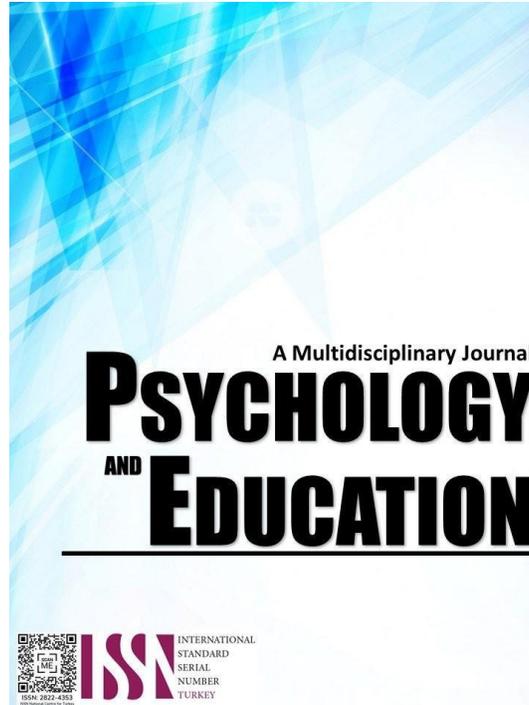


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Teachers' Efficacy to Unpack Competencies in the MATATAG Curriculum

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Abstract

This study determined the teachers' efficacy in unpacking competencies in the MATATAG Curriculum in the District V Malaybalay City Division, School Year (SY) 2024-2025. This study delved into the lived experience of the teachers in unpacking competencies in the MATATAG Curriculum and found out the technical assistance that has been provided to equip the teachers in unpacking competencies. This study employed a phenomenological qualitative research design. The participants were delimited to two teachers per school in the public elementary schools in the District V Malaybalay City Division, making it 10 participants. These teachers were the ones who were trained and implemented the MATATAG Curriculum. The researcher employed researcher-made interview guide questions to collect the data required to address the inquiries of this study. This study only had the teachers in the District V Malaybalay City Division for the School Year 2024-2025 who participated in the MATATAG Training as participants of the study. The research uncovered these key findings: Teachers perceive that successful preparation for the MATATAG Curriculum requires a holistic and adaptable approach, integrating formal training with personal learning initiatives, collaborative engagement with peers, and a commitment to ongoing professional development, to effectively navigate the dynamic demands of the evolving educational landscape. Teachers report that practical technical assistance for unpacking competencies is perceived as a comprehensive and multifaceted system, encompassing accessible resources, formal training, capacity-building initiatives, personalized support, expert guidance, practical feedback, ongoing monitoring, and consistent provision of updated materials, all contributing to enhanced teacher preparedness and successful curriculum implementation.

Keywords: *teachers' efficacy, unpack competencies, MATATAG curriculum*

Introduction

The effectiveness of teachers in simplifying competencies within curricular frameworks is crucial for students' academic achievement and overall development. Focusing on the MATATAG Curriculum, which serves as the guiding framework for educational practices, the capacity of teachers to accurately interpret and implement these competencies is essential for facilitating meaningful and impactful learning experiences for students.

The MATATAG Curriculum, branded as a decongested and user-friendly curriculum, is viewed by some teachers as challenging as it necessitates unpacking broad and complex competencies to be delivered to the learners right at the classroom doorsteps. The relationship between teachers' effectiveness in conveying competencies and students' Performance is a crucial element of the educational framework, necessitating comprehensive examination and analysis to improve teaching methods and maximize educational results.

Despite the importance of teachers' efficacy in elucidating competencies and their effects on student achievement, many gaps remain in the existing literature. Research investigating this intersection within the MATATAG Curriculum is scarce, with a lack of thorough studies exploring how instructors' beliefs and behaviors concerning competencies affect student progress. The implementation of the MATATAG Curriculum is at its birth; thus, the literature available, such as concepts on teacher efficacy, curriculum implementation, and student outcomes, is quite limited. Further, a concentrated investigation into the direct correlation between teachers' efficacy in unpacking competencies within the MATATAG Curriculum and student performance is still largely unexamined.

The Philippine Constitution of 1987 emphasizes the significance of exemplary curriculum implementation and its influence on student learning outcomes. Article XIV, Section 1 of the Constitution underscores the State's obligation to safeguard and advance the right of all citizens to quality education, accentuating the importance of ensuring that educational initiatives, such as the MATATAG Curriculum, meaningfully facilitate accessible and compelling learning experiences for Filipino students. Hattie's (2012) research on visible learning and its implications for teaching effectiveness, as well as Robinson's (2015) study on the correlation between teacher efficacy and student achievement, offers essential support for examining the interplay between teacher efficacy, curriculum competencies, and learner performance within the framework of the MATATAG Curriculum.

For multiple reasons, mastery in adeptly analyzing competencies within the MATATAG Curriculum is essential in education. Firstly, it improves student learning by allowing educators to understand and convey the essential knowledge, abilities, and attitudes that students must attain. This clarity enables educators to create customized teaching strategies that meet varied learner needs, improving student comprehension and Performance. This proficiency facilitates curriculum implementation by ensuring that teachers link their instructional methods and assessments with the curriculum's learning objectives, promoting focused and coherent teaching practices that enhance student competency mastery.

Furthermore, enhancing teachers' abilities to deconstruct competencies fosters continuous professional development and reflective pedagogy, enabling educators to improve their understanding of curriculum goals, modify instructional strategies, and adjust to students' evolving needs. This ongoing professional development improves teaching efficacy and fosters a culture of lifelong learning among educators. Ultimately, effectively delineating competencies fosters student-centered education, enabling educators to redirect the focus of instruction toward learner-driven experiences.

By explicitly delineating educational objectives and competencies, instructors empower students to assume responsibility for their learning trajectory, set significant goals, and assess their advancement. This method fosters an engaged and stimulating classroom environment where students actively engage in their learning experiences.

Hence, the researcher found it very significant to conduct this study to determine the teachers' efficacy to unpack competencies in the MATATAG Curriculum and Learners' Performance in the District V Malaybalay City Division, School Year (SY) 2024-2025.

Research Questions

This study was conducted to determine the teachers' efficacy in unpacking competencies in the MATATAG Curriculum in District V Malaybalay City Division, School Year (SY) 2024-2025. This study answered the following questions:

1. What is the lived experience of the teachers in unpacking competencies in the MATATAG Curriculum?
2. What technical assistance has been provided to equip the teachers in unpacking the learning competencies?

Methodology

Research Design

This research employed a phenomenological qualitative research design. This study analyzed teachers' viewpoints regarding their lived experience in unpacking competencies in the MATATAG Curriculum. Phenomenological research gathered and examined the data regarding the most significant insights, personal experiences, and convictions concerning unpacking learning competencies according to learners' needs. A researcher-developed questionnaire, individual interviews, and focused group discussions gathered data.

Respondents

The study participants were two teachers per school in District V of Malaybalay City Division. These teachers are from Casisang Integrated School, Natid-asan Elementary School, Mabuhay Elementary School, Airport Village Elementary School, and San Jose Elementary School.

This study used Purposeful Sampling as a sampling procedure. Only two teachers per school in Malaybalay City District V were interviewed about their plight as curriculum implementers, particularly in implementing the unpacking of learning competencies. They were chosen according to their experience being trained with the MATATAG Curriculum, especially in unpacking the competencies for Kindergarten, Grade 1, and Grade 4.

Instrument

The instrument utilized in this study was a set of guide questions designed to garner the teachers' perspectives, experiences, and opinions regarding the significant issue of unpacking learning competencies. A panel of validators was requested to evaluate these guiding questions and ascertain their reliability and validity. This study supports Simon's (2011) view that experience and conduct must be understood as an integrated and inseparable interaction between a phenomenon and the individual experiencing it.

Procedure

The upcoming study was done using Valencia Colleges (Buk.) criteria. Incorporated. The researcher first obtained the approval and endorsement letter from the Dean of the Graduate School. It was then sent to the Superintendent of Schools for the Bukidnon Division. Upon receiving the requisite consent, the researcher sought permission from the Public Schools District Supervisor of Malaybalay City District V. Subsequently, the administrators of the specified institutions were contacted to obtain permission to conduct a study on their respective campuses. The interview took place with the selected participants.

The data collection approach for this study involved conducting face-to-face interviews, some of which are semi-structured, and documenting notes during each session. The interviews comprised two series of 16 teacher participants utilizing Seidman's methodology (2013). The participants were informed about their rights and the voluntariness of their participation from the study's outset.

Furthermore, to protect participants' confidentiality during data analysis, conclusion formulation, and findings presentation, a unique code was allocated to each participant during their initial interview, thereby ensuring their anonymity (Boy & Mitchell, 2018). Additionally, participants must complete a consent form. Interviews were audio recorded with the participant's consent to preserve complete information and subtle nuances for thorough data processing.

Data Analysis

Phenomenological analysis involved the application of bracketing and reduction techniques. Bracketing was necessary for the study to prevent various coincidences from obscuring its genuine character (Pathak, 2017). Lactaotao (2016) employed Creswell's (2013) phenomenological analysis methods, notably utilizing the three Cs of data analysis: codes, categories, and concepts. The following operations were performed: To alleviate the influence of the researcher's subjective judgments and biases on the analysis, it is essential to reduce them.

Furthermore, to enhance the analysis, it is essential to develop initial codes that discern notable themes and patterns within the data, a process known as "horizontalizing." This involves systematizing relevant topics into coherent units by compiling an initial inventory of categories or fundamental concepts, incorporating direct quotations ("ad verbatim") to substantiate the interpretation through textual description, developing a structural representation by evaluating and refining the classifications and sub-classifications, and conducting an exhaustive structural analysis to attain a deeper understanding of the data.

Lichtman (2006, as cited by Naong 2019) recommends limiting the number of concepts in a dataset to five to seven. After the initial coding phase, an alternative transcript is selected, and a corresponding operation is executed. Numerous codes were compacted, renamed, and updated as anticipated. Subsequently, the extensive array of codes was divided into multiple categories, with interrelated codes functioning as subordinate components. Eliminating redundancy led researchers to identify the essential elements (Lactaotao, 2016).

