



OPPORTUNITIES AND CHALLENGES ENCOUNTERED IN THE PREPARATION OF THE PHASE 3 REVISED CURRICULUM IN GRADE 10 TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE) IMPLEMENTATION

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ABSTRACT

This study examined the opportunities and challenges encountered by teachers in the preparation and implementation of the Phase 3 Revised Grade 10 Technology and Livelihood Education (TLE) Curriculum. Specifically, it assessed the extent of opportunities experienced, the challenges encountered, and the relationship between these two variables. A quantitative descriptive-correlational research design was employed. Data were gathered using a structured questionnaire covering professional development training, curriculum support and guidance, stakeholder support and collaboration, instructional innovation, resource mobilization initiatives, availability of equipment and tools, adequacy of facilities and laboratories, instructional materials and learning resources, teacher preparedness and competency development, and curriculum implementation requirements. Findings revealed that teachers experienced a high extent of opportunities in curriculum preparation. Instructional innovation, particularly learner-centered instruction and technology integration, emerged as notable opportunities. However, teachers also reported a high level of challenges,

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particularly concerning equipment and tools, facilities and laboratories, learning resources, teacher preparedness, and curriculum implementation requirements. Pearson correlation analysis revealed a strong, statistically significant negative relationship between opportunities and challenges, indicating that greater opportunities were associated with fewer perceived challenges. The study concludes that effective implementation of the Revised Grade 10 TLE Curriculum requires sustained professional development, responsive technical assistance, adequate instructional resources and facilities, and stronger stakeholder partnerships. Strengthening implementation capacity is therefore essential to ensure that curriculum reforms translate into meaningful, practical, and learner-centered TLE experiences.

Keywords: *Opportunities, Challenges Encountered, Preparation, Phase 3 Revised Curriculum, Grade 10 TLE*

INTRODUCTION

Education serves as a fundamental instrument in developing learners who are equipped with the knowledge, skills, values, and competencies necessary for lifelong learning and productive participation in society. In response to the changing demands of globalization, technological advancement, and workforce development, the Philippine educational system continuously introduces curriculum reforms to improve the quality and relevance of basic education. One of the most significant reforms implemented by the Department of Education (DepEd) is the revised K to 10 curriculum under the MATATAG Agenda, which aims to

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decongest the curriculum, strengthen foundational competencies, and provide learners with meaningful and relevant learning experiences aligned with 21st-century skills. As part of its phased implementation, the revised curriculum continues to expand across grade levels, including the preparation for Phase 3 implementation in Grade 10 Technology and Livelihood Education (TLE).

Technology and Livelihood Education (TLE) is a specialized learning area that focuses on developing practical knowledge, technical competencies, entrepreneurial skills, and work values among learners. Unlike purely academic subjects, TLE requires hands-on learning experiences, laboratory activities, skills demonstrations, and performance-based assessments to ensure that learners acquire competencies applicable to real-life situations and future employment opportunities. The successful implementation of the revised Grade 10 TLE curriculum therefore depends not only on teacher preparedness but also on the availability of adequate facilities, tools, equipment, laboratories, instructional materials, and learning resources necessary for competency-based instruction.

The implementation of the revised curriculum provides several opportunities for schools and teachers. Curriculum reforms encourage the adoption of innovative teaching strategies, learner-centered approaches, integration of technology, contextualized instruction, and competency-based learning experiences. The revised curriculum also promotes mastery of essential competencies by reducing curriculum congestion and allowing teachers to focus on meaningful learning outcomes. Furthermore, the curriculum creates opportunities for professional growth among teachers through training programs, collaborative learning

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communities, curriculum planning activities, and instructional innovation. Recent studies indicate that teachers generally recognize the potential benefits of the MATATAG Curriculum in improving the quality of instruction and enhancing learner outcomes when sufficient support and resources are available.

