INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS

ISSN(print): 2643-9840, ISSN(online): 2643-9875

Volume 09 Issue 11 November 2026

DOI: 10.47191/ijmra/v9-i11-14, Impact Factor: 8.685

Page No. 7382-7405

Aligning Pedagogy with Curriculum Goals: Physical Education and Health Teachers' Practices Under the Revised K-10 Curriculum

Sheila E. Nepomuceno[1], Samboy G. Nabor[2]

[1,2]University of Perpetual Help System Dalta – Las Piñas

ABSTRACT: The effective implementation of the Revised K–10 Curriculum depends on the coherence between curriculum goals and pedagogical practices. This study investigated the alignment between pedagogical practices and curriculum goals, and the implementation of the Revised K–10 Curriculum, among Physical Education and Health (PEH) teachers in the Department of Education–Schools Division of Sorsogon City. It described the respondents' profiles, assessed the extent of pedagogical alignment and the level of curriculum implementation, and tested significant differences and relationships among the variables. It also explored the challenges that explain these results and proposed a Pedagogical Enhancement Framework. An explanatory sequential mixed methods design was used, with 60 teachers in the quantitative phase and six purposively selected participants in the qualitative phase. Instructional strategies and learning resource utilization were aligned to a very high extent (M = 3.26). Assessment practices (M = 3.13) and classroom engagement strategies (M = 2.94) were aligned to a high extent. Adherence to standards (M = 3.43) and instructional planning and preparation (M = 3.42) were always implemented, while contextualization (M = 3.12) and quality delivery (M = 3.00) were often implemented. Assessment practices (U = 575.000, p = .022) and instructional planning and preparation (U = 562.000, p = .038) differed significantly by the number of curriculum-related trainings attended; no other profile comparison was significant. A strong positive relationship was found between pedagogical alignment and curriculum implementation (ρ = .780, p < .001). Four themes emerged: (1) Alignment Is Clear in Lesson Design but Harder to Sustain in Assessment Evidence and Delivery; (2) Material and Temporal Constraints Reshape the Enacted PEH Curriculum; (3) Adaptation Sustains Access While Changing the Form of Performance; and (4) Collective Support Enables Implementation but Requires Coherent Guidance and Resources. The integrated findings indicated that teachers attend deliberately to curriculum goals. However, crowded classes, limited time and resources, and gaps in formative evidence constrain how consistently these goals are enacted. In response, the ALIGN Framework was proposed as a continuous, school-based improvement cycle for review and piloting.

KEYWORDS: curriculum implementation, explanatory sequential mixed methods, pedagogical alignment, Physical Education and Health, Revised K–10 Curriculum

I. INTRODUCTION

Pedagogical practices have become a central focus in contemporary educational discourse, particularly in the context of improving instructional quality and student learning outcomes across diverse educational systems worldwide. Globally, education systems have increasingly emphasized the need for effective teaching practices that align with curriculum goals, promote learner engagement, and support the development of 21st-century competencies. Pedagogical practices encompass the strategies, methods, and approaches that teachers employ to facilitate learning, assess student progress, and create meaningful classroom experiences. As emphasized by Muniandy and Abdullah (2023), high-quality pedagogical practices positively influence students' learning, underscoring effective instructional approaches in achieving educational goals. This highlights the need for educators to consistently strengthen their pedagogical practices to ensure that curriculum goals are translated into meaningful learning experiences.

Finally, the findings of this study will serve as the basis for developing a Pedagogical Enhancement Framework to strengthen instructional coherence and improve curriculum implementation in Physical Education and Health Education.

Research Question

This study soughts to answer the following quantitative research questions:

1. What is the profile of the respondents in terms of:
   - 1.1 Age;
   - 1.2 Sex;
   - 1.3 Educational qualification;
   - 1.4 Years of teaching experience;
   - 1.5 Grade Level;
   - 1.6 Number of Revised K-10 Curriculum-related trainings attended; and
   - 1.7 Number of Teaching Loads?
2. What is the extent of alignment between pedagogical practices and curriculum goals under the Revised K-10 Curriculum in terms of:
   - 2.1 Instructional strategies;
   - 2.2 Assessment practices;
   - 2.3 Learning resource utilization; and
   - 2.4 Classroom engagement strategies?
3. What is the level of implementation of the Revised K-10 Curriculum in terms of:
   - 3.1 Instructional planning and preparation;
   - 3.2 Adherence to standards;
   - 3.3 Quality delivery; and
   - 3.4 Contextualization?
4. Is there a significant difference in the extent of alignment between pedagogical practices and curriculum goals in terms of instructional strategies, assessment practices, learning resource utilization, and classroom engagement strategies when respondents are categorized according to their profile?
5. Is there a significant difference in the level of implementation of the Revised K-10 curriculum in terms of instructional planning and preparation, adherence to standards, quality delivery, and contextualization when respondents are categorized according to their profile?
6. Is there a significant relationship between the extent of alignment between pedagogical practices and curriculum goals and the level of implementation of the Revised K-10 Curriculum?

Qualitative Research Question

The qualitative phase of the study seeks to answer the following questions:

7. How do the challenges of teachers explain the observed extent of alignment between pedagogical practices and curriculum goals and the level of implementation of the Revised K-10 Curriculum?
8. Based on the quantitative and qualitative findings, what pedagogical enhancement framework may be proposed to strengthen curriculum alignment under the Revised K-10 Curriculum?

II. SCOPE AND LIMITATION OF THE STUDY

This study focused on examining the alignment between pedagogical practices and curriculum goals under the Revised K-10 Curriculum among Grade 7 and Grade 8 Physical Education and Health teachers in the Department of Education – Sorsogon City Division during the School Years 2024–2025 and 2025-2026. This period is significant as it corresponds to the initial implementation phase of the revised K–10 curriculum in Grade 7 and Grade 8, which aims to streamline competencies, strengthen foundational learning, and improve instructional coherence in basic education. The study is anchored in the context of this curriculum reform, particularly as it applies to Physical Education and Health instruction in public secondary schools.

The study employed an explanatory sequential mixed-methods design consisting of two phases. The quantitative phase involved the use of a researcher-made questionnaire that was administered to sixty (60) Grade 7 and 8 Physical Education and Health teachers to determine their profile, assess the extent of pedagogical alignment, evaluate the level of curriculum implementation, and examine differences and relationships among variables. The qualitative phase followed, involving purposively selected participants who were interviewed to provide deeper explanations of the quantitative findings, particularly in relation to the challenges encountered in implementing the Revised K-10 Curriculum.

FRAMEWORK

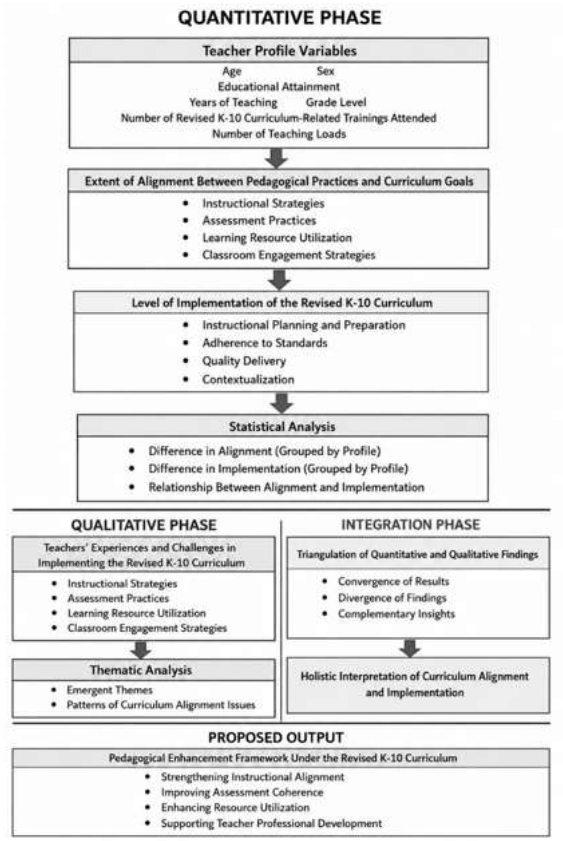


Figure 1. *Conceptual Framework of the Study*

This study is anchored in three complementary theoretical perspectives, namely Constructive Alignment Theory, Teacher Sensemaking Theory, and Curriculum Implementation Theory, which collectively explain the structural, interpretive, and operational dimensions of curriculum alignment and implementation under the Revised K-10 Curriculum. These theories provide a comprehensive lens for understanding how pedagogical practices are aligned with curriculum goals and how such alignment influences the effective implementation of curriculum reforms among Physical Education and Health teachers in the Department of Education–Sorsogon City Division.

Constructive Alignment Theory, proposed by Biggs and Tang (2020), serves as the primary theoretical foundation of this study. This theory emphasizes the coherence between intended learning outcomes, instructional strategies, and assessment practices. It posits that effective teaching occurs when all components of instruction are aligned toward achieving clearly defined learning objectives. In the context of the MATATAG Curriculum, this theory highlights the importance of ensuring that pedagogical practices, including instructional strategies, assessment practices, learning resource utilization, and classroom engagement strategies, are directly aligned with curriculum goals. When such alignment is achieved, instructional coherence is strengthened, and learners are more likely to attain the intended competencies of the curriculum.

Research Design

The study used an explanatory sequential mixed-methods design, represented as QUAN → qual. The quantitative strand was conducted first and received primary emphasis. It established the respondents' profile, the reported extent of pedagogical alignment, the level of curriculum implementation, differences across profile groups, and relationships between alignment and implementation. The qualitative strand followed the statistical analysis and was designed to explain how teachers' challenges, experiences, and working conditions helped account for the quantitative patterns. This sequence was appropriate because the research questions required both measurement of reported practices and an explanation of how those practices were enacted under actual school conditions.

The quantitative phase employed a descriptive-correlational design. Survey responses from 60 teachers were used to describe the four alignment domains of instructional strategies, assessment practices, learning resource utilization, and classroom engagement strategies. The same responses described the four implementation domains of instructional planning and

preparation, adherence to standards, quality delivery, and contextualization. The analysis also examined whether domain scores differed across respondent profile categories and whether alignment and implementation scores were associated.

Integration occurred through connecting, building, and merging procedures consistent with mixed-methods integration described by Fetters et al. (2013). Connecting occurred when the qualitative participants were selected from the quantitative respondents. Building occurred when the statistical results informed the interview questions and the focus of qualitative coding. Merging occurred when the quantitative results and qualitative themes were compared through narrative discussion and joint displays. The integrated interpretations were then used to formulate the proposed Pedagogical Enhancement Framework.

Research Instruments

The quantitative instrument was a researcher-made questionnaire aligned with the research questions, the conceptual definitions, and the reviewed literature. It consisted of three parts. Part I gathered the respondent profile: age, sex, educational qualification, years of teaching experience, grade level handled, curriculum-related training attendance, and teaching load. These variables described the sample and served as grouping variables in the tests of difference.

