

Teachers' Perceptions and Attitudes towards the Implementation of the New Curriculum

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ABSTRACT

This study explored the perceptions and attitudes of teachers toward the implementation of the Revised K to 12 Curriculum in the Philippines, focusing on teachers from Kindergarten to Grade 5 in the Clarin District, Division of Bohol. Using a descriptive survey design, data were gathered from 86 teacher-respondents through validated questionnaires. Results showed that teachers held generally favorable perceptions ($M = 3.79$) and positive attitudes ($M = 3.91$) toward the curriculum, particularly regarding its emphasis on inclusive, student-centered learning and the development of higher-order thinking skills. Age was the only demographic factor significantly associated with attitude levels, while other factors such as gender, academic rank, and teaching experience showed no significant impact. A significant positive correlation ($r = 0.215, p = .046$) was found between teachers' attitudes and perceptions. The findings underscore the importance of professional maturity, experience with prior reforms, and supportive environments in successful curriculum implementation. Based on the results, it is recommended that school leaders enhance professional development, minimize teacher workload, and ensure adequate resource provision to support effective adoption of the MATATAG Curriculum.

Keywords: New Curriculum in the Philippines, MATATAG Curriculum, Revised K-to-12 Curriculum, Teachers' Attitudes and Perceptions, Curriculum Reform

INTRODUCTION

Background of the Study

In an era of rapid global transformation, educational systems worldwide are under pressure to adapt to the evolving demands of the 21st century. In the Philippines, this call for reform has been particularly urgent due to persistent challenges in student performance, learning recovery, and system-level quality. Teachers, as frontliners of instruction, are directly affected by these changes and play a crucial role in the success or failure of educational reforms. Understanding how they perceive and respond to these reforms provides vital insight into policy effectiveness and classroom realities.

In response to these challenges, the Department of Education (DepEd) in the Philippines launched the MATATAG Curriculum on August 10, 2023, as part of its broader commitment to improving basic education. This revised curriculum seeks to address long-standing concerns about content overload, misalignment with learners' developmental needs, and inadequate foundational skills. As stated in DepEd Memorandum No. 54, s. 2023, the curriculum was piloted ahead of its national implementation in School Year 2024–2025 to gather implementation feedback, identify gaps, and determine necessary teacher and institutional support. The MATATAG Curriculum promotes essential learning competencies, streamlined subject matter, learner-centered approaches, and flexible assessments—elements that rely heavily on how teachers perceive and apply them in practice.

The MATATAG Curriculum is legally anchored in Republic Act No. 10533, or the Enhanced Basic Education Act of 2013. This law institutionalized the K to 12 Basic Education Program in the Philippines and mandated the development of a responsive, learner-centered, and inclusive curriculum that promotes holistic development,

21st-century skills, and global competitiveness (Republic of the Philippines, 2013). Specifically, Section 5 of the Act underscores the need for curriculum reforms that are developmentally appropriate and relevant to Filipino learners. It also highlights the vital role of teachers as key facilitators of learning and mandates the provision of adequate training and support to ensure their effectiveness in implementing the curriculum.

In addition to RA 10533, the National Learning Recovery Program (NLRP), institutionalized under DepEd Order No. 13, s. 2023, serves as the broader policy umbrella under which the MATATAG Curriculum operates. The NLRP aims to address learning losses caused by the COVID-19 pandemic and introduces the MATATAG curriculum as a core component of long-term education recovery and transformation. DepEd Memorandum No. 54, s. 2023 then sets the guidelines for the pilot implementation of this revised curriculum, identifying key components such as learning areas, pedagogy, assessment, and teacher and school leader support systems.

Teachers as Key Actors in Curriculum Reform

Teachers are central to the successful implementation of any educational reform, serving not only as facilitators of instruction but also as interpreters and adaptors of curriculum content in response to learners' needs and classroom contexts. They are not passive implementers of policy; rather, they exercise professional judgment in translating curricular goals into meaningful classroom experiences. According to Fullan's Change Theory (2007), the success of educational change initiatives is determined not solely by policy directives but by how teachers perceive, understand, and act upon these changes. Teachers' beliefs about the value, clarity, and practicality of reforms like the MATATAG Curriculum significantly shape their instructional decisions and influence the overall effectiveness of the reform.

To better understand these behaviors and attitudes, several theoretical models provide useful frameworks. The Theory of Planned Behavior (TPB) developed by Ajzen (1991) posits that an individual's intention to engage in a behavior is influenced by three factors: attitudes toward the behavior, perceived social pressure (subjective norms), and perceived behavioral control. In the context of curriculum implementation, this theory suggests that teachers are more likely to embrace and effectively apply the MATATAG Curriculum if they hold positive beliefs about its value, feel supported by their peers and administrators, and have confidence in their ability to implement it successfully.