Despite these opportunities, schools continue to face numerous challenges in preparing for the implementation of the revised curriculum. One of the most significant concerns involves the lack of equipment, facilities, and learning resources required for effective TLE instruction. Since TLE emphasizes experiential and skills-based learning, the absence of functional laboratories, specialized tools, consumable materials, and instructional equipment greatly affects the quality of teaching and learning. Teachers are often forced to modify activities, improvise instructional materials, or rely on theoretical discussions instead of practical demonstrations due to limited resources. Such conditions may hinder the development of learners' technical competencies and reduce opportunities for authentic learning experiences. Studies reveal that limited tools and equipment in TLE laboratories negatively affect student engagement, practical performance, and competency acquisition. Hence, this study was formulated to determine the significant relationship between the extent of opportunities and challenges in the preparation of the phase 3 revised curriculum in grade 10 TLE implementation. Teachers serve as the primary agents of curriculum enactment, and their experiences provide valuable insights into the factors that facilitate or constrain educational reform. Examining both enabling conditions and existing barriers allows educational leaders and policymakers to formulate interventions that enhance teacher

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preparedness, improve resource allocation, and promote effective curriculum delivery (UNESCO, 2023). Given the ongoing implementation of the Phase 3 Revised Curriculum, there remains a need to investigate the experiences of Grade 10 TLE teachers who are directly involved in curriculum preparation.

This study aims to determine the opportunities and challenges encountered in the preparation of the phase 3 revised curriculum in Grade 10 Technology and Livelihood Education (TLE) implementation as perceived by teachers, school head and parents in Punta National High School, Baybay City District 6, Schools Division of Baybay City. The findings of the study were basis for the proposed instructional supervision plan.

Further, it sought to answer the following sub-problems:

1. What is the extent of opportunities experienced in the preparation of the Phase 3 Revised Grade 10 Technology and Livelihood Education (TLE) Curriculum as perceived by school head, teachers and parents in terms of:
 - 1.1 professional development and training;
 - 1.2 curriculum support and guidance;
 - 1.3 stakeholder support and collaboration;
 - 1.4 instructional innovation; and
 - 1.5 resource mobilization initiatives?

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2. What is the extent of challenges encountered in the preparation of the Phase 3 Revised Grade 10 Technology and Livelihood Education (TLE) Curriculum as perceived by school head, teachers and parents in terms of:

- 2.1 availability of equipment and tools;
- 2.2 adequacy of facilities and laboratories;
- 2.3 availability of instructional materials and learning resources;
- 2.4 teacher preparedness and competency development; and
- 2.5 curriculum implementation requirements?

3. Is there a significant relationship between the extent of opportunities and challenges encountered in the preparation of the Phase 3 Revised Curriculum in Grade 10 Technology and Livelihood Education (TLE) implementation as perceived by the school head, teachers and parents?

4. Based on the findings, what enhancement plan can be proposed to strengthen the preparation and implementation of the Phase 3 Revised Grade 10 Technology and Livelihood Education (TLE) Curriculum?

METHODOLOGY

Design. This study employed descriptive-correlational research design to determine the extent of opportunities experienced and challenges encountered in the preparation of the phase 3 revised curriculum in Grade 10 Technology and Livelihood Education (TLE) implementation as perceived by teachers, school head and parents. Specifically, this study

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evaluates the significant difference in the perception of school head, teachers and parents on the opportunities experienced in terms of professional development training, curriculum support and guidance, stakeholder support and collaboration, instructional innovation, and resource mobilization initiatives and challenges encountered in terms of availability of equipment and tools, adequacy of facilities and laboratories, instructional materials and learning resources, teacher preparedness and competency development and curriculum implementation requirements in the preparation of the Phase 3 Revised Curriculum of Grade 10 Technology and Livelihood Education (TLE) implementation. Punta National High School of Baybay District 6, Baybay City Division is the locale of the study, and it involves thirty (30) randomly identified respondents which are representatives from the school head, teachers and parents. Utilizing two different surveys to determine the extent of opportunities and challenges encountered, of which the first survey questionnaire is taken from Hall & Hord (2020), "Concerns-Based Adoption Model" while the other was taken from Manlangit (2025), "Exploring the Teachers' Challenges in the Delivery of the TLE Curriculum in Northern Samar, Philippines".

