International Journal of Social Science and Human Research

ISSN (print): 2644-0679, ISSN (online): 2644-0695

Volume 09 Issue 10 October 2026

DOI: 10.47191/ijsshr/v9-i10-65, Impact factor- 8.361

Page No: 9125- 9134

Teachers' Readiness and Perceived Effectiveness in Implementing the Makabansa and Araling Panlipunan Curriculum Under the Revised K to 10 (MATATAG) Framework

Enrique S. Arlanza, Jr.

Doctor of Philosophy in Education, Major in Educational Management University of Perpetual Help System DALTA Las Piñas City, Philippines

ABSTRACT: This study examined teachers' readiness and perceived effectiveness in implementing Makabansa and Araling Panlipunan under the revised K to 10 (MATATAG) Framework across 33 public schools in the Schools Division of Parañaque City during School Year 2025–2026. Specifically, it sought to determine whether teacher readiness significantly predicted perceived effectiveness and to identify which readiness domains most strongly influenced outcomes. Employing a quantitative-correlational design, the study utilized stratified random sampling to ensure proportional representation across grade levels and supervisory contexts. The study involved 271 public school respondents, composed of 227 teachers handling learners in Key Stages 1–3 and 44 immediate coordinators, namely head teachers and master teachers. Data were collected through validated researcher-made survey instruments measuring readiness and perceived effectiveness and were analyzed using descriptive statistics, correlation, and regression techniques. Findings revealed that both teachers and coordinators demonstrated very high levels of readiness and effectiveness. Correlation analysis confirmed a significant positive relationship between readiness and effectiveness, while regression analysis demonstrated that readiness significantly predicted effectiveness. Teacher readiness explained 22.4% of the variance in perceived effectiveness ($R^2 = .224$, $\beta = .473$, $p < .001$), while coordinator readiness explained 53.9% ($R^2 = .539$, $\beta = .734$, $p < .001$). As a practical output, the study developed a Teacher Readiness Toolkit for Makabansa and Araling Panlipunan.

KEYWORDS*: Araling Panlipunan, curriculum implementation, Makabansa, readiness toolkit, teacher readiness*

1. INTRODUCTION

Background of the Study

According to Feliciano (2023), the MATATAG Curriculum was a simplified version of the K-12 curriculum, where competencies had been cut down but literacy, numeracy, socio-emotional learning, and values education through GMRC and the Values Education Act had been prioritized. In this connection, Estrellado (2023) noted that the MATATAG Curriculum fostered the ideas of diversity, equity, and accessibility, thus connecting the Philippine education system to the United Nations' idea of inclusivity. Not only would the proposed reforms bring benefits to Filipinos, but they would also help in the realization of sustainable development goals.

Nonetheless, these reforms would be successful only because of teachers. As Elardo (2025) noted, as any educational reform, the success of the MATATAG Curriculum would depend on teachers, who were the front-line implementers of classroom instruction. Their readiness, competence, and flexibility would determine the effectiveness of the reform. One notable innovation of the MATATAG Curriculum was the Makabansa, wherein literacy, values, and civic education were merged to instill a sense of patriotism and holistic development in learners. In line with this, Araling Panlipunan would continue to provide learners with knowledge about the country's past and present socio-cultural and political situation, which further built their national identity and critical thinking skills (Martinez, 2026). All these subjects reflected the dual aims of SDG 4 and Ambisyon Natin 2040, which were to produce competent graduates both academically and socially.

Despite the efforts to reform through the K to 12 program and the introduction of the MATATAG K to 10 Curriculum (SY 2024-2025), there was still no evidence of how this reform was being carried out on the level of classrooms. Although there were documents of DepEd (2024), which mentioned goals of decongestion of competencies, literacy enhancement, and values formation in Makabansa and Araling Panlipunan, they were more of the policy-oriented nature.

Existing studies on curriculum reform in the Philippines had primarily focused on systemic challenges such as resource allocation, policy alignment, and national-level readiness (Maraveles & Ducot, 2025). Additionally, research on teacher perspectives

had been limited, with most studies conducted prior to the MATATAG rollout (Prado & Asparin, 2025), leaving a gap in understanding how teachers were navigating the newly introduced Makabansa subject alongside the continuing demands of Araling Panlipunan.

