

# Challenges, Coping Strategies, and Extent of Resilience of Elementary School Teachers during the Implementation of the MATATAG Curriculum

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## Abstract:

This study aimed to determine the challenges, coping strategies, and extent of resilience of elementary teachers during the implementation of the MATATAG Curriculum. The descriptive correlational research design was utilized to answer the objectives of the study, wherein the respondents were composed of 68 elementary teachers from Kindergarten, Grade I, and Grade IV from Aliaga District under the Division of Nueva Ecija were chosen using purposive sampling technique. The study found that the respondents strongly agreed that they all experienced challenges in the availability of resources and facilities, school culture, and instructional oversight. They also have a very high extent of resilience in flexibility, optimism, social support, and competence. It was also found that the challenges identified by the respondents as to instructional oversight were positively correlated with the extent of resilience of elementary teachers in terms of flexibility, optimism, social support, and competence. Furthermore, school culture has a significant relationship to coping strategies in adaptability, positive outlook, and professional growth and development. Moreover, instructional oversight found a significant relationship to coping strategies in personal outlook, self-motivation, and professional growth and development. And the coping strategies, such as adaptability, personal outlook, self-motivation, and professional growth and development, were found to be positively correlated with the resilience of teachers in terms of flexibility, optimism, social support, and competence.

**Keywords — Challenges, Coping Strategies, Implementation, MATATAG Curriculum, Resilience**

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## I. INTRODUCTION

The MATATAG Curriculum is set to be implemented in phases starting the School Year (S.Y.) 2024-2025, covering Kindergarten, Grades 1, 4, and 7. The Department of Education (DepEd) released policy guidelines outlining the features and standards of the curriculum, which aims to prepare Filipino learners with 21<sup>st</sup>-century skills and promote inclusivity. The curriculum was launched on August 10, 2023, and underwent a pilot implementation prior to the full rollout. The DepEd remains committed to fulfilling its mandate of providing appropriate, responsive, and relevant basic education by continuously striving for excellence, by crafting a

well-designed curriculum in alignment with the national vision of providing quality education for all.

With the comprehensive reviews and studies about the basic education curriculum, several issues were revealed, such as overcrowded curriculum, complex content, misaligned learning competencies, redundancy of the topics, and imbalanced cognitive domains.

To respond to the issues and concerns, DepEd introduced the MATATAG Curriculum to produce competent, job-ready, active, and responsible citizens. Additionally, the MATATAG Curriculum streamlines competencies to ensure holistic learning development among learners, not only intellectually, but also emotionally, and a value-

centered curriculum that embodies the core values of maka-Diyos, makatao, makakalikasan, and makabansa (Department of Education, 2024).

The first phase of the implementation covers Kindergarten, Grades 1,4, and 7. Thus, in pursuing any form of change in the basic education curriculum, it is imperative for all teachers to understand the current context and settings towards innovation and create appropriate teaching strategies and coping mechanisms attuned to the dynamic changes of the basic education curriculum.

Teachers handling classes under the MATATAG curriculum are challenged on the availability of resources and facilities, learning setting/ classroom, school culture and philosophies, and instructional oversight. They experience difficulties in teaching because not all schools have sufficient resources and facilities that can make the learning environment conducive to learning.

In addition, based on the proponent's personal experiences, the curriculum makes the teachers start anew, thereby affecting the classroom setting climate. Teachers also have a hard time utilizing strategies because of compressed competencies. This calls for the adoption of coping strategies and resiliency to effectively implement the MATATAG curriculum. Teachers need to utilize and integrate teaching strategies to adapt to changes and be appropriate to the classroom setting and learning environment, school culture and philosophies, and instructional oversight towards the effective implementation of the new curriculum.

With this notion, the study aimed to determine the challenges, coping strategies, and extent of resilience of elementary teachers during the implementation of the MATATAG curriculum.

### **Literature Review**

The MATATAG Curriculum is implemented according to prescribed minimum standards across all public and private schools, state universities and colleges, and the Philippine School Overseas, offering education. The curriculum embodies the aspiration of Filipino learners as outlined in Ambisyon Natin 2040, which aims to prepare them to meet future challenges by embedding 21<sup>st</sup>-century skills and preparing them to excel in the local and global job market. It also promotes inclusivity by

teaching global citizenship and diversity while fostering a future-oriented mindset that empowers learners to embrace and shape change (Henley, 2024).

Prior to the phased implementation of the MATATAG Curriculum starting S.Y. 2024-2025, the Department of Education conducted the pilot implementation in reference to DM 54, s. 2023 or the Pilot Implementation of Matatag Curriculum. The first phase of the implementation would be for Kindergarten, Grade 1,4, and Grade 7. Thus, the education agenda of the current administration in the MATATAG Curriculum, as Bansang Makabata, Batang Makabansa, sets the new direction for the agency and stakeholders in resolving education challenges (DepEdClick, 2024).

Furthermore, Roos and Borkoski (2021) stated that the MATATAG Curriculum represents a significant initiative aimed at addressing longstanding issues in Philippine education, particularly concerning the quality and relevance of curriculum content and delivery.

Lomba-Portela et al. (2022) stated that resistance to curriculum changes represents a critical psychological state of teachers as curriculum implementers that affects the success of curriculum reform as an initiative of educational leaders.

In addition, Gordon (2024) stated that the new curriculum implementation provides a clear, structured approach to managing change, which can reduce uncertainty, anxiety, and resistance among stakeholders. The three stages: the unfreeze stage helps build a foundation of support and readiness for change; the change stage ensures the support and training sessions for the stakeholders; and the refreeze stage ensures that the curriculum change is embedded into the school's culture, leading to long-term sustainability and continuous improvement.

