EduHeart Knowledge Network and Publishing, Inc.

Asian Research Journal of Education, 2026
E-ISSN: 3028-0842
P-ISSN: 3028-0834
Vol. 3 No. 3

DOI: https://doi.org/10.66206/eduheart.2026.352

# Institutional Capacity and the Implementation of the Matatag Curriculum in Philippine Public Secondary Schools

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## ABSTRACT

*This quantitative descriptive-correlational investigation examined the relationship between institutional capacity and the implementation of the MATATAG Curriculum in Philippine public secondary schools in Region XII. The investigation focused on institutional capacity in terms of instructional materials, school facilities and equipment, and teacher competence and instructional practices, as well as the effectiveness of MATATAG Curriculum implementation in terms of curriculum understanding and teacher preparedness, instructional delivery and pedagogical strategies, availability and utilization of learning resources, assessment and monitoring of learner progress, and school leadership support and professional development. Data were gathered from school heads and teachers using researcher-developed survey questionnaires and were analyzed using descriptive and inferential statistical procedures. The findings revealed that participating schools generally demonstrated adequate institutional capacity, particularly in teacher competence and instructional practices. MATATAG Curriculum implementation was likewise perceived as generally effective, especially in instructional delivery, assessment practices, and leadership support. However, school facilities, ICT infrastructure, curriculum understanding, and teacher preparedness received comparatively lower evaluations, indicating continuing institutional and professional development concerns. The investigation further revealed significant relationships between institutional capacity variables and the implementation of the MATATAG Curriculum, particularly with respect to school size, enrolment, staffing conditions, school location, and MOOE allocation. No significant differences were found between the perceptions of school heads and teachers regarding institutional capacity and curriculum implementation. The findings emphasize the importance of institutional support systems, resource allocation, and professional development in sustaining effective curriculum implementation in Philippine public secondary schools.*

***Keywords:*** *- Institutional capacity, MATATAG curriculum, curriculum implementation, teacher preparedness, instructional resources, public secondary schools*

## INTRODUCTION

Educational systems worldwide continue to implement curriculum reforms aimed at improving learning outcomes and strengthening learners' competencies for the twenty-first century. International organizations such as the OECD, UNESCO, and the World Bank emphasize competency-based curricula that promote literacy, numeracy, critical thinking, and problem-solving. However, studies consistently show that curriculum reforms cannot succeed

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without adequate institutional capacity, including instructional resources, teacher competence, facilities, and leadership support (Fullan, 2020; Darling-Hammond et al., 2020; OECD, 2023).

In the Philippines, persistent concerns regarding low learner achievement in international large-scale assessments such as the Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study(TIMSS) have prompted major educational reforms. Findings from the Second Congressional Commission on Education (EDCOM II) further identified systemic challenges affecting the delivery of education, including shortages of instructional resources, infrastructure limitations, teacher workload concerns, and disparities in school support systems (EDCOM II, 2023; UNESCO, 2022; World Bank, 2024). These conditions highlight the need to strengthen both curriculum design and institutional readiness for implementation.

In response, the Department of Education introduced the Enhanced K to 12 Curriculum, commonly referred to as the MATATAG Curriculum, in 2023. The reform seeks to streamline learning competencies and strengthen foundational learning in literacy, numeracy, and character development. Nevertheless, successful curriculum implementation depends not only on curriculum content but also on school-level institutional conditions such as instructional resources, facilities and equipment, teacher competence and instructional practices, and leadership support (Fullan, 2020; Darling-Hammond et al., 2020; Ubias, 2024).

Recent studies on MATATAG implementation identify teacher preparedness, instructional materials, infrastructure, and leadership support as major factors influencing implementation effectiveness (Belga et al., 2025; Dayanan et al., 2026; Montilla et al., 2025; Zuniga & Aguilar, 2026). In Region XII, public secondary schools operate under varying institutional conditions that may affect curriculum implementation and instructional delivery. Despite growing studies on MATATAG implementation, limited empirical research has examined the relationship between institutional capacity and curriculum implementation in Philippine public secondary schools.

Given these conditions, this study examined the relationship between institutional capacity and the implementation of the MATATAG Curriculum in public secondary schools in Region XII. Specifically, it investigated how instructional resources, school facilities and equipment, teacher competence and instructional practices, and leadership support were associated with curriculum implementation.

## Statement of the Problem

This study examined the relationship between institutional capacity and the implementation of the MATATAG Curriculum in Philippine public secondary schools in Region XII.

Specifically, the study sought to answer the following questions:

1. What is the level of implementation of the MATATAG Curriculum in public secondary schools in terms of instructional materials, school facilities and equipment, and teacher competence and instructional practices?

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2. What is the level of effectiveness of MATATAG Curriculum implementation in terms of curriculum understanding and teacher preparedness, instructional delivery and pedagogical strategies, availability and utilization of learning resources, assessment and monitoring of learner progress, and school leadership support and professional development?

3. Is there a significant relationship between institutional capacity and MATATAG Curriculum implementation in public secondary schools?

4. Is there a significant difference in the perceptions of school heads and teachers regarding institutional capacity and MATATAG Curriculum implementation?

