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A Spirituality-infused Curriculum: A Basis for a Capacity-Building Program

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Curriculum Inquiry

Kurz et al (2010) state that the curriculum is typically perceived through three primary lenses as it progresses toward the classroom environment. The intended curriculum denotes the officially prescribed system-wide curriculum, incorporating academic standards. The enacted curriculum embodies how educators translate this content into classroom instruction. The attained curriculum signifies the tangible knowledge students gain during the learning process. Some perspectives also consider the written curriculum, encompassing textbooks and supplementary resources. Scholars widely agree that meticulously designed curriculum materials, aligned with standards, are pivotal in bridging the gap between standards and classroom implementation. Hence, the Matatag curriculum, which is currently being rolled out by DepEd in different basic education institutions in the country meets the desired standards to address the poor performance in local and international standardized examinations.

Prior to the phased implementation of the MATATAG Curriculum starting SY 2024-2025, the Department of Education (DepEd) conducted the pilot implementation in reference to DM 54, s. 2023 or the Pilot Implementation of the MATATAG Curriculum. The MATATAG Curriculum Guides (CGs) for Kindergarten, Grades 1, 4, and 7, which will be implemented starting SY 2024-2025 are resources for the effective launch of the recalibrated curriculum (Hernando-Malipot, 2023). Furthermore, the revised K to 10 curriculum will also reintroduce the Good Manners and Right Conduct (GMRC) as a learning area or a subject under the Republic Act (RA) 11476 or the GMRC and Values Education Act of 2020. According to Duterte, “the formation of our learners' values and the development of their characters will be intensified.”

The turn to human formation of learners set the stage for this study as the researcher underscores the fundamental role of infusing spirituality into the teaching-learning process to make GMRC and Values-integration feasible. McBee (2004) suggests that classrooms transform into laboratories for enhanced learning experiences. Johnson (2005) emphasizes that research

is more impactful when it is personally relevant to teachers rather than being viewed as directives from researchers to educators. Renowned leadership authority Peter Senge (The Fifth Discipline) and other experts highlight that leaders' main role today is to facilitate learning. Changing behavior often starts with changing attitudes through a learning process.

Hence, the researcher claims that the GMRC Matatag curriculum is still framed as a cognitive subject rather than a value-infusion opportunity to facilitate the transformation of learners into holistic, moral agents. Thus, this innovation paper offers a proposed *Innovative and Integrative Strategies* of values-infusion to GMRC to address the missing components of Matatag GMRC implementation.

Purpose of the Study

The aim of this study is twofold: to ascertain the integration of values in the Matatag GMRC curriculum and provide capacity-building activities that infuse spirituality and Filipino values.

Significance of the Study

This study is designed to provide clarity about the role of spirituality in teaching Values or GMRC. By equipping them with the essential knowledge and skills to effectively navigate the curriculum reforms, the researcher affirms that capacity-building initiatives can bring about genuine transformation, enabling the teachers to make significant strides in imparting Filipino values and demonstrating coherence of word and action.

Review of Related Literature

To further elaborate on the relevance of curriculum implementation and leadership, the literature review asserts the necessity of capacity-building activities in developing teacher spirituality.

Leadership and Curriculum Implementation

In today's complex social organizations, leaders rely on support from their colleagues and stakeholders to achieve their objectives. Engaging administrators, teachers, and staff is vital to the student success and achievement. Crucial to the leaders role is curriculum supervision and evaluation. It is essential that school leaders provide direction and purpose in the areas of instruction, student learning, and faculty development. Recent changes in curriculum design have led school leaders to seek innovative ways to address the emerging gaps in curriculum design and craft appropriate steps to meet the desired outcomes.

Before the phased implementation of the MATATAG Curriculum in the academic year 2024-2025, the Department of Education (DepEd) carried out a pilot run based on DM 54, s. 2023, known as the Pilot Implementation of the MATATAG Curriculum. The Curriculum Guides (CGs) for Kindergarten, Grades 1, 4, and 7, set to be introduced in the academic year 2024-2025, serve as essential tools for the successful introduction of the revised curriculum (Hernando-Malipot, 2023). Hernando-Malipot (2023) stated that Duterte emphasized the shift to the new curriculum due to concerns about teachers and students being overwhelmed with schoolwork, leading to a lack of mastery in basic skills like reading and math. To enhance the development of essential skills such as literacy, numeracy, and socio-emotional abilities in

young learners, the updated K to 10 curriculum decreases the number of subjects in Grades 1 and 2 from seven to five.

Furthermore, the Matatag curriculum reintroduces Good Manners and Right Conduct (GMRC) as a learning area or a subject under the Republic Act (RA) 11476 or the GMRC and Values Education Act of 2020 and hopes to achieve the formation of learners' values for character development.

The turn to the human formation of learners sets the stage for this study as the researcher underscores the fundamental role of infusing spirituality into the teaching-learning process to make GMRC and Values feasible. McBee (2004) suggests that classrooms transform into laboratories for enhanced learning experiences. Johnson (2005) emphasizes that research is more impactful when it is personally relevant to teachers rather than being viewed as directives from researchers to educators.

Renowned leadership expert Peter Senge, in his book "The Fifth Discipline" (2006), emphasized that leaders play a crucial role in fostering learning within their teams. Changing behavior often starts with adjusting attitudes, a process that typically involves learning and development. Thus, leaders must be able to make a compelling case for the current need for change, or their constituents will stay satisfied with the existing situation, no matter how bad it is. A competent leader is not just confined to managing and controlling. A leader facilitates learning and ensures the development of their people.

Approaches to Curriculum Evaluation

School leaders are also known as instructional leaders. As they set the aims to ensure quality education, they continuously assess the effectiveness of the curriculum. This vital task is known as curriculum evaluation. Sharma & Raval (2019) define curriculum as the process of assessing the distinction or value of some aspect or the whole of a curriculum. According to Kromydas (2017), there has been a rise in the number of higher education students due to the increasing social demand for higher education and the economic necessity for a more educated society. More and more students enter tertiary schools with a goal of getting employed and land a profitable and fulfilling job. However, an effective management system in any higher education organization determines the monitoring of the program, and its sustainability.

