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Developing an Evaluation Scale for Assessing the Effective Implementation of Matatag Curriculum in Philippine Public Schools: Exploratory Sequential Design

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Abstract. The Matatag curriculum is a comprehensive educational framework designed to enhance learning and development in Philippine public schools, focusing on holistic, inclusive, and culturally relevant teaching practices incorporated into peace and values education and reading enhancement. Using a mixed-method exploratory sequential design, this study aimed to develop an evaluation scale for the effective implementation of the Matatag curriculum. The findings revealed twelve essential themes from the views of teachers, underscoring the need for integrating interactive learning, critical thinking, technology integration, cultural relevance, and collaborative strategies to boost student engagement and outcomes. Further, Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) identified three core dimensions crucial for curriculum evaluation: Curriculum Design and Content, Teaching and Learning Enhancement, and Implementation and Support. These dimensions underscore the importance of a comprehensive, inclusive curriculum approach. While Structural Equation Modeling (SEM) indicated these dimensions were optimal for developing the Matatag curriculum's evaluation scale. The refinement of the thirteen items as a final evaluation tool went through rigorous item analysis, resulting in a reliable instrument with a Cronbach's alpha of 0.896, ensuring precise curriculum implementation assessment. This process validated the research findings, both quantitative and qualitative. The study concludes that a thorough assessment of curriculum effectiveness necessitates a blend of strategies, including stakeholder feedback and regular evaluations, to foster ongoing improvement. It recommends that educators embrace a holistic approach featuring interactive learning, critical thinking, technology, cultural relevance, and collaborative methods to elevate educational outcomes.

Keywords: Matatag curriculum; Philippine public schools; Curriculum implementation; Evaluation scale; Holistic education.

1.0 Introduction

Recently, there has been growing interest in implementing the Matatag curriculum in Philippine public schools. This program has aimed to undertake numerous initiatives and reforms to enhance educational quality and increase literacy rates (Cabaltea et al., 2023). However, the main challenge with the curriculum changes is the drastic cut in the range of topics covered in the K to 12 programs. The Matatag curriculum decreases the amount of material by 70%. This big cut might cause struggles about whether education will still be well-rounded, as it narrows down the focus to key subjects, potentially missing out on providing a broader learning experience (Estrellado, 2023).

Meanwhile, implementing new curricula presents both complex challenges and promising opportunities. Education systems must balance alignment with global standards while respecting local contexts (Caballero,

2023). This groundbreaking study by Hachero (2023) explores how innovative curricula are being implemented in diverse educational settings. It emphasizes the importance of flexibility, cultural sensitivity, and active stakeholder involvement (Hachero, 2023). This study demonstrates that successful curriculum implementation requires strategic planning, professional development for teachers, and continuous evaluation mechanisms to ensure relevance and effectiveness. This work contributes valuable insights into the global dialogue on educational reform, offering a roadmap for navigating the intricacies of curriculum change (Singh & Lee, 2021).

Similarly, the Matatag curriculum represents a bold step towards educational reform. Preliminary evaluations of this study indicate that while the reduction aims to declutter and focus the curriculum, it may inadvertently marginalize critical areas of learning. The study emphasizes the importance of maintaining a diverse educational framework that supports holistic development, pointing to a potential oversight in the curriculum's design that could impact the future workforce's versatility and adaptability (Escuadro, 2023).

However, developing a validation scale for the Matatag curriculum in Philippine schools has received little attention. Despite the lack of empirical studies assessing its impact on various stakeholders, including students, teachers, and communities (De La Fuente, 2022). While the curriculum aims to streamline educational content and focus on essential competencies, there is minimal evidence on how these changes affect student learning outcomes, teacher preparedness, and overall educational quality (Alvarado, 2023). Furthermore, the curriculum's responsiveness to the diverse cultural and socio-economic contexts across the Philippines remains underexplored. This gap highlights the need for detailed, longitudinal research to evaluate the curriculum's effectiveness in achieving its educational objectives and preparing students for the challenges of the 21st century (Pamintuan, 2023).

Furthermore, focusing on the Philippine public schools the detailed study conducted by Dela Cruz et al. (2024) explores the localized impact of the Matatag curriculum. This research highlights the varying degrees of acceptance and effectiveness of the curriculum, influenced by regional educational needs and socio-economic factors. The results show that the Matatag curriculum's one-size-fits-all approach may fail to appropriately meet the Philippines' different educational environments, necessitating a more specialized implementation plan.

Thus, the study aimed to create a detailed evaluation framework to systematically measure the Matatag curriculum's success in enhancing educational outcomes across Philippine schools, ensuring it meets its intended goals of streamlining and improving learning.

2.0 Methodology

2.1 Research Design

This study employed a mixed methods approach, specifically an exploratory sequential design. Mixed methods research is referred to as the 'third methodological orientation', drawing on the strengths of both qualitative and quantitative research (Teddlie and Tashakkori, 2008). It is believed that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone. This design starts with the research phase of qualitative research to gather deeper, more insights into the research topic. The goal of this first phase is to identify key themes, variables, and hypotheses that may not be obvious from a purely quantitative perspective. Then comes the next phase of the design, where the qualitative findings guide the development of the quantitative phase of the research. The purpose of this next phase is to test hypotheses and seek changes qualitative research findings in general, to enable the generalizability of findings to larger populations (Creswell & Clark, 2007). In this study, mixed methods research (MMR), specifically exploratory sequential design, was selected to broadly explore, understand, describe, and analyse the validation scale for assessing the effective implementation of the Matatag curriculum in Philippine public schools.

In this exploratory sequential design, qualitative data were first collected and analysed, and themes were used to develop a quantitative instrument to further explore the research problem (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2008; Onwuegbuzie, Bustamante, & Nelson, 2010). As a result of this design, theme analysis was conducted after the primary qualitative phase, after the secondary quantitative phase, and during

the integration phase that connects the two strands of data and extends the initial qualitative exploratory findings (Creswell & Plano Clark, 2011).

2.2 Research Participants

The research participants in this study were ten (10) teachers for in-depth-interviews and seven (7) teachers for Focus Gorup Discussions. The selection of teachers to participate in in-depth interviews (IDIs) were carefully designed to allow the selected teachers and schools to draw on their diverse experiences and insights in various departments, with a rich multi-dimensional perspective on research. Including teachers from a variety of professions and educational backgrounds, the study used a broad range of first-hand experiences about their views on developing an evaluation scale for Matatag curriculum. Meanwhile Participants in focus group discussions (FGDs) play an essential role in the research process, acting as active groups to explore, discuss, and capture their experiences, ideas, and opinions it is about debating the topics being studied. The format of the FGD is deliberately chosen to create an interactive environment where participants can engage with each other's ideas, circulate ideas, and expand on them in real-time. This interactive process helps to unlock deeper perspectives and provides a more understanding of complex issues that can only be achieved through personal interviews.

For the quantitative component, 400 respondents were selected using random sampling, where each sample had an equal chance of being chosen. This sampling technique aimed to provide an unbiased representation of the total population. Specifically, 200 teachers were asked to complete a checklist for Exploratory Factor Analysis, while another set of 200 teachers responded to a researcher-made survey questionnaire for Confirmatory Factor Analysis. Additionally, 30 to 50 respondents were included to test the questionnaire's reliability for the final development of the measurement tool.

