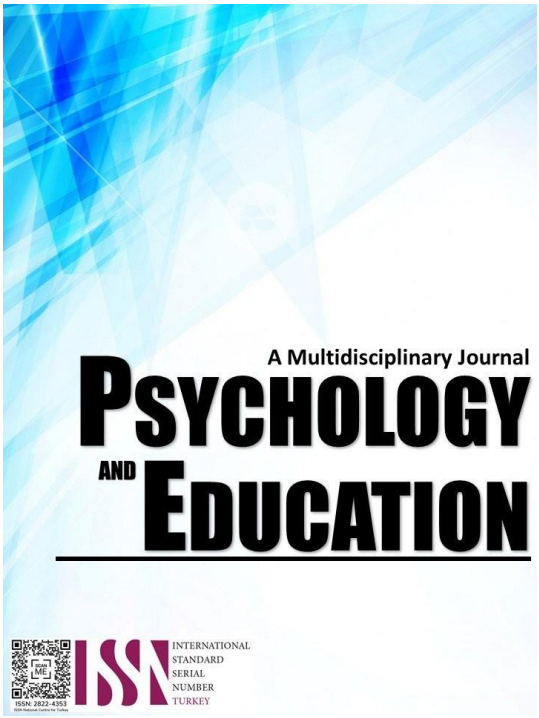
CHALLENGES ENCOUNTERED BY TEACHERS IN THE IMPLEMENTATION OF THE MATATAG CURRICULUM



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Research Article

Challenges Encountered by Teachers in the Implementation of the MATATAG Curriculum

Jackielou G. Maraveles,* Lutchie A. Ducot
For affiliations and correspondence, see the last page.

Abstract

This study was conducted to explore the voices of the teachers who were having a hard time implementing the MATATAG Curriculum in Lantapan East District, Division of Bukidnon, SY 2024-2025. in Lantapan East District, Division of Bukidnon, SY 2024-2025. The study's respondents were the selected Grade 1 and Grade 4 public-school teachers in Lantapan East District, Division of Bukidnon, SY 2024-2025. The instrument utilized in this study was a set of guide questions designed to elicit the learners' perspectives, experiences, and opinions regarding the significant issue of child labor. Some key challenges teachers in the Department of Education (DepEd) face when implementing the MATATAG curriculum are Familiarization with New Competencies, Communication and Collaboration, Curriculum Alignment and Resource Development, Training and Professional Development Needs, and Supporting Learners' Adaptation to Change. Lack of familiarity with these competencies can result in teachers struggling to align their teaching methods and assessments with the curriculum requirements, potentially leading to ineffective curriculum content delivery and evaluation. The following are the challenges impacting student performance in implementing the MATATAG Curriculum: Engagement and Learning, Impact of Student Performance, Resource Constraints, Delayed English Reading Instruction, and Gap in Learning Outcomes. Support and Resources to Enhance the Implementation of the MATATAG Curriculum in DepEd are comprised of Collaborative Expertise Sessions and Weekly Learning Action Cells, Curriculum Support Alignment with Clear Guides, Parent-Teacher Communication Channels, Pedagogical Training on Effective Teaching Practices, and Continuous Monitoring and Evaluation through Data Analysis.

Keywords: *challenges encountered, teachers, implementation, MATATAG curriculum, Bukidnon*

Introduction

Over the past few years, educational systems across the globe have been experiencing substantial transformations in response to the necessity of adjusting to the changing requirements of the 21st century. The curriculum review findings that the K to 12 Curriculum content was congested, misplaced prerequisite learning competencies, and an imbalance of cognitive demands paved the way for the transformation of the implementation of the MATATAG Curriculum, which is a complete framework designed to provide learners with the skills and competencies needed to thrive in a quickly evolving environment.

Nevertheless, the successful execution of any curriculum relies on teachers' preparedness, which is crucial in converting educational policies into efficient classroom methodologies. This study examines teachers' preparedness to apply the MATATAG Curriculum and its influence on students' academic achievement.

The MATATAG Curriculum prioritizes a constructivist pedagogy, whereby students engage in active knowledge construction and meaning making through interactions with the environment and building upon their existing knowledge and experiences. Teachers must adjust their teaching methods and take on a facilitative role to promote active student participation, collaborative learning, and the practical application of knowledge in real-life situations. Hence, it is essential to comprehend the instructors' willingness to adopt constructivist ideas in the MATATAG Curriculum to ensure its effective execution.

