

Challenges and Adaptation Strategies of Grade 7 Mathematics Teachers in Implementing the MATATAG Curriculum

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Abstract

This study determines the challenges and adaptation strategies of Grade 7 Mathematics teachers in implementing the MATATAG Curriculum in Sariaya East District, using a descriptive survey research design and self-structured questionnaire to survey 14 math teacher-respondents. While respondents did not report difficulties, specific challenges emerged in learning delivery, such as time constraints, content overload, limited training, and unfamiliarity with new competencies. In classroom assessment, difficulties included aligning assessments with standards, implementing performance-based tasks, and managing formative and summative evaluations. Curriculum support encountered challenges, especially limited funding and access to technology, which also affected curriculum support. However, teachers showed adaptability through collaborative strategies, adjusted pacing, digital tools, and the use of rubrics and diverse assessment techniques. They also sought additional resources, collaborated with peers, and advocated for administrative support. Therefore, to address these findings, a targeted webinar-based intervention is proposed. The program aims to equip teachers with strategies for competency-based instruction, digital integration, effective assessment, and time management. It will include collaborative workshops to foster peer learning and long-term professional growth to strengthen the implementation of the MATATAG Curriculum.

Keywords: adaptation strategies; challenges; MATATAG Curriculum

1. Introduction

In education, the transition of curriculum is usually a multifaceted approach that impacts teachers and students. It involves sufficient and relevant teaching competencies, new material integration, and a response to changing class dynamics. The curriculum adjustments are meant to improve educational achievements and modify them depending on the necessities of the learners. However, these changes are shown with reasonable difficulties, these include equipping teachers with the necessary competencies to effectively deliver the revised curriculum. Teachers may find it difficult to adjust to new teaching strategies and resources without sufficient training and professional development. This effort highlights that the transition of the curriculum is an attempt to meet societal expectations and develop learners with the necessary skills to face a rapidly evolving society. Moreover, understanding the transition of the curriculum is difficult because effective curriculum implementation needs collaboration among all organizations within the education system.

In addition, even though the k-12 curriculum is good in education it has significant problems that make new curricula implemented. The previous k-12 curriculums in the Philippines faced significant challenges, including an overloaded content structure that affected the mastery of foundational skills, misaligned

competencies that lacked real-world relevance, and inequities in resource access that increased learning gaps (Estrallado, 2024). The low scores of Filipino students on international assessments, such as the Programme for International Student Assessment (PISA), which demonstrated a lack of critical thinking and problem-solving abilities, served as more evidence of these problems. These gaps emphasize the urgency that education needs to develop an effective curriculum. Therefore, a new curriculum is implemented because of the identified difficulties in education and the previous curriculum had educational problems. It implies that in order to solve these problems and promote critical thinking, problem-solving, and all-encompassing learning opportunities, more dynamic and inclusive curricula must be established.

In response to these challenges, the Department of Education (DepEd) issued Pilot Implementation of the MATATAG Curriculum, Memorandum No. 054, s. 2023, dated September 8, 2023, which mandated the pilot implementation of the MATATAG Curriculum across schools in the Philippines. This curriculum seeks to enhance foundational competencies, promote contextualized learning, and make education more relevant to the lives of the students (Department of Education, 2023a). Recent studies by the Philippine Institute for Development Studies reveal that only 60% of teachers feel adequately prepared to implement the new curriculum, indicating a need for further support and resources. While only 81% of the expected competencies are mastered by students under the previous curriculum, emphasizing the need for significant improvements (Philippine Institute for Development Studies, 2024). It shows that despite the positive goals of the new curriculum, there exists an important gap in the reports regarding the practical challenges and adaptation strategies of teachers in implementing this curriculum. This gap is particularly evident when teachers encountered specific challenges during the transition to the MATATAG Curriculum.

However, regarding the curriculum transition, educators are changing the way they teach. Ornstein and Hunkins (2018) support that effective curriculum innovation focuses on teachers, highlighting the importance of professional development to prepare them to fulfill the requirements of emerging educational frameworks. Therefore, these challenges include adapting to new pedagogical approaches, managing classroom dynamics, and integrating updated materials into their instruction teachers faced challenges due to in implementing the new curriculum. These observations from related literature emphasize how crucial it is to provide teachers with support as they make the switch to the MATATAG Curriculum.

Therefore, this research study aims to determine the difficulties that Grade 7 math teachers have while integrating the MATATAG Curriculum into practice, as well as the adaption techniques they use to get beyond these challenges. The goal of this effort is to enhance discussions about curriculum transition and teacher assistance to improve the successful implementation of the curriculum. This study focuses on addressing the challenges teachers face during the MATATAG Curriculum implementation. Furthermore, it aims to offer relevant information that can improve the expectations of education and give a guide instructional strategy. The results of this study may potentially be used as a basis for creating focused interventions and potential contributions that assist educators in overcoming the difficulties associated with introducing the new curriculum.

1.1. Background of the Study

The implementation of the MATATAG curriculum is new for the Philippine education system and focuses on a more integrated and comprehensive way of teaching and learning. Teachers could possibly experience many changes in their teaching methods and new competencies that may affect the effective implementation of the curriculum. These challenges include using innovative teaching resources, adjusting to new methods of

teaching, and dealing with a variety of classroom dynamics (Saro et al. 2024). These encountered challenges show that the implementation of the MATATAG curriculum needs an adaptation strategy to address this issue. Therefore, despite its good intentions, the transition to the MATATAG Curriculum presents various challenges for Grade 7 educators because they are the first batch who implement this new curriculum.

This study is essential because it acknowledges that a teacher's ability to overcome those challenges is an important variable in the effectiveness of the curriculum. While the MATATAG Curriculum intends to create mathematical proficiency and students' critical thinking abilities, its success highly relies on how well teachers adjust their teaching methods to meet the new requirements (Cawigan, 2024). A review of existing research shows a lack of detailed studies that examine the encountered difficulties by teachers in Grade 7 Mathematics and the strategies they use to address these issues. Moreover, during the field study of the researchers they observed at one of the public secondary schools in Sariaya East District that teachers are making adjustments to their teaching method due to the time constraints and new competencies that require this new curriculum. Since, that school is one of the public schools in Sariaya East District this issue used the researchers as their baseline to come up with this study. Therefore, this gap highlights the need for research that captures the real-world experiences of these teachers to inform policy-making and develop effective support systems.

This research aims to determine the specific challenges encountered by Grade 7 Mathematics teachers and the strategies they use to overcome these challenges in implementing the MATATAG Curriculum. By determining the practical difficulties and solutions from the view of the teachers, this study seeks to come up with relevant information for curriculum implementation and teacher support. Therefore, understanding these experiences is crucial to ensuring that the MATATAG Curriculum achieves its goals and promotes a more inclusive and effective educational environment.

1.2. Statement of the Problem

The main purpose of this study is to determine the challenges and adaptation strategies of Grade 7 Mathematics teachers in implementing the MATATAG curriculum.

Specifically, the researchers seek answers to the following questions:

1. What are the challenges encountered by the respondents in implementing the MATATAG Curriculum in terms of:
 - 1.1. Learning delivery;
 - 1.2. Classroom assessment; and
 - 1.3. Curriculum support?
2. What are the adaptation strategies of the respondents as regards challenges encountered in implementing the MATATAG Curriculum in terms of:
 - 2.1. Learning delivery;
 - 2.2. Classroom assessment; and
 - 2.3. Curriculum support?
3. Based on the findings of the study, what intervention plan can be proposed by the researchers in implementing the MATATAG curriculum?

1.3. Conceptual Framework

The Department of Education (DepEd) issued DepEd Order No. 10, series 2024-Policy Guidelines on the Implementation of the MATATAG Curriculum, to implement the MATATAG Curriculum. This curriculum aims to enhance the mathematical literacy, problem-solving skills, and analytical abilities of students, preparing them for real-world challenges (Department of Education, 2023b).

The curriculum framework for the revised Mathematics for Grades 1 to 10, introduced by the Department of Education, as guide to teachers in their preparation of mathematically rich lessons and helps them in working towards the main curriculum goal. It emphasizes the importance of learning delivery, classroom assessment, and curriculum support. This framework also develops the proficiency of the learners in solving mathematical problems critically, grounded in strong conceptual knowledge and strategic use of mathematical skills and processes. By emphasizing pedagogical strategies, assessment methods, and available resources, the framework assists students in becoming productive and successful 21st-century citizens.

In implementing the MATATAG curriculum teachers are encouraged to be an effective facilitator in the new pace of learning. First teachers are encouraged to employ effective learning delivery. Teachers foster a deep understanding of mathematical concepts provide guidelines on how to engage students and foster a deep understanding of mathematical concepts to ensure that students achieve the desired learning outcomes. Second, the classroom assessment methods, the curriculum encourages the use of both formative and summative assessments to measure student performance accurately evaluate students' progress, and provide meaningful feedback. Lastly, the curriculum support, including technological tools and instructional materials (Department of Education, 2023b). Therefore, the MATATAG curriculum framework provides a better foundation for education by emphasizing the learning delivery, classroom assessment, and curriculum support to make it effective.

However, transitioning to a new curriculum presents challenges in learning delivery, classroom assessment, and curriculum support. First, in learning delivery, teachers encountered challenges like the need to manage time constraints because the MATATAG curriculum implemented a 45-minute class period for each subject. Teachers also need to adapt their instructional methods to fit the new curriculum and engage diverse learners effectively. As mentioned by Aquino (2024), the importance of incorporating interactive learning, critical thinking, and collaborative strategies will enhance student engagement and outcomes. It means that using different strategies in learning and efficient time management can help teachers meet diverse student needs and adapt the curriculum effectively.

Second, in classroom assessment implementing both formative and summative assessments while providing immediate feedback to students was a challenge for the teachers. To address these challenges, a balanced approach that combines formative and summative methods, along with the use of technology for immediate feedback, is essential. Continuous professional development can enhance the assessment literacy of the teachers. According to Gehr (2022), one useful method is visual feedback. Additionally, this feedback approach also works well for assisting instructors in scoring papers that are read in class, projects, and exams.

Lastly, limited access to technological tools and instructional materials, along with insufficient training was a significant issue in curriculum support. Additionally, schools can help close the gap and ensure that everyone has access to technology by putting strategies like expanding funding for technology, collaborating with nearby businesses, utilizing open educational resources, offering professional development for teachers,

and setting up technology centers into place (DepEd Tambayan, 2022). It means that teachers can overcome this challenge by integrating available technology, participating in resource-sharing platforms, and advocating for ongoing professional development to make sure they have the necessary tools to effectively apply the new curriculum.

This study aims to determine the difficulties teachers have while implementing the MATATAG Curriculum and the adaption strategies they use to overcome these difficulties. The variables under consideration include learning delivery, classroom assessment, and curriculum support. Therefore, the study aims to provide significant information on the challenges encountered by teachers and inform future improvements for the adaptation methods in the implementation of the MATATAG Curriculum.

1.4. Research Paradigm

In the research paradigm, the researchers utilized the Input (I), Process (P), and Output (O) models to give a clearer picture of how the researchers conducted this study. As mentioned by Feldman (2025), Input-process-output (I-P-O) is a structured methodology for capturing and visualizing all of the inputs, outputs, and process steps, where the researchers seek to understand the relationship between different variables.

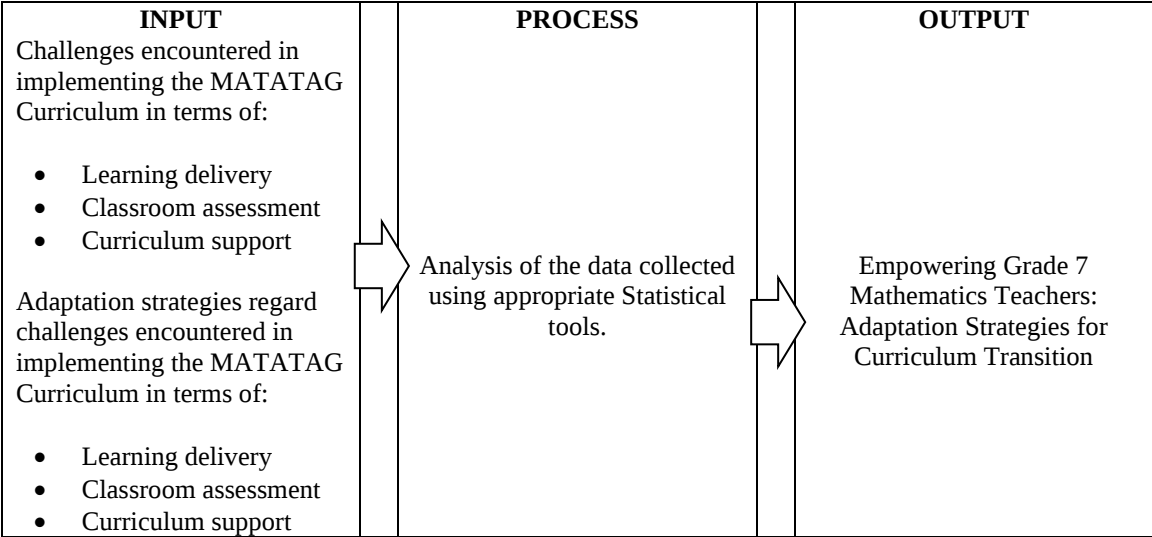


Figure 1: An Input Process Output (IPO) Model on the Challenges and Adaptation Strategies of Grade 7 Mathematics Teachers in Implementing the MATATAG Curriculum.

This input, output, and process model shows a better understanding of the flow of this study. In the input phase, it focuses on determining the challenges encountered by Grade 7 Mathematics teachers and the adaptation strategies employed to address these challenges. This is categorized into three main variables: learning delivery, classroom assessment, and curriculum support. Second, the process phase involves analyzing the data collected using appropriate statistical tools to determine the challenges faced by teachers and the adaptation strategies they employ. Lastly, the output phase of this study results in the intervention

plan entitled Empowering Grade 7 Mathematics Teachers: Adaptation Strategies for Curriculum Transition to provide significant information that will help to improve the implementation of a new curriculum. This intervention plan was a training and professional development webinar plan that focused on effective adaptation strategies for dealing with the difficulties in putting the MATATAG Curriculum into practice. This study aims to comprehensively examine the difficulties and adaptation strategies faced by Grade 7 math educators that support the effective implementation of the MATATAG Curriculum by using the IPO model.

1.5. Significance of the Study

This research study aims to determine the challenges encountered by Grade 7 Mathematics teachers in implementing the MATATAG Curriculum and the strategies they use to address these challenges. The researchers seek to provide significant information that can guide future improvements and offer support for Mathematics teachers under the MATATAG Curriculum. This study is beneficial to the following:

This study is beneficial to **mathematics teachers**, by offering a thorough understanding of the challenges they encountered and determining practical strategies for adaptation. The insights provided help educators address the demands of the new curriculum, leading to improved teaching practices and helping them to employ proper adaptation strategies regarding the challenges in implementing the MATATAG curriculum.