Part II measured the extent of alignment between pedagogical practices and curriculum goals. It contained four ten-item subscales: instructional strategies, assessment practices, learning resource utilization, and classroom engagement strategies. Part III measured the level of implementation of the Revised K–10 Curriculum through four ten-item subscales: instructional planning and preparation, adherence to standards, quality delivery, and contextualization. The instrument therefore contained 80 practice indicators across the eight quantitative domains.

Parts II and III used the same four-point practice-frequency scale: 4 = Always, 3 = Often, 2 = Sometimes, and 1 = Rarely. The item and composite means were interpreted using the ranges reported in Chapter 4: 3.26–4.00 = Always, 2.51–3.25 = Often, 1.76–2.50 = Sometimes, and 1.00–1.75 = Rarely. For the alignment tables, the corresponding extent descriptors were very high, high, low, and very low. The forced-choice scale was used to obtain a definite report of practice frequency without a neutral midpoint.

Data Gathering Procedures

Data collection followed the explanatory sequence. The researcher first obtained the required institutional and division permissions and coordinated the survey schedule with the concerned school authorities. Prospective respondents received information about the study, the voluntary nature of participation, confidentiality measures, and their right to decline or withdraw. The validated questionnaire was then administered to the 60 identified teachers, and completed responses were checked for completeness before encoding.

The survey data were organized and analyzed in SPSS. Descriptive results were produced first, followed by normality assessment, group comparisons, and correlation analysis. The quantitative results were reviewed to identify the domains, indicators, differences, and relationships that required follow-up explanation.

III. RESULTS

This chapter presents, analyzes, and interprets the findings of the study on the alignment between pedagogical practices and curriculum goals under the Revised K–10 Curriculum among Physical Education and Health teachers in the Department of Education–Sorsogon City Division. Following the explanatory sequential mixed-methods design, the chapter begins with the presentation of the quantitative findings, followed by the qualitative findings, and concludes with the integration of both strands to provide a comprehensive understanding of the research problem and address the central mixed-methods research question.

Quantitative Findings

1.On the profile of the respondents in terms of age, sex, educational qualification, years of teaching experience, grade level, number of Revised K–10 Curriculum-related trainings attended, and number of teaching loads

The first profile comparison describes the ages of the 60 respondents. Table 1 presents the frequency and percentage in each age category.

Table 1

Respondents' profile by age

Category	n	%
20-29	12	20.0
30-39	17	28.3
40-49	30	50.0
50 and above	1	1.7
Total	60	100.0

Half of respondents were 40–49 years old (n = 30), whereas only one was at least 50. This age distribution means that the subsequent group tests chiefly compare teachers below 50, and any inference about the oldest category is particularly unstable. The review treats teachers' prior experience and interpretation of reform as relevant to classroom enactment (Spillane et al., 2021; Battey et al., 2021), but the age profile itself does not establish a difference in practice.

Table 2
Respondents' profile by sex

Category	n	%
Female	46	76.7
Male	14	23.3
Total	60	100.0

Women constituted 46 of the 60 respondents (76.7%). Findings therefore describe a sample weighted toward female teachers, and comparisons with the 14 male respondents should be read with the unequal group sizes in mind. The review identifies teacher characteristics as possible correlates of instructional beliefs (Wang et al., 2022), yet sex alone cannot explain how an individual teacher aligns PEH activities with MATATAG competencies.

Educational qualification provides context for the respondents' formal preparation. Table 3 presents the distribution of their reported qualifications.

Table 3
Respondents' profile by educational qualification

Category	n	%
Bachelor's degree	39	65.0
Bachelor's degree with MA units	14	23.3
Doctoral degree	2	3.3
Master's degree	4	6.7
Master's degree with doctoral units	1	1.7
Total	60	100.0

Most teachers held a bachelor's degree (n = 39), with another 14 reporting MA units; the categories above these qualifications contained one to four respondents each. The data thus provide more information about differences among the larger bachelor's-level groups than about advanced-degree holders. Teacher sensemaking theory emphasizes that preparation interacts with beliefs and context in the interpretation of reform (Battey et al., 2021), so qualification should be treated as one aspect of professional preparation rather than an automatic measure of implementation quality.

Teaching experience may shape how teachers interpret and enact revised competencies. Table 4 describes the respondents by years of teaching experience.

Table 4
Respondents' profile by years of teaching experience

Category	n	%
1-5 years	13	21.7
6-10 years	13	21.7
11-15 years	17	28.3
16-20 years	15	25.0
More than 20 years	2	3.3
Total	60	100.0

Experience was distributed across the first four five-year bands, with 17 teachers in the 11–15-year group and only two reporting more than 20 years. This affords a reasonable description of early and middle career teachers while leaving the longest-serving group too small for stable comparisons. The review links experience to adaptation under changing instructional demands (Aldahdouh et al., 2023), but years in service do not reveal the quality or relevance of a teacher's experience with the revised PEH competencies. These categories also conceal the kind of work that teachers have done during their years of service. A teacher with fewer total years may have substantial recent experience with MATATAG training, whereas a longer-serving teacher may need support with new competency sequencing or tools. Aldahdouh et al. (2023) associate experience and pedagogical training with adaptation, but the review also describes reform implementation as contingent on school support and available resources (Villaver et al., 2024). The group comparisons that follow should therefore be interpreted as descriptions of this sample, not as a test of professional expertise itself. Table 5 presents the frequency and percentage for each reported assignment.

Table 5
Respondents' profile by grade level handled

Category	n	%
Grade 7	32	53.3
Grade 8	22	36.7
Grades 7 and 8	6	10.0
Total	60	100.0

Thirty-two respondents handled Grade 7, 22 handled Grade 8, and six handled both. The results therefore chiefly describe these two grade levels, even though the instrument offered Grades 9 and 10 as options. The emphasis matters because instructional tasks must match grade-specific competency progression and performance expectations. The review stresses coherence between intended and enacted curriculum (Yang et al., 2023); this sample cannot establish whether the same patterns hold for other grades. The review's constructive alignment framework emphasizes that tasks and assessments must match intended outcomes (Biggs & Tang, 2020), and its implementation framework treats adherence to grade-level standards as an operational issue (Century et al., 2021). This grade distribution is thus an important boundary on the study's applicability.

Table 6

Respondents' profile by curriculum-related trainings attended

Category	n	%
1–2	37	61.7
3–4	23	38.3
Total	60	100.0

All respondents reported one to four MATATAG-related trainings: 37 attended one or two and 23 attended three or four. The absence of zero-training and five-or-more categories limits the comparison to these two exposure bands. The review identifies professional development as a potential support for teacher competence and reform adaptation (Abbas et al., 2021; Villaver et al., 2024). The tally records attendance, however, rather than training duration, quality, or application in PEH lessons. Because both groups have received some training, a later group contrast estimates differences between lower and higher reported attendance within a narrow range, rather than the impact of receiving training versus none. The review describes teacher learning as most relevant when it helps teachers interpret curriculum guidance and address real classroom constraints (Abbas et al., 2021; Herrera, 2025). Those features cannot be recovered from the frequency categories alone.

Teaching load provides a measure of the number of sections assigned to each respondent. Table 7 presents its frequency distribution.

Table 7

Respondents' profile by teaching loads

Category	n	%
5 loads	4	6.7
6 loads	33	55.0
7 loads	19	31.7
8 loads	4	6.7
Total	60	100.0

Teaching loads clustered at six sections (n = 33) and seven sections (n = 19), with four teachers each at five and eight. Workload may influence time available to prepare materials, assess performance, and adapt activities, a possibility consistent with the implementation constraints described by Herrera (2025) and Spillane et al. (2021). The profile is descriptive; it does not show that the heavier loads caused any observed difference in alignment or implementation.

2. On the extent of alignment between pedagogical practices and curriculum goals under the Revised K–10 Curriculum in terms of instructional strategies, assessment practices, learning resource utilization, and classroom engagement strategies

Instructional strategies are the first dimension of pedagogical alignment. Table 8 presents the actual survey indicators, their weighted means, standard deviations, verbal interpretations, and ranks.

Table 8
Extent of alignment in terms of instructional strategies

Indicator	M	SD	Interpretation	Rank
1. My lesson plan explicitly cites the Revised K-10 (MATATAG) learning competency code/s targeted for the lesson.	3.70	0.46	Always (very high extent)	1
2. My lesson objectives are written from the targeted competency and state measurable learner performance.	3.70	0.46	Always (very high extent)	1
3. Each learning activity in my lesson plan is mapped to a specific lesson objective linked to the targeted competency.	3.67	0.47	Always (very high extent)	3
4. Practice tasks in the lesson are sequenced from simple to complex to match the expected performance level of the competency.	3.57	0.53	Always (very high extent)	4
5. At the start of the lesson, I communicate the targeted competency and success criteria to learners.	2.93	0.80	Often (high extent)	8
6. Lesson pacing follows the curriculum guide time allotment for the targeted competency/learning area.	2.33	0.60	Sometimes (low extent)	10
7. Instruction includes safety procedures appropriate to the physical activity (warm-up, safe space use, equipment handling).	3.37	0.58	Always (very high extent)	5
8. I provide task modifications (intensity, complexity, equipment) while keeping the same competency target.	3.33	0.75	Always (very high extent)	6
9. During the lesson, I conduct a brief formative check aligned to the competency (checklist, observation notes, questioning).	3.27	0.78	Always (very high extent)	7
10. Across the quarter, I follow a competency progression plan where skills build toward the performance standard.	2.73	0.88	Often (high extent)	9
Sub-variable mean	3.26	0.43	**Always (very high extent)**	

Legend: 1.00–1.75 = Rarely (very low extent); 1.76–2.50 = Sometimes (low extent); 2.51–3.25 = Often (high extent); 3.26–4.00 = Always (very high extent)

The sub-variable mean was 3.26 (Always (very high extent)). The highest-rated indicator was Item 1 (M = 3.70), and the lowest was Item 6 (M = 2.33). Teachers reported frequent explicit links between lesson plans and competency codes, while following the prescribed pacing was much less frequent. That gap matters because identifying the goal on paper does not ensure adequate time to develop the corresponding movement or health competency in class. Constructive alignment requires a workable connection among objectives, teaching activity, and expected performance (Biggs & Tang, 2020; Zepeda et al., 2023).

Assessment practices show how teachers connect evidence of learning to curriculum goals. Table 9 presents the indicator-level results and the dimension mean.

