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Attitude Towards the Enhanced MATATAG Curriculum and The Academic Achievement of Junior High School Students: Basis for A Program Plan

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ABSTRACT*:* This study examined the attitude of selected Junior High School students of Mater Dei Academy in Tagaytay City toward the Enhanced MATATAG Curriculum and its relationship to academic achievement in Mathematics during the school year 2026 to 2027 as basis for a program plan. Specifically, it determined the profile of the 100 JHS students in terms of age and sex; assessed the level of student attitude toward the Enhanced MATATAG Curriculum in terms of perceived relevance, motivation to learn, and perceived difficulty; and determined the level of academic achievement based on First Term Assessment results. The study also examined the significant differences in attitude when respondents were grouped according to profile variables, and the significant relationship between attitude and academic achievement. Descriptive statistics, independent samples t-test, one-way analysis of variance (ANOVA), and Pearson correlation analysis were employed to analyze the gathered data. The findings showed that the respondents were predominantly 13 years old (29.0%) and female (52.0%). Student attitude toward the Enhanced MATATAG Curriculum was generally assessed at a High level in terms of perceived relevance ($M = 2.93, SD = 0.73$) and motivation to learn ($M = 2.56, SD = 0.87$), while perceived difficulty ($M = 2.40, SD = 0.89$) was assessed at a Low level. Academic achievement in Mathematics was outstanding (68.0%) to very satisfactory (27.0%). The t-test and ANOVA results indicated that age showed significant differences across all three dimensions of attitude—perceived relevance ($F = 2.58, p = .04$), motivation to learn ($F = 2.60, p = .04$), and perceived difficulty ($F = 3.20, p = .02$)—while sex showed no significant differences. Correlational analysis revealed no statistically significant relationship between academic achievement and perceived relevance ($r = .018, p = .859$) or motivation to learn ($r = .019, p = .851$), but a statistically significant negative correlation with perceived difficulty ($r = -.260, p = .009$). Based on the findings, a program plan titled "MATATAG FORWARD" is proposed to address student perceptions of difficulty and strengthen curriculum engagement.

KEYWORDS: Enhanced MATATAG Curriculum, perceived relevance, motivation to learn, perceived difficulty, academic achievement, Junior High School students

I. INTRODUCTION

Education is widely recognized as the primary vehicle through which nations develop the human capital needed for sustained social, economic, and civic progress. In the Philippines, the Department of Education has consistently pursued curriculum reform as a strategic lever for improving the quality of basic education and ensuring that Filipino learners are equipped with the knowledge, skills, and values required for twenty-first century life. The most recent and far-reaching of these reform efforts is the Enhanced MATATAG Curriculum, officially launched in August 2023 and implemented in phases beginning with School Year 2024 to 2025. Among the key features of the MATATAG Curriculum are a decongested curriculum, focus on foundational skills, balanced cognitive demands, clearer articulation of twenty-first century skills, reduced learning areas, intensified values and peace education, and standards at par with international benchmarks.

The MATATAG Curriculum represents a deliberate and comprehensive response to the longstanding weaknesses of the previous K to 12 program, particularly the persistent problems of content overload, insufficient development of foundational literacy and numeracy skills, and curriculum incoherence across grade levels. At the Junior High School level, the Enhanced MATATAG Curriculum introduces significant changes to how subjects are structured, sequenced, and experienced in the classroom. These changes directly affect the daily academic lives of Junior High School students, making their subjective attitudinal responses to the curriculum an important and underexamined dimension of curriculum effectiveness. Research consistently establishes that student attitudes toward a curriculum significantly influence their motivation, engagement, and academic

outcomes (Wakhata et al., 2024; Bureau et al., 2022). When students find their curriculum personally relevant, motivating, and manageable in terms of difficulty, they are more likely to engage actively and perform well academically.

Consistent with national and global development frameworks, this study aligns with the reform priorities identified by the Second Congressional Commission on Education (EDCOM II, 2025), which calls for evidence-based assessment of curriculum coherence and learning outcomes in Philippine basic education. It also aligns with the vision of AmBisyon Natin 2040 for a nation of well-educated Filipinos, as well as SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions). Despite these policy anchors, empirical research specifically examining how Junior High School students perceive the Enhanced MATATAG Curriculum across perceived relevance, motivation to learn, and perceived difficulty, and how these relate to academic achievement, remains limited. This study addresses this gap by investigating these relationships among Junior High School students of Mater Dei Academy in Tagaytay City.

Research Question

This study seeks to determine the attitude of selected Junior High School students of Mater Dei Academy in Tagaytay City toward the Enhanced MATATAG Curriculum and its relationship to their academic achievement in Mathematics during the school year 2026 to 2027.

