

Teachers' attitudes and challenges in teaching Home Economics under the Matatag Curriculum

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ABSTRACT

This study assessed the attitudes and challenges of Home Economics teachers in implementing the Matatag Curriculum Framework in selected public secondary schools in Lapu-Lapu City, Cebu, Philippines, during the school year 2024–2025. Anchored on Bandura’s Social Cognitive Theory, the research employed a descriptive-comparative design to examine how teacher preparedness, resource availability, and inclusivity influence instructional delivery. Using a validated questionnaire, data were collected from 35 Home Economics teachers through purposive sampling. Results revealed that while teachers generally expressed favorable attitudes and high self-efficacy toward the new curriculum, they faced challenges related to limited instructional resources, insufficient training, and heavy workloads. Inclusivity and equity considerations were acknowledged in principle but remained hampered by practical limitations such as a lack of assistive technologies and diverse learner accommodations. Statistical analysis showed no significant association between teachers’ demographic profiles and perceived challenges, suggesting that the issues encountered are systemic rather than individual. Despite these challenges, collegial support and favorable institutional climate contributed to teachers’ confidence in implementing curriculum reforms. The study concludes with recommendations to enhance professional development, equitable resource allocation, and inclusive practices, forming the basis of a proposed professional development plan to strengthen curriculum implementation. These findings contribute to broader discussions on educational reform and support mechanisms for vocational educators in the Philippines.

Keywords: vocational education, Matatag Curriculum, Home Economics, curriculum implementation, descriptive-comparative design, Lapu-Lapu City, Cebu, Philippines

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INTRODUCTION

The effective implementation of curriculum reforms relies heavily on teachers, who serve as the primary agents in translating educational policy into classroom practice. In the Philippines, one of the most significant reforms is the adoption of the Matatag Curriculum Framework, which particularly affects vocational fields such as Home Economics. This framework is designed to strengthen foundational skills, equip learners with practical competencies, and prepare them for real-world applications. However, the extent to which it achieves these goals depends largely on how well teachers adapt to and navigate the changes. Their attitudes toward curriculum reform and the challenges they face are central factors that can either facilitate or hinder effective implementation (Khine, 2022).

Teachers' experiences in implementing curriculum reforms are shaped by multiple influences, including preparedness, resource availability, inclusivity, and professional support. Research has shown that educators often face curriculum overload, inadequate instructional resources, and insufficient training, which limit their ability to deliver content effectively (Malinao & Miano, 2025; Cruz et al., 2025). In Home Economics, these challenges are particularly salient, as teachers must adjust to updated competencies, adopt new pedagogical approaches, and align lessons with practical applications. While positive teacher attitudes are important for embracing reforms, they alone are insufficient. Effective implementation requires addressing systemic issues such as equity, inclusivity, and the provision of adequate resources, as well as fostering teachers' self-efficacy and confidence in adopting new practices (Khine, 2022).

International scholarship further emphasizes the crucial role of teacher-related factors in shaping the success of curriculum reforms. Sandy (2025), in a comparative case study of China and Myanmar, found that teachers' attitudes and perceived behavioral control significantly influenced the implementation of the Technological Pedagogical Content Knowledge (TPACK) model. The study highlighted the necessity of policy support, investment in resources, and continuous professional development to foster pedagogical innovation. Such findings affirm that when teachers are confident, supported, and adequately equipped, they are more likely to embrace and implement new teaching approaches effectively. This underscores the importance of supportive environments with clear policy direction, ongoing training, and accessible instructional materials, all of which directly affect student learning outcomes.

In the Philippine context, the implementation of the Matatag Curriculum in Home Economics presents both national and localized challenges. The framework seeks to align education with 21st-century demands by emphasizing holistic growth and practical skill development. Yet, systemic obstacles—including limited instructional facilities, inadequate laboratory equipment, and insufficient funding—have been shown to constrain curriculum delivery. For example, Baguio (2023) found that while teachers with favorable attitudes toward Outcomes-Based Education (OBE) were more motivated to implement reforms, limited resources and facilities diminished instructional effectiveness and student engagement. These findings reinforce the importance of institutional support, teacher training, and resource provision in ensuring curriculum success.

In urban centers such as Cebu City, the challenges of implementing the Matatag Curriculum are compounded by overcrowded classrooms, diverse student populations, and the pressures of balancing theoretical knowledge with practical applications. Teachers are required to

adapt constantly to the needs of learners in a rapidly evolving educational environment, often without sufficient resources or infrastructure. Lapu-Lapu City presents a similar scenario, where teachers of Home Economics must contend with resource limitations while striving to meet the goals of the new curriculum. These realities highlight the need for targeted interventions tailored to the specific contexts of teachers and schools.

