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Early Implementation Study of MATATAG Curriculum in Relation to Mathematics' Occupational Stress

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ABSTRACT

This study, entitled "Early Implementation Study of MATATAG Curriculum in Relation to Mathematics' Occupational Stress" aims to determine the relationship between the implementation of the MATATAG curriculum reform and the occupational stress levels of Grade 7 Mathematics teachers in DepEd-TAPAT. This study used a descriptive-correlational research design. There were 25 respondents who were purposively selected comprising of Grade 7 Mathematics teachers. A researcher-made survey questionnaire was used as the primary tool in gathering data for engagement and challenges via Likert Scale and it was validated by experts. The results of the demographic profile according to sex, states that female has the higher number of Mathematics teachers and novice teachers aged 26-35 are with bachelor's degrees. The study indicates that through the use of One-Way ANOVA and Pearson Correlation yielded the following results: The overall weighted mean (3.31) in level of implementation of MATATAG Curriculum related to Teaching Practices and Administrative Support is interpreted as "Implemented". The overall weighted mean in level of occupational stress related obtained a mean of 3.14, interpreted as "Stressed"; Nevertheless, there is no significant difference in the implementation of the new reform in terms of teaching practices and administrative support based on the demographic profile of the teachers Additionally, significant differences for occupational stress were observed in workloads related to years in service of the teachers. Lastly, the relationship between the level of implementation and level of occupational stress implies a Strong Positive Correlation in the curriculum change, whereas no significant relationship was found with workloads and classroom management stress. This concludes that teachers indicate that the most dedicated, who cared the most, and hard-working teachers to make the new reform succeed are also the ones who experience a high level of stress and burnout. The findings of this study suggest that the environmental factor in the curriculum directly impacts the personal well-being of the teachers with regards to Social Cognitive Theory. The researcher recommends the adoption of an Operational Refinement program in reporting tasks and the conduct of the proposed webinar entitled "Project "ALALAY" (Adapting, Learning, and Alleviating Load Among Yielding Educators)" to provide coping mechanisms and an intervention that focuses on time management, administrative efficiency, and peer-mentorship for our Grade 7 Mathematics teachers to ensure the sustainability of the MATATAG curriculum.

Keywords: *MATATAG Curriculum, Occupational Stress, Workload, Grade 7 Mathematics, Curriculum Reform, DepEd-TAPAT, Social Cognitive Theory*

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INTRODUCTION

The worldwide educational system is continuously evolving through curriculum reform to enhance learning outcomes and respond to a rapidly changing world. Mathematics Teachers face distinct challenges due to its subject roles in students achievement and demands of assessment-based educational framework. The implementation of new standards along with modified teaching methods and content with high expectations and insufficient support creates a different impact to educators.

In the Philippines, the educational system progressively changes through different policy initiatives to improve the quality of basic education. The Department of Education recently introduced MATATAG Curriculum reform from K-to-12 Curriculum, this is a strategic design to loosen curriculum density and enhance foundational skills while wavering teaching methods towards learners' needs (DepEd Order No. 010, s. 2024). The nationwide re-calibration pursuits its aim to produce essential modifications in the content, teaching methods and assessment which result in a considerable adjustment for the educational personnel. Filipino educators have expressed concerns regarding the effects of reforms on their learners together with their professional development thus highlighting the need for collaboration and assistance throughout the transitional periods (Magallanes et. al 2022). On the other hand, according to Gonzales, 2024 regardless of this effort of the teachers in the National Capital Region (NCR), particularly math teachers still experience heavy workloads and additional tasks beyond classroom instructions, which makes them more stressed and poses health problems.

In this study the research aims to analyze the relationship between the curriculum reform and the occupational stress of Grade 7 Mathematics teachers in DEPED-TAPAT.

Theoretical Framework

Social Cognitive Theory

According to Albert Bandura SCT (Social Cognitive Theory), 1960 describes the influence of the experiences, actions of the others, and the environmental factors on the individual behaviors of a person. It also provides opportunities for support through instilling expectations, self-efficacy, and using observational learning and other reinforcements to achieve behavior change.

Social Cognitive Theory will be used to identify how the Curriculum reform affects teachers' personal cognitive and emotional states, and their behavioral responses regarding the changes. This is also where teachers will be evaluated on their current stress level and their strategies with the changes.

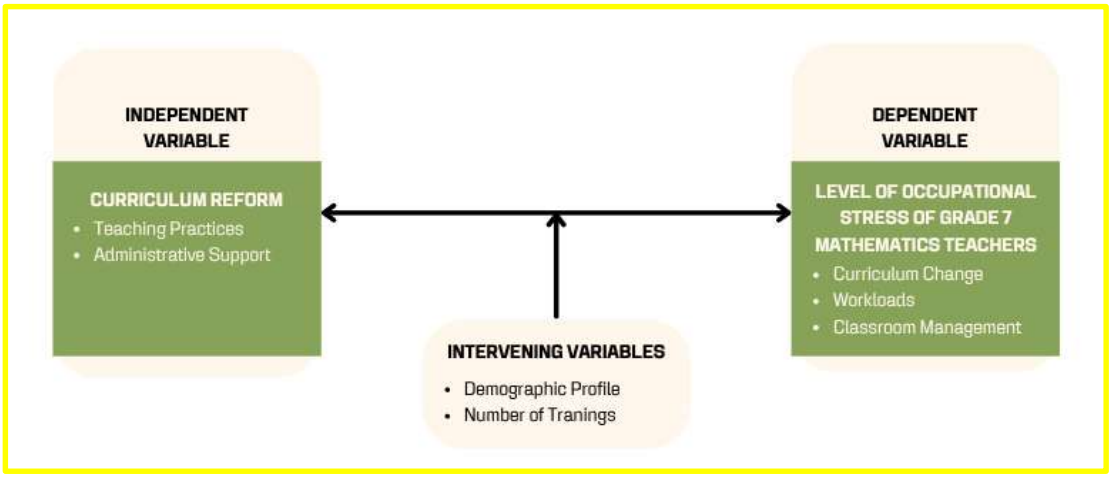


Figure 1. *Conceptual Framework*

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Statement of the Problem

Curriculum changes are normally made in the field of education. This is to adapt as societal needs evolve as the world keeps on changing.

The objective of this study is to analyze the relationship between the curriculum reform and the occupational stress of Grade 7 Mathematics teachers in DEPED-TAPAT to Propose a Seminar/Webinar for Managing Occupational Stress in the new curriculum reform for Grade 7 mathematics teachers. Thus, the researcher aims to answer the following questions:

1. What is the demographic profile of the Grade 7 mathematics teachers in terms of:
    1.1 sex;
    1.2 age;
    1.3 highest educational attainment;
    1.4 years in service; and
    1.5 number of training attended related to curriculum reform?
2. What is the level of implementation of the Matatag Curriculum as perceived by the Grade 7 Mathematics teachers in terms of:
    2.1 teaching practices; and
    2.2 administrative support?
3. What is the current level of occupational stress among the Grade 7 mathematics teachers in DEPED-TAPAT following the MATATAG curriculum reform in terms of:
    3.1 curriculum change;
    3.2 workloads; and
    3.3 classroom management?
4. Is there a significant difference in the level of implementation of the Matatag Curriculum as perceived by the Grade 7 Mathematics teachers when grouped according to their profile?
5. Is there a significant difference in the level of occupational stress of the Matatag Curriculum as perceived by the Grade 7 Mathematics teachers when grouped according to their profile?
6. Is there a significant relationship between Level of implementation of MATATAG curriculum reform and the occupational stress of a Grade 7 Math Teacher in DEPED-TAPAT?
7. Based on the results of the study, what program may be proposed for managing occupational stress in new curriculum reform for Grade 7 mathematics teachers?

Literature Review

Curriculum Reform in the Philippines (General and Math-Specifics)

In the Philippines, curriculum implementation is one of the most researched topics in the field of education, especially due to the country currently implementing the K to 12 curriculum in basic education. K-12 law was implemented through RA 10533, otherwise known as the "Enhanced Basic Education Act of 2013," which mandated the additional two years for basic education. This program seeks to equip learners with the skills essential for the 21st century. This implementation of the curriculum embodies the actual delivery of the blueprint of the curriculum in the classroom setting. In addition, the commitment of the teachers is to employ what is planned to achieve the target results. (Randy et al., 2020).

On the other hand, despite the notable goals, this program still faces challenges in achieving the intended outcome. According to Schleicher (2021), Mullis et al. (2020), and reports from UNICEF (2019) indicate that there's a stagnant academic performance among the Filipino learners regardless of the implementation of the K-12 program. According to Villanueva et al. (2024), despite this, curriculum goals and objectives have been persistent issues related to the alignment with instructional practice and assessment methods. These challenges have underscored the need for comprehensive reforms to ensure the successful implementation of curriculum objectives and adaptation of effective instructional strategies in

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mathematics education. Thus, this became the immediate indicator in the re-evaluation of the curriculum to address the gaps to improve the quality of education in the Philippines.

