



Teachers' Perception in the Implementation of MATATAG Curriculum: Approach to Content, Delivery, and Impact Measurement

Kristine P. Diaz¹; Mary Lourd Angelie F. Galendez²; Diovanne D. Lawas³

^{1,2,3}Presented to Faculty, Graduate School, Capitol University Cagayan de Oro City

In Partial Fulfillment of the Requirements for the Course

Publication Date: 2026/03/31

How to Cite: Kristine P. Diaz; Mary Lourd Angelie F. Galendez; Diovanne D. Lawas (2026) Teachers' Perception in the Implementation of MATATAG Curriculum: Approach to Content, Delivery, and Impact Measurement. *International Journal of Innovative Science and Research Technology*, 11(3), 2654-2678. <https://doi.org/10.38124/ijisrt/26mar940>

ABSTRACT

Curriculum reform implementation in geographically isolated and disadvantaged areas presents unique challenges that differ significantly from urban contexts. This study examined teachers' perceptions of the MATATAG Curriculum in Kitaotao II District, Bukidnon, Philippines, across five implementation domains: Curriculum Content and Alignment, Teaching and Learning Delivery, Assessment and Evaluation, Teacher Support and Resources, and Impact on Students and Teaching Practice. It further determined whether these perceptions significantly differed when respondents were grouped according to age, years of teaching experience, and educational attainment. A descriptive-quantitative research design was employed, involving 141 public elementary school teachers selected through simple random sampling. Data were gathered using a researcher-modified, validated 5-point Likert-scale survey questionnaire, and analyzed using weighted mean and one-way ANOVA at a 0.05 level of significance. Results revealed that teachers hold generally positive perceptions of the MATATAG Curriculum, with all five domains rated as "Agree" ($M = 3.82-4.06$). Curriculum Content and Alignment, Assessment and Evaluation, and Teaching and Learning Delivery received the highest ratings, while Teacher Support and Resources obtained the lowest mean score, indicating persistent gaps in material provision and logistical readiness in remote school settings. Inferential analysis showed that teaching experience was the strongest predictor of perceptual differences, producing significant ANOVA results across all domains, while age demonstrated selective significance in two domains, and educational attainment showed no significant effect in any domain. The study concludes that the MATATAG Curriculum is conceptually sound and pedagogically acceptable; however, its long-term success is contingent on sustained institutional support, adequate resource provision, and context-sensitive professional development programs tailored for teachers in geographically isolated communities. Policymakers are encouraged to adopt differentiated implementation strategies that account for the realities of mountain schools.

Keywords: *MATATAG Curriculum, Teacher Perceptions, Curriculum Implementation, Instructional Delivery, Teaching Experience, Reform Sustainability.*

TABLE OF CONTENTS

	Page
ABSTRACT	2655
TABLE OF CONTENTS	2656
LIST OF TABLES	2657
LIST OF FIGURES	2658
CHAPTER ONE INTRODUCTION	2659
Background of the Study	2659
Statement of the Problem and Research Questions	2660
Objective of the Study	2661
Theoretical Framework	2661
Significance of Study	2662
Scope Delimitations of the Study	2662
CHAPTER TWO METHODOLOGY	2663
CHAPTER THREE RESULTS AND DISCUSSIONS	2664
CHAPTER FOUR CONCLUSION	2670
RECOMMENDATIONS	2671
REFERENCES	2672
APPENDIX	2673

LIST OF TABLES

	Page
Table 1. Demographic Profile of the Respondents According to Age	2664
Table 2. Demographic Profile of the Respondents According to Teaching Experience	2664
Table 3. Demographic Profile of the Respondents According to Educational Attainment	2664
Table 4. Teachers' perceptions of the MATATAG Curriculum in terms of Curriculum Content and Alignment	2665
Table 5. Teachers' perceptions of the MATATAG Curriculum in terms of Teaching and Learning Delivery	2665
Table 6. Teachers' perceptions of the MATATAG Curriculum in terms of Assessment and Evaluation	2666
Table 7. Teachers' perceptions of the MATATAG Curriculum in terms of Teacher Support and Resources	2666
Table 8. Teachers' perceptions of the MATATAG Curriculum in terms of Impact on Students and Teaching Practice	2667
Table 9. Teachers' perceptions of the MATATAG Curriculum significantly differ across the domains of Curriculum Content and Alignment, Teaching and Learning Delivery, Assessment and Evaluation, Teacher Support and Resources, and Students and Teaching Practice when grouped according to age.	2667
Table 10. Teachers' perceptions of the MATATAG Curriculum significantly differ across the domains of Curriculum Content and Alignment, Teaching and Learning Delivery, Assessment and Evaluation, Teacher Support and Resources, and Students and Teaching Practice when grouped according to years of teaching experience.	2668
Table 11. Teachers' perceptions of the MATATAG Curriculum significantly differ across the domains of Curriculum Content and Alignment, Teaching and Learning Delivery, Assessment and Evaluation, Teacher Support and Resources, and Students and Teaching Practice when grouped according to educational attainment.	2668

LIST OF FIGURES

	Page
Figure 1. Theoretical Framework of the Study	2661

CHAPTER ONE INTRODUCTION

➤ *Background of the Study*

The Philippine education system has long been confronted with the challenge of providing equitable and quality education, especially in geographically isolated and disadvantaged areas (GIDAS). Teachers in upland or mountain schools face realities different from those in urban centers: scarce instructional resources, multi-grade classrooms, and students whose attendance is often affected by distance, weather, or livelihood responsibilities (Llego, 2022). As a teacher in such a context, the researchers have experienced how these conditions complicate the implementation of national curriculum reforms, highlighting the need to understand not only the design of reforms but also how teachers perceive them in practice.

In 2023, the curriculum reform agenda introduced significant changes to streamline competencies, prioritize literacy and numeracy, and make learning more relevant. Montebon (2024) reported that Filipino teachers moderately agreed that these reforms improved clarity and relevance, but they also expressed concerns about workload and the stress of transition. This finding resonates with the researcher's experience in a mountain school, where implementing curriculum changes often requires additional preparation and improvisation due to the lack of standard materials.

Several local studies have emphasized the importance of teacher perception in curriculum reforms. Magallanes et al. (2022), in their study using the Concern-Based Adoption Model (CBAM), revealed that teachers' levels of concern directly influenced their classroom practices and attitudes toward reform. They found that novice teachers were more adaptable, while experienced teachers were more critical of systemic challenges. Likewise, Palestina, Pangan, and Ancho (2023) identified both facilitating and hindering factors in the Philippine context: strong leadership and localized decision-making supported reforms, but inadequate resources, heavy workloads, and insufficient consultation were barriers.

Professional development and support also play a critical role. Bustamante (2023), studying science teachers in Agusan del Sur, showed that while training programs improved competencies, teachers still struggled with applying new approaches due to lack of sustained support and contextualized materials. Similarly, Rivera et al. (2025) highlighted that access to in-service training (INSET) and teacher professional development (TPD) remains uneven in remote areas, limiting the effectiveness of reforms in places like mountain districts. The researchers similarly experienced this lack of sustained support and contextualized materials since they are assigned in a far-flung area.

Another important aspect is contextualization. Ramirez (2022) stressed that meaningful learning in rural and indigenous communities requires teachers to integrate local culture, language, and practices into the curriculum. For teachers in upland schools, this demand is both an opportunity and a burden: it allows students to connect learning with their lived realities, but it also requires creativity, time, and resources that are often limited. The researchers experience difficulty in contextualization since their lack of materials in the mountains.

