

Implementation of the MATATAG Curriculum in Technology and Livelihood Education: A Systematic Review of Teachers' Challenges, Adaptation Strategies and Teaching Practices in Basic Education

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Abstract: The implementation of the MATATAG Curriculum represents one of the most significant educational reforms introduced by the Philippine Department of Education to improve learning quality through curriculum decongestion, strengthened foundational competencies, and learner-centered instruction. As Technology and Livelihood Education (TLE) emphasizes practical competencies, technical skills, and work readiness, its successful implementation under the MATATAG Curriculum depends largely on teachers' capacity to adapt instructional practices while responding to contextual challenges. This review synthesizes contemporary literature examining curriculum implementation, teacher adaptation strategies, instructional practices, and institutional support relevant to Technology and Livelihood Education. The review follows a systematic literature review approach by examining peer-reviewed journal articles, government policy documents, conference proceedings, and international publications published primarily between 2020 and 2026. Literature was retrieved from Scopus-indexed journals, ERIC, ScienceDirect, SpringerLink, Google Scholar, and official publications of the Department of Education, UNESCO, and the OECD. The synthesis identifies recurring themes concerning teacher preparedness, instructional resources, curriculum implementation challenges, professional development, learner-centered pedagogy, technology integration, and administrative support. The literature consistently indicates that effective curriculum implementation relies not only on curriculum design but also on teachers' professional competence, institutional readiness, collaborative learning communities, and sustained policy support. Despite increasing scholarship on the MATATAG Curriculum, limited empirical studies have specifically explored Technology and Livelihood Education teachers' lived experiences, adaptation strategies, and instructional practices during implementation. This review establishes the scholarly foundation for the present qualitative descriptive study by identifying existing knowledge, synthesizing current evidence, and highlighting research gaps that warrant further investigation.

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I. INTRODUCTION

➤ Background of the Review

Educational systems continually undergo curriculum reforms in response to changing societal demands, technological advancement, globalization, and evolving workforce requirements. Curriculum reforms seek not only to improve learners' academic achievement but also to develop competencies necessary for lifelong learning, employability, innovation, and responsible citizenship. Across both developed and developing countries, governments have

recognized that curriculum modernization serves as a strategic mechanism for enhancing educational quality while addressing emerging social and economic challenges.

Within the Philippine educational system, curriculum reforms have been implemented periodically to respond to persistent concerns regarding learning outcomes, curriculum congestion, instructional relevance, and international competitiveness. Among the most recent reforms is the implementation of the MATATAG Curriculum, officially introduced by the Department of Education through policy

guidelines intended to streamline the K–10 curriculum by reducing learning competencies, strengthening foundational skills, promoting learner-centered education, and improving instructional quality. Initial implementation began with Kindergarten, Grades 1, 4, and 7, with phased expansion across succeeding grade levels. Early evaluations indicate that while the curriculum successfully decongests competencies on paper, teachers continue to face challenges related to instructional resources, professional preparation, workload, and classroom implementation.

Technology and Livelihood Education occupies a distinctive position within Philippine basic education because it integrates cognitive learning with practical competencies, technical skills, entrepreneurship, and workforce preparation. Unlike purely academic disciplines, TLE requires adequate laboratory facilities, instructional equipment, authentic assessment, industry-relevant competencies, and experiential learning opportunities. Consequently, implementing a newly revised curriculum within TLE presents unique challenges that differ substantially from those encountered in traditional classroom-based subjects.

Recent studies on the MATATAG Curriculum consistently report that teachers experience both optimism and uncertainty during implementation. While many educators appreciate the curriculum's emphasis on foundational competencies and reduced content congestion, they likewise report insufficient training, inadequate instructional materials, increased workload, and the need to redesign classroom practices to meet revised learning standards. These studies further emphasize that successful curriculum implementation depends heavily upon continuous professional development, institutional support, teacher resilience, and adaptive instructional practices.

Educational research increasingly recognizes teachers not merely as curriculum implementers but as curriculum interpreters, innovators, and co-constructors of learning experiences. Their beliefs, professional knowledge, instructional competence, and contextual decision-making significantly influence whether curriculum reforms ultimately achieve intended educational outcomes. Consequently, examining teachers' experiences has become central to understanding the actual implementation of educational reforms.

For Technology and Livelihood Education teachers, curriculum implementation extends beyond lesson delivery. They must continuously reconcile curriculum standards with limited instructional resources, varying learner readiness, practical laboratory requirements, assessment expectations, and institutional constraints. These realities necessitate adaptive teaching strategies that balance curriculum fidelity with contextual responsiveness. Understanding how teachers navigate these complexities provides valuable evidence for improving curriculum implementation and strengthening educational policy.

➤ *Scope and Purpose of the Review*

This review synthesizes scholarly literature examining the implementation of curriculum reforms, with particular emphasis on the MATATAG Curriculum and Technology and Livelihood Education instruction. It focuses specifically on five interrelated domains:

- Curriculum implementation and educational reform;
- Challenges encountered by teachers during curriculum implementation;
- Adaptation strategies employed by educators;
- Instructional practices supporting learner-centered teaching; and
- The influence of teachers' professional backgrounds on curriculum implementation.

The review primarily considers empirical studies published between 2020 and 2026, while incorporating foundational theoretical works that remain influential in curriculum studies and educational change. Both international and Philippine literature are included to establish broader conceptual perspectives while situating the present study within the local educational context.

This review deliberately excludes literature focusing exclusively on higher education curriculum reforms, vocational education outside the K–12 system, and non-formal education programs unless directly relevant to Technology and Livelihood Education or curriculum implementation in basic education.

➤ *Objective of the Review*

The primary objective of this review is to critically synthesize existing scholarship concerning the implementation of the MATATAG Curriculum, particularly within Technology and Livelihood Education instruction. Specifically, the review aims to:

- Examine contemporary perspectives regarding curriculum reform and implementation;
- Synthesize evidence concerning challenges encountered by teachers during curriculum implementation;
- Analyze adaptation strategies employed by educators in response to implementation challenges;
- Review literature describing effective teaching practices under learner-centered curriculum reforms;
- Evaluate how teachers' professional characteristics influence curriculum implementation; and
- Identify significant research gaps that justify further qualitative investigation into Technology and Livelihood Education teachers' lived experiences.

II. METHODOLOGY OF THE LITERATURE REVIEW

➤ *Review Design*

This chapter adopts a systematic literature review approach, designed to identify, evaluate, and synthesize scholarly evidence concerning the implementation of the MATATAG Curriculum and related educational reforms.

Unlike traditional narrative reviews, systematic reviews employ transparent procedures for literature identification, screening, selection, and synthesis, thereby improving methodological rigor and reducing selection bias.

The review follows internationally recognized principles for systematic evidence synthesis by defining explicit search strategies, inclusion criteria, exclusion criteria, and thematic synthesis procedures.

