

PERCEPTIONS OF 1st GRADE MATHEMATICS TEACHERS IN MATATAG CURRICULUM IMPLEMENTATION

An Undergraduate Thesis
Presented to the Department of Teacher Education
UM Digos College
Digos City

In Partial Fulfillment of the Requirements for the Degree
of Bachelor of Elementary Education Generalist

by

Ainie Badbaran
Marjorie Mulle
Rohanie Unos

July 2025

APPROVAL SHEET

This research entitled “**PERCEPTIONS OF 1st GRADE MATHEMATICS TEACHERS IN MATATAG CURRICULUM IMPLEMENTATION**” prepared and submitted by **AINIE BADBARAN, MARJORIE MULLE, and ROHANIE UNOS** in partial fulfillment of the requirement for the degree of Bachelor of Elementary Education Major in Generalist has been examined and is hereby recommended for acceptance and approval.

RODETH JANE C. QUEZADA, MAED
Adviser

PANEL OF EXAMINERS

APPROVED by the Committee for Final Defense with the grade of _____.

TOMAS JR. A. DIQUITO, PhD
Chair

JOANE MAY B. DELIMA, MIT
Member

ACCEPTED in partial fulfillment for the degree of **Bachelor of Elementary Education Major in Generalist.**

JOANE MAY B. DELIMA, MIT
Research Coordinator

RODETH JANE C. QUEZADA MAED
BEED Program Chair

TOMAS JR. A. DIQUITO, PhD
Dean of College

TESSIE G. MIRALLES, PhD
VP – Branch Operations

ACKNOWLEDGMENT

This research could not have been possible without the gracious support and participation of various persons whose names may not all be included. In line with this, the researchers would like to express their heartfelt appreciation. To the **Almighty Father** who is the author of knowledge, wisdom, determination, and strength acquired by the researchers throughout their research is never forgotten.

To our research adviser, **Ms. Rodeth Jane C. Quezada MAEd**, who provides his experience, guidance, and support all throughout the research consultations. Helping the researchers make this research paper a reality is highly valued and gratefully acknowledged. To our Data Analyst, **Mrs. Merafel Grace S. Abulle MAEd**, whose statistical skills were important throughout the analysis and interpretation of the data acquired.

To **UM Digos College Research and Innovation Center** for patiently assisting and supervising the researchers in polishing this paper from the significant inputs and ideas made throughout the title, outline, and final defense. A sincere thanks to **Mr. Tomas Jr. A. Diquito, PhD** and **Joane May B. Delima, MIT** as our members of panel. To the respondents who provided valuable help by participating and giving the necessary information which helped in reaching the study's goal.

Finally, we want to thank our family and guardians: to **Dr. Christoher Louie S. Abarilla, Isabel O. Camocamo**, and **Omaira H. Pascua**, for their unwavering support in writing this study report and providing us financially.

Thank you so much!

-Researchers

DEDICATION

This study is highly dedicated to our
Father God in Heaven, who gave us mental and physical strength.

To our adored parents, guardians, families, and friends
for their unfailing love and support in all of our
academic endeavors.

To the panel of experts and our research adviser,
for supervising us throughout every stage of making
this paper a success.

To us, the researchers, for the remarkable
collaboration and tenacity.

To our college classmates, for being a genuine source of
joy and peace.

To UM Digos College BEED family,
despite the difficulties,
for bestowing friendship and optimism.

TABLE OF CONTENTS

	PAGE
TITLE PAGE	i
APPROVAL SHEET	ii
ACKNOWLEDGMENT	iii
DEDICATION	iv
TABLE OF CONTENTS	v
LIST OF FIGURES	vii
ABSTRACT	viii
INTRODUCTION	1
Research Objectives	
METHOD	6
Participants	6
Instrument	7
Design and Procedure	7
Ethical Considerations	8
RESULTS AND DISCUSSION	11
Perceptions Of 1 st Grade Mathematics Teacher	11
Preparations Of 1 st Grade Mathematics Teacher	25
Adaptive Teachers Strategies of the 1 st Grade Mathematics Teachers	37
	49
SUMMARY	
CONCLUSIONS	50
IMPLICATIONS	51
REFERENCES	53

APPENDICES	64
A. Routing Form	65
B. Letter of Permission	66
C. Assignment of Research Personnel	67
D. Data Analyst`s Certification	68
E. Grammarly Report	69
F. Similarity Report	70
G. AI – Writing Report	72
H. Informed Consent	73
I. Interview Guide Questions	83
J. Validation Sheets	91
K. Transcribe Responses and Translated Responses	93

LIST OF TABLES

TABLE	DESCRIPTION	PAGE
1	Perceptions of 1 st Grade Mathematics Teacher	11
2	Preparation of 1 st Grade Mathematics Teacher	25
3	Adaptive Teachers Strategies of 1 st Grade Mathematics Teachers	37

ABSTRACT

This study investigates the Perceptions and preparation of Grade 1 mathematics teachers regarding the implementation of the MATATAG Curriculum. Specifically, it aims to explore the perceptions of 1st grade mathematics teachers toward the curriculum and understand how they perceive its impact on instruction and learning and examine their level of preparation and readiness for its implementation. Using a qualitative research design, data were gathered through interviews and thematic analysis. The findings reveal that while most teachers view the MATATAG Curriculum as a positive step toward strengthening foundational skills in mathematics, challenges were identified, including insufficient training, limited time for preparation, and lack of resources. Teachers also expressed the need for ongoing support, clearer instructional guides, and enhanced collaboration among educators. These insights are crucial for informing policy decisions and ensuring that curriculum implementation is both effective and sustainable at the classroom level.

Keywords: *Perception, preparation, MATATAG curriculum, Mathematics teachers.*

SDG Thrust: *4-Quality Education*

INTRODUCTION

MATATAG Curriculum is a newly established curriculum in the Philippines that places a strong focus on helping kids in kindergarten through grade three learn basic abilities like literacy, numeracy, and socioemotional skills. The DepEd discovered that teachers and students struggled with having too many subjects to study, which is why the curriculum needed to be "decongest," according to (Sison et al., 2023). One of the problems identified was the curriculum's excessive number of classes or subjects. With relatively little time allotted for instruction, the curriculum demanded that teachers cover an excessive number of learning abilities. As a result, "both teachers and learners were overburdened with lessons and other school tasks and activities. The outcome devastated our students. Their ability to grasp basic skills like reading and basic math problems was weakened (Duterte, 2023). The MATATAG Agenda strives to develop capable, employable, involved, accountable, and nationalistic citizens (Estrellado, 2023), concerning the adjustment to humanized learning and tackles the drawbacks of current frameworks.

Curriculum revision is necessary to keep it current with the most recent research and suggested practices for enhancing student learning and tracking progress (Ghoraishi and Samadi, 2023). Even if there may be opposition to curriculum modifications, better learning techniques and curricula enhances student learning outcomes and simplify the teaching process (Atwa et al., 2022). It has been observed that curriculum revision is a useful tool for altering teaching strategies and influencing students' learning to adapt the changing global environment (Toledo, 2025).

PISA rankings, Hong Kong is among the top 43 countries/regions in terms of performance. In math, science, and reading, Hong Kong pupils perform best, coming in third and sixth respectively (Lee and Gopinathan, 2020). Students gain from the educational system regardless of their socioeconomic status. The goal of Hong Kong is to help students become more proficient in thinking critically and creatively, inquiring and reasoning mathematically, and using mathematics to conceive and solve issues in both everyday life and mathematical contexts (Domínguez-González and Delgado-Martín, 2022). When organizing students' learning, teachers are expected to take a student-centered, activity-based, and hands-on approach. They are also encouraged to use tangible examples from everyday life wherever possible (Lai et al, 2020). It is anticipated that students would learn from tangible to abstract, and that they will use computers and calculators to help them along the way.

Tanzania concentrated on the "3Rs"—Reading, Writing, and Math—in Grades 1 and 2, which are the fundamentals of literacy and numeracy in English (Salaam, 2020). The reform required these abilities to get roughly eighty percent of the instructional time in these grades. It was discovered that teacher preparation had a favorable effect on how the new curriculum was implemented (Ashari et al., 2025). Enhancements to the teaching-learning settings, classroom instructions, student learning skills, teacher training programs, community attitude, and accountability are some of the suggested measures to address the problem. The findings give educators and other stakeholders insight into the patterns of mathematics achievement and related factors, which they may use to improve curriculum development and instructional strategies for mathematics at all educational levels (Mazana et al., 2020).

In the Philippine educational system, mathematics is a required subject for all programs and levels. The vocabulary used in this field is to distinct and accurate. Mathematics is a tool for day-to-day living (Nanda and Rani, 2025). Mathematics Curriculum considering the PISA standards, particular, and the depth of content, the breadth of application of content to practical life situations, the aspect of problem-solving processes, and on the curriculum contexts (Golla and Reyes, 2020). Educational system should place a high priority on the teaching and learning of mathematics (Guinocor et al., 2020) therefore; gender, prior math grade, frequency of lesson study, and preferred method of learning, which means they require extra care and more activities tailored to their learning preferences in the context of the new normal.

The Department of Education is launching a new curriculum to address issues with the current K-12 curriculum, which was implemented in 2012. (Smith et al., 2021). The Philippines is still struggling with learning poverty and the ongoing difficulties of post-pandemic education (Sanz Ponce et al., 2023). The DepEd implemented the MATATAG Basic Education Curriculum, focusing on fundamental abilities and critical competences for students in kindergarten through tenth grade. (Mendoza, 2023). Researchers emphasize learning and socialization in the MATATAG Curriculum Project, enhancing learners' education by providing basic knowledge in a learning environment. (Albert et al., 2023). Curriculum theory is one of the least understood ideas in the curriculum field, served as a major inspiration for this work (Coşkun Yaşar, 2021). But when it comes to analyzing the type of learning environment that exists, (Hannah et al., 2022) described curriculum theory as a collection of ideas that provide the school curriculum more purposes. According to

(Syomwene, 2020), the curriculum theory is the collection of analyses, interpretations, and understandings of the curriculum phenomena.

Theoretically, Rachmad Yoesoep Edhie (2022) proposed the Learning Adaptation Theory that emphasizes the importance of adaptability and flexibility in the learning process to navigate continuous challenges and changes. To him, this theory highlights the need for personalized and adaptive learning approaches that cater to individual needs and preferences (Rachmad, 2022). According to (Emma and Owen, 2025) it is also underscores the significance of data-driven strategies, timely feedback, and leadership support to foster an effective adaptive learning environment. This study is relevant to the teachers' perceptions of the MATATAG Curriculum's implementation, their preparation and adaptation to the new curriculum, and how they plan to support their students' learning development are all pertinent to this study, which is especially important for future researchers. This study will be useful and act as a roadmap for obtaining data for additional research.

The perceptions of 1st grade mathematics Teachers in MATATAG Curriculum Implementation brings significant benefits to the School Administrators, students, schools, and the Future researchers. For the School Administrators, the data gathered can be used by the administration to supply additional knowledge for the betterment of the implementation of MATATAG curriculum Implementation among the students, teachers , faculty and staff, who manage and are experts of this. Extent feedback will also deliver the essential observation of these benefactors of the implementation of MATATAG curriculum (Demate et. al 2025) For students, it can enhance critical thinking and improve their learning outcomes(Aquino 2024). Furthermore, School and

the Future researcher the outcome of the study would be a great help for the school to be aware of what are the things that need to be improved. The MATATAG curriculum Implementation is hugely beneficial to the school and to the teachers (Quebec et. al 2025). This also strengthened there as a school who works as one for the betterment of them all and to provide baseline data needed for future researchers and reviews related to this one (Kusmawan et. al 2025).

Research Objectives

This study is to explore the views of teachers regarding the teaching of 1st grade Mathematics in relation to the implementation of the MATATAG curriculum, as well as the teachers' perceptions, preparations, and strategies for adapting to the new curriculum. Specifically, addresses the following questions:

1. To describe the perception of 1st Grade Mathematics teachers in the implementation of Matatag Curriculum;
2. To describe the preparations of 1st grade Mathematics teachers in the implementation of Matatag Curriculum; and
3. To determine the adaptive teachers strategies of the 1st grade Mathematics teachers in the implementation of Matatag Curriculum.

METHOD

Participants

This study was conducted in nine (9) Central schools in Davao del Sur. In this study, nine (9) participants participated in this study, which is the DepEd teachers of Davao del Sur, specifically teaching Mathematics in the 1st grade level with the used of purposive sampling method. Alternatively, the process of

purposive sampling might prove useful in situations where a small group of 9 individuals can act as the main data sources because of the objectives, nature of the research strategy, and goals (Samuel, 2025).

To choose a particular set of people or units for study, qualitative researchers employ the approaches known as purposive sampling. Moreover, the inclusion of the criteria are the following participants will be selected; one (1) willing to participate in the study, two (2) at least (2) years and above in the service of teaching (Lopez and Ramirez, 2022), three (3) a first grade teachers who undergo MATATAG training (Quebec et al, 2024).

Instruments

The research instrument used in this study in order to ensure that research instruments are valid, dependable, and efficient in assessing the intended outcomes, researchers contribute their experience and knowledge to their creation. The researchers gathered the materials through the used of recording technologies to collect information like audio recording and interview guide questions (Vinte et al., 2023). The benefit includes ensuring interviews to take place training, monitoring interviewers, ensuring data quality, secure data storage, and easy data sharing (Hensen, 2021).

Design and Procedure

This study emphasizes in-depth interviews research to attain the research objectives. Amedeo Giorgi (1985) noted that the best-known descriptive approach in psychology is widely credited as a pioneer in phenomenological thinking. In which the analyst, step by step, sifts away everything that is not essential to an adequate description. Qualitative research method, the

collection techniques are heavily characterized by where a group of people is selected to discuss in depth a specific topic or question, supported by an external operations expert (Tisdell et al., 2025).

Researchers applied In-Depth Interviews (IDI) remain one of the most popular methods used today because they allow us to study both common and uncommon events that occur in "real life settings," as well as to document various perspectives of reality and deepen our understanding of people's motivations, perceptions, and experiences (Northouse, 2025). The researchers used thematic analysis, which is a qualitative data analysis technique, was entail examining the data set and searching for patterns within its interpretation to identify themes (Kiger et al., 2020). After the data is analyzed, the academic resilience model will be developed. This phase would be a collaborative process. This study utilized a Qualitative research method, to ask open-ended questions like "how" and "why" whose answers are difficult to quantify. It was utilized to comprehend ideas, feelings, or encounters (Tracy, 2024). You can obtain in-depth knowledge about poorly understood subjects by conducting this kind of research (Chai et al., 2021).

Before conducting our study, the researcher went through the validation of the research questionnaire and interview guidelines with the help of the Research Publication of UM Digos College. The researcher is sure that all documents are implemented before conducting the study. These include a letter to be signed by the RPC, Dean of College, Program Head, and the research adviser, and then the school Principal of the chosen school where the researchers conducted their study.

During the implementation phase, the school head signed the letter and informed the school head that the researcher was conducting a study on a specific date. With the help of the school principal, the principal informed the teacher to participate in the study. Upon seeing the possible participants, the researchers ask about their time and availability. However, the researchers ask permission from the principal of the teachers who are willing to participate in the study. This study used an In-Depth Interview.

After an interview, the researchers translated the recorded conversations; after that, data was sent to the data analyst assigned through the collaboration of researchers. The data was back to us after two (5) working days. Materials used in the study, including the recorded conversion forms, were kept in a safe place.

Ethical Considerations

This study is conducted with a strong adherence to the ethical protocols and guidelines set forth by the UM Digos College Research and Innovation Center. The researcher religiously requested and secured from key school officials the necessary permission to complete this research. The researcher ensures the appropriateness of identified recruiting parties and conducts a review of the level of risks and measures to mitigate these risks (including physical, psychological, and socioeconomic. Proper authorization and consent are also obtained from the sample of the study, in which they are assured that all their rights would be fully protected, specifically in handling the data, such as, but not limited to:

Voluntary Participation. The participation of the Participants is completely voluntary and anonymous to protect their privacy, and information is given whenever the Participants did not understand, before deciding whether to participate or not in the study. Participants' names did not appear anywhere, and no one except the researcher knows about the Participants' specific answers. If confidential, the researcher assigns a number to the responses, and only the researcher has the key to indicate which number belongs to which Participants.

Privacy and Confidentiality. In line with the purpose of protecting the rights of the study participants, all the information gathered from this study is kept private and confidential.

Informed Consent Process. The Interview Guide utilized in this study is clear and comprehensible; the researcher makes sure that the Participants are fully aware of the benefits the school may get from the study. The survey is conducted with the approval of the concerned school authorities as well as the permission of the Participants themselves.

Risks. This research did not involve high risk situation that the population may experience in the area of physical, psychological, or socioeconomic concerns. It protected and secured the rights of the individuals in the study.

Benefits. The results of this study can help the teachers since the findings of this study will give them new information in planning and implementing new methodologies based on the recommendations. Also, students will have a better perspective on how to look at the factors that could affect their social skills. Lastly, administrators of the language curriculum can

also gain new insight from this study since they have long been exploring new mechanisms and factors in enhancing the teacher's competence to facilitate the social skills of the students.

Plagiarism. The researcher makes sure that the correct and accurate way of citing ideas from other writers and scholars is fully observed. To be able to do this, this paper underwent grammar and plagiarism checking via Grammarly and Turnitin software.

Fabrication. As this study is based on several existing studies, the researcher made sure that she did not make any tales from her literature. Thus, all the information presented was carefully written and cited. All sources used in this study came from reliable journals and other scholarly works.

Falsification. This research complies with the citation rules set forth in the APA 7th edition citation format, hence there is no misrepresentation of work or alterations of any data gathered in the study. The data and information obtained are presented in the most accurate way of writing.

Conflict of Interest. The conflict of interest (COI) wherein no trace of COI, wherein there was no set of conditions in which a professional judgment concerning primary interest, such as the participants' welfare or the validity of the research, tends to be influenced by a secondary interest, such as financial or academic gains or recognitions.

Deceit. The writings in this paper did not utilize any form of untruthfulness to har the welfare of the Participants . All the information written was checked and validated by the panel of experts.

Permission from the Organization/Location. The research is conducted with formality and clear adherence to the ethical standards. Thus, a

formal letter is sent to the authorities of the Division of Davao del Sur. The research is only conducted after approval from the authorities.

Authorship. Lastly, this study considers authorship qualifications in the conduct of the study. The researcher, together with the help and guidance of the research adviser, had substantially contributed to the conception and design, or acquisition of data, or analysis and interpretation of data. The researcher and adviser collaboratively.

RESULTS AND DISCUSSION

Perceptions of 1st Grade Mathematics Teachers in Matatag Curriculum Implementation.

Figure 1. This chapter outlines the study's results as well as an in-depth analysis and interpretation of the collected data. The discussion with teachers is centered around themes that sprung from the first-grade mathematics teachers' responses on how they feel and what preparations they have taken regarding the Matatag Curriculum. Relating to these themes, the analysis explores how educators negotiate new curriculum framework challenges and the opportunities available to them.

The first part describes teachers' perspectives on the curriculum regarding its operationalization, differentiated instruction, teacher support, curriculum adaptation, and simplifying learning objectives. This discussion illustrates how the supersized curriculum shapes pedagogy and student experience.

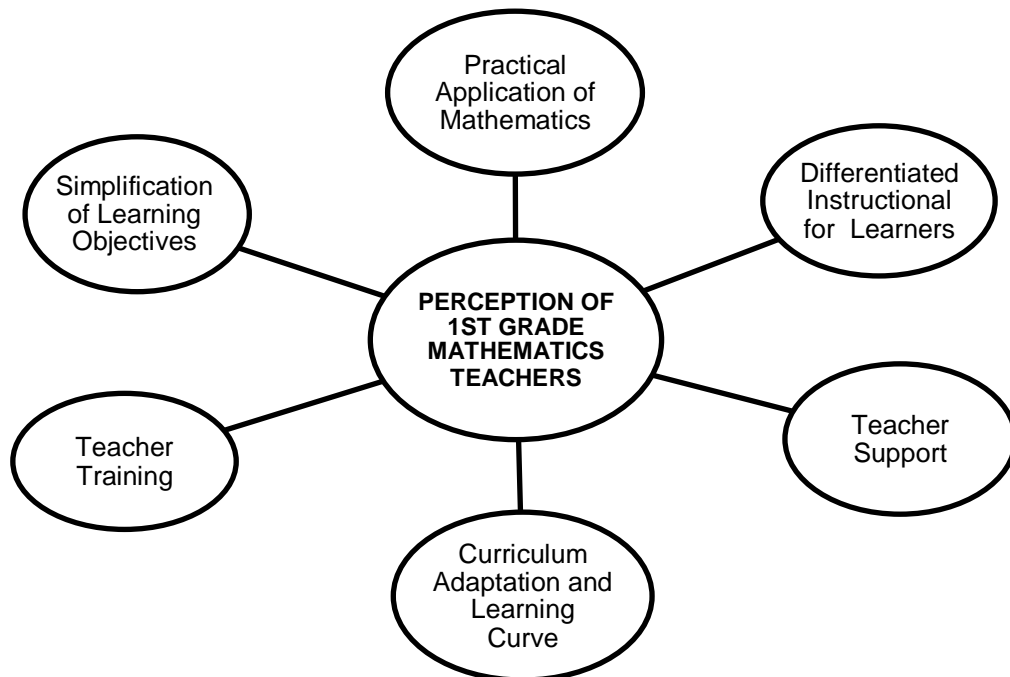


Figure 1: *Thematic Diagram on Perception of 1st Grade Mathematics Teachers.*

Practical Applications of Mathematics

Mathematics teachers in Grade 1 under the new MATATAG Curriculum understand the need to include real-life usage in Mathematics teaching. Traditional approaches prioritize abstract computation Tariq et al., (2025). However, the MATATAG Curriculum concentrates on how mathematical concepts relate to everyday life. According to Bahar et al., (2021), problem-solving activities are usually noted by teachers who relate students to real life, asking them to consider how students use math in their own lives. Students learn to see math not just as something learned in their math books but also as something applied in real-life contexts, using the familiar examples of buying snacks at the canteen or counting how much the fare to the jeepney would be Turner et al., (2024).

One participant said that:

“Busa kahibalo ka sa kalahian niini tungod kay maghunahuna sila nga ang matematika gigamit sa ilang adlaw-adlaw nga kinabuhi o pagpuyo dili lamang sama sa okay ra kini o usa ka teorya o usa ka butang nga imahinasyon nga ilang makat-onan sulod sa classroom. Busa, kini mas bahin sa paggamit sa matematika sa ilang adlaw-adlaw nga panginabuhi.” *(So, you know the difference between that because they will think that **math is used in their day to day lives** or living not only like okay it’s okay or it’s an theory or it’s an imaginary thing that they will be learning inside the classroom. So, it’s more of the used of math in their lives.)* [Line 1, Participant 1]

Second participant mentioned that:

“Ang kurikulum sa MATATAG nagtumong sa pagpauswag sa mga kahanas sa pundasyon sa sayo nga edukasyon, lakip ang matematika. Kaming mga magtutudlo nagpasalamat sa holistic nga pamaagi sa kurikulum ug ang pagkunhod sa mga kahanas, nga nagtugot sa usa ka mas nakapokus nga estratehiya sa pagtudlo. Aron mahimo kini nga epektibo isip usa ka magtutudlo sa grade 1 atong gigamit ang L1 isip usa ka medium sa pagtudlo, ug usab sa diha nga kini moabut ngadto sa mga kalihokan nga atong gigamit manipulative o mga kamot sa mga materyales ug usab ako sa kasagaran sa pagbuhat sa regroupings aron sila makakat-on pinaagi sa engagement ngadto sa ilang mga classmate.” *(The MATATAG curriculum aims to enhance foundational skills in early education, including the math. We teachers appreciated the curriculum’s holistic approach and the reduction of competencies, allowing for a more focused teaching strategy. To make it effective as a grade 1 teacher we use L1 as a medium of instruction, and also when it comes to the activities, **we use manipulative or hands on materials and also I usually do re-groupings for them to learn through engagement to their classmates.**)* [Line 1, Participant 2]

Moreover, another participant shared:

“Ang magtutudlo sa unang grader sa matematika kinahanglan adunay lig-on nga pundasyon busa uban sa MATATAG nga kurikulum, ang mga magtutudlo gilauman nga mag-post sa kritikal nga panghunahuna dili lamang sa pagtudlo sa bata kang aritmetika sama sa pagdugang ug pagkunhod kondili usab sa pagsulbad sa problema. Ang mga magtutudlo sa 1st-grade Mathematics nakasabut sa pagka-epektibo sa MATATAG Curriculum sa una sa positibo nga panglantaw sa positibo nga panglantaw mahimong makadayeg sa katin-aw ug sa istruktura sa resulta sa pagkat-on sa kurikulum, ang sunod mao ang mga hagit, pipila ka mga magtutudlo mahimong makakita sa mga tumong sa pagkat-on ug kalisud sa 1st grader ilabi na sa pagkonsiderar sa mga estudyante sa pagkat-on nga mga hugna sa mga estudyante.” *(The first grader teacher in mathematics must have strong foundations so with the MATATAG curriculum, **teachers are expected to poster critical thinking not only teaching basic arithmetic like addition and subtraction but also the problem solving.** The 1st-grade Mathematics teachers perceive the effectiveness of the MATATAG Curriculum in the first in the positive perception in positive perception may appreciate the clarity and the structure of the curriculum’s learning outcome, the next is the challenges, some teachers may find the learning*

goals and distress to the 1st grader especially considering the students learning phases of the learners.) [Line 1, Participant 7]

This approach creates links between the micro and macro, allows for learning to become meaningful, and enables the transfer of mathematical skills to situations you encounter in life.

The inclusion of higher-order thinking skills (HOTS) problems further supports this approach by challenging students to analyze, evaluate, and apply their knowledge instead of merely memorizing formulas. This part of the curriculum is designed to allow students to develop critical thinking and problem-solving skills early in life. According to Rehman et al., (2023), teachers shared that students who find practical uses for these real-life lessons develop confidence in dealing with numerical tasks.

Other participant said that:

*“Dili na kami nag-tudlo lamang sa teorya, kaniadto kasagaran kami nagpunting sa mga teorya ug wala kini gispecificar ngadto sa mga problema nga kasamtangang nahitabo sa atong lokal nga lugar. Ang akong gusto ipasabot mao nga naghatag na kami karon og mga HOTS nga pangutana o problema bisan pa man nga sila batan-on pa.” (We do not only teach the theory anymore, before we commonly focusing in the theories and we not specifying it into problems that is or are locally happening like what I’m trying to say is that **we are giving now some HOTS questions or problems even though they are still young.**) [Line 1, Participant 1]*

This realization illustrates how context-based learning promotes interest and understanding. However, for practical applications to work well, the lessons must be planned well; teachers need the right resources and training Pepin et al., (2025). A few of the teachers’ participants noted that while the curriculum encourages connections to the real world, teachers can benefit from ongoing support in creating activities grounded in students' daily lives. Writing workshops contextualized math problems and relevance to the local communities would improve this process even more Umeh (2025). This equips

teachers with practical strategies for the MATATAG Curriculum, reinforcing students' capacity to utilize mathematical skill sets in the classroom and life.

Differentiated Instruction for Learners

The MATATAG curriculum recognizes that the learners in the classroom are not the same, thus promoting differentiated instruction based on how high or low one can learn. According to Kaziya (2025) teachers use manipulatives and peer group work to boost student motivation and understanding, complemented with localized language used in classrooms. Others indicated that reduced competencies led to greater attention to individuals in the classroom and, thus, a more inclusive, student-centered model James (2025).

One participant said that:

“Ang manipulasyon ug aktibong pagkat-on diin ang mga magtutudlo naggamit og pisikal nga mga butang aron matabangan ang mga estudyante nga ma-visualize ug physically makig-interact sa leksyon, unya ang uban usab naggamit og pagsugilanon ug mga problema sa pulong aron iincorporate sa mga magtutudlo ang mga konsepto samatematika sa mga sugilanon o tinuod nga mga senaryo aron mapahulagway ang pagkat-on nga mas makahulugan.” ***(Manipulative and hands on learning which is teachers use physical objects to help learners visualize and physically interact with the lesson, then some also use storytelling and word problems so teachers incorporate math concepts into stories or real scenarios to make learning more meaningful.)*** [Line 1, Participant 8]

Also, one participant shared that:

“Basic lang gyud kaayo, gusto paman gni ang mga bata ug kanang mga lisud na pagtudlo. Wala man gani silay regrouping sa math niya itudlo gyud nako ang regrouping dire sa division, basic lang gyud kaayo ang itudlo sa ilaha, so sa bata na bright easy lang gyud sa ilaha. Then gi follow lang ang curriculum ug gi reinforce lang pud like maghatag ug assignment.” ***(It's really basic for the advanced learner or those intelligent pupils. They don't even have regrouping in their math, I just teach them very basic, so for the bright kids it's really easy for them. Then I just follow the curriculum and I just reinforce it like giving assignments.)*** [Line 10, Participant 7]

Other participant said that:

“Usa ka higayon sa usa ka panahon, tan-awon ang mga bata kung nakakat-on ba sila o kinahanglan pa ba nga i-enhance o tagaan ug dugang nga inputs.” ***(Once in a while, the child is being assess by the teacher if he***

or she has learned or needs to be improved, or if he or she needs to be given additional input.) [Line 1, Participant 9]

This way of looking at things emphasizes the importance of flexible teaching strategies. They are also able to supplement interactive and collaborative learning surrounding mathematical concepts. According to Nodirovna (2025), group activities allow students to learn from each other, and manipulative use and hands-on tasks solidify abstract understanding. Employing varied pedagogical methods enable teachers to meet diverse learning needs and nurtures an interactive classroom environment. Teachers also shared that the activities that let students visualize and interact with math concepts are beneficial for those who have difficulty with numerical concepts Lipovec (2025).

Teaching resources and professional development opportunities play a significant role in whether differentiated instruction will work because, although it can have many advantages, it does come with a price. However, some teachers said modifying lessons to match different learning methods is impossible without sufficient resources and training Karolcik and Markova (2025). It will be challenging to put differentiation strategies in place without this. As no learners should be left behind, the time is high for schools to up the ante on resources as well as the professional development of teachers. In this regard, creating space for educators to learn, share, and practice the best approaches to differentiated instruction may also aid in more practical implementations Roberts and Inman (2023).

