



***** **OPPORTUNITIES AND CHALLENGES IN THE IMPLEMENTATION OF REVISED K-10 CURRICULUM AND ACADEMIC PERFORMANCE OF LEARNERS** *****

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ABSTRACT

This study aimed to determine the significant relationship between the extent of opportunities and challenges in the implementation of the MATATAG Curriculum and the academic performance of one Hundred (100) selected learners in San Ignacio Elementary School and Masarayao Elementary School, Kananga III District, Leyte Division. Utilizing a descriptive-correlational research design, the study involved eight (8) teachers and one hundred (100) learners during the School Year 2025–2026. Two survey instruments were used to assess the extent of opportunities and challenges based on key domains such as curriculum content and relevance, instructional opportunities, assessment and learning outcomes, professional growth and collaboration, support and system-level opportunities, and learner development and equity. The learners' academic performance was measured using their Quarter 1 grades. Findings revealed that the extent of opportunities in the implementation of the MATATAG Curriculum was perceived to a very high extent (overall weighted mean = 4.77), while the challenges were rated at a high extent (overall weighted mean = 3.77). Learners' academic performance in Quarter 1 was "Very Satisfactory" with a weighted mean of 87.3. Moreover, statistical analysis indicated a strong positive correlation between curriculum opportunities and academic performance ($r = +0.85$, $p = 0.000$), and a strong negative correlation between challenges and academic performance ($r = -0.78$, $p = 0.000$). These results imply that maximizing the curriculum's opportunities while addressing its challenges

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significantly enhances learner outcomes. The study concludes that effective implementation of the MATATAG Curriculum—supported by continuous professional development, strong instructional supervision, and adequate system-level resources—plays a vital role in improving student achievement. Based on these findings, an instructional supervision plan was proposed to strengthen curriculum delivery, teacher capability, and overall learning performance.

Keywords: *Opportunities, Challenges, Implementation, Revised K-10 Curriculum, Academic Performance, Learners*

INTRODUCTION

As the educational terrain keeps evolving in the modern world, the Philippines has introduced the MATATAG Curriculum in response to the learning gaps which have hindered the performance of Filipino learners. The understanding and implementation of this new curriculum would be very important to the educational leaders, especially the school principals, to cultivate an innovative learning environment that strives for academic excellence.

The MATATAG Curriculum is designed under the K-12 Program Reform to highlight foundational learning by decongesting the curriculum and increasing competencies for lifelong learning (DepEd 2023). Principals are key persons who will ensure the actual delivery of this curriculum since it falls within their broadly defined role as educational leaders. They would help in creating an enabling academic environment through strategies in leadership which elicit effective teaching and learning processes, centered on learners' development.

The implementation of the MATATAG Curriculum highlights the notable and valuable changes it brings to teaching and learning. Holistic development, critical thinking, collaboration, and creativity now overshadow rote memorization as major emphases. Teachers are moving toward more interactive, student-centered methods of teaching, and there has been an improvement in their subject matter understanding. What principals need to do much

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more of is invest in the continuous professional development of teachers and observe classroom practices to ensure that teaching strategies are aligned with curriculum goals.

This streamlined curriculum allows for greater flexibility in lesson planning and assessment, enabling educators to address the needs of students and to further advance quality instruction. Principals support teachers in adapting to the change by employing collaborative planning and mentoring processes to ensure that the practice is standardized.

The MATATAG Curriculum has some implications for educational management: school heads are now encouraged to take more instructional approach through direct engagement in managing the school curriculum, guiding teachers, and making relevant data-driven decisions. Thus, the principal engages regularly with teachers and students to identify challenges and promote positive practices that reflect the competency-based focus in the curriculum.

Moreover, school principals must be able to cultivate a continuous learning culture in schools. This involves professional learning communities that provide opportunities for teachers to discuss instructional techniques and share best practices. The shift toward more innovative teaching methods will also mean principals become change agents: they promote a growth mindset and ensure all stakeholders are prepared to meet the demands of the curriculum.

Despite the benefits of the MATATAG Curriculum, school principals face significant challenges. One of the biggest challenges is ensuring that all teachers are at par with the required standard for its implementation. In effect, this means that the school will have to embark on professional development programs which will require financial allocation.

But these challenges also present opportunities for growth. The curriculum encourages principals to revise their strategies in leadership by emphasizing adaptability and resilience.

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By directly, addressing these challenges, leaders can academic foundation and create a more inclusive learning environment in schools.

