

Essentializing the DepEd Matatag Curriculum in Grade 4: Issues, Challenges, and Administrative Interventions

Analou P. Reposposa¹ , Rufino T. Tudlasan² 

Author Information:

¹⁻² Graduate School of Education, Cebu Technological University (CTU), Cebu City, Philippines

Correspondence:

analou.ata@deped.gov.ph

Article History:

Date Received: May 25, 2026

Date Revised: June 13, 2026

Date Accepted: June 19, 2026

Date Published: July 12, 2026

DOI:

<https://doi.org/10.5281/zenodo.21296959>

Document ID: 2026IJROMS0138

Recommended Citation:

Reposposa, A. P. & Tudlasan, R. T. (2026). Essentializing the DepEd Matatag Curriculum in Grade 4: Issues, Challenges, and Administrative Interventions. *International Journal of Research on Multidisciplinary Studies*, 1(6), 24-42. <https://doi.org/10.5281/zenodo.21296959>

Abstract. This study examined the implementation of the DepEd MATATAG Curriculum in Grade 4 in the Trinidad II District, Division of Bohol, focusing on its level of implementation, perceived effectiveness, issues and concerns encountered, and the relationship between curriculum implementation and effectiveness. A descriptive–correlational research design was employed involving 15 Grade 4 teachers and 13 school heads from 13 public elementary schools. Data were collected using researcher-developed questionnaires anchored on DepEd Orders No. 010, s. 2024 and No. 012, s. 2024 and analyzed using frequency, percentage, weighted mean, standard deviation, and Pearson Product–Moment Correlation. Findings revealed that the MATATAG Curriculum was implemented to a high degree overall ($M = 4.30$). Curriculum Planning and Preparation, Teacher Preparedness and Training, and Assessment Alignment and Use of Results were rated as highly implemented, while Teaching–Learning Resources and Materials obtained comparatively lower ratings, indicating the need for continued resource support. The curriculum was likewise perceived as effective ($M = 4.13$), particularly in strengthening foundational literacy and numeracy skills, promoting 21st-century competencies, and supporting learner-centered instruction. However, curriculum decongestion was perceived as less fully achieved than other curriculum features. Major implementation concerns included curriculum planning and pacing, teacher training and preparedness, teaching load or class size, adequacy of teaching–learning resources, and stakeholder support. Correlation analysis revealed a very strong and statistically significant positive relationship between curriculum implementation and perceived effectiveness ($r = .896$, $p < .001$). The findings suggest that strengthening instructional leadership, professional development, resource provision, and implementation support mechanisms may further enhance the effectiveness and sustainability of the MATATAG Curriculum implementation in Grade 4.

Keywords: Administration and Supervision; MATATAG Curriculum implementation; curriculum effectiveness; descriptive-correlational method; Bohol

Introduction

In the school year 2024-2025, the Department of Education (DepEd) implements the phased rollout of the MATATAG Curriculum—a recalibrated K–10 curriculum designed to decongest learning competencies, strengthen foundational literacy and numeracy, and align assessment systems with essential learning standards. This reform is regulated through DepEd Order (DO) No. 010, s. 2024 and further refined by DO No. 012, s. 2024, which outlines the phased rollout, key features of the curriculum, and the roles of teachers and instructional leaders in guaranteeing successful implementation. These policy issuances accentuate the need to focus instruction on the most essential competencies, enabling teachers to allocate more instructional time for concept mastery, meaningful learning, and improved learner outcomes.

The notion of essentializing the curriculum is anchored in the broader discourse of curriculum decongestion and prioritization of core learning standards. Existing literature demonstrates that heavy workload and content overload consistently push students toward surface/rote learning rather than deep, integrative understanding (e.g., Thornby et al., 2023; D'Eon, 2023). In the Philippine context, recent scholarship highlights that the MATATAG Curriculum promotes depth over breadth, encourages contextualization, and allows flexibility in instructional delivery (Lagbao, 2024; Jamero & Accad, 2025; Maguate, 2024). However, translating these policy intentions into classroom practice requires significant adjustments by teachers and instructional leaders, particularly in unpacking essential competencies, aligning assessments, and designing responsive learning experiences.

Grade 4 occupies a critical position in this reform. As the entry point to the intermediate level, it marks a transition where learners shift from foundational literacy (learning to read) to functional literacy (reading to learn), and from basic numeracy to more complex problem-solving. Research indicates that this transition stage is often accompanied by learning gaps if not adequately supported (Saro et al., 2024). Under the MATATAG Curriculum, Grade 4 teachers are expected to operationalize essentialized competencies while maintaining learner engagement and addressing diverse learning needs. This makes the implementation process both pedagogically demanding and administratively complex.

Despite the clarity of policy directives, curriculum implementation is inherently shaped by local conditions. Literature in Educational Leadership underscores that successful reform depends largely on how school leaders and teachers interpret and enact policies at the ground level. Philip Hallinger's instructional leadership model highlights how school heads influence curriculum implementation by setting clear academic goals, overseeing instructional practices, and cultivating a supportive learning environment. Empirical research repeatedly demonstrates that robust instructional leadership favorably affects teaching quality and student outcomes.

Complementing this perspective, James Spillane's theory of distributed leadership posits that leadership is not confined to formal positions but is distributed across various actors within the school, including master teachers and classroom teachers. This approach is particularly relevant in curriculum reform contexts, where collaborative problem-solving and shared accountability are necessary for addressing implementation challenges. Camburn et al. (2003) and Patterson et al. (2020) further argue that distributed leadership enhances teachers' sense of ownership and improves the sustainability of reform initiatives.

However, existing studies also reveal that curriculum reforms often encounter implementation challenges, including insufficient training, a lack of instructional materials, time constraints, and difficulties with assessment alignment (Tenha & Makamure, 2024). In the Philippine context, early observations on MATATAG implementation highlight issues related to teachers' readiness, clarity of learning competencies, and the adequacy of administrative support systems. These challenges highlight the need to examine not only the extent of curriculum implementation but also the specific difficulties encountered and the corresponding administrative responses employed by school leaders.

In the Trinidad II District, Division of Bohol, which comprises thirteen (13) public elementary schools situated in both lowland and mountainous areas, the implementation of the MATATAG Curriculum in Grade 4 presents a unique context for investigation. Variations in school resources, accessibility, and teacher capacity may influence how the curriculum is essentialized and delivered. While policy guidelines provide a general framework, there is limited empirical evidence on how schools within the district navigate implementation challenges and how administrators respond to them in real time.

Given this context, it becomes imperative to systematically examine the essentializing of the MATATAG Curriculum in Grade 4, the challenges encountered during its implementation, and the administrative responses adopted by school heads and instructional leaders. Understanding these dimensions will provide a clearer picture of how curriculum reform is enacted at the school level and identify areas where support mechanisms may be strengthened.

Thus, this study is undertaken to analyze the implementation of the MATATAG Curriculum in Grade 4 in the Trinidad II District, with particular emphasis on the processes of essentializing competencies, the challenges educators face, and the administrative responses employed to address them. The findings of the study will serve as a basis for proposing an enhancement plan to improve curriculum implementation, strengthen instructional leadership practices, and ensure that the goals of the MATATAG reform are effectively realized in the local context.

Research Questions

This research scrutinizes the implementation of the DepEd MATATAG Curriculum in Grade 4, the issues and concerns encountered, and the administrative responses in the thirteen (13) public elementary schools of Trinidad II District, Division of Bohol, during School Year 2025–2026, as a basis for crafting the Enhancement Plan. Specifically, it seeks to answer the following questions:

1. What is the profile of the respondent groups in terms of:
 - 1.1 Age,
 - 1.2 gender,
 - 1.3 civil status,
 - 1.4 years in service,
 - 1.5 plantilla position,
 - 1.6 highest educational attainment, and
 - 1.7 related seminars, trainings, workshops attended?
2. What is the level of implementation of the MATATAG Curriculum in Grade 4 across the following domains:

- 2.1 curriculum planning and preparation,
- 2.2 teaching–learning resources and materials,
- 2.3 teacher preparedness and training, and
- 2.4 assessment alignment and use of results?
3. As perceived by the respondent groups, what is the level of effectiveness of the DepEd MATATAG Curriculum in relation to the following features:
 - 3.1 decongested curriculum,
 - 3.2 strengthened foundational skills,
 - 3.3 21st century skills development, and
 - 3.4 learner- centered approach?
4. Is there a significant association between the level of implementation of the DepEd MATATAG Curriculum across its domains and the level of effectiveness of its features?
5. What are the issues and concerns related to the implementation of the DepEd MATATAG Curriculum in Grade 4?

Scope and Delimitation of the Study

This study conducted a thorough assessment of the effectiveness of the *DepEd Matatag Curriculum* implementation in Grade 4, with particular attention to the issues, challenges, and administrative interventions experienced in schools. To evaluate how teachers and school heads perceive and respond to the curriculum's demands, and to identify the strategies they employ to address emerging challenges in instruction, resource management, and learner support, was the study's fundamental objective. To gather meaningful insights, the study focused on a diverse group of respondents, Grade 4 teachers and school heads, who play an essential part in facilitating curriculum delivery and ensuring its alignment with DepEd's objectives. Teachers provided perspectives on classroom-level practices, instructional adjustments, and learner engagement, while school heads contributed administrative viewpoints on policy implementation, resource allocation, and institutional support. This dual approach enabled a comprehensive understanding of the curriculum's impact, not only on teaching and learning but also on the broader administrative structures that sustain its effectiveness. Furthermore, by integrating the experiences of both educators and administrators, the study highlights the interconnected nature of instructional and managerial responsibilities in the successful essentialization of the Matatag Curriculum. This holistic perspective reinforces the importance of collaborative interventions in addressing challenges and sustaining curriculum reforms in Philippine basic education.

