

Teachers' Perception on the Implementation of the MATATAG Curriculum and Its Influence on the Academic Performance of the Learners in Mercedes District

Lyrin A. Yape^{1*}, Loreza C. Labutap², Geselle R. Abulencia³
Eastern Samar State University Guiuan Campus

Corresponding Author: Lyrin A. Yape yapelyrin@gmail.com

ARTICLE INFO

Keywords: MATATAG Curriculum, Teachers' Perception/ Adaptations, Academic Performance

Received : 09, June

Revised : 10, July

Accepted: 28, August

©2026 Yape, Labutap, Abulencia :
This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

The MATATAG Curriculum emphasizes literacy, numeracy, values education, and holistic learner development by addressing gaps in the previous curriculum through decongestion and competency-based learning. This study examined the relationship between teachers' perceptions of the MATATAG Curriculum implementation and learners' academic performance. A quantitative correlational research design was employed, involving 40 teachers from 11 elementary schools in the Mercedes District. Data were collected using a Likert-scale survey questionnaire, while purposive sampling was applied based on established respondent qualifications. The findings revealed a strong and positive correlation between teachers' perceptions and learners' academic performance. Teachers' perceptions and adaptations toward the curriculum implementation were interpreted as highly admirable, while its perceived impact on learners' academic performance was also rated admirable. Overall, the results indicate that more positive teacher perceptions and adaptations to the MATATAG Curriculum are associated with better academic performance among learners.

INTRODUCTION

MATATAG curriculum also known as “Bansang Makabata, Batang Makabansa,” aims to address several issues by prioritizing numeracy and literacy skills while relieving the congestion of the existing curriculum, Kilag et al. (2024). MATATAG curriculum started on August 10, 2023, (Department of Education, 2024). MATATAG curriculum aims to address several issues including excessive teaching demands, a saturated curriculum, and excessive academic demand that hamper the mastery of fundamental skills like reading and mathematics, Tarraya, (2023). MATATAG curriculum prioritizes the holistic development of learners to become competitive, responsible citizens, equipped with skills for future careers by focusing on literacy and numeracy skills, and instilling core values in one’s own heart (Department of Education, 2024). Curriculum developers highlight the needs of learners and take action to address those issues. They empower learners’ voice and demands. Based on the study of Kilag et al. (2024), it emphasized the importance of student empowerment to be globally competitive. It also aims to enhance the performance of learners and decongest competencies to avoid overload of irrelevant content in the curriculum and modify some irrelevant subject content. The MATATAG curriculum is required to achieve the four principles, (1) relevant to career, (2) improve facilities and service, (3) promote inclusive education, and (4) equip educators with enough skills, knowledge, and values to be an outstanding implementor of curriculum. In addition, MATATAG Curriculum aims to decongest the curriculum by reducing the learning competencies and giving more emphasis on foundational skills such as literacy, numeracy and values education (Senate of the Philippines, 2023; Department of Education, 2023)

Teachers play a significant role in implementing MATATAG curriculum. Padillo, et al. (2021) emphasize to prioritize the support system for teachers like providing training programs, resources, and professional development to meet the needs throughout the curriculum revisions. In addition, teachers’ perspective, attitude, and teaching practices affect students’ learning outcomes Hajan et al. (2019). Furthermore, teachers encounter several challenges while providing their services in implementing the new curriculum; they experience a lack of training and resources (Edera and Purganan, 2024). The implementation of the curriculum has triggered pressure and stress to meet the new standards. However, by trimming down the competencies and courses, learning becomes more focused and mastered, which reduces pressure for both learners and teachers (Department of Education, 2023).

The results of the study by Perez (2022), indicate that the transition from K-12 to the MATATAG Curriculum affects various aspects of the learning process because the changes faced by teachers required modifications to their routines, procedures, and teaching practices to meet the new standards of the curriculum (Abaiz et al., 2025). Additionally, the implementation of the curriculum imposes extra workload on teachers, as they are responsible for implementing it and must dedicate extra time to gather resources (worksheet, visual aids, assessments) to meet the new competency standards (Abaiz et al., 2025).

