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Teachers' Sentiments on the MATATAG Curriculum: A Social Media-Based Empirical Study of Policy Implementation

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Abstract

This paper examined the sentiments of Filipino teachers regarding the implementation of the MATATAG Curriculum in the Philippine basic education system. It aimed to shed light on the difficulties encountered by the teachers in implementing the curriculum by categorizing their comments as positive, negative, or neutral depending on how they were presented and determined the recurring themes the teachers most often mentioned to get to know the general issues and identified the common themes the teachers frequently cited to understand the main topics and concerns teachers share. In addition, only a few studies focused on analyzing real-time teacher sentiments using social media data sets, highlighting a gap this study seeks to fill. This study employed a qualitative descriptive design utilizing sentiment analysis tools to analyze 100 Facebook posts and comments from teachers. Analysis revealed that 39% of sentiments were negative, 34% were neutral, and 27% were positive. Key findings indicate that there is a wide spectrum of teacher responses where the majority of the teachers express negative sentiments regarding the MATATAG Curriculum, identifying the key challenges such as inadequate teaching materials, increased workload, insufficient training, and ambiguous guidelines, all of which contributed to the adversities faced by the teachers. The findings reveal the intricacy of teacher responses and highlight the imperative necessity for curriculum developers and education administrators to respond on the highlighted issues. With the incorporation of teachers' real-time feedback, this study contributes to policy discussions regarding the further development of curriculum implementation in Philippine educational institutions.

Keywords: Curriculum, Philippine Education, Policy, Social-media, Teachers

INTRODUCTION

The curriculum is the most essential part of applied education. It serves as a map for both teachers and students, indicating where to go. It plays a key role in learning and teaching because it provides students with a framework that outlines the knowledge, skills, and values they need to acquire (Jan, 2025). An effective curriculum, with well-defined aims and evaluation criteria, enables teachers to plan high-quality lessons and measure student progress effectively. In addition, it encourages critical thinking, creativity, and problem-solving abilities, which prepare learners for success in academics as well as in real-life situations. Hence, careful preparation and constant revision are necessary to meet the requirements of all learners, encourage diversity, and support lifelong learning. However, when the curriculum fails to adapt to changing educational and societal demands, it becomes defunct, resulting in

serious consequences for both learners and society at large.

A defunct curriculum is a significant issue, as it results in students missing out on opportunities to learn and society missing out on opportunities to progress, as per Gouëdard et al. (2020). It has the potential to hinder the advancement of students in digital literacy, critical thinking, and adaptability, all of which are essential in a rapidly evolving world (Villarama et al., 2025a). Additionally, students will not be adequately prepared for future employment or to assimilate into society in the absence of consistent upgrades. Consequently, curriculum reform is essential for ensuring that school practices promote lifelong learning and enable individuals to make significant contributions to their communities (Villarama et al., 2024).

Globally, the demand for change in curriculum is consistent with Sustainable Development Goal (SDG 4), which prioritizes inclusive and equitable quality education. The Philippine educational sector has been facing various challenges underscored by its performance in the Program for International Student Assessment (PISA). For example, Filipino students ranked 78th out of 79 in reading and were the second-lowest ranked in mathematics and science in PISA 2018. In 2022, the nation was still one of the lowest-performing participants, ranked 77th out of 81, with only moderate improvements. These findings demonstrate the necessity of reforms like MATATAG to respond to core learning deficiencies.

The Department of Education introduced the K to 12 curriculums, also known as the MATATAG Curriculum, to address the challenges affecting the Philippine education system. The newly implemented curriculum was introduced to redefine basic education, improve learning capabilities, develop core skills, and reinforce students' moral values (Abarca, 2023). It underscores a student-centered education that prioritizes essential knowledge and practical skills that learners must acquire in real-world contexts. The MATATAG Curriculum aims to align education with national socio-economic objectives, thereby producing academically proficient and, crucially, responsible and resilient citizens.

However, as is the case with all major educational reforms, the success of the curriculum does not only lie in its creation but also in how it is taken and implemented by those at the initial stages; they are the teachers who are the primary implementers of this curriculum reform (Charalampous et. al, 2023). With teachers in the central position of implementing curriculum reforms in teaching, their evaluation is also vital in determining the overall program's strengths and weaknesses. Their opinions help highlight practical issues, necessary resources, and areas for improvement, making the curriculum more responsive to learner needs and realities of the classroom.

