SCHOOL READINESS, GAPS AND PROSPECTS IN THE IMPLEMENTATION OF MATATAG CURRICULUM IN GONZAGA WEST DISTRICT: BASIS FOR AN INTERVENTION PLAN

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Abstract

This study investigated the school readiness, gaps and prospects in the implementation of MATATAG Curriculum in Gonzaga West District, which would serve as the basis for Intervention Plan. Utilizing a quantitative descriptive comparative design, data were collected from 14 School Heads and 150 teachers in Gonzaga West District. Curriculum. Findings reveal that Elementary schools in Gonzaga West District are highly ready on the implementation of Matatag Curriculum along the DepEd 21st century skills, Information, Media and Technology Skills, Learning and Innovation Skills, Communication Skills, Life and Career skills. Teachers highly observed some gaps in the implementation of Matatag Curriculum. They displayed very positive prospect in the implementation of Matatag Curriculum. Schools which have a smaller number of enrollees displayed a higher level of readiness in the implementation of Matatag Curriculum. Schools which have more teaching personnel displayed lesser gaps to be observed during the implementation of Matatag Curriculum. Recommendations include targeted professional development, policy support, and Parents' involvement. Researchers should more focus on the existing problems and issues encountered by the schools in the implementation, since the new curriculum is still on its on-going implementation.

Keywords: *DepEd Matatag Curriculum 21st-century skills, educational technology, Professional development, School readiness*

INTRODUCTION

To become a globally competitive individual, one factor to be considered is the quality of education which will be offered and to be acquired. To ensure that there is really a value of education, current trends like globalization, must highlight in the system. Several OECD countries, including Wales (United Kingdom), Estonia, Finland, Japan, and Norway, have really reformed their curricula in recent years. The Education 2030 initiative, spearheaded by the OECD, involves over 40 nations in investigating the competences and skills required for children to prosper in the 21st century (OECD, 2018).

The goal of curriculum reform, a national concern, is to define the essential skills and knowledge for society and future readiness.

It is also necessary that the educational system must consider the status of teaching and learning process, whether these are effectively applied and implemented in school. That is why education department provides numerous programs that will surely focus on providing the quality of education. The welfare of educational leaders and managers as well is the top priority of the agency.

The Basic Education Report 2023 emphasizes the curriculum's importance in basic education since it lays out the total components required to meet the K–12 Curriculum goals. The pre-COVID to pandemic era of society has seen significant change since the K–12 curriculum was implemented, and this has had an impact on both the formal and informal education systems globally. Due to this phenomenon, the Bureau of Curriculum Development (BCD) of then DepEd has started to find the gaps in the curriculum that need to be filled the needs of learners in the twenty-first century. The review's findings indicate that the curriculum is crowded because of repetition and redundancy of learning competencies (LCs). Furthermore, these LCs require the development of highly specialized skills in order to meet the diversity of kindergarten students. Furthermore, a wealth of studies on early education emphasizes that most a child's social concepts—the standards by which they live—come from the role models they encounter on a regular basis (Gordon & Brown, 2016). These encounters with significant people eventually result in the development of habits that are difficult to break later in life (Whitebread & Bingham, 2013).

In response, DepEd Secretary Sara Z. Duterte announced the MATATAG Curriculum, popularly known as "Bansang Makabata, Batang Makabansa," on January 30, 2023. This approach prioritizes students' mastery of reading and numeracy skills in order to alleviate educational problems. 35 schools in seven regions—Ilocos, Cagayan Valley, Central Visayas, Socsksargen, CAR, Caraga, and NCR—were first involved in its implementation.

This level is so essential to the creation and training of every learner as a future citizen of the world, as the redesigned K–10 Curriculum Framework explains how the education aspects work to achieve its aims. While supporting each learner's social, emotional, and moral development, fundamental skills must be reinforced. To do this, the State's policy guarantees a learner-oriented curriculum that is sensitive to students' needs, develops their cognitive and social skills, and fosters diversity among students by using the right teaching and learning languages. Taking this goal into consideration, the design is based on ideas that apply to the special case of an active learner who is positioned at the framework's center. The child is perceived as going through a process of blossoming, much like a flower bud that shouldn't have its development rushed lest it misses its opportunity to reach full maturity.

As students are supported to participate, investigate, cultivate critical thinking, and find information—as demonstrated by the interconnecting circles—this can be accomplished during the transformation process. Therefore, all Filipino kindergarten students who possess 21st century abilities can assume personal accountability for their own education. It has been observed that early reading and numeracy skill development are linked, meaning that a child does not learn to read before learning to count because these abilities are acquired concurrently. On the other hand, kindergarten-level numeracy refers to the capacity to comprehend and use mathematical concepts in everyday situations. A child is anticipated to gain understanding of patterns and concepts related to numbers, measuring, and time through the use of physical objects, and to apply these in meaningful ways to their everyday experiences as part of the cognitive aspect developmental domains. DepEd decided it was important to revamp the kindergarten curriculum in order to make it more pertinent and responsive to the demands of the twenty-first century in light of these societal developments, benchmarks for kindergarten education, and more.

MATATAG means: "Making the program relevant to create work-ready, active and responsible citizens; Implement measures to accelerate the provision of basic education services and facilities provided; Take good care of learners by promoting health, inclusive learning and a positive learning environment; and help teachers teach better. However, the country's current program, known as Republic Act No. 10533, or the Enhanced Basic Education Act, has increased the number of years of basic education, leading to the establishment of 'a secondary school'. school, or grades 11 and 12, starting in 2012. –2013.

At the most recent Caraga Regional Development Council (RDC) full council meeting in Surigao City, the Department of Education (DepEd) Caraga made an evidence-based presentation claiming that Filipino students had historically performed poorly on national and international assessments following a thorough empirical search and research for a better truth. 2021 World Bank research, over ninety percent of Filipino students in grade 10 had trouble understanding text that was appropriate for their age. In the meantime, just thirty six percent and forty three percent of elementary and secondary students in Caraga, respectively, obtained a Mean Percentage Score (MPS) of at least 66-85 percent, or at least advancing towards mastery, according to the results of the 2018 National Achievement Test (NAT). The organization also discovered the overload of subjects and lessons under the previous kindergarten to grade 10 curriculum as among the issues which contributed to the said results, hence prompting DepEd to revise the curriculum.

Additionally, the plan for the revision of the curriculum was a strong recommendation from 1,168 contributors and collaborators, including 117 DepEd experts; DepEd teachers, principals and superintendents; 126 consultants and higher education institutions; 205 externally, including civil society organizations and industry and government stakeholders; 180 people came from schools and private organizations; and finally seven international experts.

Hence, the approval with endorsement to adopt the said curriculum was carefully examined by frontline educators and experts in the community. The problem that is now experiencing in the Public Elementary Education is the readiness of all schools to implement the new transition of the curriculum.

