

# **Readiness, Challenges and Support Needs of TLE Teachers in Implementing the MATATAG Curriculum in Atok, Benguet**

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**Abstract**— The study examines the experiences of Grade 7 and 8 Technology and Livelihood Education (TLE) teachers in Atok District, Division of Benguet related to the implementation of the MATATAG Curriculum: a major education reform by the Department of Education. Using a mixed-methods design, the study investigated teachers' familiarity and preparedness for the curriculum; context-related challenges in implementing it; adequacy of available resources; and support offered to them. It also looked at the strategies and best practices teachers formulated to mitigating the challenges, the support they needed, as well as their insights on ways to improve the MATATAG curriculum implementation. Results showed that even though all the teachers in the study received some sort of training and orientation to the new curriculum, most felt they were only somewhat familiar with it. Major challenges included limited and delayed access to instructional materials; teaching assignments outside teachers' areas of expertise; insufficient professional development; and time constraints. All these factors combined hamper the teaching capability and engagement of students. Through this immense challenge, teachers employed adaptive strategies in the form of collaborative planning with peers and experts, adapted their teaching tools according to latest technology and worked on creating resource materials compatible with local context. The results underscored the importance of continued professional training, providing resources to teachers when needed, and properly matching teaching assignments with educators' expertise. The findings offer concrete guidance to facilitate the implementation of the MATATAG Curriculum, specifically in rural and resource-constrained contexts.

**Keywords**— MATATAG curriculum, Technology and Livelihood Education, Teacher Challenges, Curriculum Implementation, rural education.

## **INTRODUCTION**

### ***Background of the Study***

The MATATAG Curriculum is an unprecedented reform initiative under the Department of Education (DepEd) and heralds a paradigm shift in Philippine education towards a more responsive, relevant, and adaptable curriculum for Filipino learners as stated by DepEd (Department of Education [DepEd], 2023a). Against this background, the Department of Education (DepEd) introduced a new acronym in 2023: MATATAG (MAkadisiplina, MAgaling, MAPag-mahal sa Bayan, MApanlikhang Tao, Taas-Noo, Asalang Galingan), which expresses the national vision for a restructured and streamlined education system to develop competent and patriotic Filipinos. (Republic of the Philippines, 1987; DepEd 2023a). This education reform aims to resolve long-standing problems of curriculum

congestion and misalignment in competencies within Philippine basic education with an emphasis on context-sensitive, relevant, and skills-based learning delivery (Bautista, Bernardo, & Ocampo, 2020; DepEd, 2023b).

Technology and Livelihood Education (TLE) is one of the learning areas that is greatly affected by this change as it engages students in acquiring necessary technical, practical, and entrepreneurial skills they will need to gain future jobs and success (Quijano, 2019). In relation to the K to 12 Philippine basic education curriculum, TLE is uniquely based on a philosophy of experiential learning and characterized by being skills-based and practical in nature (DepEd, 2016). The topic includes exploratory and specialization courses distributed across four main areas—Family Consumer Services (FCS, previously Home Economics), Industrial Arts, Agri-Fishery Arts, and Information and Communications Technology (ICT)—intended to assist students with assessing distinct professions or livelihood opportunities (DepEd, 2016; Tabares, 2021). The MATATAG Curriculum aims for a context-sensitive, skills-based, and discovery-oriented TLE curriculum that allows learners to discover their strengths and interests in the many fields of technology and livelihood (DepEd, 2023a). While this restructuring of the curriculum is well-justified in theory, it also brings with it challenges and responsibilities to TLE teachers who now have the job of implementing these changes (Bautista et al., 2020).

Any curriculum will prove ineffective without qualified teachers to implement it. They were the main interface to learning, primarily responsible for turning curricular objectives into rewarding classroom experiences, modifying instructional strategies in accordance with student variety and assuring that competencies development entails a synergy between theory and practice (Yambao & Serafica, 2020; Fullan, 2007). However, a new curriculum can often bring with it numerous challenges. Inadequate training and orientation on new content and pedagogical approaches, insufficient instructional materials, institutional access to relevant facilities and equipment needs, lack of professional development opportunities, and time constraints often characterize teachers' experiences (Aguinaldo & Medado, 2022; DepEd, 2023b). These challenges are more prevalent in resource-constrained environments, where socio-economic and geographic factors add additional barriers to effective teaching and learning (UNESCO, 2020).

As an example, in Atok District and within the Division of Benguet, TLE teachers also contend with challenges critically distinct by geographic highland region, rural environment and unique cultural context and socio-economic conditions delineated within Cordillera Administrative Region [CAR] Profile (2022). Atok is a remote, upland municipality in northern Philippines considered one of the highest and most remote, and have an economy based on agriculture (PSA, 2021). These factors determine the resource availability, implementation of training programs, relevance of the TLE competencies required by local industries and school capacity to implement effective TLE programs (Tabares, 2021). These contextual realities have gained urgency after the recent nationally mandated rollout of the MATATAG Curriculum, triggering questions on the curriculum's fit to local situations and how teachers can address context-specific challenges during this curricular change (DepEd, 2023a).

As the national government legislates critical reforms in the basic education system as expressed by the MATATAG Curriculum (Republic Act No. 10533, 2013; DepEd, 2023b), through constitutional mandates including capacity building programs, development of learning resources and policy guidelines to bridge key gaps (Aguinaldo &

Medado, 2022); there is scarcity of evidence on or documentation regarding experiences of teachers in rural/under-served communities at grassroots level. There have been studies investigating curricular reforms and their impacts in the different educational contexts of the Philippines, but not much literature explores the challenges that TLE teachers face while implementing MATATAG Curriculum particularly in highland communities such as Atok, Benguet (Quijano, 2019). When contextualized at a national level this understanding is key not only for the provision of relevant support and interventions to teachers affected by these challenges but also for policy considerations to ensure equitable and effective curricular implementation in different contexts (UNESCO, 2020).

Hence, this study seeks to investigate and profile the readiness, challenges and support needs of grade 7 and grade 8 TLE teachers in implementing the MATATAG Curriculum in Atok District. More specifically, it aims to determine the extent of TLE teachers' knowledge and familiarity of the new curriculum, identify pedagogical, logistical, institutional and contextual barriers in implementing effective delivery of TLE instruction; and describe TLE Teachers coping strategies/best practices/adaptive measures. The study also aims to inform educational administrators, curriculum planners, and policymakers about the implications of such transitions for effective TLE curriculum implementation in specific contexts. This study aims to address and shed light on the dual realities faced by TLE teachers in this particular highland community, thereby contributing to the dialogue regarding education reform in the Philippines for a better agenda that emphasizes inclusivity, responsive and supportive curriculum implementation (DepEd, 2023a; UNESCO, 2020).

### ***Statement of the Problem***

This study was intended to investigate the readiness, challenges and support needs of grade 7 and 8 TLE teachers in implementing the MATATAG Curriculum in Atok, Benguet. In particular, it aimed to answer the following questions:

- What is the level of familiarity among TLE teachers about the new curriculum? Have they received formal training or orientation connected to its implementation?
- What challenges in the implementation of MATATAG Curriculum do TLE teachers experience and how these challenges affect their teaching strategies and students' output?
- To what extent are the learning materials, resources and institutional support provided by school that promote effective delivery of MATATAG Curriculum to TLE classes?
- What strategies or best practices have TLE teachers come up with to cope with these challenges, or to address them?
- What support, resources or suggestions or recommendations can the TLE teachers provide in order to implement the MATATAG Curriculum in effectively?