Despite these difficulties, there remains limited empirical research on teachers' attitudes and challenges in implementing the Matatag Curriculum, particularly in Home Economics education. This study seeks to address this gap by examining how teachers perceive and respond to the demands of curriculum reform, identifying the systemic and contextual obstacles they face, and exploring the forms of support they require. The findings aim to inform the development of professional development plans and targeted strategies that enhance teachers' preparedness and effectiveness in implementing the curriculum. By focusing on these dimensions, the study contributes to broader discussions on educational reform, teacher empowerment, and strategies to strengthen vocational education in the Philippines.

Statement of the problem

This research assessed the attitudes and challenges of home economics teachers in implementing the Matatag curriculum framework in Marigondon National High School in Lapu-Lapu City Division during the school year 2024-2025 as the basis for the proposed professional development plan. Specifically, it sought answers to the following inquiries:

1. What is the demographic profile of the respondents in terms of age and gender, highest educational background, years of teaching Home Economics, school type, and relevant training and seminars attended in relation to the Matatag Curriculum?
2. To what extent are the challenges of Home Economics teachers toward delivering the Matatag Curriculum in terms of teacher readiness and support systems, resource availability, and inclusivity and equity considerations?
3. What is the level of Home Economics teachers' attitudes toward delivering the Matatag Curriculum in terms of changes and improvements in the curriculum, self-efficacy, social environment, and lack of guidelines and monitoring mechanisms for implementation?
4. Is there a significant association between the respondents' demographic profile and their level of challenges in handling the Matatag Curriculum?
5. Based on the findings of the study, what professional development plan can be designed to strengthen the implementation of the Matatag Curriculum in Home Economics?

METHODOLOGY

The methodology of this study outlines the systematic approach employed to investigate the objectives of the research. It details the design, population, locale, sampling technique, instruments, data gathering procedures, ethical considerations, and data analysis methods adopted to ensure validity and reliability of findings. A descriptive-comparative research design was used to determine the attitudes and challenges of Home Economics teachers in implementing the Matatag Curriculum Framework. The descriptive aspect focused on identifying

teachers' attitudes, challenges, and demographic profiles, while the comparative aspect examined differences in self-efficacy and perceptions when grouped according to demographic characteristics. This design was appropriate for identifying variations across variables without manipulating any parameters.

The study was conducted in Lapu-Lapu City, one of the major urban centers in Region VII, Philippines, where selected public secondary schools are implementing the Matatag Curriculum. This locale was chosen because it reflects the systemic issues of Philippine public schools, such as limited resources, overcrowded classrooms, and varying levels of teacher preparedness. Marigondon National High School, located in Barangay Marigondon, was identified as the research site. Established in 1969, the school has grown into the largest institution in the Division of Lapu-Lapu City, with more than 6,800 junior and senior high school students supported by 214 teachers and 10 non-teaching staff. It serves a community of 25,584 people and fosters an inclusive, learner-centered environment that prioritizes quality education, holistic development, and active stakeholder engagement. With its emphasis on teacher development, safe learning environments, and community collaboration, Marigondon National High School was an appropriate setting to capture the realities of curriculum implementation in Home Economics.

The respondents of the study consisted of 35 Home Economics teachers from Marigondon National High School who were actively implementing the Matatag Curriculum. Purposive sampling was employed to ensure that participants had relevant experience and exposure to the curriculum. Demographic information was gathered to describe the respondents in terms of age, sex, years of teaching experience, highest educational attainment, school type, and relevant training and seminars attended in relation to the curriculum.

A self-administered questionnaire served as the primary data-gathering instrument. The tool was adapted from Aquino's (2024) study, "Developing an evaluation scale for assessing the effective implementation of Matatag Curriculum in Philippine public schools: exploratory sequential design," published in the *Journal of Interdisciplinary Perspectives*. The instrument was divided into three domains: Teachers' Attitudes, Teachers' Experiences, and Teachers' Assessment. Items measured variables such as attitudes toward the curriculum, social support, self-efficacy, challenges, and assessment practices. A five-point Likert scale, ranging from "strongly disagree" to "strongly agree," was used to quantify perceptions. The adaptation preserved the comprehensive design of Aquino's scale but contextualized the items for Home Economics under the Matatag Curriculum, ensuring alignment with the study's objectives.