Traditionally, teachers' feedback has been obtained through official procedures, such as surveys and interviews, which are limited and time-intensive. These might fail to pick up the spontaneous and sincere answers of teachers (Chimbunde et al., 2024). On the contrary, as we live in the digital age, social media platforms, particularly Facebook, have become popular spaces for teachers to share their thoughts and experiences. Through Facebook groups, teachers can provide unfiltered, real-time reflections on how they are engaging with the new curricula. This informal setting offers teachers the opportunity to utilize social media to connect with other education professionals and share ideas and information (Preece, 2024).

Additionally, extensive research has been conducted on sentiment analysis in various contexts; yet, a notable gap remains in studies that specifically investigate educators' perspectives on curricular reforms using social media platforms (Verma, 2023). This disparity highlights the need to explore educators' emotional responses to the MATATAG Curriculum through Facebook posts and comments.

This study is critical because it provides teachers with real-time, data-driven insights that can change their perspective on the MATATAG Curriculum. Examining teachers' emotions and perspectives during the initial year of curriculum implementation might uncover prevalent themes and critical challenges that may remain unrecognized in traditional contexts. The findings can help policymakers, curriculum developers, and other education stakeholders identify areas of the curriculum that require improvement, making it easier to implement future changes.

Problem Statement. The study explored the experiences and perceptions of Filipino teachers regarding the newly implemented MATATAG Curriculum. While this is being implemented nationwide, there is limited research on how teachers feel about it, particularly in informal settings such as social media platforms like Facebook. Previous research largely focused on the initial months of the rollout, resulting in a gap in understanding teachers' sentiments after a full year of implementation.

Moreover, formal interviews or surveys often provide filtered responses, whereas Facebook posts and comments provide unfiltered, real-time, and spontaneous responses from teachers actually immersed in the curriculum within the realities of their daily practice. These comments reflect teachers' authentic voices as they describe experiences and challenges with fellow teachers in the Facebook groups. In order to address this gap, the study aims to categorize teachers' feedback into positive, negative, or neutral sentiments based on how they expressed their reactions and thoughts. It also seeks to identify common words and phrases associated with each feeling to understand the primary topics and concerns that teachers share. Finally, this study intends to provide significant recommendations for improving the MATATAG Curriculum based on the teachers' feedback.

LITERATURES

National Vision and Global Context of the MATATAG Curriculum. DepEd's program and reform, the MATATAG Curriculum, with its slogan "Bansang Makabata, Batang Makabansa" *(A Nation for the Children, Children for the Nation)*, aims to cultivate capable and values-oriented learners (Barcelonia, 2023; Arquero et al., 2024). It aims not only to develop subject mastery but also patriotism, social responsiveness, and cultural pride among learners.

According to Alvarado (2023), the MATATAG Curriculum is a crucial factor in enhancing the global evaluations of Filipino learners. Nevertheless, this research reveals a disparity in implementation due to the poor performance of Filipino learners. Alvarado encourages the teachers to equip themselves with strategies and techniques through a series of training sessions. Philippine-specific studies highlight that curriculum innovations, such as the MATATAG Curriculum, are intended to enhance basic skills but require systemic support for effective implementation (DepEd, 2024; Reyes, 2025).

The Central Role of Teachers in Curriculum Reform. In terms of curriculum development and educational reform, teachers play a crucial role in presenting their experiences and domain knowledge in the subject area to inform the curriculum. Teachers implement the proper procedures and address the students' needs (Gupta, 2023; Villarama et al., 2025b). Through their active involvement in the reform process, teachers help develop a more practical, integrated, and effective school system that genuinely facilitates student development and accomplishment.

Alsubaie (2016) states that teacher involvement in curriculum development is crucial in achieving effectiveness and success. As curriculum creation is a challenging process, everyone involved, especially those working directly with students, must be included to ensure successful development and revision of the curriculum.

Jess et. al. (2016) work emphasizes the need for teacher preparation in curriculum development. They strongly emphasized that teachers should be qualified to create suitable learning assignments that align with the curriculum requirements. Teachers should be aware of their duties in curriculum implementation to address any concerns effectively. Additionally, initiatives in developing materials and aligning instructional methods with the requirements are essential for implementing the new curriculum.

To fulfill the teachers' significant role in implementing curriculum innovation, it is imperative to plan, organize, lead, and communicate effectively in class using learning materials (Rupia, 2022). Teachers' motivation, confidence, involvement in curriculum design, and professional development play a substantial role in the process of implementing curriculum changes (Karaskus, 2021). Inefficient implementation of curriculum change could harm the reform.

Challenges in Curriculum Implementation, Literature consistently identifies prevalent concerns in curriculum implementation, such as inadequate orientation programs, substandard instructional materials, and challenges faced by administrators (Ocampo & Castillo, 2024).