Specifically, this study seeks to answer the following research questions:

1. What is the profile of the selected Junior High School students of Mater Dei Academy in terms of:
    1.1 Grade Level;
    1.2 Age; and
    1.3 Sex?
2. What is the level of attitude of the selected Junior High School students of Mater Dei Academy toward the Enhanced MATATAG Curriculum in terms of:
    2.1 Perceived Relevance;
    2.2 Motivation to Learn; and
    2.3 Perceived Difficulty?
3 What is the level of academic achievement of the selected Junior High School students of Mater Dei Academy based on their First Term Assessment?
4. Is there a significant difference in the attitude of the selected Junior High School students toward the Enhanced MATATAG Curriculum when they are grouped according to their profile?
5. Is there a significant relationship between the attitude of the selected Junior High School students toward the Enhanced MATATAG Curriculum and their academic achievement?
6. Based on the results of the study, what program plan may be proposed?

II. SCOPE AND LIMITATION OF THE STUDY

This study focuses on describing the attitudes of selected Junior High School students of Mater Dei Academy in Tagaytay City toward the Enhanced MATATAG Curriculum across three dimensions (perceived relevance, motivation to learn, and perceived difficulty), determining their academic achievement in Mathematics based on First Term Assessment results, and examining the relationships and differences among these variables.

The respondents are limited to 100 selected Junior High School students enrolled in Grades 7 through 10 of Mater Dei Academy during School Year 2026–2027. The geographical coverage is confined to Mater Dei Academy in Tagaytay City, Cavite. Academic achievement is measured solely through First Term Assessment grades in Mathematics. The study employs a quantitative descriptive-correlational research design using self-reported survey data. The proposed program plan is conceptual in nature based on the empirical findings.

FRAMEWORK

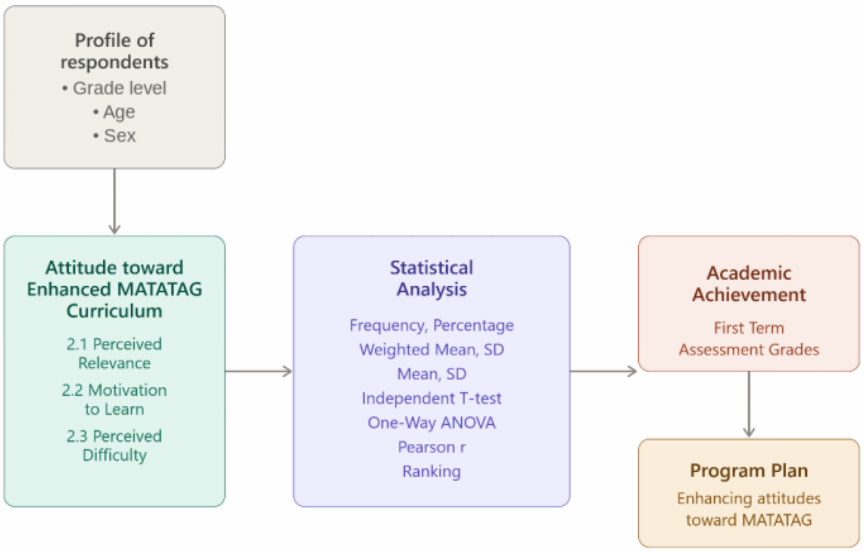


Figure 1. *The Conceptual Framework*

The conceptual framework of this study presents a theory-driven relational model illustrating the proposed relationships among the study's variables. Consistent with the UPHSD Graduate School guidelines discouraging overly simplistic Input-Process-Output models, the framework adopts a directional relationship model grounded in the theoretical perspectives of SEVT and Constructivist Learning Theory.

The independent variable of the study is the **Attitude of Selected Junior High School Students of Mater Dei Academy toward the Enhanced MATATAG Curriculum**, examined through three theoretically grounded dimensions: **Perceived Relevance**, corresponding to the utility value sub-component of SEVT and the constructivist emphasis on content meaningfulness; **Motivation to Learn**, corresponding to the intrinsic value sub-component of SEVT and the constructivist emphasis on active and self-directed engagement; and **Perceived Difficulty**, corresponding to the cost sub-component of SEVT and the constructivist emphasis on cognitive appropriateness and challenge.

The **Profile of the Respondents**, in terms of grade level, age, and sex, provides the contextual grouping variable through which significant differences in attitude are examined. These attitudinal dimensions, in conjunction with the respondent profile, are proposed to have a significant directional relationship with the **Academic Achievement** of the selected Junior High School students of Mater Dei Academy, operationalized through their First Term Assessment grades. A directional arrow from attitude toward academic achievement reflects the theoretical proposition that students who hold more favorable attitudes across the three dimensions are more likely to achieve better academic results. A secondary pathway from respondent profile to attitude reflects the examination of significant differences in attitude by grade level, age, and sex. The framework directly corresponds to each of the research questions and hypotheses stated in the statement of the problem.