Literature Review

Contemporary research on educational change suggests that successful curriculum implementation is shaped by the dynamic interaction of leadership practices, teacher readiness, organizational resources, and implementation support systems. Curriculum reforms are rarely realized through policy mandates alone; rather, their effectiveness depends on how school leaders, teachers, and stakeholders translate policy intentions into classroom practice. Understanding the implementation of the MATATAG Curriculum therefore requires a framework that explains how leadership actions, teacher adoption processes, resource allocation, monitoring mechanisms, and learner outcomes interact within schools.

Leadership is widely recognized as a critical factor in the implementation of educational reforms. Instructional Leadership Theory posits that school heads influence teaching and learning through goal setting, instructional supervision, curriculum coordination, monitoring learner progress, and supporting teacher development. Research consistently demonstrates that effective instructional leadership contributes to improved instructional quality, stronger curriculum alignment, and enhanced implementation outcomes (Hallinger & Murphy, 1985; Hallinger & Heck, 2019; Bush, 2025). However, contemporary studies also indicate that curriculum implementation extends beyond the actions of individual school leaders and increasingly depends on collaborative professional practices within schools.

This perspective is reinforced by Distributed Leadership Theory, which conceptualizes leadership as a shared process embedded within interactions among school heads, master teachers, grade-level coordinators, and teacher teams. According to Spillane (2004, 2016), leadership effectiveness emerges from collective practice rather than individual authority alone. Empirical evidence suggests that distributed leadership strengthens teacher engagement, promotes professional collaboration, and facilitates the implementation of instructional innovations. Within the MATATAG context, leadership has emerged as a critical implementation factor. Bentayao et al. (2024) found that school heads played a significant role in managing policy transitions, coordinating implementation activities, and supporting teachers during curriculum change. Similarly, Labag (2025) emphasized the importance of resilience, strategic adaptation,

and instructional support among school leaders during the transition from the K–12 curriculum to the MATATAG Curriculum. Taken together, Instructional Leadership and Distributed Leadership theories suggest that effective administrative responses to the MATATAG Curriculum require both strong instructional direction and collaborative structures that support shared responsibility for implementation.

While leadership establishes the conditions for reform, teachers ultimately determine how curricular innovations are enacted in classrooms. The Concerns-Based Adoption Model (CBAM) provides a useful framework for understanding teachers' responses to educational change. Through its Stages of Concern, Levels of Use, and Innovation Configurations, CBAM explains how teachers experience varying levels of readiness, uncertainty, and adaptation during the implementation process. Research on curriculum reform consistently shows that concerns related to instructional adjustments, assessment practices, and resource availability influence implementation fidelity and effectiveness. Recent studies on MATATAG implementation support these observations. Motel (2025) found that teachers experienced varying levels of preparedness and encountered challenges in content delivery during the initial implementation phase. Similarly, Lorono (2025) reported that teacher readiness was influenced by access to training, instructional support, and implementation guidance. Fuentes (2025), through an integrative literature review, further emphasized the need for sustained professional development and institutional support to address implementation challenges. Consequently, professional development, coaching, and monitoring strategies are most effective when aligned with teachers' specific implementation needs. CBAM therefore complements leadership perspectives by explaining how administrative support influences teacher adoption of curriculum reforms.

The effectiveness of leadership and teacher support mechanisms is further shaped by organizational conditions. Resource Dependence Theory emphasizes that schools rely on access to instructional materials, funding, training opportunities, and stakeholder partnerships to achieve educational goals (Pfeffer & Salancik, 1979). Similarly, Human Capital Theory highlights the importance of investing in teachers' knowledge, skills, and professional competencies through sustained professional development and capacity-building initiatives (Schultz, 1961; Becker, 1993). Research consistently indicates that inadequate resources and limited teacher preparation can constrain implementation efforts regardless of leadership effectiveness. Empirical studies on MATATAG implementation support this assertion. Badajos et al. (2025) identified resource limitations and implementation constraints affecting classroom delivery during the foundation stage of curriculum implementation. Likewise, Maraveles and Ducot (2025) documented challenges associated with instructional materials, workload demands, and implementation requirements. Elardo (2025) further highlighted the importance of strengthening teacher preparation and addressing teachers' professional needs to facilitate successful implementation. Together, these theories underscore the importance of both resource adequacy and teacher capacity in supporting successful curriculum implementation.

To examine implementation comprehensively, this study adopts the Context–Input–Process–Product (CIPP) Model as its evaluative framework. Unlike approaches that focus solely on outcomes, the CIPP Model recognizes that implementation effectiveness is influenced by contextual conditions, available resources, implementation processes, and resulting outcomes (Stufflebeam, 1971; Stufflebeam & Zhang, 2017). Within the MATATAG Curriculum, context includes policy and school conditions; inputs involve resources, training, and support systems; processes encompass supervision, monitoring, and instructional delivery; while products reflect implementation outcomes and learner development. The model therefore provides an integrative framework for assessing how administrative responses influence curriculum implementation.

Holistic Education Theory provides the learner-centered lens through which the intended outcomes of the MATATAG Curriculum may be understood and evaluated. The theory emphasizes the development of learners' intellectual, social, emotional, and moral capacities through meaningful and relevant learning experiences (Miller, 1990; Miller, 2007). This perspective aligns with the MATATAG Curriculum's emphasis on foundational skills, learner engagement, instructional coherence, and holistic development. It extends the evaluation of implementation beyond procedural compliance by focusing on the quality of learning experiences and the achievement of intended educational outcomes.

Collectively, these theoretical perspectives indicate that curriculum implementation is a multidimensional process shaped by the interaction of leadership, teacher capacity, organizational resources, implementation support, and intended learner outcomes. Instructional and Distributed Leadership theories explain how administrative responses are initiated, coordinated, and sustained within schools. CBAM extends this perspective by explaining how teachers respond to and adopt curricular innovations, highlighting the importance of differentiated support throughout the implementation process. Resource Dependence Theory and Human Capital Theory identify the organizational and professional conditions necessary for successful implementation, while the CIPP Model provides a framework for examining how contextual factors, resources, and implementation processes influence outcomes. Holistic Education Theory

complements these perspectives by emphasizing the learner-centered goals that curriculum reforms ultimately seek to achieve. Taken together, these theories provide an integrated framework for understanding how administrative responses influence the implementation and perceived effectiveness of the Grade 4 MATATAG Curriculum.

Emerging studies have begun to examine teacher readiness, implementation challenges, resource adequacy, leadership practices, and teacher experiences during the early implementation of the MATATAG Curriculum. For example, Wabingga and Tomakin (2024) explored the challenges, coping strategies, and resilience of elementary teachers implementing the curriculum, while Dadul et al. (2025) examined teachers' sentiments regarding its implementation. Bensurto and Bernardino (2025) investigated the lived experiences of teachers working in challenging educational contexts, highlighting the complexities associated with curriculum adoption. Moreover, G. et al. (2024) examined the effects of the MATATAG Curriculum on Grade 4 learners' academic performance, providing initial evidence of its potential educational outcomes. Although these studies contribute valuable insights into various dimensions of implementation, they generally focus on individual factors such as teacher experiences, leadership practices, preparedness, resources, or learner outcomes in isolation. Limited evidence exists regarding how administrative responses across curriculum planning and preparation, teaching-learning resources, teacher preparedness and training, assessment alignment, and implementation monitoring collectively influence Grade 4 MATATAG Curriculum implementation. Furthermore, research focusing specifically on the interaction of these dimensions during the initial implementation phase remains scarce despite the significance of Grade 4 in the phased rollout of the curriculum.

These theoretical and empirical perspectives are situated within the policy framework established by Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013, which mandates a learner-centered and competency-based curriculum aligned with standards, instruction, and assessment. The MATATAG Curriculum operationalizes this mandate by addressing curriculum congestion and strengthening foundational learning. Its implementation is guided by DepEd Order No. 010, s. 2024 and DepEd Order No. 012, s. 2024, which provide standards for curriculum implementation, assessment, teacher development, and monitoring. These policy issuances serve as the institutional foundation for examining curriculum planning and preparation, teaching-learning resources, teacher preparedness and training, assessment alignment, implementation monitoring, and administrative responses that support the successful implementation of the Grade 4 MATATAG Curriculum.

Methodology

Research Design

This study employed a descriptive–correlational research design to examine the level of implementation of the DepEd MATATAG Curriculum in Grade 4 and its relationship with the perceived effectiveness of its core features. The descriptive component determined the extent of implementation across identified domains, while the correlational component tested the relationship between implementation levels and perceived effectiveness. The study did not manipulate variables and instead analyzed naturally occurring conditions using structured survey data. This design is appropriate for identifying relationships among variables in educational settings where experimental control is not feasible and aligns with DepEd Order No. 010, s. 2024 and DepEd Order No. 012, s. 2024 on monitoring and evaluation of curriculum implementation.

Research Locale

The study was conducted in Trinidad II District, Bohol Division, consisting of thirteen (13) public elementary schools serving both lowland and upland communities. The schools operate under a unified DepEd policy framework while exhibiting variations in terrain, resource availability, and instructional support. This diversity provides a relevant context for examining MATATAG Curriculum implementation in Grade 4, particularly in relation to differences in administrative support, instructional resources, and implementation conditions across schools.