Hence, evaluation points to its vital role in school success and accountability. One of the most utilized approaches to curriculum evaluation is the psychometric approach. Tests were used for evaluation purposes to gather information about teachers' efficiency and student achievement. Sharma & Raval (2019) explained the evolution of evaluation models and theories to argue that it is vital to school success. They identified Tyler's objectives model to highlight the need for ongoing evaluation, in terms of students' achievements and outcomes. Darrin (2021) stated that Tyler did not intend for his contribution to the curriculum to be a lockstep model for development. He initially documented his concepts in the book "Basic Principles of Curriculum and Instruction" to provide his students with insights into curriculum development principles. He argued that Tyler's model stands out for being among the earliest and remains a straightforward model, comprising four distinct steps: 1) Determine the school's

purposes (aka objectives); 2) Identify educational experiences related to the purpose; 3) Organize the experiences and 4) Evaluate the purposes.

Critics of this approach led to an inquiry into what to evaluate. Thus, Scriven's Goal-Free Model (1967) refocused evaluation toward the merit or worth of the goals and whether the program was fulfilling the client's need. He explained that the evaluator functions as an unbiased observer who begins by generating a profile of needs for the group served by a given program. Subsequently, through predominantly qualitative methods, the evaluator evaluates the real impact of the program. If the program addresses one of the identified needs effectively, it is considered valuable. As Scriven himself notes, however, goal-free evaluation should be used to complement, not supplant, goal-based assessments. It is noteworthy to consider that evaluation involves perceptions of value and estimations of goal achievement.

Sharma & Raval (2019) explained that curriculum evaluation is a serious business as it unravels the intended goals, learning outcomes, and various facets that make learning possible. They underscored that it is a process of assessing the distinction or value of some aspect or the whole of a curriculum. Thereby, it is a multi-faceted analysis of the curriculum alignment with the intended goals and an honest assessment of the adequacy of the facility of resources required for teaching such as teaching aids, laboratories, library books, and instruments.

The different approaches and models of curriculum models expanded the concept of curriculum evaluation. It is no longer the program that undergoes evaluation, feedback, performance in international examinations and professional development of teachers are now taken into account. According to MacDonald (1976), responsive evaluation, illuminative, and

democratic evaluation must lead to various strategies for explorato further explore the quality of teaching and learning programs.

The Matatag Curriculum

Estrellado (2023) articulated that Matatag curriculum is a reconfigured, decongest curriculum that catapulted on August 10, 2023. According to Duterte (*MATATAG: DePED's New Agenda to Resolve Basic Education Woes*, n.d.), it is to cultivate competent, job-ready, active, responsible, and patriotic citizens. Hence, it is a curriculum that reduces the content to the essentials, namely, 70%, streamlining competencies and emphasizing essential elements such as language, reading, literacy, mathematics, patriotism (MAKABANSA), and good manners and right conduct from kindergarten to grade 10. It replaces the current framework, under the Republic Act No. 10533 or the Enhanced Basic Education Act, that increased the number of years of basic education from 10 to 12 years. Duterte further pointed out that the curriculum is geared at "improving access, equity, equality, resiliency, and well-being, which will not happen overnight, nor it can be done by DepEd alone. We need a national commitment and sustained effort from all sectors of the society." (*MATATAG: DePED's New Agenda to Resolve Basic Education Woes*, n.d.). The 1,168 collaborators, including DepEd specialists, teachers, consultants, external parties, and international experts according to Escudro (2023) as cited by Estrellado (2023) made the planned curriculum recalibration possible. Notable, however, in the Public Hearing of the Committee on Basic Education on the 18th of October 2023, there was no report about a Needs Analysis or curriculum evaluation of sorts to justify the reconfiguration of K-12 (*Looking Into DepEd's "Matatag" Curriculum*, n.d.).

Leadership and Capacity-Building

Leaders are architects of strategy, facilitators of collaboration, and catalysts for change. Similarly, John Seaman Garns underscores that leaders possess extraordinary determination, suggesting that their ability to inspire and mobilize others is rooted in their unwavering resolve and commitment to their vision(Dar & Dar, 2019).

As Harvard Professor Rosabeth Ross Kanter (2018) aptly suggests, leadership is "the art of mastering change... the ability to mobilize others' efforts in new directions." Managing people and aligning their efforts toward organizational goals can indeed be challenging, particularly in the context of educational institutions. School leaders are tasked with addressing deficiencies and nurturing the capacity for growth among their collaborators, particularly teachers. This involves not only guiding individuals toward achieving their full potential but also fostering a culture of continuous improvement and innovation within the school community.

Capacity for development encompasses the availability of resources and the efficiency and effectiveness with which societies utilize those resources to identify and pursue their development goals. This definition hinges on three key components. Firstly, it involves the availability of resources, including human, financial, and technical resources, which are essential conditions for achieving development objectives. Secondly, it pertains to the effectiveness and efficiency in acquiring and utilizing these resources, as well as organizational factors that shape the behavior of political and economic stakeholders. Lastly, it addresses social and economic development, which directly correlates with teacher efficacy.

Enhancing teachers' skills, knowledge, and resources to realize their full potential and improve their performance necessitates strategic planning and a vision for school success. Ho and Lee (2016), as cited by Taufik & Istiarsono (2020), emphasized the imperative of addressing the challenging context

surrounding professional qualifications and teacher education to ensure that learning attains a professional standard, thereby removing barriers for students aspiring to pursue higher education. Moreover, they highlighted the dilemma faced in capacity building amidst global change forces: should the focus be on enhancing the capacities of educators, schools, and school systems within their existing contexts, or should it anticipate and prepare for the rapidly evolving future? The answer, they argued, lies in addressing both aspects concurrently.

As observed by many, schools must strive towards a dynamic common vision for the future while simultaneously addressing the present needs and challenges of their context and community within the framework of prevailing policy demands. This principle applies across all levels of the education system. Whittle et al. (2012) delved into the multifaceted nature of capacity-building, highlighting the diverse interpretations and frameworks surrounding the concept. They emphasized the importance of acknowledging and addressing various organizational capacity frameworks, underscoring the need for comprehensive attention in capacity-building initiatives.

The Sustainable Development Goal 17: Revitalizing the Global Partnership for Sustainable Development resonates with the United Nations' call for capacity building, emphasizing the importance of internal transformation. Goal 17 outlines targets for capacity-building, such as enhancing technology and innovation in least-developed countries and improving data collection and monitoring to achieve the SDGs. Universities, in particular, can play a pivotal role as hubs for capacity-building through research, innovation, and data analysis (Barret, 2013). Leaders must facilitate meaningful activities that enable teachers to enhance their knowledge and skills effectively.