Moreover, there was limited quantitative evidence on teachers' perceived effectiveness in implementing Makabansa and Araling Panlipunan under the K to 12 frameworks. Most studies relied on qualitative accounts or policy reviews, offering no measurable indicators for evidence-based decisions. This gap was especially evident in Parañaque public schools, where diverse learners and resource constraints shaped outcomes.

Statement of the Problem

Statement of the Problem

This study sought to determine teachers' readiness and perceived effectiveness in implementing the Makabansa and Araling Panlipunan under the revised K to 10 (MATATAG) Framework.

Specifically, it aimed to answer the following research questions:

1. What is the demographic profile of the respondents as to:
   1.1. age;
   1.2. highest educational attainment;
   1.3. teaching experience; and
   1.4. grade level taught?
2. What is the level of teachers' readiness in implementing Makabansa and Araling Panlipunan under the revised K to 10 (MATATAG) Framework as to:
   2.1. training received;
   2.2. confidence in delivery;
   2.3. access to instructional resources; and
   2.4. preparedness for diverse learners?
3. What is the perceived effectiveness of teachers in implementing Makabansa and Araling Panlipunan under the revised K to 10 (MATATAG) Framework as to:
   3.1. achievement of learning objectives;
   3.2. learner participation and engagement;
   3.3. integration of values formation; and

2. METHODS

Research Design

This research adopted a quantitative correlational design that was suitable to analyze statistical relationships between variables without manipulation.

In this study, correlational design was an ideal approach since it sought to investigate the relationship between teacher readiness, which was gauged on the basis of training received, confidence in delivering lessons, availability of instructional materials, and readiness to teach varied learners, and the perceived effectiveness of teachers in implementing the Makabansa and Araling Panlipunan Curriculum according to the new K to 10 (MATATAG) Framework.

Using such a design, the study tried to find out whether differences in readiness had any impact on the outcome of the implementation process, particularly attainment of learning goals, involvement of learners, and values formation and relevance of the curriculum.

Population, Sampling, and Locale

The research was undertaken in the Schools Division of Parañaque City, which started to implement the MATATAG K to 10 curriculum reform starting School Year 2024-2025.

The sampling frame was secured from the personnel records and assignment list supplied by the Schools Division Office of Parañaque City, specifically the list of teachers who taught Makabansa and Araling Panlipunan, as well as their respective coordinators during the School Year 2024–2025. The said records were used as the primary source for identifying the total number of respondents in the study.

The population of the study was composed of two sets of respondents who were:

Group 1: Teachers – They were teachers in public schools teaching Makabansa and Araling Panlipunan subjects in that school year. They were the frontliners or implementers of the new curriculum and the best respondents to assess their readiness and perception on the effectiveness of the curriculum. Teacher-respondents identified through their Key Stages:

Group 2: Immediate Coordinators - These were the Head Teachers, and Master Teachers who directly supervised Makabansa and Araling Panlipunan lessons. They served as the overseers of the process, providing technical expertise and supervision, giving

an angle of supervision that balanced the perspectives of the teachers. The inclusion of this group prevented bias by ensuring that the perspectives were balanced.

The sampling frame was extracted from the personnel files of the Schools Division Office of Parañaque City. There were 854 teachers and 58 immediate coordinators, making up a population of 912 respondents.

In all, there were 271 public school teachers and immediate coordinators from the Schools Division of Parañaque City. It is safe to say that this sample size was sufficient to represent the target population and obtain data on the readiness and effectiveness of the implementation of the MATATAG curriculum among teachers.

The research was carried out in 33 schools in SDO Parañaque City which had 17 elementary schools and 16 secondary schools where Phase 1 (Grade 1, Grade 4, and Grade 7) and Phase 2 (Grade 2, Grade 3, Grade 5, and Grade 8) of the Revised K to 10 Framework called MATATAG had been implemented.

Parañaque was an extremely urbanized city in Metro Manila, Philippines which was characterized by diverse population and variety of public schools serving learners from different social and economic backgrounds. Being a part of the National Capital Region (NCR), the city could give researchers an insight into both opportunities and difficulties associated with conducting large-scale educational reforms including MATATAG K to 10 Curriculum.

