

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2025, Vol. 6, No. 5, 2610 – 2624

<http://dx.doi.org/10.11594/ijmaber.06.05.35>

Research Article

Lived Experiences of Teachers in Challenging Areas in the Implementation of MATATAG Curriculum

Carren Delfin Bensurto^{1*}, Lebni Tenerife Bernardino²

¹Department of Education, Dayhagan Integrated School, 5804, Philippines

²College of Education, Northern Iloilo State University, 5017 Philippines

Article history:

Submission 02 April 2025

Revised 30 April 2025

Accepted 23 May 2025

*Corresponding author:

E-mail:

carren.bensurto@deped.gov.ph

ABSTRACT

This qualitative phenomenological study explored the lived experiences of teachers in challenging areas regarding the implementation of the MATATAG Curriculum. Fourteen purposively selected teachers from various schools in a district in Capiz participated in the study. Data were analyzed using coding and thematic analysis. Findings revealed that teachers viewed their role in implementing the MATATAG Curriculum as facilitators of holistic learning, adaptive instruction, and inclusive education. While most had attended seminars and workshops, they expressed a need for more specialized and in-depth training. Key challenges included a lack of instructional materials, time constraints, and difficulties in adapting to the new framework. The physical environment significantly impacted curriculum implementation, with inadequate classroom space and resources hindering effective instruction. Environmental barriers such as overcrowded classrooms and insufficient facilities further complicated execution. Teachers identified the need for additional support, including increased funding, more teaching resources, and enhanced professional development. They also emphasized the importance of administrative and community support in ensuring successful curriculum implementation. The MATATAG Curriculum showed promise in improving pupils' academic performance and learning outcomes, but its effectiveness depended on sufficient instructional support and resources. To overcome implementation challenges, teachers recommended stronger stakeholder collaboration, curriculum refinements, and enhanced training programs. They also highlighted the importance of adopting innovative and adaptive teaching strategies. These findings suggest that the successful implementation of the MATATAG Curriculum requires a comprehensive approach that integrates teacher training, resource allocation, and institutional support. Addressing the identified challenges and barriers will strengthen curriculum delivery and enhance student learning outcomes.

How to cite:

Bensurto, C. D. & Bernardino, L. T. (2025). Lived Experiences of Teachers in Challenging Areas in the Implementation of MATATAG Curriculum. *International Journal of Multidisciplinary: Applied Business and Education Research*. 6(5), 2610 – 2624. doi: 10.11594/ijmaber.06.05.35

Keywords: *MATATAG Curriculum, Curriculum implementation, Teacher training, Instructional challenges, Environmental barriers, Educational support, Academic performance, Adaptive teaching strategies*

Introduction

After a long year of battle for quality and accessibility between the private and public education sectors in the Philippines, the education system was finally on its way to improvement and development. One of the latest initiatives was the MATATAG Curriculum (or “BansangMakabata, BatangMakabansa”), which emphasized mastery of literacy and numeric skills as well as decongesting the curriculum through a focus on core skills (Hernando-Malipot, 2023). It included nine (9) grades and four (4) years for Junior High School; however, proponents emphasized that the aim was to address the issues they identified as reasons for the realization of the reform, the problems of an overloaded curriculum, high teaching loads, and heavy academic loads that had been shown to adversely affect Filipino learners' achievement of basic competencies in reading and math.

The MATATAG Curriculum was created and implemented by the Department of Education (DepEd) as part of a prioritized agenda for basic education, first introduced under the current administration headed by the Vice President and concurrent Secretary of Education. It sought to unravel the jumble of learning areas and prepare the necessary skills and competencies needed to become job-ready, engaged, and responsible citizens of the world. It included only the learners from K to 3 and focused on literacy, numeracy, and socio-emotional skills, which constituted groundwork for academic success and holistic growth (Hernando-Malipot, 2023).

The first pilot implementation uncovered several challenges in its wide-scale application, including, at times, a lack of teacher preparedness, unjustified resource allocation, and the need for infrastructure improvement in some rural and disadvantaged areas (Vitug, 2024). Teacher readiness played a vital role in achieving the objectives of the MATATAG Curriculum,

as it was one of the significant components of the curriculum's implementation.

The realization of teacher education reforms largely depended on the confidence, competence, and preparedness of teachers to adopt the new teaching processes and instructional materials (Kilag et al., 2024). According to these studies, development programs, mentorships, and current resources increased teachers' preparedness and helped meet objectives. However, up until then, the new curriculum had been discussed only partly with many Filipino teachers (specifically, it could not be far beyond Filipino teachers), most especially those from far-flung areas, where they were having a hard time availing themselves of this new curriculum; yes, they were having a hard time experiencing it (Magsambol, 2024).

This analysis focused on the experiences of teachers in difficult contexts as they adapted to the MATATAG Curriculum. This study used a phenomenological research design to understand the personal and professional challenges teachers faced, how they coped, and what kind of support they had. These initial findings guided the development of an intervention scheme that addressed implementation needs and enhanced teachers' preparedness and equitable resource distribution to optimize the academic success of Filipino students.