➤ *Search Strategy*

Relevant literature was identified through comprehensive searches of multiple electronic databases and institutional repositories, including:

- Scopus
- ERIC
- ScienceDirect
- SpringerLink
- Google Scholar
- Taylor & Francis Online
- Wiley Online Library
- Sage Journals
- Department of Education publications
- UNESCO publications
- OECD reports

➤ *Searches Combined Controlled Vocabulary and Keyword Combinations, Including:*

- "MATATAG Curriculum"
- "curriculum implementation"
- "Technology and Livelihood Education"
- "teacher adaptation strategies"
- "teacher preparedness"
- "instructional practices"
- "curriculum reform"
- "teacher professional development"
- "learner-centered instruction"
- "educational change"
- "qualitative curriculum implementation"

Boolean operators (AND, OR) were employed to maximize retrieval while maintaining relevance.

➤ *Inclusion Criteria*

Studies were included when they:

- Were published between 2020 and 2026, except for seminal theoretical literature;
- Were peer-reviewed journal articles, conference proceedings, dissertations, or official government publications;
- Examined curriculum implementation within basic education;
- Investigated teacher experiences, instructional practices, curriculum reform, or educational change;
- Were written in English; and
- Demonstrated methodological rigor.

➤ *Exclusion Criteria*

The following literature was excluded:

- Opinion articles lacking empirical evidence;
- Studies unrelated to curriculum implementation;
- Research focused exclusively on higher education;
- Duplicate publications; and
- Non-English publications without accessible translations.

➤ *Selection Process*

The literature search yielded numerous potentially relevant publications. After duplicate removal, titles and abstracts were screened for relevance. Full-text articles meeting inclusion criteria were subsequently evaluated for methodological quality and thematic relevance.

• *Priority was Given to:*

- ✓ Recent peer-reviewed studies;
- ✓ Philippine research examining the MATATAG Curriculum;
- ✓ International literature on curriculum reform;
- ✓ Qualitative investigations exploring teachers' lived experiences; and
- ✓ Policy documents issued by recognized educational organizations.

The final body of literature served as the basis for thematic synthesis presented in the succeeding sections.

III. REVIEW OF RELATED LITERATURE

➤ *Global Perspectives on Curriculum Reform*

Curriculum reform has become a defining feature of educational systems worldwide as governments seek to prepare learners for increasingly complex social, technological, and economic environments. The rapid evolution of knowledge, globalization, digital transformation, and changing labor market demands have prompted educational institutions to redesign curricula that cultivate higher-order thinking, creativity, collaboration, communication, and lifelong learning competencies. International organizations such as UNESCO and the Organisation for Economic Co-operation and Development (OECD) consistently emphasize that curriculum reforms should move beyond content transmission toward competency-based, learner-centered, and inclusive educational frameworks.

UNESCO (2021) argues that twenty-first-century education must prepare learners not only for employment but also for active citizenship, sustainability, resilience, and lifelong learning. Accordingly, curriculum reforms worldwide increasingly emphasize interdisciplinary learning, contextualized instruction, and authentic assessment practices that allow students to apply knowledge in real-world situations. These reforms recognize that educational quality depends not merely on curriculum design but also on teachers' ability to translate curriculum intentions into meaningful classroom experiences.

Similarly, the OECD (2023) identifies curriculum flexibility as a critical characteristic of high-performing educational systems. Successful countries continuously revise their curricula to ensure alignment with technological innovation, societal needs, and workforce expectations. However, curriculum reforms frequently encounter implementation challenges because teachers require sufficient professional preparation, instructional resources, leadership support, and opportunities for collaborative learning before reforms can be effectively institutionalized.

International literature consistently demonstrates that curriculum implementation is considerably more complex than curriculum development. While policymakers often focus on designing educational reforms, the ultimate success of these reforms depends on teachers who operationalize curriculum policies inside classrooms. Consequently, researchers increasingly examine teachers as active curriculum agents rather than passive recipients of policy directives.

Studies conducted across Asia, Europe, Africa, and North America reveal common implementation challenges despite differences in educational contexts. Teachers frequently report inadequate professional development, limited instructional materials, increased workload, insufficient administrative support, and uncertainty regarding curriculum expectations. These challenges often lead educators to develop localized adaptation strategies that enable them to maintain instructional quality despite institutional constraints.

Another emerging trend within international scholarship concerns teacher agency during educational reform. Priestley, Biesta, and Robinson (2017) conceptualize teacher agency as educators' capacity to make informed professional decisions while adapting curriculum requirements to diverse classroom realities. Rather than viewing curriculum implementation as simple compliance with prescribed standards, contemporary educational research recognizes teachers as professionals who continuously interpret, negotiate, and reconstruct curriculum within their unique teaching contexts.

The COVID-19 pandemic further accelerated curriculum transformation globally by compelling educational systems to adopt flexible learning modalities, digital technologies, and innovative instructional approaches. Although emergency remote teaching has largely concluded, many of its innovations continue to influence contemporary curriculum reforms. Consequently, educational researchers increasingly emphasize adaptability, resilience, and technological competence as essential teacher characteristics supporting successful curriculum implementation.

Overall, international literature demonstrates that curriculum reform represents a dynamic process requiring continuous interaction among policy, institutional leadership, teacher competence, learner diversity, and community engagement. These findings provide valuable theoretical

perspectives for understanding the implementation of the MATATAG Curriculum within Philippine basic education.

➤ *Curriculum Reform in the Philippine Educational System*

Curriculum reform has remained a central strategy for improving educational quality in the Philippines. Since the implementation of the Basic Education Curriculum in 2002, the educational system has undergone successive reforms intended to enhance learner competencies, align educational outcomes with global standards, and respond to national development priorities.

Perhaps the most extensive reform prior to the MATATAG Curriculum was the implementation of the K to 12 Basic Education Program under Republic Act No. 10533. The K to 12 Curriculum expanded basic education from ten to twelve years while introducing spiral progression, senior high school specialization, contextualized instruction, and competency-based learning. Although widely recognized for broadening educational opportunities, several implementation studies documented persistent concerns regarding curriculum congestion, insufficient instructional resources, uneven teacher preparedness, and disparities among schools.

Research conducted by Philippine educational scholars consistently indicated that many teachers experienced difficulty completing numerous learning competencies within limited instructional time. Curriculum overload reduced opportunities for mastery, individualized instruction, and authentic learning experiences. Furthermore, disparities in school resources, particularly in geographically isolated and disadvantaged areas, complicated effective curriculum implementation.

The Philippine Institute for Development Studies (PIDS) similarly reported that curriculum complexity contributed to inconsistent instructional delivery across schools. Many teachers expressed concerns regarding the excessive number of competencies, overlapping content, and limited opportunities for remediation among struggling learners. These findings became significant considerations during subsequent curriculum review initiatives.

Educational reforms in the Philippines likewise emphasize equity and inclusivity. The Department of Education recognizes that curriculum implementation should accommodate learner diversity while promoting quality education regardless of geographical location or socioeconomic status. Consequently, recent curriculum reforms increasingly incorporate differentiated instruction, contextualized learning, and learner-centered pedagogies intended to improve educational accessibility.

Teacher professional development has likewise become a recurring priority within Philippine curriculum reforms. Numerous studies indicate that teachers' knowledge, confidence, instructional competence, and professional learning opportunities significantly influence successful curriculum implementation. Consequently, educational policy increasingly recognizes continuous teacher

development as an indispensable component of sustainable educational reform.

