

The Perceived Effectiveness of Learning and Development Activities for Teachers in the Implementation of the Revised K to 12 Curriculum

Cesar D. Lopera Jr.¹; Manuel V. Estera²

^{1,2}School of Graduate Studies, St. Louise de Marillac College of Sorsogon, Inc., Sorsogon City, Philippine

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Abstract: This study examined the learning and development activities provided to teachers in implementing the Revised K to 12 Curriculum, focusing on their effectiveness, challenges, and proposed enhancements. Findings revealed that training and workshops, along with self-guided learning, both with a frequency of 19 and ranked 1.5, followed by instructional materials development appropriate to the curriculum with a frequency of 15 and ranked 3. Attendance to the Learning Action Cells (LACs) came next with a frequency of 12 and ranked 4, while online trainings/webinars and technical assistance provided by the school head both had a frequency of 9 and ranked 5.5. Training and workshop on the curriculum as a learning and development activity had a mean value of 3.66 and interpreted as effective, while self-guided learning obtained a mean value of 3.46 and was considered moderately effective. The instructional materials development registered a mean of 3.63 and the conduct of Learning Action Cells had 3.64, both indicating effectiveness in supporting curriculum implementation. These activities influenced teachers by strengthening instructional qualities, curriculum mastery, creativity, and collaborative understanding, thereby ensuring alignment with revised standards. This study also identified challenges that hindered teachers' participation in learning and development, such as limited time, insufficient instructional materials, lack of funds, restricted internet access, and minimal discussions during Learning Action Cells. Addressing these barriers is crucial to maximizing the impact of professional development initiatives. To overcome these challenges, proposed enhancements included continuous and contextualized training programs, strengthened self-guided learning opportunities, innovative instructional materials development, and improved collaboration through Learning Action Cells. These initiatives aim to equip teachers with deeper curriculum mastery, foster creativity, and enhance instructional practices. The study is significant as it provides evidence-based insights into the strengths and limitations of current learning and development activities, while offering practical recommendations to improve teacher capacity and ensure the effective implementation of the Revised K to 12 Curriculum.

Keywords: *Learning and Development, Teacher Training, Curriculum Implementation, Instructional Materials, Collaboration, K to 12 Curriculum.*

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I. INTRODUCTION

The role of teachers in the education system is pivotal, as they directly shape the learning experiences of students. With the introduction of the MATATAG Curriculum Framework by the Department of Education (DepEd) of the Philippines, the responsibilities and expectations placed on educators have significantly evolved. This new curriculum aims to enhance foundational literacy and numeracy, address learning gaps, and provide students with competencies relevant to the 21st century. However, its successful implementation largely depends on the readiness, capabilities, and professional development of teachers who will operationalize its goals in classrooms.

Professional development is an essential component of improving teaching practices and equipping educators with the skills necessary to adapt to curriculum changes. It involves structured training programs, workshops, and continuous learning opportunities designed to help teachers enhance their knowledge, skills, and confidence. In the context of the MATATAG Curriculum Framework, professional development becomes even more crucial as educators face challenges such as adjusting to new teaching approaches, aligning with updated learning standards, and utilizing modern assessment methods. This highlights the importance of assessing and addressing the professional development needs of DepEd teachers to ensure the effective adoption and implementation of the MATATAG curriculum.

The MATATAG Curriculum Framework reflects DepEd's commitment to creating a more inclusive and efficient educational system that prioritizes foundational skills while addressing issues from previous curricular designs. It emphasizes mastery of basic competencies, reduction of unnecessary learning areas, and streamlining of content to focus on essential subjects. While the curriculum itself holds significant promise, its success largely hinges on the preparedness and support provided to the teaching workforce. As such, professional development initiatives must be aligned with the specific demands and requirements of this new framework, ensuring that teachers are not only equipped with theoretical knowledge but also practical strategies for implementation.

However, transitioning to a new curriculum is not without its challenges. Teachers may encounter difficulties related to resource availability, time constraints, and a lack of familiarity with new teaching methods or assessment tools. Additionally, disparities in access to professional development opportunities, particularly for those in remote or underserved areas, further complicate the process. These challenges underline the necessity of a targeted and well-structured professional development program tailored to the unique needs of DepEd teachers. Understanding these needs is a critical first step toward bridging gaps in teacher preparation and ensuring the effective delivery of the MATATAG curriculum's objectives.