Most of the existing research is a qualitative study focusing on the insights of the teachers regarding the MATATAG Curriculum, including the challenges, adjustment, and benefits. It remains lacking in a comprehensive analysis through quantitative research that measures teachers' perception regarding the MATATAG Curriculum and its influence on the academic performance of the learners. In addition, findings from the different studies merely focus on the narrative analysis of teacher's perceptions, without examining other aspects, such as comprehensive statistical analysis relationship between teachers' perceptions of the MATATAG Curriculum and the Academic Performance of learners.

All schools in the Philippine, except private schools experience the influence of curriculum revision. The Mercedes District consists of thirteen (13) schools; eleven (11) elementary schools and two (2) national high schools. The Mercedes District is known as one of the districts where most schools are multigrade. The transition of the curriculum is one of the hardest problems for teachers and learners because of the adjustments teachers need to make to become effective in teaching learners.

This study aims to measure teachers' perceptions on the implementation of the MATATAG Curriculum and its influence on the academic performance of learners in Mercedes District. This study assesses how they overcome the challenges during the implementation of the curriculum and examines the relationship between teachers' adaptation and impacts on teaching and learning, particularly regarding the instructional strategies, teaching methodologies, and professional development, and how their perception and actions influence the academic performance of the learners.

THEORETICAL REVIEW

This study is anchored on established educational theories that explain how teachers' perceptions influence curriculum implementation and learners' academic performance in the context of the MATATAG Curriculum in Mercedes District. First, this research is grounded in Constructivist Learning Theory by Jean Piaget and Lev Vygotsky. This theory emphasizes that learners actively construct knowledge through interaction and experience. In the implementation of the MATATAG Curriculum, teachers play a crucial role in facilitating meaningful learning experiences. Their perceptions of the curriculum influence how effectively they design student-centered activities that promote deeper understanding and academic achievement. Second, the study is supported by Social Cognitive Theory developed by Albert Bandura. This theory highlights that learning occurs through observation, imitation, and modeling, and is influenced by self-efficacy. Teachers' beliefs and perceptions about the MATATAG Curriculum affect their confidence and teaching practices. When teachers perceive the curriculum positively, they are more likely to implement it effectively, thereby enhancing students' motivation and academic performance. Third, this study is anchored in Curriculum Implementation Theory, which explains how educational reforms are translated into classroom practice. According to this theory, teachers are the primary agents of curriculum

implementation, and their understanding, attitudes, and competencies significantly determine the success of any educational reform. Thus, teachers' perceptions of the MATATAG Curriculum directly impact how it is delivered and experienced by learners. Finally, the study draws from Experiential Learning Theory by David Kolb, which posits that learning is a process whereby knowledge is created through the transformation of experience. The MATATAG Curriculum emphasizes competency-based and real-life learning applications. Teachers' ability to effectively implement such approaches depends on their perception and acceptance of the curriculum, which in turn influences students' academic.

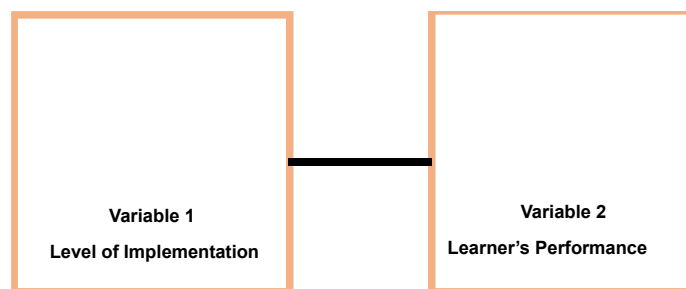


Figure 1. The diagram shows the conceptual framework of the study.

METHODOLOGY

Research Design

The researchers utilized quantitative research design, specifically Correlational research design. Correlational research is a type of research that aims to examine the relationship between two or more variables. Correlation research is included in the category of ex-post facto research, because in its implementation the researcher does not manipulate the variables under study, but directly analyzes whether there is a relationship between variables and the level of the relationship occurs, (Sukarde, 2018). In this study the researchers examine the relationship between one (1) independent (MATATAG Curriculum) variables and two (2) dependents (teachers adaptation or teachers' perspective and impact on teaching and learning) variables to identify if the variables are correlating.

Researchers believe that through this correlational design, gathering data is easier to collect and make interpretations easily. This design helps researchers to create relevant results from the data collected. Additionally, this design is accurate to examine teachers' perspective on the implementation of the MATATAG Curriculum and its influence on the academic performance of the Learners in Mercedes District.