Methodology

Research Design

This study employed qualitative research design to examine the implementation of the MATATAG Curriculum in the selected public elementary schools in the province of Capiz. The design aims to gather a comprehensive understanding of the curriculum's planning, execution, and monitoring practices, in improving literacy, numeracy, and socio-emotional skills among learners. This study seeks to address the complexity of curriculum implementation from multiple perspectives. Semi-structured interviews and focus group discussions was

conducted with purposively selected school leaders to gather narratives about experiences, insights, and challenges encountered by school leaders in implementing the MATATAG Curriculum. Qualitative data was analyzed using thematic analysis, a method suitable for identifying patterns and themes in textual data (Braun & Clarke, 2006).

Participants of the Study

This study employed purposive sampling to gather school teachers from selected public elementary schools in Capiz province. This choice was based on the nature of the study, which aimed to delve into the experiences of educational teachers dealing with the challenges in their teaching in line with Matatag Curriculum implementation. This approach ensured that participants had a substantial amount of experience in teaching educational institutions as teachers for at least three years. This time span was key as it allowed participants to reflect on their experiences over a relatively long period and provided space for more holistic and action-oriented understandings of their decision-making behavior, instructional teaching strategies, and interactions with students, parents, and the community.

Locale of the Study

This study was conducted in selected school within Capiz Province. Schools were chosen based on specific criteria, including their implementation of the MATATAG curriculum and their geographic location. This selection process aimed to capture a diverse range of experiences among school teachers within the challenging areas in the province of Capiz. By focusing on these areas, the research delved into the personal experiences of educator, providing valuable insights into the curriculum's implementation and its effects on teaching and learning processes.

Data Gathering Instrument

To gain comprehensive insights into teachers' perspectives on the implementation of the MATATAG Curriculum, interview guide questions featuring open-ended items were utilized. This approach enabled respondents to share detailed experiences and observations

regarding the curriculum's application in their schools. Data collection involved semi-structured interviews and focus group discussions (FGDs), allowing for an in-depth exploration of themes related to curriculum implementation and its effectiveness.

The qualitative data underwent thematic analysis, following the six-phase process outlined by Braun and Clarke (2006). Initially, the data was thoroughly examined by reading and re-reading transcripts to ensure familiarity with the content. Subsequently, initial codes were systematically generated by identifying significant features across the dataset. These codes were organized into potential themes that represented broader patterns in the data. The themes were refined through a review process to ensure they accurately reflected the coded extracts and the overall dataset. Each theme was clearly defined and named to encapsulate its essence. Finally, the analysis was compiled into a coherent narrative, integrating data extracts to contextualize the findings within the research questions and existing literature.

This meticulous approach facilitated the identification of meaningful patterns and insights, which informed the development of an intervention program aimed at enhancing the implementation and effectiveness of the MATATAG Curriculum.

Data Gathering Procedure

To gather the data for this study, the researcher secured formal authorization from the Department of Education (DepEd) and the principals of the selected public elementary schools in the province of Capiz. Letters of request detailing the purpose, scope, and ethical considerations of the study were sent to obtain approval. Once permission was granted, the researcher coordinated with school administrators to schedule data collection at times that were convenient for the participants.

The research involved semi-structured interviews and focus group discussions (FGDs) with selected participants to gain deeper insights into their experiences and perceptions regarding the implementation and perceived effectiveness of the Curriculum. Interviews

were scheduled individually to respect participants' availability, while FGDs were conducted in small groups to encourage meaningful interaction and discussion. With participants' consent, interviews and FGDs were audio-recorded, and the researcher took notes to capture non-verbal cues and contextual details.

Data Analyses Procedure

The qualitative data obtained through interviews and focus group discussions underwent thematic analysis. Audio recordings were transcribed, and the transcripts were systematically coded to identify patterns and recurring themes. This process facilitated a comprehensive understanding of the data, aligning with the thematic analysis approach outlined by Braun and Clarke (2006).

Result and Discussion

In this section. It shows the analysis of the participants' responses gathered during the

interview process. It consists of different themes that are reflected of their responses.

Teachers' Perceived Roles in Implementing the MATATAG Curriculum

The findings imply that while the implementation of the MATATAG Curriculum presents significant challenges—such as teacher adjustment, lack of resources, and the need for professional development—teachers remain committed to adapting and ensuring its success. The study highlights the necessity of adequate support systems, including training, exemplars, and stakeholder collaboration, to facilitate a smooth transition. Additionally, it underscores the curriculum's potential to enhance student-centered learning, critical thinking, and problem-solving skills. Ultimately, the findings suggest that with proper guidance and institutional backing, the MATATAG Curriculum can lead to improved educational outcomes.

Table 1. Teachers' Perceived Roles in Implementing the MATATAG Curriculum

Themes	f
Teachers' Crucial Role in Curriculum Implementation	4
Adaptation and Flexibility in Teaching Methods	3
Challenges in Curriculum Implementation	4
Expectations for Student-Centered Learning	3
Promoting Critical Thinking and Problem-Solving	3

Training or Professional Development received by Teachers regarding the MATATAG Curriculum

The findings imply that while there is strong optimism about the MATATAG Curriculum's potential to enhance critical thinking and problem-solving skills, its effective implementation is hindered by systemic challenges.

