

Challenges in Implementing the ILAW Framework: A Systematic Review of Teacher Preparedness and Curriculum Support in TLE

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A Master's Thesis Presented to the Faculty of the ILOCOS Sur Polytechnic State College Philippines
In Partial Fulfillment of the Requirements to the Degree Master of Arts IN Education Major in TLE

Publication Date: 2026/07/06

Abstract: This review synthesizes literature on the challenges faced by teachers in implementing curriculum innovations, with emphasis on the ILAW Framework (Intentions, Learning Experiences, Assessing Learning, and Ways Forward) in Technology and Livelihood Education (TLE). The objective is to examine difficulties related to understanding the framework, lesson planning, instructional resources, assessment practices, and professional development. Literature was gathered from ERIC, ScienceDirect, Google Scholar, and Philippine E-Journals, covering studies published between 2016 and 2025. Findings consistently highlight that curriculum reforms increase teacher workload and require new competencies, often without sufficient training or resources. Theories such as the Concern-Based Adoption Model (Hall & Hord, 2020) and Fullan's Change Theory (2016) explain how teacher concerns and readiness affect implementation. Studies reveal that limited instructional materials, inadequate training, and insufficient administrative support hinder effective adoption of learner-centered frameworks. While international research emphasizes the importance of professional development and institutional support, localized studies in Philippine TLE contexts remain scarce. This synthesis underscores the need for targeted support programs to assist teachers in adapting to curriculum reforms. Recommendations include continuous training, provision of resources, and structured mentoring to enhance implementation of the ILAW Framework in TLE.

How to Cite: Febe Kate C. Paredes (2026) Challenges in Implementing the ILAW Framework: A Systematic Review of Teacher Preparedness and Curriculum Support in TLE. *International Journal of Innovative Science and Research Technology*, 11(6), 2552-2553. <https://doi.org/10.38124/ijisrt/26jun1509>

I. INTRODUCTION

➤ Background Context

Curriculum reforms aim to improve educational quality, but their success depends on teacher preparedness and institutional support. The ILAW Framework promotes learner-centered instruction, requiring teachers to design meaningful learning experiences and authentic assessments. For TLE teachers, implementation is complex due to the practical nature of the subject.

➤ Scope and Purpose

This review focuses on literature examining challenges in curriculum implementation, particularly the ILAW Framework in TLE. It covers teacher preparedness, instructional resources, assessment practices, and professional development. Studies outside curriculum implementation or unrelated to TLE are excluded.

➤ Thesis Statement/Objective

The review aims to synthesize research on challenges encountered by teachers in implementing curriculum innovations, identify gaps in support systems, and highlight

the need for structured programs to assist TLE teachers in adopting the ILAW Framework.

II. METHODOLOGY

➤ Search Strategy

- Databases: ERIC, ScienceDirect, Google Scholar, Philippine E-Journals. Search terms: *ILAW Framework, curriculum implementation challenges, teacher preparedness in TLE, educational reforms Philippines.*

➤ Selection Process

• Inclusion Criteria:

- ✓ Studies focusing on curriculum implementation challenges.
- ✓ Research examining teacher preparedness, instructional resources, or assessment practices.
- ✓ Published between 2016–2025.

• *Exclusion Criteria:*

- ✓ Studies unrelated to curriculum reforms.
- ✓ Non-empirical reports or opinion pieces.

➤ *Main Body*

• *Theme 1: Challenges in Curriculum Implementation*

Alsubaie (2016) and Bantugan & Pagaran (2021) found that teachers struggle with curriculum changes due to limited resources, training gaps, and increased workload. Fullan (2016) emphasized that reforms often fail when teacher concerns are not addressed.

• *Theme 2: Understanding and Adapting to the ILAW Framework*

Hall & Hord (2020) explained through the Concern-Based Adoption Model that teachers experience stages of concern when adopting innovations. Without clear guidance, teachers may misunderstand framework components, affecting lesson planning and delivery.

• *Theme 3: Instructional Materials and Resources*

Bacus (2021) reported that TLE teachers face shortages of instructional materials, hindering competency-based instruction. UNESCO (2023) highlighted that resource adequacy is essential for effective curriculum implementation.

• *Theme 4: Assessment Practices*

Authentic assessment is central to the ILAW Framework, but teachers often lack training in designing performance-based evaluations. Richards (2017) noted that assessment reforms require professional development to ensure validity and reliability.

• *Theme 5: Professional Development and Support*

Darling-Hammond et al. (2017) emphasized that continuous professional development enhances teacher capacity to implement reforms. Lucas & Corpuz (2021) highlighted the importance of mentoring and administrative support in sustaining curriculum innovations.

III. CONCLUSION AND RECOMMENDATIONS

➤ *Summary of Main Findings*

Teachers encounter challenges in understanding the ILAW Framework, preparing lessons, accessing instructional resources, conducting authentic assessments, and pursuing professional development. These challenges hinder effective implementation in TLE.

➤ *Significance*

This synthesis highlights the need for structured support programs to assist teachers in adapting to curriculum reforms. Addressing these challenges ensures that learner-centered frameworks like ILAW achieve their intended outcomes.

➤ *Future Research*

- Conduct localized studies on ILAW implementation in Philippine TLE contexts.
- Explore the effectiveness of professional development programs in supporting curriculum reforms.
- Investigate the role of administrative support and resource allocation in sustaining implementation.

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