2.3 Research Instrument

To ensure validity in the design, the researcher enlisted the expertise of professionals. The interview guide questions, tools, checklists, and survey questionnaires underwent validation by these experts. For qualitative data, transcriptions were provided to participants to ensure accuracy. A statistician aided in the statistical aspects of quantitative data. All expert suggestions were considered to achieve validity. In the qualitative strand, an Interview Guide Questions Tool with sub-questions was utilized for in-depth interviews and focus group discussions with selected teachers. This aimed to gather insights for the study and refine the checklist and survey questionnaire.

For the quantitative aspect, a checklist was administered to 400 teachers, derived from themes in IDIs, FGDs, and related research. This checklist informed the development of a survey questionnaire on teachers' views regarding the Matatag curriculum implementation. The questionnaire's reliability was tested by 30-50 teachers. Both the interview guide questions, checklist, and survey questionnaires underwent validation by experts, enhancing their validity, credibility, and reliability.

2.4 Data Gathering Procedure

The researchers obtained permission to conduct their study from relevant authorities within the Department of Education. For the qualitative aspect, in-depth interviews and focus group discussions were conducted with teachers. Participants were briefed on the study's significance and confidentiality before providing their perspectives. The data gathered were transcribed, translated, and analysed to inform the development of a checklist. After validating the checklist, a random sample of 400 teachers completed it, aiding in factor analysis. The checklist results guided the creation of a survey questionnaire, which was used to gather further insights from teachers. This questionnaire formed the final measurement tool for assessing the Matatag curriculum's effectiveness.

2.5 Data Analysis Procedure

In analysing qualitative data, the researcher utilized thematic analysis, a method for identifying, analysing, and reporting patterns within data, focusing on patterns and themes generated in transcribed in-depth interviews and focus group discussions related to the validation scale for assessing the effective implementation of the Matatag curriculum. For the quantitative phase, exploratory factor analysis (EFA) was employed to identify

underlying factor structures within the administered checklist. EFA helps in understanding the relationships between observed variables and uncovering the factors influencing them, without imposing a preconceived structure on the outcome.

Confirmatory factor analysis (CFA) was then used to verify the factor structure identified in the EFA and test the hypothesis that a relationship exists between observed variables and their underlying latent constructs. This technique was crucial in identifying the final dimensions and items for the survey questionnaire aimed at developing a validation scale for assessing the effective implementation of the Matatag curriculum. Finally, Cronbach's alpha, a measure of reliability or internal consistency, was employed to assess the accuracy of the researcher-made survey questionnaire in measuring the variable of interest. This technique served as the last phase of tool development, ensuring the questionnaire's reliability in assessing the implementation of the Matatag curriculum.

2.6 Ethical Considerations

Research ethics, as outlined by Mack et al. (2011), emphasizes the importance of prioritizing the well-being of research participants. In this study, adherence to ethical guidelines, particularly those outlined in the National Ethical Guidelines for Health and Health-Related Research (NEGHHR, 2017), was paramount. The study underwent review and approval by the UIC Research Ethics Committee (UIC REC) to ensure participant rights and safety.

The social value of the study was established by identifying a validation scale for assessing the effective implementation of the Matatag curriculum, benefiting current and aspiring teachers. Participants were informed about the study's purpose and procedures, with emphasis on the potential benefits to them. Informed consent forms were obtained from participants, ensuring their voluntary participation and right to withdraw at any time. Regarding vulnerability, adult participants were considered capable of decision-making, and measures were taken to protect their identities and ensure confidentiality. Risks were minimized through private and safe interview settings, and participants were treated with sensitivity and respect.

Participants were compensated for their involvement, and their privacy and confidentiality were maintained through data coding and secure data handling procedures. Justice was ensured by accurately representing participant responses and sharing findings with participants. Transparency was upheld through clear communication with participants about study objectives and results. The researcher's qualifications were considered, and adequate facilities were provided for data collection. The study was completed successfully with support from the school and the Commission on Higher Education. Community involvement was emphasized through public forums, and the anticipated outcomes of the study include contributing to a deeper understanding of curriculum implementation and informing future planning and policy decisions, aligning with the goals of gender equality and sustainable development in the Philippines.

3.0 Results and Discussion

3.1 Teachers' Views in Developing an Evaluation Scale on the Implementation of the Matatag Curriculum in Philippine Public Schools

Twelve (12) main themes arose from the in-depth interviews and focus group discussions with the participants. Table 1 depicts these themes in developing a validation scale for assessing the effective implementation of the Matatag curriculum in Philippine public schools namely: Interactive Learning Engagement, Critical Thinking Enhancement, Technology Integration, Cultural Relevance, Collaborative Learning, Teacher Development, Diverse Learning Support, Experiential Learning Application, Student Autonomy, Inclusive Education, Community Engagement, and Feedback and Improvement.

Theme 1: Interactive Learning

Interactive learning engagement is vital as it actively involves students in their educational journey, enhancing understanding and retention of knowledge. Through participatory activities, it fosters critical thinking, collaboration, and practical application of concepts, making learning more meaningful and enjoyable. This approach adapts to diverse learning styles, promoting inclusivity and boosting overall academic achievement and student motivation. Most participants believe the Matatag Curriculum will enhance the learning

environment by promoting interactive, hands-on activities, increasing collaborative projects, and encouraging self-directed learning, making education more relevant and engaging. This consensus suggests a shift toward a more participatory and student-centered approach to teaching.

Moreover, the implication of the study is supported by Freeman et al. (2014), which discusses the impact of active learning on student performance in science, engineering, and mathematics. The findings revealed that active learning strategies significantly improve students' performance on exams and conceptual understanding compared to traditional lecturing. The study emphasizes the importance of interactive engagement in enhancing critical thinking, collaboration, and practical application of knowledge, aligning with the principles of the Matatag Curriculum. The findings advocate for a shift towards more participatory and student-centered educational approaches.

Theme 2: Critical Thinking Enhancement

Most of the participants believe that the enhancement of critical thinking and problem-solving skills through the Matatag Curriculum will lead to multiple educational benefits. They suggest that by embedding these skills within the curriculum and emphasizing their application in real-world contexts, students' comprehension, and ability to tackle complex problems will improve. This focus is expected to not only enhance academic performance on standardized tests but also reduce anxiety towards challenging subjects, contributing to overall higher achievement.

