



## DEVELOPING LOCALIZED TEACHER RESOURCE MANUAL USING THE MATATAG CURRICULUM TO ADDRESS EARLY CHILDHOOD DEVELOPMENTAL DOMAINS

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### ABSTRACT

The study also explored the adaptation of MATATAG Curriculum in Kindergarten in terms of teacher competency, resource compatibility, and pupil development outcomes. Teachers demonstrated strong efficacy in connecting competencies to student readiness ( $M = 3.89$ ) and infusing into daily lessons ( $M = 3.83$ ), while horizontal mapping and assessment practices ( $M = 3.56$ ) needed development. Social and government priorities such as inclusion and mental health were integrated over more than half the range ( $M = 3.73$ ) whereas violence prevention programs were integrated the least ( $M = 3.61$ ). The resource materials were used to develop language and social emotional skills but were not developed to provide vocabulary development, lessons on conflict resolution, or inclusive physical development. Even though music creativity was being promoted, artistic representation was underrepresented. Moderate to strong material effectiveness ratings ( $M = 3.54$ – $3.59$ ) were obtained in terms of support for teaching needs, specifically where development diversity and milestones were concerned. Strong positive relations were evident between resource alignment and language and creativity outcomes but not social studies. Addressing these disconnects, the study developed

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L-TEACH MATATAG (Localized Teaching and Learning Enhanced through the Application of 21st-century skills) project—a localized resource package for pedagogically-sensitive, 21st-century- skills-aligned, and developmentally relevant teaching and learning. The findings emphasize the importance of curricular alignment and responsive teaching yet point to areas where assessment practices, content domain linkage, and treatment of appropriate coverage need to be improved.

## CHAPTER 1

### THE PROBLEM AND ITS BACKGROUND

A lot of people believe that education is a force that builds society, and by that it has to be adjusted to here-and-now needs of people. I have seen that the educational curriculum is in a big transition period - Innovation not only from a tech perspective but also from a world perspective. These changes come with difficulties. One for me is making clear the increasingly greater importance of effective teaching at all levels — from early childcare to higher education. I've learned that I can't rely on doing what has always worked before to get me through complex problems and issues, as new thinking emerges that challenges the old methods. Therefore, I have observed that teaching of various subjects' changes with time most especially with the introduction of new curriculum by subject educational bodies.

Philippine basic education has been undergoing a series of changes, modifications and improvement in the curriculum areas. Changes within the educational system have been constantly implemented by the Department of Education to adapt the Philippine educational

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system to the needs and demands of globalization. These were experienced by elementary and secondary teachers, especially of public schools. Some of these changes were manifested in curriculum programs and activities, which include the use of different approaches and teaching strategies such as the Cooperative Learning strategy, the Four Pronged Approach, UBD in the secondary level and the change of the time allotment in the teaching of different subject areas, and lately the inclusions of the use of both English and the Mother Tongue as the medium of instruction, of which was included the Double

Exposure in Mathematics. This program was included in the implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE). And most recently, the implementation of K to 12 initiated in the school year 2012-2013 was considered the most astounding among the series of changes in the Philippine educational system.

Despite the implementation of the K to 12 curriculums, in recent years, there were claims that Filipino learners have displayed notably weak performance in various assessments, highlighting concerns regarding the effectiveness of the K to 12 programs. Identified issues include overloaded curriculum, excessive teaching demands within constrained timeframes, and an overall overwhelming academic load for both educators and students, which hindered the mastery of fundamental skills like reading and simple math.

In response, the MATATAG Curriculum, also known as "Bansang Makabata, Batang Makabansa," was introduced on January 30, 2023, under the leadership of Vice President and Education Secretary Sara Z. Duterte. Aiming to address educational challenges, this initiative seeks to prioritize the mastery of literacy and numeracy skills among learners. It was initially

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rolled out in 35 schools across seven regions: Ilocos, Cagayan Valley, Central Visayas, Soccsksargen, CAR, Caraga, and NCR. MATATAG will serve as the core curriculum for all learners catered to by various inclusion programs such as the Indigenous Peoples Education Program, Madrasah Education Program, Special Needs Education, and the Alternative Learning System (Senate Public Hearing of the Committee on Basic Education, 2023).

As summarized by the Private Education Assistance Committee (PEAC), Republic Act No. 10533 (RA 10533), otherwise known as the Enhanced Basic Education Act of 2013, has expanded the years of schooling in basic education from 10 years to 12 years. In the school year 2018-2019, an additional 2 years representing Grades 11 and 12 will be introduced in the basic education system through senior high school. Recognizing the need for additional support to students due to the added two years in basic education, the State, through RA 10533, further expanded Republic Act 8545 (RA 8545) to provide financial assistance to qualified grade 10 completers entering senior high school. RA 10533 has mandated the Department of Education (DepEd) to formulate programs to enact the abovementioned provision of the law. In line with this, DepEd Order No. 11 series of 2015 (DO 11 s.2015) introduced the Senior High School Voucher Program (SHS VP) as a mechanism to provide financial assistance to senior high school students. Through the SHS VP, the DepEd engages the non-DepEd Senior High School providers to enroll qualified voucher recipients from both Public and Private Junior High Schools. Once qualified voucher recipients are enrolled in non-DepEd Senior High School providers, the DepEd will aid these students through a voucher subsidy paid to the non-DepEd Senior High School provider.

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Having this, it is observable that there is an endless change in the educational system until the desired goal of attaining quality education is reached. It doesn't mean, however, that the implementation of changes should remain unaccounted for. Rather, they should be evaluated in terms of the outcomes manifested in the performance of the students to determine their effectiveness and those of the teachers. Measurement of educational outcomes, as one of the areas of research, should be reported to the district or school division for appropriate actions aimed at improving to a further extent the programs implemented.

Ideally, these outcomes could be more reliable after a considerable period has lapsed. Three to five years after implementation, the program should be evaluated to gather reliable data on its extent of effectiveness. For the meantime, the only research that could be conducted currently about this K to 12 Program is its implementation and the reactions of people toward the same.

These changes are the challenges being associated with, and attributable to the transition period issues which brought huge concerns and reactions from stakeholders including the parents, students and community folks that were met by the School Head and Teachers whether it is affirmative or adverse. The foregoing situations necessitate urgent solutions and actions to erase negative implications on the minds of the masses.

Hardy (2017) argued that the increasingly rapid rate of change in schools has exacerbated a trend towards individualistic, de-contextualized and passive learning initiatives as part of teachers' work. The provision of opportunities for genuine teacher learning is therefore difficult to achieve in schooling contexts because of work intensification within

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schools and schooling systems. These pressures militate against teachers reflecting upon their teaching, resulting in the substitution of intellectual creativity with cultures of compliance.

While various reforms have aimed to address the longstanding issues in the Philippine educational system, there remains a limited body of research focusing specifically on the early implementation and teacher support mechanisms of the MATATAG Curriculum in early childhood education. Particularly absent is a structured investigation into how localized, teacher-developed resource manuals can enhance teaching practices and address developmental domains in Kindergarten under the MATATAG framework. This gap highlights the need to evaluate both teacher preparedness and the alignment of instructional materials with the curriculum's core goals, especially at this early stage of its nationwide rollout.

Based on the foregoing discussions, the researcher was prompted to create teacher resource manuals specific to the MATATAG Curriculum in order to target early childhood developmental areas. This study seeks to investigate and provide insights into the application of K-12 Early Childhood Education. Furthermore, this study aims to enhance the efficacy of the curriculum in delivering high-quality education. The aim of this study is to improve the comprehension and success of early childhood education by providing customized materials that meet the unique developmental requirements of young students.

## Keywords

To ensure clarity and a common understanding of key concepts and terminologies used in this study, the following terms are defined:

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**Alignment with Curriculum Goals:** This refers to the extent to which teacher resource materials are consistent with and supportive of the objectives and desired outcomes of the MATATAG Curriculum.

**Articulation of Learning Competencies:** This refers to the procedure in which teachers precisely outline and share the particular abilities and information that students are supposed to gain from the educational program.

**Cognitive Development:** It is the process which creates progression to children's thinking, problem-solving, and understanding of the world around them through varied learning activities provided by the teacher cognitive, values, and creative development.

**Creative Development:** This includes development of creativity and imaginative skills in children by allowing them to express themselves in various forms such as art, music, and play through varied learning activities provided by the teacher.

**Development of the 21st Century Skills:** This refers to the enhancement of basic skills in young learners that are globally competitive, such as critical thinking, creativity, collaboration, and communication, that are vital for success in the modern, globalized world.

**Impact on Teaching Practices:** This refers to the effect that teacher resource materials have on the methods and strategies employed by teachers in the classroom to facilitate learning.

**Language and Communication Skills:** It includes basic abilities for effective communication and literacy development in young learners include understanding, speaking, reading, and writing.

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**Localized Teacher Resources:** Instructional materials specifically designed to reflect and address the cultural, social, and educational context of a particular locale, in this case, Cluster 4 of DepEd Calamba City Division.

**MATATAG Curriculum:** It is a curriculum framework created for young learners in the Philippines, highlighting essential skills, values, and competencies for their holistic growth in early childhood education.

**Perceived Proficiency:** This refers to the self-assessed level of skill and effectiveness that teachers believe they possess in delivering the MATATAG Curriculum.

**Physical Development:** This refers to the different techniques inside and outside the classroom for the growth and development of a child's body and motor skills, including fine and gross motor abilities through varied learning activities provided by the teacher.

**Proficiency of Teachers:** This relates to their skill and competence in effectively delivering the MATATAG Curriculum, including their capability to instruct and interact with students in different early childhood curriculum areas.

**Relevance and Appropriateness:** This is the degree to which teacher resource materials are suitable and applicable to the learning needs and contexts of young children.

**Social and Emotional Development:** This is the process by which young children develop the ability to interact with others, manage emotions, and establish positive relationships through various learning activities provided by the teacher.

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**Social Issues and Government Thrusts:** These refer to the educational content and projects that demonstrate current societal issues and are aligned with the government's objectives and strategies to enhance the education system.

**Teacher Resource Materials.** This is a reference to the various methods and tools employed by educators to assist and improve the teaching and learning process in the classroom.

**Values Development.** It is the process of cultivating moral and ethical values in young learners, providing them with a sense of right and wrong, empathy, and respect for others through various learning activities provided by the teacher.

## CHAPTER 2 METHODOLOGY

### Overview / Introduction

This chapter explains the research methodology extensively used in this investigation. It underlines the design and framework of the study by which insights into the guiding investigation will be gained. The structure of this chapter has been divided into different fundamental elements that form the research process, making exploration of the research questions comprehensive and systematic. This describes the methodologies, methods, and practices adopted in conducting a study on the issues and concerns of teachers in developing and using localized video lessons for early childhood.

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## Research Design and Methodology

This study utilized the descriptive-correlational approach to try to quantitatively examine the problems and needs of teachers in terms of developing and utilizing localized teacher resource manuals on early childhood development in the MATATAG Curriculum. This research design was adopted to gain a deep and in-depth understanding of how the skills of the teachers, the compatibility of teaching materials, and an effective use thereof impact the teaching of young children's developmental areas. A descriptive-correlational design is apt for this research because it can systematically collect and analyze quantitative data describing the present status of teacher skills and resource usage. Additionally, it permits the investigation of possible relationships among different variables; that is, how well the teacher's resources meet the curriculum objectives and the impacts of such on- teaching methodologies. Measuring and quantifying the effectiveness of teachers in implementing the MATATAG Curriculum involves the learning competencies, building of 21st-century skills, and incorporating social issues and government priorities in teaching approaches.

Knowledge of how often this occurs and to what extent would be important in gauging the potential impact these challenges may pose on curriculum implementation into kindergarten settings. Gathered information will be collected through focused interviews or questionnaires implemented on a target population of early childhood educators in Cluster 4, DepEd Calamba City Division. A descriptive part of the study also includes the discussion on the alignment of existing teacher resource materials with core domains of early childhood care and development. This entails rating assets according to language and communication skills,

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social and emotional development, physical growth, cognitive growth, values development, and creativity growth.

Additionally, the study assessed how useful these resources are in the teaching of early childhood developmental domains while focusing on whether the resources are relevant to curriculum issues, importance, appropriateness, and relevance to the teaching process. The ethics and legal standards will be upheld on gathering, analysis, and storage of the data. Participants will be given their consent after a thorough briefing on the purpose and methodology of the study, risks involved, and finally, the benefits.

Anonymization of personal information and response is critical to retaining confidentiality and upholding privacy for participants. All data will be safely kept on passworded devices, accessible to the researchers alone, and dealt with according to the Data Privacy Act of 2012. Furthermore, the study will conduct itself in accordance with the institutional and national ethical standards for the legitimacy and lawfulness of the research process.

