcomes and achieving MATATAG objectives. Despite this, the study identified a noticeable gap in teacher participation in leadership roles, including curriculum design, workshop facilitation, and academic writing. This suggests that while teachers are confident implementers, more opportunities and support structures are needed to cultivate them as instructional leaders and contributors to educational reform.

The data also showed that variables such as age, gender, length of service, and class size had no significant influence on preparedness, while educational attainment and subject specialization were identified as critical determinants. This highlights the need for deliberate alignment between teachers' academic backgrounds and the subjects they teach, especially in under-resourced areas. As Santos and De Guzman (2025) emphasized, aligning teacher competencies with curriculum demands is vital for sustaining long-term reform and ensuring equitable learning outcomes.

In response to these findings, a comprehensive action plan was proposed to strengthen teacher readiness and support MATATAG implementation. Key initiatives include re-specialization programs, promotion of advanced degree attainment, enhancement of instructional collaboration, and provision of ongoing curriculum-specific training. Additionally, empowering teachers to engage in academic discourse, curriculum development, and mentorship roles will not only reinforce their instructional effectiveness but also foster a culture of shared responsibility and innovation across the public school system.

In summary, the study underscores that while public school teachers exhibit high preparedness for the MATATAG Curriculum, targeted efforts in teacher leadership, academic engagement, and specialization alignment are essential for ensuring sustained curriculum success. Policymakers and school leaders should invest in these areas to cultivate a resilient and adaptive teaching workforce capable of delivering transformative education. Future research could explore the long-term impact of these interventions and how systemic support structures further shape curriculum implementation at scale.

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