Teacher Support

Every teacher participants that the researchers spoke has identified support as a prerequisite to successfully implementing the MATATAG

Curriculum. According to Opoku and Nketsia (2025), teachers recognized the benefits of the new structure and competencies while explaining the procedures they must also address to adopt proper methodologies. Among them, the most urgent is the shortage of instructional materials and textbooks. Most were forced to do independent research or reuse their materials from the previous curriculum because no updated resources were available Baas and Schuwer (2020).

One participant said that:

“Kitang tanan naglataw sa bag-ong kurikulum, apan tungod sa kakulang sa mga libro ug mga materyales sa pagtudlo, lisud kini nga ipatuman nga epektibo.” ***(We have all bought into the vision of the new curriculum but lack of textbooks and instructional materials, it is challenging to implement this effectively.)*** [Line 2, Participant 8]

Also, one participant shared that:

“As a teacher, challenge gyud sya sa amoa like unsaon namo pagkuan sa mga bata since wala pami learners materials especially books kung unsaon namo pag explain sa mga bata. So kami as teacher naga paningkamot pud me ug research, and also naa mi mga old books sa k to 12 na curriculum na books sa mathematics amoa pud siyang ginagamit kay naay mga lesson didtoa na magamit pa.” ***(As a teacher, it's really a challenge for us like how do we teach the children since there are no learner's materials especially books on how to explain to the children. So we, as teachers, also put effort into research, and we also have old books in my 12th grade curriculum books in mathematics that we also use because there are lessons there that can still be used.)*** [Line 2, Participant 3]

Furthermore, one participant shared:

“Since the MATATAG curriculum has just started this year, one of the challenges for us teacher is about the need for new instructional materials, textbooks, and the time required to adapt to the new curriculum. Because of 40 minutes in one subject are not enough.” ***(So we teachers we do some research since we don't have books, so we do research to find some activity sheets that apply to the lesson.)*** [Line 2, Participant 2]

This statement reflects the institutional need for more tangible support.

In addition, some teachers expressed the need for more precise guidance regarding aligning their teaching methods with the output of the MATATAG Curriculum. Although they value the focus on active learning and

problem-solving, many teachers constantly work to adapt their lesson plans and assessments to match. Others indicated they would appreciate more formalized professional development, particularly in using technology effectively, assessment design, and differentiation Amini et al., (2024).

To eliminate these apprehensions, the Department of Education must increase training seminars, workshops, and accessible teaching materials. According to Zhang and Yang (2025), offering teachers more organized lessons and example activities would reduce the transition's impact and improve instruction quality. Most curriculum reform will either sink or swim based on how well-facilitated teachers are, which means it is up to educational institutions to prioritize their needs.

Curriculum Adaptation and Learning Curve

Every teacher being interviewed cited support as the topmost prerequisite to successfully implementing the MATATAG Curriculum. They understand the advantages of new structures and competencies and provide continuous explanations of the steps needed to accomplish the proper methodology they need to follow Sulaiman and Ismail (2020). Among them, the most pressing is the lack of instructional materials and textbooks. Many were left to do independent research or repurpose their materials from the old curriculum since updated resources did not exist.

One participant shared that:

“In a Math subject nanibago me labina sa objectives dili siya same sa previous curriculum which is the Kto 12 kay naanad nami for how many years, since MATATAG is new implemented we are still studying about it. Sa MATATAG Curriculum in mathematics since ge subtask ma apas ra and bisan lisod pag explain sa mga students kay wala pa kaayo me materials okay ra unlike sa previous Curriculum na daghan objectives na apason per grading period. ***(In a Math subject, the objectives have changed a lot, not the same as the previous curriculum which is the Kto 12 because we have been used to it for many years, since***

MATATAG is newly implemented we are still studying about it. In the Matatag curriculum in mathematics since the subtasks are easy to follow and it is difficult to explain to the students because of insufficient materials. Unlike the previous Curriculum, there are many objectives to follow per grading period. [Line 1, Participant 3]

The same participant shared from a different question:

“As a teacher, challenge gyud sya sa amoa like unsaon namo pagkuan sa mga bata since wala pami learners materials especially books kung unsaon namo pag explain sa mga bata. So kami as teacher naga paningkamot pud me ug research, and also naa mi mga old books sa k to 12 na curriculum na books sa mathematics amoa pud siyang ginagamit kay naay mga lesson didtoana magamit pa.” ***(As a teacher, it's really a challenge for us like how do we teach the children since there are no learner's materials especially books on how to explain to the children. So we, as teachers, also put effort into research, and we also have old books in my 12th grade curriculum books in mathematics that we also use because there are lessons there that can still be used.)*** [Line 2, Participant 3]

Furthermore, one participant shared that:

“Dapat makuha gyud ang concept, mathematical concept sa mga bata, kay when you teach mathematics dili nila makuha ang mathematical concept ig about didto sa higher grade di gyud sya kabalo dapat ang mga skills na dapat i develop sa mga lower grade palang daan nakabalo na sila sa mathematical concept. Kung dili gyud committed ang teacher na mo teach sa mathematics the mathematical concepts dili gyud na mahitabo but if the teacher committed to teach na ma form gyud nya ang mathematical concepts naa gyud ma kat oanan ang mga bata ug d nana nila makalimtan, so in teaching mathematics in matatag curriculum okay man sya kay spiral man sya balik-balik kay dili man siya engun nga mag apas kag learning competency, kay kung dili pa kamao ang bata dili gyud ka mag move sa next level or topic.” ***(Children should really get the concept, mathematical concept, because when you teach mathematics they don't get the mathematical concept and about it in the higher grade, they don't really know the skills that should be developed in the lower grades because they already know the mathematical concept. If the teacher you teach is not really committed to mathematics, the mathematical concepts will never happen, but if the teacher is committed to teach the children to really form the mathematical concepts, the children will be there and they won't forget, so in teaching mathematics in a solid curriculum, it's okay even if it spirals back and forth because they don't have the learning competency, because if the child doesn't master it, you won't move to the next level or topic.)*** [Line 1, Participant 4]

Moreover, some teachers have mentioned the vagueness of aligning their teaching method to the MATATAG Curriculum's outcome. While they appreciate the emphasis on active learning and solving problems, the teachers

still struggle to find ways to modify their lesson plans and assessments accordingly Milner and Scholkmann (2023). Others expressed that they would like additional formalized professional development, especially in relation to the effective use of technology, assessment design, and differentiation Verbesselt et al., (2025).

To eliminate this dreaded fear, the Department of Education should conduct more training seminars or workshops and provide classroom materials accessible to teachers. According to Paolucci et al., (2024), giving teachers more created lessons and example activities, there would be less transition impact, and higher-quality instructions passed on to students. The bigger game at play here is that successful curriculum reform will rise or fall on how well teachers are supported from behind the scenes, and that means the onus is on education organizations to set the conditions for success.

Teacher Training

The success of the MATATAG Curriculum relies heavily on practical teacher training. Many teachers recognize the importance of more professional development to better understand the curriculum framework, learning outcomes, and teaching strategies. Without adequate teacher training, difficulties in aligning their teaching methods with the curriculum's objectives can hinder student learning Zhao et al., (2023).

One participant said that:

“Sa Matematika nga subject nanibago me labina na sa objectives dili sya same sa una nga curriculum which is the Kto 12 kay naanad nami sa pila ka tuig, since ang MATATAG kay bag o nga Curriculum padayon pa namo ge studyhan.” *(In a Math subject, we are getting used to it especially since the objectives are not the same as the previous curriculum, which is the K to 12, because we have been accustomed to it for many years; **since MATATAG is newly implemented, we are still studying about it.**)* [Line 1, Participant 3]

Moreover, one participant shared that:

“Ang paglantaw sa mga magtutudlo sa unang Grado sa Matemateka sa pag tuman sa kurikulum nga kini mo lambo gyud kining MATATAG, labina sa grade 1 kay maybe next year another grades napud ang mag training kay advocacy kini sa DepEd aron gyud mapatuman nga mawala na gyud ang congestion sa mga dghan kaayu na objectives. So kini cya mamahimon gyud mabulokon nga pag implement sa MATATAG Kurikulum.” *(The perceptions of the teachers in the first grade in Mathematics in following the curriculum is to improve this MATATAG Curriculum, especially in grade 1 because maybe next year the other teacher of another grades will have to do training because this is the advocacy in the DepEd to be implemented, so the congestion in many objectives will be gone. So this will be a challenge the implementation of the MATATAG Curriculum.)* [Line 1, Participant 5]

Furthermore, one participant shared that:

“As a teacher, challenge gyud sya sa amoa like unsaon namo pagkuan sa mga bata since wala pami learners materials especially books kung unsaon namo pag explain sa mga bata. So kami as teacher naga paningkamot pud me ug research, and also naa mi mga old books sa k to 12 na curriculum na books sa mathematics amoa pud siyang ginagamit kay naay mga lesson didtoa na magamit pa.” *(As a teacher, it's really a challenge for us like how do we teach the children since there are no learner's materials especially books on how to explain to the children. So we, as teachers, also put effort into research, and we also have old books in my 12th grade curriculum books in mathematics that we also use because there are lessons there that can still be used.)* [Line 2, Participant 3]

This emphasizes the need for structured professional development programs.

According to Badugela (2025), teachers need training to effectively navigate the new curriculum, with workshops, mentoring programs, and ongoing professional development playing a crucial role in this transition. Sujatha and Vinayakan (2023) emphasize the importance of training in assessment strategies, differentiated instruction, and the integration of real-life applications in mathematics, along with access to lesson plan examples or model classrooms to enhance instructional practices. A sustainable, long-term teacher training strategy is essential, as the most effective schools invest in continuous professional development that enables teachers to refine their methods over time (Hensley, 2025), ultimately supporting the successful implementation of the MATATAG Curriculum and improving learner outcomes.

Simplification of Learning Objectives

The MATATAG Curriculum aims to provide greater focus and depth of learning in mathematics teaching by filtering learning objectives. Teaching fewer competencies enables teachers to invest more time in every topic, allowing students to understand thoroughly Rajaram (2021). While this approach was advantageous to struggling learners, some educators said it could leave advanced students needing supplemental enrichment activities to stay challenged Asogwa (2023).

One participant said that:

“Sayon lang gyud kaayo, gusto paman gni sa mga bata ug kanang mas lisud na pagtudlo. Wala man gani silay regrouping sa math niya itudlo gyud nako ang regrouping dire sa division, basic lang gyud kaayo ang itudlo sa ilaha, so sa bata na bright easy lang gyud sa ilaha.” ***(It's really easy, the kids even want more difficult lessons, they don't even have regrouping, in math I will definitely teach them regrouping here in division, it's really basic for the advanced learner or those intelligent pupils.)*** [Line 1, Participant 9]

Another participant also mentioned:

“Ang lig-on nga kurikulum nagpadayon sa pagsubli sa katakus aron ang mga estudyante mahanas.” ***(The MATATAG curriculum is keep on repeating the competency in order the pupils mastery.)*** [Line 1, Participant 6]

Moreover, one participant shared:

“Ang paglantaw sa mga magtutudlo sa unang Grado sa Matemateka sa pag tuman sa kurikulum nga kini mo lambo gyud kining Matatag, labina sa grade 1 kay maybe next year another grades napud ang mag training kay advocacy kini sa DepEd aron gyud mapatuman nga mawala na gyud ang congestion sa mga dghan kaayu na objectives. So kini cya mamahimon gyud mabulokon nga pag implement sa MATATAG Kurikulum.” ***(The perceptions of the teachers in the first grade in Mathematics in following the curriculum is to improve this Matatag Curriculum, especially in grade 1 because maybe next year the other teacher of another grades will have to do training because this is the advocacy in the DepEd to be implemented, so the congestion in many objectives will be gone. So this will be a challenge the implementation of the MATATAG Curriculum.)*** [Line 1, Participant 5]

This shows the importance of a carefully balanced approach to instruction.

More straightforward learning objectives can be counterproductive without differentiation to meet learners' needs. According to Davis (2023), teachers proposed adding additional instructional materials to challenge advanced learners with more advanced problems and to remediate those students who need more work. Flexibility built into the curriculum allows all students to be suitably challenged and supported.

This shows that the MATATAG Curriculum is a potential intervention that can improve the performance of first graders in Mathematics, so it can be proposed and tested as an early step to improve the Mathematics education curriculum further. It integrates real-life applications, differentiates instruction, and limits it to only a few competencies Zhan et al., (2025). However, the effectiveness of this will depend significantly on how teachers are supported. Having access to ample instructional materials, professional development opportunities, and guided implementation is a necessity Graham (2025).

Beyond further responsiveness, the curriculum must be maximally impactful if it succeeds only when resourced appropriately with dedicated and trained teachers. Overcoming these issues will allow educators to provide effective instruction, improving student learning outcomes. The MATATAG Curriculum has the potential to transform early mathematics education and prepare students with skills for a lifetime, provided that the right support is given.

Preparation of 1st Grade Mathematics Teachers in Matatag Curriculum Implementation.

Figure 2 The preparation of 1st Grade Mathematics teachers plays a crucial role in ensuring effective delivery of instruction, especially within the

context of the MATATAG Curriculum. As early grade learners develop foundational numeracy skills, teachers must be equipped with adequate knowledge, resources, and strategies to support meaningful learning. This thematic diagram presents the major areas that influence the readiness of Grade 1 Mathematics teachers, based on recurring themes identified during the analysis. These themes professional development, availability of teaching resources, support systems, pedagogical strategies, and curriculum familiarity collectively illustrate how teachers prepare themselves to meet the demands of early mathematics education. Understanding these themes provides valuable insight into the various factors that shape teacher effectiveness and ultimately impact student learning outcomes.

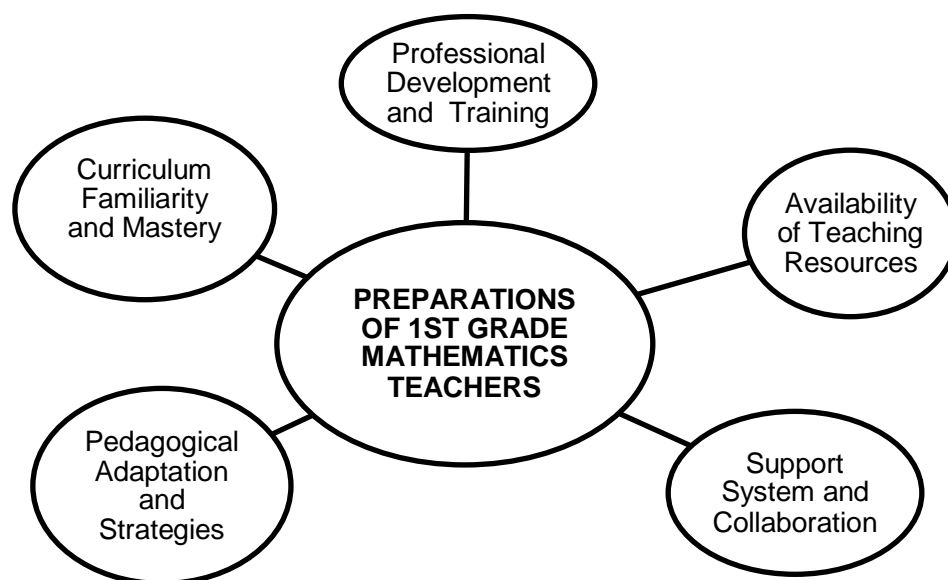


Figure 2: *Thematic Diagram on Preparations of the 1st Grade Mathematics Teachers.*

Professional Development and Training

In this theme, the MATATAG Curriculum will hinge significantly on the professional development of teachers before they engage with new practices in the classroom. As curriculum implements, teachers are fundamental to

student learning, and their ability to comprehend new pedagogical models Abdul et al., (2023), directly correlates with their ability to implement them . A few participants described their experiences with training programs, noting that, on the one hand, initial training helped give them a structured plan for the curriculum, but, on the other hand, initial training did not adequately prepare them for the complexities of the plan's implementation Sari and Masruddin (2025).

One participant said that:

“Lisud gyud siya ipapasabot sa mga bata maong mangandam gyud me. Halimbawa sa mga numbers e-picture gyud siya kailangan naay real objects na maipakita sa ilaha.” ***(It's really hard to explain to children, so I really need to prepare. For example, with numbers, I really need pictures, I need real objects to show to them.)*** [Line 3, Participant 3]

Another participant stated that:

“Kinahanglan gayud nga adunay usa ka butang nga makita sa mga bata aron sila makasabut.” ***(There really needs to be something visual for the children to see so they can understand.)*** [Line 4, Participant 3]

It can be understood that by the end of the training, participants were starting to think about how the changes would impact not only their short-term lesson planning but also individual lesson planning Hattie and Zierer (2025). They both acknowledged that more training would be needed to refine their teaching methods.

Another participant said that:

“Isip usa ka magtutudlo sa grade 1 aron ipahiangay ang akong mga materyal sa pagtudlo ug mga pamaagi aron ma-align sa mga lig-on nga kurikulum nga mga prinsipyo ug katuyoan ingon usa ka magtutudlo gigamit namo ang modelo sa panudlo sa CRA, nga nagsugod sa mga kalihokan sa kamot gamit ang mga konkreto nga materyal, pag-uswag sa mga visual nga representasyon, ug natapos sa abstract nga pangatarungan.” ***(As a teacher in grade 1 to adapt my teaching materials and methods to align with the MATATAG curriculum principles and objectives as a teacher we used the CRA instructional model, which begins with hands on activities using concrete materials, progress to visual***

representations, and culminates in abstract reasoning). [Line 4, Participant 2]

Participant echoed this when he remarked that he would also have liked to see more interactive workshops and classroom demonstrations.

The evidence collected indicated that baseline training is an important first step but pointed to the need for ongoing professional development to support teachers as they transition. However, it can be difficult for teachers to adapt their curriculum without ongoing training, leading to inconsistent teaching methods Islam et al., (2025).

Further, professional development cannot consist of a single training. Notably, this training must be on the long-term spectrum, such as workshops, mentorship programs, and peer learning communities to empower teachers with sustainable skills to comfortably integrate the curriculum. Not being able to prepare new teachers properly could lead to lower learning for students because not having enough expertise to deal with the challenges in the classroom could inhibit tribal ideas of teaching. A second, but no less important, process that shapes the classroom environment in which the learning of mathematics occurs is strengthening teacher training so that teachers are knowledgeable about the curriculum delivered and the best-practicing teaching strategies are provided to students for a better understanding of mathematics.

Availability of Teaching Resources

The Grade 1 Math teachers' answers highlighted how important instructional materials are to guaranteeing the successful application of the Matatag Curriculum. With the developmental stage, it is believed that having

access to tangible, visual, and digital teaching resources is crucial to assisting young students in grasping mathematical ideas.

Teachers emphasized the use of the CRA (Concrete–Representational–Abstract) instructional model, which provides a structured progression in learning mathematics. Beginning with concrete manipulatives (e.g., blocks), moving to pictorial or visual representations (e.g., drawings, diagrams), and eventually transitioning to abstract symbols (e.g., numbers, equations), this model aligns with the principles of the Matatag Curriculum that promote developmentally appropriate and learner-centered strategies. This proves that sufficient teaching materials are essential for connecting abstract mathematical ideas with kids' existing knowledge and experiences, not only supplemental.

One participant said that:

“Isip usa ka magtutudlo sa Grade 1, aron ma-align ang akong mga materyales ug pamaagi sa pagtudlo sa mga prinsipyo ug tumong sa Matatag Curriculum, among gigamit ang CRA instructional model. Kini nagsugod sa hands-on nga mga kalihokan gamit ang konkreto nga mga materyales, mosunod ang visual nga representasyon, ug matapos sa abstract nga panghunahuna. Pananglitan, sa pagtudlo sa addition nga naay regrouping, ang mga estudyante mogamit og mga physical blocks aron i-combine ang mga grupo, dayon ilang ipakita kini gamit ang drawing o ilustrasyon, ug sa katapusan ilang sulbaron ang problema gamit ang mga numerical symbols.” *(As a teacher in grade 1 to adapt my teaching materials and methods to align with the matatag curriculum's principles and objectives as a teacher **we used the CRA instructional model, which begins with hands on activities using concrete materials, progress to visual representations, and culminates in abstract reasoning.** For example, to teach addition with regrouping, student might use physical blocks to combine groups, then depict the process pictorially, and finally solve the problems using numerical symbols.)* [Line 4, Participant 2]

Moreover, the teachers recognized that students need concrete tools to interpret mathematical actions physically, and also noted that teaching mathematics at Grade 1 was challenging. They also appeal to different learning

styles, and students with diverse interests can be kept entertained as they work through interactive exercises or appreciate visual aids and practical demonstrations (Qasserras, 2024). When resources are available, teachers also gain a better understanding of how to present enjoyable and easy-to-understand exercises that explain more complex topics, such as regrouping.

Another participant said that:

“Lisod gyud kaayo tudluan ang mga Grade 1 nga bata, labi na sa Math, mao nga kinahanglan gyud nga adunay mga visual aids o makita sa ilang atubangan aron mas dali nila masabtan.” (*It’s really difficult to teach Grade 1 pupils, especially in Math, so **it’s really necessary to have visuals that the children can see in order for them to understand.***) [Line 4, Participant 3]

The teachers also mentioned that adjusting their teaching methods involves matching the resources with what is stated in the curriculum. According to Motel, G. M. (2025) in line with the contextualized and meaningful learning promoted by the Matatag Curriculum, teaching materials – physical manipulatives, visual aids, and digital resources – are meant as support to an enriched environment for learning. Without such resources, teachers may struggle to deliver lessons and meet learning competencies effectively.

Lastly, participant said that:

“Ang mga magtutudlo sa Grade 1 sa Matematika nag-ayo sa ilang mga gamit sa pagtudlo ug mga pamaagi aron maangay sa mga prinsipyo ug tumong sa Matatag Curriculum, pinaagi sa pag-apil sa konkretong ug biswal nga pagkat-on sama sa paggamit og hands-on learning tools, visual aids, interactive digital tools, ug sa pagpalambo sa pundasyon sa kahibalo sa matematika.” (*The 1st-grade Mathematics **teachers adapted their teaching materials and methods to align with the Matatag curriculum’s principles and objectives is the incorporation of concrete and visual learning such as the hands on learning tools the visual aids interactive digital tools and the development of foundations of math skills.***) [Line 4, Participant 8]

Overall, the theme of "Availability of Teaching Resources" reveals that instructional effectiveness in Grade 1 Mathematics is mainly

dependent on the presence of varied and developmentally appropriate materials. Teachers' testimonials reflect that the CRA model, interactive tools, and visual supports are vital in translating the goals of Matatag Curriculum to classroom-based instruction (Rivers et al, 2025). With these, programs for resources and accessibility remain essential to the curriculum's success.

Support System and Collaboration

Collaboration and institutional support are vital for equipping teachers to deliver the MATATAG Curriculum Saro et al., (2024). Many who attended mentioned that collaborating with fellow educators gave them a chance to share ideas, fine-tune approaches to teaching, and work together to solve problems. For example, as one participant offered, discussions with peers helped to clear some rarely touched-upon topics. At the same time, another teacher participant pointed out how exchanging lesson plans and teaching strategies increased the general quality of instruction. One participant also recognized that a strong support network is beneficial, especially regarding complex topics.

One participant shared that:

“Ang akong paghulagway niining mathematics base sa lig-on nga advanced curriculum mao ang among first competency sa first quarter kaniadto, ug karon ang competency naa sa last quarter. Ang learner dali ra makasabot sa competency tungod sa repetition. Kaming mga magtutudlo gipadala sa usa ka seminar sulod sa 1 ka semana sa usa ka lig-on nga curriculum. Ang ubang mga magtutudlo naglibog pa ug nangutana kanamo kung kinsa ang miagi sa regional training.” *(My description of this mathematics based on a strong advanced curriculum is that our first competency was in the first quarter before, and now the competency is in the last quarter. The learner can easily understand the competency because of the repetition. We teachers were sent to a seminar for 1 week on a strong curriculum. Some teachers were still confused and asked us who had undergone regional training.)* [Line 3, Participant 6]

Also, one participant shared that:

“Ang preparasyon sa mga Grade 1 nga magtutudlo sa Mathematics alang sa implementasyon sa MATATAG Curriculum nagsugod sa teachers training ug workshop. Gihimo namo kini niadtong Hulyo pinaagi sa SPTT o School-Based Training of Trainers sa Matatag. Ang maong training nagtumong sa paghatag sa mga magtutudlo og lawom nga kasayuran kabahin sa MATATAG Curriculum. Ilawom niini ang curriculum mapping ug mga angay nga adjustments. Sunod niini mao ang pagkat-on sa mga assessment techniques aron mas epektibo ang pagtudlo ug pag-ila sa kahibalo sa mga estudyante.” ***(The preparations of the 1st grade Mathematics teachers in the implementation of MATATAG Curriculum first is the teachers training and workshop, we conducted it last July the SPTT, so, the teachers training and workshop which is the school training of trainers in MATATAG, this training is to provide teachers with in the deep knowledge about the MATATAG Curriculum under this is the curriculum mapping and the adjustment the next is the assessment techniques.)*** [Line 3, Participant 7]

Lastly, one participant shared that:

“Ang espesipikong training nga nakatabang nako sa pag-andam sa pagpatuman sa MATATAG Curriculum mao ang school-based training nga giinisayatibo sa DepEd sa mga magtutudlo sa wala pa magsugod ang klase. Pinaagi niining seminar, mas nasabtan nako ang tinud-anay nga tumong ug kasingkasing sa MATATAG Curriculum.” ***(The specific training that helps me prepare in implementing the MATATAG curriculum is that the DepEd initiated a school based training at teachers before the opening of classes. Through this seminar it helps me understand the heart of MATATAG curriculum.)*** [Line 3, Participant 8]

However, informal peer-to-peer mentoring indicates a shortage of programs for structured collaboration. Teachers tend to establish support organizations on their own rather than receiving guidance through structured mentorship programs. According to Biseth et al., (2022), without an organized system, some educators gain more from collaboration than others, which leads to discrepancies in how the curriculum is shared within different schools. The situation is compounded when the absence of a common support system can create problems adapting a new curriculum Kucukkaragoz and Meylani(2025), negatively impacting student learning outcomes.

In order to tackle this, education stakeholders need to set up structured collaboration programs, like professional learning communities (PLCs), in

which teachers can meet regularly to discuss best practices and education resources. Schools also need to provide institutional support, host workshops, encourage peer-to-peer observations, and provide advice from experienced mentors Khare and Baber (2025). According to McKeithan et al., (2025), when teachers are provided access to structured support, they can practice by teaching the lessons and enhancing their practice to implement the instructional program.

Pedagogical Adaptation and Strategies

Teachers have adjusted their delivery with the advent of the MATATAG Curriculum — a pedagogical shift toward new teaching strategies. In contrast, many educators embraced more student-centered learning approaches, including integrated, hands-on activities to increase student engagement. As for elements of exploratory learning, student acceptance was gained, according to one teacher Lagredelle (2025), while highlighting another participant's views regarding recreational activities through real-life problem-solving. The interactive lessons were also deemed highly effective in improving student motivation and understanding by the participant.

One participant shared that:

“Kami nga mga magtutudlo dinhi sa among eskwelahan nakatambong og lima ka adlaw nga seminar nga gi-organisar sa DepEd. Ang tumong niini mao ang pagpalaum sa pagsabot sa mga magtutudlo sa mga elemento sa kurikulum, sama sa standards, pagtudlo, assessment, ug feedback. Kini nga training nakatabang gyud nako sa pagsabot sa Matatag Curriculum ug sa pagpauswag sa akong kahanas sa pagtudlo ug mga kasinatian sa pagkat-on, labi na sa Mathematics.” ***(We teachers here in the school had a 5 days seminar which organized by the Deped. Which aims to enhance teachers understanding of the curriculum's instructional elements, including standards, instruction, assessment and feedback. This training helps me to understand the curriculum, and also it helps me enhancing my teaching skills and learning experiences especially in math.)*** [Line 3, Participant 2]

Another participant shared that:

“I actually prepared the same thing just like how I prepared on the previous curriculum but, We teachers here in the school since we had a seminar of the implementation of these curriculum, We actually prepared they localized and contextualized learning spring board, we are now not using those words that student cannot relate ; say for example the strawberries, we don’t that have the strawberries here in our community so instead we are using the contextualized spring board in order for the students to understand they lesson or the topic , aside from that we are preparing hands on activities commonly because before kasi it’s more on spoon feeding, yes it’s still spoon feeding here but we are using the explicit teaching, Explicit teaching in which they will do hands on activities after the teacher so I and the student will do it manually and hands on and then finally they will do it alone using the manipulative like Popsicle stick or any other materials that can be used in mathematics. Since the MATATAG Curriculum has just started this school year the only training that I had attended is actually the MATATAG training in which every day they are shopping it into subjects, so day 1 is GMRC and then day 2. So that’s the training so far that I had attended with enhancing my teaching skills in mathematics and any subjects as well.) [Line 3, Participant 1]

Moreover, one participant shared:

“Lisod man gyud tudluan ang mga grade 1 na bata especially's really difficult to teach grade 1 children, especially in math, so there really needs to be something visual for the children to see so they can understand.” (It’s really difficult to teach grade 1 children, especially in math, so there really needs to be something visual for the children to see so they can understand.) [Line 4, Participant 3]

This shift to more creative means of conveying the material differs from traditional and memorization-based education, which has long marked early education practices. However, some educators struggled to apply these strategies without organized training or guidance. They appreciated the benefit of interactive teaching but decided they needed more support integrating these methods into their daily lesson plans. Compounding these struggles is that few resources are available that use language and ideas about pedagogy familiar to practicing educators.

Teachers must get time training and ongoing professional learning with best assessment practices to tap the power of pedagogical adaptation. This may also be compounded by a lack of stable funding and investment in training

initiatives to equip educators with high-quality instructional materials and resources libi and Igbudu (2025). Aligned pedagogical and professional development opportunities are tailored to strengthen the implementation of the MATATAG Curriculum and direct teachers to improve learning results.

Curriculum Mastery and Familiarity

Since its implementation, it has not been easy for teachers to learn the new competencies, standards, and methodologies, as it is no small feat to master the MATATAG Curriculum. While some educators have noted that the new framework is more structured and easier to follow, others have found the advanced competency structure challenging, with the curriculum yielding clear learning priorities that informed lesson design and learning planning versus recognizing the time commitment associated with adjusting to new expectations. One participant pointed out that although increased depth in the curriculum enabled more effective mastery of the concepts, it raised challenges for teachers unfamiliar with how the curriculum was structured.