## CHAPTER 3

### RESULTS AND DISCUSSION

This chapter discusses the results of the study conducted to inform the development of a localized teacher resource manual for Kindergarten teachers implementing the MATATAG Curriculum. Guided by its overall objective of enhancing instructional delivery in early childhood education, results are systematically presented according to the distinct research

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question that directed the analysis. This study focused on three core areas: the adequacy of Kindergarten teachers in implementing the MATATAG Curriculum and its key cornerstones such as the specification of learning competencies, enhancement of 21st-century skills, and inculcation of social issues and government thrusts; the relevance of existing teacher resource materials in meeting specific domains of Early Childhood Care and Development (ECCD): language and communication, socio- emotional, physical, cognitive, values, and creative development; and the perceived effectiveness of these materials among teachers for instructional delivery, including factors such as curriculum alignment, relevance, appropriateness, and impact on teaching practices.

The study was quantitative in nature and data was collected using a structured questionnaire and, the collected data was analyzed by using descriptive and inferential statistical tools to generate insights. The data was described in terms of mean, frequency and percentage to indicate the levels of teacher proficiency, the level of alignment of resource material, and its effectiveness in ensuring learning. Correlations: Inferential statistical tests, especially Spearman Rank-Order Correlation, were conducted in analyzing the existence of significant relationships that exist between the domain of teacher proficiency and curriculum delivery, as well as between the degree of alignment and effective utilization of teaching-learning resources. Together, these analyses provided deeper insight into the ways contextual indicators, instructional resources, and teacher readiness intersect to impact high-quality early childhood education.

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The subsequent discussion interprets the findings in the context of the study's objectives and the wider educational framework in the MATATAG Curriculum. It offers lines of argument of how the data relates to practical extensions concerning curriculum support, teaching planning and the framing of relevant context-based, pedagogically- based teacher resource manuals. At the end of the day, the findings of this study are envisioned to equip the Kindergarten teachers with contextualized tools and strategies that would maximize their potential to nurture the whole child and facilitate the successful implementation of MATATAG Curriculum in the early learning classroom.

## **1. Proficiency of Teachers in Delivering the MATATAG Curriculum for Early Childhood Domains**

This portion provides the findings on the proficiency of Kindergarten teachers in implementing the MATATAG Curriculum along three aspects: (1) articulation of learning competencies; (2) development of 21st-century skills; and (3) incorporation of social issues and government thrusts. Means and standard deviations were calculated to summarise teacher responses using descriptive statistics. For this purpose, the results are intended to ascertain how effectively teachers are engaging in curriculum-focused practices. The trends detected from the data help to identify strengths and those who need further support or intervention. The results will inform the professional development needs in relation to the design of a localized teacher resource manual.

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**Table 2. Teachers' Self-Rated Proficiency on the Articulation of Learning Competencies in the MATATAG Curriculum**

Statement	Mean	SD	Interpretation
Effectively communicates the learning objectives outlined in the Kindergarten Curriculum Guide (KCG).	3.72	0.46	Strongly Agree
Successfully matches the learning competencies with the content and performance standards.	3.72	0.57	Strongly Agree
Makes sure that the learning competencies suit learners' readiness.	3.89	0.32	Strongly Agree
Adjusts strategies based on learners' context to cater to diverse learners.	3.67	0.49	Strongly Agree
Shows a deep understanding of how to align learning competencies horizontally.	3.56	0.51	Strongly Agree
Shows a strong grasp of how learning competencies are aligned vertically.	3.61	0.5	Strongly Agree
Effectively incorporates the learning competencies into daily lesson plans.	3.83	0.38	Strongly Agree
Utilizes a range of instructional approaches to address every learning skill.	3.67	0.49	Strongly Agree
Assesses student advancement using the specified learning skills.	3.56	0.62	Strongly Agree
Gives learners feedback that shows how well they are progressing in mastering the learning competencies.	3.67	0.49	Strongly Agree
Overall	3.69	0.36	Strongly Agree

Legend: 4.00–3.26 = Strongly Agree; 3.25–2.51 = Agree; 2.50–1.76 = Disagree; 1.75–1.00

= Strongly Disagree

The evaluation of kindergarten teachers' self-assessment regarding their understanding of the MATATAG Curriculum reveals a generally high level of confidence, as indicated by an overall composite mean score of 3.69 (SD = 0.36), categorized as "Strongly Agree." This suggests that teachers feel adept at articulating the learning competencies expected under this curriculum framework.

Teachers rated their practices most favorably in key areas, such as ensuring that learning competencies align with learners' readiness ( $M = 3.89$ ,  $SD = 0.32$ ) and effectively

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integrating these competencies into daily lesson plans ( $M = 3.83$ ,  $SD = 0.38$ ). They also expressed confidence in clearly communicating the objectives of the curriculum ( $M = 3.72$ ,  $SD = 0.46$ ) and aligning competencies with content and performance standards ( $M = 3.72$ ,  $SD = 0.57$ ). These high scores indicate a strong connection between planning and instruction, vital for effective teaching and learning.

Conversely, certain areas were perceived as less practiced, although they still fell within the "Strongly Agree" category. These included the understanding of horizontal alignment ( $M = 3.56$ ,  $SD = 0.51$ ) and the assessment of student progress based on specified learning skills ( $M = 3.56$ ,  $SD = 0.62$ ). Additionally, teachers reported slightly lower confidence in comprehending the vertical alignment of competencies ( $M = 3.61$ ,  $SD = 0.50$ ) and utilizing varied instructional approaches to cater to different learning skills ( $M = 3.67$ ,  $SD = 0.49$ ). Feedback based on learners' progress also scored a mean of ( $M = 3.67$ ,  $SD = 0.49$ ), indicating that while these areas were practiced, there is room for improvement.

The high overall mean score ( $M = 3.69$ ,  $SD = 0.36$ ) suggests that Kindergarten teachers are able to express learning competencies which also reflects the overarching goals of MATATAG Curriculum which aims to identify the most essential learning competencies and sharpen a set of foundational skills. The curriculum realigns and decongests the former K to 12 curriculum (70% less congestion, as stated by Estrellado, 2023) so that teachers can zero in on critically important areas like literacy, numeracy, and values education. This decongestion might account for improved confidence and clarity among the teachers in terms

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of aligning competencies to performance standards, drawing up lesson plans and customizing approaches to learner readiness.

Moreover, this finding is further supported by the Department of Education's focus on making the curriculum relevant and aligned with the global trends (Asia Education, 2024). The strong showing in areas such as lesson planning and competency alignment also affirms the MATATAG Curriculum's goal to not only reduce the workload for teachers but provide a more focused and actionable curriculum framework. Thus, the curriculum's design promotes more deliberate teaching, which probably explains the positive self-assessments mentioned by teachers.

To tackle the least endorsed areas, research indicates that effective professional development should be content-specific, collaborative, and sustained over time, while providing opportunities for feedback and reflection (Darling-Hammond et al., 2017). To enhance both horizontal and vertical alignment, structured curriculum mapping and collaboration across grade levels can be implemented, ensuring a coherent progression in learning (PowerSchool, 2023). The findings of the study, supported by relevant literature, suggest that the creation of a localized teacher resource manual for Kindergarten under the MATATAG Curriculum should both reinforce existing strengths and address identified gaps in teacher proficiency. Teachers demonstrated considerable confidence in aligning instruction with learner readiness and integrating competencies into their lesson plans.

Therefore, the manual should leverage these strengths by offering contextualized exemplars and robust planning tools. However, the lower ratings in areas such as horizontal

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and vertical alignment, as well as assessment practices, indicate a need for targeted support.

As such, the manual should incorporate clear guidelines, visual curriculum maps, and developmentally appropriate assessment tools to assist teachers in sequencing learning outcomes and effectively monitoring student progress. By grounding the manual in the local context while promoting coherence, reflective practice, and curriculum alignment, we can ensure that it remains practical, relevant, and responsive to the professional needs of Kindergarten teachers implementing the MATATAG Curriculum.

**Table 3. Teachers' Self-Rated Proficiency on the Development of the 21st Century Skills in the MATATAG Curriculum**

Statement	Mean	SD	Interpretation
Effectively communicates the learning objectives outlined in the Kindergarten Curriculum Guide (KCG).	3.72	0.46	Strongly Agree
Successfully matches the learning competencies with the content and performance standards.	3.72	0.57	Strongly Agree
Make sure that the learning competencies suit learners' readiness.	3.89	0.32	Strongly Agree
Adjusts strategies based on learners' context to cater to diverse learners.	3.67	0.49	Strongly Agree
Shows a deep understanding of how to align learning competencies horizontally.	3.56	0.51	Strongly Agree
Shows a strong grasp of how learning competencies are aligned vertically.	3.61	0.5	Strongly Agree
Effectively incorporates the learning competencies into daily lesson plans.	3.83	0.38	Strongly Agree
Utilizes a range of instructional approaches to address every learning skill.	3.67	0.49	Strongly Agree
Assesses student advancement using the specified learning skills.	3.56	0.62	Strongly Agree
Gives learners feedback that shows how well they are progressing in mastering the learning competencies.	3.67	0.49	Strongly Agree
Overall	3.69	0.36	Strongly Agree

Legend: Scale: 4.00–3.26 = Strongly Agree; 3.25–2.51 = Agree; 2.50–1.76 = Disagree; 1.75–1.00 = Strongly Disagree

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Overall, as shown in Table 3, the teachers were very proficient at developing 21st-century skills consonant with the MATATAG Curriculum. The overall composite mean is 3.69, (sd 0.36), interpreted as "Strongly Agree". This suggests that early childhood teachers have a very strong belief that they can execute tasks that exhibit the development of 21st-century skills. The item with highest mean score is "Ensure the design competencies is appropriate for the indigenous knowledge of learner" (M=3.89, SD=0.32), which implies teachers are likely to adapt lessons to developmental stages of learners. Then, the item "Effectively incorporates the learning competencies into daily lesson plans" (M=3.83, SD=0.38), manifests the teachers' continued dedication to integrate competencies in daily lesson planning. In contrast, things like "Assesses the progress of students based on the learning skills determined" and "Exhibits in-depth knowledge of horizontal alignment of learning competencies" both merited a bit lower mean of 3.56 respectively, but still fallen in the Strongly Agree category, which would indicate strong—albeit slightly more variable—confidence in this area.

The findings are in line with the literature that stresses the need for teachers to be able to put curriculum goals into context and enact them effectively. According to Groark et al. (2019), early childhood education has a significant and long-lasting impact on both academic and life success, thus strengthening the need for teachers to match competencies to the readiness of learners confidently and competently — which is distinctive in the table's highest ranked item. Environmental and educator understanding undergirds how children learn (Roopnarine & Johnson, 2020); when educators are cognizant of those factors, the focus on children as capable learners is evident in the amount of lesson contextualization and

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planning they self-report. In addition, McDonnell (2019) emphasizes the important position preschool teachers hold in enacting early childhood teacher curriculum that utilizes developmentally appropriate teaching strategies, cultural competence, and responsive classroom practices, confirming the study finding that teachers feel prepared to integrate and embed competencies into daily teaching.

This finding suggests that early childhood educators in MATATAG Curriculum perceive themselves as highly capable in practicing 21st-century skills that promote curriculum-aligned practices, communication, critical thinking, and adaptability. This positive self-assessment becomes an extension of their practice and may very well lead to more confident, intentional instruction that caters to the holistic needs of young learners. Overall, however relatively lower means, although still very high, reflects a targeted professional development and assessment of skill development and vertical alignment strategies. The results suggest that curriculum implementers and education planners should prioritize the support of teachers in aligning and assessing competencies toward the further strengthening of early childhood education delivery in the country—this, as previously suggested, should happen through building localized resource manuals.

Table 4: Self-Assessment of Teachers in Integrating Social Issues and Government Thrusts in the MATATAG Curriculum This assessment reflects the measure by which educators integrate real-world social issues and national interests into their pedagogy. The following statements included in the table highlight the need for inclusive, contextualized and culturally-relevant education. Teachers' self-assessment of incorporating teachings on children's rights

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and responsibilities was also found to be considerable with a mean of 3.67. At a mean of 3.72, they also strongly felt they Monday a safe and supportive environment that discourages bullying. Moreover, initiatives regarding mental health promotion, inclusion regardless of background and reconciling learning with students' culture and environment all scored a good 3.78. So educators also recognised their commitment to integrating families and communities into students' social development. The combination of government attacks on violence and exploitation, coming in a respectable 3.61, also fell within the bounds of a "Strongly Agree" interpretation. The overall composite mean of 3.73 implies that the teachers feel competent and proactive when in infusing social issues and government thrusts in their instruction. Such findings affirm the indispensable role of educators in furthering holistic learning that is aligned with national values and supports the social well-being of learners.

