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Insights, Challenges and Coping Strategies of the Mathematics Teachers on the MATATAG Curriculum

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Abstract

The study explored the insights, challenges, and coping strategies of Mathematics teachers in Cagayan District 1 regarding the implementation of the MATATAG Curriculum, introduced in 2023 to decongest content and strengthen foundational math skills. Using a descriptive-correlational research design, a validated survey-questionnaire was administered to 145 randomly selected Mathematics teachers. Results showed generally positive teacher insights on the curriculum's effectiveness (mean = 3.10), relevance (mean = 3.06), and preparedness (mean = 2.99). Challenges were most evident in systemic factors (mean = 2.65) and curriculum design (mean = 2.51). Teachers coped effectively through personal strategies (mean = 3.11), pedagogical adaptations, and collaborative practices (both means = 3.10). No significant differences in insights or challenges were found across teacher profiles. The study concludes that while teachers remain optimistic and resilient, institutional support and professional development are crucial. It is recommended that DepEd offer continuous training, adequate resources, and structured support to ensure effective and sustainable implementation of the MATATAG Curriculum.

Keywords: *MATATAG Curriculum, teacher insights, curriculum challenges, coping strategies, Mathematics education.*

INTRODUCTION

A curriculum represents a school's planned learning experiences, encompassing what is taught, what is intended for students, and what they actually experience (Oliveira, 2008). It serves as a vehicle for selected knowledge, inherently tied to power, and capable of either homogenizing or differentiating educational systems—thus, it is far from neutral (Roberts, 2015). At its core, the curriculum is guided by a set of principles and beliefs about what learners should know and how they should learn. It remains a central concern for all stakeholders in education and is often the focus of public discourse and critique (Thaib & Siswanto, 2015).

In the Philippines, the Department of Education (DepEd) launched the MATATAG Curriculum in August 2023, signifying a major

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shift in the educational landscape, particularly in mathematics education. This curriculum aims to raise the quality of basic education by focusing on foundational literacy, numeracy, and socioemotional skills. By reducing the number of competencies students must master, it seeks to "decongest" the curriculum and allow for a more in-depth study of essential topics. Its phased implementation began with preschool and Grades 1, 4, and 7, with plans to expand to other grade levels in subsequent years.

Despite its promising goals, the MATATAG Curriculum has sparked concerns among educators, particularly due to its perceived rushed implementation—echoing issues previously encountered with the 2012 K–12 reform. The Alliance of Concerned Teachers (ACT) criticized the rollout, arguing that the curriculum represents yet another experimental educational initiative introduced without sufficient planning or meaningful stakeholder engagement.

Many educators, especially in mathematics, view the MATATAG Curriculum as premature due to the lack of comprehensive orientation and support. Teachers reported insufficient training, particularly in relation to the National Mathematics Program (NMP), leading to uncertainty about their preparedness to deliver the new content. Additionally, some instructors assigned to the NMP reportedly lack the proper qualifications or training, raising concerns about instructional quality and student learning outcomes. The fast-tracked rollout has forced teachers to quickly adapt to new content and materials, often without adequate guidance.

Math teachers specifically face intensified pressure as they strive to meet heightened instructional demands with limited resources. The shortage and delayed delivery of learning materials further hinder effective implementation. Moreover, while the curriculum attempts to reduce the number of competencies, teachers fear that consolidating them into broader categories might lead to superficial understanding rather than mastery of key concepts.

This study investigates the initial perspectives, challenges, and insights of math teachers in Cagayan District 1 regarding the MATATAG Curriculum. It explores their perceptions of the curriculum's strengths and weaknesses, the hurdles they face in adapting to its pedagogical shifts, and the early lessons learned during its implementation. The findings will be analyzed thematically to identify prevailing trends and experiences, providing critical insights into how this new curriculum is reshaping mathematics instruction. Ultimately, the study seeks to inform policy and support systems that will better assist teachers in navigating and executing the MATATAG Curriculum.

Objectives of the Study

This study generally aimed to determine the Insights, Challenges and Coping strategies of Mathematics Teachers in the 1st district of Cagayan on the Matatag Curriculum.

Specifically, this study sought to answer the following questions:

1. What is the profile of the teachers in terms of:
   - I. Demographic
     - i. Sex
     - ii. Civil Status
     - iii. Highest Educational Attainment
     - iv. Length of service
     - v. Designation
   - II. Socio Economic
     - i. Monthly Income
     - ii. Rank
2. What are the insights of the mathematics teachers before the implementation of the Matatag curriculum along the following aspects?
   - a. Effectiveness
   - b. Relevance
   - c. Preparedness
3. What challenges do the mathematics teachers encounter in the implementation of the Matatag Curriculum along:
   - a. Curriculum Design
   - b. Teacher Capacity
   - c. Classroom Realities
   - d. Systemic Factors (administrative support, learning resources)
4. What are the coping strategies of the teachers as to:
   - a. Pedagogical adaptations (differentiated instruction, innovative teaching methods)
   - b. Collaborative Practices
   - c. Personal Strategies
5. Is there a significant difference between the teachers' challenges and insights when grouped according to their profile?
6. Is there a significant relationship among the challenges, insights and coping strategies on Matatag Curriculum?

