

Challenges Encountered in the Implementation of the MATATAG Curriculum

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ABSTRACT

This study is a timely and relevant investigation into the implementation challenges of the MATATAG Curriculum within the Philippine elementary education context. It employed a descriptive-correlational research design to identify the challenges encountered by elementary teachers in the implementation of the MATATAG Curriculum at Sultan Naga Dimaporo Memorial Integrated School (SNDMIS) during the academic year 2024–2025. A key strength of the study is its use of a descriptive-correlational approach, which appropriately combined the descriptive analysis of implementation challenges with the examination of relationships between demographic variables and curriculum-related issues. The respondents consisted of thirty-one (31) elementary faculty members who were directly involved in curriculum implementation, ensuring that the data gathered were grounded in actual classroom experiences. A validated survey questionnaire was used to gather data on teacher-related, school-related, and system-related challenges, as well as the interventions employed to address them. The study utilized frequency and percentage distribution, weighted mean, and Pearson correlation to analyze the data. Findings revealed that teachers encountered moderate to high levels of challenges, particularly in adapting instructional strategies, managing limited resources, and balancing curriculum demands with time constraints. Interventions commonly implemented included collaborative lesson planning, peer mentoring, and localized instructional adaptations. The analysis further showed no significant relationship between teachers' demographic profile (age, gender, subject taught, and years of teaching) and the challenges encountered, or interventions implemented. These results suggest that curriculum-related difficulties are systemic rather than individual in nature. The study concludes that continuous professional development, adequate resource allocation, and strengthened administrative support are essential to achieving the goals of the MATATAG Curriculum. Moreover, fostering teacher collaboration and contextualizing instructional practices can enhance effective curriculum delivery and sustainability.

Keywords: MATATAG Curriculum, Implementation Challenges, Teacher, Descriptive- Correlational Research

INTRODUCTION

The MATATAG Curriculum is a recent educational reform initiative in the Philippines aimed at enhancing the country's basic education system (DepEd Order No. 49, s. 2022). MATATAG, which translates to “strong” or “resilient” in Filipino, seeks to address various challenges in the current curriculum by producing learners equipped with essential skills and competencies for the 21st century.

As a timely and relevant reform in Philippine education, the implementation of the MATATAG Curriculum has generated both optimism and concern among educators and stakeholders. Investigating its implementation challenges is essential, particularly within the elementary education context where teachers play a crucial role in curriculum delivery. This study is significant because it examines the real experiences of teachers directly involved in implementing the curriculum, thereby providing grounded and practical insights into the realities of curriculum reform in schools.

A major strength of this study lies in its use of a descriptive-correlational research design, which allows for both a detailed description of the challenges encountered and an examination of the relationship between demographic variables and curriculum implementation issues. The inclusion of thirty-one (31) elementary teachers from Sultan Naga Dimaporo Memorial Integrated School (SNDMIS) further strengthens the study by ensuring that the findings are based on authentic classroom experiences and instructional practices.

The implementation of the MATATAG Curriculum has been met with both anticipation and concerns. On one hand, it promises to improve the quality of education by making it more relevant, inclusive, and effective in preparing students for future challenges. On the other hand, its rollout has encountered several challenges that could impact its success. Some of the key challenges encountered include teacher-related issues such as insufficient training and time management, school-related concerns like resource constraints and adapting to new curriculum demands, and systemic issues requiring policy support and continuous professional development (DepEd Memorandum No. 46, s. 2023).

MATERIALS AND METHODS

Research Design

A descriptive-correlational research design was used in the study to examine the challenges that were faced in the implementation of the MATATAG Curriculum among teachers at SNDMIS. This research design was chosen to consider the different factors that may affect the implementation process, as well as the possible challenges that teachers encountered.

Descriptive research played a key role in the study, as it helped the researchers systematically collect data about the specific issues that teachers experienced with the curriculum. This approach was useful in identifying patterns and trends, which were important in understanding the complexities of implementing the curriculum.

Correlational analysis was also part of the research design, as it allowed the exploration of relationships between the independent variables and the challenges that may arose.

Research Instruments and Data Gathering Procedure

The primary research instrument used in this study was a researcher-made questionnaire with a rating scale. The questionnaire was specially designed for the thirty-one (31) elementary teacher respondents of Sultan Naga Dimaporo Memorial Integrated School (SNDMIS).

The survey questionnaire was divided into three main sections, based on the specific problems addressed in the study. The first section covered the demographic profile of the respondents, including their age, gender, years of teaching experience, and subject taught.

The second section of the survey focused on identifying the challenges encountered by the respondents in the implementation of the MATATAG Curriculum, which corresponds to the second research question.

