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Strategies, best practices, and challenges faced by teachers in implementing the revised K to 10 curricula

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ABSTRACT

This study examined the strategies, best practices, and challenges experienced by Grade 4 teachers in implementing the Revised K to 10 Curriculum in Batac District I. Using a qualitative phenomenological research design, data were gathered from 15 Grade 4 teachers through open-ended questionnaires and analyzed thematically. The findings revealed that teachers commonly used differentiated instruction, ICT integration, and hands-on learning activities. Strong supervision, support, and technical assistance from school heads emerged as a key best practice, emphasizing the importance of instructional leadership. However, teachers encountered challenges such as broad and unclear competencies, limited instructional time, inadequate learning materials, unstable internet connectivity, and insufficient digital devices. Overall, teachers demonstrated adaptability and commitment, but systemic and resource-related constraints continued to hinder effective implementation. The findings highlight the need for stronger instructional supervision, adequate resource provision, continuous teacher training, and improved ICT infrastructure to bridge the gap between curriculum design and classroom practice.

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Introduction

The Revised K to 10 Curriculum was introduced as a major reform in the Philippine education system to address persistent learning gaps and strengthen learners' foundational competencies. The reform emerged in response to declining performance in basic literacy and numeracy, which was further aggravated by disruptions caused by the COVID-19 pandemic. By reducing and reorganizing learning competencies, the curriculum seeks to prioritize essential skills and improve learners' mastery of core areas such as reading, writing, and mathematics (Department of Education, 2023; Chi, 2023).

Despite these goals, the implementation of the Revised K to 10 Curriculum has revealed several issues affecting teaching and learning. Teachers must adjust their instructional strategies, align their lessons with revised standards, and respond to learners' diverse needs, often under difficult classroom

conditions. Large class sizes, insufficient instructional materials, and differences in learners' prior knowledge frequently complicate this process. These realities create a gap between the intended curriculum and its actual implementation in the classroom (Philippine Institute for Development Studies [PIDS], 2025).

Teacher preparedness is a critical factor in successful curriculum implementation. Studies indicate that not all teachers feel adequately equipped to carry out the revised curriculum. Teachers have reported increased workloads, limited opportunities for collaboration, and stress arising from new instructional demands (Gaspe & Sarrosa, 2025). Bayot (2024) similarly found varying levels of preparedness among teachers, ranging from highly prepared to unprepared. These differences were influenced by access to training, availability of resources, and teachers' beliefs about the curriculum. Such disparities may lead to inconsistencies in implementation and difficulties in delivering the curriculum effectively.

Existing studies present varying findings regarding the effectiveness, challenges, and level of teacher preparedness associated with the Revised K to 10 Curriculum. A mixed-methods evaluation conducted by PIDS in partnership with the Department of Education and the Assessment, Curriculum and Technology Research Center examined the pilot implementation of the MATATAG Curriculum in selected schools. The evaluation found that the streamlined curriculum contributed to measurable learning gains in foundational areas and received generally positive stakeholder responses. However, it also identified continuing implementation challenges and emphasized the need for sustained support to maintain learning gains and improve educational outcomes (PIDS, 2025).

Using Rogers' Diffusion of Innovation Theory, Yamota (2025) examined the early adoption of the Revised K to 10 Curriculum among educators and school administrators. The study identified several implementation concerns, including reluctance among some educators, difficulty adapting to curriculum changes, concerns about curriculum structure and sequencing, content gaps, limited training opportunities, and insufficient instructional resources. These findings suggest that the successful adoption of the curriculum depends not only on its design but also on the support provided to those responsible for its implementation.

Despite these limitations, teachers continue to employ various strategies and practices to meet the demands of the revised curriculum. These include differentiated instruction, contextualized teaching, modification of learning materials, and maximization of available resources to address learners' diverse needs. Such practices are consistent with the learner-centered approaches promoted by the Department of Education (2023). However, their effectiveness is often limited by inadequate institutional support, insufficient instructional materials, and time constraints. These barriers prevent teachers from fully applying the recommended pedagogical approaches and contribute to the gap between curriculum expectations and classroom practice (PIDS, 2025; Yamota, 2025).

Differences in school environments, resource availability, and administrative and professional support also influence how the curriculum is implemented. Access to training, classroom conditions, and teachers' beliefs shape their preparedness and instructional practices. This highlights the importance of

examining implementation within a specific local context to understand better the challenges teachers experience and the strategies they use to address them (Bayot, 2024).

Hence, this study examines the strategies, best practices, and challenges encountered by Grade 4 teachers in implementing the Revised K to 10 Curriculum in Batac District I. Specifically, it seeks to identify the strategies used by teachers, determine the practices that support effective implementation, examine the challenges they encounter, and propose recommendations for strengthening curriculum implementation and improving learning outcomes.

Review of related literature

The purpose of this review is to critically identify the strategies, best practices, and challenges faced by teachers in implementing the Revised K to 10 Curriculum; to understand how curriculum goals are applied in classroom practice and strategies; and to examine how identified challenges affect teaching and learning outcomes.

Revised K to 10 curriculum

The Revised K to 10 Curriculum is a significant reform in Philippine basic education designed to improve learning outcomes by addressing weaknesses in the previous curriculum. One of the primary reasons for the reform was the need to address learning losses, particularly in foundational literacy and numeracy. These problems were intensified by an overcrowded curriculum containing too many learning competencies. Reducing and reorganizing the competencies allows teachers and learners to devote more time to mastering foundational skills and developing 21st-century competencies, making classroom instruction more focused and manageable (Chi, 2023).