**Table 4. Teachers' Self-Rated Proficiency in Integrating Social Issues and Government Thrusts in the MATATAG Curriculum**

Statement	Mean	SD	Interpretation
Incorporates teachings about children's rights and responsibilities into the curriculum	3.67	0.49	Strongly Agree
Establishes a secure and encouraging atmosphere for learning to deter bullying	3.72	0.46	Strongly Agree
Brings up relevant social issues in classroom discussions with learners	3.67	0.49	Strongly Agree
Integrates government priorities into the curriculum, including campaigns against violence and exploitation	3.61	0.5	Strongly Agree
Guarantees inclusion of all students, regardless of gender, race, culture, ethnicity, religion, and economic background	3.78	0.43	Strongly Agree
Encourages good mental health and overall well-being through supportive activities	3.78	0.43	Strongly Agree
Collaborates with families and communities to assist in the social growth of students	3.78	0.43	Strongly Agree

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Offers educational opportunities connected to the students' culture and environment	3.78	0.43	Strongly Agree
Enables children to voice their thoughts and understand their entitlements	3.78	0.43	Strongly Agree
Incorporates adaptable learning strategies that cater to learners' situations and requirements	3.72	0.46	Strongly Agree
Overall	3.73	0.33	Strongly Agree

Legend: Scale: 4.00–3.26 = Strongly Agree; 3.25–2.51 = Agree; 2.50–1.76 = Disagree; 1.75–1.00 = Strongly Disagree

As shown in Table 4, teachers' self-rated proficiency in integrating social issues and government thrusts in the MATATAG Curriculum is high, as represented by an overall composite mean of 3.73, which is described as Strongly Agree. The 3.78 top-rated statements from the listed items demonstrate the teachers' high commitment to inclusion, mental health, family/communities' collaboration, education relevance with students' culture and environment, and learning empowerment in voicing their thoughts. These outcomes could speak to educators' awareness of the holistic needs of their students and a desire to align their instructional approaches with wider societal objectives. Especially because teachers also strongly agreed about their capability in building secure learning spaces (3.72) and applying adaptable learning strategies (3.72) to serve various learner needs. The integration of government priorities, such as anti-violence campaigns, despite being rated slightly lower (3.61) than the previous one, still belongs to the Strongly Agree category, demonstrating a continuity across domains in terms of application. These self- assessments demonstrate the deliberate attempts of educators to develop responsive, inclusive, and socially conscious classrooms, which are foundational to the MATATAG Curriculum ideals.

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## 2. Alignment of Current Teacher Resource Materials with Core Early Childhood

### Developmental Domains

The degree to which current teacher resource materials align with the core developmental domains of early childhood care and development was analyzed in this section. These domains include: (1) language and communication skills, (2) social and emotional development, (3) physical development, (4) cognitive development, (5) values development, and (6) creative development. Descriptive statistics were applied to measure the perceived level of alignment, highlighting which areas are sufficiently supported by existing resources and which are lacking.

**Table 5. Teachers' Ratings on the Alignment of Resource Materials with Language and Communication Skills**

Statement	Mean	SD	Interpretation
The resource materials provide comprehensive activities for developing language skills.	3.44	0.51	To a Great Extent
The resource materials include diverse content that enhances vocabulary.	3.39	0.5	To a Great Extent
The resource materials offer strategies for improving listening skills.	3.56	0.51	To a Great Extent
The resource materials include exercises to develop speaking skills.	3.61	0.5	To a Great Extent
The resource materials provide tools for fostering reading comprehension.	3.56	0.51	To a Great Extent
The resource materials contain activities to improve writing skills.	3.67	0.49	To a Great Extent
The resource materials offer interactive language games.	3.39	0.5	To a Great Extent
The resource materials integrate language development with other learning areas.	3.61	0.5	To a Great Extent
The resource materials provide guidance for addressing language delays.	3.39	0.5	To a Great Extent

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The resource materials include culturally relevant language content.	3.44	0.51	To a Great Extent
The resource materials provide comprehensive activities for developing language skills.	3.44	0.51	To a Great Extent
Overall	3.51	0.50	To a Great Extent

Legend: 4.00–3.26 = To a Great Extent; 3.25–2.51 = To a Moderate Extent; 2.50–1.76 = To a Small Extent; 1.75–1.00 = Not at All

Teachers positively evaluated the resource materials' alignment with language and communication skills, resulting in an overall mean score of 3.51 (SD = 0.39). Items that met or exceeded this mean were recognized as strengths, which included strategies to enhance listening skills ( $M = 3.56$ ,  $SD = 0.51$ ), exercises designed to develop speaking skills ( $M = 3.61$ ,  $SD = 0.50$ ), tools aimed at improving reading comprehension ( $M = 3.56$ ,  $SD = 0.51$ ), activities directed at writing skill enhancement ( $M = 3.67$ ,  $SD = 0.49$ ), and the incorporation of language development into other learning areas ( $M = 3.61$ ,  $SD = 0.50$ ). These findings highlight that teachers view the materials as particularly effective in fostering essential language competencies, such as speaking, listening, reading, and writing.

Conversely, items scoring below the overall mean indicate potential areas for improvement. These include the need for more comprehensive language development activities ( $M = 3.44$ ,  $SD = 0.51$ ), enriching vocabulary through a variety of content ( $M = 3.39$ ,  $SD = 0.50$ ), providing interactive language games ( $M = 3.39$ ,  $SD = 0.50$ ), support for addressing language delays ( $M = 3.39$ ,  $SD = 0.50$ ), and integrating culturally relevant language content ( $M = 3.44$ ,  $SD = 0.51$ ). Although these items are rated "To a Great Extent,"

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they could benefit from additional refinement or clearer integration into the resource materials to support inclusive and differentiated language instruction better.

The ratings of teachers in terms of the appropriateness of resource materials on the domain of social and emotional development are detailed in Table 6. This domain deals with the extent to which the materials enable learners to manage emotions, form relationships, and develop self-awareness. The outcomes represent the degree to which these materials participate in cultivating the social and emotional development of young learners.

**Table 6. Teachers' Ratings on the Alignment of Resource Materials with Social and Emotional Development**

Statement	Mean	SD	Interpretation
The resource materials include activities that promote social interaction.	3.67	0.49	To a Great Extent
The resource materials provide tools for teaching empathy.	3.44	0.51	To a Great Extent
The resource materials offer strategies for managing emotions.	3.56	0.51	To a Great Extent
The resource materials include exercises for building self-esteem.	3.56	0.51	To a Great Extent
The resource materials contain activities for fostering cooperation.	3.61	0.50	To a Great Extent
The resource materials provide guidance on conflict resolution.	3.50	0.51	To a Great Extent
The resource materials offer tools for teaching respect and tolerance.	3.56	0.51	To a Great Extent
The resource materials integrate social-emotional learning with academic content.	3.67	0.49	To a Great Extent
The resource materials include exercises to develop self-awareness.	3.61	0.50	To a Great Extent
The resource materials provide strategies for fostering a positive classroom environment.	3.67	0.49	To a Great Extent

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Overall	3.59	0.50	To a Great Extent
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Legend: 4.00–3.26 = To a Great Extent; 3.25–2.51 = To a Moderate Extent; 2.50–1.76 = To a Small Extent; 1.75–1.00 = Not at All

The resource materials aligned with Social and Emotional Development received a rating of "To a Great Extent," with an overall mean of 3.59 (SD = 0.50). Indicators with mean scores equal to or above the overall mean were identified as strengths, including activities that promote social interaction (M = 3.67, SD = 0.49), the integration of social- emotional learning with academic content (M = 3.67, SD = 0.49), and strategies for fostering a positive classroom environment (M = 3.67, SD = 0.49). These results indicate that teachers perceive the materials as highly supportive in cultivating inclusive, emotionally responsive, and socially engaging learning environments.

In contrast, several items scored below the overall mean, highlighting areas for enrichment.

These include tools for teaching empathy (M = 3.44, SD = 0.51), guidance on conflict resolution (M = 3.50, SD = 0.51), and strategies for managing emotions (M = 3.56, SD = 0.51), among others. While still interpreted as "To a Great Extent," these items may benefit from more structured examples, targeted classroom scenarios, or clearer implementation guidance in the resource materials to enhance the delivery of social-emotional learning in Kindergarten classrooms.

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**Table 7. Teachers' Ratings on the Alignment of Resource Materials with Physical**

**Development**

Statement	Mean	SD	Interpretation
The resource materials include activities that promote fine motor skills.	3.61	0.5	To a Great Extent
The resource materials offer exercises for developing gross motor skills.	3.61	0.5	To a Great Extent
The resource materials provide tools for enhancing hand-eye coordination.	3.61	0.5	To a Great Extent
The resource materials contain activities for improving balance and coordination.	3.72	0.46	To a Great Extent
The resource materials include exercises to promote physical fitness.	3.61	0.5	To a Great Extent
The resource materials offer guidance on incorporating movement into lessons.	3.67	0.49	To a Great Extent
The resource materials provide strategies for teaching healthy habits.	3.67	0.49	To a Great Extent
The resource materials include activities that encourage outdoor play.	3.61	0.5	To a Great Extent
The resource materials offer tools for assessing physical development.	3.67	0.49	To a Great Extent
The resource materials provide guidance on accommodating physical disabilities.	3.61	0.5	To a Great Extent
Overall	3.64	0.49	To a Great Extent

Legend: 4.00–3.26 = To a Great Extent; 3.25–2.51 = To a Moderate Extent; 2.50–1.76 = To a Small Extent; 1.75–1.00 = Not at All

Teachers rated the alignment of resource materials with Physical Development indicators highly, achieving an overall mean of  $M = 3.64$ ,  $SD = 0.49$ . Items that received ratings at or above this mean are recognized as strong points, particularly activities aimed at enhancing balance and coordination ( $M = 3.72$ ,  $SD = 0.46$ ), methods for integrating movement into lessons ( $M = 3.67$ ,  $SD = 0.49$ ), strategies for promoting healthy habits ( $M =$

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3.67, SD = 0.49), and assessment tools for physical development (M = 3.67, SD = 0.49).

These findings indicate that teachers perceive the materials as especially effective in fostering dynamic, movement-oriented learning that encourages both physical skill advancement and health awareness. Conversely, indicators with mean scores slightly below the overall mean—including fine motor development (M = 3.61, SD = 0.50), gross motor exercises (M = 3.61, SD = 0.50), hand-eye coordination (M = 3.61, SD = 0.50), outdoor play (M = 3.61, SD = 0.50), physical fitness (M = 3.61, SD = 0.50), and support for physical disabilities (M = 3.61, SD = 0.50)—are still viewed positively but may benefit from additional focus. These results highlight the potential to enhance the resource materials with a broader range of inclusive and innovative strategies that comprehensively and equitably support physical development in early childhood classrooms.

The high ratings demonstrated by teachers (M = 3.64, SD = 0.49) on the alignment with specific physical development indicators reflect a positive perception of the effectiveness of the material provided in promoting physical activity, motor skill development, and health-related practices. This observation is consistent with Zhao et al. (2021) stated that children grow physically, motor, cognitive, and psychosocially in early childhood (developmental period) are at a rapid level. Their research shows that formalized physical activities throughout the early years of childhood provide a strong foundation for lifelong physical health and learning habits. Likewise, Zhou (2019) found teacher-related factors like PE knowledge, encouragement, and physical activity modeling important predictors of children's agility, coordination and motor control. High mean scores across balance, coordination, integration

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of movement, and healthy habits indicate that teachers understand how well-designed materials optimize developmental outcomes in these areas. But the lower average ratings on indicators such as physical disability support and fine motor development suggest a need to embrace a wider scope and a more diverse strategy.

These findings suggest that although existing resource materials adequately address the core areas of physical development, curriculum developers and school leaders need to broaden what is being taught so that it reflects more inclusive practices and equity. Providing teacher education and materials that address the spectrum of physical capabilities allows for a more complete and developmentally appropriate learning experience for all preschoolers.