According to Rodrigo and Erlene (2025), the MATATAG Curriculum is a recent reform initiated by the Philippine Department of Education to address the shortcomings of the previous K-12 program, emphasizing foundational skills, inclusivity, and cultural consciousness. This acronym stands for "Make the curriculum relevant to produce job-ready, Active and responsible citizens; Take steps to accelerate the delivery of basic education services and provision facilities; Take good care of learners by promoting learner well-being, inclusive learning, and positive learning environment; and give support for teachers to teach better." This curriculum aims not only to improve Filipino learners' performance in international assessments, such as the Program for International Student Assessment (PISA), but also to enhance their overall performance, enabling them to compete in a constantly changing world. (Jessa, 2025).

These studies collectively emphasize how the curriculum changes from the K to 12 program to the MATATAG Curriculum and its objectives on why the curriculum changes from one to another. Therefore, the world keeps on changing the curriculum in order to improve the quality of education for the learner to be equipped enough to be globally competitive.

Math Teachers

As stated in the DepEd curriculum guide, Math is all about quantities, shapes and figures, functions, logic, and reasoning. As well as a tool used in science and a language complete with its notations and symbols, and "grammar" rules, with which concepts and ideas are effectively expressed. In addition, Mathematics is defined as a subject concerned with number, shape, and change. (Ebrahim, 2023).

With this, the teacher education institutions have a multi-faceted role to provide the optimum service to provide the holistic preparation and training which is required for them to achieve the goal of the mathematics curriculum for each learner to enhance their problem-solving skills in the K-12 Program. (Pentang et al., 2021). According to Parreño et al. (2023), an outstanding teacher is recognized by the students as equipped with the knowledge. They are also willing to continuously learn and refresh their knowledge in order that they are imparting to their learners the most up-to-date, current thinking surrounding the subject that they are teaching. Changes made in the curriculum of the teachers had a positive contribution to the teaching-learning environment.

On the other hand, it was determined that teachers showed resistance to implementing the curriculum. It can be said that teachers think that curriculum changes do not have an effect that will increase the efficiency of the teaching environment. The reason for these results may be that teachers do not adopt the changes made in the curriculum for various reasons (Aytaç, 2023). With that being said, according to Fwu, Chang, and Wu (2023), research found that heightened job stress negatively affected teachers' well-being and teaching effectiveness, underscoring the need for supportive measures during curriculum transitions.

These studies mainly show the nature of mathematics as something that involves quantities, shapes, and functions. (Ebrahim, 2023). With this, teacher education plays a vital role in shaping the future educators to support whenever there are changes in the curriculum.

Hence, the curriculum reform will be successfully implemented when the teachers are knowledgeable, open to continuous learning, and willing to adapt to the pedagogical demand. On the other hand, it will still be challenging if there's a lack of ownership or the effectiveness of the changes.

Occupational Stress Among Teachers

Teachers are expected to provide high-quality education to promote students' achievements, address mental health issues, and maintain effective communication with parents and guardians. Then, overlapping roles and continually increasing responsibilities have an effect on the work engagement of the teacher. (Wang et al., 2025).

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Studies reported that moderate to high levels of stress and the heavy workload were one of the main stressors. (Wang et al., 2025). In addition, it shows that heavy workloads and extended working hours of teachers affect their mental and physical health, work performance, personal lives, and learners' performance. As well as issues like large class size, and out-of-work hours contact. (Tarraya, 2023).

These issues can also contribute negatively to participants' mental health and well-being, with descriptions of being exhausted, isolated, stressed, and experiencing burnout. (Minihan et.al 2022). As well as those dealing with stress in work, academics were more likely to use problem-focused coping. (Shen, 2021). Many teachers found their job very stressful due to lack of support and classroom challenges. In addition, teachers felt the expectation was absurd as administrators expected more with limited resources. This shows that the global political and educational goals are to provide child safety only, but the teacher's well-being is also one thing to prioritize. (Nwoko, et. al., 2023)

The recent studies mentioned above highlight that whenever there's an increase in demand for teachers' work is taking summing up to their well-being and work engagements. Having heavier workloads, extended work hours, large class sizes, and lastly, expectations beyond the regular duties have been identified as a major stressor that affects the teachers' physical and mental health, which can influence their job performance and personal lives.

Therefore, the findings above emphasized that the well-being of the teachers should also be prioritized alongside the students' safety and academic outcomes to maintain a healthy and effective education.

Classroom Management

According to Saro, et. al., 2024, The teachers are expected to be influenced by the MATATAG Curriculum in their instructional strategies and classroom management practices. Classroom management strategies serves as the foundation to an effective teaching and learning and their principles that often remain consistent over time even the technological devices. (Gracia, 2025) This is likely to handle the adoption of innovative teaching strategies, through challenges and other related resources and training may arise.

DepEd Order No. 10, s. 2024, mandated that all learning areas were to be taught for 45 minutes per day, across five days of the week. This also confirmed that student-centered learning methods can lead to better educational outcomes by focusing on the students need and their interests. (Prince, 2020). In addition, teachers must be more prepared and utilized more effective classroom and instructional practices due to they must create and execute the lessons beyond the conventional approaches to involve students in the hands-on experiences, these may increase the demands in escalating workload. (Wabingga and Tomakin, 2024).

Additionally, having a specific strategies or approach that have effective, providing a valuable lesson students and future educators. (Garcia, 2025). Legaspi and Brobo, 2023, stated that this classroom management to a critical prerequisite for encouraging pupils to learn and perform better. This includes the following such as; seating arrangements, attendance checking, day-to-day classroom courtesies, and the choice of instructional materials which are important for teachers to know.

The recent studies mentioned above highlight the MATATAG Curriculum should be able to influence the teachers instructional strategies and classroom management. The DepEd mandated Order No. 10, s. 2024, which set a 45-minute daily period for all learning areas in which requires the teachers to prepare and to be able to utilize and maximize effective practices. This may affect the workload of the teacher, but through the foundation and practices of the teachers may help in engaging and having a effective classroom management.

Thus, utilizing practices for an effective classroom management may includes the following; seating arrangements, attendance checking, day-to-day classroom courtesies, and the choice of instructional materials which are crucial for teachers to understand.

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Teacher Resilience

According to Algorani and Gupta, 2023, coping is described as someone's thoughts and behaviors mobilized to manage an internal and external situation which varies from each individual that is known as 'coping style' this is to determine the individual's act in response to stress. Teachers do often experience high levels of stress in their work, and they adapt with coping mechanisms to overcome it. (Ellovido and Quirap, 2024).

The coping mechanism that is more utilized by the teacher is "Acceptance", which means that they often accept the practicality of the stressful situation and learn on how to cope with it. (Larson, 2021). In alignment to the curriculum reform, it is advisable to allocate a target resources, in particularly to public schools which will be a great help to address the teaching and technology deficiency. As well as the professional development should focus on the curriculum pacing, differentiated instruction and emotional resilience to maintain the support to the educators. (Demate, et. al., 2025).

According to Tortola, 2024, in every challenge that teachers encountered, the following are the coping mechanisms that they utilized; active coping, positive coping, flexible coping, support group system, acceptance, avoidant coping, commitment to personal growth, and emotional drivers and motivators. However, even with the teachers already practicing their coping mechanisms after the implementation of the new curriculum, a clear and concise plan must be demonstrated and carefully planned to help the teachers to fully embrace the mandated change. (Loza, 2024). In addition, building good rapport with the stakeholders enhances the occupational well-being and supports the teachers in managing the demands in their profession. (Nwoko, et. al., 2024).

The studies above highlight the coping that is defined as the thoughts and behaviors of an individual to manage stress. It is given that teachers do experience stress, especially due to curriculum reforms where they often rely on various coping styles to maintain their well-being as well as being effective educator

Despite those strategies teachers utilized, coping it alone isn't enough. The students have shown that there's a need for clear and strategic planning and institutional support to help the teachers fully embrace the implementation of curriculum reform, which includes allocating enough resources and training to address the challenges in technology and instruction.

Hence, the professional developments should not only focus on the instructional practices, but also on building an emotional resilience that would help the educators to build a good rapport and strong collaboration, which contributes to their job satisfaction and job performance.

Teaching Practices and Administrative Support

According to Uibu, 2021, teaching practices is defined as sets of instructional methods and strategies that a teacher uses which engage with the students inside the classroom. Whenever there's a changes in the curriculum, teachers must be ready since they are the ones who are implementing the curriculum in the classroom. (Ali, et. al., 2025). With this, they should restructure their instructional design to accommodate the needs of the students. (Brahier, 2020). Ali, et. al., 2025, stated that teachers can also improve their lesson by re-evaluating on their own teaching practice they implemented before, during and after the class. As well as the instructional goals, teaching strategies, materials and other issues related to curriculum, instructions and assessment.