## Scope and Delimitations

This research examined the relationship between institutional capacity and the implementation of the MATATAG Curriculum in public secondary schools in Region XII (SOCCSKSARGEN). Institutional capacity was examined in terms of instructional resources, school facilities and equipment, and teacher competence and instructional practices, while MATATAG Curriculum implementation was assessed in terms of curriculum understanding and teacher preparedness, instructional delivery and pedagogical strategies, availability and utilization of learning resources, assessment and monitoring of learner progress, and school leadership support and professional development.

In addition, the research analyzed the relationship between institutional capacity and MATATAG Curriculum implementation and determined whether there were significant differences in the perceptions of school heads and teachers regarding curriculum implementation. The investigation was limited to the variables included in the survey questionnaire and relied on respondents' perceptions during the research.

## Review of Related Literatures

### Curriculum Reform and Institutional Capacity

Curriculum reform has become a major educational priority across many countries in response to declining learner performance and the growing demand for twenty-first century competencies. Current reforms emphasize competency-based education, curriculum decongestion, and foundational learning as strategies for improving instructional quality and student achievement (OECD, 2023; UNESCO, 2022; World Bank, 2024). At the same time, the success of curriculum reforms depends not only on curriculum design but also on the capacity of schools to support and sustain implementation. Instructional resources, teacher competence, professional development, and leadership support are widely recognized as important factors influencing institutional readiness and the effective implementation of educational reforms (Darling-Hammond et al., 2020; Fullan, 2020).

In the Philippine context, persistent concerns about low learner achievement and systemic inefficiencies led the Department of Education to introduce the MATATAG Curriculum in 2023. The reform aims to streamline learning competencies, reduce curriculum congestion, and strengthen foundational learning in literacy and numeracy. However, the effectiveness of

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MATATAG implementation continues to be influenced by institutional conditions within schools, including teacher preparedness, availability of instructional materials, infrastructure, and organizational support systems (Bejasa, 2025; Belga et al., 2025; Camago & Adovas, 2026). Although the curriculum reform improved instructional focus and curriculum coherence, implementation challenges remain evident across many public secondary schools.

## Instructional Resources, Facilities, and Organizational Support

Institutional capacity plays an important role in the effective implementation of curriculum reforms in schools. Adequate instructional materials, functional facilities, sufficient teaching personnel, and supportive leadership help schools carry out educational reforms more effectively (Aquino, 2024; Ubias, 2024; Zuniga & Aguilar, 2026). In public secondary schools, factors such as resource availability, school size, and staffing conditions also influence schools' readiness to implement and sustain curriculum changes.

However, challenges related to limited infrastructure, shortages of instructional materials, inadequate ICT resources, and insufficient institutional support continue to affect the implementation of the MATATAG Curriculum in many public secondary schools (Bejasa, 2025; Dayanan et al., 2026; Montilla et al., 2025). These conditions demonstrate how differences in school resources and operational capacity can influence the consistency and quality of curriculum implementation across schools.

## Teacher Competence and Professional Development

Teacher competence and sustained professional development are important for supporting the implementation of curriculum reform. Instructional preparedness, learner-centered pedagogical practices, and professional competence help improve curriculum delivery and enable teachers to adapt to revised curriculum standards and competency-based instruction (Aquino, 2024; Cachero, 2025). Mentoring, collaborative learning communities, instructional supervision, and continuous professional development programs also help strengthen teachers' capacity for implementation while supporting curriculum understanding, instructional improvement, and organizational readiness for educational reforms (Gumilao & Langam, 2025; Lorono, 2025). Overall, effective curriculum implementation depends not only on teacher capability but also on sustained institutional and professional support mechanisms.

## Leadership Support and Stakeholder Perceptions

Leadership support also plays an important role in sustaining curriculum implementation. Instructional supervision, collaborative leadership practices, and organizational support systems contribute to implementation effectiveness and teacher readiness by helping schools maintain instructional alignment and organizational support for curriculum reforms. School leaders also support implementation by providing technical assistance, professional guidance, and opportunities for instructional improvement (Fullan, 2020; Hallinger, 2018; Leithwood et al., 2020; Spillane & Ortiz, 2020).

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Differences may also exist in how school heads and teachers perceive the conditions for curriculum implementation. Concerns related to workload, instructional resources, and classroom implementation demands are often more evident among teachers, while school heads tend to focus more on organizational readiness and policy implementation (Domingo & Masabpi, 2024). Considering both perspectives, therefore, provides a more comprehensive understanding of the conditions for curriculum implementation and institutional realities within schools.

Overall, curriculum implementation is influenced by multiple dimensions of institutional capacity, including instructional resources, facilities, teacher competence, professional development, and leadership support. Although studies on MATATAG Curriculum implementation continue to increase, limited empirical research has specifically examined the relationship between institutional capacity and curriculum implementation in Philippine public secondary schools. This gap provides the basis for the present investigation.

## Theoretical Framework

This study draws from Educational Change Theory, Systems Theory in Education, Human Capital Theory, and Instructional Leadership Theory to explain how institutional conditions shape the implementation of the Enhanced K to 12 (MATATAG) Curriculum in Philippine public secondary schools. These perspectives were considered relevant because curriculum implementation does not occur in isolation; rather, it is influenced by the interaction of school resources, teacher capability, leadership practices, and organizational support systems.