Thus, this study investigates teachers' perceptions of curriculum reform implementation in Kitaotao II District, Bukidnon, with focus on curriculum content, delivery, assessment, teacher support, and impact on teaching practice and student outcomes. By centering the voices of teachers in mountain schools, the study contributes to a more grounded understanding of how reforms unfold in resource-limited contexts, where the gap between policy and practice is often widest.

• *Statement of the Research Gap*

Several studies have examined curriculum reforms in the Philippines, but most of these focus on general teacher perceptions without accounting for the distinct challenges of teachers in geographically isolated and disadvantaged areas (GIDAs). For example, Montebon (2024) documented teachers' perceptions of streamlined competencies, noting improvements in clarity but also increased stress due to additional adjustments. Similarly, Magallanes, Castillo, and Boholano (2022) explored teachers' concerns on reforms using the Concern-Based Adoption Model (CBAM), revealing that perceptions vary by teaching experience. These studies provide valuable insights but are primarily situated in accessible school contexts.

Research has also highlighted systemic issues in curriculum implementation, such as inadequate training and uneven resource provision. Bustamante (2023) showed that while professional development improved teacher competencies in Agusan del Sur, sustained support and contextualized resources were still lacking. Rivera, Gregorio, and Bañez (2025) further noted that access to teacher professional development programs remains unequal across the Philippines, disproportionately affecting rural and mountain schools. While these studies identify general challenges, they stop short of exploring how these issues are experienced by teachers in highly localized, upland contexts.

Another important area in literature concerns curriculum contextualization. Ramirez (2022) emphasized the need to integrate local culture and indigenous knowledge into classroom practice, especially in rural and indigenous communities. However, little empirical evidence exists on how teachers in upland municipalities like Kitaotao navigate contextualization within the MATATAG

Curriculum framework. Palestina, Pangan, and Ancho (2023) also identified facilitating and hindering factors in curriculum implementation, but their study did not focus on remote districts where challenges such as multi-grade teaching, poor infrastructure, and resource scarcity compound the difficulties of reform.

Taken together, these studies highlight gaps in literature: while teacher perceptions of curriculum reforms have been investigated, there is insufficient empirical evidence on how teachers in mountain districts perceive and enact the MATATAG Curriculum, especially in terms of its content, delivery, assessment, teacher support, and impact. This gap is particularly critical given that successful curriculum implementation depends not only on national policy but also on teachers' localized experiences and judgments.

By focusing on Kitaotao II District in Bukidnon, this study addresses this gap by documenting the lived experiences and professional perceptions of teachers in a mountain context. The findings aim to provide evidence-based insights that can inform more equitable and context-sensitive implementation strategies, ensuring that national reforms like the MATATAG Curriculum are responsive to the realities of schools in geographically isolated communities.

➤ *Statement of the Problem and Research Questions*

The implementation of the MATATAG Curriculum marks a significant reform in Philippine basic education, aimed at reducing content overload and strengthening foundational skills such as literacy, numeracy, and values formation. While its goals are widely acknowledged, there remains a critical gap in understanding how teachers—who are at the forefront of classroom practice—perceive and navigate this change. Montebon (2024) found that while teachers moderately agreed with the clarity and relevance of newly streamlined competencies, they also expressed concerns about the added workload and stress brought by the transition. In the same way, Magallanes, Castillo, and Boholano (2022) emphasized that teachers' concerns strongly shape their classroom practices and attitudes toward reforms, with novice teachers often more adaptable while experienced teachers tend to be more cautious.

In the local context of Bukidnon, particularly in the mountain district of Kitaotao, these challenges are amplified by geographic isolation, limited resources, and multi-grade teaching conditions. Bustamante (2023) noted that even when teachers attend professional development activities, many still lack the sustained support and contextualized materials necessary to translate reforms into practice. Rivera, Gregorio, and Bañez (2025) also pointed out that access to in-service training (INSET) and teacher professional development (TPD) remains uneven, especially in remote schools. For teachers in upland communities, these constraints affect not only how they implement curriculum changes but also how they perceive their practicality and relevance.

Another key issue is the need for contextualization. Ramirez (2022) highlighted that meaningful curriculum implementation in rural and indigenous communities requires integrating local culture, language, and practices into lessons. In areas like Kitaotao, where learners come from farming families and indigenous communities, contextualization is both essential and challenging, demanding time, creativity, and resources that teachers often lack.

Despite the MATATAG Curriculum's emphasis on clearer content, innovative delivery, and systematic impact measurement, little is known about how teachers in remote schools experience these reforms. Palestina, Pangan, and Ancho (2023) argued that curriculum implementation is often hindered by inadequate materials, heavy workloads, and lack of consultation with teachers, which may also reflect the realities in mountain districts. Without systematic studies of teachers lived experiences and perceptions in such contexts, policymakers risk overlooking barriers that could weaken long-term implementation.

Therefore, this study addresses the problem of insufficient understanding of how teachers in Kitaotao perceive and enact the MATATAG Curriculum. Specifically, it examines their experiences with content organization, teaching and learning delivery, assessment and evaluation, teacher support and resources, and the curriculum's impact on students and professional practice. By capturing these perspectives, the study aims to generate evidence that can inform more context-sensitive policies, target professional development, and equitable curriculum support for teachers in upland schools.

• *This Study Seeks to Answer the Following Questions:*

- ✓ What is the demographic profile of the respondents according to age, years of teaching experience, and educational attainment?
- ✓ How do teachers in Kitaotao District perceive the MATATAG Curriculum in terms of the following domains.

- ❖ Curriculum Content and Alignment
- ❖ Teaching and Learning Delivery
- ❖ Assessment and Evaluation
- ❖ Teacher Support and Resources
- ❖ Impact on Students and Teaching Practice

✓ Do teachers’ perceptions of the MATATAG Curriculum significantly differ across the domains of Curriculum Content and Alignment, Teaching and Learning Delivery, Assessment and Evaluation, Teacher Support and Resources, and Students and Teaching Practice when grouped according to age, years of teaching experience, and educational attainment?

➤ *Objective of the Study*

The main objective of this study is to examine teachers’ perceptions of the MATATAG Curriculum and its impact on teaching and learning processes. Specifically, the study aims to:

Determine the overall level of teachers’ perceptions regarding the different domains of the MATATAG Curriculum, including curriculum content and alignment, teaching and learning delivery, assessment and evaluation, teacher support and resources, and impact on students.

Identify whether teachers’ perceptions of the MATATAG Curriculum vary when grouped according to age, teaching experience, and educational attainment.

Provide insights and recommendations for enhancing curriculum implementation and teacher support based on the findings.

➤ *Theoretical Framework*

The conceptual framework illustrates the relationship between educational theories, teachers’ perceptions of the MATATAG Curriculum, and the resulting implications for professional practice. The framework begins with foundational theories—Constructivist Learning Theory, Social Cognitive Theory, and the Universal Design for Learning (UDL) Framework—which inform teachers’ understanding and implementation of the curriculum. These theories influence the dependent variables, specifically teachers’ perceptions of curriculum content and alignment, teaching and learning delivery, assessment and evaluation, teacher support and resources, and the impact on students and teaching practice. The framework concludes with the output or practical implications, including professional development programs, provision of adequate resources, mentorship and coaching systems, enhanced feedback channels, and ongoing monitoring and evaluation to ensure effective curriculum implementation.