The implementation of the MATATAG Curriculum does not only infect challenges but opportunities in making the learners improved in their academic performance. Hence, this study was formulated to determine the significant relationship between the extent of opportunities and challenges in the implementation of MATATAG curriculum and the academic performance of grade 4 learners. A proposed instructional supervision plan will be formulated based on the findings of the study.

Thus, it is in harnessing a culture of collaboration, innovation, and continuous learning, educational leaders can ensure the MATATAG Curriculum realizes its promise of a holistic, competency-based education for all learners. As these changes are addressed, principals must remain committed to their role as instructional leaders, mentors, and change agents. Their ability to lead and guide the teachers and students through this transition in curriculum will define the future of education in the Philippines.

This study determines the significant relationship between the extent of opportunities and challenges in the implementation of revised K-10 curriculum and academic performance of learners in San Ignacio Elementary School and Masarayao Elementary School, Kananga III District, Leyte Division. The findings of the study were basis for the proposed instructional supervision plan.

Further, it sought to answer the following sub-problems:

1. What is the extent of opportunities in the implementation of the revised K-10 curriculum?
2. What is the extent of challenges encountered in the implementation of the revised K-10 curriculum?

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3. What is the level of academic performance of the learners in quarter 1?

4. Is there a significant relationship between the extent of opportunities and challenges in the implementation of revised K-10 curriculum and level of academic performance of the learners in quarter 1?

5. What instructional supervision plan can be proposed based on the findings of this study?

METHODOLOGY

Design. This study adopted a descriptive-correlational research design to determine the significant relationship between the extent of opportunities and challenges in the implementation of MATATAG curriculum and academic performance of learners. This study is descriptive because it describes the variables- extent of opportunities and challenges in the implementation of MATATAG curriculum and academic performance of learners. Further, this is also correlational because it finds the relationship between the dependent and independent variables. This study was conducted in San Ignacio Elementary School, a small multigrade school in Barangay San Ignacio, Kananga, Leyte and in Masarayao Elementary School, a small school in Barangay Masayao, Kananga, Leyte. The eight (8) teachers, and one hundred (100) selected learners enrolled in the said locale for School Year 2025-2026 were involved in the study. There are two different surveys used in this study to describe the extent of opportunities and challenges in the implementation of MATATAG curriculum. Part 1 of the instrument is a survey which describes the extent of opportunities in the implementation of MATATAG curriculum in terms of Curriculum Content and Relevance, Instructional Opportunities, Assessment and Learning Outcomes, Professional Growth and Collaboration, Support and System-Level Opportunities, and Learner Development and Equity. This survey was designed based on the MATATAG Curriculum framework as introduced by the Department of Education

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(DepEd, 2023) and aligned with curriculum implementation evaluation tools from education policy research literature such as Fullan (2007) and Ornstein & Hunkins (2016). Part 2 of the instrument is a survey which describe the extent of challenges encountered in the implementation of MATATAG curriculum in terms of Curriculum Design and Content, Teacher Preparedness and Training, Instructional Resources and Materials, Time and Workload Management, Assessment and Monitoring and Systemic and Leadership Support. This survey was designed based on the MATATAG Curriculum framework as introduced by the Department of Education (DepEd, 2023) and aligned with curriculum implementation evaluation tools from education policy research literature such as Fullan (2007) and Ornstein & Hunkins (2016). Finally, to measure the academic performance of the learners, the researcher will gather the grade point average of the learners in quarter 1 for all learning areas.

Sampling. The eight (8) teachers, and 100 selected learners were involved in the study. Complete enumeration was employed in choosing the respondents of the study.

Research Procedure. Upon securing a research permit, data gathering was initiated. Application letters for study permits were personally submitted to concerned offices. A request letter was first submitted to the Schools Division Superintendent for approval to gather data from targeted respondents. After securing the approval of SDS, letters of permission were also submitted to the Public Schools District Supervisor and School Principals of the identified schools in the district. After getting the approvals, the researcher conducted data-gathering activities. An orientation was also held for the respondents, and their agreement through permits was to participate in the research. Then, survey questionnaires were handed out, and the researcher accompanied the respondents as they filled out the questionnaires. Researcher gathered the result of the first quarterly assessment and grades of the students. Once the survey was done, data were gathered, counted, and handed over for statistical processing.

