



**TEACHERS' LIVED EXPERIENCES IN CURRICULUM CHANGE:
BASES FOR INTERVENTION PROGRAM**

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ABSTRACT

This qualitative phenomenological study examined teachers' lived experiences with the new curriculum reform. The findings revealed how teachers adapted their instructional practices despite the shortcomings in its implementation. These experiences highlighted the challenges, adjustments, and opportunities teachers faced as they applied the new curriculum in their classrooms. The study further identified seven major lived experiences associated with curriculum change: retraining for teachers, child-centered approach, lack of resources, increased administrative responsibilities, lack of training, collaboration, and differentiated activities. The study concluded that the successful implementation of curriculum reform depended on sustained support for teachers through adequate training, sufficient resources, manageable administrative responsibilities, and strengthened collaboration. Such support was necessary for the effective delivery of child-centered and differentiated instructional practices.

Keywords: *Teachers, Lived Experiences in Curriculum Change, Bases, Intervention Program*

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INTRODUCTION

Teachers served the primary implementers of curriculum and play a vital role in translating educational policies into actual classroom practice. While the Department of Education (DepEd) is responsible for developing and designing the curriculum, teachers are expected to implement these curricular changes regardless of their prior experiences or established teaching practices. As educational systems continuously evolve in response to societal, technological, and global demands, curriculum reform becomes a necessary process to ensure relevance and quality in education. However, changes in curriculum design often bring complex challenges, particularly for teachers who have long been accustomed to existing curricular frameworks. The transition to a new curriculum is not merely a technical adjustment but a deeply human experience that affects teachers' professional identities, instructional practices, and classroom interactions. Teachers' perceptions, emotions, and interpretations of these changes significantly influence how the curriculum is enacted in real classroom settings. Many teachers report feelings of uncertainty and difficulty during curriculum transitions, often attributed to limited training and preparation. From a qualitative perspective, the lack of comprehensive professional development affects not only teachers' understanding of the curriculum but also their confidence and sense of readiness. Teachers may struggle to interpret curriculum goals, align instructional strategies, and respond to learners' needs, particularly when guidance and support are insufficient. In addition, teachers' narratives frequently reveal concerns regarding inadequate administrative support, limited access to updated teaching materials, and insufficient instructional resources. These challenges shape

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teachers' daily experiences and influence how they adapt, negotiate, or resist aspects of the new curriculum. Such experiences highlight the gap between curriculum policy and classroom reality, underscoring the importance of listening to teachers' voices during educational reform. In another recent study looking at curriculum change, teachers in upland schools have found the new curriculum to be both positive and tough to implement, and it calls for additional training, prior planning, and resource allocation. The school may have a more training period to provide educators with a deeper understanding of the curriculum and practical strategies for implementation, allocate additional resources and teaching materials tailored to the unique needs of upland learners (Bejasa,2025). Despite these challenges, varied opinions and reactions toward the new curriculum emerged even before its formal implementation. These divergent opinions indicate the necessity for a comprehensive examination of teachers' lived experiences and thoughts concerning curriculum development. Understanding how teachers make sense of these reforms can provide valuable information for improving implementation processes and support mechanisms.

MATERIALS AND METHODS

Research Methodology

This chapter outlines the research methodology, study design, participants, data collection procedures, research instruments, and data analysis techniques employed in this investigation. The goal of this study was to find out what instructors in the Schools District of Pavia went through during the transition to the new curriculum in the 2025–2026 school year.

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Research Method

This study utilized the descriptive method of qualitative research, which includes in-depth interviews. The descriptive research method focuses on systematically describing a phenomenon as it exists in its natural setting, without manipulating variables. According to Elliott (2025).

Research Design

The study employed a phenomenological approach to research. You may say that phenomenology is a philosophical way to do qualitative research. The purpose of phenomenology is to learn about how other people see the world and how their perspectives may differ from what most people think by looking at how a person personally interprets what she sees. You can do phenomenology by talking to people to find out what they think, and it's often employed in psychology, sociology, and social work. Phenomenology concentrates on the examination of consciousness structures as perceived from a first-person viewpoint. The central aim of phenomenology is to investigate and describe phenomena as they are consciously experienced, without resorting to theories about their causal explanations or being influenced by unexamined preconceptions (Biemel & Spiegelberg, 2024).

Participants of the Study

The study involved ten participants who were purposively selected from teachers in various schools in the Schools District of Pavia. These teachers had experience teaching under the K-12 Curriculum and were currently implementing the MATATAG Curriculum.

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To qualify for participation, they had to be regular permanent teachers with at least one (1) year of teaching experience. They also had to be willing to openly share their experiences during the interview.

Sampling Design

The study employed purposive sampling as its sampling design. As defined by Nikolopoulou (2023), purposive sampling is a non-probability sampling technique in which participants are deliberately selected based on characteristics relevant to the study. Also known as judgmental sampling, this approach relied on the researcher's judgment in choosing the participants, cases, or events that could provide the most meaningful information needed to achieve the study's objectives.

Research Instrument

The study employed a researcher-developed interview schedule as its research instrument. An interview schedule is a written list of pre-planned questions, whether Experiences in Curriculum Change structured, semi-structured, or open-ended, used by the interviewer to guide the consistent collection of data from participants.

Validity of the Research

Instrument Before the researcher established the validity of the interview schedule, it was subjected to evaluation by the adviser, the Dean of the Graduate School, and a panel of jurors chosen for their expertise in research, testing, assessment, and English. These experts

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examined each question for accuracy, clarity, and relevance, and they provided recommendations for improvement.