The MATATAG Curriculum, implemented by the Department of Education in the Philippines, is founded on the ideas of constructivist learning. Notable figures like Jean Piaget, Lev Vygotsky, Jerome Bruner, and Seymour Papert have significantly contributed to the advancement of constructivist learning theory. Throughout his publications from the 1920s and onwards, Piaget highlighted the importance of learners actively constructing knowledge through their interactions with the environment. In his publications during the 1930s and 1940s, Vygotsky emphasized the significance of social interaction and cultural background in influencing the learning process. During the 1960s, Bruner stressed the importance of actively developing knowledge and employing scaffolding, whereas Papert, in the 1980s, argued for hands-on experiential learning and the utilization of technology. These significant personalities establish a theoretical basis for incorporating constructivist elements into the MATATAG Curriculum. The researcher conducted this study to find the relationship between teachers' challenges in implementing the MATATAG Curriculum and learners' performance in Lantapan East District, Division of Bukidnon, SY 2024-2025.

Research Questions

This qualitative study focused on two prominent obstacles in the research sector, subsequently classified as grand tour inquiries. Yin, as cited by Vegafria (2014), states that the grand tour question is the initial stage in qualitative research, providing a foundation for the study topic through interviews. Creswell (2007) states that researchers should create sub-questions focusing on specific issues to gather more information. This study was conducted using a phenomenological qualitative research design. It conducted an individual interview

and focus group discussion to hear the voices of the learners who have been victims of child labor in San Fernando 1 District, Division of Bukidnon, SY 2024-2025, in Lantapan East District, Division of Bukidnon, SY 2024-2025. Data on the level of challenges of the teachers in the implementation of the Matatag Curriculum were obtained through interview and focus group discussion.

The study was carried out and guided by the following questions:

1. Can you describe some of the key challenges that teachers in the Department of Education (DepEd) face when implementing the Matatag curriculum and how these challenges impact their ability to deliver the curriculum content effectively?

2. How do you believe teachers' challenges in DepEd when implementing the Matatag curriculum affect student engagement and learning outcomes? Can you provide specific examples or instances where these challenges have had a noticeable impact on student performance?

3. What types of support or resources would be most beneficial in helping teachers overcome the obstacles they face while implementing the Matatag curriculum within DepEd? How could these solutions enhance the overall effectiveness of the curriculum delivery?

4. Have you observed any common patterns or trends in the challenges faced by teachers in DepEd while implementing the Matatag curriculum? How do these challenges compare to those faced in previous curriculum implementations, and what lessons can be learned from these experiences?

5. How do you think the DepEd can better address teachers' specific challenges in implementing the Matatag curriculum? What changes or improvements would you recommend supporting teachers in effectively delivering the curriculum content and ensuring positive student outcomes?

Methodology

Research Design

This study followed phenomenological qualitative research design. It conducted an individual interview and focus group discussion with teachers who were having a hard time implementing the Matatag Curriculum in Lantapan East District, Division of Bukidnon, SY 2024-2025. in Lantapan East District, Division of Bukidnon, SY 2024-2025. Data on the challenges of the teachers in the implementation of the Matatag Curriculum were obtained through interviews and focus group discussions.

Respondents

This study was conducted in Lantapan East District, Division of Bukidnon, SY 2024-2025. Lantapan is a first-class municipality located in the province of Bukidnon, Philippines. It is officially known as the Municipality of Lantapan. It is referred to as "Banuwa ta Lantapan" in the Bukid and Higaonon languages, "Lungsod sa Lantapan" in Cebuano, and "Bayan ng Lantapan" in Tagalog. Lantapan, a town in Bukidnon, is located on a plateau between the Kalatungan and Kitanglad Mountain Ranges. The word "lantapan" is taken from the native language and means "level on top." Lantapan is bordered to the north by the municipalities of Sumilao and Impasugong, to the east by Malaybalay City, to the south by Valencia City, and the west by Talakag. The location is around 600 meters (2,000 ft) above sea level, with the highest point reaching 2,938 meters (9,639 ft) in the Kitanglad range. The region's total area is 318.2 square kilometers, primarily agricultural and forested. The landscape is intersected by six river systems and 40 creeks and springs. Lantapan is divided into 14 barangays. Every barrio is composed of puroks, and some may also have sitios.

