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Matatag Curriculum and Teacher's Performance

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ABSTRACT

This study investigates the perceptions and expectations of public elementary teachers regarding the implementation of the MATATAG Curriculum introduced by the Department of Education in the Philippines. It further examines the relationship between curriculum content and alignment and its influence on teachers' performance in terms of content knowledge and pedagogy, learning environment, community linkages, and professional engagement.

A total of 200 public elementary school teachers from District III of Paranaque City participated in the study during the 2024–2025 academic year. Data were collected through a structured survey and analyzed using descriptive and correlational statistical methods.

Findings indicate that teachers generally express moderate agreement with the implementation of the MATATAG Curriculum concerning curriculum content and alignment, suggesting a generally positive perception. Despite this, participants reported significant challenges, including the need to adjust to new learning competencies, adapt teaching strategies, and secure consistent administrative support and collaboration with the community.

Furthermore, a moderate to strong positive correlation was found between perceived curriculum content and alignment and its implementation and support for teacher performance. These correlations suggest that effective curriculum implementation and alignment may enhance teacher performance across content knowledge, pedagogy, learning environment, and community engagement. The study recommends targeted professional development and strengthened support mechanisms to optimize curriculum implementation.

Keywords: MATATAG, Pedadogy, Alignment, Linkage, Engagement

1.Introduction

Over the past decade, the Philippine education system has faced significant criticism due to poor performance in global assessments. In 2018, the country ranked last in the Program for International Student Assessment (PISA) for reading comprehension, math, and science. By 2022, the World Bank reported that around 91 percent of Filipino 10-year-olds struggled with basic reading comprehension. Similarly, the Southeast Asia Primary Learning Metrics 2019 ranked the Philippines near the bottom compared to neighboring countries like Indonesia, Malaysia, and Vietnam. Even the top universities in the Philippines struggle to perform globally. These issues highlight the urgent need to revamp the educational system with a new, effective curriculum to address these challenges.

With this issue and criticism, the Philippine education landscape is on the cusp of significant transformation with the imminent rollout of the DepEd MATATAG Curriculum for the 2024–2025 school year. This ambitious educational framework, a key component of the DepEd MATATAG Agenda BEDP 2030, represents a bold step towards improving the quality of basic education in the Philippines. Approved by NEDA as the national policy and plan for basic education, the MATATAG Agenda, and the curriculum itself, embody major steps towards this goal. The acronym MATATAG encapsulates its core objectives: make the curriculum relevant to produce competent, job-ready, active, and responsible citizens; take steps to accelerate the delivery of basic education facilities and services; Take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and Give support to teachers to teach better.

As with any large-scale curriculum reform, the success of MATATAG hinges not only on its well-defined objectives but also, critically, on its implementation. Teachers, as the primary facilitators of learning, are at the heart of this endeavor. Their perceptions, expectations, and perceived support needs during this pre-implementation phase are of paramount importance. Understanding how teachers view these significant changes, including potential challenges, perceived opportunities, and desired resources, is essential to ensuring a smooth and effective transition to the new curriculum.

Drawing upon the Job Demands-Resources theory, this study recognizes that teachers' well-being and effectiveness are influenced by the interplay between job demands and available resources. The introduction of a new curriculum inevitably brings about new demands, potentially impacting teachers' workload, stress levels, and overall sense of efficacy. Simultaneously, understanding teachers' perceived needs for professional development,

access to materials, and administrative support is crucial to ensuring they have the resources to effectively implement the curriculum and mitigate potential challenges. As Fullan (2023) emphasizes, the success of any educational reform ultimately depends on the daily practices and experiences of those tasked with its implementation. Therefore, this study seeks to capture the valuable insights of teachers regarding the MATATAG Curriculum to inform targeted support from schools and the government.

1.1 Statement of the Problem

Statement of the Problem

The main purpose of the study was to investigate the relationship between the related variables in MATATAG Curriculum and teacher's performance.

Specifically, it sought answers to the following key questions:

1. What is the demographic profile of the respondents in terms of:

1.1 Sex

1.2 Age

1.3 Civil Status

1.4 Educational Attainment

1.5 Length of Service

1.6 Institutional Rank / Position

2. What is the perception of the respondents in the related variables in MATATAG Curriculum in terms of:

2.1 Curriculum content and alignment

2.2 Curriculum implementation and support

3. What is the perceived level of teacher's performance in terms of:

3.1 Content knowledge and pedagogy

3.2 Learning environment

3.3 Community Linkage and professional engagement

4. Is there a significant relationship between the related variables in MATATAG Curriculum and teacher's performance as perceived by the respondents?

2. Results and Discussion

This research is descriptive-correlational in nature. The design is a study in which the researcher is primarily interested in describing the perceptions and expectations of teachers regarding the implementation of the MATATAG curriculum and how it will impact their content knowledge and pedagogy, learning environment and community linkage and professional engagement. This research design aims to explain the relationship between two or more variables without making any claims about cause and effect.