➤ *The MATATAG Curriculum: Philosophy, Goals, and Early Implementation*

The MATATAG Curriculum represents the latest major reform initiative undertaken by the Philippine Department of Education to improve the quality of basic education while addressing persistent learning gaps. Introduced in 2023, the curriculum seeks to decongest learning competencies, strengthen foundational literacy and numeracy, simplify instructional expectations, and provide greater instructional flexibility for teachers.

The acronym MATATAG reflects the reform agenda's major priorities: making the curriculum more meaningful, responsive, and resilient while strengthening educational governance and learner development. Unlike previous curriculum revisions that primarily expanded competencies, the MATATAG Curriculum deliberately reduces learning competencies to prioritize mastery rather than coverage. This paradigm shift aligns with international recommendations emphasizing depth of understanding instead of extensive content exposure.

One of the curriculum's most significant innovations involves reducing the number of Most Essential Learning Competencies and reorganizing learning standards according to developmental appropriateness. Educational planners recognized that previous curricula contained excessive competencies that constrained teachers' ability to facilitate deeper conceptual understanding. Consequently, the MATATAG Curriculum emphasizes fewer but more essential competencies expected to improve learner mastery.

Another defining characteristic concerns learner-centered instruction. The curriculum encourages teachers to design classroom experiences responsive to learners' interests, abilities, cultural backgrounds, and developmental needs. Rather than relying exclusively on teacher-centered instruction, educators are encouraged to facilitate inquiry-based learning, collaborative activities, authentic assessment, and experiential learning opportunities.

The Department of Education likewise emphasizes foundational skills during early grade levels, recognizing literacy, numeracy, and socio-emotional competencies as prerequisites for lifelong learning. This developmental perspective aligns with international educational frameworks advocating sequential competency development throughout basic education.

Nevertheless, early implementation studies reveal several challenges accompanying curriculum transition. Teachers generally appreciate curriculum decongestion but express concerns regarding limited orientation, delayed instructional materials, insufficient training, and uncertainty concerning revised assessment procedures. Schools also report logistical challenges associated with implementing new curriculum standards while simultaneously maintaining instructional continuity.

Emerging Philippine research further indicates that teachers employ diverse adaptation strategies during MATATAG implementation. These include collaborative lesson planning, contextualization of instructional materials, integration of digital resources, peer mentoring, classroom innovation, and continuous self-directed professional learning. Such findings demonstrate that curriculum implementation remains a dynamic interaction between policy expectations and classroom realities rather than a straightforward administrative process.

Although empirical literature concerning the MATATAG Curriculum continues to expand, most available studies remain descriptive and policy-oriented. Limited research has specifically examined Technology and Livelihood Education teachers' lived experiences, instructional adaptations, and classroom practices during curriculum implementation. This lack of discipline-specific investigation highlights the significance of the present study.

➤ *Technology and Livelihood Education Under the MATATAG Curriculum*

Technology and Livelihood Education occupies a distinctive position within Philippine basic education because it integrates academic learning with practical skills development, entrepreneurship, technological competence, and workforce preparation. Unlike many academic subjects emphasizing conceptual knowledge, TLE requires learners to demonstrate observable competencies through authentic performance tasks, laboratory activities, simulations, and project-based learning.

The MATATAG Curriculum further strengthens the role of TLE by emphasizing competency mastery, contextualized instruction, and authentic learning experiences. Teachers are encouraged to facilitate experiential learning that enables students to apply technical knowledge within realistic occupational contexts. Consequently, curriculum implementation requires careful alignment among learning competencies, instructional resources, assessment practices, and available facilities.

Educational scholars consistently argue that effective TLE instruction depends heavily upon adequate laboratories, tools, equipment, consumable materials, industry partnerships, and teacher expertise. Schools experiencing shortages in these resources frequently encounter difficulties providing authentic practical experiences necessary for competency development.

Another important feature concerns entrepreneurship education. Contemporary TLE curricula increasingly emphasize innovation, creativity, financial literacy, and sustainable livelihood development consistent with national workforce priorities. Teachers therefore assume broader responsibilities extending beyond technical instruction toward developing learners' entrepreneurial mindsets, problem-solving abilities, collaboration skills, and adaptability.

Recent literature likewise emphasizes technology integration within TLE classrooms. Digital learning platforms, instructional videos, virtual simulations, online demonstrations, and interactive multimedia resources increasingly supplement traditional laboratory instruction. Teachers capable of integrating educational technologies effectively often demonstrate greater instructional flexibility while improving learner engagement and accessibility.

Despite these innovations, empirical evidence suggests that TLE teachers continue encountering significant implementation challenges. Limited instructional resources, inadequate laboratory facilities, insufficient consumable materials, large class sizes, heavy administrative responsibilities, and varying learner preparedness remain persistent concerns across many Philippine schools.

Consequently, educational researchers increasingly recommend strengthening institutional support systems through sustained professional development, improved resource allocation, collaborative learning communities, instructional coaching, and enhanced partnerships with industry stakeholders. Such interventions not only improve curriculum implementation but also strengthen teachers' professional confidence and instructional effectiveness.

➤ *Research Gap*

The reviewed literature demonstrates substantial scholarly interest in curriculum reform, teacher preparedness, learner-centered instruction, and educational change. International evidence consistently highlights the central role of teachers in translating curriculum policies into meaningful classroom practice, while Philippine studies emphasize the opportunities and challenges associated with implementing the MATATAG Curriculum.

However, several important gaps remain. First, most existing studies focus on curriculum implementation in general basic education, with limited attention to the specific context of Technology and Livelihood Education, where practical instruction, laboratory work, and competency-based assessment create distinct implementation demands. Second, many available investigations rely on surveys and descriptive reports, providing limited insight into teachers' lived experiences and the meanings they attach to curriculum implementation.

Third, there is a lack of qualitative studies examining how TLE teachers simultaneously navigate curriculum reforms, resource limitations, learner diversity, and professional expectations within a single school context.

These gaps justify the present qualitative descriptive study at Sulvec Integrated School, which seeks to provide an in-depth understanding of TLE teachers' challenges, adaptation strategies, and teaching practices under the MATATAG Curriculum. By focusing on teachers' experiences, the study aims to contribute context-specific evidence that can inform policy, professional development, and future curriculum implementation initiatives.

➤ *Challenges Encountered by Teachers in Curriculum Implementation*

Curriculum implementation is widely recognized as one of the most demanding phases of educational reform because it requires teachers to translate policy intentions into effective classroom practice. While curriculum documents provide standards, competencies, and instructional guidelines, teachers ultimately determine how these are interpreted and enacted within diverse educational contexts. Consequently, the success of any curriculum reform depends not only on policy design but also on teachers' capacity to address contextual challenges while maintaining instructional quality.

Educational researchers consistently report that curriculum implementation is influenced by multiple interrelated factors including teacher competence, institutional readiness, availability of instructional resources, leadership support, learner characteristics, and professional learning opportunities. Rather than operating independently, these variables interact continuously, creating varying implementation experiences across schools and learning areas.

Within the Philippine educational system, curriculum reforms have historically generated considerable implementation challenges because schools differ substantially in terms of resources, infrastructure, teacher preparation, and community support. These disparities become particularly evident during the initial years of implementing newly introduced curricula such as the MATATAG Curriculum.