An audit trail and participant verifications were conducted to ensure an accurate comprehension of participant comments. An audit trail was meticulously maintained throughout the inquiry, commencing with its beginning and persisting until the findings reports were published. Participant checks involved supplying interview transcripts or summaries to participants for review, allowing them to rectify any errors (Simon, 2011). Frames were employed during the discussion to organize participants' remarks, facilitating the identification and categorization of subjects.

Colaizzi's descriptive phenomenological method, sometimes called Colaizzi's data analysis method, is a qualitative research approach regularly utilized in phenomenological studies. It was invented by Gary Colaizzi, a psychologist and phenomenologist.

Colaizzi's method seeks to elucidate the essential structure and meaning of participants' experiences, allowing researchers to comprehend a phenomenon's essence profoundly. This method systematically analyzes qualitative data to identify and delineate the core themes and components emerging from participants' narratives. The following is a succinct explanation of the sequential methods involved in Colaizzi's descriptive phenomenological methodology:

Acquaintance with the data. The researcher engages deeply with the qualitative data, encompassing interview transcripts, field notes, and other pertinent resources. By meticulously examining and repeating the data analysis, the researcher gains insight into the participants' experiences.

Recognizing crucial assertions: The researcher finds pivotal remarks, phrases, or words that are especially pertinent or significant to the research topic and purpose. These essential remarks encapsulate the core of the participants' experiences.

Formulating meaning units. The researcher delineates meaningful portions from the salient assertions, generating discrete units of meaning. These meaning units are succinct representations that encapsulate the core of a particular facet of the participant's experiences.

Organizing meaning units into themes. The researcher categorizes them into clusters or themes according to their shared content or underlying concepts. These themes signify the principal concepts or patterns that arise from the data.

Formulating a comprehensive description. The researcher formulates a thorough explanation for each identified theme, offering an elaborate picture of the occurrence encountered by the participants. This description encapsulates the themes' core, structure, and context underpinned by the extracted meaning units.

The researcher synthesizes the unique accounts of each theme into a cohesive and comprehensive account of the phenomena. This summary encapsulates the principal topics and offers a comprehensive insight into the core and significance of the participants' experiences.

The researcher aims to validate the findings by revisiting the individuals, presenting the themes and descriptions, and soliciting their responses. The member-checking process ensures the precision and reliability of the interpretations.

Colaizzi's descriptive phenomenological method systematically analyzes qualitative data to uncover the essential patterns and meanings of participants' experiences. It provides a systematic approach to understanding and expressing individuals' personal experiences and perspectives within a particular phenomenon of interest.

Ethical Considerations

Participation in the study was completely voluntary. The researcher emphasized the participants' meticulous deliberation, security, and privacy. Participants received informed consent documents accompanied by comprehensive environmental information. The researcher

implemented strategies to mitigate bias in the participants' responses and documented their feedback. The identity of the respondents was obscured to protect their anonymity and uphold the study's integrity. During the study, the participants could decline to answer any question.

Results and Discussion

This section presents gathered and processed data, analyzes the data to answer the problems posed, and interprets the data in the light of descriptive research.

It presents the findings gathered from interviews conducted with ten (10) teachers regarding their efficacy in unpacking competencies within the MATATAG Curriculum. The discussion is systematically organized to align with the sequence of the research problems posed in this study. By structuring the presentation this way, the chapter ensures a coherent flow of information, allowing for a comprehensive analysis of teacher responses. Each section delves into specific aspects of teacher efficacy, including their preparedness, challenges encountered, strategies employed, and perceptions of support systems in place. This approach provides insight into individual teacher experiences and highlights overarching themes from their collective responses.

The teachers' reflections offer valuable perspectives on their ability to navigate the curriculum's demands while addressing diverse student needs. The analysis explores how professional development opportunities, resource availability, and collaborative practices influence their capacity to unpack competencies effectively. It also examines the role of school leadership and DepEd's support in fostering an environment conducive to curriculum implementation.

Table 1 presents and discusses the participants' answers to their lived experience in unpacking competencies in the MATATAG Curriculum and how they prepared themselves to teach it.

Table 1. *Teacher Preparation for the MATATAG Curriculum*

<i>Participant</i>	<i>Answer</i>
Teacher A:	I attended the training in preparation for implementing the curriculum. Before the actual class, I always thoroughly examined each exemplar and worksheet.
Teacher B:	I did some reading about the MATATAG curriculum. I read different learning resources and attended the training.
Teacher C:	I attended five days of training on the MATATAG Curriculum provided by the DEPED Division of Malaybalay. To understand the Curriculum framework, I studied the MATATAG Curriculum Guide to understand the key learning competencies, teaching approaches, and assessment methods.
Teacher D:	To teach the MATATAG Curriculum effectively, I first studied the Curriculum framework, then understood the learners' needs, incorporated pedagogical strategies and techniques, integrated technology to make learning more interactive, and engaged in continuous reflection and adaptation. By focusing on their area, I would ensure I am equipped to teach the MATATAG Curriculum effectively, empowering students to thrive in their learning journey.
Teacher E:	With the help of our division, I received training to understand the essential things we need to adopt the new curriculum fully. Through the training, I was equipped with the new curriculum.
Teacher F:	To prepare myself to teach the MATATAG Curriculum, I underwent a training program that equipped me with the necessary knowledge, skills, and attitudes. First, I familiarized myself with the MATATAG Curriculum and applied the knowledge and skills inside the classroom.
Teacher G:	The one-week seminar we had before the class opening is my reference for unpacking competencies in the MATATAG Curriculum. It is easier since the topic is divided among us.
Teacher H:	As teachers, we should understand the core of the MATATAG Curriculum, attend trainings and seminars, and update our teaching strategies.
Teacher I:	To be equipped to attend training and workshops, surf the Internet, download resources
Teacher J:	Before implementing the MATATAG Curriculum, I underwent training and a workshop to understand its core structure fully.
Theme	Teachers need comprehensive preparation for curriculum efficacy.

Based on the perspective of Teacher A, she attended the training in preparation for the curriculum implementation. She always had a thorough examination of each exemplar and worksheets before actual class. This Teacher demonstrates a proactive approach through participation in training and detailed lesson preparation. This highlights the importance of formal training and individual preparation in effective curriculum implementation. Timperley (2015) emphasizes the importance of teachers engaging in continuous professional learning and reflective practice to enhance their knowledge and skills.

Teacher A's proactive strategy, marked by participation in training and meticulous analysis of curriculum materials, highlights the importance of formal and personal preparation in effective curriculum execution. This proactive approach is increasingly essential in the contemporary educational environment, where curricula constantly adapt to the exigencies of a swiftly transforming world. For instance, with the transition to competency-based education in the MATATAG curriculum, educators are responsible for imparting knowledge and ensuring that students can utilize their abilities and understanding in practical situations. Teacher A's analysis of exemplars and worksheets constitutes a proactive measure in preparing to deliver competency-based education.

Timperley (2015) underscores that "professional learning that enhances teacher efficacy and student learning" necessitates ongoing involvement and reflective practice. This means educators proactively pursue professional development, engage with colleagues, and evaluate their teaching methods to enhance their practices. Teacher A's meticulous preparation exemplifies reflective practice, as she anticipates probable obstacles and organizes her classes accordingly.

Furthermore, Darling-Hammond and Hyler (2020) emphasized the imperative for educators to equip themselves for profound learning experiences. This corresponds with contemporary educational objectives prioritizing critical thinking, problem-solving, and creativity. Within the MATATAG curriculum framework, educators must transcend superficial content dissemination and cultivate learning experiences that promote profound comprehension and practical application. Teacher A's meticulous preparation of exemplars and worksheets demonstrates her commitment to facilitating deeper learning.

In the Philippines, the MATATAG curriculum seeks to improve the quality of basic education, with Teacher A's methodology exemplifying a model for fellow educators. The Department of Education's (DepEd) initiatives to furnish training and resources are vital, but the individual teachers' dedication to preparation is also crucial. This guarantees that the curriculum's objectives are successfully converted into significant learning experiences for pupils.

Teacher B provided a thorough and detailed analysis of her answers during the discussion. Accordingly, she read about the MATATAG Curriculum. She had read different learning resources and attended training about the MATATAG Curriculum. This Teacher utilized a combination of self-directed learning and formal training, indicating a multifaceted approach to professional development. This signifies the value of diverse learning strategies in adapting to new curriculum demands. Darling-Hammond, Hyler, and Gardner (2017) highlight the value of blended professional development strategies, including formal training and self-directed learning.

Teacher B's method of preparing for the MATATAG Curriculum, which involves self-directed learning through diverse resources and participation in formal training, exemplifies a strong and flexible professional development strategy vital in today's evolving educational landscape. Educators must be proactive learners in the modern educational environment, particularly with the swift advancement of curricula such as MATATAG. In the Philippines, where educators must adopt competency-based education, mere participation in training may be inadequate. Teacher B's initiative to explore varied educational materials reflects a dedication to profound comprehension and practical application.

This corresponds with Darling-Hammond, Hyler, and Gardner's (2017) emphasis on blended professional development strategies, acknowledging that effective learning frequently arises from integrating formal instruction and self-directed research. This method allows educators to customize their learning according to their distinct needs and situations, promoting a more individualized and successful professional development experience and improved curriculum implementation.

According to Teacher C, she attended 5 days of training on the MATATAG Curriculum provided by the DEPED Division of Malaybalay. To understand the Curriculum framework, I studied the MATATAG Curriculum Guide to understand the key learning competencies, teaching approaches, and assessment methods. This Teacher's response underscores the significance of structured, in-depth training and the importance of understanding the curriculum framework. Profoundly studying the guide allows for a solid understanding of the new curriculum. Opfer and Young (2018) emphasized the importance of training and professional networks in facilitating instructional improvement through a deep understanding of the curriculum.

Teacher C's experience underscores the essential function of comprehensive, systematic training offered by educational divisions, such as the DepEd Division of Malaybalay, in equipping teachers to execute new curricula. In the current educational environment, characterized by swift curricular changes like the MATATAG Curriculum, educators require extensive training to implement new frameworks in the classroom proficiently. For example, participating in a 5-day program and reviewing the curriculum guide allows Teacher C to understand essential learning capabilities, pedagogical strategies, and assessment techniques.

This methodology is crucial for guaranteeing coherence between curriculum objectives and classroom teaching. Opfer and Youngs (2018) assert that training and professional networks are essential for enhancing teaching quality via comprehensive curriculum comprehension. Through active participation in formal training and autonomous study of the curriculum guide, Teacher C demonstrates how educators can cultivate the requisite competence to implement new educational standards effectively, thereby enhancing student learning results.

