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Strategies of Teachers and School Heads on the MaTaTaG Curriculum in the Oldest Town of Cotabato Empire

Suharto M. Saliling^{1*}, Adonis S. Besa²

¹Ministry of Basic, Higher and Technical Education

²Sultan Kudarat State University – ACCESS Campus

*Corresponding author, suhartosalil04@gmail.com

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Abstract

This study investigated the strategies employed by teachers and school heads in implementing the MaTaTaG Curriculum in Buluan District, Maguindanao del Sur, during the school year 2024–2025. Utilizing a descriptive-correlational research design and total enumeration sampling, the study included 130 public elementary school teachers and 10 school heads across 10 schools. Findings revealed that the overall implementation of the MaTaTaG Curriculum was to a lesser extent, with significant gaps in technology integration. Teachers demonstrated strong strategies in instructional planning and classroom management, while training was the weakest area. School heads showed strong strategies in resource and stakeholder management, with teacher support being the least emphasized dimension. Correlation analysis indicated no significant relationship between the strategies of teachers and school heads and curriculum implementation, highlighting the importance of systemic support over individual strategies. The main challenges identified included inadequate facilities, limited ICT access, insufficient follow-up training, teacher resistance to curriculum changes, and weak stakeholder coordination. The study recommends improving technology integration, prioritizing teacher professional development, strengthening mentoring and support, and enhancing systemic and stakeholder collaboration to ensure effective curriculum implementation.

Keywords: *MaTaTaG Curriculum; Teachers' strategies; School heads' strategies; Challenges*

1. Introduction

The MaTaTaG Curriculum represents a major reform in the Philippine basic education system, aiming to improve teaching methodologies, learning materials, and school operations. Its success depends on how effectively teachers and school heads implement strategies to meet the curriculum's demands.

Globally, curriculum reforms respond to social, technological, and economic changes. [4] emphasized that success relies not only on structural revisions but also on teachers' understanding of the curriculum's

underlying philosophy. Effective implementation requires strong leadership, continuous professional development, and adequate resources [7; 8].

In the Philippines, DepEd Order No. 010, s. 2024 [2], highlights the importance of teacher development, resource provision, and technology integration. However, studies show persistent challenges, including inadequate funding, limited training, and shortages of instructional materials [9; 11; 12]. Local research also underscores the critical role of school leadership, strategic planning, and administrative support in overcoming these barriers [5; 1].

Geographical disparities further affect curriculum implementation. Urban schools generally have better access to training, supervision, and digital tools, whereas rural schools struggle with limited facilities and resources, impacting teaching quality and equitable access to education [3; 6; 10].

This study aims to assess the extent of MaTaTaG Curriculum implementation, the strategies employed by teachers and school heads, and the challenges encountered in the oldest town of Cotabato Empire. Findings are intended to inform policy improvements by the Ministry of Basic, Higher, and Technical Education to ensure effective curriculum delivery at the local level.

Table 1: Distribution of Teachers and School Heads by School and Sample Size

No.	Schools	School Head	Teachers	Sample
1	BBPES	1	13	14
2	DISES	1	8	9
3	DLMPEs	1	47	48
4	DPKMES	1	5	6
5	DYPES	1	14	15
6	MES	1	18	19
7	MCDC	1	9	10
8	LSES	1	4	5
9	PES	1	5	6
10	TES	1	7	8
Total		10	130	140

2. Findings on Teachers' Strategies

Teachers demonstrated strategies to a greater extent in managing the demands of the MaTaTaG Curriculum. Their strengths were evident in **instructional planning and classroom management**, reflecting preparedness in lesson organization and discipline. **Training**, however, was implemented to a lesser extent, indicating the need for more structured professional development programs.

3. Findings on School Heads' Strategies

School heads demonstrated strategies to a greater extent, particularly in **resource management** and **stakeholder management**, showing their ability to allocate resources effectively and foster collaboration. **Teacher support**,

however, was implemented to a lesser extent, suggesting the need for improved mentoring, supervision, and motivation to sustain teacher performance.

4. Findings on the Relationship Between Strategies of Teachers and School Heads and Curriculum Implementation

The study found **no significant relationship** between the strategies of teachers and school heads and the extent of MaTaTaG Curriculum implementation. This implies that systemic factors such as policy support, facilities, and instructional resources are more critical to successful curriculum delivery than individual strategies alone.

5. Findings on the Challenges in Curriculum Implementation

The top challenges identified included **inadequate facilities, limited ICT resources, insufficient follow-up training, teacher resistance to curriculum changes, and weak coordination with stakeholders**. These challenges affect the full realization of the curriculum in schools.

6. Conclusion

The MaTaTaG Curriculum was implemented to a lesser extent, with learning materials being the most implemented component and technology integration the least, while teachers demonstrated strategies to a greater extent, particularly in instructional planning and classroom management, although their training was implemented to a lesser extent. Similarly, school heads demonstrated strategies to a greater extent, especially in resource and stakeholder management, while teacher support was implemented to a lesser extent. The study also revealed that the strategies of teachers and school heads had no significant relationship with curriculum implementation, highlighting the importance of systemic and structural supports, and identified challenges such as inadequate facilities, limited ICT resources, insufficient follow-up training, teacher resistance, and weak stakeholder coordination.

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