The Department of Education formally launched the Revised K to 10 Curriculum, commonly known as the MATATAG Curriculum, in August 2023. It emphasizes literacy, numeracy, values formation, and socioemotional development. The revision reduced the number of learning competencies from approximately 11,700 to about 3,600 and decreased the number of learning areas taught in the early grades (Ombay, 2023). Its phased implementation began in School Year 2024–2025 with Kindergarten and Grades 1, 4, and 7. Phase 2 covered Grades 2, 3, 5, and 8 in School Year 2025–2026, while Phase 3 covers Grades 6, 9, and 10 in School Year 2026–2027 (Department of Education, 2024).

The curriculum aims to make learning more focused, meaningful, and relevant to learners. One of its key features is the decongestion of learning competencies, with the total number reduced by approximately 70%. This reduction gives teachers and learners more time to develop and master essential knowledge and skills instead of covering an excessive amount of content within a limited period (Chi, 2023).

The Revised K to 10 Curriculum is grounded in learner-centered and competency-based principles aligned with the Department of Education's MATATAG agenda. It promotes higher-order thinking, contextualized learning, and the development of competencies relevant to learners' needs and

experiences. These principles are intended to support holistic learner development, improve learning outcomes, and address the content overload associated with the previous curriculum (Ombay, 2023).

Before its nationwide implementation, the curriculum was piloted in selected schools across different regions in 2023. The pilot implementation allowed the Department of Education to identify challenges, gather feedback, and refine the curriculum before its wider rollout. It also highlighted the essential role of teachers, as the effectiveness of any curriculum largely depends on their preparedness and ability to translate its goals into meaningful classroom instruction (Department of Education, 2024).

Teacher training and capacity-building activities were therefore conducted as part of the implementation process. These activities aimed to help teachers understand the curriculum's structure, appropriate teaching approaches, and assessment methods. Schools and division offices involved in the pilot implementation were also provided with orientation activities and instructional support materials aligned with the revised competencies (Ombay, 2023).

Strategies in implementing the curriculum

Effective curriculum implementation depends on teachers' strategic actions that translate curriculum goals into meaningful classroom practices. One of the most essential strategies is differentiated instruction, which involves adjusting teaching methods, learning activities, and assessment tasks based on students' varying abilities, interests, and learning needs. Differentiated instruction is strongly encouraged in the Revised K to 10 Curriculum to ensure inclusivity and equitable learning opportunities for all students (DepEd, 2023).

Another widely used strategy is contextualization and localization of instruction. This approach allows teachers to connect lesson content to learners' real-life experiences, cultural backgrounds, and community contexts. Research suggests that contextualized teaching improves student engagement and comprehension, as learners can better relate to the material being taught (PIDS, 2025).

Teachers also apply instructional adaptations and material modifications to address resource limitations and diverse learner needs. In situations where official learning materials are insufficient or delayed, teachers create or modify instructional resources to ensure the continuity of learning. This practice demonstrates flexibility and innovation, which are critical in implementing curriculum reforms effectively (Yamota, 2025).

Another important strategy is integrating learning competencies across subject areas. By combining related competencies into a single lesson, teachers can manage time efficiently while maintaining focus on essential learning objectives. This integrative approach not only reduces content overload but also promotes holistic learning and deeper understanding among students (DepEd, 2023).

In addition, collaborative teaching and professional learning communities are effective strategies for curriculum implementation. Teachers engage in peer collaboration, lesson sharing, and joint planning to improve instructional practices and address common challenges (PIDS, 2025).

Lastly, continuous assessment and feedback are crucial strategies for guiding instruction and improving learning outcomes. Teachers regularly monitor student progress through formative assessments and use the results to adjust their teaching approaches. This ensures that instruction remains responsive to learners' needs and aligned with curriculum standards (DepEd, 2023).

Best practices in implementing the revised K to 10 curriculum

The goal of this reorganization of the Revised K to 10 Curriculum was to improve overall learning outcomes and ensure the curriculum's relevance to 21st-century demands by providing sufficient time for instruction and mastery of core competencies (PIDS, 2025).

This highlights the effectiveness of teacher preparedness and professional capacity. Research on teacher preparedness for curriculum implementation demonstrates that teachers' understanding of curriculum goals, instructional techniques, and assessment processes is an important predictor of effective implementation. To help teachers adjust to the new curriculum, researchers suggested mentorship techniques and focused professional development programs (Caspé & Sarrosa, 2025).

Both the Philippine Institute for Development Studies and DepEd's pilot implementation reports emphasize the importance of adequate planning and ongoing support. Before full implementation, approximately 268,000 teachers and DepEd employees received training, according to preliminary assessments. This highlights the importance of capacity building and orientation activities in preparing educators for curriculum change. Although changes in instructional planning and time allocations were still expected during the gradual deployment, these preparatory efforts were found to contribute to teachers' and learners' receptiveness to the new curriculum (PIDS, 2025).

Some research in school-level preparedness for the Revised K to 10 Curriculum reveals that teachers, resources, and support systems all affect how well the curriculum is implemented. There are typically fewer delivery gaps in schools with more highly skilled staff. Strengthening school leadership, ensuring adequate teaching resources and technology, involving parents and the community, and using preparedness data to guide professional development and resource allocation are all examples of best practices (Ubias, 2024).