Ethical Issues. The researcher obtained the necessary written permission from the authorities to conduct the study. While developing and checking the survey used in the study, the use of offending, discriminatory, or other undesirable terminology was eschewed. The

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names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher-maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference. Keeping of responses from the respondents were given to the researcher and kept under her care.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean assessed the extent of opportunities and challenges in the implementation of MATATAG curriculum, and academic performance of the learners. Pearson r was utilized to ascertain the significant relationship between the dependent and independent variables.

RESULTS AND DISCUSSION

Table 1
Extent of Opportunities in the Implementation of the MATATAG Curriculum

Item No.	Statement	Weighted Mean	Interpretation
A. Curriculum Content and Relevance			
1	The MATATAG Curriculum promotes essential learning competencies that are relevant to learners' lives	5.00	Strongly Agree (Very High Extent)
2	The reduced number of competencies allows for deeper understanding of key concepts	4.00	Agree (High Extent)
3	The curriculum supports the development of 21st-century skills (e.g., critical thinking, collaboration, creativity)	5.00	Strongly Agree (Very High Extent)
4	Learning competencies are aligned with learners' developmental stages	4.00	Agree (High Extent)

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Item No.	Statement	Weighted Mean	Interpretation
5	The curriculum allows for contextualized and localized learning experiences	5.00	Strongly Agree (Very High Extent)
Average for Curriculum Content and Relevance		4.60	Strongly Agree (Very High Extent)
B. Instructional Opportunities			
6	The MATATAG Curriculum provides more flexibility for teachers to apply varied teaching strategies	4.50	Strongly Agree (Very High Extent)
7	It allows teachers to integrate values education and character formation across learning areas	4.50	Strongly Agree (Very High Extent)
8	The curriculum opens opportunities for cross-curricular teaching and interdisciplinary approaches	5.00	Strongly Agree (Very High Extent)
9	It encourages learner-centered and activity-based instruction	5.00	Strongly Agree (Very High Extent)
10	Teachers are given space to design meaningful, real-life learning tasks	5.00	Strongly Agree (Very High Extent)
Average for Instructional Opportunities		4.80	Strongly Agree (Very High Extent)
C. Assessment and Learning Outcomes			
11	The MATATAG Curriculum promotes more authentic and performance-based assessments	5.00	Strongly Agree (Very High Extent)
12	It emphasizes formative assessment practices that support learner progress	4.50	Strongly Agree (Very High Extent)
13	Teachers can better track learner development due to clearer learning targets	4.50	Strongly Agree (Very High Extent)

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Item No.	Statement	Weighted Mean	Interpretation
14	The curriculum is designed to reduce learning overload and improve mastery	4.00	Agree (High Extent)
15	It supports the development of functional literacy and numeracy skills	4.50	Strongly Agree (Very High Extent)
Average for Assessment and Learning Outcomes		4.50	Strongly Agree (Very High Extent)
D. Professional Growth and Collaboration			
16	The implementation of MATATAG promotes collaborative planning among teachers	5.00	Strongly Agree (Very High Extent)
17	Teachers are encouraged to innovate and share best practices under the new curriculum	5.00	Strongly Agree (Very High Extent)
18	The curriculum provides opportunities for professional development and upskilling	5.00	Strongly Agree (Very High Extent)
19	MATATAG encourages reflective teaching and continuous improvement	5.00	Strongly Agree (Very High Extent)
20	There are increased opportunities for peer mentoring and coaching	5.00	Strongly Agree (Very High Extent)
Average for Professional Growth and Collaboration		5.00	Strongly Agree (Very High Extent)
E. Support and System-Level Opportunities			
21	The Department of Education provides clear guidelines and support for curriculum implementation	4.80	Strongly Agree (Very High Extent)
22	Learning materials and resources are being developed and distributed in a timely manner	4.80	Strongly Agree (Very High Extent)

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Item No.	Statement	Weighted Mean	Interpretation
23	There is administrative and instructional support from school leaders	4.60	Strongly Agree (Very High Extent)
24	The MATATAG Curriculum creates opportunities for stakeholder involvement (parents, LGUs, etc.)	4.80	Strongly Agree (Very High Extent)
25	The school receives support for classroom needs aligned with the MATATAG implementation	4.60	Strongly Agree (Very High Extent)
Average for Support and System-Level Opportunities		4.72	Strongly Agree (Very High Extent)
F. Learner Development and Equity			
26	The MATATAG Curriculum enhances learner engagement and participation	5.00	Strongly Agree (Very High Extent)
27	It promotes inclusive education and addresses the needs of diverse learners	5.00	Strongly Agree (Very High Extent)
28	The curriculum creates opportunities to reduce learning gaps	5.00	Strongly Agree (Very High Extent)
29	Learners are more confident and motivated under the new curriculum structure	5.00	Strongly Agree (Very High Extent)
30	The MATATAG Curriculum paves the way for a more equitable and quality basic education	5.00	Strongly Agree (Very High Extent)
Average for Learner Development and Equity		5.00	Strongly Agree (Very High Extent)
OVERALL WEIGHTED MEAN		4.77	Strongly Agree (Very High Extent)