Teachers are expected to use digital technologies as an instructional material in facilitating to have a meaningful discussion. They mainly use technology conveniently for their lesson preparation and direct instruction delivery, employing the technology primarily as a productivity tools in order to support the teacher-centered teaching tasks. (Abedi, 2023). In addition, identifying the common practices in delivering the mathematics teaching process enables the teachers to mentally and physically prepared. The practices determined was teachers possess were the critical thinking, communication, collaboration, and problem-solving skills. (Rahman, et. al., 2021).

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On the other hand, reforms to the school curriculum should be established with full support of teachers. (Ali, et. al., 2025). According to Yidana, et.al., 2023, administrative support is an important component in achieving the goal of the secondary school education. They also support the self-efficacy of the teachers and their ability to develop professionally. They also need to understand the role of the teachers and treating them professionally in order to decreasing the pressure experience by teachers. (Shogbesan, et. al., 2024). In addition, the administrators systematically provides and coordinates an organization's resources to achieve the established goals. (Mukherjee, et. al., 2022).

According to Pineda- Báez et al., 2020, the teacher leadership needs to be fostered by the educational institutions. The implementation phase should includes the teachers since they need to be accustomed to the new teaching curriculum method and material which if not adhere to may results in mental health issues. The administration should construct ways of promoting teacher's welfare. As well as providing support that is crucial in achieving the curriculum goal in regards to the reformation of the curriculum. (Law, et. al., 2022). A study of Al-Mahdy and Alazmi, 2023, reveals that when the school administrators supports the teachers this leads to improvement of the students academic performances and strengthen the overall effective of the school curriculum. Thus, teachers should always acquire regular training which addresses all the drawbacks that would be a great help in high implementation success.

The studies above highlighted the importance of utilizing teaching practices and how should a teacher needs to adapt on the MATATAG Curriculum which is necessary in the classroom management at the same time, practices which providing a student-centered, hand-on experiences within the 45-minutes class period. It also emphasizes the effective classroom management which is fundamental skills that regardless of the changes in the curriculum being immersed to the digital technology which teachers are expected to use as productivity tools.

Thus, for the curriculum to be successful, it is important that teachers receive a support from the school administrators through providing regular training that will enhance not only the teacher performance but also the students, which will result in achieving the curriculum goal.

The provided literature collectively argues that the Philippines' curriculum implementation is one of the vital concepts in the education system. With this, K-12 was implemented through Act 10533, also known as the "Enhanced Basic Education Act of 2013". (Randy et al., 2020). On the other hand, to address the shortcomings of the previous K-12 program, emphasizing foundation skills, inclusivity and cultural consciousness, the Department of Education initiated the reform known as the MATATAG Curriculum. (Rodrigo and Erlene, 2025).

As stated in the DepEd curriculum guide, Math is all about quantities, shapes and figures, functions, logic, and reasoning. Mathematics is defined as a subject concerned with number, shape, and change (Ebrahim, 2023). With that being said, due to the curriculum reform, Fwu, Chang, and Wu (2023) found out that heightened job stress negatively affected the teachers' well-being and teaching effectiveness, underscoring the need for supportive measures during this curriculum transitions. In addition, some studies reported that moderate to high levels of stress and heavy workload were one of the main stressors. (Wang et al., 2025). As well as the issues like the huge class size, and out-of-work hours contact (Tarraya, 2023). In this dynamic, were the curriculum affect the teachers well-being, this is clearly understood through the lens of Albert Bandura's Social Cognitive Theory which explains the individual's action are results of the interplay between the environmental factors and their behavior wherefore stress was described as a direct result of the negative environmental pressures which can impact the personal well-being will negatively influence a teacher's classroom behavior.

Furthermore, with this curriculum reform, teachers are expected to be influenced by the MATATAG Curriculum in their instructional strategies and classroom management. (Saro et al., 2024). The Department of Education Order No. 10, s. In 2024, mandated that all learning areas were to be taught for 45 minutes per day, across five days of the week. Teachers must be more prepared and utilize more effective classroom and instructional practices because they need to create and execute the lessons beyond

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the conventional approaches to involve the students in a hands-on experience, which can also increase the demands in an escalating workload. (Wabingga and Tomakin, 2024). Thus, building a good rapport with the stakeholders enhances the occupational well-being and supports the teachers in managing the demands in their profession. (Nwoko et al., 2024). Providing support is crucial in achieving the curriculum goal regarding the reformation of the curriculum. (Law et al., 2022).

In conclusion, the successful implementation of the MATATAG Curriculum is not merely a matter of policy design. This requires a systematic approach that recognizes and prioritizes the well-being of the teachers. By creating a supportive environment where the teachers will feel valued, equipped, and professionally nurtured through training. Therefore, the holistic commitment is vital for translating the goal of the MATATAG Curriculum into meaningful and improved learning outcomes for all Filipino students. (Al-Mahdy & Alazmi, 2023).

METHODS

Research_Design

In this study, the researcher applied a quantitative descriptive and correlational research design. The descriptive method is used to interpret variables and describe them systematically (GCU Blog, 2021). This is employed to measure the level of occupational stress of Grade 7 Mathematics teachers in the curriculum reform. Correlational research methods were used to explore the relationships between variables, measuring strength and useful predicting trends (Sreekumar, 2024). This method helped the study to find the relationship between curriculum reform and the occupational stress and well-being of Grade 7 Math educators.

According to the University of Pennsylvania the Social Cognitive Theory states that the behavior is influenced by a three-way interaction between environmental factors, personal factors, and behaviors (E, P, and B factors). In this study E is the curriculum reform, personal factor is the occupational stress and lastly the behavioral factor are the strategies and responses of the teachers to the new curriculum. Through the use of descriptive research, it measures the personal factors identified by SCT. It allows the researcher to systematically measure and describe the levels of occupational stress of the respondents. This provides the personal and emotional states, which are central components of SCT model by Albert Bandura. In order to test the SCT relationships the researcher used correlational method. This method analyzed the data to determine the strength and direction of the relationship between curriculum reform and the occupational stress of math teachers. Correlational analysis will either support or reject the hypothesis.

Population and Sampling Technique

The population of this study consists of all the grade 7 mathematics teachers of Depen TAPAT for the Academic Year 2025 - 2026. There were 25 respondents from Grade 7 Mathematics Teachers of DepEd Taguig-Pateros (TAPAT). This study used total enumeration technique, a purposive sampling technique, wherein a type of non-probability sampling is based on the subject and grade level that the teachers handled (Bisht, 2024).

Respondents/Participants of the Study

In this research study, the respondents are the teachers from the following schools, who handle Grade 7 Mathematics of the Matatag Curriculum. These teachers' demographic profiles may vary in age, sex, highest educational attainment, years of teaching experience, and numbers of hours in training related to curriculum reform that will be considered in analyzing the result of this study. Below are the schools and number of Grade 7 Mathematics teachers who participated and answered in the survey.

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Name of the School	Number of Respondents	Percentage (%)
School A	4	16
School B	1	4
School C	2	8
School D	1	4
School E	1	4
School F	2	8
School G	3	12
School H	4	16
School I	3	12
School J	2	8
School K	1	4
School L	1	4
Total	**25**	**100**

Research Instrument

According to Dalati et.al 2022, Survey questionnaires are the primary tool for data collection in the research study ensuring objectivity, reliability, and validity to establish a significant relationship between curriculum reform and occupational stress of Grade 7 Mathematics teachers in DepEd TaPat. Researcher-made questionnaires are suitable for this study, each question is highly specific to the context of the MATATAG Curriculum and its impact on Grade 7 Math educators. This instrument is appropriate to properly measure the variables, such as teaching practices and administrative support under the new curriculum, as well as occupational stress related to teachers' workloads and classroom management.

Validity and Reliability of the Instrument

The mentioned instrument of the study has undergone validation, which is a crucial process to ensure reliability and accuracy of the questionnaires, where the survey questionnaire was submitted to the chosen three experts and professionals for validations of its content. These experts and professionals have a doctorate degree and are currently employed in the UPHSD - Las Pinas. Through read proofing and ensuring the alignment of questionnaires to the main objective of the study particularly with the specific variables in the extent of occupational stress and curriculum reform of Grade 7 mathematics teacher of DepEd TAPAT. The suggestions and comments of the expert validator were incorporated in the survey questionnaires to make it reliable. Based on the Graduate School General Criteria in the Evaluation of Questionnaire Tool and with the use of Cronbach's Alpha obtained 0.94 which interpreted as "Excellent" based on the internal consistency. The approved questionnaire was used to gather information from the respondents.