This study is also beneficial to **educational policymakers**, by helping them to provide insight into the practical challenges faced by teachers. By understanding these difficulties, policymakers can implement and develop a supportive plan designed to address specific needs during curriculum transitions. This can assist decrease the gap between policy and practice, providing the effective implementation of the MATATAG Curriculum.

The results of this study are beneficial to **school administrators**, as they use it to give insights into training and supplies available to support teachers effectively. This study may also be used by school administrators as their guide to ensure successful curriculum implementation and to improve educational development for students.

This study is also beneficial for **future researchers**, as their reference in comprehending the difficulties in MATATAG curriculum implementation and serves as a foundation for their further study of effective teaching practices and student outcomes.

This research is beneficial to **students** as they can experience a comprehensive and effective learning process. This improvement enhances the teaching methods and materials in alignment with the goals of the MATATAG Curriculum can provide a better experience of essential mathematical concepts and supports overall academic success.

1.6. Scope and Limitation

The study focused on Grade 7 Mathematics teachers at Sariaya East District who are handling classes pursuant to the MATATAG Curriculum. The targeted participants are relevant since the purpose of this study is to determine challenges and adaptation strategies for putting the MATATAG curriculum into practice. Moreover, this research is conducted over five months, from January to May 2025. The researchers gathered the data from different public high schools in Sariaya and the data was collected using self-constructed survey

questionnaires, employing descriptive analysis to summarize the data. By analyzing the data collected the researchers used appropriate statistical tools to determine the challenges faced by teachers and the adaptation strategies they employ.

However, the limitation of this study is that their absence of many Grade 7 math teachers in the Sariaya East District, with only fourteen teachers from different schools participating in the research. This issue may limit the scope of the findings and make them less generalizable to other grade levels or districts. Furthermore, the use of self-reported information from questionnaires and surveys might lead to biases or inaccurate responses. The five-month study period may not capture long-term challenges and adaptation strategies. In addition, the availability and willingness of participants to complete the surveys and questionnaires may also affect the data collected. By acknowledging these limitations, this study aims to provide significant information into the challenges and adaptation strategies of Grade 7 Mathematics teachers in implementing the MATATAG Curriculum, which gives insight into continuing improvements and support implementation for mathematics teachers under the MATATAG Curriculum.

1.7. Definition of Terms

The following definition of terms helps the readers to make understandable of this research study:

Adaptation strategies refer to the methods and techniques that Grade 7 Mathematics teachers employ to address the challenges encountered in implementing the MATATAG Curriculum. These strategies may include modifications in teaching methods, classroom management, and resource utilization to improve educational outcomes (Kilag et al., 2024). In this study, these strategies are analyzed to understand their success in addressing the challenges of implementing the MATATAG curriculum in terms of learning delivery, classroom assessment, and curriculum support.

Challenges refer to the various difficulties faced by Grade 7 Mathematics teachers during the implementation of the MATATAG Curriculum. These include insufficient instructional materials, limited training opportunities for transitioning to the curriculum, and strict time constraints (Abaiz et al., 2025). In this study, these challenges are identified as significant barriers affecting the effective implementation of the MATATAG Curriculum in terms of learning delivery, classroom assessment, and curriculum support, particularly for Grade 7 Mathematics teachers.

Grade 7 Mathematics Teacher refers to the educators who teach mathematics to seventh-grade students. DepEd Tambayan provides resources and challenges for Grade 7 Mathematics teachers, aiming to improve the quality of mathematics education in the Philippines (DepEd Tambayan, 2015). In this study, Grade 7 Mathematics Teachers at Sariaya East District are the primary participants, focusing on their experiences and practices in implementing the MATATAG Curriculum.

MATATAG Curriculum is a new educational framework introduced by the Department of Education in the Philippines, aimed at enhancing the quality of education by emphasizing core competencies, critical thinking, and problem-solving skills (Department of Education, 2023a). This study examines the implementation of the MATATAG Curriculum, focusing on the encountered challenges like time constraints, familiarization with the new competencies and new teaching methods, and the adaptation strategies employed by teachers to address these challenges.

2. Review of Related Literature and Studies

This chapter provides a thorough analysis of relevant research and literature about challenges and adaptation strategies used by math instructors in grade 7 when putting the MATATAG curriculum into practice. The review includes scholarly publications, empirical research, and a range of instructional materials.

2.1. Implementation of MATATAG Curriculum

There has been significant progress in the Philippine educational system with the introduction of the MATATAG Curriculum. This curriculum, introduced by the Department of Education, seeks to improve educational quality by emphasizing key competencies and lessening the number of learning areas. The primary objective is to improve literacy, numeracy, and socio-emotional skills among students from kindergarten to Grade 10. However, the transition to this new curriculum encountered various challenges (Department of Education, 2024). Since the new curriculum is in the field of education it faced several challenges that may affect the teaching methods and practices of the teachers.

In implementing the MATATAG curriculum teachers encounter different challenges equity concerns have emerged as a significant challenge. Ensuring that every student has access to high-quality instruction regardless of their financial situation and resources is a critical aspect of the MATATAG curriculum. However, disparities in resource allocation and support systems have created barriers to achieving this goal (Dayola et al., 2024). Moreover, the primary challenges are familiarization with new competencies and the heightened demands of the curriculum. Teachers have reported difficulties in adapting the revised competencies, which necessitates significant modification in teaching strategies and lesson planning (Malipot, 2023). Furthermore, the need for enhanced professional development and support for teachers is crucial, as many educators feel unprepared to implement the new curriculum effectively (Al Mamun et al., 2020). In that, the resource and material constraints further complicate the situation, as schools often lack the necessary tools to effectively implement the curriculum.

In response to the challenges identified in implementing the MATATAG curriculum, various adaptation strategies have been proposed and implemented. One key strategy is improving professional development programs to provide educators with the abilities and information they need to adjust to the new curriculum. This includes providing continuous training and support to help teachers develop effective teaching strategies and assessment tools. For instance, Cruz (2024), emphasizes continuous professional development as a means of assuring that educators are adequately equipped to handle curricular modifications. Additionally, improving resource availability and distribution is essential. It is crucial to make sure that educational institutions have the resources and instruments they need to carry out the curriculum in an effective way. It highlights the need for collaboration between the Department of Education, local government units, and other stakeholders to address resource constraints and ensure equitable distribution of resources.

Moreover, Villanueva (2018), suggests that incorporating digital tools and resources can enhance the learning experience and provide additional support for both teachers and students. This includes using online platforms for professional development and creating virtual classrooms to facilitate interactive and engaging lessons. Fostering collaboration among educators is vital. Creating platforms for teachers to share best practices and experiences can help address common challenges and promote innovative teaching strategies. Hence, integrating technology in teaching and learning is another adaptation strategy.

In general, the implementation of the MATATAG Curriculum in the Philippines aims to streamline education by focusing on key competencies and reducing learning areas, but it has encountered significant challenges. Equity concerns, such as disparities in resource allocation, have emerged as critical barriers, alongside the need for teachers to familiarize themselves with new competencies and the increased demands of the curriculum. Professional development and resource constraints further complicate the situation, with many educators feeling unprepared and stressed. To address these challenges, various adaptation strategies have been proposed, including enhancing professional development programs, improving resource availability and distribution, fostering collaboration among educators, integrating digital tools and resources, and promoting strong leadership and policy support. These strategies focus on giving educators the materials they need, ensuring equitable resource distribution, encouraging best practice sharing, and providing supportive environments to successfully implement the curriculum and improve educational outcomes.

2.2. Learning Delivery

Learning delivery is a critical aspect of the MATATAG Curriculum implementation. It involves the methods and methods instructors employ to help learners understand the material covered in the curriculum. Effective learning delivery is essential for ensuring that students grasp the key competencies outlined in the curriculum (Department of Education, 2024).

One of the main challenges to MATATAG Curriculum implementation is the increased curriculum demands. Teachers are required to cover a wide range of competencies within a limited timeframe, leading to an overwhelming academic load (Wabingga & Tomakin, 2025). Likewise, the MATATAG curriculum emphasizes learner-centered approaches, which require teachers to engage in more interactive and innovative teaching methods. This shift has led to increased workload and stress among teachers, impacting their professional identity and resilience. In addition, these challenges result from limited training opportunities for transitioning to the curriculum, (Abaiz et al., 2025). This lack of resources may make it more difficult to administer the curriculum and harm the learning results of the students. Furthermore, educators struggle with time constraints and pacing, finding it difficult to cover the curriculum within the allotted time. The need to balance various tasks often results in insufficient time for thorough coverage of topics (Kilag et al., 2024). Many teachers face difficulties in adapting their instructional methods to align with the new curriculum. To do this, conventional teaching strategies must give way to more creative, student-centered alternatives. Additionally, inadequate training on the MATATAG curriculum's structure, pedagogy, and assessment methods leads to confusion and uncertainty in implementation efforts (Hernando, 2023).

To overcome this challenge, educators have adopted various adaptation strategies. For example, integrating digital tools and resources can assist in providing the lack of funds and give students engaging and interactive learning experiences (Al Mamun et al., 2020). Similarly, Hussein (2024) argues that innovative teaching approaches, such as integrating technology and fostering collaboration, enhance student engagement and real-world application of concepts. This involves continuing professional development initiatives that provide educators with the abilities and information they need to carry out the curriculum in an effective way. For instance, Tomlinson (2021) emphasizes that modifying lesson plans based on feedback helps teachers address individual learning needs. Moreover, Reach and Teach (2024) highlights that efficient time management allows educators to balance instructional goals. As stated by Garcia (2022) emphasizes that enhancing teacher preparedness and providing substantial support are crucial for a smooth transition to new teaching methodologies. This related literature shows that in the implementation of the MATATAG curriculum

teachers can adapt different strategies including ongoing programs for professional development that provide educators the abilities and information they need to successfully implement the curriculum.

Overall, the MATATAG Curriculum implementation has posed several challenges in learning delivery. Teachers must shift to interactive, learner-centered methods, which have increased their workload and stress. They face difficulties covering the extensive curriculum within limited timeframes, and familiarization to the new curriculum. Additionally, time constraints and adapting to new instructional methods complicate classroom management and student engagement. However, inadequate training on the structure of curriculum and learning delivery has caused confusion and uncertainty. Overcoming these challenges requires strategies such as technology integration, continuous professional development, modifying lesson plans, innovative teaching approaches, and efficient time management to ensure successful curriculum implementation.

2.3. Classroom Assessment

Classroom assessment within the MATATAG curriculum aims to provide a comprehensive evaluation of student learning and development. It involves the evaluation of student performance and understanding through various assessment tools and methods (Department of Education, 2024). This process ensures that teachers can identify strengths and areas for improvement in students, allowing for targeted interventions and support. It also helps in aligning student performance with the curriculum standards and learning objectives, ensuring that educational goals are met effectively.

However, implementing these assessments poses several challenges. One primary issue is aligning assessments with the new curriculum standards. Herrera (2025) emphasized that teachers often struggle with aligning assessments to curriculum competencies due to insufficient training and limited resources. Similarly, Po (2025) found that time constraints and the complexity of performance-based assessments hinder effective evaluation practices, echoing the challenges identified in this study. Additionally, Santos and Reyes (2020) argue that integrating 21st-century skills into classroom assessments has been a significant focus. They highlight that, beyond academic knowledge, teachers must design tests that effectively measure critical thinking, problem-solving, and other essential abilities. This means that classroom assessment is another crucial component of the MATATAG Curriculum implementation. It involves the evaluation of student performance and understanding through various assessment tools and methods.

Moreover, engaging students in the assessment process is another challenge identified by the Department of Education. Teachers need to develop strategies to involve students actively in their learning and assessment, ensuring a more accurate measure of their progress (Department of Education, 2023b). Furthermore, teachers face significant challenges in the grading system, such as a lack of transparency and flexibility, which often leads to inconsistencies in evaluating student performance (Anu, 2023). Lastly, a lack of standardized assessment tools and guidelines can lead to inconsistencies in evaluating student performance (Villaver, 2024).

On the other hand, to address these challenges, schools have introduced various adaptation strategies. One such strategy is the use of formative assessment, which involves continuous evaluation of student performance throughout the learning process. This allows teachers to identify areas of improvement and provide timely feedback to students (Serrano & Enriquez, 2022). Similarly, Aquino (2024) emphasized that the use of detailed rubrics enhances transparency and consistency in evaluating student performance. Likewise, Rajak and Dey (2025) noted that incorporating diverse assessment methods, such as performance

tasks and collaborative projects, fosters a more inclusive and effective evaluation process. Additionally, differentiated assessment methods have been implemented to design assessment tools to deal with different needs of learners. Santos and Reyes (2020) highlight that continuous professional development in assessment design and implementation is crucial. They emphasize the importance of equipping educators with the necessary tools and training to develop effective classroom assessments that align with the MATATAG curriculum standards. Teachers can assess the performance of the students and promote their learning by implementing these strategies.

To sum up, the implementation of classroom assessments within the MATATAG curriculum faces challenges in developing problem-solving skills among students. These challenges include aligning assessments with new curriculum standards, integrating 21st-century skills, and engaging students actively in the assessment process. Additionally, issues in the grading system and lack of standardized assessment tools contribute to inconsistencies in evaluating student performance. Addressing these challenges requires comprehensive adaptation strategies, such as continuous professional development, proper use of assessment methods like detailed rubrics to evaluate diverse learners, and the use of formative and differentiated assessments, to ensure effective evaluation and support student learning.

2.4. Curriculum Support

Curriculum support is a critical aspect of the MATATAG Curriculum implementation. It involves the availability and adequacy of resources, training, and support systems for teachers and students (Department of Education, 2024). This framework addresses diverse student needs, aligns with curriculum standards, and fosters an environment of continuous improvement and educational excellence. Similarly, Kilag et al. (2024), that curriculum support refers to the resources, guidance, and assistance provided to educators and institutions to effectively implement and sustain educational programs. Significant problems with teacher preparation and the requirement for ongoing training were identified by the adoption of the MATATAG Curriculum in the Philippines. This support encompasses various elements, including instructional materials, professional development, administrative backing, and technological tools, everything to improve the teaching and learning process. By providing comprehensive support, schools can enhance educational outcomes and contribute to the MATATAG Curriculum effectively.

However, in curriculum support one of the primary challenges is teacher readiness. Teachers often face difficulties in adapting to new curricula due to a lack of adequate training and professional development opportunities. According to Wabingga and Tomakin, (2025), equity and inclusivity also pose significant challenges in curriculum support. It indicates that the problem of maintaining equitable access to high-quality education for all learners, despite of their backgrounds or skills, is enduring. The MATATAG Curriculum rollout emphasized the significance of inclusive education and the requirement for systems of support that accommodate a wide range of learners.

As mentioned by, Brown and Weber (2022) the impact of resource gaps on modern curriculum implementation emphasizes the need for adequate funding and resource allocation. Hence, resource constraints are a significant challenge in curriculum support. Schools often face limitations in funding, which impacts their capacity to supply the infrastructure, technology, and resources that are required. In addition, Teacher resilience is another critical factor in curriculum support. Teachers need to be resilient and adaptable to cope with the challenges of implementing new curricula. Albrecht and Sagers (2020) highlight the

importance of teacher resilience during educational reform and the need for support systems that help teachers manage stress and maintain their professional identity.