Curricular reform highlights the significance of continual monitoring and assessment processes that extend beyond the initial rollout. To provide a comprehensive picture of curriculum efficacy, effective evaluation procedures draw on a variety of data sources, including instructor feedback, student performance data, and classroom observations. Furthermore, as they enable educators and policymakers to make well-informed changes that improve both teaching and learning results, responsive evaluation frameworks that take stakeholder perspectives into account and modify programs based on real-world data are advised (OECD, 2020).

Furthermore, the best ways to implement the Revised K to 10 Curriculum include providing thorough professional development, implementing in phases with pilot testing and feedback loops, building teacher capacity through collaborative structures and mentoring, and ensuring that curriculum content aligns with instructional materials and assessment procedures. Therefore, these methods promote deeper

learning and successful curriculum implementation in the Philippine basic education by bridging the gap between policy design and classroom reality (DepEd, 2023; Abrigo et al., 2025).

Challenges in the implementation of the revised K to 10 curriculum

The adoption of the Revised K to 10 Curriculum consists of the Theory of Rogers' Diffusion of Innovation (DOI). The stages among the components of Rogers' framework are: (1) adoption, (2) communication routes, (3) time span, and (4) social systems that are left out. This is because of the curriculum's early deployment, uniform exposure among participants, standardized top-down dissemination through DepEd directives, and the consistent policy-governed educational structure, which reduces diversity in adoption experiences (Yamota, 2025).

During the pilot stages of the Revised K to 10 Curriculum, practical difficulties in familiarization and material development are also highlighted in DepEd reports and education research. To ensure commitment to implementation, the DepEd recognized that both teachers and students needed more time to grasp the updated skills and develop relevant teaching materials. This remark is echoed by academics examining early curricular reform in the Philippines, who point out that attempts to implement policy in the classroom may be hampered by a lack of instructional resources and unequal access to materials (Yunting, 2025).

Teachers in the Philippines experienced pressure to manage pacing and time constraints, and the number of competencies was reduced. Teachers reported needing to focus on careful planning, challenging content, and fundamental subjects, which led to rushed lessons near the end of the quarter. Moreover, limited resources and the demand for new, linked learning materials resulted in a heavy workload for teachers in the first-year pilot (Yunting et al., 2025).

In addition, teachers in the DepEd face significant challenges, including familiarization with new competencies, communication and collaboration, curriculum alignment and resource development, training and professional development needs, and supporting learners' adaptation to change. Teachers who are unfamiliar with these competencies may find it difficult to match curricular requirements with their teaching strategies and assessments, which could result in inefficient delivery and evaluation of curriculum content. Engagement and learning, the impact on student performance, resource constraints, delayed English reading instruction, and gaps in learning outcomes are the issues affecting student performance in the implementation of the revised curriculum (Mareveles & Ducot, 2025).

In general, the Revised K to 10 Curriculum situates the Philippine experience within broader conversations on curriculum decongestion, teacher preparation, and implementation assistance. Curriculum reform has the potential to improve educational results, according to the data. Still, its effectiveness largely depends on addressing real-world issues in teacher preparation, instructional materials, and classroom alignment with learning competencies (Abrigo et al., 2025).

Statement of the problem

The study aims to explore the strategies, best practices, and challenges in implementing the Revised K to 10 Curriculum among Grade 4 teachers in Batac District I.

Specifically, it answered the following questions:

1. What are the strategies and best practices employed in implementing the Revised K to 10 Curriculum among Grade 4 teachers of Batac District I?
2. What are the challenges encountered in implementing the Revised K to 10 Curriculum among Grade 4 teachers of Batac District I?

Methodology

This chapter presents the research design and data sources, including the study locale, population, and sampling; data-gathering instruments; and the data-gathering procedure, including ethical standards.

Research design

This study employed a qualitative research design, specifically a phenomenological approach, to explore the strategies, best practices, and challenges encountered by all Grade 4 teachers in implementing the Revised K to 10 Curriculum in Batac District I. It aims to gain an in-depth understanding of teachers' lived experiences, perceptions, and insights regarding curriculum implementation.

Locale of study

The study was conducted in selected public elementary schools within the Schools Division of the City of Batac, Ilocos Norte, specifically in Batac District I. The schools are Catalino Acosta Memorial Elementary School, Magnuang Elementary School, Maipalig-Quiom Elementary School, Mariano Marcos Memorial Elementary School, Naguirangan-Capacuan Elementary School, Parangopong Elementary School, P.Q. Pimentel Elementary School, Payao Elementary School, Quiling Elementary School, Sumader Elementary School, and Tabug Elementary School. These schools were chosen because they are directly implementing the Revised K to 10 Curriculum at the elementary level, particularly for Grade 4 teachers.

Population and sampling

The participants in the study were Grade 4 teachers currently teaching in public elementary schools within the Schools Division of the City of Batac, particularly in Batac District I. A purposive sampling technique was used to select 15 teachers with direct and relevant experience implementing the Revised K to 10 Curriculum.

Data gathering instrument

Data were collected through an online interview questionnaire with open-ended questions to elicit in-depth responses from Grade 4 teachers regarding the strategies, best practices, and challenges in implementing the Revised K to 10 Curriculum. The questionnaire consists of open-ended questions that allow participants to express their experiences, perceptions, and insights freely. The questionnaire was

developed in alignment with the study's objectives and validated through expert review to ensure clarity, relevance, and the ability to capture rich qualitative data (Kvale & Brinkmann, 2015). The items will focus on key areas, including challenges encountered in curriculum implementation; instructional strategies and practices used to address these challenges; available support and resources; and teachers' recommendations for improving the implementation of the Revised K to 10 Curriculum.