Research Design

This study employs a **quantitative descriptive research design**. Descriptive research systematically describes the characteristics, levels, and patterns of variables within a defined population as they naturally exist, without experimental manipulation (Creswell and Creswell, 2020). The quantitative approach enables the precise and objective measurement and analysis of attitudinal levels, group differences, and correlational relationships among the study's variables through appropriate statistical procedures. Within this design, the study also incorporates comparative and correlational elements to address research questions four and five, examining whether significant differences in attitude exist across student profile groups and whether a significant relationship exists between attitude and academic achievement.

The design is appropriate for this study because the primary objective is to describe the level of attitude of selected Junior High School students of Mater Dei Academy toward the Enhanced MATATAG Curriculum across three dimensions, describe their academic achievement, examine differences in attitude by profile, and determine the relationship between attitude and academic achievement. This design is supported by prior Philippine studies on curriculum attitudes that have successfully employed similar

quantitative descriptive-correlational approaches to generate actionable findings for curriculum improvement (Capuno et al., 2019; Etcuban et al., 2024). The practical output of this study, a validated Likert-scale questionnaire for measuring Junior High School student attitudes toward the Enhanced MATATAG Curriculum, is generated through the instrument development and validation procedures embedded within this research design.

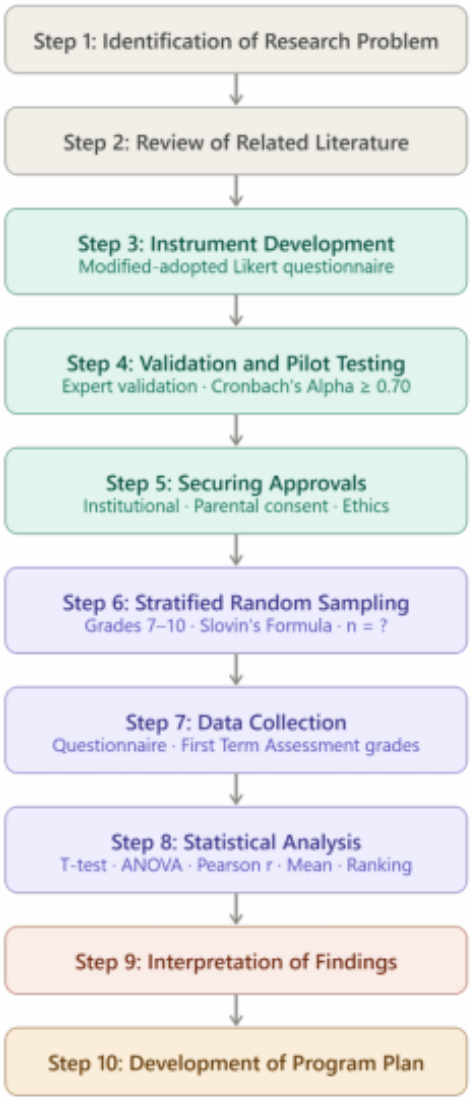


Figure 2. *Research Process Flow Diagram*

Research Instruments

The primary data collection instrument of this study is a **modified-adopted Likert-scale questionnaire** developed specifically for this investigation and adapted from validated instruments used in related studies on curriculum attitudes and student engagement, including those of Capuno et al. (2019), Bureau et al. (2022), and Etcuban et al. (2024). Items from these existing instruments are carefully reviewed, selected, synthesized, and contextually modified to align with the specific variables, theoretical framework, cultural context, and target population of the present study.

The questionnaire is organized into three parts. **Part I** gathers the demographic profile of the respondents, specifically their grade level (Grade 7, Grade 8, Grade 9, or Grade 10), age (in years), and sex (Male or Female). **Part II** is the central attitudinal measurement component organized into three subscales corresponding to the three attitudinal dimensions of the study. The **Perceived Relevance** subscale consists of seven items measuring the degree to which students find the MATATAG Curriculum personally meaningful and applicable. The **Motivation to Learn** subscale consists of seven items measuring students' internal drive and behavioral inclination to engage with the curriculum. The **Perceived Difficulty** subscale consists of seven items measuring

students' subjective cognitive assessment of the curriculum's demands. All items in Part II are measured using a **four-point Likert scale** with response options of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1), deliberately excluding a neutral midpoint to minimize non-committal responses and to generate more decisive and interpretively meaningful attitudinal data. **Part III** records the respondents' First Term Assessment grades as the measure of academic achievement, gathered from official school records with the written authorization of the school administration.

The complete research questionnaire is included in Appendix B of this study.

Data Collection Procedures

The data collection procedure of this study will be conducted in a systematic, sequential, and ethically guided manner, following the standard protocols for conducting quantitative survey research in the Philippine private basic education setting.

