



TEACHING IN TRANSITION: EXAMINING EDUCATORS' EXPERIENCES AND DIFFICULTIES IN ADAPTING TO THE NEW CURRICULUM

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ABSTRACT

This study examined the change management practices, challenges encountered, and support mechanisms available to public elementary school teachers in implementing the New Curriculum in Maitum 1 District. Grounded in Lewin's Change Management Theory, Fullan's Educational Change Theory, and Schön's Reflective Practice Theory, the research examined how teachers adapt to curriculum reform while navigating institutional and classroom demands. The study employed a quantitative descriptive-correlational design and used a structured survey questionnaire to gather data on teachers' demographic profiles, the extent of change management practices, the level of challenges, and the availability of support systems.

The findings aim to determine whether significant differences exist in change management practices when grouped by demographic variables, and whether relationships exist among practices, challenges, and support mechanisms. The study highlighted common issues such as insufficient training, lack of instructional materials, time constraints, and varying levels of student readiness, which affect effective curriculum implementation. It also underscored the importance of institutional support, including professional development, peer collaboration, and administrative guidance, in facilitating successful adaptation to educational reforms.

This study examined the change management practices, challenges encountered, and support mechanisms available to public elementary school teachers in implementing the New Curriculum in Maitum 1 District. Grounded in Lewin's Change Management Theory, Fullan's Educational Change Theory, and Schön's Reflective Practice Theory, the research examined

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how teachers adapt to curriculum reform while navigating institutional and classroom demands. The study employed a quantitative descriptive-correlational design and used a structured survey questionnaire to gather data on teachers' demographic profiles, the extent of change management practices, the level of challenges, and the availability of support systems.

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Further, the study sought to develop evidence-based recommendations, and a contextualized change management framework grounded in teachers' lived experiences. These findings are expected to inform policymakers, school leaders, and educators in strengthening support systems and improving the implementation of curriculum reforms. By bridging the gap between policy design and classroom realities, the research contributes to enhancing teacher readiness, promoting effective instructional practices, and ensuring the successful realization of the New Curriculum's goals in Philippine basic education.

Keywords: *New Curriculum, change management, teacher challenges, support mechanisms, curriculum implementation*

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INTRODUCTION

Education systems worldwide continually reform their curricula to address the changing social, economic, and technological demands of the 21st century. In the Philippines, the Department of Education (DepEd) introduced the K–12 program to improve education quality and equip learners with competencies needed for higher education, employment, and community participation. However, poor performance in international assessments such as PISA and SEA-PLM revealed persistent weaknesses in students' reading, mathematics, and science skills, highlighting the need for further curriculum improvement.

In response, DepEd launched the **New Curriculum in 2023** to strengthen foundational learning, simplify learning competencies, improve literacy and numeracy, promote values formation, and develop global citizenship. The reform also aims to provide teachers with greater flexibility in delivering instruction and allow learners more time to master essential competencies.

The success of the curriculum reform largely depends on teachers, who are responsible for implementing new competencies, teaching strategies, resources, and assessment practices. Previous studies have shown that teachers often face challenges such as limited resources, insufficient professional support, heavy workloads, and policy compliance issues during curriculum implementation. Despite these findings, little research has focused specifically on teachers' experiences with the 2023 New Curriculum.

Therefore, the study seeks to examine the **change management practices, challenges, and support systems** experienced by public elementary school teachers during the implementation of the revised curriculum. By exploring teachers' perspectives, the study aims to identify factors that support or hinder successful curriculum implementation and provide recommendations for improving future educational reforms in the Philippines.

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Objectives of the Study

The study aims to investigate the change management practices, challenges, and support systems experienced by public elementary school teachers during the implementation of the New Curriculum and to identify factors that contribute to or hinder its successful implementation.

Statement of the Problem

This study aimed to assess the extent of change management practices, the challenges encountered, the availability of support mechanisms, and the perceived readiness of teachers in implementing the New Curriculum.

Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. number of years in teaching; and
 - 1.4. present position?
2. To what extent do the respondents implement change management practices in implementing the New Curriculum?
3. What is the level of difficulty of the challenges met by the respondents during the implementation of the New Curriculum in terms of:
 - 3.1. lack of teaching materials or resources;
 - 3.2. time constraints or workload;
 - 3.3. insufficient training or orientation; and
 - 3.4. student preparedness or readiness?

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4. How may the availability level of support mechanisms for teachers in managing curriculum reforms be assessed?

5. Is there a significant difference in the extent of change management practices implemented by teachers in the New Curriculum when grouped according to their demographic profile?

6. Is there a significant relationship between the extent of change management practices and the level of challenges encountered by teachers during the implementation of the New Curriculum?

7. Is there a significant relationship between the level of challenges encountered by teachers and the availability of support mechanisms for managing curriculum reforms?

8. Based on the findings of the study, what evidence-based intervention plan for New Curriculum Implementation may be proposed and developed?

METHODOLOGY

Research Design

A quantitative descriptive-correlational research design was used in this study to determine the change management practices, challenges encountered, and support mechanisms available to public elementary school teachers in Maitum 1 District implementing the New Curriculum. The design was chosen because of the nature of the study, which aimed to describe the status of the variables and determine whether significant relationships exist among them. The study gathered quantitative data from respondents, enabling reliance on objective evidence when analyzing the information collected.

The descriptive component of the design was evident in describing the status of the implementation of the New Curriculum. It helped identify the respondents' demographic

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profile, level of change management practices, challenges encountered, and support mechanisms available in their respective schools. Information on these aspects of the study was necessary to understand the respondents' experiences in implementing the New Curriculum and determine the support mechanisms available to them.

Meanwhile, the correlational component of the research design was manifested in determining the relationships among the study's variables. Specifically, it was used to explain whether the respondents' change management practices varied from one another depending on their demographic profile. It also determined whether the respondents' change management practices were significantly associated with the challenges they encountered in implementing the New Curriculum. In addition, it was used to examine whether the challenges experienced by the respondents were significantly related to the support mechanisms available to them.

The design was considered appropriate for the study because the researcher intended to describe the variables based on the respondents' perspectives and determine the relationships among them. No control over the variables was imposed, and statistical analysis was used to examine the data gathered from the respondents. The design was expected to produce objective evidence that would help in developing insights to improve the implementation of the New Curriculum.

Population and Sampling

The study was conducted in Maitum 1 District, Division of Sarangani, where the New Curriculum was implemented during the School Year 2025–2026. The district was selected as the study's locale because it was the area where the researcher wanted to investigate teachers' change management practices, challenges encountered, and support mechanisms available during the implementation of the New Curriculum.