Recognizing the critical role of leaders, the study emphasizes a strong argument for the current necessity for change starting from curriculum or programs of learning. As leaders prioritize learning and

ensure the development of their people, teachers must be imbued with spirituality to complement the process of value integration in the classroom and ongoing retooling.

Synthesis

The literature review unraveled the vital need for capacity building, which is of paramount importance to the role of school leaders. Crucial in the implementation of the Matatag curriculum is a deep understanding that the purpose of GMRC is more than assimilating positive attitudes, but, behaving appropriately as stipulated in Republic Act 11476. It is about applying and witnessing Filipino values as early as Kindergarten.

In light of the above discussion, two vital aspects of learning can be deduced. First, is a clear appreciation of leaders' role as change makers and strategists. Second, value infusion, which is best understood in the hidden curriculum, must be a critical concern of school leaders in the implementation of the Matatag curriculum. To concretely address the gap in literature, and the missing component in the Matatag curriculum, the researcher embarked on the study to offer a value-infused capacity-building program and propose re-calibrated content topics in Gr. 7 GMRC.

Statement of the Problem

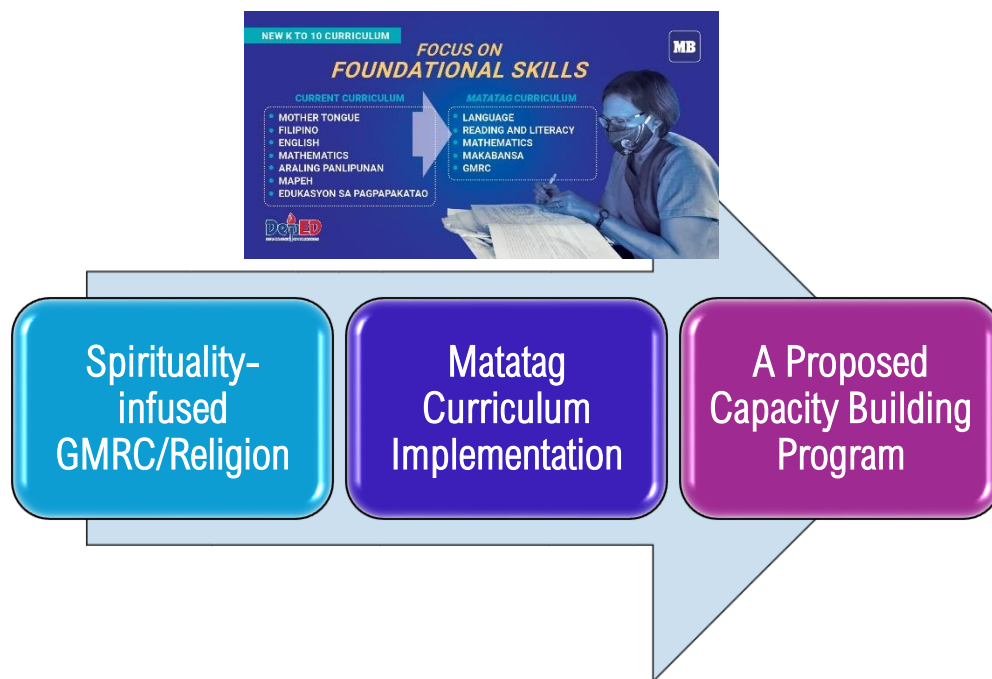
This study seeks to address the gaps identified in the GMRC curriculum to include a capacity-building program that prepares teachers to effectively teach spirituality as an integral component of GMRC. It addressed the following questions:

1. What is the demographic profile of the respondents in terms of age, gender, and years of service?
2. What are determinants of spirituality in terms of self-awareness and spiritual beliefs?
3. Is there a need for a capacity-building program where infusion of spirituality is enhanced?

Objectives of Study

This research aims to unravel the vital need for spirituality integration within the Matatag curriculum implementation through a capacity building program. It aims to provide educators with the necessary knowledge and skills to incorporate values and spirituality into the teaching and learning process. The objective is to introduce a fresh approach to ensure that the CBP remains a significant aspect of the robust curriculum.

Conceptual Framework



A Spirituality-infused Matatag Curriculum Implementation: Basis for CBP

Capacity at the organizational level helps determine how individual capacities are utilized. It refers to anything that will influence an organization's performance (JICA,2004). It includes among others, human resources, physical resources, intellectual resources, and inter-

institutional linkages or networks. The proposed CBP hopes to achieve a robust curriculum that meets the standards of the Matatag Curriculum and ensures the ongoing formation of GMRC teachers.

The schema follows a survey of teachers' understanding of spirituality and how they integrate values into the teaching-learning process. It seeks to inquire about the valuing and appreciation of the Matatag curriculum to determine how to better infuse spirituality in GMRC. Based on the data yielded the researcher will propose a spirituality-infused curriculum through a systematic CBP.

Research Design

Cresswell (2012) suggests that a mixed-method design can confirm, cross-validate, and support the study's findings. Additionally, according to Cresswell and Clark (2011), quantitative and qualitative methods, despite being distinct, can converge and enhance interpretation. These methods play a significant role in comprehending a topic, validating scales, and explaining result convergence, as noted by Mary Lan (2013). The study utilized a mixed method to explore the integration of spirituality into the Matatag curriculum.

Research Participants

The research participants were selected through purposive sampling due to time constraints. Consequently, 20 teachers were provided with a Google Form containing the survey questions. However, only 16 returned the survey questionnaire. The questionnaire underwent validation by three administrators from San Beda College Alabang. The added interview questions attempted to reveal the status of the rollout of the Matatag curriculum in the country.

Research Instrument

The researcher used a designed survey questionnaire to gather demographic and primary data. The questionnaire is divided into three parts: (1) The demographic profile of the teachers, (2) the integration of spirituality/self-awareness in the teaching-learning process, and (3) an interview about Matatag curriculum and training.

In the questionnaire proper, the respondents are asked to rate the items using the 5-point Likert scale namely: 5 –Strongly Agree; 4—Agree; 3—Moderately Agree 2—Disagree, and 1—Strongly Disagree.

