Universitas: Journal of Global Research and Innovation
Excellence. Quality. Reliability. Service | Contributing to the Body of Knowledge

The Challenges and Strategies in Implementing the Revised K-12 Curriculum

Charmaine R. Mascariñas

Divine Word College of Calapan

https://doi.org/10.5281/zenodo.24300758

ABSTRACT

The implementation of the Revised K–12 Curriculum presents challenges for Social Science teachers as they adjust to changes in learning competencies, teaching approaches, assessment strategies, instructional resources, and learner needs. Despite the intended simplification and improvement of the curriculum, there remains a need to understand how Grade 8 Social Science teachers experience the transition and how they adapt their teaching practices within the local context. This study aims to examine the challenges encountered by Grade 8 Social Science teachers in implementing the Revised K–12 Curriculum in the Schools Division of Calapan City, Oriental Mindoro; identify the adaptive strategies they employ; examine their educational background and training; and determine how these factors influence curriculum implementation. The study will employ a qualitative research design using purposive sampling to select at least five permanent Grade 8 Social Science teachers with relevant teaching experience prior to the curriculum transition. Data will be gathered through semi-structured, in-depth interviews conducted either face-to-face or online and will be analyzed using thematic analysis based on Braun and Clarke's approach. As part of the continuous improvement of the educational system, the curriculum undergoes revisions to respond to the changing need of society and the demands of the 21st century. The revised K–12 curriculum introduces updates in learning competencies, teaching approaches, and assessment strategies. In particular, the Social Science subject in Grade 8 plays an important role in helping students understand historical events, cultural diversity, civic responsibility, and global issues. The study is expected to provide an understanding of teachers' experiences, challenges, and adaptive strategies during the curriculum transition and serve as a basis for a proposed support program and mechanisms to enhance Social Science teaching. The findings may contribute to strengthening teacher preparedness, instructional support, professional development, and curriculum implementation in the local context.

Keywords: *Adaptive Strategies, Curriculum Implementation, Grade 8 Social Science Teachers, Revised K–12 Curriculum, Teacher Readiness, Learning Resources*

INTRODUCTION

Education always been seen as the foundation of national growth and social change and it helps individuals with knowledge, values and skills to participate actively in a democratic and progressive society. In the Philippines, the Department of Education (DepEd) emphasizes that in providing a quality education, it must prepare students to become a globally competitive, socially aware and morally upright citizens, as it is envisioned in the K-12 Basic Education Curriculum (DepEd, 2016). The K–12 curriculum aims to develop learners who are globally competitive, socially aware, and capable of addressing real-world challenges.

As part of the continuous improvement of the educational system, the curriculum undergoes revisions to respond to the changing needs of society and the demands of the 21st century. The revised K–12 curriculum introduces updates in learning competencies, teaching approaches, and assessment strategies. In particular, the Social Science subject in Grade 8 plays an important role in helping students understand historical events, cultural diversity, civic responsibility, and global issues. These competencies are essential in developing informed and responsible citizens.

Social studies teachers adopting the Revised K-12 Curriculum experience opportunities and challenges in the process. Garcia and Delos Santos (2020) state that it is not always easy to adapt lessons to the new competency-based model, particularly when the resources are scarce, and the teachers must adjust previously planned K 12 lessons to fit the reduced Revised K-12 competencies. Furthermore, Lumanog and Aguilar (2022) note that topics that demand higher-order thinking, including social-political structures, economies, and global interconnectedness, are difficult to teach and learn, both on the part of the teachers and the learners. Out of field teaching puts an extra level of challenge. According to DepEd (2020), approximately one out of three teachers in public schools in the Philippines teaches without their specialization and social studies is one of the most common. Non-formally trained teachers might struggle to simplify complicated information, facilitate critical conversations, and develop meaningful learning tasks (Pacana et al., 2019).