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Data Gathering Procedure

The researcher sent a communication letter asking permission from the Department of Education-Division of Taguig City, and the Pateros Office to get the names of Principals and Grade 7 Mathematics teachers. This is for the convenience of communicating with each school when conducting the survey.

For the validation of the researcher-made survey questionnaires were submitted to the Professor of University of Perpetual Help System Dalta namely Dr. Lynette Rue and to the research adviser Dr. Alfred Orosco from UPHSD. Then, the researcher submitted a permission letter to the Division Office of DepEd Taguig-Pateros to get the list of schools and names of the principals under Taguig-Pateros and to conduct a survey on the respective respondents' schools. Upon approval, another letter will be sent to the respective schools to get the list of names of the Grade 7 Mathematics teachers who will answer the survey. After the approval, the researcher sent an email to the respondents and at the same time visited the schools in order to get the full participation of the respondents.

In this research, the researcher used a purposive and convenience sampling technique in selecting the respondents. The sample size was set at 25 respondents based on the availability of those who volunteered to respond within the allotted time frame. The researcher visited 12 schools and distributed the communication letter together with the endorsement letter from the Division office and the survey instrument via Google Forms to Grade 7 Mathematics teachers with DepEd TAPAT and accepted responses over a designated duration from January 30 to March 6, 2026. After the collection of data, the researcher ensures the security and confidentiality of the data for data analysis throughout the research process.

Statistical Treatment of Data

A statistical analysis was done using statistical software like SPSS.

1. 1. In this study descriptive statistics were used in finding the mean, frequency, and standard deviation to summarize the data collected from questionnaires (Morento, et.al 2024). The frequency and distribution table will be utilized to summarize the demographic profile of the respondents according to their age, sex, highest educational attainment, years in service and numbers of training attended related to curriculum reform and occupational stress.
2. In analyzing the level of implementation of the Matatag curriculum, the researcher used descriptive statistics as mentioned above. The weighted mean used to calculate each item in the Likert scale to determine the central tendency of the responses from Grade 7 Math Teachers. Standard deviation used to measure the dispersion or variability of the responses throughout the mean.

The computed mean for the Level of implementation of Matatag Curriculum will be interpreted using the following scale to measure how often teachers perform certain teaching practices and administrative support:

Mean Score Range	Interpretation
3.50 – 4.00	Highly Implemented
2.50 – 3.49	Implemented
1.50 – 2.49	Moderately Implemented
1.00 – 1.49	Not Implemented

The computed mean for the Level of Occupational Stress will be interpreted using the following scale below to measure the extent on how often teachers feel stress based on the curriculum change, teachers' workloads and classroom management:

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Mean Score Range	Modal Response	Interpretation
3.50 – 4.00	Strongly Agree	Highly Stressed
2.50 – 3.49	Agree	Stressed
1.50 – 2.49	Disagree	Moderately Stressed
1.00 – 1.49	Strongly Disagree	Not Stressed

3. In this research to analyze and interpret the significant difference in the level of implementation of Matatag Curriculum as perceived by the Grade 7 Mathematics when grouped according to their profile, the researchers used inferential statistics like Independent sample t-test for sex and attended Matatag training and ANOVA is used to compare age bracket, years in service and highest educational attainment of the respondents. Through this the researcher will determine if the result will serve as evidence to reject the null hypothesis in favor of the alternative.
4. In analyzing and interpreting the significant relationship of curriculum reform into the occupational stress of the Grade 7 Teachers. Correlation is used to measure the strength of the relationship between two variables, specifically the Pearson r. (Frost, 2024).
5. Correlation helps the researcher to interpret the significant relationship of curriculum reform on occupational stress to measure the strength and direction of the relationship between two variables (Revised Turney, 2024). The resulting correlation coefficient will be interpreted as follows: +1 indicates a strong positive relationship, -1 indicates a strong negative relationship, and a result of zero indicates no relationship at all.

Ethical Considerations

In this study, the researcher was guided by the following ethical considerations.

Anonymity and Confidentiality

The researcher will ask for permission from the respondents before conducting the research, and this is voluntary to answer the questionnaire. All information gathered from the participants will be confidential. The researcher included a statement of confidentiality in the informed consent form and in the survey instrument to assure participants' indent is duly protected during the research.

Justice and Fairness

In this research, the respondents were treated fairly. Each of them was given equal treatment without judgment. Justices were employed to ensure the integrity of conducting the evaluation process for the researcher.

Community Considerations

The manuscript and the result of this study will be given to the University and DepEd TAPAT Division Office to be used by future researchers to have further studies and improvement about educators and curriculum reform.

Limited Use of Artificial Intelligence

The researcher used Artificial Intelligence for literature searching and preliminary analysis to serve as basis and guide to provide meaningful and accurate data in this paper. Through this, it maintains integrity and accuracy of the research.

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RESULTS AND DISCUSSION

Specifically, the study aims to analyze the relationship between the curriculum reform and the occupational stress of Grade 7 Mathematics teachers in DEPED-TAPAT. The result serve as the basis for proposing a seminar/webinar for managing occupational stress in the new curriculum reform for Grade 7 mathematics teachers.

Sex

Table 1. *Demographic Profile of Respondents in Terms of Sex*

Sex	Frequency	Percentage (%)	Mean	Std. Deviation
Female	16	64	1.36	0.49
Male	9	36		
Total	**25**	**100**		

Table 1 presents the frequency and percentage distribution of the Grade 7 mathematics teachers in DepEd Taguig-Pateros according to sex. The data reveal that out of 25 teachers who responded, 16 (64%) are female, while 9 (36%) are male which obtained 1.36 the mean and 0.49 in standard deviation. This implies that the existing DepEd data in Taguig-Pateros shows a high percentage in terms of female teachers than male in Grade 7.

The data indicates that the greater number of grade 7 math teachers surveyed are female. This gender distribution is consistent with prevailing trends in the Philippine public school system, where the teaching profession is largely represented by females, Sebastian, M., Banate, R., & Saquin, M. (2022). This demographic profile according to sex is an important factor in understanding the occupational stress within MATATAG Curriculum Reform. According to Albert Bandura as discussed in the Social Cognitive Theory, environmental factors like curriculum reform interact with personal factors like gender that influence person's behavioral response. The findings present when designing the proposed stress management seminar and/or webinar, it must be sensitive to gender, as one of the specific stressor and coping mechanisms most especially to the female educators.

Age

Table 2. *Demographic Profile of Respondents in Terms of Age*

Age (in years)	Frequency	Percentage (%)	Mean	Std. Deviation
26–30	9	36		
31–35	5	20		
36–40	2	8		
41–45	3	12	2.76	1.78
46–50	4	16		
51 and above	2	8		
Total	**25**	**100**		

Table 2 shows the demographic profile of the Grade 7 Mathematics educators based on their age. The data reveals that the largest group of respondents falls within 26-30 years old, with 9 out of 25 teachers and about 36 percent of the teachers surveyed. While the smallest portions of the sample fall under the age group of 36-40 and 51-and-above with 2 out of 25 teachers (8%). Based on the table, the computed mean of 2.76 indicates that the average respondent is in their mid-to-late thirties and obtained a 1.78 in standard

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deviation. This table tells that most Grade 7 Mathematics teachers in DepEd TAPAT are relatively young, with 56% of the total respondents being younger up to 35 years old. The researcher mentioned the new standards and modified teaching methods often require considerable adjustments. While younger educators are more adaptable to the digital technologies expected in the new curriculum, their personal cognitive and emotional states are vulnerable to stress due to less classroom experience. In addition, this shows that younger teachers have a higher adaptability to new pedagogical frameworks, they may also experience higher levels of occupational stress due to lack of a long-term classroom experience (Chen, et. al 2025). The demographic profile according to age take consideration as needed for mentorship and support systems for those educators still navigating complexities on their teaching profession.

Highest Educational Attainment

Table 3. *Profile of Respondents in Terms of Highest Educational Attainment*

Level	Frequency	Percentage (%)	Mean	Std. Deviation
Bachelor's Degree	15	60		
MA Units	2	8	1.72	0.93
MA Graduate	8	32		
Total	**25**	**100**		

Table 3 illustrates the educational background of the Grade 7 Mathematics teachers. It shows that majority of Grade 7 Math educators in DepEd Taguig are bachelor's degree holders with their highest level of attainment, about 60% of the respondents. Conversely, there are 8 teachers (32%) have successfully completed their master's degree and 2 out of 25 respondents are currently pursuing postgraduate studies with earned MA units. The reveals that the mean score is 1.72 and 0.93 in standard deviation which is moderate spread. According to Sumande et al., 2022, it shows that it enhances career and promotion, builds professional networks and connection, fulfills purpose-driven personal and professional life, and encourages theory to work-based practice. In addition, Celebi (2021), states that there was a significant difference between the viewpoint of the teachers with a bachelor's degrees and those with master's degrees, where those with master's degrees scores higher regarding positive attitudes towards scientific research.