One participant shared:

“Kami nga mga magtutudlo dinhi sa among eskwelahan nakatambong og lima ka adlaw nga seminar nga gi-organisar sa DepEd. Ang tumong niini mao ang pagpalaum sa pagsabot sa mga magtutudlo sa mga assessment, ug feedback. Kini nga training dako kaayong natabang sa akong pagsabot sa kurikulum, ug nakatabang usab kini sa pagpauswag sa akong kahanas sa pagtudlo ug kasinatian sa pagkat-on, labi na sa Mathematics.” ***(We teachers here in the school had a 5 days seminar which organized by the DepEd. Which aims to enhance teachers understanding of the curriculum’s instructional elements, including standards, instruction, assessment and feedback. This training helps me to understand the curriculum, and also it helps me enhancing my teaching skills and learning experiences especially in math.)*** [Line 3, Participant 2]

Also, another participant shared:

“Before the implementation of the MATATAG Curriculum, naa me training sa matatag on how we are going to implement the MATATG Curriculum, then after that we have sa solo taxonomy, based sa solo taxonomy on how to ask questions gani using solo taxonomy; Solo Taxonomy is gikuha ra

gihapon na sa bloom taxonomy kai usually man gud ang bloom taxonomy murag karaan na no; Ang bag o karun kai solo taxonomy you cannot ask higher order thinking skills question kung dili ka muagi ug lower order thinking skills . So, mag begin usa ka sa what, when ana before ka muadto anang how, why mao na siya ang solo taxonomy so first is unilateral which means ang bata isa lang gyud ang iya nakat unan and then, there are four man gud siya included sa solo taxonomy so, which is gikan gihapon siya sa blooms iya lang gihan ay ang lower order thinking skills down to higher order thinking skills para ang concept nga dapat I implement or itudlo sa mga bata makuha jud siya.” ***(Before the implementation of the MATATAG Curriculum, I have training in MATATAG on how we are going to implement the MATATAG Curriculum, then after that we have sa solo taxonomy, based on the solo taxonomy on how to ask questions even using solo taxonomy; Solo Taxonomy is still taken from bloom taxonomy because usually bloom taxonomy seems to be old; The new is the solo taxonomy you cannot ask higher order thinking skills question if you do not have lower order thinking skills. So, start with the what, when before you go to the how, why is he the solo taxonomy. so, which is he is still from blooms he only has the lower order thinking skills down to higher order thinking skills for the concept that I should implement or teach to the children to get it.)*** [Line 3, Participant 4]

Moreover, another participant shared:

“I describe the mathematics based on the MATATAG Curriculum is advanced because our first competency in first quarter before the competency is naa sya sa last quarter. The learner can easily understand the competency because of repetition. We teachers are send to seminar for 1 week in matatag curriculum. There are some teachers nalibog pa they asked question to us who undergone the regional training.” ***(I describe the mathematics based on the MATATAG curriculum is advanced because our first competency in the first quarter before the competency is in the last quarter. The learner can easily understand the competency because of repetition. We teachers are sent to seminar for 1 week in MATATAG Curriculum. There are some teachers still confused they asked questions to us who undergo the regional training.)*** [Line 3, Participant 6]

A complete familiarity with the curriculum's frame is essential for teachers to deliver practical lessons. According to Tounonen et al., (2025), understanding the competencies gives teachers the confidence to support learning, measure student growth, and adjust instruction. However, some teachers may still have difficulty doing so without ongoing training and professional development that supports understanding and implementing the curriculum's standards. This lack of familiarity can produce inconsistencies in

lesson instruction and make it challenging for students to progress in mathematics Gunes et al., (2025).

The findings highlight that ongoing curriculum training and resource development are critical to ensuring that whoever teaches the new standards can fully qualify. This can also deepen teachers' grasp of the MATATAG framework through mentoring programs, curriculum guides, or training-like sessions. This can create greater instructional quality, which has proven to improve student learning gains when all teachers have mastered the curriculum.

The MATATAG Curriculum is crucial for the successful implementation of first-grade mathematics teachers. Although initial training programs have established a base for educators, the demand for ongoing professional development remains clear. According to Nguyen (2023), lack of training and access to resources will ultimately disadvantage teachers and their students. Also, more localized pedagogical materials, support systems, and co-learning must be bolstered to standardize curriculum implementation further.

Moreover, pedagogical adjustment and curricular commandments are items of constant attention. Resources and professional learning opportunities must be offered to teachers to develop their instructional practices and introduce the curriculum's goals in developing their learning programs. Education schools and policymakers must focus on sustained training programs for teachers and implement systematic mentorship programs so educators cannot face challenges independently Zhi et al., (2025).

Overall, by emphasizing these emphases, the MATATAG Curriculum has the potential to enhance how it is embedded in classroom teaching, with

implications for improving student engagement, developing a deeper conceptual understanding of mathematics, and ultimately developing proficiency in mathematics. This investment in teacher preparation provides young learners with a high-quality mathematics education, an important component for future academic success.

Adaptive Teachers Strategies of the 1st Grade Mathematics Teachers.

Figure 3 This chapter illustrates the various adaptive strategies employed by 1st Grade Mathematics teachers as they navigate the demands of the MATATAG Curriculum and the diverse learning needs of young learners. These strategies reflect the teachers' ability to adjust their instructional approaches, materials, and learning experiences to ensure that mathematics becomes meaningful, engaging, and developmentally appropriate for Grade 1 pupils. As the diagram shows, effective adaptation requires a combination of hands-on methods, contextualized instruction, and flexible resource utilization, all of which aim to strengthen learners' foundational mathematical understanding. Moreover, the strategies highlighted in the diagram emphasize the importance of connecting mathematical concepts to real-life situations, promoting active participation, and using assessment data to guide instruction. Through these adaptive practices, teachers create a more inclusive and responsive learning environment that supports learners' varied abilities, languages, and backgrounds. Thus, the thematic diagram captures how 1st Grade Mathematics teachers continuously innovate and adjust their teaching to enhance learning outcomes and foster a positive early mathematics experience.

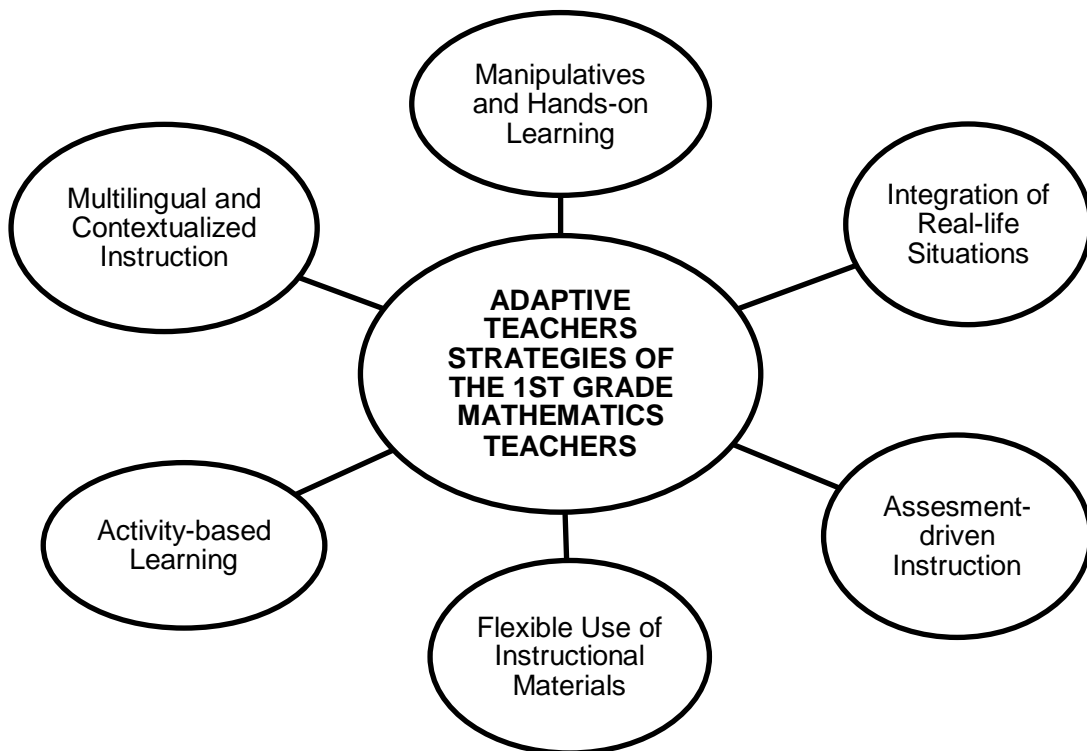


Figure 3: *Thematic Diagram on Adaptive Teachers' Strategies of the 1st Grade Mathematics Teachers.*

Manipulatives and Hands-on Learning

Calculator manipulatives and hands-on mathematics instructions are widely used in different mathematics teaching methodologies in the MATATAG Curriculum. For instance, first-grade teachers understand that mathematics concepts are built up more effectively for young children when they have something to manipulate physically. One example is the Concrete-Representational-Abstract (CRA) model, which involves students using manipulatives, followed by a pictorial stage, and finally, going to an abstract stage. This sequence allows students to understand more concepts before encountering mathematical symbols and procedures.

Manipulatives give students a tangible base for mastering math concepts, teachers say Lizana et al., (2025). Through manipulatives such as

counters, number blocks, and other tangible materials, students come to improve their problem-solving and critical-thinking skills. One teacher said it is harder to understand if they cannot see or touch something.

One participant said that:

“Mao na nga kinahanglan nimo ang mga visual aids ug hands-on nga mga activities.” ***(That is why you need visual aids and hands-on activities.)*** [Line 5, Participant 9]

One participant also shared:

“The strategies including the formulation of materials in higher order thinking skills, i already mentioned a while ago, as well as ang explicit teaching parang they term it as spoon-feeding but not that in that way it's explicit in its sense because we give it an example but it's explicit but at the same time parang mag elicit mig answer coming from them not coming from us, so that specific example more on explicit siya in that form we elicit answers coming from them based on the elicit that we deed.” [Line 5, Participant 1]

Moreover, one participant shared:

“To effectively teach mathematical concepts under the MATATAG Curriculum, as a grade 1 teacher we use the CRA approach. So, this approach starting with tangible, hands-on experiences, moving to visual representations, and finally the abstract reasoning using symbols and numbers. For example, when teaching addition, student might begin by manipulating physical objects, then depict the problem, and ultimately solve it using numerical equations. By implementing this strategy, we aim to create a learning environment that is both engaging and effective, fostering a deep understanding of mathematical concepts among students.” [Line 5, Participant 3]

This understanding indicates how manipulatives facilitate optimal cognitive growth for young learners by bridging the gap between tangible real-world items and abstract mathematical concepts.

While manipulates have a solid impact, they only work when used effectively. Other teachers noted challenges regarding the availability of resources and the need for structured professional development. They emphasized that access to manipulatives and teacher training to incorporate them meaningfully into lessons are critical. In this context, schools must invest

in both instructional materials and the capacity of teachers to use manipulatives effectively in student learning.

Integration of Real-Life Situations

Math makes the most sense when it relates to real-world and lived experiences Sullivan (2024). To make students realize the practical significance of mathematical concepts, first-grade teachers under the MATATAG Curriculum implement real-world scenarios. It lets young learners see numbers, measurements, and patterns daily, making lessons more exciting and relatable.

One participant shared that:

“Ang pagtan-aw sa matematika nga gi-integrate sa mga sitwasyon sa tinuod nga kinabuhi nagpadali niini nga ma-access sa mga estudyante. Gigamit nila kini aron masabtan ang ilang nakit-an ug naagian.” (**Seeing math integrated into real-life situations make it much more accessible to students. They use it to make sense of what they see and experience.**) [Line 5, Participant 2]

Another participant shared:

“**Integrate in a real situation so that the pupil can easily understand what is a real life situation using word problems.**” [Line 5, Participant 3]

From this statement, contextualized learning increases students' understanding of the material.

Teachers are responsible for making math relevant to students by incorporating real-life applications Babu et al., (2023) like counting money, measuring ingredients, and telling time into their lesson plans. Because they reflect real-life experiences, word problems lead to critical thinking and engaging problem-solving.

One participant said that:

“Kaming mga maestra naglakip sa mga konsepto sa matematika ngadto sa mga istorya o tinuod nga mga senaryo aron mas makahuluganon ang pagkat-on.” (**We combine math with stories or real-life problems so the students see the implementation.**) [Line 5, Participant 7]

Not only does this approach boost engagement, but it also encourages a more intuitive understanding of mathematical concepts.

Real-life applications help mathematics with its existing merits but are best deployed in structured lesson planning. Other teachers mentioned that they require more assistance in planning problem-solving tasks related to curriculum objectives. According to Thani and Ahmad 920250, teacher training geared toward instructional context strategies might enable educators to craft even more effective real-life math problems that pique curiosity and motivate engagement. This would allow the teacher to observe math in the real world, and this behavior can serve in teaching mathematics, too.

Assessment Driven Instruction

Under the MATATAG Curriculum, assessment is an integral process of effective teaching and learning. Teachers of first grade have the benefit of using a variety of formative, summative, and diagnostic assessment data to inform their teaching and track student progress. According to Ponomarioviene et al., (2025), assessments that happen continually such as oral tests or daily observations help teachers see where students may be struggling and adapt the learning experience. In contrast, tests at the end of a unit can offer a broader sense of student learning.

One participant said that:

“Gievaluate namo ang mga estudyante matag adlaw aron makita namo every step of our competency after the formative test if makita namo naa ba siyay progress or wala before we reteach the lesson.” ***(We evaluate the students every day to see if they grasp each step before we proceed.)*** [Line 6, Participant 6]

Another participant shared that:

“As a Grade 1 Mathematics teacher I assess my student's progress through the teacher to pupil like asking them, pupil to pupil interactions, also the formative, summative assessment, and Diagnostic Assessment. In that way, you will be able to measure your student's progress. [Line 6, Participant 3]

Doing so means instruction meets the needs of students.

Much focus has been put on performance-based assessments in which students show what they know by completing authentic tasks instead of regurgitating facts. This aligns with the goal of the MATATAG Curriculum, which is to develop active learning and deeper understanding. However, several teachers mentioned that there is still too much dependence on traditional forms of summative assessment.

One participant revealed that:

“Summative assessment that's the time na e record nimo, probably we are on performance base murag mas dako ang impact sa performance base sa matatag kay before man gud pwedi nimo e hatag or no hard pull sa paghatag sa performance task.” (***Summative assessments go on record, but we're reviewing performance-based tasks in the classroom to ensure our students can solve problems on their own.***) [Line 6, Participant 1]

This text demonstrates a move from rote memorization in favor of competency-based assessment models focused on application.

The educational management through the teachers should also explore digital tools that allow real-time feedback to continue enhancing assessment practices Vattoy and Gamlem (2025). Finally, using structured formative assessment strategies and summative assessments will provide a balanced way to gauge student learning. Moreover, the emphasis on reasoning and problem-solving Smith et al., 92023), can extend beyond the realm of mathematics into the real world, where genuine mathematical understanding is needed for opportunities in other fields, which could, in turn, be exploited to help people in need.

Flexible Use of Instructional Materials

From a broader perspective, the instructional materials utilized in mathematics instruction are vital to improving student engagement and understanding Irvine (2020). First-grade teachers continuously adapt and

modify materials for their student's needs so that resources are accessible and effective for learning. To appeal to varied learning styles, they use traditional textbooks and educator-created learning aids — flashcards, visual charts, and interactive worksheets.

One participant said that:

“Ang mga bata nanginahanglan konkreto nga mga materyales aron pagkat-on sa matematika, kung dili, lagmit maglisud sila sa pagsabot niini.” ***(Children need concrete materials to learn mathematics, if not, they might struggle to understand it.)*** [Line 4, Participant 1]

One participant also shared that:

“Mathematical concepts and mathematical strategies kanang ang bata sa lower grade kuan gyud siya kanang visual ba kung wala siyay makit an, dili gyud siya maka think kung wala silay makit an so dapat naa gyud siyay mga visual aid kay usahay mapul an ng mga bata mutan aw ug tv na gyuy makit an ang mga bata, halimbawa counting numbers naa kay kining mga materials nga gamiton to count ana vha dapat hands on gyud sila ug count.” ***(Mathematical concepts and mathematical strategies for children in lower grades are really need visual aid, if they can't see, the children can't really think , so they should really have visual aids because sometimes children get bored watching TV, children can only see, for example, counting numbers, there are these materials that are used to count, so they should really be hands-on and count.)*** [Line 5, Participant 4]

This realization underpins the need for adaptability in educational resources.

To adapt to changing educational needs, teachers are also creating new teaching resources to support their learning. According to Rahayu and Suarjana (2024), many teachers make their activity sheets and manipulatives to cement key mathematical skills. However, some pointed out that funding and resources do not exist to produce high-quality instructional materials.

Another participant declared that:

“Kini mao ang paghimo sa 3D nga mga materyales ug mga butang nga among gihimo sa among kaugalingon, apan ang tabang gikan sa eskuylahan makapasayon niini.” ***(This is to create 3D materials and stuff that we create ourselves, but help from the school would make it easier.)*** [Line 5, Participant 9]

This indicates a need to invest more efficiently in developing instructional materials to provide effective teaching.

Beyond resourcing well, professional development on best practices for using and adapting instructional materials would help teachers prosper. Training on new teaching aids and emerging educational technologies would help improve existing instructional materials for more engagement Chisunum and Nwadiokwu (2024). With the proper support, teachers will keep trying new things to improve students' learning.

Activity-Based Learning

Activity-based learning is one of the main strategies that first-grade teachers use to keep the students' attention and help them learn material. Educators foster a dynamic learning environment that encourages participation using games, interactive exercises, and group activities Elboussaidi and Enman (2025).

One participant shared that:

“Ang mga estudyante kuan gyud siya kanang visual ba kung wala siyay makit an, dili gyud siya maka think kung wala silay makit an.” **(Students learn best when they are engaged in activities in which they think and engage.)** [Line 5, Participant 5]

Another participant shared that:

“Aron epektibong matudloan ang mga konsepto sa matematika ubos sa MATATAG Curriculum, isip usa ka Grade 1 nga magtutudlo, among gigamit ang CRA approach. Kini nga pamaagi nagsugod sa paggamit sa mga butang nga matandog ug makita (concrete), dayon moagi sa hulagway o drawing (representational), ug sa ulahi gamiton na ang numero ug simbolo (abstract). Pananglitan, kung magtudlo mi og addition, magsugod ang estudyante sa paglihok-lihok sa tinuod nga mga butang sama sa bato o takas, sunod ihulagway nila ang problema, ug sa katapusan gamiton ang numero aron masulbad kini. Pinaagi sa paggamit niining pamaagih, among tuyo nga makahimo og usa ka makalingaw ug epektibong learning environment, aron mapalalom ang pagsabot sa mga estudyante sa konsepto sa matematika.” **(To effectively teach mathematical concepts under the MATATAG Curriculum, as a grade 1 teacher we use the CRA approach. So this approach starting with tangible, hands on experiences, moving to visual representations, and finally the**

abstract reasoning using symbols and numbers. For example, when teaching addition, student might begin by manipulating physical objects, then depict the problem, and ultimately solve it using numerical equations. By implementing this strategy, we aim to create a learning environment that is both engaging and effective, fostering a deep understanding of mathematical concepts among students.)
[Line 5, Participant 2]

Moreover, another participant shared:

“Sa bag-ong kurikulum, ang MATATAG Curriculum, dili na gitugotan nga ang mga estudyante buhaton ang ilang performance task sa balay. Kinahanglan kini buhaton sulod sa classroom aron patas ug klaro nga sila mismo ang nakahibalo sa ilang gibuhad. Kung sa balay kini buhaton, posible nga ang ginikanan o guardian maoy mutabang, mao nga dili nato mahibal-an kung kabalo ba gyud ang bata. Dinhi sa classroom, gusto nato masuta kung kaya ba nila masulbad ang mga problema ug tubagon ang mga pangutana nga ilang kaugalingon ra. Kini nga pamaagi nagpakita sa ilang tinuod nga kahibalo. Ang MATATAG Curriculum kay performance-based—bisan pa sa subject nga language ug GMRC—mas gipasiugda ang pagbuhat, pagsulti, ug mga hands-on activities.” ***(Now in the new Curriculum the MATATAG Curriculum they do not allow the kids to do the performance task at home, they need to do it inside the classroom so the basis is fair the child really knows because if they will do it there's no hard pull of doing it whether inside or outside then they can assess by their guardian or parents. Here we are trying to see if they can really solve alone inside the classroom if that is true case, they cooperatively answer the question or problems we are giving to them the hands on because the MATATAG Curriculum is performance based even on language, GMRC, more on doing speaking hands on activity.)*** [Line 6, Participant 1]

This aligns with how students are taught to be more hands-on and work through meaning-making approaches also known as constructivism.

In traditional learning, teachers often tailor the activities to different learning styles. According to Irmayanti and Chou (2025), mathematical ideas are often playfully introduced through role-playing, solving puzzles, and storytelling. Others incorporate movement-based activities—like hopscotch for number identification—to bolster kinesthetic learning.

Another participant explained that:

“Naghimo kami og lain-laing mga kalihokan aron mapadayon ang mga estudyante nga moapil ug masiguro nga sila nakasabut sa matematika sa paagi nga makatarunganon alang kanila.” ***(We do a variety of activities***

to keep the students engaged and ensure that they understand the math in a way that makes sense to them.) [Line 5, Participant 6]

Although it offers several advantages, according to Rizwan and Sohail (2024), the skill-based approach to learning is not easy to implement as much planning and extra resources go into it. Teachers said they required more training on creating lesson plans that involve interactive learning and how best to use educational technology to engage students in hands-on learning. Another suggestion is to support ethical and activity-based instruction by implementing professional development for teachers transitioning into this pedagogy. At this time, Vansdadiya et al., (2023), activity-based learning can be better utilized to give students greater understanding and fun in mathematics.

Multilingual and Contextualized Instruction

This is an important consideration when teaching first graders, who are still working on developing their literacy skills and rely heavily on language to grasp mathematical concepts. MATATAG for these teachers refers to using the first language (L1) as the primary medium so that their students will understand better.

One participant said that:

“Kung maestra ka unya dili nimo e english mag L1 gyud ka kay kung e english nimo dili ksabot ang mga bata.” (If we speak in English, the children don't understand. We speak L1 so they can follow the lesson.) [Line 1, Participant 8]

One participant shared:

“We have lots of instructional materials we made that kung naa man gali me nabuhat sauna magamit mn ghpon na krun kay dili mn pud tanan no pero naa pud me binuhat, naga riso me dri sa office sa mga bag o nga mga instructional materials, ang strategy if maestra ka dili namo e english mag L1 gyud ka kay kung e english nmo di ksabot ang mga bata. Sayon rman ang mga bata tudloan kay dali ra kasabot labinag binisaya so daghan meg strategies una mga activity sheets mao gyud na among gepang htag sa ilaha aron mka share ang mga parents sasa pagtudlo sa gabie.” (We have

lots of instructional materials we made that if there is anything we have made, it can be used now because not all of them are, but we have also made some, I am laughing here in the office about the new instructional materials, the strategy is if you are a teacher and you don't speak English, you should really use L1 because if you speak English, the children won't understand. It is easy to teach the children because they understand easily, especially when they are having fun, so there are many strategies, especially activity sheets, that is why we give them, so that parents can teach in the evening.) [Line 5, Participant 5]

Also, another participant shared:

“Mathematical concepts and mathematical strategies kanang ang bata sa lower grade kung siya kanang visual ba kung wala siyay makit an, dili gyud siya maka think kung wala silay makit an so dapat naa gyud siyay mga visual aid kay usahay mapul an ng mga bata mutan aw ug tv na gyuy makit an ang mga bata, halimbawa counting numbers naa kay kining mga materials nga gamiton to count ana vha dapat hands on gyud sila ug count.” *(Mathematical concepts and mathematical strategies for children in lower grades are really need visual aid, if they can't see, the children can't really think , so they should really have visual aids because sometimes children get bored watching TV, children can only see, for example, counting numbers, there are these materials that are used to count, so they should really be hands-on and count.)* [Line 5, Participant 4]

This method follows research indicating that children learn best in their first language before moving on to a second one.

While using L1-based instruction can reach comprehension, subject-specific vocabulary bridging English with literal instruction is wearily complex. Some teachers said they needed training in code-switching techniques so students could switch between one language and the other as seamlessly as possible.

Another participant explained that:

“Mogamit me ug L1 ug English Kay lisud kaayo siya i balance.” *(We use L1 and English, but finding that balance is hard.)* [Line 1, Participant 1]

This emphasizes the importance of structured bilingual education, where effective language acquisition does not come at the cost of math understanding.

To that end, teachers should be provided with professional development programming to support the gradual integration of English — all while keeping the instruction clear. Furthermore, creating strategies that help with language transition, such as developing multilingual teaching resources, can foster inclusivity. By refining multilingual instruction, Educators can navigate language barriers and design students' transformative learning experie.

The results of the study showed that first-grade mathematics teachers are flexible and adaptive with the used of MATATAG Curriculum, which emphasis student-centered and participatory learning. Instructors should employ flexible resources, assessment-based instruction, real-world contexts, hands-on materials, activity-based learning experiences, and multilingual techniques (Piipponen et al., 2025). However, there are few areas that required improvement to increase the efficacy of teaching techniques. Teachers appreciate that hands-on materials can help pupils grasp abstract ideas, but their proper usage is hampered by a lack of resources and training (Aunzo Jr., 2025). According to Susanti (2025,) states that although mathematics teachers acknowledge the importance of integrating mathematics with real-world situations, they are not adequately prepared to develop interesting, relatable maths problems.

In assessment, more structured formative assessment strategies will give immediate knowledge of student learning and allows to make instructional changes quickly Karpava (2025). Access to instructional material needs improvement to some teachers, they develop and customize their own teaching resources, financial and logistical challenges often constrain resource collection. Different schools and districts could also use some money to

provide teachers with instructional material budgets and incentive teachers to collaborate and create new lesson plans and tools Larsson (2025). Teachers recognize code-switching techniques that helps teacher make this transition between languages seamless so that the student can pick up on both facets of learning: math skills and linguistic abilities at the same time. These findings indicate that first-grade mathematics teachers are adaptable in implementing the MATATAG Curriculum, but these shortcomings must be addressed to improve instruction globally. According to Barnes (2024), schools can enhance the learning experience of young learners by strengthening hands-on learning, placing math lessons in context, optimizing assessments, improving instructional resources, and supporting multilingual education.

SUMMARY

The MATATAG Curriculum significantly differs from how mathematics is taught and learned in the first grade. The current study investigated that first-grade mathematics teachers' perceptions, preparations, and adaptive methods for transitioning to such a curriculum framework. The results highlight a nuanced picture, where the educators recognize the curriculum's strengths and simultaneously navigate challenges to its effectiveness. This practical approach in the curriculum helps students relate to mathematics as a critical life skill instead of a disconnected subject. Moreover, HOTS problems exposed students to reflection and analysis instead of rote concepts. Some teachers had difficulty fitting the new curriculum into their plans, particularly regarding the depth of competencies and the ability to accommodate all the different levels of students. The spiral progression of concepts that repeat in learning

ensures that the students will remember repeating concepts well. However, this has to be nuanced to accommodate struggling and advanced learners. In addition, teachers called for more precise directions and structured training to implement the new curriculum approach.

CONCLUSION

Based on this study, Learning Adaptation Theory to gather the teachers' perceptions from the implementation of the MATATAG Curriculum among Grade 1 Mathematics teachers vividly illustrate the core principles which posits that educators must undergo a dynamic, responsive process of adaptation in order to thrive in changing educational contexts. The result of the study shows that, teachers demonstrated high levels of pedagogical adaptation as they successfully integrated the curriculum's emphasis on real-life applications, inclusive instruction, and simplified learning outcomes. Teachers emphasize a key tenet of learning adaptation theory: adaptation is conditional including the lack of structured and ongoing professional development, outdated or inadequate teaching materials. Insufficient institutional support, often hinder teachers' ability to adapt. Accurate adaptation does not occur in a vacuum—it relies on an ecosystem of support that includes continuous training, collaboration, and access to tools and resources.

IMPLICATIONS

In light of the findings and conclusions. The study presents the following implications towards the perceptions of 1st grade Mathematics teachers in MATATAG Curriculum implementations.

Department of Education (DepEd). Must ensure that teachers are given continuous and structured training and capacity-building programs to enrich their skills, competencies, and methodologies as described in the MATATAG Curriculum. The training sessions should be hands-on learning workshops, peer mentoring, and sharing of best practices so that teachers can successfully incorporate manipulatives, real-world applications, and differentiated instruction into their teaching. Training on code-switching skills, multilingual teaching strategies, and techniques to help diverse learners should also be embedded in this process.

Government. Government must provide more funding and resources for schools with manipulative, localized teaching materials, and digital learning resources. Hence, schools should have contextualized learning aids in the CRA (Concrete-Representational-Abstract). Through this repository, DepEd will be able to assist teachers in acquiring lesson plans, assessment tools, and interactive digital resources that are compatible with the MATATAG Curriculum.

Collaboration. Collaboration of teachers and building teacher support networks is critical. Involving teachers in best practices and new curriculum challenges takes time, but schools must also implement professional learning communities (PLCs) so teachers can routinely collaborate and support each other. Peer-coaching and mentoring programs should also be instituted by DepEd so that more seasoned teachers coach those still getting the feel of the methodologies of the curriculum. There needs to be a collaborative effort between schools to help share opportunities to expand effective practices in teaching and learning, including teaching strategies, lesson plans, and assessment methods.

Schools. Should implement formative assessment systems that offers student immediate information on their progress so that teachers can adapt their instruction to the learning needs of students in real-time. So, exploring their integration should be done to track progress and facilitate a personalized learning environment. This includes establishing a clear and systematic approach to evaluation and ensuring student learning is assessed in formative and summative approach.

Time and support. Teachers should be available so that they can get fully acquainted with the new curriculum across grade levels before the classroom implementation begins. The MATATAG Curriculum must be flexible and adaptable so that teachers may modify a given approach to instruction depending on their students' needs. DepEd must hold regular feedback discussions with teachers to assess the effectiveness of the curriculum and make adjustments based on real classroom experiences.