### ***Objectives of the Study***

The purpose of this study was to identify, describe and assess the difficulties experienced by Technology and Livelihood Education (TLE) teachers teaching grades 7 and 8 in the implementation of MATATAG Curriculum in Atok, Benguet. Not only that, but it also tried to provide data-driven insights and recommendations for a delivery approach that is more effective, equitable, justifiable, and sustainable.

Specifically, the study aimed to:

- Identify TLE teachers' level of familiarity and preparedness for the MATATAG Curriculum
- Determine the challenges and difficulties experienced by TLE teachers in implementing the MATATAG Curriculum, including any issues stemming from specific TLE components or topics, as well as its effect on teaching and learning process.
- Analyze the sufficiency and appropriateness of learning materials, resources, and institutional support in the implementation of MATATAG Curriculum for TLE classes;
- Describe the experiences of TLE teachers in creating strategies and best practices to cope or address challenges encountered with regards to MATATAG Curriculum;
- Determine needed assistance, resources as well as the suggestions or recommendation from TLE teachers that may assist for the betterment of the implementation of the MATATAG Curriculum.

### ***Significance of the Study***

The result of the study could benefit the following:

#### ***Administrators and principals of schools***

This research will provide a more detailed picture of the challenges faced by TLE teachers, such as lack of resources or training. The contention for such data is necessary, so that a more updated comprehensive School Improvement Plan (SIP) can be made, most especially in terms of budgeting the needed tools for TLE, building construction facilities and other programs like professional development trainings that will cater to the specific needs of the TLE teachers.

#### ***TLE Teachers***

This study offers teachers a chance to express their experiences and problems at the heart of their professional struggles. In addition, it will enable TLE teachers reflect on the strategies and best practices they employ in to deal with the challenges and struggles they commonly encounter. Moreover, the TLE teachers will be able to express and reveal the support and assistance they need: it will also be an avenue for them to give their suggestions and recommendations for the betterment of the MATATAG implementation.

#### ***Department of Education Regional, Division and District Offices***

The data gathered from this research can provide a reliable and useful guide for curriculum planners and implementers at the district, division and regional levels. This research illustrated actual curricular interventions at the grassroots level specifically in resource acquisition and logistical support. Such information can help policymakers to formulate regulations and programs specifically tailored for schools operating in similar geographic or socioeconomic contexts.

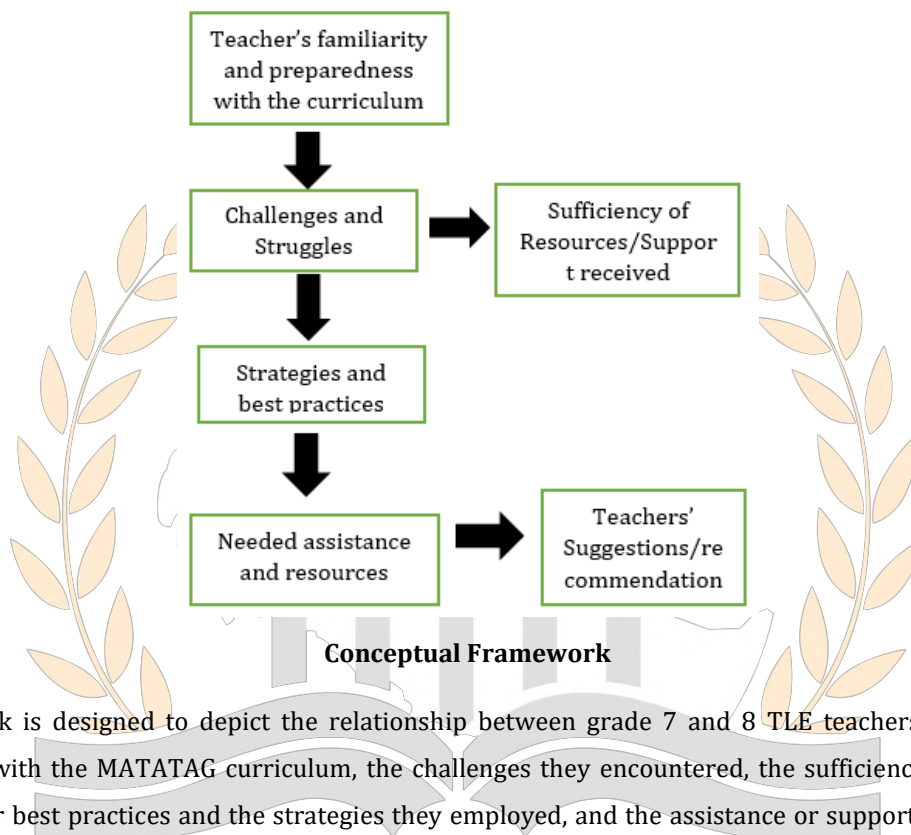
#### ***Learners***

Eventually, this study could benefit learners the most. Supporting teachers with the difficulties and challenges they experience is believed to enhance instructional quality in TLE classrooms. Learners could learn better with

technical-vocational skills if teachers are well trained and school facilities and equipment are available and sufficient.

### ***Future Researchers***

This study could be helpful for those researchers who would wish to explore the effects, contributions or impacts of MATATAG Curriculum. This provides baseline information on early stages of implementation, particularly in the TLE subject. The results provide a comparison to other research contexts, applications for longitudinal investigations and offer guidance for action research in educational innovation.



This framework is designed to depict the relationship between grade 7 and 8 TLE teachers' familiarity and preparedness with the MATATAG curriculum, the challenges they encountered, the sufficiency or adequacy of resources, their best practices and the strategies they employed, and the assistance or support they received in the implementation of the MATATAG curriculum.

### ***Key Concepts and Variables***

#### ***A. Teachers Familiarity/Preparedness***

Professional competence or knowledge of Grade 7 and 8 TLE teachers about the MATATAG Curriculum

Evidence: Number of completed workshops, curricula seminar attendance, knowledge of curriculum content, personal preparedness assessment

#### ***B. Challenges and Struggles***

Challenges faced by Grade 7 and 8 TLE teachers during the curriculum implementation phase.

Evidence: difficulties with curriculum components, instructional challenges, effect to the teaching-learning process and teaching-learning environment

***C. Sufficiency of learning materials, resources, and institutional support***

Instructional materials and support mechanisms availability, quality, adequacy, and relevance

Evidence: Access to learning materials, quality and appropriateness of resources, along with administrative and peer-support systems.

***D. Strategies and Best Practices***

Innovation of TLE teachers, strategies and/or methods of TLE teachers to overcome challenges in the implementation of the curriculum.

Evidence: adaptation strategies have been made, changes in lesson plans, classroom management practices and peer-to-peer collaboration.

***E. Needed Assistance and Recommendations***

Any resources, training or policy changes needed that would enable curriculum delivery effective.