Respondents of the Study

The respondents of the study were the 200 public elementary school teachers of District III, Division of Paranaque. Total enumeration was used in the selection of respondents. This was conducted in the school year 2024-2025.

Research Instrument

To assess the impact of respondents' perceptions on the MATATAG and how it relates to teacher's performance in terms of content knowledge and pedagogy, learning environment, and community linkage and professional engagement as perceived by the respondents, a survey questionnaire adopted from Philippine Professional Standards for Teachers was used. This instrument consisted of ten indicators for each variable to determine respondents' perceptions of the implementation of the MATATAG curriculum, including curriculum content and alignment, curriculum implementation and support, and how it affects teacher's performance as perceived by the respondents.

Likert scaling was employed to measure respondents' perceptions of the MATATAG curriculum using the four-point scale with very strong agreement to very strong disagreement where four (4) is the highest and one (1) is the lowest.

Table 1. Validation and Cronbach Analysis Results of the Research Instrument.

Subscale	No. Of Items	Cronbach's Apha
Curriculum Content and Alignment		
Relevance	10	**0.59**
Alignment with teaching style	10	**0.59**
Clarity of learning objectives	10	**0.63**
Cognitive demand	10	**0.62**
Curriculum Implementation and Support		
Adequacy of resources	10	**0.63**
Clarity of implementation guidelines	10	**0.63**
Administrative support	10	**0.62**
Collaboration and opportunities	10	**0.65**
Teacher's Performance		
Content Knowledge and Pedagogy	10	**0.66**
Learning Environment	10	**0.65**
Community Linkage and	10	**0.63**
Professional Engagement	10	**0.62**

Table 1 presents the results of the Cronbach's Alpha analysis for the research instrument used in the study. This analysis was conducted to assess the internal consistency and reliability of the items measuring each construct. The results indicate that the instrument demonstrates acceptable reliability across all dimensions, including curriculum content and alignment, curriculum implementation and support, and teacher performance. This suggests that the survey items are consistent in measuring the intended variables, making the instrument a reliable tool for gathering accurate and meaningful data.

Research Procedure

In the course of the study, the researcher first prepared the instrument to be used in the survey. Careful reading and analysis of different types of questionnaires was done to select the best instrument that captures the purpose of the study. Since the study was mainly focus on the views of teachers regarding the implementation of the new MATATAG curriculum, the instrument's indicators were aligned with the variables used in the study.

After the proposal, the instrument has undergone the Cronbach analysis and pilot testing, as approved by the statistician and panel members. Three external validators evaluated the instrument and provided suggestions and comments. The validators were one school head and one master teacher or teacher with relevant expertise in the same subject. After incorporating the comments and suggestions into the survey questionnaire, it was submitted to the subject specialist and statistician for further checking.

Following the pilot testing, the results were tabulated using the data matrix template and submitted to the statistician for Cronbach's Alpha analysis. After the Cronbach analysis, the questionnaire was validated and endorsed for distribution.

To ensure a one hundred percent retrieval of the questionnaire, the researcher herself personally distributed hard copies of the instrument to the target respondents School in the Division of Paranaque District III.

For ethical considerations, the researcher sought permission from the Office of the Schools Division Superintendent of Paranaque City elementary public schools to conduct the study. The assistance of the school principals was requested to ensure a smooth and successful retrieval of the instrument. The data were gathered, tabulated, and submitted to the statistician for checking.

Once all the required tasks are completed and submitted, the data were sent to the university's Stat Centre for statistical treatment. After the analysis is released, the results were presented in tables and interpreted.

Statistical Treatment of Data

After gathering the data, it was subjected to statistical treatment. The researcher will tabulate, analyze, and interpret the results. The following statistical tools were used for better analysis and discussions:

- To determine the level of perceptions of the respondents on the MATATAG Curriculum, mean and standard deviation was used with a 1-4-point scale.

- To identify significant impacts and/or relationships between the dependent and independent variables, Pearson Moment Correlation was used.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter includes the findings of the study with corresponding interpretations. The data are analyzed and interpreted, so that conclusions and recommendations can be drawn from the study.

Part 1. Demographic Profile of the Respondents

Figure 2. Respondents of the Study in terms of Sex

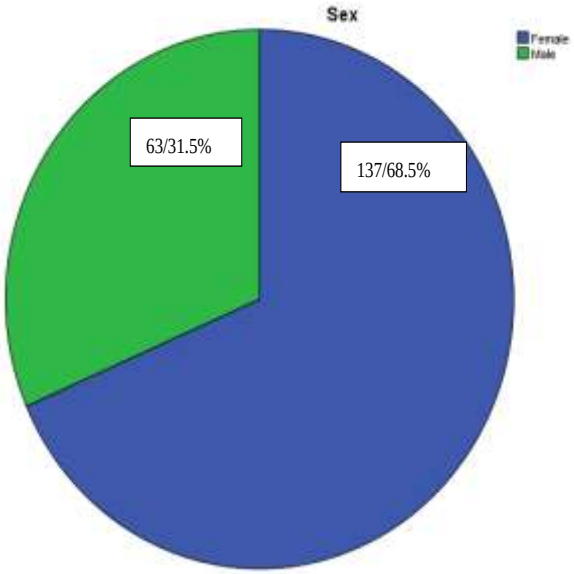

Figure 1 shows the number of male and female who served as the respondents of the study. From the figures presented, out of 200 respondents, one hundred thirty-seven (137) or 68.5 percent belong to female and sixty-three (63) or 31.5 percent belong to the male gender. This shows that majority of the respondents are female.