As stipulated in DepEd Memorandum 054, s. In 2023, the MATATAG agenda launched as the new direction of DepEd towards improving the quality of basic education in the country. This helps to improve the quality of education based on the following features: a decongested curriculum, focus on foundational skills, balanced cognitive demands, more precise articulation of 21<sup>st</sup>-century skills, reduced learning areas, intensified Values Education and Peace Education, and on par with international

standards. The MATATAG Curriculum shall be implemented in different phases wherein Kindergarten, Grades 1, 4, and 7 first underwent pilot testing for S.Y. 2024-2025.

### ***Challenges in the Implementation of the MATATAG Curriculum***

The study of Abalde and Oco (2023) emphasized the challenges facing the Philippine education system in the implementation of a new curriculum, specifically in addressing students' weaknesses and improving their academic performance. Furthermore, Wabingga and Tomakin (2025) revealed that elementary teachers were challenged in the implementation of the MATATAG Curriculum in terms of resources and material constraints, increased curriculum demands, and the need for enhanced professional development and support. Thus, their coping strategies were used with peer and team support, self-motivation, a positive outlook, and professional growth and adjustment.

### ***Coping Strategies of Teachers in the Implementation of the Matatag Curriculum***

D'Addiego and Best (2023) revealed that a resilient teacher is one who gives of self in service to others and/or cause, uses life skills, including good decision-making, assertiveness, impulse control, and problem-solving and has the ability to be a friend, ability to form positive relationships, sense of humor, self-discipline, connection to learning, personal competence, self-motivation and feelings of self-worth and self-confidence.

Lacaba and Caliwan (2020) stated that teaching is emotionally demanding work. To teach and to teach at one's best over time has always required resilience, otherwise conflict within the self and classroom routine setups. They need to be more resilient and motivated to effectively implement the curriculum.

### ***Resilience in the Implementation of MATATAG Curriculum***

Villaver et al. (2024) confirmed that the establishment of robust monitoring and evaluation mechanisms is essential for tracking progress, identifying areas for improvement, and driving

evidence-based decision-making in curriculum reform initiatives.

Additionally, Aytac (2023) revealed that teachers perceived that the MATATAG curriculum change demanded rigorous monitoring and evaluation processes, such as the curriculum implementation assessment process.

Moreover, Brown and Weber (2022) confirmed that elementary teachers are very resilient in implementing the MATATAG curriculum as they continue to strive for continuous growth and development. They collaborate on work because they believe that there is always room for improvement.

### **Statement of the Problem**

This study aimed to determine the challenges, coping strategies, and extent of resilience of elementary school teachers during the implementation of the MATATAG curriculum.

Specifically, it sought to answer the following questions:

1. How may the profile of elementary teachers be described?
2. How may the identified challenges of the respondents in the implementation of the MATATAG Curriculum be described in terms of:
  - 2.1. availability of resources and facilities;
  - 2.2. learning setting/classroom;
  - 2.3. school culture and philosophies; and
  - 2.4. instructional oversight?
3. How may the coping strategies of respondents during the implementation of the MATATAG curriculum be described based on:
  - 3.1. adaptability; personal outlook;
  - 3.2. self-motivation; and
  - 3.3. professional growth and adjustment?
4. How may the extent of resilience of the respondents in the implementation of the MATATAG curriculum be described in terms of:
  - 4.1. flexibility;
  - 4.2. optimism;
  - 4.3. social support; and
  - 4.4. competence?
5. Is there a significant relationship between the profile and the implementation of the MATATAG curriculum of teachers in the following:
  - 5.1. challenges;

5.2. coping strategies; and

5.3. resilience?

6. Is there a significant relationship between the challenges and the implementation of the MATATAG curriculum in the following:

6.1. coping strategies; and

6.2. resilience?

7. Is there a significant relationship between the coping strategies and resilience of teachers during the implementation of the MATATAG curriculum?

8. What is the implications of the findings to educational leadership and supervision as the output of the study?

### Hypothesis

The following null hypotheses were tested:

1. There is no significant relationship between the profile and the implementation of the MATATAG curriculum of teachers in the following:

1.1. challenges;

1.2. coping strategies; and

1.3. resilience.

2. There is no significant relationship between the challenges and the implementation of the MATATAG curriculum in the following: coping strategies; and resilience.

3. There is no significant relationship between the coping strategies and resilience of teachers during the implementation of the MATATAG curriculum.

### SIGNIFICANCE OF THE STUDY

The study aims to determine the challenges, coping strategies, and extent of resilience of elementary teachers during the implementation of the MATATAG curriculum. The findings could have a significant impact on curriculum developer, DepEd Officials, School Heads and Teachers, educational sectors and future researchers.

### CONCEPTUAL FRAMEWORK

The conceptual framework of the study was based on the Educational Resilience Theory in order to answer the objectives of the study. Based on the theory, the resilience in the education process plays a crucial role in facing challenges and adapting to

changes. Therefore, the resilience of the educational process based on the current study first needs to identify the challenges facing during the implementation of the MATATAG Curriculum, specifically in terms of availability of resources and facilities, learning setting/classroom, school culture and philosophies, and instructional oversight. Then, to adapt to curriculum changes, level resiliency is very important to cope with strategies appropriate in the implementation of the MATATAG Curriculum, such as adaptability, positive outlook, self-motivation, and professional growth and adjustment.

Hence, all variables used in the study are grounded in Educational Resilience Theory by Rachmad (2022), which emphasized the resilience and coping strategies of elementary teachers' capacity to recover and thrive under challenging conditions during implementation of MATATAG curriculum.

Thus, the research paradigm of the study utilized an IVDV model or Independent Variables and Dependent Variables, as shown in Figure 1.