Among these perspectives, Educational Change Theory provides the primary lens for understanding the implementation of curriculum reform. Fullan (2020) argued that educational reforms succeed not simply because policies are introduced, but because schools sustain implementation through leadership support, teacher readiness, organizational capacity, and access to instructional resources. In the case of the MATATAG Curriculum, this suggests that successful implementation largely depends on how schools translate curriculum policies into classroom practices and day-to-day instruction.

The study also considers Systems Theory in Education, which views schools as interconnected organizations where different components work together to support teaching and learning. Leadership structures, teachers, facilities, instructional materials, and administrative support are not separate elements operating independently; weaknesses in one area may affect the overall implementation process. From this perspective, differences in school resources, staffing conditions, and organizational support may help explain why curriculum implementation varies across schools.

Human Capital Theory further supports the study by emphasizing the value of education, training, and professional development in improving individual and organizational performance. Curriculum reforms often require teachers to adjust instructional strategies, assessment practices, and classroom approaches. As a result, teacher competence, instructional preparedness, and continuous professional learning become important conditions that influence schools' readiness to implement competency-based and learner-centered instruction under the MATATAG Curriculum.

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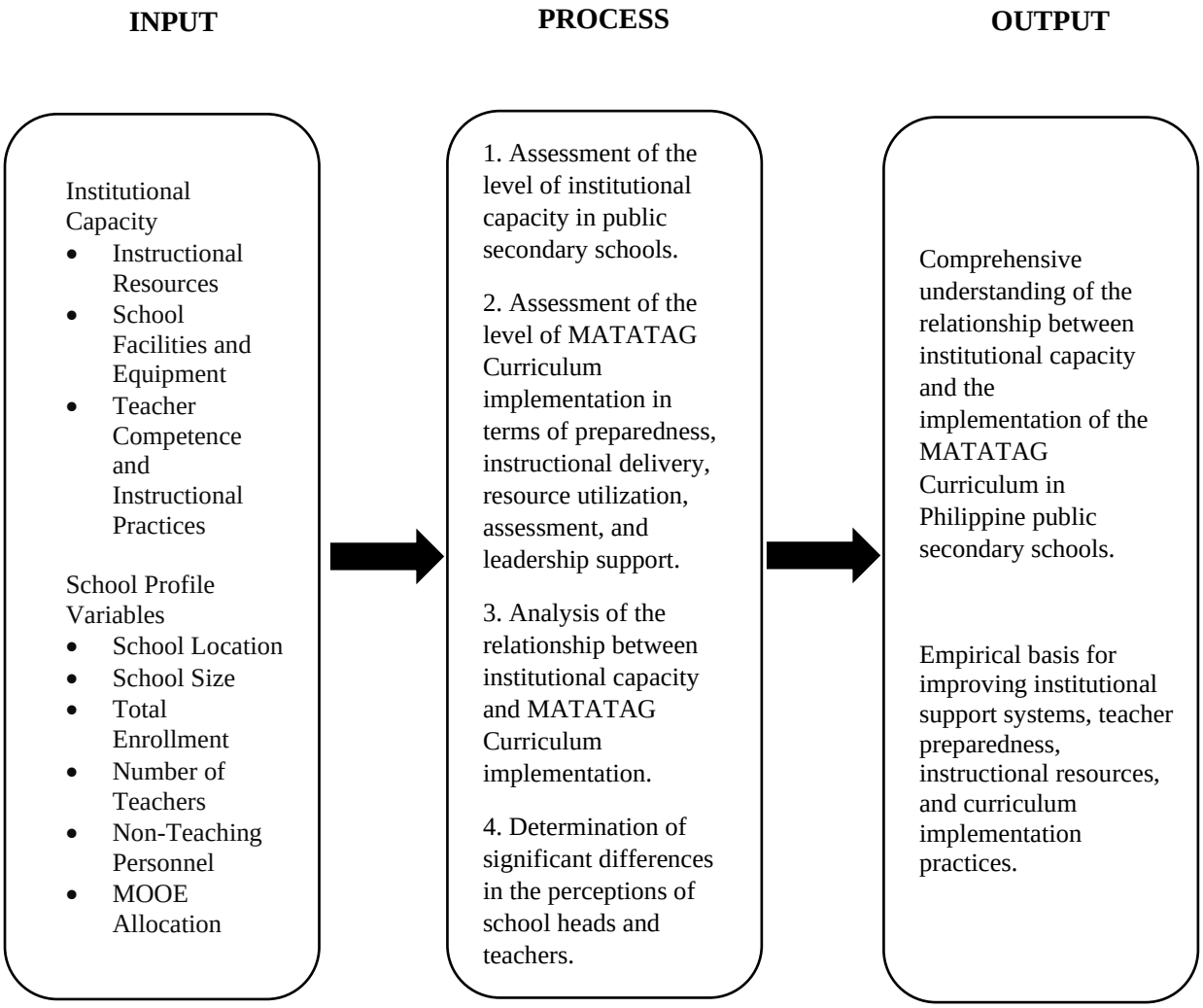
The role of school leadership is examined through Instructional Leadership Theory, which highlights how school leaders influence teaching and learning by providing instructional supervision, professional guidance, and institutional support. Leadership practices can influence how teachers respond to curriculum reforms, particularly in areas such as instructional alignment, collaboration, and professional support. In schools where leadership support is stronger, implementation efforts may become more organized, coordinated, and sustainable.