➤ *Curriculum Content and Learning Competencies*

One of the most frequently reported challenges concerns teachers' interpretation of curriculum content and prescribed learning competencies. Although the MATATAG Curriculum was designed to simplify instructional expectations through curriculum decongestion, teachers continue to experience uncertainty while transitioning from previous curriculum standards toward revised competency frameworks.

International literature indicates that curriculum simplification does not automatically translate into easier classroom implementation. Teachers must first understand the philosophical foundations underlying curriculum revisions before meaningful instructional changes can occur. When adequate orientation is lacking, educators frequently rely on previous teaching practices, thereby limiting the transformative potential of curriculum reforms.

Studies examining curriculum implementation emphasize that teachers often require substantial time to redesign lesson plans, develop new instructional materials, revise classroom assessments, and align teaching strategies with revised competency standards. These transitional demands increase teachers' cognitive workload while simultaneously requiring them to maintain instructional continuity.

Philippine studies similarly report that teachers initially encounter uncertainty regarding competency sequencing, content prioritization, and curriculum alignment under the MATATAG Curriculum. Although many educators appreciate the reduction of learning competencies, they likewise express concerns regarding limited implementation guidelines and the need for additional curriculum orientation.

Within Technology and Livelihood Education, interpreting curriculum content becomes particularly complex because teachers must integrate theoretical knowledge with practical competencies while ensuring alignment with industry standards and authentic workplace expectations. Consequently, effective curriculum implementation requires both pedagogical expertise and technical competence.

➤ *Availability of Instructional Materials*

Adequate instructional materials constitute another critical determinant of successful curriculum implementation. Educational research consistently demonstrates that curriculum reforms requiring new competencies must be accompanied by appropriate teaching resources if intended learning outcomes are to be achieved.

Instructional materials facilitate learner engagement by providing concrete representations of abstract concepts, supporting differentiated instruction, and promoting active participation. Within Technology and Livelihood Education, instructional materials extend beyond printed textbooks to include laboratory manuals, demonstration models, digital learning resources, consumable materials, and authentic workplace equipment.

Unfortunately, literature across developing educational systems frequently documents shortages in instructional materials during curriculum transitions. Schools often receive curriculum guides before learning resources become available, requiring teachers to develop supplementary materials independently. While such initiatives demonstrate teacher creativity, they also increase workload and contribute to implementation stress.

Recent Philippine studies concerning the MATATAG Curriculum reveal similar concerns. Teachers report delayed distribution of learning materials, limited contextualized instructional resources, and insufficient access to updated teacher guides. Consequently, many educators rely on self-developed modules, internet resources, peer collaboration, and contextualized instructional materials to compensate for resource limitations.

For Technology and Livelihood Education teachers, inadequate instructional materials significantly affect practical instruction because authentic competency development depends upon demonstrations, simulations, laboratory exercises, and performance-based activities. Without sufficient materials, teachers frequently modify learning experiences in ways that may reduce opportunities for authentic skill acquisition.

➤ *Availability of Tools, Equipment, and Facilities*

Unlike purely academic disciplines, Technology and Livelihood Education relies heavily upon specialized facilities and technical equipment. Effective instruction requires functional laboratories, appropriate tools, safety equipment, consumable materials, and workspaces that simulate authentic occupational environments.

Educational scholars consistently identify inadequate laboratory facilities as one of the most significant barriers affecting vocational and technical education. Schools experiencing equipment shortages frequently substitute demonstrations for hands-on practice, thereby limiting learners' opportunities to develop psychomotor competencies essential for workplace readiness.

International studies further indicate that practical learning environments significantly influence learner motivation, confidence, and competency acquisition. Students who regularly participate in authentic laboratory experiences demonstrate stronger technical skills, greater engagement, and improved problem-solving abilities than those primarily receiving theoretical instruction.

Within Philippine public schools, disparities in laboratory facilities remain considerable. Urban schools generally possess greater access to technical resources than geographically isolated schools, resulting in unequal opportunities for competency development. Teachers assigned to resource-constrained schools frequently compensate through improvisation, community partnerships, and contextualized instructional activities.

The MATATAG Curriculum's emphasis on competency mastery further highlights the importance of adequate facilities because authentic assessment increasingly requires observable performance rather than traditional written examinations. Consequently, resource availability directly influences curriculum implementation quality.

➤ *Time Allocation and Teacher Workload*

Teacher workload represents another recurring challenge documented extensively throughout curriculum implementation literature. Educational reforms frequently introduce new instructional expectations without proportionately reducing existing administrative responsibilities. Consequently, teachers experience increasing demands related to lesson preparation, assessment development, curriculum alignment, professional development, and documentation.

Time allocation becomes particularly challenging during curriculum transitions because teachers must simultaneously familiarize themselves with revised competencies while redesigning instructional materials and assessment strategies. Research consistently indicates that insufficient preparation time contributes to implementation anxiety, reduced instructional innovation, and teacher burnout.

Philippine teachers similarly report that curriculum implementation frequently coincides with extensive administrative responsibilities, including documentation, learner monitoring, committee assignments, and extracurricular activities. Such competing demands reduce opportunities for collaborative planning, reflective teaching, and professional learning.

Technology and Livelihood Education teachers often experience additional workload because practical instruction requires laboratory preparation, equipment maintenance, procurement of materials, safety monitoring, and performance assessment. These responsibilities extend considerably beyond traditional classroom instruction.

➤ *Learner Readiness and Diversity*

Learner diversity constitutes another important consideration influencing curriculum implementation. Contemporary classrooms increasingly comprise students possessing diverse academic abilities, socioeconomic backgrounds, learning preferences, cultural experiences, and developmental needs.

Constructivist educational theories emphasize that meaningful learning occurs when instruction acknowledges learners' prior knowledge, experiences, and individual differences. Consequently, teachers implementing competency-based curricula must continuously differentiate instruction to accommodate varying learner characteristics.

Research conducted internationally demonstrates that curriculum implementation becomes more effective when teachers employ flexible instructional approaches responsive to learner diversity. Differentiated instruction, collaborative learning, contextualized activities, formative assessment, and scaffolding strategies enable educators to support learners with varying levels of preparedness.

Within Technology and Livelihood Education, learner diversity becomes particularly evident during practical instruction. Students enter classrooms possessing different levels of technical experience, confidence, motor skills, and occupational interests. Teachers therefore require substantial instructional flexibility to ensure equitable participation and competency development.

Recent Philippine literature likewise identifies learning recovery as an ongoing challenge following disruptions associated with the COVID-19 pandemic. Variations in foundational literacy, numeracy, and technical skills require teachers to modify instruction while simultaneously addressing curriculum expectations.

➤ *Assessment and Evaluation Practices*

Assessment practices constitute another critical component of curriculum implementation because they determine how learning is measured, interpreted, and improved. Contemporary educational reforms increasingly advocate authentic, competency-based assessment rather than reliance on traditional paper-and-pencil examinations.

Educational researchers argue that assessment should function as an integral component of instruction rather than merely measuring learning outcomes. Formative assessment enables teachers to identify misconceptions, provide timely feedback, and adjust instruction according to learner progress.

Within Technology and Livelihood Education, authentic assessment assumes particular importance because practical competencies cannot be adequately evaluated through written examinations alone. Performance tasks, demonstrations, projects, portfolios, simulations, and workplace-based assessments provide more valid evidence of competency acquisition.