Research Participants

The research participants consisted of fifteen (15) Grade 4 teachers and thirteen (13) school heads from the thirteen (13) public elementary schools in Trinidad II District. A census sampling technique was employed to ensure the inclusion of all available Grade 4 implementers and instructional leaders during the data collection period, thereby providing complete representation of the target population. As shown in Table 1, the respondents were composed of 28 individuals in total. Of these, fifteen (15) were public school teachers handling Grade 4 classes, representing 53.6% of the respondents, while thirteen (13) were school heads,

accounting for 46.4%. The use of complete enumeration was deemed appropriate, as the study specifically targeted Grade 4 teachers and school heads who were directly involved in the implementation of the MATATAG Curriculum (Subia, Malbas, & Duran, 2022).

Research Instrument

A researcher-developed questionnaire was used in this study. The instrument was anchored on DepEd Order No. 010, s. 2024 and DepEd Order No. 012, s. 2024 and informed by Instructional Leadership Theory, Distributed Leadership Theory, and the Concerns-Based Adoption Model (CBAM). These frameworks ensured that the indicators reflected instructional supervision practices, collaborative implementation processes, and differentiated teacher support mechanisms. Two sets of questionnaires were developed. The Teacher Questionnaire gathered data from Grade 4 teachers and consisted of several sections: respondent profile, level of MATATAG Curriculum implementation across four domains (Curriculum Planning and Preparation; Teaching–Learning Resources and Materials; Teacher Preparedness and Training; and Assessment Alignment and Use of Results), perceived effectiveness of curriculum implementation, and issues and concerns encountered during implementation. The School Head Questionnaire followed a parallel structure but focused on administrative perspectives, particularly leadership actions, supervisory practices, and implementation support mechanisms related to the MATATAG Curriculum. Both instruments underwent content validation by three experts (a curriculum specialist, a school head, and a research expert) to ensure alignment with the study objectives. A pilot test involving 15 respondents from a comparable district was conducted to determine internal consistency. The instruments obtained a Cronbach's alpha coefficient of 0.92, indicating high reliability. Ethical considerations, including informed consent, anonymity, confidentiality, and data privacy, were strictly observed throughout the study.

Data Gathering Procedure

Prior to data collection, permission was secured from the Public Schools District Supervisor (PSDS) of Trinidad II District. Coordination was conducted with the heads of the thirteen (13) public elementary schools to schedule data collection and identify focal persons. Participants were oriented on the purpose of the study, voluntary participation, informed consent, confidentiality, and data privacy protections. Data collection activities were scheduled to avoid disruption of regular instructional and school operations. The validated instruments were pilot-tested in a comparable district not included in the main study. Based on the pilot results, revisions were made to improve clarity, timing, and internal consistency. For the main data collection, the Teacher and School Head questionnaires were distributed either in printed form or through secured digital platforms, depending on school preference. A two-week retrieval period was provided. Completed questionnaires were checked for completeness, and follow-ups were conducted to clarify missing or inconsistent responses. For the Issues and Concerns section, responses were coded using a standardized checklist, then categorized and summarized to identify the most frequently reported implementation challenges.

Results and Discussions

Research Question 1: What is the profile of the respondent groups in terms of age, gender, civil status, years in service, plantilla position, highest educational attainment, and related seminars, trainings, workshops attended?

Table 1. Age of the Respondents

	School Heads		Grade 4 Teachers		Total	Percentage
20-29	0	0	2	13.33	2	7.14
30-39	5	38.46	6	40.0	11	39.29
40-49	3	23.08	5	33.33	8	28.57
50-above	5	38.46	2	13.33	7	25
Total	13	100	15	100	28	100%

Table 1 shows that the majority of respondents fall within the 30–39 age group (39.29%), followed by those aged 40–49 (28.57%). A smaller proportion are aged 50 and above (25%), while the youngest group, 20–29 years old, represents only 7.14% of the total respondents. Among school heads, the largest proportion is in the 50 and above category (38.46%), whereas Grade 4 teachers are mostly concentrated in the 30–39 age category group (40%). Taken together, the respondents are largely composed of middle-aged professionals, suggesting a workforce with a balance of experience and active engagement in instructional

practice. This profile may support adaptability to curriculum reforms while maintaining instructional stability. This aligns with findings that mid-career educators demonstrate greater flexibility in implementing curriculum changes due to their combined experience and continued professional engagement (Subia & Dulay, 2022), while more experienced school leaders contribute stronger instructional guidance during reform implementation (Garcia et al., 2022).

Table 2. Gender of the Respondents

	School Heads		Teacher		Total	Percentage
Female	7	53.85	13	86.67	20	71.43
Male	6	46.15	2	13.33	8	28.57
Total	13	100	15	100	28	100%

Table 2 shows that the majority of respondents are female (71.43%), while male respondents account for only 28.57% of the total. Among school heads, the distribution is relatively balanced, with 53.85% female and 46.15% male. In contrast, Grade 4 teachers are predominantly female, comprising 86.67%, compared to only 13.33% male. The data indicate that the teaching workforce in Trinidad II District, particularly at the Grade 4 level, is heavily female-dominated. This reflects broader national and global trends in basic education, where women often comprise the majority of classroom teachers. This finding corresponds with local research indicating that female teachers constitute the predominant segment of elementary educators in Philippine public schools (Reyes & Dizon, 2023). Flores and Mendoza (2023) also noted that women constitute the majority of teachers in classrooms, reflecting long-standing social, cultural, and professional trends in basic education. The relatively balanced gender representation among school heads indicates inclusivity in leadership roles (Santos et al., 2023). In contrast, the predominance of female teachers may affect instructional methodologies, collaborative dynamics, and adaptability to curriculum reforms like the DepEd MATATAG Curriculum.

Table 3. Civil Status of the Respondents

	School Heads		Teachers		Total	Percentage
Married	11	84.62	13	86.67	24	85.71
Single	2	15.38	2	13.33	4	14.29
Total	13	100	15	100	28	100%

Table 3 shows that the majority of respondents are married (85.71%), while only 14.29% are single. Among school heads, 84.62% are married, and 15.38% are single, while among Grade 4 teachers, 86.67% are married and 13.33% are single. This indicates that both groups are predominantly married, with only a small proportion of single respondents. This suggests that both school heads and teachers are largely composed of married professionals, indicating that most respondents balance professional responsibilities with family obligations. Such dual responsibilities may influence participation in school-based activities and professional development opportunities, including Learning Action Cell (LAC) sessions and training programs (Subia & Dulay, 2022). At the same time, literature also suggests that strong family support systems can enhance job stability, organizational commitment, and sustained engagement in curriculum implementation (Nguyen & Hallinger, 2022). Thus, civil status may have both enabling and constraining effects depending on how personal and professional responsibilities are managed within the school context.

Table 4. Number of Years in Service

	School Heads		Teacher		Total	Percentage
More than 15 years	7	53.85	4	26.67	11	39.29
11-14	4	30.77	1	6.67	5	17.86
5-10	2	15.38	5	33.33	7	25
Less than 5	0	0	5	33.33	5	17.86
Total	13	100	15	100	28	100%

Table 4 shows that the largest group of respondents has more than 15 years of service (39.29%), followed by those with 5–10 years (25%). A smaller proportion have 11–14 years (17.86%), while the least represented group is those with less than 5 years of service (17.86%). Among school leaders, the majority are highly experienced, with 53.85% having more than 15 years of service. At the same time, Grade 4 teachers are more evenly distributed, with notable representation in the 5–10 years (33.33%) and less than 5 years (33.33%) categories. This distribution indicates that school leaders in the Trinidad II District are

predominantly experienced professionals, contributing stability and instructional expertise in the implementation of the DepEd MATATAG Curriculum. Studies in Philippine public schools highlight that longer-serving school heads demonstrate stronger instructional leadership and more effective supervision during curriculum reforms (Garcia & Balagtas, 2023). Similarly, experienced leadership has been associated with improved technical support and implementation consistency in school-based reforms (Santos & Villanueva, 2023). In contrast, the teaching workforce reflects a combination of early- and mid-career educators, which may support adaptability and openness to curriculum innovations. Research suggests that teachers with fewer to moderate years of service tend to be more receptive to new curriculum frameworks, especially when guided by experienced instructional leaders (Reyes & Dela Cruz, 2023). Taken together, the mix of experienced administrators and relatively diverse teacher experience levels provides a supportive structure for collaborative implementation and sustained professional learning in the MATATAG Curriculum (Flores et al., 2023).

Table 5. Plantilla Position

	School Heads		Teacher		Total	Percentage
Teacher 1-3	6	46.15	14	93.33	20	71.43
Master Teacher	1	7.69	1	6.67	1	3.57
Head Teacher	3	23.08	0	0	3	10.71
Principal	3	23.08	0	0	3	10.71
Total	13	100	15	100	28	100%

Table 5 shows that the majority of respondents are Teacher I–III (71.43%), with almost all Grade 4 teachers (93.33%) belonging to this category. A small proportion of respondents are Master Teachers (3.57%), while Head Teachers (10.71%) and Principals (10.71%) are represented exclusively among school heads. This distribution highlights that most respondents are classroom teachers, while a smaller group is. This suggests that the findings primarily reflect the experiences of teachers engaged in the day-to-day delivery of the DepEd MATATAG Curriculum, particularly in relation to instructional practices and classroom-level challenges. Studies emphasize that Teacher I–III educators play a central role in translating curriculum policies into classroom practice, making their perspectives critical in understanding implementation realities (Reyes & Dela Cruz, 2023). At the same time, the inclusion of school heads ensures representation of administrative and leadership perspectives, which are essential in guiding curriculum implementation through supervision, technical assistance, and resource support (Santos & Villanueva, 2023; Garcia & Balagtas, 2023). Together, this composition allows the study to capture both instructional and managerial dimensions of MATATAG Curriculum implementation.