Results and Discussion

Table 1: Demographic Profile of the Respondents

Frequency Tables

Frequencies for Age

Age	Frequency	Percent	Valid Percent	Cumulative Percent
45-50	2	12.500	12.500	12.500
51-55	8	50.000	50.000	62.500
56- above	5	31.250	31.250	93.750
56- above;58	1	6.250	6.250	100.000
Missing	0	0.000		
Total	16	100.000		

Frequencies for Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Female	11	68.750	68.750	68.750
Male	5	31.250	31.250	100.000
Missing	0	0.000		
Total	16	100.000		

Frequencies for Highest Educational Attainment

Highest Educational Attainment	Frequency	Percent	Valid Percent	Cumulative Percent
Associate Degree	2	12.500	12.500	12.500

Frequencies for Highest Educational Attainment

Highest Educational Attainment	Frequency	Percent	Valid Percent	Cumulative Percent
Bachelor's Degree	10	62.500	62.500	75.000
Master's Degree	4	25.000	25.000	100.000
Missing	0	0.000		
Total	16	100.000		

Frequencies for Civil Status

Civil Status	Frequency	Percent	Valid Percent	Cumulative Percent
Married	11	68.750	68.750	68.750
Single	4	25.000	25.000	93.750
Widowed	1	6.250	6.250	100.000
Missing	0	0.000		
Total	16	100.000		

The data above show that 68.75% of the respondents are female while 31.25% are males. The highest educational attainment of teachers, garnering 62.50% is obtaining a bachelor's degree, 25% have completed their master's, and 12.50% completed their associate degree.

Table 2: Unidimensional Reliability of Items in the Questionnaire

Frequentist Scale Reliability Statistics

	Estimate	Cronbach's α
Point estimate		0.827
95% CI lower bound		0.617
95% CI upper bound		0.931

Frequentist Individual Item Reliability Statistics

Item	Item-rest correlation	mean
Self-awareness [1. I am satisfied with who I am.]	0.676	3.875
[2. I have both good and bad qualities.]	0.656	3.813
[3. I have a positive attitude towards myself.]	0.396	3.813
[6. I believe in equality and justice.]	0.579	3.875

Frequentist Individual Item Reliability Statistics

Item	Item-rest correlation	mean
[7. I am a compassionate person.]	0.560	3.625

Frequentist Individual Item Reliability Statistics

Item	mean	sd
[7. My spirituality is static. I have not grown spiritually.]	2.313	0.946
[2. I read books about spirituality.]	3.125	0.806
[3. I meditate to achieve inner peace.]	3.063	0.772
[4. I strive to live in harmony with nature.]	3.688	0.704
[5. I make it a point to take every opportunity to enhance my spirituality.]	3.500	0.632
[6. I use silence to soul-search and communicate with God.]	3.688	0.704
[7. I pray and attend the Mass regularly.]	3.438	0.814

The items above show that the descriptors have been subjected to the unidimensional reliability test to find the correlation of the items in the survey questionnaire. The internal consistency reliability test is usually assessed using Cronbach's alpha and factor analysis (FA). Cronbach's alpha is a statistic that measures the reliability in terms of the degree of internal consistency among items on a scale (Pillai N. & A., 2020). Therefore, the data above shows that the sample items are correlated, particularly perfect correlation is evident in the items of self-awareness. Following the rule of thumb, a score of more than 0.7 is generally acceptable. The upper bound items show that the items included in the questionnaire are correlated.

Table 3: Weighted Mean and Interpretation of Selected Items

In the questionnaire proper, the respondents are asked to rate the topics using the 4-point Likert scale namely: 4 –Strongly Agree; 3—Agree 2—Moderately Agree, and 1—Strongly Disagree.

POINT	SCALE RANGE	EXPLANATION
4	4.00 - 3.00	Strongly Agree
3	2.99 – 2.00	Agree
2	1.99 – 1.00	Disagree
1	1.00 – 0.99	Strongly Disagree

Table 4: Self-Awareness

Variables	WM	Interpretation
Self-awareness		
Some variables are adopted from a survey questionnaire. (Developing and Validating a Questionnaire to Measure Spirituality: A Psychometric Process - PDF Free Download, n.d.)		
I search for life’s purpose.	3.50	SA
I enjoy listening to spiritual music.	3.68	SA
I need to find answers to life’s mysteries	2.94	A
Maintaining a strong relationship with God is important to me.	4.00	SA
I need to attain inner peace.	3.56	SA
I need to attend a silent retreat.	3.31	SA
I need a sense of hope amid losses, tragedies, and failures.	3.19	SA

The data above demonstrate teachers’ spirituality by answering the items that correspond to the quality of their awareness and relationship with God. The highest weighted

mean obtained is *Item 4: Maintaining a strong relationship with God is important to me*, followed by WM 3.68, *listening to spiritual music*, and WM 3.50, which is *searching for life's purpose*. The highest weighted mean shows that the respondents' self-awareness is deeply intertwined with their desire to maintain a strong relationship with God.

Table 5: Importance of Spiritual Beliefs

Variables	WM	Interpretation
Importance of Spiritual Beliefs		
Some variables are adopted from a survey questionnaire. (Developing and Validating a Questionnaire to Measure Spirituality: A Psychometric Process - PDF Free Download, n.d.)		
My spirituality helps me define my goals.	3.88	SA
My spirituality helps me decide who I am.	3.93	SA
My spirituality is part of my whole approach to life.	3.75	SA
My spirituality is integrated into my life. My spirituality is anchored in the Benedictine spirituality.	3.38	SA
I have been influenced by different spiritual traditions.	3.00	SA
My spirituality is static. I have not grown spiritually.	2.31	A

As regards the importance of spiritual beliefs, the highest weighted mean of **3.93** expresses a deep appreciation of the role of spirituality, as this states: *"My spirituality helps me decide who I am."* Two correlated items show consistency as they gained **3.88 WM**, *"My spirituality helps me define my goals,"* and **3.88 WM**, which is *"My spirituality is part of my whole approach to life."* The lowest WM of 2.31 is reversed scoring. Hence, it means that the majority of the respondents find themselves growing spiritually. This may be due to the Benedictine values that are integrated into all school activities, particularly, in Benedictine

Formation programs and Theology classes. Thus, the seasoned teachers and staff’s responses manifest the appreciation of the spiritual heritage handed down by the Benedictines.

To complement the above findings, a structured interview was conducted to yield qualitative responses from teachers/staff about the GMRC curriculum as they answered the following questions. The researcher believes that assessing the level of awareness and spiritual growth of the teachers is an initial step to analyzing the value of CBP. An equally important step is to find out if the teachers are aware of the ongoing training in the implementation of Matatag Curriculum. 10 respondents submitted their answers via the Google Form.