Therefore, this study aims to examine the challenges faced by Grade 8 Social Studies teachers in implementing the revised K–12 curriculum in DepEd Calapan City and to identify the strategies they employ to address these challenges. It will be the goal of the study to identify the teaching challenges that the teachers encounter and the creativity methods that they employ to ensure they achieve successful learning. The results will assist the teacher training programs, school leaders to establish conducive environment, and policymakers to know how to empower teachers as central agents of change in education. Finally, the experiences that teachers have had with the Revised K-12 Curriculum make it clear that the effectiveness of a curriculum does not solely depend on policy formulation, but also on the daily, learner-centered choices in the classroom.

Research Problem

This study will describe the experiences of the teachers on the Social Studies in the transition onto the Revised K-12 curriculum, as opposed to the Old K-12 curriculum. With that aim, it will answer the following questions:

1. What are the Challenges Encountered by Grade 8 Social Science Teachers in the Implementation of the Revised K–12 Curriculum?
2. What are Adaptive Strategies of Grade 8 Social Science Teachers in Responding to the Revised K–12 Curriculum
3. What is the educational background and training of teachers regarding the Revised K–12 Curriculum?
4. How does the educational background and training of teachers on the Revised K–12 Curriculum influence their ability to implement the curriculum effectively?
5. Based on the findings of the study, what support program and mechanisms can be designed to enhance the teaching of Social Science teacher in DepEd Calapan City?

Assumptions of the Study

1. Grade 8 Social Science teachers face challenges such as limited resources, heavy workload, and difficulties in adapting teaching strategies, which may affect the effective implementation of the Revised K–12 Curriculum
2. Teachers employ adaptive strategies such as modifying lesson plans, using alternative resources, collaborating with colleagues, and integrating technology to address the challenges of the Revised K–12 Curriculum.
3. Teachers with higher levels of education and relevant training are better equipped to implement the curriculum effectively and overcome implementation challenges.
4. Educational background and training of Grade 8 Social Science teachers in the Revised K-12 Curriculum may affect their ability to implement effectively the new curriculum cause of readiness and correct usage of strategies, methodologies and appropriate level of teaching practices.
5. Based on the study there are many support programs that Deped should be implemented to achieve the higher level of education of the Grade 8 Social Science teachers to be prepared in the new curriculum reform like training, seminars, mentoring and gave enough instructional materials to be able to enhance teaching practices of Social Science teachers in Deped Calapan City.

Theoretical Framework

This study is based on three well-known theories that describe the impact of teacher performance, instructional decision-making, and learning processes on teaching Social Studies in secondary schools. These theories are Shulman's Pedagogical Content Knowledge (PCK) Theory, Constructivist Learning Theory proponent of Jean Piaget and Vygotsky's, and Systems Theory proposed by Ludwig von Bertalanffy.

According to the PCK Theory by Shulman (1986), proper instruction should include both the subject-matter knowledge and the teaching methods. This theory directly addresses the first research question that investigates the challenges that teachers face when teaching social studies, including limited resources, challenges with the content, and needs of different students. PCK emphasizes the fact that teachers should also be able to understand the concepts of Social Studies and be capable of conveying them in a way that can be interesting and meaningful to the audience. The PCK of teachers is what defines their effectiveness in dealing with challenges that may include the shortage of resources or difficult topics.

According to Jean Piaget (1972) and Vygotsky (1978) the Constructivist Learning Theory, it is relevance in the study of Wibowo, S., Wangid, M. N., & Firdaus, F. M. (2025), highlights that students build understanding through active participation and meaningful experiences. According to this theory the teachers act as a facilitator by guiding our learners in Subject matter and context instruction but in the Revised K-12 curriculum it will be learner centered instruction not teacher centered by preparing our learners in real-world contexts by exploring concepts on their own and be able by understanding their critical thinking and problem-solving skills. Learners may provide more opportunities for experiential learning and community exposure.

Finally, The Systems Theory proposed by Ludwig von Bertalanffy (1968) it advocates envision the organization to being interconnected like curriculum implementation, teachers, resources to achieved educational goals. The systems are like a DEPED and need to interact to other parts of the systems such as school support, learning resources, teachers and students, if all parts of the organization are not connected to each other externally and internally, they cannot achieve their goal for them to achieve the learning they want for learners. Teacher's need support programs from the organization and schools like trainings, seminars for them to being prepared and ready for the new revised K-12 curriculum implemented.

