TEACHING STRATEGIES UTILIZED BY ELEMENTARY TEACHERS OF NORTH IV DISTRICT CALOOCAN IN THE MATATAG CURRICULUM.

Rosheal O. Villas
Teacher III
Lyceum Northwestern University

CHAPTER 1

THE PROBLEM

Rationale

The K–12 curriculum's adoption in 2013 was one of the most prominent modifications to the Philippine educational system over the years. Through the extension of school years and the alignment of the system with international norms, this curriculum sought to improve the basic education framework (Barrot, 2021). Notwithstanding its all-encompassing strategy, the K–12 curriculum encountered some difficulties, such as an overburdened curriculum, insufficient resources, and poor teacher preparation (Abragan et al., 2022). A call for a more focused and efficient educational system resulted from these problems.

The MATATAG Curriculum was introduced in 2024 by the Philippine Department of Education (DepEd) in response to the difficulties with the K–12 curriculum. By focusing on fundamental subjects like language, literacy, mathematics, and patriotism and cutting the number of competencies by 70%, the MATATAG Curriculum seeks to simplify the current curriculum (Department of Education, 2024). Producing capable, employable, engaged, accountable, and patriotic individuals who can make significant contributions to society is the goal of this updated curriculum.

However, teachers have voiced concerns about a lack of professional development and training, which are essential for the MATATAG Curriculum's effective implementation. This lack of training is thought to be a significant barrier to successfully integrating technology and implementing innovative teaching strategies (Saro et al., 2024).

The curriculum cannot succeed unless it has sufficient resources and institutional backing. To ensure that the curriculum is implemented effectively, teachers have emphasized the necessity of thorough support materials as well as systems for continuous monitoring and evaluation (Lagbao, 2024). Teachers are known to be resistant to change, which can make it difficult for new teaching methods to be adopted. This opposition is frequently brought on by unfamiliarity with the student-centered approaches and new technology integration in the curriculum (Saro et al., 2024).

One major issue noted is the requirement for substantial professional development to facilitate innovative teaching strategies. For teachers to successfully apply technology-integrated and student-centered practices, they need to receive training (Lagbao, 2024). To improve learning outcomes, teachers are urged to embrace student-centered approaches and use competency-based learning and technology (Aquino, 2024). According to Siminto et al. (2024), integrating technology and multidisciplinary teaching can enhance curriculum delivery and enable learning across several subjects, hence improving learning outcomes and student engagement.

The focus of differentiated instruction is on addressing the various needs of students in the classroom. Every student has different learning styles, aptitudes, and backgrounds, and this method acknowledges this and aims to establish a learning environment that takes these variances into account (14 Types of Teaching Methods For an Effective Lesson, 2024).

This method is frequently utilized in educational settings and is widely acknowledged as an essential tactic for satisfying students' various learning needs. The diverse range of learning styles, aptitudes, and backgrounds found in classrooms is thought to be addressed by this important solution (Triyanti et al., 2024). However, because of things like classroom size, teaching beliefs, and self-efficacy, some teachers struggle to utilize differentiated instruction successfully (Onyishi & Sefotho, 2020).

Collaborative learning is a teaching strategy that uses groups to enhance learning through group projects. In order to solve difficulties, complete tasks, or carry out research, groups of two or more students work together on assignments. Instead of using rote memorization, students would work together to process and synthesize ideas and concepts (Avcı, 2024).

This tactic is frequently utilized, especially when combined with other teaching techniques like problem-based learning. In order to improve comprehension and engagement, the emphasis on collaboration

recommends concentrating on student contact, teamwork, and peer learning (Chang et al., 2022). However, students might not be able to utilize one another's knowledge and abilities to their best potential if participation is uneven. This may damage student happiness and lessen the collaboration's efficacy (Strauß & Rummel, 2021).

Project-based learning (PBL) is a teaching strategy that prioritizes collaborative problem-solving and practical, real-world experiences. This method involves students working on a job or project for a long time with the aim of creating a tangible solution or consequence (14 Types of Teaching Methods For an Effective Lesson, 2024).

This strategy has been found to be a successful way to promote active student participation and is frequently utilized. According to Hussaini et al. (2024), this strategy fosters deeper learning, critical thinking, and problem-solving abilities by involving students in lengthy projects and investigations. On the other hand, some teachers have taught that PBL can be time-intensive to prepare and execute, thereby spending time that could be used for other courses (Almulla, 2020).

Experience is the means of acquiring knowledge through practical experience. Through hands-on activities, this teaching strategy aims to encourage students to apply their knowledge to practical applications (Cleaver, 2024). Cabacang (2022) suggests that new teachers may not utilize experiential learning activities as frequently as they would prefer. Some teachers note that experiential learning may require significant resources and may not be achievable in all educational settings (Moss, 2022).

The teaching method for clearly and methodically presenting material is direct instruction which is frequently used by teachers. According to Cleaver (2024), it facilitates effective learning, improves retention, and enables students to apply what they have learned to solve issues and exercise critical thought. However, it has also been critiqued for fostering student reliance, employing strict and unyielding teaching strategies, and prioritizing the acquisition of facts over critical thinking abilities (Mason & Otero, 2021).

One teaching strategy that flips the conventional order of learning activities is called a "flipped classroom." Students watch pre-recorded video lectures or finish readings before class and then use class time for interactive exercises and group projects in place of teachers lecturing in class and giving homework to do at home (14 Types of Teaching Methods For an Effective Lesson, 2024).

This flipped classroom teaching strategy is often implemented, particularly in combination with other techniques like gamification and differentiated instruction. The frequent use of this blended learning approach suggests a focus on leveraging technology and providing students with more control over their learning pace and style (Chang et al., 2022). However, not all students are prepared to engage actively in flipped classrooms, often remaining passive, which challenges teachers in designing effective in-class activities (Ang et al., 2021).

In the context of education, manipulatives are tangible teaching aids that include students both physically and visually using items like markers, coins, blocks, puzzles, and more. Because students actively participate in discovery throughout the learning process, the use of manipulatives is constructivist (McCarthy, 2023). However, other research suggests that manipulatives could not have a major impact on learning outcomes if they are not properly integrated into the curriculum (Simon, 2022).

The use of games, whether digital or not, to promote learning is known as game-based learning. To boost motivation and engagement, this method incorporates game-like features into the learning process, such as point systems, challenges, and prizes. Many disciplines, including language arts, science, and math, can be taught using game-based learning (14 Types of Teaching Methods For an Effective Lesson, 2024).

This strategy is often employed, particularly within gamified flipped classrooms, where it is used to enhance student engagement. The integration of game elements into the learning environment suggests a focus on motivation, competition (in some cases), and active participation to improve learning outcomes (Ho, 2020). However, without clear educational objectives, game-based learning can become more about entertainment than education (Nisbet, 2024).

The teaching strategy known as inquiry-based learning emphasizes student-driven inquiry and discovery. Students are encouraged to examine issues, ask questions, and actively look for answers through experimentation, teamwork, and research in this method. Rather than giving all the answers, the teacher's job is to help students learn (14 Types of Teaching Methods For an Effective Lesson, 2024).

This strategy is frequently utilized and has been found to be a successful way to increase student involvement. This strategy fosters critical thinking, curiosity, and a deeper comprehension of the material by motivating students to research subjects, ask questions, and create their own understanding (Hussaini et al., 2024). Nonetheless, some teachers struggle to strike a balance between curriculum demands and the demands of standardized testing and inquiry-based learning (Moseley & Connolly, 2021).

A particular strategy for giving students a deeper understanding of the world is storytelling. Additionally, it helps kids see themselves in the storyteller's shoes (Cox, 2021). This method is occasionally employed to teach narrative genres, particularly in flipped classes that have been gamified. This implies that students view storytelling as an effective way to interact with literary works and enhance their comprehension of character development, narrative structure, and other literary components (Ho, 2020). However, over-reliance on storytelling may result in fewer chances for students to take an active role. When storytelling takes center stage, children may not have adequate opportunities to participate, pose inquiries, or independently investigate ideas (Khandelwal, 2024).

According to Shen & Ho (2020), technology-enhanced learning is a new era of education that makes use of mobile technologies to allow people to move between digital, physical, and communicative areas with ease. To maximize learning outcomes, this method is commonly employed and combined with other teaching techniques. This suggests an emphasis on using technology to enhance instruction, offer individualized learning opportunities, and raise student accomplishment and engagement (Hussaini et al., 2024). However, even while technology-enhanced learning can boost engagement and motivation, its successful implementation necessitates significant institutional support, training, and resources (Matúš & Zatrochová, 2024).

One of the most widely utilized teaching strategies is role-playing, in which students pretend to be certain characters or circumstances in order to better comprehend and absorb new ideas. From language arts to social studies to science, this method can be applied in many different topic areas. Role-playing fosters empathy and critical thinking by giving students the opportunity to experience problems personally and consider many viewpoints (14 Types of Teaching Methods For an Effective Lesson, 2024). However, some teachers claim that role-playing isn't suitable for every topic and can be time-consuming (Young, 2024).

Teaching that is based mostly on a single, long-term unifying subject and then expanded upon into branching themes and abilities is known as Integrated Thematic Instruction (ITI) (Barancová et al., 2025). However, a study by Retnawati cited by Arlinwibowo et al. (2021), found that teachers had trouble choosing relevant topics and themes for thematic education.

A teaching strategy known as scaffolding involves teachers dividing the lessons into discrete parts and progressively reducing their assistance as students gain mastery of new ideas or content (Nance, 2022).