Table 1. Teachers' views on the effective implementation of matatag curriculum in philippine public schools

Issues Probed	Sample Statements	Codes/Category	Essential Themes
Perception on implementing Matatag Curriculum in Philippine public schools	• I believe the Matatag Curriculum will foster a more interactive and engaging learning environment, potentially increasing students' interest in core subjects through hands-on and experiential learning activities (1.1) (IDI_P1).	Interactive Learning Experiences	**Interactive Learning Engagement**
	• I expect an increase in collaborative learning opportunities, which can enhance students' engagement by working together on projects and discussions (1.1) (IDI_P3).		
	• The curriculum's emphasis on critical thinking and problem-solving skills might significantly improve students' comprehension, as it encourages them to apply what they learn in real-world contexts (1.1) (IDI_P2).	Thinking Skill Development	**Critical Thinking Enhancement**
	• Enhanced critical thinking and problem-solving skills taught through the curriculum could result in students achieving better outcomes in standardized tests and assessments (1.2) (IDI_P3).		
	• The integration of technology and innovative teaching methods within the Matatag Curriculum could provide a more diverse range of learning experiences, catering to different learning styles (1.1) (IDI_P4).	Educational Technology Integration	**Technology Integration**
	• Adapting to the increased use of technology and digital tools in teaching may be difficult for some teachers, necessitating ongoing professional development (2.1) (IDI_P3).		
	• The curriculum's design to be culturally relevant and contextually appropriate for the Philippine setting might resonate well with students, making learning more relatable and impactful (1.1) (IDI_P6).	Cultural Relevance	**Cultural Curriculum Relatedness**
	• Differentiated instruction will be key, providing tailored learning experiences for students based on their individual strengths, needs, and interests (2.2) (IDI_P2).		
	• By focusing on holistic development, the curriculum could improve students' emotional and social skills, leading to better engagement in the classroom (1.1) (IDI_P7).	Diversified Learning Approach	**Collaborative Learning**
	• We collectively foresee a need for more collaborative teaching approaches, emphasizing teamwork and communication among students (1.3) (FGD1).		
	• One major obstacle could be the resistance to change among teachers who are accustomed to traditional teaching methods, requiring significant effort to shift mindsets (2.1) (IDI_P1).	Professional Growth	**Teacher Development**

• The group emphasized the need for initial intensive training sessions followed by regular, ongoing professional development to support the curriculum's implementation (3.1) (FGD1).		
• To address diverse learning needs, I plan to incorporate a variety of teaching methods, including visual, auditory, and kinesthetic activities, ensuring all students can engage with the material (2.2) (IDI_P1). • We discussed the importance of creating flexible learning environments that allow students to learn in ways that best suit their preferences and abilities (2.2) (FGD2).	Inclusive Learning	**Diverse Learning Support**
• I know the curriculum's integrated approach might spark a renewed interest in learning, as students see the relevance of their education to their lives and future careers (1.2) (IDI_P2). • We agreed that materials should facilitate active learning, including problem-based learning scenarios and case studies relevant to students' lives and communities (3.2) (FGD6).	Learning Methods	**Experiential Learning Application**
• I expect to adopt more student-centered teaching strategies, moving away from traditional lecture-based methods to more interactive and participatory approaches (1.3) (IDI_P1). • We highlighted the potential difficulty in shifting from teacher-centered to student-centered classrooms, requiring new pedagogical strategies and classroom management skills (2.1) (FGD2).	Student Empowerment	**Student Autonomy**
• Creating an inclusive classroom environment that values diversity and promotes equity will be essential in addressing the varied needs of students (2.2) (IDI_P4). • The group agreed that the Matatag Curriculum could lead to a more equitable and accessible education system, reducing disparities and promoting inclusion (2.3) (FGD7).	Inclusive Practices	**Inclusive Education**
• Engaging parents and caregivers in the educational process is crucial, providing them with the tools and knowledge to support their children's learning at home (3.3) (IDI_P2). • Engaging alumni and local experts as guest speakers or mentors were seen as a valuable way to enrich the curriculum and provide role models for students (3.3) (FGD3).	External Collaboration	**Community Engagement**
• Anticipated challenges include initially high levels of student resistance due to changes in teaching styles and assessment methods, which could temporarily affect engagement (1.1) (IDI_P9). • We agreed that fostering a supportive school culture that embraces change and innovation would be crucial in overcoming obstacles to adapting teaching methods (2.1) (FGD7).	Quality Assurance	**Feedback and Improvement**

Furthermore, the implication of the statements is supported by Zoller (2023) conducted research demonstrating that higher-order cognitive skills (HOCS)-centered teaching significantly impacts students' abilities to think critically and solve problems effectively. This approach, which emphasizes real-world applications and experiential learning, not only improves comprehension and academic performance but also reduces students' anxiety towards challenging subjects. This study supports the idea that curricula focusing on developing these skills can lead to better outcomes in standardized assessments and foster a more engaging and responsive learning environment through continuous feedback.

Theme 3: Technology Integration

It is crucial for implementing the Matatag Curriculum as it enhances learning experiences, enables personalized education, supports skill development in digital literacy, and facilitates access to diverse and interactive educational resources. Most of the participants believed that technology integration in the Matatag Curriculum is essential for diversifying learning experiences and accommodating various learning styles. However,

challenges include teachers adapting to new digital tools, necessitating ongoing professional development to enhance digital literacy and engage students effectively.

Anent to this, the implication of the statements is supported by Ertmer and Ottenbreit-Leftwich, (2020) who conducted a study that highlights the critical role of teacher beliefs and attitudes in the successful integration of technology in the classroom. They argue that while technology can significantly enhance the learning experience, its effectiveness is largely dependent on teachers' willingness and ability to incorporate it into their teaching practices. The study emphasizes the necessity of ongoing professional development to equip teachers with the skills needed for effective technology integration. This professional development should not only focus on the technical aspects but also on pedagogical strategies that leverage technology to enhance learning outcomes. The findings underscore the potential of technology to cater to diverse learning styles and improve student engagement, aligning with the perspectives shared by participants regarding the Matatag Curriculum.

Theme 4: Cultural Relevance

It ensures that educational content and teaching methods are reflective of and responsive to the cultural backgrounds, values, and experiences of the students. This approach fosters a more inclusive and engaging learning environment, where students see themselves represented and their cultural identities validated. By making learning more relatable and meaningful, cultural relevance boosts students' motivation, participation, and overall academic achievement. It bridges the gap between students' home and school lives, promoting better understanding and respect for diversity, which is essential for preparing students to thrive in a multicultural world. Based on the statements, participants believed that the culturally relevant Matatag Curriculum, combined with differentiated instruction and a focus on holistic development, would lead to more engaging, personalized, and impactful learning experiences for students.

To support the statements on the importance of cultural relevance, one can refer to the work of Geneva Gay (2020). The study emphasizes culturally responsive teaching as a pedagogical approach that uses the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more appropriate and effective for them. This approach aligns with the principles of the Matatag Curriculum, highlighting the significance of integrating cultural relevance into educational practices to improve engagement, motivation, and academic achievement. The study supports the notion that education that respects and incorporates students' cultural backgrounds and personalizes learning experiences can lead to more meaningful and impactful outcomes, fostering well-rounded individuals equipped with both academic knowledge and life skills.

Theme 5: Collaborative Learning

Parallel to this, collaborative learning is pivotal in education as it fosters teamwork, critical thinking, and communication skills among students. By working together, learners can tackle complex problems, share diverse perspectives, and construct new knowledge, leading to deeper understanding and improved academic outcomes. Anchored with the statements, participants believed that the Matatag Curriculum's focus on collaborative learning and holistic development is essential for enhancing student engagement and outcomes. Emphasizing teamwork, problem-solving, and diverse teaching methods will transform classroom dynamics, fostering a more interactive and supportive learning environment.