A state of tranquility typically characterizes Lantapan. The local police force effectively maintains security in the neighborhood. The crime prevention efforts are also supported by the trained citizen forces known as "Bantay-Bayan" and the Citizen Volunteer Organization (CVO) in the barangays. Currently, there are 24 primary, elementary, and senior schools in Lantapan. These schools cater to an estimated 7,000 youngsters. Daycare centers supervised by the Department of Social Welfare and Development offer preparatory instruction to preschoolers in the barangays. Figure 2 shows the Map of the locale of the study.

The study's respondents were the selected Grade 1 and Grade 4 public-school teachers in Lantapan East District, Division of Bukidnon, SY 2024-2025. These teachers play a critical role in translating educational policies and curriculum frameworks into actionable practices within the classroom. Their insights and experiences are invaluable in understanding the challenges and opportunities of implementing the Matatag Curriculum.

Table 1 presents the distribution of respondents.

Table 1. *Distribution of Respondents*

No.	*Teacher*
1	Teacher A
2	Teacher B
3	Teacher C
4	Teacher D
5	Teacher E

Instrument

The instrument utilized in this study was a set of guide questions designed to elicit the learners' perspectives, experiences, and opinions regarding the significant issue of child labor. The panel of validators composed of two master teachers in English and one EPS in English in the Division of Bukidnon assessed these guide questions to ensure their reliability and validity. This study aligns with Simon's (2011) perspective that experience, and behavior should be comprehended as a unified and indivisible interplay.

Procedure

To carry out a study at Valencia Colleges (Bukidnon) Incorporated, this research will adhere to the appropriate protocol as a standard operating procedure. The first step in the research process is for the researcher to submit a request for approval and an endorsement letter from the Dean of Graduate Studies. It was then handed over to the Superintendent of the Schools Division of Bukidnon. When the researcher was sure the necessary approval had been obtained, she approached the Public Schools District Supervisor to grant her consent. The next step was to get clearance from the principals or heads of schools of the selected schools to grant permission to the researcher to conduct a study on their particular schools.

Data Analysis

This study employed Colaizzi's eight-step process of analyzing data using the phenomenological method, often called Colaizzi's method of data analysis. This qualitative research approach is frequently employed in phenomenological research. Gary Colaizzi, a psychologist and phenomenologist, developed it.

Colaizzi's method aims to reveal the fundamental structure and significance of participants' experiences, enabling researchers to understand a phenomenon's essence deeply. This approach entails a systematic procedure for examining qualitative data to discover and define the fundamental themes and elements that arise from the participants' descriptions. Below is a concise outline of the sequential procedures encompassed in Colaizzi's descriptive phenomenological approach:

Transcription is the initial step in Collaizi's data analysis process. It involves converting the recorded interviews or observations into written text. The goal is to accurately capture all spoken words, non-verbal cues, and contextual details. Transcription ensures that the qualitative data is preserved in a readable format for analysis. It helps researchers refer back to specific details during the analysis phase and ensures that the data is accurately represented.

Familiarization is crucial when researchers immerse themselves in the transcribed data by reading and rereading the transcripts. This process helps researchers understand the content, context, and nuances of the participants' experiences. Familiarization allows researchers to become intimately acquainted with the data, enabling them to identify patterns, key points, and areas of interest. It sets the foundation for further analysis by providing a comprehensive view of the qualitative material.

Identifying Significant Statements. Researchers identify noteworthy statements or phrases within the data that encapsulate the essence of the participants' experiences. These statements often contain rich information, emotions, or insights central to understanding the phenomenon under study. By pinpointing significant statements, researchers can focus on key aspects of the data that are most relevant to the research question. These statements serve as entry points for deeper analysis and interpretation of the qualitative material.

Formulating Meanings. Researchers extract meanings from the identified significant statements. They engage in interpretation and analysis to uncover common themes, patterns, or insights that emerge from the participants' experiences. This step involves deriving deeper understanding and the implications from the data. Formulating meanings enables researchers to go beyond surface-level observations and delve into the underlying significance of the qualitative data. It helps uncover the shared experiences, perspectives, and meanings that shape the participants' narratives.

Clustering Themes. Similar themes or patterns identified in the data are grouped to form clusters. This process involves organizing related concepts to identify overarching themes that reflect the core aspects of the phenomenon being studied. Clustering themes help structure and categorize the data coherently. It allows researchers to identify common threads and connections between different aspects of the participants' experiences, facilitating a deeper understanding of the phenomenon.