The third section was gathered information on the interventions or coping strategies implemented by the teachers to address these challenges, directly answering the third statement of the problem.

The researchers first sought approval from the Campus Research Ethics Committee (CREC) to conduct the pilot testing of the research instrument. This initial approval ensured that the tools to be used were appropriate, valid, and aligned with the objectives of the study. After the CREC approval, the researchers then proceed to request formal letter to the principal of Sultan Naga Dimaporo Memorial Integrated School (SNDMIS). Upon receiving permission, the researchers also secured the support of the elementary faculty members who served as respondents for the research. After the approvals were obtained, the researcher personally distributed the questionnaires to the respondents at their convenience to ensure they can respond fully and voluntarily. The respondents were provided with simple instructions to guide them in completing the questionnaire properly and honestly.

The researchers ensured that all the completed questionnaires were received in full. Upon collection, the answers were checked, coded, tabulated, analyzed, and processed as per the research design in this chapter.

Data Analysis

The data gathered in this study were consolidated, organized, and analyzed using appropriate descriptive and inferential statistical methods based on the identified variables. These statistical tools enabled the researchers to systematically examine the problems encountered in the implementation of the MATATAG Curriculum among elementary teachers.

Descriptive statistics such as frequency and percentage distribution were utilized to present the demographic profile of the respondents. The respondents consisted of thirty-one (31) elementary teachers from Sultan Naga Dimaporo Memorial Integrated School (SNDMIS). These tools were specifically applied to answer Statement of the Problem (SOP) 1, which describes the respondents' characteristics in terms of age, gender, subject taught, and number of years teaching the MATATAG Curriculum. The results are presented in Tables 1 to 4.

To assess the challenges encountered and the interventions implemented by the respondents, the weighted mean and standard deviation were employed. These statistical tools were used to answer SOP 2 and SOP 3, allowing the researchers to determine the level of challenges and the extent of interventions in the implementation of the MATATAG Curriculum. The findings are shown in Tables 5 and 6.

For inferential analysis, the Spearman Rank-Order Correlation (Spearman's rho) was used to determine the significant relationship between ranked variables. This was applied in SOP 4 and SOP 5 to examine the relationship between respondents' profile (age) and the challenges encountered, as well as the interventions implemented in the MATATAG Curriculum. The results are presented in Tables 8 and 12.

To determine the reliability of the research instrument, Cronbach's Alpha was used. This statistical method measured the internal consistency of the questionnaire during the pilot testing phase, ensuring that all items consistently measured the intended construct.

In addition, the Pearson Product-Moment Correlation Coefficient (Pearson r) was used to determine the strength and direction of the linear relationship between continuous variables. This tool was applied in SOP 4 and SOP 5 to examine the relationship between respondents' profile variables (gender, subject taught, and years in service) and the challenges encountered, as well as the interventions implemented in the MATATAG Curriculum. The results are presented in Tables 7, 9, 10, 11, 13, and 14.

Overall, these statistical tools enabled the researchers to comprehensively analyze the data and determine the extent of challenges, effectiveness of interventions, and the relationships among variables in the implementation of the MATATAG Curriculum, ensuring that the findings were valid, reliable, and supported by empirical evidence.

RESULTS AND DISCUSSION

Based on the collected data, the study uncovered several key findings regarding the relationship between the variables. The results of this study are the following:

Table 1. Frequency and Percentage Distribution of the Respondents' Profile in terms of Age (N=31).

Age	Frequency (f)	Percentage (%)
25-30	2	6.48
31-35	3	9.68
36-40	5	16.13
41-45	7	22.58
46-50	5	16.13

51-55	5	16.13
56-60	2	6.45
61-65	2	6.45

Table 1 presents the frequency and percentage distribution of respondents in terms of age. The largest group of respondents were aged 41–45 years, comprising 22.58% of the total. This was followed by those in the 36–40, 46–50, and 51–55 age groups, each accounting for 16.13%. Respondents aged 31–35 represented 9.68%, while the 25–30, 56–60, and 61–65 age groups had the lowest representation, with percentages ranging from 6.45% to 6.65%. Overall, the results indicate that most teachers are in their mid-career stage, suggesting a stable and experienced teaching workforce capable of effectively implementing the curriculum.

These findings imply that training must be differentiated to address the unique needs of older educators. Schools must provide targeted support in digital literacy for senior teachers. Younger teachers should be empowered to act as catalysts for innovation and peer mentors. Age diversity in schools may promote a balance between traditional practices and modern strategies. Ultimately, the age profile underscores the importance of designing age-sensitive interventions for successful MATATAG implementation.