These include insufficient professional development, inadequate training duration, and a lack of institutional support. The study highlights the need for more comprehensive teacher training, sustained support mechanisms, and resource allocation to fully realize the curriculum's intended benefits.

Table 2. Training or Professional Development Received by Teachers Regarding the MATATAG Curriculum

Themes	f
Types of Training Received	14
Training adequacy concerns	10
Training content focus	8
Professional development impact	7
Need for additional support	9

Challenges Encountered in Implementing the MATATAG Curriculum

The findings of the study imply persistent challenges in curriculum implementation, particularly in teacher preparedness, resource availability, and infrastructure limitations. These align with existing literature, highlighting the critical role of teacher training, administrative support, and policy coherence. The

study reinforces the need for comprehensive strategies to address barriers such as inadequate training, poor internet connectivity, and infrastructure deficits. Ultimately, a collaborative effort among policymakers, educators, and stakeholders is essential to ensuring effective curriculum implementation and bridging the gap between policy objectives and on-the-ground realities.

Table 3. Challenges Encountered in Implementing the MATATAG Curriculum

Themes	f
Lack of learning materials and resources	8
Time constraints in lesson preparation	6
Limited internet access and technology	7
Adjusting to curriculum demands	4
Financial burdens on teachers	3

Impact of the Physical Environment on Curriculum Implementation

The study's findings highlight the critical impact of resource shortages and infrastructural limitations on educational equity and inclusive practices. Teachers face significant challenges in curriculum implementation due to transportation difficulties, climate conditions, unreliable internet, and power interrup-

tions, which disproportionately affect marginalized students. These findings reinforce existing literature on the role of resource disparities in hindering access to quality education and professional development. Despite these obstacles, teachers demonstrate resilience, underscoring the urgent need for targeted interventions to support educators and students in underserved communities.

Table 4. Impact of the Physical Environment on Curriculum Implementation

Themes	f
Limited access to learning resource and materials	8
Transportation difficulties impacting curriculum delivery	7
Unstable internet connectivity and power outages	6
Heavy teacher workload and limited faculty	5
Lack of parental involvement and community support	4
Adaptive strategies to overcome challenges	5

Environmental Barriers to Effective Curriculum Implementation

The study's findings highlight the critical impact of resource shortages and infrastructural limitations on educational equity and inclusive practices. Teachers face significant challenges in curriculum implementation due to transportation difficulties, climate conditions, unreliable internet, and power interrup-

tions, which disproportionately affect marginalized students. These findings reinforce existing literature on the role of resource disparities in hindering access to quality education and professional development. Despite these obstacles, teachers demonstrate resilience, underscoring the urgent need for targeted interventions to support educators and students in underserved communities.

Table 5. Environmental Barriers to Effective Curriculum Implementation

Themes	f
Climate and transportation difficulties	8
Internet connectivity issues	9
Power interruptions	5
Teacher resilience and adaptability	4

Additional Support and Services Needed for Effective Implementation of the MATATAG Curriculum

The findings imply that successful implementation of the MATATAG Curriculum requires sustained professional development,

adequate teaching resources, stable technological support, and collaborative institutional and community involvement. Addressing these challenges is essential to ensuring effective curriculum delivery and enhancing student learning outcomes.

Table 6. Additional Support and Services Needed for Effective Implementation of the MATATAG Curriculum

Themes	f
Need for continuous training	7
Lack of teaching materials	6
Need for technology and interest	5
Financial support for supplies	5
Institutional and Community support	3

Teachers' Perspectives on the Support Needed for MATATAG Curriculum Implementation

The findings of the study imply that student engagement and motivation improve with interactive and play-based learning strategies, reinforcing the effectiveness of student-centered pedagogies. However, successful implementation of the MATATAG Curriculum hinges on teacher preparedness, access to resources,

and institutional support. The study also underscores the lasting impact of the COVID-19 pandemic on student learning, highlighting the need for targeted interventions. Additionally, financial and material constraints present challenges, emphasizing the importance of continuous professional development and institutional assistance to ensure effective curriculum delivery.

Table 7. Teachers' Perspectives on the Support Needed for MATATAG Curriculum Implementation

Themes	f
Role of Multimedia and Learning Materials	5
Learner Engagement and Motivation	6
Challenges for Slow Learners and adaptability Issues	5
Active and learner-Centered Learning	3
Need for Teacher Preparedness and Training	2
Effects of Pandemic on Learning	1

Impact of the MATATAG Curriculum on Pupils' Academic Performance and Learning Outcomes

The study also highlights that teacher attitudes and resource availability significantly

impact curriculum implementation, mirroring the challenges identified in related studies. Addressing logistical and pedagogical barriers through targeted interventions is necessary to

equip educators with the tools needed for successful adaptation. Additionally, while quantitative analyses like those in Aquino (2024) offer structured evaluations of curriculum effectiveness, qualitative insights provide a deeper understanding of the real-world challenges

teachers face. Together, these findings emphasize the need for a balanced approach that integrates empirical data with educators' lived experiences to drive meaningful curriculum reform.