Taken together, these theories help explain how institutional capacity influences curriculum implementation in public secondary schools. Educational Change Theory explains how schools respond to reform initiatives; Systems Theory emphasizes the interconnected nature of institutional conditions; Human Capital Theory highlights the importance of teacher competence and professional development; while Instructional Leadership Theory underscores the role of leadership support in sustaining curriculum implementation.

## Conceptual Framework



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## METHODOLOGY

This quantitative descriptive-correlational investigation examined the relationship between institutional capacity and the implementation of the MATATAG Curriculum in Philippine public secondary schools in Region XII.

### Research Design

This investigation employed a quantitative descriptive-correlational survey design to examine the relationship between institutional capacity and the implementation of the MATATAG Curriculum in Philippine public secondary schools. The quantitative approach was appropriate because the investigation collected numerical data from school heads and teachers and subjected them to statistical analysis to describe implementation conditions and determine relationships among variables.

The descriptive component was used to determine the levels of institutional capacity and MATATAG Curriculum implementation in selected public secondary schools. Meanwhile, the correlational component examined whether institutional capacity variables were significantly related to curriculum implementation and whether there were significant differences between the perceptions of school heads and teachers regarding implementation conditions. The integration of descriptive and inferential procedures provided an empirical basis for understanding curriculum implementation under varying institutional contexts.

### Research Steps

A review of the related literature was first conducted by examining policy documents and empirical studies on curriculum reform, institutional capacity, and the implementation of the MATATAG Curriculum. National education policies, curriculum guides, and international references on curriculum implementation were likewise reviewed to establish the conceptual and theoretical foundations of the investigation.

Following the review process, the research instruments were developed and aligned with the investigation's objectives and variables. The questionnaires underwent expert validation and reliability testing to ensure content relevance, clarity, and internal consistency. After securing approval from the relevant educational authorities, data were collected from school heads and teachers at selected public secondary schools in Region XII. The collected data were subsequently organized, encoded, analyzed, and interpreted using appropriate statistical procedures. This research commenced with an extensive literature review to develop a solid understanding of gamification in educational environments and its potential impact on student engagement and learning outcomes. This entailed scrutinizing prior research, theoretical frameworks, and actual implementations of gamification, particularly in the context of mathematics education.

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## Data Collection and Sample Selection

The investigation was conducted in selected public secondary schools in Region XII (SOCCSKSARGEN), specifically in the General Santos City, Sarangani, and South Cotabato divisions. These divisions represented varied educational settings characterized by differences in school size, enrolment, staffing patterns, and resource conditions.

A multistage sampling procedure involving cluster sampling, stratified sampling, simple random sampling, and purposive sampling was employed in selecting participating schools and respondents. Cluster sampling was initially used to group schools by Schools Division Offices, while stratified sampling ensured representation by school location and size. Simple random sampling was then used to select participating schools, and purposive sampling was used to identify teachers directly involved in MATATAG Curriculum implementation.

The respondents comprised thirty (30) school heads and sixty (60) teachers, for a total of ninety (90) participants. School heads were included because they served as instructional leaders responsible for curriculum supervision and institutional management, while teachers were selected because they directly implemented the MATATAG Curriculum in classroom settings.

Data were gathered using researcher-developed parallel survey questionnaires for school heads and teachers. The instruments measured institutional capacity in terms of instructional resources, school facilities and equipment, and teacher competence and instructional practices, as well as MATATAG Curriculum implementation in terms of curriculum understanding and teacher preparedness, instructional delivery and pedagogical strategies, availability and utilization of learning resources, assessment and monitoring of learner progress, and school leadership support.

## Data Analysis Methods

The collected data were analyzed through appropriate descriptive and inferential statistical procedures. Frequency counts, percentages, weighted mean, and standard deviation were utilized to summarize school profile characteristics and determine the level of institutional capacity and MATATAG Curriculum implementation.

To determine the significant relationship between institutional capacity variables and MATATAG Curriculum implementation, Spearman's rank correlation and Chi-square test of independence were employed. Cramer’s V was likewise computed to determine the strength of association between variables. Meanwhile, the Mann–Whitney U test was utilized to determine whether significant differences existed between the perceptions of school heads and teachers regarding institutional capacity and curriculum implementation. All hypotheses were tested at the 0.05 level of significance.

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## Research Hypotheses and Validation

Content validity of the research instruments was established through expert evaluation by Master Teachers, School Heads, and Education Supervisors who are directly involved in curriculum implementation and instructional supervision. The Item Content Validity Index (I-CVI) was used to assess the relevance and appropriateness of the questionnaire items.

Reliability analysis was likewise conducted using Cronbach's alpha and McDonald's omega coefficients to determine the internal consistency of the instruments. The results revealed excellent reliability coefficients across all domains for both the School Heads' Questionnaire and the Teachers' Questionnaire, indicating that the instruments consistently measured the intended constructs.