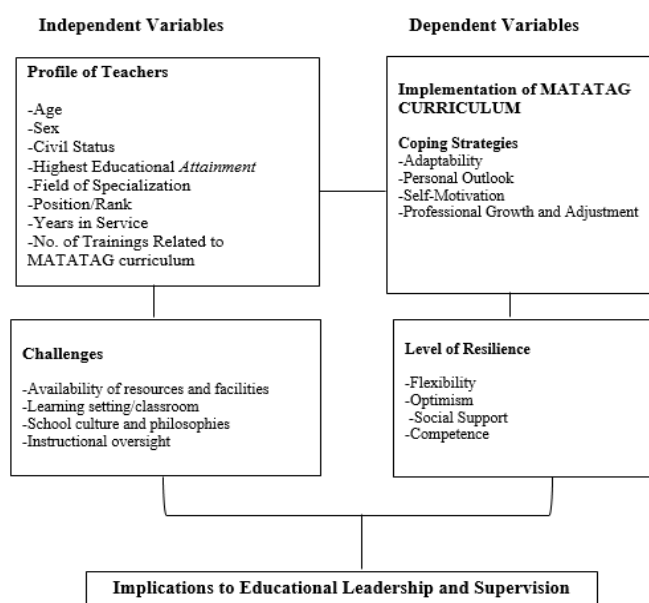


Fig. 1 The Research Paradigm of the Study

## II. METHODOLOGY

### A. Research Design

The research design utilized in the study is the descriptive correlational research design in order to



describe the relationship among variables, the challenges, coping strategies and extent of resilience of elementary school teachers during the implementation of the MATATAG curriculum.

The researcher believes that this kind of research design is appropriate to the study because it helps to describe the challenges, coping strategies, and resilience of elementary teachers during the implementation of the MATATAG curriculum. And also to show the relationship among the variables of the current study.

The descriptive part are used to describe the profile of respondents and level of resilience and coping strategies. Whereas, the correlational are described the relationship between profile of respondents and the implementation of MATATAG curriculum of teachers in challenges, coping strategies and resilience. In addition, the relationship between challenges and coping strategies and resilience. Moreover, correlational are used to described significant relationship between coping strategies and resilience of teachers.

A descriptive correlational research design is a quantitative research method that aims to describe the relationship between between two or more variables without inferring causation. It involves collecting and analyzing data on at least two variables to identify any potential links between them. This design is useful for providing insights into patterns and connections with complex phenomena, allowing researchers to describe relationships without manipulating the variables. Overall, it aims to provide a static picture of situations while establishing how different variables are related to one another (QuestionPro, 2025).

#### **B. Research Locale and Sampling Procedures**

The study was conducted at selected public elementary schools in the District of Aliaga, Division of Nueva Ecija. The schools included are those schools implementing the MATATAG Curriculum. There are 23 public elementary schools in Aliaga District, but 18 were implemented with the MATATAG Curriculum during S.Y. 2024-2025. Therefore, the respondents were chosen using a

purposive sampling in accordance with the set criteria and in achieving the purpose of the study.

The respondents are regular-permanent elementary teachers key in stage I, at least one year in the station, and one year teaching in either kindergarten, grades 1, or grade 4; the school is implementing the MATATAG curriculum in the present school year, 2024-2025.

Table 2.1 shows the number of respondents per grade level.

TABLE I  
RESPONDENTS OF THE STUDY

| Teachers     | No. of Respondents | Percentage    |
|--------------|--------------------|---------------|
| Kindergarten | 26                 | 38.24         |
| Grade I      | 22                 | 32.35         |
| Grade IV     | 20                 | 29.41         |
| <b>Total</b> | <b>68</b>          | <b>100.00</b> |

The respondents have a total of 68 teachers, 26 from kindergarten, 22 from Grade I, and 20 from Grade IV.

Kindergarten, Grade I and Grade IV teachers were chosen because this stage are the transitions stages for grade level in different coverage and scope in the implementation of new curriculum.

#### **C. Scope and Delimitation/Limitation**

The study were limited in determining the challenges, coping strategies, and extent of resilience of teachers' including the relationship among variables during the implementation of the MATATAG curriculum in selected public schools in the District of Aliaga during the S.Y. 2024-2025, such as a profile of elementary teachers in terms of age, sex, civil status highest education attainment, major field of specialization, position, years in service, and no. of training related to MATATAG curriculum. The challenges would be limited to the availability of resources and facilities, learning setting/classroom, school culture and philosophies, and instructional oversight. Meanwhile, the coping strategies would be limited to adaptability, personal outlook, self-motivation, and professional growth and adjustment. With regards to the level of resilience, it would be limited to flexibility, optimism, social support, and competence. Moreover, the respondents were limited to

kindergarten, grade 1, and grade 4, who are included in the implementation of the MATATAG curriculum. And the study was conducted during S.Y. 2024-2025.

#### **D. Research Instrument**

The research instrument used in the study was the survey questionnaire, which was personally developed by the researcher using several references and guides in its development that related to the variables of the study.

The research instrument has four parts. Part I was about the profile of the respondents in terms of age, sex, civil status, highest educational attainment, field of specialization, years in teaching, and number of trainings attended related to the MATATAG curriculum. Part II was used for the description of the challenges faced by teachers during the implementation of the MATATAG Curriculum in terms of availability of resources and facilities, learning setting/classroom, school culture and philosophies, and instructional oversight. Part III was used for the description of the coping strategies of teachers in the implementation of the MATATAG curriculum in terms of adaptability, personal outlook, self-motivation, and professional growth and adjustment. Lastly, Part IV was about the description of the extent of resilience of teachers in terms of flexibility, optimism, social support, and competence, (Rachmad (2022)).

Part II, Part III, and Part IV feature five statements per variable that state and describe the challenges, coping strategies, and extent of resilience using a 4-point Likert scale. This scale was utilized as a survey methodology with four response options designed to assess opinions and attitudes. Respondents were asked to indicate their level of agreement or disagreement with each statement by selecting one of the four available choices tailored to the needs of the study.

Since the research instrument was personally constructed by the researcher herself, pilot testing was conducted wherein 15 elementary school teachers from other districts, who are not included in the study, were the respondents. This pilot testing method was done to test the reliability and validity of the instrument through the analysis of Cronbach's Alpha.