Table 8. Impact of the MATATAG Curriculum on Pupils' Academic Performance and Learning Outcomes

Themes	f
Enhanced Engagement and Improved Learning outcomes	6
Challenges in Transition and Readiness	5
The Role of Language and Teaching strategies in Learning	4

Ways to Address the Challenges of the Implementation of MATATAG Curriculum

The results of this study imply that the successful implementation of the MATATAG Curriculum depends on a combination of strong leadership, professional development, resource availability, and stakeholder engagement. The alignment of these findings with existing literature suggests that addressing challenges such as resource constraints, training gaps, and adaptation difficulties requires sus-

tained institutional support. Additionally, proactive teacher initiatives, collaborative efforts, and continuous professional development play a crucial role in enhancing curriculum execution. Ultimately, the study underscores the importance of a holistic approach to curriculum implementation, emphasizing the need for coordinated efforts among educators, administrators, and the broader community to ensure the curriculum's effectiveness and long-term impact.

Table 9. Ways to Address the Challenges of the Implementation of MATATAG Curriculum

Themes	f
Supportive Leadership and Resource Provision	6
Collaboration and Teamwork	7
Proactive Initiative by Teachers	5
Effective Resource Management	5
Engagement of Parents and Community	4
Continuous Professional Development	4
Open Communication and Problem-Solving	6

Visions of the MATATAG Curriculum in Response to Challenges and Emerging Pedagogical Trends

The findings of this study imply that the successful implementation of the MATATAG Curriculum depends heavily on institutional support, teacher preparedness, and effective leadership. The alignment with previous studies suggests that recurring challenges—such as insufficient resources, inadequate professional development, and the role of teacher attitudes—must be addressed to ensure effective curriculum adoption.

Specifically, the study underscores the need for comprehensive teacher training programs to equip educators with the skills and knowledge necessary to adapt to emerging pedagogical trends. Without proper training and ongoing professional development, teachers may struggle to implement the curriculum effectively.

Additionally, the study highlights the importance of strong administrative and institutional leadership in fostering a supportive environment for curriculum implementation. School leaders must ensure that teachers have

access to adequate resources, continuous mentoring, and structured support systems.

Moreover, the findings suggest that teacher beliefs and attitudes play a crucial role in the curriculum's success. Even with well-designed policies, the effectiveness of the MATATAG Curriculum ultimately depends on how well educators embrace and integrate its principles into their teaching practices.

These implications point to the necessity of a holistic approach to curriculum implementation, where policy reforms are complemented by sustained teacher support, leadership engagement, and resource allocation. Addressing these factors can help mitigate implementation challenges and enhance the overall effectiveness of the MATATAG Curriculum in responding to educational demands and emerging pedagogical trends.

Table 10. Visions of the MATATAG Curriculum in Response to Challenges and Emerging Pedagogical Trends

Themes	f
Role of Stakeholders	7
Adaptability of the Curriculum	6
Continuous Improvement	6
Challenges and Resource Availability	5

Advice for Educators Implementing Innovative and Adaptive Teaching Methods within the MATATAG Curriculum

The findings of this study imply that the successful implementation of the MATATAG Curriculum hinges on institutional support, teacher preparedness, and the availability of adequate resources. The alignment with previous research highlights that challenges such as resource limitations, insufficient training, and lack of structured monitoring are recurring issues in curriculum reforms, particularly in Southeast Asia.

Furthermore, the study underscores the importance of continuous professional development and collaborative efforts among

educators to adapt to emerging pedagogical trends. The necessity for structured support mechanisms, including administrative backing and instructional resources, is critical in ensuring that teachers can effectively navigate curriculum changes. Additionally, the role of teacher attitudes and openness to change suggests that fostering a culture of adaptability and shared responsibility can help mitigate implementation challenges.

Ultimately, these findings emphasize the need for strategic policy interventions and targeted support systems to enhance the effectiveness of curriculum reforms, ensuring that educators are well-equipped to meet evolving educational demands.

Table 11. Advice for Educators Implementing Innovative and Adaptive Teaching Methods within the MATATAG Curriculum

Themes	f
Collaboration and Openness to Change	8
Continuous Professional Development	7
Student-Centered Learning	

The study underscores the pivotal role of teachers in the successful implementation of the MATATAG Curriculum, highlighting their adaptability, facilitation of student-centered learning, and emphasis on developing critical thinking skills. While teachers have engaged in

various training sessions at the division, district, and school levels, concerns persist regarding the adequacy of these programs. Key challenges include compressed training durations, superficial content coverage, and insufficient follow-up support, underscoring the need

for more in-depth and sustained professional development.

Curriculum implementation is further hindered by issues such as limited learning resources, time constraints in lesson preparation, technological limitations, and the need for pedagogical adjustments. Despite these obstacles, teachers exhibit resilience and resourcefulness by exploring alternative solutions, investing personal funds, and modifying instructional strategies to maintain effective lesson delivery.

The physical environment also plays a significant role, particularly in geographically isolated areas where restricted access to resources, technology, training, and transportation complicates implementation. Teachers employ adaptive strategies to address these difficulties, highlighting the need for systemic support to enhance curriculum delivery and overall educational effectiveness.

Additionally, environmental barriers such as transportation difficulties, extreme weather conditions, unreliable internet connectivity, and frequent power interruptions disrupt lesson delivery and limit access to digital resources, yet educators continue to adapt their methods to ensure instructional continuity.

