Competency Needs of Grade 4 Matatag Teachers: Basis for an Enhanced Learning Action Session (LAS) Module

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Abstract

The implementation of the MATATAG Curriculum by the Department of Education aims to strengthen foundational competencies and streamline the K–12 curriculum. Its success depends largely on teachers' competencies in instruction, assessment, classroom management, and technology integration. As key implementers, Grade 4 teachers face challenges in adapting to the revised curriculum. This study explored their experiences and competency gaps as a basis for developing an enhanced Learning Action Session (LAS) module. The study aimed to identify teachers' experiences, determine specific competency gaps, measure their extent, identify priority professional development needs, and develop an enhanced LAS module. It employed an Exploratory Sequential Mixed-Methods Design. The qualitative phase involved focus group discussions and interviews with 10 purposively selected Grade 4 teachers, while the quantitative phase included all 22 Grade 4 teachers through total population sampling. Data were collected using semi-structured interviews and a 5-point Likert-scale survey questionnaire. Thematic analysis, frequency, percentage, weighted mean, and ranking were used. Findings revealed that teachers experienced challenges in curriculum transition, increased workload, and limited instructional resources. Key competency gaps were identified in MATATAG-aligned instruction, assessment practices, classroom strategies, and systemic support. Results showed moderate competency gaps in aligned instruction (WM = 3.22), assessment (WM = 3.34), classroom practices and technical skills (WM = 3.36), and professional support needs (WM = 3.27). Despite these, teachers demonstrated resilience, adaptability, and appreciation for learner-centered instruction. The study concluded that Grade 4 teachers possess foundational competencies but still require targeted and sustained professional development. The enhanced LAS module is recommended to address these needs and strengthen effective implementation of the MATATAG Curriculum in the Philippines.

Keywords : Education; MATATAG Curriculum, teacher competency gaps, professional development, instructional alignment; Exploratory Sequential Mixed-Methods, thematic analysis, survey questionnaire, weighted mean; Philippines