Evidence: Gaps identified, kinds of support requested, and recommendations made by teachers.

***Framework Flow***

The familiarity and preparedness of the grade 7 and 8 TLE teachers served as the starting point which impacted the teacher-respondents experience with the MATATAG curriculum. The teacher-respondents preparedness and familiarity with the curriculum affected the challenges and struggles they encountered in implementing the MATATAG curriculum. The sufficiency or adequacy of learning materials and resources as well as the support they have received have greatly affected the challenges they have encountered. To mitigate the effects of the challenges and struggles they have encountered, the teacher-respondents developed and employed strategies and best practices. Based on the success and difficulty of the strategies and best practices they have developed and implemented, the teacher-respondents revealed the assistance and resources they needed. The feedback, suggestions and recommendations of the teacher-respondents can be used by appropriate authorities as a reference to boost TLE teachers' preparedness. It can be used as a basis in providing much needed resources and support to effectively implement, as well as to improve the MATATAG curriculum.

***Framework Concept***

Preparedness and familiarity of a teacher is very crucial to the success of the MATATAG curriculum implementation. Teachers who are well-informed and adequately trained tend to encounter fewer and less severe challenges in the classroom. In contrast, challenges in implementation often arise when there are gaps in teachers' preparedness or deficiencies in the resources provided to them. The sufficiency or adequacy of learning materials, teaching resources, and support of the institution serves as a intervening factor, either mitigating or intensifying the challenges encountered by teachers. In handling or managing these challenges, teachers develop and employ various strategies and best practices to adapt to curriculum demands and maintain effective teaching and learning processes. Through these experiences, teachers also identify additional needs and offer suggestions, which can guide improvements in policy, training, and resource allocation, ultimately contributing to the continuous

enhancement of MATATAG Curriculum implementation. This conceptual framework highlights the dynamic interplay between preparedness, challenges, resources, strategies, and support needs, illustrating the ongoing cycle of evaluation and improvement essential for educational success.

## **METHODOLOGY**

### ***Research Design***

This study used a combination of quantitative and qualitative research designs. Quantitative data analysis is used to determine respondents' familiarity and preparedness with the MATATAG curriculum and to find out if they have received training about the curriculum. On the other hand, qualitative descriptive research design is used to determine how familiar and prepared of the teacher-respondents, the challenges and struggles of the teacher-respondents in implementing the MATATAG curriculum, the strategies and best practices they developed and used to overcome it, the resources or assistance they needed and their recommendations for improving the curriculum implementation.

For this study, a combination of quantitative and qualitative approach was selected to provide a more comprehensive understanding of the issues being studied. Quantitative method allowed for the collection of numerical data that can be treated statistically to determine how many teacher-respondents received training about the MATATAG curriculum and to determine the degree of familiarity of the teacher-respondents about the curriculum. Qualitative method allows an in-depth investigation of the experienced challenges and struggles, the strategies and best practices they have developed and employed in mitigating the challenges and struggles, their perception about the adequacy, sufficiency and appropriateness of the learning materials and resources, the assistance they needed as well as the suggestions and recommendations to better implement the MATATAG and/or to improve its implementation. Since qualitative research seeks to explore how people make sense of, and ascribe meaning to, phenomena in their natural circumstances (Creswell and Creswell, 2018), it follows that this approach is particularly relevant for gaining insight into the complexities involved in curriculum implementation from the viewpoints of TLE teachers.

Particularly, inductive thematic analysis was employed to acquire a detailed, contextualized responses from the respondents. Doing so allowed respondents to freely communicate their struggles, the strategies they used to combat the challenges and struggles, and their suggestions or recommendation in an authentic way that is truly grounded in their real experiences making the result of the study more impactful and meaningful.

### ***Population and Locale of the Study***

The study was conducted in Atok District, Benguet Division. The participants of the study are the TLE teachers from the five (5) public junior high schools in the district teaching Grades 7 and 8 since the on-going implementation of the MATATAG curriculum is from kinder to grade 8 only.

The study used purposive sampling. This means respondents were selected based on their direct relation with the research problem or they have relevant information regarding it.



### ***Research Instrument***

A survey questionnaire was crafted. It contains two parts. The first part was composed of multiple-choice questions to determine the degree of respondents' familiarity with the MATATAG curriculum and to determine if they have received any training or orientation about the curriculum. The second part of the survey questionnaire is composed of open-ended questions designed to elicit narrative responses. The questions are directly related to the research aim, including teachers' understanding of the curriculum, their specific pedagogical and resource challenges, support received, strategies and practices adopted for coping with these challenging years as well as recommendations for overcoming issues timely.

The survey questionnaire crafted used Google form format. The Google Form format allowed for self-paced cognition, giving participants ample opportunity both to reflect and articulate their experience with precision.

### ***Data Gathering Procedure***

Before floating the questionnaire, informed consent form was sent to the purposely selected respondents. The researcher was expected to abide by the standards of data gathering, exercise the highest form of ethics in conducting the research. The questionnaire link was then purposely sent via messenger to the selected respondents after obtaining their consent. The link was active for four weeks in order to maximize participation. The researcher kept track of incoming responses and sent gentle reminders as necessary to prompt completion. After the collection window is over, the researcher retrieved responses from Google Forms for analysis.

The responses were automatically tabulated and organized in the google form link to the questionnaire.

### ***Data Analysis***

The collected data from the first part of the survey questions were subjected to statistical analysis particularly using mean, median, and mode. The mean and median was used to determine the average number of respondents who received training about the MATATAG curriculum. The mode was used to determine how familiar the respondents were with the MATATAG curriculum.

For the second part, thematic analysis was used in transcribing the interview transcripts. The first step is familiarization. In this step, reading and re-reading the transcripts was done to be familiar with the data collected. The second step is coding. This entails searching through the data for significant statements, sentences, or quotes and assigning these raw data a category or code. The third step is theme development. In this step, grouping similar codes to form wider themes on challenges and struggles, conclusions and recommendations was done. The fourth and last step is interpretation. This step entails, interpreting the themes in relation to the research questions and relevant literature.

### ***Ethical Consideration***

This study has followed the established ethical standards in order to protect the rights and welfare of respondents or participants. Authority to conduct the study was granted by the District Office and informed consent was acquired from all participants prior to initiating interviews. Respondents was guaranteed confidentiality and



anonymity. In addition, they were be told that participation is voluntary and that they may opt not to take part in the study.

## **RESULT AND DISCUSSION**

This section presents the result of the study revealed by the respondents thru the survey questionnaires.

### ***Familiarity and Preparedness of the Teachers with the MATATAG Curriculum***

Result revealed that all grade 7 and 8 TLE teachers of Atok District received training and orientation about the MATATAG curriculum. This data showed that DepEd authorities of Atok district did their best to ensure that before the implementation of the MATATAG curriculum, TLE teachers have received training and orientation about the curriculum. This is very crucial since the effectiveness of a new curriculum relies on the preparedness and capabilities of teachers. Orientation and trainings provide teachers with essential knowledge regarding the curriculum content, teaching strategies and possible assessment techniques. Fullan (2007) disclosed that inadequate preparation can be a barrier for teachers' ability to deliver lessons which can affect students' outcomes. Darling-Hammond et al. (2017) disclosed in their research that comprehensive teacher training bolsters confidence, promotes acceptance, and facilitates easier transitions during curriculum reforms. Conclusively, training and/or orientation are very essential for preparing and equipping teachers for the implementation of the new curriculum.