The findings shows that most of the teaching personnel meets the basic requirements for secondary teachers, while there is notable 40% who has pursued and achieved advanced academic standing. In the context of curriculum reform, educational attainment of the teachers is part of their self-efficacy. The data emphasize how educational level serve as a "buffer" against heavy workloads and additional tasks for the teachers.

Years in Service

Table 4**.** *Profile of Respondents in Terms of Years in Service*

No. of Years in Service	Frequency	Percentage (%)	Mean	Std. Deviation
0–5 years	9	36.00		
6–10 years	7	28.00		
11–15 years	2	8.00	**9.44**	**6.83**
16 years and above	7	28.00		
Total	**25**	**100.00**		

Table 4 presents the frequency and percentage distribution of Grade 7 Mathematics teachers according to their years in service. This table shows that 0-5 years of experience (36%) has largest number

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of respondents which is considered as new teachers. There are 28% for both teachers who served for 6-10 years and 16 years and above. This data reveals that the average length of service for grade 7 teachers is 9.44, indicates that the respondents have enough experience to seen the Kto12 Curriculum and can compare it to the new reform. According to Bas, 2022, it reveals that the workforce primarily composed of 'beginning teachers' (0-5 years) which still needs for an intensive induction and professional support while the length of service of 9.44 years this group acquires professional maturity.

Teachers with fewer years in service often report higher occupational stress due to the fact that they are still developing their classroom routines while trying to master the new MATATAG curriculum standards. However, 28% of teachers of 6-10 years and 16 years and above still may face stress related to change as the transition from old Kto12 framework, MELCs that they use over the years and to MATATAG Curriculum. To effectively support the Grade 7 Mathematics cohort, this diverse experience suggests having a stress management seminar that addresses both technical anxiety of new teachers and the transition fatigue of veteran educators.

No. of Trainings related to Matatag Curriculum

Table 5. *Profile of Respondents in Terms of Number of Trainings Related to the MATATAG Curriculum*

No. of Trainings	Frequency	Percentage (%)	Mean	Std. Deviation
0	3	12.00	—	—
1	12	48.00	—	—
2	3	12.00	—	—
3	4	16.00	—	—
4	0	0.00	—	—
5	2	8.00	—	—
6	1	4.00	—	—
Total/Overall	**25**	**100.00**	**1.84**	**1.59**

This table illustrates the frequency and percentage of professional development and training attended by Grade 7 Mathematics teachers specifically related to MATATAG curriculum. The data presents that almost half of the respondents have attended only one (1) training session related to curriculum reform. It is about 48% or 12 out of 25 of the sample population. Profoundly, 12% of teachers have had no training at all regarding the new reform. Conversely 12% have attended 5 or more training sessions. The data reveals that the computed mean of 1.84 implies that the Grade 7 Mathematics teachers have limited formal training to specific mandates about the new reform. Furthermore, the standard deviation of 1.59 represents the lack of opportunities in professional development of the teachers. Lack of training is equivalent to insufficient preparation which leads to a primary source of occupational stress during the transition period for the new curriculum.

According to Balaan, 2025, teachers often experience stress, pressure, and self-doubt as they meet the demand of the new competencies while addressing the the learning gaps. In addition, attending MATATAG Curriculum training shows a significant relationship, suggesting that the extent of the training is important in shaping the teacher's confidence and preparedness. Thus, it shows that consistent training, sufficient materials, and collaborative opportunities are crucial to make the implementation of the MATATAG curriculum more effective and less burdensome.

The findings tell a significant gap in training regulation among the teachers in DepEd TAPAT. Since the MATATAG Curriculum involves less tense in curriculum intensity and shifting teaching methods, a single training session may not be sufficient to equip teachers with necessary competencies. The current level of training of teachers is insufficient to feel fully prepared for the transition of the new reform, this strongly

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justifies the proposed seminar to prevent from decreasing teachers' self-efficacy that leads to higher levels of Occupational Stress.

Level of Implementation of the MATATAG Curriculum in Teaching Practices

Table 6. *Level of Implementation of the MATATAG Curriculum in Terms of Teaching Practices*

Indicators	WM	SD	Verbal Interpretation
I use the new competencies of the MATATAG Curriculum for Grade 7 Mathematics in my lesson plans.	3.88	0.33	Highly Implemented
I use varied teaching strategies such as Guided Discovery Learning, Inquiry-Based Learning, Project-Based Learning, Experiential Learning, Adaptive Teaching, and the Concrete-Representational-Abstract (CRA) approach, as encouraged by the MATATAG Curriculum.	3.40	0.86	Implemented
I develop assessment tools that are aligned with the learning objectives of the MATATAG Curriculum for Grade 7 Mathematics.	3.08	0.90	Implemented
I use instructional approaches that focus on developing foundational skills such as conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition.	3.20	0.95	Implemented
I successfully manage my time to cover the essential content prescribed in the decongested curriculum for Mathematics.	3.00	1.00	Implemented

Note: 3.50 - 4.00 Highly Implemented; 2.50 - 3.49 Implemented; 1.50 - 2.49 Moderately Implemented; 1.00 - 1.49 Not Implemented

Table 6 illustrates the level of Implementation of the MATATAG Curriculum among Grade 7 Mathematics Educators in terms of Teaching Practices. Based on the table, the overall weighted average is 3.32, which is verbally interpreted as "Implemented". Among the indicators, the use of learning competencies of the MATATAG Curriculum in the lesson plans of the Grade 7 Mathematics teachers ranked the highest weighted mean of 3.88 (Highly Implemented) and followed by collaborating with their colleagues to adapt best practices with 3.56 (Highly Implemented) mean. These high mean scores indicate that the teachers successfully delivered the lessons and uses variety of practices under the new curriculum. While the indicator that has the lowest weighted mean of 3.00 (Implemented) is when the teachers' faced challenges in time management to cover the essential content prescribed in the new reform for Mathematics. Lorono, 2025 states that the teacher's profile, their preparedness, and the challenges encountered, this research will contribute valuable insight that directly applicable to enhancing the implementation process of the MATATAG Curriculum.

The data reveals that the teachers feel confident in what are supposed to achieve in each lesson despite the fact that teachers face challenges in terms of time management. In addition, with varied strategies, teachers are not merely lecturing thus Grade 7 Mathematics teachers are actively engage with the active learning component mandated by the MATATAG Curriculum.

Level of Implementation of the MATATAG Curriculum in Administrative Support

Table 7. *Level of Implementation of the MATATAG Curriculum in Terms of Administrative Support*

Indicators	WM	SD	Verbal Interpretation
The Central Office, Regional Office, Division Office, school heads, and other concerned personnel provide sufficient and relevant training for the implementation of the MATATAG Curriculum.	3.08	0.64	Implemented

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My school principal/department head conducts regular and constructive real-time feedback sessions regarding my implementation of the curriculum reform.	3.36	0.63	Implemented
The administration clearly communicates the goals and expectations of the MATATAG Curriculum in the Mathematics domain.	3.28	0.61	Implemented
I feel supported by the administration when I encounter challenges related to curriculum changes.	3.20	0.76	Implemented
Our school provides opportunities for professional development focused on the implementation of the MATATAG Curriculum, specifically in Mathematics.	3.36	0.48	Implemented
The administration promotes a collaborative and safe environment where teachers can discuss curriculum-related concerns.	3.44	0.50	Implemented
The administration provides manageable teaching loads and sufficient time for me to prepare instructional materials for the new curriculum.	3.48	0.58	Implemented
Overall Weighted Mean	**3.31**	**0.60**	**Implemented**

Note: 3.50 - 4.00 Highly Implemented; 2.50 - 3.49 Implemented; 1.50 - 2.49 Moderately Implemented; 1.00 - 1.49 Not Implemented

Table 7 represents the Level of Implementation of MATATAG Curriculum as supported by school administration among Grade 7 Mathematics teachers. This data shows that administrative support is "Implemented" in DepEd TAPAT which obtained an overall weighted average of 3.31. This reveals that all indicators mentioned above are interpreted as Implemented based on the obtained mean score. Conversely, the availability of technical assistance from the administrators and professional growth ranked the lowest. This suggests that there is a gap in the hands-on and practical support during the transition phase. This depicts the finding from Malinao and Miano (2025), who identify a critical need for functional feedback mechanisms rather than just a general oversight. In addition, as Demate et al. (2025), point out, this gap in hands-up support directly which impacts teacher confidence that will potentially limiting the long-term success of the MATATAG reform if administrators do not transition from a compliance-based management into an active instructional mentorship.