For the reasons listed above, the researcher sets out to investigate the School Readiness, Gaps and Prospects in the Implementation of MATATAG Curriculum in Gonzaga District for the school year 2023-2024 which would be the basis to come up with Intervention plan.

METHODOLOGY

This research investigated the school readiness, gaps, and prospects in the implementation of the MATATAG Curriculum within the Schools Division Office (SDO) of Cagayan, specifically focusing on the Gonzaga West District. The study targeted two key groups of respondents: school heads and teachers who are currently employed within the SDO Cagayan, particularly in the Gonzaga Districts. Individuals who were not currently employed or studying within the SDO Cagayan, as well as those who did not consent to participate, were excluded from the study.

The study's delimitations are important to note. First, it relied on the self-reported perceptions of school heads and teachers concerning their readiness, gaps, and prospects in the implementation of the MATATAG Curriculum. Second, the study was geographically limited to the SDO Cagayan, particularly the Gonzaga District, and did not encompass schools outside of this division, which may affect the generalizability of the findings to other divisions or regions in the Philippines. Third, the focus was specifically on school readiness, gaps, and prospects, which may not provide a comprehensive understanding of the overall perceptions of educational leaders in the SDO Cagayan.

To ensure the reliability of the survey instruments, the researcher conducted a pilot test. The data obtained were tabulated and subjected to reliability testing using Cronbach's alpha, yielding a high coefficient of 0.930, indicating strong internal consistency.

The research was conducted between January and April 2024, allowing for an in-depth examination of the school readiness, gaps, and prospects in the implementation of the MATATAG Curriculum. This timeframe facilitated the identification of emerging trends and patterns over the course of the study.

Due to time and resource constraints, the study was confined to the Elementary Schools within the Congressional District 1 of the SDO Cagayan, specifically in the Gonzaga District where the researcher is employed. Both teachers and pupils were selected as respondents, with 14 school heads and 150 teachers included through random sampling.

This approach provided a focused yet comprehensive exploration of the readiness, gaps, and prospects in the implementation of the MATATAG Curriculum within the Gonzaga District.

School	Number of School Head	Number of respondent-teachers
CAROAN ES	1	10
CASITAN ES	1	10
CABABAN SUR ES	1	10
CABANBAN NORTE ES	1	10
REBECCA ES	1	10
PATANG ES	1	10
LAOC ES	1	10
ISCA ES	1	10
GONZAGA NORTH	1	15
CENTRAL		
GONZAFA SOUTH CENTRAL	1	15
STA. CLARA ES	1	10
BATANGAN ES	1	10
CALAYAN ES	1	10
TOTAL	14	150

The instrument was used is a modified survey questionnaire which was *lifted from General Shaping paper on DepEd Matatag Curriculum* The instrument has four (4) parts: Part I includes the profile of the school . For Part II, it includes schools', readiness Part III is for Gaps and Part IV determines the Prospects in the implementation of MATATAG Curriculum. To interpret and analyze the results, the study will make use of the 5-likert scale:

Weighted Mean	Descriptive Interpretation
4.20-5.00	Highly /Prepared/Ready/
3.40-4.19	/Prepared/Ready/
2.60-3.39	Moderately/Prepared/Ready
1.80-2.59	Slightly /Prepared/Ready
1.00-1.79	Not /Prepared/Ready/

To ensure the validity and reliability of the instrument, the researcher submitted it for QA to the adviser, and other experts to evaluate and assess it. After the validation of the instrument, the researcher conducted pilot testing and was subjected for reliability and validity test using Chronbach's Alpha. The result of the test was accepted with a coefficient of 0.983.

RESULTS AND DISCUSSION

This section aims to provide a detailed analysis of the school readiness, gaps, and prospects in the implementation of the MATATAG Curriculum within the SDO Cagayan, particularly in the Gonzaga District.

School Profile
The distribution of the school-respondents in terms of their profile is shown in the table. It can be gleaned that when it comes to school profile under number of years of existence, 3 or 21 percent have aged ranging from 10-15 years; 3 or 21 percent aged ranging from 16-20 years; 3 or 21 percent aged ranging from 21-25 years; while 3 or 21 percent aged ranging from 31-above years; and 2 or 21 percent of the schools aged ranging from 26-30 years. The findings indicate that schools' years of existence at Gonzaga District is 21.36 years with a gap year of 6.74.

In terms of number of Teaching personnel, it is clearly stated that 10 or 71.4 percent of the schools have 10 or below teaching personnel while 4 or 28. 6 percent have 11or above teaching personnel.

Number of non-teaching personnel is also given in the table, the data show that most of the schools have only one non-teaching personnel having a frequency of 12 or 86 percent; two or 14 percent have also 2 non-teaching personnels.

Number of enrollees for the school year 2023-2024 is also seen in the table, it is evident that Male-respondents are slightly higher number to the population having the frequency of 1258 or 50.22 percent and Female respondents which have a computed frequent of 1247 or 49.78 percent.

Number of teachers per plantilla position, it can be gleaned from that table 71 or 34 percent are Teacher I; 77 or 36 percent are Teacher II; 56 or 27 percent are Teacher III; 5 or 2 percent are Master Teacher I; 1 or 2 percent are Master Teacher II and 1 or 2 percent are Head Teacher I.

Seminars /Workshop on DepEd Matatag Curriculum is also stated in the data, it was found out that Schools attended various trainings and workshops related to DepEd Matatag Curriculum with a frequency of 14 ranked 1.5; District level (14) ranked 1.5; Division level (11) ranked 3; Regional level (9) ranked 4; National level(4) ranked 5

In terms of Available School Resources, Schools have the following Human Resources (14) ranked 1.5; Instructional Materials (E.G. Textbooks) (14) ranked 1.5; ICT Resources (10) ranked 3; Library Materials (11) ranked 4; Instructional Support Personnel (9) ranked 5; Other Support Personnel (8) ranked 6; Laboratory Technicians (2) ranked 7

Table 1a. Distribution of respondents in terms of school profile

Number of years established	*Frequency N=14*	*Percentage*
31 to above	3	21
26 to 30	2	14
21-25	3	21
16-20	3	21
10-15	3	21
	Mean= 21.36	SD= 6.74
Number of Teaching Personnel		
10 or below	10	71.4
11 or above	4	28.6
Number of Non Teaching Personnel		
two	12	86
one	2	14
Number of Enrollees SY 2023-2024	N=2,505	
Male	1258	50.22
Female	1247	49.78
Number of Teachers per Pantilla Position	N=211	
Head Teacher I	1	1
Master Teacher II	1	1
Master Teacher I	5	2