However, even if the all of the grade 7 and 8 TLE teachers received training or orientation, results showed that majority of Grade 7 and 8 TLE teachers in Aok district possesses a moderate level of familiarity with the MATATAG curriculum. Specifically, 66.7% of the respondents answered "somewhat familiar" and 33.3% answered "very familiar" with the curriculum. This result indicates that while most of the grade 7 and 8 TLE teachers in Atok district have moderate level of familiarity with the curriculum's content and structure, only a third of them felt highly confident in their understanding about the curriculum. This can mean that majority of the grade 7 and 8 TLE teachers were not prepared in implementing the MATATAG curriculum.

This result suggests a need for more in-depth training and orientation to guarantee that all grade 7 and 8 TLE teachers of Atok District acquire comprehensive understanding of the MATATAG curriculum. This aligns with the findings of Guskey (2002) which highlights that the level of teachers' familiarity with a new curriculum significantly influences its effective implementation. Sufficient familiarity is very necessary to ensure that teachers can deliver lessons confidently and accurately. Therefore, strengthening trainings and orientations may help bridge the gap of familiarity and preparedness, ultimately supporting better instructional practices that may significantly affect students learning and outcomes as Darling-Hammond et al. (2017) disclosed in their research.

The result may have been influenced by the revealed understanding of grade 7 and 8 TLE teachers about the new curriculum. As shown on table 1 below, grade 7 and 8 have varied and different understanding regarding the MATATAG curriculum. Several factors can also be considered on why they have varied and different understanding. It could be personal or otherwise. Nevertheless, the varied and different understanding of the

grade 7 and 8 TLE teachers in Atok district about the MATATAG curriculum could have impacted their familiarity and preparedness in implementing it.

**Table 1: Teachers Understanding of the MATATAG Curriculum**

Themes	Code	Sample responses (in verbatim)
<b>Focus on Foundational Skills and Job Readiness</b>	Literacy and numeracy, Job Readiness	"it prioritizes early literacy and numeracy" "Strengthening literacy and numeracy to produce job ready students"
<b>Learner-centered and Practical Curriculum</b>	Learner-centered, Simplification, Practicality	"Focusing on making the system more resilient, accountable, and learner-centered." "My understanding of the MATATAG Curriculum is that it simplifies lessons, focuses on essential skills, and supports both teachers and learners for better learning outcomes." "It is supposed to make learning more meaningful and useful"
<b>Curriculum Revision and Broad Awareness</b>	Revised curriculum, broad understanding	"Revised curriculu" "broad"
<b>Variability in Familiarity</b>	Limited Knowledge, Fair Understanding	"Little knowledge" "fair"

The analysis of grade 7 and 8 TLE teachers' responses regarding their understanding of the MATATAG Curriculum divulged at least four (4) themes. First, a significant number of Grade 7 and 8 TLE teachers recognized the MATATAG curriculum's focus on strengthening foundational skills, particularly literacy and numeracy, as well as its aim to enhance preparedness of students for future employment. This was evident in the responses such as "It prioritizes early literacy and numeracy" and "Strengthening literacy and numeracy to produce job ready students."

The second identified theme was the understanding of the grade 7 and 8 TLE teachers in Atok district of the MATATAG Curriculum as learner-centered and designed to make learning more meaningful and practical. Some teacher-respondents acknowledged that the curriculum aims to simplify lessons, focus on essential skills, and provide support for both teachers and students. For instance, one respondent stated, "My understanding of the MATATAG Curriculum is that it simplifies lessons, focuses on essential skills, and supports both teachers and learners for better learning outcomes."

However, the third identified theme revealed that some teachers have a broad or limited understanding of the curriculum, with responses such as "Fair," "Broad," and "Little knowledge." Lastly, the fourth identified theme on variation in familiarity suggests that, while the curriculum's main objectives are generally recognized, not all grade 7 and 8 TLE teachers feel fully informed or confident about its content and implementation.

These findings are in line with the findings of some researches which underscores the essence of extensive and thorough orientation, training and continuous professional development in supporting teachers during curriculum reforms. Darling-Hammond, Hylar, & Gardner (2017) suggested that ensuring teachers are well-informed and confident in their understanding of a new curriculum is very necessary for effective implementation and improved student outcomes. Hence, it is recommended that targeted training and ongoing support be provided to address the gaps in teachers' (grade 7 and 8 TLE teachers) familiarity and preparedness with the MATATAG Curriculum.

### ***Challenges and Struggles of Grade 7 and 8 TLE Teachers in Atok District***

The research revealed that grade 7 and 8 TLE teachers in Atok District numerous challenges and struggles which have profound impact in teaching and learning process in their classes.

**Table 2: Challenges and Struggles**

<b>Themes</b>	<b>Code</b>	<b>Sample Responses (In Verbatim)</b>
<b>Limited Resources</b>	Lack of tools, equipment, materials and books	"Limited tools, equipment and facilities" "the classroom and the ICT materials are not enough to cater the number of students" "the main challenges I encountered are . . .lack of materials and tools" "Implementation...without complete tools, equipment, resources and books";
<b>Specialization and Teacher Preparedness</b>	Unfamiliarity with components: out of field of specialization	"Unfamiliar of some components of TLE" "The handling of TLE subject which is not aligned with my specialization." "Not familiar with some lessons and needed to research to be able to teach the lesson." "Unfamiliar with the topics"
<b>Readiness of Students</b>	Lack/insufficient pre-requisite skills and knowledge	"Advancement of the topics is difficult because students do not have basic knowledge about the lesson being taught especially in ICT and IA"; "Advancement of the lesson without the capacity of learners to grasp the informations."
<b>Time constraints</b>	Insufficient or inadequate class time for skill development	"Time constraints/skills"; "developing real-life skills...requires more time for practice, which is often not enough within class periods."; "limited training, lack of materials and tools, time constraints, and adjusting lessons to fit the new curriculum."

Analysis of the result shows that there are at least four (4) major challenges that grade 7 and 8 TLE teachers encountered in Atok District in the implementation of the MATATAG Curriculum.

First major challenge and struggle revealed by the teacher-respondents in the study is the lack or limited resources, such as tools, equipment, and appropriate classroom facilities. This affects the teaching-learning process as it limits the ability of teachers and students to conduct hands-on or laboratory activities crucial to TLE subjects' teaching and learning process.

As shown on the table 3 below, sufficiency and appropriateness of learning resources is still a persisting challenge in teaching the TLE subject.