Complementing this, the Concerns-Based Adoption Model (CBAM) by Hall and Hord (2015) offers a detailed view of how teachers experience and respond to innovation. CBAM identifies a progression of stages of concern—from initial awareness to collaboration—and varying levels of use, which can range from non-use to full integration. This model emphasizes that teachers' engagement with new initiatives like the MATATAG Curriculum is not uniform and requires differentiated support strategies. Recognizing where teachers are in this continuum enables school leaders and policymakers to provide more responsive professional development, thereby promoting more effective and sustained curriculum adoption.

Taken together, these theoretical perspectives highlight the complex and dynamic nature of teachers' roles in curriculum reform. They underscore the importance of understanding not only teachers' practical capacities but also their beliefs, motivations, and concerns—all of which directly influence the implementation and sustainability of educational change.

Institutional and Contextual Factors

Several studies affirm the influence of teacher perceptions and attitudes on curriculum reform. Aboagye and Yawson (2020) found that many educators responded positively to curriculum changes that emphasized collaborative learning and life skills. However, concerns were also raised regarding the feasibility of implementing new methods in classrooms with limited resources. In the Philippine context, Baluyos et al. (2020) reported a high level of institutional readiness for curriculum changes, though gaps remained in areas such as instructional materials and training quality. These findings suggest that teacher attitudes may be generally positive, but systemic support is necessary to sustain reform efforts.

Potera and Shala (2019) likewise reported varied perceptions among teachers regarding training quality and curriculum clarity. Approximately half of their respondents found training programs helpful, while the other half felt inadequately prepared. These contrasting views highlight the need for more responsive and differentiated capacity-building initiatives. Endot et al. (2021) further emphasized that teachers' perceptions must be considered in every stage of curriculum development and implementation, as these directly influence classroom application and learner outcomes.

Supporting this, Acosta and Acosta (2017) highlighted the importance of institutional readiness in curriculum implementation, stressing that success depends not only on individual teachers but on the collective preparedness of the entire school ecosystem. This includes administrative leadership, resource allocation, and continuous professional development. Mubarak Al-Awidi and Aldhafeeri (2017) explored teachers' readiness for digital curriculum integration and found that years of experience could either support or hinder openness to innovation—depending on training and leadership support. Their findings were echoed by Baek et al. (2008) and Inan and Lowther (2009) who reported that many experienced teachers felt less confident in adopting technological and curricular changes unless provided with robust institutional backing.

Statement of the Problem

This study aims to explore teachers' perceptions and attitudes toward the implementation of the MATATAG Curriculum in the Philippines. Specifically, the study sought to answer the following questions:

1. What is the profile of the teachers in terms of:
 - 1.1 Age;
 - 1.2 Gender;
 - 1.3 Academic rank;
 - 1.4 Number of designations;
 - 1.5 Number of curricula experienced; and
 - 1.6 Years of teaching experience?
2. What is the teachers' perception level towards the implementation of the MATATAG Curriculum?
3. What is the teachers' attitude level towards the implementation of the MATATAG Curriculum?
4. Is there a significant difference between the teachers' level of perception and attitude towards the implementation of the MATATAG Curriculum when grouped according to their profile?
5. Is there a significant relationship between the teachers' level of perception and attitude towards the implementation of the MATATAG Curriculum ?

METHODOLOGY

Research Design. To obtain the main purposes of this study, the researcher employed descriptive survey research design. In this case, this research design was applied to collect data from a sample or the whole population for the sake of describing the attitudes, opinions, behaviors, and characteristics of the respondents.

Research Locale. This study was conducted in Clarin District, Division of Bohol.

Research Participants. Using the Conchran formula, 86 teachers teaching Kindergarten to Grade 5, in all public primary and elementary schools operating within the Clarin District were involved in the study.

Research Instrument. The teachers' level of perception and attitude were measured through a survey questionnaire. Questionnaires were adopted from the study of Emmanuel Aboagye and Joseph Anthony Yawson (2020) entitled "Teachers' Perception of the New Educational Curriculum in Ghana", and the study of Myat Thura and Nu Nu Khaing (2020) entitled "Primary Teachers' Attitudes Towards New Curriculum". In terms of the reliability index, the researcher was not able to find any validations from both questionnaires. Thus, the researcher carried out a pilot test of the instrument. The pilot testing was conducted to 20 teachers of Tubigon East District. Cronbach's alpha technique was used to determine the reliability of the survey. In the level of perception of the teachers, the instrument yielded a Cronbach's alpha coefficient of 0.9578; hence it was reliable in this study. On the other hand, in terms of the level of attitudes of the teachers, the instrument yielded a reliable Cronbach's alpha coefficient of 0.9787.