MATERIALS AND METHODS

Research Design

The primary data-gathering tool used in the study was a survey questionnaire, which was structured into four parts. Part I focused on the demographic profile of the teacher-respondents, including variables such as sex, civil status, educational attainment, length of service, designation, monthly income, and rank. Part II explored the respondents' insights on the MATATAG Curriculum in terms of its effectiveness, relevance, and their level of preparedness. Part III identified the challenges encountered by teachers, specifically in the areas of curriculum design, teacher capacity, classroom realities, and systemic factors. Lastly, Part IV examined the coping strategies employed by teachers, highlighting their pedagogical adaptations, collaborative practices, and personal strategies.

Sampling Technique

The respondents of the study were Mathematics teachers of the Department of Education in the whole District 1 of Cagayan for the school year 2024-2025. Stratified random sampling was used in setting municipalities as strata.

Strata	Population	Valid Sampling Size
1. Aparri East National High School	9	9
2. Aparri School of Arts and Trades	8	8
3. Aparri West National High School	5	5
4. Bukig National Agricultural and Technical School	3	3
5. Camalaniugan National High School	2	2

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6. Camalaniugan National High School	10	8
7. Lallo National High School	10	10
8. Lallo National High School Cabayabasan Annex	1	1
9. Logac National High School	4	4
10. Magapit National High School	4	4
11. Licerio Antiporda National High School main	5	4
12. Licerio Antiporda National High School Sta. Isabel Annex	2	2
13. Licerio Antiporda National High School Dalaya Annex	2	2
14. Pattao National High School	4	4
15. Pattao National High School Maddalero Annex	1	1
16. Luga National High School	1	1
17. Sta. Teresita National High School	4	4
18. Baua National High School	4	4
19. Cabiraoan National High School	2	2
20. Gonzaga National High School	4	4
21. Ipil National High School	2	2
22. Rebecca National High School	4	3
23. Sta. Ana Fishery National High School	6	6
24. Casambalangan National High School	4	4
25. Calaoagan DaCkel National High School	5	5
26. Dr. Thomas L. Nolasco Sr. National High School	1	1
27. Don Mariano Marcos National High School	2	2
28. Gattaran School of Arts and Trades	5	5
29. Afusing National High School	3	3
30. Alcala Rural School	3	3
31. Baybayog High School	4	4
32. Baggao National High School	5	4
33. Baggao National Agricultural School	5	4
34. Agaman National High School	4	4
35. Baggao National School of Arts and Trades	4	4
36. Hacienda Intal National High School	4	4
37. Sta. Margarita National High School	4	3
38. Imurung National High School	2	2
Total	**150**	**145**

Research Instruments

The main instrument used in the study was a survey-questionnaire composed of four parts. Part I collected the demographic profile of teachers, including sex, civil status, educational attainment, length of service, designation, monthly income, and rank. Part II focused on teachers' insights regarding the MATATAG Curriculum in terms of effectiveness, relevance, and preparedness. Part III identified related challenges in curriculum design, teacher capacity, classroom realities, and systemic factors. Lastly, Part IV explored coping strategies, particularly pedagogical adaptations, collaborative practices, and personal strategies employed by teachers in response to the curriculum's implementation.

Data Gathering Procedure

Upon approval of the thesis proposal, a letter was sent to the School Principals through channels to ask permission to conduct the study and informed her on the nature of this study. Upon grant of the said request, the researcher arranged appointment with the teachers covered in the study to request them to allow her float the questionnaires.

The researcher personally administered and retrieved the questionnaire to elicit further reliable data and additional information. A brief orientation was conducted prior to the completion of the survey instrument by the teachers who are the key informants to obtain basic demographic information. Respondents are encouraged to raise questions.

Finally, the responses that was obtained via quantitative and qualitative devices was categorized, organized, analyzed and interpreted.

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Analysis of the Data/ Statistical treatment

The data gathered from the respondents were classified, tabulated, interpreted, and analyzed using various statistical tools. Frequency, percentage counts, percentage distribution, means, standard deviations, and descriptive statistics were employed to describe the teachers' profile variables, as well as their insights, challenges, and coping strategies related to the MATATAG Curriculum. To interpret the insights of the mathematics teachers on the MATATAG Curriculum, a specific rating scale was used to quantify their responses and provide a clearer understanding of their perceptions.