Prior to actual data gathering, the researcher will complete all necessary preparatory steps, including the finalization of the research instrument through expert validation, the conduct and analysis of the pilot test for reliability, and the preparation of all required administrative and ethical documentation. The researcher will then submit a formal written request letter to the principal of Mater Dei Academy, clearly explaining the purpose, scope, expected duration, and procedures of the study, and requesting written authorization to administer the questionnaire to selected Junior High School students and to access their First Term Assessment grade records from the school registrar. Data collection commences only after written institutional authorization will be received from the school administration.

Upon securing approval, the researcher coordinates with the school principal and the class advisers of the selected respondents to arrange a mutually convenient schedule for questionnaire administration that minimizes disruption to the regular instructional program. Before the actual administration of the questionnaire, the researcher will conduct a brief orientation session with the selected respondents to explain the purpose of the study, the nature and structure of the questionnaire, the voluntary character of their participation, and the assurance of strict confidentiality for all responses. Since the respondents are minors, parental or guardian informed consent forms will be distributed and collected in advance of the data gathering session, and the assent of the student respondents themselves is secured during the orientation.

The questionnaire will be administered during a designated period within the regular school day at Mater Dei Academy. The researcher is present throughout the entire administration session to provide clarifications on any item, to ensure that all sections of the questionnaire are completed, and to maintain the orderly conduct of the data collection process. Respondents are allotted approximately 20 to 30 minutes to accomplish the questionnaire. Upon completion, all questionnaires are immediately collected by the researcher, checked on-site for completeness, and organized by grade level. Questionnaires with more than ten percent of items left unanswered are addressed through the replacement procedure described in the sampling section.

Academic grade data are gathered separately from the official school records of the respondents with the written authorization of the school administration and registrar. All grade data are recorded using coded identifiers to protect the confidentiality of individual respondents throughout the analysis and reporting process. The collected questionnaire responses and grade data are subsequently encoded into Microsoft Excel for organization and data management, and transferred to SPSS for statistical analysis.

III. RESULTS

This chapter presents the results of the data analysis conducted in the study. The collected data are organized, analyzed, and interpreted in accordance with the research questions or hypotheses stated in Chapter 1 and the statistical procedures described in Chapter 3. The findings are presented using appropriate statistical tables and narrative explanations to facilitate clear interpretation of the results. This chapter focuses on the objective presentation and analysis of the data, which serve as the basis for the discussion of findings in the succeeding chapter.

Research Question 1. What is the profile of the selected Junior High School students of Mater Dei Academy in terms of grade level, age, and sex?

The respondents of the study consisted of 100 students enrolled in a private school across all levels. Their profile characteristics were described in terms of students' grade level, age, and sex. This profile provides a clear background of the participants, which is essential in analyzing their perceptions enhanced MATATAG curriculum. Tables 4 and 5 present the profile characteristics of the respondents in terms of age and sex, while their distribution by grade level, determined through the proportional allocation of the sample across the four grade-level strata, is presented in Table 1 of Chapter 3. The surveyed students

were chosen using the stratified random sampling technique, in which students were randomly selected from each grade level (stratum) in proportion to its enrollment, as described in Chapter 3.

Table 4. *Students' Profile According to Age*

Age	Frequency	Percentage
12 years old	17	17
13 years old	29	29
14 years old	25	25
15 years old	12	12
16 years and above	17	17
Total	100	100

The age distribution of the surveyed students was presented in Table 4. The results indicate that the majority of the respondents were 13 years old comprising 29% of the entire sample. This was followed by 14 years old, representing 25%. The findings suggest that the majority of the respondents were in the early years of junior high school education. This distribution may help the study in understanding the developmental stage and educational needs of early junior high school students.

Table 5. *Students' Profile According to Sex*

Sex	Frequency	Percentage
Male	48	48
Female	52	52
Total	100	100

The sex distribution of the surveyed students was presented in Table 5. The results indicate that the majority of the respondents were female comprising 52% and the remaining 48% were male respondents. It was noticeable that there was a small difference in the sex distribution, this suggests that the sample was relatively balanced, allowing for comparative analyses between genders without significant bias.

Research Question 2. What is the level of attitude of the selected Junior High School students of Mater Dei Academy toward the Enhanced MATATAG Curriculum in terms of perceived relevance, motivation to learn, and perceived difficulty?

The Enhanced MATATAG Curriculum in the Philippines is a reform initiative aimed at improving basic education by focusing on core competencies, critical thinking, and values formation, ensuring that students develop holistically and are better prepared for future challenges.

This research question addresses the level of attitude of the selected JHS students towards the enhanced MATATAG curriculum as to perceived relevance, motivation to learn, and perceived difficulty. The three dimensions for this construct was measured by means of weighted mean and standard deviations, which are actually descriptive statistical tools appropriate for measuring these constructs.