This study aims to identify the specific professional development needs of DepEd teachers about the MATATAG Curriculum Framework. By examining their perspectives, experiences, and challenges, the research seeks to provide insights into the types of training resources and support systems required to empower teachers and enhance their capacity to implement the curriculum effectively. Furthermore, this study will contribute to the development of evidence-based recommendations for DepEd and other stakeholders, fostering a more robust and supportive professional development ecosystem.

Ultimately, this research underscores the critical role of professional development in education reform. Teachers are the driving force behind the success of any curriculum, and their empowerment through targeted training and support is a prerequisite for meaningful and sustainable. By addressing the professional development needs of DepEd teachers, this study hopes to contribute to the successful realization of the MATATAG Curriculum.

The framework's vision and goals ultimately benefit Filipino learners and society as a whole. The Education sector is a cornerstone of societal development, with teachers playing a vital role in shaping the knowledge, skills, and values of future generations. In the Philippine education system, the Department of Education (DepEd) continuously strives to reform and improve its curriculum to address the ever-changing needs of learners and society. One of the latest milestones in this pursuit is the introduction of the MATATAG Curriculum Framework, which focuses on strengthening foundational skills in literacy, numeracy, and

overall academic competencies. However, the success of this initiative depends significantly on the readiness, skills and professional development of DepEd teachers, who serve as the frontline implementers of this transformative program.

The MATATAG Curriculum Framework is an integral component of the Department of Education's Basic Education Reform Agenda. It emphasizes mastery of essential competencies, streamlining of learning areas, and the development of lifelong learners equipped with critical thinking and problem-solving skills. This curriculum aims to address learning gaps and improve the quality of education for Filipino students, especially in foundational areas such as literacy and numeracy. While the curriculum offers a promising pathway toward achieving these goals, its successful implementation relies heavily on the competence, commitment, and adaptability of teachers. For educators to meet these new demands, professional development becomes a necessity rather than an option.

Professional development refers to the continuous process of equipping educators with updated knowledge, enhanced skills, and innovative teaching strategies to meet the demands of changing educational landscapes. In the context of the MATATAG Curriculum Framework, professional development programs must be designed to address specific areas such as curriculum alignment, modern teaching methodologies, the use of technology in instruction, and innovative assessment strategies. These programs are not merely supplementary but are essential for ensuring that teachers are well prepared to handle the expectations and challenges of the new framework. Without adequate training and support, educators may struggle to deliver the curriculum effectively, leading to potential setbacks in achieving the intended outcomes of the MATATAG initiative.

The transition to a new curriculum framework is often accompanied by various challenges for teachers. For instance, adapting to new teaching methods, re-learning content to align with updated standards, and integrating innovative instructional tools into their practices can be daunting. In addition, teachers may face constraints such as limited access to resources, lack of time for professional development, and insufficient administrative support. These barriers highlight the need for a structured and responsive approach to professional development that considers the unique context and circumstances of DepEd teachers, particularly those in remote or underserved areas. Identifying these needs is a crucial step toward designing effective and inclusive professional development programs.

In addition to addressing challenges, professional development initiatives play a critical role in fostering teacher empowerment and motivation. Educators who feel supported and equipped are more likely to embrace curriculum changes and deliver high-quality instruction. Moreover, professional development contributes to the overall growth and career satisfaction of teachers, as it provides opportunities for lifelong learning and skill enhancement. In the context of the MATATAG Curriculum Framework, empowering teachers

through targeted training and support is essential for bridging the gap between policy and practice.

This study aims to investigate the professional development needs of DepEd teachers in adopting the MATATAG Curriculum Framework. By exploring their experiences, perceptions and challenges, this research seeks to provide valuable insights into the types of support and training that are most needed. Specifically, it will examine areas such as curriculum content knowledge, pedagogical approaches, technological integration, and assessment strategies. The findings of this study will serve as basis for developing recommendations to enhance professional development programs and ensure their alignment with the goals of the MATATAG Curriculum Framework.

Furthermore, this research underscores the interconnectedness of teacher preparation and student achievement. A well-prepared and well-supported teaching workforce is a prerequisite for achieving the goals of any educational reform. Through this study, stakeholders will gain a deeper understanding of how professional development can serve as a catalyst for the successful implementation of the MATATAG curriculum and ultimately, the improvement of educational outcomes in the Philippines.