The location was important since the Schools Division of Parañaque City fell under the jurisdiction of the DepEd Division Office, which guaranteed the implementation of the curriculum, teachers' professional development, and availability of teaching materials. The teachers of these institutions taught subject matters like Makabansa and Araling Panlipunan, which were crucial for the development of values and civic competence among others. Since Parañaque City had a varied group of learners and different levels of support in educational institutions, Schools Division of Parañaque City served as an appropriate setting to study teachers' readiness and effectiveness in implementing the curriculum.

Research Instrument, Validity, and Reliability

The main research tool used in this investigation was the researcher-made survey questionnaire that was designed to gather quantitative information from teachers and immediate coordinators of Parañaque Schools Division handling Makabansa and Araling Panlipunan subjects for SY 2025-2026.

The research tool was in the form of questionnaire which was designed based on the objectives of the study as well as to make sure that the data collected was relevant to the variables being tested.

The first section of the questionnaire contained the demographic variables of the teacher respondents. These variables included age, highest level of education achieved, years of teaching experience, and grade level. The importance of the demographic variables in this study was in understanding how individual variables affected the teachers' readiness and perceived effectiveness in curriculum implementation.

The second section evaluated the extent of teacher readiness and immediate coordinators' readiness in implementing the Makabansa and Araling Panlipunan curriculum. Items on the questionnaire were on areas like the amount of training received, confidence in delivering lessons, availability of teaching materials, and readiness to accommodate various types of learners. Ratings were done using a five-point Likert scale, which went from Very High Readiness (5) to Very Low Readiness (1).

The third section determined the effectiveness of teachers and immediate coordinators in implementing the curriculum. Areas that were evaluated included the realization of learning goals, learner involvement and participation, value formation, and relevance of the curriculum. The five-point Likert scale was used here to measure the respondents' perceptions, which went from Very Effective (5) to Not Effective (1).

Validity and reliability tests of the research instrument were done to ensure the accuracy and consistency of data gathering process. The validity and reliability tests were performed to determine if the questionnaire could effectively measure the constructs of readiness and perceived effectiveness of implementation of Makabansa and Araling Panlipunan under the MATATAG K to 10 Curriculum.

For the determination of the content validity of the instrument, expert validation method was performed. Three experts, who were composed of curriculum specialist, educational research expert, and teacher education specialist, were used in determining the validity of each item of the questionnaire in relation to its relevancy, clarity, coherence, adequacy and conformity with the objectives and conceptual framework of the study. 5-point Likert rating scale was used wherein 5 meant Highly Relevant, 4 meant Relevant, 3 meant Moderately Relevant, 2 meant Somewhat Irrelevant, and 1 meant Completely Irrelevant. Recommendations and suggestions on how to improve the items in terms of construction, language usage and content coverage were given by the validators. Minor changes were then made in the form of modification of some instructions and rewording of some items based on their recommendations. An excellent CVI of 0.93 was secured in the process.

After the validation phase, there was piloting of the instrument to assess whether the instrument was clear, understandable, and practical. The pilot study was done on 30 public school teachers and immediate coordinators of the schools from other places other than where the main research would be done. The respondents filled in the questionnaire under circumstances that would be like

those of the real study. After completion of the survey, they were supposed to comment on the wording of the statements, understandability of the instructions, appropriateness of response choices, and how easy it WAs to answer the instrument. From the pilot testing, it came out that the questions were mostly understandable and easy to answer. However, there were slight changes made just to ensure that sentences were properly structured and not ambiguous. On average, it took them 15-20 minutes to fill in the survey.

Reliability of the instrument was measured using the Cronbach's Alpha Coefficient wherein these computed for the internal consistency of the items in the questionnaire. Responses derived from the pilot test conducted were analyzed in terms of reliability. The outcome resulted in Cronbach's alpha coefficients of 0.91 for Teacher Readiness, 0.93 for Teacher Effectiveness, 0.89 for Coordinator Readiness, and 0.92 for Coordinator Effectiveness. Overall, the instrument gained a Cronbach's alpha coefficient of 0.91. These coefficients were higher than the minimum acceptable value of 0.70 which denoted high internal consistency and reliable measure of the constructs.