These Theories taken as a comprehensive framework for examining social interactions, instructional strategies that help teachers cope up the challenges that face in the Revised K-12 Curriculum. They offer a clear perspective for analyzing teaching practices in public secondary schools in Calapan City.

Research Paradigm

METHODOLOGY

This study was utilized the qualitative research design to examine the lived experiences of teachers in Grade 8 Social Studies in the Calapan City Schools Division in public secondary schools. Qualitative research design places the researcher within the natural setting of the participants and as such, the researcher can see how things are experienced by the individuals using field observations, interviews as well as recordings (Creswell, 2013). The actual teaching environment of the teachers was used to gather data to get meaningful information about the teachers' perceptions, challenges and adaptations when implementing the Revised K-10 curriculum.

Research Locale

This study will be undertaken in the school's division of Calapan City, Oriental Mindoro. The Calapan City serves as the provincial capital, and it's considered the administrative, educational and commercial center of Oriental Mindoro. The city also has urban and rural barangays that help in creating a variety of educational settings and learners for their future. The research locale will be specifically from junior high schools' grade 8 teachers under the Revised K-12 Curriculum. The Department of Education (DepEd) Schools Division of Calapan City supervises these schools and oversees curriculum implementation, deployment of teachers, instructional resources and supervision and professional development programs.

Sampling Technique

The study will make use of purposive sampling as a non-probability sampling method to select the participants with the most suitable knowledge and acquaintance with the phenomenon under study. As Etikan and Bala (2017) noted, purposive sampling enables the inclusion of participants who can provide rich, detailed information relevant to the research objectives. In this study, the research will select teachers who are directly involved in Grade 8 under the curricular transition, to get in-depth data based on the contexts of how these teachers experience, adapt and perceive the changes in the curriculum. This sampling approach will help the study into the lived experiences and adjustments of Grade 8 Social Studies teachers in Calapan City when the Revised K-12 curriculum is being implemented.

Participants or Data Sources

This study will be conducted in public schools in the Division of Calapan City, Oriental Mindoro among Grade 8 Social Studies teachers. The location is chosen to investigate the experiences of teachers in their first year of curriculum implementation by the Revised K-12 curriculum due to the reports of the LAC Sessions (2024) that difficulties usually occur in the

initial year of implementation. The sampled schools provide a suitable setting in which to research the reaction of the teachers towards curriculum change and which would present a clearer backdrop in which the K-12 curriculum might make some sense in influencing the teaching practices and professional roles. It targets Grade 8 teachers, and this allows the researcher to study in detail the ways through which such changes might interfere on instruction, resources and student engagement. To achieve highly methodologically research the study will involve in-depth interviews of at least nine of the Grade 8 Social Studies teachers in public secondary schools at Division of Calapan City who have already administered the Revised K-12 curriculum. The respondents will have the following requirements. They must be permanent teachers in Social Studies and have been in the Department of Education three years or more before Revised K-12 Curriculum transitioned to the Old K-12 Curriculum to give them enough knowledge of the curriculum. The researcher will use coded identifiers to keep privacy of the participants. As an example, the in-depth interviewees will be numbered and then abbreviated under IDI. The system promotes confidentiality and facilitating data to be organized to be analyzed.

Research Instruments

The primary tool that will be used to gather data in this study is a semi-structured interview guide that will be designed by the researcher. The interview guide will consist of open-ended questions the respondent will answer in-depth information about actual experience of the participants in the government procurement procedures.
The interview questions will focus on the challenges of the Grade 8 Social Studies teachers in the DepEd Calapan City, coping mechanisms and adaptive mechanisms to overcome the transition challenges, and proposals that the participants have on how the DepEd policies in the new curriculum can be improved.