Teachers. The teachers should be well-trained and given the proper materials and redesigned syllabi to support the success of the MATATAG Curriculum. The Department of Education must ensure that every teacher has been given the chance to receive training, materials, and funding. Instead, policymakers should stay in close touch with teachers and school administrators, allowing the curriculum to be continuously refined and tuned based on how it plays in classrooms and the challenges teachers face. Longitudinal studies assessing the long-term effectiveness of the MATATAG Curriculum on students learning trajectories and teacher effectiveness would also be beneficial.

REFERENCES

- Abulog, M. P. C., Codis, A. D., Conde, M. B., Manuel, C. S., & Santos, J. M.B.(2024). A critical discourse analysis of Vice President Sara Duterte's speech on the launch of the MATATAG K to 10 curriculum. *Globus Journal of Progressive Education*, 14(1), 89-98. <https://doi.org/10.5281/>
- Al-Adwan, A. S., Meet, R. K., Anand, S., Shukla, G. P., Alsharif, R., & Dabbaghia, M. (2025). Understanding continuous use intention of technology among higher education teachers in emerging economy: Evidence from integrated TAM, TPACK, and UTAUT model. *Studies in higher education*, 50(3), 505-524. <https://doi.org/10.1080/03075079.2024>.
- Amini, M., Ravindran, L., & Lee, K. F. (2024). Adapting education shifts in Malaysia after COVID-19: A comprehensive review of flexible assessments, lifelong learning initiatives, and diversified learning trajectories. *Asian Journal of Assessment in Teaching and Learning*, 14(1), 1-14. <https://doi.org/10.37134/ajatel.vol14.1.1.2024>
- Aquino, E. (2024). Developing an evaluation scale for assessing the effective implementation of Matatag Curriculum in Philippine public schools: Exploratory sequential design. *Journal of Interdisciplinary Perspectives*, 2(5), 167-184. <https://doi.org/10.69569/jip.2024.0074>
- Ashari, A., Buntu, A., & Afiat, N. (2025). The Effect of Implementation of Independent Curriculum on Motivation and Performance of Biology Teachers in Public High Schools. *Jurnal Penelitian Pendidikan IPA*, 11(3), 295-301. <https://doi.org/10.29303/jppipa.v11i3.9298>
- Asogwa, O. R. (2023). *Mathematics Enrichment through Accelerated Learning to improve Learning and Achievement for PreK-12 students in Alabama (Doctoral dissertation, Auburn University)*. <https://doi.org/10.5772/intechopen.1002261>
- Atwa, H., Shehata, M. H., Al-Ansari, A., Kumar, A., Jaradat, A., Ahmed, J., & Deifalla, A. (2022). Online, face-to-face, or blended learning? Faculty and medical students' perceptions during the COVID-19 pandemic: a mixed-method study. *Frontiers in Medicine*, 9, 791352. (2018). Ethical considerations in qualitative study. *International Journal of Care Scholars*, 1(2), 30- 33. <https://doi.org/10.31436/ijcs.v1i2.82>
- Atwa, H., Shehata, M. H., Al-Ansari, A., Kumar, A., Jaradat, A., Ahmed, J., & Deifalla, A. (2022). Online, face-to-face, or blended learning? Faculty and medical students' perceptions during the COVID-19 pandemic: A mixed-method study. *Frontiers in Medicine*, 9. <https://doi.org/10.3389/fmed.2022.791352>
- Aunzo Jr, R. T. (2025). Advancing Sustainable Development Goals With Educational Technology: Supporting STEM Education and Fostering Innovation Through Educational Technology. *In Advancing Sustainable*

Development Goals With Educational Technology (pp. 65-98). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3693-8242-4.ch003>

- Baas, M., & Schuwer, R. (2020). What about reuse?: A study on thAbdul Razak, R., Mat Yusoff, S., Hai Leng, C., & Mohamadd Marzaini, A. F. (2023). Evaluating teachers' pedagogical content knowledge in implementing classroom-based assessment: *A case study among ESL secondary school teachers in Selangor, Malaysia. Plos one, 18(12), e0293325.* *e use of Open Educational Resources in Dutch Higher Education. Open Praxis, 12(4), 527-540.* <https://doi.org/10.1371/journal.pone.0293325>
- Babu, K. S., Nagaraju, M. V., & Johnson, G. (2023). Mathematics in everyday life: *The hidden language of the world. Shineeks Publishers.* <https://doi.org/10.23917/jramathedu.v10i2.10441>
- Badugela, T. M. (2025). Former Educators to Enhance Student Growth and Teaching Effectiveness. *In Former Educators' Roles in Supporting Student Growth and Learning (pp. 51-80). IGI Global Scientific Publishing.* <https://doi.org/10.4018/979-8-3693-6427-7.ch003>
- Bahar, A. K., Maker, C. J., & Scherbakova, A. (2021). The role of teachers' implementation of the Real Engagement in Active Problem Solving (REAPS) model in developing creative problem solving in mathematics. *Australasian Journal of Gifted Education, 30(2), 26- 39.* <https://doi.org//10.21505/ajge.2021.0013>
- Bell, L. A. M. (2024). Teachers' Perceptions About Hands-on-Learning and Emergent Bilingual Students in a Standardized Testing Culture: *A Case Study (Doctoral dissertation, National University).* <https://doi.org/10.1080/02602938.2012.714738>
- Biseth, H., Svenkerud, S. W., Magerøy, S. M., & Rubilar, K. H. (2022, March). Relevant transformative teacher education for future generations. *In Frontiers in education (Vol. 7, p. 806495). Frontiers Media SA.* <https://doi.org/10.3389/feduc.2022.806495>
- Burridge, N., & Buchanan, J. (2022). Teachers as changemakers in an age of uncertainty. In *Empowering teachers and democratising schooling: Perspectives from Australia (pp. 81-100). Singapore: Springer Nature.* https://doi:/.org10.1007/978-981-19-4464-2_6
- Chai, H. H., Gao, S. S., Chen, K. J., Duangthip, D., Lo, E. C. M., & Chu, C. H. (2021). A review on qualitative research in dentistry. *International Journal of Evironmental Research and Public Health, 18(3), 942.* <https://doi.org/10.3390/ijerph18030942>
- Chisunum, J. I., & Nwadiokwu, C. (2024). Enhancing Student Engagement through Practical Production and Utilization of Instructional Materials in an Educational Technology Class: *A Multifaceted Approach. NIU Journal of Educational Research, 10(2), 81-89.* <https://doi.org/10.58709/niujed.v10i2.2002>

- Coşkun Yaşar, G., & Aslan, B. (2021). Curriculum theory: A review study. *Uluslararası Eğitim Programları ve Öğretim Çalışmaları Dergisi*, 11(2), 237- 260. <https://doi.org/10.31704/ijocis.2021.012>
- Davis, I. C. (2023). Extent of Readiness and Challenges of Teachers of the Fast Learners in the Implementation of Education 4.0. *AIDE Interdisciplinary Research Journal*, 6, 137-171. <https://doi.org/10.56648/aide-irj.v6i1.96>
- Demate, D. R. B., Aclis, M. S., Catbagan, F. C. P., Molina, G. G., Ramos, N. U., & Patacsil, F. (2025). Teacher perspectives on MATATAG curriculum: Challenges and collaborative solutions. *Multidisciplinary Reviews*, 8(11), 2025351-2025351. <https://doi.org/10.31893/multirev.2025351>
- Dicen Mendoza, J. E., & Agnes Deri, R. (2025). Real-World Context in Mathematics Teaching: Teachers' Insights. *International Journal of Innovative Science and Research Technology*, 10(3), 2228-2239. <https://doi.org/10.38124/ijisrt/25mar1723>
- Domínguez-González, R., & Delgado-Martín, L. (2022). Arousing early strategic thinking about SDGs with real mathematics problems. *Mathematics*, 10(9), 1446. <https://doi.org/10.3390/math10091446>
- Elboussaidi, F., & Ennam, A. (2025). Transforming Moroccan Public Schools: Innovative Teaching Practices for Students' Well-Being and Teachers' Professional Growth. *International Journal of Language and Literary Studies*, 7(2), 404-430. <https://doi.org/10.36892/ijlls.v7i2.2091>
- Emma, O. & Owen A. (2025). Integrating Data Driven Strategiea for Effective: *Personalized Learning Challenges, Implementation, and Future Trends*. <https://doi.org/10.1016/j.heliyon.2024.e32628>
- Estrellado, C. J. P. (2023). Communicative competence in spiral progression curriculum: A study reinforcing the implementation of MATATAG curriculum in the Philippines. *Journal of Humanities and Education Development*, 5(6), 11- 29. <https://doi.org/10.22161/jhed.5.6.3>
- Fox, A., Hendry, H., & Cooper, D. (2022). Harnessing Professional Development for Educators: A Global Toolkit. *McGraw-Hill Education*. <https://www.mheducation.co.uk/harnessing-professio...>
- Freeman, B. (2024). Navigating the future: A comparative analysis of global stem. *Confederation of Swedish Enterprise*. <https://doi.org/10.46827/ejes.v10i7.4862>
- Ghoraishi, M. S., & Samadi, P. (2023). Exploring Affecting And Affected Factors By The Revision of Skill-Based Higher Education Curricula. *Research in Teaching*, 11(4), 117-83. <https://doi.org/10.3390/su15129363>
- Golla, E. F., & Reyes, A. G., S. (2020). Investigation of PISA 2022 mathematics framework and illustrative examples. *Korean School Mathematics Society*, 23(3), 299- 321. <https://doi.org/10.30807/ksms.2020.23.3.004>
- Gradini, E., Noviani, J., & Ulya, K. (2025). Fostering Higher-Order Thinking Skills in Mathematics Education: Strategies, Challenges, and

Classroom Practices. Prisma Sains: *Jurnal Pengkajian Ilmu dan Pembelajaran Matematika dan IPA IKIP Mataram*, 13(2), 135-163.
<https://doi.org/10.12973/eurasia.2017.00601a>

Graham, C. A. (2025). *Increasing Faculty Engagement in Pedagogical Approaches to Promote Textbook Affordability (Doctoral dissertation, Northeastern University)*.<https://doi.org/10.1016/j.compedu.2020.103819>

Guinocor, M. Mamites, I., Almerino, P., Sitoy, R., Atibing, N. M., Almerino, J. G., Cebe, D., Ybañez, R., Tandag, J., Villaganas, M. A., Lumayag, C., Plando, D., Añero, M., Acebes, H. M., Maturan, F., Evangelista, S. S., Aro, J. L., Himang, C., & Ocampo, L. (2022). Factors influencing teaching quality in universities: *Analyzing causal relationships based on Neutrosophic DEMATEL*. *Education Research International*, 2022, 1-16. <https://doi.org/10.1155/2022/9475254>

Güneş, C., Kercher, A., & Zazkis, R. (2025). Learning through teaching: novice mathematics teacher educators coping with unfamiliarity. *Journal of Mathematics Teacher Education*, 28(2), 273-290. <https://doi.org/10.1177/20965311251335667>

Hannah, D., Sinnema, C., & Robinson, V. (2022). Understanding curricula as theories of action. *The Curriculum Journal*, 33(3), 362-377. <https://doi.org/10.1002/curj.138>

Hattie, J., & Zierer, K. (2025). *Visible Learning: Lesson Planning: An Evidence-Based Guide for Successful Teaching*. Taylor & Francis. <https://doi.org/10.4324/9781003051701>

Hensen, B., Mackworth-Young, C. R., Simwinga, M., Abdelmagid, N., Banda, J., Mavodza, C., Doyle, A. M., Bonell, C., & Weiss, H. A. (2021). Remote data collection for public health research in a COVID-19 era: Ethical implications, challenges and opportunities. *Health Policy and Planning*, 36(3), 360-368. <https://doi.org/10.1093/heapol/czaa158>

Hensley, S. (2025). *Innovating Professional Learning: A Design Thinking Approach to PK-12 Education Development*.<https://doi.org/10.46827/ejes.v10i7.4862>

libi, J., & Igbudu, J. N. (2025). Effective Resource Utilization in Revitalising Educational Productivity in Nigeria: *Challenges and Strategies*. *International Journal of Educational Management, Rivers State University.*, 1(2), 339-351. <https://do.org/10.56557/jogress/2025/v19i39493>

Irmayanti, M., & Chou, L. F. (2025). Storytelling and math anxiety: a review of storytelling methods in mathematics learning in Asian countries. *European Journal of Psychology of Education*, 40(1), 1-26.<https://doi.org/10.1007/s10212-024-00927-1>

Irvine, J. (2020). Positively Influencing Student Engagement and Attitude in Mathematics through an Instructional Intervention Using Reform

Mathematics Principles. *Journal of Education and Learning*, 9(2), 48-75. [https://doi.org/10.59324/ejceel.2024.2\(3\).07](https://doi.org/10.59324/ejceel.2024.2(3).07)

- Islam, S., Rahman, A., Paul, U. C., & Khaleduzzaman, M. (2025). Teachers' perceptions of and adaptations to implementing a competency-based curriculum at the secondary level in Bangladesh. *Oxford Review of Education*, 1-19. <https://doi.org/10.1080/03054985.2025.2470816>
- James, B. V., Kartha, D. R., & Turyahebwa, A. (2025). Student-Centered Accountability: Bridging the Gap Between Expectations and Outcomes. *In Accountability in Higher Education: Navigating Current Issues and Trends* (pp. 115-144). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3693-7708-6.ch005>
- Javed, F. (2025). Preparing for Tomorrow: Evaluating and Innovating Educational Systems for Future Competence. *In Fostering Teacher Skills and Critical Thinking in Modern Education* (pp. 43-78). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3373-1692-5.ch003>
- Karolčík, Š., & Marková, M. (2025). How teachers perceive innovations in education. *Journal of Research in Innovative Teaching & Learning*, 18(1), 39-55. <https://doi.org/10.1108/JRIT-04-2023-0039>
- Karpava, S. (2025). Afterword: Multilingualism, Inclusive Education, and Social Justice. *In Inclusive Education, Social Justice, and Multilingualism* (pp. 249-291). Cham: Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-81194-4_4
- Kaziya, K. (2025). Analysing the Role of Language in Mathematics Instruction: Challenges of Teaching Mathematics in a Multilingual Context in Kalomo District. <https://doi.org/10.21203/rs.3.rs-6468683/v1>
- Khare, A., & Baber, W. W. (2025). Education as a service (EaaS): Unlocking new possibilities. *Advances in Online Education: A Peer-Reviewed Journal*, 3(3), 288-306. <https://doi.org/10.69554/GFJL2684>
- Kiger, M. E., & Varpio, L. (2020). Thematic analysis of qualitative data: *AMEE Guide No. 131. Medical teacher*, 42(, Picture, 846-854. <https://doi.org/10.1080/0142159X.2020.1755030>
- Kucukkaragoz, H., & Meylani, R. (2025). Resistance to Learning: Reasons and Remedies via a Qualitative Research Synthesis. *Journal of Education and Learning (EduLearn)*, 19(1), 294-313. <https://doi.org/10.11591/edulearn.v19i1.21904>
- Kusmawan, A., Rahman, R., Anis, N., & Arifudin, O. (2025). The Relationship Between Teacher Involvement in Curriculum Development and Student Learning Outcomes. *International Journal of Educatio Elementaria and Psychologia*, 2(1), 1-12. <https://doi.org/10.70177/ijeeep.v2i1.1890>
- Lagredelle, R. (2025). Elementary Teachers' Perceptions and Engagement With Experiential Learning: *The Impact of a Five-Module Professional Development Program (Doctoral dissertation, Northeastern University)*. <https://hdl.handle.net/2047/D20711315>

- Lai, C., Huang, Y. X., & Lam, T. (2020). *Teachers' socio-spatial practice in innovative learning environments. Cambridge Journal of Education, 50(4), 521-538.* <https://doi.org/10.1080/0305764x.2020.1736003>
- Lampreia, M. M. D. S. T., & da Cruz, P. (2022). *Using Project Based Learning to Build Memorable and Meaningful Learning Experiences (Doctoral dissertation, Instituto Politecnico do Porto (Portugal)).* <https://doi.org/10.3991/ijep.v13i2.35877>
- Lamsal, P., Adhikari, A., Aryal, V., & Aryal, B. (2025). *A Review of an In-depth Interview on Urban Planning and Development. Molung Educational Frontier, 15, 278- 307.* <https://doi.org/10.3126/mef.v15i01.74035>
- Larsson, E. (2025). *Legal Framework for Home Economics Education: Foundations for High- Quality Teaching and Learning (Vol. 1). BoD-Books on Demand.* <https://doi.org/10.26529/cepsj.1191>
- Lee, M. H., & Gopinathan, S. (2020). Social change and education reforms in high performing education systems: Policy lessons from Singapore and Hong Kong. *Globalisation, ideology and education reforms: Emerging paradigms, 83-106.* <https://doi.org/10.54254/2753-7048/17/20231229>
- Lewis, J., Schneegans, S., & Straza, T. (2021). *The race against time for smarter development. UNESCO Science Report 2021, 30-77.* <https://doi.org/10.18356/9789210058575c010>
- Linaza, N. K. D., Gultiano, S. R. O., & Susada, B. L. (2025). Enhancing Grade 4 students' mathematical problem-solving skills using manipulatives. *Davao Research Journal, 16(1), 69-80.* <https://doi.org/10.59120/drj.v16i1.303>
- Lipovec, A. (2025). Analyzing Technology Use in Mathematics Instruction: A Study Using the SFCP Framework. *In INTED2025 Proceedings (pp. 527-536). IATED.* <https://doi.org/10.21125/inted.2025.0223>
- Macgilchrist, F., Allert, H., & Bruch, A. (2020). Students and society in the 2020s. Three future 'histories' of education and technology. *Learning, Media and Technology, 45(1), 76-89.* <https://doi.org/10.1080/17439884.2019.1656235>
- Mazana, M. Y., Montero, C. S., & Casmir, R. O. (2020). Assessing students' performance in mathematics in Tanzania: The teacher's perspective. *International Electronic Journal of Mathematics Education, 15(3), em0589.* <https://doi.org/10.29333/iejme/7994>
- McKeithan, G. K., Rivera, M. O., & Robinson, G. G. (2025). High-leverage instructional practices for students with disabilities in inclusive settings. *International Journal of Inclusive Education, 1-18.* <https://doi.org/10.19080-JIDD.2021.07.55519>
- Mendoza, R., C. (2023). INNOVATE TO INSPIRE: *The role of teachers in supporting students' mental health. Teachers and Curriculum, 23.* <https://doi.org/10.15663/tandc.v23i1.428>

- Milner, A. L., & Scholkmann, A. (2023). Future teachers for future societies: Transforming teacher professionalism through problem-based professional learning and development. *Professional Development in Education*, 49(4), 739-751. <https://doi.org/10.1007/s10639-024-12701-3>
- Motel, G. M. (2025). Teachers' Narratives on Preparedness and Content Delivery in the Implementation of the Matatag Curriculum. *Jurnal Inovasi Pendidikan*, 3(2), 73-107. <https://doi.org/10.22161/jhed.5.6.3>
- Nanda, A., & Rani, R. (2025). Exploring the proficiency of basic mathematical facts among primary mathematics teachers. *Asian Journal for Mathematics Education*, 27527263241307975. <https://doi.org/10.29333/ejmste/16641>
- Navarro-Ibarra, L. A., Cuevas-Salazar, O., Acuña-Michel, L. L., & Valenzuela-Ochoa, J. M. (2025). Mathematics education and technology: Bibliometric analysis and systematic review (2000-2024). *Eurasia Journal of Mathematics, Science and Technology Education*, 21(3), em2607. <https://doi.org/10.29333/ejmste/16072>
- Nguyen, K. E. (2023). From the Frontlines: *Developing an Educator-Led Professional Learning Series to Improve K-12 Educators' Use of Trauma-Responsive and Healing-Centered Practices (Doctoral dissertation, Northeastern University)*. <https://digitalcommons.gardner-webb.edu/joel/vol8/iss3/2>
- Nodirovna, A. N., Xamdamovna, M. Z., Abdumuminovich, I. K., Saydaxmedovna, X. S., Abdupattayevich, A. P., Xusnitdin ogli, A. S., ... & Ergashevna, K. E. (2025). The Peculiarities Of The Didactic Provision Of The Process Of Preparing A Future English And German Teachers For Intercultural Communication. *International Journal of Environmental Sciences*, 11(2s), 475-483. <https://doi.org/10.33902/JPR.202533653>
- Northouse, P. G. (2025). *Leadership: Theory and practice*. Sage publications. <https://doi.org/10.46827/ejes.v10i7.4862>
- Opoku, M. P., & Nketsia, W. (2025). Teachers' access to professional development in inclusive education: an exploration of the Ghanaian context. *International Journal of Inclusive Education*, 1-22. <https://doi.org/10.1177/17411432251319999>
- Pak, K., Polikoff, M. S., Desimone, L. M., & Saldívar García, E. (2020). The adaptive challenges of curriculum implementation: *Insights for educational leaders driving standards-based reform*. *Aera Open*, 6(2), 2332858420932828. <https://doi.org/10.1177/2332858420932828>
- Paolucci, C., Vancini, S., Bex II, R. T., Cavanaugh, C., Salama, C., & de Araujo, Z. (2024). *A review of learning analytics opportunities and challenges for K-12 education*. *Heliyon*, 10(4). <https://doi.org/10.53378/353051>
- Pepin, B., Kohanová, I., & Lada, M. (2025). Developing Pre-Service Teachers' Capacity for Lesson Planning with the Support of Curriculum

- Resources. *ZDM–Mathematics Education*, 1-15.
<https://doi.org/10.12973/eurasia.2017.00605a>
- Piipponen, T., Casals Sala, M., Gregersen Hermans, J., & Vives Cabré, M. (2025). Inclusive Comprehensive Internationalisation: *A training manual for higher education institutions*.
<https://doi.org/10.4324/9780429344503>
- Ponomariovienė, J., Jakavonytė-Staškuvienė, D., & Torterat, F. (2025). Implementing Competency-Based Education Through the Personalized Monitoring of Primary Students' Progress and Assessment. *Education Sciences*, 15(2), 252.
<https://dx.doi.org/10.47772/IJRISS.2025.9020321>
- Qasserras, L. (2024). The role of visual learning aids across diverse learning styles in high school education. *European Journal of Applied Linguistics Studies*, 7(2).
<http://doi.org/10.46827/ejals.v7i2.550>
- Quebec, S. C., Capin, C. D., Batar, A. M. F. M. M., Tampus, G. I. B., & Siat, G. O. (2024). Experiences and Sentiments of the 1st Grade Teachers on the Conduct of School-Based Training on the Implementation of the MATATAG Curriculum. *Cognizance Journal of Multidisciplinary Studies*, 4(11), 320-328. <https://doi.org/10.55927/eajmr.v4i6.192>
- Rachmad, Y. E. (2022). Adaptive Leadership Theory. *Albacete Cuchillo Publicaciones Internacionales, Edición Especial 2022*.
<https://doi.org/10.17605/OSF.IO/S8X7R>
- Rachmad, Yoesoep Edhie. 2022. Educational Engagement Theory. *Lüneburger Heide Buch Internationaler Verlag, Spezialausgabe 2022*.
<https://doi.org/10.17605/osf.io/ubvjh>
- Rahayu, N. K. A., & Suarjana, I. M. (2024). Virtual Manipulatives: A Pathway to Enhancing Numeracy Skills in Inclusive Classrooms. *International Journal of Elementary Education*, 8(3).
<https://doi.org/10.23887/ijee.v8i3.89805>
- Rajaram, K., & Rajaram, K. (2021). Transformation in higher education: Twenty-first-century teaching and learning competencies. Evidence-Based Teaching for the 21st Century Classroom and Beyond: *Innovation-Driven Learning Strategies*, 1-19.
https://doi.org/10.1007/978-981-33-6804-0_1
- Rehman, N., Zhang, W., Mahmood, A., Fareed, M. Z., & Batool, S. (2023). Fostering twenty-first century skills among primary school students through math project-based learning. *Humanities and Social Sciences Communications*, 10(1), 1-12. <https://doi.org/10.26803/ijlter.23.8.15>
- Rivera, J. P. R., Sinsay-Villanueva, L. M. V., Tanyag, I. H., Berroya, J. D., Garcia, G. D. V., & Lim, V. L. (2025). Revitalizing the Philippine education system: *Facilitating access and participation to in-service training (INSET) and teacher professional development (TPD) (No. 2025-14)*. *PIDS Discussion Paper Series*.
<https://doi.org/10.62986/dp2025.14>

- Rizwan, S., & Sohail, F. (2024). Skill-based Education in an Industrial city of Pakistan. *VFAST Transactions on Education and Social Sciences*, 12(2), 01-10. <https://doi.org/10.13152/IJRVET.11.2.5>
- Roberts, J. L., & Inman, T. F. (2023). Strategies for differentiating instruction: *Best practices for the classroom*. Routledge. <https://doi.org/10.4324/9781003330561>
- Salaam, D. (2020). STANDARD TWO NATIONAL ASESSMENT. <https://doi.org/10.1177/14782103221112542>
- Samuel, A., & Merkebu, J. (2025). Exploring Sampling Strategies to Maximize Qualitative Research Studies in Adult Education. *Adult Learning*, 10451595251349183. <https://doi.org/10.1177/10451595251349183>
- Sanz Ponce, R., López-Luján, E., & Giménez-Beut, J. A. (2022). Pandemic, poverty and education: A challenge for the sustainable development goals. *Policy Futures in Education*, 21(Picture), 886-899. <https://doi.org/10.1177/14782103221112542>
- Sari, M., & Masruddin, M. (2025). Teacher Strategies in Navigating Curriculum Transition: From K13 to the Merdeka Curriculum in Primary Schools. *International Journal of Asian Education*, 6(1), 151-163. <https://doi.org/10.46966/ijae.v6i1.468>
- Saro, J. M., Montejo, C. B., Sucong, J. A., Bustamante, M. F. O., & Perez, J. B. (2024). A Qualitative Exploration on the Perceived Impact of the MATATAG Curriculum on Basic Education Teaching in the School Year 2024-2025. *Philippine Journal of Education Research*, 2025. <https://doi.org/10.5281/>
- Sison, R., Limjap, A. A., Talaue, F. T., Dimaunahan, R. S., Hernandez, K., Munoz, A. M., & San Buenaventura, A. (2023). Science integration in alternative learning system: *Basis for an enriched basic science process skills and scientific attitude of lifelong learners*. *APJAET - Journal Asia Pacific Journal of Advanced Education and Technology*. <https://doi.org/10.54476/apjaet/48510>
- Smith, C., Kathotia, V., Ward-Penny, R., Howson, O., & Wermelinger, M. (2023). Mathematical and Data Literacy: Competencies and curriculum implications at the intersection of mathematics, data science, statistics and computing. *Mathematical and Data Literacy: Competencies and curriculum implications at the intersection of mathematics, data science, statistics and computing*. <https://doi.org/10.52041/iase24.504>
- Smith, W. C., Voigt, A., & Zhang, Y. (2021). Barriers to secondary education in the Asia Pacific Region: A scoping review of four countries. *Institute for Education, Community & Society, Moray House School of Education and Sport*. <https://doi.org/10.3390/su16072657>
- Sujatha, S., & Vinayakan, K. (2023). Integrating Math and Real-World Applications: A Review of Practical Approaches to Teaching. *International Journal of Computational Research and Development*, 8(2), 55-60. <https://doi.org/10.33902/JPR.202318528>

- Sulaiman, J., & Ismail, S. N. (2020). Teacher competence and 21st century skills in transformation schools 2025 (TS25). *Universal Journal of Educational Research*. <https://doi.org/10.13189/ujer.2020.080829>
- Sullivan, S. M. (2024). *How Female Math Teachers Build Female Students' Math Confidence: A Phenomenological Study (Doctoral dissertation, Creighton University)*. <http://www.proquest.com/en-US/products/dissertations/individuals.shtml>
- Susanti, E. (2025). ENHANCING PROBLEM-SOLVING SKILLS IN ELEMENTARY STUDENTS THROUGH REALISTIC MATHEMATICS EDUCATION. *SCIENCE: Jurnal Inovasi Pendidikan Matematika dan IPA*, 5(1), 48-59. <https://doi.org/10.24176/anargya.v5i2.8308>
- Syomwene, A. (2023). Designing competency based higher education curriculum: *Strategies and actions*. *European Journal of Education Studies*, 10(7). <https://doi.org/10.46827/ejes.v10i7.4862>
- Tariq, R., Aponte Babines, B. M., Ramirez, J., Alvarez-Icaza, I., & Naseer, F. (2025). Computational thinking in STEM education: current state-of-the-art and future research directions. *Frontiers in Computer Science*, 6, 1480404. <https://doi.org/10.3390/educsci15030301>
- Thani, N. J., & Ahmad, Z. (2025). Teaching and Learning with Research Cognitive Theory: *Unlocking Curiosity and Creativity for Problem-Solving Skills*. Springer Nature. <https://doi.org/10.1007/978-87544-1>
- Tisdell, E. J., Merriam, S. B., & Stuckey-Peyrot, H. L. (2025). Qualitative research: *A guide to design and implementation*. John Wiley & Sons. <https://doi.org/10.1177/07417136251356470>
- Toledo, W. A. (2025). *Resource Management Strategies of School Head in Supporting MATATAG Curriculum and Performance of Teachers and Learners*. <https://doi.org/10.36713/epra21174>
- Tracy, S. J. (2024). Qualitative research methods: Collecting evidence, crafting analysis, communicating impact. John Wiley & Sons. Vinte, J. V., Khalil, E., & Çavuşoğlu, Ç. (2023). A joint autoethnography on collecting qualitative data remotely: Insights from doctoral students' experiences. *International Journal of Qualitative Methods*, 22, 16094069231211783. <https://doi.org/10.36713/epra21174>
- Tuononen, T., Hyytinen, H., Kleemola, K., Hailikari, T., & Toom, A. (2025). Generic skills in higher education—teachers' conceptions, pedagogical practices and pedagogical training. *Teaching in Higher Education*, 30(1), 207-224. <https://doi.org/10.1080/13562517.2023.2248003>
- Turner, E. E., Bennett, A. B., Granillo, M., Ponnuru, N., Roth McDuffie, A., Foote, M. Q., ... & McVicar, E. (2024). Authenticity of elementary teacher designed and implemented mathematical modeling tasks. *Mathematical Thinking and Learning*, 26(1), 47-70. <https://doi.org/10.1080/10986065.2022.2028225>
- Umeh, E. C. (2025). Math-trivium framework for newcomer students: Orientation for high school teachers on equitable, inclusive instruction.