Table 6. Highest Educational Attainment

	School Heads		Teachers		Total	Percentage
Doctorate Degree (completed)	2	15.38	0	0	2	7.14
Doctorate Degree (in units)	3	23.08	2	13.33	5	17.86
Master's Degree (completed)	4	30.77	5	33.33	9	32.14
Master's Degree (in units)	4	30.77	7	46.67	11	39.29
College Graduate	0	0	1	6.67	1	3.57
Total	13	100	15	100	28	100%

Table 6 shows that the largest group of respondents has attained a Master's Degree in units (39.29%), followed by those who have completed a Master's Degree (32.14%). A smaller proportion are pursuing or have earned a Doctorate, with 17.86% holding doctoral units and 7.14% having completed a Doctorate Degree. Only 3.57% are college graduates without postgraduate studies. Among school heads, the majority hold advanced qualifications: 30.77% have completed a Master's Degree, another 30.77% hold masteral units, and 15.38% have completed a Doctorate Degree. In contrast, most Grade 4 teachers are concentrated in the Master's Degree in units (46.67%) category, with fewer having completed postgraduate degrees. This distribution indicates that both school heads and teachers in the Trinidad II District generally possess high academic qualifications, with most either pursuing or completing graduate-level education. This reflects strong professional commitment and readiness for engagement in curriculum reforms such as the DepEd MATATAG Curriculum (Reyes & Dela Cruz, 2023). The presence of doctoral degree holders among school heads suggests strengthened instructional leadership and administrative capacity, while the prevalence of teachers with ongoing graduate studies indicates active participation in continuous professional development (Flores & Mendoza, 2023). Overall, the respondents' educational attainment

supports both instructional quality and leadership effectiveness, contributing to the successful implementation of the MATATAG Curriculum in Grade 4.

Table 7. Number of Relevant Trainings, Seminars, and Workshops Attended

	School Heads		Teacher		Total	Percentage
MATATAG Curriculum Orientation	12	28.57	14	46.67	26	36.11
Instructional Leadership Training	13	30.95	0	0	13	18.06
Supervisory/Monitor Training	12	28.57	0	0	12	16.67
LAC Facilitation/Coach Training	5	11.90	0	0	5	6.94
School-based Training (LAC/INSET)	0	0	9	30	9	0.125
Division-level Training	0	0	4	13.33	4	5.56
District-level Training	0	0	3	10	3	4.17
TOTAL	42	100	30	100	72	100

Table 7 shows that the majority of respondents participated in the MATATAG Curriculum Orientation (36.11%), which indicates widespread exposure to the new curriculum framework. All school heads attended Instructional Leadership Training (30.95%) and Supervisory/Monitoring Training (28.57%), underscoring their focus on leadership and oversight roles. A smaller proportion of school heads also participated in LAC Facilitation/Coach Training (11.90%), underscoring their role in guiding collaborative professional learning. On the other hand, Grade 4 teachers were more engaged in school-based training (30%), division-level training (13.33%), and district-level training (10%), reflecting their participation in localized professional development activities. Overall, the dataset shows 72 training engagements, with school heads accounting for the majority (42) and teachers contributing 30. This distribution indicates that professional development opportunities are role-specific but complementary. School heads are primarily trained for instructional leadership and supervision, enabling them to provide effective administrative support for MATATAG Curriculum implementation. Meanwhile, teachers focus on classroom-centered training that directly enhances instructional delivery. This aligns with studies emphasizing that differentiated professional development strengthens curriculum implementation by aligning leadership training with supervisory functions and teacher training with instructional needs (Reyes & Dela Cruz, 2023; Santos & Villanueva, 2023). Collectively, this balanced structure of training experiences enhances both instructional and managerial capacity within the district.

Research Question 2: What is the level of implementation of the MATATAG Curriculum in Grade 4 across the following domains curriculum planning and preparation, teaching–learning resources and materials, teacher preparedness and training, and assessment alignment and use of results?

Table 8. Curriculum Planning and Preparation

Indicators	School Heads		Teachers		Average		Interpretation
	M	SD	M	SD	M	SD	
1. Lesson plans are aligned with the MATATAG competencies for Grade 4.	4.54	0.519	4.60	0.828	4.57	0.6735	Strongly Agree/Very Much Implemented
2. Prescribed time allotments are followed in teaching lessons.	4.62	0.506	4.27	0.884	4.45	0.695	Strongly Agree/Very Much Implemented
3. Learning objectives, activities, and assessments are clearly aligned.	3.92	0.760	4.60	0.828	4.26	0.794	Strongly Agree/Very Much Implemented
4. Lessons are contextualized based on learners' needs and environment.	4.23	0.439	4.07	1.03	4.15	0.7345	Agree/Implemented
Overall Mean	4.33	0.438	4.38	0.818	4.36	0.724	Strongly Agree/Very Much Implemented

Table 8 shows that both school heads and teachers strongly agree that curriculum planning and preparation are well implemented in the Trinidad II District, as reflected in the overall mean of 4.36, interpreted as "highly implemented." Respondents affirmed that lesson plans are aligned with Grade 4 competencies (M = 4.57), prescribed time allotments are observed (M = 4.45), and learning objectives, activities, and assessments are well aligned (M = 4.26). However, contextualization of lessons to learners' needs and environment obtained a comparatively lower mean (M = 4.15), although still interpreted as "implemented," indicating a need for further enhancement in localized instruction. Together, the results suggest strong instructional coherence in curriculum planning, supported by shared commitment among teachers and school heads, while also highlighting the need to strengthen contextual responsiveness in lesson design. These findings align with the principle of constructive alignment, which emphasizes the coherence of

learning objectives, instructional activities, and assessment tasks to promote meaningful learning (Biggs, 1996). Similarly, studies by Ahmad and Mehmood (2022), Lestari and Yusuf (2025), and Abate and Mishore (2024) indicate that while alignment is often achieved at the structural level, contextual adaptation remains a common challenge across educational settings. In this study, the strong alignment observed suggests effective coordination between teachers and school leaders in implementing the MATATAG Curriculum; however, the lower rating in contextualization underscores the continuing need for professional development focused on adapting instruction to learners' local contexts in line with curriculum reform goals.'

Table 9. Teaching-Learning Resource and Materials

Indicators	School Heads		Teachers		Average		Interpretation
	M	SD	M	SD	M	SD	
1. Curriculum guides and learning materials are available.	4.54	0.519	3.93	1.10	4.24	0.8095	Strongly Agree/Very Much Implemented
2. Instructional materials are adequate for daily teaching.	4.46	0.519	3.80	0.941	4.13	0.73	Agree/Implemented
3. Learning materials support the decongested MATATAG competencies.	4.31	0.480	3.73	0.961	4.02	0.7205	Agree/Implemented
4. Teachers utilize localized and contextualized resources.	4.38	0.506	4.20	0.862	4.29	0.684	Strongly Agree/Very Much Implemented
Overall Mean	4.42	0.449	3.92	0.854	4.17	0.736	Agree/Implemented

Table 9 shows that respondents generally agree that teaching-learning resources and materials are implemented in support of the DepEd MATATAG Curriculum in Grade 4, with an overall mean of 4.17. School heads rated the availability and adequacy of materials higher than teachers, particularly in terms of curriculum guides (M = 4.54) and instructional materials (M = 4.46), while teachers provided lower ratings on adequacy (M = 3.80) and alignment with decongested competencies (M = 3.73), suggesting gaps between resource provision and classroom usability. Both groups strongly agreed that localized and contextualized resources are utilized (M = 4.29), indicating efforts to adapt materials to learner needs. The findings suggest that while instructional resources are generally available, issues remain in adequacy and alignment with MATATAG curriculum demands, highlighting the need for continuous improvement in resource distribution and updating. These findings are consistent with literature emphasizing that instructional materials play a central role in shaping teaching practices and supporting curriculum implementation over time (Abad & Hattie, 2025). Studies also show that teachers often rely more on the structure and features of instructional materials than on formal curriculum intentions, which influences classroom delivery (Choppin et al., 2020). In addition, the use of localized materials reflects DepEd's policy direction on contextualized instruction, as outlined in DepEd Order No. 35, s. 2016. However, the observed gaps in adequacy align with global findings that resource shortages and uneven distribution of instructional materials remain persistent barriers in curriculum reform efforts (UNESCO, 2015). These constraints often affect how effectively teachers can translate curriculum standards into classroom practice, particularly when materials are not fully aligned with updated competencies. In the context of the MATATAG Curriculum, this suggests that while localization efforts are evident, sustained administrative support is still necessary to ensure that teaching-learning resources are both sufficient and fully responsive to classroom needs. Strengthening resource planning, procurement, and alignment mechanisms will therefore be essential in bridging the gap between curriculum design and actual classroom implementation in the Trinidad II District.