The MATATAG Curriculum Framework represents a significant reform in Philippine basic education aimed at strengthening foundational learning, streamlining competencies, and promoting the holistic development of Filipino learners. However, the successful implementation of the curriculum depends largely on teachers' competence, preparedness, and continuous professional development. As the primary implementers of the curriculum, teachers must be equipped with the necessary knowledge, skills, and instructional strategies to effectively deliver quality education.

This research contributes to the successful implementation of the MATATAG Curriculum by examining the perceived effectiveness of learning and development activities for teachers. The findings will provide evidence-based insights that can guide the Department of Education (DepEd), school leaders, and policymakers in designing responsive and relevant professional development programs that address teachers' actual needs. Strengthening teachers' professional competencies through targeted training will enhance instructional quality, improve classroom practices, and support effective curriculum implementation.

This study will benefit learners by promoting more engaging, inclusive, and learner-centered instruction that develops foundational skills, critical thinking, and lifelong learning competencies. It will also support school administrators and education stakeholders in making informed decisions regarding teacher development and curriculum implementation. By strengthening teacher capacity and improving instructional practices, this research contributes to the realization of the MATATAG Curriculum's vision of providing equitable, inclusive, and high-quality

education that prepares Filipino learners for lifelong success and national development.

In conclusion, the MATATAG Curriculum framework represents a significant step forward in enhancing the quality of basic education in the Philippines. However, its success is inextricably linked to the preparedness and professional growth of DepEd teachers. By addressing the specific professional development needs of educators, this research aims to contribute to the realization of a more effective and impactful education system, aligned with the aspirations of the Filipino people. The findings of this study will provide meaningful insights and actionable recommendations for DepEd, policymakers, and other stakeholders committed to advancing education reform.

➤ Research Objectives

- Identify the different learning and development activities provided to teachers in the implementation of the Revised K to 12 Curriculum.
- Determine the level of effectiveness of the learning and development activities as perceived by teachers.
- Examine the influence of the perceived effectiveness of learning and development activities on the implementation of the Revised K to 12 Curriculum among DepEd teachers.
- Examine the challenges encountered by teachers in learning and development in the implementation of the Revised K to 12 Curriculum.
- Propose learning and development initiatives to facilitate effective implementation of the Revised K to 12 Curriculum.

II. METHODOLOGY

In the present study, the application of a mixed research design was evident in the way quantitative and qualitative approaches were integrated. The quantitative component focused on the distribution and frequency of teachers' participation in learning and development activities during the transition to the Revised K to 12 Curriculum. This provided measurable data that highlighted patterns across grade levels and allowed for generalization of findings. At the same time, the qualitative component explored the influence of these activities on curriculum implementation, capturing the teachers' perspectives and lived experiences.

There were 28 teacher respondents who participated in this study. Of these, 9 were Kindergarten teachers, 9 were Grade 1 teachers, and 10 were Grade 4 teachers from Magallanes North District.

The study used a researcher-made questionnaire as the primary research instrument. The questionnaire developed based on the objectives of the study, related literature, the Revised K to 12 Curriculum, and the identified Learning and Development activities provided to teachers.

III. RESULTS

This presents the data collected from the respondents and analyzes the findings using appropriate statistical techniques. The results are interpreted in relation to the research objectives, existing literature, and theoretical framework to answer the research questions.

➤ *Learning and Development Activities Provided to Teachers in the Implementation of the Revised K to 12 Curriculum*

Learning and development (L&D) activities play a crucial role in the successful implementation of the Revised K to 12 Curriculum. These activities equip teachers with updated knowledge, skills, and strategies that align with the curriculum's objectives and standards. By engaging in continuous professional development, teachers are better prepared to address the evolving needs of learners and adapt to new instructional approaches. As a result, L&D serves as a foundation for ensuring quality teaching and effective curriculum delivery.

The importance of L&D extends beyond individual teacher growth to the overall improvement of the educational system. Through structured training and collaborative learning opportunities, teachers gain confidence in applying innovative practices that enhance student outcomes. These activities also foster consistency in curriculum implementation across grade levels, ensuring that reforms are applied uniformly. The L&D strengthens the capacity of educators to translate curriculum goals into meaningful classroom experiences, making it indispensable in the transition to the Revised K to 12 Curriculum.