Nonetheless, scaffolding may become overly prevalent to the extent that learning is no longer difficult. As a result, over-scaffolded students may learn enough to pass an exam (at most), but they lack the skills necessary to apply what they have learned to investigate new topics and solve problems in unexpected contexts (Fisher & Frey, 2023).

In the cooperative, active learning approach known as peer teaching, students assume the roles of both teacher and student. Students teach and learn from each other while exchanging experiences, information, and abilities in peer teaching (McMahon, 2024). Peers, however, might not be as knowledgeable as experts, which could result in a spread of incorrect knowledge (Themeli, 2023).

Some research looks into the relationship between the teaching strategies used by teachers and their profiles. Teaching strategies have a significant relationship with teacher profiles, specifically age, years of service, training, and educational attainment (Ramirez, 2023; Lopez & Cruz, 2024). These factors support the accuracy and flexibility of instructional strategies, emphasizing the significance of ongoing professional development and training for teachers. However, there is a gender imbalance in the teaching profession, as evidenced by the moderate influence of gender on strategies for teaching (Liquido & Potane, 2023). Furthermore, teaching methods have no significant relationship with civil status (Rosa & Vargas, 2021). Furthermore, a study by Lucero (2021) discovered no significant relationship between the teaching strategies used and the profiles of teachers in terms of training, experience, and educational achievement.

The MATATAG Curriculum identifies a number of implementation-related difficulties. Among the main problems are challenges with fairness, inclusive education, teacher preparedness, and inadequate support networks. Research emphasizes the value of ongoing observation and assessment, as well as funding teacher preparation programs, enhancing support systems, and encouraging inclusive behaviors (Villaver et al., 2024).

Large class sizes, conventional classroom seating arrangements, a shortage of teaching resources, and a lack of time for historical instruction are further obstacles that teachers have when putting student-centered teaching strategies into practice (Fufa et al., 2023).

The MATATAG Curriculum lists several implementation-related challenges. Issues with teacher preparation, inclusive education, fairness, and insufficient support systems are some of the primary issues. According to research, it is important to fund teacher preparation programs, improve support networks, promote inclusive behaviors, and conduct continuous observation and assessment (Villaver et al., 2024).

When implementing student-centered teaching strategies, teachers also face obstacles such as large class sizes, traditional classroom seating arrangements, a lack of teaching materials, and a lack of time for historical education (Fufa et al., 2023).

Although the national MATATAG Curriculum provides a national framework, local factors like teaching strategies are necessary for its successful implementation, which is why this study is necessary to understand how the curriculum is applied practically within the unique context of North IV District Caloocan. Additionally, the district's lack of local research on MATATAG implementation necessitates empirical data to guide teacher support and targeted interventions, with the ultimate goal of enhancing teaching efficacy and student learning outcomes in this particular location.

This study aims to determine the teaching strategies utilized by elementary teachers of North IV District Caloocan in the MATATAG Curriculum. It explores teacher profiles (age, sex, civil status, educational attainment, years in service, and training/seminars attended) and pinpoints the teaching strategies that are utilized. In addition, this study looks at how these strategies relate to teacher profiles. It also highlights challenges to strategy implementation and suggests creating materials to improve instruction within the MATATAG framework.

Theoretical Framework

The theoretical framework of this study is anchored on several foundational theories of learning and instruction that support the selection and application of teaching strategies in the context of the MATATAG Curriculum. One of the central theories that guide this study is Constructivism, particularly the views of Jean Piaget and Lev Vygotsky, who emphasized that learners construct knowledge actively through experiences and social interaction. This perspective is highly relevant in the MATATAG Curriculum, which encourages learner-centered approaches where teachers serve as facilitators of learning rather than mere transmitters of information. Through strategies like collaborative learning, inquiry-based activities, and contextualized instruction, teachers help students make sense of new concepts by connecting them to prior knowledge and real-life situations.

In addition to Constructivism, Howard Gardner’s Theory of Multiple Intelligences provides another significant lens through which the teaching strategies in this study are examined. The MATATAG Curriculum

recognizes the diverse learning preferences of students and the need for differentiated instruction. Gardner's theory supports the idea that there is no one-size-fits-all method in teaching, and that educators must adapt their strategies to address linguistic, logical, kinesthetic, musical, interpersonal, and other forms of intelligence found in their classrooms. This approach becomes especially crucial in elementary education, where foundational skills are developed in ways that must resonate with each learner's unique strengths.

Another key theoretical underpinning of this research is Jerome Bruner's Spiral Curriculum theory, which aligns closely with the structure of the MATATAG Curriculum. Bruner believed that learners can grasp complex ideas if these are presented in a structured and progressive way, revisiting key concepts over time with increasing depth. The use of scaffolding and thematic instruction, common in the strategies employed by teachers in North IV District Caloocan, reflects this approach. By gradually building up learners' understanding, teachers help students achieve mastery without overwhelming them.

Lastly, the theory of Pedagogical Content Knowledge (PCK) introduced by Lee Shulman plays an integral role in understanding how teachers make informed decisions about their teaching strategies. According to this theory, effective teaching requires not only mastery of the subject matter but also an understanding of how to teach that content in ways that are comprehensible to learners. In the implementation of the MATATAG Curriculum, which emphasizes both content rigor and learner engagement, teachers' ability to merge content knowledge with appropriate pedagogy becomes essential.

Conceptual Framework

The conceptual framework of this study is anchored on the Input-Process-Output (IPO) model, which provides a structured lens for understanding the factors that influence the teaching strategies employed by elementary teachers within North IV District Caloocan under the MATATAG Curriculum. As the Input component, the study takes into account the demographic profile of the respondents. This includes essential background information such as their age, sex, civil status, highest educational attainment, years in service, and the number of trainings and seminars attended. These variables offer a foundational perspective on the characteristics of the teachers, which may influence their teaching practices and openness to curriculum changes.

The Process focuses on the core investigation—identifying and analyzing the various teaching strategies that are currently being used by the teachers in the implementation of the MATATAG Curriculum. It also explores the challenges these educators face in utilizing such strategies. This phase of the framework examines how teacher profiles may be related to the strategies they adopt and how these strategies are applied in their classrooms. Moreover, this section includes an analysis of any patterns or significant relationships that emerge between the respondents' profiles and their chosen instructional approaches.

Finally, the Output centers on the development of materials and possible interventions that can further support and enhance the teaching strategies of elementary educators. These outputs are grounded in the findings of the study and are aimed at providing practical solutions and resources that align with the goals of the MATATAG Curriculum. By understanding the teachers' backgrounds, the strategies they employ, and the difficulties they face, the study intends to offer meaningful contributions that will aid in effective curriculum delivery and ultimately improve student learning outcomes.

Figure 1 shows the paradigm of the study.

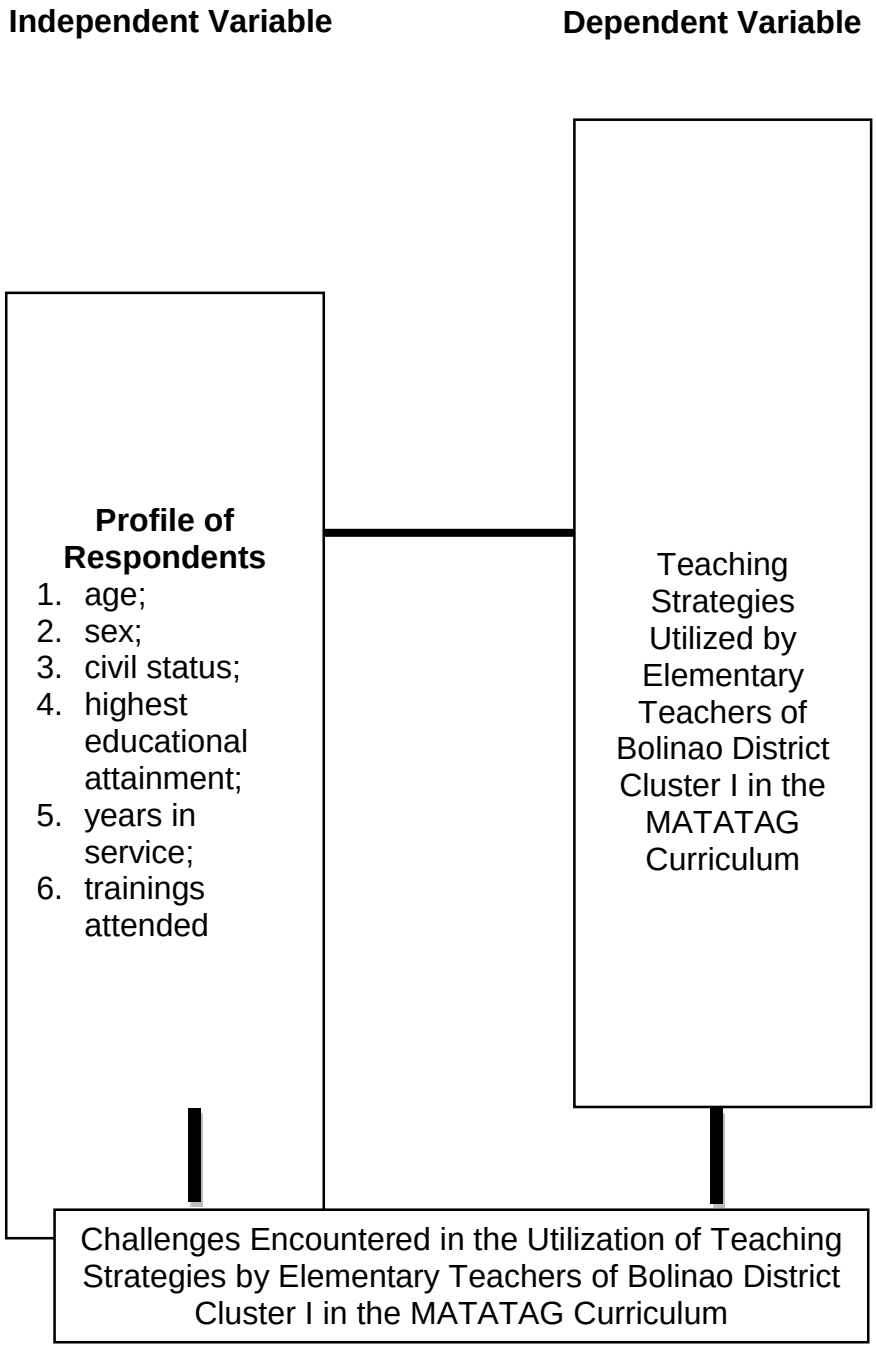

Figure 1. Paradigm of the Study

Statement of the Problem

This study aimed to determine the teaching strategies utilized by elementary teachers of North IV District Caloocan in the MATATAG Curriculum. Specifically, the study sought to answer the following questions:

1. What is the profile of the respondents in terms of:
    1.1 age
    1.2 sex
    1.3 civil status
    1.4 highest educational attainment
    1.5 years in service
    1.6 number of training and seminars
2. What are the teaching strategies utilized by elementary teachers of North IV District Caloocan in the MATATAG Curriculum?
3. Is there a significant relationship between the profile and the teaching strategies utilized by elementary teachers of North IV District Caloocan in the MATATAG Curriculum?
4. What are the challenges encountered in the utilization of teaching strategies by elementary teachers of North IV District Caloocan in the MATATAG Curriculum?

Null Hypothesis

In line with the sub-problems, this study tested the hypothesis in its null form at an alpha level of 0.05.

1. There is no significant relationship between the profile and the utilization of teaching strategies by elementary teachers of North IV District Caloocan in the MATATAG Curriculum.

Scope and Delimitation of the Study

This study was conducted to explore and analyze the teaching strategies utilized by elementary teachers in North IV District Caloocan under the MATATAG Curriculum. The investigation aimed to understand how teachers applied different instructional methods in their classrooms and how these strategies were influenced by their individual characteristics. The research focused on collecting and interpreting data related to the teachers' profiles, specifically their age, sex, civil status, highest educational attainment, years

in service, and the number of training and seminars attended. These variables were examined to determine whether they had a significant relationship with the teaching strategies used. The study also looked into the challenges commonly encountered by teachers in implementing these strategies and, based on the findings, proposed materials that may support and enhance instructional delivery within the context of the MATATAG Curriculum.

The scope of the study was intentionally limited to public elementary schools within North IV District Caloocan and did not include teachers from private schools or other districts. Only those educators who were actively teaching and implementing the MATATAG Curriculum during the time of the study were included as respondents. The research was confined to gathering data through self-administered survey questionnaires and did not involve classroom observations or direct measurement of student performance. Additionally, the instructional materials recommended as an output of the study were developed solely from the information and contextual needs identified by the participating teachers. As such, while the results provide meaningful insights for local application, they may not be readily generalized to broader educational settings without further study.

Significance of the Study

The following shows how the results of the study are beneficial to the participants and the stakeholders.

School Administrators. The results offer school heads and administrators a clearer understanding of the teaching strategies currently being applied by teachers in their district. This insight can help them make informed decisions in designing programs, organizing relevant trainings, and allocating resources that directly support effective instruction aligned with the MATATAG Curriculum.

Teachers. This study serves as a reflective tool for educators to evaluate and enhance their own teaching practices. By identifying effective strategies and acknowledging the challenges faced by their peers, teachers can adopt and adapt methods that suit the needs of their learners while also sharing best practices within their professional learning communities.

Learners. Students are the ultimate beneficiaries of improved teaching strategies. When teachers are better equipped with effective methods, learners are more likely to experience meaningful, engaging, and inclusive learning environments that support their academic growth and personal development.

Researchers. The study contributes to the growing body of literature on curriculum implementation and instructional approaches in the Philippine context. It may serve as a useful reference for future studies examining the effectiveness of new education programs and reforms like the MATATAG Curriculum.

Stakeholders. Education stakeholders such as local government units, community leaders, and education advocates may find the study beneficial in understanding the practical needs of teachers and learners. The findings can help them plan initiatives and support systems that foster quality education in their respective communities.

Parents. The study helps parents gain a better appreciation of how their children are being taught under the MATATAG Curriculum. With this knowledge, they may become more supportive and engaged in their child's learning journey, especially in providing reinforcement at home.

Future Researchers. The study opens opportunities for further research, particularly in exploring classroom-based interventions, long-term impacts of teaching strategies on student performance, or comparative studies across other districts. It provides a foundation upon which future investigations can be built.

Definition of Terms

To ensure clarity and a common understanding of key concepts used throughout the study, this section provides lexical and operational definitions of important terms.

Teaching Strategies. It refers to planned methods or techniques that teachers use to facilitate student learning effectively and efficiently (Killen, 2017). In this study, teaching strategies pertain to the instructional approaches applied by elementary teachers in North IV District Caloocan as they deliver the MATATAG Curriculum, such as group work, direct instruction, the use of multimedia, or differentiated instruction.

MATATAG Curriculum. It is a revised framework of the Philippine basic education program aimed at streamlining content and improving learning outcomes by emphasizing foundational skills and contextualized instruction (Department of Education, 2023). In this study, the MATATAG Curriculum refers to the current curriculum being implemented by public elementary schools in North IV District Caloocan during the period of the study.

Elementary Teachers. These are licensed educators responsible for teaching basic subjects to young learners, generally from Grades 1 through 6, focusing on literacy, numeracy, and personal development (Kauchak & Eggen, 2017). In this study, elementary teachers refer to those teaching in public schools under North IV District Caloocan who are actively delivering lessons aligned with the MATATAG Curriculum.

Profile. It refers to a set of detailed descriptions about an individual's personal, educational, and professional characteristics (Merriam-Webster, 2017). In this study, it includes the respondents' age, sex, civil status, highest educational attainment, years of teaching experience, and the number of seminars or training sessions attended.

Utilization. It is defined as the act of making practical and effective use of something, especially tools, resources, or methods (Oxford Learner's Dictionary, 2017). In this study, utilization refers to how frequently and in what manner the teachers apply the identified teaching strategies in their daily instruction under the MATATAG Curriculum.

Challenges. These are difficulties or obstacles that can hinder the successful implementation of tasks, strategies, or goals (Oxford Learner's Dictionary, 2017). In this study, it refers to the specific problems encountered by teachers in applying their teaching strategies, such as a lack of resources, time constraints, or classroom management issues.

Instructional Materials. These are tools, content, or resources used to support teaching and learning, including books, visual aids, digital tools, and hands-on resources (Reiser & Dempsey, 2018). In this study, instructional materials refer to those resources that may be recommended or developed based on the findings to support the teachers' strategies in implementing the MATATAG Curriculum effectively.

CHAPTER 2

METHODOLOGY

This chapter discusses research methodology, which includes research design and the procedures used to solve research problems. Similarly, it discusses the data collection tools as well as the statistical treatments that will be used to analyze the data.

Research Design

This study employed a descriptive correlational research design to examine the teaching strategies utilized by elementary teachers in North IV District Caloocan under the MATATAG Curriculum. The descriptive component allowed the researchers to systematically describe the teachers' demographic profiles, the teaching strategies they commonly apply, and the challenges they encounter in implementing these strategies. By gathering detailed information from a defined group of participants, the study was able to paint a clear picture of the current instructional landscape in the district.

The correlational aspect of the design, on the other hand, was used to determine whether a significant relationship exists between the teachers' profiles, such as age, sex, civil status, educational attainment, years in service, and number of seminars or trainings, and the teaching strategies they employ. This approach is particularly appropriate for the study because it seeks not only to document observable practices but also to explore patterns and possible connections between variables without manipulating any of them. Since the goal was not to establish causality but rather to identify trends and relationships that could inform future interventions, a descriptive correlational design was deemed most suitable.

Moreover, this design aligns well with educational research, especially in real-world school settings where variables cannot be controlled or altered. It allows the researcher to gather valuable insights while respecting the natural conditions of the teaching environment. As Creswell and Creswell (2018) emphasized, descriptive correlational research is ideal for studies that aim to explore relationships between naturally occurring variables in a specific context, especially when experimental manipulation is neither feasible nor ethical.

Sources of Data

Locale of the Study

This study was conducted in North IV District Caloocan, located in the western part of Pangasinan, under the Schools Division Office of Pangasinan I. The municipality of Bolinao is composed of several barangays, both coastal and inland, and is known for its rich cultural heritage and strong community values. Cluster I is one of the administrative sub-groups of the district, formed to streamline the management and supervision of elementary schools in the area. It includes several public elementary schools, most of which are situated in rural settings where teachers face both traditional and evolving instructional challenges. The schools under this cluster serve a diverse population of learners with varying backgrounds, abilities, and access to educational resources. This setting provided an ideal context for the study, as it allowed for a focused examination of how teaching strategies are utilized in real-world classrooms within the framework of the recently implemented MATATAG Curriculum. The choice of this locale was guided by its active participation in curriculum reforms and its representative nature in terms of the challenges and practices common in Philippine public elementary education.