According to Teacher D, to teach the MATATAG Curriculum effectively, first, she studied the Curriculum framework, next understood the learner's needs, and incorporated pedagogical strategies and techniques integration of technology to make learning more interactive and continuous reflection and adaptation. By focusing on their area, she would ensure she was equipped to teach the MATATAG Curriculum effectively, empowering students to thrive in their learning journey. This Teacher demonstrates a comprehensive understanding of effective teaching practices, including learner-centered approaches, technology integration, and reflective practice. This reflects a holistic approach to curriculum implementation, focusing on the curriculum and the students. Ertmer & Ottenbreit-Leftwich (2010) demonstrated the importance of technology integration in modern teaching practices and the need for teacher confidence and beliefs to align with this integration.

Teacher D's approach to implementing the MATATAG Curriculum reveals a multifaceted strategy that aligns with contemporary

educational best practices. In the current educational milieu, where learner-centeredness and technology integration are paramount, Teacher D's emphasis on understanding the curriculum framework, assessing learners' needs, incorporating diverse pedagogical strategies, and integrating technology demonstrates a commitment to creating engaging and compelling learning experiences.

For instance, in the Philippine context, where digital literacy is increasingly crucial, integrating technology into lessons can enhance student engagement and prepare them for the 21st-century workforce. Furthermore, Teacher D's focus on continuous reflection and adaptation underscores the importance of reflective practice in refining teaching methods. As highlighted by Ertmer & Ottenbreit-Leftwich (2010), the successful integration of technology requires teachers to possess the necessary skills and hold positive beliefs about its impact. Teacher D's comprehensive approach, which combines curricular understanding, learner-centered pedagogy, and technology integration, exemplifies how teachers can effectively implement new curricula and empower students to succeed.

In alignment with the perspective of Teacher E, with the help of their division, the training was given to help them understand the essential things they need to adopt the new curriculum fully. With that training activity, she was equipped with the new curriculum. This Teacher highlights the crucial role of divisional support and training in facilitating curriculum adoption. This demonstrates the importance of providing teachers with adequate resources and training to ensure successful implementation. Avalos (2011) posits that effective professional development is crucial for teachers to adapt to new curriculum changes.

Teacher E's experience highlights the importance of divisional support and specialized training in facilitating effective curriculum implementation, especially with innovative frameworks such as the MATATAG Curriculum. In the current educational environment, where educators are often required to adopt changing standards and practices, extensive training by organizations such as the DepEd is essential. Divisional training offers crucial direction and resources in the Philippine setting, where educators must adeptly incorporate new abilities and pedagogical approaches. Teacher E's assertion that the training prepared her for the new curriculum underscores the direct influence of such support on teacher confidence and proficiency.

Avalos (2011) asserts that excellent professional development is essential for instructors to adjust to curriculum modifications. This is particularly pertinent when executing a significant curricular transformation such as MATATAG, necessitating educators to comprehend the new framework's foundational ideas and practical implementations. The division's support via training guarantees that educators are adequately equipped to provide high-quality education to the objectives of the new curriculum.

According to the response provided by Teacher F, to prepare herself to teach the MATATAG Curriculum, she underwent a training program that equipped her with the necessary knowledge, skills, and attitudes. First, she familiarized herself with the MATATAG Curriculum and applied the knowledge and skills inside the classroom. This Teacher emphasizes the importance of training programs to equip teachers with the necessary knowledge, skills, and attitudes. This demonstrates the practical application of training in classroom settings. Guskey (2016) stresses the importance of evaluating professional development programs to ensure they effectively translate into classroom practices.

Teacher F's methodology for preparing for the MATATAG Curriculum highlights the significant influence of training programs on teachers' preparedness and pedagogical efficacy. Specialized training is crucial in the current educational environment, where educators must adjust to changing curricula and teaching requirements. In the Philippine setting, where educators are executing the MATATAG Curriculum, programs that impart important knowledge, skills, and attitudes are vital for effective implementation. Teacher F's assertion that she "acquainted herself with the MATATAG Curriculum and implemented the knowledge and skills within the classroom" illustrates the pragmatic application of training in real-world contexts.

This underscores the need for professional development programs that provide academic information and enable its application in effective classroom practices. Guskey (2016) emphasizes that assessing professional development programs is essential for confirming their practical implementation in classroom practices. This focus on assessment guarantees that training programs correspond to educators' genuine requirements and enhance student learning results.

Teacher G maintained that the 1-week seminar they had before the class opened served as their reference in unpacking competencies in the MATATAG Curriculum. It was easier since topics were divided among them. This Teacher found a one-week seminar to be a valuable resource, and the collaborative approach to unpacking competencies was helpful. This highlights the value of focused, collaborative professional development. Stoll, Bolam, McMahon, Wallace, & Thomas (2006) posed the impact of professional learning communities has continued to be relevant in modern education. It shows the benefit of collaboration in professional development.

Teacher G's experience highlights the effectiveness of targeted, collaborative professional development, shown by the one-week seminar, in equipping educators to implement innovative curricula such as the MATATAG Curriculum. Educators frequently face intricate curricular modifications in the current educational environment, and focused and cooperative training is essential. In the Philippine setting, where educators are tasked with elucidating and applying new competencies, a one-week seminar that allocates subjects among participants facilitates a more profound comprehension and collective expertise. Teacher G's favorable experience underscores the significance of professional learning communities, as articulated by Stoll, Bolam, McMahon, Wallace, and Thomas (2006).

This collaborative method allows educators to exchange knowledge, disseminate successful practices, and jointly enhance their ability

to execute the new curriculum proficiently. Subject categorization and collaborative learning cultivate a sense of collective efficacy and guarantee that educators are adequately equipped to convert curriculum objectives into significant classroom experiences.

Teacher H held that teachers should understand the core of the MATATAG Curriculum and attend training and seminars to update teaching strategies. This Teacher emphasizes the need for continuous professional development, including understanding the curriculum's core and updating teaching strategies. This reflects a commitment to lifelong learning and adaptation. Villegas-Reimers (2003) provides a solid foundation for the importance of lifelong learning in teaching.

Teacher H emphasizes the critical importance of ongoing professional development for educators, especially in implementing new curricula such as the MATATAG Curriculum. In the current dynamic educational environment, where teaching methods and curriculum requirements are ever-changing, educators must engage in lifelong learning to maintain effectiveness. In the Philippine setting, where educators are required to execute competency-based education and incorporate technology, comprehending the fundamental principles of the MATATAG Curriculum and refining teaching methodologies are essential. Teacher H's focus on participating in trainings and seminars highlights the significance of structured professional development opportunities.

This corresponds with Villegas-Reimers' (2003) seminal research on lifelong learning in the teaching profession, underscoring educators' need to augment their knowledge and abilities perpetually. Through active participation in professional development, educators can adjust to emerging obstacles, refine their teaching methodologies, and ultimately improve student learning results.

Teacher I asserted that to be equipped, one must attend training and workshops, surf the Internet, and download resources. This Teacher utilizes a mix of formal and informal learning methods, including online resources. This reflects the increasing importance of digital literacy and access to online resources for professional development. Redecker (2017) highlights the importance of digital competence for educators in the modern era.

Teacher I is professional development, which includes workshops and online materials, represents the digital age of teacher learning. In today's online-heavy educational environment, instructors need excellent digital literacy abilities to improve their knowledge and skills. In the Philippines, where instructors must implement the MATATAG Curriculum, online tools can provide additional materials and insights. Teacher I's proactive use of the Internet to download resources shows self-directed learning and technological integration into professional growth. According to Redecker (2017), modern instructors need digital competency. Combining formal training with internet discovery helps instructors understand new curricula and pedagogical techniques, improving their ability to implement educational innovations.

Teacher J believed that before implementing the MATATAG Curriculum, I underwent training and workshops to fully understand its core structure. This Teacher highlights the importance of pre-implementation training and workshops for understanding the curriculum's core structure, emphasizing the need for thorough preparation before implementing new educational initiatives (Fullan, 2016).

Teacher J emphasizes the need for pre-implementation training and seminars to prepare teachers for new curricula like the MATATAG Curriculum. Today's educational environment, where curricular improvements improve learning outcomes, requires rigorous preparation. Teachers in the Philippines must seamlessly incorporate the MATATAG Curriculum; therefore, pre-implementation training helps them understand its structure, objectives, and pedagogical approaches. Teacher J's experience shows that teachers need time and resources to learn the curriculum before implementing it.

Fullan (2016) emphasizes the need for rigorous planning before introducing new educational initiatives. Teachers can improve student learning by learning how to integrate curricular goals into meaningful classroom experiences through pre-implementation training and workshops. The participants' answers regarding Teacher Preparation for the MATATAG Curriculum revealed this. The common theme emerged that teachers need comprehensive preparation for curriculum efficacy.

This comprehensive preparation should encompass various aspects, including pedagogical content knowledge, instructional strategies, and assessment techniques aligned with the new curriculum. Equipping teachers with these tools empowers them to navigate the complexities of the MATATAG Curriculum and create engaging learning environments that cater to diverse student needs.

The research participants also gave their responses to the follow-up question about the challenges they met as they unpacked the learning competencies in the MATATAG Curriculum.

From Teacher A's perspective, unpacking learning competencies becomes complicated when a specific competency does not fit what the learners can do, unpacking learning competencies becomes. This highlights the crucial need for differentiated instruction and learner-centered approaches. Competencies must be adaptable to meet the diverse needs and abilities of students. Tailoring instruction to meet learners' needs is critical when unpacking curriculum competencies (Tomlinson, 2017).

Teacher A's observation indicates a major curriculum implementation issue: the gap between mandated competencies and students' abilities. One-size-fits-all curriculum delivery is insufficient in today's diversified classrooms. When teachers implement the MATATAG Curriculum in the Philippines, standardized competencies may not match pupils' learning levels. Teachers must differentiate their tactics and materials to match each student's demands. Unpacking curriculum competencies requires tailored

instruction, as Tomlinson (2017) notes. Teachers must be empowered to adjust competencies to make them accessible and relevant for all students, creating a more inclusive and practical educational experience.