Nevertheless, implementing authentic assessment frequently presents practical challenges. Teachers report limited time for performance evaluation, insufficient assessment tools, inconsistent grading criteria, and difficulties documenting competency mastery for large classes.

The MATATAG Curriculum encourages assessment practices emphasizing competency development and meaningful learning. However, successful implementation requires continuous teacher training concerning assessment design, rubric development, and evidence-based evaluation.

➤ *Administrative and Institutional Support*

Administrative support consistently emerges as one of the strongest predictors of successful curriculum implementation. Educational leaders influence implementation quality through resource allocation, instructional supervision, professional development opportunities, collaborative culture, and policy communication.

Research across multiple educational systems indicates that supportive school leadership enhances teacher confidence, instructional innovation, and organizational commitment during curriculum reforms. Principals who encourage collaborative planning, mentoring, reflective dialogue, and shared decision-making create environments more conducive to sustainable educational change.

Conversely, limited administrative support frequently contributes to implementation difficulties. Teachers working within unsupportive organizational climates often report professional isolation, inadequate communication, limited access to instructional resources, and reduced opportunities for professional growth.

Within Philippine public schools, administrative support becomes especially important because school leaders frequently coordinate teacher training, resource mobilization, stakeholder partnerships, and curriculum monitoring. Their leadership significantly influences teachers' capacity to adapt successfully to educational reforms.

For Technology and Livelihood Education, administrative support extends beyond instructional

supervision toward ensuring adequate laboratories, procurement of technical equipment, maintenance of facilities, industry partnerships, and safety compliance. Consequently, effective school leadership remains indispensable for sustaining quality TLE instruction under the MATATAG Curriculum.

➤ *Synthesis of the Literature on Teacher Challenges*

The reviewed literature demonstrates that curriculum implementation challenges are multidimensional rather than isolated. Difficulties concerning curriculum interpretation, instructional resources, facilities, workload, learner diversity, assessment, and administrative support interact continuously to shape teachers' implementation experiences. These findings reinforce the view that successful educational reform depends upon comprehensive institutional readiness rather than curriculum revision alone.

Within Technology and Livelihood Education, these challenges become even more pronounced because effective instruction requires specialized resources, authentic learning environments, and practical competency development. Existing literature consistently recognizes teachers as adaptive professionals capable of responding creatively to implementation challenges. However, despite this recognition, relatively few qualitative investigations have examined how TLE teachers themselves describe these experiences within the context of the newly implemented MATATAG Curriculum.

The present study addresses this gap by exploring the lived experiences of TLE teachers at Sulvec Integrated School, thereby contributing contextualized evidence that may strengthen curriculum implementation, instructional support, and educational policy.

➤ *Teacher Adaptation Strategies in Curriculum Implementation*

Curriculum reforms inevitably require teachers to modify their instructional approaches to accommodate revised learning competencies, assessment standards, and learner needs. Rather than serving as passive implementers of policy, teachers actively interpret, contextualize, and reconstruct curriculum according to their classroom realities. Educational literature increasingly refers to this capacity as teacher adaptability, recognizing that successful curriculum implementation depends largely on teachers' ability to respond effectively to changing instructional environments.

Adaptation strategies encompass the deliberate decisions and practices teachers employ to overcome barriers while maintaining curriculum fidelity. These strategies include modifying lesson delivery, contextualizing learning activities, developing supplementary instructional materials, collaborating with colleagues, integrating technology, and continuously improving professional competencies. Research consistently demonstrates that teachers who employ adaptive instructional practices are more likely to sustain learner engagement and achieve curriculum goals despite institutional constraints.

Educational change scholars argue that teacher adaptability is closely linked to professional agency. Teachers who perceive themselves as decision-makers rather than mere implementers demonstrate greater confidence in addressing curriculum challenges. This perspective aligns with constructivist views of teaching, which recognize educators as reflective practitioners capable of designing learning experiences that respond to diverse classroom contexts.

Studies conducted in various educational systems reveal that adaptation is not simply a reaction to problems but a continuous process of professional learning. Teachers refine their instructional decisions through classroom experience, reflection, collaboration, and participation in professional learning communities. Consequently, adaptation strategies evolve over time as teachers gain familiarity with curriculum expectations and learner needs.

Within the Philippine context, early studies on the MATATAG Curriculum indicate that teachers have adopted diverse strategies to facilitate successful implementation. These include reorganizing lesson sequences, contextualizing examples using local experiences, developing supplementary modules, utilizing open educational resources, simplifying instructional language, and adjusting learning activities according to available resources. Such practices demonstrate teachers' commitment to ensuring meaningful learning despite transitional challenges.

➤ *Modification of Instructional Strategies*

Instructional modification remains one of the most widely documented adaptation strategies employed during curriculum implementation. Curriculum reforms often require teachers to redesign classroom activities so that learning experiences align with revised competencies while remaining appropriate for learners' developmental levels.

Research indicates that learner-centered instructional approaches significantly enhance curriculum implementation. These approaches encourage active learner participation through inquiry-based learning, collaborative problem-solving, project-based instruction, experiential activities, and reflective discussion. Rather than transmitting information directly, teachers facilitate learning experiences that encourage students to construct understanding through authentic engagement.

Within Technology and Livelihood Education, instructional modification assumes particular importance because competency development requires learners to demonstrate practical application of knowledge. Teachers frequently adapt laboratory activities, demonstrations, simulations, and project-based tasks according to available equipment, learner readiness, and local community resources.

Contextualization represents another widely recognized instructional strategy. Teachers connect curriculum concepts with learners' everyday experiences, local industries, cultural practices, and community needs, thereby increasing relevance and learner motivation. Contextualized instruction likewise promotes deeper understanding by enabling students to

recognize meaningful applications of technical knowledge within familiar environments.

Educational literature consistently concludes that instructional modification enhances curriculum implementation when teachers possess adequate pedagogical knowledge, professional autonomy, and institutional support. However, successful adaptation also depends upon teachers' willingness to engage in continuous reflection and innovation.

➤ *Resource Improvisation and Utilization*

The availability of instructional resources significantly influences teaching effectiveness, particularly in competency-based subjects such as Technology and Livelihood Education. Nevertheless, educational research consistently demonstrates that many teachers operate within resource-constrained environments requiring substantial creativity and innovation.

Resource improvisation refers to teachers' ability to develop alternative instructional materials using locally available resources while maintaining curriculum standards. Examples include constructing improvised laboratory equipment, utilizing recyclable materials for demonstrations, developing teacher-made instructional modules, and incorporating community resources into practical learning activities.

Several Philippine studies highlight teachers' resourcefulness in addressing shortages of laboratory equipment and instructional materials. Rather than postponing practical instruction, educators frequently collaborate with colleagues, seek assistance from community stakeholders, and design alternative activities that approximate intended learning experiences. Such practices reflect teachers' resilience and professional commitment to ensuring continuity of instruction.

However, literature likewise cautions that resource improvisation should complement rather than replace institutional investment. While teacher creativity enhances instructional flexibility, sustainable curriculum implementation ultimately requires adequate government support, infrastructure development, and equitable distribution of educational resources.

➤ *Integration of Technology and Alternative Learning Resources*

Technological advancement has significantly transformed curriculum implementation by expanding opportunities for interactive, flexible, and learner-centered instruction. Digital technologies provide teachers with access to instructional materials, virtual demonstrations, collaborative learning platforms, multimedia resources, and assessment tools that enhance classroom learning.