1. How has the Matatag Curriculum panel cascaded the information about the current curriculum?
2. Are the training activities adequately preparing teachers to teach the subject matter?
3. In your opinion, is the Matatag Curriculum different or like the K12 Curriculum? Explain the significant similarities and differences in terms of curriculum focus, content, and competencies alignment.

Table 6: Matatag GMRC Qualitative Responses

On Matatag GMRC	Verbatim Answers	Themes
<p>1. How has the Matatag Curriculum panel cascaded the information about the current curriculum?</p>	<p>We heard about the training, which was mostly participated in by public school teachers. (3)</p> <p>We served as a venue for the training. However, we were not participants. (5 respondents)</p> <p>Ongoing training seems successful. But, I cannot tell</p>	<p>Ambivalence</p>

	how the training is cascaded to each faculty in the public schools. (2)	
2. Are the training activities adequately preparing teachers to teach the subject matter?	<p>It's too early to tell because the training is meant to pilot test the new Matatag curriculum. (5)</p> <p>I guess, yes. Nonetheless, the dissemination of strategies will depend on the capacity-building program of each school. (3)</p> <p>Not sure. (2)</p>	
3. In your opinion, is the Matatag Curriculum different or like the K12 Curriculum? Explain the significant similarities and differences in terms of curriculum focus, content, and competencies alignment.	<p>I think it's a similar but leaner version. Its focus is on the 3 Rs and GMRC. (5)</p> <p>As for implementation, it will depend on how the teachers will ensure that the content is coherent with the competencies being targeted. (3)</p> <p>They are similar, but, the approach and focus on competencies are different. We will find out its relevance and application, perhaps, at the end of the year.</p>	<p>Coherence</p> <p>Applicability</p>

Table 7: Weighted Means of Two Variables

Variables	WM	Interpretation	Qualitative Themes
Self-awareness			Ambivalence
<p>Some variables are adopted from a survey questionnaire. (Developing and Validating a Questionnaire to Measure Spirituality: A Psychometric Process - PDF Free Download, n.d.)</p>			

I search for life's purpose.	3.50	SA
I enjoy listening to spiritual music.	3.68	SA
I need to find answers to life's mysteries	2.94	A
Maintaining a strong relationship with God is important to me.	4.00	SA
I need to attain inner peace.	3.56	SA
I need to attend a silent retreat.	3.31	SA
I need a sense of hope amid losses, tragedies, and failures.	3.19	SA

Interpretation:

The comparative quantitative and qualitative analysis shows that the themes are aligned with the variables of self-awareness and spirituality. The Matatag curriculum's expected competencies can either harness or diminish the impact of values if training of teachers is lacking. Teachers learn valuable skills and gain insights as they teach GMRC and implement the Matatag curriculum. However, issues such as congestion, misplaced learning competencies, and high cognitive loads, especially in the early years have not been fully addressed.

The "dynamic document" according to Duterte must be capable of evolving to remain relevant to the needs of learners in a rapidly changing education landscape. (*DepEd to Pilot MATATAG Curriculum in 35 Schools, 7 Regions Starting Sept. 25, n.d.*). However, it is unlikely to impact value infusion if teachers are not well-equipped with knowledge and skills anchored on spirituality.

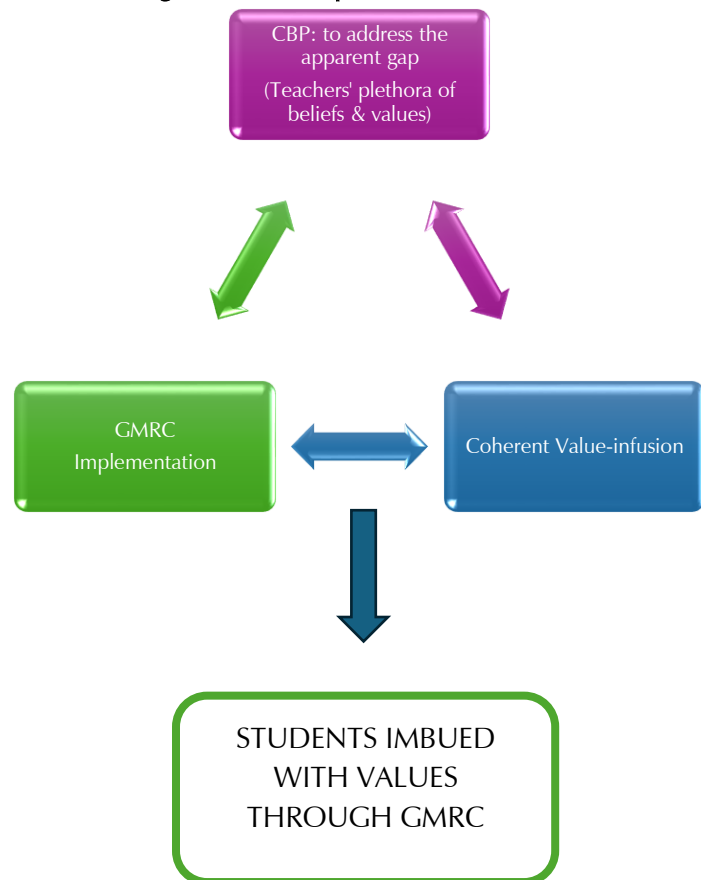
The table above yielded the themes that emerged from the data, namely, ambivalence, coherence, and applicability. Note that self-awareness can quell ambivalence. Spirituality can inspire deep knowledge and transformation. Likewise, teachers' perception that training

targeted public school teachers (Table 6, Item 1) and the dissemination of information about Matatag curriculum pilot testing in the public schools must be evaluated and well-analyzed. Training must not be a prohibitive factor that builds walls between public and private institutions in the country.

As regards effective implementation, the respondents find it too early to assess its implementation neither is the coherent transition to the Matatag curriculum (Table 6 Item 2). To address the gap that emanated from the report, and quell any uncertainties about coherently implementing the curriculum, the conceptual framework is provided in the proposed CBP, which the researcher believes could be the key to the recalibration of the Matatag curriculum.