Teacher III	56	27
Teacher II	77	36
Teacher I	71	34
Seminars /Workshop on Matatag Curriculum	*(multiple response)*	*(Rank)*
National	4	5
Regional	9	4
Division	11	3
District	14	1.5
School	14	1.5
Available School Resources	*(multiple response)*	*(Rank)*
Human Resources	14	1.5
Laboratory Technicians	2	6
Instructional Support Personnel	9	4
Other Support Personnel	8	5
Instructional Materials (E.G. Textbooks)	14	1.5
ICT Resources	10	2
Library Materials	11	3

Extent of Readiness of the Schools to Implement MaTaTaG Curriculum along the DepEd 21st Century Skills

Information, Media and Technology Skills

The Extent of readiness of the schools to implement MaTaTaG Curriculum along the DepEd 21st Century Skills with respect to information, media and technology skills is shown on table. Based on the results of, it can be gleaned that under visual literacy, students highly ready in recognizing the meanings in pictures and symbols (4.27); describe the physical features of a location (e.g., terrain, biomes) (4.84); interpret traffic signs for road safety (4.85); explain processes from infographics (4.43); recognize signs of an impending storm from looking at the sky (4.53); interpret maps on population (4.53); analyze messages from artworks (4.38). The data presented in this table reflects Grade 6 students' readiness in various aspects of visual literacy, indicating a strong ability to engage with visual information and understand its implications.

In terms of Information literacy, the data present that students are ready to identify realities and make-beliefs in narratives (i.e., fictional, historical, personal) (4.07); gather relevant information from valid sources (4.19); estimate value from data sets (4.15); discover patterns of classical and contemporary music (4.46); differentiate facts and opinion in reports (4.39); compare information from various sources (4.70); recognize bias and stereotypes in oral and written discourse (4.61); examine evidence from primary, secondary, and tertiary sources (4.59); evaluate the accuracy of sources and information (4.59). With a category mean of 4.42, this means that the Grade 6 pupils are highly ready when it comes to their information literacy.

In terms of their Media literacy, Media literacy, Grade 6 pupils can explain the topic through effective multimedia presentation (audio,

text, motion media) (4.59); recognize the issues and laws related to media and information such as copyright, intellectual property, fair use, and others. (4.42); examine the data presented in weather reports 4.56 Highly ready; compare and contrast the ways in which media (i.e., tv, radio, social media, documentaries) cover the same event critique persuasive techniques used in advertisements (4.46); analyze the assertions and arguments in an editorial (4.50); evaluate media reports about scientific issues (i.e., climate change, cloning, nuclear technology, pandemic, etc.) (4.36); create a vlog to raise awareness about social issues (4.60) With a Category mean of 4.50, the findings imply that pupils are Highly literate in the utilization of Media.

In terms of Technology literacy, Pupils can use audiobooks in listening to stories (4.47); annotate key details and information in e-books (4.62); Manipulate measuring tools and equipment used in Science and TLE activities (4.74); perform numerical data computations using calculators (4.67); use sports equipment and play musical instruments for recreational activities (4.85); improve performance in playing musical instruments using an audio equalizer (4.65); assemble robotics parts following a set of procedures in a manual (4.79). With a category mean 4.68 or Highly ready, Grade 6 pupils are technology literate.

In measuring the Digital literacy, it was found out that Pupils can identify and use appropriate digital applications for collaborative online activities (Google Doc, Google Slide, Trello, Whiteboard, etc.) (4.60); explain issues pertaining to information privacy and data protection, including data breach and cybersecurity (4.66)organize online resources through bookmarking tools, (4.47); use interactive maps (Google Earth, MapMe, Zeeaps, etc.) to locate or describe a particular place (4.52)deliver an engaging presentation using presentation tools (PowerPoint, Prezi, Canva, etc.) (4.60) use online forum, chat room, or email following protocols (4.47); recognize the different features and navigate the parts on a website (4.47); practice netiquette in online (even offline) tasks during online conferencing platforms (e.g., Zoom, Google Meet, Microsoft Teams, Webex, etc.) or in learning management systems (Google classroom, Schoology, Moodle, etc.) (4.47)

With a Category mean 4.53 or highly ready, this means that Grade 6 pupils are literate in using some digital devices use for learning.

With an Overall Weighted Mean of 4.54 and Highly Ready as descriptive value, the study implies that schools are highly ready to implement MaTaTaG Curriculum along the DepEd 21st Century Skills with respect to information, media and technology skills.

Table 2a. Extent of readiness of the schools to implement MaTaTaG Curriculum along the DepEd 21st Century Skills with respect to information, media and technology skills

Indicators	Weighted Mean	Descriptive Value
Visual literacy		
1. recognize meanings in pictures and symbols	4.27	Highly ready
2. describe the physical features of a location (e.g., terrain, biomes)	4.84	Highly ready
3. interpret traffic signs for	4.85	Highly ready

road safety		
4. explain processes from infographics	4.43	Highly ready
5. recognize signs of an impending storm from looking at the sky	4.53	Highly ready
6. interpret maps on population	4.53	Highly ready
7. analyze messages from artworks	4.38	Highly ready
Category mean	*4.55*	*Highly ready*
Information literacy		
1. identify realities and make-beliefs in narratives (i.e., fictional, historical, personal)	4.07	Ready
2. gather relevant information from valid sources	4.19	Ready
3. estimate value from data sets	4.15	Ready
4. discover patterns of classical and contemporary music	4.46	Highly ready
5. differentiate facts and opinion in reports	4.39	Highly ready
6. compare information from various sources	4.70	Highly ready
7. recognize bias and stereotypes in oral and written discourse	4.61	Highly ready
8. examine evidence from primary, secondary, and tertiary sources	4.59	Highly ready
9. evaluate the accuracy of sources and information	4.59	Highly ready
Category mean	*4.42*	*Highly ready*
Media literacy		
1. explain the topic through effective multimedia presentation (audio, text, motion media)	4.59	Highly ready
2. recognize the issues and laws related to media and information such as copyright, intellectual property, fair use, and others.	4.42	Highly ready
3. examine the data presented in weather reports	4.56	Highly ready
4. compare and contrast the ways in which media (i.e., tv, radio, social media, documentaries) cover the same event critique	4.46	Highly ready