Scale		Descriptive Interpretation
1.00-1.74	Strongly Disagree	Very Negative
1.75-2.49	Disagree	Negative
2.50-3.24	Agree	Positive
3.25-4.00	Strongly Agree	Very Positive

Challenges was also interpreted as follows

Scale		Descriptive Interpretation
1.00-1.74	Strongly Disagree	Not Challenging
1.75-2.49	Disagree	Moderately Challenging
2.50-3.24	Agree	Challenging
3.25-4.00	Strongly Agree	Highly Challenging

As for the coping strategies, data were interpreted using the scale distribution.

Scale		Descriptive Interpretation
1.00-1.74	Strongly Disagree	Never Used Coping Strategy
1.75-2.49	Disagree	Seldom Used Coping Strategy
2.50-3.24	Agree	Often Used Coping Strategy
3.25-4.00	Strongly Agree	Always Used Coping Strategy

As to correlation, the gathered will be analyzed with the use of Statistical software at 0.05 level of significance.

RESULTS AND DISCUSSION

This section discusses the profile, the Insights, Challenges and Coping strategies of Mathematics Teachers in the 1st district of Cagayan on the Matatag Curriculum.

Teachers' Profile Variable

Demographic Profile

Table 1a shows the demographic profile of teacher respondents. Females (91 or 62.76%) outnumber males (54 or 37.24%), confirming the feminization of teaching. Most are married; 36 (24.83%) are single, and 1 (0.69%) is widowed. In terms of education, 32 (22.07%) hold a bachelor's degree, 25 (17.24%) have MA/MS units, 75 (51.72%) hold a master's degree, 10 (6.89%) have doctorate units, and 3 (2.07%) are Ph.D. holders. Teaching experience ranges from 0–5 years (35 or 24.14%) to over 21 years (23 or 15.86%). Most teachers (63.45%) hold Teacher III positions.

Table 1.a. Frequency and percentage distribution of the teachers in terms of their Demographic Profile.

Demographic Profile Variables	Frequency (n=145)	Percentage
Sex		
Female	91	62.76
Male	54	37.24
Civil Status		
Single	36	24.83
Married	108	74.48
Widowed	1	0.69
Highest Educational Attainment		
Bachelor Degree	32	22.07
With MS/MA units	25	17.24
MA/MS Graduate	75	51.72
With PhD units	10	6.89
PhD Graduate	3	2.07
Length of service		
5 years- below	35	24.14
6 years-10 years	35	24.14
11 years-15 years	30	20.69
16 years- 20 years	22	15.17
21 years- above	23	15.86
Plantilla Position		
Teacher 1	28	19.31
Teacher II	11	7.59
Teacher III	92	63.45
Master Teacher I	14	9.66

Socio Economic

Reflected in table 1b is the distribution of the teachers in terms of their Socio-Economic profile.

As to the socio-economic profile of the 145 teachers. The data shows that the vast majority 90.34% earn a monthly income between 28,000 and 30,000, with a smaller percentage 9.66% earning above 31,000. The category mean monthly income is 31,352.00 with a standard deviation of 6435.05. In terms of rank, most teachers 63.45% are at SG 13, with smaller numbers at SG 11 19.31%, SG 12 7.59% and SG 18 9.66%.

Table 1.b. Frequency and percentage distribution of the teachers in terms of their Socio-economic Profile.

Socio Economic Profile Variables	Frequency (n=145)	Percentage
Monthly Income		
10,000-below		
10,001-15,000		

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15,001-20,000		
20,001-25,000		
25,001-30,000	131	90.44
30,001-above	14	9.66
Category Mean = 31,352.00		***S.D.=6435.05***
Rank		
SG 11 19.31		28
SG 12 7.59		11
SG 13 63.45		92
SG 18 9.66		14

Teachers' insights before the implementation of the Matatag curriculum

Effectiveness

Table 2a presents teachers' insights on the Matatag Curriculum, with weighted mean scores ranging from 2.76 to 3.12, and an overall mean of 2.91, indicating generally positive perceptions. Teachers agree the implementation was well-planned, with adequate training, clear goals, strong administrative support, and sufficient resources. Slightly lower scores on professional development and support for students with special needs suggest areas for improvement. These findings align with Rosen and Mathur (2015), Nguyen and Hwang (2019), and Clark and Peterson (2016), emphasizing the importance of readiness. As Silva and Garcia (2015) note, continued training is vital for lasting success.

Table 2.a Teachers' insights before the implementation of the Matatag curriculum along Effectiveness.