With the results of the instrument validation through expert review, pilot test, and reliability analysis, the validity and reliability of the instrument were deemed acceptable. Thus, the research instrument could be used in the real conduct of the research to obtain the data needed from teachers and immediate coordinators on their readiness and effectiveness in implementing Makabansa and Araling Panlipunan in the MATATAG K to 10 Curriculum.

Data Collection and Ethical Considerations

Data in the study was collected using a standardized survey questionnaire intended to gauge the readiness and perceived effectiveness of the teachers and their immediate coordinators in implementing the subjects Makabansa and Araling Panlipunan under the updated K to 10 (MATATAG) Curriculum framework. The questionnaire consisted of various parts that included demographic and professional characteristics, indicators of the teachers' and immediate coordinators' readiness, and perceptions about their effectiveness. Likert scale questions were incorporated to achieve consistency in data collection.

Before the distribution of the instrument, validation was made by experts in curriculum development and educational research. Pilot testing was conducted on a limited number of teachers and immediate coordinators outside the research area to perfect the items and ensure the reliability of the survey instrument. Once validated, the questionnaire was distributed to the intended respondents from Parañaque public schools. The distribution was conducted through the Internet, which was more convenient and accessible to the respondents.

The researcher retrieved the google form spreadsheet within the agreed time frame, taking into consideration the confidentiality and schedule of the respondents. The data retrieved was examined for accuracy and completeness and then systematically encoded for statistical processing.

The collected data was arranged in accordance with the three main components of the research tool, which were the following: (1) demographic profile of the respondents, (2) teachers' and immediate coordinators' readiness, and (3) effectiveness of the implementation.

In this study, ethical considerations was strictly observed to ensure the safety and respect of all subjects involved in this study. Before the process of data collection was conducted, permission was secured from the Schools Division Office via the school head, in accordance with DepEd Order No. 16, s. 2017 or the Research Management Guidelines (DM, 2022). According to DepEd Order No. 16, s. 2017, it was mandated that all researchers sought for formal endorsement, had their research instruments evaluated, and conduct their study without interfering with the usual activities in schools.

Study participation was purely voluntary, and informed consent was secured from all respondents. They were educated on the objective of the study, procedure, possible risks and benefits of the study. They were also told that they had the right to leave the study at any point without facing any negative implications of this decision, thus satisfying the ethical guidelines for respecting autonomy and individuality of people involved. Informed consent allowed respondents to fully understand the nature of the study prior to agreeing to participate in it.

All data collected and responses made were protected and treated in line with the provisions of Republic Act 10173 or the Data Privacy Act of 2012 (Respicio, 2024). Confidentiality, integrity, and security of all the data provided by the respondents were ensured. All the information about the names of respondents, their position within schools, and any other identifiable details were not revealed during the reporting phase. All data collected was used only for academic purposes and stored securely to be accessed by the researcher only. After the completion of the research, all raw data were safely disposed of.

Furthermore, the study ensured that there was no conflict of interest, no coercion, and no harm, whether psychological, professional, or social, was inflicted on the respondents. The researcher maintainded professionalism throughout the conduct of the study, ensuring that the process upheld the principles of beneficence, non-maleficence, confidentiality, and justice.

Data Analysis

The data collected through the survey questionnaires was appropriately organized, coded, and analyzed through suitable statistical analysis tools with the help of the IBM SPSS Statistics 27 software. The IBM SPSS Statistics 27 software was a useful

platform for performing descriptive and inferential statistical analysis. Descriptive statistics including frequency, percentages, mean, and standard deviation were used to describe the demographic information about the respondents and their readiness and effectiveness.

Descriptive statistics including frequency, percentages, mean, and standard deviation were used to describe the demographic information about the respondents and their readiness and effectiveness.

Comparative test used Analysis of Variance (ANOVA), which tested for differences between groups. This test established if there were any statistical differences between the different demographics considered, including age, educational background, number of years in teaching, and the grade taught or supervised. This was important to ascertain whether there were any demographic factors that affected the teachers' readiness and perceived effectiveness in curriculum implementation.

