

Program Support and Implementation of the National Mathematics Program

Rita Mae V. Montecillo¹, Enerio E. Ebisa, PhD²

¹ Teacher, Department of Education

² Professor, Cagayan de Oro College

Abstract

Program support is a critical factor in the effective implementation of educational policies, particularly the National Mathematics Program (NMP) in the Philippines. There exists a notable disparity between the creation of policies and their actual implementation in classrooms, particularly in mathematics. This study aimed to determine the program support and implementation of the National Mathematics Program (NMP) in Claveria Northeast District, Misamis Oriental, during the School Year 2024-2025. This aimed to find the respondents' assessment of program support and the extent of the implementation, and determine the relationship between the respondents' assessed program support and their implementation using universal sampling. A total of one hundred seventy (170) public elementary and secondary school teachers participated in the study. Descriptive-correlational research was employed, with a researcher-made survey questionnaire as the primary instrument. Data were analyzed using descriptive statistics and Pearson's Product-Moment Correlation to determine the relationship between program support and NMP implementation.

Findings revealed that program support was rated very high in terms of facility and resources and professional development; however, stakeholder support was just high. The NMP implementation was very high with success in areas such as collaborative learning, but high in promoting global competitiveness. A strong correlation was found between facilities/resources and program success, while stakeholder involvement had a weaker impact. The study concludes that enhancing facilities, resources, and professional development is essential for improving the NMP's effectiveness, with further attention needed on stakeholder engagement and global competitiveness. It recommends that school administrators focus on increasing stakeholder involvement, emphasizing global competitiveness in teacher training, and utilizing external stakeholders.

Keywords: support, implementation, National Mathematics Program

1. Introduction

The Department of Education in the Philippines continues to face significant challenges in ensuring the effective implementation of national programs such as the National Mathematics Program under the MATATAG Curriculum, especially in rural areas like Claveria Northeast in Misamis Oriental. While the program aspires to enhance students' mathematical literacy, problem-solving, and critical thinking skills essential for the 21st century, many schools still struggle to meet its objectives due to inadequate facilities, limited access to modern learning materials, inconsistent teacher training, and minimal engagement from community stakeholders. These challenges create a gap between policy formulation and classroom

practice, leading to uneven learning outcomes among Filipino students. This study aims to examine how the availability of facilities and resources, opportunities for professional development, and active participation of stakeholders influence the effective implementation of the National Mathematics Program. By analyzing these key areas, the research seeks to provide evidence-based insights and practical recommendations that can strengthen program delivery, improve teacher competence, and foster stronger community support. Ultimately, the study hopes to contribute to improving the overall quality and equity of mathematics education, in alignment with national educational goals and international standards for learner success.

Research Questions

This study aimed to determine the support and implementation of the National Mathematics Program in Claveria Northeast District, Division of Misamis Oriental, for the School Year 2024 - 2025.

Specifically, this study sought to answer the following questions:

1. How do the respondents assess the program support in Mathematics in terms of facility and resources, professional development, and stakeholders?
2. What is the respondents' extent of implementation of the National Mathematics Program, considering life skills, citizenship and unity, global competitiveness, adaptability and flexibility, science of learning, and collaborative learning?
3. Is there a significant relationship between the respondents' assessment of program support in Mathematics and their implementation?

Significance

The findings of this study are beneficial to several stakeholders in education. School heads can use the results to strengthen policies that support the National Mathematics Program, improve teacher development, and enhance resource allocation. Mathematics coordinators and teachers can gain insights into effective implementation practices, helping them design targeted training, adopt student-centered approaches, and improve classroom instruction. Parents can better understand their role in supporting their children's numeracy development at home, while students can benefit from improved teaching strategies and learning support. Lastly, the study contributes to existing research on mathematics education and program implementation, providing a foundation for future studies and policy improvements.

Scope and Limitations

This study focuses on determining the support and the implementation of the National Mathematics Program in the Claveria Northeast District, Division of Misamis Oriental, for the School Year 2024–2025. The respondents were the one hundred seventy (170) public elementary and secondary school teachers handling the National Mathematics Program in the aforesaid district. The independent variables are limited only to the program support in terms of facilities and resources, professional development, and stakeholders. Moreover, the dependent variables are also limited to the implementation of the National Mathematics Program with regard to life skills, citizenship and unity, global competitiveness, adaptability and flexibility, science of learning, and collaborative learning.

2. Literature Review

Program Support

Recent studies highlight that the success of educational programs depends on strong support, teacher development, and stakeholder involvement. Johnson et al. (2021) emphasized that well-maintained school facilities and adequate resources enhance both student performance and teacher satisfaction by creating a positive and supportive learning environment. Likewise, Smith and Brown (2020) found that continuous professional development focusing on innovative teaching strategies improves instructional quality and student achievement, showing the importance of ongoing teacher training. Silinskas et al. (2020) also revealed that active stakeholder participation, particularly through parental involvement and home-based learning, greatly contributes to students' literacy and numeracy development. Altogether, these studies show that effective implementation of educational programs like the National Mathematics Program relies on sufficient resources, empowered teachers, and engaged communities.

