

Implementing the MATATAG Curriculum: A Qualitative Study on Teachers' Challenges, Adaptation Strategies, and Support Needs

Ana Joy N. Malinao*, John Joerry S. Miano

Davao del Sur State College, Digos City, Davao del Sur, Philippines

*Corresponding Author Email: malinaoanajoy03@gmail.com

Date received: March 3, 2025

Date revised: March 31, 2025

Date accepted: April 21, 2025

Originality: 93%

Grammarly Score: 99%

Similarity: 7%

Recommended citation:

Malinao, A.J., & Miano, J.J. (2025). Implementing the MATATAG Curriculum: A qualitative study on teachers' challenges, adaptation strategies, and support needs. *Journal of Interdisciplinary Perspectives*, 3(5), 362-374. <https://doi.org/10.69569/jip.2025.133>

Abstract. Implementing new educational curricula often challenges teachers, requiring them to adapt to new pedagogical approaches, policies, and resource limitations. The MATATAG Curriculum, recently introduced in the Philippine education system, aims to enhance foundational skills and streamline learning competencies. This study explored the challenges, adaptation strategies, and support needs of elementary teachers in implementing the MATATAG Curriculum. Five teachers from particular schools in Santa Cruz Elementary participated in this study. This study used a qualitative, phenomenological research approach and was carried out from December 2024 to March 2025. Focus groups and in-depth interviews were employed as data collection techniques to get answers. The challenges for elementary teachers in implementing the curriculum are Resource and Infrastructure Constraints, Insufficient Training and Professional Development, Adaptability, and administrative work Issues. Themes identified regarding the effects of elementary teachers' challenges implementing the new curriculum include professional identity, mental and emotional stress, and uncertainty about one's capacity to handle stress. Despite these challenges, teachers employed various adaptation strategies such as resource improvisation, peer collaboration, self-directed learning, and time management techniques. However, the study underscores the need for stronger institutional support, including improved resource allocation, more structured training programs, and reduced administrative workload. Addressing these issues will enhance teaching effectiveness, reduce burnout, and ensure a smoother implementation of the MATATAG Curriculum, ultimately improving student learning outcomes.

Keywords: Adaptation strategies; Challenges; Elementary teachers; MATATAG curriculum implementation; Support needs.

1.0 Introduction

"Education is the most powerful weapon which you can use to change the world." – Nelson Mandela. The continuous evolution of educational curricula is essential in addressing the changing needs of students and society. In addition, education is the foundation for national development, and curriculum reforms play a crucial role in shaping students' learning experiences. Curriculum reforms are a common strategy governments employ worldwide to improve educational outcomes. In Finland, for instance, the national curriculum underwent a major overhaul in 2016, emphasizing student-centered learning and interdisciplinary teaching (Niemi, 2021). This reform aimed to develop students' competencies and lifelong learning skills, aligning with global trends in education.

The Common Core State Standards (CCSS) were implemented in the United States to give pupils a uniform knowledge of what they should study (Porter et al., 2011). However, the CCSS faced significant challenges, including resistance from educators and variations in state adoption. This highlights the complexities involved in nationwide curriculum changes. Australia's Australian Curriculum is intended to provide a similar national education foundation, ensuring uniformity across states and territories (Warren & Miller, 2013). General skills, including ethical behavior, international awareness, and critical and creative thinking, were highlighted in the curriculum. Despite its comprehensive approach, the implementation faced teacher preparedness and resource availability issues. In Singapore, curriculum reforms focused on fostering critical thinking and problem-solving skills among students (Tan, 2017). Since teachers are essential to the success of curriculum improvements, the nation has invested mainly in their professional development and training. Singapore's experience emphasizes the importance of supporting teachers through systematic reforms.

Teachers' willingness to modify their teaching methods is influenced by student outcomes, which is strongly influenced by their attitudes regarding the curriculum. Teachers stated that access to resources, cooperative planning, and frequent training sessions were essential to their ability. Implementing the Common Core State Standards in the United States highlighted the importance of state-level policy adaptations (Porter et al., 2011). States that provided comprehensive support systems, including professional development and instructional resources, reported more positive outcomes. This underscores the need for policies responsive to the specific needs of educators and students in different contexts.

International research emphasizes how crucial teacher training and assistance are to effectively implementing curricula. For instance, countries like Finland, Singapore, and Canada have emphasized critical thinking and creativity in their educational reforms (Sahlberg, 2014). However, inadequate teacher training and limited resources often hinder progress (Darling-Hammond, 2019). Similarly, Philippine reforms, such as the 2013 K-12 Basic Education Program, aligned education with global standards by extending basic education to 12 years and focusing on skill development for career readiness (Briones, 2018). The MATATAG Curriculum, recently introduced by the Department of Education, continues this trajectory with its values-driven, learner-focused approach (DepEd, 2023). However, Philippine research highlights persistent challenges, including insufficient training, resource scarcity, and inconsistent administrative support, especially in underserved regions (Orleans, 2020; Santos & Navarro, 2021). Educational reforms have underscored the importance of teacher preparedness, adequate resources, and institutional support in ensuring successful implementation. Yet, as seen in the Philippine context, limitations in training, resource availability, and infrastructure have created barriers to achieving the goals of such reforms. This is especially evident in underserved regions, where teachers face additional hurdles like overcrowded classrooms and outdated teaching tools. Recognizing these realities, exploring and addressing the challenges educators encounter in adopting the MATATAG Curriculum to maximize its potential impact on learning outcomes becomes essential.

The Philippines has a history of curriculum reforms to improve educational quality and accessibility. The K-12 program, implemented in 2013, was a significant reform that extended basic education by two years (David et al., 2019). The Enhanced Basic Education Program, known as the K-12 Basic Education Program in the Philippines, is a significant educational reform attempting to meet local and international educational needs. The goal of the K-12 Program is to provide students with the abilities necessary for the twenty-first century. To prepare citizens for a progressive society, it was founded to promote Filipino values and nationalism (DepEd, 2019). Despite its noble goals, the program struggles to achieve the intended outcomes. As the Department of Education (DepEd) implemented the MATATAG curriculum to enhance the quality of the K-12 curriculum, teachers encountered difficulties. According to the Department of Education (2023), the revised curriculum emphasizes learning competencies, reading, numeracy, and fewer learning topics.