Journal of Ethnic and Cultural Studies, 12(2), 178-199.
<https://doi.org/10.29333/ejecs/2209>

- Vansdadiya, R. P., Vasoya, N. H., & Gondaliya, P. R. (2023). Beyond the classroom walls: Activity based learning for a real-world math experience. *Asian Journal of Education and Social Studies*, 43(1), 1-9.
<https://doi.org/10.9734/ajess/2023/v43i1930>
- Vattøy, K. D., & Gamlem, S. M. (2025). Navigating formative assessment as professional development in digital contexts: *Insights from teachers' experiences*. *Teacher Development*, 29(2), 343-360.
<https://doi.org/10.1080/13664530.2024.2382956>
- Verbesselt, T., De Pryck, D., DePryck, K., & Rakhan, S. (2025). Foundational ict skills as prerequisite for adult educators professional development. *In inted2025 proceedings (pp. 6496-6500)*. *lated*.
<https://doi.org/10.3390/educsci14050507>
- Vinte, J. V., Khalil, E., & Çavuşoğlu, Ç. (2023). A joint autoethnography on collecting qualitative data remotely: Insights from doctoral students' experiences. *International Journal of Qualitative Methods*, 22, 16094069231211783.
<https://doi.org/10.6092/issn.1825-8670/17815>
- Woldegiorgis, E. T., & Chiramba, O. (2025). Access and success in higher education: fostering resilience in historically disadvantaged students in South Africa. *Journal of Applied Research in Higher Education*, 17(2), 759-771.
<https://doi.org/10.1108/JARHE-05-2023-0217>
- Zhan, Z., Lyu, S., Niu, S., Tu, K., & Lai, Q. (2025). Designing and Implementing Interdisciplinary Education: A Teaching Competence Framework for K-12 Teachers. Taylor & Francis.
<https://doi.org/10.4324/9781003592006>
- Zhang, P., & Yang, H. (2025). The GETAMEL model: Features of the adaptation of teachers in the transition to On-line learning. *International Journal of Human-Computer Interaction*, 41(1), 102-114.
<https://doi.org/10.17583/qre.2020.5872>
- Zhao, L., Zhao, B., & Li, C. (2023). Alignment analysis of teaching-learning-assessment within the classroom: how teachers implement project-based learning under the curriculum standards. *Disciplinary and Interdisciplinary Science Education Research*, 5(1), 13.
<https://doi.org/10.1186/s43031-023-00078-1>
- Zhi, H., Ravindran, L., & Amini, M. (2025). A systematic review of the changes, challenges, and implications of China's teacher education policies (2012 to 2023). *Int J Eval & Res Educ*, 14(1), 207-221.
<http://doi.org/10.11591/ijere.v14i1.29770>

APPENDICES

APPENDIX A

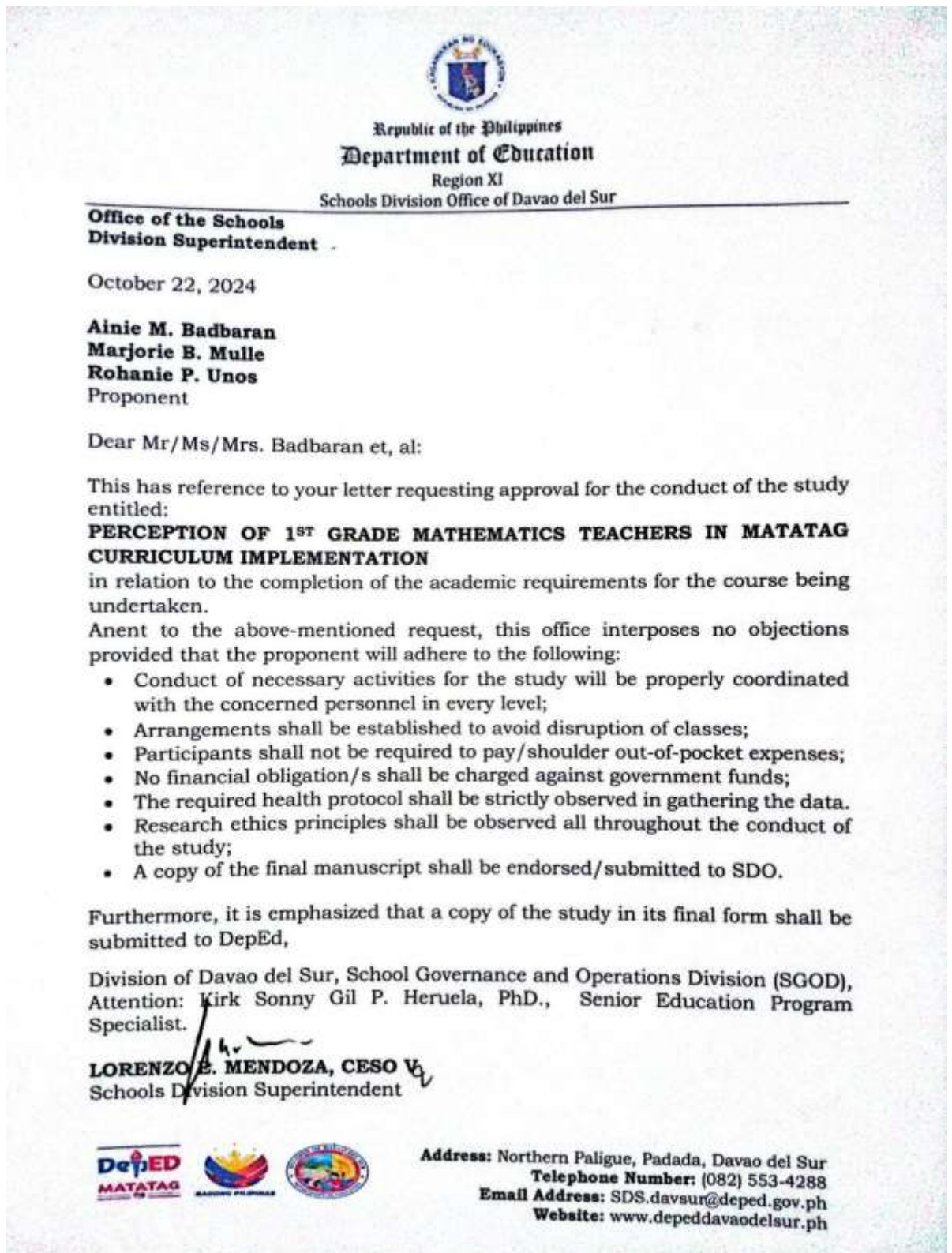
ROUTING FORM


		RESEARCH AND PUBLICATION CENTER Main Branch <u>DIGOS</u> ROUTING FORM			
Title: <u>PERCEPTIONS OF 1st GRADE MATHEMATICS TEACHERS IN MATATAG CURRICULUM IMPLEMENTATION</u>					
Proponents: <u>AINIE DABARAN</u> <u>MARJORIE MULLE</u> <u>ROHANIE UNDS</u>		Program <u>DEED</u> Course Code <u>KIC</u> Semester/SY <u>2nd term 12024-2025</u>			
Name	Date Received	Signature	Date Released	Signature	Remarks
Adviser (5 days) RODETH JANE C. QUEZADA, MAEd	8/7/25	<i>[Signature]</i>	8/7/25	<i>[Signature]</i>	See comments
	8/29/25	<i>[Signature]</i>	8/29/25	<i>[Signature]</i>	See comments
	9/29/25	<i>[Signature]</i>	9/29/25	<i>[Signature]</i>	okay/for edit
Statistician (3 days) (ANAL-IT) HERAFEL GRACE B. ABULLE, MAEd	8/12/25	<i>[Signature]</i>	8/12/25	<i>[Signature]</i>	okay
Panel 1 (RC/ARC) (5 days) JOANE MAY B. DELIMA, MIT	8/26/25	<i>[Signature]</i>	8/26/25	<i>[Signature]</i>	see comments
	9/2/25	<i>[Signature]</i>	9/3/25	<i>[Signature]</i>	see comments
	9/29/25	<i>[Signature]</i>	9/29/25	<i>[Signature]</i>	see comments
	10/1/25	<i>[Signature]</i>	10/1/25	<i>[Signature]</i>	ok
Panel 2 (2 days) TOMAS JR. A. DIQUITO, PhD	8/26/25	<i>[Signature]</i>	8/26/25	<i>[Signature]</i>	see comments
8-27-25	<i>[Signature]</i>	9-11-25	<i>[Signature]</i>	<i>[Signature]</i>	okay
Panel 3 (2 days)					
Plagiarism Check (3 days) ALOHA D. AGUILAR	10/9/25	<i>[Signature]</i>	10/9/25	<i>[Signature]</i>	passed
Grammarly Check (1 day) RODETH JANE C. QUEZADA, MAEd	12/19/25	<i>[Signature]</i>	12/19/25	<i>[Signature]</i>	passed
Dean (2 days) TOMAS JR. A. DIQUITO, PhD	12-19-25	<i>[Signature]</i>	12-19-25	<i>[Signature]</i>	ok

F-13100-018 / Rev. # 2 / Effectivity: May 26, 2023

APPENDIX B

LETTER OF PERMISSION




Republic of the Philippines
Department of Education
Region XI
Schools Division Office of Davao del Sur

**Office of the Schools
Division Superintendent**

October 22, 2024

**Ainie M. Badbaran
Marjorie B. Mulle
Rohanie P. Unos**
Proponent

Dear Mr./Ms./Mrs. Badbaran et, al:

This has reference to your letter requesting approval for the conduct of the study entitled:
PERCEPTION OF 1ST GRADE MATHEMATICS TEACHERS IN MATATAG CURRICULUM IMPLEMENTATION
in relation to the completion of the academic requirements for the course being undertaken.




Anent to the above-mentioned request, this office interposes no objections provided that the proponent will adhere to the following:

- Conduct of necessary activities for the study will be properly coordinated with the concerned personnel in every level;
- Arrangements shall be established to avoid disruption of classes;
- Participants shall not be required to pay/shoulder out-of-pocket expenses;
- No financial obligation/s shall be charged against government funds;
- The required health protocol shall be strictly observed in gathering the data.
- Research ethics principles shall be observed all throughout the conduct of the study;
- A copy of the final manuscript shall be endorsed/submitted to SDO.

Furthermore, it is emphasized that a copy of the study in its final form shall be submitted to DepEd,

Division of Davao del Sur, School Governance and Operations Division (SGOD),
Attention: Kirk Sonny Gil P. Heruela, PhD., Senior Education Program Specialist.


LORENZO E. MENDOZA, CESO V
Schools Division Superintendent

Address: Northern Paligue, Padada, Davao del Sur
Telephone Number: (082) 553-4288
Email Address: SDS.davsur@deped.gov.ph
Website: www.depeddavaodelsur.ph

APPENDIX C

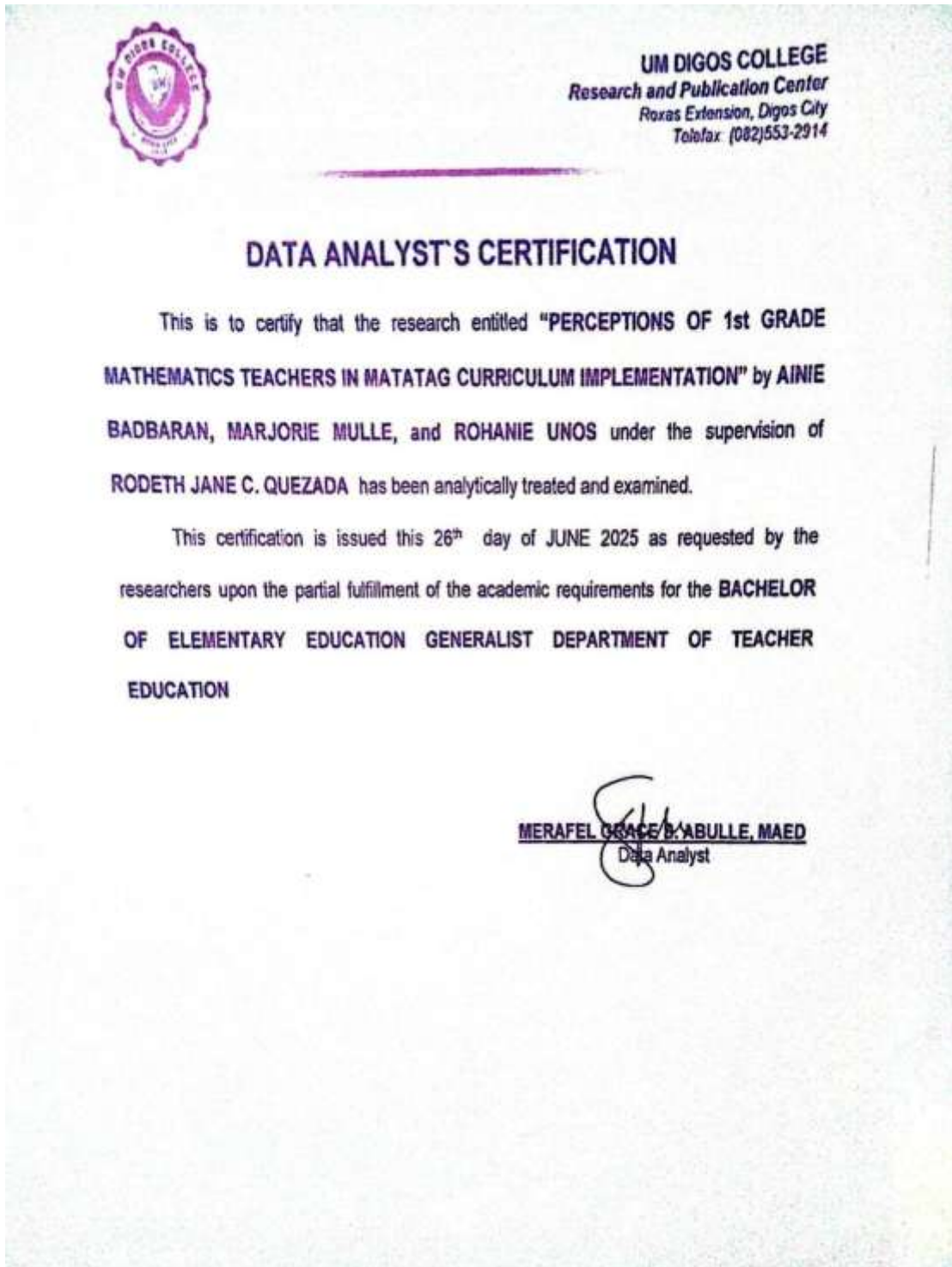
ASSIGNMENT OF RESEARCH PERSONNEL

 The University of Mindanao	RESEARCH AND PUBLICATION CENTER <input type="checkbox"/> Main <input checked="" type="checkbox"/> Branch <u>Digos</u> ASSIGNMENT OF RESEARCH PERSONNEL	
Course Code: <u>1715</u> Program: <u>PEED</u>		
This is to acknowledge acceptance of assignment as Research Personnel for the thesis entitled: <u>PERCEPTIONS OF 1st GRADE MATHEMATICS TEACHERS IN</u> <u>MATATAG CURRICULUM IMPLEMENTATIONS</u>		
Name	Signature	Date
Adviser	<u>RODETH JANE C. QUERADA, MEd</u>	<u>9/7/2023</u>
Statistician/Data Analyst	<u>MERATEL GRACE E ABULLA</u>	<u>7/17/2024</u>
Editor	<u>RODETH JANE C. QUERADA, MEd</u>	<u>9/7/2023</u>
Panel Members	<u>TOMAS JR. A. DIGUID, PhD</u>	<u>7/14/2025</u>
	<u>CEURADO B. PANCIATOR, MAP</u>	<u>7/14/2025</u>
Endorsed by:	<u>JOSUE MAY B. DELIMA, MIT</u> Research Coordinator/Asst. Research Coordinator	
Approved by:	<u>TOMAS JR. A. DIGUID, PhD</u> Dean of College	

F-13100-019 / Rev. # 0 / Effectivity: January 25, 2018

APPENDIX D

DATA ANALYST'S CERTIFICATION



APPENDIX E

GRAMMARLY REPORT

Report: P1 PERCEPTIONS OF 1st GRADE MATHEMATICS TEACHERS IN MATATAG CURRICULUM IMPLEMENTATION

PERCEPTIONS OF 1st GRADE MATHEMATICS TEACHERS IN MATATAG CURRICULUM IMPLEMENTATION

by Rodeh Jane Quezada

General metrics

18,384	2,678	149	10 min 42 sec	20 min 36 sec
characters	words	sentences	reading time	speaking time

Writing Issues

✓ No issues found

Plagiarism

This text hasn't been checked for plagiarism

Report was generated on Thursday, Dec 11, 2025, 05:19 PM

Page 1 of 15

APPENDIX F

SIMILARITY REPORT

PERCEPTIONS OF 1st GRADE MATHEMATICS TEACHERS IN MATATAG CURRICULUM IMPLEMENTATION

ORIGINALITY REPORT

8% SIMILARITY INDEX	6% INTERNET SOURCES	0% PUBLICATIONS	6% STUDENT PAPERS
-------------------------------	-------------------------------	---------------------------	-----------------------------

PRIMARY SOURCES

1	Submitted to University of Mindanao Student Paper	5%
2	journals.e-palli.com Internet Source	1%
3	po.pnuresearchportal.org Internet Source	<1%
4	Submitted to iACADEMY Student Paper	<1%
5	Submitted to Unicaf University Student Paper	<1%
6	Submitted to Southern New Hampshire University - Continuing Education Student Paper	<1%
7	Submitted to Corvinus University of Budapest Student Paper	<1%
8	Submitted to The Independent Institute of Education (IIE) Student Paper	<1%
9	Submitted to tup Student Paper	<1%
10	Submitted to Liverpool John Moores University Student Paper	<1%

5.

11	Submitted to University of Cincinnati Student Paper	<1 %
12	mjltm.org Internet Source	<1 %
13	news.uindy.edu Internet Source	<1 %
14	www.bchmsg.yolasite.com Internet Source	<1 %
15	files.eric.ed.gov Internet Source	<1 %
16	www.journalijar.com Internet Source	<1 %
17	Van Der Bergh, Adele Petro. "Number Concept Development in Grade 1: Children's Performance and Teachers' Pedagogical Skills", University of Johannesburg (South Africa), 2021 Publication	<1 %

Exclude quotes On
Exclude bibliography On



Exclude matches < 5 words

APPENDIX G

AI – WRITING REPORT

Aloha Aguilar

PERCEPTIONS OF 1st GRADE MATHEMATICS TEACHERS IN MATATAG CURRICULUM IMPLEMENTATION


 ROUTING
FOR TURNITIN
 University of Mindanao

Document Details

Submission ID urn:oid::1:3366721164	55 Pages
Submission Date Oct 9, 2025, 9:44 AM GMT+8	14,707 Words
Download Date Oct 9, 2025, 10:05 AM GMT+8	84,393 Characters
File Name PERCEPTIONS OF 1st GRADE MATHEMATICS TEACHERS IN MATATAG CURRICULUM IMPLEMENTA....docx	
File Size 128.7 KB	

 Page 1 of 57 - Cover Page

Submission ID : urn:oid::1:3366721164

 Page 2 of 57 - AI Writing Overview

Submission ID : urn:oid::1:3366721164

*% detected as AI

AI detection includes the possibility of false positives. Although some text in this submission is likely AI generated, scores below the 20% threshold are not surfaced because they have a higher likelihood of false positives.

Caution: Review required.

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool.

Disclaimer

Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (i.e., our AI models may produce either false positive results or false negative results), so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.

APPENDIX H

INFORMED CONSENT



PERCEPTIONS OF 1st GRADE MATHEMATICS TEACHERS IN MATATAG CURRICULUM IMPLEMENTATION
TITLE OF THE STUDY

DEAR PARTICIPANT,

We are pleased to inform you that you have been chosen to take part in the study. As our current research methodology is qualitative in nature, we are hoping to help us attain the following objectives of the study. With that, we are highly positive that you could provide us the most honest answers for this data gathering so we can lay out the best conclusions and recommendations.

Following the ethical protocols set in any research work, we would like to inform you, our dear respondent, that we are valuing always your response and information and thus we will keep it confidential. For instance, the consent form mentioned that the names or your identity shall be hidden and only general results will be reported.

For further information about this survey, we are enclosing herewith the Survey Consent Form for you to sign if permission is granted in your behalf.

Thank you very much for your kind participation.

Sincerely,

AINIE M. BADBARAN
Researcher

MARJORIE B. MULLER
Researcher

ROHANG P. VINDS
Researcher

RODET JANE C. QUEZADA MA
Adviser

RESEARCH DATA GATHERING CONSENT FORM

I, _____ (Participant's Name), understand that I am being asked to participate in a data gathering conducted by aforementioned researchers designed to gather information about the study.

I have been given some general information about this project and the types of questions I can expect to answer with the best of my ability. I understand that the survey will be conducted in person.

A. PARTICIPATION: I understand that my participation in this project is completely voluntary and that I am free to decline to participate, without consequence, at any time prior to or at any point during the activity.

B. CONFIDENTIALITY: I understand that any information I provide will be kept confidential, used only for the purposes of completing this assignment, and will not be used in any way that can identify me. All survey/questionnaire responses, notes, and records will be kept in a secured environment.


C. PUBLICATION: For reporting purposes, I understand that the results of this activity will be used exclusively in the university and I hereby given authority to publish in any form, in any journals or conference proceedings provided that confidentiality and other research ethics are being followed.

D. RISK: I also understand that there are no risks involved in participating in this activity, beyond those risks experienced in everyday life.

I have read the information above. By signing below and returning this form, I am consenting to participate in this undertaking as designed by the aforementioned researchers.

Signature Over Printed Name of the Participant

Date Signed: _____

 **RESEARCH AND PUBLICATION CENTER**
[] Main [x] Branch DIGOS
INFORMED CONSENT

PERCEPTIONS OF 1st GRADE MATHEMATICS TEACHERS IN MATATAK CURRICULUM IMPLEMENTATION
TITLE OF THE STUDY

DEAR PARTICIPANT,

We are pleased to inform you that you have been chosen to take part in the study. As our current research methodology is qualitative in nature, we are hoping to help us attain the following objectives of the study. With that, we are highly positive that you could provide us the most honest answers for this data gathering so we can lay out the best conclusions and recommendations.

Following the ethical protocols set in any research work, we would like to inform you, our dear respondent, that we are valuing always your response and information and thus we will keep it confidential. For instance, the consent form mentioned that the names or your identity shall be hidden and only general results will be reported.

For further information about this survey, we are enclosing herewith the Survey Consent Form for you to sign if permission is granted in your behalf.

Thank you very much for your kind participation.

Sincerely,
AINIE H. BADDARAN MARJORIE P. MULLA ROHANUS P. UNDS RODETH JANE C. QUEZADA
Researcher Researcher Researcher Adviser

RESEARCH DATA GATHERING CONSENT FORM

I, Jeaneth D. Catulayta (Participant's Name), understand that I am being asked to participate in a data gathering conducted by aforementioned researchers designed to gather information about the study.

I have been given some general information about this project and the types of questions I can expect to answer with the best of my ability. I understand that the survey will be conducted in person.

A. PARTICIPATION: I understand that my participation in this project is completely voluntary and that I am free to decline to participate, without consequence, at any time prior to or at any point during the activity.

B. CONFIDENTIALITY: I understand that any information I provide will be kept confidential, used only for the purposes of completing this assignment, and will not be used in any way that can identify me. All survey/questionnaire responses, notes, and records will be kept in a secured environment.

C. PUBLICATION: For reporting purposes, I understand that the results of this activity will be used exclusively in the university and I hereby given authority to publish in any form, in any journals or conference proceedings provided that confidentiality and other research ethics are being followed.

D. RISK: I also understand that there are no risks involved in participating in this activity, beyond those risks experienced in everyday life.

I have read the information above. By signing below and returning this form, I am consenting to participate in this undertaking as designed by the aforementioned researchers.

Jeaneth D. Catulayta
Signature Over Printed Name of the Participant

Date Signed: Nov- 20, 2024



PERCEPTIONS OF 1st GRADE MATHEMATICS TEACHERS IN MATATAGI CURRICULUM IMPLEMENTATION
TITLE OF THE STUDY

DEAR PARTICIPANT,

We are pleased to inform you that you have been chosen to take part in the study. As our current research methodology is qualitative in nature, we are hoping to help us attain the following objectives of the study. With that, we are highly positive that you could provide us the most honest answers for this data gathering so we can lay out the best conclusions and recommendations.

Following the ethical protocols set in any research work, we would like to inform you, our dear respondent, that we are valuing always your response and information and thus we will keep it confidential. For instance, the consent form mentioned that the names or your identity shall be hidden and only general results will be reported.

For further information about this survey, we are enclosing herewith the Survey Consent Form for you to sign if permission is granted in your behalf.

Thank you very much for your kind participation.

Sincerely,

AINIE H. BADBARAN
Researcher

MARJORIE B. MUELLE
Researcher

ROHANY P. UNDS
Researcher

RODELA JANE C. QUEZADA
Advisor

RESEARCH DATA GATHERING CONSENT FORM

I, ILYN L. ONAYA (Participant's Name), understand that I am being asked to participate in a data gathering conducted by aforementioned researchers designed to gather information about the study.

I have been given some general information about this project and the types of questions I can expect to answer with the best of my ability. I understand that the survey will be conducted in person.

A. **PARTICIPATION:** I understand that my participation in this project is completely voluntary and that I am free to decline to participate, without consequence, at any time prior to or at any point during the activity.

B. **CONFIDENTIALITY:** I understand that any information I provide will be kept confidential, used only for the purposes of completing this assignment, and will not be used in any way that can identify me. All survey/questionnaire responses, notes, and records will be kept in a secured environment.

C. **PUBLICATION:** For reporting purposes, I understand that the results of this activity will be used exclusively in the university and I hereby given authority to publish in any form, in any journals or conference proceedings provided that confidentiality and other research ethics are being followed.

D. **RISK:** I also understand that there are no risks involved in participating in this activity, beyond those risks experienced in everyday life.

I have read the information above. By signing below and returning this form, I am consenting to participate in this undertaking as designed by the aforementioned researchers.

ILYN L. ONAYA
Signature Over Printed Name of the Participant

Date Signed: 11-19-2024



RESEARCH AND PUBLICATION CENTER
[] Main [x] Branch DIGOS
INFORMED CONSENT

PERCEPTIONS OF 1st GRADE MATHEMATICS TEACHERS IN MATATAGI CURRICULUM IMPLEMENTATION
TITLE OF THE STUDY

DEAR PARTICIPANT,

We are pleased to inform you that you have been chosen to take part in the study. As our current research methodology is qualitative in nature, we are hoping to help us attain the following objectives of the study. With that, we are highly positive that you could provide us the most honest answers for this data gathering so we can lay out the best conclusions and recommendations.

Following the ethical protocols set in any research work, we would like to inform you, our dear respondent, that we are valuing always your response and information and thus we will keep it confidential. For instance, the consent form mentioned that the names or your identity shall be hidden and only general results will be reported.

For further information about this survey, we are enclosing herewith the Survey Consent Form for you to sign if permission is granted in your behalf.

Thank you very much for your kind participation.

Sincerely,

ANIE A. BARRAN
Researcher

MARJORIE P. MULLER
Researcher

ROHANIS P. UNDS
Researcher

RODOLFO J. C. BUEZADA III
Advisor

RESEARCH DATA GATHERING CONSENT FORM

I, Princess Nicol Pamela M. Mancao (Participant's Name), understand that I am being asked to participate in a data gathering conducted by aforementioned researchers designed to gather information about the study.

I have been given some general information about this project and the types of questions I can expect to answer with the best of my ability. I understand that the survey will be conducted in person.

A. PARTICIPATION: I understand that my participation in this project is completely voluntary and that I am free to decline to participate, without consequence, at any time prior to or at any point during the activity.

B. CONFIDENTIALITY: I understand that any information I provide will be kept confidential, used only for the purposes of completing this assignment, and will not be used in any way that can identify me. All survey/questionnaire responses, notes, and records will be kept in a secured environment.

C. PUBLICATION: For reporting purposes, I understand that the results of this activity will be used exclusively in the university and I hereby given authority to publish in any form, in any journals or conference proceedings provided that confidentiality and other research ethics are being followed.

D. RISK: I also understand that there are no risks involved in participating in this activity, beyond those risks experienced in everyday life.

I have read the information above. By signing below and returning this form, I am consenting to participate in this undertaking as designed by the aforementioned researchers.

Princess Nicol Pamela M. Mancao
Signature Over Printed Name of the Participant

Date Signed: 11-14-2024



PERCEPTIONS OF 1st GRADE MATHEMATICS TEACHERS IN MATATAG CURRICULUM IMPLEMENTATION
TITLE OF THE STUDY

DEAR PARTICIPANT,

We are pleased to inform you that you have been chosen to take part in the study. As our current research methodology is qualitative in nature, we are hoping to help us attain the following objectives of the study. With that, we are highly positive that you could provide us the most honest answers for this data gathering so we can lay out the best conclusions and recommendations.

Following the ethical protocols set in any research work, we would like to inform you, our dear respondent, that we are valuing always your response and information and thus we will keep it confidential. For instance, the consent form mentioned that the names or your identity shall be hidden and only general results will be reported.

For further information about this survey, we are enclosing herewith the Survey Consent Form for you to sign if permission is granted in your behalf.

Thank you very much for your kind participation.

Sincerely,

[Signature]
ANIE M. BADDARAN
Researcher

[Signature]
MARJORIE B. MULLER
Researcher

[Signature]
ROHANIA P. UNDS
Researcher

[Signature]
RODET JANE C. QUEZADA MA
Adviser

RESEARCH DATA GATHERING CONSENT FORM

I, CECILIA D. BACUM (Participant's Name), understand that I am being asked to participate in a data gathering conducted by aforementioned researchers designed to gather information about the study.

I have been given some general information about this project and the types of questions I can expect to answer with the best of my ability. I understand that the survey will be conducted in person.

A. PARTICIPATION: I understand that my participation in this project is completely voluntary and that I am free to decline to participate, without consequence, at any time prior to or at any point during the activity.

B. CONFIDENTIALITY: I understand that any information I provide will be kept confidential, used only for the purposes of completing this assignment, and will not be used in any way that can identify me. All survey/questionnaire responses, notes, and records will be kept in a secured environment.