Addressing the Gap in Learning: Values-infusion

Figure 1: Conceptual Framework



The MATATAG Curriculum aims to provide a solid educational foundation for Filipino students, emphasizing holistic development, critical thinking, and essential life skills. As teachers and school leaders receive training, they play a crucial role in ensuring the successful rollout of this curriculum across the country (MATATAG Curriculum | Department of Education (deped.gov.ph)). However, not all teachers have solid spiritual backgrounds, upbringing, and training due to their different religious backgrounds and upbringing. If values are going to be deeply imbued in the students, training must begin with teachers to impact the acquisition of values coherently and collectively.

Below is a curriculum evaluation of the revitalized GMRC Curriculum to serve the purpose of analysis and proposal. Sharma & Raval (2019) explained that curriculum evaluation is a serious business as it unravels the intended goals, learning outcomes, and various facets that make learning possible. They underscored that it is a process of assessing the distinction or value of some aspect or the whole of a curriculum. Thereby, it is a multi-faceted analysis of the curriculum alignment with the intended goals and an honest assessment of the adequacy of the facility of resources required for teaching such as teaching aids, laboratories, library books, and instruments.

Matatag curriculum's reduction the foci of content to the essentials, namely, 70%, streamlining competencies and emphasizing essential elements such as language, reading, literacy, mathematics, patriotism (MAKABANSA), and good manners and right conduct from kindergarten to grade 10 must not be misconstrued as solely cognitive. Furthermore, noteworthy was the absence of a report about Needs Analysis or curriculum evaluation report to back up the assertion in the Public Hearing of the Committee on Basic Education on the

18th of October 2023, the urgency of reconfiguring or recalibrating the K-12 curriculum (*Looking Into DepEd's "Matatag" Curriculum, n.d.*).

To further elucidate on the existing gap, and demonstrate an objective analysis of Gr. 7 GMRC, the following are discussed extensively.

Analysis of the GMRC Content: Gr. 7 -4th Quarter Curriculum

The researcher outlined the following observations per topic of the 4th Quarter GMRC.

GMRC GR. 7 Topics
Ika-apat na Markahan: Pamayanan Bilang Lunsaran ng Pagpapakatao
1. Pagpapaunlad ng Sarili Batay sa Katangian ng Pagpapakatao para sa Bayan
2. Pamilya Bilang Gabay sa Pagpili ng mga Mabuting Pinuno ng Komunidad at Bayan
3. Mapanagutang Gamit ng Social Media
4. Papel ng Espiritwalidad sa Pagiging Mamamayan
5. Pagninilay sa mga Isyu ng Bayan Bilang Bahagi ng Espiritwalidad

Gap 1: Generic Description of Learning Competencies vis-à-vis the Topic

Topic 1: Value Focus: Compassion

Nilalaman (Content)	Pamantayang Pangnilalaman (Content Standard)	Kasanayang Pampagkatuto (Learning Competency)
KAAPAT NA MARKAHAN: Pamayanan Bilang Lunsaran ng Pagpapakatao		
1. Pagpapaunlad ng Sarili Batay sa Katangian ng Pagpapakatao para sa Bayan	Natututuhan ng mag-aaral ang pag-unawa sa pagpapaunlad ng sarili batay sa katangian ng pagpapakatao para sa bayan.	1. Nakapagsasanay sa pagiging mapagmalasakit sa pamamagitan ng pakikisangkot sa mga gawaing nagpapabuti sa kalagayan ng mga mamamayan ayon sa kaniyang kakayahan a. Nakakikilala ng katangian ng pagpapakatao b. Naipaliliwanag na ang pagpapaunlad ng sarili batay sa katangian ng pagpapakatao para sa bayan ay makatutulong sa paggampan sa kaniyang mga tungkulin para sa pagtupad ng kaniyang misyon sa buhay na maglingkod c. Nailalapat ang katangian ng pagpapakatao sa pagtupad ng kaniyang mga tungkulin
	Note that the descriptions are generic: nakakakilala ng katangian ng pagpapakatao	
Pamantayan sa Pagganap (Performance Standard)	Naisasagawa ng mag-aaral ang katangian ng pagpapakatao sa pagtupad ng kaniyang mga tungkulin upang malinang ang pagiging mapagmalasakit.	
Lilinanging Pagpapahalaga (Values to be Developed)	Mapagmalasakit (Compassion)	

The learning competencies state the competency of identifying the characteristics of human beings, particularly compassion/mapagmalasakit. The Curriculum Guide, however, does not stipulate what constitutes compassion. It assumes that teachers understand and exhibit compassion. It does not take into account the different background and experiences that enhance or diminish its applicability as well as how it is fostered in human behavior. Compassion is not developed through mere identification. It requires a gradual assimilation of otherness (kapwa) and not merely neighbors. White, R. (2017) argued that compassion is a vague concept and it is difficult to assess how we can focus on compassion in the traditional classroom, given the emphasis on collective learning outcomes, and the assessment of objective goals.

Additionally, the low-level cognition attached to identification is not matched with the competency expected in Gr. 7 learners. Furthermore, Anderson and Krathwohl (2001) stated that the Revised Bloom's Taxonomy puts 'identification' under the cognitive process dimension "Remember," which is the lowest among the six levels of Revised Bloom's Taxonomy.

Sharma & Raval (2019) emphasized that curriculum evaluation is a multi-faceted analysis of the curriculum alignment with the intended goals and an honest assessment of the adequacy of the facility of resources required for teaching such as teaching aids, laboratories, library books, and instruments. Considering the gap, both the competencies and topics in the Gr. 7 GMRC curriculum and teaching resources are inadequate to highlight the importance of the value of compassion.

As stated in Gap 1, there is an apparent inadequacy of the sequential arrangement of competencies. Higher-order thinking skills such as application and synthesis are expected competencies for Gr. 7 learners. However, introducing wisdom in Topic 2 seems a big leap from a generic presentation of Lesson 1 that introduces the characteristics of the human person: *Katangian ng pagpapakatao*.

The Value focus of *Karunungan sa pagpapasiya* while it deals with discernment of a good leader, lacks a smooth transition from Lesson 1 to Lesson 2. Specific targets must be stipulated in the CG and how these targets will be achieved. Yang (2017) surmised that wisdom must be taken as a process and not a short-term value. Therefore, it is not acquired overnight. To grow in wisdom requires a long process, a value that is difficult to measure. Furthermore, a sudden shift to *social media* (Lesson 3) widens the gap in comprehension of Lesson 2's value focus. Imparting values must depart from experience and real-life situations. Although wisdom may be attributed to the practice of discipline, a Gr. 7 student may have to fathom the intricacies of the practice of wisdom through concrete situations. Hence, human experience can serve as a launching pad that makes students grasp the relevance of the topic and its applicability to situations where decisions require moral responsibility. Additionally, the turn to discipline must have been emphasized early in the course, for example in the 1st Q, GMRC.