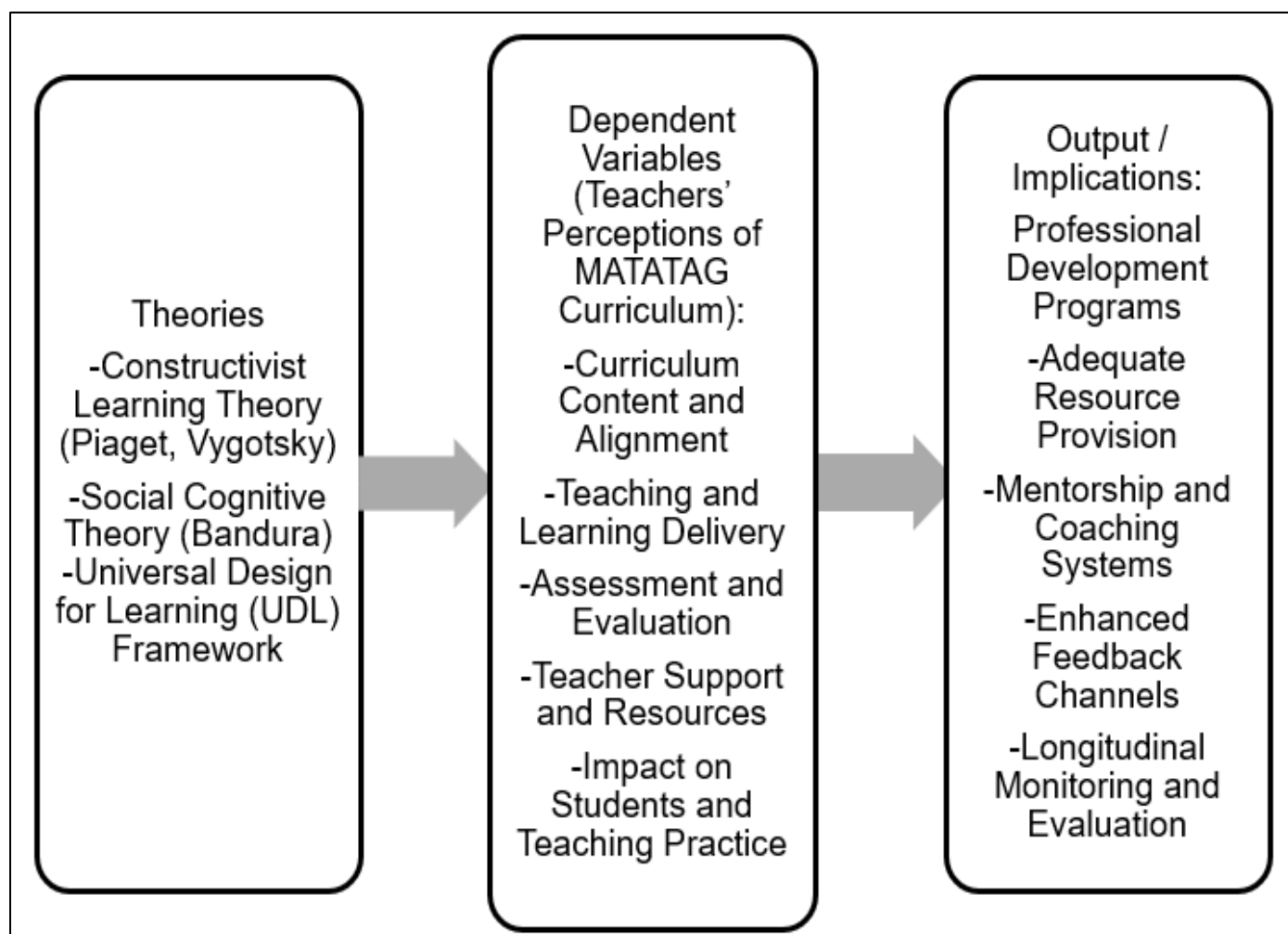


Fig 1 Theoretical Framework of the Study

➤ *Significance of Study*

This study holds particular significance as it captures the perceptions of teachers in Kitaotao District, Bukidnon, a mountain community where distance, limited resources, and multi-grade classes make curriculum implementation more complex. By situating the research in this context, the study provides insights that are both locally grounded and nationally relevant.

For Educational Policymakers and Administrators, the findings offer evidence-based insights essential for refining the MATATAG Curriculum policies and implementation strategies in geographically isolated and disadvantaged areas (GIDAs). By highlighting the voices of teachers in upland schools, policymakers can identify areas where additional support, resource allocation, or adjustments are most needed. This ensures that future reforms are more responsive to the realities of teachers and learners in mountain communities like Kitaotao.

For Teacher Professional Development, the study's results inform the design of professional development programs that directly address the challenges identified by mountain teachers, such as contextualizing lessons, managing multi-grade classes, and teaching with limited resources. Understanding variations in perceptions across teacher demographics will also allow for differentiated training, ensuring that both novice and experienced teachers receive the type of support most relevant to their needs.

For School Leaders and Administrators, school administrators in remote districts will gain practical insights into the kinds of support systems, leadership strategies, and resources that are most effective in facilitating curriculum reforms. The findings can guide school-level decision-making on resource allocation, mentoring systems, and the creation of collaborative spaces where teachers can share strategies for implementing the MATATAG Curriculum in low-resource, rural settings.

For Teachers and Educational Practitioners, this research validates the lived experiences of teachers in Kitaotao by providing a platform for their voices to be heard. By documenting their perceptions, challenges, and adaptations, the study contributes to a broader understanding of how reforms unfold in mountain schools. This empowers teachers by acknowledging their role as key implementers and ensures that their perspectives inform ongoing and future curriculum initiatives.

For Academic and Research Communities, the study contributes to Philippine literature on curriculum reform by offering evidence from an upland, rural context that is often underrepresented in educational research. It provides a foundation for future studies on curriculum implementation in GIDAs, indigenous communities, and multi-grade classrooms, thus enriching the discourse on equity and inclusivity in education reform.

For Students and Families, ultimately, the greatest beneficiaries of this study are the students and families in Kitaotao. By identifying barriers and opportunities in curriculum implementation, the research contributes to improving learning outcomes and experiences for children in remote communities. Stronger curriculum delivery will not only support students' academic growth but also prepare them to meet the demands of life in both their local communities and the wider society.

Contribution to Evidence-Based Education Policy, by focusing on the perceptions of teachers in a mountain district, this study generates empirical evidence that can guide more inclusive, evidence-based policymaking. In a context where reforms are often designed from the center but implemented in diverse and challenging local realities, this research ensures that policies are informed by voices from the margins, making education reform more sustainable and equitable.

➤ *Scope Delimitations of the Study*

This study was limited by its sample coverage, which focused on teachers within a specific school or division context; thus, generalization to other geographic or socio-economic settings must be made with caution. The data relied on self-reported perceptions, which may reflect subjective appraisal rather than direct observation of implementation practices. Additionally, the study did not examine learner outcomes or classroom artifacts, which could have further strengthened the linkage between perception and actual curriculum enactment. Future studies may extend the sample, utilize mixed-method triangulation, and explore longitudinal perspectives to capture curriculum impact over time.