Effectiveness	Weighted mean	Descriptive value
1. The implementation of the Matatag Curriculum has been well-planned and organized.	3.10	Positive
2. Teachers received adequate preparation and training before the implementation of the Matatag Curriculum.	2.99	Positive
3. There is a clear understanding of the Matatag Curriculum's goals among the teaching staff.	2.76	Positive
4. The Matatag Curriculum has been implemented according to the timeline set by the education authorities.	2.99	Positive
5. There has been sufficient communication from the school administration regarding the Matatag Curriculum's implementation.	2.90	Positive
6. The necessary resources (e.g., teaching materials, technology, infrastructure) were provided to implement the Matatag Curriculum.	2.92	Positive
7. Teachers have access to the resources required to teach the Matatag Curriculum effectively.	2.99	Positive
8. There are sufficient professional development opportunities available to help teachers implement the Matatag Curriculum successfully.	2.59	Positive
9. Support from school leaders (e.g., principals, administrators) has been effective in the implementation of the Matatag Curriculum.	3.12	Positive
10. There are adequate support mechanisms in place for students with special needs within the Matatag Curriculum.	2.77	Positive
Overall weighted mean	***2.91***	***Positive***

Relevance

It was discussed in Table 2b that teachers' positive insights on the Matatag Curriculum's relevance, with an overall weighted mean of 3.06. The highest mean (3.22) reflects strong approval of integrating technology and digital tools, aligning with Santos (2015), who emphasized digital literacy in modern curricula. The lowest mean (2.93) relates to teaching methods promoting active learning, suggesting slight reservations about applying learner-centered strategies. This mirrors Santos' (2015) findings on the gap between curriculum design and classroom practice. Overall, while the curriculum is seen as relevant and progressive, targeted training is needed to enhance teacher confidence in delivering student-centered instruction.

Table 2.b. Teachers' insights before the implementation of the Matatag curriculum along Relevance

Relevance	Weighted mean	Descriptive value
1. The Matatag Curriculum has clear and relevant content that meets the academic needs of students.	2.98	Positive
2. The teaching methods prescribed by the Matatag Curriculum are engaging and promote active student learning.	2.93	Positive

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3. The Matatag Curriculum allows for the integration of technology and digital tools in teaching and learning.	3.22	Positive
4. The Matatag Curriculum encourages students to develop critical thinking and problem-solving skills.	3.04	Positive
5. The curriculum's approach to assessment is appropriate and effectively measures student learning.	3.10	Positive
Overall weighted mean	***3.06***	***Positive***

Preparedness

Table 2c presents teachers' perceptions of student preparedness under the Matatag Curriculum. Weighted mean scores for all five statements ranged from 2.97 to 3.05, with an overall mean of 2.99, indicating generally positive views. Teachers believe the curriculum promotes active engagement, academic performance, life skills, future readiness, and social-emotional development. These consistently high ratings suggest strong confidence in the curriculum's effectiveness in preparing students for life beyond school. In contrast, Aquino (2015) reported lower agreement scores on future preparedness and social-emotional development, reflecting a traditional, subject-focused curriculum with limited emphasis on holistic student growth.

Table 2.c. Teachers' insights before the implementation of the Matatag curriculum along Preparedness

Preparedness	Weighted mean	Descriptive value
1. Students are actively engaged in their learning because of the Matatag Curriculum's structure and content.	2.98	Positive
2. The Matatag Curriculum has led to improvements in student academic performance and achievement.	2.97	Positive
3. The Matatag Curriculum supports the development of students' life skills (e.g., communication, collaboration, self-management).	3.05	Positive
4. The implementation of the Matatag Curriculum has improved students' preparedness for future challenges (e.g., higher education, career readiness).	2.98	Positive
5. The Matatag Curriculum has contributed positively to students' social and emotional development.	2.98	Positive
Overall weighted mean	***2.99***	***Positive***

Summary table

Table 2d summarizes teachers' overall insights before the implementation of the Matatag curriculum, providing composite means for effectiveness, relevance, and preparedness. All three aspects receive a weighted mean score within the Positive range (effectiveness: 3.10, relevance: 3.06, preparedness: 2.99), with a composite mean of 3.05. The table consolidates the findings from Tables 2a, 2b, and 2c, indicating a highly positive overall perception of the Matatag Curriculum among teachers before implementation. Teachers express strong positive agreement that the curriculum is effective, relevant, and prepares students well. The consistently high scores across all three aspects suggest a high level of confidence and anticipation for a successful implementation. This implies the overwhelmingly positive pre-implementation perceptions suggest high initial expectations and a strong sense of optimism among teachers regarding the new curriculum.