Sampling. The thirty (30) respondents which are representatives from the school head, teachers and parents in the identified locale were involved in the study. Purposive sampling was employed to identify the respondents of the study.

Research Procedure. Upon securing a research permit, data gathering was initiated. Application letters for study permits were personally submitted to concerned offices. A request letter was first submitted to the Schools Division Superintendent for approval to gather data

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from targeted respondents. After securing the approval of SDS, letters of permission were also submitted to the Public Schools District Supervisor and School Principals of the identified schools in the district. After getting the approvals, the researcher conducted data-gathering activities. An orientation was also held for the respondents, and their agreement through permits was to participate in the research. Then, the researcher distributed the survey to the respondents. They were given ample time to complete the survey. After accomplishing the surveys, it was collected, tallied, and submitted for statistical treatment.

Ethical Issues. Prior to data collection, the researcher obtained the necessary permissions and approvals from relevant authorities and conducted the study in accordance with established ethical standards. Participants were informed of the study's purpose, procedures, and significance, and informed consent was secured before participation. Confidentiality and anonymity were ensured by excluding personally identifiable information from all research records and reports. Participants were assured that their responses would be used solely for research purposes and would remain confidential. Throughout the study, the researcher maintained honesty, objectivity, and integrity in data collection, analysis, interpretation, and reporting. All sources were properly acknowledged in accordance with academic referencing standards. Research data and completed questionnaires were securely stored, with access restricted exclusively to the researcher to safeguard participant privacy and data confidentiality.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean were

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employed evaluate the extent of opportunities experienced in the preparation of the Phase 3 Revised Grade 10 TLE Curriculum in terms of professional development and training; curriculum support and guidance; stakeholder support and collaboration; instructional innovation; and resource mobilization initiatives and extent of challenges encountered in the preparation of the Phase 3 Revised Grade 10 TLE Curriculum in terms of availability of equipment and tools; adequacy of facilities and laboratories; availability of instructional materials and learning resources; teacher preparedness and competency development; and curriculum implementation requirements. Pearson r was used to determine the significant relationship between the independent and dependent variables.

RESULTS AND DISCUSSION

Table 1

Extent of Opportunities Experienced in the Preparation of the Revised Curriculum in Grade 10 TLE Implementation

No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
A. Professional Development Training			
1	I am provided with adequate training regarding the revised Grade 10 TLE curriculum.	3.67	Agree (High Opportunities)
2	Curriculum orientation activities help me understand curriculum changes.	3.92	Agree (High Opportunities)
3	Professional development programs improve my readiness for implementation.	3.96	Agree (High Opportunities)
4	Learning sessions enhance my competence in delivering revised competencies.	4.00	Agree (High Opportunities)

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
5	Technical assistance is available when curriculum concerns arise.	3.54	Agree (High Opportunities)
B. Curriculum Support and Guidance			
6	Curriculum guides are accessible and easy to understand.	3.96	Agree (High Opportunities)
7	School administrators provide support during curriculum preparation.	3.92	Agree (High Opportunities)
8	Supervisors offer clear guidance regarding curriculum implementation.	3.83	Agree (High Opportunities)
9	Curriculum standards and expectations are clearly communicated.	3.71	Agree (High Opportunities)
10	Teachers are provided opportunities to clarify curriculum concerns.	3.58	Agree (High Opportunities)
C. Stakeholder Support and Collaboration			
11	Parents support curriculum implementation activities.	3.71	Agree (High Opportunities)
12	Community stakeholders contribute resources when needed.	3.42	Agree (High Opportunities)
13	Industry partners provide assistance related to TLE implementation.	3.25	Disagree (Moderate Opportunities)
14	Collaboration among teachers enhances curriculum preparation.	3.79	Agree (High Opportunities)
15	Local government units support curriculum-related programs.	3.25	Disagree (Moderate Opportunities)
D. Instructional Innovation			
16	The revised curriculum encourages innovative teaching strategies.	3.92	Agree (High Opportunities)
17	The curriculum promotes learner-centered instruction.	4.08	Agree (High Opportunities)