**Table 3: Sufficiency/Appropriateness of Learning Resources**

Themes	Code	Sample Responses
<b>Insufficiency of Materials</b>	Not enough resources	"No" "Insufficient" "No, in most cases, the learning materials and resources provided by the school are not yet fully sufficient or appropriate for the demands of the MATATAG Curriculum."
<b>Delayed/Incomplete Provision</b>	Late arrival; incomplete sets	"Books for Matatag Curriculum came late." "Not fully sufficient yet, although some materials are appropriate and helpful."
<b>Reliance on Alternative Sources</b>	Use of internet, self-sourcing	"No. I rely on internet for faster provision of information related to the topic or lesson being taught." "No, teachers rely more on Internet for faster provision of information related to the lessons to be discussed if there is no book available."
<b>Partial Appropriateness</b>	Some materials helpful, not all	"Not fully sufficient yet, although some materials are appropriate and helpful."

The result suggests that most teacher-respondents agree that the learning materials provided by the school are insufficient and may even, in some instances, not entirely appropriate for the implementation of the MATATAG Curriculum. A number of teachers said vital materials such as textbooks and teaching aids are either inadequate or delivered late, limiting their ability to teach the lessons according to the curriculum.

This deficiency often leads to teachers relying on internet resources and they also source their own materials in a desperate bid to cover the curriculum. While the materials provided by the school are recognized as helpful, it is neither comprehensive nor updated enough to meet the ongoing needs of transforming curriculum. This shows that there is a gap between the curriculums requirements and the actual support provided.

These findings are consistent with research highlighting the critical role of sufficient and timely resource provision for curriculum implementation, particularly in new or revised programs (Opfer & Pedder, 2011). When teachers



lack access to appropriate materials, it can negatively impact instructional quality and student learning outcomes (Darling-Hammond et al., 2017; Schleicher, 2018). To ensure successful curriculum delivery, it is essential that schools prioritize the procurement and distribution of updated, relevant, and sufficient learning resources aligned with the MATATAG Curriculum.

Second challenge and struggle revealed in the study is the teachers' unfamiliarity with some curriculum components. Some grade 7 and 8 TLE teachers were assigned to teach components or areas not aligned with their specialization. This result indicates the need for sustained and targeted professional development, as emphasized by Darling-Hammond et al. (2017), to guarantee that teachers are well-prepared and confident in delivering the new curricular content.

The table below highlights one of the challenges that grade 7 and 8 teachers encounter which is teaching TLE component or area that is out or not their specialization. This component or area is described as difficult to teach by the respondents since it is not their field or area of specialization which is often magnified because of limited, or lack of learning resources.

**Table 4: Components of TLE Described as Difficult to Teach**

Themes	Code	Sample Responses
<b>Technical Specializations</b>	EIM, CSS, Industrial Arts, ICT	"There are, the Electrical Installation and Maintenance (EIM), Computer System Servicing (CSS)" "Industrial Arts and ICT" "IA" "ICT becomes challenging when there is limited access to computers, internet, or updated software."
<b>Resource and Equipment Constraints</b>	Practical/hands-on components, ICT access	"The practical and hands-on components are more difficult due to limited tools, time, and resources." "ICT becomes challenging when there is limited access to computers, internet, or updated software."
<b>Curricular Alignment and Teacher Specialization</b>	New guidelines, teacher expertise	"Yes, especially if the components are usually aligned with the new guidelines of TLE majors under the CHED curriculum, compared to the old curriculum wherein specialization for TLE majors is focused in one field of expertise only." "Yes, teaching skills that is not prior to the specialized skill of teacher."
<b>Grade/Level-Specific Challenges</b>	More technical at higher levels	"I just taught grade 7, so far it is basic, some of my colleagues who were handling TLE 8 said it is more technical in the grade 8 curriculum."

The responses indicated that certain components of TLE, particularly those related to technical specializations such as Electrical Installation and Maintenance (EIM), Computer System Servicing (CSS), Industrial Arts, and ICT,

are considered more challenging to teach under the new MATATAG Curriculum. Teachers highlighted that these components require practical, hands-on activities that are often hindered by limited access to tools, equipment, computers, and updated software.

Another significant challenge involves curricular alignment and teacher specialization. Some teachers noted that the new curriculum demands expertise in areas outside their own specialization, making it more difficult to deliver certain lessons confidently and effectively. This issue is compounded by the broader range of skills now expected from TLE teachers, as the new guidelines require familiarity with multiple fields rather than focusing on a single area of expertise.

It was also found that TLE components become more complex as grade levels rise. Content in grade 7 is basic, but more technical and specialized content in grades 8. This pose increased instructional challenges to teachers.

These findings are consistent with existing evidence that the provision of adequate resources, ongoing professional development and curricular match to teacher-competence is critical for effective teaching and learning in a technical and vocational education context (Darling-Hammond et al., 2017; Avalos, 2011; Schleicher, 2018). These factors are directly related to the implementation of the MATATAG Curriculum,

The third identified major challenge and struggle is students' readiness which appeared as a persistent concern. Grade 7 and 8 TLE Teacher-respondents noted that students often lack the foundational skills necessary for more advanced lessons, particularly in ICT and Industrial Arts, making it challenging to progress through the curriculum as intended.

The fourth identified major challenge and struggle in implementing the MATATAG curriculum in Atok District is time constraint. Teachers revealed that the allotted periods are insufficient for students to fully develop the practical skills required in TLE subjects.

The revealed challenges and struggles of grade 7 and 8 TLE teachers highlight the significance of the provision of adequate resources, teacher trainings and orientations, and adjustments of instructional time to support the successful implementation of the MATATAG Curriculum (Darling-Hammond et al., 2017). Addressing the challenges and struggles encountered by the teachers in the implementation of the MATATAG curriculum could boost teachers' performance and could positively affect students outcomes.

Table 4 presents how the challenges and struggles encountered by the grade 7 and 8 TLE teachers in Atok District affected the teaching-learning process in their respective classes.

**Table 4: Effects of the Challenges and Struggles**

Themes	Code	Sample Responses (In verbatim)
<b>Adaptation of Teaching Practices</b>	Reliance on alternatives; modification of activities	"Limited tools, time, and materials often force me to adjust my teaching strategies instead of purely hands-on activities, I sometimes rely on demonstrations, videos, or group work."



		"Because of limited resources and time, you may need to modify or simplify activities."
<b>Reduced Effectiveness and Confidence</b>	Difficulty explaining content; lack of mastery/confidence	"Cannot explain the idea effectively to students." "Cannot explain the lesson confidently and effectively in turn students cannot grasps the lesson being taught." "Mastery"
<b>Impaired Student Engagement and Learning</b>	Decreased motivation; limited understanding and skill development	"Most students are not motivated to learn and they cannot focus on learning the topic." "These challenges make it harder to deliver lessons effectively and limit hands-on activities, which can affect students' understanding and skill development." "It affects the processing of the lesson content and competencies."
<b>Time Constraints</b>	Lesson preparation takes longer	"It takes time time for the preparation of lessons."

The data show that the challenges encountered in the implementation of the MATATAG Curriculum have significant impact on the teaching – learning process. Grade 7 and 8 TLE Teachers in Atok district repeatedly revealed that limited resources, such as inadequate or insufficient tools and materials, as well as time constraints, forced them to modify their instructional strategies. Instead of engaging students in hands-on or laboratory activities— considered as the heart of TLE teaching-learning process— grade 7 and 8 TLE teachers in Atok district often had to rely on demonstrations, videos, or group work. This coincides with the research of Opfer & Pedder (2011) suggesting that limited resource can hinder the use of experiential learning methods which eventually reduce opportunities for students to develop practical skills. The lack of hands-on or laboratory activities in TLE classes as well as simplifying or modifying lessons may result in superficial learning and limited skill acquisition. Studies have revealed that sufficient instructional support, relevant materials, and ample practice time are essential for meaningful learning and student engagement (Schleicher, 2018; Darling-Hammond et al., 2017).