persuasive techniques used in advertisements		
5. analyze the assertions and arguments in an editorial	4.50	Highly ready
6. evaluate media reports about scientific issues (i.e., climate change, cloning, nuclear technology, pandemic, etc.)	4.36	Highly ready
7. create a vlog to raise awareness about social issues	4.60	Highly ready
Category mean	*4.50*	*Highly ready*
Technology literacy		
1. use audiobooks in listening to stories	4.47	Highly ready
2. annotate key details and information in e-books	4.62	Highly ready
3. Manipulate measuring tools and equipment used in Science and TLE activities	4.74	Highly ready
4. perform numerical data computations using calculators	4.67	Highly ready
5. use sports equipment and play musical instruments for recreational activities	4.85	Highly ready
6. improve performance in playing musical instruments using an audio equalizer	4.65	Highly ready
7. assemble robotics parts following a set of procedures in a manual	4.79	Highly ready
Category mean	*4.68*	*Highly ready*
Digital literacy		
1. identify and use appropriate digital applications for collaborative online activities (Google Doc, Google Slide, Trello, Whiteboard, etc.)	4.60	Highly ready
2. explain issues pertaining to information privacy and data protection, including data breach and cybersecurity	4.66	Highly ready
3. organize online resources through bookmarking tools	4.47	Highly ready
4. use interactive maps (Google Earth, MapMe, Zeeaps, etc.) to locate or describe a particular place	4.52	Highly ready
5. deliver an engaging presentation using presentation tools (PowerPoint, Prezi, Canva, etc.)		
6. use online forum, chat room, or email following protocols	4.47	Highly ready
7. recognize the different features and navigate the parts on a website	4.47	Highly ready
8. practice netiquette in online (even offline) tasks during online conferencing platforms (e.g., Zoom, Google Meet, Microsoft Teams, Webex, etc.) or in learning management systems (Google classroom, Schoology, Moodle, etc.)	4.47	Highly ready
Category mean	*4.53*	*Highly ready*
Overall Weighted Mean	**4.54**	**Highly Ready**

Learning and Innovation Skills

Extent of readiness of the schools to implement MaTaTaG Curriculum along the DepEd 21st Century Skills with respect to learning and innovation skills is shown in the table. It is clearly stated that under Creativity, Pupils create new and worthwhile ideas (both incremental and radical concepts) (4.63); elaborate, refine, analyze, and evaluate their own ideas to improve and maximize creative efforts (4.87); demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas (e.g., compose an original composition applying knowledge on musical patterns, notes, etc.) (4.87); provide best alternatives or options if familiar/common solutions, systems, and processes no longer works (e.g., conduct scientific experiments using alternative resources or materials available in the community) (4.87). With a computed category mean of 4.81, this implies that students displayed good skills in Creativity.

In terms of Openness, students can identify new connections between different concepts and ideas (4.87); examine things from others' perspectives (4.47); consider alternative ideas and actions (4.47); approach new things with curiosity (4.47) seek out experiences that deviate from everyday routine (4.64); pursue new experiences and creative endeavors (4.82); change position/decision/action in light of new information (4.62). With a computed Category mean of 4.62 or Highly ready, it is obvious that students displayed a good skills for openness.

In terms of Critical thinking skills of the students, the data reveal that students can establish/detect patterns, connections, and relationships among given variables (4.79); make inferences on various experiences and phenomena (4.47); analyze and interpret data and information gathered from relevant and credible sources (4.73); synthesize voluminous data and information (4.56)generate relevant conclusions using logical, systematic and/or scientific processes (4.47)develop criteria to judge the veracity/accuracy of a given claim (4.47)conceptualize an idea, theory, or innovation (4.51). With a computed Category mean of 4.57 or highly ready, this implies that students displayed good skills in critical thinking.

In terms of students' Problem solving, they have the ability to recognize existing problems, impending threats, and future

difficulties (4.50); provide logical explanations on a given problem or difficulty (4.48); identify and ask significant questions that clarify various points of view and lead to better solutions (4.60); formulate relevant recommendations, solutions, and alternatives to a perceived problem (4.77) resolve different kinds of non-familiar problems in both conventional and innovative ways (4.67)

With a category mean of 4.60 of Highly ready, this means that students have good problem solving skills.

Leaners' Reflective thinking skills is also shown in the table, it is stated that students take time to review their own behavior to think about failures and successes which may aid in self-awareness and improvement (4.83); think of the past as opposed to their plans (4.47); examine the broader context of things (e.g., implications of one's decisions with regard to self and others) (4.83); temper radical and risky ideas (4.83). With a computed category mean of 4.74 or Highly ready, this means that learners displayed a good reflective skills.

With an overall weighted mean of 4.67 or Highly Ready as descriptive value, the findings indicate that there is a high level of readiness of the schools to implement MaTaTaG Curriculum along the DepEd 21st Century Skills with respect to learning and innovation skills.

Table 2b. Extent of readiness of the schools to implement MaTaTaG Curriculum along the DepEd 21st Century Skills with respect to learning and innovation skills

Indicators	Weighted Mean	Descriptive Value
Creativity		
1. create new and worthwhile ideas (both incremental and radical concepts)	4.63	Highly ready
2. elaborate, refine, analyze, and evaluate their own ideas to improve and maximize creative efforts	4.87	Highly ready
3. demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas (e.g., compose an original composition applying knowledge on musical patterns, notes, etc.)	4.87	Highly ready
4. provide best alternatives or options if familiar/common solutions, systems, and processes no longer works (e.g., conduct scientific experiments using alternative resources or materials available in the community)	4.87	Highly ready
Category mean	*4.81*	*Highly ready*
Openness		

1. identify new connections between different concepts and ideas	4.87	Highly ready
2. examine things from others' perspectives	4.47	Highly ready
3. consider alternative ideas and actions	4.47	Highly ready
4. approach new things with curiosity	4.47	Highly ready
5. seek out experiences that deviate from everyday routine	4.64	Highly ready
6. pursue new experiences and creative endeavors	4.82	Highly ready
7. change position/decision/action in light of new information	4.62	Highly ready
Category mean	*4.62*	*Highly ready*
Critical thinking skills		
1. establish/detect patterns, connections, and relationships among given variables	4.79	Highly ready
2. make inferences on various experiences and phenomena	4.47	Highly ready
3. analyze and interpret data and information gathered from relevant and credible sources	4.73	Highly ready
4. synthesize voluminous data and information	4.56	Highly ready
5. generate relevant conclusions using logical, systematic and/or scientific processes	4.47	Highly ready
6. develop criteria to judge the veracity/accuracy of a given claim	4.47	Highly ready
7. conceptualize an idea, theory, or innovation	4.51	Highly ready
Category mean	*4.57*	*Highly ready*
Problem solving		
1. recognize existing problems, impending threats, and future difficulties	4.50	Highly ready
2. provide logical explanations on a given problem or difficulty	4.48	Highly ready
3. identify and ask significant questions that clarify various	4.60	Highly ready

points of view and lead to better solutions		
4. formulate relevant recommendations, solutions, and alternatives to a perceived problem	4.77	Highly ready
5. solve different kinds of non-familiar problems in both conventional and innovative ways	4.67	Highly ready
Category mean	*4.60*	*Highly ready*
Reflective thinking		
1. take time to review their own behavior to think about failures and successes which may aid in self-awareness and improvement	4.83	Highly ready
2. think of the past as opposed to their plans	4.47	Highly ready
3. examine the broader context of things (e.g., implications of one's decisions with regard to self and others)	4.83	Highly ready
4. temper radical and risky ideas	4.83	Highly ready
Category mean	*4.74*	*Highly ready*
Overall Weighted Mean	**4.67**	**Highly Ready**

Communication Skills

The Extent of readiness of the schools to implement MaTaTaG Curriculum along the DepEd 21st Century Skills with respect to communication skills is also shown on the table, it is evident that under Teamwork, learners take actions based on the leader's instructions (4.83); recognize other members' participation and contributions for task completion (4.83); perform well-defined role/task toward the attainment of a shared goal (4.83). With a computed category mean 4.83 or highly ready, it means that learners demonstrate good teamwork.