Figure 2. Respondents of the Study in terms of Age

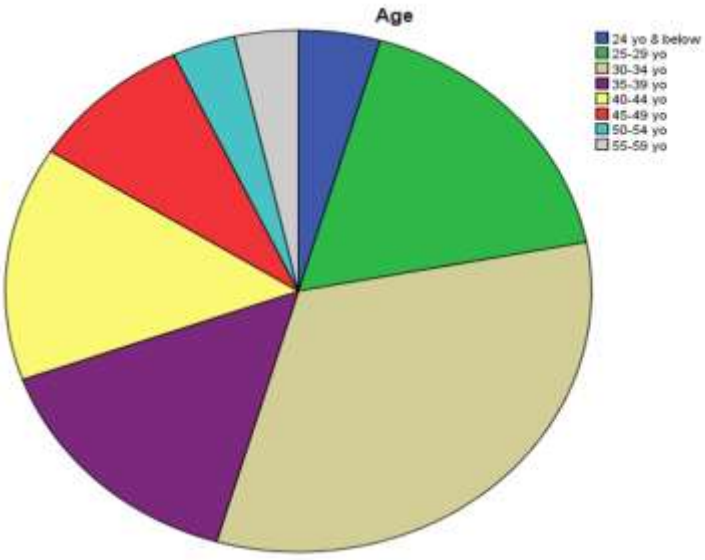

Figure 3 presents the distribution of age of the respondents used in the study. Based on the figures above, out of 200 respondents, the majority belong to age bracket thirty (30) to thirty-four (34) years of age, followed by age twenty-five (25) to twenty-nine (29). The youngest among the respondents belong to age twenty-two (22) and twenty-four (24). This indicates that most respondents are in their early and middle thirties already.

Figure 4. Respondents of the Study in terms of Civil Status

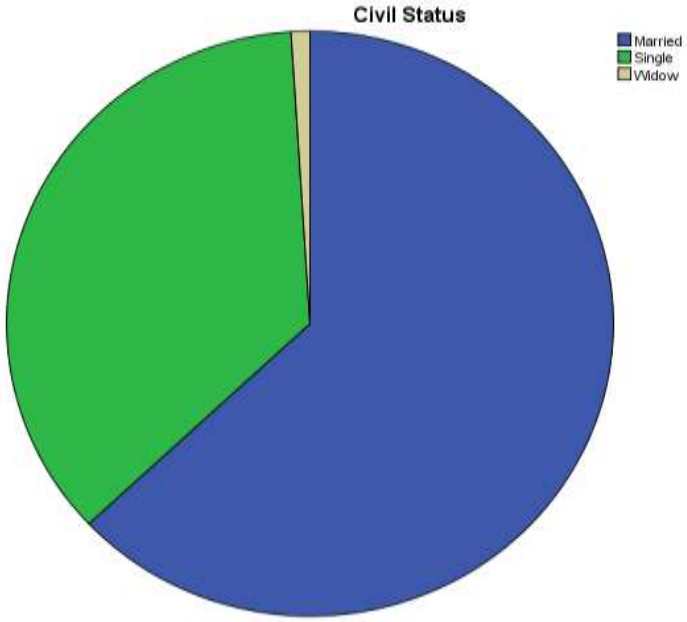

Figure 4 presents distribution of the respondents in terms of civil status. As shown on the table, majority of the respondents are married with sixty-three percent (63%) and single with thirty-six percent (36%) of the total population. Only one percent (1%) belongs to widow status. This indicates that selected teachers who served as the respondents of the study belong to married civil status.

