



**TEACHERS' PREPARATION AND SCHOOL HEADS' SUPPORT ON
MATATAG CURRICULUM: BASES FOR AN INTERVENTION
PROGRAM**

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ABSTRACT

This descriptive-qualitative study aimed to determine the teachers' preparation and school heads' support on MATATAG Curriculum as bases for an intervention program. It was found out that the teachers' preparation in terms of academic were unpacking and clustering competencies, preparing early for the lesson, and providing appropriate assessment. In terms of instructional support materials, provision and reproduction of materials were identified; in terms of trainings were attendance and learning from the training while in terms of roll-out, preparation of activities and provision of proper guidance were identified. It was also found out that the school heads' preparation in terms of academic were to provide technical assistance, facilitate collaboration, and provide access to teaching and learning resources. In terms of instructional support materials, provision of learning materials and provision of access to support learning materials were identified; in terms of trainings were making trainings compulsory and providing resources and learning environment; while, in terms of roll-out, providing other venues/channels and facilitating and empowering teachers during trainings were identified.

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Keywords: *Teachers, Preparation, School Heads, Support MATATAG Curriculum, Intervention Program*

INTRODUCTION

The Philippines basic education continuously undergoing a shift in the educational system before it finally reached its present state. As a matter of fact, the curriculum in the Philippines was being revised every ten years to address the rapid change in the students' needs and manner of acquiring knowledge and skills. The curriculum experts committed their time, effort, and expertise to come up with a curriculum that prepares Filipino students self-ready and globally competitive.

Based on the thorough study and deliberation of the curriculum revision, the Department of Education launched the MATATAG Agenda as the new direction towards the improvement of the quality of basic education in the country. In the issuance of RA 11476 as signed into law on June 5, 2020, give the directive to the Department of Education to include Good Manners and Right Conduct (GMRC) and Values Education (VE) as subjects in basic education. This law aims to develop the Filipino values of children and youth for lifelong and employment, considered as the two primary outcomes of the K to 12 program.

Furthermore, the Department of Education (DepEd) Order No. 13, s.2023 which is the Adoption of the National Learning Recovery Program (NLRP) in the Department of Education. This is the implementation of the revised curriculum, otherwise known as MATATAG

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Curriculum. The MATATAG: Bansang Makabata, Batang Makabansa, which is the bases of the agency and stakeholders in resolving the basic education challenges. The new MATATAG Curriculum has four core components: MAke the curriculum to produce competent and job-ready, active, and responsible citizens; TAke steps to accelerate delivery of basic education facilities and services; Take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and Give support to teachers to teach better.

Teachers play a crucial role in shaping the lives of every learner. They must undergo training to become more oriented and prepared to the new curriculum's content, methodologies, and assessment. They should be equipped with vital knowledge, skills, attitudes and values to become the teaching and learning worthwhile.

The researcher would like to determine the teachers' preparation and school heads support on MATATAG curriculum bases for an intervention program in the District of Leon II.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis used in this study. The purpose of this study was to determine the teachers' preparation and school heads' support on the MATATAG Curriculum basis for an intervention program in the District of Leon II during the school year 2024-2025.

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Research Method

The research method utilized in this study was qualitative research using in-depth interview.

Descriptive method, according to Fraenkel and Wallen (2007) is used to describe a given situation as fully and carefully as possible.

The interviewer and the interviewee during the interview were allowed to sit together in a distance and to think about the series of questions on a certain issue. The aim was to get the main or the necessary views of the participants in a certain issue in a social context through the responses of the participants to the questions.

Research Design

The study used phenomenological research design. Phenomenology was considered a philosophical approach to undertaking qualitative research. The goal of phenomenology was to understand how others view the world, and how this view may vary from commonly held views by focusing on a person's subjective interpretations of what she experiences. Phenomenology was done by interviewing the subjects to learn their impressions, and is frequently used in such fields as psychology, sociology, and social work.