Data gathering procedure

Data were collected via online questionnaires administered through Google Forms. Although online data collection may limit the depth and richness of responses compared to face-to-face interviews, several measures were employed to address this limitation. Follow-up emails were conducted to clarify unclear or incomplete responses, and participants were encouraged to provide detailed and reflective answers. In addition, participants were invited to take part in follow-up video-conferencing interviews when further clarification or elaboration was needed.

Adequate time was given to participating respondents to complete the questionnaire, ensuring thoughtful and detailed responses. Upon retrieval of the completed questionnaires, the responses were reviewed, organized, and prepared for qualitative analysis.

Data analysis tool

The responses were analyzed using Braun and Clarke's (2006) six-phase thematic analysis, a rigorous and systematic approach to qualitative data analysis. This process began with familiarization, where the researcher reviewed the dataset multiple times to gain an overall understanding of the data. In the second phase, initial codes were generated by identifying significant statements and key phrases related to the challenges and strategies of the school heads. These codes were then grouped into potential themes in the third phase, focusing on patterns that emerged across the dataset.

In the fourth phase, themes were reviewed and refined to ensure they captured the full complexity of the participants' experiences. The researcher revisited the data several times throughout the process to refine the coding and ensure all relevant data were accounted for. During the fifth phase, the themes were clearly defined and named, capturing the essence of participants' struggles and coping strategies. Finally, in the sixth phase, a detailed narrative was constructed that linked the identified themes to the broader research questions, providing a comprehensive understanding of the phenomenon.

Additionally, to enhance the credibility and trustworthiness of the analysis, member checking was conducted by sharing preliminary themes with selected participants for verification, and inter-coder reliability was ensured through collaboration with a second researcher to confirm consistent interpretation of the data.

Ethical considerations

The study observed ethical research practices. Informed consent was obtained from all the participants. Responses were kept confidential and used solely for this study. Participants were informed of their right to withdraw at any time without any consequences.

Data presentation and analysis

This part presents findings from the online interview with 15 respondents (public school teachers) from the elementary schools of Batac District I. The data are organized according to key themes identified.

What are the strategies and best practices employed in implementing the Revised K to 10 Curriculum among Grade 4 teachers of Batac District I?

Table 1. Strategies and best practices of Grade 4 teachers in implementing the revised K to 10 Curriculum

Theme	Frequency
Supervision support/technical assistance	15
Differentiated instruction	9
Integration of ICT	12
Hands-on activity	7

Note: Data were collected from Grade 4 teachers in Batac District I via a Google Form.

What kind of support do you receive from your school head or supervisors?

Theme 1: Supervision, support, and technical assistance

The school head and supervisor play a vital role in education. They provide technical assistance and administrative support to teachers. The findings indicate that 100% of Grade 4 teachers reported that school heads and supervisors provide supervision, support, and technical assistance.

“One of the best practices that I received is the support of my school head, who provides support through classroom observations, constructive feedback, LAC sessions, and the provision of instructional materials. Our school head also encourages collaboration and continuous professional development (P3).”

This finding implies that teachers view technical support and supervisory advice as crucial elements in enhancing teaching methods. Teachers' competencies and classroom performance are improved through the chances for professional evaluation, collaborative reflection, and mentorship that instructional supervision offers. Some studies have shown that improving teacher performance depends heavily on school heads' supervision procedures, particularly technical assistance. To enhance teaching quality and student learning results, school administrators are advised to strengthen instructional support, uphold effective administrative supervision, and encourage ongoing professional development (Mandado, 2025).

According to research, school administrators should provide guidance to teachers during mentorship sessions, with particular emphasis on instructional strategies and on identifying and using educational resources. To assess and enhance the curriculum and to meet the needs of the community, school administrators must work with knowledgeable educators (Rizana, 2024).

Additionally, professional development sessions are designed, developed, and implemented using a variety of methodologies (Çetin & Bayrakçı, 2019). One model employed in the educational system is short-term technical assistance (TA). Short-term TA offers a targeted strategy to address specific needs, often drawing on a range of resources, including coaching, training, and consulting (Scott et al., 2022). These findings highlight the importance of maintaining strong supervisory support systems within schools. Administrators and instructional leaders play a crucial role in providing technical assistance to help teachers address classroom challenges and improve instructional delivery (Hallinger, 2025).

What teaching strategies have been most effective in implementing the Revised K to 10 Curriculum?

Theme 2: Differentiated instruction

Differentiated instruction was another theme found in the results, with 60%. Teachers' efforts to meet the varied learning requirements, skills, and interests of their pupils in the classroom are reflected in this theme. To guarantee that every student can effectively engage in the learning process, differentiated instruction entails adjusting teaching methodologies, learning activities, and assessment techniques, as shared by the participant,

“One of the best strategies that I am implementing is differentiated instruction, such as cooperative learning and product-based activities, to align the needs of my learners (P1).

Research indicates that differentiated instruction is an effective strategy for improving students' engagement and academic performance. When teachers tailor instruction to students' needs, learners are more likely to remain motivated and actively participate in the learning process (Eugenio, 2025).