Data collection followed a structured process. In the preparation stage, the questionnaire was designed and validated through expert consultation. Permission to conduct the study was secured from the school principal and relevant administrators, while ethical clearance was obtained to ensure compliance with research standards. During the data-gathering stage, the questionnaire was administered to teachers either in printed form or online, depending on their preference, to maximize response rates. Respondents completed the instrument during school hours at their convenience. After data collection, responses were encoded, checked for completeness, and cleaned before statistical analysis was carried out.

Descriptive statistics such as frequency, mean, and standard deviation were used to summarize the demographic characteristics of the respondents and their perceptions of the curriculum. Inferential statistics, particularly Pearson's correlation coefficient, were employed to

determine the relationships between variables. Multiple regression analysis was also conducted to examine the predictive power of attitudes, social norms, and perceived behavioral control on teachers' self-efficacy in implementing the Matatag Curriculum. Composite scores from the Likert-scale responses were computed for each domain to allow for meaningful comparison and correlational analysis.

Ethical considerations were strictly observed throughout the study. Participation was voluntary, and respondents were informed of the objectives of the research. Confidentiality of responses was assured, and data were used solely for academic purposes. The overall process ensured that the findings were generated through a systematic, reliable, and ethically sound approach, thereby providing a credible basis for understanding the attitudes and challenges of Home Economics teachers in the implementation of the Matatag Curriculum Framework.

RESULTS AND DISCUSSION

Demographic profile of the respondents

The demographic characteristics of the respondents were analyzed in terms of age, gender, educational attainment, years of teaching Home Economics, school type, and participation in curriculum-related trainings and seminars. The age distribution showed that the largest proportion of teachers fell within the 27 to 33 age bracket, representing 37.14 percent of the sample, followed by 31.43 percent in the 34 to 40 range. Smaller groups were observed in the 41 to 47 bracket at 11.43 percent, 48 to 54 at 14.29 percent, and 55 to 61 at only 5.71 percent. In terms of gender, there was a clear imbalance, with 28 respondents being female and only 7 male. This reflects broader trends in the Philippine teaching force, where women dominate the profession (David et al., 2020). Such demographic patterns may influence pedagogical styles, with younger educators often more open to technology integration, while the predominance of women points to the need for continued gender inclusivity in leadership roles where men remain underrepresented.

Regarding educational attainment, a majority of the respondents were full-fledged master's degree holders at 54.29 percent, while 42.86 percent held a bachelor's degree. Only one respondent, or 2.86 percent, had earned graduate units without completing the degree. These findings indicate that most teachers are committed to advanced studies, suggesting higher levels of professional preparation. Research by Cruz and Mendoza (2020) has established that postgraduate education strengthens competence in planning and assessment, while Delos Reyes (2020) linked graduate study with teacher leadership and participation in professional learning communities. This suggests that the respondents' academic credentials may enhance their ability to adapt to curriculum changes such as the Matatag Framework.

In terms of teaching experience, the data revealed that 37.14 percent of respondents had taught Home Economics for six to ten years, while 31.43 percent had one to five years of experience. Another 22.86 percent reported eleven to fifteen years of service, with only 2.86 percent teaching for sixteen to twenty years and 5.71 percent teaching for more than twenty-one years. This distribution shows that the majority are relatively early in their careers, with nearly 69 percent having ten or fewer years of service. Gonzales and Rivera (2020) emphasized that less

experienced teachers tend to be more open to innovation but may lack practical strategies to implement reforms effectively. Delos Santos (2020) similarly found that teachers in their first five years struggle most with curricular changes, which aligns with the finding that nearly one-third of the respondents fall into this group.

School type was also assessed, and the findings confirmed that all 35 respondents, or 100 percent, came from an urban public school. This urban-only sample means the findings reflect challenges specific to resource distribution, class size, and institutional support common in city schools, which may differ significantly from rural contexts. Barakat and Bengtsson (2020) argued that urban teachers often benefit from resource-rich settings compared to their rural counterparts, suggesting that while these respondents may have access to certain facilities, the findings cannot be generalized across all geographic contexts.

Finally, the study examined respondents' participation in curriculum-related training and seminars. Results showed that 57.14 percent had not attended any training related to the Matatag Curriculum, while 20 percent had attended one session. A smaller proportion had attended two sessions (2.86 percent), three sessions (5.71 percent), four sessions (2.86 percent), and as many as five sessions (11.43 percent). These results highlight a significant gap in professional development. Espina and Reyes (2020) noted that lack of training opportunities is a major barrier to curriculum rollout, while Tinio (2020) found that teachers who participated in three or more sessions developed greater mastery and student engagement strategies. This suggests that the limited exposure of the respondents to formal training may hinder effective implementation of the new framework.