The investigation tested the hypothesis that institutional capacity is significantly related to the implementation of the MATATAG Curriculum in Philippine public secondary schools. Specifically, it examined whether instructional resources, school facilities and equipment, and teacher competence and instructional practices were significantly associated with the conditions of curriculum implementation. The investigation also tested whether significant differences existed between the perceptions of school heads and teachers regarding institutional capacity and the implementation of the MATATAG Curriculum. The hypotheses were validated through statistical analyses of the responses obtained from the respondents.

## Study Limitations and Ethical Considerations

The investigation was limited to selected public secondary schools in Region XII and focused only on the institutional capacity and curriculum implementation variables included in the survey questionnaires. The findings relied on the perceptions of school heads and teachers during the conduct of the investigation and may not fully represent all public secondary schools in the Philippines.

Ethical standards in educational research were strictly observed throughout the investigation. Participation was voluntary, and respondents were informed regarding the purpose of the study, the procedures involved, and their right to withdraw at any stage without penalty. Informed consent was secured prior to data collection, and confidentiality and anonymity of responses were maintained throughout the research process. All gathered information was used solely for academic and research purposes and was handled in accordance with the provisions of the Data Privacy Act of 2012.

## RESULTS AND DISCUSSION

***SOP 1. What is the level of implementation of the MATATAG Curriculum in public secondary schools in terms of instructional materials, school facilities and equipment, and teacher competence and instructional practices?***

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*Table 1*

**Level of Implementation of the MATATAG Curriculum in Public Secondary Schools**

| Level of Implementation | School Heads Mean | Description | Teachers Mean | Description |
|---|---|---|---|---|
| Instructional Materials | 3.62 | Highly Implemented | 3.50 | Moderately Implemented |
| School Facilities and Equipment | 3.45 | Highly Implemented | 3.31 | Moderately Implemented |
| Teacher Competence and Instructional Practices | 3.75 | Highly Implemented | 3.66 | Highly Implemented |
| **Grand Mean** | **3.60** | **Highly Implemented** | **3.49** | **Moderately Implemented** |

The findings showed that public secondary schools in Region XII generally demonstrated moderate to high levels of MATATAG Curriculum implementation. School heads consistently rated implementation more positively than teachers did, suggesting possible differences between administrative perceptions of implementation and the realities experienced in classroom instruction. While school heads may assess implementation in terms of organizational compliance, planning, and institutional readiness, teachers face the practical demands of lesson delivery, learner diversity, and instructional adaptation daily. This difference in perspective suggests that curriculum implementation may appear more stable at the organizational level than at the classroom level, where instructional challenges are directly experienced.

Among the identified domains, Teacher Competence and Instructional Practices received the highest ratings from both respondent groups. This suggests that teachers generally possess the instructional adaptability and pedagogical competence needed to implement learner-centered and competency-based approaches under the MATATAG Curriculum. Teachers appeared capable of aligning lessons with curriculum standards, contextualizing instruction, and addressing diverse learner needs despite operational limitations. Similar observations were emphasized in previous studies that highlighted teacher preparedness and professional adaptability as important factors supporting the implementation of curriculum reform (Aquino, 2024; Cachero, 2025; Fullan, 2020; Montilla et al., 2025).

However, the relatively strong ratings in teacher competence may also reflect the extent to which teachers compensate for institutional limitations within schools. In many public school settings, teachers continue to deliver instruction despite limited resources, uneven ICT access, and inadequate instructional support. This suggests that positive implementation outcomes may depend heavily on teacher resilience and professional commitment rather than uniformly strong institutional conditions. While such adaptability represents an institutional strength, reliance on teacher coping mechanisms alone may not be sufficient to sustain long-term curriculum reforms.

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This concern becomes more evident in the comparatively lower ratings assigned to School Facilities and Equipment. Limitations related to ICT infrastructure, laboratories, specialized learning spaces, and facilities supporting inclusive education remain evident across participating schools. Teachers, in particular, raised concerns regarding access to digital tools and technology-supported instruction. These conditions suggest that schools may face difficulty fully operationalizing the learner-centered and technology-supported expectations of the MATATAG Curriculum, particularly in resource-constrained contexts. Similar concerns regarding technological readiness and instructional resource limitations have also been reported in earlier studies on Philippine public schools (Bejasa, 2025; Blando, 2025; Dayanan et al., 2026; Ubias, 2024).

Taken together, the findings suggest that curriculum implementation appears strongest in areas that depend primarily on teacher initiative and instructional adaptability, but weaker in areas requiring sustained infrastructural and financial support. Although schools continue to maximize available resources and organizational support systems, disparities in infrastructure and technological capacity remain significant concerns affecting the consistency and quality of curriculum implementation across schools.

