

**LIVED EXPERIENCES OF MATHEMATICS TEACHERS IN THE  
EARLY TRANSITION PHASE OF ADAPTING MATATAG  
CURRICULUM: A PHENOMENOLOGICAL STUDY  
OF CHALLENGES AND OPPORTUNITIES**

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## **ABSTRACT**

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This phenomenological study aimed to explore the lived experiences and perceptions of Mathematics teachers during the early transition phase of adapting the MATATAG curriculum in Malungon, Sarangani Province. With the focus on four districts in the municipality, the research aimed to understand teachers' perception of the difference between the previous and the MATATAG Mathematics curricula, as well as the changes in their roles and functions. Utilizing Kurt Lewin's Change Management Model as a theoretical framework, the study identifies both challenges and opportunities encountered by teachers during this significant shift. Data were collected through in-depth interviews with ten participants, including seven mathematics teachers and three educational managers, and thematic analysis was applied to interpret their responses. Findings revealed that teachers recognized improvements in curriculum delivery, accessibility of

resources, technology integration, and student engagement under MATATAG. However, challenges related to curriculum pacing, skill integration, and concerns over implementation continuity were noted. Teachers experienced significant changes in their teaching practices, including the adoption of student-centered strategies, increased collaboration with colleagues, and continuous professional reflection. Despite obstacles such as insufficient training, resource limitations, and time constraints, teachers demonstrated adaptability by innovating instructional methods and fostering greater student involvement. Ethical considerations, including informed consent and confidentiality, were strictly followed throughout the research. This study contributes valuable insights into the dynamics of curriculum adaptation, fostering a deeper understanding of the experiences of mathematics educators during transformative educational changes.

*Keywords: MATATAG curriculum evaluation, Grade 7 Mathematics, Municipality of Malungon, Curriculum adaptation  
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