Therefore, adequate funding and resource allocation are critical to addressing the challenges of curriculum support. Schools need sufficient resources to provide instructional materials, technology, and infrastructure that align with the new curriculum standards. This includes government funding, grants, and partnerships with private organizations (Brown & Weber, 2022). Furthermore, encouraging teacher collaboration is important for curriculum support. By creating a collaborative environment, teachers can share best practices and offer mutual support to address the challenges of curriculum implementation (Almerez & Duping 2022).

Another adaptation strategy to address these challenges is continuous professional development and training for teachers is essential to ensure they are well-prepared to implement new curricula. This covers seminars, workshops, and in-service training courses that emphasize the unique requirements of educators and provide them with the necessary skills and knowledge (Pak et al., 2020). Besides, building teacher resilience and providing support systems are crucial for helping teachers cope with the challenges of curriculum implementation. This includes peer support, mentoring programs, and mental health resources (Albrecht & Saggars, 2020). According to Smith (2022), research highlights that interactive teaching methods, storytelling, hands-on activities, and strong educator-student relationships can foster engagement even without multimedia tools. This collective effort enhances the overall effectiveness of teaching strategies and ensures a more consistent and supportive approach to delivering the curriculum.

In conclusion, the challenges in curriculum support as identified in the discussion are multifaceted and significantly impact the implementation of the MATATAG Curriculum effectively. Key challenges include educator readiness, as many educators lack adequate training and professional development to adapt to new curricula. Additionally, equity and inclusivity issues hinder equality in each student should have access to high-quality education. Resource constraints, such as limited funding for materials, technology, and infrastructure, further complicate the situation. Teacher resilience is also crucial, as educators need to be adaptable and capable of managing stress to effectively implement new curricula. To overcome these difficulties, a thorough strategy with sufficient financing is needed for resource allocation, continuous professional development, and creating a collaborative environment for teachers to share best practices. Strong leadership, clear policies, and robust support systems are also essential to ensure the overall success and effectiveness of the MATATAG Curriculum.

2.5. Synthesis

The cited literature and studies focused on the encountered challenges and adaptation strategies employed to these challenges in implementing the MATATAG curriculum in terms of learning delivery, classroom assessment, and curriculum support. Moreover, existing research discussed the challenges encountered in education leaving a gap in understanding the long-term effectiveness and sustainability of the adaptation strategies in implementation of the curriculum. There is also discussed the limited exploration of how these strategies are employed in diverse learners especially when teachers' training and resource allocation influence curriculum transitions. Addressing these gaps in the synthesis provides a more comprehensive evaluation of the implementation of the curriculum and informs future improvements.

The MATATAG Curriculum, which focuses on critical skills, is a major change in the Philippine educational system that attempts to strengthen and improve instruction (Department of Education, 2024).

There have been a number of difficulties with the MATATAG Curriculum implementation in the Philippines, including equity concerns in resource allocation, teachers' need to familiarize themselves with new competencies, and heightened demands on teaching strategies and lesson planning. These challenges have resulted in increased stress and workload for educators and highlighted demands for improved assistance and professional development for teachers (Al Mamun et al., 2020; Dayola et al., 2024; Malipot, 2023).

To address these challenges, various adaptation strategies have been proposed and implemented. These strategies include enhancing professional development programs, improving resource availability and distribution, fostering collaboration among educators, integrating digital tools and resources, and promoting strong leadership and policy support. These measures aim to enhance teachers with the necessary skills, ensure equitable resource distribution, encourage best practice sharing, and provide supportive environments for successful curriculum implementation and improved educational outcomes (Cruz, 2024; Villanueva, 2018).

The cited literature and studies clarify the variables in the study by emphasizing the adaptation strategies and challenges in implementing the new curriculum. For instance, learning delivery involves academic load for teachers, increased workload and stress due to learner-centered approaches, inadequate resources and materials, time constraints, and insufficient training on the curriculum structure and pedagogy (Abaiz et al., 2025; Hernando, 2023; Kilag et al., 2024; Wabingga & Tomakin, 2025). Adaptation strategies have been proposed, including innovative teaching methods and technologies to enhance learning delivery, integrating digital tools and resources to bridge the resource gap, modifying lesson plans, efficient time management, and providing ongoing professional development to give educators the abilities and information they need to apply curricula successfully (Al Mamun et al., 2020; Hussein, 2024; Reach & Teach, 2024; Tomlinson, 2021).

In-classroom assessment includes insufficient training, complexity in performance-based assessment, aligning assessments with new curriculum standards, developing tools to accurately measure student competencies, and integrating 21st-century skills like critical thinking and problem-solving. Additionally, teachers face difficulties engaging students in the assessment process, ensuring transparency and flexibility in grading, and dealing with a lack of standardized assessment tools (Anu, 2023; Department of Education, 2023b; Herrera, 2025; Po, 2025; Santos & Reyes, 2020; Villaver, 2024). To address these challenges, schools have implemented adaptation strategies such as formative assessment, differentiated assessment methods, and continuous professional development for teachers in assessment design and implementation (Aquino, 2024; Rajak and Dey, 2025; Santos & Reyes, 2020; Serrano & Enriquez, 2022).

Finally, curriculum support involves teacher readiness due to inadequate training and professional development opportunities, equity and inclusivity issues in providing equal access to quality education, resource constraints affecting the availability of necessary materials, and technology, and the need for teacher resilience to cope with curriculum implementation (Albrecht & Saggars, 2020; Brown & Weber, 2022; Kilag et al., 2024; Wabingga & Tomakin, 2025). To address these challenges, adaptation strategies include ensuring adequate funding and resource allocation for schools, fostering teacher collaboration to share best practices and offer mutual support, providing continuous professional development and training through workshops and seminars, establishing strong leadership and clear policies to create supportive administrative environments, interactive teaching methods, hands-on activities can foster engagement even without multimedia tools, and building teacher resilience with peer support, mentoring programs, and mental health resources (Albrecht & Saggars, 2020; Almeréz & Duping, 2022; Brown & Weber, 2022; Pak et al., 2020; Smith, 2022). The

literature and studies provide a comprehensive understanding of the variable and for addressing the various challenges in ensuring the successful implementation of the MATATAG Curriculum.

3. Research Methodology

This chapter discusses the research methodology employed by the researchers in analyzing the study. This includes the research design, locale, population, instrument, data gathering procedures, and statistical treatments used to present and interpret the data are explained in this chapter.

3.1. Research Design

This research study aimed to identify the challenges and adaptation strategies employed by Grade 7 mathematics teachers in implementing the MATATAG curriculum. The study adopted a quantitative approach, utilizing descriptive research design analyses to acquire a thorough comprehension of the research problem. Descriptive research design involves gathering data using surveys and questionnaires to identify patterns, relationships, and trends among the participants. Creswell, J.W and Creswell, J.D (2018), mentioned that descriptive research design is essential for identifying and analyzing the various factors influencing participants' experiences.

The chosen research design is appropriate for this study as it enables a thorough examination of the determined challenges and the adaptation strategies used by Grade 7 mathematics teachers. By employing descriptive research design analyses, the study can provide useful information on how the MATATAG curriculum is being implemented and serve in the creation of best practices.

3.2. Research Locale

This study was conducted in Sariaya East District, located in the municipality of Sariaya, Quezon Province, Philippines. The district is home to various public high schools that significantly contribute to the educational landscape of the region. These schools fall under the jurisdiction of the Department of Education (DepEd) and tend to follow the memoranda issued by the department, including the implementation of the MATATAG Curriculum. The Department of Education (2024) states that the MATATAG Curriculum was implemented in Kindergarten, Grades 1, 4, and 7 during the 2024–2025 school year. This allowed teachers to evaluate the efficiency of the curriculum before extending it to other grade levels.

Therefore, this study focused on Grade 7 Mathematics teachers within these schools, exploring the challenges they encounter and the adaptation strategies they employ to successfully implement the MATATAG Curriculum with a focus on: curriculum support, learning delivery, and classroom assessment. By engaging with the schools in Sariaya East District, the researchers aim to gather diverse perspectives, experiences, and expertise, offering a comprehensive view of the challenges and adaptation strategies in implementing the curriculum. The information gathered from this study is instrumental in enhancing and improving curriculum implementation and meeting curriculum requirements.

3.3. Research Population

The respondents of this study were fourteen Grade 7 Mathematics teachers from six different public schools in Sariaya East District who are currently implementing the MATATAG Curriculum. The researchers employed total population sampling to select these respondents, as they possess specific characteristics and experiences relevant to the study. According to Canonizado, (2024), researchers use a type of purposive sampling method called total population sampling, in which they decide to look at the entire population with a

certain set of traits. In this case, the specific characteristic is the experience of implementing the MATATAG Curriculum.

Moreover, total population sampling allows researchers to examine small populations comprehensively by including every individual that meets the set criteria (Lærd Dissertation, 2018). The chosen respondents are those who have firsthand experience with the MATATAG Curriculum and can provide valuable insights into the challenges and adaptation strategies in implementing the new curriculum. Since the number of respondents is only 14, the total population sampling technique is appropriate because the population size with the specific characteristics of interest is typically very small.

3.4. Research Instrument

The information needed for this investigation was gathered by the researchers using a survey checklist questionnaire they created themselves. The questionnaire is divided into two sections and is built around specific information on the primary subject of the study. The initial section evaluated the challenges faced by math instructors of the seventh grade in putting the MATATAG Curriculum into practice. The second section discusses adaptation strategies for overcoming the difficulties in adopting the MATATAG Curriculum in mathematics classes for junior high school students. The survey consists of Likert-scale questions to quantify challenges related to learning delivery, classroom assessment, and curriculum support. Each sub-component consisted of ten statements, so there are sixty statements in total. The Likert scale to be used in the questionnaire consists of the following: (1) Strongly Disagree, (2) Disagree, (3) Agree, and (4) Strongly Agree. Experts in the area validate the questionnaire, and a language expert ensures validity. This approach ensures that the gathered data accurately reflects the teachers' experiences and perceptions.

3.5. Data Gathering Procedures

The researchers followed several steps to gather data for the study. They first seek permission from the head of the district office in District 2, Sariaya East, the principal, and the head teacher in Sariaya East District in the public high school to conduct the study. Once permission is granted, they developed a set of questions, which was then reviewed and validated by the experts to ensure their appropriateness and relevance. Upon approval of the questionnaire, the survey was given out by the researchers to the respondents, assuring them that their answers would be kept confidential through informed consent. The researchers waited patiently as the respondents took their time to complete and submit their responses within the day. After the survey period, the researcher collects the completed questionnaires and tallies the responses. Finally, the collected data were tallied, interpreted, and analyzed using the statistical treatments.

3.6. Statistical Treatment

After the retrieval of the questionnaire, the researchers tabulated, processed, and computed the gathered data to obtain the desired result. The Weighted Arithmetic Mean (WAM) is employed to quantify and rank the challenges and adaptation strategies related to learning delivery, classroom assessment, and curriculum support.

Formula for Weighted Arithmetic Mean (WAM):

$$WAM = \frac{\sum_{i=1}^n w_i x_i}{\sum_{i=1}^n w_i}$$

Where:

- WAM = Weighted average
- n = number of terms to be averaged
- W_i = Weights applied to x values
- X_i = values of the data to be averaged

To interpret the responses using the weighted mean, the following intervals were closely observed:

Likert scale interpretation

Scale	Range	Verbal Interpretation
4	3.26-4.00	Strongly Agree
3	2.51-3.25	Agree
2	1.76-2.50	Disagree
1	1.00-1.75	Strongly Disagree

4. Results and Discussion

This chapter presents the research findings covering the challenges encountered in implementing the MATATAG Curriculum in Sariaya East District, focusing on learning delivery, classroom assessment, and curriculum support. It also discusses how they employed adaptation strategies to overcome these challenges, providing information on developing a thorough intervention plan for successful curriculum implementation.

4.1. Challenges Encountered by the Respondents in Implementing the MATATAG Curriculum

The MATATAG Curriculum, introduced by DepEd, aims to enhance learning but presents challenges for educators. This section explores difficulties in learning delivery, classroom assessment, and curriculum support, highlighting areas for improvement to aid teachers in adapting effectively.

Table 1: Challenges Encountered by the Respondents in Implementing the MATATAG Curriculum in terms of Learning Delivery

Indicators	WAM	Verbal Interpretation
I experience challenges due to time constraints that affect my effective delivery of the curriculum.	3.14	Agree
I find that the MATATAG curriculum provides limited training opportunities (such as workshops on competency-based instruction) to support effective implementation.	2.86	Agree
I often feel overwhelmed by the amount of content that needs to be covered in the MATATAG curriculum.	2.71	Agree
I find it challenging to familiarize myself with the new competencies of the MATATAG curriculum.	2.57	Agree
I find that the MATATAG curriculum lacks sufficient guidance on how to effectively integrate technology into teaching practices (such as using digital tools for lessons and assessments).	2.29	Disagree
I feel that the MATATAG curriculum does not align well with my students learning needs (such as providing strategies for different skill levels and learning styles).	2.21	Disagree
I find the pace of the MATATAG curriculum unmanageable for my students.	2.21	Disagree
I believe that the MATATAG curriculum lacks detailed guidance for lesson planning in Grade 7 mathematics (such as structured pacing guides and lesson exemplars).	2.21	Disagree
I find it difficult to integrate the MATATAG curriculum into my existing lesson plans.	2.00	Disagree
I do not feel confident in using the new pedagogical approaches introduced by the MATATAG curriculum (such as inquiry-based learning), which emphasize learner-centered methods and encourage interactive and innovative teaching practices.	1.93	Disagree
Average Weighted Arithmetic Mean	2.41	Disagree

Note. The WAM for weighted arithmetic mean was used to interpret the survey responses. In this context, the range of 1.00 - 1.75 indicates Strongly Disagree, the range of 1.76 - 2.50 indicates Disagree, the range of 2.51 - 3.25 indicates Agree, and 3.26 - 4.00 indicates Strongly Agree.

Table 1 on the next page shows the survey results of respondents based on their encountered challenges in implementing the MATATAG Curriculum in terms of learning delivery. The average Weighted Arithmetic Mean (WAM) of 2.41 was interpreted as Disagree, indicating that respondents did not experience significant difficulties when it came to the delivery of learning. However, specific challenges emerged, such as time restraints, inadequate training, overwhelming amount of content, and familiarization with the new competencies. Likewise, according to Abaiz et al.'s 2025 study that this shift has led to increased workload and stress among teachers, impacting their professional identity and resilience, and this challenge results in limited training opportunities for transitioning to the curriculum.

According to the data, instructors usually struggle with statement 5, which states that time constraints hinder their ability to effectively teach the curriculum. The highest weighted arithmetic mean, 3.14, was interpreted as Agree. This suggests that teachers struggle to cover key topics in the allocated teaching time, which might affect their learning outcomes for students. Similarly, Kilag et al. (2024) highlight that the educators struggle with time constraints. It highlights how instructors face significant challenges due to time constraints, which limit their abilities to create complete and interesting lesson plans.