Teacher B presented her idea that during the first quarter, it was difficult for her to unpack because they did not have books. She was only searching on Google for information about the topic, which was very broad. This points to providing adequate and specific resources to support curriculum implementation. Reliance on broad online searches can lead to overwhelm and inconsistency. Kuiper and Berkvens (2019) emphasized the importance of providing teachers with adequate resources for effective curriculum implementation.

Teacher B's experience illustrates a major issue for educators: a lack of relevant resources during curriculum implementation. Teachers must have access to adequate materials to teach complicated curricula like the MATATAG Curriculum. In the Philippines, extensive Google searches for curricular information can cause inconsistencies and overload teachers, especially during implementation. Teacher B's difficulties in unpacking competencies in the first quarter due to a lack of books emphasize the need for well-defined, easily accessible resources. According to Kuiper and Berkvens (2019), effective curriculum implementation requires enough resources. This includes giving instructors curriculum-aligned textbooks, extra materials, and digital tools. This lets teachers focus on teaching rather than finding and verifying resources, improving student learning.

From Teacher C's viewpoint, alignment with developmental stages ensures that competencies are age-appropriate and aligned with the cognitive, emotional, and physical dev of kindergarten learners. Balancing Play-based and structured learning. This underscores the importance of developmental appropriateness in curriculum design and implementation, especially in early childhood education. Teachers must carefully consider the balance between play-based and structured learning. Copple and Bredekamp (2022) provided guidelines for ensuring developmentally appropriate educational practices.

Teacher C's thoughts emphasize the importance of developmental appropriateness in early childhood education, especially when analyzing MATATAG Curriculum competencies. Teachers must match learning activities and competencies to young learners' cognitive, socio-emotional, and physical development in today's educational environment, especially in kindergarten. Teachers in the Philippines must blend play-based learning with organized activities to promote holistic development under the MATATAG Curriculum. Teacher C's emphasis on play-based and structured learning shows she understands kindergarteners' needs. Copple and Bredekamp (2022) recommend that educators carefully design and implement courses that support children's natural curiosity and learning styles. This keeps young students engaged, motivated, and prepared for academic achievement.

As for Teacher D's beliefs, during the unpacking of learning competencies, one of the challenges that she encountered was a lack of resources (e.g., books are not provided that align with the MATATAG Curriculum). This reinforces the critical role of resources in supporting curriculum implementation. A lack of aligned resources hinders teachers' ability to effectively unpack and deliver learning competencies. Harris and Jones (2020) emphasized the importance of providing the necessary resources for school improvement, which includes curriculum implementation.

Teacher D's experience shows how resource availability affects teachers' capacity to unpack and deliver curriculum competencies, especially the MATATAG Curriculum. Today's instructors must execute complicated curricula, yet a shortage of aligned materials like books can inhibit them. Filipino instructors adopting the MATATAG Curriculum may struggle to interpret and apply competencies without curriculum-aligned materials. Teacher D's struggle shows that teachers need curricular implementation resources. Harris and Jones (2020) stress that school development, including curriculum implementation, requires resources. This includes providing instructors with current, curriculum-aligned materials to unpack and deliver learning competencies, improving student learning outcomes.

From Teacher E's perspective, it is time constraints in learning the competency require more profound and interactive methods. However, time constraints in the classroom could limit the ability to engage in these approaches. This highlights the challenge of balancing curriculum demands with time constraints. Effective time management and strategic lesson planning are essential for delivering in-depth instruction. Scardamalia (2018) emphasized the need for deeper learning approaches, which require adequate time and resources.

Teacher E's observation underscores a typical educator challenge: balancing deeper, interactive learning with classroom time. Today's competency-based curriculum, like the MATATAG Curriculum, requires teachers to help students grasp and apply knowledge. These methods may be hampered by classroom time. Teachers may struggle to fit interactive activities and conversations into the allowed time in the Philippines to promote critical thinking and problem-solving. Teacher E's expertise emphasizes time management and lesson planning. Deeper learning takes time and resources, as Scardamalia (2018) notes. To provide quality education for children, educators must prioritize critical learning outcomes, streamline instructional activities, and find new approaches to enhance learning within time limits.

Teacher F answered that all suggest that the challenges she encountered when unpacking the learning competencies were a lack of knowledge about unpacking, especially the steps to unpack. This emphasizes the need for targeted professional development focused on the specific skills required for curriculum unpacking. Teachers need clear guidance and training. Timperley, Wilson, Barrar, and Fung (2007) showed the need for targeted and specific professional learning.

Teacher F's experience shows that teachers lack the knowledge and abilities to unpack curriculum competencies, especially in novel frameworks like the MATATAG Curriculum. Today's instructors must translate complicated curricular materials into meaningful lesson plans, so targeted professional development is crucial. In the Philippines, where instructors are adopting the MATATAG Curriculum, a lack of awareness about competency unpacking can lead to discrepancies and inefficiencies in instruction. Teacher F's dilemma emphasizes the necessity for practical curriculum unpacking assistance and training. Timperley, Wilson, Barrar, and Fung (2007) emphasize that professional learning must be tailored and specific to teachers' needs. Thus, professional development should explicitly educate and demonstrate how to unpack competencies to equip teachers with adequate and aligned instruction.

Teacher G's perspective revealed that unpacking learning competencies is like chunking bigger topics into definite/concise topics, concentrating on only one skill for pupils to develop in one session. This Teacher demonstrates a practical strategy for unpacking competencies using a chunking approach. This highlights the value of breaking down complex tasks into manageable steps. Sweller, J. (2016) supported the idea of chunking information to improve learning by reducing cognitive load.

Teacher G's practice of chunking complex concepts into succinct, single-skill-focused sessions helps pupils manage cognitive load. Teachers must simplify complex information in today's educational environment, where a curriculum like the MATATAG Curriculum promotes deep understanding and skill application. In the Philippines, where teachers use the MATATAG Curriculum, dividing complicated competencies into small chunks lets pupils focus on one ability at a time, preventing cognitive overload. Teacher G's method emphasizes breaking down complex activities into digestible pieces, supporting Sweller's (2016) cognitive load hypothesis. Chunking material helps teachers maximize students' working memory for deeper learning and skill development. This method helps kids digest and retain information, improving learning.

Teacher H's viewpoint considered limited resources a challenge to the MATATAG curriculum. This reinforces the recurring theme of resource scarcity, significantly impacting teachers' ability to implement the curriculum effectively. Adequate resources are essential for successful teaching. Darling-Hammond, L. (2010) showed the importance of equitable resource distribution in education.

Teacher H's experience highlights the ongoing issue of low resources in curriculum implementation, which hinders teachers' capacity to deliver the MATATAG Curriculum. In today's educational environment, especially when resources are uneven, teachers often struggle to give pupils the best learning experiences. Without textbooks, supplementary materials, and technology, Philippine teachers following the MATATAG Curriculum may struggle to unpack and deliver learning competencies. As Darling-Hammond (2010) noted, Teacher H's perspective emphasizes the importance of equal resource distribution. Teachers need appropriate resources to provide equitable and effective learning environments and transform curriculum goals into meaningful educational experiences for all students.

Teacher I's interpretation was the choice of verbs for the objectives and broader competencies. This emphasizes the importance of precise language and clear objectives in curriculum design. The choice of verbs impacts the clarity and measurability of learning outcomes. Wiggins and McTighe (2005) highlighted the importance of clear learning objectives and measurable outcomes.

Teacher, I have difficulty choosing verbs for targets, and broader competencies emphasize the importance of precise language in curriculum design and execution. Learning objectives must be clear in today's competency-based education environment. When teachers in the Philippines use the MATATAG Curriculum, verb choice affects learning outcomes' clarity and measurability. Teacher I's experience shows that teachers must carefully choose verbs that reflect learning outcomes and aid evaluation. Effective curriculum design requires explicit learning objectives and verifiable outcomes, according to Wiggins and McTighe (2005). The clarity and measurability of learning results depend on verb choice. This ensures teachers and students understand expectations, fostering focused instruction and meaningful learning.

Teacher J's investigation shows that education change is complicated by broader issues and resource scarcity when implementing the MATATAG Curriculum. These issues are frequent in today's school system, especially during curricular revisions. In the Philippines, where teachers use the MATATAG Curriculum, broader subjects might be ambiguous and complex to translate into learning objectives. Teachers may struggle to engage and instruct without sufficient resources. Teaching J's experience emphasizes the necessity for systematic solutions like curriculum refinement and resource allocation. Fullan (2016) notes that educational transformation and meeting the demand for resources and clear goals are challenging. Thus, educational stakeholders must work together to address these issues and help teachers to improve curriculum delivery and student learning.

Moreover, the research participants also gave their responses to the follow-up question about the how they aligned the learning competencies in the MATATAG Curriculum with the specific skills and knowledge that students are expected to acquire at their level.

From Teacher A's standpoint, the use of worksheets develops skills and knowledge as expected, but sometimes, a lack of readiness leads back to work with basics learning behind the grade-level competencies. This points to the need for thorough pre-assessment to identify learning gaps and ensure readiness for grade-level competencies. Flexible teaching strategies are necessary to address diverse learning needs. Hattie (2015) emphasized the importance of knowing the learner and using assessment to inform instruction.

Teacher A's experience shows the ongoing challenge of matching learning competencies to pupils' different readiness levels, a significant issue in education today. Pre-assessments are needed to identify learning gaps in curricula like the MATATAG Curriculum, especially when teachers see children missing foundational abilities. Teachers in the Philippines must adapt to diverse student abilities.

As Hattie (2015) notes, knowing the student and using evaluation to inform instruction are key. Teachers must actively analyze students' existing knowledge and skills and adjust their teaching methods to fill gaps before progressing to grade-level competence. This method ensures that all students have a solid foundation and can gain the skills and knowledge demanded, promoting fair learning outcomes.

Teacher B comprehensively and systematically examined her points. She even thinks that aligning the learning competencies with the specific skills and knowledge of the students should fit, cater to, and be appropriate to their learning needs. This underscores the importance of learner-centered instruction and differentiation. Curriculum alignment must prioritize the individual learning needs of each student. Tomlinson (2017) provided practical strategies for tailoring instruction to meet diverse learning needs.