Additionally, some grade 7 and 8 TLE teachers in Atok admitted that the challenges they encountered weakened their confidence and ability to explain concepts effectively, which, in turn, affected students' ability to grasp lesson content. Some of the teacher-respondents revealed difficulty in achieving mastery of lesson as well as delivering it with clarity. This led to reduced student understanding and engagement. Some teacher-respondents also indicated that their students often become less motivated and find it challenging to focus on lessons, further hindering their learning process. This lack of confidence can hinder teachers' ability to engage students and facilitate deep understanding, which is consistent with findings by Avalos (2011), who noted that effective professional development is crucial for boosting teacher efficacy during curriculum changes.

In short, these findings underscore the idea that resource availability, instructional effectiveness, and student achievement are very much linked. Other key challenges revealed by the findings included resource gaps,



provision of ongoing professional development for teachers and ensuring enough instructional time to implement the curriculum. These challenges must be addressed through comprehensive and systematic support to improve the effectiveness of the teaching-learning process and thereby improve learning outcomes (Darling-Hammond et al., 2017; Avalos, 2011).

***Strategies and Best Practices of Grade 7 and 8 TLE teacher in Atok District to Manage or Overcome Challenges***

Despite the challenges and struggles, grade 7 and 8 TLE teachers in Atok found ways to mitigate the challenges and struggles they encounter by employing and adapting strategies which they thought could help. Table 6 shows the strategies employed by the teacher-respondents while Table 7 shows their best practices.

**Table 6: Strategies of TLE Teachers**

Themes	Code	Sample Responses (In verbatim)
<b>Collaboration and Peer Support</b>	Working with colleagues	"I applied blended learning and collaboration with the colleagues." "I use collaboration with colleagues..."
<b>Resourcefulness and Adaptation</b>	Use of local/improvised materials, lesson modification	"I use locally available and improvised materials as substitutes for limited tools and equipment." "Modifying lessons, selecting what I think is necessary." "Adapt and simplify lessons, maximize available materials."
<b>Leveraging Technology</b>	Use of ICT, online research and multimedia	"Use of ICT, and researches to supplement knowledge needed to facilitate learning." "Reading all the lesson in advance and researching in Facebook, YouTube and other platforms." "Need to read informations based on the lessons or competencies with the help of the internet which is accessible nowadays."
<b>Instructional Strategies</b>	Remediation, blended learning, time management	"I applied blended learning..." "Remediation" "Manage time effectively to overcome the challenges."
<b>Self-Study and Preparation</b>	Advance reading, research	"Reading all the lesson in advance and researching in Facebook, YouTube and other platforms."

Analysis of the teacher-respondents responses revealed key strategies employed and adapted to mitigate the effect of the challenges and struggles they encountered in implementing the MATATAG Curriculum. Collaboration with colleagues emerged as a key approach, allowing teachers to share resources, co-plan lessons, and support one

another in navigating curriculum changes. This peer support has been consistently shown to enhance professional learning and problem-solving capacity among educators (Opfer & Pedder, 2011).

Resourcefulness is another prominent theme, with teachers frequently adapting lessons, utilizing locally available and improvised materials, and simplifying content to align with available resources. Such creative adaptations are vital in resource-constrained environments, enabling continued instructional delivery despite limitations (Avalos, 2011).

The integration of technology and online resources has also been widely adopted. Teachers reported using ICT tools, conducting online research, and leveraging platforms such as Facebook and YouTube to supplement lesson content and update their own knowledge. This aligns with findings by Schleicher (2018), who emphasized the role of digital resources in enriching curriculum delivery and supporting teacher development

Instructional strategies such as blended learning, remediation, and effective time management have also been employed to maximize student learning and address gaps. In addition, self-study and advanced preparation through independent reading and online research were mentioned as essential practices for maintaining instructional quality.

Overall, these strategies reflect teachers' adaptability and commitment to overcoming obstacles, highlighting the importance of collaborative, innovative, and technology-driven approaches in effective curriculum implementation (Darling-Hammond et al., 2017; Opfer & Pedder, 2011; Schleicher, 2018).

Although the strategies adopted by teacher-respondents do not completely solve the challenges and struggles they faced, it is worth mentioning that the teacher-respondents are doing their best to deliver quality instructional delivery which is very crucial in the success of any curriculum.

By employing strategies, teacher-respondents were able to identify their best practices which mitigated the challenges and struggles they encountered.

**Table 7: Best Practices of TLE Teachers**

Themes	Code	Sample Responses (In Verbatim)
<b>Resourceful Classroom Management</b>	Group work, role rotation, differentiated tasks	"I divided the class into small groups with assigned roles such as preparation, cooking, plating, and sanitation. Each group rotates through the stations."
<b>Integration of Technology</b>	Use of ICT, AI, online resources	"Used ICT and researches on TLE topics before delivering specific lessons." "Effective use of AI, modification of lessons based on its inferred importance."
<b>Collaborative Teaching</b>	Sharing materials, co-planning	"I collaborate with colleagues to share materials and ideas, adjust lessons to fit available resources..."

<b>Contextualized and Improved Activities</b>	Use of local/improvised materials, modification based on resources	"I modify activities based on available resources by using improvised or locally available materials."
<b>Experience-Based Teaching</b>	Aligning content with teacher expertise and real experience	"I am enjoying teaching the MATATAG Curriculum if it is in line with my expertise because I can relate my experiences with the learners..."
<b>Life-Relevance of Lessons</b>	Relating content to daily/practical life	"Relate lessons to practical life."
<b>Peer Learning</b>	Using advanced students as helpers	"Using the knowledge of the advanced students to help classmates and teacher."

Teacher-respondents shared several best practices and success stories in the implementation of the MATATAG Curriculum. One effective strategy is resourceful classroom management, such as dividing students into small groups with rotating roles during practical activities (e.g., cookery lessons). This approach maximizes limited resources while ensuring all students experience each stage of the process, fostering engagement and hands-on learning.

Integration of technology is also a notable best practice, with teachers utilizing ICT tools, AI, and online research to enhance lesson delivery and personalize instructional content. These technological adaptations facilitate access to updated information, diversify learning experiences, and support differentiated instruction (Schleicher, 2018).

Another effective strategy used is collaboration with colleagues. Teachers share resources, co-plan, and exchange ideas that lessen the individual burden, while raising instructional quality through collective pooling of expertise (Avalos, 2011).

The contextualization of lessons and the use of materials available on hand has shown very clear advantages, especially in less resourced settings. To this end, teachers mentioned how they had to adapt the activities to be aligned with available resources thus making the lesson practical but adaptable and relevant for students. Teacher-respondents also cited the use of experience-based teaching, which draws on the teacher's experience and expertise to make lessons more relevant, as well as linking lesson material to real-life or practical scenarios. Such strategies develop a sense of material relevance among students which encouraged and motivated them (Darling-Hammond et al., 2017).