Table 1 presents the list of learning and development (L&D) activities commonly provided to teachers, particularly in support of the Revised K to 12 Curriculum. These activities include training programs, workshops, and seminars designed to enhance instructional competence and curriculum alignment. The table highlights how such initiatives are distributed among teachers, ensuring that professional growth opportunities are accessible across grade levels. By documenting these L&D activities, the study underscores their importance in strengthening teachers' capacity to implement curriculum reforms effectively.

Table 1 Learning and Development Activities of Teachers in the Implementation of the Revised K to 12 Curriculum

Learning and Development Activities	Frequency	Rank
Training /Workshop on the Curriculum	19	1.5
Self-Guided Learning in exploring the Curriculum	19	1.5
Instructional materials development appropriate to the Curriculum	15	3
Attendance to the Learning Action Cells	12	4
Online trainings /webinars on the Curriculum	9	5.5
Technical assistance provided by the School Head such as information sharing	9	5.5
Enrolling in the Graduate Studies	8	6
Technical Assistance provided by the Master Teachers such a peer mentoring/lesson study	7	7
Conduct demonstration lesson on how to deliver lessons in the Revised K to 12 Curriculum	3	8

Based on Table 1, the topmost learning and development (L&D) activities were training/workshop on the curriculum and self-guided learning in exploring the curriculum, both with a frequency of 19 and ranked 1.5. These results show that teachers placed equal importance on structured training sessions and independent study to strengthen their understanding of the Revised K to 12 Curriculum. The high frequency of these activities reflects their accessibility and relevance in equipping teachers with essential knowledge. Together, they highlight the balance between formal instruction and personal initiative in professional growth.

Following these, instructional materials development appropriate to the curriculum had a frequency of 15, placing it at rank 3. This indicates that many teachers actively engaged in creating teaching resources aligned with the revised standards. Such involvement demonstrates their commitment to ensuring that classroom instruction is consistent with curriculum requirements. It also emphasizes the role of resource development as a practical application of training and learning.

Meanwhile, attendance to Learning Action Cells (LACs) registered a frequency of 12, ranking 4th among the activities. This shows that collaborative learning sessions were moderately utilized by teachers to share strategies and address challenges in curriculum implementation. LACs provided opportunities for peer support and collective problem-solving, which are vital during educational transitions. Their inclusion in the data underscores the importance of teamwork and shared professional growth.

Activities such as online trainings/webinars on the curriculum and technical assistance provided by school heads both recorded a frequency of 9, which placed them at rank 5.5. Following these, enrolling in graduate studies had a frequency of 8, earning it rank 6 in the distribution of learning and development activities. Meanwhile, technical assistance provided by master teachers, such as peer mentoring or lesson study, showed a frequency of 7, positioning it at rank 7. The least was conducting demonstration lessons on how to deliver lessons in the Revised K to 12 Curriculum, which had a frequency of 3 and ranked 8.

➤ *Perceived Level of Effectiveness of Learning and Development Activities*

The following tables present the data on the perceived level of effectiveness of the identified learning and development (L&D) activities provided to teachers. These tables highlight how respondents evaluated the usefulness of training, workshops, and other professional development opportunities in supporting the Revised K to 12 Curriculum. By showing the effectiveness ratings, the data provide insights into which activities were most impactful in enhancing teaching practices. This serves as a foundation for understanding the strengths and limitations of current L&D initiatives.

Table 2 presents the data on the perceived level of effectiveness of training provided to teachers during a period of curriculum transition. This table highlights how teachers evaluated training as a learning and development activity designed to support their adaptation to new instructional demands. The findings illustrate the extent to which training initiatives were considered beneficial in enhancing teaching readiness and professional growth. Overall, the data in Table 3 serves as a valuable reference for assessing the role of training in facilitating smoother transitions within the educational system.

Table 2 Perceived Level of Effectiveness of Training as a Learning and Development Activity

Indicators	Mean	Description
The training...		
Equips teacher with functional KSA aligned	3.72	Effective
Provides opportunities among teachers to design developmentally appropriate and inclusive learning experience	3.68	Effective
Enhances teachers' ability to assess learner progress	3.62	Effective
Develops teachers' competence in using data	3.60	Effective
Average	3.66	Effective

Clearly shown in Table 2, the training equips teachers with functional knowledge, skills, and attitudes aligned with the Revised K to 12 Curriculum. This indicator obtained the highest mean value of 3.72, which was described as effective. Such a result emphasizes that the training successfully addressed the core competencies needed by teachers during curriculum transition. It highlights the importance of aligning professional development activities with curriculum reforms to ensure instructional readiness.