Additionally, in statement 2, limited training opportunities to support effective implementation have the second highest weighted arithmetic mean of 2.86, which is interpreted as Agree. Educators may find it difficult to adapt to new instructional methodologies and assessment strategies due to inadequate professional development sessions. While statement 10 states that handling too much amount of content that needs to be covered in the MATATAG curriculum has 2.71 WAM, which is interpreted as Agree. It highlights that without well-defined teaching strategies, guides, and an efficient curriculum, educators may struggle to balance content coverage with meaningful student engagement. Moreover, Abaiz et al. (2025) mentioned that the transition of the curriculum has led to increased workload among teachers. This author also mentioned that limited training opportunities for transitioning to the curriculum are one of the challenges.

Furthermore, statement 1 states the familiarization with the new competencies was also challenged to the respondents, with the third highest weighted arithmetic mean of 2.57 was interpreted as Agree. This suggests that teachers struggle to adapt to newly introduced standards, possibly due to insufficient guidance or training. Based on the study of Malipot (2023) found the primary challenges are familiarization with new competencies. It highlights that the unfamiliarity could impact lesson delivery, assessment strategies, and overall teaching effectiveness.

Table 2 shows the survey results addressing the challenges respondents faced in classroom assessment under the MATATAG Curriculum. The average Weighted Arithmetic Mean of 2.53, with the verbal interpretation of Agree, indicating that teachers generally acknowledge difficulties in effectively implementing assessment strategies. The findings reveal that educator face challenges in aligning assessments with curriculum competencies, adapting and administering evaluations within limited timeframes, managing performance-based assessments, integrating technology into the classroom, and balancing various assessment types. As mentioned by Villaver (2024), a lack of standardized assessment tools and guidelines can lead to inconsistencies in evaluating student performance. These results highlight the need for improved support and resources to enhance assessment practices.

Table 2: Challenges Encountered by the Respondents in Implementing the MATATAG Curriculum in terms of Classroom Assessment

Indicators	WAM	Verbal Interpretation
I find the MATATAG curriculum challenging for implementing performance-based assessments due to time demands, real-world application requirements, and alignment with new standards.	2.93	Agree
I find it challenging to maintain a balance between formative and summative assessments within the MATATAG framework due to its demands and requirements.	2.86	Agree
I feel that there is insufficient time allocated for adapting and administering assessments.	2.71	Agree
I face challenges integrating technology into classroom assessments, limiting my ability to implement diverse and effective evaluation method.	2.64	Agree
I encounter challenges in aligning my assessments with the learning competencies of the MATATAG curriculum.	2.57	Agree
I see a lack of professional development opportunities focused on classroom assessment.	2.43	Disagree
I find it overwhelming to manage the variety of assessment methods required, including authentic assessments.	2.36	Disagree
I experience difficulties with the classroom assessment requirements in the MATATAG curriculum (such as designing competency-based tasks, applying performance standards, and balancing formative and summative assessments).	2.36	Disagree
I noticed that the criteria for evaluating student performance are not clearly defined.	2.29	Disagree
I find it difficult to understand and implement the assessment policies outlined in the MATATAG curriculum.	2.14	Disagree
Average Weighted Arithmetic Mean	2.53	Agree

Note. The WAM for weighted arithmetic mean were used to interpret the survey responses. In this context, the range of 1.00 - 1.75 indicates Strongly Disagree, the range of 1.76 - 2.50 indicates Disagree, the range of 2.51 - 3.25 indicates Agree, and 3.26 - 4.00 indicates Strongly Agree.

The data explicitly shows in statement 5 that the respondents found it challenging to implement performance-based assessments due to time demands, real-world application requirements, and alignment with new standards, which had the highest WAM of 2.93, was interpreted as Agree. This suggests that respondents generally recognize time demands as a significant challenge in implementing these assessments, including designing tasks, creating rubrics, and providing individualized feedback. These findings are supported by Villaver (2024), emphasizing that the lack of standardized assessment tools and guidelines can lead to inconsistencies in evaluating student performance. It means that without established frameworks, teachers must devise their evaluation metrics, which can lead to variability in grading and a heavier workload.

Furthermore, statement 6 states that balanced formative and summative assessments to its criteria and expectations; this statement prevents successful evaluation methods from obtaining the second highest WAM of 2.86, which was interpreted as Agree. This implies that teachers struggle to effectively include two forms

of evaluations, which may as a consequence of the considerable time and work needed to create, administer, and evaluate the outcomes for each. Herrera (2025) emphasized that teachers often struggle with aligning assessments to curriculum competencies due to insufficient training and limited resources. This suggests that teachers might not have enough guidance on how to create and administer tests that are in line with learning objectives.

In addition, statement 3 stated that there is insufficient time allocated for adapting and administering assessments, got the third highest average Weighted Arithmetic Mean of 2.71, interpreted as Agree. This finding suggests that educators consistently face challenges in effectively managing assessments due to time constraints. Similarly, Po (2025) found that time constraints and the complexity of performance-based assessments hinder effective evaluation practices, echoing the challenges identified in this study. It means that when educators are overwhelmed by the demands of assessments, they may struggle to conduct thorough evaluations, potentially impacting the overall effectiveness of student learning assessments.

Table 3: Challenges Encountered by the Respondents in Implementing the MATATAG Curriculum in terms of Curriculum Support

Indicators	WAM	Verbal Interpretation
I find that the insufficient allocation of technological resources (like laptops, projectors, and internet access) prevents me from effectively integrating the MATATAG curriculum.	2.64	Agree
I feel that insufficient funding for classroom resources (like manipulatives, charts, and posters) limits the delivery of the MATATAG curriculum.	2.64	Agree
I find that the absence of accessible multimedia teaching aids (such as videos and interactive simulations) prevents me from engaging students fully with the MATATAG curriculum.	2.43	Disagree
I believe that the limited access to essential resources (such as online professional development tools like webinars or e-learning modules) restricts my preparedness and hinders the proper implementation of the MATATAG curriculum.	2.43	Disagree
I feel that the outdated teacher reference materials (including curriculum guides and manuals) hinder my ability to deliver the MATATAG curriculum as intended.	2.43	Disagree
I feel that the outdated teacher reference materials (including curriculum guides and manuals) hinder my ability to deliver the MATATAG curriculum as intended.	2.43	Disagree
I feel that the instructional materials provided for the MATATAG curriculum (such as lesson exemplars, activity sheets, assessment rubrics and books) are not relevant and up-to-date.	2.29	Disagree
I noticed that there are limited collaboration opportunities with colleagues for curriculum support.	2.29	Disagree
I see that professional development programs do not address the specific needs of the MATATAG curriculum.	2.07	Disagree
I find curriculum support materials difficult to access or unavailable.	1.93	Disagree
Average Weighted Arithmetic Mean	2.36	Disagree

Note. The WAM for weighted arithmetic mean was used to interpret the survey responses. In this context, the range of 1.00 - 1.75 indicates Strongly Disagree, the range of 1.76 - 2.50 indicates Disagree, the range of 2.51 - 3.25 indicates Agree, and 3.26 - 4.00 indicates Strongly Agree

Table 3 on the next page presents the challenges related to curriculum support, with a Weighted Arithmetic Mean of 2.36, interpreted as Disagree. This indicates that respondents generally did not perceive curriculum support as a challenge. However, specific concerns such as inadequate funding and insufficient technological resources were identified as barriers to effective curriculum implementation. As mentioned by Brown and Weber (2022), the impact of resource gaps on modern curriculum implementation emphasizes the need for adequate funding and resource allocation.

The data explicitly shows that indicators were interpreted as Disagree. While the statement 5 shows a lack of technological resources was identified as a significant challenge, using the MATATAG Curriculum has the highest weighted arithmetic mean of 2.64, with the description of Agree. It emphasizes that instructors and students could find it difficult to fully benefit from the curriculum if they do not have enough access to technology, internet connectivity, or instructional software.

These findings align with Kilag et al. (2024), who emphasize the importance of adequate resources in achieving curriculum success. This implies that alternatives for interactive learning, evaluation techniques, and course delivery may all be affected by this constraint.

Additionally, statement 6 stated that resource constraints, such as insufficient funding, were found to be challenges in implementing the MATATAG curriculum got the second highest weighted arithmetic mean of 2.64, with the description of Agree. It implies that teachers' access to professional development seminars, instructional materials, and student learning aids may be affected by a lack of funding, which might have an effect on the standard of education. Moreover, the findings connect with the challenges described by Brown and Weber (2022), emphasizing that modern curriculum implementation requires adequate funding and resource allocation. Their study highlights that without sufficient investment, schools face operational difficulties that hinder curriculum effectiveness, such as a lack of materials, outdated facilities, and inadequate teacher training opportunities.

However, in statement 3 states that the absence of accessible multimedia teaching aids (such as videos and interactive simulations) prevents educators from engaging students fully with the MATATAG curriculum, was third a third-highest WAM of 2.43 was interpreted as Disagree. This suggests that educators may not see the absence of these tools as a barrier to student engagement. As mentioned by Smith (2022), highlights that interactive teaching methods, storytelling, hands-on activities, and strong educator-student relationships can foster engagement even without multimedia tools. It means the absence of accessible multimedia teaching aids, such as videos and interactive simulations, does not prevent educators from engaging students effectively.

4.2. Adaptation Strategies of the Respondents as Regards to Challenges Encountered in Implementing the MATATAG Curriculum

While there are a number of challenges in implementing the MATATAG Curriculum, educators have developed various strategies to navigate these difficulties effectively. This section explores the adaptation strategies employed by respondents to overcome obstacles related to learning delivery, classroom assessment,

and curriculum support, highlighting the practical solutions that enhance curriculum implementation, improve teaching practices, and support the students in their learning experiences.

Table 4 shows the adaptation strategies employed by respondents to enhance learning delivery while implementing the MATATAG Curriculum. The Weighted Arithmetic Mean (WAM) of 3.23, interpreted as Agree, indicates that respondents actively apply effective strategies to address challenges. This shows that respondents excel in collaborative methods, lesson pacing, and innovative teaching approaches, they have fewer opportunities for professional development and training programs. Based on the study of Hussein (2024), innovative teaching strategies enhance student engagement and practical implementation of ideas, highlighting the significance of ongoing professional growth.

Table 4: Adaptation Strategies by the Respondents in Implementing the MATATAG Curriculum in terms of Learning Delivery

Indicators	WAM	Verbal Interpretation
I adjust my teaching pace to ensure all students can follow and understand the lessons.	3.50	Strongly Agree
I use collaborative teaching methods (like group projects, peer discussions, and cooperative learning activities) to effectively manage content delivery.	3.50	Strongly Agree
I modify lesson plans based on student feedback and performance data.	3.36	Strongly Agree
I employ effective time management strategies and prioritize key learning objectives.	3.36	Strongly Agree
I implement innovative teaching approaches to address challenges in the MATATAG curriculum (such as differentiated instruction, project-based learning, and incorporating real-world problem-solving activities).	3.36	Strongly Agree
I follow the provided curriculum guidelines and supplement them with additional resources, such as sample lesson plans, subject-specific teaching aids, and research-based strategies, to enhance my lesson planning.	3.36	Strongly Agree
I regularly monitor and evaluate my teaching methods to ensure effective curriculum delivery.	3.21	Agree
I participate in hands-on workshops aimed at developing strategies for effective curriculum implementation in diverse classroom settings.	3.00	Agree
I join training programs exclusively dedicated to integrating digital tools and technology into teaching practices to align with curriculum goals.	2.86	Agree
I attend regular professional development sessions that focus on mastering the specific competencies outlined in the MATATAG curriculum.	2.79	Agree
Average Weighted Arithmetic Mean	3.23	Agree

Note. The WAM for weighted arithmetic mean was used to interpret the survey responses. In this context, the range of 1.00 - 1.75 indicates Strongly Disagree, the range of 1.76 - 2.50 indicates Disagree, the range of 2.51 - 3.25 indicates Agree, and 3.26 - 4.00 indicates Strongly Agree.

The data explicitly shows in statement 8 that the ability of teachers to effectively adjust their teaching pace to ensure that all students can follow, with the highest WAM of 3.50, interpreted as Strongly Agree. These findings suggest that by modifying their teaching pace, educators can ensure that students fully understand subjects and reduce the possibility of knowledge gaps.

Similarly, Hussein (2024) argues that innovative teaching approaches enhance student engagement and real-world application of concepts. It means that when educators blend adaptive pacing with modern teaching strategies, they foster a dynamic learning experience that is both responsive and impactful.

Reflected in statement 5 that educators use collaborative teaching methods (like group projects, peer discussions, and cooperative learning activities) to effectively manage content delivery has the second highest WAM of 3.50, interpreted as Strongly Agree. This suggests that educators highly value group projects, peer discussions, and cooperative learning activities to enhance content delivery, that students work together, and that active engagement occurs beyond the classroom. As mentioned by Al Mamun et al. (2020, integrating different strategies can provide students with engaging and interactive learning experiences. It highlights that having an inclusive atmosphere and being more engaging can be created through active learning strategies where students may apply ideas in real-world situations instead of simply passively absorbing knowledge.

Additionally, statement 4 states that respondents modify lesson plans based on student feedback and performance data has the third highest WAM of 3.36 which interpreted as Strongly Agree. Educators recognize the value of modifying lesson plans based on student feedback and performance data. They are adapting lesson plans to ensure that instruction is tailored to meet individual learning needs, allowing teachers to address areas where students struggle while reinforcing concepts they grasp quickly. Similarly, Tomlinson (2021) emphasizes that modifying lesson plans based on feedback helps teachers address individual learning needs. It means that by analyzing student responses, assessments, and classroom interactions, teachers can refine their strategies to create a more inclusive and dynamic learning environment.

Table 5 presents the strategies employed by participants to address classroom assessment challenges in implementing the MATATAG Curriculum. The Weighted Arithmetic Mean of 3.11, interpreted as Agree, indicates that respondents utilize various approaches to align their assessments with curriculum standards. Rajak and Dey (2025) noted that incorporating diverse assessment methods, such as performance tasks and collaborative projects, fosters a more inclusive and effective evaluation process.

The data explicitly shows in statement 2 state using clear and comprehensive rubrics for performance evaluation of the students has the highest weighted arithmetic mean of 3.43, with a verbal interpretation of Strongly Agree, which received the highest rank. This finding implies that teachers generally understand the value of detailed rubrics in assessment as they offer precise pointers for assigning grades, assuring fairness and consistency in the evaluation of student performance. As mentioned by Aquino (2024) that the use of detailed rubrics enhances transparency and consistency in evaluating student performance. It shows that a well-designed rubric gives students accurate feedback on their areas of strength and growth while limiting subjective bias in evaluation.