Another best practice revealed by the teacher-respondents is by allowing advanced students to help their classmates and sometimes their teacher. Opfer & Pedder (2011) noted that this practice creates a collaborative learning environment that benefits all learners.

The revealed best practices of the teacher-respondents outline the importance of flexibility, collaboration and contextualization for effective implementation of curriculum which aligns with international research on effective teaching and learning (Avalos, 2011; Darling-Hammond et al., 2017; Opfer & Pedder, 2011; Schleicher, 2018).

Along with the strategies and best practices which helped them mitigate the effects of the challenges and struggles, teacher-respondents also acknowledge the support they received.

The table below revealed the support received by the grade 7 and 8 TLE teachers in Atok District.

**Table 8: Support Received by the Teachers**

Themes	Code	Sample Responses (In verbatim)
<b>Professional Development</b>	Trainings, seminars, webinars, LAC	"The support I receive from school administration and colleagues are trainings, orientations, and meetings..." "I receive support through trainings or LAC..." "LAC sessions and seminars but not enough." "Teachers are given chances to attend trainings, webinars, and workshops..." "Letting me join in seminars about ICT..."
<b>Technical Assistance</b>	Help with lesson delivery, ICT	"Technical assistance from co-teachers." "Technical assistance." "Some colleague help me in trouble shooting."
<b>Collegial Collaboration</b>	Sharing resources, materials, guidance	"Collaboration with colleagues in sharing ideas and materials." "Mostly from the colleagues, they share informations like sources of lessons from other regions or from the division, exemplars and ready made exams with its answer key and tos."
<b>Moral Support</b>	Encouragement, guidance	"Moral." "Guidance from school head."

Based on the teacher-respondents responses, they received diverse forms of support from the school administrators and fellow teachers when they implemented the MATATAG Curriculum, (Arrieta, 2018). One big support is through the conduct of professional development programs like trainings, orientations, LAC or Learning Action Cell sessions, seminars and webinars. These initiatives promote clarity of curriculum expectations and improving the capacity of teachers to implement new content and pedagogical approaches. Still others noted that while these opportunities exist, they sometimes do not align fully with their career needs.

Technical assistance is one of the major support mechanisms provided primarily related to lesson delivery and addressing ICT-related challenges. Often, the support comes from co-teachers who share their expertise demonstrating peer-to-peer learning in schools. Teacher sharing of resources, lesson plans, exemplars, and assessments is another example of collegial collaboration which was revealed as one of the best practices of teacher respondents. This collaborative nature cultivates a supportive professional community allowing educators to benefit from one another's experiences and successful practices (Avalos, 2011; Opfer & Pedder, 2011).

***Needed Assistance, Suggestions and Recommendations to Improve the delivery of the MATATAG Curriculum***

To fully implement the MATATAG curriculum with confidence, the teacher-respondents revealed the additional assistance and support they needed. The teacher-respondents also gave suggestions and recommendations to improve the delivery of the MATATAG curriculum in Atok District.

The recommendations and suggestions given by the teacher-respondents was based on their real experiences. This could have stemmed from their desire for the effective and efficient delivery of the new curriculum as well as their desire to ensure quality student outcomes.

**Table 9: Support Needed**

<b>Themes</b>	<b>Code</b>	<b>Sample responses (in Verbatim)</b>
<b>Specialized and Continuous Training</b>	More subject-specific training, upskilling	<p>“More specialized and continuous training for teachers would be very helpful. This includes upskilling in specific TLE areas (like cookery, ICT, or electrical work).”</p> <p>“Training on the different field of specialization offered under Matatag TLE.”</p> <p>“I would like to suggest that they will give training opportunities for teachers to become more effective, not all teachers in TLE subjects are called jack of all trades...”</p>
<b>Additional and Improved Materials</b>	More/comprehensive teaching tools, resources	<p>“More complete and functional tools, materials, and equipment are essential, especially for areas like cookery, ICT, and industrial arts.”</p> <p>“Additional computers and trainings.”</p> <p>“Additional training, more teaching materials and tools...”</p>
<b>Contextualized Professional Development</b>	Contextualized seminars/workshops	<p>“More contextualized seminars for TLE teachers, not just information dissemination.”</p> <p>“Seminars, modules.”</p>
<b>Time and Stability</b>	Preparation time, stable curriculum	<p>“Enough time for preparation, continuous support from the school, and stable curriculum so I can master this curriculum...”</p>

Teacher-respondents identified additional support and resources that would enhance their ability to implement the MATATAG Curriculum more effectively. First and foremost among these is the need for more specialized and continuous training, particularly focused on specific TLE fields such as cookery, ICT, and electrical work. Teacher-respondents emphasized that TLE subject covers a broad range of competencies, and not all teachers are equally skilled in every area. Therefore, targeted upskilling is essential for building teacher confidence and expertise across the curriculum (Avalos, 2011).

Another support needed revealed is the provision of relevant, operational and up-to-date learning resources, materials and equipment. This need is most pronounced for technical and practical subjects in which real hands-on experience provides the best learning outcomes for students. Lack of such resources can have a significant impact on both the teaching process and functional training (Schleicher, 2018).

Teacher-respondents also expressed a desire for more contextualized professional development opportunities, such as seminars and workshops tailored to address the practical realities and specific needs of TLE teachers. Contextualization ensures that training is relevant and directly applicable to teachers' classroom situations, promoting higher engagement and effectiveness (Opfer & Pedder, 2011).

Teacher-respondents also stressed the need to have enough time for preparation for the ongoing curriculum. In addition, teacher-respondents clamor for a stable curriculum. This clamor stemmed from the fact that Philippine Education Curriculum changes often which greatly affects teachers who are in the grassroot level since they are the ones who bears the brunt. Teacher-respondents requested for consistency and adequate support from the school administration. This will allow teachers to master curriculum content and plan more effectively, which in turn benefits student outcomes (Darling-Hammond et al., 2017).

In summary, these results highlight the importance of sustained, subject-specific and contextually-responsive professional development, adequate resources and strong institutional support for successful curriculum implementation (Avalos, 2011; Schleicher, 2018; Darling-Hammond et al., 2017; Opfer & Pedder, 2011).

**Table 10: Suggestions or Recommendations**

Themes	Codes	Sample Responses (In Verbatim)
<b>Provision of Adequate and Appropriate Materials</b>	Complete, updated, context-appropriate resources	"Ensure the availability of complete, updated, and context-appropriate learning materials. These should include lesson guides, performance tasks, and assessment tools that match actual classroom conditions."  "More complete and functional tools, materials, and equipment are essential, especially for areas like cookery, ICT, and industrial arts."
<b>Specialization-Based Teaching Assignments</b>	Teachers assigned by expertise	"Teachers should teach SPECIFIC field of specialization under MATATAG Curriculum in TLE based from their FIELD OF EXPERTISE..."  "Teachers should just teach their specialization and be given contextualized training or seminar."
<b>Professional Development</b>	More training, contextualized seminars, certification	"Provide more training, sufficient tools and materials, stable curriculum guidelines, and stronger school support..."  "More trainings that is needed by the teacher in teaching the subject itself like national certification of new skills acquired."