To effectively implement the MATATAG Curriculum, teachers require continuous and in-depth training, as initial sessions have been deemed insufficient. Moreover, there is a critical demand for updated teaching materials, textbooks, technology, stable internet access, financial support for classroom supplies, and stronger institutional and community involvement. The integration of multimedia and interactive learning materials proves valuable in enhancing student engagement, yet challenges such as resource constraints, teacher preparedness, learning gaps from the COVID-19 pandemic, and the need for institutional support remain pressing concerns.

The curriculum has positively influenced pupils' academic performance by fostering engagement and improving learning outcomes, particularly through interactive and digital learning strategies. However, persistent challenges exist in students' transition and readiness, particularly for those with weak foundational skills. Language use and teaching strategies are also affected, with the removal of the

mother tongue and internet connectivity issues impacting comprehension and access to learning materials.

Successful implementation hinges on supportive leadership, collaboration among teachers, proactive initiatives, effective resource management, parent and community engagement, ongoing professional development, and open communication. Teachers emphasize the necessity of strong school leadership, teamwork, resource allocation, stakeholder involvement, and continuous training in overcoming challenges and optimizing curriculum execution.

Three key themes emerge regarding the future of the MATATAG Curriculum: the vital role of stakeholders (teachers, administrators, students, and parents) in its success, the need for adaptability in response to evolving educational needs, and the importance of continuous improvement through ongoing evaluation and support. Participants also highlight resource limitations and teacher workload as critical concerns, reinforcing the necessity of robust support systems to enhance curriculum effectiveness.

Lastly, the study identifies three essential themes for educators in implementing innovative and adaptive teaching methods: (1) collaboration and openness to change, fostering teamwork and flexibility among teachers; (2) the necessity of continuous professional development, ensuring educators remain aligned with curriculum goals; and (3) a strong emphasis on student-centered learning, tailoring instruction to learners' needs, interests, and real-world relevance.

Conclusions

The following conclusions were drawn based on the findings of the study:

The findings of this study highlight the crucial role of teachers in the successful implementation of the MATATAG Curriculum, emphasizing their adaptability, commitment to student-centered learning, and focus on critical thinking development. Despite undergoing training at different levels, concerns persist regarding the adequacy of professional development programs, necessitating more in-depth and sustained capacity-building efforts.

Challenges in curriculum implementation stem from limited resources, time constraints, technological limitations, and the need for pedagogical adjustments. However, teachers demonstrate resilience and creativity in overcoming these obstacles through personal investments, alternative strategies, and instructional modifications. The physical environment, particularly in geographically isolated areas, further complicates implementation, reinforcing the need for systemic support to enhance curriculum delivery.

Environmental barriers, including unreliable internet connectivity, extreme weather conditions, transportation difficulties, and frequent power interruptions, disrupt learning continuity. Nonetheless, educators persist in adapting their teaching strategies to maintain effective instruction. Addressing these barriers requires stable technological infrastructure, updated learning materials, financial support, and stronger institutional and community collaboration.

While the MATATAG Curriculum positively impacts student engagement and learning outcomes, challenges remain, particularly regarding students' readiness, foundational skill gaps, language instruction shifts, and the transition from prior educational frameworks. Successful implementation hinges on strong leadership, teacher collaboration, stakeholder engagement, and continuous professional development. The curriculum's success relies on the active participation of teachers, administrators, students, parents, and the broader community, alongside institutional backing to address resource constraints and teacher workload.

Teachers must remain adaptable to evolving educational needs, while ongoing evaluation and support mechanisms are essential to refining curriculum implementation. Continuous training and professional growth opportunities are critical for teachers to align with curriculum goals, ensuring instructional approaches are responsive to learners' needs and real-world applications. Ultimately, achieving the objectives of the MATATAG Curriculum necessitates a holistic approach, where strong leadership, adequate resources, ongoing teacher development, and active stakeholder

engagement collectively foster an effective and sustainable implementation framework.

Implications

The findings of this study underscore the significant role that teachers play in the successful implementation of the MATATAG Curriculum, highlighting the necessity of sustained professional development, institutional support, and systemic improvements in resource allocation. Given the challenges identified, educational policymakers and school administrators must prioritize comprehensive and ongoing teacher training that moves beyond initial orientation sessions. Professional development programs should be structured to provide in-depth knowledge, hands-on experiences, and continuous follow-up support to ensure that teachers are well-equipped to adapt to curriculum demands and evolving educational landscapes.

Moreover, the study's findings highlight the need for a more strategic approach to addressing resource constraints. The lack of adequate learning materials, financial support for classroom supplies, and technological limitations pose significant barriers to effective curriculum delivery. As teachers often resort to personal investments and alternative instructional strategies, educational institutions and government agencies must establish sustainable funding mechanisms and resource distribution plans to alleviate these burdens. The integration of digital tools and interactive learning resources must be accompanied by robust infrastructure improvements, including stable internet connectivity, particularly in geographically isolated areas. Addressing these systemic issues will not only support teachers but also enhance student learning experiences and outcomes.

Environmental factors such as extreme weather conditions, transportation difficulties, and unreliable internet access further complicate curriculum implementation, particularly in remote locations. These challenges call for targeted policy interventions that enhance infrastructure development in marginalized communities. Schools in such areas require logistical support, improved transportation

networks, and disaster preparedness measures to ensure that education remains uninterrupted despite external disruptions. Strengthening community partnerships and involving local government units in addressing these issues can provide a more sustainable approach to overcoming environmental barriers.