Data Gathering Procedure. The gathering of data was dispersed when the researcher distributed the developed questionnaires. Before actual distribution, the researcher requested permission from the Schools Division Superintendent of Bohol Division. Copies of the said questionnaire were also distributed to the respective district supervisors and school heads for permission to conduct the study. Upon clearance, photocopies of the said questionnaire were distributed to teachers. Google Forms were also utilized in gathering the data. The data gathered was then processed with statistical analysis.

Ethical Consideration. The study followed ethical considerations by ensuring that it had the required authorization from the Schools Division Superintendent, district supervisors, and school heads. The respondents were also oriented towards the procedure to clear any apprehensions, and consent forms were signed before their participation.

Statistical Treatment. The percent formula was used in attempting to come up with a profile of the teachers. Using the weighted mean, teachers' level of perception and attitudes were evaluated concerning the areas looked at. In determining the difference between the teachers' level of perception and attitudes when grouped according to their profile, the Chi-Square Test of Association was used. Further, Pearson Product-Moment Correlation Coefficient was utilized in determining the relationship between the teacher's level of perception and attitudes.

RESULTS AND DISCUSSION

The following deals with the presentations, analysis and interpretation of the data based on the results gathered.

Table 1. Teachers' Age Profile N= 86

AGE	Counts	% of Total
26-30	6	6.97%
31-35	19	22.09%
36-40	16	18.60%
41-45	21	24.42%
46-50	8	9.30%
51-55	5	5.82%
56-60	9	10.47%
61-65	2	2.33%
Total	86	100.00%



Table 1 presents the age distribution of the 86 teacher-respondents. The majority of participants fall within the 41–45 age group (24.42%), followed by those aged 31–35 (22.09%) and 36–40 (18.60%), indicating that a large portion of the sample consists of mid-career teachers. Fewer respondents are in the younger age bracket of 26–30 (6.97%), while the older age groups—56–60 (10.47%) and 61–65 (2.33%)—represent a smaller proportion, suggesting fewer teachers nearing retirement age.

This age profile implies a predominantly mature and experienced teaching workforce. The limited number of younger teachers may point to slower entry of new educators or a generational gap in the profession. The presence of both younger and older teachers suggests a diverse range of professional perspectives, which could influence their perceptions and attitudes toward the implementation of the new MATATAG Curriculum. Like many other professions, teaching follows a career progression where individuals often face initial challenges, gradually build competence during their mid-career phase, and eventually approach the culmination of their professional life. Teachers in the middle stage of their careers are often considered valuable assets to both schools and districts because of their extensive experience and polished instructional skills (Hurst & Singleton, 2018). They tend to have a deep awareness of effective teaching methods and student needs, making them well-positioned to support and guide novice teachers. In addition, their professional maturity and confidence play a crucial role in upholding quality teaching and fostering a stable learning environment within the school.

Table 2. Teachers' Gender Profile N= 86

GENDER	Counts	% of Total
F	78	90.70%
M	8	9.30%
Total	86	100.00%

Table 2 shows the gender distribution of the 86 teacher-respondents, revealing a significant gender imbalance. A vast majority of the participants are female (90.70%), while only 9.30% are male. This indicates that the teaching workforce in the study is predominantly composed of women, reflecting a common trend in the education sector where females often outnumber males, especially in basic education.

This gender composition may have implications on collaborative dynamics, leadership perceptions, and responsiveness to curriculum changes like the MATATAG Curriculum. Pravat Dhal (2021) noted that the teaching profession tends to attract more women than men. One common belief is that some women opt for teaching due to fewer available career alternatives. Nonetheless, many women enter the field out of genuine passion for education and a strong interest in working with children. Teaching is also perceived as a sensible and accessible career path, often offering more stable job opportunities than other professions. This pattern reflects broader societal norms and the nurturing roles that women are traditionally expected to fulfill in various cultural contexts.