**Table 8. Teachers' Ratings on the Alignment of Resource Materials with Cognitive Development**

Statement	Mean	SD	Interpretation
The resource materials include activities that promote critical thinking.	3.50	0.51	To a Great Extent
The resource materials offer exercises for developing problem-solving skills.	3.61	0.50	To a Great Extent
The resource materials provide tools for enhancing memory.	3.61	0.50	To a Great Extent
The resource materials contain activities for improving concentration.	3.56	0.51	To a Great Extent
The resource materials include exercises to promote logical reasoning.	3.56	0.51	To a Great Extent
The resource materials offer strategies for fostering creative thinking.	3.56	0.51	To a Great Extent
The resource materials provide guidance on integrating	3.56	0.51	To a Great
Statement	Mean	SD	Interpretation
cognitive skills with other domains.			Extent

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The resource materials include activities that encourage exploration and discovery.	3.61	0.50	To a Great Extent
The resource materials offer tools for assessing cognitive development.	3.50	0.51	To a Great Extent
The resource materials provide strategies for scaffolding learning.	3.56	0.51	To a Great Extent
Overall	3.56	0.51	To a Great Extent

Legend: 4.00–3.26 = To a Great Extent; 3.25–2.51 = To a Moderate Extent; 2.50–1.76 = To a Small Extent; 1.75–1.00 = Not at All

The overall mean rating for the alignment of resource materials with Cognitive Development is ( $M = 3.56$ ,  $SD = 0.51$ ), indicating that teachers perceive the materials to support this domain to a great extent. Statements rated equal to or above the overall mean are considered strengths, such as "The resource materials offer exercises for developing problem-solving skills" ( $M = 3.61$ ,  $SD = 0.50$ ), "The resource materials provide tools for enhancing memory" ( $M = 3.61$ ,  $SD = 0.50$ ), "The resource materials include activities that encourage exploration and discovery" ( $M = 3.61$ ,  $SD = 0.50$ ), and "The resource materials provide strategies for scaffolding learning" ( $M = 3.56$ ,  $SD = 0.51$ ). These results suggest that teachers find the materials especially helpful in engaging young learners in higher- order thinking, inquiry-based activities, and supported learning experiences.

Meanwhile, statements that received mean ratings below the overall average are identified as areas for enrichment. These include "The resource materials include activities that promote critical thinking" ( $M = 3.50$ ,  $SD = 0.51$ ) and "The resource materials offer tools for assessing cognitive development" ( $M = 3.50$ ,  $SD = 0.51$ ). While still rated positively within

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the "To a Great Extent" range, these items may benefit from additional guidance, concrete examples, or enhanced assessment strategies to fully support the development and evaluation of cognitive skills in early learners.

A grand mean of  $M = 3.56$  ( $SD = 0.51$ ) for the alignment of resource materials with Cognitive Development indicates that the resource materials were strongly endorsed by teachers as being effective in promoting the cognitive domain of early learners. Imagine how much of this is built into the materials such as promoting problem-solving, helping learners remember, content exploration, discovery learning, and scaffolding strategies – core cognitive processes grounded in the literature.

Yavuzer (2019) concluded that cognitive development consists of perception, memory, reasoning, problem solving, and understanding; This study asserts that cognitive growth is essential to linguistic development. It is worth noting the high ratings for certain items in the survey—especially those that focus on problem-solving and memory— indicating that the materials are hitting their mark with respect to these critical cognitive domains. In addition, Oktay (2021) emphasized that concept development is something that school readiness and cognitive development has written on it, where both a rich stimulating environment and adult support are of great importance in concept development. This is supported by the presence of inquiry-based learning and scaffolding activities (context for children to construct knowledge actively with guided assistance).

The overall high rating on activities that promote exploration and discovery of the environment also resonates with the underlying principles of Piaget's cognitive development

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theory, as associated in Oktay (2021) and Guven (2019), emphasizing the importance of active learning through concrete materials and real experiences. The findings indicate that the resource materials are viewed to promote critical cognitive skills and are the foundation for higher academic success as they form the building blocks for lifelong learning.

But the marginally lower ratings of things like “activities that promote critical thinking” and “tools for assessing cognitive development” ( $M = 3.50$ ) suggest areas for improvement. Though still within an acceptable range, these items demonstrate the need for clearer strategies and assessment tools built-in with the materials to enhance critical thinking skills and measurable outcomes. This aligns with Guven (2019), who argues for stronger tools such as standardized tests, and targeted developmental scales to better measure preschools children's cognitive growth.

This result suggests two things. First, curriculum developers and early childhood educators need reassurance that their resource materials provide a sound basis for optimizing cognitive development according to developmental theories and educational best practices. Such materials, especially those that help promote problem solving and explorative learning, fit very well with established constructs around cognitive development and merit being maintained and replicated within similar educational settings.

Second, the results indicate an opportunity — and a necessity — for additional enrichment and refinement of the materials, particularly around critical thinking and assessment tools. The resource materials should include more instructional depth and relevance to cognitive development by providing explicit critical thinking frameworks and

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guided questioning along with formative assessment instruments for early learners. This allows educators to assess individual developmental needs and address them in comprehensive ways to provide an effective learning experience that is meaningful to each student.

Furthermore, teacher professional development may be sparked in order to prepare teachers to apply and expand these enriched materials in ways that matter. All of the above could be improved by emphasizing the capacity of a teacher to interpret, utilize, integrate assessment data, and to create a task towards critical thinking, playful inquiry in the early years, all of which could have a profound capacity to create cognitive outcomes around programs in early childhood.

The teachers' evaluation on the alignment of the resource materials with the domain of Values Development is shown in Table 9. This area focuses on helping young children develop positive attitudes, behaviors, and social responsibility. Developing an understanding of how instructional materials embody these values is fundamental to shaping holistic child development. Table 2 presents the data on how effective educators see those materials as tools to foster moral and character development in the classroom.

**Table 9. Teachers' Ratings on the Alignment of Resource Materials with Values Development**

Statement	Mean	SD	Interpretation
The resource materials include activities that promote respect for others.	3.67	0.49	To a Great Extent
The resource materials offer exercises for teaching honesty.	3.72	0.46	To a Great Extent

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The resource materials provide tools for fostering responsibility.	3.61	0.50	To a Great Extent
The resource materials contain activities for developing kindness.	3.72	0.46	To a Great Extent
The resource materials include exercises to promote fairness.	3.67	0.49	To a Great Extent
The resource materials offer strategies for teaching perseverance.	3.67	0.49	To a Great Extent
The resource materials provide guidance on integrating values education with academic content.	3.61	0.50	To a Great Extent
The resource materials include activities that encourage ethical	3.72	0.46	To a Great

Statement	Mean	SD	Interpretation
decision-making.			Extent
The resource materials offer tools for assessing values development.	3.72	0.46	To a Great Extent
The resource materials provide strategies for modeling positive behavior.	3.72	0.46	To a Great Extent
Overall	3.68	0.48	To a Great Extent

Legend: 4.00–3.26 = To a Great Extent; 3.25–2.51 = To a Moderate Extent; 2.50–1.76 = To a Small Extent; 1.75–1.00 = Not at All

Teachers rated the alignment of resource materials with Values Development highly, with an overall mean of ( $M = 3.68$ ,  $SD = 0.48$ ). Statements that received ratings equal to or above the overall mean are considered strengths of the materials. These include "The resource materials offer exercises for teaching honesty" ( $M = 3.72$ ,  $SD = 0.46$ ), "The resource materials contain activities for developing kindness" ( $M = 3.72$ ,  $SD = 0.46$ ), "The resource materials include activities that encourage ethical decision-making" ( $M = 3.72$ ,  $SD = 0.46$ ), "The resource materials offer tools for assessing values development" ( $M = 3.72$ ,  $SD = 0.46$ ), and "The resource materials provide strategies for modeling positive behavior" ( $M = 3.72$ ,  $SD =$

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0.46). These strong ratings indicate that teachers recognize the materials' effectiveness in supporting the development of core values such as honesty, kindness, ethical reasoning, and positive conduct.

Conversely, statements rated below the overall mean, while still interpreted as "To a Great Extent," underscore potential areas for improvement. These include "The resource materials include activities that promote respect for others" ( $M = 3.67$ ,  $SD = 0.49$ ), "The resource materials include exercises to promote fairness" ( $M = 3.67$ ,  $SD = 0.49$ ), "The resource materials offer strategies for teaching perseverance" ( $M = 3.67$ ,  $SD = 0.49$ ), "The resource materials provide tools for fostering responsibility" ( $M = 3.61$ ,  $SD = 0.50$ ), and

"The resource materials provide guidance on integrating values education with academic content" ( $M = 3.61$ ,  $SD = 0.50$ ). These findings suggest that while the materials are generally well-aligned, further development could enhance their effectiveness in addressing a broader range of values, particularly in promoting perseverance, responsibility, and the cross-curricular integration of values education.

The teachers rated the alignment of the resource materials with the specific values of developing honesty, kindness, ethical decisions, and positive behavior, with four to five stars. Such finding corroborates with Tan and Wong (2019), suggesting that moral and values development encompasses instilling students' sense of right and wrong, justice, fairness, and ethical principles which are all critical in the formation of social responsible behaviors. Additionally, a study conducted by Dereli-Iman (2019) emphasizes the importance of materials that reflect values as values integrated material was shown to improve preschool children's

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social skill development, the elements of psycho-social development, and social problem-solving skills in systematic values education program provided to preschool children during one academic year. The research outcomes mentioned above reinforce the importance of value-oriented approaches reflected in educational materials which positively affect children with respect to their possession of moral reasoning, emotional awareness and socially appropriate behavior, and consequently confirm that the components in question received high ratings.

On the other hand, although aspects like fairness, respect, perseverance, responsibility, and infusing values into academic content had slightly lower but still positive ratings, they indicate areas for improvement. According to Halstead and Taylor (2020), values motivate behavior and are criteria for making judgments and decisions.

When some moral values are lessly applied in instructional contents, there is a chance that students may have unbalance moral perspective. Providing exposure to additional moral values is crucial to ensuring that students have the capacity to experience and be involved for the good in their communities, and modeling alone doesn't do the trick; moral values should also be strategically integrated where possible across subject areas.

While resource materials are effective for promoting the core moral values, curriculum developers, politicians and educators should strive to refine the materials further or resources can be added to provide a more overarching moral and ethical education. More specifically, integrating targeted activities that promote the development of perseverance, responsibility, fairness, and interdisciplinary connections between values and academic content in the

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curriculum provides ideal conditions for lives of well-rounded moral growth. These improvements could help students evolve into moral agents who can not only make ethical decisions but who apply them in different real-world situations.

**Table 10. Teachers' Ratings on the Alignment of Resource Materials with Creative Development**

Statement	Mean	SD	Interpretation
The resource materials include activities that promote artistic expression.	3.44	0.51	To a Great Extent
The resource materials offer exercises for developing musical skills.	3.61	0.50	To a Great Extent
The resource materials provide tools for enhancing imaginative play.	3.56	0.51	To a Great Extent
The resource materials contain activities for fostering drama and role-play.	3.39	0.50	To a Great Extent
The resource materials include exercises to promote creative writing.	3.61	0.50	To a Great Extent
The resource materials offer strategies for integrating creativity into all subjects.	3.61	0.50	To a Great Extent
The resource materials provide guidance on using diverse art materials.	3.56	0.51	To a Great Extent
The resource materials include activities that encourage innovative thinking.	3.67	0.49	To a Great Extent
The resource materials offer tools for assessing creative development.	3.56	0.51	To a Great Extent
The resource materials provide strategies for creating a supportive environment for creativity.	3.67	0.49	To a Great Extent
Overall	3.57	0.50	To a Great Extent

Legend: 4.00–3.26 = To a Great Extent; 3.25–2.51 = To a Moderate Extent; 2.50–1.76 = To a Small Extent; 1.75–1.00 = Not at All

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Teachers rated the alignment of resource materials with Creative Development highly, with an overall mean of ( $M = 3.57$ ,  $SD = 0.50$ ). Statements scoring at or above the overall mean are seen as strengths of the materials. These include: "The resource materials provide exercises for developing musical skills" ( $M = 3.61$ ,  $SD = 0.50$ ), "The resource materials feature exercises that encourage creative writing" ( $M = 3.61$ ,  $SD = 0.50$ ), "The resource materials offer strategies for integrating creativity across all subjects" ( $M = 3.61$ ,  $SD = 0.50$ ), "The resource materials present activities that promote innovative thinking" ( $M = 3.67$ ,  $SD = 0.49$ ), and "The resource materials include strategies to create a supportive environment for creativity" ( $M = 3.67$ ,  $SD = 0.49$ ). These results suggest that teachers value how the materials enhance innovation, facilitate creative integration across disciplines, and leverage expressive arts to support overall development.

On the other hand, statements rated below the overall mean, while still categorized as "To a Great Extent," highlight areas for enrichment. These include: "The resource materials contain activities that foster artistic expression" ( $M = 3.44$ ,  $SD = 0.51$ ), "The resource materials offer tools to enhance imaginative play" ( $M = 3.56$ ,  $SD = 0.51$ ), "The resource materials feature activities to support drama and role-play" ( $M = 3.39$ ,  $SD = 0.50$ ), "The resource materials provide guidelines for using various art materials" ( $M = 3.56$ ,  $SD = 0.51$ ), and "The resource materials include tools for assessing creative development" ( $M = 3.56$ ,  $SD = 0.51$ ). Improving these areas in future revisions may significantly enrich learners' creative experiences by enhancing artistic expression, supporting dramatic play, and refining creativity assessment strategies.