C. PUBLICATION: For reporting purposes, I understand that the results of this activity will be used exclusively in the university and I hereby given authority to publish in any form, in any journals or conference proceedings provided that confidentiality and other research ethics are being followed.

D. RISK: I also understand that there are no risks involved in participating in this activity, beyond those risks experienced in everyday life.

I have read the information above. By signing below and returning this form, I am consenting to participate in this undertaking as designed by the aforementioned researchers.

[Signature]
CECILIA D. BACUM
Signature Over Printed Name of the Participant

Date Signed: 11-11-2024



PERCEPTIONS OF 1st GRADE MATHEMATICS TEACHERS IN MATATAGI CURRICULUM IMPLEMENTATION
TITLE OF THE STUDY

DEAR PARTICIPANT,

We are pleased to inform you that you have been chosen to take part in the study. As our current research methodology is qualitative in nature, we are hoping to help us attain the following objectives of the study. With that, we are highly positive that you could provide us the most honest answers for this data gathering so we can lay out the best conclusions and recommendations.

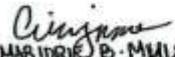
Following the ethical protocols set in any research work, we would like to inform you, our dear respondent, that we are valuing always your response and information and thus we will keep it confidential. For instance, the consent form mentioned that the names or your identity shall be hidden and only general results will be reported.

For further information about this survey, we are enclosing herewith the Survey Consent Form for you to sign if permission is granted in your behalf.

Thank you very much for your kind participation.

Sincerely,


ANIE M. BADBARAN
Researcher


MARJORIE B. MULLE
Researcher


ROHANIE P. UNDS
Researcher


RODETE JANE C. QUEZADA MA
Adviser

RESEARCH DATA GATHERING CONSENT FORM

I, GINA A. SALTER (Participant's Name), understand that I am being asked to participate in a data gathering conducted by aforementioned researchers designed to gather information about the study.

I have been given some general information about this project and the types of questions I can expect to answer with the best of my ability. I understand that the survey will be conducted in person.

A. **PARTICIPATION:** I understand that my participation in this project is completely voluntary and that I am free to decline to participate, without consequence, at any time prior to or at any point during the activity.

B. **CONFIDENTIALITY:** I understand that any information I provide will be kept confidential, used only for the purposes of completing this assignment, and will not be used in any way that can identify me. All survey/questionnaire responses, notes, and records will be kept in a secured environment.

C. **PUBLICATION:** For reporting purposes, I understand that the results of this activity will be used exclusively in the university and I hereby given authority to publish in any form, in any journals or conference proceedings provided that confidentiality and other research ethics are being followed.

D. **RISK:** I also understand that there are no risks involved in participating in this activity, beyond those risks experienced in everyday life.

I have read the information above. By signing below and returning this form, I am consenting to participate in this undertaking as designed by the aforementioned researchers.


GINA A. SALTER
Signature Over Printed Name of the Participant

Date Signed: 11-15-2024



PERCEPTIONS OF 1st GRADE MATHEMATICS TEACHERS IN MATATAG CURRICULUM IMPLEMENTATION
TITLE OF THE STUDY

DEAR PARTICIPANT,


We are pleased to inform you that you have been chosen to take part in the study. As our current research methodology is qualitative in nature, we are hoping to help us attain the following objectives of the study. With that, we are highly positive that you could provide us the most honest answers for this data gathering so we can lay out the best conclusions and recommendations.

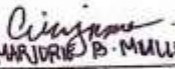
Following the ethical protocols set in any research work, we would like to inform you, our dear respondent, that we are valuing always your response and information and thus we will keep it confidential. For instance, the consent form mentioned that the names or your identity shall be hidden and only general results will be reported.

For further information about this survey, we are enclosing herewith the Survey Consent Form for you to sign if permission is granted in your behalf.

Thank you very much for your kind participation.

Sincerely,


ANIE M. BADBARAN
Researcher


MARJORIE P. MULLE
Researcher


ROHANIA P. UNDS
Researcher


RODEY JANE C. QUEZADA
Advisor

RESEARCH DATA GATHERING CONSENT FORM

I, _____ (Participant's Name), understand that I am being asked to participate in a data gathering conducted by aforementioned researchers designed to gather information about the study.

I have been given some general information about this project and the types of questions I can expect to answer with the best of my ability. I understand that the survey will be conducted in person.


A. PARTICIPATION. I understand that my participation in this project is completely voluntary and that I am free to decline to participate, without consequence, at any time prior to or at any point during the activity.

B. CONFIDENTIALITY. I understand that any information I provide will be kept confidential, used only for the purposes of completing this assignment, and will not be used in any way that can identify me. All survey/questionnaire responses, notes, and records will be kept in a secured environment.

C. PUBLICATION. For reporting purposes, I understand that the results of this activity will be used exclusively in the university and I hereby given authority to publish in any form, in any journals or conference proceedings provided that confidentiality and other research ethics are being followed.

D. RISK. I also understand that there are no risks involved in participating in this activity, beyond those risks experienced in everyday life.

I have read the information above. By signing below and returning this form, I am consenting to participate in the data gathering as designed by the aforementioned researchers.


MARCH LIZA V. OURA
Signature Over Printed Name of the Participant

Date Signed: _____



RESEARCH AND PUBLICATION CENTER

[] Main [x] Branch DIGOS

INFORMED CONSENT

PERCEPTIONS OF 3RD GRADE MATHEMATICS TEACHERS IN MATATAG CURRICULUM IMPLEMENTATION

TITLE OF THE STUDY

DEAR PARTICIPANT,

We are pleased to inform you that you have been chosen to take part in the study. As our current research methodology is qualitative in nature, we are hoping to help us attain the following objectives of the study. With that, we are highly positive that you could provide us the most honest answers for this data gathering so we can lay out the best conclusions and recommendations.

Following the ethical protocols set in any research work, we would like to inform you, our dear respondent, that we are valuing always your response and information and thus we will keep it confidential. For instance, the consent form mentioned that the names or your identity shall be hidden and only general results will be reported.

For further information about this survey, we are enclosing herewith the Survey Consent Form for you to sign if permission is granted in your behalf.

Thank you very much for your kind participation.

Sincerely,

ANNE BARBARAN
Researcher

MARIFEL B. MILF
Researcher

ROHANIE P. UNIS
Researcher

RODITH JANE CUFZADA, M.Ed.
Adviser

RESEARCH DATA GATHERING CONSENT FORM

I, GERLY J. NAPHNE (Participant's Name), understand that I am being asked to participate in a data gathering conducted by aforementioned researchers designed to gather information about the study.

I have been given some general information about this project and the types of questions I can expect to answer with the best of my ability. I understand that the survey will be conducted in person.

A. PARTICIPATION: I understand that my participation in this project is completely voluntary and that I am free to decline to participate, without consequence, at any time prior to or at any point during the activity.

B. CONFIDENTIALITY: I understand that any information I provide will be kept confidential, used only for the purposes of completing this assignment, and will not be used in any way that can identify me. All survey/questionnaire responses, notes, and records will be kept in a secured environment.

C. PUBLICATION: For reporting purposes, I understand that the results of this activity will be used exclusively in the university and I hereby given authority to publish in any form, in any journals or conference proceedings provided that confidentiality and other research ethics are being followed.

D. RISK: I also understand that there are no risks involved in participating in this activity, beyond those risks experienced in everyday life.

I have read the information above. By signing below and returning this form, I am consenting to participate in this undertaking as designed by the aforementioned researchers.

GERLY J. NAPHNE
Signature Over Printed Name of the Participant

Date Signed: 11-18-2024



RESEARCH AND PUBLICATION CENTER	
[] Main	[x] Branch <u>DIGOS</u>
INFORMED CONSENT	

PERCEPTIONS OF 1st GRADE MATHEMATICS TEACHERS IN MATATAGI CURRICULUM IMPLEMENTATION
TITLE OF THE STUDY

DEAR PARTICIPANT,

We are pleased to inform you that you have been chosen to take part in the study. As our current research methodology is qualitative in nature, we are hoping to help us attain the following objectives of the study. With that, we are highly positive that you could provide us the most honest answers for this data gathering so we can lay out the best conclusions and recommendations.

Following the ethical protocols set in any research work, we would like to inform you, our dear respondent, that we are valuing always your response and information and thus we will keep it confidential. For instance, the consent form mentioned that the names or your identity shall be hidden and only general results will be reported.

For further information about this survey, we are enclosing herewith the Survey Consent Form for you to sign if permission is granted in your behalf.

Thank you very much for your kind participation.

Sincerely,

[Signature]
MINIE H. BADDARAN
Researcher

[Signature]
MARJORIE B. MULLER
Researcher

[Signature]
ROHANUS P. UNDS
Researcher

[Signature]
RODIE JANE C. QUEZADA
Adviser

RESEARCH DATA GATHERING CONSENT FORM

I, Lourinda G. Lorente (Participant's Name), understand that I am being asked to participate in a data gathering conducted by aforementioned researchers designed to gather information about the study.

I have been given some general information about this project and the types of questions I can expect to answer with the best of my ability. I understand that the survey will be conducted in person.

A. PARTICIPATION: I understand that my participation in this project is completely voluntary and that I am free to decline to participate, without consequence, at any time prior to or at any point during the activity.

B. CONFIDENTIALITY: I understand that any information I provide will be kept confidential, used only for the purposes of completing this assignment, and will not be used in any way that can identify me. All survey/questionnaire responses, notes, and records will be kept in a secured environment.

C. PUBLICATION: For reporting purposes, I understand that the results of this activity will be used exclusively in the university and I hereby given authority to publish in any form, in any journals or conference proceedings provided that confidentiality and other research ethics are being followed.

D. RISK: I also understand that there are no risks involved in participating in this activity, beyond those risks experienced in everyday life.

I have read the information above. By signing below and returning this form, I am consenting to participate in this undertaking as designed by the aforementioned researchers.

[Signature]
Lourinda G. Lorente
Signature Over Printed Name of the Participant

Date Signed: 11/19/24



RESEARCH AND PUBLICATION CENTER

[] Main [x] Branch **DIGOS**

INFORMED CONSENT

PERCEPTIONS OF 1ST GRADE MATHEMATICS TEACHERS IN MATARAS CURRICULUM IMPLEMENTATION

TITLE OF THE STUDY

DEAR PARTICIPANT,

We are pleased to inform you that you have been chosen to take part in the study. As our current research methodology is qualitative in nature, we are hoping to help us attain the following objectives of the study. With that, we are highly positive that you could provide us the most honest answers for this data gathering so we can lay out the best conclusions and recommendations.

Following the ethical protocols set in any research work, we would like to inform you, our dear respondent, that we are valuing always your response and information and thus we will keep it confidential. For instance, the consent form mentioned that the names or your identity shall be hidden and only general results will be reported.

For further information about this survey, we are enclosing herewith the Survey Consent Form for you to sign if permission is granted in your behalf.

Thank you very much for your kind participation.

Sincerely,

AINIE (SABRATA)
Researcher

MARJORIE B. MUNE
Researcher

ROHANG UNAS
Researcher

ROBERTA TADE C. QUENZA, MEd
Adviser

RESEARCH DATA GATHERING CONSENT FORM

I, Mary C. Rabando (Participant's Name), understand that I am being asked to participate in a data gathering conducted by aforementioned researchers designed to gather information about the study.

I have been given some general information about this project and the types of questions I can expect to answer with the best of my ability. I understand that the survey will be conducted in person.

A. PARTICIPATION: I understand that my participation in this project is completely voluntary and that I am free to decline to participate, without consequence, at any time prior to or at any point during the activity.

B. CONFIDENTIALITY: I understand that any information I provide will be kept confidential, used only for the purposes of completing this assignment, and will not be used in any way that can identify me. All survey/questionnaire responses, notes, and records will be kept in a secured environment.

C. PUBLICATION: For reporting purposes, I understand that the results of this activity will be used exclusively in the university and I hereby given authority to publish in any form, in any journals or conference proceedings provided that confidentiality and other research ethics are being followed.

D. RISK: I also understand that there are no risks involved in participating in this activity, beyond those risks experienced in everyday life.

I have read the information above. By signing below and returning this form, I am consenting to participate in this undertaking as designed by the aforementioned researchers.

MARY C. RABANDO
Signature Over Printed Name of the Participant

Date Signed: _____

APPENDIX I

INTERVIEW GUIDE QUESTION

PERCEPTIONS OF 1ST GRADE MATHEMATICS TEACHERS IN MATATAG CURRICULUM IMPLEMENTATION

Researchers: Badbaran A., Mulle M., & Unos R.

RESEARCH QUESTIONS & INTERVIEW GUIDE QUESTIONS

Pre-validation

PRE-VALIDATION QUESTIONS	
PQ1	What subject and grade are you currently teaching? (Unsa nga subject ug grado ang imung gitudluan karon?)
PQ2	How many years have you been teaching this grade? (Pila na ka tuig ang imung pagtudlo niini nga grado?)
PQ3	What challenges have you faced in implementing Matatag Curriculum? (unsa nga mga hagit ang imung giatubang sa pagpatuman sa Matatag Kurikulum?)

Research Questions	Interview Questions
1. Describe the perception of 1st Grade Mathematics teachers in the implementation of Matatag Curriculum. (Ihulagway ang panglantaw sa mga magtutudlo sa unang grado sa Matematika sa pagpatuman sa Matatag Curriculum)	1.1 How do 1st-grade Mathematics teachers perceive the effectiveness of the Matatag Curriculum in enhancing students' mathematical skills? (Giunsa paglantaw sa mga magtutudlo sa unang grado sa Matematika ang kaepektibo sa Matatag Curriculum sa pagpauuswag)

	<p>sa kahanas sa matematika sa mga estudyante?</p> <p>1.2 What challenges do 1st-grade Mathematics teachers anticipate in implementing the Matatag curriculum, and how do they plan to address them?</p> <p>(Unsang mga hagit ang gipaabot sa mga magtutudlo sa unang grado sa Matematika sa pagpatuman sa Matatag curriculum, ug giunsa nila pagplano ang pagsulbad niini?)</p>
<p>2. Describe the Preparations of 1st grade Mathematics teachers in the implementation of Matatag Curriculum.</p> <p>(Ihulagway ang mga Pagpangandam sa unang grado sa Matematika nga mga magtutudlo sa pagpatuman sa Matatag kurikulum.)</p>	<p>2.1 What specific training or professional development have 1st-grade Mathematics teachers undergone to prepare for implementing the Matatag Curriculum?</p> <p>(Unsang espesipikong pagbansay o propesyonal nga kalamboan ang giagian sa mga magtutudlo sa unang grado sa Matematika aron</p>

	<p>makapangandam sa pagpatuman sa Matatag kurikulum?</p> <p>2.2 How have 1st-grade Mathematics teachers adapted their teaching materials and methods to align with the Matatag curriculum's principles and objectives? (Giunsa pagpahaom sa mga magtutudlo sa unang grado sa Matematika ang ilang mga materyales ug pamaagi sa pagtudlo aron mahiuyon sa mga prinsipyo ug tumong sa Matatag Kurikulum?)</p>
<p>3. Determine the adaptive teachers strategies of the 1st grade Mathematics teachers in the implementation of Matatag Curriculum. (Aron mahibal-an ang mga estratehiya sa mapahiangayon nga mga magtutudlo sa mga magtutudlo sa Matematika sa unang grado sa pagpatuman sa Matatag Curriculum.</p>	<p>3.1 What instructional strategies do 1st-grade Mathematics teachers plan to employ to effectively teach mathematical concepts under the Matatag curriculum? (Unsa nga mga estratehiya sa pagtudlo ang giplano sa mga magtutudlo sa unang grado Matematika nga gamiton aron epektibong matudlo ang mga</p>

	<p>konsepto sa matematika ubos sa kurikulum sa Matatag?)</p> <p>3.2 How will 1st-grade Mathematics teachers assess student progress and understanding within the framework of the Matatag curriculum?</p> <p>(Unsaon pag-assess sa mga magtutudlo sa unang grado sa Matematika ang pag-uswag ug pagsabot sa estudyante sulod sa gambalay sa kurikulum sa Matatag?)</p>
--	--

INTERVIEW SCRIPT

(The researcher will be welcoming the participants by greeting them and give them background and the purpose of the study)

Researcher 1: Good morning/Good afternoon Ma'am/ Sir especially to our participant's who are willing to be interviewed by us in our research study, First of all, thank you for taking the time to talk to us today, I am Marjorie Mulle.

Researcher 2: And I am Rohanie P. Unos we are student from University of Mindanao Digos College taking of Batchelor Elementary of education (BEED-GEN). We are so blessed to get your presence in our interview and willingness to join our study entitled **Perceptions of 1st Grade Mathematics Teachers in Matatag Curriculum Implementation.**

Researcher 1: Finally we are all here and everything is ready, now we will give you some information for your safety All personal information, including your name, address, and survey answers will be kept strictly confidential and will not be shared with any person or group that is not associated with this study. Your participation is voluntary and you may refuse to answer any questions you do not wish to answer. Please be aware that there are no wrong answers -you're the expert here! We're doing interviews like these to hear things from your perspective. During interview we're doing recorded and take note for your answers, The recording will only be used to help us in our research.

Researcher 2: So now let start! We're giving some open ended question and we will expected your answers.

Q1. Describe the perception of 1st Grade Mathematics teachers in the implementation of Matatag Curriculum. (sa paghulagway sa panglantaw sa mga magtutudlo sa unang grado sa matematika sa pagtuman sa Matatag Curriculum)

Participant:

- How do 1st-grade Mathematics teachers perceive the effectiveness of the Matatag Curriculum in enhancing students' mathematical skills?
(Giunsa paglantaw sa mga magtutudlo sa unang grado sa Matematika ang kaepektibo sa Matatag Curriculum sa pagpauswag sa kahanas sa matematika sa mga estudyante?)

Participant:

- How have 1st-grade Mathematics teachers adapted their teaching materials and methods to align with the Matatag curriculum's principles and objectives? (Giunsa pagpahaom sa mga magtutudlo sa unang grado sa Matematika ang ilang mga materyales ug pamaagi sa pagtudlo aron mahiuyon sa mga prinsipyo ug tumong sa Matatag Kurikulum?)

Participant:

Research 1: (Q2) Describe the Preparations of 1st grade Mathematics teachers in the implementation of Matatag Curriculum. (Sa paghulagway sa mga Pagpangandam sa unang grado sa Matematika nga mga magtutudlo sa pagpatuman sa Matatag kurikulum.)

Participant:

- What specific training or professional development have 1st-grade Mathematics teachers undergone to prepare for implementing the Matatag Curriculum?
(Unsang espesipikong pagbansay o propesyonal nga kalamboan ang giagian sa mga magtutudlo sa unang grado sa Matematika aron makapangandam sa pagpatuman sa Matatag kurikulum?)

Participant:

- How have 1st-grade Mathematics teachers adapted their teaching materials and methods to align with the Matatag curriculum's principles

and objectives? (Giunsa pagpahaom sa mga magtutudlo sa unang grado sa Matematika ang ilang mga materyales ug pamaagi sa pagtudlo aron mahiuyon sa mga prinsipyo ug tumong sa Matatag Kurikulum?)

- Participant:

Researcher 2. (Q3) Determine the adaptive teachers strategies of the 1st grade Mathematics teachers in the implementation of Matatag Curriculum. (Aron mahibal-an ang mga estratehiya sa mapahiangayon nga mga magtutudlo sa mga magtutudlo sa Matematika sa unang grado sa pagpatuman sa Matatag Curriculum.)

Participant:

- What instructional strategies do 1st-grade Mathematics teachers plan to employ to effectively teach mathematical concepts under the Matatag curriculum?

(Unsa nga mga estratehiya sa pagtudlo ang giplano sa mga magtutudlo sa unang grado Matematika nga gamiton aron epektibong matudlo ang mga konsepto sa matematika ubos sa kurikulum sa Matatag?)

Participant:

- How will 1st-grade Mathematics teachers assess student progress and understanding within the framework of the Matatag curriculum?


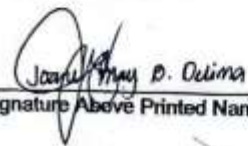
(Unsaon pag-assess sa mga magtutudlo sa unang grado sa
Matematika ang pag-uswag ug pagsabot sa estudyante sulod sa
gambalay sa kurikulum sa Matatag?


Participant:

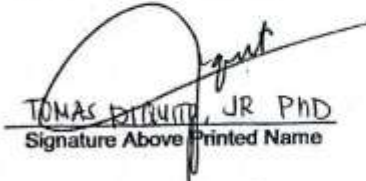
Thankyou for lending us your precious time and we really appreciate your effort
in answering all the questions. May god bless you always and have a good day.

APPENDIX J

VALIDATION SHEETS FOR INTERVIEW

 UM <small>The University of Mindanao</small>	RESEARCH AND PUBLICATION CENTER <input type="checkbox"/> Main <input checked="" type="checkbox"/> Branch <u>UM Digos</u> VALIDATION SHEET FOR INTERVIEW GUIDE	
Title of Research: <u>PERCEPTIONS OF 1st GRADE MATHEMATICS TEACHERS</u> <u>IN MATHEMATICS CURRICULUM IMPLEMENTATION</u>		
Proponents : <u>DADDARAN ANIE, MUEL, MARFIE, VLOS, P. DHAUIC</u>		
To the Evaluator: Kindly check the column which fits your evaluation of the item. Rating: Number of Yes marks		
<input type="checkbox"/> 10 Very Good <input type="checkbox"/> 6-7 Fair (maybe upgraded if revised) <input type="checkbox"/> 8-9 Good <input type="checkbox"/> 0-5 For Revalidation		
ITEMS	YES	NO
Ethics		
1. Introduction (Purpose, confidentiality, duration, way of conduct) closing component (for additional comments) are provided.	/	
2. Informed consent is included.	/	
Artistry		
3. Script is included/built-in, so interviewer can introduce, guide and conclude the interview in a consistent manner.	/	
4. Questions are appropriate to the study, enhancing the possibility of storytelling and narratives.	/	
Rigor		
5. Questions are open-ended to encourage in-depth responses; avoiding close-ended questions which are answerable by "yes" or "no".	/	
6. Questions are stated in the affirmative.	/	
7. Probe questions are provided.	/	
8. Questions are logically ordered asking the highest priority questions, first opinion questions follow information questions.	/	
9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded), for every research question, except for special cases.	/	
 Signature Above Printed Name		
E-13100-022/ Rev. # 0/ Effectivity: July 26, 2019		

 UM The University of Mindanao	RESEARCH AND PUBLICATION CENTER [] Main [✓] Branch <u>UM Digos</u> VALIDATION SHEET FOR INTERVIEW GUIDE	
Title of Research: <u>PERCEPTIONS OF 4ST GRADE MATHEMATICS TEACHERS IN MATARIG CURRICULUM IMPLEMENTATION</u>		
Proponents : <u>Beulbaran, Kinro, Malle Mariane, Unos Polanico</u>		
To the Evaluator: Kindly check the column which fits your evaluation of the item. Rating: Number of Yes marks		
<input type="checkbox"/> 10 Very Good	<input type="checkbox"/> 6-7 Fair (maybe upgraded if revised)	
<input checked="" type="checkbox"/> 8-9 Good	<input type="checkbox"/> 0-5 For Revalidation	
ITEMS	YES	NO
Ethics		
1. Introduction (Purpose, confidentiality, duration, way of conduct) closing component (for additional comments) are provided.	/	
2. Informed consent is included.	/	
Artistry		
3. Script is included/built-in, so interviewer can introduce, guide and conclude the interview in a consistent manner.	/	
4. Questions are appropriate to the study, enhancing the possibility of storytelling and narratives.	/	
Rigor		
5. Questions are open-ended to encourage in-depth responses; avoiding close-ended questions which are answerable by "yes" or "no".	/	
6. Questions are stated in the affirmative.	/	
7. Probe questions are provided.	/	
8. Questions are logically ordered asking the highest priority questions, first opinion questions follow information questions.	/	
9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded), for every research question, except for special cases.	/	


TOMAS DIGNITY, JR PHD
 Signature Above Printed Name

F-13100-022/ Rev. # 0/ Effectivity: July 26, 2019

APPENDIX K

TRANSCRIBED RESPONSES AND TRANSLATED RESPONSES

Interview Number 1 : The Experience of “Participant 1”

Name of Interviewer: Marjorie Mulle

Name of Interviewer: Participant 1

Item		Transcribed	Translated
1.	Interviewer	Giunsa paglantaw sa mga magtutudlo sa unang grado sa Matematika ang kaepektibo sa Matatag Curriculum sa pagpauwag sa kahanas sa Matematika sa mga estudyante?	How do 1st grade mathematics teachers perceive the effectiveness of the matatag curriculum in enhancing students mathematical skills?
2.	Interviewee	Sa tinuod lang, isip usa ka Grade 1 nga magtutudlo sa Mathematics, akong panan-aw sa pagtudlo sa math kay usa kini ka gamit o himan aron makatabang sa mga estudyante nga makasurvive sa tinuod nga kinabuhi kung mogawas na sila sa eskwelahan. Kay karon, dili na lang kita nagtudlo og theorya ra. Sauna, puro ra gyud theorya ang among gi-focus, apan karon, among gi-aplikar sa mga problema nga mahitabo gyud sa ilang palibot. Pasabot nako, naga-hatag na kami og mga HOTS (Higher Order Thinking Skills) nga mga pangutana bisan pa og gamay pa sila. Pananglitan, dili na lang ‘1 plus 2’ kundi ‘usa ka saging plus duha ka saging nga imong paliton sa canteen, pila kabuok saging imong mapalit? Mao na nga makasabot sila sa kalainan ana, kay ilang ma-realize nga ang Math gigamit diay sa ilang	Well, actually as a grade 1 Mathematics teacher, I perceive teaching mathematics as a tool for students to survive when they go outside of the campus or to the real world, it’s because we do not only teach the theory anymore, before we commonly focusing in the theories and we not specifying it into problems that is or are locally happening like what I’m trying to say is that we are giving now some HOTS questions or problems even though they are still young. Example we do not only have one plus two but one banana plus two banana you will buy in the canteen, how many banana you will be buying? So you know the difference between that because they will think that math is used in their day to day lives or living not only like okay it’s okay or it’s an theory or

		adlaw-adlaw nga kinabuhi, dili lang kay 'okay ra', o usa ra ka theorya, o usa ka butang nga hunahuna ra nga ilang makat-unan sulod sa classroom. Mas daghan gyud og gamit ang Math sa ilang kinabuhi. Mao na akong panan-aw sa pagtudlo isip usa ka Grade 1 nga magtutudlo.	it's an imaginary thing that they will be learning inside the classroom. So, it's more of the used of math in their lives, so that's how I perceive teaching as a grade 1 teacher.
3.	Interviewer	Unsang mga hagit ang gipaabot sa mga magtutudlo sa unang grado sa Matematika sa pagpatuman sa Matatag curriculum, ug giunsa nila pag-plano ang ang pagsulbad niini?	What challenges do 1st grade mathematics teachers anticipate in implementing the matatag curriculum, and how do they plan to address them?
4.	Interviewee	Teknikal nga kalisdanan nga akong nasinati atong panahona kay tingali kadto, nga imbes 50 minutos ang among oras sa pagtudlo sa Mathematics, 40 minutos na lang ang gihatag sa amo. Ug sa kamatuoran nga gusto nila nga mahimong makahuluganon ang leksyon, limitado ra among oras para sa mga aktibidad nga makatupong gyud sa among tumong. Dili sayon nga maghatag og problema unya dali ra nila masabtan, labi na kay gagmay pa sila. Sa Kindergarten, wala pa kaayo sila ani; siguro, naa na gamay pero 'touch' ra gyud. Mao nga kung imong pangutan-on kung unsay pinakalisod, mao gyud ang kakulang sa oras ug kalisod sa topic nga among itudlo.	Technically the challenges that I in-counterred will probably that time; because instead of us having 50 minutes of teaching mathematics we are only given 40 minutes and given the fact that they wanted to be meaningful. We are limited to have activities that could really hit our target. It's not so easy to give problems and they would understand it automatically given the fact that they are young so in Kinder Garden they don't have these one; I mean, yes probably they have but only a touch of it ;so if you are asking the most difficulty it should be the time, and the difficulty of the topic with the lesson.