Research Locale

The study was conducted in Mercedes District. Mercedes District consists of Eleven (11) schools. (1) Cambante Primary School; (2) Sung-an Elementary School; (3) San Jose Elementary School; (4) Banuyo Elementary School; (5) San Roque Elementary School; (6) Cabunga-an Elementary School; (7) Bobon Elementary School; (8) Mercedes Central Elementary School; (9) Anuron Elementary School; (10) Busay Elementary School; (11) Niño Jesus Elementary

School. Researchers select respondents depending on their availability and qualifications set by researchers. Researchers believe that the selected respondents will contribute relevant information to raise this study.

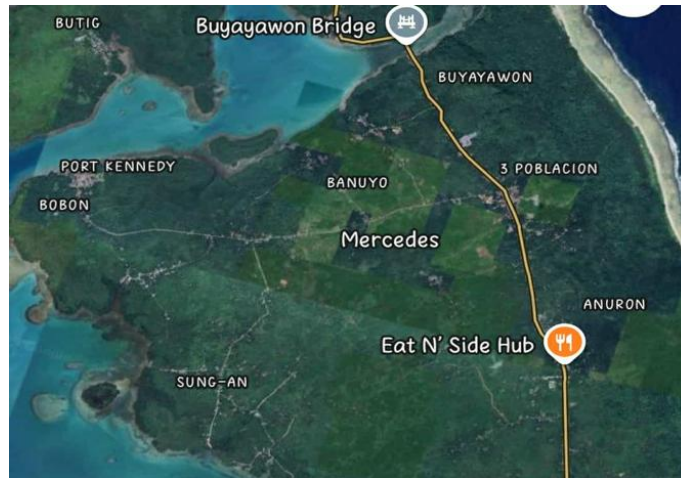


Figure 2. Map of Mercedes Eastern Samar showing the locale of the study.

RESULTS AND DISCUSSION

This chapter presented the data gathered through the research instrument used. The following analysis and interpretations were presented according to the order of questions laid down in the questionnaire.

Part I: Demographic profile of the teachers

Table 1. Distribution of Respondents According to their Ages

Age Range	Frequency	Percentage
20-29	4	10%
30-39	13	32.5%
40-49	18	45%
50-59	4	10%
60 above	1	2.5%
Total	40	100%

Ten percent (10%) of the respondents were between 20-29 years old. Thirty-two-point five percent (32.5) were between 30-39 years old. Forty five percent (45%) were between 40-49 years old. Ten percent (10%) were between 50-59 years old. And one percent (1%) of the respondents were above 60 years old. There

Table 2. Distribution of Respondents According to their Gender

Gender	Frequency	Percentage
Male	0	0%
Female	40	100%
Total	40	100%

One hundred percent (100%) of the respondents were female, and therefore there are no male respondents. Based on the result, most of teachers' population in Mercedes District is female.

Table 3. Distribution of Respondents According to their Length of Service

Length of Service	Frequency	Percentage
Less than 5 years	5	12.5%
5-9 years	9	22.5%
10-14 years	12	30%
15-19 years	7	17.5%
20 above	7	17.5%
Total	40	100%

Thirty percent (30%) of respondents were between 10-14 years length of service. Twenty-two-point five percent (22.5) were between 5-9 years of service. Twelve-point five percent (12.5%) were less than five years. And seventeen-point five percent (17.5%) were between 15-19 and twenty years above.

Table 4. Distribution of the Respondents According to their Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
Bachelor's Degree	1	2.5%
Master's Degree (Units)	30	75%
Master's Degree (Graduate)	9	22%
Doctoral Degree (Units)	0	0%
Doctoral Degree (Graduate)	0	0%
Total	40	100%

Seventy-five percent (75%) of respondents were master's degree (Units) holder. Twenty-two percent (22%) were master's degree (graduate). And two-point-five percent (2.5%) were bachelor's degree holder.