Pearson's correlation was used to establish the strength and direction of the relationship between the respondents' readiness and perceived effectiveness in implementing the Makabansa and Araling Panlipunan curriculum.

The Regression Analysis was applied to investigate how the preparedness of the respondents determined their perception of effectiveness of implementing the Makabansa and Araling Panlipunan within the MATATAG K to 10 Curriculum.

3. RESULTS

Table 1. Profile of Respondents According to Age Group

Age Group	Teachers f	%	Coordinators f	%
20–29years	23	10.1	1	2.3
30-39 years	74	32.6	17	38.6
40-49 years	79	34.8	8	18.2
50 years and above	51	22.5	18	40.9
Total	227	100	44	100

Note. f represents the number of respondents in each age category. Percentage (%) represents the proportion of respondents relative to the total sample size (N).

It could be seen from Table 1 that most teachers belonged to the age group of 40-49 years (34.8%), with almost equal numbers in the age group of 30-39 years (32.6%), showing that the age group of teachers was mostly 40-49 years. In the case of immediate coordinators, most belonged to the age group of 50+ years (40.9%) and a substantial portion of them belonging to the age group of 30-39 years (38.6%).

Table 2. Comparative Level of Readiness in Implementing Makabansa and Araling Panlipunan under the Revised K to 10 (MATATAG) Framework as to Training Received

Indicator	Teacher M	Teacher SD	VI	Coordinators M	Coordinators SD	VI	
1. I attended sufficient training sessions related to the MATATAG K to 10 Curriculum.	4.51	.575	Very High Readiness	4.52.	.549	Very High Readiness	
2. I felt adequately prepared to teach Makabansa and Araling Panlipunan because of the training I received.	4.50	.535	Very High Readiness	4.61 .538		Very High Readiness	
3. I gained relevant knowledge and skills from professional development activities.	4.59	.544	Very High Readiness	4.68	.561	Very High Readiness	
4. I affirmed that the training opportunities provided by the division met my instructional needs.	4.51	.567	Very High Readiness	4.61	.493	Very High Readiness	
5. I became familiar with the curriculum competencies because of the training I received.	4.53	.574	Very High Readiness	4.66	.480	Very High Readiness	Very High Readiness
Overall Mean	4.56	.516	Very High Readiness	4.64	.487	Very High Readiness	

The results show that both teachers and immediate coordinators demonstrated a Very High Readiness in terms of the training they received for implementing Makabansa and Araling Panlipunan under the revised K to 10 (MATATAG) Framework. Teachers obtained an overall mean of 4.56 (SD = .516), while immediate coordinators obtained a slightly higher overall mean of

4.64 (SD = .487). These findings indicate that both groups generally perceived the training and professional development activities provided to them as sufficient in preparing them for curriculum implementation.

Among the teachers, the highest-rated indicator was gaining relevant knowledge and skills from professional development activities, with a mean of 4.59 (SD = .544). The same indicator received the highest rating among immediate coordinators, with a mean of 4.68 (SD = .561). This suggests that professional development activities were particularly valuable in strengthening the knowledge and competencies needed for the implementation of the MATATAG Curriculum. On the other hand, the lowest-rated indicator among teachers was feeling adequately prepared to teach Makabansa and Araling Panlipunan because of the training received, with a mean of 4.50 (SD = .535), while among immediate coordinators, the lowest-rated indicator was attendance in sufficient MATATAG-related training sessions, with a mean of 4.52 (SD = .549). Despite being the lowest-rated indicators, both were still verbally interpreted as Very High Readiness, showing that the respondents generally viewed the training provided as effective in supporting their preparation for curriculum implementation.