Table 10. Teacher Preparedness and Training

Indicators	School Heads		Teachers		Average		Interpretation
	M	SD	M	SD	M	SD	
1. Teachers have received orientation on the MATATAG Curriculum.	4.85	0.376	4.67	0.488	4.76	0.432	Strongly Agree/Very Much Implemented
2. Training addresses the needs in implementing MATATAG competencies.	4.15	0.555	4.40	0.632	4.28	0.594	Strongly Agree/Very Much Implemented
3. School-based learning sessions (LAC) support the implementation of MATATAG.	4.15	0.555	3.80	1.32	3.98	0.938	Agree/Implemented
4. Administrative support is provided through coaching or mentoring.	4.23	0.555	3.93	0.884	4.08	0.720	Agree/Implemented
Overall Mean	4.35	0.474	4.20	0.689	4.28	0.671	Strongly Agree/Very Much Implemented

Table 10 indicates that both school heads and teachers strongly agree that teacher preparedness and training for the DepEd MATATAG Curriculum in Grade 4 are highly implemented, with an overall mean of 4.28. Respondents affirmed that teachers have received orientation on the MATATAG Curriculum ($M = 4.76$), indicating strong baseline awareness and readiness for implementation. Trainings were also perceived to support MATATAG competency requirements ($M = 4.28$), reflecting alignment between professional development activities and curriculum demands. However, school-based learning sessions such as LAC were rated lower ($M = 3.98$), suggesting inconsistency in implementation and effectiveness across schools. Likewise, administrative support through coaching and mentoring ($M = 4.08$) was rated as "implemented," but indicates room for strengthening in consistency and depth. Overall, the findings suggest that while teacher preparedness is strong, sustained and more structured professional development and mentoring support are needed to ensure full curriculum implementation and fidelity. These findings are consistent with literature emphasizing teacher capacity-building as a key driver of successful curriculum implementation. Research shows that targeted training and professional development help teachers manage curriculum complexity and respond effectively to diverse learner needs (Hadisaputra et al., 2024; Motel, 2025). In addition, studies highlight that ongoing coaching and mentoring significantly improve instructional practices and contribute to better teaching outcomes, reinforcing the importance of continuous administrative support (Kraft et al., 2018; Mok & Staub, 2021). Overall, sustained orientation, structured training, and consistent mentoring are essential to translate teacher preparedness into effective implementation of the MATATAG Curriculum in Trinidad II District.

Table 11. Assessment Alignment and Use of Results

Indicators	School Heads		Teachers		Average		Interpretation
	M	SD	M	SD	M	SD	
1. Classroom assessments are aligned with MATATAG competencies.	4.31	0.480	4.47	0.516	4.39	0.498	Strongly Agree/Very Much Implemented
2. Assessment results are used for remediation and enrichment.	4.31	0.480	4.47	0.516	4.39	0.498	Strongly Agree/Very Much Implemented
3. Feedback is provided to learners based on assessment results.	4.31	0.480	4.47	0.516	4.39	0.498	Strongly Agree/Very Much Implemented
4. Grading practices follow MATATAG assessment guidelines.	4.31	0.480	4.40	0.507	4.36	0.494	Strongly Agree/Very Much Implemented
Overall Mean	4.31	0.480	4.45	0.484	4.38	0.497	Strongly Agree/Very Much Implemented

Table 11 shows that both school heads and teachers strongly agree that assessment practices are highly implemented and aligned with the DepEd MATATAG Curriculum in Grade 4, with an overall mean of 4.38. All indicators received similarly high ratings, including alignment of classroom assessments with MATATAG competencies ($M = 4.39$), use of assessment results for remediation and enrichment ($M = 4.39$), provision of feedback to learners ($M = 4.39$), and adherence to MATATAG grading guidelines ($M = 4.36$). These results indicate that assessment practices in Trinidad II District are coherent and purposeful, supporting both learner development and instructional decision-making. These findings align with Wilkinson (2024), who emphasized that formative assessment operates as a continuous, low-stakes process that provides feedback to improve both teaching and learning. In addition, formative assessment supports self-regulated learning by helping students monitor their progress against clear standards, thereby enhancing academic engagement and long-term learning skills (Clark, 2012; Sadler, 1989). The MATATAG Curriculum similarly emphasizes competency-based assessment to ensure accurate monitoring of learner progress. However, sustaining effective assessment practices requires continuous professional support to ensure that assessment results are consistently and meaningfully used for instructional improvement, consistent with Fullan (2014), who highlighted the importance of systemic support in embedding sustainable assessment practices.

Table 12. Summary of Results of the Domain in MATATAG Curriculum

Indicators	School Heads		Teachers		Average		Interpretation
	M	SD	M	SD	M	SD	
Curriculum Planning & Preparation	4.33	0.438	4.38	0.818	4.36	0.724	Strongly Agree/Very Much Implemented
Teaching–Learning Resources & Materials	4.42	0.449	3.92	0.854	4.17	0.736	Agree/Implemented
Teacher Preparedness & Training	4.35	0.474	4.20	0.689	4.28	0.671	Strongly Agree/Very Much Implemented
Assessment Alignment & Use of Results	4.31	0.480	4.45	0.484	4.38	0.497	Strongly Agree/Very Much Implemented
Overall Mean	4.35	0.460	4.24	0.711	4.30	0.657	Strongly Agree/Very Much Implemented

Table 12 presents the consolidated results of the four domains of DepEd MATATAG Curriculum implementation in Grade 4: Curriculum Planning and Preparation, Teaching–Learning Resources and Materials, Teacher Preparedness and Training, and Assessment Alignment and Use of Results. This provides an overall evaluation of curriculum implementation in Trinidad II District as perceived by school heads and teachers, highlighting both strengths and areas needing improvement. The overall mean of 4.30 indicates that respondents strongly agree that the MATATAG Curriculum is highly implemented across the district. Among the domains, Teaching–Learning Resources and Materials obtained the lowest mean ($M = 4.17$, Agree/Implemented), while the other three domains were rated as “Strongly Agree/Very Much Implemented.” This indicates that curriculum planning, teacher preparedness, and assessment practices are consistently strong, while resource adequacy remains the primary area needing improvement. The high ratings for curriculum planning ($M = 4.36$) and assessment alignment ($M = 4.38$) reflect strong instructional coherence, while teacher preparedness ($M = 4.28$) indicates effective capacity-building support. Overall, the findings suggest that the MATATAG Curriculum is being effectively implemented in Grade 4, with school heads and teachers demonstrating strong alignment with its standards. However, sustained administrative support is still needed to address gaps in instructional resources to ensure full support for decongested competencies and learner-centered instruction.

Research Question 3: As perceived by the respondent groups, what is the level of effectiveness of the DepEd MATATAG Curriculum in relation to the following features decongested curriculum, strengthened foundational skills, 21st century skills development, and learner- centered approach?

Table 13. Effectiveness of the DepEd MATATAG Curriculum in Grade 4

Indicators	School Heads		Teachers		Average		
	M	SD	M	SD	M	SD	Interpretation
1. The MATATAG Curriculum is perceived to reduce content congestion. (Decongested Curriculum)	4.31	0.630	3.69	1.11	4	0.870	Agree/Implemented
2. The curriculum is perceived to strengthen foundational skills (literacy and numeracy). (Strengthened Foundational Skills)	4.31	0.630	3.92	0.641	4.12	0.636	Agree/Implemented
3. Lessons are perceived to promote 21st-century skills development. (21 st Century Skills Development)	4.31	0.630	4.08	0.494	4.20	0.562	Agree/Implemented
4. Teaching approaches are perceived to be learner centered. (Learner-centered Approach)	4.38	0.506	4.0	0.577	4.19	0.542	Agree/Implemented
Overall Mean	4.33	0.590	3.92	0.649	4.13	0.653	Agree/Implemented

Table 13 reveals that respondents generally agree that the DepEd MATATAG Curriculum in Grade 4 is effectively implemented across its domains, with an overall mean of 4.13. The highest ratings were given to the promotion of 21st-century skills ($M = 4.20$) and the learner-centered approach ($M = 4.19$), indicating that the curriculum is perceived to foster critical thinking, collaboration, and inclusive classroom practices. Strengthened foundational skills in literacy and numeracy also received positive ratings ($M = 4.12$), reflecting the curriculum’s focus on essential competencies. Meanwhile, perceived reduction of content congestion obtained the lowest mean ($M = 4.00$), suggesting that while decongestion is recognized, some challenges remain in balancing essential competencies with instructional time. In essence, the findings indicate that the MATATAG Curriculum is largely effective in achieving its intended instructional goals, although continued administrative and instructional support is needed to fully optimize decongestion and sustain learner-centered implementation in Trinidad II District. These findings align with the MATATAG Curriculum framework, which emphasizes streamlined competencies, foundational skills, and 21st-century learning. Research suggests that mastery learning approaches, supported by formative assessment and corrective instruction, enhance student achievement through feedback-driven improvement and sustained practice (Winget & Persky, 2022; Donoghue et al., 2021). In addition, curriculum decongestion strategies such as content streamlining and active learning integration help reduce cognitive overload and promote deeper engagement in learning (Chen et al., 2023; Thornby et al., 2023). Furthermore, learner-centered approaches have been shown to strengthen critical thinking, creativity, and problem-solving skills, contributing to improved learning outcomes (Bhardwaj et al., 2025). In contract, while the MATATAG Curriculum is perceived as effective, sustained professional development and administrative support remain essential to fully realize its decongested and learner-centered design.

Research Question 4: Is there a significant association between the level of implementation of the DepEd MATATAG Curriculum across its domains and the level of effectiveness of its features?