The implication of the statement is supported by Adamson and Yin (2018). Their study demonstrates that cooperative learning, a structured form of collaborative learning, significantly enhances student engagement, academic achievement, and the development of social and communication skills. By working in groups, students not only acquire knowledge more effectively but also develop a deeper understanding of content through interaction and mutual support. This body of work supports the idea that collaborative learning approaches, as anticipated by participants, are fundamental for holistic development and preparing students for diverse challenges.

Theme 6: Teacher Development

Correspondingly, the statements underscore the critical role of teacher development in the effective implementation of the Matatag Curriculum, emphasizing the necessity for ongoing professional growth to adapt

teaching methods to new educational paradigms, enhance digital literacy, and support collaborative and culturally responsive pedagogies. Most participants believe that effective implementation of the Matatag Curriculum necessitates robust teacher development programs. These programs should address resistance to change, enhance pedagogical skills, and improve digital competencies through comprehensive and continuous professional development, ensuring teachers are fully equipped to deliver the curriculum successfully.

The implication of the statements is supported by Douglas, (2017). The study focuses on the critical importance of professional development in effecting change in teaching practices, attitudes, and teachers' acceptance of new curricula. He argues that effective professional development must be continuous and aligned with the specific needs of teachers as they adapt to new educational paradigms, including the use of technology and the adoption of collaborative and culturally responsive teaching methods. The study findings suggest that professional development is instrumental in overcoming resistance to change, enhancing pedagogical skills, and ensuring the successful implementation of innovative curricula.

Theme 7: Diverse Learning Support

Furthermore, the participants highlighted diverse learning support as essential in the Matatag Curriculum, emphasizing the importance of accommodating various learning styles and needs. Tailored instructional strategies ensure all students can access and benefit from the curriculum, promoting inclusivity and equity in the educational process. Most participants believed that implementing the Matatag Curriculum effectively requires a multifaceted approach to Diverse Learning Support. This involves employing varied teaching methods, fostering an inclusive classroom, and providing targeted resources to meet individual student needs, thus ensuring equitable access to education for all learners.

To support the statements on the importance of diverse learning support within the Matatag Curriculum, Lumadi (2017) works on differentiated instruction providing a solid theoretical foundation. The study outlines how tailored teaching strategies can address the wide range of learners' needs in a classroom. This approach emphasizes the significance of modifying content, processes, products, and learning environments to ensure all students can access and engage with the curriculum effectively. By advocating for the recognition and accommodation of students' varied learning preferences, backgrounds, and abilities, the study underscores the necessity of creating flexible and inclusive educational environments that promote equity and excellence for all students.

Theme 8: Experiential Learning Application

Consequently, the statements also illuminated the significance of experiential learning application in the Matatag Curriculum. Emphasizing hands-on activities and real-world problem-solving, this approach enriches learning by connecting theoretical knowledge with practical experiences, fostering deeper understanding and retention among students. Most participants believed that the Matatag Curriculum's focus on experiential learning and real-world applications would significantly enhance student engagement and learning outcomes. By making education relevant and practical, it aims to foster curiosity, collaboration, and a deeper connection between academic concepts and everyday life.

Furthermore, to support the emphasis on experiential learning and its application within the Matatag Curriculum, the work of Hill and MacDonald (2016) on experiential learning theory provides a foundational basis. Kolb's theory posits that learning is a process whereby knowledge is created through the transformation of experience. This approach stresses the importance of hands-on activities, real-world problem solving, and reflection as central to the learning process. By engaging students in experiences directly relevant to their lives and future careers, experiential learning fosters deeper understanding, improves retention, and enhances students' ability to apply knowledge in practical situations. This study supports the idea that experiential learning strategies, as anticipated by participants, are crucial for making education more engaging, relevant, and effective.

Theme 9: Student Autonomy Emerged

The theme of student autonomy emerged, emphasizing the Matatag Curriculum's role in fostering self-directed learning. Participants believe encouraging autonomy helps students take charge of their education, promoting

responsibility, decision-making skills, and personalized learning paths, thus preparing them for lifelong learning and adaptability. Most participants believed that the shift towards a student-centered Matatag Curriculum would require teachers to embrace roles as learning facilitators, promoting interdisciplinary teaching and active student participation. This transition challenges traditional educational paradigms, necessitating innovative pedagogical strategies and a reevaluation of classroom dynamics.

Moreover, the implication of the study is supported by Sommarstrom et al., (2021) which states that the study suggests that school and teacher autonomy significantly enhances the implementation of entrepreneurship education, acting as a catalyst for innovative educational practices. However, variations in the adoption of curriculum messages highlight the need for a balanced approach to autonomy and adherence to core curricula. It calls for further research on teachers' perceptions regarding curriculum expectations and the practical execution of entrepreneurship education.

Theme 10: Inclusive Education

This underscores the importance of creating a learning environment that accommodates all students, regardless of their diverse backgrounds or abilities. This approach emphasizes equity, accessibility, and personalized support, aiming to ensure every student benefits from educational opportunities and feels valued and included within the school community. Participants generally agreed that the Matatag Curriculum plays a crucial role in promoting Inclusive Education through its emphasis on diversity, holistic development, and community involvement. This strategy seeks to establish a fair and accessible educational setting, making sure every student feels included and valued and has equal access to learning opportunities.

Moreover, the implication of the study is supported by Cabañero, (2023) which states that implementing Inclusive Education within the Matatag Curriculum requires overcoming challenges such as infrastructural limitations, varying attitudes, and uneven resource distribution. It necessitates enhancing teacher training to cater to diverse learning needs and creating a supportive educational environment. By addressing these barriers, the curriculum can ensure equitable learning opportunities for all students, including those with disabilities, fostering an inclusive, engaging, and adaptable educational landscape for every child to succeed and thrive.

Theme 11: Community Engagement

This highlights the crucial role of involving local communities, businesses, and stakeholders in the educational process. This collaboration enhances the learning experience, bridges the gap between theory and practice, and reinforces the relevance of education to real-world challenges and opportunities. Based on the statements, participants believe that integrating Community Engagement into the curriculum by involving parents, students, alumni, and local experts plays a vital role in enriching students' educational journeys. This approach fosters ownership, civic responsibility, and real-world connections, enhancing motivation and practical learning outcomes.

Furthermore, the implication of the study is supported by Spector and Leard, (2020). The study presents a model for enhancing higher education through community engagement and participatory involvement in curriculum development, as shown in the Informal Science Institutions Environmental Education Graduate Certificate Program at the University of South Florida. This approach underscores the inclusion of stakeholders and the target audience in designing, assessing, and revising educational programs, ensuring they meet participants' needs while leveraging community resources to boost enrollment. Such active collaboration enhances the relevance and accessibility of new curricula, fosters a shared sense of commitment, and yields benefits for learners, communities, and institutions alike.