Table 9
Extent of alignment in terms of assessment practices

Indicator	M	SD	Interpretation	Rank
1. Assessment tasks measure the specific performance described in the targeted competency.	3.55	0.50	Always (very high extent)	3
2. Performance tasks use a rubric or criteria that match the competency descriptors and lesson objectives.	3.67	0.47	Always (very high extent)	1
3. The assessment method used matches the competency domain emphasized (psychomotor, cognitive, or affective).	3.62	0.52	Always (very high extent)	2
4. Feedback I provide references specific rubric criteria or skill cues linked to the competency.	2.97	0.61	Often (high extent)	6
5. Assessment results are recorded per competency and used to identify learners needing remediation or enrichment.	3.20	0.60	Often (high extent)	4
6. I use a documented formative assessment tool aligned to the competency during instruction (e.g., checklist, exit task).	2.67	0.57	Often (high extent)	10
7. Before teaching a new skill/competency, I use a brief diagnostic check to identify learner starting level.	2.98	0.72	Often (high extent)	5
8. Learners complete self-assessment or peer-assessment using the same criteria/rubric used for scoring.	2.82	0.70	Often (high extent)	9
9. When needed, I provide assessment accommodations (task modification/conditions) while assessing the same competency.	2.90	0.66	Often (high extent)	8
10. I revise the next lesson plan based on assessment evidence (common errors, mastery level, readiness).	2.93	0.66	Often (high extent)	7
Sub-variable mean	3.13	0.40	**Often (high extent)**	

Legend: 1.00–1.75 = Rarely (very low extent); 1.76–2.50 = Sometimes (low extent); 2.51–3.25 = Often (high extent); 3.26–4.00 = Always (very high extent)

The sub-variable mean was 3.13 (Often (high extent)). The highest-rated indicator was Item 2 (M = 3.67), and the lowest was Item 6 (M = 2.67). Rubric or criteria matching the competency was reported most often, whereas use of a documented formative tool during instruction was least frequent. This distinguishes clarity about how performance will be judged from the routine collection of evidence while skills are still developing. In PEH, formative observation can identify errors in movement, concepts, or participation early enough to adjust practice (Yan &

The result points to a need for feasible tools and calibration, but it does not verify whether the reported rubrics themselves were valid or consistently scored. Learning resource utilization concerns the selection and use of materials to support the intended competencies. Table 10 presents the indicator-level ratings and their ranks.

Table 10

Extent of alignment in terms of learning resource utilization

Indicator	M	SD	Interpretation	Rank
1. Instructional materials used (task cards, guides, visuals) directly support the targeted competency.	3.42	0.59	Always (very high extent)	4
2. Resources used in class guide competency-based practice and assessment (e.g., rubrics, checklists, task cards).	3.47	0.62	Always (very high extent)	2
3. Equipment selected is appropriate for learner level and safely supports the lesson objectives.	3.37	0.49	Always (very high extent)	6
4. When substituting or adapting resources due to availability, I keep the competency target and success criteria unchanged.	3.00	0.26	Often (high extent)	9
5. Multimedia resources (videos, slides, demonstrations) are used to support correct technique or key concepts aligned to the competency.	3.18	0.68	Often (high extent)	7
6. Materials and equipment are prepared and safety-checked before instruction begins.	3.55	0.50	Always (very high extent)	1
7. I organize stations/rotations so all learners have adequate access to equipment during practice.	2.77	0.50	Often (high extent)	10
8. I use locally available or improvised materials to meet the same competency requirements when standard equipment is unavailable.	3.03	0.71	Often (high extent)	8
9. I review learning resources for correctness of content/technique before using them in class.	3.43	0.53	Always (very high extent)	3
10. When applicable, resources include health concepts/materials aligned to the PEH curriculum goals for the lesson/quarter.	3.42	0.56	Always (very high extent)	4
Sub-variable mean	3.26	0.38	**Always (very high extent)**	

Legend: 1.00–1.75 = Rarely (very low extent); 1.76–2.50 = Sometimes (low extent); 2.51–3.25 = Often (high extent); 3.26–4.00 = Always (very high extent)

The sub-variable mean was 3.26 (Always (very high extent)). The highest-rated indicator was Item 6 (M = 3.55), and the lowest was Item 7 (M = 2.77). Preparation and safety-checking of materials and equipment was the most frequent resource practice, whereas organizing stations or rotations for equitable equipment access was the least frequent. This suggests attention to readiness and safety alongside a weaker routine for distributing practice opportunities across the class. In PEH, access to suitable equipment affects how often each learner can enact the targeted skill.

Classroom engagement strategies concern learners' participation in competency-based activities. Table 11 presents the survey indicators and their descriptive results.

Table 11

Extent of alignment in terms of classroom engagement strategies

Indicator	M	SD	Interpretation	Rank
1. Participation routines (stations, rotations, small groups) ensure each learner practices the targeted competency during the lesson.	2.88	0.45	Often (high extent)	5
2. Collaborative tasks assign roles (performer, observer, recorder/coach) aligned to competency practice and feedback.	2.68	0.60	Often (high extent)	8
3. I monitor engagement using observable indicators (time-on-task, completion of practice sets) linked to the lesson tasks.	2.83	0.76	Often (high extent)	7
4. Class routines and signals are used to manage transitions efficiently and maintain safety during activities.	3.27	0.48	Always (very high extent)	2
5. Learners set short performance goals aligned to the competency and track progress during practice.	2.57	0.74	Often (high extent)	9
6. Engagement strategies include participation options for varying fitness/skill levels while maintaining the same competency target.	3.22	0.45	Often (high extent)	3
7. Teacher questioning targets skill cues, rules, or health concepts linked to the competency.	3.70	0.46	Always (very high extent)	1
8. Peer feedback is structured using a checklist aligned to the competency during practice.	2.27	0.48	Sometimes (low extent)	10
9. Active participation time is protected by minimizing idle time during set-up and transitions.	2.87	0.39	Often (high extent)	6
10. Learners provide a brief reflection (oral/written) linked to the targeted competency at the end of the lesson.	3.12	0.56	Often (high extent)	4
Sub-variable mean	2.94	0.32	**Often (high extent)**	

Legend: 1.00–1.75 = Rarely (very low extent); 1.76–2.50 = Sometimes (low extent); 2.51–3.25 = Often (high extent); 3.26–4.00 = Always (very high extent)

The sub-variable mean was 2.94 (Often (high extent)). The highest-rated indicator was Item 7 (M = 3.70), and the lowest was Item 8 (M = 2.27). Competency-linked questioning was the highest-rated engagement practice, while structured peer feedback with a competency-aligned checklist was the lowest. Teachers appear to prompt learners verbally about skill cues and health concepts more often than they organize learners to assess and coach one another with shared criteria. The lower overall engagement mean makes this domain a priority for follow-up among the four alignment dimensions.

3. On the level of implementation of the Revised K–10 Curriculum in terms of instructional planning and preparation, adherence to standards, quality delivery, and contextualization

Instructional planning and preparation is the first dimension of curriculum implementation. Table 12 presents its indicator-level ratings and the dimension mean.

Table 12

Level of implementation in terms of instructional planning and preparation

Indicator	M	SD	Interpretation	Rank
1. My lesson plan includes competency code/s, objectives, procedures, assessment plan, and resources aligned to Revised K-10 (MATATAG).	3.60	0.59	Always	4
2. Objectives and tasks are aligned to the required performance standard level for the grade.	3.73	0.45	Always	1
3. Materials and equipment are prepared and set up before instruction begins.	3.45	0.53	Always	6
4. Teaching strategies selected match the competency domain and expected performance level (demo, guided practice, application).	3.63	0.49	Always	3
5. Lesson sequence follows an organized structure (warm-up, skill development, practice/application, cool-down, reflection).	3.60	0.49	Always	4
6. I use a quarterly/weekly curriculum map to schedule competencies in the required sequence.	2.52	0.81	Often	10
7. Lesson plans include contingency options for space, weather, or resource constraints without changing the competency target.	3.32	0.60	Always	8
8. Lesson plans identify risks and include safety measures appropriate to planned activities.	3.67	0.57	Always	2
9. Lesson plans include planned task modifications for learners with differing readiness or needs.	3.20	0.40	Often	9
10. Lesson plans identify the assessment tool and scoring criteria/rubric aligned to the targeted competency.	3.45	0.62	Always	6
Sub-variable mean	3.42	0.38	**Always**	

Legend: 1.00–1.75 = Rarely (very low extent); 1.76–2.50 = Sometimes (low extent); 2.51–3.25 = Often (high extent); 3.26–4.00 = Always (very high extent).

The sub-variable mean was 3.42 (Always). The highest-rated indicator was Item 2 (M = 3.73), and the lowest was Item 6 (M = 2.52). Alignment of objectives and tasks with grade-level performance standards was the most frequent planning practice. The lowest item concerned use of a quarterly or weekly curriculum map to schedule competencies in sequence. Teachers may be strong at preparing an individual lesson while less consistently using a longer-range map to secure progression across lessons.

The sub-variable mean was 3.43 (Always). The highest-rated indicator was Item 5 (M = 3.72), and the lowest was Item 3 (M = 3.07). Following grading and assessment-recording policy was the highest-rated standards practice, whereas matching learning tasks to the grade's expected performance standard was the lowest. Compliance with formal recording requirements may be easier to routinize than calibrating the complexity and quality of PEH performance tasks to the intended level.

The sub-variable mean was 3.00 (Often). The highest-rated indicator was Item 5 (M = 3.23), and the lowest was Item 4 (M = 2.68). Adjusting instruction in response to observed learner errors was the most frequent quality-delivery practice, whereas requiring an authentic performance task was least frequent. Responsive correction is valuable, but opportunities to apply a target skill or health concept in an authentic game, routine, fitness, or similar task were reported less consistently. The overall quality-delivery mean was lower than the planning and standards means.

The sub-variable mean was 3.12 (Often). The highest-rated indicator was Item 5 (M = 3.60), and the lowest was Item 9 (M = 2.32). Connecting competencies to real-life physical activity and health situations was the strongest contextualization practice. Home or community-linked tasks were the weakest. Teachers thus reported making classroom examples relevant to everyday life more often than extending competency practice beyond school.

being assessed.

Table 13
Level of implementation in terms of adherence to standards

Indicator	M	SD	Interpretation	Rank
1. Lessons delivered follow the prescribed competencies for the quarter/grade level based on the curriculum map.	3.65	0.48	Always	4
2. Teaching practices follow documented curriculum guidelines relevant to PEH (domains, safety, required assessment components).	3.68	0.54	Always	3
3. Learning tasks match the expected performance standard level for the grade (complexity and quality required).	3.07	0.36	Often	10
4. Assessment procedures follow curriculum expectations and use documented criteria aligned to the competency.	3.18	0.50	Often	7
5. Grading and assessment recording follow prescribed PEH policy requirements (components and computation).	3.72	0.52	Always	1
6. Lesson logs, plans, and assessment records are maintained to demonstrate competency coverage and implementation.	3.65	0.52	Always	4
7. Instruction follows the prescribed schedule and time allotment for PEH within the school timetable.	3.10	0.71	Often	9
8. Implementation follows child protection and safety standards during physical activities (supervision, safe spacing, rules).	3.72	0.49	Always	1
9. Instruction uses approved or quality-checked materials aligned to the curriculum content.	3.18	0.54	Often	7
10. Remediation or enrichment activities are provided based on assessment results and documented learning needs.	3.32	0.50	Always	6
Sub-variable mean	3.43	0.32	**Always**	

Legend: 1.00–1.75 = Rarely (very low extent); 1.76–2.50 = Sometimes (low extent); 2.51–3.25 = Often (high extent); 3.26–4.00 = Always (very high extent).