According to Smith (2013), phenomenology is the study of structures of consciousness as experienced from the first-person point of view. The central structure of an experience is its intentionality, its being directed toward something, as it is an experience of or about some object. An experience is directed toward an object by virtue of its content or meaning (which represents the object) together with appropriate enabling conditions.

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Participants of the Study

The participants of the study were the 10 selected classroom teachers and 5 school heads taken from the different schools in the Schools District of Leon II during the school year 2024-2025.

The 10 selected teachers were teaching kindergarten, grade one, and grade four. The five (5) selected school heads were assigned to the schools where these 10 selected teachers were teaching.

Sampling Design

Purposive sampling design was used in the study. Purposive sampling according to Nikolopoulou (2023) refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample. In other words, units are selected "on purpose" in purposive sampling.

Also called judgmental sampling, this sampling method relies on the researcher's judgment when identifying and selecting the individuals, cases, or events that can provide the best information to achieve the study's objectives.

Purposive sampling is common in qualitative research and mixed methods research. It is particularly useful if you need to find information-rich cases or make the most out of limited resources but is at high risk for research biases like observer bias.

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Research Instrument

A researcher-made interview schedule was used as an instrument to gather data. The interview schedule had eight specific questions that were directly asked to the participants. Four of these questions were asked to the teachers and four questions to the school heads.

Voice and video recorder were also used for data gathering and documentation depending upon the permission of the participants.

Validity of the Research Instrument

Prior to the determination of the validity of the interview schedule made by the researcher, the adviser, Dean of the Graduate School then a panel of jurors, who were considered for their expertise in the field of research, testing and assessment, and English, were requested to validate each question for review and modification.

Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of inferences that a researcher makes. In content-related evidence of validity, the content and format must be consistent with the definition of variables and sample of subject to be measured and is also helpful in validating the items in the questionnaire (Fraenkel and Wallen, 2007).

Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (Appendix A).

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Data Gathering Procedures

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interview.

The researcher conducted an interview to the participants, but prior to this, the researcher encouraged first the participants to sign a waiver or permission relative to the conduct of the study.

Using in-depth interview, voice and video recorders were also provided to completely capture the interviewee's words. The researcher consolidated all collected data after series of interviews.

Data Analysis

The information gathered was analyzed using thematic approach.

Thematic analysis is the process of identifying patterns or themes within qualitative data. According to Maguire & Delahunt (2017), the aim of a thematic analysis is to identify themes, such as patterns in the data that are important or interesting and use these themes to address the research or say something about an issue. This is summarizing, analyzing and interpreting the data gathered and making sense of it.

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RESULTS AND DISCUSSIONS

This study aimed to assess teachers' preparation and school heads' support for the MATATAG curriculum in the District of Leon II during the 2024-2025 school year. A qualitative method was employed in the study using in-depth interviews. The study was conducted to 10 selected teachers and 5 school heads. The questionnaire underwent content validation by a panel of experts, and permits were obtained from various sources. The researcher personally interviewed the participants, and collected data through a series of interviews. The information gathered was analyzed and interpreted using a thematic approach.

The following are the findings of the study:

Based on the results of the in-depth interview with the participants, it was found out that the teachers' preparation on MATATAG Curriculum in terms of academic preparation were unpacking and clustering competencies, preparing early for the lesson, and providing appropriate assessment. In terms of instructional support materials, provision of instructional materials and reproduction of materials were identified.

The teachers' preparation on MATATAG Curriculum in terms of trainings were attendance in the training and learning from the training while in terms of roll-out preparation of activities and provision of proper guidance were identified.

It was also found out based on the results of the in-depth interview that the school heads' support on MATATAG curriculum in terms of academic preparations were to provide technical assistance, facilitate collaboration, and provide access to teaching and learning

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resources. In terms of instructional support materials, provision of learning materials and provision of access to support learning materials were identified.