Data Gathering Procedure

The researcher will first ask for an endorsement letter from the Dean of the Graduate School. This letter will be used to seek permission from DepEd Calapan City to conduct data gathering from the Grade 8 teachers at different secondary schools. These approvals are important to formally allow the researcher to conduct the study. After securing permission, the researcher will identify possible participants through referrals and professional connections. They will be sent an invitation letter and an informed consent form that will explain the aims of the study, assure them of their confidentiality, and emphasize that they will be engaged in the study on a voluntary basis. The researcher will schedule interviews in a convenient time to the participants after receiving their consent. The interviews would be either online or face-to-face depending on the most convenient option to the participants. Each interview will take not less than forty-five or more than sixty minutes. The researcher will use open-ended questions to get the participants to share their experiences freely. The interviews will be audio-taped with their permission to ensure that they do not miss any

details. The researcher will also make field notes to record the body language, tone, and other observations that could be used to explain the responses. After the interviews, the researcher will write down the recordings word-to-word. These transcripts will then be presented to the participants to be verified by Procedure-member checking. This process will ensure that their wording was duly taken and interpreted. The final version will include the comments of the participants in case they have any clarifications or changes to their answers.

Data Analysis

Analysis of the data will be conducted by the researcher with the help of the thematic analysis proposed by Braun and Clarke (2006). The method will involve establishing common ideas and themes in the answers given by the respondents. The process will consist of six steps that are easy. The researcher will be reading the transcripts several times to familiarize himself or herself with the content. The codes will be highlighted, and the key words or phrases will be of a highlighted nature. The codes will be pooled together into more broad themes that describe the data patterns. Fourth, the themes will be reviewed to take into consideration that they should match the narratives of the participants. Fifth, the themes will be named and defined differently.

Finally, the researcher will compose a report that will describe the most important findings and the real experience of the participants. These themes will help the researcher provide the explanations on the challenges the Grade 8 Social Studies teachers face when the curriculum is modified, the chances they get, and the coping mechanisms that they use. The researcher will be able to offer recommendations to the potential change in the policy and strategies to facilitate the work of other Social Studies teachers based on the findings.

Ethical Considerations

The researcher will comply with Data Privacy Act of 2012 (RA 10173) protecting individual information and communication and the college ethical guidelines. Each participant will be provided with an informed consent form stipulating the purpose of the research, the process of data collection and the rights of the participant such as right to withdraw at any moment without punishment. There will be strict confidentiality. The report will adopt codes or participant codes to replace the names of participants. No one will be forced to take part or given incentives to take part, and it will be completely voluntary. All data gathered will be stored in a secure place and only utilized in conducting research such as transcripts and recordings of the interviews. Self-Reflection will also be practiced by the researcher throughout the study. This involves being aware of her personal beliefs and experiences and making sure that they would not affect the interpretation of the data. The research remains acceptable, open, and just.

RESULTS AND DISCUSSION

The Qualitative research analysis for the five Grade 8 Social Science Teachers from Deped Calapan City had reveals key themes for their lived experiences during the transition from Old K-12 Curriculum to Revised K-12 or MATATAG curriculum. The table of Repertory Grid format organize their responses and significant codes across five main themes:

REPERTORY GRID

A. Curriculum Transition Experiences		
PARTICIPANT	**SIGNIFICANT RESPONSES**	**CODES**
P1	My experience was challenging at first because I had to adjust to the new competencies and teaching strategies. However, through trainings and collaboration I gradually adapted and become more comfortable with the revised K-12 curriculum.	Initial Adjustment
P2	My overall experience was challenging yet necessary as transitioning from the old framework required shifting away from heavy content memorization towards deeper conceptual understanding.	memorization to conceptual understandings
P3	It was challenging but meaningful. I gradually adapted to the new competencies and teaching strategies.	Teaching strategies
P4	A lot had changed; it is no longer focus on Philippine History but more on the world and Asia in particular. A Filipino subject dedicated to knowing the world.	Connection to National and Localize
P5	It was really challenging at first because I'm still new to this specialization since I came from teaching Kindergarten. And the most challenging part was the fact that you're still adapting to the system, but you had to embrace all the changes to have more dynamic way of teaching and unlearning old habits.	Embrace challenges
B. CHALLENGES ENCOUNTERED		
P1	Adjusting to the new competencies and preparing appropriate learning materials and managing the limited time for lessons	Time constraints
P2	Lack of resources to implement new curriculum, books should be prioritized to support learning for learners. Adapting to new policies, templates required heavy administrative tasks.	Lack of resources