Moreover, to address these differences and establish inclusive learning environments, teachers might modify their teaching strategies by implementing differentiated instruction. Teachers offer appropriate support to students with diverse needs by using techniques such as flexible grouping, a variety of instructional materials, and adapted learning assignments. The presence of this theme in the findings suggests that teachers are increasingly aware of the importance of inclusive and learner-centered instructional practices (Tomlinson, 2014).

How do you adapt your lessons to meet the needs of the diverse learners?

Theme 3: Integration of ICT

The second most frequently identified theme was the integration of Information and Communication Technology (ICT), which appeared in 80% of responses. This indicates that participants recognize the growing role of technology in enhancing the teaching and learning process. ICT tools such as multimedia presentations, digital learning platforms, and online resources allow teachers to present information in more engaging and interactive ways. A participant stated that,

“I integrate the use of ICT in my teaching by using additional educational applications, interactive presentations, videos, and online quizzes to make lessons more engaging and to help learners understand concepts better (P14).”

Nowadays, the integration of ICT has become a critical component and part of modern education because it supports interactive learning, improves access to educational resources, and promotes collaboration among learners. Technology also enables teachers to expand instructional methods, making lessons more dynamic and responsive to students' needs. Research results show that ICT is successfully incorporated into teaching methods, which can greatly raise the standard of instruction and increase students' learning outcomes (Wiyono et al., 2022). Additionally, ICT provides educators with tools for professional growth and educational materials that can improve their teaching abilities. However, sufficient infrastructure, technological resources, and ongoing teacher training are necessary for the effective incorporation of ICT.

Can you share successful practices that improved learner performance?

Theme 4: Hands-on activity

The findings indicate that 47% of the teachers shared their experiences of successful practices that improved learning outcomes. This finding is consistent with the experiential learning theory proposed by David A. Kolb, who emphasized that knowledge is created through the transformation of experience. A participant stated that,

“One of the effective practices that I want to share is the use of hands-on activities where I incorporate group work, role-playing activities, and manipulatives, which increases engagement and deeper understanding of lessons. Also, connecting lessons to real-life situations made learning meaningful and easier to understand, particularly in Mathematics and Science (P12).”

A study showed that when courses were taught through practical experiments, students demonstrated greater engagement, improved academic performance, and stronger intrinsic motivation. It is concluded that practical learning exercises improve students' comprehension and retention of ideas (Dhanapal & Wan Zi Shan, 2014).

Another study found that students' engagement in higher education was affected by experiential learning, as they actively engaged with materials and applied knowledge through experience. Students demonstrated higher levels of engagement and improved psychomotor development. To summarize, it highlighted how direct involvement with learning materials through hands-on tactics enhances students' comprehension of subjects (Thiri et al., 2014)

Based on a recent study of experiential learning in education, students' academic performance and overall learning outcomes were significantly improved by teaching strategies that incorporated practical and cooperative activities. Students who actively participated in experiential learning activities demonstrated greater conceptual understanding and measurable gains in academic performance (Shivaramu, 2025).

These findings highlight that hands-on teaching strategies are among the best practices in education because they promote active learning, improve students' conceptual understanding, increase engagement, and support the development of critical thinking skills.

What are the challenges encountered in implementing the Revised K to 10 Curriculum among Grade 4 teachers of Batac District I?

Table 2. Challenges in implementing the revised K to 10 Curriculum among Grade 4 Teachers

Theme	Frequency
Broad competency	10
Time constraints	10
Limited instructional materials	8
Slow or lack of internet connectivity	6
Limited ICT gadgets	6

Note. Data were collected from Grade 4 teachers in Batac District I via a Google Form.

What challenges do you encounter in implementing the revised curriculum standards and competencies?

Theme 1: Broad competency

These findings show that 67% of Grade 4 teachers reported that the Revised K to 10 Curriculum has broad competencies, unclear alignment, and confusing competencies, resulting in difficulty for learners in understanding the lessons. Participants may struggle to interpret and translate these competencies into specific learning objectives and classroom activities. A participant noted that,

“The challenges I encountered are the competencies that are broad and need to be clear; there are repetitive topics, difficult to understand; learning competencies are too high for the learner’s level (P2).”

Concerns about alignment, clarity of competencies, and implementation difficulties have been raised by the implementation of the Revised K to 10 Curriculum (MATATAG Curriculum). According to studies, the former K to 12 Curriculum included over 11,000 competencies, making it challenging to link assessments and learning outcomes (Cabaya et al., 2025). Rigid structures and limited flexibility in lesson design were also found in research on Revised K to 10 Curriculum lesson exemplars, which may hinder successful adaptation to learners' needs (Bihag & Dagondon, 2025). Similarly, the Department of Education emphasized that the success of curriculum reforms depends largely on teachers' ability to interpret learning competencies and translate them into effective teaching strategies. Without sufficient guidance and training, teachers may find it challenging to implement competency-based curricula effectively (DepEd, 2023).

Theme 2: Time constraints

Grade 4 teachers also face challenges due to time constraints, which account for 67% of instructional time and lesson planning, resulting in poor mastery of the lesson. Teachers reported that the limited instructional time makes it difficult to cover all required competencies and learning activities effectively.

Managing lesson preparation, classroom instruction, and assessment within the allocated time remains a common concern among teachers. A participant said that,

“Time constraints affect my instructional time and lesson planning, which results in poor mastery of the lesson (P1).”