Theme 12: Feedback and Improvement

This highlights the critical role of continuous feedback mechanisms in refining and enhancing educational programs. This iterative process ensures that curricula remain responsive to stakeholder needs, fostering ongoing improvement, adaptation, and the success of educational initiatives in meeting the evolving demands of learners and the community. Most participants believe that establishing robust feedback mechanisms and fostering a culture of trust and respect are vital for the continuous improvement and adaptation of educational

programs. These practices are essential for overcoming resistance to change and ensuring the curriculum's relevance and effectiveness.

Moreover, the implication of the study is supported by Gouedard et al., (2020). The study suggests a shift from traditional "top-down" curriculum reforms to a "bottom-up" approach, emphasizing the importance of teacher autonomy and agency in curriculum implementation. This perspective acknowledges teachers as active participants in the reform process, capable of adapting and refining curricular content to align with overarching goals and principles. Aligning this with feedback and improvement strategies, it advocates for involving teachers and other stakeholders in the ongoing evaluation and adaptation of the curriculum, ensuring it remains relevant and effective in addressing 21st-century challenges.

3.2 Construction of the Evaluation Scale

Based on the narratives of the participants, emerging themes, constructed from the core ideas pave the way for the development of a checklist that will undergo the process of exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). The items in the checklist which are the generated core ideas are based on the statements of the participants from the in-depth interview and focus group discussion. Moreover, Table 2 exhibits the suggested Checklist Survey Questionnaire to be subjected to EFA and CFA

The items reflect the fundamental topics, fundamental ideas/ assertions, issues demonstrated, and implications. There are 50 items on the survey questionnaires. This instrument is thoughtfully constructed to yield a comprehensive understanding of the multifaceted dimensions inherent in the development of an evaluation scale for assessing the effective implementation of the Matatag curriculum in the selected public schools in the division of Pasig City.

Table 2. Proposed checklist questionnaire

Items		5	4	3	2	1
1	The Matatag curriculum aligns with the national educational standards.					
2	The curriculum content is relevant to the student's cultural and socio-economic context.					
3	The learning objectives of the Matatag curriculum are clear and attainable.					
4	The curriculum promotes critical thinking and problem-solving skills.					
5	The curriculum integrates academic, social, and emotional learning in a balanced manner.					
6	The Matatag curriculum encourages inclusivity and diversity.					
7	The environmental awareness is adequately incorporated into the curriculum.					
8	The curriculum prepares students for real-life challenges through practical applications.					
9	Digital literacy is effectively integrated into the curriculum content.					
10	The curriculum supports continuous learning and curiosity.					
11	The teaching methods prescribed by the Matatag curriculum enhance student engagement.					
12	Collaborative learning is effectively facilitated through the curriculum.					
13	The curriculum provides ample opportunities for experiential learning.					
14	The assessment methods within the curriculum accurately measure student learning.					
15	The curriculum allows for flexibility in teaching approaches to cater to different learning styles.					
16	The innovative teaching methods are encouraged and supported by the curriculum.					
17	The curriculum places a strong emphasis on formative feedback to support student growth.					
18	The curriculum promotes a positive and supportive classroom environment.					
19	The teaching materials provided are of high quality and enhance learning experiences.					
20	The curriculum provides clear guidelines for integrating technology into classroom instruction.					
21	Adequate training is provided for teachers to effectively implement the Matatag curriculum.					
22	The teachers have access to sufficient resources to support the curriculum's implementation.					
23	The curriculum includes ongoing support for teachers to address challenges in implementing it.					
24	The school infrastructure supports the effective delivery of the Matatag curriculum.					
25	The curriculum ensures that professional development opportunities related to it are readily available.					
26	The curriculum has a mechanism for incorporating feedback from teachers for improvement.					
27	The curriculum fosters collaboration among teachers to enhance its implementation.					
28	The curriculum leverages community resources to enrich its implementation.					
29	The curriculum is supported by adequate financial resources for all its aspects.					
30	The curriculum ensures that technology resources are sufficient and accessible for both teachers and students.					
31	The implementation of the Matatag curriculum has led to an improvement in students' academic performance.					
32	The curriculum has positively impacted students' emotional and social well-being.					
33	The curriculum has resulted in students showing increased resilience and adaptability.					
34	The curriculum enhances students' motivation and engagement in learning.					
35	The curriculum has fostered the development of stronger critical thinking and problem-solving skills in students.					

36	The Matatag curriculum has fostered a sense of community and teamwork among students.
37	The curriculum has provided evidence of improved student behavior and attitudes toward learning.
38	The curriculum has led to students exhibiting a greater awareness and understanding of environmental issues.
39	The curriculum has increased students' preparedness for future educational and career paths.
40	The curriculum has contributed to students demonstrating increased cultural awareness and appreciation of diversity.
41	The curriculum employs a systematic approach to evaluating its effectiveness.
42	The curriculum regularly seeks and utilizes student feedback to improve its implementation.
43	The curriculum recognizes teacher feedback as crucial for its continuous improvement.
44	The curriculum's impact on student outcomes is regularly assessed and reported.
45	The curriculum is adjusted based on empirical evidence and feedback.
46	The school administration is committed to the ongoing improvement of the curriculum.
47	The effectiveness of professional development programs related to the curriculum is evaluated.
48	The curriculum encourages community and parental involvement in the evaluation process.
49	The curriculum's implementation is reviewed to ensure alignment with educational trends and needs.
50	The curriculum establishes clear benchmarks and indicators for success in its implementation.

3.3 Dimensions of the Evaluation Scale

Testing of the Proposed Questionnaire

Table 3 highlights the results of the Kaiser Meyer-Okin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity. It can be gleaned in Table 3 that the KMO value is 0.859 which is above the recommended value of 0.5. This indicates that the sample is meritorious and adequate for factor analysis. Bartlett's test of sphericity was performed to check if there is a certain redundancy between the variables that could be summarized with a few factors. The results revealed that the p-value is significant (p<.000) which indicates that the data has patterned relationships, and factorability is assumed. If the KMO indicates sample adequacy and Bartlett's test of sphericity indicates the item correlation matrix is not an identity matrix, then researchers can move forward with the factor analysis.

Table 3. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.859
Bartlett's Test of Sphericity	Approx. Chi-Square	12467.2670
	df	3560
	Significance	0.000

Derivation of Factors Structures the Evaluation Scale

Table 4 Pattern Matrix now reveals the derivation of factor structure and shows the three-factor model that exhibits clean patterns. The 50-item construct is then subjected to rotation. The Promax rotation was used since the factors seem to be correlated with a coefficient above 0.50 which reflects that the data is not assumed as orthogonal. Furthermore, Table 4 also exhibits the pattern matrix using principal Axis factoring with a rotation method of Promax with Kaiser Normalization. It can be observed in the results that the loadings of items in the three factors are above 0.40. The item loadings of each item to their factor indicate sufficient correlation between factors and variables and thus can be considered as a component of the factor.