P3	The main challenges were adjusting to new competencies, limited resources, and adapting teaching strategies.	Resources scarcity
P4	The topics are so big that it is hard to present this in a detail that will connect. The continuity of History is so great, and it is hard to localize or contextualize it.	Difficulty in localize
P5	The challenges were time and resource scarcity, balancing content delivery with HOTS under tight schedules was a constant push.	Resource scarcity
C. OPPORTUNITIES AND OUTCOMES		
P1	It improved my teaching strategies and encouraged more meaningful learning. Improved student participation, critical thinking, and understanding of lessons.	Critical Thinking
P2	The decongested curriculum allows more time to focus on foundation skills. Improved student engagement lessons are more contextualized and relatable which naturally keeps students more interested and participating actively.	Decongested Curriculum
P3	It improved teaching practices and increased student engagement through more learner-centered activities.	Student engagement
P4	It informs them of the world and Asia. It prepared them to see the world as one who will be working for the world. To be able to know the world to understand other countries.	Cross-cultural perspective
P5	It shifted the class from passive memorization to active inquiry, sparking critical thinking among students. Learners become more analytical, contextualizing current social issues rather than just recalling dates and information.	Active inquiry based
D. COPING STRATEGIES AND TECHNIQUES		
P1	I attended trainings, collaborated with colleagues and adapted my teaching strategies. I used collaborative planning; varied activities and available digital resources.	Digital Resources
P2	Collaborated with grade level partners to share lesson plans, slide presentation and instructional materials. Attended institutional workshops and division-wide orientation seminars on the revised curriculum.	Division wide orientation
P3	I adjusted my teaching strategies, prepared suitable resources, and collaborated with fellow teachers.	Peer support

P4	I present Filipino history and situations that will be interesting to learners. I researched for Filipino YouTube videos or FB reels that present the same topic that I needed to discuss that the competencies required.	Digital tools
P5	Peer collaboration was our salvation, through Learning Action Cells (LAC) and working closely with fellow teachers filled the gaps left by formal training,	Peer collaboration
E. RECOMMENDATION		
P1	More focused trainings, clear guidelines and ready to use teaching resources would help. Hands on trainings, lesson planning, workshops and assessment strategies are most useful.	Hands on workshops
P2	Supplying readily available localized lessons plans and learning resources aligned with the revised curriculum minimizes preparation time. Interactive sessions focusing on practical teaching strategies such as project based and inquiry-based learning, rather than just lecture based overviews.	Learning resources
P3	More training, clear guidelines, and sufficient teaching resources would make the curriculum transition easier. Hands-on training, curriculum orientation, and workshops on teaching strategies and assessment are most useful.	Resource allocation
P4	It is more on strategy, where it opens to learning by leading learners to use digital sources and AI tools. Focus on Filipino information to balance teaching.	Preserving National Identity
P5	More Practical workshops. The need to focus on actual lesson-mapping and assessment creation over theoretical lectures.	Theoretical Lectures

General Discussion

First is Pedagogical skills shift to Structural Constraints, all participants in transition of the Revised K-12 Matatag Curriculum are necessary shift from passive memorization of learners toward higher order thinking skills, critical thinking and analysis and active inquiry based. However, the implementation of the new curriculum is hindered by time constraints, vague competencies descriptions and lack of updated and localized learning resources, materials and textbooks.

Second is Contextualization and Identity Challenges the findings to Social Studies (Araling Panlipunan) is the challenges of teaching Asian and Word history without losing the learners connection to Filipino identities. The teachers have noted the localizing and global competencies that significant and have supplementary effort, leading to independently

integrate our national history and cultures to keep the lesson meaningful, relevant and engaging. And lastly Collaboration as the Primary Coping Mechanism on the reliance to LAC or Learning Action Cells, peer coaching and planning, shared resources driven and emerged as the most vital strategies across both novice teacher and experienced teachers. Whenever institutional materials and resources fell short, the teachers led collaboration to fill the gaps and to achieve the quality of education.