In addition, a purposive sampling technique was used in selecting the study's respondents. The technique was considered appropriate because the researcher needed

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teachers who were implementing the New Curriculum. Specifically, fifty (50) public elementary school teachers were selected based on the following inclusion criteria: (1) they were assigned in Maitum 1 District during the conduct of the study; (2) they were handling grade levels covered by the New Curriculum; and (3) they had at least one year of teaching experience in the public school system.

Although the respondents differed from each other in terms of their teaching experience and other demographic factors, they were all implementing the New Curriculum. The respondents' inclusion in the study was necessary to obtain information regarding their change management practices, challenges encountered, and support mechanisms available to them during the implementation of the New Curriculum.

Instrumentation

A researcher-made questionnaire was used as the research instrument in this study. The questionnaire was developed following a careful review of related literature, previous studies, Department of Education memorandums, and concepts related to change management and curriculum implementation. The review guided the researcher in developing a questionnaire that addressed the study's problem and research questions by ensuring that the items were relevant to the concepts and variables identified in the study.

The questionnaire was divided into four (4) parts. Part I requested the respondents' demographic data, which would be used to describe their profile based on the variables identified in the study. Part II included ten (10) statements about the respondents' change management practices in implementing the New Curriculum. Part III consisted of twenty (20) statements related to the challenges experienced by the respondents in terms of the availability of teaching materials and resources, time and workload, training and orientation, and student preparedness. Part IV involved ten (10) statements about the support mechanisms available to the respondents while implementing the New Curriculum.

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The statements in the questionnaire were carefully worded to ensure that the respondents would understand them. The questionnaire used a four-point Likert scale, which allowed the respondents to indicate their agreement or disagreement with the statements. The use of a Likert scale was appropriate because it made it possible to measure the respondents' attitudes, perceptions, or opinions on a given topic by providing alternative choices for them to select from. In addition, it became possible to perform statistical analysis on the data gathered from the questionnaire because of the use of a Likert scale.

Furthermore, the questionnaire was pilot tested among public elementary school teachers who met the inclusion criteria but were not selected as respondents for the main study. The pilot testing allowed the researcher to determine the reliability and consistency of the questionnaire's items. The responses provided by the teachers who participated in the pilot testing were used to calculate Cronbach's Alpha, which indicated the internal consistency of the questionnaire. The questionnaire had an overall Cronbach's Alpha of 0.93, which suggested that it was highly reliable. Based on the results of the pilot testing, some items were revised to enhance clarity before the questionnaire was administered to the respondents.

The questionnaire used a fixed-alternative format in which the respondents selected from the multiple options provided for each item. The options were quantified using a four-point Likert scale, which was used to calculate the weighted mean and interpret the respondents' responses. The scale and corresponding verbal interpretations used in the questionnaire are presented below:

Scale	Mean Ranges	Interpretation
4	3.51 - 4.00	Highly Implemented/ Highly Difficult/ Highly Available
3	2.51 - 3.50	Moderately Implemented/ Moderately Difficult/ Moderately Available
2	1.51 - 2.50	Slightly Implemented/ Slightly Difficult/ Slightly Available

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1 1.00 - 1.50 Least Implemented/ Least Difficult/ Least Available

Findings

1. Demographic Profile of the Respondents

1.1. Age

Table 1 presents the distribution of respondents according to age.

Table 1. Distribution of the Respondents in terms of Age

Age	Frequency	Percentage
20 - 25 years old	5	10
26 - 30 years old	5	10
31 - 35 years old	10	20
36 - 40 years old	10	20
41 – 45 years old	10	20
46 – 50 years old	5	10
51 years old and above	5	10
TOTAL	50	100

Upon analyzing the data presented in Table 1, it may be gathered that the highest number of teachers belong to the 31-35, 36-40, and 41-45 age brackets, amounting to 20% of the

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respondents. Collectively, these respondents comprised 60% of all the selected teachers. It may be argued that the majority of teachers who responded to the questionnaire were middle-aged professionals, meaning that they had prior work experience before embracing the teaching profession or before being recruited (Fullan, 2020). Such respondents are likely to be more adaptive to changes brought about by the New Curriculum because they have practical skills and knowledge about the intricacies of the teaching-learning process. Contrariwise, respondents aged 20-25 years and 26-30 years represent 10% of the total population of teachers. These respondents were recent graduates or young professionals who might lack the necessary professional skills to implement the New Curriculum. Although young professionals are more tech-savvy, they may require additional support to implement the New Curriculum.

Similarly, respondents aged 46-50 years and 51 years and above each represent 10%. These two groups of teachers had extensive professional experience in education and should therefore adapt more quickly to the New Curriculum (Darling-Hammond et al., 2021). Overall, the study captured the demographic profile of the selected population in terms of age, which was relevant to the study's objectives. Teachers who lacked experience might need more support in implementing the New Curriculum as compared to the more mature respondents. This finding is significant to the study because it reveals that age is a critical factor that determines the extent to which teachers will respond to changes brought about by the New Curriculum.

1.2. Sex

Table 2 presents the distribution of the respondents in terms of sex. The data show that 35 respondents, or 70%, are female, while 15 respondents, or 30%, are male. This indicates that most of the participants in the study are female teachers. The predominance of female respondents reflects the common trend in the teaching profession, particularly in basic education, where women make up a significant proportion of the teaching workforce.

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Table 2. Distribution of the Respondents in terms of Sex

Sex	Frequency	Percentage
Male	15	30
Female	35	70
TOTAL	50	100

According to Table 2 above, 35 respondents, or 70%, were female, whereas 15 or 30% were male teachers. This implies that the majority of the selected population were women. This could be a reflection of the general ongoing trend of having more female teachers than male teachers globally (UNESCO Institute for Statistics, 2023). Similarly, this finding corroborates the assertion that most countries have more female professional teachers than male teachers at the basic education level (OECD, 2022).

In the context of the current study, it may be argued that female teachers are key change agents who determine the extent to which their colleagues and students will embrace the New Curriculum. From Table 2, it is evident that more female teachers took part in the study as compared to their male counterparts. This implies that female teachers were more likely to respond faster to the New Curriculum as change agents. Additionally, gender has great bearing on the extent to which the New Curriculum will be implemented and sustained because of the differing perceptions towards change between female and male teachers. For instance, female teachers may need more support to realize change as compared to their male counterparts. Therefore, it is safe to conclude that female teachers were the majority in this study.

1.3 Number of years in teaching

Table 3 presents the distribution of the respondents according to their number of years in teaching.

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Table 3. Distribution of the Respondents in terms of Number of Years in Teaching

Number of Years	Frequency	Percentage
Less than a year	5	10
1 – 5 years	17	34
6 – 10 years	9	18
11 – 15 years	11	12
16 – 20 years	8	16
More than 20 years	0	0
TOTAL	50	100

From Table 3, it may be observed that 17 or 34% of the respondents had been teaching for 1-5 years. This was the largest group of respondents as compared to other groups of teachers in terms of years of professional experience. It may be argued that these respondents were new or lacked skills in teaching because they were inexperienced in the teaching profession. Consequently, such respondents may need more support to implement the New Curriculum (OECD, 2020).