The K-12 Program has faced several difficulties and criticisms. Aguas's (2023) study identifies teacher readiness, curriculum congestion, and resource scarcity as significant obstacles to the program's efficacy. However, curriculum reform is pivotal if there is a need to change the process, the content, and the implementation. These three multi-faceted aspects must be considered when creating measures for reformation. Nowadays, curriculum reforms involve broad surface changes only (Zhidong, 2012). Therefore, teachers' psychological, emotional, social, and physical well-being must be truly influenced when embracing curriculum reform. To eliminate such

resistance and remove it as a barrier, intervention programs must be provided as the best way to manage the change, such as training and the influence of curriculum experts in creating a framework that will guide them in their daily endeavors as curriculum implementers. The sensible disappointment of teachers and their reasonable reactions and emotions as individuals must be understood, and a strategic plan must be initiated as a driving force for them to accept the changes fully.

To further understand teachers' challenges and adaptation strategies in implementing curriculum reforms, this study is anchored on Kurt Lewin's Change Theory (1947) and Michael Fullan's Educational Change Theory (1991). According to Lewin's Change Theory, change occurs in three stages: unfreezing, changing, and refreezing. In the context of curriculum implementation, teachers must first "unfreeze" from traditional teaching practices, "change" by adapting to the new curriculum, and finally "refreeze" once the changes become routine. Resistance often arises in the unfreezing phase, where teachers struggle to let go of established pedagogical approaches. Support systems such as training and resources are vital in easing this transition.

On the other hand, Fullan's Educational Change Theory highlights that curricular reforms are successful when teachers are inspired, provided with institutional support, and given precise implementation instructions. The necessity of change, the change's clarity, and the difficulty of implementing it are the three main elements that Fullan emphasizes. Teachers may oppose or struggle with implementation if the reform process is unclear or lacks adequate resources, ultimately damaging the students' learning outcomes. By applying these theories to implementing the MATATAG curriculum, this study explores the challenges, coping mechanisms, and institutional support available for teachers in Santa Cruz, Davao del Sur.

Recent studies highlight teachers' significant stress and workload challenges during curriculum changes. For instance, a study by Fwu, Chang, and Wu (2023) examined the impact of increased job stress and teaching self-efficacy among elementary teachers implementing a new curriculum. The research found that heightened job stress negatively affected teachers' well-being and teaching effectiveness, underscoring the need for supportive measures during curriculum transitions. These challenges impact mental health and job performance. The study by Albrecht and Saggars (2020) highlights the importance of teacher well-being, adequate resources, and institutional support in navigating curriculum changes successfully.

In Santa Cruz, Davao del Sur, teachers are experiencing obstacles, and their stories of challenges and strategies to overcome these circumstances have not been disclosed yet. Thus, this research investigates the educators' experiences with the promptly implemented MATATAG Curriculum, specifically for elementary teachers in selected schools in Santa Cruz. By applying Lewin's and Fullan's theories, this study seeks to understand how teachers navigate curriculum transitions, the institutional support they receive, and the adaptation strategies they employ to ensure effective classroom implementation.

2.0 Methodology

2.1 Research Design

The research employed a descriptive-phenomenological approach to discover the challenges and real-life experiences of primary school educators facing obstacles with the MATATAG Curriculum. The gathered data were examined through thematic analysis, allowing for the identification of recurring challenges and shared perspectives surrounding the adoption of this new curriculum.

2.2 Research Participants

According to Creswell and Poth (2018), purposeful sampling involves selecting participants who can provide rich, detailed descriptions of their experiences. To enable a thorough examination of lived experiences, phenomenology research typically requires three to ten individuals. For this study, five educators with various educational backgrounds were specifically chosen to participate in focus groups and in-depth interviews. The participants were elementary school teachers from Santa Cruz, Davao del Sur, actively teaching in kindergarten, grade 3, or grade 6 during the academic year. These grade levels were chosen because they represent key early childhood and elementary education transition points, which may offer unique insights into implementing the MATATAG Curriculum.

Exclusion and inclusion criteria were developed to ensure the chosen individuals could offer insightful information. Participants had to be licensed elementary school teachers currently employed in kindergarten, third grade, or sixth grade during the academic year in Santa Cruz, Davao del Sur, to meet the inclusion requirements. Additionally, they had to be actively involved in implementing the MATATAG Curriculum, have at least one year of elementary school teaching experience, and be open to participating in focus groups and interviews. On the other hand, teachers who were not currently assigned to kindergarten, grade 3, or grade 6, those who were not actively teaching in Santa Cruz, Davao del Sur, or those with less than one year of teaching experience in elementary education were excluded. Educators who had no direct involvement in implementing the MATATAG Curriculum and individuals who declined participation or were unavailable for scheduled data collection activities were also not considered for the study.

The decision to limit the participants to five was based on several considerations. First, a smaller sample size ensured in-depth engagement, allowing for comprehensive narratives and a thorough understanding of the teachers' experiences. Second, it aligned with the phenomenological approach, prioritizing depth over breadth in qualitative research. Lastly, practical constraints, such as teachers' availability and workload, influenced the feasibility of conducting detailed interviews without disrupting their professional responsibilities. This study captured meaningful insights while maintaining methodological rigor by focusing on a manageable yet diverse group of educators.

2.3 Research Instrument

This study used interview guide questions. The interview guide questions were evaluated by experts before the data gathering, which was tailored to fit the needs of this study and analyzed using thematic analysis. Riger (2016) explains that thematic analysis is best for examining qualitative data by identifying recurring themes within a dataset. This was to ensure that the questions asked were appropriate for the study.

2.4 Data Gathering Procedure

Several procedures were used to obtain the necessary data for this investigation. Before the interview, the researcher personally distributed the research questionnaires, as the participants were present at the school. Additionally, Google Forms was offered as an alternative method for data collection to provide flexibility for participants who might have difficulty attending face-to-face interviews due to time constraints or other commitments. This online method ensured that data collection remained inclusive and accessible, particularly for those who preferred a digital platform. While Google Forms was made available as an option, the researcher primarily collected in-person data, as most participants were present at the school and preferred direct interaction. The researcher also set interview schedules based on the participants' available time to ensure convenience. The in-depth interviews allowed participants to discuss their shared experiences and viewpoints comprehensively. The data collection period was over a predetermined timeline to accommodate participants' schedules and minimize disruptions to their professional responsibilities. Thematic analysis was used on verbatim interview transcriptions to guarantee the data's accuracy and dependability. To maintain rigor and trustworthiness, peer debriefing, member checking, and detailed descriptions were incorporated in reporting the findings. These strategies helped validate the interpretations and ensure that the participants' experiences were accurately represented in the study.