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Overall, the teachers rated the extent to which each resource material was focused on Creative Development ( $M = 3.57$ ,  $SD = 0.50$ ) due to their ability to foster innovation, promote interdisciplinary creative thinking, and facilitate expressive arts. This outcome is extensively justified referring to Dere (2019) and Nurjanah et al. (2024).

According to Dere (2019), creativity is the most important element in preschool education, and it is necessary to have resource materials that promote their imagination, support divergent thinking, and develop artistic and expressive skills. Studies have also indicated that materials designed such as with music exercises, creative writing activities, and techniques to foster creativity have a positive impact on improving the creativity of students (Dere, 2023). The strong ratings in this study, especially on items such as "promoting innovative thinking" and "integrating creativity across all subjects," align with Dere's finding that even "even structured creative experiences positively affect young children's imaginations and expressiveness."

Additionally, Nurjanah et al. (2024) highlight that creative thinking skills in preschoolers are influenced by the outside learning environment and the quality of teaching materials provided by educators. Their study highlights the importance of approaches that foster children's self-confidence, critical thinking and ability to respond to challenges in new ways. The high rates of teacher ratings on items such as items in creating a supportive environment for creativity and items such as psychological with pedagogical conditions for those aspects of creative development 9 indicates that, learning materials in teaching and

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learning process during the study have been designed as it was based on the priorities of the teachers in the learning process. 's framework.

This study has several important implications for curriculum developers, early childhood educators, and policymakers. The teachers rate the resource materials very positively, thus we can conclude that they support the creative development very well — a few exercises that support musical skills, writing and thinking creatively. This indicates that the materials are aligned with pedagogical goals and developmental needs, providing validation for the continued use of the materials in preschool settings. Yet the slightly lower ratings regarding artistic expression, imaginative play, drama and the use of different art materials signal opportunities for improvement. Filling in these gaps, when revising the framework, can support a more holistic approach to creative development by acknowledging a wide range of artistic and expressive enterprises. On top of that, the findings suggest that although teachers identify and appreciate the creativity included in the materials, they may benefit from additional professional development to better foster underrepresented domains of creativity. And, this study presents evidence-based suggestions that can inform authorities about the domain of curriculum content and teacher training measures, increasingly enhancing the opportunity for creating rich, imaginative, and supportive environments for the plant and reproductive growth of children.

The early years of childhood education early on are an essential period, as they build the fundamental skills and capabilities for children in every area of development. The teaching and learning resources utilized in early childhood settings must be aligned with these domains

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in order to ensure quality education. Since curricular & curricular-related materials are implemented primarily by teachers, teachers give useful information for the relevance, appropriateness & effectiveness of these types of materials. They can help inform changes in best practices, resource development, and instructional design. A closer analysis of teacher ratings across developmental domains offers a well-rounded perspective on the degree to which the existing resources adequately cater to the cognitive, social, emotional, language, physical, and creative growth of the children. The nexus of these three developmental areas is critical for fostering success and lifelong learning among our children. Therefore, it is essential to examine to what extent this kind of learning is done in the classrooms. The teachers' evaluations not only indicate the strength of the materials in use, but also point to the areas that still demand development. Continuous improvement of the quality & relevance of the educational instruments can take place through systematic analysis. Overall ratings of resource materials on how well they support key developmental domains, as rated by early childhood teachers are in Table 11. The data acts as a comprehensive marker of curriculum implementation success. It also offers evidence-based guidance for future revisions of the curriculum and support of instruction.

**Table 11. Overall Teacher Ratings Across Early Childhood Developmental Domains**

Statement	Mean	SD	Interpretation
Language and Communication Skills	3.51	0.39	To a Great Extent
Social and Emotional Development	3.59	0.50	To a Great Extent
Physical Development	3.64	0.49	To a Great Extent
Cognitive Development	3.56	0.51	To a Great Extent
Values Development	3.68	0.45	To a Great Extent
Creative Development	3.57	0.50	To a Great Extent

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Overall	3.59	0.47	To a Great Extent
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Legend: 4.00–3.26 = To a Great Extent; 3.25–2.51 = To a Moderate Extent; 2.50–1.76 =

To a Small Extent; 1.75–1.00 = Not at All

The teacher ratings for all early childhood developmental domains show that the resource materials correspond "To a Great Extent" with the MATATAG Curriculum requirements, as shown by the composite mean of 3.59 (SD = 0.47). Among the six (6) domains assessed, "Values Development" earned the top rating (M = 3.68, SD = 0.45), followed closely by "Physical Development" (M = 3.64, SD = 0.49) and "Social and Emotional Development" (M = 3.59, SD = 0.50). This indicates that teachers perceive these materials as particularly effective in fostering positive values, enhancing physical health, and facilitating interpersonal and emotional growth. Slightly below the overall mean are the ratings for "Cognitive Development" (M = 3.56, SD = 0.51), "Creative Development" (M = 3.57, SD = 0.50), and "Language and Communication Skills" (M = 3.51, SD = 0.39). Although all domains fall within the highest interpretation range, the comparatively lower scores in language, creative, and cognitive aspects suggest a potential need for stronger focus or more robust support resources in future material revisions. These insights are valuable for improving the localized teacher resource manual to provide more balanced and targeted assistance across all areas of early childhood development.

Various aspects of early childhood education theory can help to explain the results that show the resource materials align "To a Great Extent" with the provisions of the MATATAG Curriculum in all the developmental domains of early childhood. Groark et al. found that "Values Development" (M = 3.68) was the top rating. (2019) underscore the critical role that

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early childhood education plays in promoting fundamental skills which are at the heart of developing values and more complex skills such as social and emotional growth. Kagitcibasi (2020) supports this, asserting children build emotional and social competency as they learn to play with one another in a structured learning environment. However, "Physical Development" and "Social and Emotional Development" stood out in terms of high ratings based on the results indicating that the resource materials sufficiently support the holistic needs of children around health, socialization, and emotional development, which are important facets in these early years.

Nonetheless, the data supports the same institute's resource materials being very effective for students, with "Cognitive Development" receiving mean score of 3.56, and "Language and Communication Skills" having a mean of 3.51 mean score, indicate areas that could potentially use more attention in future revisions of the resource materials. According to Rumberger (2019), children from disadvantaged backgrounds benefit greatly from early childhood education, as it has a significant impact on cognitive growth. In a similar vein, communication and critical thinking skills are key competencies that must be reinforced with appropriate resource materials. McDonnell (2019) also suggests that teachers need to consider the theoretical and practical structure of the curriculum they are involved with in order for any implementation to take place. Therefore, while the materials are effective across many areas, strengthening those focused on cognitive and language skills would closely connect these materials and curriculum objectives to developmental theory.

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This leads to the following actionable insights to improve the quality and reach of early childhood education resources. Your positive ratings in values, physical development and social-emotional development highlight the need to continue providing learning materials that promote well-being and benefits while improving on harmful behaviors in your children. Nevertheless, the ratings for cognitive and language development are lower than for other domains, indicating a need to further refine the materials to promote these domains critical for academic and long-term learning outcomes. Since early childhood education lays the groundwork for future learning (Rumberger, 2019), bridging these gaps in cognitive and language development can help children arrive better prepared for school and improve their odds of doing well in school. Future iterations of the resource materials must ensure that the foundation of these areas are covered as well as targeted activities and strategies that broaden and deepen these aspects, including language-rich activities that promote critical thinking and communication. This may also include help for teachers with their professional development opportunities (Lundin, 2019) so as to enhance understanding and application of developmentally appropriate practices. By improving these resources, adults will be poised to help children reach their full potential so they can thrive in an increasingly complicated world.

### **3. Effectiveness of Utilisation of Teacher Resource Materials in Early Childhood**

#### **Instruction**

This subsection examines the effectiveness of resource utilisation in teaching early childhood developmental domains. The analysis focused on three sub-variables: (1) alignment with curriculum goals, (2) relevance and appropriateness, and (3) impact on teaching

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practices. Descriptive statistics were used to determine the level of effectiveness, offering a clearer picture of how resources translate into actual classroom implementation.

**Table 12. Teachers' Ratings on the Effective Utilisation of Resource Materials Aligned with Curriculum Goals**

Statement	Mean	SD	Interpretation
The resource materials align with the goals of the MATATAG Curriculum.	3.56	0.51	Highly Effective
The resource materials support the achievement of curriculum objectives.	3.50	0.51	Highly Effective
The resource materials are designed to meet specific learning outcomes.	3.61	0.50	Highly Effective
The resource materials help teachers implement curriculum standards effectively.	3.50	0.51	Highly Effective
The resource materials provide a clear framework for lesson planning.	3.56	0.51	Highly Effective
The resource materials align with the developmental milestones of early childhood.	3.44	0.62	Highly Effective
The resource materials are consistent with the educational philosophy of the curriculum.	3.50	0.51	Highly Effective
The resource materials support the integration of various learning domains.	3.56	0.51	Highly Effective
The resource materials facilitate the tracking of student progress towards curriculum goals.	3.61	0.50	Highly Effective
The resource materials provide resources that align with national education standards.	3.56	0.51	Highly Effective
Overall	3.54	0.44	Highly Effective

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Legend: 4.00–3.26 = Highly Effective; 3.25–2.51 = Effective; 2.50–1.76 = Somewhat Effective; 1.75–1.00 = Not Effective

Teachers rated the effective use of resource materials in alignment with curriculum goals as Highly Effective, producing an overall mean score of ( $M = 3.54$ ,  $SD = 0.44$ ). Items scoring at or above the overall mean include: "The resource materials align with the objectives of the MATATAG Curriculum" ( $M = 3.56$ ), "The resource materials are tailored to meet specific learning outcomes" ( $M = 3.61$ ), "The resource materials provide a coherent framework for lesson planning" ( $M = 3.56$ ), "The resource materials facilitate the integration of various learning domains" ( $M = 3.56$ ), "The resource materials assist in tracking student progress toward curriculum targets" ( $M = 3.61$ ), and "The resource materials offer resources that adhere to national education standards" ( $M = 3.56$ ). These results indicate that teachers highly value the materials' effectiveness in helping them implement, integrate, and monitor curriculum components efficiently.

Conversely, items rated below the overall mean, while still considered "Highly Effective," highlight areas that could be improved. These include "The resource materials align with the developmental milestones of early childhood" ( $M = 3.44$ ) and "The resource materials support the achievement of curriculum objectives," along with "help implement curriculum standards effectively," both at ( $M = 3.50$ ). The lower ratings may suggest a need for clearer connections between the materials and developmental benchmarks, along with practical assistance in meeting curriculum targets. Overall, while teachers found the materials very useful for curriculum alignment, ongoing enhancements in developmental alignment and clarity of objectives could further improve instructional delivery.

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The finding reflecting that the teachers assigned similar ranks to the effective use of resource materials in light of curriculum goals ( $M = 3.54$ ,  $SD = 0.44$ ) correlates well with a recent literature on the essential role of resource materials in directing curriculum delivery. Instructional materials that align well with the overall curriculum targeted goals can be a rich source of support for teachers in delivering valuable lessons (Mertens & Wilson, 2016). In their research, it is noted that high-quality resources not only help with lesson planning, but also align with the educational objectives, allowing for more thorough student engagement and understanding, as the resources provide a coherent framework. This finding aligns with responses in this study, where teachers appreciated the materials for their ability to help them achieve targeted learning outcomes and measure student progress toward curriculum targets ( $M = 3.61$ ).

Additionally, lower ratings on several items, including 'The resource materials are aligned to the developmental milestones of early childhood' ( $M = 3.44$ ), are consistent with findings from Sumners (2017) which revealed that while materials may have a good degree of alignment, materials often did not include sufficient attention to developmental milestones, particularly in early childhood education. Sumners (1987) found that resource materials need to not only reflect the curriculum goals, but also must be detailed and aligned with children's specific cognitive and social developmental levels. That said, although the materials provide support for overall curriculum integration, they do not fully meet the developmental needs of young learners, signalling a missed opportunity.

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These findings highlight the need for the continued development of educational resources that meet the needs of teachers as well as their students. The high ratings in the overall effectiveness of the resource materials was as expected, with teachers generally satisfied in how the resource aligns to curriculum objectives, whilst the lower ratings in some areas indicates a need for further improvement to cater for developmental milestones. The materials could also facilitate stronger supports for early childhood educators by making connections to developmental benchmarks, especially in cognitive and social development, less ambiguous and more easily identifiable in subsequent versions. This may include adding specific tools or guidelines that support teachers in adapting the materials to the developmental levels of children more closely. The aid for accomplishing the curriculum objectives as suggested by Sumners (2017) can also be improved such that teachers are able to implement the standards more effectively that can yield the desired result in the students. These changes would offer even more support for teachers and most likely improve teaching and learning for young children.