Table 3. Comparative Level of Effectiveness in Implementing Makabansa and Araling Panlipunan under the Revised K to 10 (MATATAG) Framework as to Integration of Values Formation

Indicator	Teachers M	Teachers SD	VI	Coordinators M	Coordinators SD	VI
1. I integrate values formation consistently into lessons.	4.68	.505	Very High Effectiveness	4.75	.438	Very High Effectiveness
2. I promote respect, responsibility, and nationalism among learners.	4.70	.505	Very High Effectiveness	4.68	.471	Very High Effectiveness
3. I link academic content with moral and civic values.	4.64	.508	Very High Effectiveness	4.68	.518	Very High Effectiveness
4. I observe learners demonstrating positive values through instruction.	4.65	.514	Very High Effectiveness	4.73	.451	Very High Effectiveness
5. I affirm that values formation is evident in teaching outcomes.	4.64	.499	Very High Effectiveness	4.64	.574	Very High Effectiveness
Overall Mean	4.68	.476	Very High Effectiveness	4.75	.438	Very High Effectiveness

Differences in Demographics. The ANOVA results indicated that there were no statistically significant differences according to readiness and effectiveness among groups divided according to age, education level, and teaching experience. This means that having certain demographic benefits did not ensure effectiveness. It was vital to provide systemic assistance, mentoring, and professional development to achieve high performance regardless of the demographics of the teacher or coordinator.

Table 4. Correlation Matrix of Readiness and Perceived Effectiveness in Implementing Makabansa and Araling Panlipunan under the Revised K to 10 (MATATAG) Framework

Variable Relationship	Teachers (r)	p	Coordinators (r)	p
Readiness – Effectiveness	0.473	0.010	0.734	.010

From Table 4, there was evidence of a significant positive relationship between the variables of readiness and effectiveness both for the teachers and immediate coordinators in implementing Makabansa and Araling Panlipunan using the MATATAG Framework. In relation to the teachers, the results showed a moderate positive relationship between the two variables (r = .473, p = .010), which meant that those teachers who were more ready were also more effective in implementing the curriculum.

Also, the immediate coordinators had a strong positive relationship between readiness and effectiveness (r = .734, p = .010), which meant that those coordinators who felt that they were more ready were also more effective in their duties.

In summary, it could be concluded that the readiness was positively correlated with the effectiveness of both the teachers and the immediate coordinators. It could be clearly seen that readiness had positive correlation with effectiveness in the sense that as the readiness increased, the effectiveness increased. This showed the necessity of professional development, curriculum training, and instructional support to increase readiness and effectiveness in Makabansa and Araling Panlipunan under MATATAG Framework.

From Table 22, the simple linear regression model was significant (F = 64.985, p = .000), showing that teacher readiness was a significant predictor of perceived effectiveness in the implementation of Makabansa and Araling Panlipunan curriculum under the MATATAG K to 10 curriculum. This model produced an R^2 value of .224, meaning teacher readiness accounted for 22.4% of the variance in teachers' perceived effectiveness.

Further, teacher readiness was found to be a significant positive predictor of effectiveness (β = .473, t = 8.061, p = .000). It suggested that the more ready the teachers were, the more effective they were in their implementation of the curriculum. More specifically, a one-unit increase in teacher readiness increased the perception of effectiveness by 0.445 (B = 0.445).

These findings indicated that the more prepared teachers were in terms of training, confidence in delivering curriculum, instructional resources, and readiness for diversity were associated with a higher likelihood of feeling more effective in meeting learning goals, learner engagement, values formation, as well as relevant and applicable curricula. While teacher readiness was identified as a significant predictor, the fact that only 22.4% of explained variance implied that there are other predictors of teachers' effectiveness beyond those captured in the present model.

As shown in Table 23, the regression equation proved to be statistically significant (F = 49.068, p = .000), proving that coordinator readiness was a significant predictor of perceived effectiveness of implementation of Makabansa and Araling Panlipunan in the MATATAG K to 10 Curriculum. The regression model gave an R^2 value of .539 meaning that coordinator readiness explained 53.9% of the variance in perceived effectiveness.

Also, coordinator readiness emerged as a significant predictor of perceived effectiveness (β = .734, t = 7.005, p = .000). The positive beta value showed that high values of coordinator readiness were associated with high values of perceived effectiveness. In other words, a one-unit increase in coordinator readiness led to 0.719 units increase in perceived effectiveness (B = 0.719).

In general, the results supported the significance of coordinator readiness as a predictor of perceived effectiveness of implementing Makabansa and Araling Panlipunan under the MATATAG Framework. Compared with teachers, readiness had a larger effect on coordinators' perceived effectiveness.