One of the main challenges in implementing the Revised K to 10 Curriculum into practice is time constraints. According to studies, the curriculum's 45-minute class periods and the inadequate time allotted to each subject make it challenging for teachers to deliver lessons and successfully cover the necessary competencies. It is advisable to extend class hours to accommodate more in-depth contact, provide timely professional development on time and stress management, and support teacher wellness programs to allay these worries. Further reducing instructional time is associated with time-management problems, heavy workloads, and missed teaching days, which may have a detrimental impact on students' comprehension and academic achievement (Almodiel, 2025).

Moreover, time constraints are widely acknowledged as a major obstacle to the successful implementation of curricula, frequently placing tremendous pressure on teachers to cover a wide range of material within constrained timelines. Teachers often prioritize finishing the curriculum over encouraging in-depth participation, resulting in hurried instruction and fewer opportunities for deep learning (Demate et al., 2025).

Theme 3: Limited instructional materials

The availability of quality instructional materials is crucial in ensuring effective teaching and learning. It shows that 53% encountered limited instructional materials such as textbooks, visual aids, learning modules, and teaching resources. One participant shared,

“When materials are lacking, lessons become less interactive and require extra effort to prepare improvised resources (P3).”

These findings indicate that resource availability was a major constraint, particularly for early grade levels. This implies that limited learning materials reduce the effectiveness of curriculum implementation and student learning. Teachers frequently find it difficult to offer courses that accommodate a variety of learning styles and needs when instructional resources, such as textbooks, visual aids, technology tools, and supplemental materials, are insufficient. As a result, there may be fewer opportunities for engaging, participatory learning experiences as training becomes primarily reliant on lectures or simplified exercises. Inadequate resources can also limit teachers' capacity to illustrate ideas properly, offer practical exercises, and reaffirm important concepts - all of which are necessary for a deeper comprehension (Llanes & Santos, 2026).

Moreover, one of the key findings hindering the implementation of the K to 10 Curriculum is the lack of aligned resource materials. These challenges hinder the delivery of the lesson, where the teachers employ mitigating practices such as the use of textbooks and educational resources (Angeles & Rabago, 2025)

What are other difficulties you encountered in implementing the Revised K to 10 Curriculum?

Theme 4: Slow or lack of internet connectivity

Teachers face significant challenges due to slow or unreliable internet connectivity, especially in delivering lessons. Reliable internet access has become increasingly important in modern education, particularly with the growing integration of digital learning resources and online educational platforms. It shows that 40% of participants lacked internet access at their workplace. Participants said that,

“I have a difficult time choosing and downloading appropriate applications used in my lesson due to unstable internet connection (P10).”

One common complaint is internet connectivity, which educators and learners emphasize, as the Philippines is still among the countries in Asia with slow internet speeds. The Philippines' slow internet access poses a significant obstacle for learners, particularly those in remote areas (Averia, 2020).

Consistent with previous studies (e.g., Bao, 2020; Henaku, 2020; Entsie, 2020; Wisconsin, 2020; and Baticulon et al., 2020), participants in this study cited unstable internet connectivity as one of the main difficulties they encountered in remote learning. Teachers and students are unable to use online learning resources, including learning management systems, digital textbooks, and videos, due to slow internet connections. Unreliable internet access significantly affects how courses are delivered and how digital learning platforms are used, according to studies on online education in the Philippines. Without reliable internet access, teachers may struggle to maximize the benefits of digital learning tools (Ramos et al., 2024).

Theme 5: Limited ICT gadgets

Limited ICT gadgets are among the challenges in implementing the Revised K to 10 Curriculum; 40% of the participants reported experiencing this when teaching their students. One participant shared that,

“I have had trouble with ICT integration due to a lack of or limited ICT gadgets (P12).”

The Philippines is one of the nations where many students still lack access to computers for educational purposes, particularly in public and rural schools. This highlighted the shortage affecting students' access to digital learning resources and participation in technology-based activities (UNESCO's 2023 Global Education Monitoring Report).

Additionally, research shows key challenges, including limited infrastructure, inadequate training, poor internet connectivity, and insufficient technological resources. Despite facing significant barriers, teachers demonstrated remarkable resilience through adaptive coping mechanisms such as utilizing personal devices, implementing traditional backup methods, and fostering collaborative support networks. The study provides recommendations for policymakers, school administrators, and educators to enhance ICT infrastructure, provide sustained professional development, and bridge the digital divide in Philippine schools. It underscores the critical importance of including teacher voices in ICT

policymaking to ensure effective technology integration that genuinely supports teaching and learning (Peñas & Paglinawan, 2026).

Similarly, studies on technology integration emphasize that both access to devices and adequate teacher training are essential factors in successfully incorporating ICT into the classroom (Mishra & Koehler, 2006; Ertmer & Ottenbreit-Leftwich, 2010).

Discussion

The findings provide important insights into the strategies, best practices, and challenges experienced by Grade 4 teachers in implementing the Revised K to 10 Curriculum in Batac District I. Although teachers actively employ various instructional approaches to meet the curriculum's demands, they continue to encounter systemic and contextual barriers that affect its effective implementation.

In terms of strategies and best practices, the most prominent theme was supervision, support, and technical assistance, which all participants reported. This finding highlights the value teachers place on instructional leaders' role in guiding and improving classroom practices. One participant shared:

“One of the best practices that I received is the support of my school head, who provides support through classroom observations, constructive feedback, LAC sessions, and the provision of instructional materials. Our school head also encourages collaboration and continuous professional development.”