Table 5. Level of Implementation of the MATATAG Curriculum

Indicators	Teachers Adaptation	Mean	Description	Interpretation
1. I have modified my instructional strategies to align with the competency-based approach of the MATATAG Curriculum		4.58	Strongly Agree	Highly Admirable
2. I have adjusted my classroom management techniques to accommodate the structured pacing and content load of the MATATAG Curriculum		4.5	Strongly Agree	Highly Admirable

3. I have developed new approaches to assessment to effectively measure student learning outcomes under the MATATAG Curriculum	4.4	Strongly Agree	Highly Admirable
4. I have adapted my lesson planning to balance structured competencies with flexibility for student needs	4.65	Strongly Agree	Highly Admirable
5. I have integrated new teaching methodologies, such as play-based and experiential learning, to align with the curriculum's learner-centered approach	4.55	Strongly Agree	Highly Admirable
6. I have modified my time management strategies to meet the expectations of the curriculum while ensuring effective instruction	4.45	Strongly Agree	Highly Admirable
7. I have sought additional professional development opportunities to improve my adaptation to the MATATAG Curriculum	4.5	Strongly Agree	Highly Admirable
8. I have adjusted my use of instructional materials and technology to support student engagement and learning under the MATATAG Curriculum	4.65	Strongly Agree	Highly Admirable
9. I have collaborated with fellow educators to share best practices and improve our collective adaptation to the MATATAG Curriculum	4.4	Strongly Agree	Highly Admirable
10. I have adjusted my feedback and grading practices to align with the competency-based and performance-oriented assessment model of the MATATAG Curriculum	4.33	Strongly Agree	Highly Admirable
Total	4.5	Strongly Agree	Highly Admirable

Range	Scale	Description	Interpretation
4.21-5.00	5	Strongly Agree	Highly Admirable
3.41-4.20	4	Agree	Admirable
2.61-3.40	3	Moderate Agree	Moderately Admirable
1.81-2.60	2	Disagree	Less Admirable
1.00-1.80	1	Strongly Disagree	Not Admirable

The Table 5 showed a positive insight from teachers regarding the implementation of the MATATAG Curriculum based on the interpretation results. Out of ten (10) indicators, 4.65 is the highest interpreted indicator. This only shows that teachers adapted to the sudden changes in competency standards by creating effective lesson plans to meet the new competency standards and the needs of the learners. In addition, teachers also showed acceptance of changes in terms of using instructional materials, such as utilizing technology to support and enhance learners' engagement, as shown in the tabulated data, which also has the highest interpretation of "highly admirable".

However, among the ten (10) indicators, 4.33 is the lowest. This only shows that teachers valued the old practices; however, teachers are required to adjust in giving feedback and grading practice to align with the competency-based and performance-oriented assessment model of the MATATAG Curriculum to ensure effectiveness of teaching and learning outcome. The scope of the grading system has become broader because teachers not only evaluate the test scores but also the performance task of the learners. Furthermore, all these adjustments could be addressed through professional development to support the needs of both learners and teachers. The findings of the study stated that teachers undergo professional development, which interpreted as 'highly admirable,' with a mean of 4.5. This shows that, with proper support, teachers' career will build optimistic and competitive educators globally.

Overall, the result of the set A questionnaire was interpreted as highly admirable, with a mean of 4.5. This also shows that teachers' perceptions on the implementation of the MATATAG Curriculum are highly satisfactory.

Table 6. Learner's Performance

Indicators Impact on Teaching and Learning	Mean	Description	Interpretation
1. Students are more engaged and participative in lessons under the MATATAG Curriculum	4.05	Agree	Admirable
2. The new curriculum has improved students' comprehension and mastery of foundational skills	3.95	Agree	Admirable
3. The curriculum enhances students' problem-solving and critical thinking abilities	4.02	Agree	Admirable
4. The learning materials provided align well with students' abilities and interests	4.02	Agree	Admirable
5. The curriculum supports a more interactive	4.15	Agree	Admirable

and collaborative learning environment			
6. The assessment methods used are fair and appropriate for measuring student performance	4.7	Strongly agree	Highly Admirable
7. The MATATAG curriculum has encouraged the implementation of more targeted intervention strategies that effectively support struggling learners and enhance their academic progress	4.35	Strongly Agree	Highly Admirable
8. The MATATAG Curriculum has influenced student motivation by making lessons more engaging and relevant	4.1	Agree	Admirable
9. Students are developing better independent learning skills as a result of the curriculum's approach to instruction	4.02	Agree	Admirable
Total	4.15	Agree	Admirable

Range	Scale	Description	Interpretation
4.21-5.00	5	Strongly Agree	Highly Admirable
3.41-4.20	4	Agree	Admirable
2.61-3.40	3	Moderate Agree	Moderately Admirable
1.81-2.60	2	Disagree	Less Admirable
1.00-1.80	1	Strongly Disagree	Not Admirable

The Table 6 showed impact of teacher's perception regarding the implementation of the MATATAG Curriculum to the learning practices of the students. Out of nine (9) indicators, 4.7 is the highest interpreted indicator. This shows that teacher used varied assessment to test the acquired knowledge of the learners fairly because learners are diverse, there are learners who excel in performance task, while other learners excel in written task. Using varied assessment tools help teachers to evaluate students' performance fairly and balance.