Cronbach's alpha assesses reliability by comparing the amount of shared variance, or covariance, among the items making up an instrument to the amount of overall variance. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items is as a group. It is considered to be a measure of scale reliability. Thus, all comments and suggestions by experts were incorporated. The pilot testing results were 0.92, which means they are valid and reliable.

#### **E. Data Gathering Procedures**

The researcher employed the data gathering procedure, a systematic approach to collecting and analyzing data for a specific purpose.

The procedure is to be designed to ensure that all required data was reviewed before deployment and to identify any unavailable data and its associated costs. It involves several process, including securing permission to conduct the study, developing the research instrument, identifying respondents, distributing the questionnaire, collecting data, and presenting results.

First the researcher was secure a letter of permission from the Office of the Public Schools District Supervisor (PSDS) of DepEd Nueva Ecija – Aliaga District.

The, developed a research instrument based on the unveiling of resilience in the strategies and coping mechanisms of teachers during the ongoing implementation of the MATATAG curriculum. Then subjected to validity and reliability testing before data-gathering and administration. After validity and reliability tests, it was followed to identified target respondents to distribute the survey questionnaire.

Moreover, all gathered data were encoded, tabulated, presented and interpreted that served as basis to drawn conclusions and recommendations.

#### **F. Data Management and Analysis**

To analyze the data, the following tools were used to answer the objectives of the study to determine the challenges, coping strategies, and resilience of elementary teachers during the implementation of the MATATAG curriculum. The following statistical tools were:

1. Frequency count and percentage were used to describe the profile of respondents;

2. Weighed mean and standard deviation were used to describe the challenges of teachers during the implementation of the MATATAG Curriculum; the coping strategies of teachers during the implementation of the MATATAG Curriculum; and the extent of resilience of teachers during the implementation of the MATATAG Curriculum.
3. Pearson Product-Moment Correlation was utilized to describe the significant relationship between the profile and challenges, coping strategies, and extent of resilience of teachers' implementation of the MATATAG curriculum.

### G. Ethical Considerations

The study encompasses gathering and examining data that would be obtained from surveys administered to elementary teachers in selected public elementary schools in the District of Aliaga, Division of. Nueva Ecija. The researcher ensured the ethical standards and protocols in conducting the research study, which require addressing important ethical considerations such as informed consent, confidentiality, and data integrity.

## III. RESULTS AND DISCUSSION

### A. Profile of Teachers

Majority of elementary teachers in Aliaga District were age ranged from 30 to 36 and considered as adult professionals. They are male, married, masters' degree holder major and specialize in early childhood education (ECE). Their present position/rank are Teacher III, wherein most of them were served for 5 to 10 years and they have only one training related to Matatag curriculum.

### B. Challenges of Elementary Teachers during the Implementation of MATATAG Curriculum

TABLE II  
CHALLENGES OF ELEMENTARY TEACHERS

| Challenges                                 | Mean | SD   | Verbal Description |
|--------------------------------------------|------|------|--------------------|
| 1.Availability of Resources and Facilities | 3.41 | 0.43 | Strongly Agree     |
| 2. Learning Setting/Classroom              | 3.22 | 0.84 | Strongly Agree     |

|                                   |      |      |                |
|-----------------------------------|------|------|----------------|
| 3.Social Culture and Philosophies | 3.43 | 0.66 | Agree          |
| 4. Instructional Oversight        | 3.42 | 0.66 | Strongly Agree |
| Overall Weighted Mean             | 3.37 | 0.65 | Strongly Agree |

Table II shows the data on the challenges of teachers during the implementation of Matatag curriculum. The overall weighted mean got 3.37 and interpreted as "Strongly Agree". The challenges on social culture and philosophies rated highest mean of 3.43, while learning setting/classroom rated the lowest mean of 0.66 and both still under verbal description of "Strongly Agree".

The findings meant that elementary teachers were always experienced challenges during the implementation of Matatag curriculum. They were challenged on how to foster good values for the students to establish collaboration, teamwork and camaraderie and foster good values, beliefs and actions towards better academic performance. They need to ensure that all instructional materials/resources help teachers to meet learning goals. They need to ensure that all instructional resources and materials in accordance to learners' need that satisfy learning competencies and objectives. Teachers also challenged in providing innovative and creative activities to maximize and use flexible activity to ensure learning engagement even if lack of resources and facilities.

The study was similar to David and Diestro (2023) revealed that teachers faced several challenges in the implementation of the MATATAG Curriculum, especially for teachers, because of a lack of training, limited resources, and adjustments.

### C. COPING STRATEGIES OF TEACHERS DURING THE IMPLEMENTATION OF MATATAG CURRICULUM

TABLE III  
COPING STRATEGIES OF TEACHERS DURING THE  
IMPLEMENTATION OF MATATAG CURRICULUM

| Resilience of Teacher        | Mean        | SD          | Verbal Description    |
|------------------------------|-------------|-------------|-----------------------|
| 1.Flexibility                | 3.70        | 0.47        | Strongly Agree        |
| 2. Optimism                  | 3.66        | 0.45        | Strongly Agree        |
| 3.Social Support             | 3.72        | 0.42        | Strongly Agree        |
| 4. Competence                | 3.72        | 0.57        | Strongly Agree        |
| <b>Overall Weighted Mean</b> | <b>3.70</b> | <b>0.48</b> | <b>Strongly Agree</b> |

Table III presents the data on coping strategies of teachers during the implementation of Matatag curriculum. As shown, the overall weighted mean got 3.76 which mean under verbal description of “Strongly Agree”. Professional growth and adjustment rated the highest mean of 3.87, whereas, adaptability rated the lowest mean of 3.66 but still both under verbal interpretation of “Strongly Agree”. The findings revealed that teachers were integrate very effective coping strategies as to being adaptable and optimistic in fulfilling their duties and responsibilities based on social culture and philosophies towards professional growth and adjustment during the implementation of Matatag curriculum. Villaver et al. (2024) confirmed that the establishment of robust monitoring and evaluation mechanisms is essential for tracking progress, identifying areas for improvement, and driving evidence-based decision-making in curriculum reform initiatives. Furthermore, Brown and Weber (2022) confirmed that elementary teachers are very resilient in implementing the MATATAG curriculum as they continue to strive for continuous growth and development. They collaborate on working because they believe that there is always room for improvement.