***SOP 2. What is the level of effectiveness of MATATAG Curriculum implementation in terms of curriculum understanding and teacher preparedness, instructional delivery and pedagogical strategies, availability and utilization of learning resources, assessment and monitoring of learner progress, and school leadership support and professional development?***

*Table 2*

**Summary of the Perceived Level of Effectiveness in the Implementation of the MATATAG Curriculum**

| Level of Effectiveness | School Heads Mean | Description | Teachers Mean | Description |
|---|---|---|---|---|
| Curriculum Understanding and Teacher Preparedness | 3.59 | Effective | 3.49 | Moderately Effective |
| Instructional Delivery and Pedagogical Strategies | 3.81 | Effective | 3.80 | Effective |
| Availability and Utilization of Learning Resources | 3.62 | Effective | 3.50 | Moderately Effective |
| Assessment and Monitoring of Learner Progress | 3.88 | Effective | 3.80 | Effective |
| School Leadership Support and Professional Development | 4.07 | Effective | 3.85 | Effective |

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| Level of Effectiveness | School Heads Mean | Description | Teachers Mean | Description |
|---|---|---|---|---|
| **Grand Mean** | **3.79** | **Effective** | **3.69** | **Effective** |

The findings indicate that the implementation of the MATATAG Curriculum was generally perceived as effective across the identified domains. Leadership support and professional development obtained particularly strong ratings from both school heads and teachers, suggesting that instructional supervision, collaborative leadership practices, and organizational support systems play an important role in sustaining implementation efforts. These findings reflect the importance of institutional support in helping schools manage curriculum transition and maintain instructional coordination during periods of educational change.

Instructional delivery and pedagogical strategies also emerged as notable strengths of implementation. Teachers were generally perceived as promoting active learner participation, critical thinking, collaboration, communication skills, and contextualized learning experiences in classroom instruction. These practices indicate increasing alignment between classroom teaching and the learner-centered orientation of the MATATAG Curriculum. Previous studies likewise emphasized the importance of sustained professional support, collaborative learning environments, and continuous instructional development in strengthening curriculum implementation practices (Darling-Hammond et al., 2020; Gumilao & Langam, 2025; Lorono, 2025).

Positive assessments were also observed in the area of learner progress assessment and monitoring. Classroom assessments were generally perceived as aligned with curriculum competencies and intended learning outcomes, while assessment results were used to monitor learner progress and improve instructional delivery. This may indicate that schools are gradually strengthening competency-based assessment practices consistent with learner-centered instruction and continuous learner development.

Despite these favorable findings, lower assessments were recorded in curriculum understanding and teacher preparedness, particularly in orientation programs, sustained training, digital learning integration, and access to supplementary instructional resources. Teachers viewed orientation and training initiatives as only moderately effective, suggesting that professional development opportunities may remain inconsistent across schools. This finding is important because curriculum reforms often require sustained instructional support rather than isolated orientation activities. Although teachers generally supported the implementation of curriculum reform, adaptation to revised curriculum standards and instructional expectations appeared uneven across institutional contexts.

The findings further suggest that implementation effectiveness depends not only on teacher capability but also on the quality of institutional learning systems within schools. Schools with stronger leadership support, collaborative professional cultures, and sustained mentoring structures appeared better positioned to maintain consistency in implementation and instructional quality. At the same time, the persistence of concerns about ICT infrastructure and digital learning resources suggests that implementation effectiveness may still vary with schools'

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institutional and technological capacity. These findings reinforce the view that successful curriculum reform requires continuous institutional support, sustained professional learning opportunities, and organizational readiness rather than policy adoption alone.

***SOP 3. Is there a significant relationship between institutional capacity and the implementation of the MATATAG Curriculum in public secondary schools?***

*Table 3*

**Relationship Between Institutional Capacity Variables and MATATAG Curriculum Implementation**

| Institutional Capacity Variable | Statistical Value | p-value | Interpretation |
|---|---|---|---|
| School Location | $X^2 = 12.081$ | .007 | Significant |
| School Size | rs = .510 | .004 | Significant |
| Total Enrolment | rs = .659 | .000 | Significant |
| Number of Teachers | rs = .706 | .000 | Significant |
| Non-Teaching Personnel | rs = .298 | .109 | Not Significant |
| MOOE Budget | rs = .786 | .000 | Significant |

The findings showed that several institutional capacity variables were significantly associated with MATATAG Curriculum implementation. School size, total enrolment, number of teachers, and MOOE budget were positively associated with curriculum implementation, whereas the number of non-teaching personnel was not. These results suggest that implementation outcomes are influenced not only by curriculum policy itself but also by the institutional and organizational conditions within which schools operate.

Among the identified variables, MOOE budget and teacher population demonstrated the strongest relationships with implementation outcomes. This highlights the importance of financial capacity and staffing adequacy in sustaining instructional delivery, learner support systems, professional development activities, and access to instructional resources. Schools with stronger financial and human resource capacity may therefore be better positioned to manage the operational demands of implementing curriculum reform. Similar observations have been reported in previous studies emphasizing the role of funding support, staffing sufficiency, and institutional readiness in strengthening educational quality and implementation effectiveness (Rico, 2021; Ubias, 2024; Zuniga & Aguilar, 2026).

The findings also point to the practical implications of organizational capacity in day-to-day school operations. Adequate funding allows schools to improve facilities, strengthen ICT integration, procure instructional materials, and sustain professional learning opportunities. Sufficient teacher staffing may likewise reduce instructional overload while supporting

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collaborative lesson planning, learner monitoring, classroom management, and instructional supervision. These institutional conditions become particularly important during periods of curriculum transition, when schools are expected to adjust instructional practices, assessment systems, and organizational processes simultaneously.