Population Sampling

This study employed purposive sampling as the method for selecting participants, focusing specifically on elementary school teachers currently teaching in North IV District Caloocan who are actively implementing the MATATAG Curriculum. Purposive sampling was considered appropriate for this research because it allowed the selection of individuals who possess firsthand experience and relevant knowledge of the phenomenon under investigation. Since the primary goal of the study was to explore the specific teaching strategies used in the context of the newly introduced curriculum, it was essential to involve participants who are directly engaged with its day-to-day delivery. This approach ensured that the data gathered were rich, relevant, and reflective of the actual practices within the school cluster. According to Etikan, Musa, and Alkassim (2016), purposive sampling is particularly useful when the researcher seeks insights from individuals with specific qualifications, roles, or experiences that are crucial to understanding a defined subject matter. In the context of this study, the chosen participants provided meaningful perspectives that helped reveal the patterns, relationships, and challenges associated with instructional strategies under the MATATAG Curriculum.

Instrumentation and Data Collection

To gather relevant and accurate data for the study, the researcher utilized a self-constructed questionnaire as the primary tool for data collection. This instrument was carefully designed and structured based on the core themes and instructional focus outlined in the MATATAG Curriculum Shaping Paper, ensuring that the items were aligned with the competencies, strategies, and principles promoted by the revised curriculum. The questionnaire was composed of several sections, including the respondents' profile, the teaching strategies they commonly use, the challenges they face in implementing these strategies, and suggestions for possible instructional support materials. To ensure the tool's validity and content relevance, the instrument underwent a thorough validation process conducted by three experts in the field of education—each with professional backgrounds in curriculum implementation, instructional strategies, and teacher development. Their feedback helped refine the language, structure, and appropriateness of the items. Following the validation process, a reliability test was conducted using a pilot group of respondents who were not part of the main study. The reliability coefficient obtained confirmed that the instrument was consistent and dependable for measuring the intended variables. This researcher-made questionnaire served as a practical and context-specific tool in collecting meaningful data to address the study's objectives.

Result of Research Instrument Validation

Based on the results presented in the table, the researcher-made questionnaire used in this study was found to be a highly valid data-gathering instrument. Each criterion used to evaluate the tool was rated on a 5-point scale, with most items receiving descriptive equivalents of either "Highly Valid" or "Very Valid." The item with the highest mean score of 4.9—shared by "Each item is readable" and "There is no duplication of items"—indicates that the instrument was both user-friendly and free from redundancy. Similarly, the clarity of directions, objectivity of questions, and the logical sequencing of items all earned strong validity ratings, each receiving a mean score ranging from 4.3 to 4.5. Notably, items that assessed whether the questions aligned with the study's objectives and whether the instrument was comprehensive in covering important aspects of the topic received high marks, with mean scores of 4.8 and 4.7, respectively. These results demonstrate that the instrument effectively captured the necessary data to address the research questions. With an overall mean of 4.57, the questionnaire was deemed "Very Valid," confirming that it met both the content

and construct requirements essential for reliable academic inquiry. This level of validity strengthens the confidence in the data collected and ensures that the findings of the study are rooted in a sound and well-developed research tool.

Result of Research Instrument Validation

Indicators	Mean	Descriptive Equivalent
1. The directions are clear in all sections of the gathering instrument.	4.5	Highly Valid
2. Each item is clearly stated.	4.3	Highly Valid
3. Each item is readable, i.e., the items are easily read.	**4.9**	**Very Valid**
4. Each item is attractive; enough space is provided to avoid crowding among the items.	4.4	Highly Valid
5. The data gathering instrument is comprehensive, i.e., covered all areas important to the study.	4.7	Very Valid
6. Each item is focused on a particular thought or idea.	4.4	Highly Valid
7. The items are objective, i.e., the responses to be elicited are neither biased nor reactive.	4.3	Highly Valid
8. The items are formulated per the study's explicit and implicit objectives.	4.8	Very Valid
9. The items are systematically arranged according to a desirable sequence.	4.5	Highly Valid
10. The items do not overlap with each other; no duplication of items is observed.	**4.9**	**Very Valid**
Overall mean	**4.57**	**Very Valid**

The reliability test conducted for the researcher-made questionnaire used in the study entitled “Teaching Strategies Utilized by Elementary Teachers of North IV District Caloocan in the MATATAG Curriculum” yielded a Cronbach’s Alpha coefficient of 0.781. This result indicates that the instrument has acceptable internal consistency, meaning that the items included in the questionnaire are sufficiently related to one another and measure the same underlying concepts. According to standard interpretations of reliability coefficients, a score above 0.70 is generally considered acceptable for social science research, while scores between 0.70 and 0.80 are interpreted as good and dependable (Taber, 2018). Therefore, the value of 0.781 suggests that the tool is reliable and capable of producing consistent responses from participants. This level

of reliability reinforces the credibility of the gathered data and supports the validity of the findings. It also implies that the responses elicited through the instrument are not due to random chance but rather reflect genuine patterns in the teaching strategies utilized by the respondents. In the context of this study, the reliability score confirms that the instrument was an appropriate and trustworthy tool for exploring instructional practices within the MATATAG Curriculum framework.

Tools for Data Analysis

To derive valuable insights and make significant discoveries, the data underwent a rigorous analysis employing appropriate statistical methods. This process ensured the precision of the results in accurately portraying the real situation and providing solutions to the research's addressed concerns.

To answer sub-problem 1, the profile of the respondents, frequency counts, and percentages were used.

To answer sub-problem 2, the teaching strategies utilized by elementary teachers of North IV District Caloocan in the MATATAG Curriculum, the weighted mean was computed and described using a five-point Likert scale with a descriptive equivalent shown below:

Score	Median Score Range	Descriptive Equivalents
5	4.51 – 5.00	Always (A)
4	3.51 – 4.49	Often (O)
3	2.51 – 3.49	Sometimes (S)
2	1.51 – 2.49	Rarely (R)
1	1.00 – 1.49	Never (N)

To answer sub-problem 3, to test if there is a significant relationship between the profile and the teaching strategies utilized by elementary teachers of North IV District Caloocan in the MATATAG Curriculum,

To answer sub-problem 4, the challenges encountered in the utilization of teaching strategies by elementary teachers of North IV District Caloocan in the MATATAG Curriculum, the weighted mean was computed and rank, and described using a five-point Likert scale with a descriptive equivalent shown below:

Score	Median Score Range	Descriptive Equivalents
5	4.51 – 5.00	Very Serious (VS)
4	3.51 – 4.50	Highly Serious (HS)
3	2.51 – 3.50	Serious (S)
2	1.51 – 2.50	Less Serious (LS)
1	1.00 – 1.50	Not Serious (NS)

Ethical Consideration

In conducting this study, strict adherence to ethical standards was observed to ensure the integrity of the research process and to protect the rights and well-being of all participants. Participation in the study was entirely voluntary, and respondents were given informed consent forms that clearly explained the purpose of the research, the procedures involved, and their right to withdraw at any point without any consequence. The anonymity and confidentiality of all respondents were highly respected; no names or identifying details were recorded in the data collection and reporting processes to maintain privacy. The information gathered was used solely for academic purposes and was stored securely to prevent unauthorized access. Moreover, the researcher ensured that the study did not cause harm, discomfort, or disruption to the participants' regular duties. The research instrument underwent expert validation to ensure that the questions were fair, unbiased, and respectful of the participants' views and experiences. Ethical approval was sought from relevant school authorities before data gathering commenced. These measures were implemented to uphold honesty, transparency, and respect throughout the research, reflecting the professional and ethical responsibility of the researcher in conducting educational studies.

Chapter 3

RESULTS AND DISCUSSION

This chapter presents the results of the study based on the gathered, analyzed, and interpreted data. The results are arranged according to the order of the problems stated in the previous chapter.

Profile of the Respondents

This section presents the demographic profile of the respondents—including age, sex, civil status, highest educational attainment, years in service, and number of trainings and seminars attended—to provide context for analyzing the teaching strategies they utilize under the MATATAG Curriculum.

Table 1. Profile of the respondents in terms of Age

Age	Frequency	Percent
26 years old to 35 years old	**17**	**44.7**
36 years old to 45 years old	12	31.6
46 years old to 55 years old	7	18.4
56 years old and above	2	5.3
Total	**38**	**100.0**

Table 1 shows that the majority of respondents (44.7%) are aged 26 to 35, followed by 31.6% aged 36 to 45, while only 5.3% are 56 and above. This indicates a predominantly young teaching workforce in North IV District Caloocan, which may reflect greater adaptability to the MATATAG Curriculum but also highlights the need for continued professional development to enhance their capacity in implementing innovative and student-centered strategies (Saro et al., 2024; Department of Education, 2024).

Table 2. Profile of the respondents in terms of Sex

Sex	Frequency	Percent
Male	2	5.3
Female	**36**	**94.7**
Total	**38**	**100.0**

Table 2 shows that most respondents are female (94.7%), while only 5.3% are male. This reflects the common gender distribution in elementary education, where women dominate the teaching workforce (Liquido & Potane, 2023). While gender does not directly impact teaching quality, it may influence the strategies used. With the MATATAG Curriculum's emphasis on student-centered approaches, professional development should ensure that all teachers, regardless of sex, are equipped to apply effective, inclusive strategies (Department of Education, 2024).