Teacher B's extensive analysis underlines the need to match learning competencies to students' needs, demonstrating a learner-centered approach essential in today's diversified educational context. Teachers must ensure MATATAG Curriculum competencies are grade-level-appropriate and adapted to individual learning styles and abilities. As Tomlinson (2017) suggests, teachers must differentiate instruction to match student needs. Prioritizing individual needs guarantees that every student in Philippine classrooms can master the skills and knowledge necessary at their level. This method encourages inclusive and meaningful education for all.

The viewpoints of Teacher C were explained by careful planning of the MATATAG Curriculum Learning Competencies. Identify key domains and break down competencies into developmentally appropriate skills children should master by the end of the school year. As a teacher, you must employ an age-appropriate teaching strategy. This highlights the necessity of meticulous planning and developmentally appropriate instruction. Teachers must understand the developmental stages of their students to align competencies effectively. Copple and Bredekamp (2022) emphasized the importance of developmentally appropriate practices.

Teacher C's methodology for connecting MATATAG Curriculum skills underscores the paramount significance of thorough planning and developmentally suitable training. In the current educational environment, particularly early childhood education, comprehending students' developmental stages is essential. Educators executing the MATATAG Curriculum in the Philippine setting must meticulously delineate essential domains and decompose competencies into age-appropriate skills. Teacher C's strategy of utilizing age-appropriate instructional methods demonstrates an awareness of the necessity to customize teaching to address the distinct requirements of young learners. Copple and Bredekamp (2022) assert that developmentally appropriate techniques are crucial for guaranteeing that learning experiences are significant and efficacious. Educators can establish a nurturing learning environment that promotes comprehensive growth and development through meticulous preparation and alignment of competencies with students' developmental stages.

According to Teacher D's views, the learning competencies in the MATATAG Curriculum were already given and are included in the new curriculum guide. (EXEMPLAR) The trainers trained the teachers to follow the learning competencies, which is a great help for the teachers. This response shows the value of clear curriculum guides and effective training. Standardized competencies and training support teacher consistency and implementation. Kuiper and Berkvens (2019) emphasized the importance of clear curriculum policy and support for implementation.

Teacher D emphasizes the significance of explicit curriculum guides and proficient training in synchronizing learning competencies with student expectations in the MATATAG Curriculum. In the current educational environment, standardized skills and accessible materials, including curricular guides and exemplars, are essential for instructor uniformity and effective execution. In the Philippine context, the implementation of the MATATAG Curriculum is facilitated by explicit rules and training from trainers, allowing teachers to adhere to the learning skills precisely. Teacher D's experience highlights the significance of organized assistance in curriculum execution. Kuiper and Berkvens (2019) assert that explicit curriculum policy and support are crucial for effective implementation. By equipping educators with accessible resources and training, educational authorities may guarantee that learning competencies correctly align with students' abilities and knowledge, fostering consistent and high-quality instruction.

Teacher E's perspective was that first, she should understand the learning competencies in a specific grade level, then break down competencies into a specific learning objective, and integrate content knowledge with the skills development, assessment, and reflection. This Teacher demonstrates a systematic approach to curriculum alignment, emphasizing understanding, breaking down competencies, and integrating various instructional components. This systematic approach shows a mastery of lesson design. Wiggins and McTighe (2005) highlighted the importance of backward design, where teachers begin with desired outcomes and work backward to plan instruction.

Teacher E's methodology for connecting MATATAG Curriculum competencies demonstrates a rigorous and thorough lesson design, prioritizing comprehension, analysis, synthesis, and introspection. In the current educational environment, where competency-based learning is essential, educators must use effective ways to correspond with student expectations. In the Philippine context, where educators are executing the MATATAG Curriculum, Teacher E's approach to comprehending competencies, deconstructing them into objectives, and amalgamating content with skills development exemplifies proficiency in lesson planning. This methodology corresponds with Wiggins and McTighe's (2005) principle of backward design, wherein educators initiate with intended results and devise instructional strategies. Educators may guarantee that instruction aligns with learning objectives by methodically deconstructing competencies and including assessment and reflection, fostering significant and compelling student learning experiences.

Teacher F shared that I identified the exact learning competencies that suit the skills of my learners. This emphasizes the importance of targeted instruction based on the specific skills of learners. Teachers must accurately assess student abilities to align competencies

effectively. Hattie (2015) reinforced the importance of using data to inform instruction.

Teacher F's methodology underscores the importance of customized training designed to address students' particular competencies, a vital element of successful curriculum alignment. In the current educational environment, where varied learning demands exist, educators must precisely evaluate student capabilities to ensure competencies are well aligned. In the Philippine setting, where educators execute the MATATAG Curriculum, pinpointing specific learning capabilities that align with learners' abilities guarantees that training remains pertinent and efficacious. Teacher F's approach corresponds with Hattie's (2015) focus on utilizing data to guide education. Educators can deliver focused instruction that optimizes learning results by precisely evaluating student abilities and utilizing this information to identify suitable competencies. This method guarantees that all students are actively involved and appropriately challenged, fostering significant educational experiences.

Teacher G's viewpoint was that she simply gave activities that suited their level, enhancing some broader competencies into specific objectives. This highlights the use of differentiated activities and the breakdown of broad competencies into specific, achievable objectives. Teachers must adapt activities to meet the diverse levels of their students. Tomlinson (2017) provided practical strategies for differentiating instruction.

Teacher G's methodology, which emphasizes level-appropriate activities and the deconstruction of more excellent competencies, illustrates the essentiality of individualized instruction in matching the curriculum with student requirements. Educators must modify their instructional approaches to accommodate differing student proficiency levels in the contemporary educational environment of rising diversity. Educators executing the MATATAG Curriculum in the Philippine setting can translate more considerable competencies into particular, attainable targets and then offer activities that align with the student's ability levels.

As Tomlinson (2017) posits, this technique enables educators to address their students' varied learning requirements, ensuring that all learners proficiently attain the skills and knowledge anticipated at their level. Educators may foster a more inclusive and efficient learning atmosphere by offering customized activities and deconstructing intricate competencies.

Teacher H's interpretation was to align learning competencies with grade level expectations in the MATATAG Curriculum mapping, structured skill progression, aligned assessment, effective teaching strategies, appropriate resources, and continuous monitoring to ensure student success. This comprehensive response demonstrates a holistic approach to curriculum alignment, including mapping, skill progression, assessment, and monitoring. Systematic planning is crucial for student success. Fullan (2016) demonstrated the complexity of implementing educational change and the need for a comprehensive approach.

Teacher H's holistic strategy for matching learning skills, which includes mapping, skill progression, assessment, and monitoring, highlights the complex aspect of successful curriculum execution. In the current educational environment, a comprehensive approach is needed when educators are required to implement intricate curricula such as the MATATAG Curriculum. Educators must undertake methodical planning in the Philippine environment to ensure that skill development progresses logically and that evaluations appropriately evaluate student learning. Teacher H's methodology corresponds with Fullan's (2016) comprehension of the intricacies of educational transformation, highlighting the necessity for a holistic strategy.

Educators can establish a systematic learning environment that fosters student achievement by including mapping, skill advancement, aligned evaluation, effective pedagogical methods, suitable resources, and ongoing assessment. This rigorous planning guarantees that learning competencies are accurately connected with grade-level standards, fostering significant and practical educational experiences for all students.

Teacher I expressed the opinion that she aligned the learning competencies in the MATATAG Curriculum by adapting it to suit the diverse learning needs of my learners. This reinforces the importance of adapting the curriculum to meet diverse learning needs. Flexibility and responsiveness are essential for effective instruction. Florian and Black-Hawkins (2011) explored the concept of inclusive pedagogy and the need for adaptation.

Teacher I's methodology highlights adaptation to accommodate varied learning requirements, emphasizing flexibility and responsiveness in harmonizing curriculum skills. In the contemporary educational environment, where classrooms are progressively inclusive, educators must excel at differentiating instruction to accommodate diverse student skills and learning preferences. In the Philippine setting, where educators are executing the MATATAG Curriculum, modifying skills to address varied learning requirements guarantees that all students have significant learning opportunities.

Teacher I's approach corresponds with Florian and Black-Hawkins' (2011) investigation of inclusive pedagogy, highlighting the necessity for adaptability. By modifying the curriculum, educators can foster a more inclusive and equitable educational setting, guaranteeing that all students can proficiently attain the skills and knowledge anticipated at their respective levels.

Teacher J's analysis indicated that she returned to basics in unpacking the competencies. She always considered the level of her learners. This emphasizes the importance of returning to foundational skills and considering student levels when unpacking competencies. Learner-centered approaches are essential. Hattie (2015) reinforced the importance of knowing the learner and using assessment.

Teacher J's methodology, which emphasizes revisiting fundamental skills and continuously assessing student levels, highlights the

imperative of learner-centered education in harmonizing curriculum competencies. In the current educational environment, where varied learning requirements exist, educators must be equipped to address fundamental deficiencies prior to advancing to grade-level skills. In the Philippine context, where educators are executing the MATATAG Curriculum,

Teacher J's "back to basics" approach guarantees that all children have a robust learning foundation. This corresponds with Hattie's (2015) focus on understanding the learner and using evaluation to guide instruction. By regularly evaluating student proficiency and adjusting instruction accordingly, educators may cultivate a supportive learning environment that fosters significant educational experiences and guarantees that all students can proficiently attain the skills and information commensurate with their level.

Table 2 presents the answers to the problem number statement about the technical assistance that has been provided to equip them to unpack the learning competencies.

Table 2. Technical Assistance Provided to Equip the Teachers in Unpacking Competencies

<i>Participant</i>	<i>Answer</i>
Teacher A:	Lesson exemplars include sources ready for use, such as videos, pictures, and other sites that facilitate Teacher preparations.
Teacher B:	I attended training in the MATATAG Curriculum.
Teacher C:	Capacity building training and workshop orientation- conducted by DepEd for us teachers to familiarize MATATAG Curriculum frameworks, learning competencies, and assessment methods, workshops on unpacking competencies -teachers unpack the broad competencies, creating lesson plans, and demonstration teaching.
Teacher D:	We, as trainers and school heads assigned in our district, provided a lot of technical assistance. He extended his effort in providing all the copies intended for the teachers.
Teacher E:	Professional development and training workshops, modeled lesson plans and exemplars, curriculum support, and technical assistance were given.
Teacher F:	Through the guidance of our resource speaker during the MATATAG Curriculum.
Teacher G:	They provided us with samples as a guide to how to do it. They checked our work and made necessary revision suggestions and ideas to make it more realistic/obtainable.
Teacher H:	The teachers received training programs/ workshops, and continuous monitoring was provided to ensure proper implementation
Teacher I:	We are given lesson exemplars
Teacher J:	DEPED provided us with an example that was downloaded weekly.
Theme	Technical assistance enhances teacher competency in unpacking

From Teacher A's perspective, the lesson exemplars come with sources ready for use, like videos, pictures, and other sites that make teachers' preparations easier. Ready-to-use resources, such as exemplars with integrated multimedia, significantly streamline teacher preparation. Providing accessible, pre-vetted resources reduces teacher workload and enhances instructional quality. Redecker (2017) emphasized the importance of giving ready-to-use digital resources to educators.