CHAPTER TWO METHODOLOGY

This study employed a quantitative descriptive-comparative design using a survey approach to examine teachers' perceptions of the MATATAG Curriculum across five domains: curriculum content and alignment, teaching and learning delivery, assessment and evaluation, teacher support and resources, and impact on students and teaching practice, and to determine whether these perceptions significantly differed when grouped according to age, years of teaching experience, and educational attainment. The study was conducted in Kitaotao II District, Division of Bukidnon, involving 141 teachers selected through simple random sampling from a population of 222, representing 64% of the total teaching workforce across 20 elementary schools, 4 integrated schools, and 1 secondary school. Data were collected using a researcher-modified, validated survey questionnaire adapted from Paler et al. (2024) and Aquino (2024), with items rated on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree); the instrument demonstrated strong internal consistency with a Cronbach's alpha of 0.87. Prior to data collection, permission was secured from the Public Schools District Supervisor of Kitaotao II, after which questionnaires were distributed online via Google Form, with respondents given adequate time to respond. Data were analyzed using SPSS v20, employing weighted means and standard deviations for descriptive analysis and one-way ANOVA at $\alpha = 0.05$ for inferential comparison. Throughout the process, ethical standards were upheld: participation was voluntary, informed consent was obtained, anonymity was ensured by not requiring names, and all findings were reported in aggregate form to maintain confidentiality and protect participant privacy.

CHAPTER THREE RESULTS AND DISCUSSIONS

This section presents the teachers’ perceptions of the MATATAG Curriculum implementation across its five key domains: Curriculum Content and Alignment, Teaching and Learning Delivery, Assessment and Evaluation, Teacher Support and Resources, and Impact on Students and Teaching Practice. The data were gathered from 141 teacher-respondents and analyzed using weighted mean and standard descriptive interpretation. Each domain reflects how teachers view the effectiveness, relevance, and practicality of the curriculum based on their classroom experiences. The following tables show the mean scores and corresponding qualitative descriptions based on the established Likert scale, where higher mean values indicate stronger agreement and greater acceptability of the curriculum features.

Table 1 Demographic Profile of the Respondents According to Age (n = 141)

Profile Variable	Category	Frequency (f)	Percentage (%)
Age	Below 30 years old	40	28.37
	30–39 years old	57	40.43
	40 years old & above	44	30.21
Total		141	100

As shown in Table 1, the age distribution of the respondents indicates a balanced representation across age brackets, with the majority belonging to the 30–39 age group. This pattern suggests that the teaching workforce is composed largely of mid-career teachers who possess both exposure to recent curriculum reforms and developing professional stability. Similar findings were reported by Magallanes et al. (2022) and Montebon (2024), where the modal age group of teachers ranged within early to mid-professional years, reflecting a period of high adaptability and openness to curriculum innovation. The presence of substantial representation from both younger and older groups strengthens the analytical relevance of subsequent inferential tests, as it allows meaningful comparison of perceptions across generational cohorts.

Table 2 Demographic Profile of the Respondents According to Teaching Experience (n = 141)

Profile Variable	Category	Frequency (f)	Percentage (%)
Teaching Experience	Less than 5 years	45	31.91
	5–14 years	62	43.97
	15 years & above	34	24.11
Total		141	100

As shown in Table 2, most of the respondents fall within the 5–14 years of teaching experience category, indicating that many teachers are in the developmental and professional consolidation phases of their careers. This suggests a workforce with substantial classroom exposure and practical familiarity with curriculum implementation. This mid-career dominance has also been observed in other Philippine-based curriculum perception studies (Magallanes et al., 2022; Madrigal, 2021), where teachers with moderate to long teaching experience display a more nuanced understanding of reform initiatives compared to novice teachers. Because the sample contains relatively balanced representation across experience levels, the subsequent ANOVA findings (Table 11) show significant differences in perceptions by years of teaching experience are statistically and theoretically plausible.

Table 3 Demographic Profile of the Respondents According to Educational Attainment (n = 141)

Profile Variable	Category	Frequency (f)	Percentage (%)
Educational Attainment	Bachelor’s Degree	90	63.83
	Master’s Degree	51	36.17
	Doctorate Degree	0	0
Total		141	100

As shown in Table 3, most respondents hold a Baccalaureate Degree, with a smaller yet meaningful percentage holding a Masteral Degree. This pattern is typical in public basic education settings in the Philippines, where access to graduate-level programs remains uneven across regions (Rivera et al., 2025; Cordero & Solar, 2023). The absence of Doctorate degree holders in the sample reduces stratification in academic attainment, which helps explain why ANOVA results show no significant differences by educational attainment in later tables. With only two educational tiers present (undergraduate vs. graduate), perceptual variation attributable to academic qualification is statistically constrained. This aligns with other MATATAG-implementation studies observing that graduate-level training alone does not automatically predict stronger curriculum receptivity unless paired with intensive continuing professional development (Rivera et al., 2025).

The succeeding table presents the results on Curriculum Content and Alignment, highlighting teachers’ level of agreement with statements describing how well the MATATAG Curriculum aligns with standards, learning competencies, and real-world relevance.

Table 4 Teachers' Perceptions of the MATATAG Curriculum in Terms of Curriculum Content and Alignment

A. Content and Alignment	Mean	Interpretation
1. The MATATAG Curriculum reflects national education standards.	4.21	SA
2. The learning competencies are clearly defined and achievable.	3.95	A
3. The curriculum content is relevant to the learner's real-life context.	3.89	A
4. The curriculum promotes critical thinking and problem-solving skills.	4.1	A
	4.04	A

N=141

Scale	Range	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Strongly Agree (SA)	Very Highly Acceptable
4	3.40 – 4.19	Agree (A)	Acceptable
3	2.60 – 3.39	Moderately Agree (MA)	Neither Acceptable nor unacceptable
2	1.80 – 2.59	Disagree (D)	Unacceptable
1	1.00 – 1.79	Strongly Disagree (SD)	Very Highly Unacceptable

The overall mean of 4.04 (Agree) shows that teachers perceive the MATATAG Curriculum as aligned, relevant, and well-structured. They strongly agree that it reflects national education standards ($M = 4.21$) and supports critical thinking ($M = 4.10$). This supports Orale and Dulla (2021), who emphasized that curriculum alignment improves teaching coherence. Similarly, Magallanes et al. (2022) highlighted that developing higher-order skills and critical thinking is central to competency-based reforms.

However, the relatively lower mean on relevance ($M = 3.89$) suggests a need for deeper contextualization of learning content, echoing Crisol and Alamillo (2021) who noted challenges in localizing curriculum materials. Despite this, the results indicate an overall positive perception of the MATATAG Curriculum's content and alignment.

Presented in Table 5 are the teachers' perceptions of the MATATAG Curriculum in terms of Teaching and Learning Delivery, highlighting their views on the curriculum's flexibility, instructional strategies, use of resources, and cultural integration.