Table 4. Pattern Matrix

	Items	Factor Loadings		
		1	2	3
1.	The Matatag curriculum aligns with the national educational standards.	0.820		
2.	The lessons in the Matatag curriculum promote critical thinking skills.	0.730		
3.	The learning objectives of the Matatag curriculum are clear and attainable.	0.800		
4.	The curriculum promotes critical thinking and problem-solving skills.	0.880		
5.	The curriculum integrates academic, social, and emotional learning in a balanced manner.	0.506		
6.	The Matatag curriculum encourages inclusivity and diversity.	0.550		
7.	**@**			
8.	The curriculum prepares students for real-life challenges through practical applications.	0.565		
9.	The digital literacy is effectively integrated into the curriculum content.	0.557		
10.	**@10**			
11.	The teaching methods prescribed by the Matatag curriculum enhance student engagement.		0.566	
12.	The collaborative learning is effectively facilitated through the curriculum.		0.526	
13.	The curriculum provides ample opportunities for experiential learning.		0.459	
14.	**@14**			
15.	The curriculum allows for flexibility in teaching approaches to cater to different learning styles.		0.680	
16.	The innovative teaching methods are encouraged and supported by the curriculum.		0.740	

17.	**@17**		
18.	The curriculum promotes a positive and supportive classroom environment.	0.596	
19.	**@19**		
20.	The curriculum provides clear guidelines for integrating technology into classroom instruction.	0.449	
21.	**@21**		
22.	**@22**		
23.	The curriculum includes ongoing support for teachers to address challenges in implementing it.	0.568	
24.	The school infrastructure supports the effective delivery of the Matatag curriculum.	0.740	
25.	The curriculum ensures that professional development opportunities related to it are readily available.	0.589	
26.	**@26**		
27.	The curriculum fosters collaboration among teachers to enhance its implementation.	0.458	
28.	The Matatag curriculum comprised the real-life lessons.	0.720	
29.	The curriculum is supported by adequate financial resources for all its aspects.	0.557	
30.	The curriculum ensures that technology resources are sufficient and accessible for both teachers and students.		0.790
31.	The implementation of the Matatag curriculum has led to an improvement in students' academic performance.	0.478	
32.	The curriculum has positively impacted students' emotional and social well-being.		0.810
33.	The curriculum has resulted in students showing increased resilience and adaptability.	0.555	
34.	The curriculum enhances students' motivation and engagement in learning.		0.800
35.	The curriculum has fostered the development of stronger critical thinking and problem-solving skills in students.		0.830
36.	**@36**		
37.	The curriculum has provided evidence of improved student behavior and attitudes towards learning.	0.449	
38.	The curriculum has led to students exhibiting a greater awareness and understanding of environmental issues.	0.551	
39.	**@39**		
40.	The curriculum has contributed to students demonstrating increased cultural awareness and appreciation of diversity.	0.592	
41.	The curriculum employs a systematic approach to evaluating its effectiveness.	0.780	
42.	The curriculum regularly seeks and utilizes student feedback to improve its implementation.		0.449
43.	The curriculum recognizes teacher feedback as crucial for its continuous improvement.		0.568
44.	The curriculum's impact on student outcomes is regularly assessed and reported.		0.526
45.	The curriculum is adjusted based on empirical evidence and feedback.		0.512
46.	The school administration is committed to the ongoing improvement of the curriculum.		0.542
47.	The effectiveness of professional development programs related to the curriculum is evaluated.		0.587
48.	The curriculum encourages community and parental involvement in the evaluation process.		0.523
49.	The curriculum's implementation is reviewed to ensure alignment with educational trends and needs.		0.578
50.	The curriculum establishes clear benchmarks and indicators for success in its implementation.		0.564

In Table 5, by using the EFA, the three-factor model of evaluation scale in assessing the implementation of the Matatag curriculum in Philippine public schools with 38 items was developed, namely: *Curriculum Design and Content, Teaching and Learning Enhancement, and Implementation and Support.* The derivation of factor structure was determined through a priori results of qualitative data analysis wherein there recognized dimensions in developing an evaluation scale in assessing the implementation of the Matatag curriculum in Philippine public schools.

Table 5. Factor structure of the evaluation scale

Factor Structures/ Underlying Dimensions	Factor Loading	Decision
Factor 1. Curriculum Design and Content		
1. The Matatag curriculum aligns with the national educational standards.	0.820	Retained
2. The learning objectives of the Matatag curriculum are clear and attainable.	0.730	Retained
3. The curriculum promotes critical thinking and problem-solving skills.	0.800	Retained
4. The curriculum integrates academic, social, and emotional learning in a balanced manner.	0..880	Retained
5. The Matatag curriculum encourages inclusivity and diversity.	0.550	Retained
6. The curriculum prepares students for real-life challenges through practical applications.	0.565	Retained
7. The digital literacy is effectively integrated into the curriculum content.	0.557	Retained
Factor 2: Teaching and Learning Enhancement		
8. The teaching methods prescribed by the Matatag curriculum enhance student engagement.	0.623	Retained
9. The collaborative learning is effectively facilitated through the curriculum.	0.526	Retained
10. The curriculum provides ample opportunities for experiential learning.	0.459	Retained
11. The curriculum allows for flexibility in teaching approaches to cater to different	0.540	Retained

	learning styles.		
12.	The innovative teaching methods are encouraged and supported by the curriculum.	0.550	Retained
13.	The curriculum promotes a positive and supportive classroom environment.	0.596	Retained
14.	The curriculum provides clear guidelines for integrating technology into classroom instruction.	0.449	Retained
15.	The curriculum includes ongoing support for teachers to address challenges in implementing it.	0.740	Retained
16.	The school infrastructure supports the effective delivery of the Matatag curriculum.	0.740	Retained
17.	The curriculum ensures that professional development opportunities related to it are readily available.	0.540	Retained
18.	The curriculum fosters collaboration among teachers to enhance its implementation.	0.458	Retained
19.	The curriculum is supported by adequate financial resources for all its aspects.	0.757	Retained
20.	The curriculum ensures that technology resources are sufficient and accessible for both teachers and students.	0.874	Retained
21.	The implementation of the Matatag curriculum has led to an improvement in students' academic performance.	0.478	Retained
22.	The curriculum has positively impacted students' emotional and social well-being.	0.623	Retained
23.	The curriculum has resulted in students showing increased resilience and adaptability.	0.655	Retained
24.	The curriculum enhances students' motivation and engagement in learning.	0.477	Retained
25.	The curriculum has fostered the development of stronger critical thinking and problem-solving skills in students.	0.558	Retained
26.	The curriculum has provided evidence of improved student behavior and attitudes toward learning.	0.449	Retained
27.	The curriculum has led to students exhibiting a greater awareness and understanding of environmental issues.	0.551	Retained
Factor 3. Implementation and Support			
28.	The curriculum has contributed to students demonstrating increased cultural awareness and appreciation of diversity.	0.592	Retained
29.	The curriculum employs a systematic approach to evaluating its effectiveness.	0.551	Retained
30.	The curriculum regularly seeks and utilizes student feedback to improve its implementation.	0.449	Retained
31.	The curriculum recognizes teacher feedback as crucial for its continuous improvement.	0.568	Retained
32.	The curriculum's impact on student outcomes is regularly assessed and reported.	0.526	Retained
33.	The curriculum is adjusted based on empirical evidence and feedback.	0.512	Retained
34.	The school administration is committed to the ongoing improvement of the curriculum.	0.996	Retained
35.	The effectiveness of professional development programs related to the curriculum is evaluated.	0.587	Retained
36.	The curriculum encourages community and parental involvement in the evaluation process.	0.623	Retained
37.	The curriculum's implementation is reviewed to ensure alignment with educational trends and needs.	0.578	Retained
38.	The curriculum establishes clear benchmarks and indicators for success in its implementation.	0.564	Retained