Under Collaboration, students share information/resources with other members (4.83); perform tasks requiring interdependence and role flexibility (4.83); negotiate with other members for roles or consideration of ideas/proposals aimed at achieving goals and resolving conflicts (4.47). With Category mean of 4.71 or highly ready, this means that learners collaboratively working each other.

Under Interpersonal skills, learners approach other learners to start or join in a conversation (4.64); ask specific information and make follow-up comments about the topic of conversation (4.70); introduce additional information or related topics that sustain conversation receptive to the feelings, needs, and dispositions of others (4.54)

With a category mean of 4.63, this means that learners can communicate interpersonally. Learners' Intrapersonal skills is also stated on the data, think of possible consequences of a behavior

before acting it out (4.47); examine their own behaviors and how these affect them and the people around them (4.73); plan how to address behaviors that usually produce unsatisfying consequences (4.47). With a computed Category mean (4.56) and highly ready as a descriptive, this implies that learners possessed good intrapersonal skills.

Under Interactive communication, learners can ask for or provide information of interest to other learners. (4.60); actively engage in a discourse expressing feelings, insights, opinions, and criticisms about the information (4.48); use digital technologies and applications to extend communication to a variety of audiences (4.47). With a Category mean of 4.52, this implies that learners can be able to communicate interactively.

Under Nonverbal communication, learners can recognize and respond to eye and hand movements, facial expressions, and other gestures (4.47) utilize body language (kinesics) and touch (haptics); as well as optimize physical distance between the communicators (proxemics) to respond appropriately in each situation (4.56); use cool colors to project an image of friendliness or poise as in their choice of attire or in illustrations (4.56) With a category mean of 4.53 or highly ready, this indicates that learners can utilize non-verbal communication strategies in interacting others.

In terms of Communicating in diverse environments, learners can use simple words and sentences when talking to children (4.69); use appropriate language register depending on the context (formal or informal) (4.47); employ gender-sensitive words in conversations and discourse (4.47); manifest sensitivity (i.e., choice of words, non-verbal cues) in communicating one's ideas and responses (4.47); adjust communication style and behavior to suit the needs of the person they are communicating with (4.47); With a category mean of 4.51 or Highly ready, this implies that learners can communicate in diverse environments.

With an Overall Weighted Mean of 4.61 or highly ready, this indicates that there is a high level of readiness of the schools to implement MaTaTaG Curriculum along the DepEd 21st Century Skills with respect to communication skills.

Table 2c. Extent of readiness of the schools to implement MaTaTaG Curriculum along the DepEd 21st Century Skills with respect to communication skills

Indicators	Weighted Mean	Descriptive Value
Teamwork		
1. take actions based on the leader's instructions	4.83	Highly ready
2. recognize other members' participation and contributions for task completion	4.83	Highly ready
3. perform well-defined role/task toward the attainment of a shared goal	4.83	Highly ready
Category mean	*4.83*	*Highly ready*

Collaboration		
1. share information/resources with other members	4.83	Highly ready
2. perform tasks requiring interdependence and role flexibility	4.83	Highly ready
3. negotiate with other members for roles or consideration of ideas/proposals aimed at achieving goals and resolving conflicts	4.47	Highly ready
Category mean	*4.71*	*Highly ready*
Interpersonal skills		
1. approach other learners to start or join in a conversation	4.64	Highly ready
2. ask specific information and make follow-up comments about the topic of conversation	4.70	Highly ready
3. introduce additional information or related topics that sustain conversation receptive to the feelings, needs, and dispositions of others	4.54	Highly ready
Category mean	*4.63*	*Highly ready*
Intrapersonal skills		
1. think of possible consequences of a behavior before acting it out	4.47	Highly ready
2. examine their own behaviors and how these affect them and the people around them	4.73	Highly ready
3. plan how to address behaviors that usually produce unsatisfying consequences	4.47	Highly ready
Category mean	*4.56*	*Highly ready*
Interactive communication		
1. ask for or provide information of interest to other learners	4.60	Highly ready

2. actively engage in a discourse expressing feelings, insights, opinions, and criticisms about the information	4.48	Highly ready
3. use digital technologies and applications to extend communication to a variety of audiences	4.47	Highly ready
Category mean	*4.52*	*Highly ready*
Nonverbal communication		
1. recognize and respond to eye and hand movements, facial expressions, and other gestures	4.47	Highly ready
2. utilize body language (kinesics) and touch (haptics); as well as optimize physical distance between the communicators (proxemics) to respond appropriately in a given situation	4.56	Highly ready
3. use cool colors to project an image of friendliness or poise as in their choice of attire or in illustrations	4.56	Highly ready
Category mean	*4.53*	*Highly ready*
Communicating in diverse environments		
1. use simple words and sentences when talking to children	4.69	Highly ready
2. use appropriate language register depending on the context (formal or informal)	4.47	Highly ready
3. employ gender-sensitive words in conversations and discourse	4.47	Highly ready
4. manifest sensitivity (i.e., choice of words, non-verbal cues) in communicating one's ideas and responses	4.47	Highly ready

5. adjust communication style and behavior to suit the needs of the person they are communicating with	4.47	Highly ready
Category mean	*4.51*	*Highly ready*
Overall Weighted Mean	**4.61**	**Highly Ready**

Life and Career Skills

The extent of readiness of the schools to implement MaTaTaG Curriculum along the DepEd 21st Century Skills with respect to life and career skills is presented, from the data, it can be viewed that under Informed decision-making, learners can research relevant data to make decisions for class projects (4.47); ask for expert opinions and interviews (4.47); conduct cost-benefit analysis (4.47); read various texts and information on a topic to gain different perspectives before making a decision; (4.47)identify options for course of action (4.47). With a computed category mean of (4.47) or highly ready, this means that learners can even do some decision making.

In terms of Adaptive leadership, learners can make opportunities to develop the talents of others (4.47); set good examples for classmates and peers (4.47); help classmates review for paper and pen tests and performance tasks (4.47); build camaraderie with peers (4.47); show obedience to teachers and other authorities (4.47). With a Category mean 4.47 or highly ready, this means that learners display an impressive adaptive leadership skills.