#### D. Extent of Resilience of Teacher During Implementation of Matatag Curriculum

TABLE IIV  
EXTENT OF RESILIENCE OF TEACHERS DURING  
IMPLEMENTATION OF MATATAG CURRICULUM

| Coping Strategie                      | Mean        | SD          | Verbal Description    |
|---------------------------------------|-------------|-------------|-----------------------|
| 1.Adaptability                        | 3.66        | 0.41        | Strongly Agree        |
| 2. Positive Outlook                   | 3.69        | 0.35        | Strongly Agree        |
| 3.Social Culture and Philosophies     | 3.80        | 0.30        | Agree                 |
| 4. Professional Growth and Adjustment | 3.87        | 0.29        | Strongly Agree        |
| <b>Overall Weighted Mean</b>          | <b>3.76</b> | <b>0.34</b> | <b>Strongly Agree</b> |

Table IV presents data on the extent of resilience of teachers during implementation of Matatag curriculum. As shown, the overall weighted mean got 3.70 and under verbal description of “Strongly Agree”. The extent of resilience of teachers in terms of social support and competence rated the highest mean of 3.70 and optimism rated lowest mean of 3.66 and under verbal description of “Strongly Agree”.

The teachers strongly agreed that they very high extent of resilience in accommodating learners’ curiosity as to try and adapt curriculum changes. They always believe that for every new changes there is always room for improvement to handle and face challenges. They always shows positive attitude and look for different ways in more mindful and engage to better performance and positive outcomes. Social support and competence of teachers were found high. Mentoring and coaching were regularly done as technical assistance for those who are in need. Thus, social support is considered to be of central importance when it comes to coping with stress, (Karner, Well & Heinrichs, 2021).

According to Roos, B.H. & Borkoski, C. C. (2021), teachers with high level of flexivity found resilient in teaching. Their flexibility and being resilient play a significant role in coping challenges in teaching. The efficiency of flexibility switching between affective and non-affective information is related to resilience. Therefore, the findings



concluded that better cognitive flexibility associated with greater resilience.

In the study of Velle (2023), found that teachers exude strong optimism in teaching despite of implementing new curriculum. They always believe that they need to adapt educational changes and there are always room for improvement to defeat problems and resiliently react to failures.

According to Mendeley (2023), teachers' competencies found high impact on teaching and learning results. The most outstanding professional competencies in teaching had an effect to students' academic performance.

#### E. Significant Relationship Between the Profile and Challenges of Teachers Implementation of the MATATAG curriculum

TABLE V

CORRELATIONS BETWEEN THE PROFILE AND CHALLENGES OF TEACHERS IMPLEMENTATION OF THE MATATAG CURRICULUM

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

| Challenges                     |                 | Availability of Resources and Facilities | Learning Setting/Classroom | School Culture & Philosophies | Instructional Oversight |
|--------------------------------|-----------------|------------------------------------------|----------------------------|-------------------------------|-------------------------|
| Highest Educational Attainment | Spearman's rho  | 0.004                                    | -0.043                     | 0.07                          | .269*                   |
|                                | Sig. (2-tailed) | 0.976                                    | 0.728                      | 0.572                         | 0.027                   |
|                                | N               | 68                                       | 68                         | 68                            | 68                      |
| Major                          | Spearman's rho  | .345**                                   | 0.09                       | 0.208                         | .304*                   |
|                                | Sig. (2-tailed) | 0.004                                    | 0.465                      | 0.088                         | 0.012                   |
|                                | N               | 68                                       | 68                         | 68                            | 68                      |
| Position                       | Spearman's rho  | 0.146                                    | 0.136                      | 0.173                         | .308*                   |
|                                |                 | 0.234                                    | 0.267                      | 0.159                         | 0.01                    |
|                                |                 | 68                                       | 68                         | 68                            | 68                      |

Table V shows the correlation between the profile and challenges of teachers during the implementation of Matatag curriculum. As shown, highest educational attainment has positive significant relationships in the challenges of teachers'

implementation of Matatag curriculum in terms of instructional oversight ( $r = .269$ ). The results meant that teachers with masters degree tended to have increase their challenges as to instructional oversight.

Teachers with masters' degree were experienced challenges in instructional supervision of Matatag curriculum because the curriculum is new to them but still they ensure that instructional resources and materials foster students' engagement and active participation. This result was similar to the study findings of Go & Eslabon (2023), indicated that highest educational attainment have significant relationship to instructional oversight/supervision of teachers. Those with masters' degree have found a high level instructional supervisory skills, consistent performance across demographics and notable excellence in teachers' performance.

In addition, major field of specialization has positive significant relationships in the challenges of teachers' implementation of Matatag curriculum in terms of availability of resources ( $r = .345$ ) and instructional oversight ( $r = .304$ ). The results meant Educational management major tended to increase challenges as to availability of resources and facilities and instructional oversight. Those teachers who specialized educational management were challenged to the availability of resources and instructional oversight during the implementation of Matatag curriculum. Due to limited learning resources and facilities needed, teachers need to device and provide innovative and creative activities that matches to students individual difference. They need to ensure that the learning of students' satisfy learning competencies.

The findings was supported by Malahay (2021), found that teachers' major field of specialization was positively correlated with the availability of learning materials and resources used by teachers in teaching and learning process towards better academic performance. And those with teachers taught subjects related to their field of specialization have for better instructional outlook. Moreover, position or rank has positive significant relationships in the challenges of teachers' implementation of Matatag curriculum in terms of instructional oversight ( $r = .308$ ). The results meant that Master Teacher I tended to increase challenges

as to instructional oversight. The higher the teachers' position, the more they need to instructional oversight and supervision. They need to ensure that learning environment is safe and conducive. And they need to ensure that all teaching strategies suited to learners' need.