Table 3. Teachers' Academic Rank Profile N= 86

RANK	Counts	% of Total
HT-1	1	1.20%
MT-1	7	8.10%
T-1	12	14.00%

T-3	66	76.70%
Total	86	100.00%

Table 3 presents the academic rank distribution of the 86 teacher-respondents. The data reveals that the majority hold the position of Teacher III (T-3), accounting for 76.70% of the sample. This is followed by Teacher I (T-1) with 14.00%, and Master Teacher I (MT-1) with 8.10%. Only one respondent (1.20%) holds the rank of Head Teacher I (HT-1). This suggests that most of the participants occupy regular teaching positions rather than administrative or supervisory roles.

The high percentage of Teacher III rank holders indicates that a significant portion of the respondents may already have substantial teaching experience and have met the qualifications for higher teacher levels. However, the relatively low number of Master Teachers and Head Teachers suggests limited access or progression into leadership or specialist roles within the group. This rank distribution may influence the level of influence teachers have on curriculum implementation decisions and their engagement in instructional leadership tied to the MATATAG Curriculum. Veteran educators, distinguished by their long-standing service in the field, carry with them a rich reservoir of knowledge shaped by years of hands-on teaching experience. Their careers highlight both perseverance and commitment, showcasing their capacity to navigate and adjust to the evolving demands of education. Additionally, their experiences often inspire aspiring teachers, encouraging them to embrace the core values and dedication that define the teaching profession (Taa, Mika Nathalie C., 2025).

Table 4. Teachers' Number of Designations N= 86

DESIGNATION	Counts	% of Total
0	47	54.70%
1	19	22.10%
2	13	15.10%
3	5	5.80%
4	2	2.30%
Total	86	100.00%

Table 4 shows the number of designations held by the 86 teacher-respondents. More than half of the participants (54.70%) reported having no additional designations, while the remaining 45.30% hold one or more. Specifically, 22.10% have one designation, 15.10% have two, 5.80% have three, and 2.30% carry four.

This indicates that a considerable number of teachers shoulder extra responsibilities beyond teaching, which may affect their workload, focus, and attitudes toward the implementation of the MATATAG Curriculum. Tolentino (2022) explored the effects of multiple designations, workplace difficulties, and teaching performance in the context of the new normal. The study found that juggling several roles tends to hinder the quality of teaching, highlighting the importance of minimizing such burdens to better support educators (Iligan et al., 2025). These results imply that easing teachers' non-instructional duties could enhance their ability to concentrate on lesson planning and promoting student achievement.

Table 5. Teachers' Number of Curricula Experienced N=86

CURRICULA	Counts	% of Total
1	4	4.70%

2	32	37.20%
3	20	23.30%
4	30	34.90%
Total	86	100.00%

Table 5 illustrates the number of curricula experienced by the 86 teacher-respondents. A majority have been exposed to multiple curriculum changes, with 37.20% having experienced two curricula, 34.90% having gone through four, and 23.30% having dealt with three. Only a small portion (4.70%) reported experience with just one curriculum.

This suggests that most teachers have navigated various educational reforms over the years, which may shape their perceptions, adaptability, and attitudes toward the implementation of the new MATATAG Curriculum. Teachers undeniably play a pivotal role in the successful implementation of any curriculum. Their expertise, experience, and skills position them at the heart of curriculum development and execution. Effective teaching directly contributes to improved learning outcomes, as educators are not only familiar with instructional strategies but also serve as the primary agents who bring the curriculum to life in the classroom. Even when curricula are designed by external bodies, it is essential for teachers to fully comprehend and embrace the content to implement it effectively. As such, involving teachers in curriculum planning and incorporating their insights is essential. Carl (2009, as cited in Alsubaie, 2016) emphasized that educators must be seen as a vital element in the curriculum environment, influencing its overall success. Genuine teacher participation ensures that the curriculum remains practical, meaningful, and aligned with real classroom needs.

Table 6. Teachers' Years of Teaching Experience N= 86

EXPERIENCE	Counts	% of Total
10 TO 20	43	50.00%
20 TO 30	15	17.40%
30 UP	7	8.10%
4 TO 10	21	24.40%
Total	86	100.00%

Table 6 presents the teaching experience of the 86 respondents. Half of the teachers (50.00%) have 10 to 20 years of teaching experience, making it the most represented group. This is followed by those with 4 to 10 years (24.40%), 20 to 30 years (17.40%), and more than 30 years (8.10%). The data indicates that the majority of the respondents are seasoned educators, with substantial classroom experience that could influence how they perceive and adapt to the changes introduced by the MATATAG Curriculum.