Teacher A's experience underscores the considerable advantage of equipping educators with readily available resources, such as integrated multimedia lesson exemplars, to facilitate their preparation. In the current educational environment, where educators frequently face significant preparation demands, readily available and pre-evaluated digital resources are essential.

For instance, the MATATAG Curriculum can significantly alleviate teacher effort and improve teaching quality by using lesson exemplars, including embedded videos, images, and various web resources. Teacher A's favorable experience corresponds with Redecker's (2017) assertion regarding the significance of digital resources for educators. By supplying educators with accessible and superior materials, educational authorities can assist them in delivering successful instruction, enabling a greater emphasis on student involvement and learning outcomes.

Teacher B conveyed her answer that she attended training in the MATATAG Curriculum. Formal training is a fundamental form of technical assistance. Participation in curriculum-specific training provides teachers with foundational knowledge and skills. Darling-Hammond, Hyler, & Gardner (2017) underscored the importance of well-designed professional development for teachers.

Teacher B's involvement in MATATAG Curriculum training underscores the essential function of formal training as technical support in preparing educators. Effective professional development is critical in the current educational landscape, where educators must adopt changing curricula. In the Philippine setting, participation in MATATAG Curriculum training equips teachers with vital knowledge and abilities, allowing them to interpret and convey learning competencies proficiently. Darling-Hammond, Hyler, and Gardner (2017) emphasize that effectively structured professional development is crucial for educators. This program offers a systematic framework for educators to comprehend curriculum objectives, acquire efficient pedagogical techniques, and refine their instructional methodologies, thus enhancing student learning outcomes.

According to Teacher C's viewpoint, the capacity building training and workshop orientation- conducted by DepEd for us teachers to familiarize MATATAG Curriculum frameworks, learning competencies, and assessment methods, workshops on unpacking competencies -teachers unpack the broad competencies creating lesson plans and demonstration teaching. Comprehensive capacity-

building programs, including workshops and demonstration teaching, are essential for effective curriculum implementation. Hands-on experience and practical application enhance teachers' ability to unpack competencies. Opfer & Young (2018) emphasized the importance of professional networks and training in improving instruction.

Teacher C's experience highlights the importance of extensive capacity-building initiatives, such as workshops and demonstration teaching, in preparing educators for successful curriculum execution. Experiential learning and practical application are crucial in the contemporary educational environment, where educators must convert intricate curriculum frameworks into effective classroom instruction. In the Philippine context, capacity-building training and seminars organized by DepEd, particularly those centered on elucidating competencies and demonstrative teaching, furnish teachers with significant possibilities to implement their knowledge and skills.

Teacher C's favorable experience underscores the significance of professional networks and training in enhancing instructional quality, as Opfer and Youngs (2018) noted. By offering educators opportunities to comprehend curriculum frameworks, learning competencies, and assessment techniques and participate in practical workshops and demonstration teaching, educational authorities can improve their capacity to elucidate competencies and provide high-quality instruction effectively.

Teacher D answered that the trainers and school heads assigned in our district provided them with technical assistance. He extended the effort to provide all the copies intended for the teachers. Teachers highly value direct, personalized support from trainers and school leaders. Access to necessary materials and resources is crucial for effective implementation. Harris, A., & Jones, M. (2020) showed that school leadership is essential for improvement.

Teacher D's experience highlights the substantial influence of individualized support from trainers and school administrators in preparing teachers for curriculum execution. Individualized technical support is essential in the current educational environment, where educators must adjust to new curricula such as the MATATAG Curriculum. In the Philippine setting, the assistance offered by trainers and school administrators, including the supply of essential materials, directly influences teachers' capacity to elucidate and convey learning competencies successfully.

Teacher D's favorable experience corresponds with Harris and Jones' (2020) assertion regarding the significance of school leadership in enhancing educational institutions. School leaders cultivate an environment that enables teachers to thrive by offering direct assistance and facilitating access to resources. This tailored assistance enhances instructor confidence and proficiency, ultimately improving student learning outcomes.

According to Teacher E's perspective, Professional development and training workshops, modeled lesson plans and exemplars, curriculum support, and technical assistance were given. This means a multifaceted approach to technical assistance, including professional development, exemplars, and curriculum support, is essential. This comprehensive support system enhances teacher preparedness.

Guskey (2016) stressed the importance of evaluating professional development programs. Teacher E's experience underscores the need for a comprehensive approach to technical help, which includes professional development, exemplars, and curricular support, to equip teachers for curriculum implementation. A robust support structure is essential in the current educational landscape, where educators must adjust to changing curricula such as the MATATAG Curriculum. In the Philippine setting, offering professional development seminars exemplified lesson plans, and curricular assistance equips teachers with the essential skills and knowledge to effectively elucidate competencies.

Teacher E's viewpoint corresponds with Guskey's (2016) focus on assessing professional development initiatives. By establishing a complete support system and evaluating its efficacy, educational authorities may guarantee that teachers are adequately equipped to provide high-quality instruction, enhancing student learning results.

Teacher F's answer suggests that, through the guidance of our resource speaker during the MATATAG Curriculum, expert guidance from resource speakers provides valuable support and clarity during curriculum implementation. Access to experts is very beneficial. Timperley, Wilson, Barrar, & Fung (2007) showed the value of experts in professional development.

Teacher F's experience underscores the considerable need for expert help from resource speakers in assisting educators during the implementation of curricula, especially with novel frameworks such as the MATATAG Curriculum. In the current educational environment, where educators must adjust to changing standards and practices, access to specialists for clarification and assistance is essential. In the Philippine context, where educators are executing the MATATAG Curriculum, insights from informed resource speakers can assist teachers in comprehending intricate concepts and effectively delineating competencies.

Teacher F's favorable experience corresponds with Timperley, Wilson, Barrar, and Fung's (2007) findings regarding the significance of experts in professional development. By granting educators access to professional help, educational authorities can augment their comprehension and execution of new curricula, hence enhancing student learning results.

Teacher G stated that they were provided with samples as a guide to do it. They checked their work and made necessary revisions/suggestions and ideas to make it more realistic/attainable. This implies that providing samples and feedback is a practical and

effective form of technical assistance. Constructive feedback supports teachers in refining their skills and understanding. Hattie (2015) emphasized the importance of feedback.

Teacher G's experience highlights the efficacy of offering samples and constructive feedback as pragmatic technical help in preparing educators for curriculum implementation. In the current educational environment, where educators must adjust to new curricula such as the MATATAG Curriculum, offering concrete examples and practical feedback is essential.

In the Philippine environment, supplying teachers with sample lesson plans and delivering constructive feedback guarantees that educators comprehend how to deconstruct competencies successfully. Teacher G's favorable experience corresponds with Hattie's (2015) assertion regarding the significance of feedback. By supplying samples and reviewing work for improvements, educational authorities equip teachers with the essential resources to hone their abilities and comprehension, augmenting their capacity to deliver superior instruction and enhance student learning results.

Teacher H reported that the teachers received training programs/ workshops and continuous monitoring to ensure proper implementation. This means constant monitoring support and training are crucial for ensuring adequate curriculum implementation. Ongoing support helps teachers address challenges and maintain consistency. Fullan, M. (2016) said continuous monitoring is essential during change.

Teacher H's report emphasizes the critical importance of ongoing monitoring and support, in conjunction with training programs, for the successful implementation of the curriculum. In the current educational environment, where educators are required to adopt dynamic curricula such as the MATATAG Curriculum, continuous support is essential for overcoming problems and ensuring consistency. In the Philippine setting, ongoing monitoring guarantees that educators effectively translate curricular objectives into classroom practices and facilitates prompt modifications. Teacher H's experience corresponds with Fullan's (2016) assertion regarding the significance of ongoing assessment during transformation. Through continuous support, educational authorities may assist teachers in managing the intricacies of curriculum implementation, guaranteeing that modifications are effectively integrated and maintained, and enhancing student learning outcomes.

The Teacher explained that they were given lesson exemplars. Lesson exemplars provide practical guidance and support for teachers. Ready-made resources help teachers quickly adapt and implement new curriculum requirements. Kuiper & Berkvens (2019) stated that resources support curriculum implementation.

Teacher I's experience underscores the practical significance of offering lesson exemplars as technical support for educators during curriculum implementation. In the current educational environment, where educators frequently must adjust to new curricula such as the MATATAG Curriculum, pre-prepared tools are crucial for efficient and effective execution.

In the Philippine context, offering lesson exemplars enables instructors to swiftly adjust to new curriculum mandates, thus conserving time and effort. Teacher I's experience corroborates Kuiper and Berkvens' (2019) claim that resources facilitate curriculum implementation. Educational authorities can enhance the quality of instruction and improve student learning outcomes by offering instructors practical direction and assistance through lesson exemplars, thereby enabling smoother curriculum transitions.

Teacher J articulated that DEPED provided them with an exemplar that was downloaded weekly. Regularly providing updated exemplars ensures teachers access current and relevant resources. Consistent support is crucial. Harris & Jones (2020) expressed that providing consistent resources supports improvement.

Teacher J's assertion emphasizes the necessity of consistently supplying updated exemplars as technical support, guaranteeing that educators can access contemporary and pertinent resources. In the modern educational landscape, where curricula are ever-changing, ongoing support is essential for successful implementation.

In the Philippine setting, teachers' implementation of the MATATAG Curriculum is supported by the weekly provision of updated exemplars from DepEd, ensuring that educators have access to the most current resources and guidance. Teacher J's experience corroborates Harris and Jones' (2020) assertion that the provision of consistent resources facilitates enhancement. This consistent service enables educators to remain informed about curriculum modifications and execute them efficiently, enhancing student learning outcomes by guaranteeing students receive the most pertinent and current education.