Table 6 displays the perceived relevance aspect of the enhanced MATATAG curriculum, showing that students have a high level of attitude for its relevance, indicating that they find the curriculum meaningful and applicable to their educational and real-life experiences.

Table 6. *Level of Attitude of the Selected Junior High School Students of Mater Dei Academy toward the Enhanced MATATAG Curriculum in terms of Perceived Relevance*

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
1. I believe that the Enhanced MATATAG Curriculum is of value to me as a student.	2.91	0.75	High
2. I think that what I learn under the Enhanced MATATAG Curriculum is useful for my everyday life.	3.03	0.66	High
3. I think the Enhanced MATATAG Curriculum is important because it can help me achieve my future goals.	3.00	0.57	High
4. I believe the content of the Enhanced MATATAG Curriculum is beneficial to me as a Filipino student.	3.03	0.67	High
5. I think the lessons I learn under the Enhanced MATATAG Curriculum can help me in real life situations.	2.98	0.77	High
6. I believe the Enhanced MATATAG Curriculum is an important part of my education.	3.19	0.71	High
7. I would be willing to engage with the Enhanced MATATAG Curriculum because it has real value to me.	2.70	0.70	High
8. I can see a clear connection between what I learn under the Enhanced MATATAG Curriculum and my personal experiences.	2.57	0.79	High
9. The Enhanced MATATAG Curriculum teaches me knowledge and skills I can apply outside of school.	3.03	0.70	High
10. I feel that what I study under the Enhanced MATATAG Curriculum truly matters for my growth as a learner.	2.86	0.78	High
Overall Weighted Mean	**2.93**	**0.73**	**High**

Note: 1.00 – 1.49 = Very Low; 1.50 – 2.49 = Low; 2.50 – 3.49 = High; 3.50 – 4.00 = Very High

As a result, students learning Math are likely to experience increased motivation and engagement, which can enhance their understanding and retention of mathematical concepts, ultimately leading to improved academic performance in Math.

Among the indicators, the statement “I believe the Enhanced MATATAG Curriculum is an important part of my education” obtained the highest mean score of 3.19 (SD = 0.71), interpreted with a high level. These findings highlight the students' strong recognition of the importance of the Enhanced MATATAG Curriculum in their education, suggesting a positive perception and potentially a high level of engagement and value placed on the curriculum's role in their learning experience.

In contrast, the statement “I can see a clear connection between what I learn under the Enhanced MATATAG Curriculum and my personal experiences” received the lowest mean score of 2.57 (SD = 0.79), although remained in high level of assessment by the students. This discrepancy suggests that while students appreciate the curriculum's overall value, they may not always perceive a direct, personal connection between the material and their everyday experiences, highlighting a potential area for curriculum refinement and integration of more relatable examples or real-world applications.

Table 7. *Level of Attitude of the Selected Junior High School Students of Mater Dei Academy toward the Enhanced MATATAG Curriculum in terms of Motivation to Learn*

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
1. I enjoy learning under the Enhanced MATATAG Curriculum very much.	2.25	0.90	Low
2. Studying under the Enhanced MATATAG Curriculum is fun and enjoyable for me.	2.21	0.86	Low
3. I would describe learning under the Enhanced MATATAG Curriculum as very interesting.	2.68	0.74	High
4. While I am studying under the Enhanced MATATAG Curriculum, I often think about how much I enjoy it.	2.26	0.96	Low
5. The Enhanced MATATAG Curriculum holds my attention and keeps me engaged in my lessons.	2.60	0.80	High
6. I feel motivated and eager to actively participate in learning under the Enhanced MATATAG Curriculum.	2.44	0.84	Low
7. I willingly invest time and effort in completing tasks and activities required by the Enhanced MATATAG Curriculum.	2.75	0.89	High
8. The Enhanced MATATAG Curriculum inspires me to explore topics and ideas beyond what is discussed in class.	2.70	0.82	High
9. I persist in studying and completing my work under the Enhanced MATATAG Curriculum even when topics are challenging.	2.90	0.81	High
10. I feel a genuine desire to understand and master the content presented under the Enhanced MATATAG Curriculum.	2.79	0.78	High
Overall Weighted Mean	**2.56**	**0.87**	**High**

Note: 1.00 – 1.49 = Very Low; 1.50 – 2.49 = Low; 2.50 – 3.49 = High; 3.50 – 4.00 = Very High

As shown in Table 7, the respondents regarded this dimension with a high level of attitude for its learning motivation, having an overall weighted mean of 2.56 (SD = 0.87). The findings indicate that the has shown a significant increase, suggesting that the student-centered and activity-based approach of the MATATAG curriculum is effective in fostering a growth mindset and promoting intrinsic motivation among students. The data further suggest that students who were given more opportunities to take ownership of their learning and make choices in the classroom demonstrated even higher levels of motivation and engagement, indicating a positive correlation between autonomy and motivation in the context of the MATATAG curriculum.