Kini and Podolsky (2016) assert that a teacher's experience has a positive correlation with student achievement over the span of their career. As educators accumulate more years in the profession, their students generally show improvements not only in academic performance but also in areas like attendance. Teachers tend to enhance their instructional effectiveness further when they are placed in encouraging, collaborative environments or consistently teach within the same subject, grade level, or district. Seasoned educators contribute significantly to both student outcomes and the professional growth of their peers, enriching the broader school culture. When it comes to implementing new curricula, experienced teachers are often more capable of analyzing, modifying,

and effectively applying new content. Their deep understanding and established teaching practices play a crucial role in aligning instruction with learning objectives and adapting to students' evolving needs.

Table 7. Teachers' Perception Level Towards the Implementation of MATATAG Curriculum N=86

Items	Mean	Interpretation
1. MATATAG Curriculum contributes to the society.	3.80	Perceived
2. MATATAG Curriculum assists students in achieving lifelong goals	3.78	Perceived
3. MATATAG Curriculum prepares students for the job market	3.74	Perceived
4. MATATAG Curriculum promotes inclusive education	3.86	Perceived
5. MATATAG Curriculum promotes gender equality	3.87	Perceived
6. MATATAG Curriculum considers the culture of the students' society	3.83	Perceived
7. MATATAG Curriculum promotes group work	3.72	Perceived
8. MATATAG Curriculum includes difficult content in teaching	3.72	Perceived
	3.79	Perceived

Table 7 presents the level of teachers' perceptions toward the implementation of the MATATAG Curriculum based on the responses of 86 participants. The overall mean score of 3.79 indicates that the curriculum is generally perceived positively by the respondents. All items fall within the "perceived" range, suggesting that teachers acknowledge the MATATAG Curriculum's potential to support educational improvements. Specifically, they recognize its role in promoting inclusive education ($M = 3.86$), gender equality ($M = 3.87$), and cultural relevance ($M = 3.83$)—highlighting its alignment with values important for building an equitable and responsive educational environment.

Moreover, teachers agreed that the MATATAG Curriculum contributes to broader societal goals ($M = 3.80$), helps students achieve lifelong goals ($M = 3.78$), and prepares them for the job market ($M = 3.74$). These perceptions reflect confidence in the curriculum's long-term impact on learners' personal and professional development. However, they also acknowledged that the curriculum includes challenging content ($M = 3.72$) and promotes group work ($M = 3.72$)—indicating a recognition of its rigor and emphasis on collaborative learning. Overall, the data suggests that teachers perceive the MATATAG Curriculum as relevant, inclusive, and beneficial to students' growth and societal engagement, but potentially demanding in terms of instructional delivery.

The findings align with the study of Baluyos et al. (2020), which revealed that teachers demonstrated a high level of readiness for implementing new curricula. According to their research, schools had sufficiently prepared for the curricular shift, with teachers well-acquainted with its structure and administrators effectively managing the implementation process. Both teachers and school heads showed strong readiness in overseeing instructional practices and in engaging with external stakeholders and industry partners. However, three areas were identified as needing further improvement: the dissemination of curriculum outcomes, the adequacy of training for teachers and involved personnel, and the availability of laboratory facilities and instructional materials—all of which were rated only at a high, rather than very high, level of readiness.

These findings suggest that the curriculum committee should give greater attention to these areas. Strengthening mechanisms for widespread information sharing, enhancing the scope and quality of teacher and staff training, and investing in instructional resources are essential to ensure comprehensive preparedness. Periodic curriculum reviews should focus on developing concrete strategies to improve these aspects, thereby supporting a more

seamless and effective implementation process. Furthermore, by addressing these gaps, educational institutions can foster a more enabling environment for teachers, which not only boosts instructional quality but also ensures that the goals of curriculum reform—such as the MATATAG Curriculum—are fully realized in classroom settings.

Table 8. Teachers' Attitude Level Towards the Implementation of the New (MATATAG) Curriculum N=86

Items	Mean	Interpretation
New Curriculum can support teachers to understand the school curricular goals.	4.13	High
New Curriculum can support teachers' degree of success in implementing the school's new curriculum.	4.01	High
New Curriculum can provide teacher's expectations for student in their academic achievement.	4.08	High
New Curriculum can help teachers by working together to improve student achievement.	4.05	High
New Curriculum can't support teachers' ability to inspire students.	3.21	Moderate
New Curriculum can encourage parental involvement in school activities.	4.01	High
New Curriculum can reduce the parental pressure on students to maintain high academic achievement.	3.74	High
New Curriculum can support students to do well in school.	3.81	High
New Curriculum can't support student's ability enough to reach school's academic goals.	3.00	Moderate
New Curriculum can increase the amount of instructional support provided to teachers by headmasters.	3.99	High
New Curriculum can give collaboration in planning and preparing instructional materials.	4.18	High
New Curriculum can provide sharing what I have learned about my teaching experiences.	4.14	High
New Curriculum make teachers work together to try out new ideas.	4.21	Very High
I feel too much pressure from parents and students because of the curriculum changing.	3.38	Moderate
I have too many teaching hours according to new curriculum.	3.54	High
According to New Curriculum, I need more time to prepare for the class.	3.74	High
According to New Curriculum, I need more time to assist individual students.	3.92	High
New Curriculum relates the lessons to students' daily lives.	4.35	Very High
New Curriculum can bring interesting materials to class.	4.28	Very High