Table 14
Level of implementation in terms of quality delivery

Indicator	M	SD	Interpretation	Rank
1. I explain and demonstrate the targeted competency, including key skill cues and success criteria.	2.87	0.54	Often	8
2. Learners receive guided practice opportunities with corrective feedback aligned to the competency criteria.	3.12	0.45	Often	3
3. Lesson delivery follows a logical sequence with smooth transitions and minimal loss of learning time.	3.00	0.78	Often	6
4. Learners complete an authentic performance task applying the targeted skill/concept (game, routine, fitness task).	2.68	0.50	Often	10
5. I adjust instruction during the lesson based on observed learner errors and performance.	3.23	0.50	Often	1
6. Corrective feedback specifies what to change and how, referencing competency criteria.	3.10	0.30	Often	4
7. Learners are provided sufficient practice repetitions/time to improve performance on the targeted competency.	2.88	0.78	Often	7
8. I monitor learner performance using observation notes or a checklist aligned to the competency.	2.87	0.62	Often	8
9. I provide task variations for readiness while maintaining the same competency target and assessment criteria.	3.03	0.55	Often	5
10. Management routines maintain safety and maximize active participation time during physical activities.	3.17	0.49	Often	2
Sub-variable mean	3.00	0.38	**Often**	

Legend: 1.00–1.75 = Rarely (very low extent); 1.76–2.50 = Sometimes (low extent); 2.51–3.25 = Often (high extent); 3.26–4.00 = Always (very high extent).

Inferential Statistical Analysis

Before comparing profile groups and examining relationships, the distribution of each composite score was assessed. Table 16 presents the Shapiro–Wilk normality results that informed the choice of inferential tests.

Table 15

Level of implementation in terms of contextualization

Indicator	M	SD	Interpretation	Rank
1. Tasks are modified in intensity, complexity, or equipment to match learner levels while keeping the same competency target.	3.38	0.49	Always	2
2. Activities and examples use available school/community resources and locally relevant contexts without changing competency requirements.	3.25	0.57	Often	5
3. Readiness information (observation/diagnostic check) is used to group learners and set appropriate task progressions.	2.77	0.67	Often	9
4. Instruction is adjusted for space, weather, or class size while maintaining the intended competency and assessment criteria.	3.20	0.51	Often	7
5. Lessons connect competencies to real-life physical activity and health situations (fitness habits, injury prevention, community activities).	3.60	0.53	Always	1
6. Culturally relevant games or activities are used when they support the targeted competency.	3.25	0.57	Often	5
7. Directions and explanations use learner-appropriate language, with local language support when needed.	3.28	0.74	Always	4
8. Adaptations are provided for learners with limitations (temporary or ongoing) while keeping competency focus.	2.90	0.57	Often	8
9. Learners complete a home/community-linked task aligned to the competency (fitness or health practice).	2.32	0.50	Sometimes	10
10. When tasks are contextualized, assessment criteria remain aligned to the competency performance descriptors.	3.30	0.50	Always	3
Sub-variable mean	3.12	0.29	**Often**	

Legend: 1.00–1.75 = Rarely (very low extent); 1.76–2.50 = Sometimes (low extent); 2.51–3.25 = Often (high extent); 3.26–4.00 = Always (very high extent).

All eight Shapiro–Wilk tests were significant at $\alpha = .05$. Among the alignment domains, instructional strategies ($W = .917$, $p < .001$), assessment practices ($W = .942$, $p = .006$), learning resource utilization ($W = .918$, $p < .001$), and classroom engagement strategies ($W = .931$, $p = .002$) departed from normality. The same was true for instructional planning and preparation ($W = .913$, $p < .001$), adherence to standards ($W = .930$, $p = .002$), quality delivery ($W = .942$, $p = .006$), and contextualization ($W = .946$, $p = .010$). The null hypothesis of a normal distribution was therefore rejected for each reported domain. These significant values concern score distributions; they do not indicate a difference between teacher groups or a relationship between alignment and implementation.

This distinction is relevant to the later interpretation: the analyses concern teachers' reported practices, whereas the study's constructive alignment and implementation frameworks concern the coherence and enactment of instruction.

Table 16

Shapiro–Wilk normality tests for respondent-level sub-variable scores

Sub-variable	W	p
Instructional strategies	0.917	< .001
Assessment practices	0.942	0.006
Learning resource utilization	0.918	< .001
Classroom engagement strategies	0.931	0.002
Instructional planning and preparation	0.913	< .001
Adherence to standards	0.930	0.002
Quality delivery	0.942	0.006
Contextualization	0.946	0.010

4. On the significant difference in the extent of alignment between pedagogical practices and curriculum goals in terms of instructional strategies, assessment practices, learning resource utilization, and classroom engagement strategies when respondents are categorized according to their profile

For the age comparison, the four alignment dimensions were tested separately across the reported age categories. Table 17 presents the test statistics, p-values, and decisions for these comparisons.

Table 17
Differences by age across the four alignment sub-variables

Sub-variable	Group means	Test statistic	p-value	Decision on H₀
Instructional strategies	20-29: 3.20; 30-39: 3.40; 40-49: 3.40; 50 and above: 3.30	H = 0.972	.808	Accept H₀
Assessment practices	20-29: 3.00; 30-39: 2.90; 40-49: 3.05; 50 and above: 2.90	H = 0.596	.897	Accept H₀
Learning resource utilization	20-29: 3.10; 30-39: 3.20; 40-49: 3.50; 50 and above: 2.70	H = 3.264	.353	Accept H₀
Classroom engagement strategies	20-29: 2.70; 30-39: 3.00; 40-49: 3.00; 50 and above: 2.80	H = 2.089	.554	Accept H₀

Tests are two-sided; decisions use unadjusted p < .05. "Accept H₀" means insufficient evidence to reject it.

Table 17 shows no statistically significant age differences in instructional strategies (H = 0.972, p = .808), assessment practices (H = 0.596, p = .897), learning resource utilization (H = 3.264, p = .353), or classroom engagement strategies (H = 2.089, p = .554). The null hypotheses were not rejected for all four domains. The oldest age category has only one respondent, which limits interpretation of that category. These results do not establish equivalent practices across ages; they provide no evidence in this sample for allocating alignment support on the basis of age alone.

Teacher Sensemaking Theory explains policy interpretation through beliefs, experience, training, and local conditions (Battey et al., 2021; Honig et al., 2022). That perspective helps explain why age need not divide teachers into distinct alignment groups: teachers within an age category can encounter different supports and demands. The nonsignificant results do not establish equivalence or rule out smaller differences.

The analysis next compares alignment scores by sex. Table 18 presents the results for all four dimensions.

Table 18
Differences by sex across the four alignment sub-variables

Sub-variable	Group means	Test statistic	p-value	Decision on H₀
Instructional strategies	Female: 3.30 Male: 3.60	U = 410.500	.120	Accept H₀
Assessment practices	Female: 2.95 Male: 3.30	U = 428.500	.060	Accept H₀
Learning resource utilization	Female: 3.15 Male: 3.45	U = 383.500	.278	Accept H₀
Classroom engagement strategies	Female: 2.95 Male: 2.95	U = 325.500	.951	Accept H₀

Tests are two-sided; decisions use unadjusted p < .05. "Accept H₀" means insufficient evidence to reject it.

Table 18 shows no significant sex difference in instructional strategies (U = 410.500, p = .120), assessment practices (U = 428.500, p = .060), learning resource utilization (U = 383.500, p = .278), or classroom engagement strategies (U = 325.500, p = .951). Assessment at p = .060 remains above the .05 threshold. The female and male groups contain 46 and 14 teachers, respectively, so the null findings should be interpreted with their unequal sizes in mind. The group means retained in the table describe the observed scores, while the Mann–Whitney tests determine whether the distributions differ significantly.

Table 19
Differences by educational qualification across the four alignment sub-variables

Sub-variable	Group means	Test statistic	p-value	Decision on H₀
Instructional strategies	Bachelor's degree: 3.30 Bachelor's degree with MA units: 3.40 Doctoral degree: 3.80 Master's degree: 3.40 Master's degree with doctoral units: 3.70	H = 7.964	.093	Accept H₀
Assessment practices	Bachelor's degree: 3.00 Bachelor's degree with MA units: 3.11 Doctoral degree: 3.55 Master's degree: 2.90 Master's degree with doctoral units: 3.60	H = 4.300	.367	Accept H₀
Learning resource utilization	Bachelor's degree: 3.10 Bachelor's degree with MA units: 3.25 Doctoral degree: 3.60 Master's degree: 3.25 Master's degree with doctoral units: 3.50	H = 1.827	.768	Accept H₀
Classroom engagement strategies	Bachelor's degree: 3.00 Bachelor's degree with MA units: 2.85 Doctoral degree: 2.90 Master's degree: 2.90 Master's degree with doctoral units: 3.00	H = 0.126	.998	Accept H₀

Tests are two-sided; decisions use unadjusted p < .05. "Accept H₀" means insufficient evidence to reject it.

Table 19 shows no significant qualification differences in instructional strategies (H = 7.954, p = .093), assessment practices (H = 4.300, p = .367), learning resource utilization (H = 1.827, p = .768), or classroom engagement strategies (H = 0.126, p = .998). Some advanced-degree categories contain only one or two respondents. The retained group means describe variation across categories, but none of the four tests establishes that educational qualification accounts for differences in alignment.

Years of teaching experience was compared across all four alignment dimensions. Table 20 presents the test results and null-hypothesis decisions.

Table 20

Differences by years of teaching experience across the four alignment sub-variables

Sub-variable	Group means	Test statistic	p-value	Decision on H₀
Instructional strategies	1-5 years: 3.30 6-10 years: 3.20 11-15 years: 3.40 16-20 years: 3.40 More than 20 years: 3.50	H = 0.887	.926	Accept H₀
Assessment practices	1-5 years: 3.00 6-10 years: 3.00 11-15 years: 2.90 16-20 years: 3.20 More than 20 years: 2.95	H = 0.853	.931	Accept H₀
Learning resource utilization	1-5 years: 3.10 6-10 years: 3.10 11-15 years: 3.50 16-20 years: 3.50 More than 20 years: 3.10	H = 1.617	.806	Accept H₀
Classroom engagement strategies	1-5 years: 2.70 6-10 years: 3.00 11-15 years: 3.00 16-20 years: 3.00 More than 20 years: 2.80	H = 2.507	.643	Accept H₀

Tests are two-sided; decisions use unadjusted p < .05. "Accept H₀" means insufficient evidence to reject it.