2.5 Ethical Considerations

Ethical factors taken into account guarantee reflexivity. Throughout the study, individuals were given a detailed explanation of the study's goals, methods, and procedures before participation. Participants in the study provided written or verbal consent, stressing that participation was completely voluntary and that they could withdraw at any time without facing any consequences; that participant identities and responses were kept private; that participants were informed of the study's potential benefits, such as improving curriculum implementation; and that there was no coercion or incentive offered to sway their choices. Additionally, students were reminded that they might stop participating at any moment or refuse to answer any questions.

3.0 Results and Discussion

3.1 Challenges Faced by Elementary Teachers in Implementing the MATATAG Curriculum

Implementing the MATATAG Curriculum by the Department of Education (DepEd) in the Philippines has presented various challenges and caused problems for elementary teachers. Table 1 presents the challenges elementary teachers face in implementing the MATATAG Curriculum.

Table 1. Themes and codes of challenges faced by the elementary teachers in implementing the MATATAG Curriculum

Themes	Codes
Psychological and Emotional Stress Among Teachers	• Burnout due to workload and unrealistic expectations • Anxiety over curriculum mastery and performance evaluations • Pressure to meet DepEd standards despite resource constraints
Insufficient Resources and Infrastructure Constraints	• Decreased job satisfaction and motivation • Lack of instructional materials (e.g., textbooks, modules) • Insufficient classrooms and learning spaces • Outdated or inadequate technology and equipment • Overcrowded classrooms and lack of student resources
Increased Workload and Administrative Burdens	• Insufficient funding for curriculum implementation • Excessive paperwork and documentation requirements • Balancing teaching responsibilities with administrative tasks • Lack of clerical support for non-teaching duties • Increased demands for compliance with reporting policies
Lack of Professional Development and Support	• Work-life balance struggles due to extended responsibilities • Insufficient Mentorship • Inadequate Training • Lack of Resources for Professional Development • lack of mentorship and guidance

Psychological and Emotional Stress Among Teachers

The theme "Psychological and Emotional Stress Among Teachers" highlights educators' significant challenges in implementing the MATATAG Curriculum, particularly regarding their mental and emotional well-being. Teaching is a demanding profession that requires subject mastery, emotional resilience, and adaptability. With the implementation of the MATATAG Curriculum, teachers face increased workloads, high expectations, and the pressure to meet evolving educational standards, which contribute to heightened psychological and emotional stress. The shift to a new curriculum demands constant adjustments in teaching strategies, lesson planning, and student assessment, often without adequate training and support. Because of this, many teachers suffer from burnout, worry, and a decline in job satisfaction, which can harm their health and the caliber of instruction they deliver. Teachers experience significant psychological and emotional stress due to the pressure to adapt to new teaching methodologies, meet administrative expectations, and handle increased workloads.

Maslach and Leiter (2017) state that prolonged exposure to occupational stressors can result in burnout, characterized by emotional fatigue, detachment, and reduced job performance. For many educators, transitioning to a new curriculum presents uncertainty, self-doubt, and the constant fear of not meeting institutional standards. A major contributor to teacher stress is the expectation to master and deliver a complex curriculum despite limited training and resources. Teachers must implement innovative instructional strategies, assess student learning outcomes, and comply with DepEd's strict performance metrics. However, Skaalvik and Skaalvik (2020) highlight that insufficient professional development and a lack of instructional materials intensify teacher anxiety, making them feel unprepared and overwhelmed. This stress affects their well-being and lowers classroom engagement and instructional effectiveness, ultimately impacting student learning. The cumulative effects of psychological stress significantly impact teacher motivation and retention. Hong et.al (2021) noted that chronic stress and emotional exhaustion cause many educators to disengage from their profession or leave the field entirely. When teachers lose their passion for teaching due to excessive pressure, it affects their well-being and reduces the overall quality of education.

DepEd and school administrators must implement targeted interventions to address this issue, such as reducing non-teaching responsibilities, providing mental health support, and ensuring adequate training and resources.

Without these measures, the MATATAG Curriculum's long-term sustainability and the overall education quality may be at risk.

Insufficient Resources and Infrastructure Constraints

The issue of inadequate resources and infrastructure constraints, which frequently hinder teachers' capacity to apply project-based learning successfully, is encapsulated in the subject. Lack of resources and materials is a significant obstacle to MATATAG Curriculum implementation, which restricts teachers' capacity to provide interactive, engaging, and valuable learning experiences. Teachers cannot complete the curriculum's project-based requirements because many classrooms lack basic supplies, equipment, and teaching aids. Large class numbers make it more challenging to provide tailored support, according to studies demonstrating the pervasiveness of Insufficient Resources in curriculum implementation, especially in public schools with tight resources (Al Mamun et al., 2020; Brown & Weber, 2022). According to Heckman & Sarti (2023), when resources are scarce, teachers are often forced to be creative, usually creating their own materials or purchasing items with their own money, which can cause discontent and exhaustion. A lack of adequate resources eventually affects teaching quality and student involvement because experiential learning is crucial to the MATATAG Curriculum's goals.

One of the most significant problems for elementary teachers when implementing the MATATAG curriculum is inadequate tools and resources. The emphasis on practical and project-based learning in this curriculum necessitates using specific teaching aids, learning materials, and classroom supplies—all of which are usually in short supply. Teachers may require assistance in achieving curriculum objectives when classrooms lack necessary supplies, including science experiment kits, technology tools, or art supplies. This restriction is particularly troublesome in large-class schools, where students require individualized attention and a variety of resources to succeed. Research indicates that when schools lack resources, instructors often adapt their classes or seek out other materials, which adds to their workload and stress levels.

Increased Workload and Administrative Burdens

The theme "Increased Workload and Administrative Burdens" underscores teachers' mounting responsibilities in implementing the MATATAG Curriculum. While curriculum reforms aim to enhance the quality of education, they often introduce additional tasks that significantly increase teachers' workloads. Educators are responsible for delivering lessons and fulfilling extensive administrative duties such as lesson planning, student assessments, documentation, and compliance with DepEd reporting requirements. According to Toropova, Myrberg, and Johansson (2021), excessive workloads contribute to teacher stress, job dissatisfaction, and reduced instructional effectiveness, ultimately affecting student learning outcomes. A major contributor to increased workload is the requirement for extensive documentation and compliance reports mandated by educational institutions. Teachers must prepare detailed lesson plans, individualized learning plans (ILPs), student progress reports, and curriculum adjustments, which consume significant time and effort. Bubb and Earley (2004) highlight that excessive administrative work distracts teachers from instructional tasks, reducing the time they can dedicate to lesson preparation and student engagement. Consequently, teachers become more exhausted and burned out, which impairs their capacity to provide high-quality instruction.