Implementation of the National Mathematics Program

Recent studies emphasize that the effective implementation of the National Mathematics Program (NMP) in the Philippines relies on strong instructional leadership, adequate resources, and continuous professional development. Baquirquir et al. (2025) highlighted that teacher face challenges such as limited support and training, stressing the need for sustained capacity building to enhance program delivery. Similarly, Balibol et al. (2023) found that effective leadership and equitable resource distribution significantly improve student engagement and mathematics performance. Complementing these findings, Garcia et al. (2021) noted that integrating life skills like adaptability, collaboration, and critical thinking into mathematics instruction fosters both academic success and lifelong learning. Together, these studies underscore that empowering teacher, strengthening leadership, and nurturing essential life skills are key to advancing mathematics education and achieving the goals of the NMP.

3. Methodology

Research Design

This study used a descriptive-correlational research design to examine the relationship between program support and the implementation of the National Mathematics Program in the Claveria Northeast District, Division of Misamis Oriental, for School Year 2024–2025. The descriptive part provided an overview of the support schools receive in terms of facilities, professional development, and stakeholder involvement, based on teachers' perspectives. The correlational part explored how these areas of support influence the program's implementation, particularly in developing life skills, citizenship, global competitiveness, adaptability, and collaborative learning. This design was appropriate as it identified relationships and patterns without manipulating variables, allowing the researcher to analyze real educational conditions.

Participants

The respondents of this study were the one hundred seventy (170) teachers from both elementary and secondary levels, representing the twenty-one (21) public schools in the Claveria Northeast District, Division of Misamis Oriental, for the School Year 2024–2025. These schools are the following: Aligodon Higaonon Tulogan Nauhanan, Aposkahoy I Elementary School, Aposkahoy II Elementary School, Bulahan Integrated School, Don Gregorio Pelaez Elementary School, Impadiding Elementary School, Lakbangan Elementary School, Linandang Elementary School, Malagana Elementary School,

Malunsagay Integrated School, Mandalawat Elementary School, Man-Ibay Elementary School, Mat-I Central School, Minalwang Integrated School, Parmbugas Elementary School, San Roque Elementary School, Tipolohon Elementary School, Pinaandel Balay Nauhanan, Aposkahoy National High School, Malagana National High School, and Mat-I National High School. The respondents included all the elementary and secondary teachers handling the National Mathematics Program since the said program was implemented from Grades 1 to 10.

Data Collection

This study used a descriptive correlational design to examine how program support relates to the implementation of the National Mathematics Program in the Claveria Northeast District, Division of Misamis Oriental, for School Year 2024–2025. It described the level of support provided to schools in terms of facilities, professional development, and stakeholder involvement, as perceived by teachers, and analyzed how these factors influence the program's effectiveness in fostering life skills, citizenship, global competence, adaptability, and collaboration among students. This approach allowed the researcher to identify existing relationships and trends within a real educational setting without altering any variables.

Data Analysis

The study analyzed data using both descriptive and inferential statistics. Descriptive measures such as mean and standard deviation were used to assess program support in terms of facilities, professional development, and stakeholder involvement, as well as the extent of the National Mathematics Program's implementation across key areas like life skills, citizenship, global competitiveness, adaptability, and collaboration. To determine the relationship between program support and program implementation, the study employed the Pearson Product-Moment Correlation Coefficient. This analysis identified whether higher levels of support are associated with more effective implementation of the mathematics program, providing insights into how support mechanisms influence educational outcomes.

4. Results and Discussions

Problem 1. How do the respondents assess the program support in Mathematics in terms of facility and resources, professional development and stakeholders?

Table 1

Summary Distribution of the Respondents' Assessment of the Program Support

Variable	Mean	SD	Interpretation
Facility and Resources	3.31	0.68	Very High
Professional Development	3.31	0.68	Very High
Stakeholders	3.19	0.75	High
Overall	3.27	0.70	Very High

Table 1 shows that the overall program support in Mathematics across the three areas was rated very high, with a mean of 3.27 (SD = 0.70). This indicates that teachers generally viewed the district's support as sufficient and dependable, although some differences in perception existed. Facilities and Resources and Professional Development both received the highest mean of 3.31, suggesting that well-equipped schools and continuous training opportunities for teachers greatly contributed to the program's success. This

implies that providing adequate learning materials and sustained teacher development enhances teaching effectiveness and student performance. On the other hand, Stakeholders obtained the lowest mean rating of 3.19, interpreted as high, showing that while there was participation from parents and the community, it was not consistently strong. Limited involvement may have reduced the level of collaboration needed to fully support the program. Strengthening communication and partnerships among schools, families, and community members is therefore essential to ensure consistent and meaningful engagement that supports student learning and overall program success.