Table 14. Relationship Between the Level of Implementation of the DepEd MATATAG Curriculum Across its Domain and the Level of Effectiveness of its Features

Independent Variable	r-value	P-value	Decision	Interpretation
Implementation of the MATATAG Curriculum and Effectiveness of the MATATAG Curriculum	0.896	<.001	Reject H_0	Significant Relationship

The correlation matrix in Table 14 shows a Pearson's r of 0.896 with $df = 11$ and $p < .001$, indicating a very strong positive and statistically significant relationship between the variables. This suggests that as one variable increases, the other also increases in a highly consistent manner. The p -value confirms that the relationship is statistically significant, meaning the observed correlation is highly unlikely to have occurred by chance. In practical terms, this indicates a strong association between the dimensions of MATATAG Curriculum implementation, such as curriculum processes, teacher preparedness, resource support, and assessment practices, suggesting that these components function in an interconnected manner. This result implies that improvements in one area of implementation are closely associated with improvements in other areas, highlighting the systemic nature of curriculum reform in the Trinidad II District. Strengthening curriculum planning, teacher preparedness, resource provision, or assessment practices is therefore likely to reinforce overall implementation effectiveness rather than operate in isolation. These findings are consistent with literature emphasizing that curriculum implementation is inherently systemic, where different domains mutually reinforce one another. Studies show that teacher preparedness plays a particularly critical role in effective curriculum implementation, as well-prepared teachers are better able to adapt instruction and maximize available resources (Manizabayo & Kachchhap, 2025; Naomi et al., 2023). Similarly, research highlights that aligned professional development and instructional support strengthen teaching quality and learner engagement, particularly in competency-based reforms (Buday & Galigao, 2025; Kim, 2025). Overall, the strong correlation observed in this study reflects the interconnected nature of curriculum implementation, where improvements in one domain contribute to gains across the entire MATATAG framework. The results show that the most frequently cited concern is curriculum planning and pacing (20.34%), followed by teacher training and preparedness (18.64%), and teaching load or class size (16.10%). Issues related to the availability of teaching–learning materials and instructional strategies each accounted for 15.25%, while parent or stakeholder support was least cited at 14.41%. These findings indicate that although the MATATAG Curriculum is generally perceived as effective, its implementation is challenged by practical constraints in instructional planning, resource adequacy, and teacher capacity. The prominence of curriculum planning and pacing concerns suggests difficulties in balancing decongested competencies with limited instructional time. Similarly, the emphasis on teacher training highlights the need for continuous and sustained professional development to support effective curriculum delivery. Concerns on teaching load and stakeholder support further indicate that successful implementation depends not only on instructional practices but also on manageable class sizes and active community engagement. These results imply that administrative responses should prioritize targeted support in these areas through adequate resources, ongoing training, and strengthened school–community partnerships. Overall, the issues identified reflect common challenges in curriculum reform implementation, where structural and contextual factors influence effectiveness. This underscores the need for systemic support, strategic resource allocation, and collaborative stakeholder involvement to strengthen the implementation of the MATATAG Curriculum in the Trinidad II District.

Research Question 5: What are the issues and concerns related to the implementation of the DepEd MATATAG Curriculum in Grade 4?

As part of the examination of the implementation of the MATATAG Curriculum in Grade 4, it is important to identify the specific issues and concerns encountered by its implementers. These concerns provide insight into the practical challenges experienced by school heads and teachers and serve as a basis for identifying areas that require administrative support and systemic intervention.

First, curriculum planning and pacing emerged as a major concern. Although the MATATAG Curriculum is designed to be decongested, effective pacing requires careful lesson scheduling, alignment of competencies, and consideration of learners' readiness. Teachers and school heads may experience vigorous settling during designated instructional time while also ensuring that students grasp basic skills. When

pacing is not well managed, lessons may become rushed or not finished, affecting the depth of learning. Grecu (2022; 2023) stressed that while standards-aligned resources can support differentiation, they need to be well planned, and the teacher needs to know what the curriculum requires. This concern highlights the importance of sufficient planning time, clear pacing guides, and collaborative planning among teachers.

Second, a crucial issue with immediate impact on classroom instruction is the accessibility of teaching and learning resources. Meaningful learning and learner engagement are supported by having sufficient access to textbooks, modules, activity sheets, and instructional tools. Particularly in core subjects, limited or delayed resources limit possibilities for experiential learning and reduce student engagement (Ukhurebor et al., 2023; Rabanes & Paglinawan, 2025). As a result, teachers may need to develop supplementary resources, which adds to their burden and may lead to inconsistencies in lesson delivery. This issue highlights the necessity of timely delivery and fair distribution of educational resources.

Third, teacher training and preparedness are essential in converting curriculum goals into effective classroom practice. Teachers must understand the updated competencies, instructional strategies, and assessment procedures to implement a new curriculum. Teachers' confidence and preparedness may be impacted by inadequate training or a lack of follow-up support, creating uncertainty during instruction. Consistent implementation is further complicated by disparities in professional development opportunities, particularly in resource-limited environments (Duhaylungsod & Galigao, 2025; Ekanem et al., 2025). This issue underscores the importance of ongoing professional development, technical support, and mentoring in enhancing teachers' capacity to implement the MATATAG Curriculum successfully.

Fourth, curriculum implementation relies heavily on instructional strategies, especially for providing learner-centered, skills-focused training. The MATATAG Curriculum places a strong emphasis on active learning, differentiation, and mastery of foundational skills. However, challenges may arise when teachers receive limited support in adopting new strategies or transitioning from conventional teaching approaches. With conventional teaching methods, difficulties can arise. The need for instructional coaching and classroom-based support is underscored by the potential gap between curriculum intent and actual classroom practice, stemming from difficulties in applying appropriate instructional strategies (Grecu, 2023; Ukhurebor et al., 2023).

Fifth, teaching load and class size significantly influence instructional effectiveness. Large class sizes and heavy teaching loads may make it more difficult for teachers to undertake individualized evaluations, organize lessons thoroughly, and offer focused learner support. These conditions can affect the quality of instruction and teacher well-being, especially during curriculum transitions (Rabanes & Paglinawan, 2025). For teachers to concentrate on providing high-quality instruction and successfully implementing the MATATAG Curriculum, workload concerns must be addressed.

Lastly, parent and stakeholder support is vital in sustaining curriculum reforms. Parents' and community stakeholders' active participation enhances students' academic success and reinforces learning at home (Ekanem et al., 2025). Limited awareness or participation may weaken learners' motivation and reduce the effectiveness of school-based initiatives. This issue underscores the importance of improving school-community collaboration to ensure shared accountability in advancing the MATATAG Curriculum's objectives.

Table 15. Issues and Concerns

	School Heads		Teachers		Total	Percentage
Curriculum Planning and Pacing	13	21.31	11	19.30	24	20.34
Availability of Teaching-Learning Materials	7	11.48	11	19.30	18	15.25
Teacher Training and Preparedness	12	19.67	10	17.54	22	18.64
Instructional Strategies	10	16.39	8	14.04	18	15.25
Teaching Load/Class Size	9	14.75	10	17.54	19	16.10
Parent or Stakeholder Support	10	16.39	7	12.28	17	14.41
Total	61	100	57	100	118	100%

The results show that the most frequently cited concern is curriculum planning and pacing (20.34%), followed by teacher training and preparedness (18.64%), and teaching load or class size (16.10%). Issues related to the availability of teaching-learning materials and instructional strategies accounted for 15.25% each, while parent or stakeholder support was noted at 14.41%. These findings suggest that while the MATATAG Curriculum is generally perceived as effective, its implementation is hindered by practical challenges in planning, resource allocation, and teacher capacity. The findings indicate that challenges in curriculum planning and pacing reflect the difficulty of balancing decongested competencies with limited instructional time. Likewise, the need for continuous teacher training underscores the importance of

sustained professional development to support effective curriculum delivery. In addition, concerns on teaching load and stakeholder support highlight that successful implementation depends not only on instructional practices but also on manageable class sizes and active community engagement. Overall, the issues identified among teachers and school heads align with common challenges in curriculum reform contexts. This suggests that effective implementation of the MATATAG Curriculum requires systemic support through adequate resources, continuous capacity-building, and strengthened collaboration among schools, parents, and other stakeholders.

Ethical Considerations

Ethical approval was obtained prior to the conduct of the study from the appropriate institutional and school authorities, including clearance from the Public Schools District Supervisor (PSDS) of Trinidad II District. All procedures were carried out in accordance with established ethical standards for educational research. The study upheld core ethical principles of fairness, respect, and objectivity throughout data collection involving Grade 4 teachers and school heads under the DepEd MATATAG Curriculum. Participants were treated equally and without bias, and all interactions were conducted in a professional and consistent manner to ensure the integrity of the research process. Informed consent was secured from all participants prior to their involvement. They were fully informed of the purpose of the study, the nature of their participation, and their rights as respondents. Participation was voluntary, and respondents were informed that they could withdraw at any time without penalty or negative consequences. Confidentiality and anonymity were strictly observed. No identifying information was collected or disclosed, and all data were used solely for academic purposes. These measures ensured the protection of participants' dignity, privacy, and autonomy while maintaining the credibility and integrity of the study.