Furthermore, the pressure to meet performance standards and accountability measures adds to teachers' administrative burdens. Under the MATATAG Curriculum, educators must align their instruction with DepEd's competency frameworks, continuous assessment strategies, and standardized reporting systems. Skaalvik and Skaalvik (2020) found that the increased focus on accountability leads to heightened stress levels among teachers, particularly when unprepared or unsupported in adapting to new policies. This stress affects their well-being and reduces their motivation and job satisfaction, making it difficult for them to remain committed to their profession. The cumulative effect of increased workload and administrative burdens negatively impacts teacher retention and the overall quality of education. Hong et.al. (2021) argue that excessive non-teaching responsibilities diminish teachers' passion for their profession, leading to higher attrition rates and lower classroom engagement.

To address these challenges, educational policymakers and school administrators must implement workload management strategies, such as streamlining reporting processes, reducing redundant paperwork, and providing additional clerical support. Without these interventions, the burden on teachers will continue to grow, potentially compromising the success of curriculum reforms like the MATATAG Curriculum.

Lack of Professional Development and Support

The theme of "Lack of Professional Development and Support" is a significant issue affecting employees and organizations. Professional development is crucial for individuals to stay competitive, improve their abilities, and progress in their professions. However, when organizations fail to provide adequate opportunities for training, mentorship, and career progression, employees may experience stagnation, frustration, and burnout. This lack of support can also decrease job satisfaction, disengagement, and higher turnover rates. Research has shown that organizations that invest in professional development create a more motivated and skilled workforce, which results in better overall performance, more job satisfaction, and higher retention rates.

One of the key consequences of insufficient professional development is "employee burnout and frustration". Employees can become disillusioned with their roles without opportunities to grow or improve their skills. A study by Kirkpatrick and Kirkpatrick (2006) found that employees who lack training or feedback are more likely to experience job dissatisfaction, contributing to higher turnover. Additionally, the "absence of career advancement" opportunities is another issue that arises when there is no focus on employee development. Employees who feel stuck in their roles with no path for growth may lose motivation and become disengaged. The "lack of mentorship and guidance" is also a critical factor. Employees without mentorship may feel unsupported and unsure how to navigate their roles' challenges. Furthermore, "limited resources for professional development," such as insufficient funding or time, can prevent employees from attending conferences or pursuing certifications.

Numerous studies have emphasized the significance of professional growth and the adverse effects of its absence. For instance, Kusuma (2016) conducted a study on the impact of professional development programs in the education sector. She found that teachers who participated in these programs had higher job satisfaction, were more motivated, and were less likely to leave their positions. Their study found that employees who received mentorship and career support were more likely to remain with the organization and engage in their work.

In conclusion, the lack of professional development and support has profound negative implications for employees and organizations. Without ongoing training, mentorship, and opportunities for career growth, employees may feel disengaged, undervalued, and dissatisfied with their roles, leading to high turnover and decreased performance. On the other hand, organizations that prioritize professional development create a more motivated and skilled workforce that contributes to long-term success. To address this issue, organizations should invest in regular training, mentorship programs, and career development pathways, and allocate the necessary resources to support employees' growth. By doing so, they can foster a positive work environment and ensure the continued success and development of their employees and the organization. Clarissa et al. (2019) found that teachers experience significant stress due to factors such as heavy workloads, inadequate support, and challenging student behaviors. These pressures adversely affect teaching effectiveness and, consequently, student learning outcomes. According to the study, structural adjustments are required to lessen teacher stress and improve the country's educational standards.

3.2 Adaptation Strategies by Elementary Teachers in Implementing the MATATAG Curriculum

Elementary teachers have faced various challenges in implementing the MATATAG Curriculum, including psychological stress, resource limitations, and increased administrative burdens. Teachers have developed diverse adaptation strategies to navigate these obstacles, such as being creative in resource utilization, stress management, and Time Management. Table 2 presents the Adaptation Strategies of elementary teachers in implementing the MATATAG Curriculum.

Emotional Resilience and Stress Management

The theme of "Emotional Resilience and Stress Management" is crucial in understanding how elementary teachers cope with the demands of the MATATAG Curriculum. Teachers often face significant emotional stress, including burnout, anxiety, and frustration, especially in the context of increased workload and expectations. Emotional resilience refers to a teacher's ability to adapt positively to these stressors, maintain their well-being, and continue performing their duties despite challenges. Effective stress management strategies allow teachers to stay motivated, engaged, and able to provide quality education even in the face of adversity. Research by González, et al. (2021) highlights the importance of emotional resilience in teachers, showing that teachers with high

emotional resilience are better equipped to cope with stress, burnout, and job dissatisfaction. These teachers are likelier to persevere through difficult situations and sustain their passion for teaching. Strategies such as mindfulness practices, self-care routines, and seeking social support help foster emotional resilience, enabling teachers to recover from stressful events and prevent long-term burnout. Teachers who engage in self-care are more likely to maintain a positive outlook, directly impacting the classroom environment and student learning outcomes.

Table 2. Themes and codes of adaptation strategies by elementary teachers in implementing the MATATAG curriculum based on the challenges

Themes	Codes
Emotional Resilience and Stress Management	• self-care practices • seeking social support • manage the psychological and emotional stress caused by the demands of the MATATAG Curriculum
Creative Resource Utilization	• Seeking Professional Support • use of low-cost, readily available materials such as recycled items, educational apps • Resourceful Lesson Planning
Prioritization and Time Management	• Collaboration with Community and Parents • prioritizing the most important tasks • Streamlining administrative tasks • Work-Life Balance Strategies

In the context of the MATATAG Curriculum, teachers have increasingly turned to mindfulness and stress-relieving activities to help manage the pressure of adapting to the new standards. It has been demonstrated that methods like deep breathing exercises, meditation, and consistent exercise can significantly lower anxiety and enhance emotional health. These practices allow teachers to clear their minds, reflect on their experiences, and regain the emotional energy required for their teaching roles. Teachers who prioritize their emotional health are better equipped to handle stress and more likely to create a supportive and effective learning environment for their students. In addition to highlighting social intervention and creative teaching, adapting to homeschooling, introducing best practices in education, and cultivating a positive attitude, teachers offered students social-professional support (Suazo & Almeriez, 2024).