Cap 3: Missing the Point: The Role of Spirituality

Topic 4: Value Focus: Accountability

Nilalaman (Content)	Pamantayang Pangnilalaman (Content Standard)	Kasanayang Pampagkatuto (Learning Competency)
4. Papel ng Espirituwalidad sa Pagiging Mabuting Mamamayan	Natututuhan ng mag-aaral ang pag-unawa sa papel ng espirituwalidad sa pagiging mabuting mamamayan.	4. Nakapagsasanay sa pagiging mapanagutan sa pamamagitan ng pagtitiyak sa kabutihan at saysay ng mga gawain para sa bayan
	Value focus: Mabuting mamamayan or mapanagutan. The emphasis here must be the role of spirituality in fostering accountability. Again, the sudden shift seems a hodge podge of values to meet the required number of values per quarter.	may sa papel ng espirituwalidad sa mabuting mamamayan. Ang papel ng espirituwalidad sa mabuting mamamayan ay sa pagganap ng kaniyang tungkulin sa mapanagutan bilang indikasyon ng pagkilala ng kaniyang pag-iral sa mga paraan sa pagganap ng tungkulin sa pamayanan na ginagabayan ng ad
Pamantayan sa Pagganap (Performance Standard)	ginagabayan ng espirituwalidad upang malinang ang pagiging mapanagutan.	kaniyang tungkulin sa pamayanan na
Lilinanging Pagpapahalaga (Values to be)		Mapanagutan (Accountability)

Accountability is an obligation or willingness to accept responsibility or to account for one's actions (Merriam-Webster. (n.d.). Zola and Wigmore (2022) presented the different types of accountability, namely, corporate, media, government, and political accountability. To subsume one type of accountability under one form or category does not specifically attain the goals for which it is applied. Hence, this topic is an interesting topic that should have been included in the 1st Quarter to highlight the situate the value in the affective domains of morals and spirituality. Accompanied by the relevance of reflexivity, students can gain a better understanding of the recalibration of Matatag GMRC, anchoring on Filipino values, traditions,

and the school's Vision and Mission. Consequently, the sequential arrangement of topics is crucial to the success of the implementation of the Gr. 7 GMRC curriculum.

Gap 4: Depth and Breadth of Content

Topic 5: Value Focus: Perseverance

Nilalaman (Content)	Pamantayang Pangnilalaman (Content Standard)	Kasanayang Pampagkatuto (Learning Competency)
5. Pagninilay sa mga Isyu ng Bayan Bilang Bahagi ng Espirituwalidad	Natututuhan ng Value focus: Pagninilay sa isyu ng bayan The qualifying category to foster perseverance, discipline, and accountability is premised on spirituality. However, teachers who teach values must first be imbued with spirituality anchored on spiritual heritage. If teachers have a hazy idea of spirituality, it will be difficult to transmit these values.	5. Nakapagsasanay sa pagiging mativaga sa pamamagitan ng pagpapahayag ng sariling pagpapasiya at kilos bilang on (<i>insight</i>) mula sa pagninilay sa mga mga isyu ng bayan bilang bahagi ng mabigyan ng wastong kahulugan ang g batayan ng kaniyang pagpapasiya at lhan a isyu ng bayan bilang bahagi ng lang bahagi ng espirituwalidad upang
Pamantayan sa Pagganap (Performance Standard)		
Lilinangang Pagpapahalaga (Values to be Developed)		Matiyaga (Perseverance)

The values as presented in Gr. 7 GMRC are vital to the development of students who shall transition to High School. However, I find the target values lacking in depth and breadth. For instance, perseverance is a vital aspect of spiritual development. It stems from discipline, which should have been one of the 1st Quarter topics. The value of discipline and perseverance go hand in hand. Schaffner (2023) underscored that perseverance is closely related to a range of other concepts including resilience, motivation, drive, determination, grit, passion, and conscientiousness. Thus, to instill perseverance or grit, it must deal with existential realities, finding its roots in faith, the school's core values, and personal growth to make it relevant and

Topic 7: Value FocusL Glocalization and Creativity

Nilalaman (Content)	Pamantayang Pangnilalaman (Content Standard)	Kasanayang Pampagkatuto (Learning Competency)	
7. Glokalisasyon Bilang Tugon sa mga Suliranin ng Bayan	Natututuhan ng mag-aaral ang pag-unawa sa glokalisasyon bilang tugon sa mga suliranin ng bayan.	<p style="text-align: center;">Value focus: Glocalization & Creativity</p> <p>Again, this isn't coherent with a theme that must be identified per quarter. I don't think that values are compartmentalized, and its emphasis done sporadically.</p>	<p>pagiging sensitibo sa solusyon gamit ang</p> <p>suliranin ng bayan suliranin ng bayan aan at inspirasyon gkakakilanlan angangailangan ng</p>
Pamantayan sa Pagganap (Performance Standard)	Naisasagawa ng mag-aaral ang produkto o serbisyo na tumutugon sa pangangailangan ng pamayanang kinabibilangan alinsunod sa glokalisasyon upang malinang ang ma-inobasyon na pagiging malikhain.		
Lilinanging Pagpapahalaga (Values to be Developed)	Malikhain (Creativity)		

A value-focus on glocalization is a sudden shift from the topic of Good Stewardship. Creativity as described above is valued in terms of glocalization. Hayes (2022) explains that glocalization is a combination of the words "globalization" and "localization." The term is used to describe a product or service that is developed and distributed globally but is also adjusted to accommodate the user or consumer in a local market. However, according to Gobo, and Giampietro (2016), it is a soft and subtle form of colonialism, a top-down adaption to the local, while still maintaining an unbalanced relationship with the local, which remains subordinate to the *glocal*. It is this subtlety that must be first unpacked through sensitization on the subject, of globalization. To reverse the meaning of glocalization and put it in the right perspective, a conscious return to our Filipino values must be emphasized in the valuing of each unit. Additionally, if understood through the lens of theology, it can mean a conscious resistance to the trend of globalization to balance the influence of colonialism.