5.	Interviewer	<p>Unsang espesipikong pagbansay o propesyonal nga kalamboan ang giagian sa mga magtutudlo sa unang grado sa Matematika aron makapangandam sa pagpatuman sa Matatag kurikulum?</p>	<p>What specific training or professional development have 1st grade mathematics teachers undergone to prepare for implementing the matatag curriculum?</p>
6.	Interviewee	<p>Ako gyud nag-andam og parehas ra sa akong giandam sa karaang curriculum, pero kami nga mga magtutudlo diri sa among tunghaan, sukad nga nakatambong mi og seminar sa pagpatuman sa bagong curriculum, nag-andam na mi og mga localized ug contextualized nga mga learning springboard. Dili na namo gamiton ang mga pulong o butang nga dili ma-relate sa mga estudyante. Pananglitan, ang 'strawberries' – wala man na dinhi sa among komunidad, mao nga among gipulihan og mga butang nga kasagara makita o masabtan sa mga bata aron masabtan gyud nila ang leksyon o topic. Gawas pa ana, nag-andam usab mi og mga hands-on activities. Kay sauna, puro ra gyud spoon-feeding. Karon, naa gihapon spoon-feeding gamay pero naggamit na mi og explicit teaching. Sa explicit teaching, buhaton sa teacher ang activity, dayon sabayan sa estudyante, ug sa ulahi</p>	<p>I actually prepared the same thing just like how I prepared on the previous curriculum but, We teachers here in the school since we had a seminar of the implementation of these curriculum , we actually prepared they localized and contextualized learning spring board, we are now not using those words that student cannot relate ; say for example the strawberries, we don't that have the strawberries here in our community so instead we are using the contextualized spring board in order for the students to understand they lesson or the topic , aside from that we are preparing hands on activities commonly because before kasi its more on spoon feeding, yes it's still spoon feeding here but we are using the explicit teaching, Explicit teaching in which they will do hands on activities after the teacher so I and</p>

		<p>sila na mismo ang mobuhat sa ilang kaugalingon gamit ang manipulatives sama sa Popsicle sticks o bisan unsang materials nga magamit sa Math. Tungod kay karon pa lang nagsugod ang Matatag Curriculum karong tuiga, ang training nga akong natambongan mao ra gyud ang Matatag training, diin kada adlaw gi-focus nila ang lain-lain subject. Sa Day 1 kay GMRC, unya sa sunod adlaw laing subject napud. Mao pa ra na ang akong natambongan nga training nga nakatabang pagpalambo sa akong pagtudlo sa Math ug sa uban pang mga subject.</p>	<p>the student will do it manually and hands on and then finally they will do it alone using the manipulative like Popsicle stick or any other materials that can be used in mathematics. Since the Matatag Curriculum has just started this school year the only training that I had attended is actually the matatag training in which every day they are shopping it into subjects, so day 1 is GMRC and then day 2. so that's the training so far that I had attended with enhancing my teaching skills in mathematics and any subjects as well.</p>
7.	Interviewer	<p>Gi unsa pagpahaom sa mga magtutudlo sa unang grado sa Matematika ang ilang mga materyales ug pamaagi sa pagtudlo aron mahiuyon sa mga prinsipyo ug tumong sa Matatag Kurikulum?</p>	<p>How have 1st-grade Mathematics teachers adapted their teaching materials and methods to align with the Matatag curriculum's principles and objectives?</p>
8.	Interviewee	<p>Murag akong na-mention na ganiha nga among gigamit karon ang mga contextualized ug localized nga materials. Bisan pa man og ang Matatag Curriculum kay nagahatag lang og module kada semana, kini nakasulat ra sa English ug Filipino. Apan sa Matatag Curriculum, gi-emphasize gyud ang gitawag nga 'trans language'. Ang trans language kay nagtudlo ka sa specific</p>	<p>I guess I already mention a while ago ; we are actually using contextualized and localized materials though the matatag curriculum they only given a module like every week but it is only written in English and Filipino, In matatag curriculum there is what we called trans language which is very emphasized in these curriculum; trans language is you will be</p>

		<p>nga subject gamit ang mother tongue sa estudyante — dinhi sa among komunidad, Bisaya among gigamit nga medium of instruction. Tungod niini, kinahanglan nga kamao usab ang mga magtutudlo sa paggamit og trans language, ug ang mga materials nga gihatag sa national kinahanglan pa gyud i-adjust aron mahimong mas makasabot ang mga estudyante. Pananglitan, kung mogamit ta og pulong nga 'palay', wala man tay palay dinhi sa among lugar. Usahay sab, ginatugot nga magamit ang ikatulong pinulongan, nga mao ang English, kay naa gyuy mga terms sa Math nga lisod i-Bisaya. Mao nga sa trans language, kinahanglan nga masabtan gyud sa bata ang lesson, aron mahimong mas makabuluhan ang ilang pagkat-on.</p>	<p>teaching the specific subject in the mother tongue of that students particular here in our community, we are using the bisaya as the medium of instruction the mother tongue. Therefore teachers need the trans language as well those materials given by the national ,para meaningful ang ilang learning ; makasabot sila . For example, if we use the word 'palay', we don't have palay here, right? And also, sometimes we are encouraged to use the third language, which is English, because there are some texts in Mathematics that are really difficult to translate into Bisaya. So, in trans language, the lesson should really be meaningful so that the children can understand it more easily.</p>
9.	Interviewer	<p>Unsa nga mga estratihiya sa pagtudlo ang giplano sa mga magtutudlo sa unang grado sa Matematika nga gamiton aron epektibong matudlo ang mga konsepto sa matematika ubos sa kurikulum sa matatag?</p>	<p>What instructional strategies do 1st grade mathematics teachers plan to employ effectively teach mathematical concepts under the Matatag Curriculum?</p>
10.	Interviewee	<p>Ang mga estratehiya apil na ang pag-formulate og materials para sa Higher Order Thinking Skills, akong na-mention na ganiha. Apil sab ang explicit teaching — murag</p>	<p>The strategies including the formulation of materials in higher order thinking skills, i already mentioned a while ago, as well as ang explicit teaching parang they</p>

		<p>ilang tawag kay spoon-feeding pero dili gyud ingon ana. Explicit siya sa iyang kahulugan kay nagahatag ta og example, pero sa samang panahon, among gitinguha nga makakuha og tubag gikan sa mga estudyante, dili gikan sa amo. Mao na nga sa maong specific nga example, mas maingon nga explicit siya kay among ginalihok ang pagkuha og tubag gikan sa ila base sa among gi-elicited nga pangutana.</p>	<p>term it as spoon-feeding but not that in that way it's explicit in it sense because we give it an example but it's explicit but at the same time parang mag elicit mig answer coming from them not coming from us, so that specific example more on explicit siya in that form we elicit answers coming from them based on the elicited that we deed.</p>
11.	Interviewer	<p>Unsaon pag-assess sa mga magtutudlo sa unang grado sa Matematika ang pag-uswag ug pagsabot sa estudyante sulod sa gambalay sa kurikulum sa matatag?</p>	<p>How will 1st grade mathematics teachers assess student progress and understanding within the framework of the matatag curriculum?</p>
12.	Interviewee	<p>Sa tinuod lang, parehas ra gihapon ang assessment sa karaang curriculum. Kay kung formative, dili nimo kinahanglan i-record. Kung summative na, diha ra nimo i-record ang resulta. Siguro karon mas gi-focus na ta sa performance-based nga assessment, ug mas dako na siya'g impact sa Matatag Curriculum. Sauna, pwede ra nimo ihatag ang performance task bisan walay hugot nga giya. Pero karon sa bag-ong Matatag Curriculum, dili na pwede buhaton sa mga bata ang performance task sa balay — kinahanglan gyud nga sa sulod sa classroom nila buhaton aron patas ang basihan ug masiguro nga</p>	<p>Actually, the assessment is just the same as in the old curriculum because if it's formative, you don't need to record it. It's only during summative assessments that you record the results. Probably, we are more focused on performance-based assessments now, and it has a bigger impact in the Matatag Curriculum. Before, you could give the performance task without strict guidelines. But now, in the new Matatag Curriculum, students are not allowed to do the performance task at home — they need to do it inside the classroom to ensure</p>

		<p>nakasabot gyud ang bata sa buluhaton. Kay kung sa gawas nila buhaton, wala may klaro nga pag-monitor, ug basin tabangan sila sa ginikanan o guardian. Dinhi, among ginatan-aw kung kaya ba gyud sa mga bata nga sila ra mag-sulbad sa problema sulod sa classroom. Kung mao gani, magtinabangay sila og tubag sa mga pangutana o problema nga among gihatag gamit ang hands-on activities, kay performance-based gyud ang Matatag Curriculum — bisan sa mga subject nga Language ug GMRC, mas gi-focus sa pagbuhat, pagsulti, ug hands-on nga mga buluhaton.</p>	<p>fairness and to confirm that the child really understands the task. Because if they do it outside, there's no strict monitoring, and parents or guardians might assist them. Here, we're trying to see if the students can really solve the problems on their own inside the classroom. If that's the case, they cooperatively answer the questions or problems we give through hands-on activities, because the Matatag Curriculum is really performance-based — even in subjects like Language and GMRC, it's more on speaking and hands-on tasks.</p>
--	--	---	---

Transcribed Responses and Translated Responses

Interview Number 2 : The Experience of "Participant 2"

Name of Interviewer: Marjorie Mulle

Name of Interviewee: Participant 2

Item		Transcribed	Translated
1.	Interviewer	Giunsa paglantaw sa mga magtutudlo sa unang grado sa Matematika ang kaepektibo sa Matatag Curriculum sa pagpauwang sa kahanas sa Matematika sa mga estudyante?	How do 1st Grade Mathematics Teachers perceive the effectiveness of the matatag curriculum in enhancing students mathematical skills?
2.	Interviewee	Ang MATATAG Curriculum nagtinguha nga mapaayo ang mga pundasyong kahanas sa sayong edukasyon, apil na ang	The MATATAG curriculum aims to enhance foundational skills in early education, including the math. We

		<p>Math. Kami nga mga magtutudlo nagpasalamat sa holistic nga pamaagi sa curriculum ug sa pagkunhod sa mga competencies, nga naghatag og higayon nga mas makapokus mi sa among pamaagi sa pagtudlo. Aron kini mahimong epektibo isip usa ka Grade 1 nga magtutudlo, among gigamit ang L1 o mother tongue isip medium of instruction. Sa mga aktibidad, among gigamit ang manipulative o hands-on nga mga materyales, ug kasagaran, magbuhat ko og regroupings aron makat-on sila pinaagi sa pakig-uban ug pakigtambayayong sa ilang mga kauban sa klase.</p>	<p>teachers appreciated the curriculum's holistic approach and the reduction of competencies, allowing for a more focused teaching strategy. To make it effective as a grade 1 teacher we use L1 as a medium of instruction, and also when it comes to the activities we use manipulative or hands on materials and also I usually do regroupings for them to learn through engagement to their classmates.</p>
3.	Interviewer	<p>Unsang mga hagit ang gipaabot sa mga magtutudlo sa unang grado sa Matematika sa pagpatuman sa Matatag curriculum, ug giunsa nila pag-plano ang ang pagsulbad niini?</p>	<p>What challenges do 1st grade mathematics teachers anticipate in implementing the matatag curriculum, and how do they plan to address them?</p>
4.	Interviewee	<p>Tungod kay bag-o pa lang nagsugod karong tuiga ang Matatag Curriculum, usa sa mga hagit para sa amo nga mga magtutudlo mao ang panginahanglan og bag-ong instructional materials, mga libro, ug ang oras nga gikinahanglan aron maka-adjust sa bag-ong curriculum. Kay ang 40 minutos sa usa ka subject kulang gyud kaayo. Mao nga kami nga mga magtutudlo, naga-research na lang mi kay wala pa man mi'y mga libro. Nangita mi og mga activity sheets nga angay ug angkop sa among leksyon.</p>	<p>Since the matatag curriculum has just started this year, one of the challenges for us teacher is about the need for new instructional materials, textbooks, and the time required to adapt to the new curriculum. Because 40 mins in one subject are not enough. So we teachers we do some research since we don't have books, so we do research to find some</p>

			activity sheets that apply to the lesson.
5.	Interviewer	Unsang espesipikong pagbansay o propesyonal nga kalamboan ang giagian sa mga magtutudlo sa unang grado sa Matematika aron makapangandam sa pagpatuman sa Matatag kurikulum?	What specific training or professional development have 1st grade mathematics teachers undergone to prepare for implementing the matatag curriculum?
6.	Interviewee	Kami nga mga magtutudlo dinhi sa among tunghaan nakatambong og lima ka adlaw nga seminar nga gi-organisar sa DepEd. Ang tumong niini mao ang pagpalalom sa pagsabot sa mga magtutudlo sa mga instructional elements sa curriculum, apil na ang standards, instruction, assessment, ug feedback. Kining maong training nakatabang nako nga mas masabtan ang curriculum, ug nakatabang usab kini sa pagpalambo sa akong kahanas sa pagtudlo ug sa akong kasinatian sa pagkat-on, ilabi na sa Math.	We teachers here in the school had a 5 days seminar which organized by the Deped. Which aims to enhance teachers understanding of the curriculums instructional elements, including standards, instruction, assessment and feedback. This training helps me to understand the curriculum, and also it helps me enhancing my teaching skills and learning experiences especially in math.
7.	Interviewer	Gi unsa pagpahaom sa mga magtutudlo sa unang grado sa Matematika ang ilang mga materyales ug pamaagi sa pagtudlo aron mahiuyon sa mga prinsipyo ug tumong sa Matatag Kurikulum?	How have 1st-grade Mathematics teachers adapted their teaching materials and methods to align with the Matatag curriculum's principles and objectives?
8.	Interviewee	Isip usa ka magtutudlo sa Grade 1, aron ma-align ang akong mga materyales ug pamaagi sa pagtudlo sa mga prinsipyo ug tumong sa Matatag Curriculum, among gigamit ang CRA instructional model. Kini	As a teacher in grade 1 to adapt my teaching materials and methods to allign with the matatag curriculums principles and objectives as a teacher we used the CRA instructional model,

		nagsugod sa hands-on nga mga kalihokan gamit ang konkreto nga mga materyales, mosunod ang visual nga representasyon, ug matapos sa abstract nga panghunahuna. Pananglitan, sa pagtudlo sa addition nga naay regrouping, ang mga estudyante mogamit og mga physical blocks aron i-combine ang mga grupo, dayon ilang ipakita kini gamit ang drawing o ilustrasyon, ug sa katapusan ilang sulbaron ang problema gamit ang mga numerical symbols.	which begins with hands on activities using concrete materials, progress to visual representations, and culminates in abstract reasoning. For example, to teach addition with regrouping, student might use physical blocks to combine groups, then depict the process pictorially, and finally solve the problems using numerical symbols.
9.	Interviewer	Unsa nga mga estratihiya sa pagtudlo ang giplano sa mga magtutudlo sa unang grado sa Matematika nga gamiton aron epektibong matudlo ang mga konsepto sa matematika ubos sa kurikulum sa matatag?	What instructional strategies do 1st grade mathematics teachers plan to employ effectively to teach mathematical concepts under the Matatag Curriculum?
10.	Interviewee	Aron epektibong matudloan ang mga konsepto sa matematika ilawom sa Matatag Curriculum, isip usa ka Grade 1 nga magtutudlo, among gigamit ang CRA nga pamaagi. Kini nga pamaagi magsugod sa paggamit og konkreto ug hands-on nga kasinatian, mosunod ang visual nga representasyon, ug sa katapusan abstract nga panghunahuna gamit ang mga simbolo ug numero. Pananglitan, sa pagtudlo sa addition, ang estudyante magsugod sa pagmanipula sa pisikal nga mga butang, dayon ilang ipakita ang problema sa drawing o representasyon,	to effectively teach mathematical concepts under the Matatag Curriculum, as a grade 1 teacher we use the CRA approach. So this approach starting with tangible, hands on experiences, moving to visual representations, and finally the abstract reasoning using symbols and numbers. For example, when teaching addition, student might begin by manipulating physical objects, then depict the problem, and ultimately solve it using numerical equations. By implementing this strategy, we aim to create a learning

		ug sa ulahi ilang sulbaron kini gamit ang numerical equations. Pinaagi sa pagpatuman niining estratehiya, among gitinguha nga makahimo og usa ka kalikupan sa pagkat-on nga makalingaw ug epektibo, nga makapalambo sa lawom nga pagsabot sa mga konsepto sa matematika sa mga estudyante.	environment that is both engaging and effective, fostering a deep understanding of mathematical concepts among students.
11.	Interviewer	Unsaon pag-assess sa mga magtutudlo sa unang grado sa Matematika ang pag-uswag ug pagsabot sa estudyante sulod sa gambalay sa kurikulum sa matatag?	How will 1st grade mathematics teachers assess student progress and understanding within the framework of the matatag curriculum?
12.	Interviewee	Isip usa ka Grade 1 nga magtutudlo sa Matematika, akong gi-assess ang progreso ug pagsabot sa mga estudyante sulod sa balangkas sa Matatag Curriculum pinaagi sa kombinasyon sa formative ug summative nga mga assessment.	As a grade 1 mathematics teacher to assess student progress and understanding within the framework of the matatag curriculum through a combination of formative and summative assessments.

Transcribed Responses and Translated Responses

Interview Number 3 : The Experience of "Participant 3"

Name of Interviewer: Rohanie Unos

Name of Interviewer: Participant 3

Item		Transcribed	Translated
1.	Interviewer	Giunsa paglantaw sa mga magtutudlo sa unang grado sa Matematika ang kaepektibo sa Matatag Curriculum sa pagpauswag sa kahanas sa Matematika sa mga estudyante?	How do 1st Grade Mathematics Teachers perceive the effectiveness of the matatag curriculum in enhancing students mathematical skills?
2.	Interviewee	Sa Math, medyo bag-o gyud siya para sa amo, labi na sa mga tumong o	In Math, we found it quite new, especially in terms of the objectives it's not

		objectives lahi siya sa una nga K to 12 curriculum nga naanad na mi sulod sa daghang katuigan. Kay bag-o pa lang gi-implement ang Matatag Curriculum, nagtuon ug nagkat-on pa mi bahin ani. Sa Matatag Curriculum sa Mathematics, kay gi-breakdown naman ang mga objectives ngadto sa mga subtasks, mas sayon-sayon siya gamay ug mas manageable. Bisan pa man usahay lisod siya ipasabot labi na kay kulang pa mi og mga gamit o materyales, okay ra gihapon. Dili pareha sa karaang curriculum nga daghan kaayo'g objectives nga kinahanglan tapuson matag grading period.	the same as in the previous K to 12 curriculum, which we had gotten used to for many years. Since the Matatag Curriculum is newly implemented, we are still studying and learning about it. In the Matatag Curriculum for Mathematics, since the objectives are broken down into subtasks, it's more manageable and even if it's hard to explain sometimes especially since we still lack materials it's still okay. Unlike in the previous curriculum where there were so many objectives to cover every grading period.
3.	Interviewer	Unsang mga hagit ang gipaabot sa mga magtutudlo sa unang grado sa Matematika sa pagpatuman sa Matatag curriculum, ug giunsa nila pag-plano ang ang pagsulbad niini?	What challenges do 1st grade mathematics teachers anticipate in implementing the matatag curriculum, and how do they plan to address them?
4.	Interviewee	Isip usa ka magtutudlo, dako gyud ni nga hagit para sa amo — labi na kung unsaon namo pagdumala o paggiya sa mga estudyante kay hangtod karon, wala pa gyud mi learner's materials, labi na gyud ang mga libro, ug lisod pud kung unsaon pagpasabot sa mga leksyon sa mga bata. Mao nga kami nga mga magtutudlo, naningkamot gyud mi og research, ug among gigamit ang mga karaang libro sa K to 12 curriculum	As a teacher, it's really a challenge for us — like how we will manage or guide the students since we still don't have learner's materials, especially books, and how we can explain the lessons to the children. So we, as teachers, really make an effort to do research, and we also make use of the old books from the K to 12 curriculum in Mathematics, because there are still lessons there that we can use.

		sa Mathematics kay naa pa man gihapoy mga leksyon didto nga magamit pa namo.	
5.	Interviewer	Unsang espesipikong pagbansay o propesyonal nga kalamboan ang giagian sa mga magtutudlo sa unang grado sa Matematika aron makapangandam sa pagpatuman sa Matatag kurikulum?	What specific training or professional development have 1st grade mathematics teachers undergone to prepare for implementing the matatag curriculum?
6.	Interviewee	Isip usa ka magtutudlo sa Grade 1, lisod gyud kaayo pasabton ang mga estudyante, mao nga kinahanglan gyud nga andam kaayo mi. Pananglitan, kung bahin na sa mga numero, kinahanglan nga gamitan gyud namo og mga hulagway o tinuod nga mga butang nga among mapakita sa ila. Ang training nga among natambongan dako gyud og tabang, labi na sa paghimo og mga activity sheets para sa mga bata ug kung unsaon paghimo sa mga test questions — mga ing-ana nga butang ang gihisgutan sa seminar.	As a Grade 1 teacher, it's really difficult to make the students understand, so we really have to prepare. For example, when it comes to numbers, we need to use pictures or real objects that we can show to them. The training especially helped in creating activities for the students, like making activity sheets and how to formulate test questions — things like that were discussed during the seminar.
7.	Interviewer	Gi unsa pagpahaom sa mga magtutudlo sa unang grado sa Matematika ang ilang mga materyales ug pamaagi sa pagtudlo aron mahiuyon sa mga prinsipyo ug tumong sa Matatag Kurikulum?	How have 1st-grade Mathematics teachers adapted their teaching materials and methods to align with the Matatag curriculum's principles and objectives?
8.	Interviewee	Lisod gyud kaayo tudluan ang mga Grade 1 nga bata, labi na sa Math, mao nga kinahanglan gyud nga adunay mga visual aids o makita sa ilang atubangan	It's really difficult to teach Grade 1 pupils, especially in Math, so it's really necessary to have visuals that the children can see in order for them to understand.

		aron mas dali nila masabtan.	
9.	Interviewer	Unsa nga mga estratihiya sa pagtudlo ang giplano sa mga magtutudlo sa unang grado sa Matematika nga gamiton aron epektibong matudlo ang mga konsepto sa matematika ubos sa kurikulum sa matatag?	What instructional strategies do 1st grade mathematics teachers plan to employ effectively to teach mathematical concepts under the Matatag Curriculum?
10.	Interviewee	I-aplikar sa tinuod nga kahimtang aron dali masabtan sa mga bata kung unsa ang tinuod nga sitwasyon pinaagi sa word problem.	Integrate in real situation that pupil can easily understand what is real life situation using word problem.
11.	Interviewer	Unsaon pag-assess sa mga magtutudlo sa unang grado sa Matematika ang pag-uswag ug pagsabot sa estudyante sulod sa gambalay sa kurikulum sa matatag?	How will 1st grade mathematics teachers assess student progress and understanding within the framework of the matatag curriculum?
12.	Interviewee	Isip usa ka Grade 1 nga magtutudlo sa Matematika, akong gi-assess ang progreso sa akong mga estudyante pinaagi sa teacher-to-pupil nga pamaagi sama sa pagpangutana nila, pupil-to-pupil nga interaksyon, ug pinaagi usab sa formative, summative, ug diagnostic assessment. Pinaagi niini, makita nato kung unsa na ang ilang nahimo ug nahibaw-an sa ilang pagkat-on.	As a Grade 1 Mathematics teacher I assess my student's progress through the teacher to pupil like asking them, pupil to pupil interactions, also the formative, summative assessment, and Diagnostic Assessment. In that way, you will be able to measure your student's progress.

Transcribed Responses and Translated Responses

Interview Number 4 : The Experience of "Participant 4"

Name of Interviewer: Marjorie B. Mulle

Name of Interviewer: Participant 4

Item		Transcribed	Translated
1.	Interviewer	Giunsa paglantaw sa mga magtutudlo sa unang grado sa Matematika ang	How do 1st Grade Mathematics Teachers perceive the

		kapektibo sa Matatag Curriculum sa pagpauswag sa kahanas sa Matematika sa mga estudyante?	effectiveness of the matatag curriculum in enhancing students mathematical skills?
2.	Interviewee	Dapat makuha gyud ang concept, mathematical concept sa mga bata, kay when you teach mathematics dili nila makuha ang mathematical concept ig about didto sa higher grade di gyud sya kabalo dapat ang mga skills na dapat i develop sa mga lower grade palang daan nakabalo na sila sa mathematical concept. Kung dili gyud committed ang teacher na mo teach sa mathematics the mathematical concepts dili gyud na mahitabo but if the teacher committed to teach na ma form gyud nya ang mathematical concepts naa gyud ma kat oanan ang mga bata ug d nana nila makalimtan, so in teaching mathematics in matatag curriculum okay man sya kay spiral man sya balik-balik kay dili man sya engun nga mag apas kag learning competency , kay kung dili pa kamao ang bata dili gyud ka mag move sa next level or topic.	Students must really grasp the mathematical concepts, because if they don't understand them when you teach math, they won't know what to do when they reach higher grades. The skills that need to be developed should already be learned in the lower grades so they are familiar with the concepts early on. If the teacher is not committed to teaching mathematics, then those mathematical concepts won't be developed. But if the teacher is committed and focused on building those concepts, then the students will truly learn — and they won't forget it. Teaching mathematics under the Matatag Curriculum is okay because it uses a spiral approach, where topics are repeated. It's not like you're pressured to rush and meet all the learning competencies. If the student hasn't mastered the topic yet, you don't move on to the next level or topic.
3.	Interviewer	Unsang mga hagit ang gipaabot sa mga magtutudlo sa unang grado sa Matematika sa pagpatuman sa Matatag curriculum, ug giunsa nila	What challenges do 1st grade mathematics teachers anticipate in implementing the matatag curriculum, and how do they plan to address them?

		pag-plano ang ang pagsulbad niini?	
4.	Interviewee	Ang mga competencies nga gihatag sa national nakaplano na daan, mao nga among buhaton kay mosunod nalang mi sa mga competencies nga gihatag sa national.	The competencies given by the national naka plan naman na so, what will we going to do is to follow nalang the competencies given by the national.
5.	Interviewer	Unsang espesipikong pagbansay o propesyonal nga kalamboan ang giagian sa mga magtutudlo sa unang grado sa Matematika aron makapangandam sa pagpatuman sa Matatag kurikulum?	What specific training or professional development have 1st grade mathematics teachers undergone to prepare for implementing the matatag curriculum?
6.	Interviewee	Sa wala pa gi-implement ang Matatag Curriculum, naka-attend mi ug training kung unsaon namo pagpatuman niini. Pagkahuman ato, naa pud mi training bahin sa SOLO Taxonomy — kung unsaon paghatag ug mga pangutana base sa SOLO Taxonomy. Kabaloka sa SOLO Taxonomy? Gikan ni siya sa Bloom's Taxonomy, pero giila na nga medyo daan na ang Bloom's. Ang bag-o karon mao ang SOLO Taxonomy. Dili ka pwede maghatag ug higher-order thinking skills nga mga pangutana kung wala pa nimo giagi ang lower-order thinking skills. Magsugod ka sa mga pangutana nga 'unsa' ug 'kanus-a' una pa ka moadto sa 'giunsa' ug 'ngano'. Mao na ang pamaagi sa SOLO Taxonomy. Ang unang lebel kay unistructural — pasabot nga usa pa lang ka butang ang nahibaw-an sa bata. Ang SOLO Taxonomy adunay upat ka lebel, ug bisan pa gikan ni siya sa Bloom's Taxonomy, mas gi-improve kini ang porma — gikan sa lower-order paingon sa higher-order thinking skills — aron mas masabtan ug mas mapatuman gyud sa	Before the implementation of the Matatag Curriculum, we had a training on how we are going to implement it. After that, we also had training on SOLO Taxonomy — how to ask questions based on the SOLO Taxonomy. Do you know about SOLO Taxonomy? It actually comes from Bloom's Taxonomy, since Bloom's is considered a bit old now. The newer one is SOLO Taxonomy. You cannot ask higher-order thinking skills questions if you don't first go through the lower-order thinking skills. So, you have to begin with the 'what' and 'when' before you move to 'how' and 'why'. That's how SOLO Taxonomy works. The first level is unistructural, which means the child has only learned one thing. SOLO Taxonomy has four levels in total, and though it originated from Bloom's, it improves the structure — from lower-order to higher-order thinking skills — so that the concept that should be taught or implemented to the

		mga estudyante ang konsepto nga itudlo.	students is truly understood.
7.	Interviewer	Gi unsa pagpahaom sa mga magtutudlo sa unang grado sa Matematika ang ilang mga materyales ug pamaagi sa pagtudlo aron mahiuyon sa mga prinsipyo ug tumong sa Matatag Kurikulum?	How have 1st-grade Mathematics teachers adapted their teaching materials and methods to align with the Matatag curriculum's principles and objectives?
8.	Interviewee	Gagamit mi sa among learning competency sa Matatag Curriculum aron ma-align ang subject sa Matatag Curriculum. Girecycle pud namo ang mga daan nga instructional materials kay halos pareho ra man, sama sa mga PowerPoint presentation.	We are using our learning competency in matatag curriculum to align the subject in matatag curriculum. We also recycle the previous instructional materials kay almost the same raman like the ppt.
9.	Interviewer	Unsa nga mga estratihiya sa pagtudlo ang giplano sa mga magtutudlo sa unang grado sa Matematika nga gamiton aron epektibong matudlo ang mga konsepto sa matematika ubos sa kurikulum sa matatag?	What instructional strategies do 1st grade mathematics teachers plan to employ effectively teach mathematical concepts under the Matatag Curriculum?
10.	Interviewee	Kung maghisgot na gani ta og mga konsepto ug estratehiya sa matematika, kinahanglan gyud og visual ang mga bata. Kay kung wala silay makita, lisod para nila nga makasabot o makahunahuna sa konsepto. Mao nga importante gyud nga adunay visual aids. Usahay, maluya ang atensyon sa mga bata kung tan-aw ra sa TV — kinahanglan nga makakita ug makatandog sila sa tinuod nga butang. Pananglitan, kung	When it comes to mathematical concepts and strategies, young learners really need visuals. If they can't see anything, they can't think or understand the concept. So it's really important to provide visual aids. Sometimes, children get bored just watching TV — they need to see and touch real objects. For example, when teaching counting numbers, you should have materials that they can use to count. It should be

		magtudlo kag pag-ihap, kinahanglan naa kay mga materyales nga ilang magamit sa pag-ihap. Kinahanglan hands-on aron maapil gyud sila sa aktwal nga pagbuhat sa pag-ihap.	hands-on so that they are actively involved in counting.
11.	Interviewer	Unsaon pag-assess sa mga magtutudlo sa unang grado sa Matematika ang pag-uswag ug pagsabot sa estudyante sulod sa gambalay sa kurikulum sa matatag?	How will 1st grade mathematics teachers assess student progress and understanding within the framework of the matatag curriculum?
12.	Interviewee	Adunay lain-laing paagi sa assessment during sa leksyon o sa teaching-learning process. Pananglitan, ang pag-ask og mga pangutana usa na na ka paagi sa pag-assess sa kahibalo sa mga estudyante kung nasabtan ba nila ang leksyon o wala. Apil pud ang summative test ug formative test. Sa tunga-tunga sa pagtudlo, gamiton ang mga pangutana nga gikan sa lower-order thinking skills hangtod sa higher-order thinking skills aron ma-assess ang kahibalo sa mga bata.	There are different types of assessment during the lesson or during the teaching-learning process. For example, when you ask questions — that's one way of assessing the students' knowledge, whether they understood the lesson or not. There are also summative and formative tests. During the teaching-learning process, we use questions that start from lower-order thinking skills down to higher-order thinking skills to assess the students' knowledge.