Conclusion

The execution of Revised K-12 Curriculum within Grade 8 Social Science teachers in Deped Calapan City indicate meaningful transformation toward learner centered and inquiry-based education. Educators strongly acknowledge the pedagogical merits of minimizing overcrowding the curriculum and promoting critical thinking, they are significantly burdened by barriers specially the scarcity of ready to use localized materials, time constraints and workload. To assure the long-term success and sustainability of Revised K-12 Curriculum o Matatag curriculum transition. The Department of Education must prioritize the distribution of fully aligned lesson mapping and sequentially support Professional learning community like Lac Sessions and targeted resources support system and continuous peer collaboration. Social science educators can efficiently bridge global competencies with local context while maintaining quality of instruction.

REFERENCES

Aytaç, A. (2023). A study on teachers' perceptions of curriculum changes: Resistance to implementation. *International Journal of Innovative Approaches in Education, 7*(1), 28–41. https://doi.org/10.29329/ijiape.2023.540.3

Barton, K. C., & Levstik, L. S. (2020). *Teaching history for the common good* (2nd ed.). Routledge. https://doi.org/10.4324/9780429429758

Bautista, R., & Ocampo, J. (2022). Pedagogical challenges faced by Social Studies teachers in implementing new curriculum standards. *Journal of Social Science Education Research, 12*(1), 55–72.

Cabansag, M. G. (2020). The K–12 curriculum in the Philippines: An assessment. *Journal of Education and Learning, 14*(2), 203–210.

Cabaya, J. D., Gerios, C. Q., Lano, J. B., Valenzuela, E. B., & Sumayo, G. S. (2025). From K–12 to MATATAG: A systematic review of the factors driving curriculum transition.

Cabrera, L., & Matic, R. (2020). ICT competencies of public-school teachers in the new normal. *Asia Pacific Journal of Educational Technology, 5*(3), 14–28.

Capisnon, C. B., & Suan-Timosa, E. (2025). MATATAG ka ba?: Isang fenomenolohikal na pag-aaral sa hamon ng mga pampublikong guro sa makabagong kurikulum. *American Journal of Humanities and Social Sciences Research, 9*(6), 372–387. https://www.ajhssr.com/wp-content/uploads/2025/06/ZI25906372387.pdf

Caspe, G. M. F., & Sarrosa, A. Jr. V. (2025). Teacher readiness for the implementation of the Enhanced K-10 curriculum: Basis for support mechanism program.

Chavez, M. A. (2021). Implementation issues of the K–12 curriculum in public secondary schools. *International Journal of Learning, Teaching and Educational Research, 20*(9), 45–60.

Darling-Hammond, L., & Rothman, R. (2021). *Teaching in the flat world: Learning from high-performing systems*. Teachers College Press.

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science, 24*(2), 97–140. https://doi.org/10.1080/10888691.2018.1537791

Dayagbil, F. T., & Alda, R. P. (2024). Continuing professional development opportunities: Teachers' motivation and perceived effectiveness. *Journal of Education and Learning, 18*(1), 45–56. https://archive.conscientiabeam.com/index.php/61/article/view/3733

De Guzman, A. (2021). Availability of instructional materials in Araling Panlipunan during curriculum shifts. *Philippine Social Studies Review, 17*(1), 88–103.

Dela Cruz, M. P., & Mercado, R. S. (2021). Teacher preparedness in implementing curriculum reforms: Challenges and implications for professional development. *Philippine Journal of Education Studies, 45*(2), 112–125.

Dela Cruz, M. P., & Mercado, R. S. (2021). Teacher preparedness in implementing curriculum reforms: Challenges and implications for professional development. *Philippine Journal of Education Studies, 45*(2), 112–125.