Conclusion

The study presents a comprehensive analysis of the implementation of the MATATAG Curriculum in Grade 4 within the Trinidad II District. It demonstrates that the curriculum is being implemented effectively, particularly by emphasizing three key areas: meticulous planning, comprehensive teacher preparedness, and the alignment of assessments with curricular objectives. Despite these positive outcomes, several challenges persist that could impede overall effectiveness. Notable among these are issues related to resource adequacy, curriculum pacing, and the level of support from various stakeholders, including parents and community members. A significant finding of the study is the strong correlation among different domains of curriculum implementation, indicating that improvements in one area are likely to trigger enhancements in others. This systemic approach suggests that strides made in planning can lead to better teacher preparedness, which in turn can positively influence assessment outcomes. Furthermore, the MATATAG Curriculum is generally perceived as being responsive to the diverse needs of learners. It successfully fosters foundational skills essential for academic success, equips students with 21st-century competencies, and promotes learner-centered practices that encourage active participation and engagement. However, the sustained success of this curriculum hinges on several critical factors. Ongoing administrative support is vital to ensure that the necessary structural and organizational frameworks are in place. Continuous professional development and training for teachers are essential to equip them with the latest pedagogical strategies and instructional methods. Additionally, providing adequate resources, including teaching materials and learning technology, is crucial to facilitate effective teaching and learning experiences. Lastly, fostering active involvement from the community and stakeholders can create a supportive educational environment that nurtures student growth and learning.

Reccomendations

Based on the study's findings and conclusions, several recommendations are proposed to further strengthen the implementation of the DepEd MATATAG Curriculum in Grade 4 in the Trinidad II District. The primary output of the study was an Enhancement Plan that served as a structured framework for addressing identified issues across curriculum planning, instructional practices, resource provision, monitoring, and stakeholder support. This plan was used to operationalize the recommendations. Considering that teaching-learning resources and materials were found to be only moderately implemented, it is recommended that the Department of Education at the division and district levels prioritize the provision, updating, and equitable distribution of instructional materials aligned with the decongested MATATAG competencies. School heads may also maximize School-Based Management (SBM) resources and partnerships to support the development and localization of instructional materials that are responsive to learners' needs and contextual realities. School administrators are urged to increase instructional supervision and technical support centered on lesson pacing, competency unpacking, and alignment of learning objectives, activities, and assessments, as curriculum planning and pacing emerged as the most urgent

concern among respondents. Regular grade-level planning sessions and Learning Action Cell (LAC) meetings may be institutionalized to provide teachers with opportunities to collaboratively plan lessons, clarify essential competencies, and share effective instructional strategies to manage instructional time more efficiently. Although teacher preparedness and training were well implemented, the presence of training-related issues suggests the need for ongoing, focused professional development. It is recommended that district and school leaders design continuous, needs-based capacity-building programs, including refresher training, mentoring, and coaching, to enhance further teachers' instructional skills, assessment literacy, and confidence in implementing the MATATAG Curriculum. Since assessment alignment and the use of results were among the strongest implementation domains, school heads are urged to uphold and improve assessment alignment and the use of outcomes. Continuous promotion of formative assessment, timely feedback, remediation, and enrichment strategies may help ensure consistent monitoring of learner progress. Regular evaluation and moderation of assessments may also be conducted to align with MATATAG assessment principles and to encourage evidence-based teaching decisions. In response to concerns about teaching load and class size, school administrators may explore feasible strategies, such as workload redistribution, optimized scheduling, or additional instructional support, to help teachers manage classroom demands more effectively. Addressing these concerns may enhance teacher well-being and improve instructional delivery. Recognizing the importance of community and stakeholder involvement, schools are encouraged to strengthen partnerships with parents, guardians, and community partners. Clear communication, orientation activities, and collaborative initiatives can be undertaken to increase stakeholders' understanding of the MATATAG Curriculum and foster engaged involvement in supporting learners' academic development. Given the positive and significant correlations among the domains of curriculum implementation, school leaders are urged to adopt a holistic, systemic approach to implementing the MATATAG Curriculum. Improvements in curriculum planning, teacher preparedness, assessment practices, and resource provision should be addressed collectively, as progress in one area reinforces improvement in others. Finally, future researchers may consider expanding the scope of this study by including learner achievement data, qualitative insights, or comparisons across grade levels or districts to further enrich the understanding of curriculum reform implementation.

References

- Abad, L., & Hattie, J. (2025). The impact of teaching materials on instructional design and teacher development. *Frontiers in Education*. <https://doi.org/10.3389/feduc.2025.1577721>.
- Abate, T., & Mishore, E. (2024). Alignment analysis between teacher-made tests and the learning objectives in a selected school of the central regional state of Ethiopia. *Heliyon*, 10. <https://doi.org/10.1016/j.heliyon.2024.e31869>.
- Ahmad, A., & Mehmood, M. (2022). Alignment between Biology Curriculum Objectives and Assessment at Higher Secondary Level. *Review of Education, Administration & Law*. <https://doi.org/10.47067/real.v5i4.283>.
- American Institutes for Research. (2015). Concerns-Based Adoption Model (CBAM). <https://www.air.org/resource/publications-concerns-based-adoption-model-cbam>
- Badajos, M., Fulgencio, M. D., Plando, D., & Opingo, K. M. M. (2025). The Impact of 'Matatag' Curriculum Implementation in the Foundation Stage of Education. *Journal of Learning and Development Studies*, 5(7), 7–12. <https://doi.org/10.32996/jlds.2025.5.7.2>
- Becker, G. S. (1993). Human capital: A theoretical and empirical analysis, with special reference to education. University of Chicago Press. <https://doi.org/10.7208/chicago/9780226041223.001.0001>
- Bensurto, C. D., & Bernardino, L. T. (2025). Lived experiences of teachers in challenging areas in the implementation of matatag curriculum. *International Journal of Multidisciplinary: Applied Business and Education Research*, 6(5), 2610–2624 <https://doi.org/10.11594/ijmaber.06.05.35>
- Bentayao, G. J., Cagape, W., & Quibod, C. P. G. (2024). SCHOOL HEAD'S MANAGEMENT PRACTICES ON POLICY CHANGES IN DAVAO CITY: MATATAG CURRICULUM IMPLEMENTATION IN FOCUS. *EPRA International Journal of Environmental Economics, Commerce and Educational Management*, 25–32. <https://doi.org/10.36713/epri18886>
- Bhardwaj, V., Zhang, S., Tan, Y., & Pandey, V. (2025). Redefining learning: student-centered strategies for academic and personal growth. *Frontiers in Education*. <https://doi.org/10.3389/feduc.2025.1518602>.
- Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher Education*, 32, 347–364. <https://doi.org/10.1007/bf00138871>

- Buday, D., & Galigao, R. (2025). Instructional Supervision and Curriculum Integration as Drivers of Educational Quality: A Cross-Cultural Study. *Journal of Interdisciplinary Perspectives*. <https://doi.org/10.69569/jip.2025.637>.
- Camburn, E., Rowan, B., & Taylor, J. (2003). Distributed Leadership in Schools: The Case of Elementary Schools Adopting Comprehensive School Reform Models. *Educational Evaluation and Policy Analysis*, 25, 347–373. <https://doi.org/10.3102/01623737025004347>.
- Chen, A., Brown, S., Mark, K., & McBane, S. (2023). An overview of Instructional approaches and decision-making strategies to curtail curricular overload. *American journal of pharmaceutical education*, 87(8), 100013. <https://doi.org/10.1016/j.ajpe.2022.12.001>.
- Choppin, J., McDuffie, A., Drake, C., & Davis, J. (2020). The role of instructional materials in the relationship between the official curriculum and the enacted curriculum. *Mathematical Thinking and Learning*, 24, 123–148. <https://doi.org/10.1080/10986065.2020.1855376>.
- Clark, I. (2012). Formative Assessment: Assessment Is for Self-regulated Learning. *Educational Psychology Review*, 24, 205–249. <https://doi.org/10.1007/s10648-011-9191-6>.
- Dadul, M. A. C., Labutap, R. G., Arigon, N. P. B., Dacuno, K. J. D., & Biasong, M. D. R. (2025). Teachers' sentiments on the implementation of DepEd MATATAG curriculum. *East Asian Journal of Multidisciplinary Research*. <https://doi.org/10.55927/eajmr.v4i6.19>
- D'Eon, M. (2023). The overcrowded curriculum is alarming. *Canadian Medical Education Journal*, 14, 1–5. <https://doi.org/10.36834/cmej.78084>.
- Department of Education. (2024, July 23). DO 010, s. 2024: Policy guidelines on the implementation of the MATATAG Curriculum. <https://www.deped.gov.ph/2024/07/23/july-23-2024-do-010-s-2024-policy-guidelines-on-the-implementation-of-the-matatag-curriculum/>
- Department of Education. (2024, September 18). DO 012, s. 2024: Amendment to DO 010, s. 2024 (Policy guidelines on the implementation of the MATATAG Curriculum). <https://www.deped.gov.ph/2024/09/18/september-18-2024-do-012-s-2024-amendment-to-deped-order-no-010-s-2024-policy-guidelines-on-the-implementation-of-the-matatag-curriculum/>
- Donoghue, A., Navarro, K., Diederich, E., Auerbach, M., & Cheng, A. (2021). Deliberate practice and mastery learning in resuscitation education: A scoping review. *Resuscitation Plus*, 6. <https://doi.org/10.1016/j.resplu.2021.100137>.
- Duhaylungsod, A., & Galigao, R. (2025). Empowering educators: Strengthening teacher training and development for global education reform. *Pantao (International Journal of the Humanities and Social Sciences)* <https://doi.org/10.69651/pijhss0403491>
- Elardo, A. L. A. (2025). Teachers' preparedness, needs, and challenges in the implementation of MATATAG curriculum. *Cognizance Journal of Multidisciplinary Studies*, 5(5), 334–337. <https://doi.org/10.47760/cognizance.2025.v05i05.020>
- Fuentes, M. (2025). Teacher experiences, challenges, and support needs in the implementation of the Philippine MATATAG curriculum: An integrative literature review. *Journal of Interdisciplinary Perspectives*, 3(12), 167–179. <https://doi.org/10.69569/jip.2025.716>
- G, B. E., Troy, D. G. R., Fae, R. T. A., Kristel, S. S., & Louis, G. L. B. (2024). A new era of learning: The MATATAG curriculum and its impact on fourth-grade students' academic performance. *International Journal of Advanced Multidisciplinary Research and Studies*, 4(6), 1141–1152. <https://doi.org/10.62225/2583049X.2024.4.6.3565>
- Hadisaputra, P., Haryadi, L., Zuhri, M., Thohri, M., & Zulkifli, M. (2024). The Role of Teachers in Curriculum Management Implementation: A Narrative Literature Review on Challenges, Best Practices, and Professional Development. *Asian Journal of Education and Social Studies*. <https://doi.org/10.9734/ajess/2024/v50i51338>.
- Hallinger, P. (2019). Science mapping the knowledge base on educational leadership and management from the emerging regions of Asia, Africa and Latin America, 1965–2018. *Educational Management Administration & Leadership*, 48, 209–230. <https://doi.org/10.1177/1741143218822772>
- Hallinger, P., Hallinger, P., Walker, A., Nguyen, D., Truong, T., & Nguyen, T. (2017). Perspectives on principal instructional leadership in Vietnam: A preliminary model. *Journal of Educational Administration*, 55, 222–239. <https://doi.org/10.1108/jea-11-2015-0106>
- Jamero, A., & Accad, M. (2025). Antecedents of Matatag Curriculum Implementation in Region XII: Creating a Model for its Future Success. *International Journal of Science, Architecture, Technology and Environment*. <https://doi.org/10.63680/xwerre455b675535>.
- Kim, A. (2025). Impact of Systematic Support in Teacher Education and Professional Development on Training-Teaching Alignment and Instructional Quality. *Journal for STEM Education Research*. <https://doi.org/10.1007/s41979-025-00154-3>.

