

Teacher Perceptions and Experiences with the MATATAG Curriculum: A Basis for Professional Development Programs

Rachelle E. Alfonso

Institute of Graduate and Professional Studies, Lyceum-Northwestern University, Dagupan City, Philippines

ABSTRACT

This study aimed to assess the perceptions and experiences of teachers with the Matatag Curriculum, focusing on its effectiveness and challenges in the context of Philippine education. A total of 254 teachers participated in the study, providing insights into their demographic characteristics, professional backgrounds, and their views on the curriculum's impact on teaching and learning. The study revealed that while the Matatag Curriculum was generally perceived positively, with high ratings for supporting differentiated instruction, fostering student engagement, and aligning with educational goals, some areas were identified as needing improvement, such as curriculum integration with other subjects and the availability of resources. Teachers with more years of experience and those who participated in professional development programs reported more positive experiences with the curriculum. However, challenges remained in aligning the curriculum with teachers'

individual teaching styles and in realizing tangible improvements in student outcomes. The study also found significant relationships between teachers' demographic profiles and their perceptions of the curriculum, particularly with respect to gender, teaching experience, and participation in professional development programs. Based on these findings, the study recommends strengthening professional development initiatives, continuously updating the curriculum based on feedback, and promoting mentorship and peer collaboration to improve implementation and enhance student learning outcomes....

Keywords: *teacher perceptions, MATATAG curriculum*

INTRODUCTION

In the realm of educational reform, the implementation of new curricula is a critical factor in shaping the educational experiences of both teachers and students. The Matatag Curriculum, recently introduced in the Third Congressional District of the Schools Division of Tarlac Province, aims to enhance educational outcomes through a structured and comprehensive approach to teaching and learning. As front-line implementers, teachers play a pivotal role in the success of this curriculum. Understanding their perceptions and

experiences is essential for ensuring its effective implementation and sustainability.

Teachers' perceptions and experiences are integral to the successful adoption of any educational reform. Positive perceptions can enhance teacher motivation and commitment, while negative perceptions can hinder effective implementation (Guskey, 2002). Furthermore, teachers' experiences with the curriculum can provide valuable insights into its practical challenges and benefits, informing necessary adjustments and improvements (Fullan, 2007). This study aims to explore the perceptions and experiences of teachers regarding the Matatag Curriculum, providing a foundation for the development of targeted professional development programs.

Research from around the world highlights the critical role of teacher perceptions in the implementation of new curricula. For example, a study conducted in the United States emphasized that teachers' beliefs about curriculum changes significantly impact their willingness to adopt new practices (Pajares, 1992). Similarly, in the United Kingdom, it was found that teachers' attitudes towards curriculum reforms were closely linked to the availability of professional development and support (Day, 1999). These findings suggest that teacher support systems are essential for the successful adoption of new educational frameworks.

Further, according to a study by Richardson (1996), the success of curriculum implementation heavily

relies on teachers' understanding and acceptance of the reform. If teachers do not see the value in the changes or feel unprepared to implement them, the reforms are less likely to succeed. This highlights the need for comprehensive training and clear communication about the benefits and goals of the new curriculum.

A relevant study by Opfer and Pedder (2011) in the United States examined the relationship between teacher professional development, instructional practices, and student achievement. The study revealed that sustained and targeted professional development programs significantly improved teachers' instructional methods and student learning outcomes. This aligns with the current study's focus on leveraging teacher feedback to design effective professional development initiatives that address the specific needs and challenges faced by teachers implementing the Matatag Curriculum.

Another significant study by Vavrus, Thomas and Bartlett (2011) in Tanzania explored the impact of professional development on teachers' instructional practices and found that ongoing support and training were crucial in helping teachers adapt to new curricula. The study underscored the importance of continuous professional development rather than one-off training sessions, suggesting that regular follow-up and support can lead to more effective curriculum implementation.

This study assessed the teachers' perceptions and experiences in the Third Congressional District, Schools Division of Tarlac Province for the school year 2024-2025 with the Matatag Curriculum as the basis for professional development programs.

METHODS

Research Design

This chapter presents the research design, the sources of data which includes the locale of the study and the research population, instrumentation and data collection, and the tools for data analysis.

Participants and Locale

This chapter presents the research design, the sources of data which includes the locale of the study and the research population, instrumentation and data collection, and the tools for data analysis.

Sampling and Data Collection

This chapter presents the research design, the sources of data which includes the locale of the study and the research population, instrumentation and data collection, and the tools for data analysis.

Data Analysis

The following tools were utilized to treat the data statistically:

Ethical Considerations

Ethical considerations in the study on teacher perceptions and experiences with the Matatag Curriculum are essential to ensure the integrity and well-being of participating teachers. The researcher obtained informed consent, respecting teachers' right to understand and freely choose their involvement. Confidentiality measures are critical to protect teachers' identities and sensitive information throughout the study. Ensuring voluntary participation allowed teachers to withdraw without consequence, preserving their autonomy. The researcher prioritized minimizing any potential harm and maximizing benefits to participants and the educational community. Upholding ethical standards in data handling and respecting participants' rights ensures transparency and fairness throughout the research process, promoting trust and credibility in the study's outcomes.