Figure 5. Respondents of the Study in terms of Educational Attainment

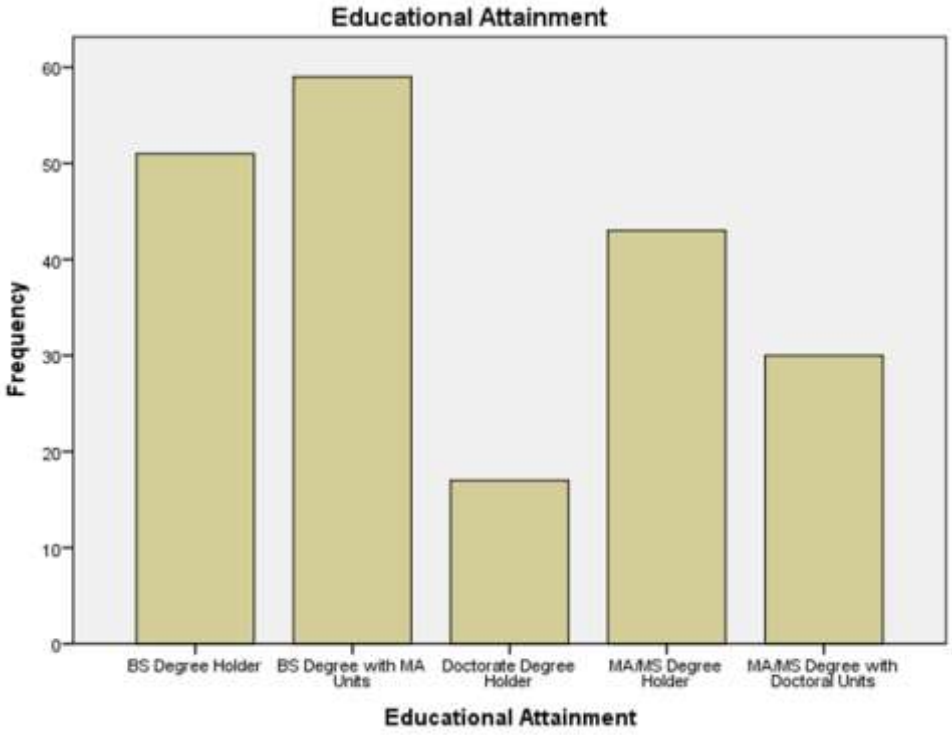

Figure 5 presents the distribution of the respondents in terms of educational attainment. Based on the figures above, majority of the respondents hold bachelor's degrees with twenty-nine point five percent (29.5%) followed by bachelor's degrees with twenty-five point five percent (25.5%).

Respondents with the doctorate degree got the lowest number with eight point five percent (8.5 %) of the total 200 respondents. This indicates that very few teachers have finished their doctorate degree for number years of teaching

Figure 6. Respondents of the Study in terms of Years in Service

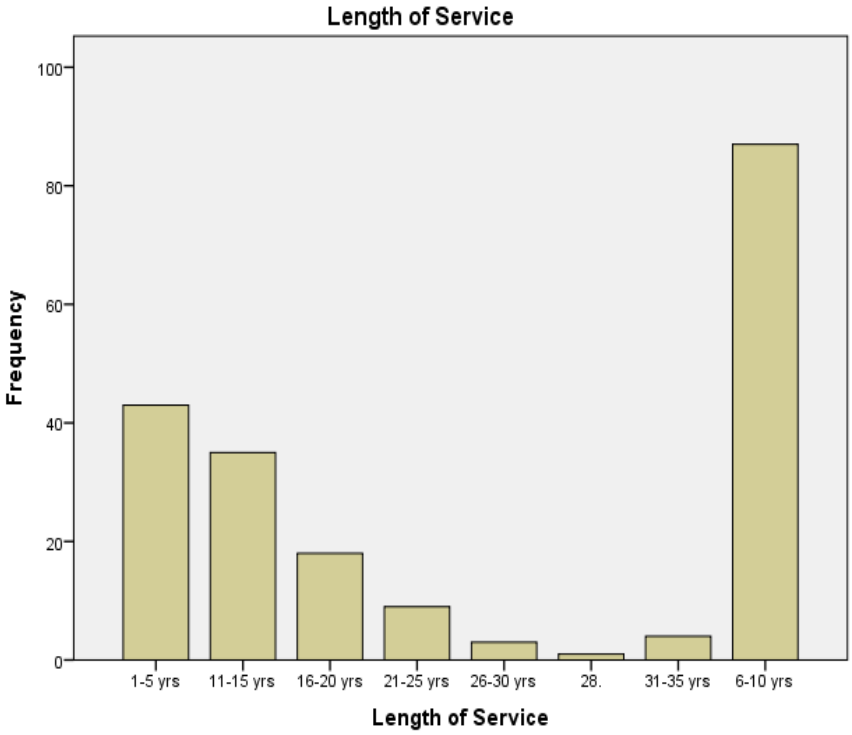

Figure 6 presents the distribution of the respondents in terms of year in service. Based on the figure presented, majority of the respondents have been in the service for ten years followed by those who belong into seventeen years in the service or eight-point five percent (8.5%) of the total respondents. Only one or point five percent (0.5 %) belong to eight months of teaching. This indicates that a number of respondents in the teaching field are