Table 3. Profile of the respondents in terms of Civil Status

Civil Status	Frequency	Percent
Single	5	13.2
Married	**32**	**84.2**

Widow / er	1	2.6
Total	**38**	**100.0**

Table 3 shows that most respondents are married (84.2%), followed by single (13.2%) and widowed (2.6%). While this reflects the personal backgrounds of teachers in North IV District Caloocan, civil status has no significant impact on teaching strategies, as noted by Rosa and Vargas (2021). In the context of the MATATAG Curriculum, effective implementation relies more on teacher training, support, and readiness than on marital status. Therefore, focus should remain on equipping all teachers—regardless of civil status—with the skills and resources needed for student-centered instruction (Saro et al., 2024).

Table 4. Profile of the respondents in terms of Highest Educational Attainment

Highest Educational Attainment	Frequency	Percent
Bachelor's Degree	**11**	**28.9**
MA Units	6	15.8
Academic Requirements MA	**11**	**28.9**
Masters Graduate	9	23.7
Doctoral Units	1	2.6
Doctorate Graduate	0	00.0
Total	**38**	**100.0**

Table 4 shows that many teachers in North IV District Caloocan hold advanced academic qualifications. Of the 38 respondents, 28.9% have a bachelor's degree, 28.9% completed master's degree requirements, and 23.7% hold a full master's degree. Additionally, 15.8% have earned master's units, and one teacher (2.6%) has pursued doctoral studies. No respondents have completed a doctoral degree.

This distribution indicates that most teachers possess strong academic backgrounds, which is beneficial for implementing the MATATAG Curriculum's emphasis on innovative teaching strategies. However, as noted by Aquino (2024) and Saro et al. (2024), despite these qualifications, gaps in continuous professional development may hinder the effective application of advanced teaching strategies like project-based learning and inquiry-based instruction. Therefore, ongoing training and institutional support are necessary for teachers to fully adapt to the curriculum's demands.

Table 5. Profile of the respondents in terms of Years in Service

Years in Service	Frequency	Percent

3 years and below	4	10.5
4 years to 6 years	9	23.7
7 years to 9 years	7	18.4
10 years to 12 years	3	7.9
13 years to 15 years	2	5.3
16 years and above	**13**	**34.2**
Total	**38**	**100.0**

Table 5 presents the profile of respondents based on their years of service. The largest group of teachers (34.2%) has been in service for 16 years or more, followed by those with 4 to 6 years of experience (23.7%). Teachers with 7 to 9 years make up 18.4%, and the remaining respondents have 3 years or fewer (10.5%), 10 to 12 years (7.9%), and 13 to 15 years (5.3%) of experience.

The distribution suggests that most teachers are experienced, with a wide range of service years, which could impact the implementation of the MATATAG Curriculum. Experienced teachers may be more resistant to adopting new teaching strategies without proper professional development, while newer teachers may be more open to innovative approaches (Aquino, 2024; Saro et al., 2024). Thus, tailored professional development addressing these differences is crucial for effective curriculum implementation.

Table 6. Profile of the respondents in terms of Numbers of Relevant Training

Numbers of Relevant Training	Frequency	Percent
3 training and below	**33**	**86.8**
4 to 6 training	3	7.9
7 to 10 training	2	5.3
11 years and above	0	0.0
Total	**38**	**100.0**

Table 6 shows that most teachers in North IV District Caloocan (86.8%) have attended three or fewer relevant training sessions, with only 7.9% attending 4 to 6 sessions. No teacher has attended more than 10 training sessions.

This indicates a gap in professional development, which may hinder the effective implementation of the MATATAG Curriculum. As noted in the rationale, insufficient training is a significant barrier to using innovative teaching strategies and technology (Saro et al., 2024). More training is needed to better align teachers' skills with the curriculum's demands.

Teaching Strategies Utilized by Elementary Teachers of North IV District Caloocan in the MATATAG Curriculum

This section examines the teaching strategies utilized by elementary teachers in North IV District Caloocan within the MATATAG Curriculum, focusing on effective practices, challenges, and the connection between teacher profiles and instructional methods.

Table 7. Level of Teaching Strategies Utilized by Elementary Teachers of North IV District Caloocan in the MATATAG Curriculum

TEACHING STRATEGIES	Weighted Mean	Descriptive Equivalent
Differentiated Instruction – Tailoring teaching methods to accommodate students' diverse learning needs and levels.	4.24	Often
Collaborative Learning – Engaging students in group activities to encourage teamwork and shared knowledge construction.	4.21	Often
Project-Based Learning – Allowing students to explore real-world problems and create projects as a means of assessment.	4.03	Often
Experiential Learning – Using hands-on activities and practical applications to reinforce concepts.	**4.32**	**Often**
Direct Instruction – Employing clear and explicit teaching methods for new topics or challenging concepts.	4.16	Often
Flipped Classroom – Having students review lessons at home and perform hands-on tasks in class for deeper understanding.	4.18	Often
Use of Manipulatives – Integrating tools like cubes, flashcards, or counting materials to aid in math and other subjects.	4.21	Often
Game-Based Learning – Leveraging games to make learning enjoyable and interactive.	4.08	Often
Inquiry-Based Learning – Encouraging students to ask questions and conduct investigations.	4.11	Often
Storytelling – Using narratives to explain concepts and enhance memory retention.	4.24	Often
Technology-Enhanced Learning – Incorporating digital tools such as educational apps and online platforms.	4.03	Often
Role-Playing – Allowing students to act out scenarios or historical events to enhance understanding.	3.92	Often
Integrated Thematic Instruction – Teaching multiple subjects using a central theme.	3.82	Often
Scaffolding – Gradually reducing support as students gain proficiency in a skill or concept.	4.05	Often
Peer Teaching – Pairing or grouping students to teach each other.	4.13	Often
Average Weighted Mean	**4.12**	**Often**

Table 7 presents the level of teaching strategies utilized by elementary teachers in North IV District Caloocan under the MATATAG Curriculum. The data reveals that the most frequently employed strategies are differentiated instruction (M = 4.24), experiential learning (M = 4.32), and storytelling (M = 4.24), each classified as "often" utilized. Other strategies, such as collaborative learning (M = 4.21) and use of manipulatives (M = 4.21), also received high mean scores, indicating their frequent use in the classroom. Project-based learning (M = 4.03) and technology-enhanced learning (M = 4.03) were found to be utilized with moderate frequency, as indicated by their mean scores. Overall, the average weighted mean for all strategies is 4.12, suggesting that these teaching methods are employed consistently by the teachers in the district.

This finding aligns with the rationale behind the MATATAG Curriculum's emphasis on improving student engagement and developing practical, real-world skills through varied, student-centered teaching approaches. The strategies identified in this study support the curriculum's goals, particularly in addressing diverse learning needs and fostering critical thinking. However, it is crucial to note that some strategies, like project-based and technology-enhanced learning, while frequently utilized, may still face challenges in their full implementation due to resource limitations and teacher training, which were highlighted as concerns in the study's rationale.

Challenges Encountered in the Utilization of Teaching Strategies by Elementary Teachers of North IV District Caloocan in the MATATAG

This section presents the challenges experienced by elementary teachers in North IV District Caloocan in implementing teaching strategies under the MATATAG Curriculum.

Table 8. Challenges Encountered in the Utilization of Teaching Strategies by Elementary Teachers of North IV District Caloocan in the MATATAG

CHALLENGES	Weighted Mean	Descriptive Equivalent	Ranked
Time Constraints – Insufficient time to effectively implement diverse teaching strategies within scheduled class hours.	**3.47**	**Serious**	**1st to 2nd**
Student Diversity – Difficulty addressing varied learning needs, styles, and levels in a single classroom.	**3.47**	**Serious**	**1st to 2nd**
Limited Instructional Materials – Lack of access to appropriate teaching aids and resources tailored for the MATATAG Curriculum.	**3.42**	**Serious**	**3rd**

Technological Barriers – Inconsistent availability or access to technology and digital tools for innovative teaching strategies.	**3.34**	**Serious**	**4th**
Inadequate Training – Limited opportunities for professional development or lack of training specific to the curriculum.	**3.26**	**Serious**	**5th**
Overcrowded Classrooms – Managing large class sizes that hinder the application of interactive or individualized teaching methods.	3.18	Serious	6th to 7th
Parental Involvement Issues – Difficulty engaging parents to support modern teaching strategies outside the classroom.	3.18	Serious	6th to 7th
Language Barriers – Challenges in delivering lessons in languages suited for diverse learners, particularly in multilingual settings.	3.16	Serious	8th
Assessment Challenges – Struggles in aligning traditional evaluation methods with innovative or student-centered teaching strategies.	3.14	Serious	9th
Resistance to Change – Hesitation or lack of willingness from teachers to adopt and adapt to new strategies under the MATATAG Curriculum.	2.82	Serious	10th

Table 8 reveals that elementary teachers in North IV District Caloocan face several serious challenges in implementing teaching strategies under the MATATAG Curriculum. The top concerns—time constraints and student diversity (both WM = 3.47)—highlight difficulties in managing varied learning needs within limited class hours, consistent with Triyanti et al. (2024). Limited instructional materials (WM = 3.42) and technological barriers (WM = 3.34) further hinder strategy implementation, aligning with Lagbao (2024) and Matúš & Zatrochová (2024), who stress the importance of adequate resources and access to digital tools.

Inadequate training (WM = 3.26) remains a significant issue, reflecting the need for continuous professional development (Saro et al., 2024). Overcrowded classrooms and low parental involvement (WM = 3.18) restrict interactive and extended learning approaches. Lower-ranked but still serious concerns include language barriers, assessment challenges, and resistance to change. These findings support the rationale that despite MATATAG's simplified framework (Department of Education, 2024), successful implementation depends on teacher preparedness, systemic support, and localized interventions tailored to district-specific needs.