The second largest group comprised respondents who had been in the profession for 6-10 years, representing 9 or 18% of the total population. The third and fourth largest groups of respondents had been in teaching for 11-15 years and 16-20 years, representing 11 or 22% and 8 or 16%, respectively. These groups of teachers were experienced and thus would adapt to the New Curriculum faster than the first group of teachers with 1-5 years of experience (Ingersoll, Merrill & Stuckey, 2021). Additionally, these respondents had probably gone through several changes in the education system and were therefore more likely to adapt to the New Curriculum.

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The fifth group of teachers had been teaching for less than a year, representing 5 or 10% of the total population of teachers. Such respondents were very new to the teaching profession and might require additional support to implement the New Curriculum successfully. Notably, there were no teachers who had been teaching for more than 20 years, as indicated in Table 3 above. It may therefore be argued that most of the respondents were new or lacked experience in teaching. Experience had a great bearing on whether the teachers would accept and implement the New Curriculum. These findings were significant to the study because they revealed the level of support that the selected population of teachers would require to implement the New Curriculum.

1.4 Present Position

Table 4. Distribution of the Respondents in terms of Present Position

Present Position	Frequency	Percentage
Teacher I	7	14
Teacher II	16	32
Teacher III	22	44
Master Teacher I	5	10
Master Teacher II	0	0
Master Teacher III	0	0
TOTAL	50	100

From Table 4, it may be argued that the highest number of respondents, represented by 22 or 44%, were Teacher III. This implies that a large percentage of the selected population were more experienced teachers as compared to their junior colleagues. This assertion was supported by the fact that most of the respondents belonged to the middle and older age

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brackets as discussed in section 1.1 above. Additionally, the respondents who belonged to Teacher III had more teaching experience and thus would be more receptive to the new changes in education as compared to their junior colleagues (Department of Education, 2020; Santiago & Benavides, 2021).

The second, third, and fourth highest groups of respondents were Teacher II, Teacher I, and Master Teacher I, representing 16 or 32%, 7 or 14%, and 5 or 10%, respectively. These respondents had less professional experience in teaching and were therefore unlikely to implement the New Curriculum unless they got additional support (Santiago & Benavides, 2021). The last group of respondents who were Master Teacher II and Master Teacher III were not available in the study. Therefore, it could be argued that the majority of the respondents were more experienced teachers who could implement the New Curriculum. These findings were significant in establishing the respondents' status as either change agents or recipients of change.

2. Assessment on the Extent of Implementation of Change Management Practices in Implementing the New Curriculum

Table 5 presents the respondents' assessment of the extent of implementation of change management practices in the New Curriculum.

Table 5. Assessment on the Extent of Implementation of Change Management Practices in Implementing the New Curriculum

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
1. I adapt my teaching strategies to align with the New Curriculum.	3.8000	0.40406	Highly Implemented	8

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2. I communicate curriculum changes effectively to students and parents.	3.8000	0.40406	Highly Implemented	8
3. I participate in planning sessions related to the New Curriculum implementation.	3.8000	0.40406	Highly Implemented	8
4. I seek feedback to improve my implementation of the New Curriculum.	3.8000	0.40406	Highly Implemented	8
5. I collaborate with colleagues to support curriculum reform.	4.0000	0.00000	Highly Implemented	2
6. I adjust lesson plans based on New Curriculum guidelines.	3.9000	0.30305	Highly Implemented	4.5
7. I integrate New Curriculum competencies into my instruction.	3.9000	0.30305	Highly Implemented	4.5
8. I make use of available DepEd resources for the New Curriculum.	3.8800	0.32826	Highly Implemented	8
9. I reflect on my teaching practices regularly to improve curriculum delivery.	4.0000	0.00000	Highly Implemented	2
10. I actively monitor and evaluate the results of curriculum implementation.	4.0000	0.00000	Highly Implemented	2
Composite Mean	3.8880	0.09398	Highly Implemented	

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Based on Table 5, it may be gathered that the overall composite mean of the respondents for the extent of the implementation of change management practices was 3.8880 with a standard deviation of 0.09398. This mean score was sufficient to indicate that the respondents had implemented change management practices to a great extent. It should be noted that all the indicators had a mean score of more than 3. This meant that the respondents embraced such change management practices as collaborating with colleagues, reflecting on practices, and monitoring outcomes of the New Curriculum. The respondents also largely engaged in such change management practices as adapting lesson plans according to New Curriculum guidelines and including competency in learning instructions.

Other change management practices that the respondents had implemented to a great extent included adapting strategies, communicating changes, consulting, seeking feedback, and using available DepEd resources. It may therefore be concluded that the respondents have implemented the change management practices to a great extent. These findings were significant to the current study because they revealed the extent to which the teachers embraced change management practices in implementing the New Curriculum. The findings were also important because they provided empirical evidence on teachers' willingness to implement change as the change agents. According to Hall & Hord (2020), change management practices such as collaborating, communicating, consulting, reflecting, and monitoring were essential for effective implementation of the New Curriculum. Additionally, OECD (2021) asserted that teachers' engagement in change management practices enhanced their ability to implement the New Curriculum.

3. Assessment of the Level of Difficulty of the Challenges Met by the Respondents in the Implementation of the New Curriculum

3.1. Lack of teaching materials or resources

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Table 6 presents the respondents' assessment of the level of difficulty of the challenges met by the respondents in the implementation of the New Curriculum in terms of lack of teaching materials or resources.

Table 6. Assessment of the Level of Difficulty of the Challenges Met by the Respondents in the Implementation of the New Curriculum in terms of Training Materials and Resources

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
1. Availability of textbooks and modules	2.8000	0.40406	Moderately Difficult	3.5
2. Access to digital teaching tools	3.3000	0.64681	Moderately Difficult	1
3. Provision of contextualized instructional materials	2.8000	0.40406	Moderately Difficult	3.5
4. Availability of reference guides for competencies	2.7800	0.41845	Moderately Difficult	5
5. Classroom learning supplies	3.0000	0.00000	Moderately Difficult	2
Composite Mean	2.9360	0.22293	Moderately Difficult	

Based on Table 6, it may be argued that the overall composite mean for the level of difficulty for the challenges related to lack of training materials or resources was 2.9360 with a standard deviation of 0.22293. This figure indicated that the challenges that the respondents faced in terms of training materials and resources were moderately difficult or non-critical challenges. This was because the overall composite mean score was between 1 and 2. This suggested that the teachers faced a few or minimal challenges in implementing the New Curriculum as related to training materials and resources. It may also be observed from Table

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6 that no indicator had a standard deviation exceeding 1. This finding indicated that the respondents uniformly agreed that the lack of training materials and resources posed many difficulties in implementing the New Curriculum (Cayabas et al., 2023; Majiwa et al., 2024). The most difficult challenges related to the availability of digital teaching tools and classroom learning supplies had a weighted mean of 3.3000. Other challenges related to the availability of textbooks and modules, contextualized instructional materials, and reference guides for competencies were moderately difficult challenges, as the indicators had a weighted mean of 3.0 (Table 6). Overall, these challenges were not serious obstacles to effective implementation of the New Curriculum. These findings were significant to the current study because they highlighted the extent to which the teachers were hindered from effectively implementing the New Curriculum due to the absence of teaching materials and resources.