Table 5 Teachers' Perceptions of the MATATAG Curriculum in Terms of Teaching and Learning Delivery

B. Teaching and Learning Delivery	Mean	Interpretation
5. The MATATAG Curriculum provides sufficient flexibility for Contextualization.	3.96	A
6. I am confident in using the strategies recommended in the curriculum.	3.88	A
7. The curriculum encourages the use of varied teaching resources.	4.11	A
8. The integration of local culture and indigenous knowledge is evident in the curriculum.	4.06	A
	4.00	A

N=141

Scale	Range	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Strongly Agree (SA)	Very Highly Acceptable
4	3.40 – 4.19	Agree (A)	Acceptable
3	2.60 – 3.39	Moderately Agree (MA)	Neither Acceptable nor unacceptable
2	1.80 – 2.59	Disagree (D)	Unacceptable
1	1.00 – 1.79	Strongly Disagree (SD)	Very Highly Unacceptable

The overall mean of 4.00 (Agree) indicates that teachers view the MATATAG Curriculum as effective in supporting flexible and contextualized teaching delivery. The highest rating ($M = 4.11$) shows that teachers recognize the curriculum's encouragement of varied teaching resources, aligning with Orale and Dulla (2021) who emphasized that resource diversity enhances learner engagement.

Teachers also agreed that the curriculum allows contextualization ($M = 3.96$) and promotes integration of local culture and indigenous knowledge ($M = 4.06$). This supports Crisol and Alamillo (2021), who argued that contextualized learning strengthens learner relevance and cultural identity. Confidence in using recommended strategies ($M = 3.88$) suggests that while teachers are adapting, continuous capacity building remains beneficial — a point echoed by Delos Reyes and Torio (2020) regarding the link between teacher training and effective pedagogy.

Overall, results show that teaching and learning delivery under the MATATAG Curriculum is positively perceived as adaptive, inclusive, and resource oriented.

Table 6 presents the teachers’ perceptions of the MATATAG Curriculum in terms of Assessment and Evaluation, focusing on how assessments measure knowledge and skills, reflect learning objectives, and promote continuous improvement through feedback.

Table 6 Teachers’ Perceptions of the MATATAG Curriculum in Terms of Assessment and Evaluation

C. Assessment and Evaluation		Mean	Interpretation
9.	The assessment strategies in the MATATAG Curriculum measure both knowledge and skills effectively.	4.07	A
10.	The performance tasks required are manageable for both teachers and students.	4.01	A
11.	The assessment tools reflect the learning objectives.	4.06	A
12.	Feedback mechanisms in the curriculum support student improvement.	4.11	A
		4.06	A

N=141

Scale	Range	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Strongly Agree (SA)	Very Highly Acceptable
4	3.40 – 4.19	Agree (A)	Acceptable
3	2.60 – 3.39	Moderately Agree (MA)	Neither Acceptable nor unacceptable
2	1.80 – 2.59	Disagree (D)	Unacceptable
1	1.00 – 1.79	Strongly Disagree (SD)	Very Highly Unacceptable

The overall mean of 4.06 (Agree) indicates that teachers perceive the MATATAG Curriculum’s assessment and evaluation system as effective and aligned with learning objectives. The highest-rated item (M = 4.11) shows strong agreement that feedback mechanisms help improve student performance, consistent with Orale and Dulla (2021), who emphasized the role of timely feedback in supporting student growth.

Teachers also agreed that assessment tools accurately reflect learning objectives (M = 4.06) and that strategies measure both knowledge and skills (M = 4.07). This finding supports Crisol and Alamillo (2021), who noted that well-designed assessments promote deeper learning and critical thinking. The manageable nature of performance tasks (M = 4.01) further suggests practical implementation and workload balance, aligning with Orale and Dulla (2021) who linked curriculum clarity with effective classroom assessment.

Overall, these results reflect teachers’ positive perception of the MATATAG Curriculum’s assessment framework, particularly in promoting fair, skill-based, and feedback-driven evaluation.

Table 7 presents the teachers’ perceptions of the MATATAG Curriculum in terms of Teacher Support and Resources, emphasizing the adequacy of training, learning materials, technological assistance, and administrative or peer support provided during implementation.

Table 7 Teachers’ Perceptions of the MATATAG Curriculum in Terms of Teacher Support and Resources

D. Teacher Support and Resources		Mean	Interpretation
13.	Adequate training has been provided to prepare teachers for curriculum implementation.	3.99	A
14.	Learning materials and resources are sufficient and accessible.	3.59	A
15.	Technology integration in teaching is supported by the curriculum.	3.92	A
16.	I receive sufficient administrative and peer support in implementing the MATATAG Curriculum.	3.78	A
		3.82	A

N=141

Scale	Range	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Strongly Agree (SA)	Very Highly Acceptable
4	3.40 – 4.19	Agree (A)	Acceptable
3	2.60 – 3.39	Moderately Agree (MA)	Neither Acceptable nor unacceptable
2	1.80 – 2.59	Disagree (D)	Unacceptable
1	1.00 – 1.79	Strongly Disagree (SD)	Very Highly Unacceptable

The overall mean of 3.82 (Agree) indicates that teachers find the MATATAG Curriculum moderately supported by training, resources, and collaboration. They agree most strongly that adequate training has been provided (M = 3.99), consistent with Orale and Dulla (2021), who emphasized that teacher preparedness is crucial for successful curriculum implementation.

Meanwhile, the lowest mean ($M = 3.59$) on availability of learning materials suggests that while resources are generally sufficient, there remain areas needing improvement. This supports Crisol and Alamillo (2021), who noted that limited access to instructional materials can hinder the full realization of curriculum goals.

Teachers also agreed that technology integration is supported ($M = 3.92$) and that they receive peer and administrative assistance ($M = 3.78$). These findings align with Bustamante (2023), who highlighted that collegial and institutional support enhances teachers’ capacity to adapt to instructional reforms.

Overall, results indicate that while teacher support systems are in place, sustained training and resource enhancement are still needed to strengthen implementation.

Table 8 presents the teachers’ perceptions of the MATATAG Curriculum in terms of its Impact on Students and Teaching Practice, emphasizing how the curriculum contributes to student engagement, learning comprehension, and the enhancement of teaching performance.

Table 8 Teachers’ Perceptions of the MATATAG Curriculum in Terms of Impact on Students and Teaching Practice

E. Student and Teaching Practice	Mean	Interpretation
17.The curriculum has improved student engagement in my classes.	3.94	A
18.Students show a better understanding of lessons under this curriculum.	3.84	A
19.Implementing the MATATAG Curriculum has improved my teaching practices.	4.11	A
20.Implementing the MATATAG Curriculum has improved my teaching practices.	3.98	A
	3.97	A

$N=141$

Scale	Range	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Strongly Agree (SA)	Very Highly Acceptable
4	3.40 – 4.19	Agree (A)	Acceptable
3	2.60 – 3.39	Moderately Agree (MA)	Neither Acceptable nor unacceptable
2	1.80 – 2.59	Disagree (D)	Unacceptable
1	1.00 – 1.79	Strongly Disagree (SD)	Very Highly Unacceptable

The overall mean of 3.97 (Agree) shows that teachers perceive the MATATAG Curriculum as having a positive impact on both teaching practice and student learning. The highest-rated item ($M = 4.11$) indicates that teachers believe the curriculum has enhanced their instructional approaches, reflecting the findings of Orale and Dulla (2021), who reported that well-aligned curricula encourage reflective and effective teaching.

Teachers also observed improvements in student engagement ($M = 3.94$) and understanding ($M = 3.84$), aligning with Palestina et al. (2023), who emphasized that active and skills-based curricula foster deeper learning and motivation among students. However, as Crisol and Alamillo (2021) noted, such positive outcomes rely on consistent implementation support and sufficient classroom resources.

Overall, results suggest that the MATATAG Curriculum positively influences student participation and teacher professional growth, promoting more dynamic and learner-centered instruction.