RESULTS AND DISCUSSION

1. The study revealed that while the Matatag Curriculum was generally perceived positively, with high ratings for supporting differentiated instruction, fostering student engagement, and aligning with educational

goals, some areas were identified as needing improvement, such as curriculum integration with other subjects and the availability of resources.

2. The study also found significant relationships between teachers' demographic profiles and their perceptions of the curriculum, particularly with respect to gender, teaching experience, and participation in professional development programs.
3. Based on these findings, the study recommends strengthening professional development initiatives, continuously updating the curriculum based on feedback, and promoting mentorship and peer collaboration to improve implementation and enhance student learning outcomes....
4. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA This chapter presents the discussion of findings brought from the data gathering procedure.
5. Demographic and Professional Characteristics of the Teachers
Table 1.1 Gender N = 254
Gender | f | %
Male | 97 | 38
Female | 157 | 62
Total | 254 | 100
The demographic profile of the participants, as shown in Table 1.1, reveals that the majority of teachers in the study are female, with 157 participants representing 62% of the total sample.
6. In contrast, male teachers make up 38% of the respondents, with 97 individuals.

7. The total number of participants is 254, highlighting a significant gender imbalance, with a larger proportion of female teachers compared to male teachers.
8. Table 1.2 Age N = 254 Age | f | % 61-64 years old | 3 | 1 56-60 years | 13 | 5 51-55 years | 23 | 9 46-50 years | 36 | 14 41-45 years | 46 | 18 36-40 years | 64 | 25 31-35 years | 53 | 21 26-30 years | 13 | 5 less than 25 years | 5 | 2 Total | 254 | 100 The age distribution of the teachers, as presented in Table 1.2, indicates a diverse range of ages among the 254 participants, with most falling within the middle age brackets.
9. The largest age group consists of teachers aged 36-40 years, representing 25% (64 individuals) of the sample.
10. This suggests that a significant portion of the teaching workforce is composed of experienced educators who are likely in the mid-stages of their careers.

CONCLUSION AND RECOMMENDATIONS

Conclusions

The Matatag Curriculum is largely perceived as effective in promoting student engagement and supporting differentiated instruction. However, some areas such as curriculum integration with other subjects and addressing diverse learning needs need further attention.

Teachers with more years of experience and those who participated in professional development programs had more positive experiences with the Matatag Curriculum. This underscores the importance of continuous professional development in improving curriculum implementation.

While teachers appreciated the support and resources provided, challenges remained in aligning the curriculum with their teaching style and philosophy, and in seeing clear improvements in student outcomes.

Recommendations

1. Implement ongoing professional development programs that address the challenges teachers face with the Matatag Curriculum, focusing on differentiated instruction, curriculum integration, and effective assessment strategies.
2. Continuously update the Matatag Curriculum based on teacher feedback and emerging educational needs. Increase the availability of resources and materials to ensure teachers can effectively implement the curriculum.
3. Promote mentorship and peer collaboration among teachers to share best practices and provide support for those facing challenges in curriculum implementation. This will boost teachers' confidence and skills.

4. Strengthen the system for collecting and addressing teacher feedback regarding the Matatag Curriculum to ensure that their experiences and suggestions lead to improvements in curriculum delivery.

REFERENCES

- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179-211.
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179-211.
- Balagtas, M. U. (2018). The implementation of the K-12 curriculum in the Philippines: The impact on teachers and students. *Philippine Educational Review*, 31(2), 45-60.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- Day, C. (1999). *Developing Teachers: The Challenges of Lifelong Learning*. Routledge.
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199.
- Fullan, M. (2007). *The new meaning of educational change*. Teachers College Press.

- Garcia, L. R. (2019). Teachers' workload and stress levels in the implementation of the Enhanced Basic Education Act. *Journal of Philippine Education*, 40(1), 75-92.
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3), 381-391.
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3), 381-391.
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3), 381-391.
- Hall, G. E., & Hord, S. M. (1987). *Change in schools: Facilitating the process*. SUNY Press.
- Opfer, V. D., & Pedder, D. (2011). Conceptualizing teacher professional learning. *Review of Educational Research*, 81(3), 376-407.
- Opfer, V. D., & Pedder, D. (2011). Conceptualizing teacher professional learning. *Review of Educational Research*, 81(3), 376-407.
- Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62(3), 307-332.
- Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In J. Sikula (Ed.), *Handbook of Research on Teacher Education* (2nd ed., pp. 102-119). Macmillan.

Vavrus, F., Thomas, M., & Bartlett, L. (2011). Ensuring quality by attending to inquiry: Learner-centered pedagogy in sub-Saharan Africa. Addis Ababa: UNESCO-IICBA.