Developing Categories. Based on the clustered themes, researchers develop categories that represent the main ideas or concepts present in the data. These categories serve as organizational frameworks for structuring the findings and identifying key areas of significance. Developing categories helps organize the data into meaningful groupings that highlight the key aspects of the participants' experiences. It enables researchers to systematically analyze and present the qualitative material in a structured format.

Seeking Patterns and Relationships. Researchers explore patterns, relationships, and connections between the categories and themes identified in the data. This step examines how different data elements interrelate and contribute to understanding the overarching phenomenon. Seeking patterns and relationships allows researchers to uncover deeper insights into the relationships between different themes and categories. It facilitates the identification of recurring patterns and connections that shed light on the complex interplay of factors within the participants' experiences.

Representing the Data. In the final step, researchers represent the findings coherently and meaningfully. This may involve creating

visual representations such as charts, diagrams, or tables to illustrate the relationships between the categories and themes identified in the data. Representing the data in a structured format enhances the clarity and comprehensibility of the research findings. Visual aids help convey the relationships and patterns identified in the data, making the results more accessible to readers and enhancing the overall impact of the study.

Colaizzi's descriptive phenomenological method prioritizes the methodical examination of qualitative data to reveal the fundamental structures and significances of participants' experiences. It offers a methodical technique for comprehending and articulating the firsthand encounters and viewpoints of people inside a particular phenomenon of interest.

Ethical Considerations

Participation in the study was entirely optional. The researcher prioritized the responders' careful consideration, safety, and confidentiality. Respondents were given informed consent forms along with detailed environmental information. The researcher took measures to prevent bias in the respondents' answers and recorded their input. The respondents' identities were concealed to safeguard their anonymity and maintain the integrity of the study. Throughout the study, participants could refuse to answer any question.

Results and Discussion

This section presents findings, analyzes the problems posed, and interprets them in the light of descriptive research.

The succeeding sections encompass the presentation and discussion of Challenges Encountered by Teachers in the Implementation of the Matatag Curriculum,

Table 1 presents and discusses the respondents' answers to question number 1. Can you describe some of the key challenges teachers in the Department of Education (DepEd) face when implementing the Matatag curriculum and how these challenges impact their ability to deliver the curriculum content effectively?

Table 1. *Key Challenges Faced by DepEd Teachers in Implementing the Matatag Curriculum and Their Impact on Effective Instruction*

Participant	*Response*
Teacher A	Familiarization with competencies requires teachers to familiarize themselves with the new competencies and their implications for teaching and assessment.
Teacher B	Open communication and collaboration with teachers and stakeholders are essential to implementing the metatag curriculum program. They ensure the curriculum's effectiveness and address concerns practically.
Teacher C	Curriculum alignment across all levels includes developing and disseminating assessment tools and teaching guides to promote consistent and quality education.
Teacher D	The implementation presents various challenges for DepEd teachers, and they must attend more training to be more prepared for shifting into teaching methodologies and gaining a deeper understanding of the new curriculum's content.
Teacher E	It requires learners to adapt to new learning approaches and increased demands. That may lead students to adjust to the changes, particularly those from disadvantaged backgrounds. Teachers need to provide adequate support and guidance to help all learners succeed.
THEME	Implementation Challenges in Curriculum Reform

As seen in Table 1, Teacher A's perspective states that familiarizing with competencies entails teachers understanding the new skill sets and their implications for teaching and assessment.

Teacher B suggested that implementing the Matatag Curriculum program involves open communication and collaboration with educators and stakeholders, which is crucial for ensuring the curriculum's effectiveness and addressing practical concerns.

From Teacher C's viewpoint, aligning the curriculum at all levels involves developing and sharing assessment tools and teaching guides to uphold educational consistency and quality.

As for Teacher D's beliefs, the implementation poses several challenges for DepEd teachers, requiring additional training to effectively transition to new teaching methodologies and gain a deeper understanding of the curriculum's content.

From Teacher E's perspective, learners are expected to adapt to new learning approaches and increased academic demands, especially those from disadvantaged backgrounds. This necessitates teachers offering sufficient support and guidance to help all students succeed.

The "Implementation Challenges in Curriculum Reform" theme encapsulates the significant hurdles that teachers in the Department of Education (DepEd) encounter when implementing the Matatag curriculum. This theme underscores the complexities and obstacles inherent in reforming educational curricula and the efforts required to navigate them effectively.