Among the indicators, the statement “I persist in studying and completing my work under the Enhanced MATATAG Curriculum even when topics are challenging” with a mean of 2.90 (SD = 0.81), interpreted with a high level of learning motivation. The result implies that the Enhanced MATATAG Curriculum is effective in fostering a persistent and driven attitude among students, particularly when it comes to tackling challenging subjects and assignments.

On the other hand, the statement “Studying under the Enhanced MATATAG Curriculum is fun and enjoyable for me” with a mean score of 2.21 (SD = 0.86) and interpreted with a low level of learning motivation. The result implies that students may not be highly motivated or find studying under the Enhanced MATATAG Curriculum enjoyable, which could affect their overall engagement and enthusiasm for learning.

Table 8. *Level of Attitude of the Selected Junior High School Students of Mater Dei Academy toward the Enhanced MATATAG Curriculum in terms of Perceived Difficulty*

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
1. I do not feel nervous or anxious about meeting the requirements of the Enhanced MATATAG Curriculum.	2.23	0.90	Low
2. I do not feel pressured or tense while studying under the Enhanced MATATAG Curriculum.	2.09	0.90	Low
3. I feel relaxed and comfortable while working on tasks and activities under the Enhanced MATATAG Curriculum.	2.22	0.95	Low
4. I feel confident and competent in handling the academic demands of the Enhanced MATATAG Curriculum.	2.62	0.89	High
5. I think I perform well in my studies under the Enhanced MATATAG Curriculum compared to my classmates.	2.45	0.86	Low
6. After working on tasks under the Enhanced MATATAG Curriculum for some time, I feel I can manage them successfully.	2.57	0.79	High
7. I am satisfied with my ability to meet the challenges and requirements of the Enhanced MATATAG Curriculum.	2.48	0.93	Low
8. I find the content and lessons under the Enhanced MATATAG Curriculum easy to understand and follow.	2.65	0.74	High
9. The volume of topics and tasks required by the Enhanced MATATAG Curriculum is manageable for me.	2.46	0.82	Low
10. I feel that the Enhanced MATATAG Curriculum do not overwhelm me with excessive content or requirements.	2.75	0.91	High
Overall Weighted Mean	**2.40**	**0.89**	**Low**

Note: 1.00 – 1.49 = Very Low; 1.50 – 2.49 = Low; 2.50 – 3.49 = High; 3.50 – 4.00 = Very High

Table 8 presents the level of attitude of the JHs students towards the enhanced MATATAG curriculum in terms of perceived difficulty. Based on the 4-point Likert scale, this dimension obtained an overall weighted mean of 2.40 (SD = 0.89), interpreted as high level of attitude among the students. The result implies that the students generally perceive the enhanced MATATAG curriculum as not that difficult, leaning towards being somewhat manageable rather than overly challenging.

Among the indicators, the statement "I find the content and lessons under the Enhanced MATATAG Curriculum easy to understand and follow" received the highest mean score of 2.65 (SD – 0.74), interpreted with a high level of attitude. This indicates that students predominantly agree that they find the content and lessons under the Enhanced MATATAG Curriculum easy to understand and follow, reflecting a positive attitude towards the clarity and comprehensibility of the curriculum despite their overall perception of difficulty.

Conversely, the statement "I do not feel pressured or tense while studying under the Enhanced MATATAG Curriculum" with a mean score of 2.09 (SD = 0.90), interpreted with a low level of attitude towards the perceived difficulty dimension. This suggests that students generally do not feel pressured or tense while studying under the Enhanced MATATAG Curriculum, indicating a relatively low level of stress or anxiety associated with the curriculum, despite some perceptions of difficulty. Thus, the curriculum appears to support a relatively comfortable learning environment where students are not overwhelmed by stress or pressure, even if they perceive some aspects as challenging.

Summary Table of the Level of Attitude Towards the Enhanced MATATAG Curriculum.

Table 9. *Summary of the Level of Attitude of the Selected JHS Students toward the Enhanced MATATAG Curriculum*

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
Perceived Relevance	2.93	0.73	High
Motivation to Learn	2.56	0.87	High
Perceived Difficulty	2.40	0.89	Low
Overall Weighted Mean	**2.63**	**0.83**	**High**

Note: 1.00 – 1.49 = Very Low; 1.50 – 2.49 = Low; 2.50 – 3.49 = High; 3.50 – 4.00 = Very High

As delineated in Table 9, the data revealed that the perceived relevance and motivation to learn dimensions were rated with a high level of attitude, with means of 2.93 (SD = 0.73) and 2.56 (SD = 0.87), respectively. Meanwhile, the perceived level dimension was rated with a low level of attitude with a mean of 2.40 (SD = 0.89). The data suggests that students held a positive attitude towards the perceived relevance and motivation to learn aspects, but a relatively negative attitude towards the perceived level of difficulty or complexity in the subject.