Sun Times Philippines (2024) reported that older teachers struggle with technology integration due to limited exposure. Also, Canlas (2021) emphasized that veteran educators often feel left behind by reforms demanding digital literacy. Villaver et al. (2024), suggested age-tailored training programs to improve adaptation. Bejasa (2025) noted that older teachers frequently experience decreased motivation when adapting to new content. Aquino (2024) added that older teachers are more vulnerable to workload pressures under curriculum reforms.

Table 2. Frequency and Percentage Distribution of the Respondents' Profile in terms of Gender (N=31).

Age	Frequency (f)	Percentage (%)
Male	2	6.45
Female	29	93.55

Table 2 shows that most respondents were female (93.55%), while only 6.45% were male. This indicates the strong female representation in the teaching profession, which is consistent with trends in Philippine education.

The gender imbalance suggests the need for professional development that is sensitive to female teachers' workload and stress levels. Support programs should include emotional and psychological components, as women often juggle multiple responsibilities. Male teachers, though few, should also be encouraged to engage in gender-responsive training. Promoting inclusivity in training sessions ensures both genders contribute equally to curriculum delivery. Gender-sensitive strategies will strengthen equity and inclusiveness in MATATAG's implementation. According to Villanueva et al. (2023), noted that female teachers were more engaged in gender-related training. Loza (2024) reported that women often feel less supported in transitioning to new curricula, leading to increased stress. Fabroa (2024) added that rural female teachers face resource and technology shortages. Cabug-os (2023) emphasized that female teachers are more likely to embed gender sensitivity in lessons. Oracion et al. (2024), highlighted that female educator report higher emotional fatigue due to added responsibilities.

Table 3. Frequency and Percentage Distribution of the Respondents' Demographic Profile in terms of Subject Taught (N=31).

Subject Taught	Frequency (f)	Percentage (%)
All learning Areas	3	9.68%
Araling Panlipunan	1	3.23%

Edukasyon sa Pagpapakatao	1	3.23%
Edukasyon sa Pagpapakatao/TLE	1	3.23%
English	1	3.23%
English/Filipino/Mathematic/Araling Panlipunan/MAPEH/Edukasyon sa Pagpapakatao	2	6.45%
English/Filipino/Mathematics//GMRC/Makabansa	1	3.23%
English/Filipino/Mathematics/Makabansa/GMRC	1	3.23%
English/Filipino/Mathematics/Science	3	9.68%
English/Filipino/Mathematics/Science/Araling Panlipunan	1	3.23%
English/Filipino/Mathematics/Science/GMRC/ Makabansa	1	3.23%
English/MAPEH/Edukasyon sa Pagpapakatao	1	3.23%
English/Mathematics/Araling Panlipunan	1	3.23%
Filipino	3	9.68%
Science	4	12.92%
MAPEH/Edukasyon sa Pagpapakatao/TLE	1	3.23%
Mathematics	4	12.92%
Mathematics/MAPEH/Edukasyon/ sa Pagpapakatao	1	3.23%

Table 3 presents the distribution of subjects taught. The highest representation came from Filipino (9.68%), while others taught multiple subjects such as English, Mathematics, Science, and Araling Panlipunan. This shows that teachers often handle multiple areas, demonstrating flexibility and adaptability.

These results implied that interventions should be tailored to specific subject areas. Teachers of multiple disciplines may require specialized support for workload management. Subject-specific training modules must be created to ensure proper alignment with curriculum standards. Schools should allocate resources equitably across subject areas to prevent disparities. The findings highlight that one-size-fits-all approaches may not address subject-related needs in MATATAG implementation.

According to Blasabas and Sumaljag (2021) stressed that curriculum overload is a major issue for teachers handling multiple subjects. Gutierrez (2024) emphasized the importance of practical training to address discipline-specific demands. Villaruel et al. (2024) observed that workload and unclear guidelines varied depending on the subject taught. Aguas (2023) noted that teacher perspectives on curriculum reforms differ across disciplines. Pantao (2021) highlighted the importance of aligning subject content with standards for effective implementation.

Table 4. Frequency and Percentage Distribution of the Respondents' Profile in terms of No. of Years (N=31).