Furthermore, the training enhanced teachers' ability to assess learner progress and develop competence in using data-driven strategies to improve instruction. These indicators obtained mean values of 3.62 and 3.60 respectively, both described as effective. With an overall average of 3.66, the training was consistently perceived as effective across all dimensions. This demonstrates that the program contributed meaningfully to strengthening teachers' instructional capacity during the curriculum transition.

The training also provided opportunities for teachers to design developmentally appropriate and inclusive learning experiences. This aspect received a mean score of 3.68, which was likewise described as effective. The data suggest that teachers valued the training's role in enhancing their ability to create equitable and responsive learning environments. It reinforces the idea that professional development should foster inclusivity and adaptability in teaching practices.

Table 2 reflects the perceived level of effectiveness of self-guided learning as a learning and development activity to which teachers were exposed during the K to 12 curriculum transition. This table highlights how educators evaluated their independent learning experiences in adapting to curriculum changes. The findings emphasize the role of self-guided learning in fostering professional growth and instructional readiness among teachers. The data in Table 4 provides valuable insights into how self-directed approaches supported teachers in navigating the demands of curriculum reform.

Table 3 Perceived Level of Effectiveness of Self-Guided Learning as a Learning and Development Activity

Indicators	Mean	Description
The Self-Guided Learning...		
Strengthens teachers' ability to plan, monitor and evaluate the pupils' learning engagement	3.60	Effective
Develops teachers' ability to take ownership of the introduced curriculum	3.56	Moderately Effective
Enhances teachers' motivation to implement the curriculum	3.40	Moderately Effective
Allows teachers to build habits on self- reflection towards the improvement of the curriculum	3.37	Moderately Effective
Average	3.46	Moderately Effective

Clearly shown in Table 3, the indicator stating that self-guided learning strengthens teachers' ability to plan, monitor, and evaluate pupils' learning engagement obtained a mean value of 3.60 and was described as effective. This result highlights that independent learning approaches helped teachers develop essential skills in managing classroom engagement during the K to 12 curriculum transition. It reflects the usefulness of self-guided learning in enhancing teachers' capacity to oversee and assess student participation. Such effectiveness underscores the importance of empowering teachers with autonomy in their professional growth.

Meanwhile, the indicator on developing teachers' ability to take ownership of the introduced curriculum received a mean score of 3.56, which was described as moderately effective. This suggests that while self-guided learning contributed to teachers' sense of responsibility, there remains room for improvement in fully fostering curriculum ownership. Similarly, enhancing teachers' motivation to implement the curriculum obtained a mean of 3.40, also moderately effective. These results indicate that self-directed

learning provided some encouragement but was not sufficient to strongly drive motivation.

The indicator allowing teachers to build habits of self-reflection toward curriculum improvement garnered a mean score of 3.37, described as moderately effective. This shows that while self-guided learning encouraged reflective practices, its impact was limited in strengthening consistent habits. With an overall average of 3.46, self-guided learning was generally perceived as moderately effective in supporting teachers during the curriculum transition. Taken together, the data suggests that while self-guided learning offered valuable benefits, it requires further enhancement to maximize its role in teacher development and curriculum implementation.

Table 4 presents the data on the perceived level of effectiveness of instructional materials development as a learning and development activity. This table highlights how teachers evaluated the role of creating instructional resources in supporting their professional growth during the K to 12 curriculum transition. The findings emphasize the importance of instructional materials in enhancing teaching practices and aligning classroom strategies with curriculum requirements.

Table 4 Perceived Level of Effectiveness of Instructional Materials Development as a Learning and Development Activity

Indicators	Mean	Description
The instructional materials development...		
Enables teachers to construct curriculum-aligned teaching aids	3.66	Effective
Provides teachers opportunity to integrate localized contents in the learning aids	3.63	Effective
Enables teacher to apply varied multimodal strategies	3.62	Effective
Equips teachers' skills to evaluate and improve the instructional materials	3.60	Effective
Average	3.63	Effective

The instructional materials development as a learning and development initiative enables teachers to construct curriculum-aligned teaching aids, as evidenced by the mean value of 3.66, which was found to be effective. This suggests that teachers are able to design instructional resources that directly support the curriculum, ensuring coherence between teaching strategies and learning objectives. The high rating reflects the usefulness of these materials in guiding classroom instruction. It also highlights the role of structured development in enhancing teaching quality.