Validity referred to the degree to which the findings, interpretations, and conclusions of a study were accurate, meaningful, and appropriate in representing the concept being investigated. It ensured that the research instrument measured what it was intended to measure and that the results accurately reflected reality. In determining content validity, the items and structure of the instrument were aligned with the objectives of the study to ensure that each question adequately represented the construct under investigation.

The comments, corrections, and suggestions provided by the panel of validators were taken into account using the appropriate evaluation form of Good and Scates (1972), as cited by Soqueña (2021).

Data Gathering Procedures

The adviser, the Dean of the Graduate School, the office of the Schools Division Superintendent, the Office of the District Supervisors, the School Heads, and each participant provided their consent for the conduct of the study. The researcher conducted the interviews in person at locations convenient for the participants, such as schools or community centers.

The participants were asked to sign a waiver or informed consent form. A voice and video recorder was used to capture the interviewees' responses in full during the in-depth interviews. After completing the series of interviews, the researcher compiled and organized all the gathered data.

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Data Analysis

The data were gathered through the interview schedule and were subsequently analyzed using thematic analysis, a qualitative method used to identify, interpret, and report recurring patterns or themes in narrative data. This approach enabled the researcher to derive meaningful insights from the participants' responses, particularly regarding the lived experiences of teachers who had experienced both the previous curriculum and the latest curriculum in their professional practice.

RESULTS AND DISCUSSIONS

According to the findings of the study, the implementation of the MATATAG Curriculum offered a new approach to quality education by promoting child-centered learning, teacher collaboration, and varied learning activities.

However, the lived experiences of teachers also revealed significant challenges in its implementation. These included inadequate teacher training, increased workload, and a lack of necessary resources and equipment, all of which affected instructional delivery.

Overall, the successful implementation of the MATATAG Curriculum depended on strong institutional support and adequate resource provision to help teachers adapt to their form and sustain quality teaching and learning outcomes.

CONCLUSION

To address these issues, the following recommendations are proposed to support the successful and sustainable implementation of the Department of Education's MATATAG

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ISSN: 2704-3010

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Curriculum:

Lawmakers and school leaders should prioritize sustained, practice-oriented professional development, equitable and adequate resource allocation, streamlined administrative processes, and stronger institutional support systems. Leadership and governance should also be aligned with teachers' actual capacities and the demands placed upon them in delivering child-centered, collaborative, and differentiated instruction while maintaining high-quality teaching and learning outcomes. The implementation of several interventions would contribute to the effective delivery of the MATATAG Curriculum. Education authorities should provide ongoing micro-trainings focused on practical strategies for implementing and adapting child-centered, collaborative, and differentiated teaching approaches. Schools should likewise be provided with sufficient instructional materials and other necessary resources to support teaching and learning. In addition, school administrators should reduce teachers' administrative workload and strengthen institutional support so that teachers can focus more on instruction and improved student outcomes. Future researchers may further examine the long-term impact of the MATATAG Curriculum by exploring the effects of continuous professional development and adequate resource allocation on its implementation.

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Curriculum: A Phenomenological Inquiry into Adaptation, Challenges, and Growth.

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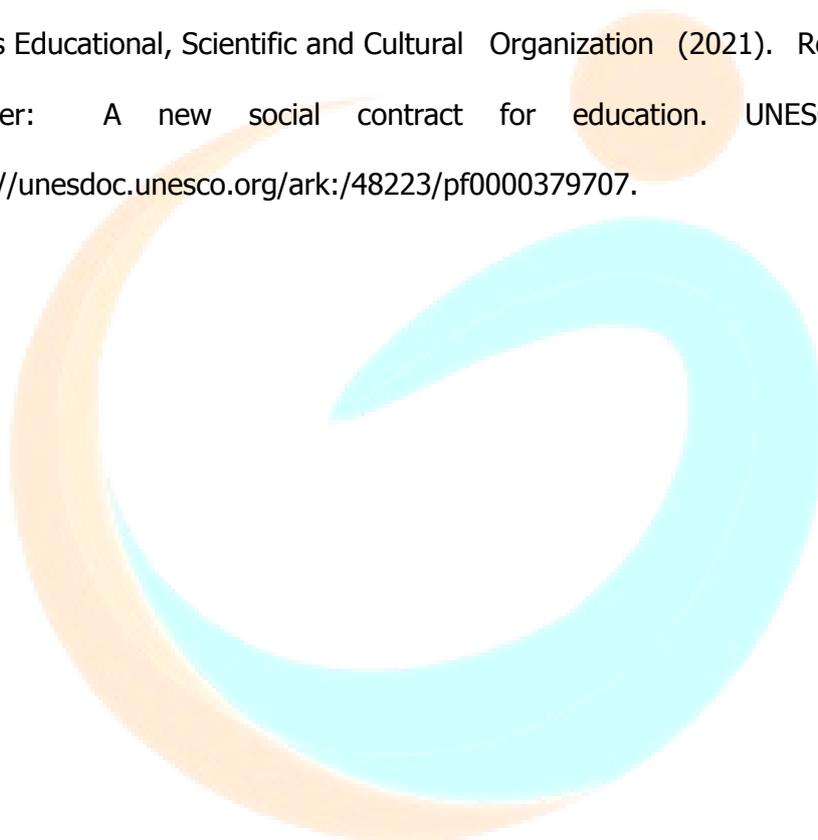
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