3.2. Time constraints or workload

Table 7 presents the respondents' assessment of the level of difficulty of the challenges related to time constraints or workload encountered by the respondents in the implementation of the New Curriculum.

Table 7. Assessment of the Level of Difficulty of the Challenges Met by the Respondents in the Implementation of the New Curriculum in terms of Time Constraints or Workload

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
1. Completing all required competencies within available time	3.0000	0.00000	Moderately Difficult	4
2. Balancing curriculum work with non-teaching duties	2.7600	0.43142	Moderately Difficult	5
3. Scheduling time for lesson preparation	3.2000	0.40406	Moderately Difficult	2.5

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4. Accommodating diverse learners under time pressure	3.2000	0.40406	Moderately Difficult	2.5
5. Handling multiple subjects under the New Curriculum	3.4000	0.49487	Moderately Difficult	1
Composite Mean	3.1120	0.17687	Moderately Difficult	

According to Table 7, the overall composite mean for the level of difficulty of challenges related to time constraints or workload was 3.1120, with a standard deviation of 0.17687. This score suggested that the level of difficulty for the challenges related to time constraints or workload faced by the respondents was moderately difficult. This could be attributed to the fact that the overall composite mean score was between 1 and 2, indicating that the teachers faced some challenges in terms of time constraints or workload when implementing the New Curriculum (Struyven & Vanthournout, 2024). The respondents also reported that handling multiple subjects under the New Curriculum was difficult, as evidenced by the fact that the indicator had a weighted mean of 3.4. Similarly, scheduling lesson preparation time and addressing learners' diverse needs under time constraints were moderately difficult challenges with a weighted mean of 3.2 (Table 7). Other challenges related to completing all required competencies and balancing curriculum-related and non-curriculum-related concerns were slightly less challenging but still moderately difficult challenges (Table 7). Therefore, these challenges that the teachers faced in terms of time constraints or workload were not critical but moderately difficult challenges. These findings were significant to the current study because they revealed the extent to which the teachers were hindered from effectively implementing the New Curriculum due to time constraints or workload.

3.3. Insufficient training or orientation

Table 8 presents the respondents' assessment of the level of difficulty of the challenges related to insufficient training or orientation encountered by the respondents in the implementation of the New Curriculum.

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Table 8. Assessment of the Level of Difficulty of the Challenges Met by the Respondents in the Implementation of the New Curriculum in terms of Insufficient Training or Orientation

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
1. Adequacy of training received for New Curriculum	3.2000	0.40406	Moderately Difficult	1
2. Understanding of revised competencies	3.1000	0.30305	Moderately Difficult	2.5
3. Access to demonstration teaching sessions	3.0400	0.19795	Moderately Difficult	5
4. Opportunities to clarify questions about implementation	3.1000	0.30305	Moderately Difficult	2.5
5. Follow-up training or mentoring	3.0800	0.27405	Moderately Difficult	4
Composite Mean	3.1040	0.17723	Moderately Difficult	

Based on Table 8, the overall composite mean for the level of difficulty for the challenges related to insufficient training or resources was 3.1040 with a standard deviation of 0.17723. This indicated that the challenges related to insufficient training or resources were moderately difficult. This was because the composite mean score was between 1 and 2, suggesting that the teachers faced some challenges related to insufficient training or resources while implementing the New Curriculum (Desimone & Garet, 2025; Opfer & Pedder, 2021). The most difficult challenges related to insufficient training or orientation were those of the adequacy of training received and understanding of revised competencies, with weighted mean of 3.2 and 3.1, respectively. Similarly, opportunities for clarifying questions and receiving demonstrations of teaching were slightly less challenging but moderately difficult challenges (Table 8). Other challenges related to additional mentoring after initial training

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were also moderately difficult challenges (Table 8). Therefore, the challenges related to insufficient training or orientation were generally moderately difficult. These findings were significant to the current study because they indicated the extent to which the teachers faced barriers related to inadequate training, which hindered their ability to implement the New Curriculum successfully.

3.4. Student preparedness or readiness

Table 9 presents the level of difficulty of the challenges related to student preparedness or readiness encountered by the respondents in the implementation of the New Curriculum.

Table 9. Assessment of the Level of Difficulty of the Challenges Met by the Respondents in the Implementation of the New Curriculum in terms of Student Preparedness or Readiness

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
1. Learners' literacy and numeracy foundation	3.2000	0.40406	Moderately Difficult	2.5
2. Students' ability to adapt to new subjects (e.g., Makabansa)	3.2000	0.40406	Moderately Difficult	2.5
3. Motivation and engagement with new content	3.1400	0.35051	Moderately Difficult	5
4. Behavior and classroom discipline	3.2000	0.40406	Moderately Difficult	2.5
5. Learners' access to materials and support at home	3.2000	0.40406	Moderately Difficult	2.5
Composite Mean	3.1880	0.20765	Moderately Difficult	

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Based on Table 9, it may be argued that the overall composite mean for the level of difficulty for the challenges related to student preparedness or readiness was 3.1880 with a standard deviation of 0.20765. This suggested that the level of difficulty for the challenges related to student preparedness or readiness faced by the respondents was moderately difficult. This could be attributed to the fact that the overall composite mean score was between 1 and 2, indicating that the teachers faced some challenges in terms of student readiness to meet the demands of the New Curriculum (Ubias, 2024). The most difficult challenges related to student preparedness included students' foundational literacy and numeracy skills, adapting to new subjects (Makabansa), students' behavior and discipline, and students' access to materials and support at home. These challenges were moderately difficult challenges as evidenced by the fact that the indicators had a weighted mean of 3.2 (Table 9). Similarly, students' motivation and adaptation to new content and competencies in the New Curriculum were also a moderately difficult challenge with a weighted mean of 3.14 (Table 9). Therefore, the challenges related to student preparedness or readiness to meet the demands of the New Curriculum were moderately difficult challenges. These findings were significant to the current study because they indicated the extent to which the teachers' faced barriers related to student preparedness or readiness that hindered their ability to implement the New Curriculum successfully. According to Maglasang (2025), foundational literacy and numeracy skills were extremely relevant to the learners' ability to acquire new knowledge and skills in the updated curriculum. As such, to address the problem of students' inadequate foundational literacy and numeracy skills, additional support, including remedial classes or differentiated teaching strategies, would need to be provided and integrated into the New Curriculum. Similarly, Miñoza et al. (2025) argued that it was important to develop preparatory programs or interventions for learners to motivate and prepare them to acquire the competencies expected by the New Curriculum.