Figure 7. Respondents of the Study in terms of Position/Rank

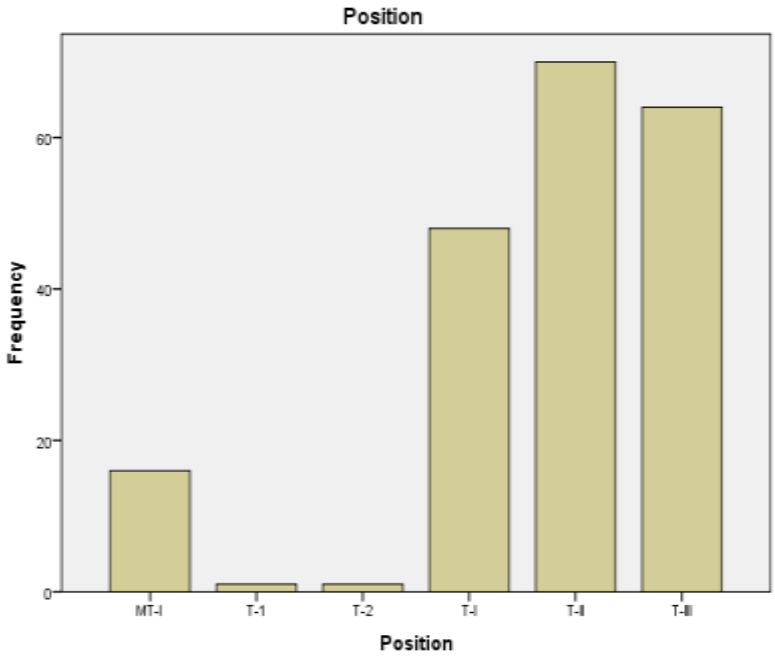

Figure 7 presents the distribution of the respondents in terms of position/rank. Based on the figures shown, most of the respondents belong to Teacher II rank thirty-five percent (35 %) of the total respondents. This is followed by teachers belonging to Teacher III and Teacher 1. This indicates that very few teachers belong to Teacher 1 position.

Part II. Perceptions of the Respondents on MATATAG Curriculum

Table 2. Perception of the respondents towards MATATAG Curriculum in terms of Curriculum Content and Alignment

Indicators	Mean	SD	VI
1. is relevant in the development of student's competencies.	3.44	0.59	Strongly Agree
2. is aligned in producing competent, job-ready, active and responsible citizens.	3.4	0.59	Strongly Agree
3. helps the students to become more knowledgeable in the subject areas.	3.42	0.63	Strongly Agree
4. develops the learner's valuable skills.	3.42	0.62	Strongly Agree
5. challenges the learners to grow.	3.45	0.62	Strongly Agree
6. has clear objectives.	3.45	0.62	Strongly Agree
7. helps learners develop strong sense of social responsibility.	3.47	0.61	Strongly Agree
8. helps teachers organize and present the learning structurally.	3.43	0.61	Strongly Agree
9. allows teacher to set the for the learning to be imparted to the learners properly and efficiently.	3.41	0.63	Strongly Agree
10. use interactive teaching strategies.	3.42	0.65	Strongly Agree
Overall	**3. 43**	**0.52**	**Strongly Agree**

Legend*: 3.50-4.0 Strongly Agree/ highly Observed;2.50-3.49-Agree/Moderately Observed; 1.50-2.49-Disagree/ Less Observed; 1.0-1.49 Strongly Disagree/Not observed at All*

Table 2 presents the respondents' perceptions of the Matatag Curriculum in terms of curriculum content and alignment. The results show that the highest mean score is 3.47, with a standard deviation of 0.61, for the statement that the Matatag Curriculum "helps learners develop a strong sense of responsibility." This result indicate that the respondents somehow acknowledge the curriculum's positive impact but they may still have some reservations or believe there is room for improvement in terms of content and alignment towards Matatag's mantra, "Batang Makabansa, Bansang Makabata," which emphasizes fostering students' social awareness, sense of duty, and nationalism.

Conversely, the lowest mean score is 3.41, with a standard deviation of 0.63, for statement number nine (9): "allows teachers to set for the learning to be imparted to the learners properly and efficiently." This result suggests that teachers perceive limited flexibility in tailoring learning strategies to their students' needs within the Matatag Curriculum. While there is strongly agreement, the slightly lower score indicates that teachers may feel constrained in their autonomy to adapt teaching methods for more effective learning delivery.

The overall mean score of 3.431, with a standard deviation of 0.52, reflects a general perception of strongly agreement regarding the alignment of the curriculum content with the development of students' knowledge and essential skills. This suggests that while teachers recognize the curriculum's potential to support student growth, there is room for improvement to enhance alignment and provide more opportunities for teacher-driven instructional adjustments.

In summary, the findings imply that a well-structured and thoughtfully aligned curriculum contributes to better learning outcomes. However, balancing content alignment with instructional flexibility may further strengthen the curriculum's impact, ensuring both student development and responsive teaching practices

Table 3. Perception of the respondents towards MATATAG Curriculum in terms of Curriculum implementation and support.