Mitigating Strategies include Comprehensive Teacher Training. Providing comprehensive training sessions for teachers on integrating technology in teaching and leveraging digital resources can enhance their instructional practices and student engagement. It also includes Clear Curriculum Guidelines. Developing clear curriculum guides that provide concise learning objectives, content standards, and assessment rubrics can support teachers in understanding and implementing the Matatag curriculum effectively. Effective

Communication and Collaboration are also necessary. Establishing effective communication channels and collaborative networks among teachers, school leaders, and stakeholders can facilitate a supportive environment for implementing curriculum reforms. Further, Continuous Monitoring and Evaluation may be of help. Implementing robust monitoring and evaluation mechanisms through data collection and analysis can help track student progress, identify areas for improvement, and inform instructional decisions.

Evaluating teachers' readiness level for implementing the Matatag Curriculum includes assessing their understanding of the curriculum's content, pedagogical approaches, assessment methods, and overall objectives. According to Estrellado (2023), they should undergo several assessments to assess the teachers' readiness to change the curriculum. One of which is knowledge and self-assessments. For knowledge assessment, surveys and questionnaires may be applied and should include questions about the key areas of the curriculum. As for the self-assessment, teachers should know whether they are confident in understanding the components of the Matatag curriculum

Table 2 presents and engages in a discussion regarding the responses of the research participants to question number 2. How do you believe teachers' challenges in DepEd when implementing the Matatag curriculum affect student engagement and learning outcomes? Can you provide specific examples or instances where these challenges have had a noticeable impact on student performance?

Table 2. *Impact of Challenges in Implementing the Matatag Curriculum on Student Engagement and Learning Outcomes*

Participant	*Response*
Teacher A	Engage learners with adequate training and appropriate learning materials. Teachers may find it difficult to engage learners in meaningful learning experiences that cater to their diverse needs and learning styles.
Teacher B	These problems include a lack of equipment, funding, and classroom facilities.
Teacher C	Delayed English reading instruction.
Teacher D	Lack of resources can hinder the effective implementation of the matatag curriculum, potentially leading to a gap in learning outcomes.
Teacher E	Without a deeper understanding of the curriculum, comprehensive data on its impact on students' performance is lacking.
THEME	"Challenges in Curriculum Implementation and Resources"

As seen in Table 2, Teacher A viewed engaging students effectively through proper training and suitable learning resources as challenging for educators striving to create meaningful learning experiences that accommodate various learning preferences and styles.

Teacher B proposed that inadequate equipment, limited funding, and insufficient classroom facilities contribute to the difficulties.

Teacher C's standpoint was that Delays in English reading instruction can impact students' progress.

Regarding Teacher D's convictions, A lack of resources may impede the successful execution of the Matatag curriculum, potentially resulting in disparities in learning achievements.

From the standpoint of Teacher E, without a thorough grasp of the curriculum, there exists a dearth of comprehensive data on how it impacts students' academic performance.

The theme "Challenges in Curriculum Implementation and Resources" highlights the key obstacles teachers in the Department of Education (DepEd) encounter when implementing the Matatag curriculum. This theme underscores the critical role of resources in successful curriculum implementation and the various challenges educators face in this process.

Challenges in Curriculum Implementation and Resources include Resource Constraints, Physical Resources, Professional Development Needs, Curriculum Alignment and Adaptation, Time Constraints, and Technology Integration Challenges.

Financial Resources: Limited funding can restrict access to essential materials, technology, and training programs for effective curriculum implementation. Inadequate classroom facilities, equipment, and learning resources can impede the delivery of quality education in line with the Matatag curriculum. Teachers may lack the necessary training and professional development opportunities to effectively implement the curriculum's innovative teaching methodologies and learning strategies. Ensuring that existing teaching materials align with the Matatag curriculum can be challenging. Teachers may need to adapt or develop new resources to match the curriculum's learning objectives and standards. Teachers often face time constraints due to heavy workloads, administrative tasks, and extracurricular responsibilities, limiting their ability to engage with the Matatag curriculum and implement it effectively fully. Incorporating technology into the classroom requires access to digital tools, technical support, and training. Teachers may struggle to leverage technology for effective teaching and learning without adequate resources and support.

The following are the Strategies to Address These Challenges: Resource Allocation and Support, Advocating for increased funding and support from educational authorities to ensure adequate resources for curriculum implementation, including textbooks, teaching aids, and technology, Professional Development Programs, Curriculum Review and Adaptation, Time Management and Workload Support, and Technology Training and Integration Support.