The school heads' support on MATATAG curriculum in terms of trainings were making trainings compulsory and providing resources and learning environment, while in terms of roll-out, providing other venues or channels and facilitating and empowering teachers during trainings were identified.

Based on the findings, the following insights were drawn:

Teachers align their teaching strategies accordingly. They design lessons that are both comprehensive and targeted. They have adequate time to plan and adapt their instructional approaches to meet the needs of their learners.

There is a necessity for adequate resources to support teaching efforts. Teachers ensure that all learners have access to the resources they need for learning, and it allows them to respond to the dynamic needs of their classrooms.

Teaching preparation is significantly influenced by training experiences and the roll-out activities. Continuous support and feedback mechanisms will be key in fostering teachers' confidence and competence in delivering the MATATAG Curriculum effectively.

The MATATAG Curriculum is characterized by the ability of the school heads to create a supportive environment that empowers teachers and enhances learners' learning.

Resources and conducive learning environment are vital in the implementation of the new curriculum.

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CONCLUSION

In the light of the findings and insights arrived in this study, the following recommendations are forwarded:

A structured professional development program that focuses on unpacking the curriculum competencies must be implemented. This program should include workshops and collaborative sessions where teachers can work together to break down competencies into manageable parts. By providing a clear framework, teachers can design lessons that are both comprehensive and targeted, ensuring that they meet the diverse needs of their learners.

Teachers should be given adequate time for lesson planning and adaptation. This could involve scheduling dedicated planning periods within the school week, allowing educators to reflect on their instructional approaches and make necessary adjustments. Providing this time will enable teachers to tailor their lessons more effectively to the specific needs of their students, fostering a more personalized learning environment.

Teachers should have access to teaching and learning resources that support the MATATAG Curriculum. This includes not only physical materials but also digital resources and online platforms that can facilitate innovative teaching practices. By ensuring that teachers have the tools they need, they can implement the curriculum more effectively and engage students in meaningful learning experiences.

Collaborative learning communities should be established within the school where teachers can share best practices, resources, and strategies for implementing the MATATAG

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Curriculum. These communities can serve as a support network, allowing educators to learn from one another and collectively address challenges they may face in the classroom.

Continuous feedback mechanisms should be implemented allow teachers to assess their instructional strategies and student progress regularly. This could involve peer observations, student feedback, and self-reflection practices. By creating a culture of feedback, teachers can identify areas for improvement and adjust their teaching methods, accordingly, ensuring alignment with curriculum goals.

School leader should be encourage school leaders to actively facilitate and empower teachers during training sessions. This can be achieved by adopting a supportive leadership style that values teacher input and fosters a collaborative atmosphere. Empowered teachers are more likely to take ownership of their professional development and feel confident in implementing the MATATAG Curriculum.

A copy of a proposed intervention program should be shared with the Schools Division Office and provided to the District office, and to the office of the school heads for their information and guidance, and if necessary be implemented in their respective schools.

A similar study is also encouraged to be conducted in the future that considers other variables not used nor mentioned in the study. If possible, quantitative research may be conducted to determine the level of implementation and acceptance of the curricula.

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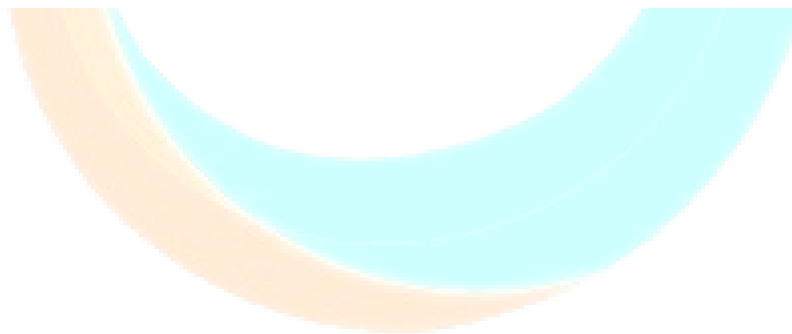
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