Table 9 Teachers’ Perceptions of the MATATAG Curriculum Significantly Differ Across the Domains of Curriculum Content and Alignment, Teaching and Learning Delivery, Assessment and Evaluation, Teacher Support and Resources, and Students and Teaching Practice when Grouped According to Age.

		Sum of Squares	Df	Mean Square	F-value	Sig.	Interpretation
Curriculum Content and Alignment	Between Groups	45.774	26	1.761	1.939	.009*	Significant
	Within Groups	103.511	114	.908			
	Total	149.285	140				
Teaching and Learning Delivery	Between Groups	31.952	26	1.229	1.476	.084	Not significant
	Within Groups	94.922	114	.833			
	Total	126.873	140				
Assessment and Evaluation	Between Groups	33.909	26	1.304	1.492	.079	Not significant
	Within Groups	99.641	114	.874			
	Total	133.551	140				
	Between Groups	45.876	26	1.764	1.980	.008*	Significant

Teacher Support and Resources	Within Groups	101.609	114	.891			
	Total	147.485	140				
Students and Teaching Practice	Between Groups	25.244	26	.971	1.272	.194	Not significant
	Within Groups ¹⁴⁰	87.033	114	.763			
	Total	112.277					

Note. $p < .05$ Indicates a Significant Difference.

As shown in Table 9, differences in teacher perceptions across age groups are significant in selected domains, particularly in curriculum content and teacher support. This pattern suggests that age is not merely a demographic variable but a lens through which teachers differently interpret curricular alignment and institutional backing. Older or more seasoned teachers may rely on historical comparison to prior reforms, while younger teachers tend to evaluate MATATAG primarily through current training exposure rather than long-term systemic experience.

These findings parallel other perception-based curriculum studies showing that generational cohorts differ in their appraisal of reform feasibility and readiness (Magallanes et al., 2022; Madrigal, 2021). The presence of significant differences confirms that adoption is not uniform across age categories, indicating that professional learning support may need to be differentiated by generational teaching profile. The statistical significance therefore reinforces a substantive interpretation: age-related vantage points influence the way teachers evaluate implementation conditions.

Table 10 Teachers’ Perceptions of the MATATAG Curriculum Significantly Differ Across the Domains of Curriculum Content and Alignment, Teaching and Learning Delivery, Assessment and Evaluation, Teacher Support and Resources, and Students and Teaching Practice when Grouped According to Years of Teaching Experience.

		Sum of Squares	df	Mean Square	F-value	Sig.	Interpretation
Curriculum Content and Alignment	Between Groups	52.737	26	2.028	2.395	.001*	Significant
	Within Groups	96.549	114	.847			
	Total	149.285	140				
Teaching and Learning Delivery	Between Groups	47.880	26	1.842	2.658	.000*	Significant
	Within Groups	78.993	114	.693			
	Total	126.873	140				
Assessment and Evaluation	Between Groups	49.090	26	1.888	2.548	.000*	Significant
	Within Groups	84.461	114	.741			
	Total	133.551	140				
Teacher Support and Resources	Between Groups	46.155	26	1.775	1.997	.007*	Significant
	Within Groups	101.330	114	.889			
	Total	147.485	140				
Students and Teaching Practice	Between Groups	38.349	26	1.475	2.274	.002*	Significant
	Within Groups ¹⁴⁰	73.928	114	.648			
	Total	112.277	140				

Note. $p < .05$ Indicates a Significant Difference.

As shown in Table 10, there are statistically significant differences in perceptions across all domains when grouped according to years of teaching experience. This suggests that experience functions not only as a measure of time in service but as a proxy for both professional expertise and accumulated exposure to past curriculum reforms. Compared to novice teachers, those with extensive years in service may draw on historical reference points when evaluating MATATAG, leading to more differentiated judgments regarding feasibility, relevance, and system readiness.

This finding mirrors earlier studies showing that perceptions of reform tend to deepen or become more critical as teachers advance through their professional trajectory (Magallanes et al., 2022; Madrigal, 2021). Because experienced teachers have navigated multiple shifts in policy and pedagogy, they may assess MATATAG with a broader evaluative frame than newer teachers, who typically rely on recent training and immediate instructional experience. The statistical significance across all domains therefore indicates that teaching experience is the most stable and substantive determinant of curriculum perception in this sample, shaping how teachers interpret both design quality and implementation capacity.

Table 11 Teachers’ Perceptions of the MATATAG Curriculum Significantly Differ Across the Domains of Curriculum Content and Alignment, Teaching and Learning Delivery, Assessment and Evaluation, Teacher Support and Resources, and Students and Teaching Practice when Grouped According to Educational Attainment.

		Sum of Squares	df	Mean Square	F-value	Sig.	Interpretation
Curriculum Content and Alignment	Between Groups	3.557	1	3.557	3.393	.068	Not significant
	Within Groups	145.728	139	1.058			
	Total	149.285	140				

Teaching and Learning Delivery	Between Groups	.953	1	.953	1.052	.307	Not significant
	Within Groups	125.920	139	.906			
	Total	126.873	140				
Assessment and Evaluation	Between Groups	2.769	1	2.769	2.943	.088	Not significant
	Within Groups	130.781	139	.941			
	Total	133.551	140				
Teacher Support and Resources	Between Groups	.288	1	.288	.272	.603	Not significant
	Within Groups	147.197	139	1.059			
	Total	147.485	140				
Students and Teaching Practice	Between Groups	.547	1	.547	.680	.411	Not significant
	Within Groups	111.731	139	.804			
	Total	112.277	140				

Note. $p < .05$ Indicates a Significant Difference.

As shown in Table 11, there are no statistically significant differences in teacher perceptions when grouped according to educational attainment. This suggests that curriculum reception in this sample is shaped more by experiential and contextual factors than by formal academic qualifications. In other words, teachers' views on MATATAG appear to be grounded in lived classroom realities rather than credential-based expertise.

This interpretation is consistent with findings in recent Philippine curriculum implementation research, which similarly reported that postgraduate education alone does not necessarily produce divergent perceptions unless paired with extensive field exposure or institutional leadership roles (Rivera et al., 2025; Cordero & Solar, 2023). The non-significance therefore does not imply uniformity by default, but rather that educational attainment is not the primary determinant of perceptual variation in this context. Instead, practice-based professional knowledge appears to be a more decisive influence than degree-based specialization, reinforcing the central role of teaching experience observed in Table 10.

CHAPTER FOUR CONCLUSION

The findings of this study indicate that teachers hold generally positive perceptions of the MATATAG Curriculum, particularly in terms of curriculum alignment, instructional delivery, and assessment coherence. The demographic results further show a balanced representation of respondents across age and years of experience, which provided a meaningful basis for inferential comparison. These results reflect that teachers view the curriculum as conceptually strong and aligned with competency-based reforms advocated in the Philippine basic education sector.

However, the data also reveal that perceptions are moderated by contextual realities. Teacher support and resources emerged as the lowest-rated domain, suggesting that implementation success is influenced not only by policy design but by systemic capacity. This highlights that teachers' acceptance of curriculum reform is already present, yet its translation into consistent classroom practice remains dependent on the availability and adequacy of instructional and logistical support.

Inferential analysis confirmed that teaching experience is the most substantial factor shaping curriculum perception, producing significant differences across all domains. Age produced selective differences, while educational attainment showed no significant effect. These results suggest that experiential knowledge and historical exposure to policy reforms play a more influential role in shaping curriculum appraisal than formal academic credentials.