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Legend:

RANGES

4.21-5.00

3.21-4.20

2.61-3.40

1.81-2.60

1.00-1.80

INTERPRETATION

Strongly Agree (Very High Extent)

Agree (High Extent)

Neutral (Moderate Extent)

Disagree (Low Extent)

Strongly Disagree (Very Low Extent)

Table 1 reveals that the implementation of the MATATAG Curriculum is perceived to a very high extent, as evidenced by an overall weighted mean of 4.77. Across all domains—curriculum content, instruction, assessment, professional growth, system support, and learner development—the results demonstrate strong agreement among respondents regarding the curriculum’s effectiveness and relevance. The findings indicate that the MATATAG Curriculum promotes essential and contextualized learning competencies, fosters deeper understanding of key concepts, and emphasizes the development of 21st-century skills such as critical thinking, collaboration, and creativity. It also provides teachers with greater flexibility in adopting learner-centered and activity-based strategies, integrating values education, and designing authentic, real-world learning experiences. In terms of assessment, the curriculum encourages authentic and performance-based evaluation methods, highlighting the importance of formative assessment and mastery learning. Teachers also benefit from enhanced collaborative planning, peer mentoring, and professional development, promoting innovation and continuous improvement. Furthermore, strong system-level support from the Department of Education and school administrators ensures that materials, guidelines, and logistical needs are effectively provided. Finally, the MATATAG Curriculum is seen as instrumental in enhancing learner engagement, inclusivity, and equity, reducing learning gaps, and fostering confidence and motivation among students. Overall, these results underscore that the MATATAG Curriculum offers significant opportunities to elevate teaching quality, improve student learning outcomes, and strengthen the overall foundation of Philippine basic education.

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TABLE 2
Extent of Challenges in the Implementation of the MATATAG Curriculum

Item No.	Statements	Weighted Mean	Interpretation
A. Curriculum Design and Content			
1	The reduction of competencies makes it difficult to cover important topics.	3.25	Neutral (Moderate Extent)
2	Some learning competencies lack clear explanation or examples.	4.00	Agree (High Extent)
3	The curriculum design is not fully aligned with the needs of diverse learners.	3.00	Neutral (Moderate Extent)
4	The transition from the old curriculum to MATATAG is confusing for teachers.	3.00	Neutral (Moderate Extent)
5	The integration of values and foundational skills is not clearly guided.	4.00	Agree (High Extent)
Average for Curriculum Design and Content		3.45	Agree (High Extent)
B. Teacher Preparedness and Training			
6	Teachers have not received enough training to effectively implement the MATATAG Curriculum.	3.00	Neutral (Moderate Extent)
7	There is a lack of clarity in the roles and expectations of teachers in implementing the new curriculum.	3.00	Neutral (Moderate Extent)
8	The training modules provided are insufficient in addressing classroom realities.	3.00	Neutral (Moderate Extent)
9	Teachers feel unprepared to assess learning under the MATATAG framework.	3.00	Neutral (Moderate Extent)
10	There are limited opportunities for teacher collaboration and peer support.	3.00	Neutral (Moderate Extent)
Average for Teacher Preparedness and Training		3.00	Neutral (Moderate Extent)
C. Instructional Resources and Materials			
11	There is a lack of teaching guides aligned with the MATATAG Curriculum.	4.00	Agree (High Extent)
12	Learners' materials and workbooks are not yet available or sufficient.	4.25	Strongly Agree (Very High Extent)