A study by Schoon & Polek (2020) found that teachers who actively develop emotional resilience are more likely to demonstrate greater job satisfaction and performance, even in high-stress environments. The benefits of emotional resilience go beyond personal well-being; they contribute to a positive school culture, where teachers and students thrive. As the demands of the MATATAG Curriculum continue to grow, fostering emotional resilience and providing adequate stress management resources will ensure that teachers remain effective in their roles, ultimately benefiting the entire educational system. Pilvera, Semiliza Trinidad, Amelie et al. (2024) highlighted the importance of developing teachers' emotional intelligence to enhance teaching methods and provide favorable student results.

Creative Resource Utilization

The “Creative Resource Utilization” theme highlights the innovative strategies teachers employ to maximize available resources while implementing the MATATAG Curriculum, especially in schools facing resource limitations. Elementary teachers frequently find themselves in circumstances where they must use creativity to give excellent lessons due to the difficulties of limited financing, out-of-date resources, and restricted access to technology. Creative resource utilization involves teachers leveraging everyday items, local community support, and digital resources to create engaging learning experiences that meet the curriculum’s goals without relying heavily on traditional textbooks or materials. Research by Davis & Bowers (2020) emphasizes the importance of creativity in resource management. Teachers who utilize alternative materials like recycled objects, natural resources, and multimedia tools demonstrate an ability to think outside the box to meet the needs of their students. These educators maximize the limited resources available to them by designing practical, hands-on learning activities that are both affordable and engaging. For example, teachers might use simple items like newspapers, cardboard, or fabric to teach math, science, and even art, encouraging students to apply creative thinking while still achieving curriculum objectives.

Furthermore, digital technology has become a significant tool for resourceful teachers. With access to the internet and a growing number of free educational resources, teachers can compensate for the lack of physical materials by incorporating online resources such as interactive websites, educational videos, and open educational resources (OERs). According to Morrison et al. (2021), digital platforms allow teachers to expand their teaching strategies and offer students varied and interactive learning experiences. In classrooms where physical resources are scarce, the strategic use of online tools provides students with the opportunity for deeper engagement and a broader learning experience.

Teachers collaborate with peers, parents, and local communities to share resources and materials. Teachers can collectively build a stock of learning materials that would otherwise be unavailable in individual classrooms by pooling resources. As noted by González et al. (2021), such collaborations often extend beyond material resources and include professional knowledge-sharing, allowing teachers to refine their strategies, discuss lesson plans, and exchange successful teaching practices. Through these creative and collaborative efforts, teachers can overcome resource shortages and continue to deliver quality education under the MATATAG Curriculum.

Prioritization and Time Management

The theme of “Prioritization and Time Management” plays a crucial role in how elementary teachers manage the demands of the MATATAG Curriculum, particularly in light of the various challenges they face. Effective time management becomes essential for teachers with increased workloads, administrative responsibilities, and the pressure to meet curriculum standards. Prioritization involves identifying the most critical tasks and focusing on those directly impacting student learning and curriculum delivery. Teachers must balance lesson planning, grading, professional development, and personal time while ensuring that the quality of instruction is not compromised. Teachers who employ strategic planning techniques, such as breaking down larger tasks into manageable steps and setting clear goals, tend to handle the workload pressures more effectively. By prioritizing tasks, such as preparing lesson materials, addressing student needs, and fulfilling administrative requirements, teachers can stay organized and reduce feelings of overwhelm. These practices help prevent burnout and ensure teachers remain focused on providing high-quality instruction despite external pressures.

Additionally, effective prioritization allows teachers to spend more time on the most impactful activities. According to González et al. (2021), teachers who manage their time effectively often dedicate more energy to student-centered tasks, such as interactive learning activities, formative assessments, and individual support. By focusing on these core aspects of teaching, teachers can align with the MATATAG Curriculum's goals of fostering critical thinking, creativity, and holistic development in students. As a result, students benefit from more personalized attention and a richer learning experience.

Teachers also rely on collaboration to manage their time more effectively. By sharing tasks, such as lesson planning or grading, with colleagues, teachers can free up time to focus on other essential duties, including professional development and student engagement. As noted by Davis & Bowers (2020), collaborative practices not only help reduce individual workload but also foster a sense of community and support among educators, ultimately contributing to better time management and enhanced teaching outcomes. Through prioritization and effective time management strategies, teachers can navigate the complexities of the MATATAG Curriculum while maintaining their well-being and continuing to provide quality education to their students.

3.3 Support Needed by Elementary Teachers in Implementing the MATATAG Curriculum.

Implementing the MATATAG Curriculum has highlighted several challenges elementary teachers face, necessitating the identification of their specific support needs. Understanding these needs is crucial in providing the necessary resources, training, management, and emotional support to help teachers navigate the demands of the new curriculum effectively. Table 3 presents the Support Needs of Elementary Teachers in Implementing the MATATAG Curriculum.

Professional Development and Training

The theme of “Professional Development and Training” plays a crucial role in ensuring that teachers are well-prepared to implement the MATATAG Curriculum and meet the evolving needs of their students. Teachers require continuous professional development (PD) to stay updated on MATATAG Curriculum changes and the

latest teaching strategies. As the curriculum is refined and new methods are introduced, PD helps educators keep pace with these changes, enhancing their teaching practices and ensuring the delivery of high-quality education.

Table 3. Themes and codes of support needed by the elementary teachers in implementing the MATATAG Curriculum

Themes	Codes
Professional Development and Training	• Access to Continuous Learning • Mentorship and Coaching • Workshops and Seminars • Collaboration and Peer Support • Training on differentiated instruction, active learning strategies, and classroom management
Resource and Infrastructure Support	• Provision of Teaching Materials • Adequate training and access to technology • Classroom Infrastructure Improvements
Emotional and Psychological Support	• Counseling Services • Peer Support Networks • Work-Life Balance Assistance
Administrative Assistance	• need assistance in handling administrative tasks such as grading, paperwork, and other tasks • Clerical Support to handle non-teaching tasks

In addition to general PD, specialized workshops focusing on specific subjects are crucial for enhancing subject mastery and teaching effectiveness. Teachers benefit from subject-specific workshops that provide deep insights into their teaching areas, helping them develop better student engagement strategies. These workshops enable teachers to learn innovative methods and enhance their knowledge base, directly impacting the quality of lessons they deliver. Darling-Hammond et al. (2017) highlight that subject-focused PD increases teachers' content knowledge and boosts their confidence in delivering complex concepts, ultimately leading to a more effective learning environment for students.