<b>Stable and Supportive Curriculum Guidelines</b>	Consistency, clear guidance, school support	"Stable curriculum guidelines, and stronger school support to improve the implementation..."
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The teacher-respondents expressed key recommendations for improving the implementation of MATATAG Curriculum in TLE.

The top-most widely listed recommendation was the need for a complete and detailed, updated and context appropriate set of learning resources from the Department of Education and schools.

For successful implementation of the curriculum, resources specific to real-world classroom contexts—for instance, unit plans and sample student assessment tools (Schleicher 2018)—are essential to the effective curriculum delivery— especially in resource-intensive areas like cookery, ICT and industrial arts etc.

Another strong recommendation from the teacher-respondents is for teachers to be assigned to teach only in their specific fields of expertise.

This approach ensures that teachers can deliver lessons with confidence and depth, leveraging their content knowledge and experience to the benefit of students (Avalos, 2011).

Teacher-respondents also emphasized the importance of contextualized professional development—training opportunities, practical seminars, and even national certification programs that are tailored to the unique needs and realities of TLE educators.

Lastly, teacher-respondents called for stable curriculum guidelines and stronger institutional support. Consistent policies and clear, reliable guidance from school leaders can help teachers plan more effectively and navigate curriculum changes with greater confidence (Darling-Hammond et al., 2017).

These recommendations are consistent with the established research synthesizing effective strategies for curriculum implementation, including targeted professional development, adequate resources and time, teachers assigned to teach within their area of expertise (teaching backgrounds), and stable policy context (Avalos, 2011; Opfer & Pedder, 2011; Schleicher, 2018; Darling-Hammond et al., 2017).

## CONCLUSIONS AND RECOMMENDATIONS

### *Conclusions*

This study explored the challenges and struggles faced by Grade 7 and 8 TLE teachers in Atok District, Division of Benguet in implementing the MATATAG Curriculum.

The findings revealed that teacher-respondents consistently encounter insufficient and delayed provision of learning materials and resources, lack of specialized training, and inadequate facilities—all of which hinder the effective delivery of hands-on and technical components of TLE.

Furthermore, many teachers are assigned to teach outside their field of expertise, compounding the difficulty of teaching specialized subjects such as ICT, Industrial Arts, and Cookery.

Time constraints, student readiness, and reliance on improvised or self-sourced materials further magnified these challenges.

Despite these obstacles, teacher-respondents have demonstrated adaptability through collaboration, resourcefulness, contextualization of lessons, and the integration of technology. However, the success and quality of curriculum implementation remain heavily dependent on sufficient institutional support, access to appropriate resources, and ongoing professional development.

These findings align with previous research, which emphasizes that adequate resources, targeted and ongoing professional development, and teacher assignments based on specialization are critical for successful curriculum implementation and improved student outcomes (Darling-Hammond et al., 2017; Schleicher, 2018; Avalos, 2011).

### ***Recommendations***

From these findings the following suggestions are forwarded to enhance the implementation of MATATAG Curriculum among TLE teachers in Atok District for Grade 7 and 8 Teachers:

#### ***Provision of Adequate Resources:***

Deliver timely, complete and relevant learning materials, tools and equipment especially in some of the more technical and practical areas of TLE modules (Schleicher, 2018).

#### ***Specialization-Based Teaching Assignments***

Designate teachers in TLE subjects according to their specialization, which will make delivery of instruction more efficient (Avalos, 2011).

#### ***Continuous and Specialized Professional Development***

Offer regular, contextualized professional development (seminars to support upskilling in content areas of TLE including national certifications to address new competencies \*DarlingHammond et al. 2017).

#### ***Strengthened Institutional Support***

Maintain stable curriculum guidelines and enhance or strengthen support systems—both technical and moral, collaboration (with peers) and opportunities for professional learning (Opfer & Pedder, 2011)

#### ***Technology and Flexible Teaching Strategies***

The use of blended learning and ICT to supplement instruction will be encouraged to address resource gaps, while innovative, adaptive approaches in pedagogy are promoted.

### ***Appendices***

Appendix A: Letter to the Public Schools District Supervisor



April 20, 2026

**MARCELINO S. BALDO**

**Public Schools District Supervisor,  
Atok District Office  
Camp 30, Caliking, Atok, Benguet**

Sir;

Warm Greetings!

Currently, I am enrolled in Graduate Studies, taking up Master of Arts (M.A.) in Home Economics. One of my subjects, Curriculum Development, requires me to conduct research as one of its requirements. My research entitled "Readiness, Challenges and Support Needs of Grade 7 and 8 TLE Teachers in Atok, District, requires data from TLE teachers within your jurisdiction.

In this regard, I am humbly asking for your consent to conduct my research with grade 7 and 8 TLE teachers in your district as my respondents. Rest assured that all information collected will be treated as strictly confidential and used only for educational and research purposes.

I look forward for your favorable response.

Respectfully yours,

***DIGNA B. BABSAY (SGD)***

***Researcher***

***Appendix B: Consent Form***

I have read and understand the purpose of the study entitled "Readiness, Challenges and Support Needs of Grade 7 and 8 TLE Teachers in Atok, District".

I am willing to take part in it with the assurance that the researcher will not use my responses to harm me and will treat it with confidentiality.

Tick your appropriate answer.

Yes

No

Appendix C. Survey Questionnaire

***Part 1: Tick your answer***

1. Did you receive any training or orientation about the MATATAG curriculum?

YES  NO



2. How Familiar are you with the MATATAG curriculum?

- VERY FAMILIAR  
 SOMEWHAT FAMILIAR  
 NOT FAMILIAR

**Part 2: Interview questions (Open-ended).**

Instructions: Please read the questions carefully and write your responses honestly

- How would you describe your understanding of the MATATAG curriculum?
- What are the challenges and struggles you have encountered in implementing the MATATAG curriculum in your TLE class?
- Are there particular components of TLE that are more difficult to teach under the new curriculum?
- Are the learning materials and resources provided by the school sufficient and appropriate for the MATATAG curriculum?
- How do the challenges and struggles you encountered affect your teaching practices and student learning?
- What strategies have you developed to manage or overcome the challenges in curriculum implementation?
- Can you share any best practices or success stories in adapting to the MATATAG curriculum?
- What additional support or resources would help you implement the MATATAG curriculum more effectively?
- What suggestions or recommendations can you offer for improving the implementation of the MATATAG curriculum in your district?

**ACKNOWLEDGEMENT**

I would like to express my sincerest gratitude to my mother and my siblings for their unwavering support during my research journey. They have been my source of inspiration and motivation to finish this research.

I am also very thankful to Public Schools District Supervisor of Atok, Marcelino S. Baldo, for allowing me to conduct my research in his jurisdiction.

I am also grateful to my teacher-adviser, Dr. Jao-jao A. Somyden, for offering invaluable comments and suggestions for the improvement of my research.

Special thanks to the Technology and Livelihood (TLE) teachers of Grade 7 and 8 for willingly taking part in my research.

Above all, to the Father Almighty who continuously granting me wisdom, knowledge and strength so that I could finish my research.



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