Table 2.d. Summary on teachers' insights before the implementation of the Matatag curriculum

Teachers' insights	Weighted mean	Descriptive value
Effectiveness	3.10	Positive
Relevance	3.06	Positive
Preparedness	2.99	Positive
Composite mean	***3.05***	***Positive***

Challenges encountered in the implementation of the Matatag Curriculum

Curriculum Design

Table 3a states that the teachers found the MATATAG Curriculum's design challenging, with an overall weighted mean of 2.51. The highest concern was the rushed training schedule (mean = 3.11), limiting teachers' understanding of content and strategies. The lowest rating (mean = 2.02) pointed to inadequate support during training. These findings highlight gaps in preparation time and support, calling for more targeted, subject-specific training and resources. This aligns with Tomlinson (2014), who stressed the need for sustained support in curriculum implementation. Despite good intentions, training design and execution issues hinder effective classroom application.

Table 3.a. Challenges encountered by the teachers in the implementation of the Matatag Curriculum along Curriculum Design

Curriculum Design	Weighted mean	Descriptive value
1. The training for the Matatag Curriculum did not provide clear and comprehensive guidance on how to implement the curriculum effectively.	2.14	Moderately Challenging
2. The Matatag Curriculum training was insufficient in addressing the specific needs and challenges of my subject area.	2.72	Challenging

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3. I felt adequately not supported during the Matatag Curriculum training, with access to resources and assistance when needed.	2.02	Moderately Challenging
4. The training schedule for the Matatag Curriculum was too short or rushed, making it difficult to fully grasp the content and strategies.	3.11	Challenging
5. The Matatag Curriculum training did not sufficiently address the integration of technology and digital tools in teaching.	2.58	Challenging
Overall weighted mean	***2.51***	***Challenging***

Teacher Capacity

Table 3b illustrates that the challenges in teacher capacity during the Matatag Curriculum implementation were "Moderately Challenging" (overall mean = 1.81). The top concern (mean = 1.92) was that pedagogical strategies lacked promotion of student collaboration, while the lowest (mean = 1.68) indicated confidence in adapting teaching styles to diverse learners. This suggests teachers felt prepared for differentiated instruction but needed more support for collaborative and inclusive pedagogy. Aligned with Johnson and Johnson (2015), the findings highlight the need for professional development in cooperative learning, assessment strategies, and technology use to effectively implement the curriculum in diverse classrooms.

Table 3.b. Challenges encountered by the teachers in the implementation of the Matatag Curriculum along Teacher Capacity

Teacher Capacity	Weighted mean	Descriptive value
1. The pedagogical strategies outlined in the Matatag Curriculum did not encourage collaboration among students and foster teamwork.	1.92	Moderately Challenging
2. The pedagogical approaches in the Matatag Curriculum did not foster a supportive and inclusive classroom environment where all students feel valued and motivated to learn.	1.89	Moderately Challenging
3. The Matatag Curriculum did not encourage formative assessment strategies, such as quizzes, projects, and peer assessments, to monitor student progress.	1.77	Moderately Challenging
4. The teaching methods in the Matatag Curriculum did not incorporate the use of technology and digital tools to enhance learning.	1.77	Moderately Challenging
5. The curriculum did not encourage teachers to adapt their teaching styles to meet the diverse needs of students (e.g., varying learning styles, abilities, and interests).	1.68	Not Challenging
Overall weighted mean	***1.81***	***Moderately Challenging***

Classroom Realities

Table 3c displays the challenges in classroom realities during MATATAG Curriculum implementation were "Moderately Challenging" (overall mean = 2.44). The highest concern (mean = 2.90) was students struggling with the curriculum's complexity, suggesting a need for scaffolding and differentiated instruction. The lowest (mean = 2.03) indicated limited guidance on implementing modern strategies like project- or inquiry-based learning. These findings reveal a gap between curriculum demands and classroom conditions, aligning with Tomlinson's (2014) call for differentiated instruction. To address this, clearer guidelines, curriculum simplification, and stronger teacher support are needed to ensure student success.

Table 3.c. Challenges encountered by the teachers in the implementation of the Matatag Curriculum along Classroom Realities

Classroom Realities	Weighted mean	Descriptive value
1. The Matatag Curriculum did not provide sufficient guidance on how to implement modern teaching strategies in the classroom.	2.03	Moderately Challenging
2. Some students are struggling to keep up with the demands of the Matatag Curriculum due to its complexity and depth.	2.90	Challenging
3. The Matatag Curriculum does not adequately address the learning needs of students with diverse abilities (e.g., slow learners, gifted students, students with disabilities).	2.46	Moderately Challenging
4. Students find it difficult to adapt to the new teaching methods (e.g., project-based learning, inquiry-based learning) introduced in the Matatag Curriculum.	2.74	Challenging
5. The Matatag Curriculum did not require students to engage in more independent learning, and some students struggle with self-directed learning.	2.09	Moderately Challenging
Overall weighted mean	***2.44***	***Moderately Challenging***