Table 20 shows no significant experience-group differences in instructional strategies (H = 0.887, p = .926), assessment practices (H = 0.853, p = .931), learning resource utilization (H = 1.617, p = .806), or classroom engagement strategies (H = 2.507, p = .643). The null hypotheses were not rejected for all four domains. Total years of service do not measure experience with the revised competencies or the quality of recent professional learning.

No domain shows a statistically established separation across service-length categories. Experience therefore cannot be used here to rank teachers' reported alignment with the revised curriculum. The results concern total years of teaching, which may differ from experience with the new competencies or particular PEH assessment techniques. Only two respondents belonged to the longest-serving category, further limiting conclusions about that group.

Table 21

Differences by grade level handled across the four alignment sub-variables

Sub-variable	Group means	Test statistic	p-value	Decision on H₀
Instructional strategies	Grade 7: 3.35 Grade 8: 3.40 Grades 7 and 8: 3.35	H = 0.273	.965	Accept H₀
Assessment practices	Grade 7: 3.00 Grade 8: 2.95 Grades 7 and 8: 3.21	H = 0.850	.838	Accept H₀
Learning resource utilization	Grade 7: 3.30 Grade 8: 3.15 Grades 7 and 8: 3.40	H = 0.464	.927	Accept H₀
Classroom engagement strategies	Grade 7: 2.80 Grade 8: 3.00 Grades 7 and 8: 3.00	H = 1.141	.767	Accept H₀

Tests are two-sided; decisions use unadjusted p < .05. "Accept H₀" means insufficient evidence to reject it.

Table 21 shows no significant grade-assignment differences in instructional strategies (H = 0.273, p = .965), assessment practices (H = 0.850, p = .838), learning resource utilization (H = 0.464, p = .927), or classroom engagement strategies (H = 1.141, p = .767). The SPSS export treats the labels "7,8" and "7, 8" as two different categories, although the descriptive profile combines them as six teachers handling both grades. These four-category tests cannot be represented as a valid comparison among only three substantively distinct groups without rerunning the analysis after harmonizing the labels. They remain nonsignificant as exported.

Table 22

Differences by curriculum-related trainings attended across the four alignment sub-variables

Sub-variable	Group means and n	Test statistic	p-value	Decision on H₀
Instructional strategies	1–2: 3.30 3–4: 3.50	U = 509.000	.202	Accept H₀
Assessment practices	1–2: 2.90 3–4: 3.30	U = 575.000	.022	Reject H₀
Learning resource utilization	1–2: 3.10 3–4: 3.50	U = 547.500	.061	Accept H₀
Classroom engagement strategies	1–2: 2.80 3–4: 3.00	U = 539.500	.080	Accept H₀

Tests are two-sided; decisions use unadjusted p < .05. "Accept H₀" means insufficient evidence to reject it.

For this study, the finding suggests that greater reported training exposure is associated with differences in how teachers align assessment with the Revised K–10 competencies. The assessment domain includes matching tasks and rubrics to the intended performance, documenting formative evidence, giving criterion-referenced feedback, and using results to adjust instruction.

Table 23
Differences by teaching loads across the four alignment sub-variables

Sub-variable	Group means	Test statistic	p-value	Decision on H₀
Instructional strategies	5 loads: 3.70 6 loads: 3.40 7 loads: 3.30 8 loads: 3.00	H = 2.112	.550	Accept H₀
Assessment practices	5 loads: 3.55 6 loads: 3.00 7 loads: 2.90 8 loads: 3.10	H = 2.799	.424	Accept H₀
Learning resource utilization	5 loads: 3.55 6 loads: 3.30 7 loads: 3.10 8 loads: 3.15	H = 1.463	.691	Accept H₀
Classroom engagement strategies	5 loads: 3.25 6 loads: 2.80 7 loads: 2.90 8 loads: 3.00	H = 6.052	.109	Accept H₀

Tests are two-sided; decisions use unadjusted p < .05. "Accept H₀" means insufficient evidence to reject it.

Table 23 shows no significant teaching-load differences in instructional strategies (H = 2.112, p = .550), assessment practices (H = 2.799, p = .424), learning resource utilization (H = 1.463, p = .691), or classroom engagement strategies (H = 6.052, p = .109). The section count alone does not measure learner numbers, preparation time, space, or equipment access. Four teachers each reported five and eight loads, which limits conclusions about those categories.

5. On the significant difference in the level of implementation of the Revised K–10 Curriculum in terms of instructional planning and preparation, adherence to standards, quality delivery, and contextualization when respondents are categorized according to their profile

The first implementation comparison examines age categories. Table 24 presents the test results for planning and preparation, adherence to standards, quality delivery, and contextualization.

Table 24
Differences by age across the four implementation sub-variables

Sub-variable	Group means	Test statistic	p-value	Decision on H₀
Instructional planning and preparation	20-29: 3.25 30-39: 3.40 40-49: 3.65 50 and above: 3.30	H = 0.925	.819	Accept H₀
Adherence to standards	20-29: 3.40 30-39: 3.50 40-49: 3.60 50 and above: 3.30	H = 2.432	.488	Accept H₀
Quality delivery	20-29: 2.85 30-39: 3.00 40-49: 3.00 50 and above: 2.70	H = 2.340	.505	Accept H₀
Contextualization	20-29: 3.00 30-39: 3.00 40-49: 3.20 50 and above: 2.80	H = 2.387	.496	Accept H₀

Tests are two-sided; decisions use unadjusted p < .05. "Accept H₀" means insufficient evidence to reject it.

Table 24 shows no significant age differences in instructional planning and preparation (H = 0.925, p = .819), adherence to standards (H = 2.432, p = .488), quality delivery (H = 2.340, p = .505), or contextualization (H = 2.387, p = .496). The oldest age category contains one teacher. The findings provide insufficient evidence of a difference among the exported age groups and do not establish equivalent implementation across them.

Curriculum Implementation Theory emphasizes competence, resources, and institutional support in enactment (Fullan, 2020), while Honig et al. (2022) emphasize teachers' interpretation of reform. These perspectives support examining the conditions under which teachers implement the curriculum across ages. The tests establish neither equivalent implementation nor the absence of age-related differences in a larger sample.

Table 25
Differences by sex across the four implementation sub-variables

Sub-variable	Group means	Test statistic	p-value	Decision on H₀
Instructional planning and preparation	Female: 3.40 Male: 3.50	U = 396.500	.192	Accept H₀
Adherence to standards	Female: 3.50 Male: 3.50	U = 357.000	.538	Accept H₀
Quality delivery	Female: 2.95 Male: 2.95	U = 382.500	.284	Accept H₀
Contextualization	Female: 3.00 Male: 3.10	U = 354.500	.568	Accept H₀

Tests are two-sided; decisions use unadjusted p < .05. "Accept H₀" means insufficient evidence to reject it.

Implementation scores were also compared by sex. Table 25 presents the results for the four implementation dimensions.

Table 25 shows no significant sex difference in planning and preparation (U = 396.500, p = .192), adherence to standards (U = 357.000, p = .538), quality delivery (U = 382.500, p = .284), or contextualization (U = 354.500, p = .568). These comparisons do not support assigning different implementation needs to female and male teachers based on the reported scores. Unequal group sizes and self-report limit the scope of that inference.

The review describes implementation as an interaction among teacher competence, professional learning, resources, and school support (Fullan, 2020; Hadisputra et al., 2024). These are more direct areas for investigating the lower quality-delivery indicators than sex alone. Unequal group sizes and self-report limit precision, so the conclusion is insufficient evidence of a difference, rather than proof of identical implementation.

The analysis next considers whether implementation differs by educational qualification. Table 26 reports the four group comparisons.

Table 26 shows no significant qualification differences in planning and preparation (H = 2.886, p = .577), adherence to standards (H = 2.386, p = .665), quality delivery (H = 6.320, p = .176), or contextualization (H = 3.529, p = .473).

Table 26
Differences by educational qualification across the four implementation sub-variables

Sub-variable	Group means	Test statistic	p-value	Decision on H₀
Instructional planning and preparation	Bachelor's degree: 3.40 Bachelor's degree with MA units: 3.40 Doctoral degree: 3.75 Master's degree: 3.35 Master's degree with doctoral units: 3.80	H = 2.886	.577	Accept H₀
Adherence to standards	Bachelor's degree: 3.50 Bachelor's degree with MA units: 3.45 Doctoral degree: 3.80 Master's degree: 3.40 Master's degree with doctoral units: 4.00	H = 2.386	.665	Accept H₀
Quality delivery	Bachelor's degree: 3.00 Bachelor's degree with MA units: 2.85 Doctoral degree: 3.15 Master's degree: 2.85 Master's degree with doctoral units: 3.50	H = 6.320	.176	Accept H₀
Contextualization	Bachelor's degree: 3.00 Bachelor's degree with MA units: 3.20 Doctoral degree: 3.20 Master's degree: 3.00 Master's degree with doctoral units: 3.10	H = 3.529	.473	Accept H₀

Tests are two-sided; decisions use unadjusted p < .05. "Accept H₀" means insufficient evidence to reject it.

Table 27
Differences by years of teaching experience across the four implementation sub-variables

Sub-variable	Group means	Test statistic	p-value	Decision on H₀
Instructional planning and preparation	1-5 years: 3.30 6-10 years: 3.30 11-15 years: 3.60 16-20 years: 3.70 More than 20 years: 3.55	H = 0.872	.928	Accept H₀
Adherence to standards	1-5 years: 3.50 6-10 years: 3.20 11-15 years: 3.60 16-20 years: 3.60 More than 20 years: 3.45	H = 1.887	.757	Accept H₀
Quality delivery	1-5 years: 2.90 6-10 years: 3.00 11-15 years: 3.00 16-20 years: 3.00 More than 20 years: 2.8	H = 3.206	.524	Accept H₀
Contextualization	1-5 years: 3.00 6-10 years: 3.00 11-15 years: 3.20 16-20 years: 3.20 More than 20 years: 3.00	H = 1.853	.763	Accept H₀

Tests are two-sided; decisions use unadjusted p < .05. "Accept H₀" means insufficient evidence to reject it.

Table 27 shows no significant teaching-experience differences in planning and preparation (H = 0.872, p = .928), adherence to standards (H = 1.887, p = .757), quality delivery (H = 3.206, p = .524), or contextualization (H = 1.853, p = .763). Years

in teaching did not statistically distinguish the four reported implementation domains in this sample. This does not establish equal practice across experience groups or discount the value of relevant prior experience.

The review associates planning with purposeful instruction (Abapo, 2024; Escanda, 2023) and recognizes professional experience as a possible resource for adaptation (Aldahdouh et al., 2023). In this sample, however, years alone do not distinguish implementation statistically. Continuing support should therefore address the requirements of the revised curriculum across career stages rather than presume mastery from tenure.

The grade level handled was examined as another grouping variable for curriculum implementation. Table 28 presents the four comparisons.