No. of Year	Frequency (f)	Percentage (%)
Less than 1 year	7	22.60%
1-2 years	5	16.10%
3-4 years	2	6.50%
5 years and above	17	54.80%

Table 4 presents the number of years teachers have been handling the MATATAG Curriculum. As shown in the table, the majority of the respondents, seventeen (17) teachers or 54.80%, have been handling the curriculum for five years and above. This is followed by seven (7) teachers or 22.60% who have been teaching for less than one year. Meanwhile, five (5) teachers or 16.10% have 1–2 years of experience, while only two (2) teachers or 6.50% have been handling the curriculum for 3–4 years. This indicates that most respondents are already highly experienced in implementing the MATATAG Curriculum, although a notable number are still relatively new to it.

The dominance of long-serving teachers suggests that many are already well-adjusted to MATATAG implementation. However, the notable group of new teachers implies the need for targeted orientations and mentoring programs. Differentiated training must be provided to ensure both experienced and novice teachers receive the appropriate support.

According to Lagbao (2024), teachers with over a decade of experience expressed concern over rapid curriculum changes. Jaca et al. (2021) found that years of experience influenced readiness to use instructional materials. Bejasa (2025) also highlighted that veteran teacher often needs renewed motivation to adapt to reforms. Villaver et al. (2024), recommended differentiated training for teachers based on years of service. DepEd (2023) emphasized continuous professional development as key to sustaining curriculum success.

Table 5. Weighted Mean of the Challenges Encountered in Implementing the MATATAG Curriculum.

Indicators	WM	Verbal Interpretation
I struggle to fully understand the content of the MATATAG Curriculum	2.39	Slightly Implemented
I lack sufficient training on how to implement the MATATAG Curriculum	2.48	Slightly Implemented
I find it difficult to align teaching strategies with the curriculum standards	2.35	Slightly Implemented
There are not enough teaching resources to effectively deliver the new curriculum	2.42	Moderately Implemented
Time constraints prevent me from completing all required lesson	2.45	Slightly Implemented
I experience difficulty integrating 21st-century skills into my teaching	2.29	Slightly Implemented

The curriculum content is too complex for the students' level.	2.48	Slightly Implemented
I am overwhelmed with additional workload brought by the new curriculum.	2.42	Slightly Implemented
There is a lack of administrative support in implementing the curriculum.	2.32	Slightly Implemented
There is a lack parental involvement in student learning under the new curriculum.	2.42	Slightly Implemented
I lack access to digital or technology tools needed for implementation.	2.26	Slightly Implemented
The curriculum is not early explained during orientation or training.	2.16	Slightly Implemented
I feel uncertain about how to assess students based on the competencies.	2.23	Slightly Implemented
The school lacks instructional materials aligned with the MATATAG Curriculum.	2.29	Slightly Implemented
I have limited time for collaboration or planning with other teachers.	2.39	Slightly Implemented
Students find the new curriculum difficult to follow.	2.55	Moderately Implemented
do not receive regular feedback or monitoring from school leader	2.1	Slightly Implemented

I feel unprepared to shift to competency-based teaching strategies.	2.16	Slightly Implemented
The curriculum lacks contextualization for our local community.	.32	Slightly Implemented
face challenges in managing students' behavior under the new instructional designed.	2.48	Slightly Implemented
Grand Weighted Mean	2.49	Moderately Implemented

Table 5 shows the challenges faced by respondents. The overall **grand weighted mean of 2.49** indicates that challenges were **moderately experienced**. The most pressing concerns were **lack of teaching resources (M = 3.16)**, **students finding the curriculum difficult (M=2.55)**, and **complex content and classroom management (M = 2.48)**. The least concerns were lack of feedback from leaders (M = 2.10) and insufficient training (M = 2.10–2.16).

The results implied that systemic gaps hinder curriculum delivery. Lack of materials and time constraints may compromise learning quality. Student difficulties suggest that content may not match learner readiness. Schools must strengthen administrative and resource support to reduce teacher strain. Addressing these issues is vital for MATATAG's long-term success.

Aquino (2024) emphasized that MATATAG reforms increased teacher workload amid material shortages. Rappler (2024) reported that lack of support contributed to larger class sizes and heavier demands. Also, Fabroa (2024) noted that rural teachers faced resource and technology deficits. Blasabas and Sumaljag (2021) stressed that curriculum overload compounded challenges in public schools. Bejasa (2025) confirmed that teachers lacked training to manage new teaching demands.

Table 6. Weighted Mean of the Interventions Implemented to Support the MATATAG Curriculum by Respondents.