Table 5: Adaptation Strategies by the Respondents in Implementing the MATATAG Curriculum in terms of Classroom Assessment

Indicators	WAM	Verbal Interpretation
I develop clear and comprehensive rubrics for student performance evaluation.	3.43	Strongly Agree
I use a variety of assessment methods to evaluate student learning.	3.36	Strongly Agree
6. I consistently use student assessment results to improve my instruction.	3.14	Agree
I use available digital tools to enhance my assessment methods.	3.14	Agree
I allocate dedicated time for designing, developing and administering assessment.	3.07	Agree
I participate in professional development focused on performance-based assessments.	3.07	Agree
I participate in training programs to improve my methods in crafting effective formative and summative assessments (like seminars on alternative assessment strategies, and courses on data-driven decision-making in education).	3.07	Agree
I consult curriculum experts for guidance and support regarding assessment practices.	3.00	Agree
I facilitate and administer project-based assessments to align with the assessment requirements of the MATATAG curriculum.	3.00	Agree
I use assessment mapping to align assessment with the learning competencies of the MATATAG curriculum.	2.86	Agree
Average Weighted Arithmetic Mean	3.11	Agree

Note. The WAM for weighted arithmetic mean was used to interpret the survey responses. In this context, the range of 1.00 - 1.75 indicates Strongly Disagree, the range of 1.76 - 2.50 indicates Disagree, the range of 2.51 - 3.25 indicates Agree, and 3.26 - 4.00 indicates Strongly Agree.

Moreover, statement 4, indicating diverse assessment methods, shows the willingness of the teachers to go beyond traditional tests by incorporating a variety of tools to evaluate the learners, has the second highest WAM of 3.36, interpreted as Agree. It suggests that educators recognize the value of incorporating multiple evaluation tools to provide a more comprehensive understanding of the abilities and learning progress of the students. Similarly, Rajak and Dey (2025) noted that incorporating diverse assessment methods emphasizes a more inclusive and effective evaluation process. This highlighted that teacher may accommodate various learning styles and ensure that students can demonstrate their knowledge in relevant and customized ways by incorporating a variety of assessment procedures.

However, the statement 6 states that respondents consistently use student assessment results to improve their instruction, has the third highest WAM of 3.14, which is interpreted as Agree. This suggests that educators recognize the value of analyzing assessment data to refine their teaching approaches. Likewise, to study of Serrano & Enriquez (2022) allows teachers to identify areas of improvement and provide timely

feedback to students. It highlights that when assessments are used strategically, they become more than just evaluation tools; they serve as guiding mechanisms to optimize instruction and student success.

Table 6 shows the results of Weighted Arithmetic Mean (WAM) of 3.20, interpreted as Agree, indicating that respondents adopt strategies to overcome resource limitations and other challenges in curriculum implementation. These strategies contribute to enhanced curriculum support, allowing teachers to navigate constraints effectively. The findings suggest that educators employ adaptive measures, such as resource-sharing, innovative instructional methods, and collaboration, to ensure the successful implementation of the MATATAG Curriculum despite existing limitations. Similarly, according to Almercz and Duping 2022, by creating a collaborative environment, teachers can share best practices and offer mutual support to address the challenges of curriculum implementation. This highlights their resilience and commitment to delivering quality education while overcoming systemic challenges.

Table 6: Adaptation Strategies by the Respondents in Implementing the MATATAG Curriculum in terms of Curriculum Support

Indicators	WAM	Verbal Interpretation
I proactively search for and utilize additional resources.	3.50	Strongly Agree
I actively seek additional instructional resources and funding opportunities to support curriculum implementation.		Strongly Agree
I collaborate with colleagues to share strategies and resources for curriculum support.	3.36	Strongly Agree
I find creative solutions to address resource limitations, such as utilizing free online resources and collaborating with community organizations for support.	3.29	Strongly Agree
7. I adapt the provided curriculum support to better fit classroom needs by customizing materials and strategies based on student feedback and classroom dynamics.	3.29	Strongly Agree
I conduct regular reviews of curriculum materials to ensure they are current and relevant to the MATATAG curriculum, including exploring digital platforms and tools to enhance curriculum implementation.	3.29	Agree
I participate in training programs dedicated in enhancing competency-based teaching strategies specifically aligned with the MATATAG curriculum.	3.07	Agree
I maximize the use of available materials and seek additional resources.	3.07	Agree
I advocate for increased administrative support for curriculum implementation.	3.07	Agree
I maintain regular communication with school administration to express my needs and concerns regarding the MATATAG curriculum.	3.07	Agree
	3.00	
Average Weighted Arithmetic Mean	3.20	Agree

Note. The WAM for weighted arithmetic mean were used to interpret the survey responses. In this context, the range of 1.00 - 1.75 indicates Strongly Disagree, the range of 1.76 - 2.50 indicates Disagree, the range of 2.51 - 3.25 indicates Agree, and 3.26 - 4.00 indicates Strongly Agree.

The data explicitly shows the adaptability of the respondents to address curriculum support challenges. The findings of the study demonstrate that statement 8 states continually seek and utilize use of additional resources, has the highest weighted arithmetic mean of 3.50, which is indicated as Agree. This result suggests that educators actively explore and use additional materials to enhance their teaching, ensuring that students receive better learning experiences beyond the standard curriculum. Based on the study by Brown and Weber 2022, schools need sufficient resources to provide instructional materials, technology, and infrastructure that align with the new curriculum standards. It highlights the adequate funding and support that enable institutions to provide essential resources for student learning and teacher effectiveness.

Moreover, the statement 2 indicates seeking additional instructional resources and funding opportunities to support curriculum implementation with the second highest WAM of 3.36, interpreted as Strongly Agree. The result highlights a general agreement among respondents that sufficient financing and resources are necessary for the successful implementation of the MATATAG curriculum. Based on the study of Brown and Weber (2022), adequate funding and resource allocation, including government funding, grants, and partnerships with private organizations, are needed to support the curriculum. It emphasizes that a strong financial foundation ensures quality educational materials, teacher training, and access to technology, all of which enhance student learning.

In addition, statement 4 encouraging collaboration among colleagues got third 3.29 WAM, interpreted as Strongly Agree. This suggests that educators recognize the importance of teamwork and shared learning in successfully implementing the MATATAG curriculum. Similarly, Almerez and Duping (2022) emphasized that creating a collaborative environment helps address the challenges of curriculum implementation. It means that when teachers work together, they can develop innovative approaches to lesson planning, classroom management, and student engagement, leading to enhanced learning outcomes.

4.3. Output of the Study

The researchers came up with this type of output since the results of this study showed that Grade 7 math instructors encounter a number of challenges while implementing the MATATAG Curriculum in terms of classroom assessment. These include issues such challenges in aligning performance-based assessments with curriculum standard, balancing formative and summative assessments within the MATATAG framework, insufficient time allocated for adapting and administering assessments, integrating technology into classroom assessments can limit the ability of the teachers to implement diverse and effective evaluation method, and aligning assessments with the learning competencies of the MATATAG curriculum. However, teachers have demonstrated adaptability by employing different strategies, such as developing a clear and comprehensive rubric for student performance evaluation and using a variety of assessment methods to evaluate student learning.

The researchers of this study proposed a webinar plan that focuses on strengthening the adaptation strategies in implementing the MATATAG curriculum. This webinar plan is a kind of program that provides the most appropriate intervention plan for addressing the challenges and adaptation strategies identified in this study. Additionally, a webinar plan allows grade 7 mathematics teachers to engage, sharing insights and

experiences, and have a collaborative discussion with peers who face a similar challenge flexibly because webinar meeting is accessible to a broad audience from different areas where teachers and stakeholders can participate without the limitations of travel and less consuming for transportation expenses. Moreover, this intervention plan can be used for continuous learning and future training to ensure that educators are successfully implementing the MATATAG Curriculum in their classrooms.

Based on the findings of this study, instructors require assistance to successfully administer the MATATAG Curriculum. As stated by Pak et al. (2020), in-service training programs, workshops, and seminars that concentrate on the particular needs of teachers and provide them with the skills and information they need are all part of continuous professional development and training for educators. It means that by offering structured training and professional development on aligning assessments with learning competencies, balancing formative and summative assessment, integrating technology, time management for adapting and administering assessment, and aligning assessment with learning competencies are addressed in this webinar plan. Therefore, this approach not only interprets the results as evidence of needs but also provides actionable steps towards resolving the core issues in the new curriculum.

The significance of this proposed webinar plan helps to address the gap between policy and classroom implementation. This webinar plan contributes to improving teaching quality, student learning experiences, and the overall success of the MATATAG Curriculum in the area of fundamental education. Therefore, by providing teachers with skills and their adaptation strategies that they employ to the encountered challenges, the intervention plan promotes well-ordered curriculum implementation and fosters professional growth.

5. Summary of Findings, Conclusions, and Recommendations

The results of this research are summed up in this chapter. It contains an overview of the data collected, a conclusion derived from the data, and a recommendation regarding challenges and strategies for adaptation in MATATAG curriculum implementation based on the findings of this study and analysis.

5.1. Summary of Findings

The following are the key conclusions of this study, which were derived from the information provided by the respondents.

- Based on the results, in the area of learning delivery, respondents disagreed, with a WAM of 2.41. In addition, for classroom assessment, the response of the respondents agreed with a WAM of 2.53. Moreover, challenges in curriculum support were respondents, identified disagreed with a WAM of 2.36.
- The study found that respondents employed different strategies to address the identified challenges. In learning delivery, respondents agreed with a WAM of 3.23. For classroom assessment, respondents agreed with a WAM of 3.11. Moreover, in curriculum support, respondents agree with a WAM of 3.20.
- This study proposed an intervention plan to address the encountered challenges. The proposed intervention plan is a webinar plan focused on the professional development of the teachers that enhances their skills and knowledge. This output can be used for continuous learning and future training to ensure that educators are successfully implementing the MATATAG Curriculum in their classrooms. It contributes to improving teaching quality, student learning experiences, and the overall success of the MATATAG Curriculum in the field of basic education.

5.2. Conclusions

The findings have led the researchers to the following conclusion. After analyzing the data, the current researchers arrived at the following conclusions.

- The respondents do not face difficulties in implementing the MATATAG curriculum, but specific challenges identified through the survey results of this study, particularly in learning delivery these include time constraints, familiarization, and excessive content create difficulties to effective implementation. While in the classroom, assessment found that respondents encountered challenges these includes, including balancing diverse evaluation methods, aligning performance-based assessments and standard testing, which proved challenging due to time demands and alignment with updated standards of the new curriculum. Additionally, in curriculum support, limited access to funding and technology, educators faced difficulties.
- The respondents adopted various adaptation strategies to facilitate curriculum implementation. They adjusted lesson pacing, employed collaborative and innovative teaching methods, and optimized time management to improve learning delivery. In classroom assessment, teachers utilized diverse evaluation techniques, integrated technology into assessment practices, and developed clear grading tools such as rubrics. They also engaged in training sessions and sought expert advice to enhance their assessment strategies. To strengthen curriculum support, educators explored additional resources, collaborated with

peers, and customized instructional content to meet student needs. The survey results highlight the need for increased administrative support, particularly in funding and allocation of resources, to maintain the effectiveness of the MATATAG Curriculum implementation.

- Based on the challenges encountered, this study proposes a webinar plan as an intervention to focus on enhancing the skills and the adaptability of the teachers to address these needs. This initiative supports continuous learning and future training, ensuring that educators can implement the curriculum successfully in their classrooms. Therefore, the intervention plan aims to improve teaching quality, develop student learning experiences, and help the MATATAG curriculum in basic education succeed overall.

5.3. Recommendations

Based on the findings and conclusions of this study, there are the following recommendations are offered by the researchers and are hereby given for the teachers, school administrations, learners, and future researchers.

- The Teachers are encouraged to work as a team, motivated to work together by sharing lesson plans, teaching materials, and experiences on the teaching methods they employ in implementing the MATATAG curriculum. Additionally, teachers may set a well-organized teaching schedule, create a clear and structured timeline for lessons to maintain a good balance between teaching and student learning. The researchers also suggest improving and developing their learning materials, like additional teaching resources such as videos and interactive tools, to make lessons more engaging and easier to understand learning materials. To do so, teachers can incorporate various strategies in their teaching methods, attend more seminars and training, and seek more support from the administration. Through this, teacher improves their ability to adapt to the implementation of the new curriculum.
- Educational Policymakers are encouraged to provide structured training sessions and develop curriculum alignment workshops to support teachers in understanding and implementing adaptation strategies. The researchers also recommend establishing clear guidelines and resources that help to address the gaps between classroom instruction and policy.
- Additionally, school administrators are recommended to provide assessment training, strengthen professional development, and promote time management strategies. They need to enhance classroom support, allocate resources effectively, and ensure regular curriculum review to improve implementation. Creating institutional support mechanisms and fostering a collaborative environment among teachers can facilitate a successful transition into curriculum implementation.
- The researchers also recommend that Future Researchers expand on this study to further improve its findings by investigating long-term impacts of curriculum adaptation and assessing how continuous professional development affects teaching outcomes. Further research can explore effective policy frameworks that enhance sustainability and innovation in the implementation of the MATATAG curriculum.

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-The Researchers

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Appendix A. Output of the Study

TRAINING AND PROFESSIONAL WEBINAR PLAN

Proponents: Advincula, Michelle A., and Remolona, Jewelle O.

Empowering Grade 7 Mathematics Teachers: Adaptation Strategies for Curriculum Transition

RATIONALE OF THE WEBINAR PLAN

The transition of curriculum in education continues due to the encountered challenges, and to address these challenges, the Department of Education has released a new curriculum. The MATATAG Curriculum that the Department of Education has introduced in the Philippine education system aims to make the content more efficient, strengthen foundational skills, and promote more relevant and responsive learning. While this initiative promises significant improvements, its implementation in key learning areas, particularly Mathematics, has presented specific challenges for educators, particularly in the domain of classroom assessment.

This training and professional development webinar plan was designed as a direct response to the experiences and responses of Grade 7 Mathematics teachers who are in the first batch of implementing the MATATAG Curriculum. Based on the findings of this study, teachers experience difficulties in ensuring that performance-based assessments meet the required learning competencies, balancing formative and summative evaluations within the MATATAG framework, and managing the time constraints associated with adapting and administering assessments. Additionally, technological limitations hinder the effective integration of diverse and innovative assessment methods, further complicating efforts to evaluate student learning accurately.

However, despite these challenges, educators have demonstrated resilience and adaptability by employing proactive strategies to refine their assessment practices. Many have developed clear and comprehensive rubrics for evaluating student performance, explored a variety of assessment methods to measure learning effectively, and sought professional development opportunities to enhance their expertise. This webinar plan aims to expand on existing efforts of the educators by strengthening what they are currently doing effectively and providing them with new resources, strategies, and chances for collaboration. Furthermore, the identified core challenges of this research will result in a program that is structured into four interactive sessions. Topics include understanding classroom assessment challenges in MATATAG, strategies for effective performance-based assessment, leveraging technology in classroom assessments, and professional growth and post-webinar collaboration. So, to achieve this, the webinar plan follows a practical and innovative approach delivered through a two-day online webinar. Throughout these sessions, participants will engage in expert-led discussions, peer collaboration, and reflective sharing to ensure the training aligns with real classroom experiences. Participants are expected to gain a deeper understanding of assessment strategies within the MATATAG Curriculum, develop more effective and time-efficient methods, and enhance their ability to develop and administer assessments that foster student learning.