Consequently, the participants shared their answers to the follow-up question of who offered help to them when they felt the role of unpacking learning competencies was too challenging to handle.

From the perspective of Teacher A, the school head, master teachers, and other teachers offered help and assistance in challenging times. This underscores the importance of a supportive school environment where collaborative problem-solving is encouraged. Peer and leadership support are critical for navigating. The study showed that the impact of professional learning communities has continued to be relevant in modern education. It shows the benefit of collaboration in professional development.

Teacher A's experience underscores the essential need for a supportive school climate in aiding teachers who encounter difficulties in deconstructing learning competencies. In the current educational environment, where educators must execute intricate curricula such as the MATATAG Curriculum, collaborative problem-solving, and peer assistance are crucial. In the Philippine setting, the support

offered by school leaders, master educators, and peers exemplifies the significance of professional learning communities.

This collaborative methodology, substantiated by research on the effects of professional learning communities, enables educators to exchange experiences, acquire knowledge from one another, and cooperatively tackle obstacles. This support structure cultivates collective efficacy and ensures that instructors are adequately prepared to address challenges, boosting their capacity to provide effective instruction and increase student learning outcomes.

According to Teacher B, she asked for help from their school principal, master teacher, and grade leader. This highlights the role of school leadership in providing direct support to teachers. Accessible leadership fosters a culture of assistance and problem-solving. Harris & Jones (2020) showed that school leadership is essential for improvement.

Teacher B's strategy, soliciting support from school principals, master teachers, and grade leaders, highlights the essential function of accessible school leadership in aiding teachers who encounter difficulties in unpacking learning competencies. In the current educational environment, where educators must adjust to changing curricula such as the MATATAG Curriculum, accessible support from school leaders is crucial. In the Philippine context, educators with direct access to principals, master teachers, and grade leaders can promptly address their issues and obtain guidance. This cultivates a culture of support and problem-solving, wherein educators perceive encouragement in their professional development. Accessible leadership empowers educators to address curriculum difficulties adeptly, augmenting their capacity to provide high-quality instruction and enhance student learning outcomes.

Teacher C responded that when they were troubled with Unpacking the Learning Competencies, school leaders and administrators assigned to the kindergarten teachers helped them. This emphasizes the importance of designated support personnel. Specialized support for specific grade levels ensures targeted assistance. Kuiper & Berkvens (2019) reported that designated support people support curriculum implementation.

Teacher C's experience underscores the importance of designated support staff, including school leaders and administrators allocated to specific grade levels, in aiding instructors in deconstructing learning competencies. In the current educational environment, focused support is essential when educators are required to execute intricate curricula such as the MATATAG Curriculum.

In the Philippine setting, appointing school leaders and administrators exclusively for kindergarten teachers guarantees they receive specialized support tailored to their needs. Teacher C's statement corroborates the findings of Kuiper and Berkvens (2019) that curriculum implementation is facilitated by appointed support personnel. By offering specialized support, educational authorities may guarantee that instructors obtain the essential direction and resources to successfully elucidate learning competencies, thereby boosting their capacity to provide high-quality instruction and improve student learning results.

Teacher D's viewpoints were made clear. In times of confusion in dealing with unpacking, their school heads, mentors, and colleagues shared their knowledge and ideas. They had their small group discussion and Collaborative Expertise Session and gave feedback on teaching the learning competencies. This means that collaborative strategies, such as group discussions and feedback sessions, are effective forms of assistance. Shared knowledge and peer support enhance teacher understanding. Opfer & Young (2018) emphasized the importance of professional networks and training in improving instruction.

Teacher D's experience underscores the efficacy of collaborative practices, including group discussions and feedback sessions, in aiding educators with difficulties in deconstructing learning competencies. In the current educational environment, where educators must adjust to changing curricula such as the MATATAG Curriculum, collaborative knowledge, and peer assistance are essential.

In the Philippine setting, small group discussions, Collaborative Expertise Sessions, and feedback sessions allow teachers to share information, exchange ideas, and obtain constructive criticism. This cooperative method improves teacher comprehension and cultivates a sense of shared efficacy. Educators can more effectively address curriculum difficulties through active participation in peer assistance and collaborative learning, enhancing their capacity to provide high-quality instruction and improve student learning results.

According to the standpoint of Teacher E, colleagues and co-teachers. This means that peer support is a valuable resource for teachers. Collaborative learning and knowledge sharing among colleagues are essential. Timperley, Wilson, Barrar, & Fung (2007) showed the value of experts and peers in professional development.

Teacher E's reliance on colleagues and co-teachers when troubled with unpacking learning competencies underscores the essential role of peer support in today's educational milieu. Collaborative learning and knowledge sharing are vital in contexts like the Philippines, where teachers implement the MATATAG Curriculum.

For example, when faced with challenges, teachers can turn to their colleagues for practical advice, shared insights, and mutual support. This peer-to-peer assistance fosters a sense of community and collective expertise, enabling teachers to navigate curriculum complexities more effectively. By leveraging the knowledge and experience of their colleagues, teachers can enhance their understanding of learning competencies and improve their instructional practices, ultimately benefiting student learning outcomes (Stoll, Bolam, McMahon, Wallace, & Thomas, 2006).

Teacher F confessed that her co-teachers, through collaboration, learned how to unpack the learning competencies well. This implies that collaborative learning is effective for developing teachers' capacity to unpack competencies. Shared knowledge and teamwork lead

to improved understanding. Guskey (2016) shared that collaboration can be a very effective form of professional development.

Teacher F's experience highlights the power of collaborative learning in developing teachers' capacity to unpack learning competencies, particularly within new curricula like the MATATAG Curriculum. Cooperative learning is invaluable in today's educational milieu, where teachers must adapt to evolving standards and practices. For example, in the Philippine context, co-teachers who engage in collaborative efforts can pool their knowledge, share best practices, and collectively develop a deeper understanding of how to unpack learning competencies effectively.

This shared knowledge and teamwork, as demonstrated by Teacher F, lead to improved understanding and implementation. By fostering a culture of collaboration, schools can empower teachers to overcome challenges and enhance their instructional practices, ultimately benefiting student learning outcomes (Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. 2006).

Teacher G's perspective was that the school heads assisted us. Aside from speakers during seminars, take into detail how to do it. This means that direct assistance from school heads and expert speakers is crucial for teachers. Access to knowledgeable individuals provides practical guidance. Harris & Jones (2020) expressed that school heads play a vital role in school improvement.

Teacher G's experience underscores the vital role of direct assistance from school heads and expert speakers in supporting teachers when they encounter difficulties unpacking learning competencies. Access to knowledgeable individuals is crucial in today's educational milieu, where teachers are expected to adapt to new curricula like the MATATAG Curriculum. For example, in the Philippine context, school heads who provide hands-on guidance and expert speakers who offer detailed explanations during seminars are invaluable resources for teachers. This direct assistance provides practical guidance and clarity, enabling teachers to translate curriculum goals into actionable classroom practices effectively. By leveraging the expertise of school leaders and speakers, teachers can enhance their understanding of learning competencies and improve their instructional practices, ultimately benefiting student learning outcomes (Harris & Jones, 2020).

Teacher H shared that her fellow teachers, collaboration with colleagues, and peer discussion are effective. This implies that peer-to-peer support, including collaboration and discussion, is a primary source of assistance. Collaborative problem-solving enhances teacher competence. Hattie (2015) stressed that collaboration and peer instruction are effective.

Teacher H's dependence on colleagues, collaboration, and peer discourse highlights the importance of peer support in aiding educators who encounter difficulties in deconstructing learning competencies. Collaborative problem-solving is crucial in the current educational landscape, where educators must adjust to changing curricula such as the MATATAG Curriculum. Educators participating in peer talks and collaborative initiatives in the Philippine setting can share their experiences, exchange ideas, and collectively tackle difficulties. This cooperative method improves teacher proficiency and cultivates a sense of shared efficacy. By utilizing the expertise of their peers, educators can more adeptly manage curriculum intricacies, enhancing their teaching methodologies and positively impacting student learning results.

Teacher I's stance was school heads and co-teachers. This reinforces the importance of both leadership and peer support. A combination of formal and informal assistance is valuable. Fullan (2016) stated that leadership and peer support are essential during educational change.

Teacher I's dependence on school administrators, and colleagues highlight the significance of a dual support structure that integrates formal leadership with informal peer support when educators encounter difficulties in elucidating learning competencies. In the current educational landscape, where educators are required to adapt dynamic curricula such as the MATATAG Curriculum, a blend of formal and informal support is essential. In the Philippine setting, school leaders furnish direction and resources, whereas co-teachers deliver actual, daily support. This method corresponds with Fullan's (2016) claim that leadership and peer support are essential during educational transformation. Educators can more adeptly manage curricular complexities by utilizing formal and informal support, ensuring they possess the requisite direction and tools to provide high-quality instruction and enhance student learning outcomes.

Teacher J's opinion was that master teachers and co-teachers with the same grade level collaborate. This implies that targeted collaboration with master teachers and grade-level peers provides specialized support. Shared expertise and grade-specific knowledge are highly beneficial. Timperley, Wilson, Barrar, & Fung (2007) supported that grade-level collaboration and master teachers are very helpful.

Teacher J's dependence on master teachers and grade-level co-teachers highlights the need for focused teamwork and specialized assistance in aiding teachers who face challenges in deconstructing learning competencies. In the current educational environment, where educators must adjust to changing curricula such as the MATATAG Curriculum, collaborative experience, and grade-specific knowledge are invaluable.

In the Philippine setting, cooperation with master teachers offers access to seasoned educators who may provide guidance and mentorship. In contrast, collaboration with grade-level peers facilitates the exchange of practical, context-specific knowledge. This focused partnership offers educators specific assistance, allowing them to analyze learning competencies and provide superior education thoroughly. By utilizing the knowledge of master educators and grade-level peers, teachers can augment their comprehension and refine their instructional methodologies, thereby enhancing student learning results.

As revealed by the answers of the participants above on Assistance to Teachers when Troubled with Unpacking Learning Competencies, the common theme emerged that Teachers primarily rely on a combination of school leadership, peer collaboration, and expert guidance to navigate challenges in unpacking learning competencies, emphasizing the importance of a supportive and collaborative school environment where both formal and informal assistance is readily available.