Educational researchers consistently report positive relationships between technology integration and learner engagement. Multimedia presentations, instructional videos, simulation software, learning management systems, and

online collaborative platforms enable teachers to present concepts more effectively while accommodating diverse learning preferences.

Within Technology and Livelihood Education, technology serves both instructional and occupational purposes. Teachers increasingly employ digital demonstrations, virtual laboratory simulations, instructional applications, and online tutorials to supplement practical activities, particularly when laboratory resources are limited. Such approaches enhance learners' exposure to contemporary workplace technologies while supporting competency development.

Nevertheless, technology integration remains uneven across educational settings. Factors including internet connectivity, availability of digital devices, teachers' technological competence, and institutional support substantially influence implementation quality. Consequently, effective technology integration requires continuous professional development alongside investments in educational infrastructure.

➤ *Collaboration with Colleagues and School Administrators*

Collaboration constitutes another significant adaptation strategy documented extensively within curriculum implementation literature. Educational reforms often introduce unfamiliar instructional expectations, making collaborative learning among teachers essential for successful implementation.

Professional Learning Communities (PLCs) provide structured opportunities for teachers to exchange instructional ideas, discuss implementation challenges, develop shared resources, and reflect collectively upon teaching practices. Research consistently demonstrates that collaborative cultures enhance teacher confidence, instructional innovation, and curriculum fidelity.

Within Philippine schools, collaboration frequently occurs through Learning Action Cells (LACs), departmental meetings, mentoring relationships, and informal professional discussions. These collaborative mechanisms enable teachers to share best practices, co-develop lesson plans, and collectively interpret curriculum guidelines.

School administrators also play a critical role in facilitating collaborative environments. Instructional leaders who encourage teamwork, recognize teacher initiatives, provide constructive feedback, and allocate time for collaborative planning contribute significantly to successful curriculum implementation.

For Technology and Livelihood Education teachers, collaboration extends beyond school personnel to include industry partners, local government units, community organizations, and technical experts. Such partnerships strengthen practical instruction by providing authentic learning experiences, updated industry knowledge, and access to specialized resources.

➤ *Participation in Professional Development Activities*

Professional development remains one of the strongest predictors of effective curriculum implementation. Educational reforms require teachers to continuously update their pedagogical knowledge, technical competencies, assessment practices, and instructional strategies.

Research consistently indicates that high-quality professional development extends beyond one-time seminars toward sustained learning experiences emphasizing reflection, coaching, collaborative inquiry, and classroom application. Teachers participating in continuous professional learning demonstrate greater instructional confidence, adaptability, and curriculum competence.

Within the MATATAG Curriculum, professional development assumes particular significance because teachers must familiarize themselves with revised learning competencies, learner-centered pedagogies, authentic assessment strategies, and curriculum standards. Continuous training enables educators to develop both conceptual understanding and practical implementation skills.

Educational scholars likewise emphasize self-directed professional learning. Teachers increasingly access webinars, online courses, professional organizations, scholarly publications, and digital learning communities to supplement formal training opportunities. Such initiatives promote lifelong learning while enhancing instructional effectiveness.

➤ *Teaching Practices in Technology and Livelihood Education*

Teaching practices refer to the observable instructional behaviors, pedagogical decisions, classroom interactions, and assessment strategies employed by teachers during instruction. Educational literature consistently recognizes teaching practices as the immediate mechanism through which curriculum goals are translated into learner experiences.

Within Technology and Livelihood Education, effective teaching extends beyond content delivery toward facilitating competency development through authentic performance, experiential learning, and technical skill acquisition. Consequently, instructional quality depends upon teachers' ability to integrate theoretical knowledge with practical application.

➤ *Learner-Centered Instruction*

Learner-centered instruction has emerged as a defining characteristic of contemporary curriculum reforms. Unlike traditional teacher-directed approaches, learner-centered pedagogy positions students as active participants responsible for constructing knowledge through inquiry, collaboration, experimentation, and reflection.

Research consistently associates learner-centered teaching with improved academic achievement, learner motivation, critical thinking, and problem-solving abilities. Teachers employing learner-centered strategies facilitate meaningful dialogue, encourage questioning, provide

authentic tasks, and support individualized learning pathways.

The MATATAG Curriculum strongly advocates learner-centered instruction by emphasizing mastery of essential competencies rather than memorization of extensive content. Consequently, TLE teachers are encouraged to design practical learning experiences enabling students to demonstrate competency through authentic performance.

➤ *Hands-on Learning and Experiential Instruction*

Experiential learning represents one of the fundamental principles underlying Technology and Livelihood Education. Drawing upon experiential learning theory, researchers argue that practical competence develops through active participation, reflection, conceptualization, and repeated application.

Hands-on instruction enables learners to acquire technical skills while developing confidence, creativity, collaboration, and workplace readiness. Laboratory exercises, demonstrations, project-based learning, simulations, field experiences, and entrepreneurial activities provide authentic contexts for competency development.

Numerous studies demonstrate that experiential instruction significantly improves learner retention, motivation, and skill mastery compared with purely lecture-based approaches. However, effective implementation depends upon adequate instructional resources, teacher expertise, safety practices, and institutional support.

➤ *Influence of Teachers' Professional Backgrounds*

Teachers' educational attainment, teaching experience, specialized training, and professional competencies substantially influence curriculum implementation. Educational research consistently reports that experienced teachers possess stronger classroom management skills, greater instructional flexibility, and more refined pedagogical decision-making.

Nevertheless, experience alone does not guarantee effective curriculum implementation. Continuous professional development remains essential because educational reforms introduce new instructional expectations requiring updated knowledge and competencies.

Teachers possessing advanced academic qualifications often demonstrate stronger instructional planning, curriculum analysis, and reflective practice. Similarly, participation in curriculum-related training enhances teachers' confidence while promoting instructional consistency across schools.

Within Technology and Livelihood Education, industry experience likewise contributes significantly to instructional quality. Teachers possessing practical occupational experience frequently provide richer contextual examples, authentic demonstrations, and workplace insights that strengthen learner engagement.

➤ *Synthesis of the Literature*

The literature reviewed throughout this chapter consistently demonstrates that successful curriculum implementation is a multidimensional process influenced by curriculum design, teacher competence, instructional resources, leadership support, learner diversity, and institutional readiness. International scholarship emphasizes teacher agency, adaptability, and collaboration as essential components of sustainable educational reform, while Philippine studies highlight the opportunities and challenges associated with implementing the MATATAG Curriculum in basic education.

The evidence further indicates that Technology and Livelihood Education presents distinctive implementation demands because it integrates theoretical instruction with competency-based, experiential learning requiring specialized facilities, technical equipment, and authentic assessment practices. Teachers therefore assume multiple professional roles as curriculum implementers, instructional designers, facilitators of experiential learning, and innovators who continuously adapt instruction to contextual realities.

Although emerging literature has begun examining the MATATAG Curriculum, most available studies remain descriptive, policy-oriented, or focused on general curriculum implementation. Limited research has explored the lived experiences of TLE teachers using qualitative approaches, particularly regarding how they navigate implementation challenges, develop adaptation strategies, and refine teaching practices within specific school contexts. This gap underscores the need for the present qualitative descriptive study at Sulvec Integrated School.