Indicators	WM	Verbal Interpretation
1. The training sessions provided have helped me effectively implement the MATATAG Curriculum.	3.23	Moderately Implemented
2. The teaching materials and resources supplied are adequate for my instructional needed.	4.29	Moderately Implemented
3. Peer mentoring and coaching have improved my teaching performance.	3.16	Moderately Implemented
4. Curriculum adjustments have made lesson delivery more manageable.	3.13	Moderately Implemented
5. Technology tools introduced have enhanced my teaching practices.	3.19	Moderately Implemented
6. The interventions have addressed the challenges I face in teaching the curriculum.	3.06	Moderately Implemented
7. The school administration provides sufficient support for the interventions.	2.94	Moderately Implemented
8. Intervention programs are accessible to all teachers.	3.32	Highly Implemented
9. Emotional and psychological support programs have helped me cope with teaching pressures.	2.87	Moderately Implemented
10. The frequency of intervention programs is adequate.	3.19	Moderately Implemented
11. Follow-ups and feedback after interventions are consistently given	3.1	Moderately Implemented

12. The interventions have improved my confidence in teaching the MATATAG Curriculum.	2.58	Moderately Implemented
13. Student learning outcomes have improved due to the interventions.	3.16	Moderately Implemented
14. The interventions have positively affected classroom management during face-to-face classes.	3.06	Moderately Implemented
15. Intervention programs encourage collaboration among teachers.	3.29	Moderately Implemented
16. The interventions have made my instructional planning more focused.	2.61	Moderately Implemented
17. I have received enough training on how to apply the interventions.	2.87	Moderately Implemented
18. The materials provided during interventions are relevant and up-to-date.	3.06	Moderately Implemented
19. The interventions are designed to address the specific needs of our students.	3.16	Moderately Implemented
20. Overall, the interventions implemented will lead to the successful implementation of the MATATAG Curriculum.	2.42	Moderately Implemented
Grand Weighted Mean	3.09	Moderately Implemented

Table 6 presents the weighted mean of the interventions implemented to support the MATATAG Curriculum. The grand weighted mean of 3.09, verbally interpreted as Moderately Implemented, indicates that the interventions were generally effective but still require further strengthening. Among the indicators, the highest-rated intervention was the adequacy of teaching materials and resources (WM = 4.29), followed by the accessibility of intervention programs to all teachers (WM = 3.32), training sessions (WM = 3.23), and technology integration (WM = 3.19). These results suggest that available resources, inclusive access, and capacity building initiatives significantly support teachers in implementing the curriculum.

On the other hand, the lowest-rated indicators were overall belief that interventions will lead to the successful implementation of the MATATAG Curriculum (WM = 2.42), improvement in teachers' confidence (WM = 2.58), and instructional planning becoming more focused (WM = 2.61). Other areas such as administrative support, training on application, and emotional and psychological support also received comparatively lower ratings, though still moderately implemented. Overall, the findings imply that while current interventions are helpful in addressing the challenges of the MATATAG Curriculum, there is a need to enhance follow-through, confidence-building measures, and sustained support systems. Strengthening these areas may further improve teacher readiness, instructional effectiveness, and the long-term success of curriculum implementation.

According to DepEd (2023) emphasized that MATATAG requires teacher support systems for success. Villaver et al. (2024) showed that training and mentoring strengthen readiness. Estrellado (2023) confirmed that curriculum aligned interventions improve performance. Hernandez and Llamas (2024) highlighted that collaborative mentoring reduces resistance (Oracion et al., 2024) added that support structures help manage teacher fatigue.

Table 7. Significant Relationship Between the Profile of the Respondents' Gender and the Challenges Encountered (N=31).

Pearson-r	Degree of Freedom	p-Value
0.061 ^{ns}	18	0.797

ns= Not Significant

Table 7 revealed that there is no significant relationship between the respondents' gender and the challenges they encountered, as indicated by a Pearson-r value of 0.061 and a p-value of 0.797. Since the p-value is greater than the 0.05 level of significance, it can be concluded that gender does not influence the difficulties faced by teachers in the implementation of the curriculum. This result suggests that both male and female teachers experience similar forms and levels of challenges within the academic environment.

The implications of this finding are important to consider. The nonsignificant relationship suggests that the difficulties encountered by teachers are systemic and institution-driven, rather than gender-driven. In the context of curriculum implementation—particularly the MATATAG Curriculum—teachers across genders face comparable obstacles related to workload, curriculum adjustments, limited resources, and technological demands.

According to Villaver et al, (2024), Bejasa (2025). These challenges are rooted in differences in experience and technological proficiency rather than gender. Likewise, Canlas (2021) and Lagbao (2024) note that senior teachers frequently feel overwhelmed by reforms demanding digital competence, outcome-based instruction, and innovative teaching strategies. Collectively, these studies reinforce the conclusion that age, and professional preparation exert a stronger influence on the challenges faced by educators compared to gender.