Extent of Home Economics teachers' challenges

The challenges faced by Home Economics teachers were examined in terms of readiness and support systems, availability of resources, and inclusivity and equity considerations.

In terms of teacher readiness and support systems, the data revealed a grand mean of 4.11, interpreted as "Agree." Respondents generally believed they were adequately prepared for the Matatag Curriculum, reporting sufficient training opportunities, access to instructional guides, and mentoring support. Mean scores were high for confidence in integrating new content (4.11), receipt of mentoring (4.14), and availability of training aligned with competencies (3.80). Teachers also acknowledged increased workload associated with curriculum adaptation, with one item scoring as high as 4.20, signifying agreement that responsibilities had expanded. These findings affirm earlier scholarship emphasizing the critical role of professional development in equipping teachers for reform (Avalos, 2021; Darling-Hammond et al., 2020). However, they also echo research that highlights workload stress during curricular shifts (Carver-Thomas & Darling-Hammond, 2022). While the teachers expressed preparedness, the findings suggest that sustained mentoring and strategies to manage workloads are still essential for long-term success.

On resource availability, the grand mean was 4.05, indicating that teachers generally agreed resources were accessible but still faced notable limitations. Respondents agreed that practical lessons required well-equipped laboratories and consumable materials such as textiles and food ingredients. They also stressed the importance of digital resources, projectors, and online platforms, with technology being rated highly at 4.17. Class size and infrastructure were also identified as significant factors, with a mean score of 4.20 for classrooms being adequate to

foster student engagement. Yet, teachers agreed that scarcity of consumable supplies and limited funding constrained practical teaching. Darling-Hammond et al. (2020) argued that resource adequacy is indispensable for competency-based learning, and these results confirm that resource gaps continue to undermine curriculum implementation even in urban schools.

Inclusivity and equity considerations yielded a grand mean of 4.06, again interpreted as “Agree.” Teachers acknowledged that the Matatag Curriculum is broadly inclusive, offering culturally responsive materials, opportunities for marginalized students, and flexibility to address students with disabilities. Items such as adequate training on inclusive strategies scored 4.14, while challenges in differentiated instruction due to diverse backgrounds scored 4.02. Respondents also identified gaps, such as the lack of assistive technologies (mean 4.11) and the effects of socioeconomic inequality on participation in practical activities (mean 4.09). These findings mirror UNESCO (2023) recommendations that inclusivity must be accompanied by systemic resource support. Florian and Spratt (2020) also emphasized that teacher training and institutional policies are critical for inclusive education, which suggests that while inclusivity is recognized in principle, structural obstacles persist in practice.

Level of teachers’ attitudes

Teachers’ attitudes toward implementing the Matatag Curriculum were analyzed through domains on curriculum changes, self-efficacy, and social environment.

With regard to changes and improvements in the curriculum, teachers reported a grand mean of 3.83, suggesting overall agreement that revisions were beneficial. They noted that adjustments in teaching time allocations improved instructional management (mean 3.94) and that enrichment activities and workshops enhanced their professional development (mean 3.83). Respondents also agreed that the focus on foundational skills positively impacted student mastery (mean 3.80). These findings confirm the role of professional development in sustaining reform, as emphasized by Darling-Hammond et al. (2020), and highlight the need for ongoing teacher involvement in curriculum development (Avalos, 2021).

Self-efficacy results showed a grand mean of 3.85, again interpreted as “Agree.” Teachers expressed confidence in their ability to deliver lessons, adapt methods, and achieve learning outcomes, with mean scores ranging from 3.77 to 3.91. These findings align with the work of Tschannen-Moran and Hoy (2021), who stressed the centrality of teacher self-efficacy in curriculum reform, and with Klassen and Durksen (2020), who linked high efficacy with resilience and classroom performance. The responses suggest that despite challenges, teachers feel capable of navigating the demands of the Matatag Framework.

Perceptions of the social environment produced a grand mean of 3.77, also interpreted as “Agree.” Teachers reported support from colleagues (mean 3.80), positive encouragement from administrators (3.77), and collaboration with peers (3.74). They also appreciated constructive feedback from supervisors (3.80). These findings emphasize the role of collegial collaboration and institutional culture in sustaining curriculum reform, consistent with Bryk et al. (2020), OECD (2021), and Vangrieken et al. (2017). Overall, the data suggest that teachers view their professional environment as supportive, though continued efforts are necessary to strengthen collaborative practices.