Indicators	Mean	SD	VI
1. have accurate and proper implementation.	3.33	0.68	Strongly Agree
2.Better executive programming and coordination.	3.3	0.66	Strongly Agree
3. have easy access to sufficient information.	3.33	0.65	Strongly Agree
4. have enough time for presenting educational content	3.31	0.65	Strongly Agree
5. have easy access to professional Teachers.	3.3	0.65	Strongly Agree
6. use relevant and well-prepared syllabus.	3.355	0.69	Strongly Agree
7. adequate timeframe for teachers.	3.32	0.63	Strongly Agree
8. have easy teaching load.	3.32	0.63	Strongly Agree
9. have enough administrative Support.	3.315	0.66	Strongly Agree
10. each level has clear concepts in lessons.	3.355	0.67	Strongly Agree
Overall	**3.331**	**0.53**	**Strongly Agree**

Legend: *3.50-4.0 Strongly Agree/ highly Observed;2.50-3.49- Agree/Moderately Observed; 1.50-2.49-Disagree/ Less Observed; 1.0-1.49 Strongly Disagree/Not Observed at All*

Table 3 presents the respondents' perceptions of the Matatag Curriculum in terms of implementation and support. The results reveal that the majority of respondents strongly agree that the Matatag Curriculum is well-crafted and thoughtfully designed, with strengths in programming, easy access to information, relevant syllabi, and appropriate learning materials. Additionally, information dissemination appears to be effective, as administrative support fosters collaboration among teachers and students.

The highest-rated statements, with mean scores of 3.55 and standard deviations of 0.69 and 0.67, correspond to indicators six and ten. These indicators emphasize that the Matatag Curriculum provides well-prepared syllabi and learning materials and presents clear lesson concepts, enabling teachers to work collaboratively.

The overall mean score of 3.31, with a standard deviation of 0.53, indicates general agreement with the curriculum's implementation and support, though the variation in responses suggests differing experiences among teachers. This implies that while the curriculum is generally perceived positively, continuous improvements in support mechanisms and resource accessibility may enhance teacher satisfaction and promote smoother curriculum adoption.

In summary, the findings suggest that the Matatag Curriculum shows promise in fostering collaboration and providing essential learning resources, but ongoing evaluation and responsive adjustments will be crucial for sustaining and strengthening teacher confidence in its long-term effectiveness

Part III. Perceptions of the Respondents on MATATAG Curriculum's Teacher Performance

Table 4. Perception of the respondents on Teacher's Performance in terms of Content knowledge and pedagogy under MATATAG Curriculum

Indicators	Mean	SD	VI
I am well aware of the content of the new curriculum	3.37	0.66	Strongly Agree
2. have the mastery of the subjects assigned to me	3.33	0.70	Strongly Agree
3. can apply the knowledge content within and across curriculum teaching areas	3.375	0.68	Strongly Agree
4. demonstrate an understanding of research-based knowledge	3.42	0.68	Strongly Agree
ensure the positive use of ICT to facilitate	3.405	0.69	Strongly Agree
5. apply a range of teaching strategies to			
6. develop critical and creative thinking, as well as other higher-order thinking skills.	3.39	0.69	Strongly Agree
7. can use the Mother Tongue, Filipino and English proficiently to facilitate teaching and learning.	3.425	0.65	Strongly Agree
8. use verbal and non-verbal classroom Communication strategies	3.435	0.65	Strongly Agree
9. use a range of teaching strategies.	3.42	0.66	Strongly Agree
10. develop not only student's knowledge.	3.425	0.66	Strongly Agree
Overall	**3.3995**	**0.54**	**Strongly Agree**

Legend :*3.50-4.0 Strongly Agree/ highly Observed;2.50-3.49-Agree/Moderately Observed; 1.50-2.49-Disagree/ Less Observed; 1.0-1.49 Strongly Disagree/Not Observed at All*

Table 3 presents the respondents' perceptions of the Matatag Curriculum as to teacher's performance in terms of content knowledge and pedagogy. The results indicate that respondents strongly agree that they are well-aware of the curriculum content, possess subject mastery, and can proficiently use the mother tongue, English, and Filipino in their teaching practices. They also report using various communication strategies to promote higher literacy and numeracy skills, as well as to support students' holistic development for future career readiness.

This suggests that, despite the recent implementation of the curriculum, respondents feel reasonably prepared to fulfill their teaching responsibilities within the framework of the newly designed program. However, teachers opined that content, learning process, strategies, use of ICT facilities under the new curriculum have concerns or areas they think need improvement.

The highest-rated indicator is item number eight (8), which states: "Use effective verbal and non-classroom communication strategies to support learner understanding, participation, engagement, and achievement." This item received a mean score of 3.43, with a standard deviation of 0.65, indicating that teachers generally agree with the statements regarding their content knowledge and pedagogical practices. However, the presence of variation in responses suggests that while many teachers feel confident, some may still be adjusting to the new curriculum and developing their teaching strategies within this updated context.