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Systemic Factors (administrative support, learning resources)

Table 3d shows that systemic challenges in implementing the MATATAG Curriculum were rated as "Challenging" (overall mean = 2.65). The top issue (mean = 2.72) was the lack of teaching materials, while the lowest (mean = 2.54) involved inadequate classroom infrastructure. These barriers hinder effective instruction and limit student-centered strategies. The absence of technology, digital tools, and ongoing professional development further complicates implementation. As Hanushek (2018) emphasized, resource availability is crucial to educational success. Thus, improving infrastructure, funding, and administrative support is essential to achieving the goals of the MATATAG Curriculum.

Table 3.d. Challenges encountered by the teachers in the implementation of the Matatag Curriculum along Systemic Factors (administrative support, learning resources)

Systematic Factor	Weighted mean	Descriptive value
1. The Matatag Curriculum has not sufficiently prepared students for the integration of technology and digital tools in their learning process.	2.61	Challenging
2. There are insufficient teaching materials (e.g., textbooks, handouts, reference books) to support the implementation of the Matatag Curriculum effectively.	2.72	Challenging
3. The classroom infrastructure (e.g., space, furniture, equipment) is inadequate to fully support the teaching methods required by the Matatag Curriculum.	2.54	Challenging
4. There is a lack of technology and digital tools (e.g., computers, projectors, learning management systems) needed to implement the Matatag Curriculum effectively.	2.70	Challenging
5. The school administration has not provided adequate professional development resources (e.g., workshops, seminars) to help teachers implement the Matatag Curriculum successfully.	2.66	Challenging
Overall weighted mean	***2.65***	***Challenging***

Summary Table

It was summarized in Table 3e that the challenges faced by teachers in implementing the Matatag Curriculum, with a composite mean of 2.35, interpreted as moderately challenging. The most difficult aspect was systemic factors (mean = 2.65), including inadequate resources, infrastructure, and administrative support. Teacher capacity was the least challenging (mean = 1.81), indicating confidence in instructional skills. Curriculum design (2.51) and classroom realities (2.44) also posed moderate challenges, particularly in training sufficiency and addressing student diversity. These findings emphasize the need for better resource allocation, support systems, and subject-specific training to ensure the successful implementation of the Matatag Curriculum.

Table 3.e. Challenges encountered by the teachers in the implementation of the Matatag Curriculum

Challenges encountered	Weighted mean	Descriptive value
Curriculum Design	2.51	Challenging
Teacher Capacity	1.81	Moderately Challenging
Classroom Realities	2.44	Moderately Challenging
Systematic Factor	2.65	Challenging
Composite mean	***2.35***	***Moderately Challenging***

Teacher's coping strategies

Pedagogical adaptations (differentiated instruction, innovative teaching methods)

As shown in Table 4a reveals that pedagogical adaptation is a frequently used coping strategy (overall mean = 3.10) in implementing the MATATAG Curriculum. The highest mean (3.30) reflects teachers' consistent efforts to make math lessons engaging, aligning with Tomlinson (2015) on differentiated instruction. The lowest means (2.97) pertain to time management and feeling overwhelmed, echoing Reyes (2015) on teacher stress under reforms. Despite their adaptability, teachers' efforts may be constrained by large class sizes, limited planning time, and insufficient resources. As Darling-Hammond et al. (2017) noted, effective and sustainable implementation requires strong systemic and structural support.

Table 4.a. Teacher's coping strategies along Pedagogical adaptations (differentiated instruction, innovative teaching methods)

Pedagogical adaptations	Weighted mean	Descriptive value
1. I frequently collaborate with colleages to adapt my teaching strategies in response to Matatag Curriculum.	3.15	Often Used Coping Strategy
2. I feel confident in my ability to manage the time demands of the Matatag Curriculum.	2.98	Often Used Coping Strategy
3. I engage in regular professional development to stay updated on best practices for the Matatag Curriculum.	3.04	Often Used Coping Strategy
4. I often find ways to make mathematics lessons more	3.30	Always Used Coping

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engaging for my students despite challenges with the curriculum.		Strategy
5. I find it easy to adapt my teaching methods to meet the needs of all students in my classroom under the Matatag Curriculum.	3.08	Often Used Coping Strategy
6. I use student feedback to adjust my teaching methods under the Matatag Curriculum.	3.12	Often Used Coping Strategy
7. I manage the time demands of the Matatag Curriculum efficiently, balancing teaching, grading and preparation.	2.97	Often Used Coping Strategy
8. I seek guidance from school leadership when I encounter challenges in implementing the Matatag Curriculum.	3.12	Often Used Coping Strategy
9. I adapt my instructional strategies to address the varying learning styles of my students under the Matatag Curriculum.	3.24	Often Used Coping Strategy
10. I feel overwhelmed by the expectations set by the Matatag Curriculum in terms of student outcomes.	2.97	Often Used Coping Strategy
Overall weighted mean	***3.10***	***Often Used Coping Strategy***