Problem 2. What is the extent of the implementation of the National Mathematics Program, considering life skills, citizenship and unity, global competitiveness, adaptability and flexibility, science of learning, and collaborative learning?

Table 2

Summary Distribution of the Respondents' Extent of Implementation of the National Mathematics Program

Variables	Mean	SD	Interpretation
Life Skills	3.44	0.61	Very High
Citizenship and Unity	3.43	0.62	Very High
Global Competitiveness	3.41	0.62	Very High
Adaptability and Flexibility	3.45	0.61	Very High
Science of Learning	3.48	0.59	Very High
Collaborative Learning	3.49	0.59	Very High
Overall	3.45	0.61	Very High

Table 2 shows that the overall extent of implementation of the National Mathematics Program in the district was rated very high, with a mean of 3.45 (SD = 0.61). This indicates that the program was widely and effectively implemented, with teachers consistently integrating its components into their classroom practices. While most schools demonstrated strong adherence to the program, slight variations existed due to differences in available resources and levels of support. Among the variables, Collaborative Learning received the highest mean of 3.49, showing that teachers actively promoted group discussions, peer collaboration, and cooperative problem-solving, which enhanced student engagement and understanding. Meanwhile, Global Competitiveness obtained the lowest mean of 3.41, suggesting that although efforts were made to develop globally competitive skills, challenges such as limited resources and training hindered full integration. Overall, the findings imply that the National Mathematics Program has been effectively implemented across the district, fostering collaboration and consistent instructional practices, yet highlighting the need for stronger support and professional development to enhance global competence among students.

Problem 3. Is there a significant relationship between the respondents' assessment of program support in mathematics and their implementation?

Table 3

Result of the Test on the Relationship Between the Respondents' Assessment of Program Support and their Implementation

Program Support	Implementation of the National Mathematics Program						Overall
	Life Skills	Citizenship and Unity	Global Competitiveness	Adaptability and Flexibility	Science of Learning	Collaborative Learning	
	r-value	r-value	r-value	r-value	r-value	r-value	
	p-value	p-value	p-value	p-value	p-value	p-value	
	Interpretation	Interpretation	Interpretation	Interpretation	Interpretation	Interpretation	
Facility and Resources	0.641	0.628	0.698	0.651	0.593	0.623	0.690
	<0.001	<0.001	<0.001	<0.001	<0.001	<0.001	<0.001
	S	S	S	S	S	S	S
Professional Development	0.592	0.564	0.671	0.596	0.525	0.561	0.632
	<0.001	<0.001	<0.001	<0.001	<0.001	<0.001	<0.001
	S	S	S	S	S	S	S
Stakeholders	0.556	0.550	0.629	0.570	0.532	0.551	0.609
	<0.001	<0.001	<0.001	<0.001	<0.001	<0.001	<0.001
	S	S	S	S	S	S	S

Table 3 presents the correlation between Program Support and the Implementation of the National Mathematics Program, showing a significant relationship across all indicators, with correlation values below the 0.05 alpha level. This means that program support in terms of facilities and resources, professional development, and stakeholder involvement strongly influenced how effectively the program was implemented. Adequate facilities and learning materials allowed teachers to deliver lessons more efficiently, while continuous professional development improved their competence and confidence in applying innovative strategies. Stakeholder involvement, including parents, community members, and local officials, also played a key role in sustaining the program through support and collaboration. These results emphasize that schools with strong support systems are better equipped to implement the National Mathematics Program successfully. Strengthening these areas through sustained investment, teacher training, and community engagement is essential to maintaining high-quality Mathematics instruction and achieving consistent educational outcomes.

5. Conclusion and Recommendations

Conclusion

The study concludes that there is a significant relationship between the program support and the implementation of the National Mathematics Program. It is a direct relationship where, if there is an increase in program support, there will also be an increase in implementation in the National Mathematics

Program. The findings emphasized the importance of Facility and Resources and Professional Development in ensuring program success. Collaborative Learning also proved vital, as group-based strategies enhanced student engagement and understanding. Strengthening these crucial areas increases the program's impact and leads to improved performance, increased engagement, and long-term academic success.

Recommendations

Based on the study's findings, it is recommended that school administrators strengthen collaboration with stakeholders by maintaining open communication, involving parents and local officials in school activities, and organizing events such as Family Day, Christmas Party, and Sci-Math Month to promote mathematics appreciation and community engagement. Teachers are encouraged to enhance global competitiveness in mathematics instruction by participating in professional development programs like INSET, SEAMEO training, and LAC sessions to align their teaching with international standards and develop students' critical thinking and problem-solving skills. Furthermore, schools should revive Mathematics competitions such as MTAP to provide students with structured enrichment and remediation opportunities that foster mastery, analytical ability, and improved performance in both national and international assessments.

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