In the study findings of Leng (2023), revealed that Master Teacher encompasses a wide range of activities and responsibilities It involves instructional supervision of teachers through observation and evaluation of their instructional practices and classroom management

#### F. Significant Relationship between the Profile of the Respondents and the Coping Strategies in the Implementation of the MATATAG Curriculum

TABLE VIII

CORRELATION BETWEEN THE PROFILE OF THE RESPONDENTS AND THE COPING STRATEGIES IN THE IMPLEMENTATION OF THE MATATAG CURRICULUM

| Coping Strategies |                 | Adaptability | Personal Outlook | Self Motivation | Professional Growth and Adjustment |
|-------------------|-----------------|--------------|------------------|-----------------|------------------------------------|
| Civil Status      | Spearman's rho  | 0.089        | 0.03             | .260*           | 0.187                              |
|                   | Sig. (2-tailed) | 0.472        | 0.805            | 0.032           | 0.127                              |
|                   | N               | 68           | 68               | 68              | 68                                 |
| Major             | Spearman's rho  | 0.124        | .253*            | 0.13            | .283*                              |
|                   | Sig. (2-tailed) | 0.314        | 0.037            | 0.291           | 0.019                              |
|                   | N               | 68           | 68               | 68              | 68                                 |
| Position          | Spearman's rho  | 0.081        | .245*            | 0.136           | 0.029                              |
|                   | Sig. (2-tailed) | 0.509        | 0.044            | 0.267           | 0.815                              |
|                   | N               | 68           | 68               | 68              | 68                                 |
| Years of Service  | Spearman's rho  | 0.076        | .286*            | 0.143           | 0.12                               |
|                   | Sig. (2-tailed) | 0.536        | 0.018            | 0.243           | 0.328                              |
|                   | N               | 68           | 68               | 68              | 68                                 |

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Table VI shows the correlation between the profile of respondents and the coping strategies in the implementation of the Matatag Curriculum. As shown, gender has significant relationships on coping strategies in terms of self-motivation ( $r=$

.260) in the implementation of Matatag curriculum. This meant that female teachers have better coping strategies as to self-motivation. Female teachers is more likely to motivate herself to achieve their teaching goals even without rewards than male. They stay focus and never stop learning and improving their selves.

The findings of Canoso (2024), revealed showed that gender showed positive relationships between self-motivation. Female have better self-motivation tailored professional development and support strategies.

Furthermore, major field of specialization had significant relationship with personal outlook ( $r=$  .253) and professional growth and adjustment ( $r=$  .283) in the implementation of Matatag curriculum. Reject the null hypothesis. The hypothesis of no significant relationship is rejected. This meant that those respondents with educational management major have better coping strategies as to personal outlook and professional growth and adjustment. Those educational management major, always ensure that learning environment is conducive and they can easily adjust to educational changes or in the implementation of Matatag curriculum. According to Freepik (2024), maintaining positive outlook enhances job satisfaction and boosts productivity and foster collaboration in the workplace that helps individual for professional development and easily to adjust in different situations and or environmental changes.

Moreover, years of service had significant relationship with personal outlook ( $r=$  .308) in the implementation of Matatag curriculum. This meant that longer years of service of the respondents, they tended to have better coping strategies as to personal outlook. Their personal experiences for long period of time of their teaching services, they can easily

adjust as they know what they need to do to address challenging situations.

According to Fuller (2023), stated that years of service are a testament to an individual's commitment, loyalty and invaluable contributions to an organizations. Recognizing milestones and celebrating years of dedications and hard work is a fundamental aspect of nurturing a positive outlook and work environment.

#### G. Significant Relationship between the Profile and Resilience of Teachers during the Implementation of the Matatag Curriculum.

The profile variable of the respondents found no significant relationship with the extent of resilience of the respondents. The hypothesis of no significant relationship is accepted. Regardless of their profile, elementary teachers shows resiliency in implementing Matatag curriculum. Teachers are flexible, optimistic, competent in fulfilling their duties and responsibilities towards better academic performance. They always provide support for continuous growth and development.

This was similar to the findings of Palana and Tiongson (2025), revealed that socio-demographic profile such as age, gender, years of experience and educational attainment do not significantly influence resilience levels.

Furthermore, Brown and Weber (2022) confirmed that elementary teachers are very resilient in implementing the MATATAG curriculum as they continue to strive for continuous growth and development. They collaborate on working because they believe that there is always room for improvement.

#### H. SIGNIFICANT RELATIONSHIP BETWEEN THE CHALLENGES AND COPING STRATEGIES OF TEACHERS DURING THE IMPLEMENTATION OF MATATAG CURRICULUM

TABLE VIVI

CORRELATION BETWEEN THE CHALLENGES AND THE COPING STRATEGIES IN THE IMPLEMENTATION OF THE MATATAG CURRICULUM

|                                      |                 | Adaptability | Personal Output | Self Motivation | Professional Growth |
|--------------------------------------|-----------------|--------------|-----------------|-----------------|---------------------|
| Availability of Resources/Facilities | Spearman's rho  | .286*        | 0.163           | 0.099           | 0.121               |
|                                      | Sig. (2-tailed) | 0.018        | 0.184           | 0.423           | 0.325               |
|                                      | N               | 68           | 68              | 68              | 68                  |
| Learning Setting/Classroom           | Spearman's rho  | .498**       | .318**          | 0.12            | 0.19                |
|                                      | Sig. (2-tailed) | 0            | 0.008           | 0.329           | 0.122               |
|                                      | N               | 68           | 68              | 68              | 68                  |
| School Culture/Philosophy            | Spearman's rho  | .324**       | .398**          | 0.225           | .428**              |
|                                      | Sig. (2-tailed) | 0.007        | 0.001           | 0.065           | 0                   |
|                                      | N               | 68           | 68              | 68              | 68                  |
| Instructional Oversight              | Spearman's rho  | .676**       | .564**          | .358**          | .323**              |
|                                      | Sig. (2-tailed) | 0            | 0               | 0.003           | 0.007               |
|                                      | N               | 68           | 68              | 68              | 68                  |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Table VII shows the significant relationship between the challenges and coping strategies of teachers in the implementation of the MATATAG curriculum. As shown, challenges on availability of resources/materials has significant relationships on coping strategies in terms of adaptability ( $r = .286$ ) in the implementation of Matatag curriculum. This meant that those teachers who are challenged on the availability of learning materials and resources have better coping strategies on adaptability. They can easily to adjust and adapt curriculum changes as they can find ways to make alternatives for continuous the learning process.