In a comparative study, public schools are likely to experience higher demands, such as class overcrowding and scarce materials, which influence the implementation of the curriculum (Delgado, 2023). Private schools have more adaptive adoption processes, but also indicate the requirement for continuous communication and support systems, as indicated in recent MATATAG Curriculum studies. Moreover, Uy et al. (2024) also emphasize the importance of continuous teacher training and community involvement in implementing an effective curriculum and improving and refining student outcomes.

In addition, seven (7) grade 1 and grade 4 teachers indicated challenges with time limitations, pacing, and scarce resources in the implementation of the MATATAG Curriculum in Cebu City (Abaiz et. al., 2024).

Teachers employ adaptive methods, such as peer collaboration, sharing resources, and incorporating technology, in an attempt to address these challenges and promote resilience in adapting to new curricular requirements (Villanueva, 2025). The MATATAG Curriculum studies align with these findings, particularly in public school settings.

Teachers' Attitudes and Perceptions. Research indicates that teachers' attitudes toward curriculum reforms significantly influence the effectiveness of their implementation. Teachers have positive attitudes towards reforms due to perceived benefits of learning for students and consistency with the education needs of the present (Johnston & McGee, 2022).

Conversely, issues such as inadequate training and increased workload lead to stress and resistance (Darling-Hammond, 2021). Recent empirical evidence about the MATATAG Curriculum corroborates these dual sentiments, as teachers convey optimism about its potential while voicing concerns regarding their preparedness and resource availability.

Research on teachers' perceptions of MATATAG curriculum implementation has been investigated in different contexts, including that of Demate et al. (2025), which indicates that teachers showed resilience through collective strategies, peer assistance, and a focus on professional development. Frustrations with poor systemic support and fast curriculum pacing were common, though.

While teachers appreciate some of the positive effects of the curriculum, they are also worried about some significant challenges that the curriculum has brought them (Saro et. al, 2024). A previous study by Zamir (2016) has shown that teachers had mixed feelings about the curriculum change, highlighting both positive and constructive elements and the more negative aspects of the program. Some teachers have seen the curriculum as potentially encouraging higher-level thinking, learning, and teaching. In contrast, others believe that it still needs improvement, especially in terms of organizational and

structural framework. Furthermore, effective curriculum implementation requires teachers to change habits, beliefs, and values. Teachers need to recognize their significant contributions to realize the educational objectives in order to support curriculum reform (Ng, 2018).

According to a previous study concerning teachers adapting to curricular change, teachers gradually adjust to the new curriculum framework. This highlights the need for continuous support and professional development during the transition phase to ensure effective implementation (Bongco et al, 2022).

Comparative and International Perspectives. Adiko et al. (2020) describe the readiness of teachers to implement the curriculum through continuing learning innovations and making an effort to improve professionalism as steps in realizing the goals of national education. In transitioning to a new curriculum, teachers must receive adequate training to accommodate the changes that will occur during its implementation.

Studies emphasize that curriculum changes are most likely to create both optimism and challenges for teachers in various learning environments. Successful policy implementation relies on teacher preparation, availability of teaching resources, and continued professional development (Smith & Lovat, 2023).

Theoretical Models of Curriculum Reform. The Curriculum Implementation Framework by Rogan and Grayson (2003) emphasizes the importance of teacher readiness, resource availability, and leadership support in effective curriculum implementation. It highlights that curriculum reform is not only about changing the documents, but it is also about the actual scenario in the classroom. They argued that successful implementation hinges on three key factors: the profile of implementation, the capacity to innovate, and support from relevant agencies. These factors underscore what policymakers and administrators must prioritize to ensure the sustainability of the MATATAG Curriculum.

Additionally, Fullan's Theory of Educational Change (2007) views curriculum reform as a complex process involving modifications in materials, teaching methods, and beliefs. For Fullan, organizational change and personal change both occur, which requires a balance of pressure and support among teachers. In the Philippines, this perspective highlights why teacher preparation, leadership, and ongoing support are the essential building blocks for the effective implementation of the MATATAG Curriculum in the classroom.

In addition, the Concerns-Based Adoption Model (CBAM) by Hall and Hord (2020) explains that change is personal and developmental. Teachers experience reforms differently depending on their stage of concern and level of use. Therefore, differentiated support, ongoing monitoring, and attention to teacher concerns are necessary. This helps explain the varying responses teachers may have to the MATATAG Curriculum's early implementation.

Furthermore, Weick's Sensemaking Theory (1995) is of the opinion that individuals make meaning out of their situations and experiences. In the present research, teachers' online affirmations, skepticism, or concerns could be interpreted as sensemaking narratives that identify how they internalize and negotiate the curriculum.