Furthermore, the integration of localized content into learning aids, with a mean value of 3.63, was also rated effective. This indicates that teachers are successfully contextualizing lessons to reflect local culture, language, and experiences, making learning more relevant and engaging for students. By embedding localized elements, instructional materials become more relatable and accessible, fostering deeper student understanding. This effectiveness underscores the importance of culturally responsive teaching practices in material development.

The application of varied multimodal strategies (mean = 3.62) and the ability to evaluate and improve instructional materials (mean = 3.60) were both rated effective, contributing to the overall average of 3.63. These findings show that teachers are not only diversifying their teaching

approaches but also continuously refining their materials for better outcomes. The slightly lower mean values suggest areas for further enhancement, particularly in strengthening evaluation skills and expanding multimodal applications. Overall, the data affirms that instructional materials development is a valuable tool for empowering teachers and improving classroom instruction.

Table 5 presents the data on the perceived level of effectiveness of Learning Action Cells (LACs) as a learning and development activity. The table highlights how teachers view the role of instructional materials development in enhancing curriculum alignment, localized content integration, multimodal strategies, and evaluation skills. Each indicator is accompanied by mean values that reflect the overall effectiveness of these components. The findings provide a clear picture of how LACs contribute to strengthening teaching practices and improving instructional quality.

Table 5 Perceived Level of Effectiveness of Learning Action Cells as a Learning and Development Activity

Indicators	Mean	Description
The Learning Action Cell...		
Enhances instructional practices among teachers	3.68	Effective
Strengthens curriculum implementation	3.63	Effective
Provides opportunity among teachers to analyze lesson effectiveness	3.62	Effective
Builds professional competence of teachers	3.61	Effective
Average	3.64	Effective

The Learning Action Cell enhances instructional practices among teachers, as evidenced by the mean value of 3.68, which was found to be effective. This indicates that LAC sessions provide meaningful opportunities for teachers to refine their teaching approaches and strategies. The high rating reflects the positive impact of collaborative learning on classroom practices. It also highlights the role of LACs in fostering continuous professional growth among educators.

The Learning Action Cell strengthens curriculum implementation, with a mean value of 3.63, and was rated effective. This suggests that teachers benefit from shared discussions and collective planning that ensure lessons are aligned with curriculum standards. The effectiveness of LACs in this area demonstrates their importance in bridging instructional gaps and reinforcing curriculum delivery. Such collaboration allows teachers to maintain consistency and quality in teaching across different contexts.

The Learning Action Cell enables teachers to analyze lesson effectiveness, which received a mean rating of 3.62, and to build professional competence, rated at 3.61. Both dimensions were considered effective, contributing to an overall average score of 3.64. These results highlight that LACs foster reflective practice while simultaneously strengthening teachers' skills and confidence in their profession. The slightly lower ratings in specific areas indicate opportunities for further support and enhancement to maximize their impact. Taken together, the findings affirm that LACs serve as a valuable professional development activity that empowers teachers to elevate instructional quality and competence.

➤ *How the Learning and Development Activities Influence the Implementation of the Revised K to 12 Curriculum*

• *Supporting Teachers in Adopting Instructional Qualities Through Training*

It was Participant 1 who appreciated the value of training when he said, "The training on MATATAG made myself adopt whatever was asked for by the implemented Curriculum." Similarly, Participant 2 emphasized how training sessions shaped his instructional approach, stating, "Through the workshops, I learned to integrate strategies that made my lessons more engaging and aligned with the new standards." Participant 3 also highlighted the transformative effect of training, sharing, "The guidance during training helped me to adjust my teaching style, ensuring that learners could better grasp the competencies required." These narratives collectively show how training became a vital support in enabling teachers to embrace instructional qualities demanded by the curriculum.