Relationship Between the Profile and the Teaching Strategies Utilized by Elementary Teachers of North IV District Caloocan in the MATATAG Curriculum

This section examines the relationship between the teachers' profiles and the teaching strategies they utilize in the implementation of the MATATAG Curriculum.

Table 9. Test of Relationship Between the Profile and the Teaching Strategies Utilized by Elementary Teachers of North IV District Caloocan in the MATATAG Curriculum

Profile	Teaching Strategies	
	Statistics	P-value
Age[a]	0.028	0.868
Sex[b]	0.008	0.962
Civil Status[d]	0.009	0.956
Highest Educational Attainment[c]	0.204	0.220
Years in Service[a]	0.086	0.608
Relevant Training[a]	0.101	0.546

*Significant at 0.05

[a]Pearson-r; [b]Point Biserial Correlation; [c]Spearman – Rho

Table 9 presents the results of statistical tests examining the relationship between the teachers' profiles and the teaching strategies they utilize in implementing the MATATAG Curriculum. As shown in the table, none of the variables—age ($r = 0.028$, $p = .868$), sex ($r = 0.008$, $p = .962$), civil status ($r = 0.009$, $p = .956$), highest educational attainment ($\rho = 0.204$, $p = .220$), years in service ($r = 0.086$, $p = .608$), and relevant training ($r = 0.101$, $p = .546$)—yielded a statistically significant relationship with the teaching strategies used, as all p-values exceeded the .05 threshold for significance. This finding implies that teaching strategy choices among elementary educators in North IV District Caloocan are not significantly influenced by demographic or professional characteristics. While previous studies (e.g., Ramirez, 2023; Lopez & Cruz, 2024) have suggested possible associations between these variables and instructional methods, the current results suggest that such patterns may not be consistent across all educational settings, particularly in the context of the MATATAG Curriculum. These outcomes support the notion that teaching strategy adoption may be more influenced by school-wide or systemic factors—such as institutional support, curriculum design, or available resources—than by individual teacher profiles. This aligns with Villaver et al. (2024), who emphasized the role of systemic support in ensuring the successful implementation of curriculum reforms. Given the MATATAG Curriculum's emphasis on streamlined competencies and student-centered instruction, these findings highlight the importance of providing all teachers with equal access to training and instructional resources, rather than targeting professional development based solely on profile-based assumptions.

Chapter 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, conclusions, and recommendations based on the gathered, analyzed, and interpreted results.

Summary

This study aimed to explore the teaching strategies utilized by elementary teachers of North IV District Caloocan under the recently implemented MATATAG Curriculum. Specifically, it sought to determine the strategies commonly employed in the classroom, examine the relationship between these strategies and teacher profiles—including age, sex, civil status, educational attainment, years of service, and training—and

identify challenges encountered in strategy implementation. To achieve these objectives, the researcher adopted a descriptive-correlational research design, which was appropriate for identifying prevailing practices while also examining potential relationships among variables. Using a purposive sampling technique, the study focused on a total of 36 elementary teachers from the district who were actively teaching within the MATATAG framework.

Data was collected through a researcher-made questionnaire, which underwent validation by field experts to ensure clarity, relevance, and appropriateness of the content. A pilot test was conducted prior to the actual data collection, and the instrument's reliability was confirmed through a Cronbach's alpha coefficient, which yielded a value within the acceptable range, indicating strong internal consistency. This rigorous process ensured that the instrument could effectively measure the constructions being studied. Once data were gathered, they were analyzed using appropriate statistical tools, including frequency and percentage for descriptive data, and correlation coefficients—specifically Pearson-r, Spearman's Rho, and Point Biserial Correlation—for examining relationships between the respondents' profiles and their chosen teaching strategies.

Profile of the Learners

In terms of age, the largest proportion of respondents fell within the 26 to 35 age group, comprising 44.7% of the sample, followed by 31.6% who were aged 36 to 45. A smaller number, 18.4%, were between 46 to 55 years old, while only 5.3% were 56 years old and above, indicating a relatively young teaching population. As for sex, a significant majority were female, accounting for 94.7%, while only 5.3% were male, reflecting the continuing trend of female dominance in the elementary teaching workforce.

About civil status, most of the respondents were married, representing 84.2%, while 13.2% were single, and only one respondent, or 2.6%, was a widow or widower. Educational attainment showed a diverse academic background: 28.9% had completed a bachelor's degree, another 28.9% had completed academic requirements for a master's degree, while 15.8% had earned master's units, and 23.7% were master's degree holders. A small fraction, 2.6%, had taken doctoral units, while no one among the respondents had completed a doctoral degree.

In terms of teaching experience, the most experienced group—those with 16 years or more in service—comprised 34.2% of the sample. Meanwhile, teachers with 4 to 6 years of experience made up 23.7%, and those with 7 to 9 years accounted for 18.4%. The rest had less than 10 years of service, with smaller percentages distributed among those with 3 years and below (10.5%), 10 to 12 years (7.9%), and 13 to 15 years (5.3%). Finally, regarding the number of relevant training sessions attended, the overwhelming majority, 86.8%, participated in three or fewer training sessions. Only 7.9% attended between four to six, and 5.3% attended seven to ten, while no respondent had attended more than ten.

Teaching Strategies Utilized by Elementary Teachers of North IV District Caloocan in the MATATAG Curriculum

All strategies listed were rated with a descriptive equivalent of "Often," indicating regular use in classroom practice. Among these, experiential learning received the highest weighted mean of 4.32, highlighting teachers' preference for hands-on, practical approaches. Differentiated instruction and storytelling both followed closely at 4.24, suggesting an emphasis on addressing diverse learner needs and making lessons relatable. Collaborative learning, the use of manipulatives, and peer teaching also ranked highly, reflecting an interactive and student-centered approach. Even newer methods like flipped classrooms and technology-enhanced learning were rated favorably. The overall average weighted mean of 4.12 shows a strong and consistent effort by educators to implement dynamic, varied strategies to support effective learning in the MATATAG framework.

Challenges Encountered in the Utilization of Teaching Strategies by Elementary Teachers of North IV District Caloocan in the MATATAG

he most pressing issues, both ranked highest with a weighted mean of 3.47, are time constraints and student diversity. Teachers often struggle to apply a variety of strategies within limited class periods while also addressing the wide range of learners' needs, styles, and abilities. Limited instructional materials came next (3.42), pointing to a lack of adequate teaching aids tailored to the curriculum. Technological barriers (3.34) and inadequate training (3.26) were also notable concerns, indicating that both resources and professional development opportunities are insufficient. Other challenges included overcrowded classrooms and limited parental involvement (both 3.18), followed by language barriers (3.16) and issues with assessments (3.14). Interestingly, resistance to change ranked lowest (2.82), suggesting that most teachers are

open to innovation but are hindered by structural and logistical limitations rather than mindset. All challenges were rated as "Serious," highlighting the urgent need for support systems to enhance the effective delivery of MATATAG-aligned strategies.

Relationship Between the Profile and the Teaching Strategies Utilized by Elementary Teachers of North IV District Caloocan in the MATATAG Curriculum

All computed p-values exceeded the 0.05 level of significance, indicating that variables such as age ($p = 0.868$), sex ($p = 0.962$), civil status ($p = 0.956$), highest educational attainment ($p = 0.220$), years in service ($p = 0.608$), and number of relevant trainings attended ($p = 0.546$) do not significantly influence the types of teaching strategies employed by the teachers.

Conclusions

From the results presented, the following conclusions are drawn:

1. The profile of the respondents revealed that the majority of the teachers were young, with most falling between the ages of 26 to 45. This indicates a relatively youthful teaching workforce in North IV District Caloocan. Additionally, the teaching population is predominantly female, reflecting a continued trend in elementary education.

2. In terms of civil status, most teachers were married, while a smaller proportion were single or widowed. Their academic background varied, with many having pursued graduate-level education—either completing master's degrees or at least earning academic units toward one. However, very few had begun doctoral studies, and none had completed a doctorate.

3. Teaching experience among the respondents showed a balanced distribution, with the largest group having served for 16 years or more. While there were newer teachers in the profession, a significant portion had developed extensive classroom experience over time.

4. A notable finding was that most teachers had attended only a limited number of relevant training sessions, with the majority having participated in three or fewer. This highlights a gap in ongoing

professional development, which could impact the full implementation of the MATATAG Curriculum.

5. Regarding teaching strategies, all listed approaches were used "Often," demonstrating a strong commitment to employing a variety of instructional methods. Experiential learning, differentiated instruction, and storytelling stood out as the most frequently applied, emphasizing the teachers' preference for active, inclusive, and relatable teaching.

6. Modern strategies such as flipped classrooms and technology-enhanced learning also received high ratings, indicating a readiness among educators to integrate innovative approaches. Overall, the average weighted mean of 4.12 confirmed a consistent and dedicated effort to utilize strategies aligned with the MATATAG framework.

7. Despite these positive practices, teachers faced several serious challenges. Time constraints and managing student diversity were identified as the most pressing issues. Other significant challenges included limited instructional materials, lack of access to technology, and inadequate training opportunities.

8. Additional obstacles such as overcrowded classrooms, limited parental involvement, language barriers, and difficulty aligning assessments with innovative strategies further hindered the effective use of teaching methods. Nevertheless, resistance to change was ranked lowest, suggesting that teachers are generally open to adapting but are limited by systemic issues.