Collectively, these models provide a comprehensive lens for understanding curriculum reform. They frame the MATATAG Curriculum not only as a policy initiative but as a lived classroom reality shaped by teacher readiness, systemic support, individual concerns, and sensemaking processes. Each model highlights that reform works only when policy aims are successfully translated into classroom practice with sufficient resources and appropriated by teachers as significant to their roles.

In this research, these views inform an understanding of teachers' perceptions as they are expressed through social media conversations. Through the synthesis of Rogan and Grayson's implementation capacity, Fullan's

emphasis on pressure and support balancing, Hall and Hord's focus on personal concerns, and Weick's conceptualization of meaning-making, this study situates teachers' online narratives into a large-scale theoretical framework of educational transformation. Such a multi-layered approach not only validates the use of social media as a source of authentic, honest feedback but also provides an interdisciplinary basis for understanding teachers' attitudes toward the MATATAG Curriculum. Ultimately, such models remind us that teachers are not passive recipients of reform but active participants whose reactions – whether supportive, resistant, or ambivalent – are central to the success or failure of curriculum implementation.

METHODS

This study utilized a qualitative design under the framework of sentiment analysis. It is the process of analyzing insights in the context of how research participants feel about a particular topic (Gillis et al., 2024). The research sought to establish teachers' positive, negative, or neutral sentiments through systematic analysis of their social media comments and posts.

The data were drawn from Facebook teacher groups with ongoing posts and comments about the MATATAG curriculum. Post and comments were purposively selected using the keyword "MATATAG Curriculum". In total, 100 posts and comments were gathered. To guarantee legitimacy, only accounts clearly affiliated with teaching were included.

The study focused on common themes, problems, and praises emerging in online discussions, highlighting concerns such as resource constraints, training requirements, workload changes, and classroom realities. Ultimately, the study contributes to the ongoing debate on curriculum renewal by providing evidence-based findings.

Research Design. This current study employs a mixed-method design, which combines computational text analysis with qualitative

thematic analysis. Quantitative strand is represented by sentiment analysis, which systematically categorizes teachers' posts and comments as positive (approval, satisfaction, or hopefulness toward the MATATAG Curriculum), negative (dissatisfaction, criticism, or frustration about the curriculum), or neutral (descriptive, or informative in tone without explicit evaluative judgment). This enables the study to capture the scope of emotional tone in a large corpus of online teachers' discourse. Furthermore, the qualitative strand uses thematic analysis in interpreting significant words, phrases, and stories that expose teachers' day-to-day experiences in classrooms. This mixed approach enables the research to transcend mere documentation of surface feelings that offer quantifiable trends as well as deeper insights into the ways teachers feel the MATATAG Curriculum.

By combining thematic coding and sentiment analysis, the research can take advantage of each approach's strengths, which are computational algorithm efficiency in speed and precision in measuring affective text data, and qualitative analysis nuance in contextualizing these feelings within larger themes of workload, training, resource deficiencies, and curriculum clarity. Facebook, as a social media platform, was selected as the source of information due to the fact that it is a modern platform on which teachers openly give their opinions without the limitations of official questionnaires or interviews.

This design ensures that the findings capture both the breadth (the extent to which the feelings occurred) and the depth (the reasons why such sentiments arise) of teachers' experience. In collecting both quantitative depth and qualitative breadth, the research provides a better representation of teachers' authentic voices, hence offering policymakers and curriculum makers implementable insights into the challenges and opportunities shaping curriculum reform.

Participants and Sampling Technique. This research is based on Filipino teachers who are currently discussing the MATATAG Curriculum

on Facebook. The sample population was drawn from five (5) Facebook groups dealing with the Philippine curriculum and education system. From these groups, one hundred (100) random posts and comments were selected for analysis. These online communities typically involve teachers of basic education sharing their experiences, thoughts, and challenges regarding classroom practice and reforms in education openly. The utilization of online communities as a data source is especially useful because it offers natural and real feedback that is less mediated than traditional surveys or interviews.

A purposive sampling method was used to select and identify Facebook groups directly associated with the MATATAG Curriculum. This non-probability sampling technique was considered suitable as the research aims specifically to examine dialogue from teachers who are directly impacted by and responsive to the new curriculum. Posts and comments mentioning or referring to the newly introduced curriculum explicitly were only included to guarantee appropriateness for the research topic. In addition, teacher postings including feedback, opinion, or classroom personal experiences in relation to the curriculum were given preference over general postings to better capture meaningful sentiments.