Furthermore, challenges on learning experiences have significant relationships on coping strategies in terms of adaptability ( $r = .498$ ) and positive outlook ( $r = .318$ ).

This findings revealed that those elementary teachers who were challenged on learning experiences have better coping strategies on

adaptability and positive outlook. Teachers can easily adjust in making alternative ways to continuously provide quality teaching. They always shows positivity despite of insufficient learning materials.

In addition, challenges on school culture and philosophies have significant relationships on coping strategies in terms of adaptability ( $r = .324$ ), personal outlook ( $r = .398$ ) and professional growth and development ( $r = .428$ ).

This meant that elementary teachers who were challenged on school culture and philosophies have better coping strategies on adaptability, personal outlook and professional growth and development. Teachers are more adaptable to curriculum changes as they utilized strategies based on the personal outlook in accordance to school culture and philosophies towards continuous professional growth and development.

Moreover, challenges on instructional oversight has significant relationships on coping strategies in terms of adaptability ( $r = .676$ ), personal outlook ( $r = .564$ ), self-motivation ( $r = .358$ ) and professional growth and development ( $r = .323$ ).

The findings revealed that those elementary teachers who were challenged on instructional oversight have better adaptability, personal outlook, self-motivation and professional growth and development during the implementation of Matatag curriculum. The teachers were adaptable and self-motivated to strive harder for continues excellence.

The results of the study were supported by D'Addiego and Best (2023) revealed that a adaptable and self-motivated teacher is one who gives of self in service to others and in fulfilling their duties and responsibilities.

#### I. SIGNIFICANT RELATIONSHIP BETWEEN THE CHALLENGES AND RESILIENCE OF TEACHERS DURING THE IMPLEMENTATION OF MATATAG CURRICULUM

TABLE VVII  
CORRELATION BETWEEN THE CHALLENGES AND THE  
RESILIENCE OF TEACHERS IN THE IMPLEMENTATION OF THE  
MATATAG CURRICULUM

|                                             |                 | Flexibil<br>ity | Optimi<br>sm | Social<br>Supp<br>ort | Compete<br>nce |
|---------------------------------------------|-----------------|-----------------|--------------|-----------------------|----------------|
| Availability of Learning Resource/Materials | Spearman's rho  | 0.022           | 0.107        | 0.145                 | 0.149          |
|                                             | Sig. (2-tailed) | 0.86            | 0.386        | 0.237                 | 0.226          |
|                                             | N               | 68              | 68           | 68                    | 68             |
| Learning Experiences                        | Spearman's rho  | 0.084           | 0.013        | 0.05                  | .257*          |
|                                             | Sig. (2-tailed) | 0.495           | 0.916        | 0.686                 | 0.034          |
|                                             | N               | 68              | 68           | 68                    | 68             |
| School Culture & Philosophy                 | Spearman's rho  | 0.177           | 0.157        | 0.182                 | 0.058          |
|                                             | Sig. (2-tailed) | 0.148           | 0.201        | 0.137                 | 0.641          |
|                                             | N               | 68              | 68           | 68                    | 68             |
| Instructional Oversight                     | Spearman's rho  | .411**          | .316**       | .304*                 | .462**         |
|                                             | Sig. (2-tailed) | 0               | 0.009        | 0.012                 | 0              |
|                                             | N               | 68              | 68           | 68                    | 68             |

\*\*, Correlation is significant at the 0.01 level (2-tailed).

\*, Correlation is significant at the 0.05 level (2-tailed).

Table 7 shows the significant relationship between the challenges and resilience of teachers during the implementation of MATATAG curriculum. As shown, challenges on learning experiences shows a significant relationship on the resilience of teachers in terms of competence ( $r = .257$ ).

This result meant that increases in challenges as to learning setting/classroom, the respondents tended to have better resilience as to competence. The results meant that elementary teachers who were challenged on learning experiences are competent enough in teaching during the implementation of curriculum.

Teachers who experienced, resilient and competent in teaching possess essential competencies in pedagogical knowledge, classroom



management assessment, collaboration and personal effectiveness in the implementation of new curriculum. Being resilient and competent teachers they create a positive and productive educational environment that foster student growth and achievement.

Furthermore, the challenges identified by the respondents as to instructional oversight was positively correlated with the extent of resilience of the respondents in terms of flexibility ( $r=.411$ ), optimism ( $r=.316$ ), social support ( $r=.304$ ) and competence ( $r=.462$ ). The respondents tended to have better resilience as to flexibility, optimism, social support and competence.

This meant that those elementary teachers who were challenged on instructional oversight are resilient in teaching with flexibility, optimism, social support and competent. Teaching is undeniably one of the most challenging yet profoundly rewarding. Teachers are more resilient to navigate a landscape filled with diverse student needs. One crucial trait that enables teachers to thrive these challenges is resilience of being flexible, optimism, and competent.

According to Pediang (2024), resilience is the ability to bounce back from setbacks, adapt to change, and keep moving forward despite difficulties. For teachers, resilience is not just about weathering the storm but emerging stronger and more determined. It involves maintain a positive outlook, flexibility, embracing challenges as opportunities for growth and development. Thus, being resilient enables teachers to find renewed strength when the going gets tough. It helps them maintain their passion for teaching, even when faced with setbacks.