Overall, the findings suggest that the Matatag Curriculum provides a solid foundation for content knowledge and pedagogy, but ongoing professional development and continuous curriculum support may help further strengthen teachers' confidence and effectiveness in delivering high-quality instruction. This aligns with the broader goal of the curriculum to cultivate well-rounded learners prepared for future academic and professional success

Table 5. Perception of the respondents towards Teacher's Performance in terms of Learning Environment under MATATAG Curriculum

Indicators	Mean	SD	VI
1. establish safe and secure learning environment.	3.46	0.65	Strongly Agree
2.maintain learning environments that promote fairness.	3.51	0.63	3Strongly Agree
.manage classroom structure to engage learners, individually or in groups.	3.45	0.64	Strongly Agree
4. maintain supportive learning environments.	3.4	0.64	Strongly Agree
5.apply a range of successful strategies that maintain learning environments.	3.47	0.63	Strongly Agree
6.Manage learner behavior constructively	3.48	0.63	Strongly Agree
use differentiated, developmentally 7.appropriate learning experiences.	3.51	0.62	Agree
8. establish a learner centered culture in the class by using teaching strategies.	3.50	0.63	Strongly Agree
design, adapt and implement teaching strategies.	3.51	0.62	Strongly Agree
adapt and use culturally appropriate teaching strategies.	3.51	0.63	Strongly Agree
Overall	**3.48**	**0.54**	**Strongly Agree**

Legend: *3.50-4.0 Strongly Agree/ highly Observed;2.50-3.49-Agree/Moderately Observed; 1.50-2.49-Disagree/ Less Observed; 1.0-1.49 Strongly Disagree/Not Observed at All*

Based on the results presented in Table 4, the responses suggest that, in terms of the learning environment, respondents strongly agree that both students and teachers experience an encouraging and engaging atmosphere. This perception is influenced by the teaching methods, strategies, and classroom discipline established by teachers. The highest mean score of 3.51, with standard deviations of 0.62 and 0.63, corresponds to indicators seven (7), nine (9), and ten (10). These indicators highlight that most teachers strive to apply diverse, appropriate strategies for different types of learners, fostering an inclusive and positive learning environment. This also suggests that despite positive opinion in terms of learning environment created by the teachers, they still recognize areas that need improvement under the Matatag curriculum.

The overall mean score of 3.488, with a standard deviation of 0.63, reinforces the notion that while teachers generally agree with the Matatag Curriculum's impact on the learning environment, this agreement is strongly agree . The variation in responses suggests that while many teachers are successfully creating supportive learning spaces, some may still face challenges in fully aligning their practices with the curriculum's intended outcomes.

These findings imply that an effective learning environment is closely tied to curriculum content that aligns with student outcomes. Continuous professional development and sustained curriculum evaluation could further strengthen teachers' confidence and their ability to cultivate dynamic, responsive learning environments that fully support student growth and success.

Table 6. Perception of the respondents Teacher's Performance in terms of Community Linkage and Professional Engagement under MATATAG Curriculum

Indicators	Mean	SD	VI
1.maintain learning environments	3.53	0.63	Strongly Agree
build relationships with parents/			
2. guardians .	3.52	0.63	Strongly Agree
3. review regularly personal teaching			
practice .	3.55	0.61	Strongly Agree
4. comply with and implement school			
policies	3.54	0.60	Strongly Agree
5. apply a personal philosophy			
of teaching	3.55	0.69	Strongly Agree
6. adopt practices that uphold			
the dignity of teaching .	3.56	0.69	Strongly Agree
7. participate in professional networks	3.51	0.62	Strongly Agree
8.develop a personal professional			
improvement .	3.54	0.62	Strongly Agree
9. set professional development goals .	3.54	0.60	Strongly Agree
10. reflect on the Philippine			
Professional Standards .	3.57	0.61	Strongly Agree
Overall	**3.54**	**0.56**	**Strongly Agree**

Legend: *3.50-4.0 Strongly Agree/ highly Observed;2.50-3.49- Agree/Moderately Observed; 1.50-2.49-Disagree/ Less Observed; 1.0-1.49 Strongly Disagree/Not Observed at All*

Table 6 presents the results of respondents' perceptions of the Matatag Curriculum in terms of community linkage and professional engagement. The results show that most respondents are strongly agreed that the new curriculum emphasizes the importance of community connections and ongoing teacher development. This is most evident in statement number ten (10), which received the highest mean score of 3.57, with a standard deviation of 0.61. This suggests that respondents consistently recognize the curriculum's support for fostering harmonious relationships with parents and stakeholders, alongside enhancing teachers' skills, knowledge, and qualifications within the teaching profession.

The lowest mean score of 3.51, with a standard deviation of 0.62, corresponds to item number seven (7), indicating more varied opinions regarding participation in professional networks. This variation suggests that while many teachers value professional networking, others may encounter challenges or differing perspectives on its implementation.

Overall, the mean score of 3.54, with a standard deviation of 0.56, reflects general agreement with the curriculum's emphasis on community involvement and professional engagement, though some level of variation in responses persists. These results imply that curriculum design should continuously consider and strengthen community participation and teacher development to enhance the teaching-learning process. Providing ongoing support and opportunities for meaningful collaboration may help bridge gaps and foster a more cohesive educational environment aligned with the curriculum's goals.