3.4 Confirmatory Testing the Evaluation Scale

Figure 1 exhibits the CFA model of the evaluation scale. The 13 items constructed were subjected to confirmatory factor analysis (CFA) to ensure the final dimensions, representation of items to their factor, and the goodness of fit of the factor models. Since there are items having cross-loadings with other dimensions, it was then removed from the model to improve model fit. After removing those items having poor loadings of less than 0.60 and those with cross-loadings, the model generated has items that represent well the latent construct and has shown in the factor loading that is greater than 0.60.

Correlation of Emerging Variables

The provided Figure 1 illustrates a statistically significant positive correlation between various aspects with all p-values less than 0.05. Specifically, a correlation coefficient of r=0.75 indicates a strong positive relationship between suggestive reminders and warning/threat, as well as between curriculum design and content and teaching and learning enhancement. Furthermore, the relationship between teaching and learning enhancement and implementation and support is slightly stronger at r=0.76, while the latter exhibits a significant positive correlation of r=0.69 with another unspecified variable. These findings highlight the interconnectedness of the curriculum's components, suggesting that improvements in one area may positively affect others, thereby enhancing the overall educational experience.

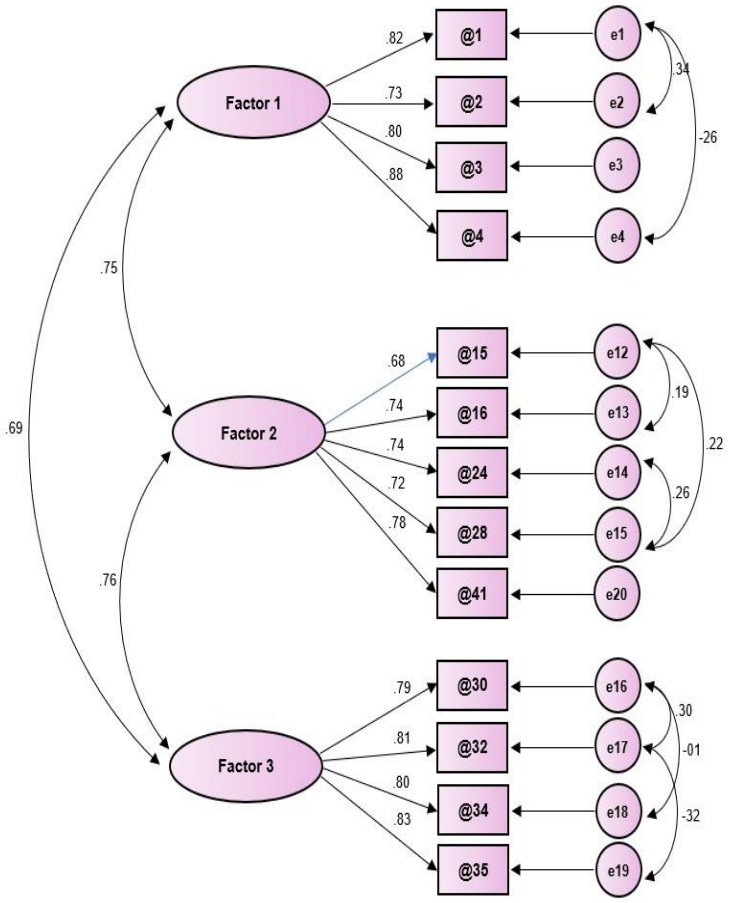

Figure 1. Hypothesized model of the evaluation scale

The correlation between variables that indicate positive relationships means that the two variables tend to increase or decrease together. However, a negative-positive relationship means that when one variable increases, the other decreases. Variables have a significant relationship if their p-value is less than 0.05 and no significant relationship if their p-value is above 0.05.

Goodness Fit of the Conceptual Model

Table 6 shows the derived model of the development of an evaluation scale in assessing the implementation of the Matatag curriculum in Philippine public schools which was evaluated to determine whether it exhibits a parsimonious fit. As can be gleaned in the table, all model fit, values have successfully met the criteria set by each index (CMIN/DF < 3.0), (TLI, CFI, and GFI >.90), and RMSEA < 0.08 with a PCLOSE > 0.05.

The derived three-factor model of the evaluation scale in assessing the implementation of the Matatag curriculum in Philippine public schools scale was also evaluated to determine whether it exhibits a parsimonious fit. The CMIN/DF is 1.178 which is lesser than 3.0, and the p-value is .188 which is greater than .05. Meanwhile the TLI is .981, CFI is .949, and GFI is .955 which is greater than .90. The RMSEA is .039 which is lesser than .08 and the PCLOSE is .875 which is greater than .05.

Further, as can be seen in Table 7, all model fit values have successfully met the criteria set by each index (CMIN/DF < 3.0), (TLI, CFI, and GFI > .90), and RMSEA < 0.08 with a PCLOSE > 0.05. This means that the model fits well with the data and therefore asserts as the best-fit model of evaluation scale in assessing the

implementation of the Matatag curriculum in Philippine public schools. The results simply mean that the identified model projects as the best-fit model for it.

Table 6. Goodness of fit of the conceptual model

Index value	Criterion	Model fit value
Chi-Square/ Degrees of Freedom	< 3	1.178
p-value	>.05	.188
Normal Fit Index GFI	>.90	.950
Tucker-Lewis Index	>.90	.981
Comparative Fit Index	>.90	.949
Goodness of Fit Index	>.90	.955
Root Mean Square of Error Approximation	<.08	.039
PCLOSE	>.05	.875

3.5 Final Version of Evaluation Scale

After conducting a Confirmatory Factor Analysis (CFA) a measurement tool was crafted revealed in Table 7 to assess its implementation accurately. This final tool now offers a reliable and statistically supported means of evaluating critical aspects of the curriculum, such as curriculum design, content delivery, and support systems, by measuring them against established theoretical expectations. It provides educators and policymakers with a nuanced understanding of the curriculum's effectiveness, allowing for data-driven decisions to enhance educational outcomes.

However, the final version of the instrument displayed in Table 7 which is the output of the study consists of 13 items. The 5-point Likert scale is used which ranges from 5-strongly agree to 1- strongly disagree. This final version of the instrument has been validated by expert evaluators for improvement. It has gained a rating of 4.6 which is considered a very good instrument.