- Kraft, M., Blazar, D., & Hogan, D. (2018). The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. *Review of Educational Research*, 88, 547–588. <https://doi.org/10.3102/0034654318759268>.
- Labag, S. A. (2025). MANAGING CHANGE: SCHOOL HEADS' RESILIENCE AND STRATEGIC ADAPTATION IN DIRECTING CHALLENGES IN TRANSITION OF K-12 TO MATATAG CURRICULUM. *EPRA International Journal of Multidisciplinary Research (IJMR)*, 576-582. <https://doi.org/10.36713/epra21174>
- Lagbao, J. (2024). INITIAL IMPLEMENTATION OF THE MATATAG CURRICULUM: VIEWS OF THE TEACHERS AND PRINCIPALS. *EPRA International Journal of Environmental Economics, Commerce and Educational Management*. <https://doi.org/10.36713/epra17629>.
- Lestari, S., & Yusuf, F. (2025). Aligning Assessment Practices with Learning Objectives: A Case of EFL Classes in Indonesia. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*. <https://doi.org/10.21093/ijeltal.v10i1.1973>.
- Lorono, R. (2025). Matatag curriculum implementation: Teachers' readiness, challenges, and recommendations. *Psychology and Education: A Multidisciplinary Journal*, 47(2), 127–137 <https://doi.org/10.70838/pemj.470201>
- Magallanes, K. M., Chung, J. Y., & Lee, S. (2022). The Philippine teachers' concerns about educational reform using CBAM. *Frontiers in Education*, 7, Article 962681. <https://doi.org/10.3389/educ.2022.962681>
- Maguate, G. (2024). Cultural Responsiveness and Educational Equity: Exploring the MATATAG Curriculum in the Light of Sociocultural Theory. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4873098>.
- Manizabayo, P., & Kachchhap, S. (2025). Teacher Preparedness, Availability of Teaching Materials, and the Implementation of Competence-based Curriculum. *Pertanika Journal of Social Sciences and Humanities*. <https://doi.org/10.47836/pjssh.33.1.09>.
- Maraveles, J., & Ducot, L. (2025). Challenges encountered by teachers in the implementation of the matatag curriculum. *Psychology and Education: A Multidisciplinary Journal*, 40(5), 723–732. <https://doi.org/10.70838/pemj.400510>
- Miller, J. P. (1990). *What are schools for? Holistic education in American culture*. Holistic Education Press. <https://books.google.com/books?id=AoKcAAAAMAAJ>
- Miller, J. P. (2007). *The holistic curriculum* (2nd ed.). University of Toronto Press. <https://books.google.com/books?id=SZZDfp3ddoAC>
- Mok, S., & Staub, F. (2021). Does coaching, mentoring, and supervision matter for pre-service teachers' planning skills and clarity of instruction? A meta-analysis of (quasi-)experimental studies. *Teaching and Teacher Education*, 107, 103484. <https://doi.org/10.1016/j.tate.2021.103484>.
- Motel, G. (2025). Teachers' Narratives on Preparedness and Content Delivery in the Implementation of the Matatag Curriculum. *Jurnal Inovasi Pendidikan*. <https://doi.org/10.60132/jip.v3i2.487>.
- Nakato, J. F., Onyeibor, C. I., & Ekanem, C. E. (2025). Rethinking learner-centered teaching in early education: Lessons from a global practice perspective. *International Journal of Management & Entrepreneurship Research*. <https://doi.org/10.51594/ijmer.v7i5.1929>
- Naomi, C., Kaptingei, S., & Rotumoi, J. (2023). Influence of teachers' preparedness on implementation of competency-based curriculum (CBC) in public primary schools in Bomet east sub-county, Kenya. *International Journal of Research and Innovation in Social Science*. <https://doi.org/10.47772/ijriss.2023.7104>.
- Patterson, J., Alsabatin, H., Anderson, A., Klepacka, M., Lawrence, J., & Miner, B. (2020). A Distributed Leadership Perspective on Implementing Instructional Reform: A Case Study of an Urban Middle School. *Journal of School Leadership*, 31, 248–267. <https://doi.org/10.1177/1052684620904942>.
- Republic of the Philippines. (2013). *Republic Act No. 10533: An Act Enhancing the Philippine Basic Education System by Strengthening Its Curriculum and Increasing the Number of Years for Basic Education*. Official Gazette of the Republic of the Philippines. <https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/>
- Stern, R. N., Pfeffer, J., & Salancik, G. (1979). The External Control of Organizations: A Resource Dependence Perspective.. *Contemporary Sociology*, 8, 612. <https://doi.org/10.2307/2065200>
- Sadler, D. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18, 119–144. <https://doi.org/10.1007/bf00117714>.
- Saro, J., Montejo, C., Sucong, J., Bustamante, M., & Perez, J. (2024). A Qualitative Exploration on the Perceived Impact of the MATATAG Curriculum on Basic Education Teaching in the School Year



- 2024-2025. International Journal of Advanced Multidisciplinary Research and Studies. <https://doi.org/10.62225/2583049x.2024.4.4.3134>.
- SEDL. (n.d.). Concerns-Based Adoption Model (CBAM). <https://sedl.org/cbam/>
- Schultz, T. (1961). Capital Formation by Education. *Journal of Political Economy*, 68, 571 - 583. <https://doi.org/10.1086/258393>
- Spillane, J. P. (2016). School leadership and management from a distributed perspective. *Management in Education*, 30, 147 - 154. <https://doi.org/10.1177/0892020616665938>
- Spillane, J. P., Halverson, R., & Diamond, J. (2004). Towards a theory of leadership practice: a distributed perspective. *Journal of Curriculum Studies*, 36, 3 - 34. <https://doi.org/10.1080/0022027032000106726>
- Stufflebeam, D. L. (1971). The relevance of the CIPP evaluation model for educational accountability. *Journal of Research and Development in Education*, 5(1), 19–25. <https://eric.ed.gov/?id=EJ048749>
- Stufflebeam, D. L., & Zhang, G. (2017). *The CIPP evaluation model: How to evaluate for improvement and accountability*. Guilford Press. <https://www.guilford.com/books/The-CIPP-Evaluation-Model/Stufflebeam-Zhang/9781462529230>
- Tenha, J., & Makamure, C. (2024). A contemporary examination of instructional leadership activities and distributed leadership practices in elementary education. *International Journal of Educational Management and Development Studies*, 5, 267–295. <https://doi.org/10.53378/ijemds.353105>.
- Thornby, K., Brazeau, G., & Chen, A. (2023). Reducing Student Workload Through Curricular Efficiency. *American journal of pharmaceutical education*, 87 8, 100015. <https://doi.org/10.1016/j.ajpe.2022.12.002>.
- Wabingga, R. J., & Tomakin, J. L. (2024). Challenges, coping strategies, and resilience in implementing the matatag curriculum: Insights from elementary teachers. *Journal of Interdisciplinary Perspectives*, 3(1). <https://doi.org/10.69569/jip.2024.0614>
- Winget, M., & Persky, A. (2022). A Practical Review of Mastery Learning. *American Journal of Pharmaceutical Education*, 86. <https://doi.org/10.5688/ajpe8906>.