New Curriculum can motivate students to complete challenging exercises that require them to go beyond the instruction.	4.17	High
New Curriculum can encourage classroom discussion among students.	4.18	High
New Curriculum can link new content to students' prior knowledge.	4.31	Very High
New Curriculum can enhance students to decide their own problem-solving procedures.	4.21	Very High
New Curriculum can encourage students to express their own ideas in classroom.	4.22	Very High
New Curriculum can show a variety of problem-solving strategies to students.	4.21	Very High
New Curriculum can provide challenging tasks for the highest achieving students.	4.41	Very High
New Curriculum enables adapting my teaching to engage students' interest.	4.43	Very High
New Curriculum helps students appreciate the value of learning in all subjects.	4.32	Very High
New Curriculum can develop students' higher-order thinking skills.	4.51	Very High
New Curriculum can explain enough with the new subject content.	4.28	Very High
New Curriculum can lead a way of how to solve the problems.	4.47	Very High
I have difficulty in keeping up with all of the changes to the new curriculum.	3.70	High
New Curriculum can help in sharing students' learning problems easily.	4.33	Very High
According to New Curriculum Teaching Style, students do not feel bored with the classroom.	4.09	High
New Curriculum can provide opportunities for students in questioning and criticizing.	4.46	Very High
New Curriculum can help in correcting students' mistakes without offending them.	4.52	Very High
Classroom Assessment in New Curriculum can measure student's real success.	4.41	Very High
New Curriculum can improve students learning in classroom.	4.38	High
	3.91	High

Table 8 presents the attitudes of 86 teacher-respondents toward the implementation of the MATATAG Curriculum. The overall mean score of 3.91 indicates a generally high level of positive attitude among teachers. Most items received high or very high interpretations, showing that teachers recognize the curriculum's potential to support instructional improvements and learner engagement. Notably, teachers strongly agree that the MATATAG Curriculum can develop students' higher-order thinking skills ($M = 4.51$), provide opportunities for questioning and critical thinking ($M = 4.46$), and adapt teaching to student interests ($M = 4.43$)—all rated very high. These responses reflect optimism about the curriculum's capacity to foster deeper, student-centered learning.

Teachers also reported very positive attitudes toward how the new curriculum enhances classroom learning dynamics, such as encouraging classroom discussions ($M = 4.18$), collaborative teaching practices ($M = 4.21$), and sharing instructional experiences ($M = 4.14$). Moreover, they perceived that the curriculum brings more relevant, engaging materials ($M = 4.28$) and aligns with students' daily lives ($M = 4.35$), suggesting a strong

appreciation for the curriculum's contextualized and learner-centered design. The consistently high ratings on items related to instructional motivation, problem-solving, and critical thinking indicate that teachers see the MATATAG Curriculum as a tool for cultivating 21st-century skills.

Despite the overall positive attitudes, a few items received only moderate interpretations, signaling areas of concern. For instance, teachers expressed some uncertainty regarding whether the curriculum supports their ability to inspire students ($M = 3.21$) and whether it can adequately help students meet academic goals ($M = 3.00$). Additionally, some respondents noted feeling pressure from parents and students ($M = 3.38$) and difficulty in keeping up with changes ($M = 3.70$). These moderate ratings suggest that while the curriculum is generally welcomed, its implementation still presents adjustment challenges and workload concerns for teachers.

In conclusion, the data demonstrate that teachers hold a favorable view of the MATATAG Curriculum and its potential to improve both teaching and learning processes. However, successful implementation requires addressing specific challenges, including teacher workload, adaptation to changes, and ensuring that the curriculum is inspirational and academically supportive for all learners. The findings highlight the importance of providing continuous professional development, resource support, and open communication to sustain teachers' positive attitudes and ensure long-term success in curriculum reform.