Transcribed Responses and Translated Responses

Interview Number 5 : The Experience of "Participant 5"

Name of Interviewer: Rohanie Unos

Name of Interviewer: Participant 5

Item		Transcribed	Translate
1.	Interviewer	Giunsa paglantaw sa mga magtutudlo sa unang grado sa Matematika ang kaepektibo sa Matatag	How do 1st Grade Mathematics Teachers perceive the effectiveness of the

		Curriculum sa pagpauswag sa kahanas sa Matematika sa mga estudyante?	matatag curriculum in enhancing students mathematical skills?
2.	Interviewee	Ang paglantaw sa mga magtutudlo sa Unang Grado sa Matematika sa pagtuman sa kurikulum mao nga motubo ug molambo gyud ang Matatag Curriculum, labi na sa Grade 1. Tingali sa sunod tuig, ang ubang mga grado na pud ang moagi sa training, kay kini usa ka adbokasiya sa DepEd aron mapatuman nga mawala na gyud ang congestion o kadaghang mga competencies ug objectives. Busa, kini mahimong usa ka mabulokon ug makapauswag nga pagpatuman sa Matatag Curriculum.	The perspective of Grade 1 Mathematics teachers regarding the implementation of the curriculum is that the Matatag Curriculum will truly grow and improve, especially in Grade 1. Perhaps next year, other grade levels will also undergo training, since this is an advocacy of DepEd to finally address the issue of congestion or the excessive number of competencies and objectives. Therefore, this will lead to a meaningful and progressive implementation of the Matatag Curriculum.
3.	Interviewer	Unsang mga hagit ang gipaabot sa mga magtutudlo sa unang grado sa Matematika sa pagpatuman sa Matatag curriculum, ug giunsa nila pag-plano ang ang pagsulbad niini?	What challenges do 1st grade mathematics teachers anticipate in implementing the matatag curriculum, and how do they plan to address them?
4.	Interviewee	Adunay advantage and disadvantage ang karaang kurikulum kumpara sa bag-o. Sauna, dili kaayo mabug-atan ang mga estudyante sa mga topiko kay ginabahin-bahin man kini sa mas gagmay nga parte. Karon, mas advanced na ang pagtulon-an ug medyo lisod na — pananglitan, ang pagtudlo sa numero '1' kay apil na sab ang pag-spell sa pulong nga 'one.' Pero okay ra gihapon, kay	There are advantages and disadvantages between the previous curriculum and the current one. Before, students wouldn't feel overwhelmed with the topics because they were broken down into smaller parts. Unlike now, the learning is more advanced, and a bit more difficult — for example, teaching the number '1' along with spelling the word 'one.' But it's still

		dili na kaayo kami pressured sa mga specific nga code o hugot nga pacing guide nga kinahanglan sundon.	okay, because we're not pressured by specific codes or strict pacing guides that we have to follow.
5.	Interviewer	Unsang espesipikong pagbansay o propesyonal nga kalamboan ang giagian sa mga magtutudlo sa unang grado sa Matematika aron makapangandam sa pagpatuman sa Matatag kurikulum?	What specific training or professional development have 1st grade mathematics teachers undergone to prepare for implementing the matatag curriculum?
6.	Interviewee	Sa pagkakaran, wala pa'y training para sa mga bag-ong magtutudlo sa Mathematics alang sa Matatag kay bag-o pa man gud kini. Ako masiguro nga sa umaabot nga mga bulan o panahon sa bakasyon, adunay mga training para niining Matatag Curriculum sa Mathematics.	As of now there is not yet training para sa mga bag-ong mathematics teacher sa matatag kay bag o paman gud. I assured na this coming months or in the vacation adunay na mga trainings para niining matatag curriculum sa mathematics.
7.	Interviewer	Gi unsa pagpahaom sa mga magtutudlo sa unang grado sa Matematika ang ilang mga materyales ug pamaagi sa pagtudlo aron mahiuyon sa mga prinsipyo ug tumong sa Matatag Kurikulum?	How have 1st-grade Mathematics teachers adapted their teaching materials and methods to align with the Matatag curriculum's principles and objectives?
8.	Interviewee	Ingon nga usa ka magtutudlo, para nako dili gyud lisod ang pag-shift gikan sa K to 12 ngadto sa Matatag kay mas sayon man ang Matatag kumpara sa K to 12 ug dali ra siya ma-adopt.	As a teacher, for me, it is not really difficult to shift from the K to 12 to the Matatag Curriculum because Matatag is easier compared to K to 12 and it is easy to adopt.
9.	Interviewer	Unsa nga mga estratihiya sa pagtudlo ang giplano sa mga magtutudlo sa unang grado sa Matematika nga gamiton aron epektibong matudlo ang mga konsepto sa matematika	What instructional strategies do 1st grade mathematics teachers plan to employ effectively teach mathematical concepts under the Matatag Curriculum?

		ubos sa kurikulum sa matatag?	
10.	Interviewee	Daghan mig instructional materials nga among nabuhat sauna, ug hangtod karon magamit gihapon namo. Dili man tanan, pero naa gyud mi nabuhat nga magamit pa. Naga-reproduce pud mi og mga bag-ong instructional materials diri sa opisina. Sa strategy pud, kung magtutudlo ka, dili ka mag-Iningles — kinahanglan gyud gamiton ang L1 (mother tongue), kay kung mag-Iningles ka, dili kasabot ang mga bata. Sayon ra actually tudluan ang mga bata kay dali ra sila kasabot, labi na kung Binisaya ang gamiton. Mao nga daghan mi'g strategy — una, ang mga activity sheets nga among ginahatag sa ilaha aron makatabang pud ang mga ginikanan sa pagtudlo sa gabii.	We have lots of instructional materials that we previously made, and even now, we can still use them. Not everything, of course, but we did make some that are still usable. We also reproduce new instructional materials here in the office. When it comes to strategy, if you're a teacher, you don't use English — you really have to use L1 (the mother tongue), because if you use English, the children won't understand. It's actually easy to teach the children because they understand quickly, especially when using Bisaya. So, we use many strategies — first are the activity sheets, which we give to them so that even the parents can help teach them at night.
11.	Interviewer	Unsaon pag-assess sa mga magtutudlo sa unang grado sa Matematika ang pag-uswag ug pagsabot sa estudyante sulod sa gambalay sa kurikulum sa matatag?	How will 1st grade mathematics teachers assess student progress and understanding within the framework of the matatag curriculum?
12.	Interviewee	Ge assess gyud namo ang bata kay naa man gyud na silay assessment for example human nimo sa lesson mag assess gyud ta sa bata ge tawag nga quizez in which samong nahibal an dili na namo gina record kay didto man me sa summative naga assess gyud gina record namo kana cya is to know	We really assess the students because they have to undergo assessments. For example, after the lesson, we give quizzes — which, based on what we know, we don't record yet because we only record during the summative assessment. That's when we formally

		na ang bata ana nga lesson naka sabot, kay makita man nmo ex. 0 or 1.	assess and record the results. The purpose of those quizzes is to check whether the student understood the lesson, and you can clearly see that through their scores — for example, if they got 0 or 1.
--	--	---	---

Transcribed Responses and Translated Responses

Interview Number 6 : The Experience of “Participant 6”

Name of Interviewer: Rohanie P. Unos

Name of Interviewer: Participant 6

Item		Transcribed	Translate
1.	Interviewer	Giunsa paglantaw sa mga magtutudlo sa unang grado sa Matematika ang kaepektibo sa Matatag Curriculum sa pagpauwang sa kahanas sa Matematika sa mga estudyante?	How do 1st Grade Mathematics Teachers perceive the effectiveness of the matatag curriculum in enhancing students mathematical skills?
2.	Interviewee	Ang Matatag Curriculum kay balik-balik og tudlo sa competency aron mamaster gyud sa mga bata.	The matatag curriculum is keep on repeating the competency in order the pupils mastery.
3.	Interviewer	Unsang mga hagit ang gipaabot sa mga magtutudlo sa unang grado sa Matematika sa pagpatuman sa Matatag curriculum, ug giunsa nila pag-plano ang ang pagsulbad niini?	What challenges do 1st grade mathematics teachers anticipate in implementing the matatag curriculum, and how do they plan to address them?
4.	Interviewee	Ang among hagit karon mao ang pag-adjust sa oras sa matag subject kay limitado ra gyud — 40 minutos ra ang gi-allocate sa matag subject. Sa K to 12 sauna, daghan ug subject pero tag-usa ka oras ang matag usa. Pero karon sa K to 10 Matatag Curriculum, 40 minutos ra ang matag subject ug gisulod ang lima ka subjects sa usa ka adlaw.	The challenges is how we adjust the time in subject area because it is very limited 40 mins only were going to teach each subject 40 mins but on the k12 their so many subject but we are allocated with 1 hour, but in k10 matatag curriculum we are teaching in 40 mins in 5, our subject is nakuhaan siya but 5 subject is

		Nag-adjust pa gyud mi karon sa second quarter kung unsaon pag-manage sa oras. Kay para sa amo mga magtutudlo, dili pwede nga paspason lang ang pagtudlo kay importante nga masabtan gyud sa mga bata. Sa Grade 1, labi na gyud nga ang pinakaimportante mao ang pagbasa — mao gyud na ang among gipunting.	gidasok and we are adjusting still this period second quarter how to adjust our time. Because we teachers dili sya impassing ang pagtudlo in order our pupil can understand or the important in our grade 1 level is to go down about reading so that is important.
5.	Interviewer	Unsang espesipikong pagbansay o propesyonal nga kalamboan ang giagian sa mga magtutudlo sa unang grado sa Matematika aron makapangandam sa pagpatuman sa Matatag kurikulum?	What specific training or professional development have 1st grade mathematics teachers undergone to prepare for implementing the matatag curriculum?
6.	Interviewee	Sa akong pagtan-aw, ang Matematika sa Matatag Curriculum mas advanced na karon kay ang first competency sa first quarter karon, sauna naa pa na siya sa last quarter. Mas sayon sabton sa mga bata ang competency tungod sa balik-balik nga pagkat-on. Kami nga mga magtutudlo gipadala sa usa ka semana nga seminar para sa Matatag Curriculum. Naa gihapon uban nga mga magtutudlo nga nalibog, mao nga mangutana sila sa amo nga naka-attend na og regional training.	I describe the mathematics based on the matatag curriculum is advanced because our first competency in first quarter before the competency is naa sya sa last quarter. The learner can easily understand the competency because of repetition. We teachers are send to seminar for 1 week in matatag curriculum. There are some teachers nalibog pa they asked question to us who undergone the regional training.
7.	Interviewer	Gi unsa pagpahaom sa mga magtutudlo sa unang grado sa Matematika ang ilang mga materyales ug pamaagi sa pagtudlo aron mahiuyon sa mga prinsipyo ug tumong sa Matatag Kurikulum?	How have 1st-grade Mathematics teachers adapted their teaching materials and methods to align with the Matatag curriculum's principles and objectives?

8.	Interviewee	Gamit namo ang among learning competency sa Matatag Curriculum aron ma-align ang subject sa Matatag Curriculum.	We are using our learning competency in matatag curriculum to align the subject in matatag curriculum.
9.	Interviewer	Unsa nga mga estratihiya sa pagtudlo ang giplano sa mga magtutudlo sa unang grado sa Matematika nga gamiton aron epektibong matudlo ang mga konsepto sa matematika ubos sa kurikulum sa matatag?	What instructional strategies do 1st grade mathematics teachers plan to employ effectively teach mathematical concepts under the Matatag Curriculum?
10.	Interviewee	Daghan kaayo og mga pamaagi sama sa pupil to pupil, teacher to pupil, ug daghan pud og praktikal nga pamaagi sama sa nagkalain-laing mga aktibidad. I-integrate kini sa tinuod nga sitwasyon aron masabtan dayon sa mga bata kung unsa ang tinuod nga kahimtang gamit ang mga word problem..	There's so many strategies like pupil to pupil, teacher to pupil and there's so many practical approach like different varied activities. Integrate in real situation that pupil can easily understand what is real life situation using word problem.
11.	Interviewer	Unsaon pag-assess sa mga magtutudlo sa unang grado sa Matematika ang pag-uswag ug pagsabot sa estudyante sulod sa gambalay sa kurikulum sa matatag?	How will 1st grade mathematics teachers assess student progress and understanding within the framework of the matatag curriculum?
12.	Interviewee	Gina-assess namo ang progreso sa among mga estudyante pinaagi sa among adlaw-adlaw nga ebalwasyon aron masubay namo ang matag lakang sa competency. Human sa formative test, among tan-awon kung naa bay progreso o wala, una pa namo buhaton ang pagbalik og tudlo sa leksyon.	We assess our students' progress through our daily evaluation so we can monitor every step of the competency. After the formative test, we check if there is any progress or none before we decide to reteach the lesson.

Transcribed Responses and Translated Responses

Interview Number 7 : The Experience of "Participant 7"

Name of Interviewer: Ainie M. Badbaran

Name of Interviewer: Participant 7

Item		Transcribed	Translate
1.	Interviewer	Giunsa paglantaw sa mga magtutudlo sa unang grado sa Matematika ang kaepektibo sa Matatag Curriculum sa pagpauswag sa kahanas sa Matematika sa mga estudyante?	How do 1st Grade Mathematics Teachers perceive the effectiveness of the matatag curriculum in enhancing students mathematical skills?
2.	Interviewee	Ang magtutudlo sa Grade 1 sa Matematika kinahanglan adunay lig-on nga pundasyon. Pinaagi sa Matatag Curriculum, gilauman nga ang mga magtutudlo makatabang sa pagpalambo sa critical thinking sa mga estudyante, dili lang sa pagtudlo sa basic arithmetic sama sa addition ug subtraction, apan apil usab ang problem solving. Ang mga magtutudlo sa Grade 1 Mathematics nakita ang pagkaepektibo sa Matatag Curriculum sa positibong panan-aw — ila kining giila tungod sa kahayag ug estruktura sa learning outcomes sa curriculum. Apan adunay usab mga hagit — ang uban nga magtutudlo makasinati nga lisod ang mga learning goals para sa Grade 1, ilabi na kung hunahunaon ang learning phase o lebel sa kahibalo sa mga estudyante.	The first grader teacher in mathematics must have strong foundations so with the matatag curriculum, teachers are expected to poster critical thinking not only teaching basic arithmetic like addition and subtraction but also the problem solving. The 1st-grade Mathematics teachers perceive the effectiveness of the Matatag Curriculum in the first in the positive perception in positive perception may appreciate the clarity and the structure of the curriculum's learning outcome, the next is the challenges, some teachers may find the learning goals and distress to the 1st grader especially considering the students learning phases of the learners.
3.	Interviewer	Unsang mga hagit ang gipaabot sa mga magtutudlo sa unang grado sa Matematika sa pagpatuman sa Matatag curriculum, ug giunsa nila	What challenges do 1st grade mathematics teachers anticipate in implementing the matatag curriculum, and how do they plan to address them?

		pag-plano ang ang pagsulbad niini?	
4.	Interviewee	Ang mga hagit nga gipaabut sa mga magtutudlo sa Grade 1 sa Matematika sa pagpatuman sa Matatag Curriculum mao una, ang pag-angay sa bag-ong pamaagi sa pagtudlo. Ang mga magtutudlo dinhi posibleng manginahanglan og panahon ug suporta aron mas masayud ug mas komportable sila sa bag-ong instructional approach. Sunod, ang kakulang sa oras lisod para sa mga magtutudlo nga matabonan ang tanang kinahanglan nga sulod sa leksyon tungod sa limitadong oras sa klase sa adlaw-adlaw nga pag-eskwela.	The challenges that first-grader mathematics teachers anticipate the implementing the matatag curriculum, first is adapting to a new teaching framework, the teachers here might need time and support to become comfortable to a new instructional approach and the next is the time constraints which is the teachers may find it difficult to cover all the required content within the limited time of school days.
5.	Interviewer	Unsang espesipikong pagbansay o propesyonal nga kalamboan ang giagian sa mga magtutudlo sa unang grado sa Matematika aron makapangandam sa pagpatuman sa Matatag kurikulum?	What specific training or professional development have 1st grade mathematics teachers undergone to prepare for implementing the matatag curriculum?
6.	Interviewee	Ang mga pagpangandam sa mga magtutudlo sa Grade 1 sa Matematika sa pagpangimplementa sa Matatag Curriculum mao ang una, ang teachers training ug workshop. Gihimo namo kini niadtong Hulyo, ang SPTT (School-based Training of Trainers). Kini nga training gitumong aron mahatagan og lawom nga kasayuran ang mga magtutudlo kabahin sa Matatag Curriculum. Ilalom niini mao ang curriculum mapping ug ang mga	The Preparations of the 1st grade Mathematics teachers in the implementation of Matatag Curriculum first is the teachers training and workshop, we conducted it last July the SPTT, so, the teachers training and workshop which is the school training of trainers in Matatag, this training is to provide teachers with in the deep knowledge about the Matatag Curriculum under this is

		adjustment, ug sunod mao ang mga assessment techniques.	the curriculum mapping and the adjustment the next is the assessment techniques.
7.	Interviewer	Gi unsa pagpahaom sa mga magtutudlo sa unang grado sa Matematika ang ilang mga materyales ug pamaagi sa pagtudlo aron mahiuyon sa mga prinsipyo ug tumong sa Matatag Kurikulum?	How have 1st-grade Mathematics teachers adapted their teaching materials and methods to align with the Matatag curriculum's principles and objectives?
8.	Interviewee	Ang mga magtutudlo sa Grade 1 sa Matematika nag-ayo sa ilang mga gamit sa pagtudlo ug mga pamaagi aron maangay sa mga prinsipyo ug tumong sa Matatag Curriculum, pinaagi sa pag-apil sa konkretong ug biswal nga pagkat-on sama sa paggamit og hands-on learning tools, visual aids, interactive digital tools, ug sa pagpalambo sa pundasyon sa kahibalo sa matematika.	The 1st-grade Mathematics teachers adapted their teaching materials and methods to align with the Matatag curriculum's principles and objectives is the incorporation of concrete and visual learning such as the hands on learning tools the visual aids interactive digital tools and the development of foundations of math skills.
9.	Interviewer	Unsa nga mga estratihiya sa pagtudlo ang giplano sa mga magtutudlo sa unang grado sa Matematika nga gamiton aron epektibong matudlo ang mga konsepto sa matematika ubos sa kurikulum sa matatag?	What instructional strategies do 1st grade mathematics teachers plan to employ effectively teach mathematical concepts under the Matatag Curriculum?
10.	Interviewee	Ang mga instructional strategies nga gamiton sa mga magtutudlo sa Grade 1 sa Matematika mao ang paggamit og mga manipulative ug hands-on learning, diin ang mga magtutudlo mogamit og pisikal nga mga butang aron matabangan ang mga bata nga maimahin ug	The instructional strategies do 1st-grade Mathematics teachers plan to employ like manipulative and hands on learning which is teachers use physical objects to help learners visualize and physically interact with the lesson, then some also use

		matandog mismo ang leksyon. Gamit usab sa uban ang storytelling ug word problems, diin ilang gisagol ang mga konsepto sa matematika sa mga istorya o tinuod nga sitwasyon aron mas mahimong makahuluganon ang pagkat-on sa mga estudyante.	storytelling and word problems so teachers incorporate math concepts into stories or real scenarios to make learning more meaningful.
11.	Interviewer	Unsaon pag-assess sa mga magtutudlo sa unang grado sa Matematika ang pag-uswag ug pagsabot sa estudyante sulod sa gambalay sa kurikulum sa matatag?	How will 1st grade mathematics teachers assess student progress and understanding within the framework of the matatag curriculum?
12.	Interviewee	Ang mga magtutudlo sa Grade 1 sa Matematika nag-assess sa kahimtang sa pagkat-on ug pagsabot sa mga estudyante sulod sa Matatag Curriculum pinaagi sa kasagarang mga paagi sama sa Formative Assessment, Summative Assessment, ug Diagnostic Assessment — mao na ang mga pamaagi sa assessment nga among ginabuhat.	The 1st-grade Mathematics teachers assess student progress and understanding within the framework of the Matatag is the usual assessment that we did the Formative Assessment, Summative Assessment, and the Diagnostic Assessment, those are the assessment nga among gina himo.

Transcribed Responses and Translated Responses

Interview Number 8 : The Experience of "Participant 8"

Name of Interviewer: Marjorie B. Mulle

Name of Interviewer: Participant 8

Item		Transcribed	Translate
1.	Interviewer	Giunsa paglantaw sa mga magtutudlo sa unang grado sa Matematika ang kaepektibo sa Matatag Curriculum sa pagpauwag sa kahanas sa Matematika sa mga estudyante?	How do 1st Grade Mathematics Teachers perceive the effectiveness of the matatag curriculum in enhancing students mathematical skills?

2.	Interviewee	<p>Ang Matatag Curriculum para sa Grade 1 nagpunting sa pagpabakod sa numeracy ug literacy. Ang paggamit sa sinultian nga gigamit sa lokalidad (Language 1) isip medium sa pagtudlo dako gyud og tabang alang sa mga magtutudlo aron mapalambo ang pagsabot sa mga estudyante. Nagatuo kami nga kini nga kurikulum makatabang sa mga estudyante sa pagpalambo sa ilang critical thinking ug problem solving skills, pinaagi sa paggamit sa nagkalain-laing mga materyales nga makaangay sa panginahanglan sa nagkalain-laing klase sa estudyante.</p>	<p>The Matatag Curriculum for grade 1 focus on strengthening numeracy and literacy. Applying the language 1 in the locality as the medium of instruction really help as teachers to develop the comprehension of our learners. To do believe that the curriculum will help the learners develop critical thinking and problem solving skills, through engagement of different materials to address the needs of diverse learners.</p>
3.	Interviewer	<p>Unsang mga hagit ang gipaabot sa mga magtutudlo sa unang grado sa Matematika sa pagpatuman sa Matatag curriculum, ug giunsa nila pag-plano ang ang pagsulbad niini?</p>	<p>What challenges do 1st grade mathematics teachers anticipate in implementing the Matatag curriculum, and how do they plan to address them?</p>
4.	Interviewee	<p>Ang mga hagit para sa Grade 1 nga magtutudlo mao ang kakulang sa mga libro ug instructional materials, pero isip magtutudlo, akong gidawat ang hagit pinaagi sa pagpangita og paagi aron masulbad kini. Ikaduha, nag-research ko sa Google aron makapangita og learning activity sheets nga angay sa akong leksyon, ug paggamit usab sa mga recycled nga instructional materials.</p>	<p>The challenges for the grade 1 teacher is lack of textbooks and instructional materials but as a teacher I embrace the challenge by doing means and ways to address it. Second do research to google to find learning activity sheets that applies to my lessons, and the use of recycled instructional materials.</p>

5.	Interviewer	Unsang espesipikong pagbansay o propesyonal nga kalamboan ang giagian sa mga magtutudlo sa unang grado sa Matematika aron makapangandam sa pagpatuman sa Matatag kurikulum?	What specific training or professional development have 1st grade mathematics teachers undergone to prepare for implementing the Matatag curriculum?
6.	Interviewee	Ang espesipikong training nga nakatabang nako sa pagpangandam sa pagpatuman sa Matatag Curriculum mao ang school-based training nga gi-organisar sa DepEd sa among eskwelahan sa wala pa magsugod ang klase. Pinaagi aning seminar, nakasabot ko sa tumong ug kasingkasing sa Matatag Curriculum.	The specific training that helps me prepare in implementing the Matatag curriculum is that the DepEd initiated a school based training at teachers before the opening of classes. Through this seminar it helps me understand the heart of Matatag curriculum.
7.	Interviewer	Gi unsa pagpahaom sa mga magtutudlo sa unang grado sa Matematika ang ilang mga materyales ug pamaagi sa pagtudlo aron mahiuyon sa mga prinsipyo ug tumong sa Matatag Kurikulum?	How have 1st-grade Mathematics teachers adapted their teaching materials and methods to align with the Matatag curriculum's principles and objectives?
8.	Interviewee	Atol sa training, gihatagan kami og mga bag-ong curriculum guide nga makatabang namo sa pagpatuman sa bag-ong kurikulum. Apan siyempre, aron matubag ang kalain-lain nga panginahanglan sa mga estudyante, isip magtutudlo, siguruhon nako nga ang mga materyales nga akong andamon angay gyud sa ilang panginahanglan. Pananglitan, para sa visual learners, auditory, kinesthetic ug uban pa.	During the training teachers were provided new curriculum guides that help us apply the new curriculum. But of course to address the diverse learners as teacher to see to it that the materials to prepare suited to the needs of my learners. Example visual learners, auditory, kinesthetic and so on.
9.	Interviewer	Unsa nga mga estratihiya sa pagtudlo ang giplano sa	What instructional strategies do 1st grade

		mga magtutudlo sa unang grado sa Matematika nga gamiton aron epektibong matudlo ang mga konsepto sa matematika ubos sa kurikulum sa matatag?	mathematics teachers plan to employ effectively teach mathematical concepts under the Matatag Curriculum?
10.	Interviewee	Isip usa ka magtutudlo sa Grade 1, usa sa labing epektibong estratehiya nga akong gigamit aron mahimong epektibo ang pagkat-on sa Matematika ubos sa Matatag Curriculum mao ang paggamit sa modeling. Kay ang mga Grade 1 nga estudyante nagsugod pa man, kinahanglan nga ipakita nako una kung unsaon paggamit sa nagkalain-laing materyales ug sundon ra dayon kini sa akong mga estudyante.	As a grade 1 teacher one of the best strategy I apply to have an effective learning in teaching mathematics under Matatag curriculum is modeling, because grade 1 learners are still starting so to have to do it first in manipulating the diverse materials and my learners will follow and so on.
11.	Interviewer	Unsaon pag-assess sa mga magtutudlo sa unang grado sa Matematika ang pag-uswag ug pagsabot sa estudyante sulod sa gambalay sa kurikulum sa matatag?	How will 1st grade mathematics teachers assess student progress and understanding within the framework of the matatag curriculum?
12.	Interviewee	Isip usa ka Grade 1 nga magtutudlo, akong gi-assess ang kahimtang ug pagsabot sa akong mga tinun-an sa matematika pinaagi sa formative, summative, ug self-assessment. Kini nga mga pamaagi sa assessment makatabang nako sa pag-ila sa ilang progreso ug sa pag-ila usab sa ilang mga panginahanglan ug kung kinahanglan ba sila og remediation.	As grade 1 teacher I evaluate the progress and understanding of my learners in mathematics includes, formative, summative and self assessment. This types of assessment help me evaluate the progress of my students and be able to identify the learners needs and remediation.

Transcribed Responses and Translated Responses

Interview Number 9 : The Experience of "Participant 9"

Name of Interviewer: Marjorie B. Mulle

Name of Interviewer: Participant 9

Item		Transcribed	Translate
1.	Interviewer	Giunsa paglantaw sa mga magtutudlo sa unang grado sa Matematika ang kaepektibo sa Matatag Curriculum sa pagpauswag sa kahanas sa Matematika sa mga estudyante?	How do 1st Grade Mathematics Teachers perceive the effectiveness of the matatag curriculum in enhancing students mathematical skills?
2.	Interviewee	Basic lang gyud kaayo, gusto paman gni ang mga bata ug kanang mga lisud na pagtudlo. Wala man gani silay regrouping sa math niya itudlo gyud nako ang regrouping dire sa division, basic lang gyud kaayo ang itudlo sa ilaha, so sa bata na bright easy lang gyud sa ilaha. Then i follow lang ang curriculum and i re inforce lang pud like maghatag ug assignment.	It's really very basic, the kids even want to learn the more difficult lessons. For example, they don't even have regrouping in Math yet, but I already teach them regrouping here in division. What's in the curriculum is very basic, so for the bright students, it's really easy. I just follow the curriculum and reinforce it by giving assignments.
3.	Interviewer	Unsang mga hagit ang gipaabot sa mga magtutudlo sa unang grado sa Matematika sa pagpatuman sa Matatag curriculum, ug giunsa nila pag-plano ang ang pagsulbad niini?	What challenges do 1st grade mathematics teachers anticipate in implementing the matatag curriculum, and how do they plan to address them?
4.	Interviewee	Okay raman gud me, kung unsa ang dapat i implement sa curriculum i implement lang, once in a while kung ang tan aw sa mga bata is naka learn ba ug naka learn siya i enhance or tagaan ug mga inputs addition.	We're actually okay with it — whatever needs to be implemented from the curriculum, we just implement it. Once in a while, if we see that the students have learned or are learning, we enhance it or give them additional inputs.
5.	Interviewer	Unsang espesipikong pagbansay o propesyonal nga kalamboan ang giagian sa mga magtutudlo	What specific training or professional development have 1st grade mathematics

		sa unang grado sa Matematika aron makapangandam sa pagpatuman sa Matatag kurikulum?	teachers undergone to prepare for implementing the matatag curriculum?
6.	Interviewee	Gipadala mi nga mga magtutudlo sa seminar sulod sa hapit usa ka semana kabahin sa Matatag Curriculum aron andam mi unsay buhaton.	We teachers are send to seminar for almost 1 week about matatag curriculum for us to prepare what to do.
7.	Interviewer	Gi unsa pagpahaom sa mga magtutudlo sa unang grado sa Matematika ang ilang mga materyales ug pamaagi sa pagtudlo aron mahiuyon sa mga prinsipyo ug tumong sa Matatag Kurikulum?	How have 1st-grade Mathematics teachers adapted their teaching materials and methods to align with the Matatag curriculum's principles and objectives?
8.	Interviewee	Samoa kay nagagamit me ug Reyalya nga materials mga basic lang gyud kay grade 1 man gud then ga tan aw me sa internet pud sa youtube kay naa man me mga internet and every classroom nay mga tv and if ever ma pul an ang bata sa explanation sa teacher patan awon ra namo cya sa explanation sa youtube.	For us, we use real-life materials, just the basic ones since they are in Grade 1. We also look things up on the internet and on YouTube because we have internet access, and each classroom has a TV. If ever the students get bored with the teacher's explanation, we just let them watch explanations on YouTube.
9.	Interviewer	Unsa nga mga estratihiya sa pagtudlo ang giplano sa mga magtutudlo sa unang grado sa Matematika nga gamiton aron epektibong matudlo ang mga konsepto sa matematika ubos sa kurikulum sa matatag?	What instructional strategies do 1st grade mathematics teachers plan to employ effectively teach mathematical concepts under the Matatag Curriculum?
10.	Interviewee	Paggamit ug tinuod nga mga butang o sa tinuod nga sitwasyon nga maapil ang mga bata ug dali nila masabtan, ug gamiton usab ang mga butang nga naa ra sa ilang palibot.	Using real objects or in real situation that pupil will involve and can easily understand and also use the things around them.

11.	Interviewer	Unsaon pag-assess sa mga magtutudlo sa unang grado sa Matematika ang pag-uswag ug pagsabot sa estudyante sulod sa gambalay sa kurikulum sa matatag?	How will 1st grade mathematics teachers assess student progress and understanding within the framework of the matatag curriculum?
12.	Interviewee	Gina-assess namo ang progreso sa among estudyante pinaagi sa sinulat o sinultian, gikan sa magtutudlo ngadto sa estudyante, o gamit ang papel ug lapis. Pwede pud sila ma-assess during sa discussion pinaagi sa pagpangutana.	We assess our students' progress either orally or in written form — teacher to pupil, or through paper and pen. You can also assess them during the discussion by asking questions.