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
18	Technology integration opportunities have increased.	4.08	Agree (High Opportunities)
19	Teachers are encouraged to develop contextualized learning materials.	3.92	Agree (High Opportunities)
20	The revised curriculum supports creative instructional approaches.	3.92	Agree (High Opportunities)
E. Resource Mobilization Initiatives			
21	The school actively seeks external support for resources.	3.92	Agree (High Opportunities)
22	Resource-sharing practices help address instructional needs.	3.83	Agree (High Opportunities)
23	School projects contribute to resource generation.	3.92	Agree (High Opportunities)
24	Stakeholder partnerships support curriculum implementation.	3.83	Agree (High Opportunities)
25	Existing resources are maximized effectively.	3.92	Agree (High Opportunities)
Overall Weighted Mean		3.79	Agree (High Opportunities)

LEGEND:

RANGES INTERPRETATION

4.26 – 5.00 *Strongly Agree (Very High Opportunities)*

3.26 – 4.25 *Agree (High Opportunities)*

2.51 – 3.25 *Disagree (Moderate Opportunities)*

1.76 – 2.50 *Strongly Disagree (Low Opportunities)*

1.00 – 1.75 *Very Strongly Disagree (Very Low Opportunities)*

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Table 1 Table 1 presents the extent of opportunities experienced in terms of professional development training, curriculum support and guidance, stakeholder support and collaboration, instructional innovation, and resource mobilization initiatives in the preparation of the phase 3 revised curriculum in Grade 10 Technology and Livelihood Education (TLE) implementation as perceived by teachers, school head and parents. The findings revealed that teachers experienced a high level of opportunities in preparing for the implementation of the Phase 3 Revised Grade 10 TLE Curriculum, as indicated by the overall weighted mean of 3.79 (Agree). This suggests that the support mechanisms and enabling conditions necessary for curriculum preparation were generally available to teachers. The result underscores the readiness of schools and educational stakeholders to support the transition toward curriculum reforms Barrot, 2023). Among the identified opportunity domains, Instructional Innovation obtained the highest ratings. Teachers strongly agreed that the revised curriculum promotes learner-centered instruction and increased technology integration (WM = 4.08). This finding indicates that the curriculum encourages innovative pedagogical practices that support active learning and meaningful engagement. Contemporary curriculum reforms emphasize technology-enhanced and learner-centered approaches as essential components of quality education, particularly in preparing learners for evolving industry and workforce demands (UNESCO, 2023 & Barrot, 2023). Similarly, Professional Development Training emerged as a significant opportunity, with teachers acknowledging that learning sessions, curriculum orientations, and training programs enhanced their preparedness and competence. These findings suggest that continuous professional development plays a crucial role in facilitating