Teacher's ratings on the effective utilization of resource materials with respect to relevance and appropriateness is presented in Table 13. This table is important because it highlights how closely the available materials match the needs and context of the classroom, something that is essential for their successful integration. Relevance of resource material is concerned with the proximity of the resource material to the content and curriculum objectives, as well as the stage of the learners' development, while appropriateness addresses whether they are age-, background and capability-appropriate to the students. Table 13

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provides insights on how these materials are perceived to foster the diverse needs of students and support space for students to engage with meaningful learning experiences. Additionally, this data will show strengths and weaknesses of existing resources and be invaluable feedback to curriculum developers. Teachers are the main users of these kinds of resources, so their input is vital for continuous improvement. These ratings can help us better-understand the degree to which the materials help support the enactment of the curriculum across those more dynamic and varied learning environments, as well as the degree to which the resources are extensible or adaptable.

**Table 13. Teachers' Ratings on the Effective Utilisation of Resource Materials in terms of Relevance and Appropriateness**

Statement	Mean	SD	Interpretation
The resource materials are age-appropriate for early childhood learners.	3.61	0.61	Highly Effective
The resource materials are culturally relevant and inclusive.	3.61	0.50	Highly Effective
The resource materials address the diverse needs of learners.	3.50	0.51	Highly Effective
The resource materials are engaging and interesting for young children.	3.72	0.46	Highly Effective
The resource materials are easy for teachers to use and implement.	3.56	0.51	Highly Effective
The resource materials provide differentiated instruction strategies.	3.56	0.51	Highly Effectiv
The resource materials include up-to-date information and practices.	3.44	0.51	Highly Effective
The resource materials are relevant to the current educational context.	3.61	0.50	Highly Effective
The resource materials are appropriate for various learning environments.	3.56	0.51	Highly Effective
The resource materials are designed to be adaptable for different teaching styles.	3.61	0.50	Highly Effective

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Overall	3.58	0.41	Highly Effective
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Legend: 4.00–3.26 = Highly Effective; 3.25–2.51 = Effective; 2.50–1.76 = Somewhat Effective; 1.75–1.00 = Not Effective

Teachers assessed the effective use of resource materials based on relevance and appropriateness as Highly Effective, achieving an overall mean of ( $M = 3.58$ ,  $SD = 0.41$ ). Statements that scored at or above this average include: "The resource materials are age-appropriate for early childhood learners" ( $M = 3.61$ ), "The resource materials are culturally relevant and inclusive" ( $M = 3.61$ ), "The resource materials engage and interest young children" ( $M = 3.72$ ), "The resource materials are relevant to the current educational context" ( $M = 3.61$ ), and "The resource materials are designed to adapt to various teaching styles" ( $M = 3.61$ ). These results suggest that teachers appreciate how the materials reflect early learners' developmental levels, diversity, and real-world contexts while also providing flexibility in instructional delivery.

Conversely, items that fall just below the overall mean, such as "The resource materials address the diverse needs of learners" ( $M = 3.50$ ) and "The resource materials incorporate current information and practices" ( $M = 3.44$ ), while still rated as "Highly Effective," highlight areas that require enhancement. These aspects could benefit from more differentiated strategies, updated content, and practical guidance to meet the evolving needs of diverse classrooms better. Overall, the findings affirm the strong relevance and utility of the materials while also indicating opportunities to ensure that inclusivity and current information remain consistent strengths across all resources.

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The overall results about use of resource materials according to needs and appropriateness indicated that the teachers stated it positively ( $M = 3,58$ ,  $SD = 0,41$ ). Across the materials, several aspects received high ratings from teachers ( $M = 3.61$  age- accuracy,  $M = 3.61$  culturally-relevant/inclusive, and  $M = 3.72$  engaging for young children). Recent literature suggests that both developmental stages, as well as the specific needs of individual students, should play a central role in selecting materials — findings that the current study corroborates. Kagan (2015) states that having age-appropriate materials is essential for improving educational outcomes because they provide cognitive, emotional, and social support for our youngest learners. Furthermore, as stated by Ortiz & LaParo (2015), culturally inclusive resources that represent diverse cultures are essential to developing inclusive environments, offering diverse students a sense of belonging and thus, enhancing student engagement. Paciorek (2015) argues that as pedagogical approaches are varied and diverse we need resources that can accommodate these teaching methods. This was also acknowledged by teachers who appreciated the flexibility of the materials adapted to their own teaching styles.

While the ratings were generally positive, the relatively lower scores ( $M = 3.50$ ,  $M = 3.44$ ) on items addressing learners' varied needs and the incorporation of current practices indicate areas where the materials could be improved. In the literature, the same sentiment is echoed, referring to the idea that resources and supports must be able to adapt continually to meet the needs of students in the changing face of education and within inclusive settings (Miller & Almon, 2016). Overall, these findings indicate that although the materials are based

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on sound principles, they could make improvements by adding more differentiated strategies and referencing updated evidence-based practices that provide better supporters of diverse learners.

Evaluating resource materials in terms of their relevance and appropriateness is a positive reflection on the importance of how teaching in early childhood settings needs to build on a sound foundation. The high ratings suggest that teachers find these resources helpful in addressing the developmental, cultural and instructional needs of their students. And the areas of improvement found, particularly with respect to diverse learner needs and integration of current practices going forward, indicate that these materials need to keep responding to the constant changes in classrooms. This ongoing process of refinement would not only ensure that the materials remained relevant over time, but would also further enhance their potential to contribute to inclusive and effective learning environments.

**Table 14. Teachers' Ratings on the Effective Utilisation of Resource Materials in Terms of Impact on Teaching Practices**

Statement	Mean	SD	Interpretation
The resource materials enhance teachers' instructional practices.	3.56	0.51	Highly Effective
The resource materials support effective classroom management.	3.67	0.49	Highly Effective
The resource materials provide opportunities for professional development.	3.56	0.51	Highly Effective
The resource materials encourage innovative teaching methods.	3.72	0.46	Highly Effective
The resource materials support reflective teaching practices.	3.56	0.51	Highly Effective
The resource materials offer practical tools for daily teaching activities.	3.50	0.62	Highly Effective
The resource materials contribute to improved student outcomes.	3.50	0.51	Highly Effective

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The resource materials help teachers address challenges in the classroom.	3.67	0.49	Highly Effective
The resource materials promote collaboration among teachers.	3.56	0.51	Highly Effective
The resource materials foster a positive learning environment.	3.61	0.50	Highly Effective
Overall	3.59	0.42	Highly Effective

Legend: 4.00–3.26 = Highly Effective; 3.25–2.51 = Effective; 2.50–1.76 = Somewhat Effective; 1.75–1.00 = Not Effective

Teachers perceive the effective use of resource materials as having a significant impact on their teaching practices, reflected in an overall rating of ( $M = 3.59$ ,  $SD = 0.42$ ), categorized as “Highly Effective.” Items scoring at or above this mean are recognized as key strengths, including: “The resource materials support effective classroom management” ( $M = 3.67$ ,  $SD = 0.49$ ), “The resource materials encourage innovative teaching methods” ( $M = 3.72$ ,  $SD = 0.46$ ), “The resource materials help teachers address classroom challenges” ( $M = 3.67$ ,  $SD = 0.49$ ), and “The resource materials foster a positive learning environment” ( $M = 3.61$ ,  $SD = 0.50$ ). These results indicate that teachers greatly value the materials for promoting creative, responsive, and positive teaching atmospheres.

Conversely, items scoring below the overall mean, although still within the “Highly Effective” range, highlight areas for improvement. These include “The resource materials provide practical tools for daily teaching activities” ( $M = 3.50$ ,  $SD = 0.62$ ) and “The resource materials enhance student outcomes” ( $M = 3.50$ ,  $SD = 0.51$ ). Lower scores were also recorded for “The resource materials aid in achieving professional development” ( $M = 3.56$ ,  $SD = 0.51$ ) and “The resource materials promote teacher collaboration” ( $M = 3.56$ ,  $SD = 0.51$ ). These findings suggest a need to refine the materials to incorporate more actionable, measurable,

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and collaborative tools that empower teachers in their everyday classroom practices. Overall, the data demonstrates strong teacher satisfaction while guiding continuous improvement.

The results indicate that all three dimensions of effective utilization of teacher resource materials were rated as Highly Effective by Kindergarten teachers. Among these, the highest overall score was recorded in Impact on Teaching Practices ( $M = 3.59$ ,  $SD = 0.42$ ), closely followed by Relevance and Appropriateness ( $M = 3.58$ ,  $SD = 0.41$ ). These findings suggest that teachers particularly value how the materials enhance their instructional methods, promote classroom engagement, and align with learners' needs and contexts. Meanwhile, Alignment with Curriculum Goals received a slightly lower, yet still strong, rating of ( $M = 3.54$ ,  $SD = 0.44$ ). This may indicate that while the materials are well-integrated with curriculum standards, there is still room for improvement in clarity, developmental alignment, or support for outcome tracking. Overall, the high scores across all areas confirm the materials' positive reception, with the greatest perceived impact noted in how they support practical teaching and learner engagement.

According to the results obtained from this study, it can be seen that teachers perceive that the effective use of resource materials used in the classroom made their teaching practices more effective, as indicated by an aggregate rating of ( $M = 3.59$ ,  $SD = 0.42$ ), rated as "Highly Effective." This mean indicates strong recognition among teachers of the role that these materials can play in supporting key aspects of classroom dynamics for items with a score at or above the mean. In fact, resource materials have shown good evaluation in improving classroom management ( $M = 3.67$ ), as well as providing effective strategies to

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change the perception of teaching methodologies ( $M = 3.72$ ), assist in resolving classroom issues ( $M = 3.67$ ) and creating a harmonious learning environment ( $M = 3.61$ ). These findings align with recent literature on the importance of teaching resources for enabling improved classroom space, management and innovation (Beckett and Hager 2002; Rothschild et al. 2009). According to Tharp et al. According to (2017), instructional resources that promote creativity and flexibility are vital for stimulating student engagement and positive classroom environments. In addition, Johnson and Johnson (2015) state that appropriate resource materials can enable teaching staff to meet difficulties by providing techniques and tools that enhance student behavior and academic achievement.

Nonetheless, some weaknesses were noted, specifically, the extent to which these materials provided teachers with practical tools to utilize in their daily teaching activities ( $M = 3.50$ ) and the extent to which these resources had an impact on student outcomes ( $M = 3.50$ ). Although rated "Highly Effective," these items also indicate that resource materials might include more focused and measurable strategies that directly support daily practices in teaching. In addition, the lower ratings for supporting professional development ( $M = 3.56$ ) and supporting teacher collaboration ( $M = 3.56$ ) indicate areas where these materials could better serve teachers' learning as well as collaboration with colleagues. Because effective professional development and collaboration have been shown to be an important component of the effective utilization of various kinds of teaching practices (Darling-Hammond, 2015), resource materials that help support more collaboration and development as the focal point for teaching could help our existing environment.

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Resource materials have a positive effect on teachers' work, especially on innovation, arrangements in classroom and in providing a positive learning environment, as summarized from the findings. Still identified changes that would improve the experience, especially in terms of practical tools for day-to-day teaching, access, and better professional development would still make for further refining the experience. These materials could more effectively address the diverse new demands teacher face in the classroom if they added actionable, measurable resources to support daily teaching activities, and fostered opportunities for teachers to work together. It's crucial that the resources reflect present-day instructional practices, contribute to demonstrable results, and provide opportunities for ongoing development for educators so that teaching is improved, which in turn will impact student learning. As such, continual refinements will be imperative to ensure the impact on the materials persists, as well as to provide teachers opportunity for ongoing personal professional growth.

#### **4. Relationship Between Teacher Proficiency and Distinct Aspects of the Early Childhood Curriculum**

A Spearman's rank-order correlation analysis was carried out to examine the relationship between teacher proficiency and the unique aspects of early childhood curriculum delivery. This non-parametric test was chosen due to linearity and normality assumption violations, as indicated by the statistical tables and Shapiro-Wilk test results in the appendices. Spearman's correlation was suitable for determining the strength and direction of monotonic relationships among the three teacher proficiency components, such as "Articulation of

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Learning Competencies," "Development of 21st Century Skills," and "Integration of Social Issues and Government Thrusts" and the core developmental domains. Results were interpreted based on the correlation coefficient ( $\rho$ ) and the p-value, with a p-value below .05 indicating a statistically significant relationship. The strengths of correlations were interpreted as follows:  $\leq .30$  = weak,  $\leq .50$  = moderate, and  $> .50$  = large. A positive correlation signified a direct relationship (as teacher proficiency increases, so does alignment with developmental domains), whereas a negative correlation would signify an inverse relationship.