The inclusion criteria examined the frequency of discussion, the recency of postings, and the pertinence of instructional involvement. This ensures that the dataset reflects current and popular feelings rather than obsolete or irrelevant opinions. Ambiguous, irrelevant, or insubstantial posts were eliminated to guarantee the reliability of the analysis.

Research Instrument. The main tool for this research was sentiment analysis software. Sentiment analysis was used to identify the emotional tone of the posts as positive, negative, or neutral from the words, phrases, and language patterns found in teachers' online responses. As a computational technique, sentiment analysis offers a systematic and objective means of analyzing large volumes of unstructured text data from social media.

Through automated detection of emotions in text, the software minimizes researcher bias and guarantees consistency when assigning sentiments to categories.

Apart from categorization, the sentiment analysis tool could also detect repeated keywords and phrases that were often tied to certain emotional tones. For instance, words of approval, hope, or appreciation were put in positive sentiments, while words of frustration, criticism, or concern were put in negative sentiments. Neutral sentiments were put on posts that expressed factual statements, observations, or balanced views without strong emotional undertones.

This tool was considered suitable for use in the study due to the amount and diversity of Facebook postings. Coding hundreds of comments and postings manually would have consumed time and been open to personal interpretation, whereas automated sentiment analysis offered efficiency, precision, and reproducibility. Additionally, the output produced by the tool enables the researcher to carry out a thematic analysis, emphasizing general trends, themes, and issues that underlay the sentiments of the teachers. This combination of technology-informed analysis and qualitative understanding enriched the overall methodology and added rigor to the study findings.

However, it must also be noted that while sentiment analysis software enhances consistency and objectivity, it has inherent limitations. The tool may overlook nuances of language such as sarcasm, humor, or culturally specific expressions that shape meaning in Filipino teachers' online discourse. As such, certain emotional undertones may not be fully captured by the automated process. To address this limitation, the researcher cross-validated the software-generated results with manual thematic coding, ensuring that key contextual details and culturally grounded interpretations were not lost. In this way, the use of sentiment analysis is complemented by qualitative interpretation, strengthening both the validity and richness of the study's findings.

Data Gathering Procedure. The data collection process took a systematic approach, starting with the identification of appropriate Facebook groups where Filipino educators actively debate educational reforms and teaching practices. The researchers screened these groups carefully to make sure that they were specifically in the Philippine education sector and had active members among basic education teachers. From the five identified groups, comments and posts were drawn based on the following inclusion criteria: (a) actual reference to the MATATAG Curriculum, (b) direct applicability to the opinions, reflections, or feedback of the teachers, and (c) posting after the formal rollout of the MATATAG Curriculum to ensure currentness. Posts that were promotional, ambiguous, or off-topic in nature were not included. This overt screening process guaranteed that the dataset contained actual and meaningful teacher sentiment.

In order to guarantee the timeliness of the data, data collection was targeted at posts and comments after the official launch of the MATATAG Curriculum. This was a strategy adopted by the researchers to capture teachers' genuine and firsthand responses, as well as their initial perceptions and experiences with the implementation. Text-based content was systematically collected during the data extraction process, leaving out multimedia components in the form of images, videos, or memes that did not contain analyzable textual data.

After extraction, the textual content was cleaned to enhance the quality and precision of the analysis. The edits were done by eliminating unwanted components like hyperlinks, hashtags, emojis, duplicated characters, and other computer artifacts that did not add anything to sentiment or thematic material. Moreover, stop words–used frequently, such as "the," "and," or "is" but without considerable meaning–were removed to intensify the emphasis on keywords and sentiment-carrying words. Spell inconsistencies and typographical errors were also normalized for clear analysis. Once cleaned, the data were then systematically arranged and ready to be input into the sentiment analysis tool. This stage was made up of transforming the raw text into a format that is readable by machines, which can be used in computational analysis. Structuring the data in this way ensured that the following sentiment classification and thematic analysis could be done correctly and effectively. The researchers ensured that the data collection process was rigorous, transparent, and in line with the aims of the study to capture authentic teacher sentiments regarding the MATATAG Curriculum by following these steps.

Data Analysis. The data gathered was first analyzed using a scoring scale that was intended to measure the emotional tone of each comment and post. Sentiment scores that fell in the range –1.00 to –0.25 were classified as negative. Scores earning –1.00 were representative of highly negative sentiments expressed typically through shows of discontent, frustration, or opposition towards the curriculum, whereas scores earning –0.25 represented mildly negative sentiments expressed in the form of cautious criticism or apprehension.

Scores between –0.25 and +0.25 were defined as neutral. This was the lack of strong emotional content or tone, typically indicating objective statements, factual descriptions, or balanced views without the connotative judgment of an evaluation. Neutral postings were also significant in distinguishing postings that were informative, descriptive, or explanatory, providing context to the conversations without adding strong emotional connotations.