Offering continuous professional development opportunities to enhance teachers' skills, knowledge, and confidence in implementing the Matatag curriculum effectively. Regularly review teaching materials and curriculum resources to ensure alignment with Matatag curriculum standards and make necessary adaptations or additions. Providing teachers with administrative assistance, reducing non-

teaching tasks, optimizing schedules to create more time for curriculum planning, implementation, and student support, and offering training programs and technical support to help teachers integrate technology into their teaching practices and leverage digital resources to enhance student learning experiences.

Table 3 shares and delves into the answers provided by the research participants to the question number 3. What types of support or resources would be most beneficial in helping teachers overcome the obstacles they face while implementing the Matatag curriculum within DepEd? How could these solutions enhance the overall effectiveness of the curriculum delivery?

Table 3. *Essential Support and Resources for Teachers in Overcoming Challenges in Matatag Curriculum Implementation*

Participant	*Response*
Teacher A	Engaging in collaborative expertise sessions, weekly learning action cells, support systems, and third-party research
teacher B	Curriculum support alignment requires clear curriculum guides to provide teachers with concise curriculum guidelines, including learning objectives, content standards, and assessment rubrics.
Teacher C	Parent-teacher communication to facilitate effective communication channels to share information and collaborate on student learning.
Teacher D	Pedagogical training is needed to equip teachers with effective teaching practices such as differentiated instruction, inquiry-based learning, and technology integration.
Teacher E	Continuous monitoring and evaluation by data collection and analysis to track student progress and identify areas of strength and weakness of the learners.
THEME	Comprehensive Support for Effective Implementation

Comprehensive Support for Effective Implementation is composed of Curriculum Support Alignment, Parent-Teacher Communication, Pedagogical Training, Continuous Monitoring and Evaluation, ensuring clear curriculum guides align with the Matatag curriculum is essential for providing teachers with structured and coherent guidelines. These guides help educators understand learning objectives, content standards, and assessment rubrics, enabling them to deliver instruction that aligns with the curriculum's goals and expectations.

Effective communication channels between parents and teachers are crucial for creating a supportive environment for student learning. Facilitating open and transparent communication fosters collaboration between home and school, enabling stakeholders to work together to address students' educational needs and ensure their holistic development.

Equipping teachers with effective pedagogical practices, such as differentiated instruction, inquiry-based learning, and technology integration, enhances their teaching skills and strategies. This training enables educators to cater to diverse learning needs, promote student engagement, and leverage technology to enhance the learning experience within the framework of the Matatag curriculum.

Teachers can effectively track student progress by implementing continuous monitoring and evaluation processes through data collection and analysis. This approach helps identify areas of strength and weakness among learners, allowing educators to tailor their instructional approaches, provide targeted support, and make informed decisions to enhance student learning outcomes within the Matatag curriculum framework.

Table 4 offers an analysis and conversation of the answers provided by the research participants to question 4.Have you observed any common patterns or trends in the challenges faced by teachers in DepEd while implementing the Matatag curriculum? How do these challenges compare to those faced in previous curriculum implementations, and what lessons can be learned from these experiences?

Table 4. *Patterns and Trends in Challenges Faced by Teachers in Matatag Curriculum Implementation: Comparisons and Lessons from Past Curricula*

Participant	*Response*
Teacher A	The common patterns or trends are a lack of clarity in competencies, limited access to resources, inadequate teacher training, a lack of assessment standardization, and insufficient time for curriculum development.
Teacher B	Emphasis on foundation skills reflects a shift towards a more holistic approach to education, recognizing the importance of these skills for future success.
Teacher C	Integration of 21st-century skills such as critical thinking, problem-solving, collaboration, and creativity.
Teacher D	Decongestion and streamlining can be achieved by reducing the number of learning competencies and focusing on essential skill knowledge.
Teacher E	Positive feedback from the stakeholders.
THEME	Challenges in Implementation and Curriculum Development

This study's identified challenges resonate with the theme of "Challenges in Implementation and Curriculum Development." The common patterns and trends highlighted include issues such as a lack of clarity in competencies, limited access to resources, inadequate teacher training, a lack of assessment standardization, and insufficient time for curriculum development. These challenges can hinder the effective implementation of the Matatag curriculum, impacting the quality of education delivery and student outcomes.

The emphasis on foundation skills indicates a shift towards a more holistic approach to education, recognizing the significance of these fundamental skills for students' future success. By acknowledging the importance of foundational skills, educators can better prepare students for the demands of the modern workforce and society.