**Table 15. Spearman's Correlation Matrix Among Instructional Dimensions and Developmental Domains**

Variable	1	2	3	4	5	6	7	8	9
1. Articulation of Learning Competencies	—								
2. Development of the 21st Century Skills	.68**	—							
3. Integration of Social Issues and Government Thrusts	.80**	.83**	—						
4. Language and Communication Skills	.77**	.57*	.63*	—					
5. Social and Emotional Development	.92**	.63*	.71**	.84**	—				
6. Physical Development	.85**	.49*	.70**	.67*	.84**	—			
7. Cognitive Development	.78**	.58*	.55*	.85**	.83**	.75**	—		
8. Values Development	.80**	0.46	.65**	.69**	.80**	.92**	.73**	—	
9. Creative Development	.88**	.49*	.57*	.90**	.89**	.78**	.94**	.76**	—

Note. \* $p < .05$ . \*\*  $p < .01$ .

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The Articulation of Learning Competencies showed strong correlations with Social and Emotional Development [ $r = 0.92, p < .001$ ], Creative Development [ $r = 0.88, p < .001$ ], Physical Development [ $r = 0.85, p < .001$ ], Values Development [ $r = 0.80, p < .001$ ], Integration of Social Issues and Government Initiatives [ $r = 0.80, p < .001$ ], Cognitive Development [ $r = 0.78, p < .001$ ], Language and Communication Skills [ $r = 0.77, p < .001$ ], and Development of 21st Century Skills [ $r = 0.68, p = .002$ —all considered to have a large effect. These results demonstrate that well-defined competencies significantly contribute to overall child development. The localized guide should provide clearly mapped learning competencies alongside context-based teaching strategies integrating SEL, creativity, and movement.

The Development of 21st Century Skills has a strong correlation with the integration of social issues and government initiatives [ $r = 0.83, p < .001$ ]; moderate correlations with social and emotional development [ $r = 0.63, p = .005$ ], cognitive development [ $r = 0.58, p = .010$ ], and language and communication skills [ $r = 0.57, p = .010$ ]; and moderate correlations with creative development [ $r = 0.49, p = .040$ ], physical development [ $r = 0.49, p = .040$ ], and values development [ $r = 0.46, p = .060$ ]. These results indicate that while 21st-century skills are strongly connected to civic integration and moderately linked to higher-order thinking and communication, they are less emphasized in physical and values-based tasks. The guide should balance digital and social problem-solving with a stronger emphasis on values, collaboration, and physical engagement.

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The Integration of Social Issues and Government Thrusts showed strong correlations with the development of 21st-century skills [ $r = 0.83$ ,  $p < .001$ ], articulation of learning competencies [ $r = 0.80$ ,  $p < .001$ ], social and emotional development [ $r = 0.71$ ,  $p < .001$ ], physical development [ $r = 0.70$ ,  $p = .001$ ], and values development [ $r = 0.65$ ,  $p = .003$ ]. It also demonstrated moderate correlations with language and communication skills [ $r = 0.63$ ,  $p = .005$ ], creative development [ $r = 0.57$ ,  $p = .010$ ], and cognitive development [ $r = 0.55$ ,  $p = .020$ ]. These findings underscore the vital role of social integration in fostering developmental balance. Implication: The curriculum guide should incorporate culturally sensitive, values-based, and inquiry-rich social themes throughout the instructional content.

These findings suggest that articulation of learning competencies has important associations with child development in different domains and highlight the importance of well-defined learning competencies for child development. It highlights that well-defined learning competencies effectively engage students in social-emotional skills, creativity, physical skills, values, cognitive skills, language & communication, and 21st-century competencies. This underlines previous research confirming the need for well-structured educational frameworks that promote holistic development (Binkley et al., 2012). Context-based teaching strategies that foster SEL, creativity, and movement are also critical to ensuring that students are receiving well-rounded educational experiences (Bennett, 2015).

The development of 21st-century skills is very related to social issues and government policy issues. In addition, these skills contribute to social-emotional growth, cognitive development, language and communication and creative development. These findings support

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the idea that 21st-century skills are strongly associated with civic engagement and higher order thinking while showing less emphasis on physical development and values-based tasks. This suggests a curriculum that balances digital problem-solving and social responsibility with an even stronger emphasis on values, collaboration, and physical engagement. Now, scholars have championed replacing rote learning with critical thinking, collaboration, and civic responsibility, all which must now be included in curricula to ensure students are prepared to meet the complexities of the modern world (Saavedra & Opfer, 2012).

Also, infusing social issues together with government initiatives into developmental aspects such as social-emotional and 21st-century skills is significant in enabling development across the social context. Thus, it supports the notion that addressing real-world issues in the curriculum can improve students' understanding of societal problems and prepare them to deal with such problems (Hess, 2016). Social integration encourages an effective developmental balance in students as it not only secures cognitive growth but emotional and physical as well through the curriculum. Therefore, their curriculum guides must be inclusive of culturally sensitive, values based, and inquiry driven themes. This will also work towards creating responsible and socially aware citizens of the world along with academically well rounded students.

These results imply that as teachers' perceptions of their own proficiency increase, their endorsement of the key dimensions of early childhood education also rises significantly. This indicates that enhancing teachers' confidence and skills in instructional delivery directly affects how well they incorporate core developmental areas into their practice. Notably, the

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data shows that “Articulation of Learning Competencies” should be prioritized in the curriculum, as it demonstrated the strongest relationships across all domains. This should be followed by “Integration of Social Issues and Government Thrusts,” which also revealed broad and meaningful connections, and then by “Development of the 21st Century Skills,” which, while important, showed comparatively weaker alignment with certain domains. Improving teacher proficiency in these areas— especially through clear learning objectives, socially responsive content, and skill-building opportunities—could potentially enhance the effectiveness of early childhood instruction and foster more holistic learner outcomes. Therefore, the localized resource manual should focus on reinforcing these priorities through contextualized strategies, examples, and flexible approaches tailored to the MATATAG Kindergarten curriculum.

## **5. Relationship Between Alignment of Resource Materials and Their Effective Utilisation**

This section examines the relationship between the alignment of teacher resource materials with the core domains of Early Childhood Care and Development (ECCD) and their effective use in classroom instruction. The same statistical methods used to analyze the relationship between teacher proficiency and the distinct aspects of early childhood curriculum delivery were applied. By exploring these connections, this analysis aims to provide insights into how well-aligned resources can enhance the quality of teaching practices and facilitate the comprehensive development of young learners. Furthermore, it investigates the impact of resource materials in supporting teachers' ability to address the diverse developmental needs

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of children, while aligning with both curriculum goals and developmental milestones. This evaluation also highlights how the strategic use of well-aligned materials can help teachers create more engaging, contextually relevant, and effective learning environments for early childhood education.

**Table 16. Spearman's Correlation Matrix Between Alignment of Resource Materials and Their Effective Utilization**

Variable	1	2	3	4	5	6	7	8	9
1. Alignment with Curriculum Goals	—								
2. Relevance and Appropriateness	.82**	—							
3. Impact on Teaching Practices	.82**	.81**	—						
4. Language and Communication Skills	.72**	.51*	.64**	—					
5. Social and Emotional Development	.65**	.67**	.68**	.84**	—				
6. Physical Development	.58*	.69**	.71**	.67**	.84**	—			
7. Cognitive Development	.57*	0.4	.70**	.85**	.83**	.75**	—		
8. Values Development	.60*	.72**	.79**	.69**	.80**	.92**	.73**	—	
9. Creative Development	.79**	.53*	.72**	.90**	.89**	.78**	.94**	.76**	—

Note. \* $p < .05$ . \*\*  $p < .01$ .

The "Alignment with Curriculum Goals" demonstrated a strong correlation with various areas: "Creative Development" [ $r = 0.79$ ,  $p < .001$ ], "Language and Communication Skills" [ $r = 0.72$ ,  $p < .001$ ], and "Impact on Teaching Practices" [ $r = 0.82$ ,  $p < .001$ ]. It also showed moderate correlations with "Social and Emotional Development" [ $r = 0.65$ ,  $p = .004$ ], "Values Development" [ $r = 0.60$ ,  $p = .008$ ], "Physical Development" [ $r = 0.58$ ,  $p = .010$ ], and "Cognitive Development" [ $r = 0.57$ ,  $p = .010$ ]. These findings suggest that well-aligned

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resource materials contribute to more effective teacher usage and support a range of developmental outcomes. The localized manual should offer clear guidance on aligning learning resources with curriculum objectives, including instances that incorporate creative, communicative, and holistic learning goals.

The “Relevance and Appropriateness” of resource materials showed a strong correlation with “Values Development” [ $r = 0.72$ ,  $p < .001$ ] and “Impact on Teaching Practices” [ $r = 0.81$ ,  $p < .001$ ]. It also indicated moderate correlations with “Social and Emotional Development” [ $r = 0.67$ ,  $p = .002$ ], “Physical Development” [ $r = 0.69$ ,  $p = .002$ ], and “Creative Development” [ $r = 0.53$ ,  $p = .020$ ]. There were weak to moderate correlations with “Language and Communication Skills” [ $r = 0.51$ ,  $p = .030$ ] and “Cognitive Development” [ $r = 0.40$ ,  $p = .100$ ]. These results imply that materials regarded as relevant and appropriate are likely to enhance values education, classroom utility, and emotional involvement, but they are less strongly correlated with cognitive outcomes. The guide should ensure that the content is age-appropriate and culturally relevant, offering adaptable resources that cater to a diverse set of learners and teaching circumstances.

The “Impact on Teaching Practices” variable revealed strong correlations with all ECCD domains: “Values Development” [ $r = 0.79$ ,  $p < .001$ ], “Creative Development” [ $r = 0.72$ ,  $p < .001$ ], “Physical Development” [ $r = 0.71$ ,  $p < .001$ ], “Cognitive Development” [ $r = 0.70$ ,  $p = .001$ ], “Social and Emotional Development” [ $r = 0.68$ ,  $p = .002$ ], and “Language and Communication Skills” [ $r = 0.64$ ,  $p = .005$ ]. These findings highlight the critical function of high-impact resources in promoting effective teaching practices that nurture holistic learner

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growth. The localized guide should feature practical, user-friendly materials that directly assist daily instruction, presenting strategies that improve classroom management, creativity, collaboration, and reflection.

This strong correlation between the “Alignment with Curriculum Goals” and different domains of development such as “Creative Development”, “Language and Communication Skills” and “Impact on Teaching Practices” goes in line with the literature emphasizing the significance of having aligned curriculum in early childhood education. According to Pianta et al. (2016) emphasize on the significance of aligning instructional materials with curriculum goals, as it plays a crucial role in supporting child development and encouraging effective teaching practices. Teacher Resource Alignment with Curriculum Objectives Resources that align well with curriculum objectives allow teachers to zero in on the learning outcomes that matter to students and provide them with instructional content and activities that are supportive of the developmental stage they are operating in. In a similar vein, according to Buysse & Wesley (2015), curriculum alignment increases teacher efficacy because it offers clear directions for weaving together content and skills across the multiple areas. Brussels, Oct 27, 2023 (CAJ News) — The research shows that resources that are strategically aligned with curriculum goals will help teachers better meet the teaching objectives related to areas of development, better facilitating whole child development.

Additionally, the positive relationship between “Relevance and Appropriateness” of resources and “Values Development” and “Impact on Teaching Practices” further emphasizes the importance of utilizing materials that align with students cultural, developmental, and

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educational needs. Research by Ackerman et al. According to Balistreri et al. (2019) culturally relevant and developmentally appropriate materials positively impact teaching practices and student engagement, especially in the context of early childhood education. In addition to the academics they enable, these items help to promote the values and emotional growth that form the bedrock of the first few years of school. Just as with subject-matter content, when materials are well-matched to the learners' needs, they expand the teacher's instructional tool kit and the children's social- emotional development. The findings also provide some tentative evidence that although relevance and appropriateness lend strong support to values and emotional engagement, more work should be done to ensure a connection to cognitive development for these materials.

Next, the fact that the "Impact on Teaching Practices" variable correlated positively with all ECCD domains reinforces our principles about the complementary and multilevel nature of effective designed for teaching materials across all levels of teaching. According to Van Der Westhuizen et al. (2017), high-quality materials help in practical matters of teaching (how to teach, how to manage the classroom, etc.) but also promote creativity, social-emotional development, and cognitive growth. The robust linkages between resource quality and multiple domains found in this study suggest that effective pedagogical tools enable educators to provide a well-balanced learning environment that fosters holistic development of children. The results also parallel those of Zepeda, (2016), who reinforced that quality instructional materials are essential for facilitating effective teaching and for the provision of a curriculum that meets various developmental needs at once. This finding would indicate a

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need for educational curriculum guides that help teachers to implement general lessons immediately in classrooms and provides actionable steps and resources to make the classroom management, creativity, and teaching itself easily align with the needs of the body of learning that needs to be constructed in the students and/or the classroom.