Scores between +0.25 and +1.00 were categorized as positive. Posts and comments with values just higher than +0.25 expressed mildly positive feelings, like guarded approval, appreciation, or optimism, while scores close to +1.00 expressed highly positive feelings, characterized by strong support, encouragement, or confidence in the new curriculum.

In addition to categorization, the scoring system allowed researchers to examine the intensity of

emotional expression among teachers. This enabled not just the classification of feedback as positive, negative, or neutral tones but also the recording of the intensity of such sentiments, providing a richer picture of teachers' perceptions. In addition, the summing up of sentiment scores per pos enabled the researchers to determine overarching trends, patterns, and changes in emotions, giving insight into whether teacher responses became more supportive, critical, or balanced as the discussion progressed.

However, sentiment analysis alone was not sufficient. To ensure a more comprehensive understanding, a rigorous thematic analysis was conducted following Braun and Clarke's (2006) six-step framework. Comments were systematically coded to identify recurring themes, such as workload, curriculum clarity, teacher readiness, and policy implementation challenges. These themes were then triangulated with sentiment scores, which allowed the researchers to establish meaningful links between the emotional tone of the feedback and the substantive issues raised. This integration of thematic analysis with sentiment scoring ensured that the findings were not reduced to a simplistic application of scores but reflected both the emotional intensity and the content of teachers' concerns.

Ethical Considerations. The research strictly followed ethical principles for social media investigation in order to safeguard the privacy of the participants and the integrity of the research process. Analysis was limited solely to publicly available Facebook posts in verified teacher groups. Meaning, only those which were freely shared with the public domain were used. No private messages, limited posts, or closed-group posts requiring membership clearance were examined, thus maintaining the privacy of teachers' online spaces.

Consistent with ethical research practice, no identifiable information in the form of usernames, profile images, or other indicators of identity was collected or reported on. Rather, the research concentrated on the textual material in posts and comments only. In

reporting findings, direct quotes were paraphrased or anonymized to avoid traceability so individual teachers could not be traced back to their original posts.

The scope of data collection was designed to focus on thematic content and sentiment only, thus excluding any surveillance, tracking of user behavior, or active interaction with members of the groups. This is in accordance with observational research ethics guidelines for public online spaces where the researcher's role is in a non-intrusive, passive, and strictly analytical capacity. By avoiding interventions or interactions with the participants, the study preserved the natural course of online discussion and avoided interfering with the agency of each participant in voicing their opinions.

Furthermore, in the course of seeking ethical clearance, researchers took careful consideration of important factors like the privacy of data, informed consent in online environments, and possible risks of misrepresentation. Security measures were taken to maintain confidentiality, such as the safekeeping of data and the elimination of any unnecessary information that might breach anonym ty. The research also took note of the ethical argument against using public online material, justifying its actions by upholding transparency, scholarly integrity, and respect for participants.

Through these steps, the study illustrated commitment to research ethics by weighing the necessity for genuine data against the obligation to safeguard teachers' rights and dignity whose voices were examined.

The findings of this study are relevant. Nevertheless, it has some limitations that must be taken into account. To begin with, the use of sentiment analysis tools can be useful in overall classification, but it may not always be able to capture subtle emotional tones, sarcasm, or context-dependent language frequently found in social media posts. This could lead to potential misinterpretations in the classification of sentiments. Second, the purposive sampling

of posts and comments limits the generalizability of the findings. Only discussions about the MATATAG Curriculum were included, which may have omitted broader conversations related to its implementation challenges and benefits. Moreover, the study did not differentiate between teaching levels (elementary vs. secondary) or subject areas. Differences in curriculum design and workload across these levels could influence teacher sentiment.

RESULTS

The findings of this study revealed variability in the teachers' sentiment regarding the MATATAG Curriculum through their posts and comments on Facebook upon further analysis. A total of one hundred (100) entries were subjected to analysis using the sentiment analysis tool, categorized into positive, negative, and neutral. The entries were sourced from Facebook groups centered on education, curriculum reform, and teacher discussion.

Categories of Teachers' Feedback based on their expressed reactions and thoughts. The positive feedback reveals that a number of teachers remain hopeful and still support the goals and vision of the MATATAG Curriculum. Phrases such as "truly effective," "hope continues," and "strength determination" strengthen their belief that the curriculum can succeed in the long run. They also underscored the key strengths of this curriculum, like values education, foundational skills development, and improved learning competencies.