Effective instructional supervision contributes significantly to teacher performance and instructional quality (Mandado, 2025). School leaders also play a crucial role in mentoring teachers, encouraging collaboration, and strengthening instructional practices. Therefore, continuous technical assistance and school-based support systems are essential to sustaining effective curriculum implementation (Rizana, 2024).

Another important strategy was differentiated instruction, reflecting teachers' efforts to respond to learners' varying abilities, interests, and needs. One participant explained:

“One of the best strategies that I am implementing is differentiated instruction, such as cooperative learning and product-based activities, to align the needs of my learners.”

Differentiated instruction can enhance learner engagement and academic performance. Its use suggests that teachers are becoming increasingly responsive to learner diversity and are aligning their practices with the learner-centered principles of the revised curriculum (Eugenio, 2025).

The integration of Information and Communication Technology (ICT) also emerged as a widely used instructional strategy. Teachers used digital tools and resources to make lessons more engaging, accessible, and responsive to learners' needs. This finding is consistent with evidence showing that ICT integration can improve instructional quality and learning outcomes when appropriately incorporated into classroom teaching (Wiyono et al., 2022).

Hands-on and experiential learning activities were likewise identified as effective practices for improving learner engagement and performance. Teachers reported using group work, role-playing, manipulatives, and other participatory activities to help learners understand lessons more effectively. These practices are supported by experiential learning theory and studies demonstrating that hands-on activities improve comprehension, retention, and academic performance. The findings therefore emphasize the importance of active learning in achieving meaningful educational outcomes (Dhanapal & Shan, 2014; Shivaramu, 2025).

Despite these positive practices, teachers encountered several challenges that hindered curriculum implementation. One of the most prominent was the presence of broad and unclear competencies. One participant stated:

“The challenges I encountered are the competencies that are broad and need to be clear; there are repetitive topics, difficult to understand; learning competencies are too high for the learner’s level.”

This finding indicates that the breadth, complexity, and repetition of certain competencies pose challenges for curriculum interpretation, instructional alignment, and classroom implementation. It points to the need for clearer curriculum guidelines and stronger technical support to help teachers interpret and deliver the prescribed competencies appropriately (Cabaya et al., 2025).

Limited instructional time also emerged as a major concern. Teachers found it difficult to cover the required competencies while managing heavy workloads and administrative responsibilities. Insufficient time may result in rushed instruction and fewer opportunities for learners to explore concepts in depth. Consequently, teachers may prioritize content coverage over competency mastery, potentially affecting learning outcomes (Almodiel, 2025; Demate et al., 2025).

The lack of instructional materials was another significant challenge. Teachers reported difficulties delivering lessons due to insufficient textbooks, visual aids, and other learning resources. This finding supports previous studies identifying resource limitations as a major barrier to curriculum implementation. To address these shortages, teachers often improvise or create their own materials, which adds to their workload and may affect the consistency and quality of instruction (Angeles & Rabago, 2025; Llanes & Santos, 2026).

Challenges related to ICT integration were also reported, particularly unstable internet connectivity and limited access to digital devices. Although teachers recognize the instructional value of technology, inadequate infrastructure restricts its consistent and effective use. These difficulties reflect the continuing digital divide in education, particularly in developing countries such as the Philippines (UNESCO, 2023).

Overall, the findings indicate that Grade 4 teachers demonstrate adaptability and commitment through their use of varied strategies and best practices. However, the effectiveness of curriculum implementation remains strongly influenced by systemic and contextual constraints. The findings reveal

a gap between the intended curriculum and its actual classroom implementation, shaped by resource availability, limited instructional time, curriculum clarity, and the strength of teacher support systems. Addressing these concerns requires a comprehensive approach that strengthens instructional supervision, provides adequate resources, expands teacher training, and improves ICT infrastructure (Fullan, 2007; Hallinger, 2005).

Theoretical implications

The findings contribute to curriculum implementation theory by reinforcing the view that successful implementation depends on the interaction among curriculum design, teacher capacity, and institutional support. Curriculum implementation is not simply the direct transmission of policy into classroom practice. Instead, it is a complex and context-dependent process shaped by teachers' interpretations, experiences, available resources, and working conditions (Fullan, 2016).

The identified practices—particularly differentiated instruction, ICT integration, instructional support, and hands-on learning—are also consistent with constructivist learning theory, which emphasizes active knowledge construction, social interaction, and learner-centered instruction (Vygotsky, 1978; Bunga et al., 2025). Teachers' use of group activities, role-playing, manipulatives, and product-based tasks demonstrates how learners construct knowledge through active participation and interaction with others.

The findings further reinforce experiential learning theory, particularly through hands-on activities in which learners develop understanding through concrete experience, reflection, and the application of knowledge (Kolb, 2015). These activities enable learners to connect abstract concepts with practical experiences, thereby improving comprehension and retention.

The study also supports the Technological Pedagogical Content Knowledge (TPACK) framework, which proposes that effective ICT integration requires teachers to combine technological, pedagogical, and content knowledge (Mishra & Koehler, 2006). Access to technology alone is insufficient; teachers must also have the competence and confidence to use it appropriately in instruction (Ertmer & Ottenbreit-Leftwich, 2010). Recent studies similarly affirm that successful ICT integration requires supportive instructional leadership and continuous teacher development (Peliño, 2025).