Overall, the study concludes that while the MATATAG Curriculum is well-received in principle, its long-term effectiveness will depend on sustained support structures and implementation readiness. These findings reinforce the need for continuous policy follow-through to ensure that conceptual reform is matched with operational capability in actual classroom settings.

RECOMMENDATIONS

Based on the findings of this study on teachers' perceptions of the MATATAG Curriculum, the following recommendations are proposed to enhance curriculum implementation, teaching practices, and student learning outcomes:

➤ *Professional Development and Capacity Building*

Implement ongoing, targeted professional development programs that focus on areas where teachers perceive moderate support, such as access to teaching resources, assessment strategies, and instructional delivery methods.

Conduct workshops and training sessions that promote innovative and learner-centered teaching strategies aligned with the MATATAG Curriculum principles.

➤ *Curriculum Review and Enhancement*

Periodically review and update the curriculum content to ensure alignment with students' needs, contemporary educational standards, and the local context.

Integrate feedback from teachers to refine curriculum materials, instructional guides, and assessment tools to make them more practical and teacher-friendly.

➤ *Support and Resource Allocation*

Provide adequate instructional materials, technological tools, and learning resources that support effective teaching and learning processes.

Establish a support system or mentoring program for less experienced teachers to enhance confidence and teaching competence.

➤ *Monitoring and Evaluation*

Implement regular monitoring and evaluation mechanisms to assess the effectiveness of curriculum delivery and the impact on student learning outcomes.

Use assessment data to inform continuous improvement strategies and ensure that curriculum goals are being met.

➤ *Tailored Interventions*

Consider teachers' age, teaching experience, and educational attainment when designing professional development and support programs to address diverse needs and enhance instructional effectiveness.

➤ *Stakeholder Collaboration*

Encourage collaboration among teachers, school leaders, and curriculum developers to foster a shared understanding of the MATATAG Curriculum goals and promote consistent implementation across classrooms.

Engage parents and the community in supporting the curriculum through participatory activities that reinforce learning outcomes and holistic student development.

By implementing these recommendations, schools can strengthen teacher capacity, optimize curriculum delivery, and enhance the overall learning experience for students, ensuring that the MATATAG Curriculum achieves its intended impact.

REFERENCES

- [1]. Aquino, M. (2024). Evaluation scale for MATATAG curriculum implementation. *Zenodo*. <https://zenodo.org/records/10959702>
- [2]. Bustamante, M. (2023). Science teachers' professional development program in Agusan del Sur: Its effect on teacher competencies. *American Journal of Education and Technology*, 2(5), 14–22. <https://doi.org/10.54536/ajet.v2i5.4411>
- [3]. Crisol, L. G., & Alamillo, J. B. (2021). Issues and challenges in the implementation of curriculum reforms in Philippine basic education. *Journal of Education and Human Development*, 10(1), 20–30.
- [4]. Cordero, A., & Solar, R. (2023). Teachers' adherence to the Philippine Professional Standards for Teachers (PPST) as basis for professional development. *RSU Research Journal*, 3(1), 55–72. <https://ojs.rsu.edu.ph/index.php/rsurj/article/view/137>
- [5]. Department of Education. (2024). *MATATAG curriculum implementation guidelines*. Department of Education Publishing.
- [6]. Llego, M. A. (2022). Challenges of teachers in geographically isolated and disadvantaged areas in the Philippines. *TeacherPH*. <https://www.teacherph.com>
- [7]. Madrigal, D. J. (2021). The influence of teacher demographics on curriculum adaptation and pedagogical practices. *International Journal of Education and Learning*, 3(1), 12–22.
- [8]. Magallanes, T., Castillo, R., & Boholano, H. (2022). The Philippine teachers' concerns on educational reform using the concern-based adoption model. *Frontiers in Education*, 7, 763991. <https://doi.org/10.3389/educ.2022.763991>
- [9]. Montebon, D. (2024). Teachers' perception of the most essential learning competencies (MELCs) and its implementation. *CMRU Research Journal*, 17(2), 205–221. <https://so05.tci-thaijo.org/index.php/cmruresearch/article/view/264463>
- [10]. Orale, R. L., & Dulla, A. J. (2021). Curriculum alignment and teacher preparedness in implementing K to 12 reforms. *International Journal of Learning, Teaching and Educational Research*, 20(8), 187–200.
- [11]. Palestina, R. J., Pangan, A. N., & Ancho, I. V. (2023). Curriculum implementation facilitating and hindering factors: The Philippines context. *Indonesian Journal of Educational Research and Innovation*, 7(1), 63–72. <https://ejournal.upi.edu/index.php/ije/article/view/25340>
- [12]. Paler, A., Navarro, J., & Sanchez, J. (2024). Paradigm shift in education: Teachers as MATATAG curriculum implementers. *Scribd*. <https://www.scribd.com/document/868250849/Paradigm-Shift-in-Education-Teachers-as-MATATAG-Curriculum-Implementers>
- [13]. Ramirez, J. (2022). Contextualization of curriculum in indigenous and rural schools in the Philippines. *Journal of Education and Practice*, 13(5), 44–52.
- [14]. Rivera, J. P., Gregorio, M., & Bañez, C. (2025). Revitalizing the Philippine education system: Facilitating access and participation to in-service training (INSET) and teacher professional development (TPD). *Philippine Institute for Development Studies Discussion Paper Series 2025-01*. <https://www.pids.gov.ph/details/discussion-papers/revitalizing-the-philippine-education-system-facilitating-access-and-participation-to-in-service-training-inset-and-teacher-professional-development-tpd>

APPENDIX

APPENDIX A: RESEARCH QUESTIONNAIRE

➤ *Purpose:*

This survey aims to gather teachers’ perspectives on the effectiveness, challenges and impacts of the MATATAG Curriculum implementation. The results will be used for research and policy recommendations.

➤ *Confidentiality Assurance:*

Your participation is voluntary. All responses will be kept strictly confidential and will be used only for research purposes. No personal information will be disclosed in any part of the report.

➤ *Part I. Profile of Respondents*

Name (Optional): _____

Age: _____

Gender: Male () Female ()

Years of Teaching Experience: _____ years

Highest Educational Attainment: Bachelors’ () Masters () Doctorate ()

➤ *Part II. Teachers’ Perceptions*

• *Instructions:*

Please check the column that best reflects your level of agreement with each statement.

• *Scale:*

- ✓ Strongly Agree
- ✓ Agree
- ✓ Neutral
- ✓ Disagree
- ✓ Strongly Disagree

	5	4	3	2	1
A. Curriculum Content and Alignment					
1. The MATATAG Curriculum reflects national education standards.					
2. The learning competencies are clearly defined and achievable.					
3. The curriculum content is relevant to the learners real-life context.					
4. The curriculum promotes critical thinking and problem-solving skills.					
B. Teaching and Learning Delivery					
5. The MATATAG Curriculum provides sufficient flexibility for Contextualization.					
6. I am confident in using the strategies recommended in the curriculum.					
7. The curriculum encourages the use of varied teaching resources.					
8. The integration of local culture and indigenous knowledge is evident in the curriculum.					
C. Assessment and Evaluation					
9. The assessment strategies in the MATATAG Curriculum measure both knowledge and skills effectively.					
10. The performance tasks required are manageable for both teachers and students.					
11. The assessment tools reflect the learning objectives.					
12. Feedback mechanisms in the curriculum support student improvement.					
D. Teacher Support and Resources					
13. Adequate training has been provided to prepare teachers for curriculum implementation.					
14. Learning materials and resources are sufficient and accessible.					
15. Technology integration in teaching is supported by the curriculum.					
16. I receive sufficient administrative and peer support in implementing the MATATAG Curriculum.					
E. Impact on Students and Teaching Practice					

17. The curriculum has improved student engagement in my classes.					
18. Students show a better understanding of lessons under this curriculum.					
19. Implementing the MATATAG Curriculum has improved my teaching practices.					
20. Implementing the MATATAG Curriculum has improved my teaching practices.					