9. Statistical analysis showed that none of the demographic variables—including age, sex, civil status, highest educational attainment, years of service, and number of relevant trainings—had a significant relationship with the teaching strategies used. All p-values were above the 0.05 significance level.

10. This lack of significant correlation implies that the implementation of teaching strategies under the MATATAG Curriculum is not determined by a teacher's background or experience. Instead, it suggests a shared commitment across the teaching force to deliver effective instruction, regardless of individual differences.

Recommendations

Based on the results of the study, the following recommendations are hereby presented:

1. Provide more focused and ongoing training in modern teaching strategies, technology use, and differentiated instruction to better equip teachers in applying effective strategies.
2. Reevaluate class schedules to allow more time for diverse teaching strategies and provide teachers with additional tools to address varied student needs.
3. Improve access to relevant teaching resources and technology to enhance strategy implementation, possibly through partnerships or grants.
4. Address overcrowded classrooms by exploring ways to reduce class sizes or provide additional support staff to facilitate individualized instruction.
5. Increase parental engagement by offering workshops to help parents support learning at home and reinforce classroom strategies.
6. Foster a collaborative environment where teachers can share experiences, collaborate, and mentor each other to ease the transition to new teaching methods.

REFERENCES

14 Types of teaching methods for an effective lesson. (2024). *Vietnam Teaching Jobs Blog*. https://vietnamteachingjobs.com/blog/types-of-teaching-methods/

Abragan, F. Q., Abarcas, V., Aquino, I. M., & Bagongon, R. E. (2022). Research review on K-12 curriculum implementation in the Philippines: A generic perspective. *European Journal of Educational and Social Sciences, 7*(1), 1–8. https://doi.org/10.5281/zenodo.7272126

Almulla, M. A. (2020). The effectiveness of the project-based learning (PBL) approach as a way to engage students in learning. *SAGE Open, 10*(3). https://doi.org/10.1177/2158244020938702

Ang, K., Afzal, F., & Crawford, H. (2021). Transitioning from passive to active learning: Preparing future project leaders. *Project Leadership and Society, 2*, 100016. https://doi.org/10.1016/j.plas.2021.100016

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.* https://doi.org/10.69569/jip.2024.0074

Arlinwibowo, J., Retnawati, H., & Kartowagiran, B. (2021). How to integrate STEM education in Indonesian curriculum? A systematic review. *Challenges of Science, Issue IV,* 18–25. https://doi.org/10.31643/2021.03

Avcı, B. (2024). What is collaborative learning. *Sertifier*. https://sertifier.com/blog/what-is-collaborative-learning/

Barancová, K., Fasnerová, M., Balušková, K., & Kantor, J. (2025). Integrated thematic instruction in the environment of Czech primary schools: A cross-sectional study. *Journal of Language and Cultural Education.* https://doi.org/10.2478/jolace-2024-0019

Barrot, J. (2021). K to 12 curriculum reform in the Philippines: Towards making students future ready. *Asia Pacific Journal of Education, 43*, 1–15. https://doi.org/10.1080/02188791.2021.1973959

Bruner, J. S. (1960). *The process of education.* Harvard University Press.

Cabacang, G. (2022). Experiential classroom learning activities: How business students. [Incomplete reference – consider revising with full source details.]

Chang, Y., Yan, Y., & Lu, Y. (2022). Effects of combining different collaborative learning strategies with problem-based learning in a flipped classroom on program language learning. *Sustainability, 14*(9), 5282. https://doi.org/10.3390/su14095282

Cleaver, S. (2024). 5 effective instructional strategies for every classroom. *Third Space Learning.* https://thirdspacelearning.com/us/blog/instructional-strategies/

Cox, J. (2021). Storytelling in the classroom as a teaching strategy. *TeachHUB.* https://www.teachhub.com/classroom-activities/2015/08/storytelling-in-the-classroom-as-a-teaching-strategy/

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Department of Education. (2023). *MATATAG K to 10 curriculum guide*. https://www.deped.gov.ph

Department of Education. (2023a). *DepEd Memorandum No. 054, s. 2023: Pilot implementation of the MATATAG curriculum*. https://www.deped.gov.ph/wp-content/uploads/DM_s2023_054.pdf

Department of Education. (2023b). *MATATAG curriculum: Strengthening K to 10 basic education*. https://www.deped.gov.ph

Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics, 5*(1), 1–4. https://doi.org/10.11648/j.ajtas.20160501.11

Fisher, D., & Frey, N. (2023). Are we scaffolding too much? *Learning Without Tears*. https://www.lwtears.com/blog/are-we-scaffolding-too-much?srsltid=AfmBOoqKqpqs09jrSdz01vMbhrkHz543Q_asLK8y6-ICWcZPMfJJv3u2

Fufa, F., Tulu, A., & Ensene, K. (2023). Examining the challenges of using student-centred teaching strategies in secondary schools: A qualitative approach. *Journal of Pedagogical Sociology and Psychology, 5*(3). https://doi.org/10.33902/jpsp.202323181

Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences* (3rd ed.). Basic Books.

Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching, 8*(3), 381–391. https://doi.org/10.1080/135406002100000512

Ho, J. (2020). Gamifying the flipped classroom: How to motivate Chinese ESL learners? *Innovation in Language Learning and Teaching, 14*, 421–435. https://doi.org/10.1080/17501229.2019.1614185

Hussaini, M., Kousar, S., Kousar, N., Batool, U., & Munawar, N. (2024). Exploring effective strategies for student engagement and learning outcomes in elementary education. *International Journal of Learning Reformation in Elementary Education*. https://doi.org/10.56741/ijlree.v3i02.573

Kauchak, D., & Eggen, P. (2017). *Introduction to teaching: Becoming a professional* (6th ed.). Pearson.

Khandelwal, S. (2024). Disadvantage of storytelling method. *Kapable Blog*. https://kapable.club/blog/story-telling/disadvantage-of-story-telling-method/

Killen, R. (2017). *Effective teaching strategies: Lessons from research and practice* (7th ed.). Cengage Learning.

Lagbao, J. (2024). Initial implementation of the MATATAG curriculum: Views of the teachers and principals. *EPRA International Journal of Environmental Economics, Commerce and Educational Management*. https://doi.org/10.36713/epra17629

Liquido, M., & Potane, J. (2023). Investigating the moderating effect of profile on the relationship between pedagogical knowledge competence and organizational citizenship in the context of secondary teachers. *International Journal of Membrane Science and Technology*. https://doi.org/10.15379/ijmst.v10i2.1409

Loizou, M., & Lee, K. (2020). A flipped classroom model for inquiry-based learning in primary education context. *Research in Learning Technology*. https://doi.org/10.25304/RLT.V28.2287

Lopez, M., & Cruz, A. (2024). Predictors of non-special education teachers' professional development and readiness in handling learners with autism spectrum disorder (ASD). *European Journal of Special Education Research*. https://doi.org/10.46827/ejse.v10i6.5591

Lucero, A. (2021). Instructional strategies of teachers and academic performance of intermediate learners in Araling Panlipunan. *International Journal of Research Publication and Reviews, 2*(3). https://www.ijrpr.com/uploads/V2ISSUE3/IJRPR277.pdf

Mason, L., & Otero, M. (2021). Just how effective is direct instruction? *Perspectives on Behavior Science, 44*(2–3), 225–244. https://doi.org/10.1007/s40614-021-00295-x

Matúš, H., & Zatrochová, M. (2024). Trendy vo výučbe predmetov na univerzitách. *MANEKO*. https://doi.org/10.61544/mnk/mphl2386

McCarthy, O. (2023). Manipulatives in education | Concept, techniques & uses - Lesson. *Study.com*. https://study.com/academy/lesson/manipulatives-in-education-definition-examples-classroom-applications.html

McMahon, K. (2024). Peer teaching: Overview, benefits & models. *Together Mentoring Software*. https://www.togetherplatform.com/blog/peer-teaching-overview-benefits-models

Merriam-Webster. (2017). Profile. In *Merriam-Webster.com dictionary*. https://www.merriam-webster.com

Moore, N., Coldwell, M., & Perry, E. (2021). Exploring the role of curriculum materials in teacher professional development. *Professional Development in Education, 47*, 331–347. https://doi.org/10.1080/19415257.2021.1879230

Moseley, A., & Connolly, J. (2021). The use of inquiry-based learning in public administration education: Challenges and opportunities in the context of internationalization. Teaching Public Administration, 39(3), 270–286. https://doi.org/10.1177/0144739420935971

Moss, G. (2022, October 11). Experiential learning - Top 5 resources - Teaching and learning. University of Saskatchewan. https://teaching.usask.ca/articles/2022-10-11-experiential-learning-resources-top5.php

Nance, A. (2022). 7 scaffolding learning strategies for the classroom. University of San Diego – Professional & Continuing Education. https://pce.sandiego.edu/scaffolding-in-education-examples/

Nisbet, J. (2024). Game-based learning: Pros, cons & implementation tips for educators. Prodigy. https://www.prodigygame.com/main-en/blog/game-based-learning/

Nqabeni, P., & Cishe, E. (2023). Integrating life skills learning and teaching support materials into teachers' teaching strategies. E-Journal of Humanities, Arts and Social Sciences. https://doi.org/10.38159/ehass.2023464

Onyishi, C., & Sefotho, M. (2020). Teachers' perspectives on the use of differentiated instruction in inclusive classrooms: Implication for teacher education. International Journal of Higher Education, 9(6), 136–147. https://doi.org/10.5430/ijhe.v9n6p136

Oxford University Press. (2017). Utilization. In Oxford Learner's Dictionary. https://www.oxfordlearnersdictionaries.com

Piaget, J. (1972). The psychology of the child. Basic Books.