Table 7. Final measurement tool assessing the implementation of the Matatag curriculum in the Philippines

Statements	1	2	3	4	5
Curriculum Design and Content					
1. The Matatag curriculum aligns with the national educational standards.					
2. The learning objectives of the Matatag curriculum are clear and attainable.					
3. The curriculum promotes critical thinking and problem-solving skills.					
4. The curriculum integrates academic, social, and emotional learning in a balanced manner.					
Teaching and Learning Enhancement					
1. The teaching methods prescribed by the Matatag curriculum enhance student engagement.					
2. The collaborative learning is effectively facilitated through the curriculum.					
3. The curriculum provides ample opportunities for experiential learning.					
4. The curriculum allows for flexibility in teaching approaches to cater to different learning styles.					
5. The curriculum employs a systematic approach to evaluating its effectiveness					
Implementation and Support					
1. The curriculum has contributed to students demonstrating increased cultural awareness and appreciation of diversity.					
2. The curriculum employs a systematic approach to evaluating its effectiveness.					
3. The curriculum regularly seeks and utilizes student feedback to improve its implementation.					
4. The curriculum recognizes teacher feedback as crucial for its continuous improvement.					

Reliability Test of the Scale

The instrument was evaluated for reliability to determine the internal consistency of items. The overall reliability of the evaluation scale is high with a Cronbach's alpha value of (α =0.896). The subscale or dimension also is above the criteria of reliability about 0.70 alpha, namely: Curriculum Design and Content (α =0.859), Teaching and Learning Enhancement (α =0.802), and Implementation and Support (α =0.895). This indicates that the tool has good internal consistency.

3.6 Data Integration of Salient Qualitative and Quantitative Findings

In the simultaneous presentation of salient qualitative and quantitative results in Table 8, most of the variables and items from the quantitative phase supported and strengthened the emergent themes from the qualitative phase. This means that quantitative data confirms qualitative data. However, certain developing patterns in the

qualitative have not been verified by the quantitative phase. The good thing about mixed methods research is that it strengthens the claims of either quantitative or qualitative data findings since it employs both a qualitative and quantitative methodology.

Table 8. Data integration of salient qualitative and quantitative findings

Aspect for Focal Point	Qualitative Findings	Quantitative Findings	Nature of Data	Aspect for Focal Point
On Essential Themes	The themes that emerged were: • Curriculum Design and Content. • Teaching and Learning Enhancement, and • Implementation and Support.	The target name of the domain dimensions (Adamson, B., & Yin, A., 2018). The target name of the domain is Curriculum Design and Content with 4 items on a 5-point Likert scale. The target name of the domain is Teaching and learning improvement with 5 items on 5-point Likert Scale. The target name of the domain is Implementation and Support with 4 items on a 5-point Likert Scale.	Connecting-Building Up	Quantification additionally measurability demonstrates the a blend of topics that are being entangled or connected in some way by a group of individuals as described by the investigation of Schubert (1986). Measurability or quantification of the themes is often associated with constructivist learning theory areas explained by the Theory by Jean Piaget (1960).
On Factor Structure	The following themes remained: • Curriculum Design and Content • Teaching and Learning Enhancement • Implementation and Support	Dimensions that remain after CFA: **Curriculum Design and Content** Item 1: 0.820 Item 2: 0.730 Item 3: 0.800 Item 4: 0.880 **Teaching and Learning Enhancement** Item 15: 0.680 Item 16: 0.740 Item 24: 0.740 Item 28: 0.720 Item 41: 0.780 **Implementation and Support** Item 30: 0.790 Item 32: 0.810 Item 34: 0.800 Item 35: 0.830	Connecting-testing and validating Connecting-testing and validating Connecting-testing and validating	Equivalence between themes and scales is strengthened by the CFA statistical rigors as explained by Hair et al (1998)

The factor structure of development of an evaluation scale in assessing the implementation of the Matatag curriculum in Philippine public schools revealed the results that the underlying dimensions of Curriculum Design and Content, Teaching and Learning Enhancement, and Implementation and Support are confirmed in the quantitative data as reflected in Figure 1 which shows latent factor loadings of Curriculum Design and Content ranging from .73-.88; latent factor 2 which is the Teaching and Learning Enhancement has factor loadings ranging from .68-.78; and latent factor 3 which is Implementation and Support has factor loadings ranging from .79-.83. This presents the connecting nature of data integration which functions as testing and validating. Hence, it signifies that quantitative data confirms qualitative data. However, there are some emerging themes in the qualitative that have not been confirmed by the quantitative phase.

4.0 Conclusion

In the light of the findings derived from this study, the following conclusions were formulated:

a. The emergence of twelve essential themes from teachers' views highlights the multifaceted nature of effective curriculum implementation. It underscores the importance of integrating interactive learning, critical thinking, technology, cultural relevance, and collaborative strategies to enhance student engagement and learning outcomes. This indicates that the curriculum developers and educators suggest that a broad, holistic approach to curriculum design that includes these elements can foster a more engaging and effective learning environment. The detailed implications of the emergence of twelve essential themes from teachers' views on curriculum implementation emphasize the need for a comprehensive, inclusive, and dynamic approach to education. By integrating these themes into curriculum design and teaching practices, educators can create a more engaging, relevant, and effective learning environment that meets the needs of all students.
b. The identification of three underlying dimensions (Curriculum Design and Content, Teaching and Learning Enhancement, and Implementation and Support) through Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) provides a clear framework for evaluating curriculum implementation. This signifies the need for educational stakeholders to consider these dimensions in curriculum evaluation to ensure a comprehensive assessment of its effectiveness. For policymakers and school administrators, this implies adopting a structured approach to curriculum evaluation that aligns with these dimensions.
c. The refinement process leading to thirteen suitable items for the evaluation scale illustrates the critical role of thorough analysis in developing effective measurement tools. This has implications for both research and practice, highlighting the necessity of rigorous item analysis to ensure that evaluation tools are both efficient and comprehensive in capturing the essence of curriculum implementation.
d. The validation of the three dimensions through Structural Equation Modeling (SEM) confirms their relevance and fit in developing an evaluation scale for the Matatag curriculum. This outcome has profound implications for future research and practice in educational evaluation, suggesting that focusing on these dimensions can lead to more accurate and meaningful assessments of curriculum implementation effectiveness.
e. The high-reliability score (Cronbach's alpha of 0.896) of the final tool signifies a robust instrument capable of accurately measuring the effectiveness of the Matatag curriculum's implementation. This underscores the importance of achieving high reliability in evaluation tools for educational stakeholders to make informed decisions based on reliable data. For practitioners, this means using well-validated tools can provide confidence in the assessment outcomes, guiding improvements, and interventions.
f. The quantitative data confirming the qualitative results emphasizes the strength of integrating diverse data sources for a comprehensive understanding. This finding has significant implications for research methodology in education, advocating for the use of mixed methods to capture the complexity of educational phenomena. The findings from the evaluation of the Matatag curriculum offer valuable insights into effective curriculum implementation and evaluation. The identified themes, dimensions, and the development of a reliable evaluation tool provide a solid foundation for enhancing curriculum design, teaching practices, and overall educational outcomes in Philippine public schools. These insights have broader implications, suggesting that similar approaches could be beneficial in other educational contexts aiming to improve curriculum effectiveness and student learning experiences.

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7.0 Conflict of Interests

The author declares no conflicts of interest

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