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curriculum implementation. Effective curriculum reforms are often associated with sustained teacher training and capacity-building initiatives, which strengthen instructional competence and implementation fidelity (OECD, 2022 & UNESCO, 2023). The results further showed that Curriculum Support and Guidance provided by school administrators and supervisors contributed positively to curriculum preparation. Teachers perceived curriculum guides as accessible and understandable, demonstrating that institutional support helped clarify curriculum expectations. Research consistently identifies administrative support and instructional leadership as critical factors in successful curriculum implementation (Barrot, 2023). In terms of Resource Mobilization Initiatives, respondents reported high opportunities related to resource sharing, stakeholder partnerships, and external support. This finding indicates that schools have adopted collaborative strategies to maximize available resources and address instructional needs. Such initiatives are aligned with current educational reforms that encourage partnerships and community engagement in enhancing educational quality (Siena, 2024 & TESDA, 2023). Notably, Stakeholder Support and Collaboration obtained comparatively lower ratings, particularly concerning assistance from industry partners and local government units (WM = 3.25). This suggests that while school-level collaboration among teachers remains strong, external partnerships require further strengthening. Given the practical and skills-oriented nature of TLE, stronger collaboration with industry stakeholders is essential to ensure curriculum relevance and provide authentic learning experiences (Relajo-Howell, 2024 & TESDA, 2023). Hence, the findings indicate that teachers generally perceive favorable conditions for curriculum preparation, particularly in professional

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development, instructional innovation, and institutional support. However, strengthening partnerships with industry and local stakeholders remain a critical area for further improvement.

Table 2

Extent of Challenges Encountered in the Preparation of the Revised Curriculum in Grade 10 TLE Implementation

No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
A. Availability of Equipment and Tools			
1	There is an insufficient number of tools required for TLE instruction.	4.00	Agree (High Challenge)
2	Existing equipment is outdated or no longer functional.	4.08	Agree (High Challenge)
3	Available tools are insufficient for the number of learners.	4.00	Agree (High Challenge)
4	Lack of equipment affects the conduct of practical activities.	4.25	Strongly Agree (Very High Challenge)
5	Budget limitations affect the procurement of tools and equipment.	4.25	Strongly Agree (Very High Challenge)
B. Adequacy of Facilities and Laboratories			
6	Laboratory facilities are inadequate for curriculum requirements.	4.08	Agree (High Challenge)
7	Existing facilities need upgrading or repair.	4.08	Agree (High Challenge)
8	Learning spaces are insufficient for hands-on activities.	4.08	Agree (High Challenge)
9	Safety requirements are difficult to maintain due to facility limitations.	4.13	Agree (High Challenge)
10	Facility constraints affect learners' practical experiences.	4.17	Agree (High Challenge)

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
C. Instructional Materials and Learning Resources			
11	Curriculum-aligned learning materials are insufficient.	3.71	Agree (High Challenge)
12	Teachers have trouble accessing updated references.	3.54	Agree (High Challenge)
13	Learning resources are inadequate for all learners.	3.71	Agree (High Challenge)
14	Digital resources are limited or unavailable.	3.42	Agree (High Challenge)
15	Lack of materials affects lesson preparation.	4.08	Agree (High Challenge)
D. Teacher Preparedness and Competency Development			
16	Additional training is needed to fully understand curriculum changes.	4.08	Agree (High Challenge)
17	Curriculum expectations require specialized competencies.	4.08	Agree (High Challenge)
18	Preparing learning activities requires significant adjustment.	4.00	Agree (High Challenge)
19	Teachers need more technical support during implementation.	4.08	Agree (High Challenge)
20	Curriculum changes increase preparation workload.	4.00	Agree (High Challenge)
E. Curriculum Implementation Requirements			
21	Curriculum requirements are difficult to accomplish due to resource limitations.	3.79	Agree (High Challenge)
22	Some competencies are challenging to implement because of limited facilities.	3.83	Agree (High Challenge)
23	Time allocation may be insufficient for practical activities.	3.79	Agree (High Challenge)
24	Assessment requirements are difficult to implement consistently.	3.67	Agree (High Challenge)

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
25	Curriculum expectations exceed available school resources.	4.00	Agree (High Challenge)
Overall Weighted Mean		3.93	Agree (High Level of Challenge)

LEGEND:

RANGES INTERPRETATION

4.26 – 5.00 *Strongly Agree (Very High Challenge)*

3.26 – 4.25 *Agree (High Challenge)*

2.51 – 3.25 *Sometimes / Neutral (Moderate Challenge)*

1.76 – 2.50 *Rarely / Disagree (Low Challenge)*

1.00 – 1.75 *Never / Strongly Disagree (Very Low Challenge)*

Table 2 presents the extent of challenges encountered in terms of availability of equipment and tools, adequacy of facilities and laboratories, instructional materials and learning resources, teacher preparedness and competency development and curriculum implementation requirements in the preparation of the Phase 3 Revised Curriculum of Grade 10 Technology and Livelihood Education (TLE) implementation as perceived by teachers, school head and parents. The table shows high level of challenges in preparing for the implementation of the revised Grade 10 TLE curriculum, as evidenced by the overall weighted mean of 3.93 (Agree). This finding indicates that despite the availability of opportunities, significant barriers continue to affect curriculum preparation and implementation (Tongol &

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Namoco, 2025). Among the challenge domains, Availability of Equipment and Tools emerged as the most critical concern. Respondents strongly agreed that budget limitations affect the procurement of tools and equipment and that insufficient equipment hinders the conduct of practical activities (WM = 4.25). These findings highlight the persistent resource constraints experienced in TLE programs, where practical and competency-based learning heavily relies on adequate tools and equipment. Similar studies in technical-vocational education have identified inadequate facilities and insufficient instructional tools as major obstacles to effective curriculum implementation (Siena, 2024 & Delos Reyes, 2025). Likewise, Adequacy of Facilities and Laboratories was rated as a high challenge. Teachers reported that laboratory facilities, learning spaces, and safety requirements are constrained by limited infrastructure. The effectiveness of technical-vocational education depends largely on the availability of functional laboratories and specialized workspaces that allow learners to develop hands-on competencies. Insufficient facilities may limit opportunities for experiential learning and skills mastery (Abu Bakar et al., 2025 & Delos Reyes, 2025). The domain of Teacher Preparedness and Competency Development also registered high challenge ratings. Respondents acknowledged the need for additional training, technical support, and specialized competencies to effectively implement curriculum changes. Curriculum reforms often require teachers to adopt new instructional approaches, assessment strategies, and content standards, necessitating continuous professional learning. Research on curriculum transitions indicates that inadequate training and limited professional support can hinder effective implementation (UNESCO, 2023 & Elardo, 2025). Furthermore, challenges related to

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Instructional Materials and Learning Resources were evident. Teachers reported insufficient curriculum-aligned materials, limited digital resources, and difficulties in accessing updated references. The availability of high-quality instructional materials is essential in translating curriculum goals into effective classroom practice. Resource deficiencies may adversely affect lesson preparation and instructional delivery (UNESCO, 2023 & Elardo, 2025). The findings also revealed challenges associated with Curriculum Implementation Requirements, particularly concerning limited facilities, insufficient time allocation for practical activities, and curriculum expectations that exceed available school resources. These concerns suggest a gap between intended curriculum standards and actual school capacities. Similar observations have been noted in curriculum reform studies, where implementation effectiveness is often constrained by contextual and resource-related limitations (Relajo-Howell, 2024). Therefore, the results suggest that while teachers recognize the benefits and opportunities associated with the revised curriculum, substantial challenges remain in terms of resources, facilities, capacity-building, and implementation requirements. Addressing these concerns is essential to ensure successful and sustainable curriculum implementation.

Table 3

**Test of Relationship Between Opportunities And Challenges In
Curriculum Preparation**

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Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	p-Value	Decision on Ho	Interpretation
Extent of Opportunities Experienced (Table 1) and Extent of Challenges Encountered (Table 2)	-0.82	-9.76	1.96	< 0.001	Reject Ho	Significant Relationship (Strong Negative)