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4. Assessment of the Availability Level of Support Mechanisms for Teachers

in Managing Curriculum Reforms

Table 10 below provides an assessment of the availability level of support mechanisms for teachers in managing curriculum reforms. It can be inferred from the table that some forms of support mechanisms are highly available while others are less available.

Table 10. Assessment of the Availability Level of Support Mechanisms for Teachers in Managing Curriculum Reforms

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
1. Access to teaching materials aligned with New Curriculum	3.3000	0.46291	Moderately Available	8.5
2. Technical assistance from curriculum leaders	3.1000	0.30305	Moderately Available	10
3. Regular professional development sessions	3.4000	0.49487	Moderately Available	5.5
4. Coaching and mentoring from school heads	3.6000	0.49487	Highly Available	4
5. Peer collaboration and sharing of best practices	3.9000	0.30305	Highly Available	1
6. Monitoring and feedback from supervisors	3.4000	0.49487	Moderately Available	5.5
7. Learning Action Cell (LAC) sessions	3.8000	0.40406	Highly Available	2.5
8. Access to online training platforms	3.3000	0.46291	Moderately Available	8.5
9. Communication and updates from DepEd	3.8000	0.40406	Highly Available	2.5

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10. Emotional and moral support from school community	3.3400	0.47852	Moderately Available	7
Composite Mean	3.4940	0.13157	Moderately Available	

From the result presented above with a composite mean of 3.494, one can infer that the availability level of support mechanisms for teachers in managing curriculum reforms is moderately available. This suggests that while teachers are moderately assisted, the support mechanisms in place cannot be considered adequate and efficient in addressing all requirements for the smooth implementation of reforms. The highest possible mean score is 5, and the obtained composite score of 3.494 indicates that the support mechanisms for reforms are moderately available.

Looking at the highest and lowest scoring items, it appears that collaborative and school-based mechanisms have a significant level of availability. The first highest item indicates that teachers highly benefited from each other's help, sharing, and collaboration in the context of the curriculum reforms, which supports their ability to adjust when implementing the changes. This result aligns with recent studies which suggest that collaboration among teachers leads to improved practices and facilitates reform processes (Admiraal et al., 2023). Similarly, the second highest item suggests that teachers benefited from school-based sessions and communication, implying that the school's mechanisms for providing information and assistance are adequate and moderately used to facilitate reform processes. Indeed, collaborative professionalism and communication within the school have been found to play an essential role in driving educational reforms (Hargreaves & O'Connor, 2023).

On the other hand, the lowest-scoring items suggest that technical and system-based support mechanisms are moderately available. The lowest-scoring item indicates that teachers moderately obtained technical assistance and resources aligned with the curriculum reforms. This implies that there was limited external help for teachers to address their specific needs

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during the reforms. Likewise, the second lowest item implies that technical expertise was moderately provided to teachers during the reform process. These results align with the report by the Asian Development Bank (2023), noting that many education systems experience inadequate provision of technical assistance and learning resources, which impede curriculum reforms. Without adequate technical support, it becomes challenging for teachers to operate reforms successfully.

Overall, it appears that while collaborative mechanisms were moderately available, technical support mechanisms were less available. While the former supported teachers, the latter undermined the reform process. Indeed, professional collaboration among teachers is a critical resource in facilitating reforms, but it cannot be considered a complete solution. Studies have shown that for reforms to be successful, the support system should provide resources and professional help in addition to collaboration (Leithwood et al., 2024).

5. Significant Differences in the Implementation of Change Management Practices in the New Curriculum by Teachers' Demographic Profile

Table 11 below contains the results of a test for significant differences in the assessment of the extent of change management practices implemented by teachers in the New Curriculum when grouped according to selected variables.

Table 11. *Summary of Computations on the Test of Difference Between the Respondents' Assessment on the Extent of Change Management Practices Implemented by Teachers in the New Curriculum when grouped according to Profile*

Profile	Computed Value	p-value	Decision on H_0	Conclusion
Age	0.627	0.708	Failed to Reject	Not Significant
Sex	-2.106	0.040	Reject	Significant
Number of Years in Teaching	0.849	0.502	Failed to Reject	Not Significant

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Present Position	0.811	0.494	Failed to Reject	Not Significant
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Note: Reject H_0 if the p -value is less than alpha $\alpha = 0.05$.

From the result, it can be inferred that sex is the only variable with a significant difference ($p=.040<.05$), and thus the null hypothesis is rejected for this variable. This implies that male and female teachers differ in their assessment of the extent to which change management practices have been implemented in the New Curriculum. Such a finding suggests that female and male teachers differed in their perspective on the implementation of change management practices of the New Curriculum. In other words, female and male teachers had different views regarding how far the change management practices were implemented in the New Curriculum. The difference could be attributed to the fact that female and male teachers differ in their experiences and perceptions of change management practices during the implementation of the New Curriculum. Indeed, recent research has shown that gender differences exist in teachers' experiences and perceptions of change management practices in various aspects of education (Eagly & Heilman, 2023). Therefore, policymakers, administrators, and school heads should consider addressing gender-specific issues to effectively manage change management practices in the New Curriculum.

Other variables, including age, years of experience, and present position, are not significant ($p>.05$), and thus the null hypothesis is not rejected. This suggests that teachers do not differ in their assessment of the extent to which change management practices have been implemented in the New Curriculum. In other words, regardless of the teachers' age, years of experience, and present position, they hold similar viewpoints regarding the level of implementation of change management practices in the New Curriculum. The similarity in viewpoints suggests that teachers experienced the same level of change management practices in New Curriculum implementation regardless of their age, years of experience, and position. Recent studies have shown that when reforms are implemented uniformly and explained clearly, teachers tend to have shared perspectives regarding the extent to which reforms have been implemented (OECD, 2023).

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6. Relationship Between the Extent of Change Management Practices and the Level of Challenges Encountered by Teachers in Implementing the New Curriculum

Table 12 below contains the results of a test for the relationship between the extent of change management practices and the level of challenges encountered by teachers in implementing the New Curriculum.