Moreover, integrating 21st-century skills like critical thinking, problem-solving, collaboration, and creativity aligns with the evolving educational landscape, aiming to equip students with the skills necessary for success in the digital age. Educators can better prepare students to navigate complex challenges and thrive in a rapidly changing world by incorporating these skills into the curriculum.

Decongestion and streamlining by reducing the number of learning competencies focus on essential skill knowledge, allowing for a more focused and in-depth exploration of key concepts. This streamlined approach can enhance learning outcomes by prioritizing essential skills and knowledge acquisition, ensuring students develop a strong foundation in critical areas.

Lastly, receiving positive feedback from stakeholders indicates the importance of engaging with the educational community and involving them in curriculum development and implementation. Positive feedback validates the efforts made in curriculum development and implementation and underscores the importance of collaboration and communication in driving educational initiatives forward.

As seen in Table 4, Teacher A views individuals as enhancing their professional knowledge and skills through participation in collaborative expertise sessions, weekly learning action cells, support systems, and external research.

Teacher B suggested that Aligning curriculum support involves developing clear curriculum guides that offer educators precise directives encompassing learning objectives, content standards, and assessment criteria.

From Teacher C's perspective, establishing effective Parent-Teacher communication channels fosters information exchange and cooperation in student education.

Regarding the beliefs of Teacher D, providing pedagogical training equips teachers with impactful instructional strategies like differentiated instruction, inquiry-based learning, and technology incorporation.

According to Teacher E's viewpoint, Implementing continuous monitoring and evaluation practices through data collection and analysis aids in monitoring student advancement, pinpointing areas of strength and weakness, and tailoring support to learners' needs.

Moreover, Domingo and Masabpi (2024) mentioned that before the transition, teachers should accustom themselves to training to equip themselves in the new curriculum. The administrators must evaluate the record of professional development sessions attended by the teachers. Aside from surveys and questionnaires, Kilag et al. (2024) added that conducting interviews with teachers to discuss their understanding of the curriculum, challenges they anticipate, and areas where they feel confident is one key factor in assessing the readiness level of the teachers in transitioning. Furthermore, Legan (2024) emphasized that teachers' lesson plans and teaching practices must be evaluated to determine whether they incorporate well into the new curriculum's content and strategies and assess how effectively teachers implement the new curriculum.

Table 5 provides and examines the responses of the research participants to the question number 5. How can the DepEd better address teachers' specific challenges in implementing the Matatag curriculum? What changes or improvements would you recommend supporting teachers in effectively delivering the curriculum content and ensuring positive student outcomes?.

Table 5. *Recommended Strategies for DepEd to Address Challenges in Matatag Curriculum Implementation and Enhance Teacher Support*

Participant	*Response*
Teacher A	Addressing these challenges requires a sustained and collaborative effort from the DepEd teachers and other stakeholders. Continued investment in teacher training resources development and ongoing support is crucial to ensure the successful implementation of the Matatag curriculum and its positive impact on student learning.
Teacher B	We help teachers by providing training on integrating technology into the classroom, including online platforms, interactive tools, and digital resources.
Teacher C	Develop comprehensive curriculum materials to ensure teachers have access to high-quality, comprehensive curriculum materials that align with the matatag curriculum's learning objectives.
Teacher D	Foster a supportive learning environment with clear communication, shared vision, reduced teacher workload, and promote teacher well-being.
Teacher E	A collaborative approach involving teachers, school leaders, and policymakers is essential for ensuring the success of this important educational reform.
THEME	Collaborative Support for Effective Implementation

As seen in Table 5, Teacher A believes that addressing these challenges necessitates a sustained and cooperative endeavor involving DepEd teachers and various stakeholders.

Teacher B proposed maintaining investments in teacher training, resource development, and continuous support to guarantee the successful execution of the Matatag curriculum and its beneficial effects on student learning.

From the viewpoint of Teacher C, it can be beneficial to support educators through training sessions on integrating technology in teaching, encompassing online platforms, interactive tools, and digital resources.

Regarding the beliefs of Teacher D, Creating comprehensive curriculum materials ensures that teachers have access to high-quality

resources aligned with the curriculum's objectives.

According to Teacher E, Cultivating a supportive learning environment entails fostering clear communication, a shared vision, reduced teacher workloads, and prioritizing teacher well-being. A collaborative approach involving teachers, school administrators, and policymakers is crucial for the success of this significant educational reform.