Therefore, participants are encouraged to join post-training support initiatives, including online learning modules, mentorship circles, and resource-sharing platforms. This continued engagement aims to cultivate a culture of collaboration, innovation, and resilience, equipping Grade 7 Mathematics teachers with the confidence and competence needed to navigate assessment challenges successfully.

I. TITLE	Empowering Grade 7 Mathematics Teachers: Adaptation Strategies for Curriculum Transition
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II. OBJECTIVES	This two-day webinar aims to enhance the ability of Grade 7 Mathematics teachers to design and implement effective classroom assessments within the MATATAG Curriculum. Through an interactive and solution-oriented approach, participants will: ● Explore new strategies for aligning assessments with learning competencies. ● Learn to balance formative and summative assessments for better student progress tracking. ● Develop time-efficient and technology-supported assessment methods. ● Establish a sustainable post-training network for assessment innovation.	
III. TARGET AND NUMBER OF PARTICIPANTS	● Grade 7 mathematics teachers ● Other Teachers that willing to join. ● School administrators Total number of participants: Approximately 50–100 participants Note: The final number of participants for this webinar program has yet to be confirmed. The current estimate represents the potential number of attendees who may join, but actual participation will depend on registration and confirmation.	
IV. MODE OF DELIVERY	● Online Webinar (Google Meet) ● Chat-based Q&A and live polls for interactive and collaboration segments.	
V. DURATION	● Two-day webinar, each day with two sessions (8 hours each). Total Time: 16 hours	
VI. FUNDING SOURCE	● General Fund or Registration Fee (if applicable). ● Possible support from the DepEd Division or external education partners.	
VII. PROPOSED BUDGET		
Item	Description	Estimated Cost
1. Tokens for Facilitators	Payment for expert facilitators who will lead the sessions. (Internal educators or speakers)	PHP 8,000
2. Promotional Materials	Design and printing of flyers, banners, and email templates for promotion and invitations.	PHP 1,000
3. Participant Certificates	Printing and distribution of digital certificates of completion for participants.	PHP 1,000
4. Administrative Expenses	Miscellaneous costs for the coordination and management of the event.	PHP 3,000
5. Technical Assistance	Hiring technical support to ensure the smooth operation of the webinar sessions.	PHP 1,500
6. Miscellaneous Expenses	Emergency funds for any last-minute needs or unexpected expenses.	PHP 2,000
Total estimated cost:		PHP 64,500
VIII. MATERIALS	● Digital session guides ● Sample lesson pacing guides ● Assessment templates and rubrics	

	Access to webinar recordings and a digital resource (e.g., Google Drive).	
X. EXPERTISE	Recruit experienced mathematics educators and school-based facilitators to lead program sessions, ensuring mentorship and guidance for participants using internal expertise within the school community.	
WEBINAR SCHEDULE AND CONTENT		
DAY 1: Aligning Classroom Assessments with Curriculum Goals		
Session 1: Understanding Classroom Assessment Challenges in the MATATAG Curriculum		
Time	Activity/Topic	Speaker/Facilitator
8:00 - 8:15	Opening Program & Welcome Remarks	School Principal
8:15 - 8:30	Rationale of the Webinar	Lead Researcher or Project Proponent
8:30 - 9:00	Curriculum Standards and Assessment Framework. - Overview of MATATAG learning competencies. - Significance of classroom assessment in strengthening foundational math skills	DepEd Curriculum Implementation Expert
9:00 - 10:00	Challenges in Implementing MATATAG Assessments. - Discussing the findings of the study and recent studies on assessment difficulties. - Interactive poll: Identifying the most common challenges faced by teachers.	Master Teacher in Math or Regional Trainer
10:00 - 10:15	Break session.	--
Session 2: Strategies for Effective Performance-Based Assessment.		
10:15 - 11:30	Aligning Assessments with Curriculum Standards. - How to design assessments that align with MATATAG learning goals. - Sample rubric development for performance-based evaluations.	Assessment Specialist
11:30 - 12:00	Collaborative Activity: Designing Aligned Assessments. - Participants draft classroom assessment tasks in small groups. - Sharing results & peer feedback.	Session Facilitator
12:00 - 1:00	Lunch break	--
1:00 - 2:00	Incorporating Formative Assessment in Daily Lessons. Quick quizzes, exit slips, and reflection journals for real-time feedback. Building assessment cycles for continuous student improvement.	Master Teacher
2:00 - 2:30	Balancing Formative and Summative Assessments. Effective strategies for low-stakes and high-	Master Teacher

	stakes evaluation. Sample assessment modifications for student-centered learning.	
2:30 - 2:45	Break Session	--
2:45 - 3:45	Interactive Group Session: Building an Effective Assessment Plan. Teachers collaborate on a mock assessment structure. Live feedback and revisions before finalizing the template.	Session Facilitator
3:45 - 4:00	Summary and Reflection	Session Facilitator
DAY 2: Technology-Driven Assessment Practices & Professional Development		
Session 3: Leveraging Technology in Classroom Assessments		
8:00 - 8:10	Welcome Remarks & Session Recap.	Session Facilitator
8:10 - 9:00	Using Technology for Assessment Innovations. - Integrating digital quizzes, real-time analytics, and interactive student feedback. - AI-assisted evaluation tools for efficiency.	EdTech Specialist/ Master Teacher
9:00 - 10:00	Interactive Demo: Applying Technology to Classroom Assessments. - Hands-on exploration of GeoGebra, Quizizz, Desmos, and Google Forms. - Teachers create sample assessments using digital tools.	EdTech Specialist/ Master Teacher
10:00 - 10:15	Break session	--
Session 4: Professional Growth & Post-Webinar Collaboration		
10:15 - 11:30	Developing Continuous Learning Networks. - Establishing peer coaching groups for assessment improvement. - Effective learning action cells (LACs) in mathematics education.	Master Teacher/ Mathematics Education Consultant
11:30 - 12:00	Proposal for Future Initiatives and Webinar Series. - Follow-up training recommendations based on teacher needs. - Mentorship circles & digital collaborative platforms.	Master Teacher/ Mathematics Education Consultant
12:00 - 1:00	Lunch break	--
1:00 - 1:45	Best Practices in Classroom Assessments. - Sharing model assessment strategies from teachers with successful implementations. - Open discussion on overcoming assessment challenges.	Master Teacher/ Mathematics Education Consultant

1:45 – 2:30	Interactive Poll: What Future Support Do Teachers Need? • Live feedback collection on desired topics, formats, and training needs. • Discussion on long-term professional development plans.	Session Facilitator
2:30 - 2:45	Break Session	--
2:45 – 3:15	Proposal for Future Initiatives. • Suggested webinar series, division-level training, teacher mentoring networks.	Session Facilitator
3:15 - 3:45	Insights & Final Takeaways.	Session Facilitator
3:45 - 4:00	Closing Remarks, Certificate Instructions & Evaluation Form	School Principal
UNIQUE FEATURES (Compared to Previous DepEd Webinars)		
A. Case-Based Learning: Instead of purely lecture-based discussions, this webinar features real classroom scenarios and hands-on design challenges. B. Teacher-Led Sharing: Participants contribute best practices through peer discussions, avoiding passive learning. C. Education Technology Integration: Sessions actively introduce new digital assessment tools, making it different from traditional methodologies.		
Post-Webinar Support: Unlike past one-time sessions, this program fosters an ongoing mentorship network, resource-sharing hubs, and online discussion groups.		
POST-WEBINAR ENGAGEMENT To ensure sustained learning, educators will have access to: • Exclusive Online Learning Modules for extended mastery in classroom assessment. • Mentorship Circles connecting teachers for long-term collaboration. • Resource-Sharing Platform with digital templates and expert-supported forums.		

Appendix B. Communications

B.1. Letters to Conduct

Carlito B. Gunay
 Public Schools District Supervisor
 Sariaya East District Office
 2080 Rodriguez St, Sariaya, 4322 Quezon

Dear Sir Gunay,

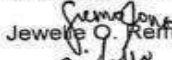
The undersigned are currently pursuing the degree Bachelor of Secondary Education at College of Sciences, Technology and Communications Inc. and in partial fulfillment of the requirements for the said degree they are presently working on a study titled "Challenges and Adaptation Strategies of Grade 7 Mathematics Teachers in Implementing the MATATAG Curriculum". The main purpose of the study is to determine the challenges encountered by Mathematics teacher and adaptation strategies employed to address these challenges in implementing the MATATAG curriculum.

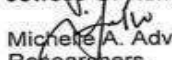
In connection with this, they are formally requesting the permission from your good office to allow them to conduct the study from different public high school in Sariaya East District and let Grade 7 Mathematics teachers be the respondents of the study. Rest assured that the data gathered will be held with utmost confidentiality and professionalism according to the existing research ethics.

Should you have any concerns and clarification, please e-mail us at 20220241@cstc.edu.ph or contact us at 0950-505-5337.

Your positive response and approval of this request will be highly appreciated. Thank you very much and may God bless you!

Respectfully yours,

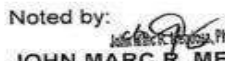

 Jewel O. Remolona


 Michelle A. Advincula
 Researchers

Endorsed by:

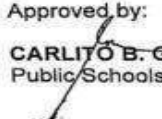

REX G. MAGCAWAS, MATHEd*, LPT
 Adviser

Noted by:


JOHN MARC R. MENDOZA, PhD, MLIS
 Dean, School of Education


MILCAH SHEM V. MAGSINO, MATE
 Research Ethics Board, Chair

Approved by:


CARLITO B. GUNAY
 Public Schools District Supervisor

Margarita A. Rodrigo
Principal II / Officer in Charge
Castañas National High School
Brgy. Castañas, Sariaya, Quezon

Dear Ma'am Rodrigo,

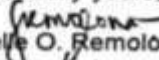
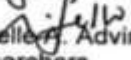
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In connection with this, they are formally requesting the permission from your good office to allow them to conduct the study in Castañas National High School and let Grade 7 Mathematics teachers be the respondents of the study. Rest assured that the data gathered will be held with utmost confidentiality and professionalism according to the existing research ethics.

Should you have any concerns and clarification, please e-mail us at 20220241@cstc.edu.ph or contact us at 0950-505-5337.

Your positive response and approval of this request will be highly appreciated. Thank you very much and may God bless you!

Respectfully yours,


Jewelle O. Remolón

Michelle A. Advincula
Researchers

Endorsed by:


REX G. MAGGAWAS MATHed*, LPT
Adviser

Noted by:


JOHN MARC R. MENDOZA, PhD, MLIS
Dean, School of Education


MILCAH SHEMA V. MAGSINO, MATE
Research Ethics Board, Chair

Approved by:


MARGARITA A. RODRIGO
Principal II / Officer in Charge

Gleeson A. Catahumber
 Officer in charge
 Sariaya National High School
 Brgy. Sampaloc 2, Sariaya, Quezon

Dear Sir Catahumber,

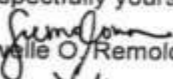
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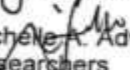
In connection with this, they are formally requesting the permission from your good office to allow them to conduct the study Sariaya National High School and let Grade 7 Mathematics teachers be the respondents of the study. Rest assured that the data gathered will be held with utmost confidentiality and professionalism according to the existing research ethics.

Should you have any concerns and clarification, please e-mail us at 20220241@cstc.edu.ph or contact us at 0950-505-5337.

Your positive response and approval of this request will be highly appreciated. Thank you very much and may God bless you!

Respectfully yours,


 Jewelle O. Remolona


 Michelle A. Advincula
 Researchers

Endorsed by:


REX G. MAGCAWAS, MATHEd*, LPT
 Adviser

Noted by:


JOHN MARC R. MENDOZA, PhD, MLIS
 Dean, School of Education


MILCAH SHEM V. MAGSINO, MATE
 Research Ethics Board, Chair

Approved by:


GLEESON A. CATAHUMBER
 Officer in charge

Joseph C. Hinanay
Principal IV
Quezon National High School
Brgy. Ibabang Iyam, Lucena City, Quezon

Dear Sir Hinanay,

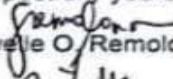
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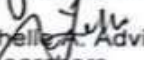
In connection with this, they are formally requesting the permission from your good office to allow them to conduct the study Quezon National High School and let Grade 7 Mathematics teachers be the respondents of the study. Rest assured that the data gathered will be held with utmost confidentiality and professionalism according to the existing research ethics.

Should you have any concerns and clarification, please e-mail us at 20220241@cstc.edu.ph or contact us at 0950-505-5337.

Your positive response and approval of this request will be highly appreciated. Thank you very much and may God bless you!

Respectfully yours,


Jewelle O. Remolona


Michelle A. Advincula
Researchers

Endorsed by:

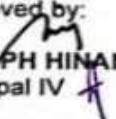

REX G. MAGCAWAS, MATHEd*, LPT
Adviser

Noted by:


JOHN MARC R. MENDOZA, PhD, MLIS
Dean, School of Education


MILCAH SHEM V. MAGSINO, MATE
Research Ethics Board, Chair

Approved by:


JOSEPH HINANAY
Principal IV

Remedios M. Cabungcal
Head of Mathematics Department
Quezon National High School
Brgy. Ibabang Iyam, Lucena City, Quezon

Dear Ma'am Cabungcal,

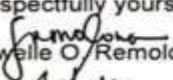
The undersigned are currently pursuing the degree Bachelor of Secondary Education at College of Sciences, Technology and Communications Inc. and in partial fulfillment of the requirements for the said degree they are presently working on a study titled "Challenges and Adaptation Strategies of Grade 7 Mathematics Teachers in Implementing the MATATAG Curriculum". The main purpose of the study is to determine the challenges encountered by Mathematics teachers and adaptation strategies employed to address these challenges in implementing the MATATAG curriculum.

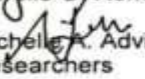
In connection with this, they are formally requesting the permission from your good office to allow them to conduct the study Quezon National High School and let Grade 7 Mathematics teachers be the respondents of the study. Rest assured that the data gathered will be held with utmost confidentiality and professionalism according to the existing research ethics.

Should you have any concerns and clarification, please e-mail us at 20220241@cstc.edu.ph or contact us at 0950-505-5337.

Your positive response and approval of this request will be highly appreciated. Thank you very much and may God bless you!

Respectfully yours,


Jewelle O. Remolona


Michelle A. Advincula
Researchers

Endorsed by:

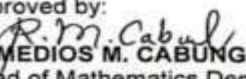

REX G. MAGCAWAS, MATHEd*, LPT
Adviser

Noted by:


JOHN MARC R. MENDOZA, PhD, MLIS
Dean, School of Education


MILCAH SHEM V. MAGSINO, MATE
Research Ethics Board, Chair

Approved by:


REMEDIOS M. CABUNGICAL, SSHT VI
Head of Mathematics Department

Cynthia P. Cuya
 Principal II
 Quezon Science National High School
 Brgy. Isabang Tayabas, Quezon

Dear Ma'am Cuya,

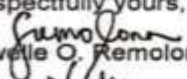
The undersigned are currently pursuing the degree Bachelor of Secondary Education at College of Sciences, Technology and Communications Inc. and in partial fulfillment of the requirements for the said degree they are presently working on a study titled "Challenges and Adaptation Strategies of Grade 7 Mathematics Teachers in Implementing the MATATAG Curriculum". The main purpose of the study is to determine the challenges encountered by Mathematics teachers and adaptation strategies employed to address these challenges in implementing the MATATAG curriculum.