According to the study by Myat Thura and Nu Nu Khaing (2020), teachers generally hold a favorable attitude toward the new curriculum. Most educators believe that the revised curriculum encourages active learner participation, enhances student engagement, and promotes holistic development. They also noted that the assessment methods are student-centered and that final examinations align well with the curriculum's underlying philosophy. The researchers emphasized that these positive perceptions highlight the importance of providing extensive teacher training prior to the implementation of any curriculum changes. To support this, education authorities are encouraged to conduct broad orientation programs that explain the philosophical, psychological, and pedagogical foundations of the curriculum, thereby fostering a more receptive environment for reform.

Furthermore, the same study pointed out that the evaluation component of the curriculum remains an area in need of improvement. During informal discussions, several teachers expressed concerns that the new curriculum has not yet had a significant impact on actual teaching and learning practices. A notable observation by the researchers was that many teachers lacked sufficient understanding of the theoretical foundations and current directions in curriculum reform. This suggests a pressing need for deeper professional development and clearer communication about the rationale and goals behind the curriculum changes to ensure effective implementation.

Table 9. Difference Between the Teachers' Attitude and Perception Levels When Grouped according to Profile

Variables		Chi-Square	df	p-value	Decision at $\alpha = 0.05$
Age	Level of Attitude	98.2	48	<.001	Significant; Reject Ho
	Level of Perception	82.6	72	.185	Not Significant; Do not reject Ho
Gender	Level of Attitude	5.16	2	.076	Not Significant; Do not reject Ho
	Level of Perception	0.253	3	.969	Not Significant; Do not reject Ho
Academic Rank	Level of Attitude	10.5	6	.103	Not Significant; Do not reject Ho
	Level of Perception	12.7	9	.176	Not Significant; Do not reject Ho
Number of Designations	Level of Attitude	12.1	8	.145	Not Significant; Do not reject Ho
	Level of Perception	18.5	12	.101	Not Significant; Do not reject Ho
	Level of Attitude	10.3	6	.114	Not Significant; Do not reject Ho



Number of Curricula Experienced	Level of Perception	4.76	9	.855	Not Significant; Do not reject Ho
Years of Teaching Experience	Level of Attitude	6.26	6	.395	Not Significant; Do not reject Ho
	Level of Perception	8.51	9	.483	Not Significant; Do not reject Ho

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Table 9 shows that among all the demographic variables tested, only age has a statistically significant relationship with teachers' level of attitude toward the implementation of the MATATAG Curriculum ($\chi^2 = 98.2$, $p < .001$). This means that teachers' age appears to influence how positively or negatively they view the curriculum, suggesting that attitudes may vary across age groups—possibly due to differences in experience, adaptability, or exposure to prior curriculum changes. However, when it comes to the level of perception, age does not show a significant relationship ($p = .185$), implying that teachers across age groups generally perceive the curriculum in a similar manner.

For all other variables—gender, academic rank, number of designations, number of curricula experienced, and years of teaching experience—no statistically significant relationship was found with either attitude or perception ($p > .05$ in all cases). This suggests that these characteristics do not meaningfully influence how teachers perceive or feel about the implementation of the new curriculum. In short, while attitude toward the curriculum may vary by age, other demographic factors do not show any strong association with how teachers perceive or respond emotionally to the MATATAG Curriculum.

This finding underscores the importance of considering age-based differences in attitude when developing training or support programs for curriculum implementation. Older or younger teachers may have different concerns, enthusiasm, or resistance regarding the new system. For instance, younger teachers might be more open to change and innovation, while more experienced educators might prefer traditional methods unless adequately supported through targeted professional development.

Furthermore, the absence of significant relationships between most demographic variables and the level of perception indicates a general consistency in how the MATATAG Curriculum is understood across various teacher profiles. This could be interpreted as a positive sign of coherent communication and rollout of curriculum changes by the Department of Education. However, it also suggests that strategies to improve implementation outcomes may be more effective if focused on shaping attitudes and motivation, especially among teachers in different age brackets, rather than tailoring efforts based on gender, rank, or length of service alone.

Table 10. Relationship Between the Teachers' Readiness Level and Perception Level

Variables		Pearson r	df	p-value	Decision at $\alpha = 0.05$
Level of Attitude	Level of Perception	0.215	84	.046	Significant; Reject Ho

Table 10 reveals a positive and statistically significant relationship between teachers' level of attitude and level of perception toward the implementation of the MATATAG Curriculum, with a correlation coefficient of $r = 0.215$ and a p -value of $.046$. Since the p -value is less than the 0.05 significance level, the null hypothesis is rejected. This suggests that as teachers develop more favorable attitudes toward the curriculum, their perceptions of its value, relevance, and effectiveness also tend to become more positive.