The study also sheds light on the evolving role of teachers in fostering student-centered learning. The shift towards interactive and digital learning strategies has positively impacted student engagement and academic performance. However, gaps in foundational skills and language instruction adjustments remain pressing concerns, particularly in light of the curriculum's removal of mother tongue-based instruction. This necessitates targeted interventions such as remedial programs, differentiated instruction, and supplemental learning resources to bridge learning gaps and enhance comprehension. Teachers must be equipped with training in adaptive teaching strategies that cater to diverse student needs and varying levels of readiness.

Leadership and collaboration emerge as crucial factors in curriculum success. Strong school leadership, coupled with active stakeholder involvement—including administrators, parents, and the broader community—creates a supportive ecosystem for effective implementation. Policies promoting teacher collaboration, peer mentoring, and shared decision-making can empower educators to refine their practices and collectively address implementation challenges. Educational institutions should foster a culture of continuous improvement by integrating regular evaluations and feedback mechanisms to inform policy adjustments and instructional strategies.

Ultimately, the success of the MATATAG Curriculum hinges on a holistic and multi-faceted approach. Strengthening institutional support, improving resource accessibility, enhancing professional development opportunities, and fostering collaboration among stakeholders are imperative to optimizing curriculum execution. By addressing these key concerns, the educational system can ensure that the MATATAG Curriculum achieves its intended goals of fostering critical thinking, student engagement, and overall academic excellence, while also

supporting the well-being and professional growth of educators.

Recommendations

Based on the study's finding, conclusion, and implication several key recommendations emerge to enhance the effective implementation of the MATATAG Curriculum. Foremost among these is the need for sustained and in-depth professional development programs for teachers. While initial training sessions have been conducted at different levels, concerns regarding their adequacy persist. Future training initiatives should be designed with a focus on comprehensive curriculum orientation, hands-on pedagogical application, and continuous follow-up support. Teachers should have access to workshops, mentoring programs, and learning communities that foster collaboration, knowledge sharing, and adaptive teaching strategies aligned with curriculum goals.

Resource availability remains a critical concern, necessitating a systematic approach to improving access to updated textbooks, multimedia learning materials, and digital resources. Educational agencies and local government units must allocate sufficient funding to ensure that schools, particularly those in geographically isolated areas, are equipped with the necessary instructional materials and technological infrastructure. Investment in stable internet connectivity and classroom technology is crucial to support the integration of digital learning tools, thereby enhancing both teacher instruction and student engagement.

Schools should also explore partnerships with non-government organizations (NGOs) and the private sector to bridge resource gaps through sponsorships, grants, and corporate social responsibility programs.

Addressing environmental and logistical challenges is equally essential. The study highlights that extreme weather conditions, unreliable internet, transportation difficulties, and frequent power interruptions hinder effective lesson delivery. To mitigate these issues, local and national policymakers must prioritize infrastructure development in remote areas, including better road access, reliable power supply, and expanded internet connectivity.

Schools should also develop contingency plans, such as printed modular learning materials and alternative instructional methods, to ensure that education remains accessible despite external disruptions.

Given the challenges students face in transitioning to the MATATAG Curriculum, targeted interventions are necessary to support their learning needs. The removal of the mother tongue in instruction, gaps in foundational skills, and the transition from previous educational frameworks require differentiated instruction and supplemental learning programs. Schools should implement remedial and enrichment programs that cater to students with varying levels of readiness, ensuring that all learners have a strong foundation in key subject areas. Teachers must be equipped with strategies for addressing learning gaps, including scaffolding techniques and personalized instruction, to enhance comprehension and retention.

The role of leadership and collaboration cannot be overstated. Strong and proactive school leadership is essential in fostering an environment of continuous improvement, teamwork, and shared decision-making. Administrators must actively support teachers by providing guidance, reducing bureaucratic burdens, and ensuring that necessary resources are available. Strengthening collaboration among stakeholders—including teachers, parents, students, and community members—can further reinforce curriculum implementation. Schools should establish regular consultations, feedback mechanisms, and stakeholder engagement programs to encourage active participation in addressing challenges and optimizing instructional delivery.

Finally, continuous monitoring and evaluation of the MATATAG Curriculum's implementation should be institutionalized to inform necessary refinements and policy adjustments. Schools and educational agencies must develop mechanisms to assess the curriculum's effectiveness, gather teacher and student feedback, and identify areas for improvement. Data-driven decision-making should guide future curriculum enhancements, ensuring that instructional approaches remain relevant and re-

sponsive to evolving educational needs. By prioritizing these recommendations, the MATATAG Curriculum can be effectively implemented, fostering a more adaptive, inclusive, and high-quality educational system that benefits both teachers and learners.