This study's "Collaborative Support for Effective Implementation" theme is evident in the various strategies proposed to address teachers' challenges in implementing the Matatag curriculum. The recommendation for a sustained and collaborative effort from DepEd teachers and stakeholders underscores the importance of teamwork in overcoming obstacles. By working together, sharing expertise, and supporting one another, educators can navigate the complexities of implementing a new curriculum effectively.

Investing in teacher training resources development and providing ongoing support highlights the necessity of continuous professional development to enhance educators' skills and knowledge. By offering training on integrating technology into the classroom, teachers can adapt to modern teaching methods and engage students more effectively through digital tools and resources.

Developing comprehensive curriculum materials that align with the Matatag curriculum's learning objectives ensures that teachers have the necessary resources to deliver high-quality education. Access to well-structured and detailed curriculum materials empowers educators to plan lessons effectively and meet the curriculum's goals. Creating a supportive learning environment with clear communication, a shared vision, and reduced teacher workload prioritizes teacher well-being and fosters a positive atmosphere for teaching and learning.

Lastly, the collaborative approach involving teachers, school leaders, and policymakers emphasizes the need for a united effort in driving educational reform. By involving key stakeholders in decision-making processes and implementation strategies, educators can ensure the success of the Matatag curriculum and promote positive changes in the educational system.

Table 6 presents the summary of emerging themes per frame.

Table 6. S*ummary of Emerging Themes per Frame*

Frame	*Emerging Theme*
1	Implementation Challenges in Curriculum Reform
2	Challenges in Curriculum Implementation and Resources
3	Comprehensive Support for Effective Implementation
4	Challenges in Implementation and Curriculum Development
5	Collaborative Support for Effective Implementation

The summary of emerging themes per frame is presented in table 6 above. As shown, table 1 was all about the Implementation Challenges in Curriculum Reform. table 2 presented the Challenges in Curriculum Implementation and Resources, table 3 revealed the Comprehensive Support for Effective Implementation, table 4 presented the Challenges in Implementation and Curriculum Development, and table 5 was about the Collaborative Support for Effective Implementation.

Conclusions

This study investigated the experiences and challenges faced by teachers in implementing the Matatag Curriculum in the Lantapan East District, Division of Bukidnon, during the school year 2024–2025. The participants included selected Grade 1 and Grade 4 public school teachers. A set of guide questions was used to gather insights into their perspectives and experiences, particularly in relation to the issues surrounding child labor.

The findings revealed several critical challenges in the implementation of the Matatag Curriculum. These included difficulties in familiarizing with new competencies, establishing effective communication and collaboration, aligning curriculum content with available resources, and addressing the need for teacher training and professional development. Teachers also faced obstacles in helping students adapt to these educational changes, which affected the delivery and assessment of the curriculum. Additionally, student performance was impacted by issues such as lack of engagement, limited resources, delayed instruction in English reading, and significant gaps in learning outcomes. On a positive note, teachers identified valuable support systems that could enhance implementation, such as collaborative expertise sessions, weekly learning action cells, clear curriculum guides, improved communication with parents, targeted pedagogical training, and ongoing monitoring through data analysis.

From these findings, the study concluded that the challenges teachers face in implementing the Matatag Curriculum are multifaceted and have direct implications on both instructional effectiveness and student outcomes. Without proper familiarization with new competencies and adequate support systems, teachers may struggle to deliver curriculum content effectively, which can hinder students' academic progress. Student performance is also jeopardized by insufficient learning materials, resource shortages, and delayed literacy instruction. However, introducing targeted support mechanisms and professional development opportunities can significantly improve curriculum implementation and help bridge gaps in student achievement.

Based on these conclusions, the study recommended that teachers actively engage in professional development to familiarize themselves with the new competencies and improve their teaching strategies. Strengthening communication and collaboration, aligning

curriculum delivery with the required standards, and supporting students through transitional changes are essential steps. Educators should also focus on enhancing student engagement, overcoming resource limitations, and ensuring timely English instruction to address learning gaps. Lastly, active participation in collaborative sessions, effective use of curriculum guides, robust parent-teacher communication, and continuous evaluation can help optimize teaching practices and educational outcomes under the Matatag Curriculum.

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Affiliations and Corresponding Information

Jackielou G. Maraveles
Bugcaon Elementary School
Department of Education– Philippines

Lutchie A. Ducot, PhD
Valencia Colleges (Bukidnon), Inc. – Philippines