Associations between profile and challenges

Statistical tests were conducted to determine the association between the respondents' demographic profile and their experiences of readiness, resource availability, and inclusivity. For teacher readiness and support systems, none of the variables—age ($p = 0.443$), gender ($p = 0.631$), educational attainment ($p = 0.165$), years of teaching ($p = 0.153$), school type ($p = 0.528$), or training ($p = 0.528$)—were found to be significant. Similarly, no significant associations were found between demographic characteristics and resource availability, with p -values ranging from 0.225 to 0.679. For inclusivity and equity considerations, all variables again yielded non-significant results, with p -values ranging from 0.184 to 0.521. These findings indicate that teachers' perceptions of readiness, resources, and inclusivity are systemic concerns, not dependent on personal characteristics. As Darling-Hammond et al. (2020) and Avalos (2021) point out, institutional supports and equitable resource allocation are more decisive than individual demographics in determining the success of curriculum reforms.

CONCLUSION

This study examined the attitudes and challenges faced by Home Economics teachers in implementing the Matatag Curriculum Framework in selected public secondary schools in the Division of Lapu-Lapu City during the 2024–2025 academic year. Guided by Bandura's Social Cognitive Theory and employing a descriptive-comparative research design, the study sought to evaluate teacher preparedness, the availability of resources, inclusivity and equity considerations, and the general attitudes of teachers toward the curriculum. A validated questionnaire served as the primary instrument for data collection, and statistical tools were employed to analyze the responses of thirty-five purposively selected teachers.

The results revealed that teachers generally felt prepared and supported in implementing the Matatag Curriculum, as reflected in a grand mean of 4.11. Respondents noted adequate access to instructional guides, mentoring opportunities, and professional development, which contributed to their confidence in carrying out the curriculum. However, challenges remained in the form of increased workload, limited instructional resources, and insufficient infrastructure. These concerns underscored the reality that preparedness, while evident, was tempered by structural and institutional barriers. The findings also confirmed that teachers viewed the Matatag Curriculum as inclusive and responsive to the diverse needs of learners. Despite this, many struggled with delivering differentiated instruction due to the lack of specialized training, assistive technologies, and inclusive teaching resources, revealing gaps between the intent of inclusivity and its practical application.

Teachers expressed favorable attitudes toward the changes introduced in the Matatag Curriculum, citing improvements in time allocation, enrichment activities, and the emphasis on foundational skills. They demonstrated confidence in their ability to adapt instructional methods and achieve curriculum objectives, with a grand mean of 3.85 in self-efficacy measures. This positive disposition was complemented by a supportive social environment, where collaboration with colleagues, administrative encouragement, and constructive feedback were seen as critical

in promoting curriculum implementation. Such findings highlight the importance of collegial and institutional support systems in sustaining teacher motivation and effectiveness.

A notable finding of the study was the absence of statistically significant correlations between teacher demographics—including age, gender, educational attainment, years of teaching experience, and training participation—and their perceptions of readiness, resource availability, and inclusivity. This suggests that the challenges encountered are systemic rather than rooted in individual differences, pointing to the need for solutions that address institutional and structural factors rather than relying solely on teacher-level characteristics.

Drawing from these findings, it may be concluded that while Home Economics teachers in Lapu-Lapu City display preparedness, confidence, and positive attitudes toward the Matatag Curriculum, their success in implementation is constrained by systemic challenges such as workload pressures, resource inadequacies, and limited opportunities for specialized training. These barriers highlight the necessity of strengthening institutional support mechanisms, ensuring equitable access to resources, and providing continuous professional development tailored to inclusive education and Home Economics-specific competencies.

In light of these insights, the study recommends that policymakers and school administrators sustain teacher training programs that focus on inclusive strategies, differentiated instruction, and specialized content areas relevant to Home Economics. Such training should be ongoing to ensure that teachers are consistently equipped to address evolving curriculum demands. Equally important is the investment in instructional resources, including assistive technologies and consumable materials, to support practical learning and ensure that inclusivity is realized in practice. By addressing these systemic concerns through enhanced professional development, improved resource allocation, and stronger institutional support, the implementation of the Matatag Curriculum in Home Economics can become more effective, equitable, and sustainable, thereby contributing to long-term improvements in Philippine education.

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