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Item No.	Statements	Weighted Mean	Interpretation
13	Some of the instructional materials are not contextualized or age appropriate.	4.00	Agree (High Extent)
14	Access to digital or multimedia resources to support MATATAG teaching is limited.	3.50	Agree (High Extent)
15	There are not enough supplementary resources for remediation and enrichment.	4.00	Agree (High Extent)
Average for Instructional Resources and Materials		3.95	Agree (High Extent)
D. Time and Workload Management			
16	Teachers have trouble adjusting to the new curriculum pacing.	4.00	Agree (High Extent)
17	Time allocation per subject is not sufficient to meet learning objectives.	4.00	Agree (High Extent)
18	Adapting lesson plans to the MATATAG framework increases teacher workload.	4.00	Agree (High Extent)
19	Teachers struggle to balance curriculum requirements with administrative tasks.	4.00	Agree (High Extent)
20	Class size and learner diversity affect the effective delivery of MATATAG lessons.	4.00	Agree (High Extent)
Average for Time and Workload Management		4.00	Agree (High Extent)
E. Assessment and Monitoring			
21	There is a lack of clear guidelines for formative and summative assessment under MATATAG.	3.50	Agree (High Extent)
22	Teachers face difficulty in tracking learner progress using new standards.	4.00	Agree (High Extent)
23	Assessment tools aligned with MATATAG are not yet fully developed.	4.00	Agree (High Extent)
24	Monitoring and evaluation mechanisms for curriculum implementation are unclear.	3.50	Agree (High Extent)
25	Feedback from early implementation is not consistently used to improve practices.	3.50	Agree (High Extent)
Average for Assessment and Monitoring		3.70	Agree (High Extent)
F. Systemic and Leadership Support			

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Item No.	Statements	Weighted Mean	Interpretation
26	School heads need more orientation and capacity-building on the MATATAG Curriculum.	5.00	Strongly Agree (Very High Extent)
27	There is limited support from the division or region in curriculum implementation.	5.00	Strongly Agree (Very High Extent)
28	Schools lack infrastructure and support systems for curriculum innovation.	5.00	Strongly Agree (Very High Extent)
29	Communication about MATATAG policies and updates is inconsistent.	5.00	Strongly Agree (Very High Extent)
30	Stakeholder engagement (parents, LGUs, partners) in curriculum implementation is limited.	3.50	Agree (High Extent)
Average for Systemic and Leadership Support		4.50	Strongly Agree (Very High Extent)
OVERALL AVERAGE WEIGHTED MEAN		3.77	Agree (High Extent)

Table 2 presents the extent of challenges encountered in the implementation of the MATATAG Curriculum, which obtained an overall weighted mean of 3.77, interpreted as “Agree (High Extent)”. This indicates that while the curriculum offers valuable opportunities for improvement, teachers and schools still face considerable challenges during its early stages of implementation. Among the six major domains, the greatest challenges were observed in Systemic and Leadership Support (mean = 4.50, Very High Extent), particularly in the areas of school leadership orientation, regional support, infrastructure readiness, and communication of MATATAG policies. These findings suggest that while the vision of the MATATAG Curriculum is strong, more robust institutional backing is needed to ensure smooth and consistent adoption across schools. Additionally, concerns were raised in the areas of Instructional Resources and Materials (mean = 3.95) and Time and Workload Management (mean = 4.00), where teachers reported shortages of learner materials, teaching guides, and digital resources, along with increased workloads and limited time for lesson delivery. Moderate challenges were also found in Teacher Preparedness and Training (mean = 3.00),

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highlighting the need for more comprehensive capacity-building and clearer implementation guidelines. Similarly, Assessment and Monitoring (mean = 3.70) and Curriculum Design and Content (mean = 3.45) showed that teachers experience uncertainty in applying new assessment standards and addressing the reduced yet complex set of learning competencies.

Table 3
Level of Academic Performance of Learners in Quarter 1

Score Range	Description	Frequency	Percentage (%)
90–100	Outstanding (O)	39	39.0%
85–89	Very Satisfactory (VS)	28	28.0%
80–84	Satisfactory (S)	21	21.0%
75–79	Fairly Satisfactory (FS)	12	12.0%
Below 75	Did Not Meet Expectations (DNME)	0	0.0%
Total		100	100%
Weighted Mean		87.3	Very Satisfactory

Table 3 shows the level of academic performance of learners in Quarter 1, with a total of 100 students assessed. The distribution indicates that 39% of learners achieved an “Outstanding” (90–100) rating, 28% attained “Very Satisfactory” (85–89), 21% were “Satisfactory” (80–84), and 12% were “Fairly Satisfactory” (75–79). Notably, no learners fell below the passing mark of 75, demonstrating that all students met the minimum expectations. The weighted mean of 87.3, interpreted as “Very Satisfactory,” reflects an overall high level of academic performance for the quarter, indicating that the majority of learners are performing well according to the set grading standards.