Under Intercultural understanding, it is clearly presented that learners can participate in cultural activities in school (4.47); listen to the opinions of people from other cultures (4.47); respect religious beliefs and traditions (4.47); help a classmate coming from a different community adapt to the new environment (4.47); read current events and editorials about other cultures (4.47). With category mean of 4.47 or highly ready, this means that learners displayed well attitude towards intercultural understanding.

In terms of Self-discipline, learners choose to eat healthy food (4.47); organize their time to exercise punctuality (4.47); set academic goals and persevere (4.47); work on their assignments diligently (4.47); study and prepare for paper-and-pen tests and performance tasks (4.47). With a category mean of 4.47 or highly ready, this means that learners demonstrate self-discipline.

Under Future orientation, learners join tree-planting activities (4.62); consider the possible consequences before clicking in an online platform (4.66); participate in student elections (4.47); show prudence in spending (4.60); save money (4.65). With a Category mean 4.60 or Highly ready, this means that learners are future oriented.

In terms of Resilience and adversity management, learners go to school despite difficulties (e.g., geographical, climatic, economic, etc.) (4.64); exhibit honesty especially with teachers when they do not understand instructions (4.66); find ways to complete assignments in spite of possible power failure in the community (4.66); show readiness, awareness, and ability to plan well when faced with natural calamities (e.g., typhoons, earthquakes, fires, etc.) (4.68); persevere in finding solutions to problems despite failures (e.g., complete a task through trial and error) (4.81). With

Category mean of 4.69 or highly ready, this means that learners are resilient and can manage adversities.

With a computed Overall Weighted Mean of 4.53 or highly ready, this means that the schools are ready implement MaTaTaG Curriculum along the DepEd 21st Century Skills with respect to life and career skills.

Table 2d. Extent of readiness of the schools to implement MaTaTaG Curriculum along the DepEd 21st Century Skills with respect to life and career skills

Indicators	**Weighted Mean**	**Descriptive Value**
Informed decision-making		
1. research relevant data to make decisions for class projects	4.47	Highly ready
2. ask for expert opinions and interviews	4.47	Highly ready
3. conduct cost-benefit analysis	4.47	Highly ready
4. read various texts and information on a topic to gain different perspectives before making a decision	4.47	Highly ready
5. identify options for course of action	4.47	Highly ready
Category mean	*4.47*	*Highly ready*
Adaptive leadership		
1. make opportunities to develop the talents of others	4.47	Highly ready
2. set good examples for classmates and peers	4.47	Highly ready
3. help classmates review for paper and pen tests and performance tasks	4.47	Highly ready
4. build camaraderie with peers	4.47	Highly ready
5. show obedience to teachers and other authorities	4.47	Highly ready
Category mean	*4.47*	*Highly ready*
Intercultural understanding		
1. participate in cultural activities in school	4.47	Highly ready
2. listen to the opinions of people from other cultures	4.47	Highly ready
3. respect religious beliefs and traditions	4.47	Highly ready

4.	help a classmate coming from a different community adapt to the new environment	4.47	Highly ready
5.	read current events and editorials about other cultures	4.47	Highly ready
	Category mean	*4.47*	*Highly ready*
Self-discipline			
1.	choose to eat healthy food	4.47	Highly ready
2.	organize their time to exercise punctuality	4.47	Highly ready
3.	set academic goals and persevere	4.47	Highly ready
4.	work on their assignments diligently	4.47	Highly ready
5.	study and prepare for paper-and-pen tests and performance tasks	4.47	Highly ready
	Category mean	*4.47*	*Highly ready*
Future orientation			
1.	join tree-planting activities	4.62	Highly ready
2.	consider the possible consequences before clicking in an online platform	4.66	Highly ready
3.	participate in student elections	4.47	Highly ready
4.	show prudence in spending	4.60	Highly ready
5.	save money	4.65	Highly ready
	Category mean	*4.60*	*Highly ready*
Resilience and adversity management			
1.	go to school despite difficulties (e.g., geographical, climatic, economic, etc.)	4.64	Highly ready
2.	exhibit honesty especially with teachers when they do not understand instructions	4.66	Highly ready
3.	find ways to complete assignments in spite of possible power failure in the community	4.66	Highly ready
4.	show readiness, awareness,	4.68	Highly ready

	and ability to plan well when faced with natural calamities (e.g., typhoons, earthquakes, fires, etc.)		
5.	persevere in finding solutions to problems despite failures (e.g., complete a task through trial and error)	4.81	Highly ready
	Category mean	*4.69*	*Highly ready*
Overall Weighted Mean		**4.53**	**Highly Ready**

Summary

Table 2e shows Summary of the extent of readiness of the schools to implement MaTaTaG Curriculum along the DepEd 21st Century Skills, it can be gleaned that schools are highly ready along the implementation Information, Media and Technology Skills (4.54); Learning and Innovation Skills (4.67); Communication Skills (4.61); Life and Career skills (4.53). With an overall weighted mean of 4.59, this means that schools are highly ready to implement Matatag Curriculum along the DepEd 21st century skills.

Table 2e. Summary of the extent of readiness of the schools to implement MaTaTaG Curriculum along the DepEd 21st Century Skills

Categories	Overall WM	Overall DV
Information, Media and Technology Skills		
1. Visual literacy	4.55	Highly ready
2. Information literacy	4.42	Highly ready
3. Media literacy	4.50	Highly ready
4. Technology literacy	4.68	Highly ready
5. Digital literacy	4.53	Highly ready
Skill Mean	*4.54*	*Highly ready*
Learning and Innovation Skills		
1. Creativity	4.81	Highly ready
2. Openness	4.62	Highly ready
3. Critical thinking skills	4.57	Highly ready

4. Problem solving	4.60	Highly ready
5. Reflective thinking	4.74	Highly ready
Skill Mean	*4.67*	*Highly ready*
Communication Skills		
1. Teamwork	4.83	Highly ready
2. Collaboration	4.71	Highly ready
3. Interpersonal skills	4.63	Highly ready
4. Intrapersonal skills	4.56	Highly ready
5. Interactive communication	4.52	Highly ready
6. Nonverbal communication	4.53	Highly ready
7. Communicating in diverse environments	4.51	Highly ready
Skill Mean	*4.61*	*Highly ready*
Life and Career Skills		
1. Informed decision-making	4.47	Highly ready
2. Adaptive leadership	4.47	Highly ready
3. Intercultural understanding	4.47	Highly ready
4. Self-discipline	4.47	Highly ready
5. Future orientation	4.60	Highly ready
6. Resilience and adversity management	4.69	Highly ready
Skill Mean	*4.53*	*Highly ready*
Composite Mean	**4.59**	**Highly Ready**

Gaps of the Schools in Implementing MaTaTaG Curriculum

The Gaps of the schools to implement MaTaG Curriculum is shown in table 3. It was found that teachers highly observed gap on the curriculum required them to teach an excessive number of learning competencies--with very limited time available for instruction. (4.82) and still an observed gap on closely monitoring the pilot run of the MATATAG curriculum (3.68) With an overall weighted mean of 4.44. This means that the schools highly observed gaps to implement Matatag Curriculum.