Overall, these results indicate that as the perceived quality and alignment of teacher resource materials enhance, their effectiveness increases, subsequently boosting developmental outcomes across all early childhood domains. Among the three alignment factors, "Alignment with Curriculum Goals" and "Impact on Teaching Practices" exhibited the most consistent and strongest correlations, emphasizing their key role in effective instruction. "Relevance and Appropriateness" also significantly contributed, particularly in value formation and contextual learning. Hence, the localized curriculum guide should prioritize creating well-aligned, practical, and context-specific materials that not only ensure curriculum compliance but also enhance teaching impact and learner development across domains in the MATATAG Kindergarten curriculum.

## **6. Proposed Localised Teacher Resources for Enhancing Implementation of the Kindergarten MATATAG Curriculum**

The L-TEACH MATATAG project was developed in response to the need for more effective, localized teacher resources that support the implementation of the MATATAG Curriculum for Kindergarten education. As early childhood education continuously adapts to the demands of modern pedagogical frameworks, the MATATAG Curriculum's emphasis on developing essential learning competencies, fostering 21st-century skills, and integrating

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social issues and government priorities requires a comprehensive set of resources that are specifically tailored to the local context.

Additionally, a modified Delphi technique was employed, where rounds of feedback were gathered from a panel of experts to reach consensus on the content, structure, and alignment of the materials with the MATATAG Curriculum. This iterative process helped refine the teacher resource manuals by incorporating diverse professional insights and addressing the specific needs of the local teaching context. As early childhood education continuously adapts to the demands of modern pedagogical frameworks, the MATATAG Curriculum's emphasis on developing essential learning competencies, fostering 21st-century skills, and integrating social issues and government priorities requires a comprehensive set of resources that are specifically tailored to the local context.

The findings of the study on Kindergarten teachers' proficiency in implementing the MATATAG Curriculum highlighted both strengths and areas for improvement. Teachers demonstrated strong proficiency in aligning learning competencies with curriculum objectives, planning lessons, and integrating social issues and government initiatives. However, areas such as horizontal alignment, assessment strategies, and aligning teaching resources with early childhood developmental milestones were identified as gaps needing attention. To address these gaps, the L-TEACH MATATAG project proposed the creation of a localized teacher resource manual that would build on teachers' strengths while providing targeted support in the identified areas.

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The table below summarizes the proposed localized teacher resources designed to enhance the implementation of the MATATAG Curriculum in Kindergarten classrooms. It synthesizes the findings from the study and organizes the proposed resources based on key areas identified for improvement, including curriculum alignment, 21st-century skill development, integration of social issues, and developmental appropriateness of resource materials. The table also considers teacher feedback on areas of need and proposes specific interventions to improve proficiency in these areas.

**Table 17. Proposed Localized Teacher Resources for Enhancing the Application of the MATATAG Curriculum in Kindergarten (L-TEACH MATATAG)**

Theme	Findings from Study	Proposed Localized Teacher Resources
Proficiency in Articulation of Learning Competencies	High proficiency in aligning competencies with curriculum objectives and learners' readiness (M = 3.89).	- Curriculum Mapping Guidelines: Provide detailed mapping to ensure alignment with learning competencies and students' developmental stages.
Proficiency in Developing 21st Century Skills	Strong alignment with communication, adaptability, and critical thinking (M = 3.69), but gaps in assessing student progress (M = 3.56).	- Assessment Tools for Student Progress: Develop tools to enhance vertical and horizontal alignment and allow teachers to better assess and track student progress.
Proficiency in Integrating Social Issues & Government Thrusts	Teachers highly rated their proficiency in fostering inclusion and promoting mental health (M = 3.78).	- Social Issues Integration Guide: Offer practical suggestions for including government priorities like anti-violence campaigns, mental health,

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Language & Communication Skills	High ratings for supporting language development (M = 3.51), but need for more interactive language games.	and inclusion into lessons. - Interactive Language Development Activities: Provide activities that enrich vocabulary and offer interactive games for speaking, listening, reading, and writing.
Social & Emotional Development	Highly rated for fostering social interaction and emotional learning (M = 3.59), but need more tools	- SEL Activities & Tools: Include structured activities for teaching empathy, conflict resolution,
	for empathy and conflict resolution.	and emotional management to support social-emotional learning (SEL).
Values Development	Strong alignment in promoting core values like honesty and kindness (M = 3.68), but gaps in fairness, perseverance, and responsibility.	- Values Development Toolkit: Offer tools and activities focused on fostering values like fairness, perseverance, and responsibility across subjects.
Creative Development	Rated highly for promoting creative skills (M = 3.57), with lower ratings for artistic expression and imaginative play.	- Creative Development Resources: Provide resources for artistic expression, imaginative play, and drama, expanding creativity beyond musical skills and writing.
Effectiveness of Resource Materials	Rated "Highly Effective" (M = 3.54), but need for clearer alignment with developmental milestones (M = 3.44).	- Developmental Milestone Alignment: Create materials that better connect to early childhood developmental milestones, ensuring that resources support both cognitive and social development.
Impact on	Rated "Highly	- Practical Teaching

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Teaching Practices	Effective" (M = 3.59) for enhancing classroom management and innovative teaching, but gaps in practical tools for daily teaching and professional development.	Tools: Provide more practical, actionable tools for daily teaching and clearer guidelines to support professional development and collaboration.
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## CHAPTER 4

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter a diverse summary of the findings, conclusions, and recommendations arising from the study is presented. This part synthesizes the findings of the study, emphasizing the emerging important findings regarding the competency of Kindergarten teachers in the initial implementation of the MATATAG Curriculum and the efficacy of available instructional materials. Drawing on these findings, the chapter makes actionable recommendations for improving teacher support and the overall application of the updates to the curriculum.

#### Conclusion

Based on the findings of the study, the following conclusions were drawn to highlight the key insights regarding teacher proficiency, resource alignment, and instructional effectiveness in implementing the Kindergarten MATATAG Curriculum, while also identifying areas for improvement and future research considerations.

1. Kindergarten teachers in Cluster 4 of DepEd Calamba City exhibit a strong understanding and implementation of the MATATAG Curriculum, particularly in aligning

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competencies to learner readiness and integrating them into daily instruction. However, there is room for improvement in areas like horizontal alignment and assessment strategies, suggesting the need for sustained capacity building. Future research should explore how these skills vary across larger and more diverse teacher populations.

2. Existing teacher resource materials moderately support early childhood developmental domains, particularly in language, social-emotional, and creative development. Nonetheless, notable gaps exist in vocabulary enrichment, empathy-building tools, and inclusive strategies. Further studies could investigate how these gaps affect student development outcomes and how alternative materials address them.

3. While teacher resource materials are generally effective and aligned with the MATATAG Curriculum, their responsiveness to diverse learner needs and developmental milestones remains insufficient. This finding supports the need for context-specific adaptations. Future research may consider analyzing learner engagement or performance as indicators of material effectiveness.

4. A strong relationship exists between teachers' articulation of learning competencies and their effectiveness in delivering key early childhood domains, especially in integrating social issues and fostering 21st-century skills. However, the effectiveness of these integrations may vary depending on regional or socio-cultural contexts, which future studies could examine more deeply.

5. The study confirms that aligning instructional resources with ECCD domains significantly enhances their classroom utilization and developmental impact. However, weak

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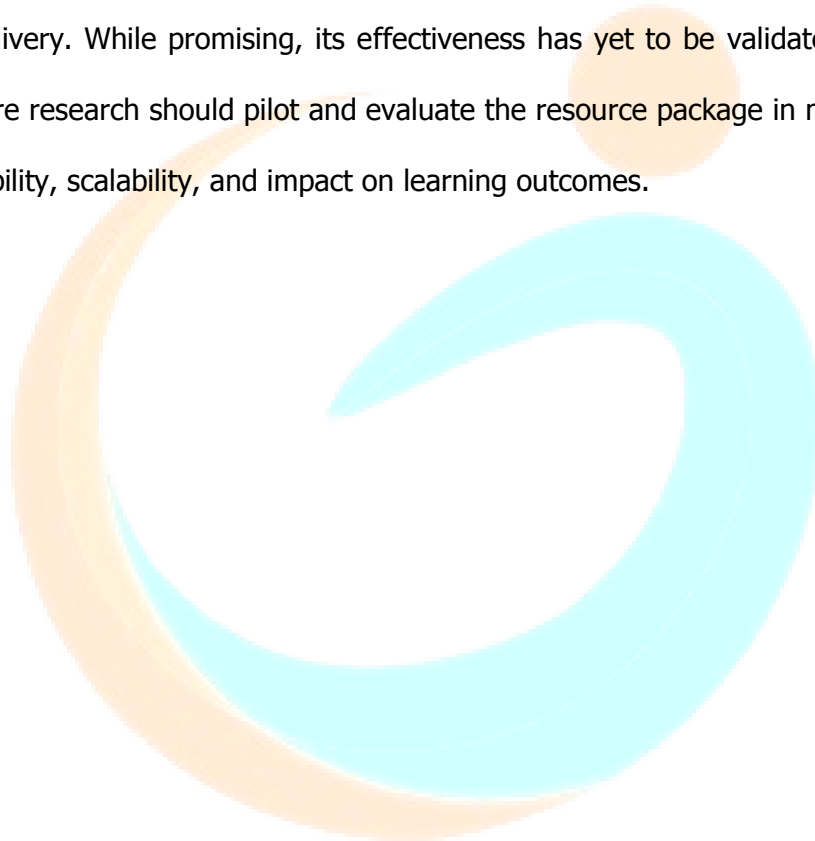
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alignment in certain areas like social studies suggests that not all domains benefit equally.

Future research could assess how specific domains influence holistic development when better integrated.

6. The proposed L-TEACH MATATAG resource package addresses key gaps identified in teacher proficiency and material alignment, offering a localized solution for curriculum delivery. While promising, its effectiveness has yet to be validated in classroom practice. Future research should pilot and evaluate the resource package in multiple settings to assess usability, scalability, and impact on learning outcomes.



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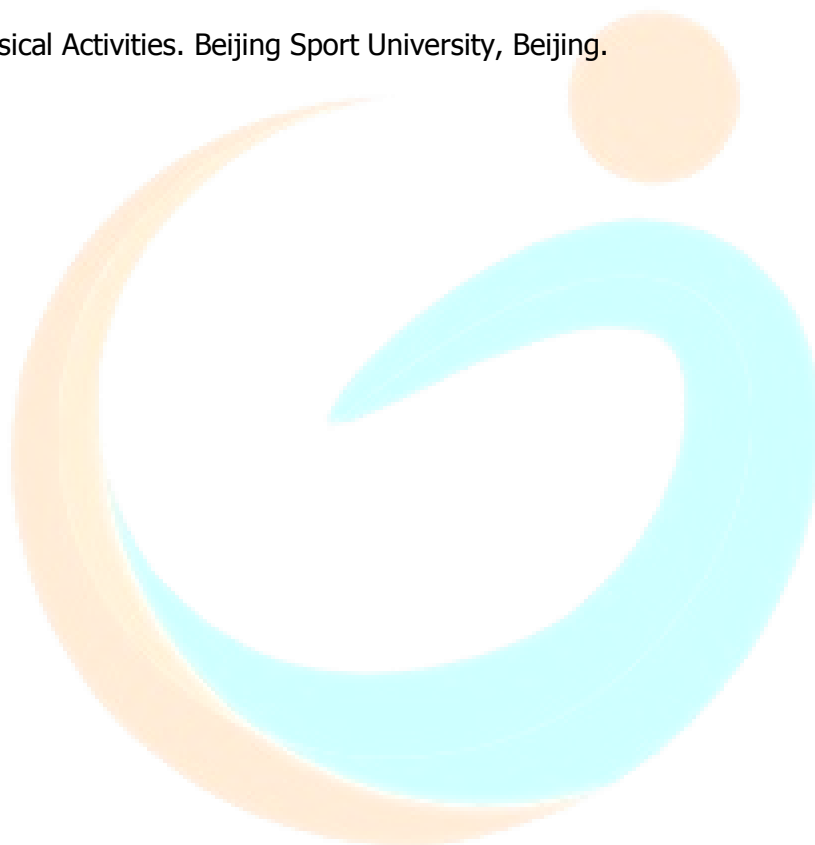
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