This reliance on diverse support systems underscores the importance of creating a school environment characterized by open communication, mutual support, and shared responsibility. When teachers have access to readily available assistance from multiple sources, they are better equipped to unpack learning competencies confidently and effectively.

Finally, the research participants gave their responses to the follow-up question of whether the participants think that DEPED was given all the necessary resources, training, and assistance that teachers needed to implement the MATATAG Curriculum.

From Teacher A's perspective, yes, but the problem is the learner's readiness for the competencies to be developed because many are not ready for the competencies in their grade level. This means that while DEPED's support is acknowledged, it highlights the critical issue of student readiness. Effective support must also address student learning gaps to ensure successful curriculum implementation. Pre-assessment and differentiation are vital. Hattie (2015) emphasized the importance of knowing the learner and using assessment to inform instruction.

Teacher A's assessment indicates that although DEPED's MATATAG help is acknowledged, student preparedness remains a significant issue, underscoring a substantial deficiency in curriculum execution. In the current educational environment, characterized by various learning demands, adequate support must encompass more than providing resources and training to bridge student learning gaps. In the Philippine environment, where educators are executing the MATATAG Curriculum, pre-assessment and differentiation are essential to guarantee that students are sufficiently prepared for grade-level competence.

Teacher A's assertion emphasizes the imperative of a comprehensive support system that incorporates measures for enhancing student preparedness. By integrating pre-assessment instruments and customized instructional strategies into their support programs, DEPED can guarantee that all students possess the requisite foundation for success in the new curriculum.

Teacher B conveyed her answer as "Yes." This concise response indicates a positive perception of DEPED's support. It suggests that the Teacher feels adequately supported in implementing the curriculum. Harris, A., & Jones, M. (2020) stated that positive perceptions of support are vital for school improvement.

Teacher B's affirmative response, "Yes," indicates a positive perception of DEPED's MATATAG support, suggesting she feels adequately supported. This positive perception is crucial in today's educational milieu, where teachers are expected to adapt to new curricula. For example, in the Philippine context, where teachers implement the MATATAG Curriculum, feeling supported enhances their confidence and effectiveness. As Darling-Hammond, Hyster, and Gardner (2017) emphasize, well-designed professional development and adequate support are essential for successful curriculum implementation. This positive perception allows teachers to focus on delivering quality instruction, ultimately benefiting student learning outcomes.

According to Teacher C's viewpoint, the DEPED has made significant efforts to provide resources, training, and technical assistance to help us teachers implement the MATATAG Curriculum. However, there are still gaps and challenges that need to be addressed. This response acknowledges DEPED's efforts while emphasizing the need for continuous improvement. Ongoing evaluation and refinement of support systems are essential for addressing remaining challenges. Fullan (2016). Stressed that educational change is a process of continuous improvement.

Teacher C's comment recognizes DEPED's substantial efforts in delivering MATATAG support while emphasizing the necessity for further enhancement. In the current dynamic educational environment, the continuous assessment and enhancement of support systems are crucial as curricula evolve. In the Philippine context, although DEPED offers resources and training, Teacher C's remark indicates that deficiencies persist, requiring additional modifications. This corresponds with Guskey's (2016) focus on assessing professional development programs. Ongoing assessment guarantees that support mechanisms stay pertinent and efficient, tackling new difficulties and eventually improving teachers' capacity to administer the MATATAG Curriculum effectively.

Teacher D said yes, for her DEPED provided necessary resources; some books were already distributed to students. This highlights the positive impact of providing tangible resources, such as books. Access to adequate materials is crucial for effective curriculum implementation. Kuiper & Berkvens (2019) asserted that curriculum implementation is supported by resources.

Teacher D's commendation, underscoring the provision of essential resources such as books, illustrates the direct influence of material assistance on curriculum execution. In the current educational environment, where educators are required to implement intricate curricula such as the MATATAG Curriculum, access to sufficient resources is essential. In the Philippine setting, allocating books directly aid educators in executing the new curriculum. Teacher D's experience corroborates Kuiper and Berkvens' (2019) assertion that resources facilitate curriculum implementation. Supplying concrete resources guarantees that educators possess the tools to offer teaching proficiently, improving student learning results.

According to Teacher E's perspective, DEPED gave MATATAG support to the teachers because they were given training and seminars

before implementing the MATATAG Curriculum. This means that pre-implementation training and seminars are perceived as valuable support. Providing teachers with adequate preparation enhances their confidence and competence. Darling-Hammond, Hylar, & Gardner (2017) stressed that well-designed training is essential.

Teacher E's favorable view of DEPED's MATATAG support, informed by pre-implementation training and seminars, underscores the essential importance of thorough preparation in bolstering teacher confidence and competence. Pre-implementation training is crucial in the current educational environment, where educators must adjust to new curricula such as the MATATAG Curriculum. In the Philippine setting, equipping teachers with training and seminars before the curriculum's implementation guarantees they possess the requisite knowledge and abilities. Teacher E's experience corresponds with the importance of well-structured training articulated by Darling-Hammond, Hylar, and Gardner (2017). Through sufficient preparation, DEPED enables teachers to execute the curriculum proficiently, enhancing student learning results.

Teacher F's answers all suggest that they were first provided with a seminar-workshop, then guided the teachers on what to do and provided necessary resources on the different activities. This implies that a multifaceted approach, including workshops, guidance, and resources, is perceived as effective support. Comprehensive assistance enhances teacher implementation. Guskey (2016) emphasized that multifaceted professional development is effective.

Teacher F's favorable view of DEPED's MATATAG support, derived from seminar workshops, advice, and resource allocation, highlights the efficacy of a comprehensive approach to teacher assistance. Extensive support is needed in the current educational environment, where educators must adjust to new curricula such as the MATATAG Curriculum. In the Philippine setting, offering training, guidance, and resources equips teachers with the essential tools and knowledge to apply the curriculum proficiently. Teacher F's experience corroborates the notion that extensive support improves teacher implementation. DEPED supports teachers to provide instruction successfully through training, supervision, and resources, thereby enhancing student learning outcomes.

Teacher G answered no and that it was their agony to acquire lesson exemplars from Google Sites, waiting each week for what was downloaded. She desired to have complete copies ahead of time. This response indicates a significant gap in resource provision. Timely access to complete materials is crucial for effective planning and instruction. Redecker (2017) noted that resources need to be accessible and timely.

Teacher G's adverse feedback underscores a significant deficiency in DEPED's MATATAG support, particularly concerning the prompt delivery of lesson exemplars. In the current educational environment, where educators must provide consistent and practical training, prompt access to comprehensive materials is essential. In the Philippine setting, Teacher G's unhappiness with dependence on weekly downloads from Google sites highlights the difficulties posed by insufficient resource allocation.

This experience corresponds with Kuiper and Berkvens's (2019) emphasis on the significance of resources in curriculum implementation. The demand for advanced complete copies signifies a must for enhanced and dependable resource allocation, which is crucial for efficient planning and training. Rectifying this deficiency would improve educators' capacity to execute the MATATAG Curriculum.

Teacher H held that the DEPED department is trying to do its best to support what is good and helpful to improve the implementation of the MATATAG Curriculum. This expresses a belief in DEPED's efforts to provide support. Continuous improvement and responsiveness to teacher needs are essential. Fullan (2016) emphasized that educational change is a process.

Teacher H's favorable view signifies a conviction in DEPED's dedication to assisting educators, emphasizing the necessity of ongoing enhancement and attentiveness to teachers' requirements. In the current dynamic educational environment, where curricula constantly change, continuous enhancement of support systems is essential. In the Philippine setting, recognizing DEPED's initiatives and offering constructive comments can enhance the support systems for the MATATAG Curriculum. Teacher H's assertion corresponds with Fullan's (2016) focus on continuous educational transformation. By cultivating a culture of constant development and soliciting teacher input, DEPED can guarantee that support systems remain attuned to the changing demands of educators, hence augmenting the efficacy of the curriculum.

Teacher I asserted that they were given the necessary resources like training, videos, and printable worksheets. Providing diverse resources, including training, multimedia, and worksheets, is perceived as practical support. Variety in resource provision caters to diverse teacher needs. Kuiper & Berkvens (2019) affirmed that diverse resources are helpful.

Teacher I's affirmation underscores the benefits of offering resources such as training sessions, videos, and printable worksheets as adequate MATLAB support. In the current educational environment, where educators possess diverse preferences and requirements, various materials are essential for effective curriculum execution. In the Philippine climate, offering a combination of multimedia, tactile resources, and professional development opportunities accommodates multiple learning styles and preferences. This methodology corresponds with Redecker's (2017) assertion regarding the significance of digital resources for educators and extends to more resource types. Supplying varied resources enables educators to adjust to new curricula proficiently and improves their capacity to provide engaging and effective instruction, thereby enhancing student learning outcomes.

Teacher J believed that DEPED had now provided them with new books aligned with the lesson exemplars. This response shows that

providing new materials, specifically books that align with the lesson exemplars, is a positive development and a perceived improvement in DEPED support. Alignment of materials is vital. Harris & Jones (2020) agreed that providing aligned materials is essential for improvement.

Conclusions

The following conclusions were drawn from the findings:

The findings reveal that teachers recognize the necessity of a multifaceted preparation approach for the MATATAG Curriculum, highlighting the importance of blending formal training with independent learning and collaborative practices. This underscores a realization that effective curriculum implementation hinges on teachers' continuous professional growth and adaptability to the evolving educational demands.

Teachers' experiences demonstrate that a comprehensive and varied technical assistance system is crucial for effectively unpacking competencies. This realization highlights the necessity of providing various support mechanisms, ensuring teachers are well-equipped and prepared for successful curriculum implementation.

The research provides these recommendations for future action:

Teachers may actively engage in formal and informal professional development opportunities, seeking collaborative learning experiences to enhance their understanding of the MATATAG Curriculum. Furthermore, teachers are encouraged to cultivate a mindset of continuous learning and adaptability, embracing new strategies and resources to effectively meet the evolving needs of their students and the curriculum.

Teachers may proactively seek and utilize the diverse technical assistance resources provided, including training, exemplars, and personalized support, to enhance their competency unpacking skills. Additionally, teachers may actively participate in feedback sessions and collaborative expertise discussions to refine their understanding and implementation of the MATATAG Curriculum, ensuring they are fully prepared to meet its demands.

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