The data shows that the School Heads perform their roles as instructional leaders by ensuring that the MATATAG curriculum standard were achieved. While the teachers are being monitored by the administrators, teacher experienced a lack of technical support when encountering specific problems with the new content of Mathematics Domain. Educators are being watched closely but may feel unsupported when encountering technical problems.

Level of Implementation of the MATATAG Curriculum in Teaching Practices and Administrative Support

Table 8. *Overall Level of Implementation of MATATAG Curriculum in terms of Teaching Practices and Administrative Support.*

Indicators	WM	SD	VI
Teaching Practices of the Respondents	3.32	0.57	Implemented
Administrative Support of the Respondents	3.31	0.46	Implemented
Overall Weighted Average	3.31	0.51	Implemented

Note: 3.50 - 4.00 Highly Implemented; 2.50 - 3.49 Implemented; 1.50 - 2.49 Moderately Implemented; 1.00 - 1.49 Not Implemented

Table 8 shows the level of implementation of the MATATAG Curriculum among Grade 7 Mathematics teachers in DepEd TAPAT in terms for Teaching Practices and Administrative Support. Based

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on the table, it indicates that the overall weighted average for Teaching Practices and Administrative support is 3.31, which is interpreted as "Implemented" due to the fact it falls within the range of 2.50-3.49. This emphasizes the support needs of the teachers in order to successfully implement the MATATAG curriculum. Furthermore, to minimize the administrative burden and foster a supportive work environment, the school administrators should implement workload management strategies Malinao, A. J., & Miano, J. J. (2025). The findings also aligned with the research findings of Law et. al (2022), which emphasizes that in achieving the goals of the new curriculum, providing support is highly significant. This implies the importance of collaboration and giving assistance during the transition period is very crucial for teaching methods modifications.

Level of Occupational Stress in terms of Curriculum Change

Table 9. *Level of Occupational Stress among Grade 7 Mathematics Teachers in Terms of Curriculum Change*

Indicators	WM	SD	Verbal Interpretation
I feel confident in my ability to master new content and pedagogical approaches.	3.48	0.50	Stressed
I can effectively adapt to new teaching materials and resources.	3.60	0.50	Highly Stressed
My workload is manageable during the implementation of the new curriculum.	3.52	0.50	Highly Stressed
I receive adequate training and support for the curriculum change.	3.28	0.45	Stressed
I have a clear understanding of the goals and expectations of the curriculum.	3.44	0.50	Stressed
I am capable of meeting the demands of the new assessment and grading systems.	3.48	0.58	Stressed
The pace and frequency of curriculum updates are reasonable and well-managed.	3.28	0.61	Stressed
Overall Weighted Mean	**3.44**	**0.52**	**Stressed**

Note: 3.50 - 4.00 Highly Stressed; 2.50 - 3.49 Stressed; 1.50 - 2.49 Moderately Stressed; 1.00 - 1.49 Not Stressed

The table represents the Level of Occupational Stress of among grade 7 Math teachers in terms of Curriculum Change. As shown the overall weighted mean is 3.44, which fall within the range of 2.50-3.49, verbally interpreted as "Stressed" in the level of occupational stress.
According to Cruz, et al., 2025, when teachers are being challenged by teaching this can result in burnout, which is in terms of emotional, physical, and mental exhaustion drew by prolonged and excessive stress. This perceived stress manifests in the teachers through pressure at work, tiredness, and decision overwhelm.

Level of Occupational Stress in terms of Workloads

Table 10. *Level of Occupational Stress among Grade 7 Mathematics Teachers in Terms of Workload*

Indicators	Mean	Std. Deviation	Verbal Interpretation
My workload in preparing new Grade 7 Mathematics lesson plans and instructional materials under the MATATAG Curriculum is manageable.	3.24	0.72	Stressed
I am able to adapt to the changes introduced by the MATATAG Curriculum within my regular working hours.	3.24	0.66	Stressed
I feel capable and prepared to handle the new tasks and responsibilities, such as new assessments and documentation, required by the curriculum reform.	3.28	0.61	Stressed

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Indicators	Mean	Std. Deviation	Verbal Interpretation
I feel confident in learning and applying the new teaching practices required by the MATATAG Curriculum.	3.28	0.61	Stressed
I am able to maintain a healthy work-life balance since the implementation of the new curriculum.	3.24	0.66	Stressed
The amount of administrative work and paperwork required by the new curriculum is reasonable and manageable.	3.00	0.81	Stressed
I am confident in my ability to cover the new curriculum content within the allotted time.	3.24	0.66	Stressed
Overall Weighted Mean	**3.21**	**0.57**	**Stressed**

Note: 3.50 - 4.00 Highly Stressed; 2.50 - 3.49 Stressed; 1.50 - 2.49 Moderately Stressed; 1.00 - 1.49 Not Stressed

Table 10 presents the level of Occupational Stress experienced by Grade 7 Mathematics teachers regarding workloads under the new reform. The overall weighted mean of 3.21 is interpreted as "Stressed" level of occupational stress within the range of 2.50-3.49. Among the indicators, both items for preparing and handling new task and responsibilities and the confidence of the teachers in teaching and learning practices required by the new reform achieved the highest average of 3.28. The lowest ranked indicator which is the amounts of administrative, and paperwork required by the new curriculum with the mean of 3.00 within the range of 2.50-3.49 were also interpreted as "Stressed" in the level of occupational stress.

This supports the study of Zhang et al., 2023, states that nature of the teaching profession contributes to the stress of the teachers after standardization of the workload. Thus, teachers experience burnout because of the work overload, (Jomuad, 2021).

Level of Occupational Stress in terms of Class Management

Table 10. *Level of Occupational Stress among Grade 7 Mathematics Teachers in Terms of Workload*

Indicators	Mean	Std. Deviation	Verbal Interpretation
My workload in preparing new Grade 7 Mathematics lesson plans and instructional materials under the MATATAG Curriculum is manageable.	3.24	0.72	Stressed
I am able to adapt to the changes introduced by the MATATAG Curriculum within my regular working hours.	3.24	0.66	Stressed
I feel capable and prepared to handle the new tasks and responsibilities, such as new assessments and documentation, required by the curriculum reform.	3.28	0.61	Stressed
I feel confident in learning and applying the new teaching practices required by the MATATAG Curriculum.	3.28	0.61	Stressed
I am able to maintain a healthy work-life balance since the implementation of the new curriculum.	3.24	0.66	Stressed
The amount of administrative work and paperwork required by the new curriculum is reasonable and manageable.	3.00	0.81	Stressed
I am confident in my ability to cover the new curriculum content within the allotted time.	3.24	0.66	Stressed
Overall Weighted Mean	**3.21**	**0.57**	**Stressed**

Note: 3.50 - 4.00 Highly Stressed; 2.50 - 3.49 Stressed; 1.50 - 2.49 Moderately Stressed; 1.00 - 1.49 Not Stressed

This table shows the average of each indicator for the level of occupational stress among Grade 7 Mathematics teachers under the MATATAG curriculum. The overall weighted mean of 2.79 translates to

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a "stressed" level. The indicator above is all interpreted as "Stressed" in the level of occupational stress among Grade 7 teachers. However, in terms of managing students' behavior with the new strategies required by the new reform has become a highest challenge to the Grade 7 mathematics teachers with 3.24 mean and the lowest weighted mean of 2.60 is about meeting students' individual learning needs.

This data provides a clearer view of the classroom management environment during the transition phase. It suggests that teachers are adapting interactive strategies of the MATATAG Curriculum yet an increase in behavioral disruptions occur. This confirms that the primary source of stress of classroom management is the transition of new teaching methods from traditional methods. The data also reveals that Grade 7 teachers are experts in Mathematics yet still need to learn and be trained in managing students' behavior that arises when applying new teaching methods and strategies. In addition, Malinao, A., and Miano, J., (2025) discussed while teachers adopt new, interactive strategies, they face significant stress and behavioral disruptions due to the abrupt transition from traditional methods, necessitating training in classroom management and student behavior.