4. DISCUSSION

The higher performance ratings of the coordinators in terms of knowledge, skills, and self-confidence could likewise be attributed to the profile in terms of professional qualifications and experience of the subjects in the study. The greater number of teachers had graduate and doctorate degrees and held positions where they needed to exercise instructional leadership. They could have become more knowledgeable on what curriculum needed to be done and how to help teachers overcome classroom problems because of their educational background and supervisory experience. Therefore, coordinators might be well-prepared not only to implement instructional programs themselves but also to help other teachers do so.

Such results pointed out readiness as a basic determining factor of effectiveness for both teachers and coordinators. Although teacher readiness impacted classroom practices, the readiness of a coordinator had more impact owing to their duties and role in implementation of curricular programs. The power of prediction (β = .473 for teachers and β = .734 for coordinators) showed that although teacher readiness was necessary for teaching effectiveness, coordinator readiness was very important in making sure that the whole curricular program was effective.

Practitioners could use the results of this study to realize the need for strategies aimed at providing continuous professional development and mentoring as ways of improving teaching and alignment outcomes. Educational leaders, administrators, and practitioners mihgt choose to introduce systematic training programs, mentoring, and other approaches ensuring preparedness at the level of both instruction and supervision. Previous studies had proven that organizations creating supportive climates and encouraging collegiality tended to be more successful in reaching organizational success (Tictic & Ducot, 2025; Kilag et al., 2024; Andrin, 2024; Katal et al., 2022; Jensen, 2024; Bond, 2023).

In conclusion, the relevance of the study to SDG 4, AmBisyon Natin 2040, the PDP, and EDCOM II was an important indicator of its broader importance. In addition to its local research significance, the results had national and international significance as they highlighted the importance of being well-prepared and supported for inclusive, equitable, and quality education.

CONCLUSION

Based on the findings of this study, there were many conclusions that could be made about the demographic profile, readiness, and effectiveness of the teachers and coordinators in carrying out the MATATAG curriculum.

Demographic Profile. It is evident that the teachers are mid-career teachers with extensive experience in the classrooms, whereas the coordinators are more mature, highly educated, and strategically placed at the transition grades.

Readiness Levels. Teachers and coordinators both show very high readiness levels. The readiness level of teachers include instructional strategies, classroom management, and inclusion, while that of coordinators include supervisory roles and systems support. This shows that preparation is critical to curriculum delivery not only at the instructional but also at the supervisory level.

Effectiveness Levels. Very high levels of effectiveness are recorded from the two groups. Teachers are effective in their classroom activities, while coordinators are effective in their curriculum management role. This proves that readiness is the foundation of effectiveness.

Differences by Demographics. There are no significant differences in terms of readiness and effectiveness among respondents grouped according to age, education, and teaching experience. The finding implies that demographic advantage may not necessarily translate into effectiveness, which underscores the need for systematic support in ensuring high-level effectiveness.

Relationship between Readiness and Effectiveness. Correlational analysis find that there is a very strong positive correlation between readiness and effectiveness for teachers and coordinators. There is a clear indication that higher readiness leads to higher effectiveness, thus emphasizing the significance of readiness in determining the success of the curriculum process.

Predictive Strength of Readiness. From the regression analysis, readiness has been found to be a significant predictor of effectiveness among both teachers and coordinators. Nonetheless, the strength of predictiveness is much higher for coordinators compared to teachers, emphasizing the need for readiness of supervisors in attaining institutional consistency. This dual finding has proven the theoretical framework: readiness of teachers will affect classroom performance in terms of providing instructions and involvement of learners, and readiness of the coordinators will improve effectiveness through mentoring and resource allocation.

It is evident that readiness has been a determinant of curriculum implementation effectiveness. Even though the demographics provide the necessary background information about the complementary roles of teachers and coordinators, the findings emphasize the significance of readiness for curriculum implementation and responsiveness within the MATATAG framework.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations have been made to improve the policy making, practice, and implementation of the curriculum under the framework of MATATAG.

