

MATATAG Curriculum Structural Analysis, Level of Culture Integration and Music, Arts, Physical Education and Health (MAPEH) Teachers' Readiness

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Abstract

This study examines the implementation of the MATATAG Curriculum in MAPEH instruction across secondary schools in Sultan Kudarat, Philippines. The research focuses on curriculum structural analysis, cultural integration, and teacher readiness, addressing gaps in the previous K-12 system. Using a descriptive-evaluative and correlational design, data were collected from 63 MAPEH teachers. Results indicate high curriculum structural quality ($M=4.08$) and strong cultural integration ($M=4.18$), with teacher readiness rated as high ($M=3.97$). Significant

positive correlations were found between curriculum structure, cultural integration, and teacher preparedness ($r=0.57$ and $r=0.60$, $p<0.05$). Challenges include limited resources and the need for specialized training. Recommendations include enhancing resource provision, culturally responsive teaching, and continuous professional development. The study underscores the importance of curriculum quality and teacher readiness in achieving inclusive, effective education.

Keywords: *MATATAG Curriculum, Structural Analysis, Cultural Integration, MAPEH Teachers' Readiness*

INTRODUCTION

Education serves as the foundation for national progress, equipping learners with the skills and values needed to thrive in a rapidly changing world. In the Philippines, the MATATAG Curriculum was introduced to refine the K-12 system by prioritizing foundational skills, socio-emotional learning, and cultural responsiveness. Despite its promising framework, the curriculum's success hinges on effective implementation, particularly in specialized subjects like MAPEH, which require unique resources and pedagogical approaches.

This study examines the interplay between curriculum design, cultural integration, and teacher readiness in Sultan Kudarat, a region characterized by ethnic diversity and resource constraints. By analyzing these factors, the research aims to identify strengths, gaps, and opportunities for improvement. The findings are grounded in the theories of Piaget, Vygotsky, and Mezirow, which highlight the importance of structured learning environments, social interaction, and transformative education. Ultimately, this study provides actionable recommendations to enhance curriculum delivery and ensure equitable access to quality education for all students.

METHODS

The study employed a descriptive-evaluative and correlational research design to assess the MATATAG Curriculum's implementation in MAPEH instruction. A purposive sampling technique was used to select 63 teachers from seven public secondary schools across four municipalities in Sultan Kudarat. The research instrument comprised a four-part questionnaire, validated by experts, which measured curriculum structure, cultural integration, and teacher readiness using a five-point Likert scale.

Data analysis included descriptive statistics (mean, standard deviation) to evaluate the levels of each variable and Pearson's r to determine correlations. Thematic analysis of open-ended responses provided additional qualitative insights. This dual approach ensured a comprehensive understanding of the challenges and successes in curriculum implementation, offering a robust foundation for evidence-based recommendations.

RESULTS AND DISCUSSION

Curriculum Structural Analysis

The MATATAG Curriculum demonstrated strong structural alignment, with high ratings for content ($M=4.14$), instructional design ($M=4.24$), and assessment ($M=4.24$). These results indicate that the curriculum is well-organized and aligned with national learning standards. However, the availability of resources scored lower ($M=3.67$), reflecting disparities in access to teaching materials and facilities. This gap underscores the need for equitable resource distribution to ensure consistent implementation across all schools.

Cultural Integration

Cultural integration was a notable strength of the curriculum, particularly in promoting inclusivity and equity ($M=4.24$). Teachers reported that the curriculum effectively incorporates local traditions and values, fostering a sense of belonging among students. However, the representation of diversity ($M=4.14$) could be further enhanced by including more region-specific content and addressing the unique needs of marginalized groups.

Teacher Readiness

MAPEH teachers exhibited high readiness ($M=3.97$), with confidence in teaching and learning strategies ($M=4.10$). Areas requiring additional support included feedback mechanisms ($M=3.89$) and the use of technology in instruction. Correlational analysis revealed that teacher readiness is significantly influenced by curriculum structure ($r=0.57$) and cultural integration ($r=0.60$), highlighting the interdependence of these factors.

These findings align with global research on curriculum reform, emphasizing the critical role of teacher preparedness and culturally responsive teaching in achieving educational equity. The study also identifies actionable areas for improvement, such as professional development programs and community engagement initiatives.

CONCLUSIONS

The study concludes that the MATATAG Curriculum provides a robust framework for MAPEH instruction, with strong structural design and cultural relevance. However, challenges such as resource limitations and variability in teacher readiness must be addressed to maximize its potential. The significant correlations between curriculum quality, cultural integration, and teacher preparedness underscore the need for a holistic approach to educational reform. By prioritizing resource allocation, professional development, and inclusive practices, policymakers and educators can ensure the curriculum's successful implementation and long-term impact.

RECOMMENDATIONS

To enhance the MATATAG Curriculum's effectiveness, the following recommendations are proposed:

1. **Resource Allocation:** Increase funding for MAPEH materials, facilities, and digital tools to bridge gaps in resource availability.
2. **Professional Development:** Offer targeted training on feedback mechanisms, technology integration, and culturally responsive pedagogies.
3. **Community Partnerships:** Collaborate with local communities to enrich the curriculum with indigenous knowledge and practices.
4. **Policy Review:** Conduct regular evaluations with teacher involvement to adapt the curriculum to evolving educational needs.
5. **Future Research:** Investigate the role of digital platforms in supporting curriculum delivery and student engagement.

These strategies will help create an inclusive, dynamic, and effective educational environment that aligns with the MATATAG Curriculum's vision.

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