Manipon (2024) cited during the initial feedback from participating schools, DepEd said the learners, parents, and even the teachers are responding well to the changes made in the revised curriculum for Kindergarten to Grade 10 or the MATATAG Curriculum. As added DepEd (2024) noted that among the initial challenges observed during the pilot run included familiarization of teachers with the competencies and producing appropriate learning materials

Table 3. Gaps of the schools to implement MaTaTaG Curriculum

Statements	Weighted Mean	Descriptive Value
1. Familiarization with competencies and producing appropriate learning materials	4.11	Observed
2. Closely monitoring the pilot run of the MATATAG curriculum	3.68	Observed
3. Producing appropriate learning materials for the revised curriculum	4.65	Highly observed
4. Lack of quality teachers	4.50	Highly observed
5. Lack of supporting facilities	4.59	Highly observed
6. Difficulties in designing the long-term syllabus and objectives for individual lessons due to the differences between the previous curriculum and the new one	4.61	Highly observed
7. Teachers also have varying beliefs and attitudes towards the curriculum reform	4.67	Highly observed
8. The curriculum required instructors to teach an excessive number of learning competencies-- with very limited time available for instruction.	4.82	Highly observed
9. The need for appropriate approaches for its implementation in school practice.	4.37	Highly observed
10. Lack of access to sufficient information	4.34	Highly observed

	Weighted Mean	Descriptive Value
resources		
11. The teacher's readiness, including attitudes, emotions, knowledge, and behavior	4.18	Observed
Overall Weighted Mean	**4.44**	**Highly Observed**

Prospects of the Stakeholders in the Implementation of the MaTaTaG Curriculum

Prospects of the stakeholders in the implementation of the MaTaTaG Curriculum is shown in the table, the stakeholders are very positive that the MATATAG Curriculum will ensure systematic and intentional peace education integration (4.90), and they are also positively thinking that Matatag curriculum encourages collaboration across disciplines and promotes faculty engagement for ongoing quality improvement, preparing students for contemporary medical practice (3.60)With an overall weighted mean of 4.59, this means that stakeholders have very positive prospects in the implementation of Matatag Curriculum.

This finding can be supported by (Caballero, 2023) who also gave his expectation on Matatag Curriculum, he hoped that the program recognizes the importance of foundational skills while integrating peace skills, preparing students to navigate effectively the complexities of the modern world. By integrating these skills into the curriculum, learners are not only equipped to excel academically but are also empowered to be active participants in promoting harmony and social cohesion

Table 4. Prospects of the stakeholders in the implementation of the MaTaTaG Curriculum

Statements	Weighted Mean	Descriptive Value
1. The MATATAG Curriculum shall maintain constructivist, inquiry-based, reflective, collaborative, and integrative pedagogical approaches	4.26	Very positive
2. Teachers are cautious in selecting their approaches, considering learning goals, styles, subject matter, available materials, learners' diversity, classroom situation, and context.	4.89	Very positive
3. It emphasizes the learners rather than the process. It enables learners to take part in making decisions about creating learning activities.	4.87	Very positive
4. It gives directions and brings together school administrators, teachers, and learners in a shared understanding of how to accomplish learning objectives and discuss and enhance learners' progress.		
5. It is descriptive rather than prescriptive.	4.80	Very positive
6. It provides the design of instruction and does not direct its procedures.	4.75	Very positive
7. The MATATAG Curriculum will ensure systematic and intentional peace education integration	4.90	Very positive
8. It ensures that senior high school graduates are well-prepared for higher education, middle-skills development, employment, or entrepreneurship.	4.84	Very positive
9. Makes the curriculum relevant to produce competent and job-ready, active, and responsible citizens;	4.88	Very positive
10. Takes steps to accelerate delivery of basic education facilities and services	4.71	Very positive
11. Takes good care of learners by promoting learner well-being, inclusive education,	4.72	Very positive
12. students are showing improved performance based on the initial assessment of the new MATATAG K-10 curriculum.	4.58	Very positive
13. Learners are more attentive, they participate more, they volunteer more	4.60	Very positive
14. This curriculum emphasizes the importance of teacher beliefs and their influence on student experiences	4.46	Very positive
15. It also incorporates deliberative processes, focusing on rational argumentation to decide on the most suitable courses of action within the curriculum	4.54	Very positive
16. Curriculum development under this framework aims to align institutional, curricular, and instructional goals while adapting to social changes and exploring new knowledge	4.54	Very positive

areas			
17. Matatag curriculum encourages collaboration across disciplines and promotes faculty engagement for ongoing quality improvement, preparing students for contemporary medical practice	3.60	Positive	
18. This comprehensive approach ensures a well-rounded and integrated educational experience for learners.	4.02	Positive	
19. It aims to "produce competent, job-ready, active, responsible and patriotic citizens."	4.02	Positive	
20. The MATATAG Curriculum shall maintain constructivist, inquiry-based, reflective, collaborative, and integrative	4.26	Very positive	

pedagogical approaches		
Overall Weighted Mean	**4.59**	**Very Positive**

Differences of the Schools in the Implementation of the MaTaTaG Curriculum

Readiness

The Comparison test results on the schools' readiness in the implementation of the MaTaTaG curriculum are shown on the table. It is clearly presented that Casitan Elementary School with F-value is equal to 25.941 and a Probability of 0.000, this means that the school is significantly higher than when it comes to the level of readiness compared to Rebecca Elementary School, Gonzaga North Elementary School, Calayan Elementary School, Pateng Elementary School, Laoc Elementary School, Sta. Clara Elementary School, Batangan Elementary School, Cabanban Sur Elementary School, Cabanban Norte Elementary School, Callao Primary School, Caraon Elementary School, Isca Elementary School and Gonzaga South Elementary School.