Despite most of the feedback not being positive, there are still teachers who support the principles of the curriculum reform. The teachers believe that the MATATAG Curriculum has the potential to improve the educational system in the Philippines, especially in helping the students acquire the essential skills they need.

Negative feedback comprised 39 percent of the data, which reflects that a larger portion of teachers were worried about the practical implementation of the curriculum. Statements

such as "students suffering," "exhausting much," and "chaotic classroom" point out the challenges teachers faced during the implementation.

A substantial portion of negative sentiment reflects the hardships and difficulties that teachers encounter while working in an environment with a scarcity of resources, balancing multiple roles, and maintaining the quality of teaching. These findings underscore that effective implementation is dependent on addressing the issues, such as adequately providing training, resources, and support systems.

The neutral sentiments were 34 percent of the posts and comments, where teachers expressed indifference and uncertainty toward the new curriculum. The posts and comments were mainly descriptive, typically sharing information or updates about the curriculum without a strong emotional tone. Teachers in this category may still be working through their observations about the impact of the curriculum on their teachings and their student's learning, or they have not yet fully formed such opinions. Common neutral phrases included "still adjusting" and "unclear guidelines," indicating that some teachers were still on the verge of waiting for more information or clarity on the curriculum implementation.
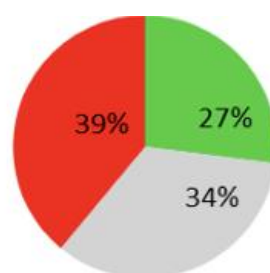
Positive **Neutral** **Negative**

Figure 1
Sentiment Analysis Summary of Teachers' Feedback on the MATATAG Curriculum

These neutral sentiments signify a period of transition, during which teachers are still weighing their experience and considering the full scope of the MATATAG Curriculum. The

neutral response indicates that there are teachers who need more time and support to make a judgment or an opinion with regard to the curriculum.

Common Words and Phrases Associated with Teacher Sentiments. Another significant finding of this study revealed a wide range of emotional expressions and recurring themes that provide deeper insight into how teachers are responding to the curriculum.

In the positive sentiment of the teachers, a few important expressions stood out. Posts with high sentiment scores were often tied to themes of resilience and determination. Teachers expressed resilience through recurrent terms like "strong," "resilient," and "resourceful." The presence of these terms demonstrates the strength and commitment of the teachers despite curriculum reform. Additionally, terms like "better," "good," "fulfill," and "sustainable" reflect a sense of approval and satisfaction with certain aspects of the curriculum. These findings suggest that support for the curriculum is grounded not only in agreement with its goals but also in teachers' professional commitment to making it work.

In contrast, negative sentiments were tied to a different set of keywords that highlight widespread concerns and dissatisfaction. Words such as "chaotic," "poor," and "worse," imply that the implementation of the new curriculum was overwhelming for teachers because it is disorganized and points to regression rather than improvement. Moreover, terms such as "useless," difficult," "unclear," and "hard" show that the curriculum lacks practical effectiveness, contributes to burnout and stress of teachers, and lacks support and guidelines to ease the burden on teachers in the implementation process. These recurring themes reveal that negative sentiment is not superficial dissatisfaction but is tied to real concerns about feasibility and sustainability in classroom implementation.

The contrast between these positive and negative themes explains the mixed response observed in the overall sentiment distribution.

While some teachers' optimism is rooted in resilience and belief in the curriculum's promise, a larger portion voices apprehension tied to systemic and structural challenges. This nuanced picture highlights both the potential and the limitations of the MATATAG Curriculum as experienced by teachers in practice.

Figure 2
Visual Representation of Recurring Themes in Teachers' Sentiments Toward the MATATAG Curriculum

DISCUSSION

The result of this study reveals a complex distribution of sentiments, which are 27% positive, 39% negative, and 34% neutral toward the MATATAG Curriculum. Neutral feedback, often expressed in phrases such as "still adjusting" or "unclear guidelines," demonstrate that neutrality functions as a transitional category: teachers are not necessarily rejecting the reform but are reserving judgment until there is clearer communication, improved resources, or additional training provided. This subtle understanding expands the literature by shifting the perception of neutrality not as passive acceptance but as an active engagement, which may tip toward support or resistance depending on how policy implementation evolves.