However, among the nine (9) indicators, 3.95 is the lowest which is interpreted as 'admirable'. This shows that, through the revision made by curriculum developer, learners are affected by these sudden changes in terms comprehension and mastery of foundational skills, especially in grade 1 to 3. The old curriculum which is K-12 added a subject which is Mother Tongue from

grade 1 to grade 3. Learners become dependent on using mother tongue as primary language in the classroom that cause poor comprehension. However, curriculum developer of the MATATAG Curriculum remove the subject and used mother tongue as instructional modification to incorporate only native language into the teaching process to enhance comprehension and application of learnings. In addition, it was interpreted in the table as 'highly admirable' with a mean of 4.35 that teachers agreed that MATATAG Curriculum targeted intervention strategies to help students who struggle in academic progress.

Overall, the result of the set B questionnaire was interpreted as admirable, with a mean of 4.15. This also shows that teachers' perceptions on the implementation of the MATATAG Curriculum impact the learning progress of the learners, and the result is satisfactory.

Table 7. Relationship Between Teachers' Adaptation and Impact on Teaching and Learning

Variable 1	Variable 2	Correlation Coefficient (r)	Interpretation	P-value	Interpretation
Level of Implementation	Learner's Performance	.534	Moderate Correlation	.000	Highly Significant

The computed correlation coefficient of with a highly significant value (.000) indicates a moderate but meaningful positive relationship between the level of curriculum implementation and learner performance. This finding aligns with several previously published studies that emphasize the importance of teacher adaptability and perceptions in shaping student outcomes. For instance, Pangan, Belches, and Fernandez (2025) highlighted that Filipino teacher adapting to curriculum revisions through self-directed learning and technology integration improved classroom practices despite resource limitations, supporting the idea that teacher adaptability directly influences learner achievement. Similarly, Agormedah et al. (2022) in Ghana found that teachers' self-efficacy in implementing reforms significantly enhanced student performance, echoing the correlation observed in your study. International research also reinforces this relationship: Collie and Martin (2016, 2017) in Australia demonstrated that teacher adaptability was linked not only to improved student numeracy achievement but also to teacher wellbeing, suggesting that adaptability benefits both learners and educators. Taken together, these studies validate your findings by showing that teacher perceptions and attitudes toward curriculum implementation consistently correlate with learner performance across diverse contexts, underscoring the critical role of adaptability in successful educational reform. You could deepen this discussion by exploring teacher adaptability, curriculum reform impact, or learner performance studies to strengthen the academic grounding of your report.

CONCLUSIONS AND RECOMMENDATIONS

Therefore, the researchers conclude that the results of the study are relevant and essential at the present time. It resulted in a high correlation between the variables. It presented a positive correlation between teachers' perception/adaptation and impact on teaching and learning.

There was clear evidence that the two variables are correlated based on the result of data presented, which means that there is a significant relationship between the variables. The findings strengthen the hypothesis that has become real with supporting evidence.

The result of the study would serve as a basis for the DepEd regarding which parts still need to be fixed and supported to materialize the new competency standards of the curriculum. In building quality teachers, DepEd must support and sustain the needs of the teachers to enhance their teaching careers or professional development because the performance of teachers will reflect on students' academic performance.

Recommendations

Based on the results of the study, the following recommendations were offered:

1. School administrators and education authorities should provide continuous training, workshops, and seminars to enhance teachers' understanding of the MATATAG Curriculum. This will help improve their competence, confidence, and overall perception of the curriculum.
2. Adequate teaching materials, learning resources, and instructional guides should be made available to teachers to ensure effective curriculum implementation. Access to updated materials will support better teaching practices and improve student learning outcomes.
3. Teachers should be encouraged to actively participate in curriculum planning, feedback sessions, and collaborative discussions. Their involvement can foster a more positive perception and stronger commitment to implementing the MATATAG Curriculum.
4. School heads and district supervisors should regularly monitor the implementation of the curriculum and provide constructive feedback. Supportive supervision can help address challenges and improve teaching strategies.
5. Teachers should adopt innovative and student-centered strategies aligned with the MATATAG Curriculum to enhance learners' engagement and academic performance.
6. Future researchers may explore other factors affecting the implementation of the MATATAG Curriculum, such as students' attitudes, parental involvement, and school environment, to gain a more comprehensive understanding of its impact.