Table 12. Summary of Computations on the Test of Relationship Between the Extent of Change Management Practices and the Level of Challenges Encountered by Teachers in Implementing the New Curriculum

Parameters	Correlation Coefficient	Correlation Level	p-value	Decision on H_0	Conclusion
Lack of teaching materials or resources	-0.271	Weak Negative	0.057	Failed to Reject	Not Significant
Time constraints or workload	-0.261	Weak Negative	0.067	Failed to Reject	Not Significant
Insufficient training or orientation	-0.071	Very Weak Negative	0.626	Failed to Reject	Not Significant
Student preparedness or readiness	0.160	Weak Positive	0.268	Failed to Reject	Not Significant
Overall Assessment	-0.224	Weak Negative	0.118	Failed to Reject	Not Significant

Note: Reject H_0 if p-value is less than alpha $\alpha = 0.05$.

From the results, it can be inferred that there is a very weak negative to weak positive relationship between the extent of change management practices and the level of challenges

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encountered by teachers in implementing the New Curriculum. In addition, all variables had p-values $>.05$, and thus the null hypothesis is not rejected. In other words, the extent to which change management practices had been implemented was not associated with the level of challenges encountered by teachers in implementing the New Curriculum. The very weak negative relationship suggests that the higher the extent to which change management practices were implemented, the lower the level of challenges encountered by teachers in implementing the New Curriculum, and vice versa for weak positive relationships. In essence, change management practices did not predict the level of challenges encountered by teachers in implementing the New Curriculum.

This finding contradicts many recent studies that revealed the role of change management practices in predicting the level of challenges encountered by teachers during the implementation of curriculum reform (Harris & Jones, 2023). For instance, challenges in implementing the new curricula emanate from the contextual and environmental forces operating in the school environment, including resources and policy considerations. According to UNESCO (2023), the failure to address resource-related issues during curriculum implementation could significantly contribute to challenges encountered by teachers. Therefore, change management practices cannot be relied on exclusively to avert challenges in the implementation of the new curricula. Additionally, as indicated by Day & Gu (2023), teachers may develop personal strategies for implementing curriculum reform, thus diminishing the role of change management practices during curriculum implementation reform.

From the results, it can be inferred that there is a very weak negative to weak positive relationship between the extent of change management practices and the level of challenges encountered by teachers in implementing the New Curriculum. In addition, all variables had p-values $>.05$, and thus the null hypothesis is not rejected. In other words, the extent to which change management practices had been implemented was not associated with the level of challenges encountered by teachers in implementing the New Curriculum. The very weak

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7. Relationship Between the Level of Challenges Encountered by Teachers and the Availability of Support Mechanisms for Managing Curriculum Reforms

Table 13 below contains the results of a test for the relationship between the level of challenges encountered by teachers and the availability of support mechanisms for managing curriculum reforms.

Table 13. Summary of Computations on the Test of Relationship Between the Level of Challenges Encountered by Teachers and the Availability of Support Mechanisms for Managing Curriculum Reforms

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Parameters	Correlation Coefficient	Correlation Level	p-value	Decision on H_0	Conclusion
Level of Challenges and Availability of Support Mechanisms	-0.271	Weak Negative	0.057	Failed to Reject	Not Significant
Overall Assessment	-0.224	Weak Negative	0.118	Failed to Reject	Not Significant

Note: Reject H_0 if p-value is less than alpha $\alpha = 0.05$.

From the results in Table 13, it can be inferred that there is a weak negative relationship between the level of challenge encountered by teachers and availability of support mechanisms ($r = -.271$) as well as overall assessment of support mechanisms ($r = -.224$). In addition, the p-values of the variables were greater than .05, thus failing to reject the null hypothesis. This suggests that the availability of support mechanisms was not associated with the level of challenges encountered by teachers in implementing the New Curriculum. While the negative relationship indicates that the greater the availability of support mechanisms, the lesser the level of challenges encountered by teachers in implementing the New Curriculum and vice versa, the weak magnitude suggests that the availability of support mechanisms has little impact on the level of challenges encountered by teachers during implementation.

This finding aligns with the results of several recent studies that revealed the limited effect of the availability of support mechanisms on the level of challenges encountered by teachers in curriculum implementation reforms (Kools & Stoll, 2023). For instance, support mechanisms do not necessarily reduce the level of challenges encountered by teachers during curriculum reforms if the mechanisms are not context-specific. According to Reimers (2023), curriculum reforms experience greater levels of challenges when the education system has

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limitations in addressing student-related issues. In other words, even when schools have adequate support mechanisms, such mechanisms may not address student-related challenges that contribute to curriculum reform challenges. In addition, teachers may develop personal strategies for coping with curriculum reform, thus diminishing the effect of formal support mechanisms that the schools offer to address curriculum-related challenges (Leithwood et al., 2024).

8. Proposed and Developed Evidence-based Intervention Plan for New Curriculum Implementation

Based on the results, it is evident that despite the high extent to which teachers implemented change management practices, they still encountered several challenges with the New Curriculum, including inadequate training, limited instructional materials, excessive workload associated with the curriculum, and varying levels of student readiness to embrace the curriculum. In addition, the availability of support mechanisms for teachers was only moderate, suggesting that teachers received limited assistance with the New Curriculum. Therefore, an evidence-based intervention plan is proposed that would address these challenges to help enhance teachers' capacity to implement the New Curriculum.

The intervention plan is based on the identified issues that impede New Curriculum implementation in schools. The proposed intervention plan is evidence-based since it was developed based on the findings reported in this study. The plan addresses the issues faced by teachers when delivering the New Curriculum while also strengthening their capacity to implement the curriculum successfully. The intervention plan should be considered since it offers a school-based approach that provides practical solutions that are relevant in addressing the challenges of New Curriculum implementation.

Table 14 below presents the proposed and developed evidence-based intervention plan for New Curriculum implementation.