Collaborative Practices

Teachers reported frequently using collaborative practices to cope with MATATAG Curriculum challenges, with an overall weighted mean of 3.10. The most utilized strategy (mean = 3.26) was seeking collegial support, highlighting the vital role of peer collaboration—supported by Kelchtermans (2020), who noted that strong professional ties boost resilience and confidence. The least used strategy (mean = 3.00) involved using creative tools like technology and games. Trust and Whalen (2021) link this to barriers such as limited infrastructure and training. These findings support Pugach et al. (2020), who emphasized that collaborative learning enhances teacher adaptability during curriculum reforms.

Table 4.b. Teacher's coping strategies along Collaborative Practices

Collaborative Practices	Weighted mean	Descriptive value
1. I have strong support system from my colleagues when facing challenges related to Matatag Curriculum.	3.26	Always Used Coping Strategy
2. I use creative teaching tools (e.g. technology, games, etc.) to make mathematics lessons under the Matatag Curriculum more engaging.	3.00	Often Used Coping Strategy
3. I find the curriculum expectations of Matatag Curriculum challenging to meet in terms of depth and breadth.	3.15	Often Used Coping Strategy
4. I actively seek out resources to enhance my teaching practices for Matatag Curriculum.	3.03	Often Used Coping Strategy
5. I believe that student performance in math has improved since the implementation of the Matatag Curriculum.	3.07	Often Used Coping Strategy
Overall weighted mean	***3.10***	***Often Used Coping Strategy***

Personal Strategies

Personal strategies emerged as a key coping mechanism for mathematics teachers navigating the MATATAG Curriculum, with an overall weighted mean of 3.11, classified as "Often Used." The most frequent strategy (mean = 3.21) was the belief that the curriculum enhances students' understanding of mathematics, motivating teachers to persist—an effect supported by Merritt et al. (2021), who linked perceived student growth to increased instructional resilience. The least frequent (mean = 3.02) was the use of regular formative assessments, likely due to time and workload constraints. Kane and Harrell (2023) affirm that such barriers often hinder consistent implementation. These insights align with Day and Gu (2019), who emphasized personal resilience as crucial during curriculum shifts.

Table 4.c. Teacher's coping strategies along Personal Strategies

Personal Strategies	Weighted mean	Descriptive value
1. I maintain a positive attitude even when I face difficulties in delivering Matatag Curriculum.	3.19	Often Used Coping Strategy
2. I receive sufficient resources (materials, technology, etc.) to effectively teach math under Matatag Curriculum.	3.04	Often Used Coping Strategy
3. I regularly assess student progress to adjust my teaching methods according to the needs of the class.	3.02	Often Used Coping Strategy
4. I feel that Matatag Curriculum has been beneficial in fostering a deeper understanding of mathematics in my students.	3.21	Often Used Coping Strategy
5. I manage the stress related to the demands of the Matatag Curriculum by practicing	3.06	Often Used Coping Strategy

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mindfulness or stress relief activities.		
Overall weighted mean	***3.11***	***Often Used Coping Strategy***

Summary Table

Mathematics teachers demonstrate a balanced use of coping strategies in adjusting to the MATATAG Curriculum, with weighted means closely clustered around 3.10 across Pedagogical Adaptations (3.10), Collaborative Practices (3.10), and Personal Strategies (3.11), all "Often Used." Personal Strategies lead slightly, highlighting the role of self-regulation and reflective practice, consistent with Day and Gu (2019). Pedagogical Adaptations and Collaborative Practices reflect teachers' willingness to modify instruction and collaborate, supported by Avalos (2016) and Vangrieken et al. (2017). The overall mean (3.10) underscores a multi-faceted approach, aligning with Richards, Hemmings, and Ogden (2020) on effective coping through integrated resources.

Table 4.d. Teacher's coping strategies

Teacher's coping strategies	Weighted mean	Descriptive value
Pedagogical adaptations	3.10	Often Used Coping Strategy
Collaborative Practices	3.10	Often Used Coping Strategy
Personal Strategies	3.11	Often Used Coping Strategy
Composite mean	***3.10***	***Often Used Coping Strategy***

Differences between the teachers' encountered challenges when grouped according to their profile

Table 5 shows shows no statistically significant differences in the challenges encountered by teachers when grouped according to their profiles (sex, civil status, highest educational attainment, length of service, plantilla position, monthly income and rank). This suggests that the challenges faced in implementing the Matatag curriculum are relatively uniform across these teacher characteristics. Factors beyond those listed in the profile (sex, civil status, highest educational attainment, length of service, plantilla position, monthly income and rank) may contribute more significantly to the variation in teachers' experiences.