#### J. SIGNIFICANT RELATIONSHIP BETWEEN THE COPING STRATEGIES AND RESILIENCE OF TEACHERS DURING THE IMPLEMENTATION OF MATATAG CURRICULUM

TABLE VIX  
CORRELATION BETWEEN THE COPING STRATEGIES AND  
RESILIENCE OF TEACHERS DURING THE IMPLEMENTATION  
OF MATATAG CURRICULUM

| Coping Strategies                   |                 | Flexibility | Optimism | Social Support | Competence |
|-------------------------------------|-----------------|-------------|----------|----------------|------------|
| Adaptability                        | Spearman's rho  | .401**      | .416**   | .436**         | .556**     |
|                                     | Sig. (2-tailed) | 0.001       | 0        | 0              | 0          |
|                                     | N               | 68          | 68       | 68             | 68         |
| Personal Output                     | Spearman's rho  | .502**      | .471**   | .485**         | .518**     |
|                                     | Sig. (2-tailed) | 0           | 0        | 0              | 0          |
|                                     | N               | 68          | 68       | 68             | 68         |
| Self Motivation                     | Spearman's rho  | .691**      | .604**   | .556**         | .545**     |
|                                     | Sig. (2-tailed) | 0           | 0        | 0              | 0          |
|                                     | N               | 68          | 68       | 68             | 68         |
| Professional Growth and Development | Spearman's rho  | .527**      | .341**   | .410**         | .521**     |
|                                     | Sig. (2-tailed) | 0           | 0.004    | 0.001          | 0          |
|                                     | N               | 68          | 68       | 68             | 68         |

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table 8 presents the data the coping strategies as to adaptability was positively correlated with extent of resilience in terms of flexibility ( $r=.401$ ), optimism ( $r=.416$ ), social support ( $r=.436$ ) and competence ( $r=.556$ ). This result indicates that increase in coping mechanism as to adaptability, the respondents most likely have better extent of resilience in terms of flexibility, optimism, social support and competence.

This result suggests that elementary teachers who are adaptable have better resiliency of being flexible and optimistic to perform their duties and responsibilities. The study revealed that adaptability is one of the resiliency of teachers to be being able to be more resilient, flexible, optimism and competence towards better performance. The ability to effectively react and respond in constructive ways to situations are known as adaptability. It constructively regulate psycho-behavioral functions in response to new, changing, and or certain circumstances conditions and situations with more flexible, optimistic manner.

Furthermore, the coping strategies as to personal outlook was positively correlated with extent of resilience in terms of flexibility ( $r=.502$ ), optimism ( $r=.471$ ), social support ( $r=.485$ ) and competence ( $r=.518$ ). This result indicates that increase in coping mechanism as to personal outlook, the respondents most likely have better extent of resilience in terms of flexibility, optimism, social support and competence. This meant that teachers' with high personal outlook and competent in teaching Matatag curriculum is the teachers with high level of resiliency as they flexible and optimistic in ensuring creating an environment where students feel safe, motivated and engage.

According to Henri (2024), a teachers with personal outlooks shape the classroom culture and affect how students approach learning. When teachers embodies resilience such as flexibility, optimism, and competencies, they create a more positive, inclusive and effective learning environment.

Additionally, the coping strategies as to self-motivation was positively correlated with extent of resilience in terms of flexibility ( $r=.691$ ), optimism ( $r=.604$ ), social support ( $r=.556$ ) and competence ( $r=.545$ ). This result indicates that increase in coping mechanism as to self-motivation, the respondents most likely have better extent of resilience in terms of flexibility, optimism, social support and competence. Elementary teachers is well motivated in teaching Matatag curriculum as they have the ability to effectively handle the tasks with flexibility, optimism and competence. The findings was similar to the study of Canoso (2024), found that strong positive correlations between teachers' self-motivation and resiliency and competence in inclusive classroom. Teachers who were more motivated tended to have high resiliency and greater competence in inclusive teaching practices.

Moreover, the coping strategies as to professional growth and development was positively correlated with extent of resilience in terms of flexibility ( $r=.527$ ), optimism ( $r=.341$ ), social support ( $r=.410$ ) and competence ( $r=.521$ ). This result indicates that increase in coping mechanism as

to professional growth and development, the respondents most likely have better extent of resilience in terms of flexibility, optimism, social support and competence. Teachers are more competent, flexible and optimistic in expanding and taken new skills in the implementation of Matatag curriculum. This implementation of Matatag curriculum helps them to enhance their skills and knowledge to adapt educational changes.

According to Schwarts (2023), the professional development is essential for teachers because it enhances their knowledge and skills that enables them to improve their teaching practices in more flexible, optimistic that supports and leads better learning outcomes for their students.

#### K. *Implication to Educational Management*

The results indicate that educational management must embrace a more adaptive and data-informed strategy in assisting teachers with the execution of the MATATAG curriculum. Given that obstacles are closely associated with teachers' expertise, Position, marital status, and tenure, school administrators ought to customize supervision, professional development, and resource distribution based on the variables. This method foster equal assistance, improves instructional efficacy, and guarantees more successful curriculum execution across varied teacher profiles.

#### IV. CONCLUSIONS

The version of this template is V2. Most of Based on the findings of the study, elementary teachers in Aliaga District, Division of Nueva Ecija were challenged on the implementation of Matatag curriculum on the availability of resources and facilities, learning setting/classroom, school culture and instructional oversight. However despite of challenges experienced, they integrated very effective coping strategies as to adaptability, positive outlook, self-motivation and professional growth and adjustment. And are also extent very high resilience in terms of flexibility, optimism, social support and competence towards effective implementation of Matatag curriculum.

And based on the findings and conclusions, it is recommended to continue integrate effective coping strategies and resilience. And develop action plan that helps teachers to improve their coping strategies and resilience to address challenges for effective curriculum implementation.

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