Table 3 presents the test of relationship between the extent of opportunities experienced in terms of professional development training, curriculum support and guidance, stakeholder support and collaboration, instructional innovation, and resource mobilization initiatives and extent of challenges encountered in terms of availability of equipment and tools, adequacy of facilities and laboratories, instructional materials and learning resources, teacher preparedness and competency development and curriculum implementation requirements in the preparation of the Phase 3 Revised Curriculum of Grade 10 Technology and Livelihood Education (TLE) implementation as perceived by teachers, school head and parents. The correlation analysis revealed a strong negative relationship between the extent of opportunities experienced and the extent of challenges encountered in curriculum preparation ($r = -0.82$, $p < 0.001$). Since the computed t-value (-9.76) exceeded the critical value (1.96), the null hypothesis was rejected, indicating a statistically significant relationship between the two variables. The negative correlation implies that as opportunities for curriculum preparation increase, the level of challenges experienced by teachers decreases. Conversely, limited

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opportunities are associated with higher levels of challenges. This finding suggests that professional development programs, curriculum support systems, instructional innovations, and resource mobilization initiatives serve as protective mechanisms that help mitigate implementation difficulties. The result is consistent with contemporary literature emphasizing that adequate training, leadership support, access to resources, and collaborative partnerships enhance teachers' capacity to manage curriculum reforms effectively. Teachers who receive sufficient professional support and instructional guidance are generally better equipped to address implementation challenges and adapt to curriculum changes (OECD, 2022, & UNESCO, 2023). Moreover, the strong inverse relationship reinforces the importance of strengthening support structures within schools and educational systems. Investments in professional development, resource provision, stakeholder engagement, and technical assistance may substantially reduce the barriers associated with curriculum implementation (TESDA, 2023). Therefore, the findings demonstrate that opportunities and challenges are closely interconnected. Enhancing opportunities available to teachers is likely to decrease implementation difficulties and contribute to the successful realization of the goals of the revised Grade 10 TLE curriculum.

CONCLUSION

Based on the findings of the study, the study concludes that teachers involved in the preparation of the Phase 3 Revised Curriculum for Grade 10 Technology and Livelihood Education (TLE) experienced a high level of opportunities, particularly in the areas of professional development, curriculum support and guidance, instructional innovation, and

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resource mobilization. These opportunities contributed positively to teachers' readiness and capacity to implement the revised curriculum effectively. Despite these favorable conditions, respondents also encountered a high level of challenges, particularly regarding the adequacy of tools and equipment, laboratory facilities, instructional resources, and competency development requirements. Resource constraints, budget limitations, and the need for continuous technical support emerged as significant barriers to curriculum preparation and implementation. Furthermore, the study established a significant strong negative relationship between opportunities and challenges, indicating that increased access to support mechanisms, professional development, and resources is associated with reduced implementation difficulties. The findings suggest that while the revised curriculum presents valuable opportunities for improving instructional quality and learner outcomes, its successful implementation depends on addressing existing resource, infrastructure, and capacity-building concerns. Therefore, the effective implementation of the revised Grade 10 TLE curriculum requires sustained institutional support, strategic resource allocation, and strengthened collaboration among educational stakeholders to maximize opportunities and minimize challenges experienced by teachers.

RECOMMENDATIONS

1. Educational authorities should provide continuous and specialized training, mentoring, and technical assistance to enhance teachers' competencies and readiness for implementing the revised Grade 10 TLE curriculum.

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2. Schools and education officials should prioritize the procurement and upgrading of tools, equipment, laboratories, and instructional facilities necessary for effective delivery of TLE competencies and practical learning experiences.

3. Curriculum-aligned learning resources, digital materials, and updated references should be developed and distributed to support lesson preparation and instructional delivery.

4. Schools should strengthen collaboration with industry partners, local government units, community organizations, and other stakeholders to support resource mobilization, skills training, and contextualized learning opportunities.

5. Professional learning communities, Learning Action Cells (LAC), and peer mentoring programs should be reinforced to facilitate the sharing of best practices and address implementation concerns.