Table 8. Significant Relationship Between the Profile of the Respondents' Subject Taught and the Challenges Encountered (N=31).

Spearman Rank Order	Degree of Freedom	p-Value
-0.293 ^{ns}	18	0.21

ns=Not Significant

Table 8 presents the Spearman Rank-Order correlation between the respondents' subject taught and the challenges they encountered in implementing the MATATAG Curriculum. The computed correlation coefficient of -0.293, with a p-value of 0.21, is above the 0.05 level of significance. This indicates that there is no significant relationship between the subjects handled by the respondents and the challenges they experienced.

Although the negative correlation coefficient suggests a slight tendency that teachers handling certain subjects may encounter marginally more challenges than others, this tendency is statistically insignificant. This means that the difficulties encountered in the implementation of the MATATAG Curriculum were comparable across all subject areas. This finding implies that the subject taught is not a determining factor in the challenges faced by elementary teachers. Instead, the challenges may be shaped by broader elements common to all teachers, such as curriculum transitions, availability of instructional materials, alignment of learning competencies, class size, and institutional support.

Supporting literature also highlights that challenges in curriculum implementation often arise from systemic and structural factors rather than the specific subject handled. Studies such as those of Villaver et al. (2024) and Bejasa (2025) emphasize that teachers, regardless of subject specialization, experience similar levels of difficulty when schools undergo curriculum reforms. Additionally, researchers like Canlas (2021), Lagbao (2024), and Jaca et al. (2021) note that effective implementation is influenced more by readiness, training, and administrative support than by subject-specific demands. Therefore, the results confirm that the subject taught does not significantly affect the overall challenges encountered by teachers in implementing the MATATAG Curriculum.

Table 9. Significant Relationship Between the Profile of the Respondents' Subject Taught and the Challenges Encountered (N=31).

Pearson-r	Degree of Freedom	p-Value
0.051 ^{ns}	18	0.83

ns=Not Significant

Table 9 presents the Pearson Product–Moment Correlation between the respondents’ subject taught and the challenges they encountered in implementing the MATATAG Curriculum. The computed correlation coefficient of 0.051, with a p-value of 0.83, is above the 0.05 level of significance. This indicates that there is no significant relationship between the subjects handled by the respondents and the challenges they experienced.

Although the positive correlation coefficient suggests a very slight tendency that teachers handling certain subjects may experience marginally different levels of challenges, this relationship is statistically insignificant. This means that the challenges encountered in the implementation of the MATATAG Curriculum were consistent across all subject areas.

This finding implies that the subject taught is not a determining factor in the challenges faced by teachers. Instead, these challenges may be influenced by common factors affecting all educators, such as adjustments to the new curriculum, availability of teaching materials, time constraints, classroom conditions, and the level of institutional support provided.

Furthermore, existing studies support the notion that challenges in curriculum implementation are generally systemic rather than subject-specific. Studies such as Villaver et al. (2024) and Bejasa (2025) emphasize that teachers, regardless of subject specialization, experience similar levels of difficulty during curriculum reforms. Additionally, Canlas (2021), Lagbao (2024), and Jaca et al. (2021) highlight that effective implementation depends more on teacher preparedness, access to professional development, and administrative support rather than the subject being taught. Therefore, the results confirm that the subject taught does not significantly affect the overall challenges encountered by teachers in the implementation of the MATATAG Curriculum.

Table 10. Significant Relationship Between the Profile of the Respondents’ No. of Years and the Challenges Encountered (N=31).

Pearson-r	Degree of Freedom	p-Value
0.051 ^{ns}	18	0.83

ns=Not Significant

Table 10 reveals that Pearson-r correlation of 0.051 and p-value of 0.830 also demonstrate no significant relationship between the respondents’ number of years in the department/program and the challenges they encountered. This indicates that respondents with longer experience do not necessarily face more or fewer challenges compared to those who are relatively new.

This suggests that the challenges encountered are not dependent on the length of time spent in the program or profession. Regardless of duration, individuals are exposed to similar conditions, expectations, and academic or clinical environments. These shared experiences may be attributed to uniform curriculum implementation, standardized academic requirements, or consistent institutional policies.

According to Sun Times Philippines (2024) and Bejasa (2025) noted that the severity of challenges is often shaped by rapid curriculum changes, technological integration, resource availability, and institutional constraints factors that impact both new and longstanding students or educators alike. Thus, the nonsignificant result is aligned with previous findings that structural and educational conditions play a more critical role than years of experience.

Table 11. Significant Relationship Between the Profile of the Respondents’ Gender and the Interventions Implemented (N=31).