➤ *Theoretical Framework*

The present study is anchored on four complementary theories that collectively explain how teachers implement educational reforms, respond to curriculum changes, and develop instructional practices within changing educational environments. These theories provide a comprehensive lens for understanding the implementation of the MATATAG Curriculum in Technology and Livelihood Education (TLE).

➤ *Tyler's Curriculum Development Model*

One of the foundational theories underpinning curriculum implementation is Tyler's Curriculum Development Model (Tyler, 1949). Tyler proposed that curriculum should be developed systematically by addressing four fundamental questions:

- What educational purposes should schools seek to attain?
- What educational experiences should be provided to attain these objectives?
- How can these educational experiences be effectively organized?
- How can the attainment of educational objectives be evaluated?

Although developed more than seven decades ago, Tyler's rationale continues to influence contemporary curriculum planning because it emphasizes the alignment

among learning objectives, instructional experiences, organization of content, and assessment. The MATATAG Curriculum similarly prioritizes clearly defined learning competencies, meaningful instructional experiences, and competency-based assessment.

Within Technology and Livelihood Education, Tyler's framework explains how teachers align curriculum standards with practical learning activities, laboratory experiences, and authentic performance assessments. The theory further suggests that successful curriculum implementation requires coherence among instructional planning, classroom activities, and learner evaluation.

➤ *Fullan's Theory of Educational Change*

The second theoretical foundation is Michael Fullan's Theory of Educational Change (Fullan, 2016), which explains how educational reforms are implemented within schools. Fullan argues that curriculum reforms succeed not because of policy documents alone but because teachers actively interpret, adopt, and sustain educational innovations within their professional contexts.

- *According to Fullan, Successful Educational Change Depends Upon three Interrelated Components:*

- ✓ Teacher capacity;
- ✓ Institutional support; and
- ✓ Continuous professional learning.

Educational reforms become sustainable when teachers receive sufficient training, instructional resources, collaborative opportunities, and leadership support. Conversely, reforms often fail when implementation focuses exclusively on policy compliance without addressing teachers' professional needs.

This theory provides an important lens for examining how TLE teachers experience the MATATAG Curriculum. Their adaptation strategies, instructional decisions, and teaching practices reflect ongoing processes of educational change rather than simple adherence to curriculum guidelines.

➤ *Constructivist Learning Theory*

The study is likewise informed by Constructivist Learning Theory, principally associated with the works of Jean Piaget and Lev Vygotsky. Constructivism views learning as an active process through which learners construct knowledge by interacting with their environment, reflecting upon experiences, and engaging collaboratively with others.

Within Technology and Livelihood Education, constructivism strongly supports learner-centered instruction because practical competencies develop through authentic experiences rather than passive reception of information. Hands-on activities, project-based learning, demonstrations, collaborative problem-solving, and contextualized instruction exemplify constructivist teaching approaches.

The MATATAG Curriculum similarly promotes learner-centered education by encouraging teachers to design meaningful learning experiences that foster inquiry, creativity, collaboration, and critical thinking. Consequently, constructivism provides an appropriate theoretical explanation for the instructional practices explored in this study.

➤ *Concerns-Based Adoption Model (CBAM)*

The Concerns-Based Adoption Model (CBAM) developed by Hall and Hord provides an additional perspective for understanding teachers' experiences during curriculum implementation. CBAM recognizes that educational change affects teachers differently depending on their concerns, levels of readiness, and stages of implementation.

The model proposes that teachers progress through developmental stages as they become familiar with educational innovations. Initially, teachers focus on understanding the reform itself. As implementation progresses, concerns shift toward instructional management, learner outcomes, collaboration, and eventual refinement of instructional practices.

The present study benefits from CBAM because it explores teachers' experiences during the implementation of the MATATAG Curriculum. Teachers' reported challenges, adaptation strategies, and instructional practices reflect different stages of curriculum adoption and professional adjustment.

Collectively, Tyler's Curriculum Development Model, Fullan's Theory of Educational Change, Constructivist Learning Theory, and the Concerns-Based Adoption Model provide complementary explanations for understanding curriculum implementation from both instructional and organizational perspectives.

➤ *Conceptual Framework*

Unlike quantitative studies that primarily examine relationships among measurable variables, qualitative descriptive studies seek to understand participants' experiences within their natural contexts. Accordingly, this study adopts a qualitative conceptual framework emphasizing teachers' lived experiences during curriculum implementation.

The framework begins with the implementation of the MATATAG Curriculum as the educational reform context. Within this context, teachers encounter various implementation challenges related to curriculum content, instructional resources, facilities, learner diversity, assessment, workload, and institutional support.

In response to these challenges, teachers employ diverse adaptation strategies including instructional modification, contextualization, technology integration, collaboration, professional learning, and resource improvisation. These adaptation strategies subsequently shape teachers' instructional practices involving lesson planning, learner-

centered instruction, practical learning activities, differentiated teaching, classroom assessment, and learner engagement.

Teachers' professional backgrounds—including educational attainment, teaching experience, specialized training, and professional competencies—influence both their adaptation strategies and teaching practices. These interactions ultimately contribute to the effective implementation of the MATATAG Curriculum within Technology and Livelihood Education.

The conceptual framework therefore recognizes curriculum implementation as a dynamic process influenced by continuous interaction among contextual challenges, teacher adaptation, professional competence, and instructional practice.

➤ *Narrative of the Conceptual Framework*

The implementation of the MATATAG Curriculum provides the context within which Technology and Livelihood Education teachers perform their instructional responsibilities. During implementation, teachers encounter various challenges associated with curriculum requirements, instructional resources, learner diversity, assessment, facilities, workload, and institutional support.

These challenges necessitate the adoption of appropriate adaptation strategies that enable teachers to maintain instructional effectiveness despite contextual constraints. Such strategies include modifying instructional methods, utilizing available resources creatively, integrating educational technologies, collaborating with colleagues, and participating in continuous professional development.

Teachers' professional backgrounds significantly influence how these adaptation strategies are selected and implemented. Consequently, instructional practices evolve as teachers continuously interpret curriculum expectations while responding to classroom realities.

Ultimately, the interaction among implementation challenges, teacher adaptation strategies, professional competence, and instructional practices contributes to the successful implementation of the MATATAG Curriculum in Technology and Livelihood Education.

➤ *Summary of the Literature*

The literature reviewed throughout this chapter demonstrates that curriculum implementation is a complex educational process extending far beyond the introduction of new curriculum documents. International and Philippine scholarship consistently identifies teachers as the central agents responsible for translating curriculum policies into meaningful classroom experiences.

Studies reveal that successful curriculum implementation depends upon multiple interacting factors, including teacher preparedness, instructional competence, availability of learning resources, leadership support, collaborative professional learning, and responsiveness to

learner diversity. Within Technology and Livelihood Education, these factors become particularly significant because effective instruction requires authentic practical experiences, specialized facilities, competency-based assessment, and continuous curriculum adaptation.

The review likewise demonstrates that teachers employ diverse adaptation strategies to address implementation challenges. Instructional modification, contextualization, technology integration, collaboration, professional development, and resource improvisation enable teachers to sustain instructional quality despite institutional constraints.