Conclusion

The Matatag curriculum, following its principles of strength and unyielding, may be a new way of advocating for the tenets of humanized education as it incorporates peace education and GMRC. It reintroduces Good Manners and Right Conduct (GMRC) as a dedicated learning area or subject following Republic Act (RA) 11476, also known as the GMRC and Values Education Act of 2020. Collectively prioritizing a learner-centric model that prepares individuals for academic success, active citizenship, and adaptability in a rapidly changing world, the researcher hopes it is not just a political rebranding and to some extent an ideal reconstruction to gradually remove Senior High School. The themes that emerged from this study such as ambivalence, coherence, and applicability underline the importance of ensuring that the goals of the recalibrated curriculum will be addressed by the implementers. It is not a static curriculum as it evolves as teachers embark on the journey of translating the content and principles in the classroom. The learning gaps explored in this research can serve as a stepping stone to finetune the curriculum content and foci of values. The researcher unveiled the discord and the problem with sequencing in the topics of the Gr. 7 GMRC curriculum to point out the necessity to equip teachers with skills in transmitting values. As an adage puts it: Values are caught, not taught justifies the need for ongoing value clarification and infusion training for teachers. While varied opinions suggest that societal actors and history (Estrellado, 2023) may be the factors that contributed to the recalibration of the K-10 curriculum, the Matatag curriculum was conceptualized to decongest the curriculum. The researcher hopes that it goes beyond political realism and addresses the underlying socio-economic factors that prevent effective curriculum implementation. Lack of teacher training

can lead to repeating the weak implementation of K-12 unless teachers are empowered and imbued with fundamental values that transmit values through word and action.

Recommendations

In light of the results of the study, the following action plans are recommended.

1. The ongoing rollout of the Matatag curriculum can help equip teachers to meaningfully integrate values into the CG by setting up a core group to facilitate the training of teachers, following the proposed CBP.
2. The Needs Assessment may help reveal the teachers' degree of knowledge and their personal and professional needs. The Core Group can administer the NAS prior to the implementation of CBP.
3. Leaders play a critical role in ensuring teachers are equipped with knowledge and skills to effectively teach GMRC. They may find the proposal helpful to address the gaps identified in this study.
4. The proposal may impact the school community if administrators and teachers collectively decide to change how GMRC is taught.
5. Lastly, the success of Matatag curriculum lies in the commitment of teachers to lifelong learning. Transitioning again to a new curriculum is tough, but, armed with a passion to make a difference in the lives of students, teachers and administrators must work together to ensure that the strength of the Matatag curriculum be deeply rooted and anchored in Filipino values.

Rationale for the Proposed Innovation:

The above analysis of Gr. 7 GMRC 4th Quarter content topics and value-foci prompted the researcher to revisit the Matatag aims and relevance to offer a holistic and innovative CBP in the following section.

Estrellado (2023) articulated that curriculum change is not just rearranging decks of cards; it is the wind in the sails of societal progress. The researcher believes that innovation sets the sails as it follows the direction of the wind of change. Hence, the new Matatag curriculum as VP Sarah Duterte explained is a reconfigured, decongest curriculum catapulted on August 10, 2023. This is earmarked by recalibrating the current K to 12 curricula. The MATATAG Agenda aims to cultivate competent, job-ready, active, responsible, and patriotic citizens. This revised K to 10 curricula reduces the existing K to 12 curriculum's congestion by 70%, streamlining competencies and emphasizing essential elements such as language, reading, literacy, mathematics, patriotism (MAKABANSA), and good manners and right conduct from kindergarten to grade 10. Furthermore, the new curriculum introduces Filipino and English in grade 2, science in grade 3, and social studies, music, arts, and physical education in grade 4. Notably, 'Mother Tongue' and other humanities are excluded. It is expected to be scheduled for phased implementation from August 2024 to 2028. To address the gaps identified in the analysis of Gr. 7 GMRC, teachers must be equipped with the knowledge and skills to run the recalibrated curriculum as intended or to avoid the repetition of weaknesses in the K12 program.

It is no wonder that critics questioned the revision's fairness, citing alignment with international standards and the Philippines' previous status as one of the few nations not following a 12-year basic education cycle. The researcher believes that curriculum evaluation must follow the curriculum review cycle ("The Curriculum-Review Process," 2019) starting with establishing the process, adopting a model, defining specific skills, planning curriculum changes, recommending changes to the school board, and implementing changes. The factors

discussed in the literature review highlighting societal change and research prompting the need for curriculum revision reflect a commitment to streamline implementation and ensure learners' adaptability to this transformative journey.

Thereby, the proposed Innovative Strategies below are to address the gaps noted in this research.

Proposed Innovative and Holistic Strategies

Upholding the belief that the teacher's role is vital to the development of students' learning and values infusion, the following CBP enrichment program is recommended to school leaders and administrators:

CBP Enrichment	Value-Transmission	Strategies	Valuing Activity
Teacher's Self-awareness	Self-knowledge as a foundation of spirituality	Seminar-workshop on self-knowledge and mastery	MBTI Personality Types (Myers & Briggs Foundation, n.d.)
Vocation and Mission	Purpose, dignity, and integrity	Recollection	
Spirituality and Religion	Inclusivity and deepened appreciation of spiritual traditions	Seminar	Virtual Visit to the 5 Major Religions
Filipino Values	Bayanihan, Utang na Loob, Hiya, Paggalang	Seminar-Workshop	Value Scanning
Globalization and Glocalization	Innovation, Transformation, & Nationalism	Seminar-Workshop	Dialogue with experts in globalization and advocates of glocalization
Freedom & Discernment	Responsibility, Accountability, & Discernment	Activity-based Training Interactive Learning	Case Analysis
Moral Responsibility	Wisdom, Excellence, and Transparency	Seminar/Dialogue/Open Forum	Collective Credo

Timeframe: 2 years

TASKS	May Year 1	June – June Yr. 2	July	August Year 2	October Year 2
1. Conceptualization					
2. Training					
3. Evaluation					
4. Refining the Training Modules					
5. Proposals for Continuity & Innovation					

Program Implementation: Per school/institution

Program Initiator: Principal and appointed administrators, and teacher representatives

Program Evaluation: 1 year after implementation

Budget: Matatag Curriculum Budget allocation

Cost Estimate		Meetings
1. Honorarium	80,000	June, July, August
2. Interviewees' Meals and Tokens	15,000	Interviews and administration of survey questionnaire
3. Materials	5,000	Proposal Draft and Final Paper
4. Evaluation & Module Revisions	50,000	
TOTAL PROPOSED BUDGET	150,000	

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