Table 7. Summary of variables in MATATAG Curriculum and teacher's performance as perceived by the respondents

Variables	Mean	SD	VI
Curriculum Content and Alignment	3.431	0.52	Very Satisfactory
Curriculum Implementation and Support	3.331	0.54	Very Satisfactory
Content knowledge and pedagogy			
Learning environment	3.399	0.54	Very Satisfactory
Community Linkage and professional Engagement	3.48	0.56	Very Satisfactory
Overall	**3.41**	**0.54**	**Very Satisfactory**

Legend: *3.50-4.00 Very Satisfactory/ 2.50-3.49 Satisfactoty/ 1.50-2.49Fair/ 1.00 – 1.49 /Needs Improvement*

Table 7 presents the overall summary of respondents' perceptions of the newly implemented Matatag Curriculum. The results show that all related variables, along with teachers' performance, received a Very Satisfactory response, though with some variation in opinions, as reflected in the mean score of 3.41 and a standard deviation of 0.54.

This suggests that while many respondents express strong agreement with certain aspects of the curriculum, others hold differing views, leading to a range of perceptions. The moderate overall agreement indicates that teachers generally recognize the curriculum's potential and alignment with educational goals, though their varied experiences highlight areas for continuous improvement and adaptation.

These results imply that ongoing curriculum evaluation, coupled with sustained teacher support and feedback mechanisms, may help bridge differing perspectives and strengthen overall confidence in the curriculum's effectiveness in enhancing teaching and learning outcomes

Part IV. Correlations between the related variables in MATATAG Curriculum and Teacher's Performance

Table 7. Test of Significant Relationships Between MATATAG Curriculum Variables and Teacher's Performance

CORRELATIONS	CKP	LE	CLPE
2.1 Curriculum Content and Alignment	**.615****	**.656****	**.639****
2.2 Curriculum implementation and support	**.685****	**.646****	**.634****
**** Correlation is significant at the 0.01 level (2-tailed).**			

Table 14 presents the correlation between Matatag Curriculum variables and teachers' performance. The results reveal significant relationships across various aspects of the curriculum, highlighting how content, implementation, and support influence teaching practices and educational outcomes.

Content shows a moderate to strong correlation with teachers' curriculum content knowledge and pedagogy, with an r-value of .615 at the 0.01 level of significance. This suggests that the alignment of curriculum content with educational goals significantly impacts teachers' awareness and instructional practices. As the primary facilitators of learning, teachers need a deep understanding of curriculum objectives to effectively guide students (Fullan, 2023). Access to resources and institutional support further enhances curriculum effectiveness (Singh, 2024).

Moreover, content alignment with national and international standards must be clearly communicated to teachers, as research indicates that content knowledge directly influences student performance (Refugio et al., 2020). The strong correlation supports the idea that well-aligned content helps teachers deliver high-quality instruction.

In terms of curriculum content and alignment with the learning environment, the results show a significant correlation ($r = .656$, $p < 0.01$). This indicates that teachers with greater curriculum knowledge contribute to more dynamic and effective classrooms (Tetteh & Khumi-Agbasa, 2019). Properly aligned content enhances teaching outcomes and enriches student learning, with policy research stressing the importance of localized curriculum practices for optimal educational impact.

The relationship between curriculum content and community linkages/professional engagement is also significant, with an r-value of .639 at the 0.01 level of significance. As Epstein (2011) notes, school-community collaboration is essential for responsive education systems. Curriculum changes

influence community involvement, which in turn supports school initiatives and enriches learning resources, fostering a more holistic educational approach.

Similarly, a significant correlation exists between curriculum content and teachers' professional engagement. Shulman (1987) emphasized that content knowledge and pedagogical expertise are pivotal to instructional quality. When content is relevant and coherent, it encourages teachers to engage in continuous professional development and collaborative learning communities (Darling-Hammond, 2006).

For curriculum implementation and support, the correlation with content and pedagogy is moderately strong ($r = .685$, $p < 0.01$). This suggests that when teachers receive robust implementation support, their curriculum understanding and instructional effectiveness improve. Thu et al. (2023) highlight that teacher capacity, resources, and school-level backing are crucial for successful curriculum execution, boosting both teaching quality and student outcomes.

A moderate to strong positive relationship is also evident between curriculum implementation and the learning environment ($r = .646$, $p < 0.01$). Effective implementation aligns learning objectives, teaching strategies, and assessments, empowering teachers to create engaging and well-managed classrooms. Research suggests that a positive learning environment directly contributes to improved student performance (Fraser, 2020).

Lastly, the correlation between curriculum implementation/support and community linkages/professional engagement is significant ($r = .634$, $p < 0.01$). Schools that support teachers in implementing new curricula foster stronger connections with parents, local organizations, and industry partners, enriching student learning and ensuring curriculum relevance to societal needs (Epstein, 2011).

In conclusion, the MATATAG Curriculum's implementation significantly shapes teacher performance, influencing pedagogy, the learning environment, and community engagement. Properly supported teachers are more confident, adaptable, and effective in facilitating learning, while well-structured curriculum design promotes continuous innovation, collaboration, and responsiveness to evolving educational demands. This dynamic interplay underscores the importance of ongoing curriculum evaluation and teacher development for sustained educational success.

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