Research Question 3. What is the level of academic achievement of the selected Junior High School students of Mater Dei Academy based on their First Term Assessment?

The academic achievement of the selected JHS students in Mathematics was based on their first term assessment. This measure was created to determine how well the students cope up with the enhanced MATATAG curriculum particularly in Mathematics.

Table 10. *Academic Achievement of the JHS Students in Mathematics Based on the First Term Assessment*

Final Rating	Frequency	Percentage	Interpretation
90 – 100	68	68	Outstanding
85 – 89	27	27	Very Satisfactory
80 – 84	5	5	Satisfactory
75 – 79	0	0	Fairly Satisfactory
Below 75	0	0	Did Not Meet Expectations
Total	100	100	

Note: DepEd Grading System. Retrieved from DO 31, s. 2020

It can be seen from Table 10 that there were 68 (68%) students received a grade of 90 to 100 which was interpreted as outstanding, 27 (27%) students received a grade of 85 to 89, interpreted as very outstanding, and 5 students received a grade of 80 to 84, interpreted as satisfactory. Moreover, no surveyed student received a grade of below 80 in Mathematics. This implies that the students generally performed well in Mathematics, with most achieving high grades, indicating a strong understanding of the subject matter and effective learning outcomes.

Research Question 4. Is there a significant difference in the attitude of the selected Junior High School students toward the Enhanced MATATAG Curriculum when they are grouped according to their profile?

The table below conveys the difference in testing the attitude of JHS students toward the enhance MATATAG curriculum when grouped according to the student's profile variables such as age and sex. The study has been made as to how demographics of respondents influence their perception as regards to their attitude toward the implementation of the enhance MATATAG curriculum.

Table 11. *Results of the Significant Difference in the attitude of the selected JHS Students toward the Enhanced MATATAG Curriculum when Grouped According to Student's Profile*

	Computed	df	P-value	Decision	Interpretation
Perceived Relevance					
Age	2.58	4, 95	0.04	***Reject Ho***	***Significant***
Sex	1.34	98	0.18	Failed to Reject Ho	Not Significant
Motivation to Learn					
Age	2.60	4, 95	0.04	***Reject Ho***	***Significant***
Sex	1.47	98	0.14	Failed to Reject Ho	Not Significant
Perceived Difficulty					
Age	3.20	4, 95	0.02	***Reject Ho***	***Significant***
Sex	0.09	98	0.92	Failed to Reject Ho	Not Significant

Note: F = ANOVA/F-test; α = 0.05

As shown in Table 11, the results of the ANOVA statistical difference indicate that age was the only profile variable that yielded a statistically significant difference in the level of attitude towards the enhanced MATATAG curriculum for the three dimensions, perceived relevance ($F = 2.58$, $p = 0.04$), motivation to learn ($F = 2.60$, $p = 0.04$), and perceived difficulty ($F = 3.20$, $p = 0.02$). The

results allow the rejection of the rejection of the null hypotheses and it was sage to say that there was a significant difference in the attitude level of the JHS students towards the enhanced MATATAG curriculum as to perceived relevance, motivation to learn, and perceived difficulty when grouped according to age. These findings imply that age plays a significant role in shaping students' perceptions and attitudes towards the MATATAG curriculum, indicating that tailoring instructional strategies to different age groups could enhance engagement and effectiveness across all three dimensions.

However, to statistical difference was observed among sex groups, since all p-values were far beyond the hypothesized threshold of 0.05. This indicates that there were no such evidence to reject the null hypotheses, implying that there was no significant difference in the in the attitude level of the JHS students towards the enhanced MATATAG curriculum as to perceived relevance, motivation to learn, and perceived difficulty when grouped according to sex. the finding suggests that the enhanced MATATAG curriculum has a neutral or equitable impact on both male and female JHS students in terms of their attitudes towards the curriculum.

Table 12. *Relationship Between the Level of Attitude of the Selected JHS Students Towards the Enhanced MATATAG Curriculum and their ACADEMIC Achievement*

Variables	r-value	P-value	Decision	Interpretation
Perceived Relevance	0.018	0.859	Failed to Reject Ho	Not Significant
Motivation to Learn	0.019	0.851	Failed to Reject Ho	Not Significant
Perceived Difficulty	0.260	0.009	Reject Ho	Significant

Note: r-value = Pearson Correlation Coefficient; $\alpha = 0.05$

Table 12 displays the significant relationship between the attitude level and academic achievement of the JHS students toward the implementation of the enhanced MATATAG curriculum. Correlational analysis revealed that the two dimensions of the level of attitude towards the MATATAG curriculum implementation as to perceived relevance and motivation to learn has no statistical significance with the students' academic achievement in the first term assessment period. The p-values obtained from the three dimensions, perceived relevance (p = 0.859), motivation to learn (p =0.851) were all beyond the hypothesized level of significance threshold of 0.05. Indeed, there was appropriate evidence to reject the null hypotheses, indicating that there were no significant relationships between the attitude level and academic achievement of the JHS students toward the enhanced MATATAG curriculum. As a result, the study concludes that students' attitudes towards the enhanced MATATAG curriculum do not have a significant impact on their academic achievement, suggesting that other factors may play a more critical role in influencing student performance during the first term.