6. Future studies may explore other factors influencing curriculum implementation, including school leadership, teacher self-efficacy, learner outcomes, and stakeholder engagement, using larger populations and mixed-method approaches to provide deeper insights into curriculum reform initiatives.

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AUTHOR'S PROFILE



MS. DONNA LEE F. FERNANDEZ

Donna Lee F. Fernandez, born on January 20, 1991, in Baybay, Leyte, is a dedicated educator known for her commitment to nurturing continuous learning and empowerment among her students. Her journey in elementary education began at Franciscan College of the Immaculate Conception, followed by her secondary education at the same institution.

Throughout her college years, Fernandez's educational journey was made possible in part by the scholarship she received, which provided valuable financial support as she pursued her degree. Her college years exposed her to diverse people, perspectives, academic challenges, and social experiences that contributed significantly to her personal and professional growth. Through her interactions with classmates, professors, and different communities, she developed greater independence, confidence, adaptability, and perseverance. These experiences not only helped her complete her degree but also played an important role in shaping her character and preparing her for the responsibilities and challenges of her future career.

Fernandez continued her academic journey at VISAYAS STATE UNIVERSITY – Main Campus, where she earned her Bachelor of Science in Hotel, Restaurant and Tourism

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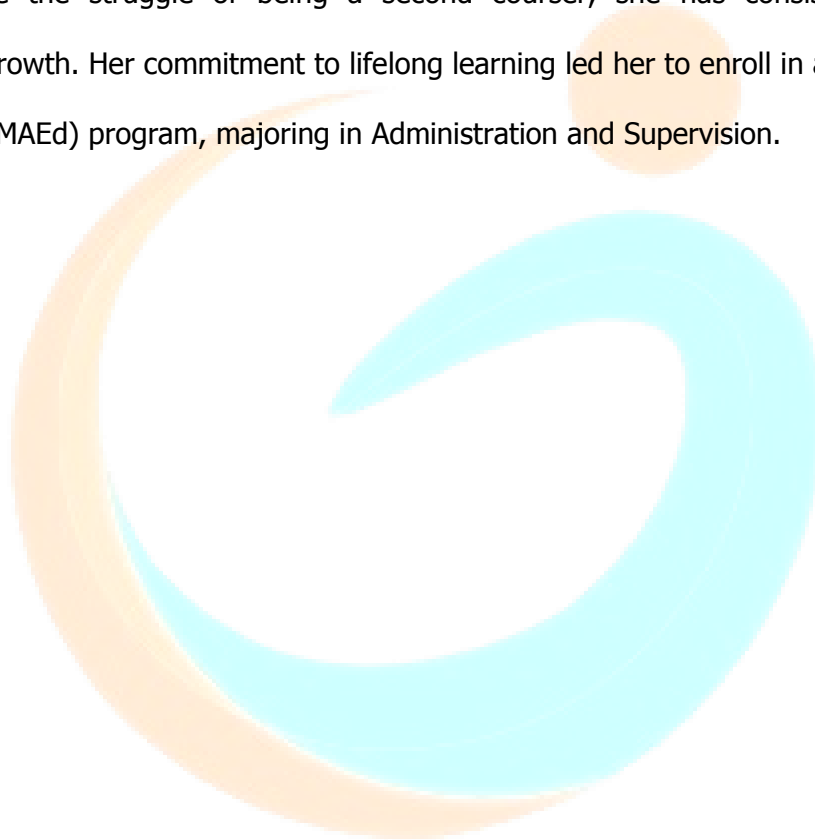
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Management, in 2011. She took and finished her supplemental studies for Bachelor in Secondary Education at Franciscan College of the Immaculate Conception. That same year, she passed the Licensure Examination for Teachers (LET), marking the official start of her teaching career.

Despite the struggle of being a second courser, she has consistently pursued professional growth. Her commitment to lifelong learning led her to enroll in a Master of Arts in Education (MAEd) program, majoring in Administration and Supervision.



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