The positive sentiments, although fewer in number, were rooted in themes of resilience and professional commitment. Items such as "we comply with the memos" or "we just have to hold on" indicate that positivity is more a matter of teachers' consistent commitment in spite of systemic failure rather than faith in the system per se. The finding that teachers express positive sentiments such as resilience, determination, and satisfaction toward

curriculum reform highlights the crucial role of teachers in navigating educational change (Gouëdard, 2020. Existing research also indicates that teachers with higher levels of positive emotions and self-efficacy were able to demonstrate more professional practices of collaboration and learner-centered teaching even if there is curriculum reform (Pan, 2024). Similarly, a recent dissertation identified three significant problems such as lack of resources for teachers, lack of teacher capacity to feel comfortable with the new curriculum, and negative mindsets from previous curriculum implementations. These findings mirror the results of this current study regarding teachers feeling overwhelmed by disorganized implementation processes (Dryer, 2024). Together, these findings validate that poorly implemented curriculum reform can lead to stress, burnout, and negative perceptions on when resources, support, and clarity during the curriculum implementation are insufficient.

The study highlights significant challenges such as inadequate teaching materials, increased workload, ambiguous guidelines, and insufficient teacher training, which recent research also confirms. The researchers emphasize the importance of comprehensive training, enhanced support systems, and inclusive practices to ensure the success of the MATATAG Curriculum (Kilag et al, 2024).

Furthermore, the results indicate that the implementation of the MATATAG Curriculum has elicited mixed opinions among teachers, a large number of whom raised concerns regarding its practicality and lack of consultation. These findings emphasize the critical need for the Department of Education to enhance feedback cycles with frontline teachers. Policy mechanisms like formal consultation, regional pilot testing, and ongoing professional development to ensure reforms are contextually responsive.

The implications of these key findings are profound, underscoring the urgent need for curriculum developers and administrators to provide immediate solutions to these concerns that could enhance the provision of quality education among Filipino learners. This study recommends addressing both the logistical and emotional needs of teachers, as listening and responding to their real experiences can transform initial skepticism into sustainable support and long-term classroom impact.

The findings of this study are relevant. However, it has several limitations that should be considered. First, the reliance on sentiment analysis tools may be effective in general classification, But it may not always capture nuanced emotional tones, sarcasm, or context-specific language often present in social media posts. This could lead to potential misinterpretations in the classification of sentiments. Second, the purposive sampling of posts and comments limits the generalizability of the findings. Only discussions about the Matatag Curriculum were included, which may have omitted broader conversations related to its implementation challenges and benefits. Moreover, the study did not differentiate between teaching levels (elementary vs. secondary) or subject areas. Differences in curriculum design and workload across these levels could influence teacher sentiment.

Future research should consider mixed-method approaches, which include qualitative interviews and surveys across diverse regions and stakeholder groups in order to provide a more comprehensive understanding of the MATATAG Curriculum's reception and impact. Future studies should consider a more segmented approach to get diverse experiences of teachers across levels and disciplines.

Recommendations. The analysis also highlighted additional key insight to provide valuable recommendations for improving the MATATAG Curriculum based on the sentiments and common concerns shared by teachers on Facebook. Given that 39 percent of the sentiments were negative and 34 percent were neutral, the data suggest that the majority of the teachers experienced difficulty in adapting to the new system. Common concerns that emerged in the data were lack of adequate teaching materials, increased workload, ambiguous guidelines, and insufficient training.

Based on this feedback, several significant recommendations emerge. First, in response to the recurring concern about the lack of teaching resources, the Department of Education (DepEd) should ensure providing timely and sufficient learning resources such as lesson examples, teaching guides, and textbooks. Teachers frequently stated the lack of textbooks, which has been a major issue because of the burden it gave to them in producing and outsourcing their materials and resources. Second, the repeated mention of insufficient training calls for more teacher training programs. To resolve this, targeted and sustained training programs for teachers should be implemented, initially and throughout the school year, to provide support to teachers as they respond to the changing needs of the curriculum. Further, teachers also expressed a need for clearer communication from administrators especially in terms of vague or inconsistent guidelines.

Moreover, posts describing exhaustion and frustration suggest the need for emotional and mental health support systems that should be provided to address teacher fatigue, a dominant issue noted in the negative posts and comments. The curriculum developers are encouraged to hold continual consultations with teachers through feedback forums or curriculum review meetings to ensure that the program remains responsive to classroom realities. Additionally, in light of the increased workload developers and policy makers should also try to review the prescribed teaching hours to ensure they are realistic and sustainable. Extended teaching time, along with demands like lesson unpacking, materials development, and frequent reporting, puts significant pressure on teachers. The effort of revisiting time allocation for classroom instruction and non-teaching tasks can help create a more balanced workload. This should entail allocating dedicated time for lesson preparation, collaboration, and professional development within the official work hours to avoid burnout and improve the quality of instruction.

By anchoring these suggestions in actual words expressed by teachers, the research gives a transparent line from data to practical conclusions, thus strengthening the validity and reliability of its findings.

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