Table 11**.** *Level of Occupational Stress among Grade 7 Mathematics Teachers in Terms of Classroom Management*

Indicators	Mean	Std. Deviation	Verbal Interpretation
Managing Grade 7 students' behavior has become more challenging due to the new teaching strategies required by the MATATAG Curriculum.	3.24	0.72	Stressed
I find it difficult to engage all students with diverse learning needs using the new curriculum framework.	2.76	0.83	Stressed
The shift in curriculum focus has created uncertainty in how I manage my classroom routines.	2.76	0.83	Stressed
I feel stressed about meeting the individual learning needs of my students under the new curriculum.	2.60	0.91	Stressed
The pressure to ensure that students meet the new learning standards contributes to my stress in the classroom.	2.72	0.89	Stressed
I feel pressure from parents regarding their children's performance under the new curriculum.	2.68	0.94	Stressed
Motivating students who are struggling with the new content is a source of stress for me.	2.84	0.98	Stressed
Overall Weighted Mean	**2.79**	**0.87**	**Stressed**

Note: 3.50 - 4.00 Highly Stressed; 2.50 - 3.49 Stressed; 1.50 - 2.49 Moderately Stressed; 1.00 - 1.49 Not Stressed

The table presents the summary of the three indicators under level of occupational stress of Grade 7 Mathematics Teachers such as curriculum change, their workloads and classroom management. The result shows that the accumulated overall mean is 3.14, this implies that the teachers experiencing "Stressed" level during the implementation of the new reform. Based on the weighted mean for Curriculum change which obtained the highest mean of 3.44 reveals a more intense level of stress compared to Workloads of the teachers obtained a mean of 3.22, and to Classroom Management, which has a mean of 2.79. The standard deviation for Classroom management (0.76) is the highest among the three indicators. This suggests that while the teachers feel stressed, their experiences in managing the classrooms vary more than their experiences with curriculum reform itself.

The data reveals and supports the findings of Legaspi and Brobo (2023), that established classroom management practices often remain a stable indicator of performance even during changes in administration. This also aligns with the study of Fwu, Chang, Wu (2023) states that new reforms increase job stress, if the teachers are already well-mastered the core competencies can act as a buffer.

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Comparison of the Level of Implementation of the MATATAG Curriculum in terms of Teaching Practices According to their demographic profile

Table 13. *Comparison of the Level of Implementation of the MATATAG Curriculum in Terms of Teaching Practices According to the Demographic Profile of Grade 7 Mathematics Teachers*

Demographic Profile	Statistical Measure	df	Test Value	p-value (Sig.)	Interpretation
Sex	—	23	t = -0.66	0.51	Not Significant
Age	Mean Square = 0.93	5, 19	F = 0.23	0.94	Not Significant
Educational Attainment	Mean Square = 0.17	2, 22	F = 0.51	0.60	Not Significant
Years of Service	Mean Square = 0.06	2, 22	F = 0.17	0.84	Not Significant
No. of Trainings Related to Curriculum Reform	Mean Square = 0.15	2, 22	F = 0.45	0.64	Not Significant

The table 13 shows the result of the Independent T-test to determine the significant difference between the level of implementation of the MATATAG curriculum in terms of the teaching practices and sex. The researcher uses One-Way Analysis of Variance (ANOVA) to determine if significant differences exist in the level of implementation of the MATATAG curriculum in terms of the teaching practices when the teachers are grouped by their age, educational attainment, years in service, and no. of attended training related to the new reform.

The data shows that the t-value of -0.66 with p-value which is 0.51 is higher than 0.05. The result implies that there is no significant difference in the level of implementation of teaching practices of new reform according to sex. This suggests that sex does not play a significant role in how the teachers implement the new curriculum standards in DepEd-TAPAT. This suggests that the null hypothesis is accepted.

This table shows the result that Age with p-value of 0.94, Educational Attainment with 0.60 p-value, Years in Service with p-value of 0.84 and the Number of Trainings obtained a p-value of 0.64 are interpreted as “Not significant” due to the fact that their p-values are significantly higher than 0.05. This tells that there is no significant difference in the implementation of the curriculum based on the demographic profile of the respondents. Therefore, the null hypothesis is accepted.

Since, there is no significant in the perceived level of implementation of MATATAG Curriculum in teaching Practices when Grade 7 Math teachers when they are grouped by their demographic profile, a post-hoc analysis is unnecessary. Furthermore, according to Parojenog & Miasco Jr. (2025), the teachers view the curriculum as aligned with national standards and beneficial to student learning, its practical implementation is hindered by insufficient training also demographic profile of the teachers shapes teachers’ view’s, with more experience has more concerns over adaptability and workload management.

This aligns with the findings of Barcelona & Cacharo (2025), who states teachers' socio-demographic profiles, 21st-century skills, and their readiness for curriculum implementation, indicates that external support and contextual factors play a crucial role in their overall preparedness.

Comparison of the Level of Implementation of the MATATAG Curriculum in terms of Administrative Support According to demographic profile of the Grade 7 Math Educators.

Table 14. *Comparison of the Level of Implementation of the MATATAG Curriculum in Terms of Administrative Support According to the Demographic Profile of Grade 7 Mathematics Teachers*

Demographic Profile	Groups / Mean Square	df	Test Statistic	p-value (Sig.)	Interpretation
Sex	Female vs. Male	23	t = -1.05	0.30	Not Significant
Age	Mean Square = 0.29	5, 19	F = 1.47	0.24	Not Significant
Educational Attainment	Mean Square = 0.32	2, 22	F = 0.13	0.87	Not Significant

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Demographic Profile	Groups / Mean Square	df	Test Statistic	p-value (Sig.)	Interpretation
Years of Service	Mean Square = 0.27	2, 22	$F = 1.31$	0.28	Not Significant
No. of Trainings Related to Curriculum Reform	Mean Square = 0.16	2, 22	$F = 0.75$	0.48	Not Significant

Table 14 shows the comparative analysis using Independent T-test to determine the significant difference between the level of implementation of the MATATAG curriculum in terms of the administrative result and sex. One-Way Analysis of Variance (ANOVA) based on the implementation of the MATATAG curriculum across different demographic groups such as age, highest educational attainment, years of service and no. of trainings attended by the Grade 7 Mathematics teachers. This shows that the Male teachers have a higher mean score of 3.45 than the female teachers with 3.24 mean score. Using T-test for equality of means, the t-value of -1.05. Based on the obtained p-value (0.30), the researcher fails to reject the null hypothesis due to the fact that the p-value is significantly higher than the 0.05. This implies that there is no significant difference in the level of administrative support as perceived by Grade 7 Mathematics teachers when grouped according to sex.

The ANOVA test revealed that p-value of Age (0.24), Educational Attainment (0.87), Years in Service (0.28) and Number of Trainings (0.48) do not show a statistically significant difference. All computed p-values failed to meet the standard significance threshold (0.05). This indicates that the null hypothesis for all variables are accepted, there is no significant difference in the perceived administrative support regardless of the grade 7 teachers' demographic background. The utilization of a Post-hoc Analysis is unnecessary. The result of this study implies that the level of support given by the school administration whether a teacher is a male or female, novice or veteran, bachelor's degree holder or post graduate, or attended trainings were the same. According to the study of Fajanilan and Puissant (2026), schools were able to sustain effective curriculum implementation considering the strong leadership routines, shared responsibilities, and supportive school cultures whatever the demographic profile of the teachers. According to Gumla (2026), MATATAG curriculum implementation is immensely affected by a lack of instructional materials and technology, compounded by persistent time management difficulties and curriculum overload. There's a lack in terms of specialized training, technical assistance and contextualized resources, which contradict the result of this study.

Level of Occupational Stress in terms of the Curriculum Change among Grade 7 Mathematics teachers when grouped according to their demographic profile.

Table 15**.** *Comparison of the Level of Occupational Stress in Terms of Curriculum Change among Grade 7 Mathematics Teachers According to Their Demographic Profile*

Demographic Profile	Groups / Mean Square	df	Test Statistic	p-value (Sig.)	Interpretation
Sex	Female vs. Male	23	$t = -0.03$	0.97	Not Significant
Age	Mean Square = 0.22	5, 19	$F = 1.26$	0.32	Not Significant
Educational Attainment	Mean Square = 0.10	2, 22	$F = 0.55$	0.58	Not Significant
Years of Service	Mean Square = 0.06	2, 22	$F = 0.33$	0.72	Not Significant
No. of Trainings Related to Curriculum Reform	Mean Square = 0.06	2, 22	$F = 0.30$	0.73	Not Significant

Table 15 reveals the comparative analysis using Independent T-test to determine the significant difference between the level of occupational stress of the MATATAG curriculum in terms of the curriculum change result and sex. One-Way Analysis of Variance (ANOVA) based on the level of occupational stress across different demographic groups such as age, highest educational attainment, years of service and no. of trainings attended by the Grade 7 Mathematics teachers. The results in the obtained p-value indicate that

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there is no significant difference on the level of occupational stress in terms of sex, age, educational attainment, years of service and numbers of trainings. Given that the p-value of the demographic profile of the teachers is less than 0.05, the null hypothesis is accepted.

According to the study of Cruz, A., et.al 2025, teachers experience significant stress due to the lack of preparation and excessive paperwork. The increased administrative workload and the transition of new methodologies contribute to burnout and frustration of teachers. This study did not mention that the age, sex, educational attainment, years of service and even number of trainings related to the new reform provide a significant difference to the occupational stress of the teachers in the new curriculum.