School location likewise demonstrated a significant relationship with curriculum implementation, suggesting that geographical and institutional disparities continue to shape implementation conditions across schools. Schools operating in geographically isolated or resource-constrained communities may experience greater difficulty accessing technological infrastructure, instructional resources, technical assistance, and sustained professional development opportunities. Such disparities raise concerns regarding implementation equity, particularly when schools are expected to meet similar curriculum standards despite operating under substantially different institutional conditions.

Interestingly, the number of non-teaching personnel did not demonstrate a significant relationship with implementation outcomes. While administrative personnel remain important in supporting school operations and organizational efficiency, curriculum implementation appears more directly associated with instructional and institutional variables such as staffing adequacy, resource sufficiency, facilities, and financial support.

Overall, the findings suggest that curriculum reforms are implemented under unequal institutional conditions. Differences in funding support, infrastructure, staffing structure, technological accessibility, and organizational readiness may significantly influence schools' ability to sustain curriculum reforms effectively. These findings carry important policy implications, particularly regarding the need for differentiated institutional support systems for schools operating under resource-constrained conditions.

***SOP 4. Is there a significant difference in the perceptions of school heads and teachers regarding institutional capacity and MATATAG Curriculum implementation?***

*Table 4*

**Difference in the Perceptions of School Heads and Teachers Regarding MATATAG Curriculum Implementation**

| Variable | School Heads Mean Rank | Teachers Mean Rank | p-value | Interpretation |
|---|---|---|---|---|
| Overall Implementation | 47.62 | 44.44 | .586 | Not Significant |
| Overall Effectiveness | 48.65 | 43.93 | .418 | Not Significant |

The findings showed no statistically significant differences between the perceptions of school heads and teachers regarding the implementation and effectiveness of the MATATAG Curriculum. Although school heads tended to provide slightly more favorable assessments, both groups generally shared similar views regarding instructional support systems, teacher preparedness, leadership practices, and implementation conditions. This consistency in

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perception may reflect shared implementation experiences within schools, where both administrators and teachers encounter similar institutional strengths and operational challenges during curriculum implementation.

The findings also suggest a degree of organizational alignment among participating schools. Concerns related to instructional resources, ICT infrastructure, professional development, and teacher preparedness were recognized by both respondent groups, indicating that implementation challenges are experienced across organizational levels rather than isolated within specific stakeholder groups. This may indicate that curriculum implementation efforts are being approached collaboratively rather than separately by administrative and instructional personnel.

While previous studies noted possible differences between school heads' and teachers' perceptions regarding curriculum reform readiness and classroom feasibility (Domingo & Masabpi, 2024), the relatively consistent perceptions observed in the present study may point to stronger communication systems, collaborative leadership practices, and shared organizational experiences within participating schools. Schools that maintain participatory leadership structures, instructional collaboration, and shared decision-making processes may therefore be better positioned to sustain implementation consistency and institutional support for curriculum reforms.

At the same time, the absence of statistically significant differences should not be interpreted as evidence of uniformly strong implementation conditions across schools. Both school heads and teachers acknowledged favorable implementation practices while recognizing continuing concerns related to ICT infrastructure, instructional resources, sustained professional development, and digital learning support systems. This suggests that schools may share common implementation challenges despite generally positive perceptions of curriculum implementation.

Overall, the findings reinforce the importance of collaborative institutional support systems in sustaining curriculum reform implementation. Effective communication, participatory leadership, professional collaboration, and organizational alignment remain important conditions supporting the successful implementation of the MATATAG Curriculum in public secondary schools.

## SUMMARY

This investigation examined the relationship between institutional capacity and the implementation of the MATATAG Curriculum in Philippine public secondary schools in Region XII. The findings revealed that schools generally demonstrated moderate to high levels of institutional capacity, particularly in teacher competence and instructional practices. Teachers were generally perceived as capable of adapting to competency-based and learner-centered instructional approaches despite existing institutional constraints. However, disparities in school facilities, ICT infrastructure, laboratories, and instructional resources remained evident, indicating uneven implementation conditions across participating schools.

The findings further showed that the implementation of the MATATAG Curriculum was generally perceived as effective, particularly in instructional delivery, assessment practices, and leadership support. School leadership, professional development initiatives, and collaborative support systems contributed positively to the effectiveness of implementation and organizational

Asian Research Journal of Education, 2026
E-ISSN: 3028-0842
P-ISSN: 3028-0834
Vol. 3 No. 3
DOI: https://doi.org/10.66206/eduheart.2026.352

alignment. Nevertheless, comparatively lower ratings in curriculum understanding, teacher preparedness, and availability of learning resources suggest that implementation adaptation remains uneven across institutional contexts, particularly in schools with limited technological and material support.

The investigation also revealed that institutional capacity significantly influenced curriculum implementation outcomes. School location, school size, enrolment, number of teachers, and MOOE allocation were significantly related to implementation effectiveness, with staffing adequacy and financial support emerging as the strongest institutional predictors. These findings indicate that the implementation of curriculum reform is strongly shaped by schools' organizational and resource capacity rather than by curriculum design alone. Schools with stronger financial, staffing, and infrastructural support were generally better positioned to operationalize curriculum reforms effectively.