Table 28

Differences by grade level handled across the four implementation sub-variables

Sub-variable	Group means	Test statistic	p-value	Decision on H₀
Instructional planning and preparation	Grade 7: 3.40 Grade 8: 3.35 Grades 7 and 8: 3.45	H = 0.766	.858	Accept H₀
Adherence to standards	Grade 7: 3.50 Grade 8: 3.50 Grades 7 and 8: 3.45	H = 0.555	.907	Accept H₀
Quality delivery	Grade 7: 2.85 Grade 8: 3.00 Grades 7 and 8: 3.15	H = 0.718	.869	Accept H₀
Contextualization	Grade 7: 3.00 Grade 8: 3.00 Grades 7 and 8: 3.35	H = 5.173	.160	Accept H₀

Tests are two-sided; decisions use unadjusted p < .05. "Accept H₀" means insufficient evidence to reject it.

Table 28 shows no significant grade-assignment differences in planning and preparation (H = 0.766, p = .858), adherence to standards (H = 0.555, p = .907), quality delivery (H = 0.718, p = .869), or contextualization (H = 5.173, p = .160). The SPSS export split the dual-grade label into "7,8" and "7, 8"; thus, these results describe four exported categories rather than three harmonized assignments. All four tests are nonsignificant as exported, but the grade comparison should be rerun after resolving the coding inconsistency before a substantive claim is made about dual-grade teachers.

Curriculum-related training attendance was compared across the four implementation dimensions. Table 29 presents the test results for the two reported training groups.

Table 29

Differences by curriculum-related trainings attended across the four implementation sub-variables

Sub-variable	Group means	Test statistic	p-value	Decision on H₀
Instructional planning and preparation	1–2: 3.30 3–4: 3.70	U = 562.000	.038	Reject H₀
Adherence to standards	1–2: 3.50 3–4: 3.60	U = 528.500	.115	Accept H₀
Quality delivery	1–2: 2.90 3–4: 3.00	U = 530.500	.106	Accept H₀
Contextualization	1–2: 3.00 3–4: 3.20	U = 536.000	.091	Accept H₀

Tests are two-sided; decisions use unadjusted p < .05. "Accept H₀" means insufficient evidence to reject it.

Table 29 shows a significant difference by training attendance in instructional planning and preparation (U = 562.000, p = .038). The retained group means were 3.30 for teachers with one to two trainings and 3.70 for those with three to four trainings, indicating a higher descriptive planning score in the latter group. Adherence to standards (U = 528.500, p = .115), quality delivery (U = 530.500, p = .106), and contextualization (U = 536.000, p = .091) did not differ significantly.

The final implementation comparison concerns the respondents' teaching loads. Table 30 presents the results for each dimension.

Table 30

Differences by teaching loads across the four implementation sub-variables

Sub-variable	Group means	Test statistic	p-value	Decision on H₀
Instructional planning and preparation	5 loads: 3.75 6 loads: 3.40 7 loads: 3.40 8 loads: 3.30	H = 2.207	.531	Accept H₀
Adherence to standards	5 loads: 3.45 6 loads: 3.50 7 loads: 3.50 8 loads: 3.20	H = 1.105	.776	Accept H₀
Quality delivery	5 loads: 3.30 6 loads: 2.90 7 loads: 2.80 8 loads: 3.00	H = 0.762	.859	Accept H₀
Contextualization	5 loads: 3.35 6 loads: 3.20 7 loads: 3.00 8 loads: 3.15	H = 4.927	.177	Accept H₀

Tests are two-sided; decisions use unadjusted p < .05. "Accept H₀" means insufficient evidence to reject it.

Table 30 shows no significant teaching-load differences in planning and preparation (H = 2.207, p = .531), adherence to standards (H = 1.105, p = .776), quality delivery (H = 0.762, p = .859), or contextualization (H = 4.927, p = .177).

The review identifies resources and training as conditions affecting delivery (Ceremonia-Cerda, 2024; Po, 2024). These accounts support examining workload through the instructional conditions attached to a section, rather than section count alone. The results provide insufficient evidence for a load-group difference; they do not establish that workload and implementation are unrelated in all circumstances.

6. Significant relationship between the extent of alignment between pedagogical practices and curriculum goals and the level of implementation of the Revised K–10 Curriculum

Table 31 reports thirteen significant positive associations at the stated unadjusted .05 threshold: twelve cross-construct domain pairings and the total-score association. Teachers reporting higher scores on these alignment dimensions tended to rank higher on implementation dimensions. The attached output does not include the four instructional-strategy correlations previously described in the manuscript, so no conclusion is drawn about those pairings. Correlation indicates association between reported practices and does not identify a causal pathway.

Table 31

Associations between alignment and implementation sub-variables

Alignment measure	Implementation measure	Test statistic (ρ)	p-value	Decision on H0
Assessment practices	Instructional planning and preparation	.573	< .001	Reject H0
	Adherence to standards	.516	< .001	Reject H0
	Quality delivery	.659	< .001	Reject H0
	Contextualization	.650	< .001	Reject H0
Learning resource utilization	Instructional planning and preparation	.750	< .001	Reject H0
	Adherence to standards	.697	< .001	Reject H0
	Quality delivery	.655	< .001	Reject H0
	Contextualization	.742	< .001	Reject H0
Classroom engagement strategies	Instructional planning and preparation	.564	< .001	Reject H0
	Adherence to standards	.397	.002	Reject H0
	Quality delivery	.767	< .001	Reject H0
	Contextualization	.647	< .001	Reject H0
Overall alignment	**Overall implementation**	.780	< .001	Reject H0

Two-sided Spearman tests; decisions use unadjusted p < .05. "Accept Hy" means insufficient evidence to reject it.

The eight retained Shapiro–Wilk results were significant at .05 and support the reported choice of rank-based comparisons and correlations. Those original diagnostics are retained in Table 16, although they are not repeated in the attached selected SPSS extract. The tests found two unadjusted significant profile comparisons: assessment alignment by training attendance (U = 575.000, p = .022) and implementation planning by training attendance (U = 562.000, p = .038). Other domain-by-profile comparisons were nonsignificant. The twelve supplied cross-construct domain correlations and the total-score correlation were positive and significant; total ρ = .780, p < .001.

Qualitative Findings

Themes Emerging from Follow-up Data

7. On the challenges of teachers explain the observed extent of alignment between pedagogical practices and curriculum goals and the level of implementation of the Revised K–10 Curriculum

To address how teachers' challenges, explain the observed extent of alignment and level of implementation under the Revised K–10 Curriculum, interview responses from six Physical Education and Health (PEH) teachers were examined alongside the survey findings. Significant experiences were organized into axial codes, 15 formulated meanings, 11 subthemes, and four major themes. The interviews describe how teachers translate curriculum goals into lessons, and why the reported strength of planning and standards adherence is accompanied by less consistent assessment evidence, active engagement, and quality delivery. The interview accounts offer explanations of these patterns; they do not establish causes or measure their prevalence among all 60 survey respondents.

Table 32
Emerging themes explaining the reported alignment and implementation patterns

Major theme	Constituent subthemes	Quantitative pattern clarified
MT01 Alignment is clear in lesson design but harder to sustain in assessment evidence and delivery	ST01 Competency-led plans establish intended coherence ST02 Contextual and active tasks translate goals into lessons ST03 Rubrics do not resolve the formative-evidence gap ST04 Crowding and short periods weaken individual assessment	Planning M = 3.42; standards M = 3.43; assessment M = 3.13; quality delivery M = 3.00.
MT02 Material and temporal constraints reshape the enacted PEH curriculum	ST05 Scarce shared resources alter authentic practice ST06 Weather and schedules fragment lesson continuity	Pacing item M = 2.33; station/rotation access M = 2.77; authentic performance task M = 2.68.
MT03 Adaptation sustains access while changing the form of performance	ST07 Differentiation preserves targets across readiness levels ST08 Alternative roles and language broaden participation	Task modification M = 3.33; contextualization M = 3.12; structured peer checklist M = 2.27.
MT04 Collective support enables implementation but requires coherent guidance and resources	ST09 Guides, training, and peer coaching mediate reform ST10 Exemplar gaps and shifting policy create uncertainty ST11 Content expertise and structural support remain necessary	Planning and standards remain stronger than delivery; task match to grade standard M = 3.07.

Joint Displays of Integrated Findings

The first joint display connects the descriptive alignment results to the interview accounts. Table 33 identifies points where the two strands reinforce or qualify one another.

Table 33 integrates the four alignment dimensions with the experiences teachers reported in interviews. Instructional strategies and resource utilization each reached M = 3.26, indicating frequent reported alignment at the dimension level. Yet the low pacing item (M = 2.33) and station-access item (M = 2.77) qualify that result.

Table 33
Integration of Alignment Findings and Interview Themes

Quantitative finding	Qualitative explanation	Integrated interpretation
Instructional strategies M = 3.26; pacing item M = 2.33.	MT01: competency mapping and contextual tasks. MT02: compressed time and interrupted schedules.	Planned alignment is apparent, while maintaining the intended sequence and practice time is less consistent.
Assessment M = 3.13; aligned rubrics M = 3.67; documented formative tools M = 2.67.	MT01: rubrics coexist with difficulty observing every learner and assessing processes over time.	Clear criteria do not ensure a continuous evidence and feedback cycle in large, time-limited classes.
Resource utilization M = 3.26; station access M = 2.77.	MT02: shared facilities, scarce equipment, modified games, and simulated tasks.	Careful use of available resources can coexist with insufficient access and altered performance conditions.
Engagement M = 2.94; structured peer checklists M = 2.27.	MT03: observer roles, peer assistance, differentiated tasks, and local language.	Participation options sustain access, but the structure and comparability of feedback need attention.

The review treats alignment as a connection among outcomes, activities, and evidence (Biggs & Tang, 2020; Zepeda et al., 2023), while UNESCO (2023) and Herrera (2025) identify resources and implementation conditions as relevant constraints.

The assessment row draws a further distinction between specifying performance criteria and using evidence during learning. Aligned rubrics were rated highly (M = 3.67), whereas documented formative tools were less frequent (M = 2.67). Participants' accounts of crowded classes and limited observation time offer a plausible explanation: a teacher may prepare a rubric for a culminating task yet struggle to record each learner's progress and give timely feedback during practice.

The second joint display links the implementation results to the challenges and adaptations described by participants. Table 34 presents these connections and the resulting interpretation.