Pearson-r	Degree of Freedom	p-Value
0.559 ^{ns}	18	0.01

ns=Not Significant

Table 11 shows a Pearson correlation of 0.559 with a p-value of 0.01, which is interpreted as not significant. This indicates that gender does not have a significant influence on the type or extent of interventions implemented by teachers.

Both male and female educators apply interventions, similarly, suggesting that intervention practices are not dependent on gender.

This finding implies that interventions are curriculum-driven and standardized rather than gender-dependent. All teachers, regardless of gender, are guided by the MATATAG Curriculum and institutional policies in implementing interventions such as differentiated instruction, remedial support, and socioemotional guidance. Gender does not determine the application or effectiveness of these interventions.

According to Laro (2024) and Villanueva et al. (2023), interventions in curriculum implementation are guided primarily by curriculum standards, learner needs, and institutional policies, rather than the teacher's gender. Although female teachers may participate more in gender-responsive initiatives, the MATATAG Curriculum ensures that all educators implement interventions consistently to meet learning objectives (Oracion et al., 2024; DepEd, 2023).

Table 12. Significant Relationship Between the Profile of the Respondents' Age and the Interventions Implemented (N=31).

Spearman Rank Order	Degree of Freedom	p-Value
0.497 ^{ns}	18	0.026

ns= Not Significant

Table 12 shows a Spearman correlation of 0.497 with a p-value of 0.026, which is interpreted as not significant. This indicates that age does not significantly affect how teachers implement interventions. Both younger and older educators apply interventions at similar levels, despite possible differences in technological proficiency or familiarity with new teaching methods.

The finding suggests that interventions are guided more by systemic and curriculum-driven factors than by the age of the teacher. All teachers, regardless of age, are expected to follow curriculum guidelines and school policies to implement interventions consistently. Age-related differences in experience or teaching habits do not significantly impact intervention practices.

According to Sun Times Philippines (2024) and Villaver et al. (2024), age does not significantly determine how interventions are implemented. Canlas (2021) and Bejasa (2025) note that systemic factors, professional development, and curriculum guidance play a more critical role than a teacher's age in shaping the application of interventions.

Table 13. Significant Relationship Between the Profile of the Respondents' Subject Taught and the Interventions Implemented (N=31).

Pearson-r	Degree of Freedom	p-Value
0.558 ^{ns}	18	0.011

ns= Not Significant

Table 13 shows a Pearson correlation of 0.558 with a p-value of 0.011, interpreted as not significant. This indicates that the subject taught does not significantly affect how teachers implement interventions. Teachers across different disciplines—whether theoretical, practical, or clinical—apply interventions similarly. The result suggests that interventions are uniform across subjects and are guided by curriculum requirements rather than

the specific subject area. Teachers implement interventions based on learner needs and standardized curriculum guidelines, ensuring equitable application across different teaching specializations.

According to Fabroa and Gutierrez (2024), the MATATAG Curriculum promotes uniform implementation of interventions to achieve holistic learning outcomes and foundational skills, ensuring consistency across all subject areas (DepEd, 2023; Albert et al., 2023).

Table 14. Significant Relationship Between the Profile of the Respondents' No. of Years and the Intervention Implemented (N=31).

Pearson-r	Degree of Freedom	p-Value
0.117 ^{ns}	18	0.623

ns=Not Significant

Table 14 shows a Pearson correlation of 0.117 with a p-value of 0.623, interpreted as not significant. This indicates that the number of years in the program does not significantly influence how teachers implement interventions. Both novice and veteran teachers apply interventions similarly.

The finding implies that interventions are guided by curriculum and institutional standards, rather than years of teaching experience. Teachers' experience does not significantly affect the implementation of remedial strategies, differentiated instruction, or socio-emotional support, highlighting the systemic nature of intervention practices.

According to Aquino (2024). The MATATAG Curriculum emphasizes uniform intervention strategies to ensure all students receive consistent and effective support, regardless of their teacher's experience level (DepEd, 2023; Villaver et al., (2024).

DISCUSSION

The primary aim of this study was to examine the challenges encountered by teachers in implementing the MATATAG Curriculum, assess the extent of interventions provided, and determine whether demographic variables such as age, gender, subject taught, and years of experience significantly influence these challenges and interventions. The study also sought to identify whether existing support mechanisms are sufficient to ensure effective curriculum delivery. According to DepEd (2023), the successful implementation of curriculum reforms depends largely on teacher preparedness, institutional support, and the availability of appropriate resources. In this context, understanding teachers' experiences is essential in evaluating the effectiveness of the MATATAG Curriculum.