Meanwhile, Participant 4 expressed gratitude for the training's practical impact, saying, "The sessions provided concrete examples that I could immediately apply in class, which improved both my confidence and my delivery." Participant 5 echoed this sentiment, noting, "The training encouraged me to adopt innovative methods, and I realized that continuous learning is essential to meet the evolving needs of students." Together, these accounts reinforce the theme that training not only equips teachers with instructional qualities but also instills adaptability, confidence, and a commitment to professional growth.

• *Strengthening Teachers' Curriculum Mastery Through Self-Guided Learning*

It was Participant 6 who claimed that knowing more about the revised K to 12 curriculum was because of self-guided learning, when he uttered, "Through self-study I am able to have a comprehensive grasp about the Enhanced K to 12." In the same way, Participant 7 shared how independent exploration strengthened his mastery, saying, "By reviewing modules and references on my own, I was able to deepen my understanding of the curriculum's competencies." Participant 8 also emphasized the role of self-guided learning, noting, "I took time to read and analyze the curriculum guides independently, which allowed me to confidently align my teaching practices with the expected standards." These reflections highlight how self-directed study became a powerful tool for teachers to internalize curriculum changes.

Participant 9 reinforced this theme by stating, "My personal initiative to study the revised curriculum helped me to clarify areas that were initially confusing, making me more effective in lesson planning." Meanwhile, Participant 10 expressed how self-guided learning fostered confidence, saying, "Through independent review and practice, I was able to master the curriculum content and apply it meaningfully in my classes." Collectively, these narratives demonstrate that curriculum mastery among teachers was not only a result of formal training but also significantly strengthened by their commitment to self-guided learning, which empowered them to adapt and excel in their instructional roles.

• *Cultivating Teachers' Instructional Creativity Through Instructional Materials Development Activity*

Valued by Participant 2 was the experience she had in participating in the school sessions with peers in making instructional materials. She said, "I became creative and able to provide the needed instructional materials required by the New K to 12 because of the sessions with my peers in crafting learning aids." In a similar way, Participant 4 shared how the

engagement enhanced his creativity, stating, “Working on instructional materials allowed me to think of innovative ways to present lessons, making my teaching more dynamic and responsive to learners’ needs.” Participant 6 also emphasized this development, noting, “Through the process of designing materials, I discovered new approaches that made my lessons more interactive and meaningful.” These reflections show how collaboration and active involvement in instructional materials development nurtured creativity among teachers.

Participant 8 reinforced this theme by saying, “The engagement in creating instructional materials pushed me to explore different formats and strategies, which helped me become more resourceful and imaginative in class.” Meanwhile, Participant 10 expressed how the activity inspired his creativity, sharing, “By developing instructional aids, I was able to experiment with fresh ideas and tailor resources that matched my students’ learning styles.” These narratives highlight that instructional materials development was not only a technical exercise but also a creative journey that empowered teachers to innovate and enrich their classroom practices.

• *Enhancing Curriculum Understanding Through Collaboration*

Appreciated by Participant 1 was the conduct of LAC, as she mentioned, “LAC provides opportunity to learn from peers.” Participant 3 echoed this sentiment, saying, “Through collaboration in LAC, I was able to clarify difficult parts of the Revised K to 12 Curriculum with the help of colleagues.” Participant 5 also valued the sessions, noting, “The discussions during LAC allowed me to understand the curriculum better because we shared practical strategies and experiences.” These narratives emphasized that collaboration

through Learning Action Cells created a supportive environment where teachers collectively deepened their grasp of the curriculum.

Participant 7 reinforced the importance of collaboration, stating, “The LAC sessions gave me the chance to exchange ideas, which made the curriculum more meaningful and easier to apply in my teaching.” Likewise, Participant 9 highlighted the benefit of peer learning, sharing, “By working together in LAC, I gained clearer insights into the Revised K to 12 Curriculum and felt more confident in implementing it.” Together, these accounts show that the collaborative nature of Learning Action Cells was instrumental in ensuring teachers fully understood and effectively adopted the curriculum.

Table 6 presents the compilation of challenges encountered by teachers in their learning and development journey. It highlights the various difficulties that educators faced while adapting to new instructional demands and professional growth requirements. The table serves as a structured summary of the barriers that limited their effectiveness, ranging from resource constraints to instructional adjustments.