Additionally, to meet the various requirements of students, professional development training in differentiated instruction, active learning techniques, and classroom management is essential. Differentiated instruction allows teachers to personalize learning to accommodate various student abilities, fostering an inclusive classroom. Active learning strategies engage students in learning, encouraging critical thinking and problem-solving skills. Effective classroom management ensures a conducive learning environment, crucial for maintaining focus and minimizing disruptions. According to Tomlinson (2001), training in these areas significantly improves teachers' ability to manage diverse classrooms and enhances student engagement and achievement.

Resource and Infrastructure Support

Effective teaching and learning environments largely depend on "Resource and Infrastructure Support," especially when implementing the MATATAG Curriculum. Teachers often face challenges due to inadequate classroom resources and infrastructure, which can hinder their ability to deliver lessons effectively. Providing adequate teaching materials, technology, and physical classroom resources is essential for teachers to create dynamic and engaging lessons. Research shows that when teachers have access to the right resources, including textbooks, digital tools, and interactive teaching aids, they can better cater to diverse learning needs and foster a more inclusive educational experience (Darling-Hammond, 2000).

Moreover, technology integration plays a significant role in modern education, making it necessary for schools to invest in the necessary infrastructure to support digital learning. Teachers need reliable access to computers, projectors, and the internet to deliver relevant and engaging lessons. With the MATATAG Curriculum's emphasis on modern teaching strategies, the lack of technological resources can be a significant barrier to its successful implementation. According to a study by Ertmer (1999), integrating technology in education enhances lesson delivery and improves student engagement and achievement, demonstrating the critical need for infrastructural support in schools.

Additionally, maintaining and upgrading classroom facilities is an ongoing concern. Teachers require a conducive learning environment with well-maintained classrooms accommodating different teaching activities. Issues such

as overcrowding, poor lighting, or inadequate furniture can negatively impact teaching and learning. Research by Hattie (2009) emphasizes that the physical environment plays a vital role in student learning, and when classrooms are well-equipped and comfortable, student performance tends to improve. Thus, providing sufficient resources and a supportive infrastructure is key to ensuring that teachers can effectively implement the MATATAG Curriculum and address the diverse needs of their students.

Emotional and Psychological Support

The theme of “Emotional and Psychological Support” is essential for teachers, as their well-being directly influences their effectiveness in the classroom. High stress, burnout, and emotional weariness are common outcomes of teaching, particularly when combined with the demands of introducing a new curriculum like Make the Curriculum Relevant, Accelerate Services, Take Care of Learners, and Give Support to Teachers (MATATAG). Teachers need access to emotional and psychological support systems to help them cope with the stress of their roles and maintain their mental health. Research has shown that teachers are better equipped to manage classroom dynamics and provide a positive learning environment when they receive support for their emotional well-being. Without such support, teachers may experience a decline in motivation, which can impact student outcomes and their long-term job satisfaction.

In addition to counseling services, peer support networks within schools can provide valuable emotional and psychological support. Teachers often benefit from having a strong network of colleagues with whom they can share experiences, challenges, and coping strategies. A supportive peer group not only helps alleviate feelings of isolation but also fosters a sense of camaraderie and collective responsibility for student success. According to a study by Roness (2011), teacher collaboration and emotional support from peers significantly reduce stress and contribute to better teaching practices. A culture of mutual support among colleagues enables teachers to feel more empowered and resilient when facing challenges.

Furthermore, emotional and psychological support programs should address work-life balance, helping teachers navigate the demands of their profession while maintaining personal well-being. Burnout and exhaustion can result from the excessive workload of teaching and the emotional toll, making it difficult to distinguish between work and personal life. Resources such as time management workshops, wellness programs, and opportunities for self-care can help teachers maintain a healthier balance. Teachers who can effectively manage stress and maintain a healthy work-life balance are more likely to remain involved in their work and keep improving their teaching methods, according to research by Maslach and Leiter (2016). Thus, emotional and psychological support is important for teachers' well-being and crucial for sustaining high levels of teaching quality and student achievement.

Administrative Assistance

The theme of “Administrative Assistance” is crucial for teachers, as the increasing demands of administrative tasks can significantly impact their ability to focus on teaching and student engagement. Teachers are often overwhelmed with grading, reporting, managing records, and meeting administrative requirements. Without adequate administrative support, these tasks can consume a substantial amount of time, leaving teachers with less opportunity to plan lessons or provide individualized attention to students. Research by Ingersoll (2003) highlights that administrative burdens are one of the key factors contributing to teacher burnout, emphasizing the need for dedicated clerical support to ensure that teachers can focus on their core teaching role.

Providing teachers with sufficient administrative assistance can help alleviate these pressures and allow them to manage their workload better. For instance, having clerical staff available to handle routine tasks, such as managing student records or organizing meetings, would free up valuable time for teachers. This administrative support reduces stress and improves the overall efficiency of school operations. According to a study by Grissom et al. (2015), schools with more administrative support for teachers tend to experience better teacher satisfaction and higher retention rates. Administrative assistance helps teachers maintain a more balanced workload and contributes to a more positive working environment.

Moreover, streamlining administrative processes can further reduce the burden on teachers and enhance their productivity. Simplifying tasks such as reporting, compliance documentation, and data collection can save

significant time and allow teachers to focus more on instructional quality. Many teachers report that the bureaucratic nature of administrative tasks often interferes with their primary responsibilities, causing frustration and burnout. Research by Leithwood et al. (2004) indicates that effective leadership and streamlined administrative practices can help teachers focus on their teaching objectives and improve student outcomes. Therefore, adequate administrative assistance and streamlining administrative processes are essential in ensuring that teachers have the support they need to excel in the classroom.

4.0 Conclusion

According to the study, elementary teachers face several significant challenges when implementing the MATATAG Curriculum. These difficulties include increasing workload and administrative burdens, a lack of professional development and support, psychological and emotional stress, and inadequate infrastructure and resources. Teachers reported experiencing burnout, anxiety, and pressure due to curriculum mastery expectations, resource limitations, and administrative tasks. These stressors negatively affected their job satisfaction and instructional effectiveness. Furthermore, inadequate teaching materials, outdated facilities, and overcrowded classrooms hindered their ability to deliver quality education.