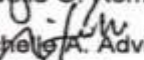
In connection with this, they are formally requesting the permission from your good office to allow them to conduct the study Quezon Science National High School and let Grade 7 Mathematics teachers be the respondents of the study. Rest assured that the data gathered will be held with utmost confidentiality and professionalism according to the existing research ethics.

Should you have any concerns and clarification, please e-mail us at 20220241@cstc.edu.ph or contact us at 0950-505-5337.

Your positive response and approval of this request will be highly appreciated. Thank you very much and may God bless you!

Respectfully yours,


 Jewelle O. Remolona


 Michelle A. Advincula
 Researchers

Endorsed by:


REX G. MAGCAWAS, MATHEd*, LPT
 Adviser

Noted by:


JOHN MARC R. MENDOZA, PhD, MLIS
 Dean, School of Education


MILCAH SHEM V. MAGSINO, MATE
 Research Ethics Board, Chair

Approved by:


CYNTHIA P. CUYA, EdD
 Principal II

Agnes L. Roxas
Principal I
Mamala Integrated High School
Brgy. Mamala 1, Sariaya, Quezon

Dear Ma'am Roxas,

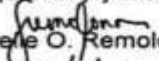
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In connection with this, they are formally requesting the permission from your good office to allow them to conduct the study in Mamala Integrated High School and let Grade 7 Mathematics teachers be the respondents of the study. Rest assured that the data gathered will be held with utmost confidentiality and professionalism according to the existing research ethics.

Should you have any concerns and clarification, please e-mail us at 20220241@cstc.edu.ph or contact us at 0950-505-5337.

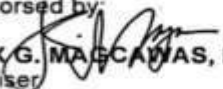
Your positive response and approval of this request will be highly appreciated. Thank you very much and may God bless you!

Respectfully yours,


Jewel O. Remolona

Michelle A. Advincula
Researchers

Endorsed by:


REX G. MAGCAYNAS, MATHEd*, LPT
Adviser

Noted by:


JOHN MARC R. MENDOZA, PhD, MLIS
Dean, School of Education


MILCAH SHEM V. MAGSINO, MATE
Research Ethics Board, Chair

Approved by:


AGNES L. ROXAS
Principal I

Rochelle Sumadsad
 Mathematics Coordinator
 Pili National High School
 Kamagong Road, Sariaya, Quezon

Dear Ma'am Sumadsad,

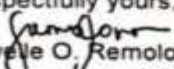
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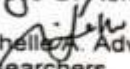
In connection with this, they are formally requesting the permission from your good office to allow them to conduct the study Pili National High School and let Grade 7 Mathematics teachers be the respondents of the study. Rest assured that the data gathered will be held with utmost confidentiality and professionalism according to the existing research ethics.

Should you have any concerns and clarification, please e-mail us at 20220241@cstc.edu.ph or contact us at 0950-505-5337.

Your positive response and approval of this request will be highly appreciated. Thank you very much and may God bless you!

Respectfully yours,


 Jewelle O. Remolona


 Michelle A. Advincula
 Researchers

Endorsed by:

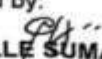

REX G. MAGCAWAS, MATHEd*, LPT
 Adviser

Noted by:


JOHN MARC R. MENDOZA, PhD, MLIS
 Dean, School of Education


MILCAH SHEM W. MAGSINO, MATE
 Research Ethics Board, Chair

Approved by:


ROCHELLE SUMADSAD, Teacher III
 Mathematics Coordinator

Maribel M. Alcantara
Principal II
Pili National High School
Kamagong Road, Sariaya, Quezon

Dear Ma'am Alcantara,

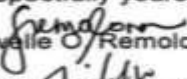
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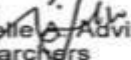
In connection with this, they are formally requesting the permission from your good office to allow them to conduct the study Pili National High School and let Grade 7 Mathematics teachers be the respondents of the study. Rest assured that the data gathered will be held with utmost confidentiality and professionalism according to the existing research ethics.

Should you have any concerns and clarification, please e-mail us at 20220241@cstc.edu.ph or contact us at 0950-505-5337.

Your positive response and approval of this request will be highly appreciated. Thank you very much and may God bless you!

Respectfully yours,


Jewelle O. Remolona


Michelle A. Advincula
Researchers

Endorsed by:

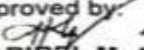

REX G. MAGCAWAS, MATHEd*, LPT
Adviser

Noted by:


JOHN MARC R. MENDOZA, PhD, MLIS
Dean, School of Education


MILCAH SHEN V. MAGSINO, MATE
Research Ethics Board, Chair

Approved by:


MARIBEL M. ALCANTARA
Principal II

B.2. Letters to Validator

Jarry M. Quilicol
Mathematics Teacher
College of Sciences, Technology and
Communications Inc.
Gen. Luna St. Maharlika Highway
Arellano Subdivision Sariaya, Quezon

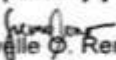
Dear Sir Quilicol,

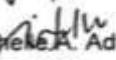
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In view thereof, they are requesting your kind assistance in validating their data-gathering instrument. Your comments and suggestions will be highly appreciated for its improvement. Should you have any concerns and clarification, please e-mail us at 20220241@cstc.edu.ph or contact us at 0950-505-5337.

Your positive response and approval of this request will be highly appreciated. Thank you very much and may God bless you!

Respectfully yours,


Jewelle O. Remolona


Michelle A. Advincula
Researcher

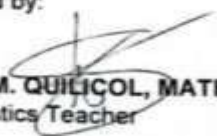
Endorsed by:


REX G. MAGCAWAS, MATHEd*, LPT
Adviser

Noted by:


JOH MARC R. MENDOZA, PhD, MLIS
Dean, School of Education

Approved by:


JARRY M. QUILICOL, MATHEd CARMA
Mathematics Teacher

Victor M. Disilio
Math Department Instructor
Sta. Catalina National High School
Sitio Centro, Brgy. Sta. Catalina Sur
Candelaria, Quezon

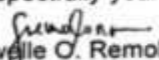
Dear Sir Disilio,

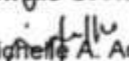
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Your positive response and approval of this request will be highly appreciated. Thank you very much and may God bless you!

Respectfully yours,

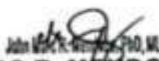

Jewelle O. Remolona


Michelle A. Advincula
Researcher

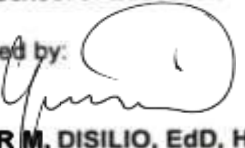
Endorsed by:


REX G. MAGCAWAS, MATHEd*, LPT
Adviser

Noted by:


JOH MARC R. MENDOZA, PhD, MLIS
Dean, School of Education

Approved by:


VICTOR M. DISILIO, EdD, HT-III
Math Department Instructor

B.3. Letters to Language Editor

Nicole P. Hernandez
Language Editor
College of Sciences, Technology and
Communications Inc.
Gen. Luna St. Maharlika Highway
Arellano Subdivision Sariaya, Quezon

Dear Ma'am Hernandez,

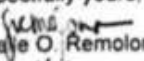
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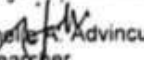
In view thereof, they are requesting your kind assistance in checking the grammar of their data-gathering instrument. Your comments and suggestions will be highly appreciated for its improvement.

Should you have any concerns and clarification, please e-mail us at 20220241@cstc.edu.ph or contact us at 0950-505-5337.

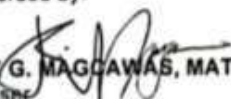
Your positive response and approval of this request will be highly appreciated. Thank you very much and may God bless you!

Respectfully yours,


Jewel O. Remolona


Michelle A. Advincula
Researcher

Endorsed by:


REX G. MAGCAWAS, MATHEd*, LPT
Adviser

Noted by:


JOHN MARC R. MENDOZA, PhD, MLIS
Dean, School of Education

Approved by:


NICOLE P. HERNANDEZ, MAAL
Language Editor

Appendix C. Research Instruments

DATA PRIVACY NOTICE

In accordance with the Data Privacy Act of 2012, the Research is dedicated to preserving and securing personal information collected in the course of carrying out its mission. Your voluntarily given personal and other information will be collected and used strictly for research purposes. Personal data collected will be retained, stored, and accessed only by the researcher/s, and will not be shared with other parties unless explicit authorization is obtained. By checking this box, I consent to participate in the following survey with the highest enthusiasm.

☐ I agree

☐ I do not agree

General Instructions: Please answer this questionnaire carefully and honestly. Your answers are very significant to the success of the research.

C.1. Challenges in Implementing the MATATAG Curriculum

Instructions: This section includes items based on the challenges encountered by respondents in implementing the MATATAG Curriculum. You are requested to give your honest rating by checking (/) the box that corresponds to the number which best reflects your rating using the legend below.

Scale	Descriptive Analysis	Code
4	Strongly Agree	SA
3	Agree	A
2	Disagree	D
1	Strongly Disagree	SD

A. Learning delivery

Statements	4 [SA]	3 [A]	2 [D]	1 [SD]
1. I find it challenging to familiarize myself with the new competencies of the MATATAG curriculum.				
2. I find that the MATATAG curriculum provides limited training opportunities (such as workshops on competency-based instruction) to support effective implementation.				
3. I find that the MATATAG curriculum lacks sufficient guidance on how to effectively integrate technology into teaching practices (such as using digital tools for lessons and assessments).				
4. I feel that the MATATAG curriculum does not align well with my students learning needs (such as providing strategies for different skill levels and learning styles).				
5. I experience challenges due to time constraints that affect my effective delivery of the curriculum.				
6. I find it difficult to integrate the MATATAG curriculum into my existing lesson plans.				

7. I do not feel confident in using the new pedagogical approaches introduced by the MATATAG curriculum (such as inquiry-based learning), which emphasize learner-centered methods and encourage interactive and innovative teaching practices.				
8. I find the pace of the MATATAG curriculum unmanageable for my students.				
9. I believe that the MATATAG curriculum lacks detailed guidance for lesson planning in Grade 7 mathematics (such as structured pacing guides and lesson exemplars).				
10. I often feel overwhelmed by the amount of content that needs to be covered in the MATATAG curriculum.				

B. Classroom assessment

Statements	4 [SA]	3 [A]	2 [D]	1 [SD]
1. I encounter challenges in aligning my assessments with the learning competencies of the MATATAG curriculum.				
2. I noticed that the criteria for evaluating student performance are not clearly defined.				
3. I feel that there is insufficient time allocated for adapting and administering assessments.				
4. I find it overwhelming to manage the variety of assessment methods required, including authentic assessments.				
5. I find the MATATAG curriculum challenging for implementing performance-based assessments due to time demands, real-world application requirements, and alignment with new standards.				
6. I find it challenging to maintain a balance between formative and summative assessments within the MATATAG framework due to its demands and requirements.				
7. I see a lack of professional development opportunities focused on classroom assessment.				
8. I face challenges integrating technology into classroom assessments, limiting my ability to implement diverse and effective evaluation method.				
9. I find it difficult to understand and implement the assessment policies outlined in the MATATAG curriculum.				
10. I experience difficulties with the classroom assessment requirements in the MATATAG curriculum (such as designing competency-based tasks, applying performance standards, and balancing formative and summative assessments).				

C. Curriculum support

Statements	4 [SA]	3 [A]	2 [D]	1 [SD]
1. I feel that the instructional materials provided for the MATATAG curriculum (such as lesson exemplars, activity sheets, assessment				

rubrics and books) are not relevant and up-to-date.				
2. I find curriculum support materials difficult to access or unavailable.				
3. I see that professional development programs do not address the specific needs of the MATATAG curriculum.				
4. I noticed that there are limited collaboration opportunities with colleagues for curriculum support.				
5. I find that the insufficient allocation of technological resources (like laptops, projectors, and internet access) prevents me from effectively integrating the MATATAG curriculum.				
6. I feel that insufficient funding for classroom resources (like manipulatives, charts, and posters) limits the delivery of the MATATAG curriculum.				
7. I find that the absence of accessible multimedia teaching aids (such as videos and interactive simulations) prevents me from engaging students fully with the MATATAG curriculum.				
8. I believe that the limited access to essential resources (such as online professional development tools like webinars or e-learning modules) restricts my preparedness and hinders the proper implementation of the MATATAG curriculum.				
9. I feel that the outdated teacher reference materials (including curriculum guides and manuals) hinder my ability to deliver the MATATAG curriculum as intended.				
10. I feel that the MATATAG curriculum lacks sufficient guidance and support (such as professional development workshops and regular mentoring session), which makes its effective implementation challenging.				

C.2. Adaptation Strategies in Implementing the MATATAG Curriculum

Instructions: This section includes items based on the adaptation strategies of respondents as regards to challenges encountered in implementing the MATATAG Curriculum. You are requested to give your honest rating by checking (/) the box that corresponds to the number which best reflects your rating using the legend below.

Scale	Descriptive Analysis	Code
4	Strongly Agree	SA
3	Agree	A
2	Disagree	D
1	Strongly Disagree	SD

A. Learning delivery

Statements	4 [SA]	3 [A]	2 [D]	1 [SD]
1. I attend regular professional development sessions that focus on mastering the specific competencies outlined in the MATATAG				

curriculum.				
2. I participate in hands-on workshops aimed at developing strategies for effective curriculum implementation in diverse classroom settings.				
3. I join training programs exclusively dedicated to integrating digital tools and technology into teaching practices to align with curriculum goals.				
4. I modify lesson plans based on student feedback and performance data.				
5. I employ effective time management strategies and prioritize key learning objectives.				
6. I regularly monitor and evaluate my teaching methods to ensure effective curriculum delivery.				
7. I implement innovative teaching approaches to address challenges in the MATATAG curriculum (such as differentiated instruction, project-based learning, and incorporating real-world problem-solving activities).				
8. I adjust my teaching pace to ensure all students can follow and understand the lessons.				
9. I follow the provided curriculum guidelines and supplement them with additional resources, such as sample lesson plans, subject-specific teaching aids, and research-based strategies, to enhance my lesson planning.				
10. I use collaborative teaching methods (like group projects, peer discussions, and cooperative learning activities) to effectively manage content delivery.				

B. Classroom assessment

Statements	4 [SA]	3 [A]	2 [D]	1 [SD]
1. I use assessment mapping to align assessment with learning competencies of the MATATAG curriculum.				
2. I develop clear and comprehensive rubrics for student performance evaluation.				
3. I allocate dedicated time for designing, developing and administering assessment.				
4. I use a variety of assessment methods to evaluate student learning.				
5. I participate in professional development focused on performance-based assessments.				
6. I consistently use student assessment results to improve my instruction.				
7. I participate in training programs to improve my methods in crafting effective formative and summative assessments (like seminars on alternative assessment strategies, and courses on data-driven decision-making in education).				
8. I use available digital tools to enhance my assessment methods.				
9. I consult curriculum experts for guidance and support regarding				

assessment practices.				
10. I facilitate and administer project-based assessments to align with the assessment requirements of the MATATAG curriculum.				