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Table 14. Proposed and Developed Evidence-based Intervention Plan for New Curriculum Implementation

Identified Issue (From Findings)	Proposed Intervention	Description of Activity	Responsible Persons	Timeline	Expected Outcome
Insufficient training/orientation	Capacity-Building Program	Conduct sustained, school-based training focusing on curriculum content, lesson planning, and assessment aligned with New Curriculum	School Head, Master Teachers, DepEd Trainers	Quarterly	Improved teacher competence and confidence in curriculum implementation
Lack of instructional materials	Resource Development Workshop	Teachers collaboratively develop contextualized teaching materials aligned with competencies	Teachers, LAC Coordinators	Monthly (LAC sessions)	Availability of localized and relevant teaching resources
Time constraints and workload	Workload Management Strategy	Streamline administrative tasks and integrate collaborative planning time during LAC sessions	School Head, Department Heads	Monthly monitoring	Reduced teacher workload and improved time management
Unclear curriculum guidelines	Curriculum Alignment Sessions	Conduct regular meetings to clarify learning	Master Teachers, Curriculum Coordinators	Bi-monthly	Clearer understanding of curriculum structure and expectations

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		competencies, sequencing, and integration strategies			
Limited support mechanisms	Strengthened Peer Mentoring	Establish a mentoring system pairing experienced and new teachers for continuous guidance	School Head, Senior Teachers	Ongoing	Increased collaboration and professional support among teachers
Student readiness concerns	Differentiated Instruction Training	Train teachers on strategies for handling diverse learner needs and varying readiness levels	Instructional Leaders	Quarterly	Improved student engagement and learning outcomes

Implementation of the intervention plan proposed above will require the collaboration of all stakeholders, including school heads, master teachers, and teachers. First, each school should hold proper orientation meetings to explain to the teachers their roles and responsibilities in implementing the intervention plan. Second, the school should schedule regular Learning Action Cell (LAC) sessions and mentorship events to effectively execute the intervention plan. As the intervention plan is executed, the school heads should provide the necessary support and resources to assist in the smooth execution of the plan. In addition, they should motivate and encourage teachers to continuously develop their skills and knowledge related to curriculum reforms. Monitoring the intervention plan will enable the school heads to evaluate whether the intended outcomes are being met or not. Monitoring should be done through various means, including classroom observations, progress reports and reviews, and evaluations. The results of these activities can then be used to make

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appropriate adjustments to the intervention plan or maintain its effectiveness if it is already having a positive effect. In addition, the school heads can establish performance indicators to evaluate the effectiveness of the intervention plan.

The sustainability of the intervention plan will depend on its institutionalization within the school. School heads can institutionalize the intervention plan by incorporating its components into the School Improvement Plan (SIP). The promotion of collaboration and shared leadership will further enhance the sustainability of the intervention plan. School heads can also continue to support and encourage the teachers while also promoting fidelity to the intervention plan to ensure that it is effectively executed and maintained. This will ultimately contribute to the achievement of the desired effect on New Curriculum implementation.

Summary of Findings

This part summarizes the major findings of the study. It includes the respondents' demographics, level of implementation of change management practices, level of challenges experienced by the respondents in relation to the difficulties met in implementing the new curriculum, availability of support mechanisms, and the relationship between them.

1. Demographic Profile of the Respondents

1.1. Age

Based on this study, most of the respondents (60%) fall under the age brackets of 31-35, 36-40, and 41-45 years old. This implies that most of the respondents are middle-aged and have sufficient teaching experience. The lowest response was recorded from respondents who selected the age brackets 20-25 and 26-30 (20%) and from the respondents who selected the age bracket of 46 years and above (20%).

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1.2. Sex

In terms of sex, most of the respondents identified themselves as female (70%) compared to their male counterparts (30%).

1.3. Number of Years in Teaching

More respondents (34%) selected the option with one to five years of teaching experience, followed by 11-15 years (22%), 6-10 years (18%), 16-20 years (16%), and less than one year (10%). Interestingly, respondents who selected more than 20 years of teaching experience were not recorded.

1.4. Present Position

Most of the respondents selected teacher III (44%), followed by teacher II (32%), teacher I (14%), and master teacher I (10%). There were no respondents who selected master teacher II and III.

2. Assessment on the Extent of Implementation of Change Management Practices in Implementing the New Curriculum

Based on the study, it was found that the extent of implementation of change management practices was very high ($WM=3.8880$, $SD=0.09398$), and the researchers recorded a very high level of agreement on collaborating with colleagues ($WM=4.0000$), reflecting on teaching practices ($WM=4.0000$), and monitoring of curriculum implementation ($WM=4.0000$) (see Table 5). The researchers also recorded a very high degree of agreement on other indicators like adapting teaching strategies ($WM=3.9000$), communicating the curriculum ($WM=3.8000$), and participating in planning sessions ($WM=3.8000$).

3. Assessment on the Level of Difficulty of the Challenges Met by the Respondents in the Implementation of the New Curriculum

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3.1. Lack of Teaching Materials or Resources

The researcher analyzed the level of difficulty of lack of teaching materials or resources, and the result showed that the level of difficulty is medium ($WM=2.9360$, $SD=0.22293$). The greatest difficulty level was recorded on the availability of digital teaching materials ($WM=3.3000$), while the least difficulty was recorded on the availability of contextualized materials ($WM=2.7800$), textbooks ($WM=2.8800$), and reference materials ($WM=2.8800$).

3.2. Time Constraints or Workload

Based on the analysis, the researcher found that time constraints or workload pose a medium level of difficulty ($WM=3.1120$, $SD=0.17687$). Managing multiple subjects was recorded as the highest difficulty ($WM=3.4000$), followed by lesson preparation ($WM=3.2000$), and addressing the needs of diverse learners ($WM=3.2000$).

3.3. Insufficient Training or Orientation

Based on the analysis, insufficient training or orientation was found to be a moderate challenge ($WM=3.1040$, $SD=0.17723$). Training received was recorded as the highest indicator of insufficient training or orientation ($WM=3.2000$), followed by understanding of competencies ($WM=3.1000$) and opportunities for clarifications ($WM=3.1000$).

3.4. Student Preparedness or Readiness

Based on the analysis, student preparedness or readiness was moderate ($WM=3.1880$, $SD=0.20765$). Greatest difficulty was recorded on learners' literacy and numeracy skills ($WM=3.1400$), followed by learners' adaptability ($WM=3.2000$), conduct ($WM=3.1400$), and access to support ($WM=3.2000$).

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4. Assessment on the Availability Level of Support Mechanisms for Teachers in Managing Curriculum Reforms

The availability level of support mechanisms for teachers in managing curriculum reforms was moderate ($WM=3.4940$, $SD=0.13157$). Collaborating with colleagues was recorded as the highest availability indicator ($WM=3.9000$). Holding Learning Action Cell (LAC) sessions and communicating from DepEd were also very available ($WM=3.8000$ each). The availability of technical assistance ($WM=3.1000$) and availability of materials and online resources ($WM=3.3000$) were very low.

5. Significant Differences in the Implementation of Change Management Practices in the New Curriculum by Teachers' Demographic Profile

Based on the analysis, a significant difference was recorded for sex ($p=0.040$), which implies that the perception of male and female teachers differs significantly. However, no significant difference was recorded for age ($p=0.708$), years of teaching experience ($p=0.502$), and present position ($p=0.494$).