Acknowledgments

Many people deserve thanks for their contributions to this thesis, the journey of learning and the discovery it entails and with this, she would like to express her deepest gratitude to the following:

Dr. Lebni T. Bernardino, jr., her adviser and Professor for his expertise and insights shared, first-rate guidance, encouragement, invaluable time and effort, for boosting the confidence and for being a supportive adviser throughout the research process;

Dr. Jeremias G. Gabion, panel chairperson, former dean of the College of Industrial Technology, juror and Professor for the encouragement and understanding;

Dr. Lebni T. Bernardino Jr., her adviser and English editor, for editing the manuscript, for validating the instrument and providing insights for the improvement of this study;

Dr. June Rey S. Sulatra, her statistician and Professor for the invaluable time in the interpretation of the data and corrections;

Dr. Kaye C. Jardenil, panel member and her Professor, Dr. Norberto M. Cabaobao, External Examiner, for their priceless efforts and suggestions in directing her to finish this endeavor;

Dr. Arthur Buenavista, chairperson of the Graduate Education program of the College of Education for the support and guidance;

Dr. Xerxa Doane B. Franco, Dean College of Education for the support and guidance;

Her sincere gratitude to the people who allowed this research to take place in their schools: the school heads in the District of Pilar;

To her family, brothers and sisters in the Lord, for the prayers and spiritual support;

To her husband and, for the financial and moral support, patience, understanding and love.

Above all, to God Almighty whom all the praises and thanksgiving is bestowed, who was

the pillar of Strength and Source of knowledge of the researcher to the realization of this study, for the countless blessings.

References

- Abeln, L. (2015). Investigating the lived experience of teacher decision-making: A phenomenological approach (Doctoral dissertation). Retrieved from <https://digitalcommons.georgefox.edu/edd/61>
- Abragan, F., Abarcas, V., Aquino, I. M., & Bagongon, R. E. (2022). Research review on K-12 curriculum implementation in the Philippines: A generic perspective. *European Journal of Educational and Social Sciences*, 7(1), 1–8. <https://doi.org/10.5281/zenodo.7272126>
- Abragan, J. P., Baltazar, M. T., & Sanchez, R. (2022). Challenges in implementing curriculum reforms in Philippine basic education: Insights from teachers and administrators. *Asian Journal of Education Studies*, 15(3), 45–58
- Abragan, J. R., Kilag, D. L., & Macasero, C. P. (2022). Educational reforms and curriculum implementation: A Philippine perspective. *Journal of Educational Innovations*, 23(4), 102–114.
- Abulencia, A. S. (2020). Challenges and responses to curriculum reforms: A Philippine perspective. *Journal of Education and Development*, 11(2), 45–56.
- American Psychological Association. (2021). Understanding educational challenges. Retrieved from <https://www.jstor.org/publisher/apapubs>
- Aquino, E. (2024). Developing an evaluation scale for assessing the effective implementation of Matatag Curriculum in Philippine public schools: Exploratory sequential design. *Journal of Interdisciplinary Perspectives*, 2(5), 167–184. <https://doi.org/10.69569/jip.2024.007>.
- Bandura, A. (1997). Self-efficacy: The exercise of control. Freeman
- Bayot, A. C. (2024). The readiness and challenges faced of grade 4 teachers in the implementation of MATATAG curriculum. Retrieved from https://www.researchgate.net/publication/389735675_The_Readiness_and_Challenges_Faced_of_Grade_4_Teachers_in_the_Implementation_of_MATATAG_Curriculum
- Bronfenbrenner, U. (1979). The ecology of human development. Harvard University Press
- Bush, T. (2018). Leadership and management development in education. *Educational Management Administration & Leadership*, 46(2), 202–219.
- Cabanero, A. C. (2024). Teachers' preparation and school heads' support on MATATAG curriculum: Bases for an intervention program. *INSTABRIGHT e-GAZETTE*, 6(2). Retrieved from <https://www.instabrightgazette.com>
- CASEL. (2015). Social and emotional learning competencies. [https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/Collaborative for Academic, Social, and Emotional Learning](https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/Collaborative%20for%20Academic%20Social%20and%20Emotional%20Learning). (2003). Safe and sound: An educational leader's guide to evidence-based social and emotional learning programs. Chicago.
- Churchwell, K., Elkind, M. S., Benjamin, R. M., Carson, A. P., Chang, E. K., Lawrence, W., ... & American Heart Association. (2020). Call to action: Structural racism as a fundamental driver of health disparities: A presidential advisory from the American Heart Association. *Circulation*, 142(24), e454–e468. <https://doi.org/10.1161/CIR.0000000000000936>
- Cohen, L., Manion, L., & Morrison, K. (2018). Research methods in education (8th ed.). Routledge.
- Creswell, J. W., & Plano Clark, V. L. (2017). Designing and conducting mixed methods research (3rd ed.). SAGE Publications.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute.
- de Guzman, A. B. (2003). The dynamics of educational reforms in the Philippine basic and higher education sectors. *Asia Pacific Education Review*, 4(1), 39–50.