C. Curriculum support

Statements	4 [SA]	3 [A]	2 [D]	1 [SD]
1. I conduct regular reviews of curriculum materials to ensure they are current and relevant to the MATATAG curriculum, including exploring digital platforms and tools to enhance curriculum implementation.				
2. I actively seek additional instructional resources and funding opportunities to support curriculum implementation.				
3. I participate in training programs dedicated in enhancing competency-based teaching strategies specifically aligned with the MATATAG curriculum.				
4. I collaborate with colleagues to share strategies and resources for curriculum support.				
5. I find creative solutions to address resource limitations, such as utilizing free online resources and collaborating with community organizations for support.				
6. I maximize the use of available materials and seek additional resources.				
7. I adapt the provided curriculum support to better fit classroom needs by customizing materials and strategies based on student feedback and classroom dynamics.				
8. I proactively search for and utilize additional resources.				
9. I advocate for increased administrative support for curriculum implementation.				
10. I maintain regular communication with school administration to express my needs and concerns regarding the MATATAG curriculum.				

Appendix D. Statistical Computations

D.1. Challenges in Implementing the MATATAG

		Weighted Score				Weighted Mean	Number of Responses per point				
Learning delivery		A					4	3	2	1	
1	I find it challenging to familiarize myself with the new competencies of the MATATAG curriculum.	A1	4	24	6	2	2.57	1	8	3	2
2	I find that the MATATAG curriculum provides limited training opportunities (such as workshops on competency-based instruction) to support effective implementation.	A2	8	27	4	1	2.86	2	9	2	1
3	I find that the MATATAG curriculum lacks sufficient guidance on how to effectively integrate technology into teaching practices (such as using digital tools for lessons and assessments).	A3	4	12	14	2	2.29	1	4	7	2
4	I feel that the MATATAG curriculum does not align well with my students learning needs (such as providing strategies for different skill levels and learning styles).	A4	0	15	14	2	2.21	0	5	7	2
5	I experience challenges due to time constraints that affect my effective delivery of the curriculum.	A5	16	27	0	1	3.14	4	9	0	1
6	I find it difficult to integrate the MATATAG curriculum into my existing lesson plans.	A6	0	6	20	2	2.00	0	2	10	2
7	I do not feel confident in using the new pedagogical approaches introduced by the MATATAG curriculum (such as inquiry-based learning), which emphasize learner-centered methods and encourage interactive and innovative teaching practices.	A7	0	3	22	2	1.93	0	1	11	2
8	I find the pace of the MATATAG curriculum unmanageable for my students.	A8	0	12	18	1	2.21	0	4	9	1
9	I believe that the MATATAG curriculum lacks detailed guidance for lesson planning in Grade 7 mathematics (such as structured pacing guides and lesson exemplars).	A9	4	9	16	2	2.21	1	3	8	2
10	I often feel overwhelmed by the amount of content that needs to be covered in the MATATAG curriculum.	A10	16	9	12	1	2.71	4	3	6	1
							2.41				

			Weighted Score				Weighted Mean	Number of Responses per point			
Classroom Assessment		B						4	3	2	1
1	I encounter challenges in aligning my assessments with the learning competencies of the MATATAG curriculum.	B1	8	12	16	0	2.57	2	4	8	0
2	I noticed that the criteria for evaluating student performance are not clearly defined.	B2	8	3	20	1	2.29	2	1	10	1
3	I feel that there is insufficient time allocated for adapting and administering assessments.	B3	4	27	6	1	2.71	1	9	3	1
4	I find it overwhelming to manage the variety of assessment methods required, including authentic assessments.	B4	0	18	14	1	2.36	0	6	7	1
5	I find the MATATAG curriculum challenging for implementing performance-based assessments due to time demands, real-world application requirements, and alignment with new standards.	B5	8	27	6	0	2.93	2	9	3	0
6	I find it challenging to maintain a balance between formative and summative assessments within the MATATAG framework due to its demands and requirements.	B6	8	27	4	1	2.86	2	9	2	1
7	I see a lack of professional development opportunities focused on classroom assessment.	B7	4	12	18	0	2.43	1	4	9	0
8	I face challenges integrating technology into classroom assessments, limiting my ability to implement diverse and effective evaluation method.	B8	12	12	12	1	2.64	3	4	6	1
9	I find it difficult to understand and implement the assessment policies outlined in the MATATAG curriculum.	B9	0	12	16	2	2.14	0	4	8	2
10	I experience difficulties with the classroom assessment requirements in the MATATAG curriculum (such as designing competency-based tasks, applying performance standards, and balancing formative and summative assessments).	B10	4	12	16	1	2.36	1	4	8	1
							2.53				

			Weighted Score				Weighted Mean	Number of Responses per point			
Curriculum support		C						4	3	2	2
1	I feel that the instructional materials provided for the MATATAG curriculum (such as lesson exemplars, activity sheets, assessment rubrics and books) are not relevant and up-to-date.	C1	8	6	16	2	2.29	2	2	8	2
2	I find curriculum support materials difficult to access or unavailable.	C2	0	3	22	2	1.93	0	1	11	2
3	I see that professional development programs do not address the specific needs of the MATATAG curriculum.	C3	0	9	18	2	2.07	0	3	9	2
4	I noticed that there are limited collaboration opportunities with colleagues for curriculum support.	C4	0	15	16	1	2.29	0	5	8	1
5	I find that the insufficient allocation of technological resources (like laptops, projectors, and internet access) prevents me from effectively integrating the MATATAG curriculum.		C5	16	6	14	1	2.64	4	2	7
6	I feel that insufficient funding for classroom resources (like manipulatives, charts, and posters) limits the delivery of the MATATAG curriculum.	C6	12	9	16	0	2.64	3	3	8	0
7	I find that the absence of accessible multimedia teaching aids (such as videos and interactive simulations) prevents me from engaging students fully with the MATATAG curriculum.	C7	4	15	14	1	2.43	1	5	7	1
8	I believe that the limited access to essential resources (such as online professional development tools like webinars or e-learning modules) restricts my preparedness and hinders the proper implementation of the MATATAG curriculum.	C8	4	12	18	0	2.43	1	4	9	0
9	I feel that the outdated teacher reference materials (including curriculum guides and manuals) hinder my ability to deliver the MATATAG curriculum as intended.	C9	4	12	18	0	2.43	1	4	9	0
10	I feel that the outdated teacher reference materials (including curriculum guides and manuals) hinder my ability to deliver the MATATAG curriculum as intended.	C10	4	12	18	0	2.43	1	4	9	0
							2.38				

D.2. Adaptation strategies in Implementing the MATATAG

		Weighted Score				Weighted Mean	Number of Responses per point				
Learning delivery		A					4	3	2	1	
1	I attend regular professional development sessions that focus on mastering the specific competencies outlined in the MATATAG curriculum.	A1	8	24	6	1	2.79	2	8	3	1
2	I participate in hands-on workshops aimed at developing strategies for effective curriculum implementation in diverse classroom settings.	A2	12	24	6	0	3.00	3	8	3	0
3	I join training programs exclusively dedicated to integrating digital tools and technology into teaching practices to align with curriculum goals.	A3	8	24	8	0	2.86	2	8	4	0
4	I modify lesson plans based on student feedback and performance data.	A4	20	27	0	0	3.36	5	9	0	0
5	I employ effective time management strategies and prioritize key learning objectives.	A5	20	27	0	0	3.36	5	9	0	0
6	I regularly monitor and evaluate my teaching methods to ensure effective curriculum delivery.		A6	12	33	0	0	3.21	3	11	0
7	I implement innovative teaching approaches to address challenges in the MATATAG curriculum (such as differentiated instruction, project-based learning, and incorporating real-world problem-solving activities).	A7	20	27	0	0	3.36	5	9	0	0
8	I adjust my teaching pace to ensure all students can follow and understand the lessons.	A8	28	21	0	0	3.50	7	7	0	0
9	I follow the provided curriculum guidelines and supplement them with additional resources, such as sample lesson plans, subject-specific teaching aids, and research-based strategies, to enhance my lesson planning.	A9	24	21	2	0	3.36	6	7	1	0
10	I use collaborative teaching methods (like group projects, peer discussions, and cooperative learning activities) to effectively manage content delivery.	A10	28	21	0	0	3.50	7	7	0	0
							3.23				

			Weighted Score				Weighted Mean	Number of Responses per point			
Classroom assessment			B					4	3	2	1
1	I use assessment mapping to align assessment with learning competencies of the MATATAG curriculum.	B1	12	27	4	0	3.07	3	9	2	0
2	I develop clear and comprehensive rubrics for student performance evaluation.	B2	20	27	0	0	3.38	5	9	0	0
3	I allocate dedicated time for designing, developing and administering assessment.	B3	8	33	2	0	3.07	2	11	1	0
4	I use a variety of assessment methods to evaluate student learning.	B4	20	24	2	0	3.29	5	8	1	0
5	I participate in professional development focused on performance-based assessments.	B5	16	30	0	0	3.29	4	10	0	0
6	I consistently use student assessment results to improve my instruction.	B6	16	21	6	0	3.07	4	7	3	0
7	I participate in training programs to improve my methods in crafting effective formative and summative assessments (like seminars on alternative assessment strategies, and courses on data-driven decision-making in education).	B7	16	30	0	0	3.29	4	10	0	0
8	I use available digital tools to enhance my assessment methods.	B8	28	21	0	0	3.50	7	7	0	0
9	I consult curriculum experts for guidance and support regarding assessment practices.	B9	16	21	6	0	3.07	4	7	3	0
10	I facilitate and administer project-based assessments to align with the assessment requirements of the MATATAG curriculum.	B10	16	18	8	0	3.00	4	6	4	0
							3.20				

			Weighted Score				Weighted Mean	Number of Responses per point			
Curriculum support		C						4	3	2	1
1	I conduct regular reviews of curriculum materials to ensure they are current and relevant to the MATATAG curriculum, including exploring digital platforms and tools to enhance curriculum implementation.	C1	8	24	8	0	2.88	2	8	4	0
2	I actively seek additional instructional resources and funding opportunities to support curriculum implementation.	C2	24	24	0	0	3.43	6	8	0	0
3	I participate in training programs dedicated in enhancing competency-based teaching strategies specifically aligned with the MATATAG curriculum.	C3	12	27	4	0	3.07	3	9	2	0
4	I collaborate with colleagues to share strategies and resources for curriculum support.	C4	20	27	0	0	3.38	5	9	0	0
5	I find creative solutions to address resource limitations, such as utilizing free online resources and collaborating with community organizations for support.	C5	12	27	4	0	3.07	3	9	2	0
6	I maximize the use of available materials and seek additional resources.	C6	16	24	4	0	3.14	4	8	2	0
7	I adapt the provided curriculum support to better fit classroom needs by customizing materials and strategies based on student feedback and classroom dynamics.	C7	12	27	4	0	3.07	3	9	2	0
8	I proactively search for and utilize additional resources.	C8	12	30	2	0	3.14	3	10	1	0
9	I advocate for increased administrative support for curriculum implementation.	C9	12	24	6	0	3.00	3	8	3	0
10	I maintain regular communication with school administration to express my needs and concerns regarding the MATATAG curriculum.	C10	12	24	6	0	3.00	3	8	3	0
							3.11				

Appendix E. Gantt chart

	WEEK																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
• Student Profiling	■																	
• Orientation		■																
• Discussion: Writing a Concept Paper		■																
• Finalization of Research Partner		■																
• Submission/ Consultation of Concept Paper			■															
• Title Defense and Endorsement				■														
• Discussion: Chapters 1				■														
• Discussion: Chapters 2					■													
• Submission: Chapter 1					■													
• Discussion: Chapters 3						■												
• Submission: Chapter 2						■												
• Submission: Chapter 3 and Research Instrument							■											
• Submission: Research Proposal, Copy of Statistician and Receipt for Pre-Oral Defense								■										
• Pre-Oral Defense									■									
• Revision and Validation of Research Instrument										■								
• Data Gathering											■							
• Data Analysis												■						
• Discussion: Chapter 4												■						
• Submission: Chapter 4													■					
• Submission: Chapter 5 and Front & Back Matters														■				
• Submission: Final Research Paper and Receipt for Final Oral Defense															■			
• Final Oral Defense																	■	
• Revisions of the Manuscript / Finalization of the Paper																		■

Appendix F. Certificates

C E R T I F I C A T I O N

Date: October 30, 2025

To whom it may concern:

This is to certify that the data gathering tool of the research titled **CHALLENGES AND ADAPTATION STRATEGIES OF GRADE 7 MATHEMATICS TEACHERS IN IMPLEMENTING THE MATATAG CURRICULUM** by Jewelle O. Remolona and Michelle A. Advincula had been validated.



VICTOR M. DISILIO, EdD, HT-III
Validator

C E R T I F I C A T I O N

Date: July 08, 2025

To whom it may concern:

This is to certify that the data gathering tool of the research titled **CHALLENGES AND ADAPTATION STRATEGIES OF GRADE 7 MATHEMATICS TEACHERS IN IMPLEMENTING THE MATATAG CURRICULUM** by Jewelle O. Remolona and Michelle A. Advincula had been validated.


JARRY M. QUILICOL, MATHEd*
Validator

C E R T I F I C A T I O N

Date: July 08, 2025

To whom it may concern:

This is to certify that the data gathering tool of the research titled **CHALLENGES AND ADAPTATION STRATEGIES OF GRADE 7 MATHEMATICS TEACHERS IN IMPLEMENTING THE MATATAG CURRICULUM** by Jewelle O. Remolona and Michelle A. Advincula had informed and consulted the undersigned regarding the statistical treatment of their study.


REX G. MAGCAWAS, MATHEd*, LPT
Statistician

C E R T I F I C A T I O N

Date: October 30, 2025

To whom it may concern:

This is to certify that the data gathering tool of the research titled **CHALLENGES AND ADAPTATION STRATEGIES OF GRADE 7 MATHEMATICS TEACHERS IN IMPLEMENTING THE MATATAG CURRICULUM** by Jewelle O. Remolona and Michelle A. Advincula has been edited and consulted for English language critiquing and formatting.


NICOLE P. HERNANDEZ, MAAL, LPT
Language Editor

CERTIFICATE OF ORIGINALITY

This is to certify that the research paper entitled **CHALLENGES AND ADAPTATION STRATEGIES OF GRADE 7 MATHEMATICS TEACHERS IN IMPLEMENTING THE MATATAG CURRICULUM** submitted by **Michelle A. Advincula** and **Jewelle O. Remolona** of the **School of Teacher Education**, program under the **Bachelor of Secondary Mathematics**, is an outcome of an independent and original work. The manuscript received a similarity/plagiarism score of **9%**, which is an acceptable originality score based on our institution's policies. Furthermore, the work has also not been submitted elsewhere for publication.


MILCAH SHEM V. MAGNO, MATE, PhD*
Research Ethics Board, Chair

Appendix G. Plagiarism Result