However, the challenges identified in this study—including broad competencies, inadequate resources, unstable internet connectivity, and limited instructional time—demonstrate the persistent gap between curriculum policy and classroom practice. These findings support curriculum-reform literature emphasizing that intended changes may not be fully realized when schools and teachers lack adequate resources, preparation, and institutional support (Palestina & Pangan, 2020).

Policy implications

The findings have significant implications for educational policies supporting the Revised K to 10 Curriculum. Instructional supervision should be strengthened through sustained mentoring, coaching, classroom observation, constructive feedback, and technical assistance. Such forms of instructional leadership can improve teacher performance, instructional quality, and learner outcomes (Hallinger, 2015; Villamor, 2026).

Policymakers and curriculum developers should also review the learning competencies to ensure they are clear, developmentally appropriate, and free from unnecessary repetition. Teachers must be provided with practical guidance on unpacking, sequencing, and aligning competencies with instruction and assessment (Cabaya et al., 2025; Department of Education, 2023).

Greater investment in textbooks, teaching aids, digital devices, internet connectivity, and other instructional resources is likewise needed to support effective curriculum delivery and learner engagement (Llanes & Santos, 2026). Resource provision should be accompanied by continuous professional development, particularly in differentiated instruction, ICT integration, competency-based teaching, assessment, and contextualization.

Finally, policies concerning teachers' workloads and instructional time should be reviewed. Administrative responsibilities must be managed so teachers have sufficient time to prepare lessons, deliver meaningful instruction, assess learner progress, and provide necessary interventions. Without adequate instructional time, teachers may be compelled to prioritize curriculum coverage over the mastery of competencies (Almodiel, 2025; Demate et al., 2025).

Limitations of the study

This study has several limitations. First, its participants were limited to 15 Grade 4 teachers from Batac District I. Although qualitative research prioritizes depth and context-specific understanding, the small and localized sample limits the transferability of the findings to other districts, divisions, grade levels, or educational settings (Creswell, 2018).

Second, the study relied on self-reported data gathered through online interviews and questionnaires. Participants' responses may have been influenced by recall difficulties or the desire to present their practices favorably. Online data collection may also have limited opportunities for probing and clarification, resulting in less detailed responses than those typically obtained through face-to-face interviews.

Third, the study focused exclusively on teachers' perspectives. It did not include the views of school administrators, learners, or parents, whose experiences could have provided a more comprehensive understanding of the implementation process.

Finally, the study examined the Revised K to 10 Curriculum during a particular stage of its implementation. Teachers' strategies, levels of preparedness, and challenges may change as they gain experience and as the Department of Education continues to refine the curriculum, provide training, and distribute additional resources. Therefore, the findings should be interpreted within the specific context and implementation period of the study (Fullan, 2016).

Conclusion

The findings of this study revealed the strategies, best practices, and challenges faced by the Grade 4 teachers in the Revised K to 10 Curriculum in Batac District I. Based on findings from online interviews with 15 public elementary school teachers, several significant insights emerged regarding the implementation of the revised curriculum.

This study highlighted strategies and best practices that support the effective implementation of the Revised K to 10 Curriculum. The most prominent practice identified was supervision, support, and technical assistance provided by school heads and supervisors. Teachers acknowledged that instructional supervision, mentoring, classroom observations, and professional development opportunities greatly assist them in improving their instructional practices and addressing classroom challenges.

Furthermore, teachers demonstrated the use of differentiated instruction as an effective strategy for addressing students' diverse learning needs. By modifying instructional methods, learning activities, and assessment strategies, teachers can create more inclusive and learner-centered learning environments. The integration of Information and Communication Technology also emerged as a valuable practice in enhancing classroom instruction by making lessons more interactive and engaging using digital tools and educational applications.

Another important practice identified was the use of hands-on activities in teaching. These experiential learning strategies allow students to actively participate in the learning process through practical tasks, collaborative activities, and real-life applications. Such approaches help improve student engagement, deepen conceptual understanding, and promote critical thinking and problem-solving skills.

Also, the study revealed that teachers encounter multiple challenges in implementing the Revised K to 10 Curriculum. Among the most prominent challenges identified were broad competencies and time constraints, both of which were the most frequent in the responses. Teachers reported that some competencies in the curriculum are broad, repetitive, and sometimes unclear, making it difficult to interpret and translate them into specific learning objectives and classroom activities appropriate for learners' levels. Additionally, limited instructional time makes it difficult to cover all competencies effectively, leading to rushed instruction and fewer opportunities for deeper learning.

Another significant challenge identified was the limited availability of instructional materials. Teachers emphasized that the lack of adequate textbooks, learning modules, and visual aids hinders lesson delivery and requires additional effort to prepare improvised materials. Moreover, technological challenges such as slow or unstable internet connectivity and limited access to ICT devices were also reported. These issues restrict teachers' ability to fully integrate digital resources and technology-based teaching strategies, which are increasingly important in modern educational practices.

Generally, the findings of this study indicate that while Grade 4 teachers face several challenges in implementing the Revised K to 10 Curriculum, they also demonstrate resilience and adaptability by employing various effective teaching practices. The success of curriculum implementation, therefore, depends not only on the curriculum design itself but also on the availability of adequate resources, technological infrastructure, continuous professional support, and innovative instructional strategies.

Addressing these challenges and strengthening existing strategies and best practices will help improve the quality of instruction and support the successful implementation of the Revised K to 10 Curriculum in elementary education.

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