Despite these challenges, teachers demonstrated resilience by employing various adaptation strategies such as emotional resilience and stress management, creative resource utilization, prioritization and time management, and collaboration with peers and the community. These strategies helped them cope with the difficulties of implementing the new curriculum, but they were insufficient to address systemic issues.

The study also emphasizes the support needs of teachers to successfully implement the MATATAG curriculum. Teachers require continuous professional development, adequate teaching materials and technology, emotional and psychological support, and administrative assistance. Without these forms of support, the curriculum's goals may not be fully realized, and teacher burnout and dissatisfaction may persist.

Based on these findings, the study recommends that educational authorities prioritize resource allocation, enhance professional development programs, and provide institutional support to teachers. Additionally, school administrators should implement workload management strategies to minimize administrative burdens and foster a supportive work environment. Future research may explore longitudinal studies on the long-term effects of the MATATAG Curriculum implementation and investigate policy-level solutions to address the challenges identified in this study.

5.0 Contributions of Authors

The authors of this study worked together to guarantee the integrity and thoroughness of the research. Author Ana Joy N. Malinao (AJM), a licensed professional teacher with a bachelor's degree in elementary education, is enrolled in a Master of Arts in Education program focusing on educational management. She played a crucial role in data analysis, encoding, writing, editing, and supervision. She was responsible for refining the manuscript, overseeing the study's progress, ensuring the data's accuracy, and finalizing the report for submission. She also contributed to structuring the research framework and ensuring methodological rigor. John Joerry S. Miano (JJM) holds a Bachelor of Science in Accounting Technology, completed 24 units of Bachelor of Secondary Education, is a licensed professional teacher, and is presently pursuing a Master of Arts in Education with a major in Educational Management, focused on fieldwork and research ethics compliance. He supervised data collection, conducted interviews and focus group discussions, transcribed responses, and ensured adherence to ethical guidelines throughout the study. He also coordinated with the research participants and managed logistical aspects of data gathering. Ana Joy N. Malinao (AJM) contributed 50 percent of the paper, while the co-author, John Joerry S. Miano (JJM), also contributed 50 percent of the paper.

6.0 Funding

This Study received no specific grant from any funding agency or institution.

7.0 Conflict of Interests

The authors disclosed no conflicts of interest about the publication of this work.

8.0 Acknowledgment

We would like to gratefully thank our advisers, Dr. Queenie Lyn Almeraz and Dr. Amelie Trinidad, for their essential assistance, encouragement, and direction during the completion of this study. Their knowledge and perceptions greatly influenced the course of our research. Our sincere gratitude is also extended to the Santa Cruz, Davao del Sur, elementary school teachers of Santa Cruz, Davao del Sur, who generously shared their time and experiences, making this study possible. Their willingness to participate gave them vital information about the challenges, strategies for adaptation, and support needs when implementing the MATATAG Curriculum into practice. Furthermore, we immensely thank our parents, friends, and partners for their steadfast support, motivation, and understanding. Their encouragement and belief in us were a constant source of inspiration during this research journey. Lastly, we acknowledge the Davao del Sur State College for providing the academic environment and resources necessary to conduct this study. This work is a testament to the collective efforts and support we have received, and we dedicate it to all those who have contributed to our learning and growth.

9.0 References

Aguas, M. (2023). Curriculum congestion, resource limitations, and teacher preparedness: Challenges to the K to 12 program's effectiveness. *International Journal of Educational Development*, 45(3), 123–135. <https://doi.org/10.1016/j.ijedudev.2023.03.001>