➤ *Challenges Encountered by Teachers in Their Learning and Development Activities*

Table 6 presents the compilation of challenges encountered by teachers in their learning and development journey. It highlights the various difficulties that educators faced while adapting to new instructional demands and professional growth requirements. The table serves as a structured summary of the barriers that limited their effectiveness, ranging from resource constraints to instructional adjustments.

Table 6 Challenges Encountered by Teachers in their Learning and Development

Challenges	Frequency	Rank
Limited time intended for training and other L and D activities	18	1.5
Insufficient instructional materials aligned with the revised curriculum	18	1.5
Lack of fund to engage in the L and D activities	16	3
Limited access to the Internet that hinders teachers’ attendance to online L and D activities	13	4
Limited discussions were provided even during LAC	8	5

Reflected in the table, the limited time intended for training and other learning and development activities, along with insufficient instructional materials aligned with the Enhanced K to 12 Curriculum, were the topmost challenges having a frequency of 18 and ranked 1.5. These constraints reveal how teachers struggled to maximize their professional growth due to restricted schedules and lack of resources. The absence of adequate materials further hindered their ability to fully implement curriculum changes. Together, these issues highlight the pressing need for structured support and resource provision in teacher development programs.

Another challenge noted was the lack of funds to engage in learning and development activities, which obtained a frequency of 16 and ranked 3. This financial limitation prevented teachers from accessing opportunities that could have enriched their instructional practices. Without sufficient

funding, participation in seminars, workshops, and other professional growth activities became difficult. This underscores the importance of allocating adequate resources to sustain teacher development initiatives.

Furthermore, limited access to the internet was identified as a significant barrier, with a frequency of 13 and ranked 4, while limited discussions during Learning Action Cells (LAC) were also reported, with a frequency of 8 and ranked 5. Internet connectivity issues restricted teachers’ attendance in online learning activities, reducing their exposure to updated knowledge and practices. Meanwhile, insufficient discussions in LAC sessions limited collaborative learning opportunities among peers. These findings emphasize that both technological support and enriched collaborative platforms are essential to strengthen teachers’ learning and development.

➤ *Enhanced Learning and Development Initiatives to Facilitate Effective Implementation of the Revised K to 12 Curriculum*

The proposed enhanced learning and development initiative is designed to immerse teachers in meaningful professional engagement that strengthens both their instructional capacity and confidence. By exposing educators to structured L&D opportunities, the intervention ensures they gain access to innovative strategies, collaborative practices, and evidence-based approaches that enrich classroom delivery. This exposure fosters continuous growth, enabling teachers to adapt to evolving educational demands, particularly during curriculum transitions that require new pedagogical competencies and alignment with updated standards. Moreover, the initiative cultivates a culture of reflective learning, where teachers actively translate new insights into improved student outcomes.

IV. CONCLUSION

- Teachers are provided through training, workshops, and self-guided learning, followed by instructional materials development and participation in Learning Action Cell.
- The training and workshops, instructional materials development, and Learning Action Cells are effective in supporting curriculum implementation, while self-guided learning was moderately effective.
- The learning and development activities contributed to the effective implementation of the Revised K to 12 Curriculum by equipping teachers with instructional competence through training, strengthening curriculum mastery through self-guided learning, fostering creativity through instructional development, and deepening understanding through collaborative practices.
- The challenges faced by teachers in their learning and development are limited time for training, insufficient instructional materials, and lack of funds, compounded by restricted internet access and minimal discussions during Learning Action Cells.
- The proposed enhanced learning and development initiatives include continuous and contextualized training, strengthened self-guided learning, innovative instructional materials development, and collaboration through Learning Action Cells, all of which aim to equip teachers with deeper curriculum mastery, creativity, and effective instructional practices.

RECOMMENDATIONS

- Training, workshops, and self-guided learning with structured instructional materials development and regular Learning Action Cell sessions be provided by the school.
- Training, workshops, instructional materials development, and Learning Action Cells must be sustained while enhancing self-guided learning through structured modules and peer mentoring to ensure consistent teacher support.
- Structured training guided self-learning modules, instructional materials development, and regular collaborative Learning Action Cell sessions be

institutionalized to ensure teacher growth and effective curriculum implementation.

- Conduct regular school-based training, utilize available DepEd and teacher-developed instructional materials, and strengthening Learning Action Cell (LAC) sessions through collaborative lesson planning, peer mentoring, and share effective teaching practices.
- Proposed learning and development initiatives is adopted.

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