The findings revealed that the majority of respondents were mid-career teachers, particularly within the 41–45 age group, indicating a relatively experienced workforce. Additionally, the teaching profession remains predominantly female, as reflected by the high percentage of female respondents. Teachers were also found to handle multiple subject areas, demonstrating flexibility but also indicating potential workload challenges. Most respondents had five years or more of experience, suggesting familiarity with curriculum implementation, although a notable proportion of newer teachers highlights the need for continuous mentoring and support. These findings imply that while experience is present, differentiated training and support systems are still necessary to address varying teacher needs (Villaver et al., 2024; Bejasa, 2025).

In terms of challenges, the study found that teachers moderately experienced difficulties in implementing the MATATAG Curriculum, with a grand weighted mean of 2.49. Key concerns included lack of teaching resources, student difficulty in understanding the content, time constraints, and classroom management issues. These findings suggest that systemic and structural factors significantly affect curriculum implementation. Despite these challenges being rated mostly as "slightly implemented," their cumulative effect indicates that teachers still face barriers that may hinder effective teaching and learning. This supports previous studies which

emphasize that curriculum reforms often increase workload and demand additional resources and training (Aquino, 2024; Fabroa, 2024; Blasabas & Sumaljag, 2021).

On the other hand, the interventions implemented to support the MATATAG Curriculum were also rated as moderately implemented, with a grand weighted mean of 3.09. Teachers acknowledged the availability of teaching materials, accessibility of programs, and training sessions as helpful. However, lower ratings in areas such as confidence-building, administrative support, and instructional planning indicate that interventions are not yet fully optimized. This suggests that while support systems are in place, they require strengthening to ensure long-term effectiveness. As highlighted by DepEd (2023) and Hernandez and Llamas (2024), sustained mentoring, follow-up mechanisms, and collaborative support are critical in enhancing teacher readiness and performance.

Furthermore, the results of the correlation analyses consistently showed no significant relationships between demographic variables and both challenges and interventions. Gender, subject taught, age, and years of experience were all found to have no significant influence on the challenges encountered or the interventions implemented. This indicates that the issues faced by teachers are not individual-based but are largely systemic in nature. Regardless of personal or professional background, teachers experience similar conditions in terms of curriculum demands, resource limitations, and institutional expectations. This finding aligns with previous research which suggests that curriculum implementation challenges are more strongly influenced by organizational and structural factors rather than demographic characteristics (Canlas, 2021; Lagbao, 2024; Villaver et al., 2024).

Moreover, the lack of significant relationships also implies that interventions are standardized and uniformly applied across teachers. While this promotes equity, it may also limit the effectiveness of support programs if individual needs are not adequately addressed. The findings highlight the importance of designing flexible and responsive interventions that consider the diverse contexts of teachers while maintaining consistency in curriculum goals. As noted by Laro (2024) and Oracion et al. (2024), effective interventions should balance standardization with adaptability to maximize their impact on teaching practices.

In conclusion, the study demonstrates that while the MATATAG Curriculum is being implemented with moderate success, teachers continue to face systemic challenges that require stronger institutional support. Interventions are present and beneficial but need further enhancement, particularly in building teacher confidence, improving resource allocation, and strengthening administrative involvement. The absence of significant relationships between demographic variables and the study's key factors underscores that curriculum implementation issues are universal and require system-wide solutions. Ultimately, strengthening support mechanisms, providing continuous professional development, and ensuring adequate resources will be essential in achieving the long-term success of the MATATAG Curriculum.

CONCLUSION

Based on the findings of this study, the following conclusions are drawn:

The challenges encountered by teachers in the implementation of the MATATAG Curriculum were generally moderately experienced, particularly in terms of lack of teaching resources, students' difficulty in understanding content, and classroom management issues.

Insufficient training and feedback from school leaders were identified as lesser but still present concerns. The interventions applied to support curriculum implementation were found to be moderately effective, with accessibility of programs rated highest. However, gaps were noted in the adequacy of training application and provision of updated materials.

Statistical analysis revealed that there was no significant relationship between the respondents' profile variables (age, gender, subject taught, years of teaching) and the challenges they encountered or the interventions they implemented. This indicates that difficulties in MATATAG implementation are systemic in nature and affect teachers across different demographics.

The findings highlight the importance of institutional and systemic support in curriculum reforms. While teacher characteristics do not significantly influence the challenges faced or the effectiveness of interventions, sustained provision of resources, training, and collaborative support are crucial for successful implementation.

Overall, the study concludes that the MATATAG Curriculum can be effectively implemented if teachers are provided with sufficient institutional support, continuous training, and access to adequate teaching resources.

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