1. Policy Making at Institutional Level. The educational institutions and the leaders of organizations can formulate some policies to ensure teachers' and coordinators' readiness for their work in the institution. These guidelines regarding mentoring, supervisory training, and resource availability can help ensure preparedness through policies.
2. Enhancement of Professional Practice. The professionals and administrators may undertake certain measures such as training sessions and mentoring to make sure that preparedness is reflected in classroom instruction.
3. Curriculum Integration. The integration of elements linked to inclusive practice, flexibility, and supervisory leadership can be made possible through integration in the curricula. By integrating the concepts of readiness within teacher education and coordinator training programs, a better appreciation of their implementation can be facilitated.
4. Capacity Building for Institutions. Institutions can develop a program or structure that will help institutions implement continuous professional development and mentoring systems. Capacity-building activities must include tools for measuring readiness and effectiveness.
5. Evidence-Based Decision-Making. It is strongly recommended that the policymakers and leaders of institutions take advantage of the results from this study in making decisions through evidence-based planning for the purpose of enhancing

their policies and programs concerning the implementation of curricula and professional development. This will help make decisions in response to varying needs and demands in education.

Practical Output

Based on the findings from the study, a Teacher Readiness Toolkit was developed for Makabansa and Araling Panlipunan as the applied outcome of this research work. The purpose of this framework is to act as a guide for organizations and individuals who want to improve teacher readiness for improving curriculum efficiency and learner engagement.

The suggested framework involves several elements intended to solve the identified problems. These elements are:

Current Practice Assessment, allowing the organization to analyze the existing state regarding training received, confidence in teaching, availability of resources, and readiness for different learners;

Strategic Planning and Capacity Development, which sets forth recommendations for improving teacher competence, mentoring programs, and resource availability to enhance teaching quality and curriculum relevancy; and

Monitoring and Continuous Improvement, which ensures an evaluation system for determining the success of the proposed strategies through metrics like objective accomplishment, learner involvement, values development incorporation, and curriculum relevancy.

This framework has been constructed based on the empirical evidence gathered from this research, especially the findings that have emphasized the importance of teacher readiness in affecting perceived effectiveness. With this translation of research findings to a practical framework, institutions will benefit from having an instrument that could inform their decision-making and program planning efforts.

This framework is targeted at those individuals who are responsible for implementing, planning, and evaluating initiatives aimed at teacher development and curriculum implementation. These individuals are school administrators, policymakers, and curriculum designers among others. The implementation of this proposed framework will equip institutions with the strategies of enhancing teacher readiness and curricular implementation in turn leading to effectiveness of the institution.

REFERENCES

1) Department of Education (DepEd). (2024 POLICY GUIDELINES ON THE IMPLEMENTATION OF THE MATATAG CURRICULUM. https://www.deped.gov.ph/wp-content/uploads/DO_s2024_010.pdf
2) Elardo, A. L. A. (2025). Teachers' Preparedness, needs and challenges in the implementation of MATATAG curriculum. Cognizance Journal of Multidisciplinary Studies, 5(5), 334–337. https://doi.org/10.47760/cognizance.2025.v05i05.020
3) Maraveles, J. & Ducot, L. (2025). Challenges Encountered by Teachers in the Implementation of the MATATAG Curriculum. Psychology and Education: A Multidisciplinary Journal, 40(5), 723-732. https://doi.org/10.70838/pemj.400510
4) National Economic and Development Authority (NEDA). (2024). Ambisyon Natin 2040: Philippine Long-Term Vision.
5) Prado, L. & Asparin, A. (2025). Teachers' Perception and Challenges in Implementing MATATAG Curriculum. Psychology and Education: A Multidisciplinary Journal, 44(2), 269-286. http://doi.org/10.70838/pemj.440209
6) Salazar, A., & Ramos, L. (2021). Improving teaching strategies in Social Studies: The role of continuous professional development for non-specialist teachers. International Journal of Education and Practice, 29(1), 72-84.
7) United Nations. (2024). Sustainable Development Goal 4: Quality Education.
8) Yadav, A. & RLS College of Education Sidhrawali, Gurugram. (2024). Teacher Preparedness and Attitudes towards Inclusive Education: A Global perspective. In International Journal of Creative Research Thoughts (IJCRT) (Vol. 12, Issue 7, pp. i518–i519).

There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non-Commercial 4.0 Intenational (CC BY-NC 4.0)

(https://creativecommons.org/licenses/by-nc/4.0/), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.