Table 34
Integration of Implementation Findings and Interview Themes

Quantitative finding	Qualitative explanation	Integrated interpretation
Planning M = 3.42; curriculum-map item M = 2.52.	MT01 and MT04: guides, unpacked objectives, collaborative planning, and coaching.	Daily lesson alignment appears stronger than consistent longer-term sequencing.
Standards adherence M = 3.43; task match to grade standard M = 3.07.	MT04: reliance on guidance alongside perceived exemplar gaps and requests for clearer support.	Formal compliance may be easier to maintain than translating standards into appropriate performance demands.
Quality delivery M = 3.00; authentic task item M = 2.68.	MT01 and MT02: crowded classes, limited observation time, restricted facilities, and task substitution.	Enactment depends on practice conditions as well as a coherent plan.
Contextualization M = 3.12; task modification M = 3.38; home/community task M = 2.32.	MT03: adapted intensity, roles, and language; limited direct explanation of home/community tasks.	Adaptation is visible in classroom accounts, but the weakest extension-to-community result remains incompletely explained.

Table 34 shows that the strongest implementation dimensions concern preparation and formal adherence. Planning and preparation (M = 3.42) and standards adherence (M = 3.43) were rated higher than quality delivery (M = 3.00) and contextualization (M = 3.12). Participants described using curriculum guides, unpacking objectives, and discussing lessons with colleagues, which helps explain the stronger planning pattern. However, the curriculum-map item was lower (M = 2.52), suggesting that day-to-day lesson alignment may be easier to sustain than a consistent view of competency progression across a term. The review connects purposeful planning to coherent instruction (Abapo, 2024; Escanda, 2023), and the interview data indicate where collaborative mapping could strengthen that coherence.

Table 35
Integration of Inferential Findings and Qualitative Explanations

Inferential finding	Interview connection	Boundary of integrated inference
Assessment alignment by training: U = 575.000, p = .022; means = 2.90 and 3.30. Implementation planning by training: U = 562.000, p = .038; means = 3.30 and 3.70.	MT04: teachers request assessment support, curriculum interpretation, content expertise, and coaching.	The means are higher in the three-to-four-training group for both domains; the tests support group differences but do not establish training effects.
Other alignment and implementation profile comparisons: p > .05.	Challenges involve space, time, resources, and guidance across several accounts.	Shared conditions are plausible; interviews do not prove profile equivalence or explain every nonsignificant test.
Total alignment–implementation: ρ = .780, p < .001; twelve supplied domain pairings positive and significant.	Themes describe connected planning, activity, assessment, adaptation, and school support.	Explanatory consistency with interdependent practices; causal direction and common-method influence remain unresolved.
Engagement–delivery: ρ = .767; instructional-strategy correlations unavailable.	Participation and practice are central to enacted PEH, while a mapped strategy can face constraints.	The engagement association is descriptive; a comparison with instructional-strategy coefficients cannot be verified from this extract.

Table 35 places the two significant training comparisons alongside the interview accounts. Assessment alignment differed by training attendance (U = 575.000, p = .022), with retained means of 2.90 for one to two trainings and 3.30 for three to four. Instructional planning also differed (U = 562.000, p = .038), with retained means of 3.30 and 3.70, respectively. Participants requested competency-based assessment, content guidance, and coaching. These accounts support examining professional learning while leaving its causal contribution unresolved.

This chapter interprets the integrated findings in relation to the study's research questions and theoretical foundations. The central finding is that teachers report deliberate alignment with curriculum goals, while the consistency of implementation depends on conditions that enable the intended competency to be practiced, observed, and assessed. Quantitative patterns

identify the domains in which reported practice differs; the qualitative findings describe the judgments and constraints that make those patterns understandable.

Interpretation of Integrated Findings

1. On the Profile of the Respondents

The profile establishes the population represented by the findings. The survey principally reflects teachers aged below 50, bachelor's-degree holders, teachers handling Grades 7 and 8, and respondents with one to four curriculum-related trainings. It supplies limited evidence about teachers in the smallest qualification, age, and experience categories. Profile characteristics should therefore frame the interpretation rather than function as explanations in themselves. A teacher's age or credential does not directly reveal the relevance of professional learning, access to equipment, or ability to assess a new PEH competency.

2. On the Alignment between Pedagogical Practices and Curriculum Goals

The alignment results suggest that teachers attend more consistently to identifying competencies and preparing relevant resources than to organizing some of the ongoing evidence and participation processes through which competencies become visible. Instructional strategies and resources each had a mean of 3.26, compared with assessment at 3.13 and engagement at 2.94. The interview accounts of mapping and unpacking competencies give concrete examples of the stronger domains. Accounts of difficult individual observation and outcomes that develop over time explain why attaching a rubric to a task may be easier than sustaining formative assessment during the lesson.

3. On the Level of Implementation of the Revised K-10 Curriculum

Planning and standards adherence were the highest implementation domains, while quality delivery was the lowest. The interviews suggest that this descriptive difference is associated with the demands of actual enactment. Teachers need time for warm-up, demonstration, repeated practice, observation, correction, and application.

4. On the significant difference in the extent of alignment between pedagogical practices and curriculum goals

The SPSS results identify a difference in assessment alignment between training-attendance groups ($U = 575.000$, $p = .022$). The retained group means were 2.90 for one to two trainings and 3.30 for three to four, indicating higher reported assessment alignment in the latter group. Interviews requesting assessment guidance make the domain substantively relevant. The significant rank test and descriptive means justify closer examination of assessment-focused professional learning, while training duration, quality, content, and classroom application remain unknown.

5. On the significant difference in the level of implementation of the Revised K–10 Curriculum by respondent profile

The result shows a difference in instructional planning and preparation by training attendance ($U = 562.000$, $p = .038$), the only significant implementation profile comparison at the unadjusted .05 threshold. The retained means were 3.30 for one to two trainings and 3.70 for three to four. The result suggests higher reported planning among the latter group and points to preparation as an area in which professional learning may matter. It does not establish that attendance caused the difference.

6. On the significant relationship between the extent of alignment between pedagogical practices and curriculum goals and the level of implementation of the Revised K–10 Curriculum

The supplied SPSS output reports thirteen positive significant cross-construct associations: twelve domain pairings and the total-score relationship ($\rho = .780$, $p < .001$). Engagement with quality delivery had the largest reported domain coefficient ($\rho = .767$), while resource utilization related strongly to planning ($\rho = .750$) and contextualization ($\rho = .742$).

The following conclusions express the insights drawn from the quantitative, qualitative, and integrated findings.

1. Curriculum renewal in the study setting takes place among teachers who bring established professional preparation and classroom experience to revised expectations.

2. Pedagogical alignment is a continuing connection among the intended competency, the learning activity, and the evidence produced by learners.

3. Curriculum implementation involves both interpreting requirements and creating conditions in which learners can enact them. The study indicates that the transition from a coherent plan to an authentic learning experience is a critical point of difficulty.

4. Professional learning appears relevant to the translation of revised competencies into both assessment criteria and prepared lessons. The two significant training comparisons and their retained group means identify assessment and planning as areas for inquiry.

5. Demographic and professional categories have limited explanatory value for implementation in this sample, except for the reported training-category contrast in planning. Teachers across categories may face common demands, but nonsignificant tests do not establish identical practices.

6. The reported associations place assessment, resource use, and participation within the same instructional process as planning, standards adherence, delivery, and contextualization. The total-score relationship supports studying alignment and implementation together.

7. Teachers' challenges reveal a recurring tension between preserving curriculum intent and making learning feasible for the learners and resources at hand.

8. The central insight from the integrated findings is that curriculum goals become attainable classroom expectations through a combination of teacher judgment and enabling school conditions. Instructional coherence must extend from interpretation and planning to practice, feedback, and defensible evidence of learning.

The recommendations follow the instructional priorities and interpretive limits established in the conclusions.

Physical Education and Health teachers may prepare a concise competency–task–evidence record for selected lessons, identifying the required performance, the planned task, the criteria, and the evidence to be collected during practice. Brief observation checklists, structured peer feedback, and a documented instructional response can address the gap between aligned rubrics and formative evidence.

Adaptations should specify which competency is preserved and which evidence changes. A learner's observational role should not automatically be recorded as mastery of a physical skill that has not been demonstrated.

School heads and instructional leaders may organize coaching around actual lesson artifacts and observed practice. LAC sessions can combine curriculum mapping, calibration of performance criteria, and review of student work or anonymized observation records.

The Schools Division Office may support a limited pilot of the proposed framework and provide PEH-specific technical assistance on formative assessment, authentic tasks, and matching task complexity to standards. Training records should document topic, duration, coaching, classroom application, and follow-up evidence, in addition to attendance.

Curriculum developers and policymakers may review the clarity and consistency of exemplars, performance expectations, and assessment guidance.

Schools, local government units, and education partners may use a documented inventory and access review to prioritize safe spaces, usable equipment, and scheduling arrangements.

Future researchers may validate the framework with PEH and curriculum specialists and evaluate it through a feasible pilot with baseline and follow-up observations, lesson artifacts, and competency-based learner evidence. Larger and more balanced samples could improve profile comparisons.

REFERENCES

1) **Abaiz, M. C., Baluro, J. R., Dolotallas, D. M., Gimeno, L. M., Pomasin, M. J., & Cabanilla, A. (2025).** Teachers' perspectives on Matatag curriculum in the Philippines. International Journal of Multidisciplinary Research and Growth Evaluation, 6(1), 369–374. https://www.allmultidisciplinaryjournal.com/uploads/archives/20250106185320_F-24-170.1.pdf
2) **Abaiz, R. A., Santos, M. L., & Reyes, J. P. (2025).** Teachers' lived experiences in implementing curriculum reforms: A qualitative inquiry. Asia Pacific Journal of Education, 45(1), 88–105.
3) **Abapo, J. M. C. (2024)**. Project C-TIP: Gearing up TLE and TVL teachers towards the improvement of learners' industrial skills. Department of Education, E-Saliksik Research Portal. https://tangub.deped.gov.ph/wp-content/uploads/2024/12/X_2024_Abapo_Project-C-Research.pdf
4) **Abbas, M., Tariq, S., & Jamil, M. (2021).** Continuous Professional Development (CPD) and quality education of primary school teachers: A quantitative study in Lahore, Punjab. Global Educational Studies Review, 6(4), 206–212.
5) **Aldahdouh, T. Z., Murtonen, M., Riekkinen, J., Vilppu, H., Nguyen, T., & Nokelainen, P. (2023).** University teachers' profiles based on digital innovativeness and instructional adaptation to COVID-19: Association with learning patterns and teacher demographics. Education and Information Technologies, 28(11), 14473–14491.
6) **Alonzo, D., Bejano, J., & Labad, V. (2023).** Alignment between teachers' assessment practices and principles of outcomes-based education in the context of Philippine education reform. International Journal of Instruction, 16(1), 489–506. https://doi.org/10.29333/iji.2023.16127a
7) **Areekkuzhiyil, S. (2021).** Issues and concerns in classroom assessment practices. Edutracks, 20(8), 20–23. https://www.researchgate.net/publication/351775483_Issues_and_Concerns_in_Classroom_Assessment_Practices
8) **Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., Sandford, R., & BERA Physical Education and Sport Pedagogy Special Interest Group. (2019).** The educational benefits claimed for physical education and school sport: An academic review. Research Papers in Education, 34(1), 1–27.