- Department of Education, Philippines. (2023). MATATAG Curriculum framework.
- DepEd Memorandum 54, s. 2023. Department of Education.
- DepEd. (2022). Guidelines on the implementation of the MATATAG Curriculum. Department of Education, Philippines.
- Farrell, E. (2020). Researching lived experience in education: Misunderstood or missed opportunity? *International Journal of Qualitative Methods*, 19, 1–10. <https://doi.org/10.1177/1609406920942066>
- Fixsen, D. L., Naoom, S. F., Blase, K. A., & Friedman, R. M. (2005). Implementation research: A synthesis of the literature. University of South Florida, Louis de la Parte Florida Mental Health Institute.
- Freire, P. (1970). *Pedagogy of the oppressed*. Continuum.
- Fullan, M. (2007). *The new meaning of educational change* (4th ed.). Teachers College Press.
- Fullan, M. (2015). *The new meaning of educational change*. New York: Teachers College Press.
- Fullan, M. (2015). *The new meaning of educational change*. Teachers College Press.
- Hajan B.H., Castillo-Hajan B., & Marasigan A.C. (2019). Second language academic writing: A study of teachers' beliefs and pedagogical practices in senior high school. *Online Submission*, 21(9), 9–35.
- Hallinger, P., & Murphy, J. (2013). Assessing leadership and school improvement linkages. *Journal of Educational Administration*, 41(3), 320–334.
- Jansen, J. D. (2020). Curriculum as a political and social practice. *Curriculum Inquiry*, 50(1), 39–54.
- Kilag O.K.T., Andrin G.R., Abellanos C., Villaver M.T.Jr., Uy F. T. & Sasan J. M. V. (2024) Matatag curriculum rollout: Understanding challenges for effective implementation. **International Multidisciplinary Journal of Research for Innovation Sustainability and Excellence (IMJRISE)**1(5).
- Lagbao, J. (2024). INITIAL IMPLEMENTATION OF THE MATATAG CURRICULUM: VIEWS OF THE TEACHERS AND PRINCIPALS. *EPRA International Journal of Environmental Economics, Commerce and Educational Management*. <https://doi.org/10.36713/epra17629>
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22.
- Loza, J. F. (2024). How can teachers embrace curriculum change: Perceptions on the implementation of MATATAG curriculum. Philippine Normal University. <https://www.studocu.com/ph/docu-ment/ateneo-de-naga-university/ab-bse-english/values-education-teachers-perceptions-on-the-implementation-of-mat-tag-curriculum/112217394>
- Macasero R. (2023) Less congested K–10 curriculum. *Rappler*.
- Magsambol, B. (2024). Teachers dismayed by 'chaotic' rollout of Matatag curriculum. *Rappler*. <https://www.rappler.com/newsbreak/in-depth/teachers-dismayed-chaotic-rollout-matatag-curriculum-school-year-2024-2025>
- Manansala, P., & Aquino, J. R. (2023). The role of school leaders in curriculum innovation in the Philippines. *Philippine Journal of Education and Development Studies*, 9(2), 112–125.
- Merleau-Ponty, M. (2012). *Phenomenology of perception* (D. Landes, Trans.). Routledge. (Original work published 1945).
- National Council of Teachers of Mathematics. (2018). *Principles and standards for school mathematics*.
- OECD. (2019). *Measuring student knowledge and skills: The PISA experience*. Paris: OECD Publishing.
- Padillo, G. G., Manguilimotan, R. P., Capuno, R. G., & Espina, R. C. (2021). Professional Development Activities and Teacher Performance. *International Journal of Education and Practice*, 9(3), 497–506.
- Piala, M.C., Kilag, O.K.T., Tañiza, F.N.T., Groenewald, E.S., Abella, J.L., & Cordova Jr., N. A. (2024). Curriculum in action: Probing into facilitators and impediments in the Philippine educational setting. *Journal Name*, 2(1).

- Rogers, E.M. (2003). *Diffusion of innovations* (5th ed.). Free Press.
- Saro, J., Montejo, C., Sucong, J., Bustamante, M., & Perez, J. (2024). A Qualitative Exploration on the Perceived Impact of the MATATAG Curriculum on Basic Education Teaching in the School Year 2024-2025. *International Journal of Advanced Multidisciplinary Research and Studies*. <https://doi.org/10.62225/2583049x.2024.4.4.3134>
- Tabalanza, J.A.C., Singh, M.B., Edris, A.A., & Tabajen, M.R. (2022). Effects of socio-emotional learning interventions before and after pandemic: A comparative literature review. *Asian Pacific Journal of Education, Arts and Humanities*, 9(1), 1-15.
- Tarraya H.O. (2023) Teachers' workload policy: Its impact on Philippine public school teachers (Public policy analysis and review). Online Submission.
- Tashakkori, A., & Teddlie, C. (2010). *Mixed method research: Contemporary issues in an emerging field*. In Tashakkori, A. & Teddlie, C. (Eds.), *SAGE Handbook of Mixed Methods in Social & Behavioral Research* (2nd ed., pp. 1-41). SAGE Publications.
- UNESCO. (2015). *Education for all 2015 national review: The Philippines*. Paris: UNESCO.
- van Manen, M. (2016). *Researching lived experience: Human science for an action sensitive pedagogy*. Routledge.
- Vitug, J. (2024). MATATAG Curriculum pilot: Challenges and lessons. *Philippine Daily Inquirer*.
- Vu, T. & Nguyen, T. H. L. (2021). New curriculum, existing problems: Teacher perception of the English language curriculum renewal in Vietnam. *Electronic Journal of Foreign Language Teaching*, 19(1), 207-224. <https://doi.org/10.56040/mcla1827von>