FURTHER STUDY

Future studies may explore the implementation of the MATATAG Curriculum across a wider geographical area and involve a larger and more

diverse sample of teachers and learners. Researchers may also examine other factors, such as teaching strategies, school resources, parental support, and learner motivation, that may influence academic performance. Acknowledgment: The researchers sincerely acknowledged the teachers, school administrators, and respondents in the Mercedes District for their valuable participation, cooperation, and support throughout the conduct of this study.

ACKNOWLEDGMENT

The researchers sincerely express their gratitude to the teachers, school administrators, respondents, and all individuals who provided their time, cooperation, and valuable support throughout the completion of this study. Their contributions were essential to the successful conduct of the research.

REFERENCES

- Abaiz, et. al., (2025), as cited in Del Calago Yunting, et. al., (2025). Evaluating Teachers' Perception on the First Year of MATATAG Curriculum Implementation among Selected Schools: A Quantitative Analysis. *International Journal for Multidisciplinary Research (IJFMR)*, 8 (1), 78-95.
- Abelgas, K., Dela Cruz, M., & Santos, R. (2024). Challenges in implementing the MATATAG curriculum: Perspectives from elementary teachers. *Philippine Journal of Education Studies*, 9(2), 45-62.
- Agormedah, E. K., Ankomah, F., Frimpong, J. B., Quansah, F., Srem-Sai, M., Hagan, J. E., & Schack, T. (2022). Investigating teachers' experience and self-efficacy beliefs across gender in implementing the new standards-based curriculum in Ghana. *Frontiers in Education*, 7, Article 932447. <https://doi.org/10.3389/feduc.2022.932447>
- Collie, R. J., & Martin, A. J. (2016). Adaptability: An important capacity for effective teachers. *Educational Practice and Theory*, 38(1), 27-39. <https://doi.org/10.7459/ept/38.1.03>
- Collie, R. J., & Martin, A. J. (2017). Teachers' sense of adaptability: Examining links with perceived autonomy support, teachers' psychological functioning, and students' numeracy achievement. *Learning and Individual Differences*, 55, 29-39. <https://doi.org/10.1016/j.lindif.2017.03.003>
- Desimone, (2023), as cited in Del Calago Yunting, et. al., (2025). Evaluating Teachers' Perception on the First Year of MATATAG Curriculum Implementation among Selected Schools: A Quantitative Analysis. *International Journal for Multidisciplinary Research (IJFMR)*.24(3), 341-360.
- Del Calago Yunting, et. al., (2025). Evaluating Teachers' Perception on the First Year of MATATAG Curriculum Implementation among Selected Schools: A Quantitative Analysis. *International Journal for Multidisciplinary Research (IJFMR)*.7(3) , 45-62
- Domingo & Wasabpi (2024), as cited in Garma, (2024). Beyond the Four Walls: Teacher's Experiences in Championing the MATATAG Curriculum. 15(2), 78-94