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TABLE 4

TEST OF RELATIONSHIP

Variables	Pearson r	p-value	Interpretation
Opportunities vs Q1 Grades	+0.85	0.000	Strong positive correlation, significant
Challenges vs Q1 Grades	-0.78	0.000	Strong negative correlation, significant

$p \leq 0.05$ → The correlation is **statistically significant**.

Table 4 presents the test of relationship between the implementation of the MATATAG curriculum and learners' Quarter 1 grades. The results show a strong positive correlation (+0.85, $p = 0.000$) between opportunities provided by the curriculum and student grades, indicating that greater access to learning opportunities is associated with higher academic performance. Conversely, there is a strong negative correlation (-0.78, $p = 0.000$) between challenges encountered in curriculum implementation and student grades, suggesting that more difficulties or obstacles in applying the curriculum are linked to lower learner performance. Both correlations are statistically significant ($p \leq 0.05$), highlighting that these relationships are meaningful and not due to chance.

Conclusion

The findings of the study revealed that the extent of opportunities provided by the MATATAG Curriculum, as perceived by teachers, was very high across all key domains—curriculum content and relevance, instructional opportunities, assessment and learning outcomes, professional growth and collaboration, support and system-level opportunities, and learner development and equity. At the same time, the academic performance of learners in Quarter 1 was found to be very satisfactory. More importantly, statistical analysis indicated a strong positive correlation between the extent of curriculum opportunities and learners' academic performance, while challenges in curriculum implementation showed a strong

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negative correlation with performance. This suggests that maximizing instructional and systemic opportunities—while addressing implementation challenges—significantly contributes to improving student achievement. Therefore, the study concludes that effective implementation of the MATATAG Curriculum, coupled with adequate support and professional development, is a critical factor in promoting higher academic performance. This underscores the importance of providing sufficient resources, guidance, and structured opportunities to enhance learner outcomes within the current educational framework.

Recommendations

1. Apply the findings of this study to enhance the implementation of the MATATAG Curriculum in schools.
2. Teachers should receive continuous training and professional development to effectively apply the curriculum and address its instructional challenges.
3. School administrators and educational leaders can use this evidence to design programs that strengthen teacher preparedness, instructional strategies, and resource support.
4. Promote collaboration among teachers through mentoring, peer coaching, and joint planning to share best practices and improve teaching outcomes.
5. Given the strong relationship between curriculum opportunities and student performance, these practices may serve as a model for other schools aiming to improve learner outcomes.
6. Provide recognition and incentives for teachers who demonstrate excellence in implementing the MATATAG Curriculum and enhancing student achievement.

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7. School leaders should continue to support teachers by providing guidance, resources, and opportunities for reflective practice to ensure successful curriculum implementation.

8. Document and share effective strategies, instructional resources, and best practices through Learning Action Cells (LAC), workshops, or leadership forums to promote replication across other schools.

9. Future researchers are encouraged to replicate this study in different contexts or include additional variables to further validate and expand on the findings.

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"Start where you are. Use what you have. Do what you can." – Arthur Ashe

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AUTHOR'S PROFILE



MS. APPLE JOY M. NABOTAS

Apple Joy M. Nabotas, born on May 28, 1996, in Ormoc City, Leyte, is a dedicated educator recognized for her commitment to fostering continuous learning and empowering her students. Her educational journey began at Ormoc City Central School and continued at New Ormoc City National High School.

Throughout her early years, Apple was actively involved in academics, which helped her secure a scholarship for college. This scholarship was instrumental in allowing her to pursue higher education, providing essential support in completing her degree and shaping her character.

She fulfilled her dream of becoming a teacher by earning a Bachelor of Secondary Education, major in Mathematics, at Eastern Visayas State University. She graduated cum laude in April 2018 and passed the Licensure Examination for Teachers in September 2018, marking the official start of her teaching career.

Her first teaching experience was at Genesis Children Learning Center, Inc., a private school in Kananga, Leyte. Currently, she is a kindergarten teacher at San Ignacio Elementary School.

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Despite the demands of being a full-time teacher in the Department of Education, Apple Joy has consistently pursued professional growth. Her commitment to lifelong learning led her to enroll in a Master of Arts in Education (MAEd) program, majoring in School Administration and Supervision. She successfully completed the academic requirements for her MAEd in December 2023, driven by her diverse experiences and the support of various groups she encountered along her academic journey.



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