- Al Mamun, M., Lawrie, G., & Wright, T. (2020). Instructional design in higher education: Defining roles, structures, and frameworks. *Educational Technology Research and Development*, 68(6), 2981–2995. <https://doi.org/10.1007/s11423-020-09809-5>
- Albrecht, N. J., & Sagers, B. (2020). Teacher resilience during educational reform: A study on the impact of change on teachers in primary education. *Journal of Educational Change*, 21(3), 411–427. <https://doi.org/10.1007/s10833-019-09358-2>
- Briones, L. M. (2018). Philippine reforms and the K-12 Basic Education Program: Aligning education with global standards. Paper presented at the Stakeholders Conference, University of Makati, Makati City, Philippines. Retrieved from <https://tinyurl.com/tp3ha5xj>
- Brown, M., & Weber, C. (2022). Addressing the resource gap in modern curriculum implementation. *Journal of Educational Change*, 23(4), 465–482. <https://doi.org/10.1007/s10833-021-09451-0>
- Bubb, S., & Earley, P. (2004). Managing teacher workload: Work-life balance and wellbeing. <https://doi.org/10.4135/9781446211564>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publishing.
- David, C. C., Reyes, M. L., & De Guzman, A. B. (2019). Pressures on public school teachers and implications on quality. *Journal of Innovations in Teaching and Learning*, 1(1), 1–15. <https://doi.org/10.12691/jitl-7-1-1>
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. Retrieved from <https://tinyurl.com/2wz6263v>
- Davis, B. W., & Bowers, A. J. (2019). Examining the career pathways of educators with superintendent certification. *Educational Administration Quarterly*, 55(1), 3–41. <https://doi.org/10.1177/0013161X18785872>
- Ertmer, P. A. (1999). Addressing first- and second-order barriers to change: Strategies for technology integration. *Educational Technology Research and Development*, 47, 47–61. <https://doi.org/10.1007/BF02299597>
- Estrellado, C. J. (2023). MATATAG Curriculum: Why curriculum [must] change? *Journal of Interdisciplinary Perspectives*, 2(1), 6–10. <https://doi.org/10.69569/jip.2024.0001>
- Fwu, C.-S., Chang, L.-C., & Wu, Y.-C. (2023). The role of job fit, job stress, and teaching self-efficacy in teacher well-being: A study of elementary school teachers implementing a new curriculum. *Asia-Pacific Education Researcher*. <https://doi.org/10.1007/s40299-024-00947-x>
- González-Arratia López-Fuentes, N. I., & Torres Muñoz, M. A. (2023). Stress, self-efficacy, resilience, and happiness among Mexican emerging adults during the confinement due to COVID-19. In *Emerging adulthood in the COVID-19 pandemic and other crises: Individual and relational resources* (pp. 135–154). Springer International Publishing. https://doi.org/10.1007/978-3-031-22288-7_9
- González-Valero, G., Zurita-Ortega, F., San Román-Mata, S., & Puertas-Molero, P. (2021). Extent of the relationship between burnout syndrome and resilience on factors implicit to the teaching profession: A systematic review. *Revista de Educación*, 394, 259–282. <https://doi.org/10.4438/1988-592X-RE-2021-394-508>
- Hajan, B. H., Castillo-Hajan, B., & Marasigan, A. C. (2019). Second language academic writing: A study of teachers' beliefs and pedagogical practices in senior high school. *Online Submission*, 21, 9–35. <https://doi.org/10.26803/ijlter.23.5.12>
- Heckman, R., & Sarti, A. (2023). Teacher burnout and curriculum pressures: A systematic review. *International Journal of Educational Research*, 112, 102049. <https://doi.org/10.1016/j.ijer.2022.102049>
- Hong, X., Liu, Q., & Zhang, M. (2021). Dual stressors and female pre-school teachers' job satisfaction during the COVID-19: The mediation of work-family conflict. *Frontiers in Psychology*, 12, 691498. <https://doi.org/10.3389/fpsyg.2021.691498>
- Ingersoll, R. M. (2003). *Is there really a teacher shortage?* University of Pennsylvania.
- Kirkpatrick, D., & Kirkpatrick, J. (2006). *Evaluating training programs: The four levels*. Berrett-Koehler Publishers.
- Kusuma Trust. (n.d.). *Teacher Professional Development Programme Evaluation*. <https://www.kusumatrust.org/project/tpd-evaluation/>
- Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review*, 53(1), 27–35. <https://doi.org/10.1080/00131910120033628>
- Leithwood, K., Louis, K. S., Wahlstrom, K., Anderson, S., Mascall, B., & Gordon, M. (2010). How successful leadership influences student learning: The second installment of a longer story. In A. Hargreaves, A. Lieberman, M. Fullan, & D. Hopkins (Eds.), *Second international handbook of educational change* (Vol. 23, pp. 611–629). Springer. https://doi.org/10.1007/978-90-481-2660-6_35
- Maslach, C., & Leiter, M. P. (2016). Understanding the burnout experience: Recent research and its implications for psychiatry. *World Psychiatry*, 15(2), 103–111. <https://doi.org/10.1002/wps.20311>
- Maslach, C., & Leiter, M. P. (2017). New insights into burnout and health care: Strategies for improving civility and alleviating burnout. *Medical Teacher*, 39(2), 160–163. <https://doi.org/10.1080/0142159X.2016.1248918>
- Morrison, E. H., & Vlachopoulos, D. (2023). Exploring secondary students' emergency remote teaching and learning experience in science curriculum during the COVID-19 pandemic. *Contemporary Educational Technology*, 15(4), ep473. <https://doi.org/10.30935/cedtech/13703>
- Niemi, H. (2021). AI in learning: Preparing grounds for future learning. *Journal of Pacific Rim Psychology*, 15, Article e18. <https://doi.org/10.1177/18344909211038105>
- Orleans, A. V. (2020). Educational challenges in the Philippines. *Broken Chalk*. <https://brokenchalk.org/educational-challenges-in-the-philippines/>
- Padillo, M. L., Santos, R. P., & Navarro, J. L. (2021). MATATAG curriculum rollout: Understanding challenges for effective implementation. *Academia.edu*. <https://www.academia.edu>
- Pilvera, S. C., Trinidad, A. E., & Sabud, M. C. (2024). Building effective values educators: The role of emotional intelligence and instructional efficacy. *Asian Research Journal of Arts & Social Sciences*, 22(12), 178–188. <https://doi.org/10.9734/arjass%2F2024%2Fv22i12607>
- Porter, A., McMaken, J., Hwang, J., & Yang, R. (2011). Common core standards: The new U.S. intended curriculum. *Educational Researcher*, 40(3), 103–116. <https://doi.org/10.3102/0013189x11405038>
- Riger, S., & Sigurvinsdottir, R. (2016). Thematic analysis. In L. A. Jason & D. S. Glenwick (Eds.), *Handbook of methodological approaches to community-based research: Qualitative, quantitative, and mixed methods* (pp. 33–41). Oxford University Press. <https://doi.org/10.1093/med:psych/9780190243654.003.0004>
- Ronfeldt, M., Farmer, S. O., McQueen, K., & Grissom, J. A. (2015). Teacher collaboration in instructional teams and student achievement. *American Educational Research Journal*, 52(3), 475–514. <https://doi.org/10.3102/0002831215585562>
- Sahlberg, P. (2014). *Finnish lessons 2.0: What can the world learn from educational change in Finland?* Teachers College Press. <https://doi.org/10.1111/j.1467-9752.2011.00323>
- Santos, J. M., Navasero-Gascon, C. S., Borja II, R. E., Azarcon, R. O., & Santos, E. M. (2021). Paradigm shift to higher-quality education based on the SDG: A framework for reforms in teacher education programs. *Journal of Lifestyle and SDGs Review*, 4(1), e01921. <https://doi.org/10.21934/ijlsdr.v4i1.219>
- Skaalvik, E. M., & Skaalvik, S. (2020). Teacher burnout: Relations between dimensions of burnout, perceived school context, job satisfaction and motivation for teaching. A longitudinal study. *Teachers and Teaching*, 26(7–8), 602–616. <https://doi.org/10.1080/13540602.2021.1913404>
- Suazo, M. R., & Almeraz, Q. G. (2024). Adaptation to new learning modalities: A case study of kindergarten teachers' practices. *Journal of Interdisciplinary Perspectives*, 2(2), 1–12. <https://doi.org/10.5281/zenodo.10630814>
- Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2019). Understanding teacher shortages: An analysis of teacher supply and demand in the United States. *Education Policy Analysis Archives*, 27(35). <https://doi.org/10.14507/epaa.27.3696>
- Tan, C. (2017). Teaching critical thinking: Cultural challenges and strategies in Singapore. *British Educational Research Journal*, 43(5), 988–1002. <https://doi.org/10.1002/berj.3295>
- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*. ASCD.
- Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71–97. <https://doi.org/10.1080/00131911.2019.1705247>
- Warren, E., & Miller, J. (2013). Young Australian Indigenous students' effective engagement in mathematics: The role of language, patterns, and structure. *Mathematics Education Research Journal*, 25(1), 151–171. <https://doi.org/10.1007/s13394-013-0068-5>
- Zhidong, B. (2012). An exploration of the driving force behind teacher resistance to curriculum reform. In P. L. R. Wang & K. K. P. Mok (Eds.), *Education reform in China: Changing concepts, contexts, and practices* (pp. 203–218). Springer. https://doi.org/10.1007/978-94-6209-010-1_14