- Department of Education, (2023), as cited in Wabingga, J., & Tomakin, J. (2024). Challenges, coping strategies, and resilience in implementing the Matatag Curriculum: Insights from elementary teachers. *Journal of Interdisciplinary Perspectives*, 3(1), 120-127.
- Edera & Purganan, (2024), as cited in Del Calago Yunting, et. al., (2025). Evaluating Teachers' Perception on the First Year of MATATAG Curriculum Implementation among Selected Schools: A Quantitative Analysis. *International Journal for Multidisciplinary Research (IJFMR)*.7(3) 45-62
- Enarcisa, (2025). Challenges Faced by School Heads and Teachers in the Implementation of the MATATAG Curriculum and Performance of the Students. *International Journal of Advanced Multidisciplinary Studies*.4(2), 145-162
- Garcia & Santos, (2023), as cited in Saro, J. et al. (2024). A Qualitative Exploration on the Perceived Impact of the MATATAG Curriculum on Basic Education Teaching in the School Year 2024-2025. *International Journal of Advanced Multidisciplinary Research and Studies*, 4(4), 952-966.
- Garma, (2024). Beyond the Four Walls: Teacher's Experiences in Championing the MATATAG Curriculum. 15(2), 78-94
- Hall & Wall, (2019), as cited in Saro, J. et al. (2024). A Qualitative Exploration on the Perceived Impact of the MATATAG Curriculum on Basic Education Teaching in the School Year 2024-2025. *International Journal of Advanced Multidisciplinary Research and Studies*, 4(4), 952-966.
- Hajan, et. al., (2019), as cited in Kilag, et. al., (2024). MATATAG Curriculum Rollout: Understanding Challenges for Effective Implementation. *ECT Excellencia Global Academy Foundation, Inc*, 1(5), 172-173.
- Kilag, et. al., (2024). MATATAG Curriculum Rollout: Understanding Challenges for Effective Implementation. *ECT Excellencia Global Academy Foundation, Inc*, 1(5), 172-173.
- Loza, J.F.(2024). How can Teachers Embrace Curriculum Change: Perception on the Implementation of MATATAG Curriculum. *Philippine Normal University*, 8(1),1-14.
- Lomba-Portela, et. al., (2022), as cited in How can Teachers Embrace Curriculum Change: Perception on the Implementation of MATATAG Curriculum. *Philippine Normal University*. 8(1), 22-38
- Manzano & Magalona, (2023). Attitude Towards Teaching and Professional Qualification of Prospective Teachers in a Multi-Grade Classroom. *EPRA International Journal of Multidisciplinary Research (IJMR)*, 9 (4), 187-190.
- Mendoza & Abad (2022), as cited in Saro, J. et al. (2024). A Qualitative Exploration on the Perceived Impact of the MATATAG Curriculum on Basic Education Teaching in the School Year 2024-2025. *International Journal of Advanced Multidisciplinary Research and Studies*, 4(4), 952-966.
- Padillo, et. al., (2021), as cited in Kilag, et. al., (2024). MATATAG Curriculum Rollout: Understanding Challenges for Effective Implementation. *ECT Excellencia Global Academy Foundation, Inc*, 1(5), 172-173.

- Pangan, A., Belches, B., & Fernandez, C. (2025). Adapting to curriculum revisions: Self-directed learning and technology integration among Filipino teachers. <https://doi.org/xxxxxx>
- Perez, (2022), as cited in Del Calago Yunting, et. al., (2025). Evaluating Teachers' Perception on the First Year of MATATAG Curriculum Implementation among Selected Schools: A Quantitative Analysis. *International Journal for Multidisciplinary Research (IJFMR)*.7(3), 45-62
- Porter, et. al., (2018), as cited in Saro, J. et al. (2024). A Qualitative Exploration on the Perceived Impact of the MATATAG Curriculum on Basic Education Teaching in the School Year 2024-2025. *International Journal of Advanced Multidisciplinary Research and Studies*, 4(4), 952-966
- Saro, J. et al. (2024). A Qualitative Exploration on the Perceived Impact of the MATATAG Curriculum on Basic Education Teaching in the School Year 2024- 2025. *International Journal of Advanced Multidisciplinary Research and Studies*, 4(4), 952-966.
- Tarraya, (2023), as cited in Kilag, et. al., (2024). MATATAG Curriculum Rollout: Understanding Challenges for Effective Implementation. *ECT Excellencia Global Academy Foundation, Inc*, 1(5), 172-173.
- UNESCO, (2021), as cited in Del Calago Yunting, et. al., (2025). Evaluating Teachers' Perception on the First Year of MATATAG Curriculum Implementation among Selected Schools: A Quantitative Analysis. *International Journal for Multidisciplinary Research (IJFMR)*.7(3), 45-62
- Warren and Miller, (2020), as cited in Saro, J. et al. (2024). A Qualitative Exploration on the Perceived Impact of the MATATAG Curriculum on Basic Education Teaching in the School Year 2024-2025. *International Journal of Advanced Multidisciplinary Research and Studies*, 4(4), 952-966.
- Wabingga, J., & Tomakin, J. (2025). Challenges, coping strategies, and resilience in implementing the Matatag Curriculum: Insights from elementary teachers. *Journal of Interdisciplinary Perspectives*, 3(1), 120-127.