Moreover, no significant differences were found between the perceptions of school heads and teachers regarding the implementation and effectiveness of MATATAG. Both groups generally shared similar views regarding implementation strengths and institutional constraints, suggesting organizational alignment and shared implementation experiences across participating schools.

Overall, the findings suggest that the effectiveness and sustainability of MATATAG Curriculum implementation depend substantially on schools' institutional capacity and organizational readiness. While schools generally support the reform and demonstrate positive implementation practices, institutional disparities in funding, staffing, infrastructure, and access to instructional resources continue to affect the consistency and sustainability of curriculum implementation across schools.

## CONCLUSIONS

Based on the findings of the investigation, the following conclusions were drawn regarding institutional capacity and the implementation of the MATATAG Curriculum in Philippine public secondary schools in Region XII:

- Public secondary schools generally demonstrated adequate institutional capacity to support MATATAG Curriculum implementation, particularly in teacher competence and instructional practices. However, institutional disparities in ICT infrastructure, laboratories, facilities, and instructional resources continue to affect the consistency and quality of implementation across schools.
- The implementation of the MATATAG Curriculum was generally effective in terms of instructional delivery, assessment practices, leadership support, and professional collaboration. Nevertheless, implementation effectiveness varied with schools' institutional readiness, the availability of learning resources, and access to sustained professional development opportunities.
- Teacher competence and instructional adaptability emerged as important strengths supporting curriculum implementation. Teachers demonstrated the capacity to adjust instructional practices and sustain learner-centered approaches despite resource limitations and implementation challenges.

Asian Research Journal of Education, 2026
E-ISSN: 3028-0842
P-ISSN: 3028-0834
Vol. 3 No. 3
DOI: https://doi.org/10.66206/eduheart.2026.352

- Institutional capacity significantly influenced MATATAG Curriculum implementation. School location, enrolment, staffing adequacy, organizational support, and financial resources contributed substantially to implementation outcomes, indicating that curriculum reforms are implemented under unequal institutional conditions.
- MOOE allocation and number of teachers emerged as the strongest predictors of implementation effectiveness, highlighting the importance of operational funding and adequate teaching personnel in sustaining curriculum reform initiatives and supporting instructional quality.
- The significant influence of school location suggests that geographically disadvantaged and resource-constrained schools may experience greater implementation difficulties due to disparities in infrastructure, technological access, instructional resources, and professional support systems.
- No significant differences were found between the perceptions of school heads and teachers regarding institutional capacity and curriculum implementation, indicating shared implementation experiences and organizational alignment across participating schools.

Overall, the findings suggest that the effectiveness and sustainability of the MATATAG Curriculum depend not only on curriculum design but also on the institutional capacity of schools to operationalize educational reforms effectively. Curriculum reforms may therefore produce uneven outcomes when implementation conditions vary substantially across schools.

## RECOMMENDATIONS

Based on the findings and conclusions of the investigation, the following recommendations are proposed:

- The Department of Education may strengthen differentiated institutional support mechanisms for public secondary schools, particularly those operating in geographically disadvantaged and resource-constrained contexts, to reduce disparities in curriculum implementation capacity.
- Increased investments in ICT infrastructure, laboratories, internet connectivity, digital learning resources, and inclusive learning environments may be prioritized to improve instructional delivery and strengthen equitable access to curriculum implementation support across schools.
- Sustained and practice-based professional development programs, mentoring systems, Learning Action Cells (LAC), and collaborative professional learning communities may be further strengthened to improve teachers' curriculum understanding, instructional preparedness, and long-term implementation capacity.
- School leaders and education supervisors may continue strengthening instructional supervision, technical assistance, and collaborative leadership practices to support teachers during curriculum transitions and maintain implementation consistency.
- Additional support for MOOE allocation and teacher staffing may be considered, particularly in schools experiencing institutional limitations, to improve instructional quality, learner monitoring, and implementation sustainability.
- Curriculum implementation policies may incorporate contextualized and needs-based support systems rather than assuming uniform implementation conditions across schools.

Asian Research Journal of Education, 2026
E-ISSN: 3028-0842
P-ISSN: 3028-0834
Vol. 3 No. 3
DOI: https://doi.org/10.66206/eduheart.2026.352

Targeted interventions may be necessary to address institutional inequalities affecting reform implementation.

- Schools may continue promoting shared decision-making processes, collaborative implementation structures, and stakeholder engagement initiatives to strengthen organizational alignment and collective responsibility for curriculum implementation.
- Future investigations may further examine curriculum implementation across broader geographical areas and include additional variables such as learner outcomes, digital readiness, stakeholder participation, and long-term reform sustainability to provide a more comprehensive understanding of MATATAG implementation in Philippine public schools.

## ACKNOWLEDGMENTS

The researcher sincerely expresses gratitude to the school heads and teachers from the participating public secondary schools in Region XII for their cooperation and valuable participation in this investigation. Appreciation is likewise extended to the academic advisers, panel members, and the Department of Education for their guidance, support, and assistance throughout the conduct of the study. Finally, heartfelt thanks are extended to family, colleagues, and friends for their encouragement and unwavering support throughout this research endeavor.

## AI DECLARATION STATEMENT

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

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