Ramirez, H. (2023). SPED educators' extent of use of evidence-based practice in teaching students with ASD. AIDE Interdisciplinary Research Journal, 3(1). https://doi.org/10.56648/aide-irj.v3i1.57

Reiser, R. A., & Dempsey, J. V. (2018). Trends and issues in instructional design and technology (4th ed.). Pearson.

Rosa, R., & Vargas, D. (2021). Do profiles matter on teaching performance? Social Science Research Network. https://doi.org/10.2139/SSRN.3814988

Saro, J., Montejo, C., Sucong, J., Bustamante, M., & Perez, J. (2024). A qualitative exploration on the perceived impact of the MATATAG curriculum on basic education teaching in the school year 2024–2025. International Journal of Advanced Multidisciplinary Research and Studies, 4(4). https://doi.org/10.62225/2583049x.2024.4.4.3134

Shen, C., & Ho, J. (2020). Technology-enhanced learning in higher education: A bibliometric analysis with latent semantic approach. Computers in Human Behavior, 104, 106177. https://doi.org/10.1016/j.chb.2019.106177

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. Educational Researcher, 15(2), 4–14. https://doi.org/10.3102/0013189X015002004

Siminto, S., Imelda, I., Setyaningsih, R., Cahyono, D., Rahmat, A., & Ilmiah, J. (2024). Strategies for teacher excellence in the 21st century education era: Integration of technology, curriculum, and multidisciplinary teaching in elementary schools. International Journal of Graduate of Islamic Education (IJGIE), 5(1). https://doi.org/10.37567/ijgie.v5i1.2635

Simon, M. (2022). Contributions of the learning through activity theoretical framework to understanding and using manipulatives in the learning and teaching of mathematical concepts. The Journal of Mathematical Behavior, 66, 100945. https://doi.org/10.1016/j.jmathb.2022.100945

Strauß, S., & Rummel, N. (2021). Promoting regulation of equal participation in online collaboration by combining a group awareness tool and adaptive prompts. But does it even matter? International Journal of Computer-Supported Collaborative Learning, 16, 67–104. https://doi.org/10.1007/s11412-021-09340-y

Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research instruments in science education. Research in Science Education, 48(6), 1273–1296. https://doi.org/10.1007/s11165-016-9602-2

Themeli, C. (2023). Chapter 2: Peer learning pros, cons, and contextual factors in higher education. In Power Learning Solutions. Pressbooks. https://pressbooks.pub/ipear/chapter/chapter-2-peer-learning-pros-cons-and-contextual-factors-in-higher-education/

Triyanti, A., Heryati, L., Dewi, G., Mascita, D., & Rahayu, I. (2024). Exploring the application of differentiated learning in elementary schools. International Journal of Educational Research Excellence (IJERE), 3(1). https://doi.org/10.55299/ijere.v3i1.908

Villaver, M., Kilag, O., Andrin, G., Abellanosa, C., & Uy, F. (2024). MATATAG curriculum rollout: Understanding challenges for effective implementation. https://doi.org/10.5281/zenodo.11183037

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

Young, N. (2024). Role-play in education: Benefits, applications, and best practices. Teachfloor. https://www.teachfloor.com/elearning-glossary/role-play

APPENDIX A

REQUEST LETTER FOR PERMISSION TO CONDUCT STUDY

Republic of the Philippines
LYCEUM NORTHWESTERN UNIVERSITY
Institute of Graduate and Professional Studies
Dagupan City, Philippines

Cecille G. Carandang, Ed. D.
Schools Division Superintendent
Office of the Schools Division Superintendent

Sir/ Madam:

Greetings from our Almighty Father!

The undersigned is presently conducting research entitled **"TEACHING STRATEGIES UTILIZED BY ELEMENTARY TEACHERS OF NORTH IV DISTRICT CALOOCAN IN THE MATATAG CURRICULUM"** is the requirement for Master of Arts in Education Major in School Administration.

In line with this, may I request your good office to allow me to administer questionnaire in your school to take part of the study.

Thank you for your generous assistance and support in this endeavor.

Very truly yours,

ROSHEAL O. VILLAS
Researcher

Noted:

CHRISTOPHER A. DE VERA, Ed.D.

Adviser

APPENDIX B

LETTER TO RESPONDENTS

Republic of the Philippines
LYCEUM NORTHWESTERN UNIVERSITY
Institute of Graduate and Professional Studies
Dagupan City, Philippines

Cecille G. Carandang, Ed. D.
Schools Division Superintendent
Office of the Schools Division Superintendent

Sir/Madam:

Greetings!

The undersigned is presently conducting research entitled **"TEACHING STRATEGIES UTILIZED BY ELEMENTARY TEACHERS OF NORTH IV DISTRICT CALOOCAN IN THE MATATAG CURRICULUM" i**n the requirements for Master of Arts in Education Major in School Administration.

In line with this, may I request your full participation to take part in this study as a chosen. Rest assured that the data will be kept confidential and will be used solely for this study.

Thank you and God bless!

Very truly yours,

ROSHEAL O. VILLAS
Researcher

Noted:

CHRISTOPHER A. DE VERA, Ed.D.
Adviser

APPENDIX C

QUESTIONNAIRE

Teaching Strategies Utilized by Elementary Teachers of North IV District Caloocan in the MATATAG Curriculum

Name (Optional): _____

Name of School: _____

Part I. PROFILE

Directions: The following is the basic information about you that is needed for this study. Kindly put a check (/) mark corresponding to your answer to each piece of information needed.

Age: _____

Sex: ( ) Male ( ) Female

Civil Status: ( ) Single ( ) Married ( ) Widow/er

Highest Educational Attainment:

( ) Bachelor's Degree ( ) Doctoral Units
( ) MA Units ( ) Acad. Req. Doctoral
( ) Acad. Req. MA ( ) Doctoral Degree
( ) MA Degree

Years in Service:

( ) 0-3 yrs. ( ) 7-9 yrs. ( ) 13-15 yrs.
( ) 4-6 yrs. ( ) 10-12 yrs. ( ) 16 yrs. & above

Number of Relevant Training: _____

Part II. Teaching Strategies Utilized by Elementary Teachers of North IV District Caloocan in the MATATAG Curriculum

Directions: Please check the column corresponding to your answer. (Five (5) is the highest score)

Score	Descriptive Equivalent
5	Always
4	Often
3	Sometimes
2	Rarely
1	Never

Teaching Strategies	A 5	O 4	S 3	R 2	N 1
Differentiated Instruction – Tailoring teaching methods to accommodate students' diverse learning needs and levels.					
Collaborative Learning – Engaging students in group activities to encourage teamwork and shared knowledge construction.					

Project-Based Learning – Allowing students to explore real-world problems and create projects as a means of assessment.					
Experiential Learning – Using hands-on activities and practical applications to reinforce concepts.					
Direct Instruction – Employing clear and explicit teaching methods for new topics or challenging concepts.					
Flipped Classroom – Having students review lessons at home and perform hands-on tasks in class for deeper understanding.					
Use of Manipulatives – Integrating tools like cubes, flashcards, or counting materials to aid in math and other subjects.					
Game-Based Learning – Leveraging games to make learning enjoyable and interactive.					
Inquiry-Based Learning – Encouraging students to ask questions and conduct investigations.					
Storytelling – Using narratives to explain concepts and enhance memory retention.					
Technology-Enhanced Learning – Incorporating digital tools such as educational apps and online platforms.					
Role-Playing – Allowing students to act out scenarios or historical events to enhance understanding.					
Integrated Thematic Instruction – Teaching multiple subjects using a central theme.					
Scaffolding – Gradually reducing support as students gain proficiency in a skill or concept.					
Peer Teaching – Pairing or grouping students to teach each other.					

Part III. Challenges Encountered in the Utilization of Teaching Strategies by Elementary Teachers of North IV District Caloocan in the MATATAG Curriculum

Direction: Rate the extent of the seriousness of the challenges encountered by elementary teachers in the utilization of teaching strategies in the MATATAG Curriculum. Please be guided by the legend given below.

Score	Descriptive Equivalents
5	Very Highly Serious (VHS)
4	Highly Serious (HS)
3	Moderately Serious (MS)
2	Slightly Serious (SS)
1	Not Serious (NS)

Challenges Encountered	5 VHS	4 HS	3 MS	2 SS	1 NS
Limited Instructional Materials – Lack of access to appropriate teaching aids and resources tailored for the MATATAG Curriculum.					
Time Constraints – Insufficient time to effectively implement diverse teaching strategies within scheduled class hours.					
Inadequate Training – Limited opportunities for professional development or lack of training specific to the curriculum.					

Student Diversity – Difficulty addressing varied learning needs, styles, and levels in a single classroom.					
Overcrowded Classrooms – Managing large class sizes that hinder the application of interactive or individualized teaching methods.					
Technological Barriers – Inconsistent availability or access to technology and digital tools for innovative teaching strategies.					
Language Barriers – Challenges in delivering lessons in languages suited for diverse learners, particularly in multilingual settings.					
Resistance to Change – Hesitation or lack of willingness from teachers to adopt and adapt to new strategies under the MATATAG Curriculum.					
Parental Involvement Issues – Difficulty engaging parents to support modern teaching strategies outside the classroom.					
Assessment Challenges – Struggles in aligning traditional evaluation methods with innovative or student-centered teaching strategies.					