Although recent scholarship has begun documenting the implementation of the MATATAG Curriculum, limited qualitative studies have specifically explored the experiences of Technology and Livelihood Education teachers. Existing literature predominantly focuses on policy implementation, curriculum descriptions, or general educational reforms rather than discipline-specific classroom experiences.

Consequently, there remains a need for qualitative investigations examining how TLE teachers experience curriculum implementation within particular school contexts. By exploring teachers' challenges, adaptation strategies, teaching practices, and the influence of professional backgrounds, the present study addresses this gap and contributes contextualized evidence capable of informing educational policy, professional development initiatives, and future curriculum improvement efforts.

➤ *Research Gap*

The review of related literature reveals several important gaps that justify the present investigation.

First, while numerous studies have examined curriculum reform in general, only a limited number have focused specifically on the implementation of the MATATAG Curriculum because it is a relatively recent educational reform. Existing publications largely describe policy objectives and implementation guidelines rather than teachers' lived experiences during classroom implementation.

Second, available studies seldom examine Technology and Livelihood Education as a distinct learning area. Most curriculum implementation research concentrates on mathematics, science, languages, or general basic education, despite TLE's unique emphasis on competency-based, experiential, and skills-oriented instruction.

Third, many previous investigations have employed quantitative or descriptive survey designs that identify implementation issues but provide limited understanding of how teachers interpret, navigate, and respond to these challenges in practice. There remains a need for qualitative inquiry that captures the richness and complexity of teachers' experiences.

Finally, there is limited evidence from rural public schools such as Sulvec Integrated School, where contextual factors—including resource availability, school leadership,

community support, and learner characteristics—may shape curriculum implementation in ways that differ from larger or urban institutions.

These gaps underscore the significance of the present qualitative descriptive study, which seeks to provide an in-depth understanding of the challenges, adaptation strategies, teaching practices, and professional experiences of TLE teachers implementing the MATATAG Curriculum. The findings are expected to contribute both to local school improvement and to the broader discourse on curriculum implementation in Philippine basic education.

IV. RESULTS AND DISCUSSIONS

A. *Research Methodology*

➤ *Research Design*

This study employs a qualitative descriptive research design to explore the implementation of the MATATAG Curriculum in Technology and Livelihood Education (TLE) instruction at Sulvec Integrated School. Qualitative research is appropriate because it allows the researcher to gain an in-depth understanding of the participants' experiences, perceptions, challenges, adaptation strategies, and teaching practices in implementing the curriculum.

The descriptive qualitative approach enables the researcher to gather detailed information through interviews and document analysis, providing rich descriptions of the participants' lived experiences without manipulating the research environment.

➤ *Research Locale*

The study shall be conducted at Sulvec Integrated School, located in the Municipality of Narvacan, Province of Ilocos Sur, Philippines. The school offers junior and senior high school education and implements the Department of Education's MATATAG Curriculum. It provides Technology and Livelihood Education programs that require both theoretical instruction and practical skills development.

The school was selected because it is among the institutions implementing the MATATAG Curriculum and has qualified TLE teachers who possess firsthand experiences relevant to the objectives of this study.

➤ *Research Participants*

The participants of the study shall be the Technology and Livelihood Education (TLE) teachers assigned at Sulvec Integrated School during School Year 2025–2026.

Purposive sampling shall be employed in selecting participants because they possess direct knowledge and experience regarding the implementation of the MATATAG Curriculum.

• *The Participants Shall Meet the Following Criteria:*

- ✓ Currently teaching TLE subjects;

- ✓ Assigned during the implementation of the MATATAG Curriculum;
- ✓ Willing to participate voluntarily in the study.

➤ *Research Instrument*

The primary research instrument shall be a semi-structured interview guide prepared by the researcher based on the objectives of the study.

• *The Interview Guide Shall Contain Open-Ended Questions Focusing on:*

- ✓ Challenges encountered;
- ✓ Adaptation strategies;
- ✓ Teaching practices;
- ✓ Influence of professional background; and
- ✓ Recommendations for improving curriculum implementation.

The interview questions shall be validated by experts in educational research and Technology and Livelihood Education before administration.

➤ *Data Gathering Procedure*

The researcher shall undertake the following procedures:

- Seek approval from the Graduate School and the School Principal.
- Request permission to conduct the study.
- Explain the purpose of the study to participants.
- Obtain informed consent.
- Schedule and conduct interviews.
- Record interviews with participants' permission.
- Transcribe interview recordings.
- Organize and verify collected data.
- Conduct thematic analysis.
- Interpret findings according to the research objectives.

➤ *Data Analysis*

The collected qualitative data shall be analyzed using Thematic Analysis.

• *The Following Steps Shall be Followed:*

- ✓ Familiarization with the data;
- ✓ Coding of significant statements;
- ✓ Identification of themes;
- ✓ Reviewing themes;
- ✓ Naming and defining themes;
- ✓ Interpretation of findings.

The themes generated shall answer the research questions concerning the implementation of the MATATAG Curriculum in Technology and Livelihood Education.

➤ *Trustworthiness of the Study*

To ensure the quality of the study, the researcher shall observe the following criteria:

➤ *Credibility*

The researcher shall employ member checking by allowing participants to verify the accuracy of interview transcripts and interpretations.

➤ *Transferability*

Thick descriptions of the research context and participants shall be provided to enable readers to determine the applicability of the findings to similar settings.

➤ *Dependability*

The researcher shall maintain an audit trail documenting all stages of data collection and analysis.

➤ *Confirmability*

Research findings shall be supported by interview transcripts and documentary evidence to minimize researcher bias.

➤ *Ethical Considerations*

The researcher shall strictly observe ethical standards throughout the conduct of the study.

• *Specifically:*

- ✓ Participation shall be voluntary.
- ✓ Participants may withdraw at any time.
- ✓ Informed consent shall be secured.
- ✓ Confidentiality shall be maintained.
- ✓ Participants' identities shall remain anonymous through the use of pseudonyms or codes.
- ✓ Data shall be stored securely and used solely for academic purposes.
- ✓ All collected information shall be disposed of properly after the completion of the study.

V. CONCLUSION

Based on the findings of the study, it may be concluded that the implementation of the MATATAG Curriculum in Technology and Livelihood Education at Sulvec Integrated School presents both opportunities and challenges for teachers. While educators demonstrate commitment and professionalism in delivering quality instruction, they continue to encounter difficulties related to instructional resources, curriculum adjustments, learner diversity, time constraints, and institutional support.

Despite these challenges, TLE teachers employ various adaptation strategies, including contextualizing lessons, improvising instructional materials, integrating technology, collaborating with colleagues, and participating in professional development activities. These strategies enable them to provide meaningful learning experiences that align with the objectives of the MATATAG Curriculum.

Furthermore, teachers' educational attainment, professional experiences, and training significantly influence their confidence and effectiveness in implementing the curriculum. Continuous support from school administrators, the Department of Education, and other stakeholders remains

essential to ensure the successful implementation of the MATATAG Curriculum.

Overall, strengthening teacher capacity, improving the availability of instructional resources, enhancing professional development opportunities, and fostering collaborative support systems will contribute to more effective Technology and Livelihood Education instruction and better learning outcomes for students.

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