Conversely, the students' attitudes toward the implementation of the MATATAG curriculum, in terms of perceived difficulty, were significantly correlated with their academic performance in Mathematics. The p-value of 0.009 for the perceived difficulty dimension was within the anticipated significance threshold of 0.05. The null hypothesis could be confidently rejected, indicating that the perceived difficulty domain had a substantial effect on academic performance in Mathematics.

This section presents a concise summary of the major findings of the study based on the results of the statistical analyses discussed in the preceding chapters. The findings are organized according to the research questions stated in Chapter 1 to provide a clear synthesis of the results obtained from the study.

1. **Profile of the Students.** The participants were drawn from Grades 7 to 10 through stratified random sampling, and the findings indicated that the majority of participants were 13-year-old females. The demographic analysis reveals that most participants were categorized as students transitioning from elementary to secondary education, which offers a crucial background for understanding the study's findings.
2. **Level of Attitude of JHS students towards the Enhanced MATATAG curriculum.** The findings indicated that the perceived relevance and motivation to learn dimensions were assessed with a high standard of attitude. The findings indicate that students had a favorable disposition toward the perceived significance and drive to learn, yet displayed a comparatively unfavorable attitude toward the perceived difficulty or complexity of the subject.
3. **Level of Academic Achievement of the Selected Junior High School Students.** The JHS students had an outstanding performance in Mathematics during the first term of AY 2026 to 2027.

4. **Difference in the attitude of the selected Junior High School students toward the Enhanced MATATAG Curriculum when they are grouped according to their profile.** The attitude of JHS towards the MATATAG curriculum varied significantly according to age. The result indicates that older students often demonstrated a more and appreciating disposition toward the MATATAG program, whereas the younger students displayed a more negative and apathetic perspective, indicating a potential relationship between age and attitude toward the curriculum.
5. **Relationship Between the Attitude of selected JHS students toward the Enhanced MATATAG curriculum and Academic Achievement in Mathematics.** There was a positive significant correlation between the JHS attitude towards the enhanced MATATAG curriculum and their Mathematics first term achievement grade. This indicates that JHS students with more positive attitudes toward the enhanced MATATAG curriculum tended to earn higher grades in Mathematics.

Based on the findings of the study, the following conclusions were drawn:

1. The participants' grade level, age, and sex characteristics provide a contextual foundation for interpreting the study's findings and understanding how the enhanced MATATAG curriculum may relate to students' learning experiences.
2. The perceived level of difficulty was the most prominent dimension among the three, suggesting it was the aspect respondents noticed most in their experience of the enhanced MATATAG curriculum. Thus, students tend to perceive the enhanced MATATAG curriculum as challenging, as the level of difficulty received the highest rating among the three dimensions.
3. The JHS students performed outstanding during the first term of AY 2026 to 2027. Even though the enhanced MATATAG curriculum seemed to be challenging, they manage to receive better grades since they were very much motivated to learn and have seen the relevance of the curriculum in their daily lives.
4. The students' age reflects their attitude towards the enhanced MATATAG curriculum. Younger students have different attitudes toward the enhanced MATATAG curriculum than older students.
5. The student's positive attitude in the enhanced MATATAG curriculum became more confident and persistent in their academic endeavors.

Based on the findings and conclusions of the study, the following recommendations are forwarded.

1. Students are encouraged to actively participate in activities provided by their teachers related to the enhanced MATATAG curriculum. This will enhance their learning engagement, understanding of the lessons, and achieve academic success.
2. Teachers are encouraged provide engaging, age-appropriate activities related to the enhanced MATATAG curriculum to encourage students' participation and support diverse learning needs.
3. School leaders and administrators are encouraged develop techniques that will facilitate the execution of the increased MATATAG curriculum, especially regarding the complexity of tasks assigned to students, since their disposition toward this aspect positively influences academic achievement.
4. Future researchers are encouraged to conduct similar longitudinal or comparative studies in another research locale by utilizing the validated instrument to verify the results of this research undertaking.
5. Other schools, private of public, are encouraged to implement the proposed practical output to determine its effectiveness. Feedback from the proposed outs may employ some revisions to make it more contextualized based on the needs of the school, teachers, and students.

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