Table 5. Differences between the teachers' encountered challenges when grouped according to their profile

Profile Variables	f/t-value	p-value	Statistical Inference
Sex	0.115	0.735	Not Significant
Civil Status	0.248	0.781	Not Significant
Highest Educational Attainment	1.239	0.297	Not Significant
Length of service	0.995	0.489	Not Significant
Plantilla Position	1.336	0.265	Not Significant
Monthly Income	1.383	0.243	Not Significant
Rank	1.039	0.377	Not Significant

Differences between the teachers' insights when grouped according to their profile

Table 5 shows the results of statistical tests investigating differences in teachers' insights into the Matatag curriculum, grouped by the same profile variables as the first Table 5. Similar to the first table, this analysis also reveals no statistically significant differences based on any of the profile variables examined. This indicates that teachers' perspectives on the curriculum's effectiveness, relevance, and preparedness aspects are consistent across different demographic and professional characteristics. The lack of significant differences suggests that the observed variations in teachers' insights are likely due to random chance rather than systematic differences linked to the profile variables. Similar to the first Table 5, other factors not included in the profile might play a more significant role in shaping teachers' views and experiences with the Matatag curriculum.

Table 5. Differences between the teachers' insights when grouped according to their profile

Profile Variables	f/t-value	p-value	Statistical Inference
Sex	0.566	0.453	Not Significant
Civil Status	0.328	0.721	Not Significant
Highest Educational Attainment	0.169	0.156	Not Significant
Length of service	1.161	0.275	Not Significant
Plantilla Position	0.4179	0.740	Not Significant
Monthly Income	0.805	0.524	Not Significant
Rank	0.449	0.718	Not Significant

Correlation among teachers' encountered challenges, insights and coping strategies on Matatag Curriculum

Table 6 shows significant positive correlations among challenges, insights, and coping strategies of mathematics teachers implementing the MATATAG Curriculum. Challenges and insights are positively correlated ($r = 0.369$, $p = 0.000$), indicating that more challenges relate to stronger perceptions of the curriculum's effectiveness and relevance. Challenges also correlate with coping strategies ($r = 0.251$, $p = 0.002$), meaning teachers facing more difficulties adopt more coping mechanisms. A strong correlation exists between insights and coping strategies ($r = 0.540$, $p = 0.000$), suggesting positive views motivate proactive coping. This supports Fives and Buehl (2012) on beliefs shaping instructional responses and highlights the need for professional development and support to enhance teacher adaptation.

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Table 6. Correlation among teachers' encountered challenges, insights and coping strategies on Matatag Curriculum

Profile Variables	r-value	p-value	Statistical Inference
Challenges encountered			
Teachers' Insight	0.369	0.000	Highly Significant
Coping Strategies	0.251	0.002	Significant
Teachers' Insight			
Coping Strategies	0.540	0.000	Highly Significant

CONCLUSIONS

The study revealed that teachers generally held positive perceptions regarding the effectiveness, relevance, and potential impact of the MATATAG Curriculum on student preparedness, demonstrating a sense of optimism toward its goals. However, several challenges emerged, particularly in curriculum design, systemic support, and classroom implementation, highlighting significant gaps in teacher training, resource availability, and infrastructure. The study concludes that while the MATATAG Curriculum presents promising reforms in education, its success largely depends on addressing the challenges faced by teachers and maintaining strong support systems that enable them to adapt and succeed in an evolving educational environment.

RECOMMENDATIONS

Based on the findings, the study puts forward the following recommendations for capacity-building initiatives:

The Department of Education should undertake a thorough review and implement subject-specific, sustained, and inclusive training programs for teachers. These programs must incorporate digital integration strategies to better equip educators for competency-based and learner-centered instruction. Moreover, the Schools Division Office should reinforce administrative support by ensuring the timely provision of instructional materials, technological tools, and necessary infrastructure upgrades.

Teachers are encouraged to maintain active participation in collaborative practices and peer mentoring, as these have been identified as effective coping mechanisms. Additionally, they should engage in action research and reflective teaching to continually enhance their instructional strategies in alignment with the objectives of the MATATAG Curriculum.

Finally, it is recommended that future researchers pursue qualitative or longitudinal investigations to examine the long-term impact of the MATATAG Curriculum on teaching practices and student learning outcomes.

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