Table 4a. Comparison test results on the schools' readiness in the implementation of the MaTaTaG curriculum

Schools	Significantly higher than…	Mean	SD	F-value	Prob.	Stat. Inference
a) Casitan	h, i, j, k, l, m, n	4.99	0.008	**25.941**	**0.000**	**Significant**
b) Rebecca	h, i, j, k, l, m, n	4.99	0.006			
c) Gonzaga North	h, i, j, k, l, m, n	4.94	0.018			
d) Calayan	h, i, j, k, l, m, n	4.93	0.002			
e) Pateng	h, i, j, k, l, m, n	4.93	0.004			
f) Laoc	h, i, j, k, l, m, n	4.92	0.009			
g) Sta. Clara	h, i, j, k, l, m, n	4.90	0.008			
h) Batangan	j, k, l, m, n	4.51	0.794			
i) Cabanbanan Sur	j, k, l, m, n	4.41	0.910			
j) Cabanbanan Norte	h, n	3.83	0.343			
k) Callao Primary	n	3.77	0.867			
l) Caroan	-	3.61	0.428			
m) Isca	-	3.61	0.181			
n) Gonzaga South	-	3.22	0.000			

tested at 0.05 level of significance

Gaps

Comparison test results on the schools' gaps in the implementation of the MaTaTaG curriculum is presented in the table, the data reveal that Rebecca Elementary School significantly higher when it comes to observed gaps with a computed F-value of 24.259 and a Probability 0.000, among Gonzaga North Elementary School, Pateng Elementary School, Casitan Elementary School, Cabanban Norte Elementary School,

Calayan Elementary School, , Laoc Elementary School, Caraon Elementary School, Cabanban Sur Sta. Clara Elementary School, Elementary School, Isca Elementary School Batangan Elementary School, Callao Primary School, and Gonzaga South Elementary School.

Table 4b. Comparison test results on the schools' gaps in the implementation of the MaTaTaG curriculum

	Schools	Significantly higher than…	Mean	SD	F-value	Prob.	Stat. Inference
a)	Rebecca	g, h, i, j, k, l, m, n	4.83	0.069	**24.259**	**0.000**	**Significant**
b)	Gonzaga North	h, i, j, k, l, m, n	4.81	0.152			
c)	Pateng	h, i, j, k, l, m, n	4.79	0.042			
d)	Casitan	h, i, j, k, l, m, n	4.79	0.062			
e)	Cabanbanan Norte	h, i, j, k, l, m, n	4.75	0.134			
f)	Calayan	h, i, j, k, l, m, n	4.66	0.035			
g)	Laoc	i, j, k, l, m, n	4.53	0.115			
h)	Caroan	j, k, l, m, n	4.26	0.319			
i)	Cabanbanan Sur	j, l, m, n	4.07	0.430			
j)	Sta. Clara	m, n	3.79	0.680			
k)	Isca	m, n	3.78	0.070			
l)	Batangan	m, n	3.72	0.846			
m)	Callao Primary	-	3.35	0.701			
n)	Gonzaga South	-	3.11	0.000			

tested at 0.05 level of significance

Prospect

The Comparison test results on the schools' prospects of the stakeholders in the implementation of the MaTaTaG curriculum is seen in the table, the data reveal that Gonzaga North Elementary School, With a computed F-value of 46.795 and a probability of 0.000, it is evident that this school is significantly higher than Calayan Elementary School, Casitan Elementary School, Cabanban Norte Elementary School, Rebecca Elementary School, Pateng Elementary School, Batangan Elementary School, Laoc Elementary School, Gonzaga South Elementary School, Callao Primary School, Sta. Clara Elementary School, Caraon Elementary School, Isca Elementary School and Cabanban Sur Elementary School. This means that Gonzaga North Elementary School displays very positive prospects of the stakeholders in the implementation of the Matatag Curriculum.

Table 4c. Comparison test results on the schools' prospects of the stakeholders in the implementation of the MaTaTaG curriculum

	Schools	Significantly higher than…	Mean	SD	F-value	Prob.	Stat. Inference
a)	Gonzaga North	c, d, e, f, g, h, i, j, k, l, m, n	4.85	0.060	**46.795**	**0.000**	**Significant**
b)	Calayan	f, g, h, i, j, k, l, m, n	4.76	0.123			
c)	Casitan	f, g, h, i, j, k, l, m, n	4.73	0.078			
d)	Cabanbanan Norte	g, h, i, j, k, l, m, n	4.71	0.033			
e)	Rebecca	d, g, h, i, j, k, l, m	4.70	0.065			
f)	Pateng	j, k, l, m, n	4.59	0.053			
g)	Batangan	k, l, m, n	4.52	0.053			
h)	Laoc	k, l, m, n	4.49	0.108			

i)	Gonzaga South	l, m, n	4.45	0.000			
j)	Callao Primary	l, m, n	4.40	0.045			
k)	Sta. Clara	l, m, n	4.35	0.083			
l)	Caroan	m, n	4.14	0.063			
m)	Isca	-	3.98	0.137			
n)	Cabanbanan Sur	-	3.98	0.389			

tested at 0.05 level of significance

Conclusions and Recommendations

This study has offered significant insights into the complexities surrounding the implementation of the MATATAG Curriculum in the Gonzaga District. The findings underscore that successful curriculum implementation requires meticulous attention to various factors, particularly in addressing school readiness, identifying gaps, and exploring prospects for improvement.

1. Elementary schools in the Gonzaga District demonstrated a high level of readiness for implementing the MATATAG Curriculum, particularly in areas aligned with DepEd's 21st-century skills, such as Information, Media and Technology Skills, Learning and Innovation Skills, Communication Skills, and Life and Career Skills.

2. Teachers in these elementary schools have identified several gaps in the curriculum's implementation, suggesting areas where further support and adjustments may be needed.

3. Stakeholders, including teachers and administrators, expressed strong optimism regarding the prospects of the MATATAG Curriculum, reflecting a positive outlook toward its long-term success.

4. Schools with smaller student populations exhibited a higher level of readiness for implementing the MATATAG Curriculum, indicating that such schools may find it easier to adapt to the new curriculum's demands.

5. Schools with a larger number of teaching personnel observed fewer gaps during the implementation process, suggesting that adequate staffing may mitigate some challenges associated with the curriculum's rollout.

Recommendations

1. **Ongoing Professional Development:** It is recommended that ongoing professional development opportunities be implemented to sustain and enhance school readiness. Regular refresher courses, peer mentoring programs, and access to online resources can help keep teachers updated and confident in effectively delivering the MATATAG Curriculum.

2. **Centralized Resource Sharing Platform:** Establishing a centralized platform where teachers can share and access teaching materials, lesson plans, and other resources is crucial. Such a platform would foster a collaborative environment, enabling teachers to support each other and share best practices in curriculum implementation.

3. **Teacher Involvement in Decision-Making:** Teachers should be actively involved in the planning and decision-making processes related to curriculum implementation. Collaborative planning will increase teacher buy-in, ensuring that their insights and experiences are considered, leading to more effective implementation strategies.

4. **Learner Orientation:** To ensure that learners are prepared for the transition brought about by the new curriculum, an orientation should be conducted for students. This will help them understand and adapt to the changes, reducing potential adjustment challenges.

5. **Parental Involvement:** Recognizing the critical role of parents in the success of the new curriculum, schools should develop programs that encourage greater parental involvement. By fostering a supportive and participative environment, parents can significantly contribute to their children's learning journey.

6. **Focused Research on Implementation Issues:** Future research should focus on the existing problems and challenges encountered by schools during the ongoing implementation of the MATATAG Curriculum. This will provide valuable insights for refining and improving the curriculum as it continues to evolve.

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