Thank you for responding to our research. Your cooperation is highly appreciated.

➤ *Authorization Statement:*

I have read and understood the purpose of this study. I voluntarily agree to participate and provide honest responses to the questionnaire. I understand that I may withdraw my participation at any time without any consequences.

Respondent’s Name (Printed) and Signature: _____

Date: _____

APPENDIX B: LETTER OF REQUEST FOR RESEARCH PERMISSION



September 26, 2025

VICTOR E. MONEL
District In-Charge
Kitaotao II District
Sinuda, Kitaotao, Bukidnon

Sir:

The undersigned teachers are currently undertaking their research, **TEACHERS' PERCEPTION IN THE IMPLEMENTATION OF MATATAG CURRICULUM: APPROACH TO CONTENT, DELIVERY, AND IMPACT MEASUREMENT**, in partial fulfillment of the requirements for our subject, System of Developing, Implementing and Evaluating the Curriculum, in our Doctor of Philosophy major in Educational Management.

May they have the initiative to request your office that they be permitted to administer their questionnaires for their research writing to the teachers of Kitaotao II District, Division of Bukidnon.

Hoping for your most kind approval in this regard.

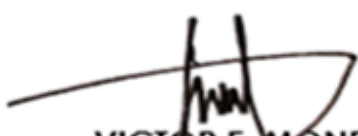
Very truly yours,


KRISTINE P. DIAZ


MARY LOURD ANGELIE F. GALENDEZ


DIOVANNE D. LAWAS

APPROVED:


VICTOR E. MONEL
PUBLIC SCHOOLS DISTRICT SUPERVISOR

APPENDIX C: INFORMED CONSENT FORM

Teachers' Perception in the Implementation of the MATATAG Curriculum: Approach to Content, Delivery, and Impact Measurement

Purpose:

This survey aims to gather teachers' perspectives on the effectiveness, challenges, and impacts of the MATATAG Curriculum implementation. The results will be used for research and policy recommendations.

Confidentiality Assurance:

Your participation is voluntary. All responses will be kept strictly confidential and will be used only for research purposes. No personal information will be disclosed in any part of the report.

Please answer all items honestly and carefully. Thank you for your participation.

kristine.diaz001@deped.gov.ph [Switch account](#)



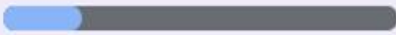
Not shared

APPENDIX D: STATISTICAL ANALYSIS OUTPUT TABLES

Authorization Statement

I have read and understood the purpose of this study. I voluntarily agree to participate and provide honest responses to the questionnaire. I understand that I may withdraw my participation at any time without any consequences. *

I agree to participate in this survey.

[Back](#) [Next](#)  Page 2 of 10 [Clear form](#)

APPENDIX E: MAP OF STUDY LOCATION

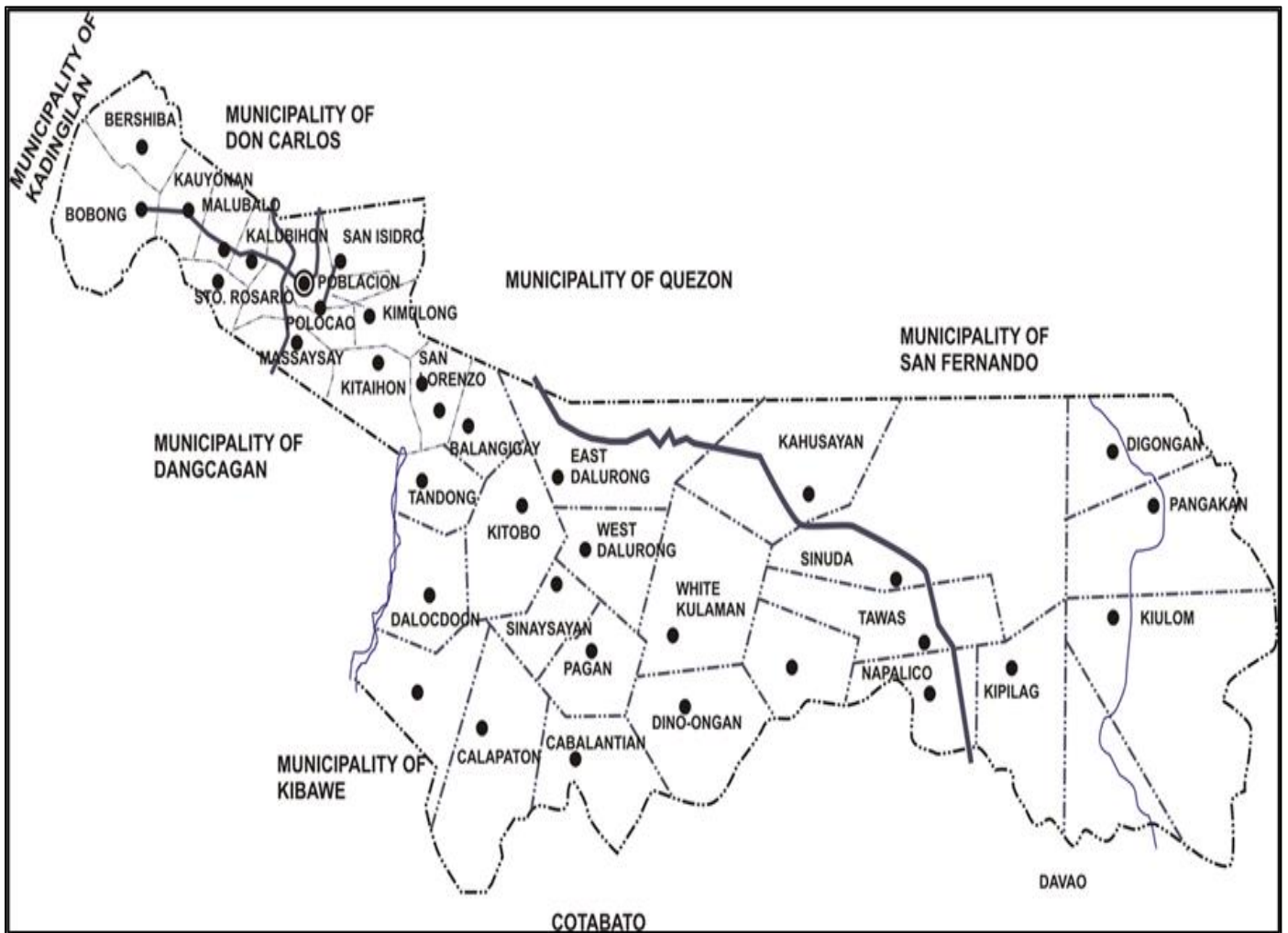


Illustration of the Map of Kitaotao where the research is conducted