Demalata, J., & Espacio, N. (2025). Navigating the shift: Social Studies teachers' early experiences in transitioning from K–12 to MATATAG curriculum. *Psychology and Education: A Multidisciplinary Journal, 39*(9), 1173–1195. https://doi.org/107588.70838/pemj.390904

Dimaunahan, K. (2022). Assessment practices of Social Studies teachers in the post-K–12 curriculum. *Journal of Educational Measurement Philippines, 5*(2), 61–77.

Estrella, C. (2021). Non-teaching tasks and teacher performance: A qualitative analysis. *Asian Education Studies, 5*(3), 55–67.

Evangelista, P. (2024). Teaching controversial issues in Social Studies: Teacher preparedness and confidence. *Asia Pacific Social Studies Journal, 4*(1), 23–41.

Evangelyn, G. B., Garcia, R. T. D., Tardio, A. F. R., Sintos, K. S., & Lazaro, B. L. G. (2024). A new era of learning: The MATATAG Curriculum and its impact on fourth grade students' academic performance. *International Journal of Advanced Multidisciplinary Research and Studies, 4*(6). https://www.multiresearchjournal.com/arclist/list-2024.4.6/id-3565

Fitri, Y., Waluyo, L., & Aisyah, I. S. (2025). Transforming teachers' roles in navigating the challenges of implementing the Independent Curriculum: Adaptive strategies and professional reflection in elementary school. *Journal Evaluation in Education, 6*(3). https://cahaya-ic.com/index.php/JEE/article/view/1866

Garcia, M., & Robles, A. (2021). Teachers' workload and performance in curriculum transition. *International Journal of Educational Policy Studies, 9*(4), 70–85.

Hernando-Malipot, M. (2023, May 17). Understanding DepEd's MATATAG K to 10 curriculum. *Manila Bulletin*. https://mb.com.ph

Lopez, C., & Medina, R. (2023). Teacher perceptions on curriculum reforms: A qualitative study. *Philippine Journal of Curriculum Development, 6*(2), 33–50.

Loza, J. F. (2024). How can teachers embrace curriculum change: Perceptions on the implementation of MATATAG Curriculum. *Philippine Normal University Research*. https://www.researchgate.net/publication/383460977

Martinez, V., & Silva, P. (2021). Barriers to implementing inquiry-based learning in Social Studies. *Journal of Humanities and Education, 13*(3), 119–134.

Morales, D. (2023). Instructional material development for contextualized Social Studies. *Education Innovations Review, 11*(1), 98–112.

Pacatang, R., & Gallardo, ___. (2025). Teacher experiences, challenges, and support needs in the Philippine MATATAG Curriculum. *Philippine MATATAG Curriculum: Teacher Experiences & Challenges in Implementation*.

Santos, G., & Francisco, L. (2022). Higher-order thinking skills challenges in Araling Panlipunan classrooms. *Philippine Journal of Basic Education, 10*(2), 40–58.

Santos, M., & Peña, R. (2020). Pressures and challenges faced by teachers in implementing new curricula. *Asia Pacific Journal of Education, 40*(1), 62–78.

Santos, M., & Peña, R. (2020). Pressures and challenges faced by teachers in implementing new curricula. *Asia Pacific Journal of Education, 40*(1), 62–78.

Sari, M., Marwiyah, S., & Masruddin, M. (2025). Teacher strategies in navigating curriculum transition: From K13 to the Merdeka curriculum in primary schools. *International Journal of Asian Education, 6*(1), 152–159.

Sarmiento, J. F. (2025). Reform again: Comparing the key features of K–12 and MATATAG curriculum. *DepEd Bataan Publications*. https://depedbataan.com

Sarmiento, J. F. (2025). Reform again: Comparing the key features of K–12 and MATATAG curriculum. *DepEd Bataan Publications*. https://depedbataan.com

Thornton, S. J. (2022). Curriculum, instruction, and assessment in Social Studies education. *Handbook of Social Studies Research, 2*, 63–78. https://doi.org/10.4324/9780429434080

Torres, J. (2021). Designing performance tasks in Social Studies under revised competencies.