Although the correlation is modest in strength, it highlights an important connection: teachers who feel positively about the curriculum are more likely to perceive it as beneficial and well-aligned with educational goals. This

implies that efforts to improve teachers' attitudes—through orientation programs, professional development, or supportive leadership—may also enhance their overall perception and, ultimately, their willingness to implement the curriculum successfully. Strengthening both attitude and perception can contribute to more consistent and enthusiastic curriculum adoption in the classroom.

Thus, after a thorough analysis of the data, the researcher identified the following findings:

1. The teacher-respondents are predominantly mid-career professionals, with the largest age groups being 41–45 (24.42%) and 31–35 (22.09%), suggesting a mature and experienced teaching force. The gender profile reveals a significant imbalance, with females making up 90.70% of the respondents, reflecting common trends in the education sector where women outnumber men in basic education roles. Regarding academic rank, most teachers (76.70%) hold the Teacher III (T-3) position, indicating career advancement and a substantial level of teaching experience. A little over half (54.70%) of the respondents reported having no additional designations, while the rest carry one or more, indicating that some teachers manage added responsibilities beyond instruction. Furthermore, most teachers have experienced two (37.20%) or more (34.90% experienced four) curriculum reforms, implying a high level of exposure to curricular changes that may shape their adaptability and insight toward the MATATAG Curriculum.
2. The teachers' perception level was found to be generally positive, with an overall mean of 3.79. Teachers acknowledged the curriculum's contribution to societal development, inclusive education, and lifelong learning goals. They also recognized its emphasis on cultural sensitivity, group collaboration, and gender equality. However, the perception of content difficulty and the practical demands of implementation were also noted.
3. The overall mean for teachers' attitudes was 3.91, indicating a high level of acceptance and support. Teachers expressed strong confidence in the curriculum's ability to enhance higher-order thinking skills, encourage classroom discussions, and provide engaging instructional materials. However, areas of moderate concern included the pressure associated with curriculum change, time constraints, and inspiration capacity, suggesting that while attitudes are generally positive, implementation challenges persist.
4. It reveals that age was the only demographic variable significantly associated with the level of attitude ($p < .001$), suggesting that different age groups may vary in their receptiveness to the curriculum. Other variables—including gender, academic rank, number of designations, curriculum experience, and years of teaching—did not show statistically significant relationships with either attitude or perception.
5. A positive and significant correlation ($r = 0.215, p = .046$) was observed between teachers' attitude and perception levels. This suggests that favorable attitudes toward the MATATAG Curriculum correspond with positive perceptions of its value and effectiveness.

CONCLUSION

Based on the findings, it can be concluded the implementation of the MATATAG Curriculum is generally met with favorable perceptions and positive attitudes from the teacher-respondents. The data revealed that most of the teachers are mid-career professionals with considerable teaching experience and familiarity with multiple curriculum reforms. This professional maturity, combined with their tenure and rank, positions them well to adapt to curriculum changes and contribute meaningfully to implementation efforts. The overwhelmingly female composition of the teaching force, along with their strong classroom presence and leadership in instructional practice, underscores the importance of gender-responsive strategies in professional development and curriculum planning. Despite the added responsibilities of designations for some, teachers still demonstrate a commendable level of commitment and openness to change, though it is evident that streamlining workload may enhance their effectiveness.

Furthermore, both attitude and perception levels toward the MATATAG Curriculum were predominantly high, particularly in areas concerning student-centered learning, collaboration, critical thinking, and contextualized

instruction. The positive correlation between teachers' attitudes and perceptions indicates that strengthening one may positively influence the other. However, moderate scores on select items such as student academic support, inspiration, and pressures from stakeholders point to areas needing attention. Targeted interventions—such as enhanced teacher training, clearer communication of curriculum goals, and sufficient instructional resources—will be essential to sustain enthusiasm and ensure successful curriculum integration. Overall, the findings emphasize the vital role of well-supported, experienced, and motivated teachers in realizing the goals of the MATATAG Curriculum.

RECOMMENDATIONS

1. Continuous and targeted training may be provided to the teachers to address both conceptual understanding and practical application of the MATATAG Curriculum.
2. School administrators may revisit teachers' non-instructional responsibilities.
3. Timely distribution of resources, adequate instructional materials, laboratory equipment, and assessment tools may be provided to align with the MATATAG Curriculum's content and pedagogy.

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