6. Relationship Between the Extent of Change Management Practices and the Level of Challenges Encountered by Teachers in Implementing the New Curriculum

Based on the analysis, it was found out that no significant relationship exists between change management practices and challenges, since the p-values for the variables; collaboration with colleagues ($p=0.057$), communicating the curriculum ($p=0.165$), reflecting on teaching practices ($p=0.184$), adapting teaching strategies ($p=0.285$), participating in planning sessions ($p=0.222$), and monitoring of curriculum implementation ($p=0.626$) were greater than $p=0.05$ (Table 7). This means that the change management practices had no

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significant effect on the level of challenges faced by the teachers implementing the new curriculum.

7. Relationship Between the Level of Challenges Encountered by Teachers and the Availability of Support Mechanisms for Managing Curriculum Reforms

Similarly, based on the analysis, no significant relationship exists between the level of challenges and the availability of support mechanisms because the calculated p-values for the variables lack teaching materials ($p=0.057$), time or workload ($p=0.118$), and student readiness ($p=0.277$) were greater than $p=0.05$ (Table 8). This indicates that although the availability of support mechanisms has the potential to reduce the level of challenges, it does not significantly mitigate the challenges.

Generally, it can be concluded that a high level of change management practices and a moderate level of support mechanisms were recorded among public elementary school teachers involved in the management of curriculum reforms, while a moderate level of challenges was reported by the respondents in relation to the new curriculum. Moreover, the study concluded that the change management practices and availability of support mechanisms were not significant factors influencing the level of challenges about the new curriculum.

8. Proposed and Developed Evidence-based Intervention Plan for New Curriculum Implementation

Based on the findings, an evidence-based intervention plan was proposed and developed. The plan was proposed to address the concerns experienced by public elementary school teachers in the implementation of the new curriculum. The intervention plan emphasized building the existing strengths, addressing the concerns raised by the respondents, and encouraging teachers to continually strive towards excellence in teaching and learning the new curriculum. The intervention proposal focused on addressing the areas of weakness identified in the study, such as training, availability of teaching resources,

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workload, and school support mechanisms for the effective implementation of the new curriculum. The proposed activities were designed to encourage teachers to engage in additional capacity building, participate in Learning Action Cell (LAC) sessions, collaborate with colleagues, and adapt contextualized teaching materials to supplement instruction and meet the competency requirements of the new curriculum.

Since the teachers appreciated the benefits of interacting with colleagues, the intervention plan proposed mentoring and peer coaching activities that would enable teachers to deliberate on the concerns they face in relation to the new curriculum and share best practices they use in their classes. The intervention proposal suggested measures for assisting teachers to balance their workload so that they can effectively perform their duties while maintaining a healthy work/life balance. The proposed intervention plan will require the support of school heads, master teachers and other relevant stakeholders for successful implementation. The study suggested periodic monitoring and evaluation of the proposed activities to establish their effectiveness and make necessary adjustments whenever applicable. The intervention plan proposed will complement the existing programs in various public elementary schools by proposing alternative ways of implementing the new curriculum. Generally, the proposed intervention plan will enhance the readiness and willingness of public elementary school teachers to implement the new curriculum.

Conclusion

Based on the findings of the study, the following conclusions were drawn:

1. The respondents were highly experienced teachers who could easily adapt to the new curriculum.
2. Public elementary school teachers adapted to change very fast, which is evident from their very high level of change management practices.

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3. The level of challenges experienced by the teachers in the implementation process of the new curriculum was moderate.

4. The level of support mechanisms made available by the various respondents was moderate.

5. The change management practice significantly differed among the respondents grouped according to their sex.

6. The changes in management practices were not significantly related to the level of challenges experienced by the respondents.

7. The availability of support mechanisms was not significantly related to the level of challenges.

8. The proposed intervention plan addressed various concerns of the public elementary school teachers involved in teaching and learning the new curriculum.

Recommendation

Considering the findings and conclusions of the study, the following recommendations are offered:

1. Teachers may continue strengthening their change management practices through collaboration, classroom reflection, and relevant professional development activities.

2. School administrators may provide timely technical assistance, adequate instructional resources, and regular mentoring to better support teachers implementing the New Curriculum.

3. The Department of Education may review and strengthen existing gender-responsive and context-sensitive initiatives to better support teachers during the implementation of the New Curriculum.

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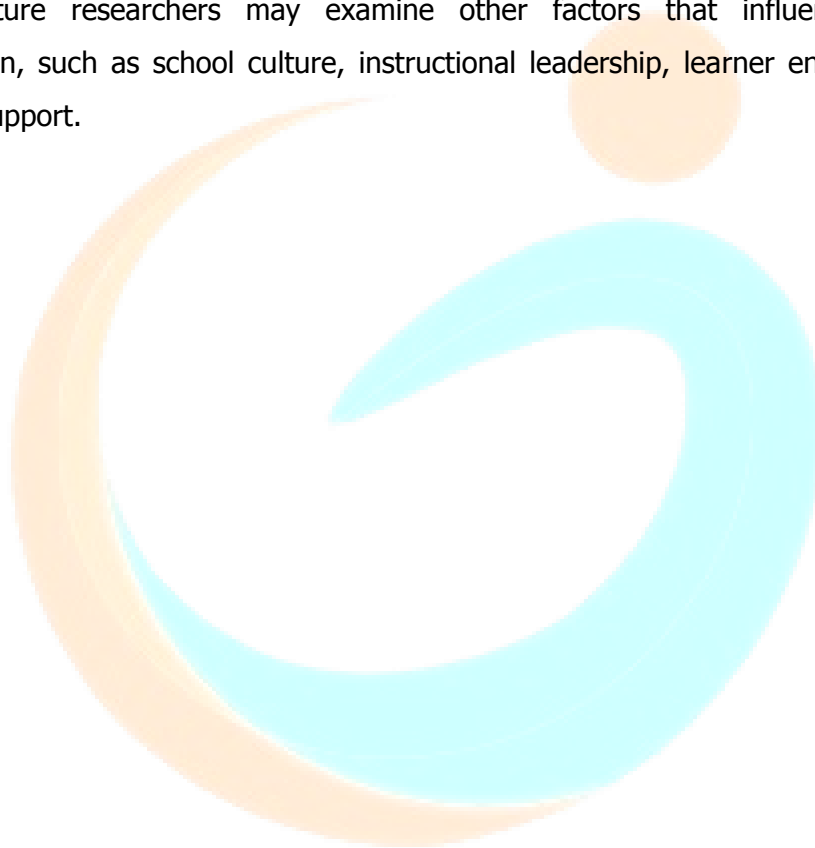
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4. Professional development programs may include workshops, demonstration teaching, coaching, and mentoring to further improve teachers' readiness and instructional competence.

5. Schools may adopt the proposed evidence-based intervention plan to address the identified concerns and strengthen the implementation of the New Curriculum.

6. Future researchers may examine other factors that influence curriculum implementation, such as school culture, instructional leadership, learner engagement, and institutional support.



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