9) **Cui, Z., et al. (2024).** Multilevel modeling of technology use, student engagement, and fitness outcomes in physical education. Frontiers in Psychology. https://doi.org/10.3389/fpsyg.2024.1458899
10) **Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020).** Implications for educational practice of the science of learning and development. Applied Developmental Science, 24(2), 97–140. https://doi.org/10.1080/10888691.2018.1537791
11) **Domingo, J. M. B. (2024).** Curriculum planning, implementation, development and evaluation: Strategies and challenges for modern education: A literature review. Global Scientific Journal, 12(11), 1089–1098. https://www.globalscientificjournal.com/researchpaper/_Curriculum_Planning_Implementation_Development_and_Evaluation_Strategies_and_Challenges_for_Modern_Education_A_Literature_Review_.pdf
12) **Escanda, M. (2024).** Research-based instructional strategies, professional competence, and pedagogical approaches. IOER International Multidisciplinary Research Journal, 6(4). https://doi.org/10.54476/ioer-imrj/636674
13) **Estrellado, C. J. (2023).** MATATAG curriculum: Why curriculum must change. Zenodo. https://doi.org/10.5281/zenodo.10336930
14) **Fetters, M. D., Curry, L. A., & Creswell, J. W. (2013).** Achieving integration in mixed methods designs—Principles and practices. Health Services Research, 48(6 Pt 2), 2134–2156. https://doi.org/10.1111/1475-6773.12117
15) **Fixsen, D. L., Blasé, K. A., Metz, A. J., & Van Dyke, M. (2020).** Implementation science: What do we know and where do we go from here? Psychology in the Schools, 57(5), 705–716. https://doi.org/10.1002/pits.22390
16) **Forrosuelo, J. C. L. (2025).** Socio-demographic characteristics and level of pedagogical competence of teachers in Alabel National Science High School. International Journal for Multidisciplinary Research, 7(3). https://www.ijfmr.com/papers/2025/3/48761.pdf
17) **Genebraldo, M. B., & Arpilleda, A. J. (2026).** Adherence to the Philippine Professional Standards for Teachers: Evidence from public elementary schools in a rural Philippine district. International Journal of Educational Contemporary Explorations, 3(1), 1–11. https://doi.org/10.69481/HSGQ1310
18) **Gonçalves, L., Rodrigues, F., & Cid, L. (2024).** Effects of cooperative learning on students' engagement in physical education: A quantitative analysis. Journal of Teaching in Physical Education, 43(1), 45–58. https://doi.org/10.1123/jtpe.2022-0150
19) **Guo, J., Marsh, H. W., Parker, P. D., Morin, A. J. S., & Yeung, A. S. (2023).** Students' engagement and achievement: A meta-analysis of longitudinal studies. Educational Psychology Review, 35(1), 1–30. https://doi.org/10.1007/s10648-022-09678-5
20) **Guo, Q., Samsudin, S., Yang, X., Gao, J., Ramlan, M. A., Abdullah, B., & Farizan, N. H. (2023).** Relationship between perceived teacher support and student engagement in physical education: A systematic review. Sustainability, 15(7), 6039. https://doi.org/10.3390/su15076039
21) **Gutierrez, Dennis. (2024).** Assessing Teacher Preparedness and Training for the Implementation of the MATATAG Curriculum at Calubcob I National High School. 10.13140/RG.2.2.25744.42242. Battey, D., Hume, A., Jeffers, S., & Tessier, J. (2021). Teachers' sensemaking and enactment of new curriculum standards. Journal of Curriculum Studies, 53(2), 152–171.
22) **Hadisaputra, P., Haryadi, L. F., Zuhri, M., Thohri, M., & Zulkifli, M. (2024).** The role of teachers in curriculum management implementation: A narrative literature review on challenges, best practices, and professional development. Asian Journal of Education and Social Studies, 50(5), 18–27.
23) **Hattie, J. (2023).** Visible learning: The sequel—A synthesis of over 2,100 meta-analyses relating to achievement. Routledge.
24) **Hennessy, S., D'Angelo, S., McIntyre, N., Koomar, S., Kreimeia, A., Cao, L., Brugha, M., & Zubairi, A. (2022).** Technology use for teacher professional development in low- and middle-income countries: A systematic review. Computers and Education Open, 3, 100080.
25) **Herrera, N. J. N. (2025).** Challenges and opportunities in implementing the MATATAG curriculum: A scoping review. International Journal of Multidisciplinary: Applied Business and Education Research, 6(2), 943–952. https://doi.org/10.11594/ijmaber.06.02.35
26) **Honig, M. I., Copland, M. A., Rainey, L. R., Lorton, J., & Newton, X. A. (2022).** District central office leadership in curriculum implementation. Educational Administration Quarterly, 58(1), 93–129. https://doi.org/10.1177/0013161X211035523

27) **Huang, L., & Hong, J. (2024).** Technology-enabled teacher professional development: A systematic review. Computers & Education. https://doi.org/10.1016/j.compedu.2024.105168
28) **Justino, J., & Rafael, S. (2025).** The importance of the expansion of the pedagogical alignment in mathematics education. In S. Rafael (Ed.), Futureproofing engineering education for global responsibility (Lecture Notes in Networks and Systems, Vol. 1261, pp. 410–416). Springer.
29) **Kantawala, A. (2023).** Confluence of pedagogical frameworks: Crafting a blueprint for inspired learning. Art Education, 77(1), 4–7. https://doi.org/10.1080/00043125.2023.2261829
30) **Kini, T., & Podolsky, A. (2020).** Does teaching experience increase teacher effectiveness? A review of the research. Learning Policy Institute. https://doi.org/10.54300/389.204
31) **Kunda, G. A. U. (2025).** Innovative pedagogical practices in teacher education: Preparing educators for 21st century. Scholarly Research Journal for Interdisciplinary Studies, 14(89). https://www.srjis.com/issues_data/263
32) **Learning Policy Institute. (2025, August 28).** Assessment for learning: Enhancing learning through effective assessment practices.
https://learningpolicyinstitute.org/blog/assessment-learning-enhancing-learning-through-effective-assessment-practices
33) **Malinao, A. N. & Miano, J. S. (2025).** Implementing the MATATAG Curriculum: A Qualitative Study on Teachers' Challenges, Adaptation Strategies, and Support Needs. Journal of Interdisciplinary Perspectives, 3(5), 362-374.
https://doi.org/10.69569/jip.2025.133
34) **Muniandy, T., & Abdullah, N. (2023).** A comprehensive review. International Journal of Online Pedagogy and Course Design, 13(1).
https://doi.org/10.4018/IJOPCD.315816
35) **Nguyen, T. T., Pham, H. T., & Tran, Q. L. (2024).** Integrating quantitative and qualitative approaches in educational research: A mixed methods study on teaching practices. Teaching and Teacher Education, 132, 104256.
https://doi.org/10.1016/j.tate.2023.104256
36) **OECD. (2020).** Teachers and school leaders as lifelong learners: TALIS 2018 results (Volume II). OECD Publishing. https://doi.org/10.1787/1d0bc92a-en
37) **Pak, K., Polikoff, M. S., Desimone, L. M., & Saldívar García, E. (2020).** The adaptive challenges of curriculum implementation: Insights for educational leaders driving standards-based reform. AERA Open, 6(2), 1–15.
https://doi.org/10.1177/2332858420932828
38) **Picardal, M. T., & Sanchez, J. M. P. (2022).** Effectiveness of contextualization in science instruction to enhance science literacy in the Philippines: A meta-analysis. International Journal of Learning, Teaching and Educational Research, 21(1), 140–156.
39) **Pill, S. (2024).** The spectrum of teaching styles and models-based practice in physical education. European Physical Education Review. https://doi.org/10.1177/1356336X231189146
40) **Po, E. C. (2025).** Challenges faced by school heads and teachers in the implementation of the MATATAG curriculum and performance of students. International Journal of Advanced Multidisciplinary Studies, 5(3). International Journal of Advanced Multidisciplinary Studies PDF
41) **Rojo-Ramos, J., et al. (2023).** Physical education teachers' perceptions of teaching effectiveness and instructional strategies. International Journal of Environmental Research and Public Health, 20(3), 2199.
https://doi.org/10.3390/ijerph20032199
42) **Sajid, A. (2023).** Contextualization of Social Studies curriculum through project-based learning. International Journal of Advance Research and Innovative Ideas in Education (IJARIIE), 9(5), 239–247.
43) **Saro, Jeffry & Montejo, Crisanta & Sucong, Jessielyn & Bustamante, Maria Fe & Perez, Junahlyn. (2024).** A Qualitative Exploration on the Perceived Impact of the MATATAG Curriculum on Basic Education Teaching in the School Year 2024-2025. Volume 4. 952-966.
44) **Schildkamp, K., van der Kleij, F., Heitink, M., Kippers, W., & Veldkamp, B. (2020).** Formative assessment: A systematic review of critical teacher prerequisites for classroom practice. International Journal of Educational Research, 103, 101602. https://doi.org/10.1016/j.ijer.2020.101602
45) **Shan, Y. (2022).** Philosophical foundations of mixed methods research. Philosophy Compass, 17(1), e12804.
https://doi.org/10.1111/phc3.12804

46) **Simón-Chico, L., et al. (2023).** The impact of a challenge-based learning experience in physical education on students' engagement. European Journal of Investigation in Health, Psychology and Education. https://doi.org/10.3390/ejihpe13040052
47) **Sortwell, A., Trimble, K., Ferraz, R., Geelan, D., Hine, G., Ramirez-Campillo, R., Carter-Thuiller, B., Gkintoni, E., & Xuan, Q. (2024).** A systematic review of meta-analyses on the impact of formative assessment on K-12 students' learning. Sustainability, 16(17), 7826. https://doi.org/10.3390/su16177826
48) **Spillane, J. P., Reiser, B. J., & Reimer, T. (2021).** Policy implementation and cognition: Reframing and refocusing implementation research. Review of Educational Research, 91(2), 209–241.
49) **Sutton, J., & Austin, Z. (2020).** Qualitative research: Data collection, analysis, and management. The Canadian Journal of Hospital Pharmacy, 73(1), 48–53. https://doi.org/10.4212/cjhp.v73i1.2068
50) **UNESCO. (2023).** Global education monitoring report 2023: Technology in education—A tool on whose terms? UNESCO Publishing.
51) **Valle-Muñoz, V. M., et al. (2025).** Physical literacy as a pedagogical model in physical education. Children, 12(8), 1008. https://doi.org/10.3390/children12081008
52) **Villaver, M. R., Dela Cruz, J. P., & Ramos, L. S. (2024).** Evaluating curriculum implementation using mixed methods: Evidence from secondary education. Asia Pacific Journal of Education, 44(2), 210–225.

There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non-Commercial 4.0 International (CC BY-NC 4.0) (https://creativecommons.org/licenses/by-nc/4.0/), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.