Level of Occupational Stress in terms of the Workloads among Grade 7 Mathematics teachers when grouped according to their demographic profile.

Table 16**.** *Comparison of the Level of Occupational Stress in Terms of Workload among Grade 7 Mathematics Teachers According to Their Demographic Profile*

Demographic Profile	Groups / Mean Square	df	Test Statistic	p-value (Sig.)	Interpretation
Sex	Female vs. Male	23	$t = 0.93$	0.36	Not Significant
Age	Mean Square = 0.53	5, 19	$F = 1.56$	0.21	Not Significant
Educational Attainment	Mean Square = 0.26	2, 22	$F = 0.06$	0.94	Not Significant
Years of Service	Mean Square = 1.22	2, 22	$F = 4.05$	0.03	Significant
No. of Trainings Related to Curriculum Reform	Mean Square = 0.11	2, 22	$F = 0.27$	0.76	Not Significant

The researcher uses Independent T-test and One-Way Analysis of Variance (ANOVA) to show the results and determine if there are significant differences in the occupational stress levels of Grade 7 Mathematics teachers when grouped based on their demographic profile. The following are the p-value for Sex (0.36), Age (0.21), Educational Attainment (0.94), and Number of Trainings (0.76) which is greater than 0.05. While in Years of Service (0.03) is less than 0.05. This implies that the null hypothesis for Years of Service is rejected. This suggests that new teachers and veteran teachers are likely to face different types of pressure. Based on the survey, novice teachers might struggle with managing workloads and veterans might feel more stress from changing routines and additional tasks to meet the new reforms' standards and requirements.

To determine where specific significant differences lie among teachers with varying years of service regarding their perceptions of workloads, the researcher uses Tukey HSD post-hoc analysis. These multiple comparisons revealed a statistically significant difference in workload between Group 2 and 3 with a Mean Difference of 0.77 and a p-value of 0.028. This implies that the mid-career teachers (group 2) report significantly higher workloads compared to the veterans. This tells that they experience stress in the transition of the new curriculum unlike the novice and veteran teachers. Veterans reported has a lower impact during the transition phase due to the fact that establishing classroom management system is already embedded. It was also discussed in the study of Nazari, M. & Oghyanous, A. (2021), states that the teaching experience of the teachers significantly influences the strength between occupational stress in workloads. This implies that mid-career teachers experience a great impact of occupational stress rather than veteran teachers.

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Level of Occupational Stress in terms of Classroom Management among Grade 7 Mathematics teachers when grouped according to their demographic profile.

Table 17. *Comparison of the Level of Occupational Stress in Terms of Classroom Management among Grade 7 Mathematics Teachers According to Their Demographic Profile*

Demographic Profile	Groups / Mean Square	df	Test Statistic	p-value (Sig.)	Interpretation
Sex	Female vs. Male	23	$t = 0.80$	0.42	Not Significant
Age	Mean Square = 0.45	5, 19	$F = 0.72$	0.61	Not Significant
Educational Attainment	Mean Square = 0.37	2, 22	$F = 0.05$	0.94	Not Significant
Years of Service	Mean Square = 0.34	2, 22	$F = 0.56$	0.57	Not Significant
No. of Trainings Related to Curriculum Reform	Mean Square = 0.96	2, 22	$F = 1.73$	0.20	Not Significant

Table 17 presents the Independent T-test (Sex) and ANOVA results for occupational stress related to Classroom Management. Based on the p-value shown for Age, Sex, Years in Service, Number of Trainings and Highest Educational Attainment do not imply a significant difference. The data reveals that there is no significant difference in the level of occupational stress between classroom management and teacher's demographic profile. The researcher accepted the null hypothesis.

According to Akman, Y. (2022), systematic classroom management behavior notably predict the level of occupational stress experienced by the teachers. It perceives the confidence and stress of teachers. In terms of teachers' highest educational attainment implies that there is a significant relationship to motivation not in classroom management and only sex has a significant relationship to classroom management (Rosento, S., et.al 2023).

Correlation between the Level of Implementation of MATATAG Curriculum in Terms of Teaching Practices and Occupational Stress related to Curriculum Change

Table 18**.** *Correlation between the Level of Implementation of the MATATAG Curriculum in Terms of Teaching Practices and Occupational Stress in Terms of Curriculum Change*

Variables	Pearson *r*	p-value (2-tailed)	Interpretation
Teaching Practices and Curriculum Change	**0.78**	**< 0.001**	**Highly Significant**

Table 18 illustrates the correlation between the implementation of Matatag Curriculum reform in terms of Teaching Practices and the occupational stress of grade 7 mathematics teachers specifically in the Curriculum Change. The statistical yielded a Pearson r of 0.78 with a p-value of 0.00. Based on the p-value results, it is less than 0.05 alpha level, this interpreted as Highly Significant which means that the null hypothesis is rejected. This implies that there is a significant relationship between the implementation of Matatag Curriculum in terms of Teaching Practices of the Grade 7 Math teachers and their occupational stress related to curriculum change. This suggests that as the demands in teaching practices that is associated with the curriculum reform increase, the level of occupational stress reported by the Grade 7 Math teachers also tends to rise significantly.

Sloley, S., (2025) a teacher's responsibility is to help students establish a positive learning relationship with the new curriculum content during the implementation of the new reform. Teachers will implement the recent changes by constructing lessons that include experiments, activities, case studies, and simulations to deliver the curriculum. With that being said, due to the curriculum reform, Fwu, Chang, and Wu (2023) found out that heightened job stress negatively affected the teachers' well-being and teaching effectiveness, underscoring the need for supportive measures during this curriculum transitions. In addition, some studies reported that moderate to high levels of stress and heavy workload were one of the main

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stressors. (Wang et al., 2025). As well as the issues like the huge class size, and out-of-work hours contact (Tarraya, 2023).

Correlation between the Level of Implementation of MATATAG Curriculum in Terms of Teaching Practices and Occupational Stress related to Workloads

Table 19. *Correlation between the Level of Implementation of MATATAG Curriculum in Terms of Teaching Practices and Occupational Stress related to Workloads*

Variables	Pearson r	P-value Sig. (2-tailed)	Interpretation
Teaching Practices vs Workloads	0.26	0.20	Not Significant

Table 19 presents the correlation between the implementation of Matatag Curriculum reform in terms of Teaching Practices and the occupational stress of grade 7 mathematics teachers specifically in the Workloads. While the result of Pearson r (0.26) is positive, it suggests that there is a small quantity for workload-related stress to increase as teaching practices change. As Cruz, A., et. al (2025) implies that teachers experience significant stress due to time constraints, excessive paperwork, and classroom noise impacting their instructional effectiveness. This supports that statement above that as the increase in workload-stress there is also a minimal increase in teaching practices.

On the other hand, the p-value of 0.20 is greater than 0.05. This leads to the rejection of null hypothesis. This suggests that there is no a significant relationship between the implementation of Matatag Curriculum in terms of Teaching Practices of the Grade 7 Math teachers and their occupational stress related to Workloads. Despite these challenges, teachers apply different coping strategies to minimize stress, including time management, mental health care, collaboration with peers, and instructional innovation in implementing the MATATAG Curriculum and achieve its goal (Bazar, G., 2025).

Correlation between the Level of Implementation of MATATAG Curriculum in Terms of Teaching Practices and Occupational Stress related to Classroom Management

Table 20. *Correlation between the Level of Implementation of MATATAG Curriculum in Terms of Teaching Practices and Occupational Stress related to Classroom Management*

Variables	Pearson r	P-value Sig. (2-tailed)	Interpretation
Teaching Practices vs Classroom Management	-0.53	0.80	Not Significant

Table 20 reveals the correlation between the level of implementation of Matatag Curriculum reform in terms of Teaching Practices and the occupational stress of grade 7 mathematics teachers specifically in Classroom Management. Based onn the results, the Pearson r of -0.53 suggests a moderate negative correlation. This implies that when the implementation of the new curriculum reform improves, the occupational stress related to classroom management decreases. While the p-value is 0.80 which is greater than 0.05. The researcher tends to reject the null hypothesis. This suggests that there is no significant relationship between the level of implementation of Matatag Curriculum in terms of Teaching Practices of the Grade 7 Math teachers and their occupational stress related to Classroom Management.

In the study of Danial, M., (2024), while the new curriculum increased student's engagement and the promotion of student-centered learning there's a lack on behavioral and structural needs of the

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classrooms. This implies that as teaching practices evolve to adapt to the new standard of the new curriculum, these instructional shifts do not signifies a decreased on the stress level found in classroom management. In fact when teachers successfully adopt and implement the new standard of MATATAG Curriculum, there is a lack of a significant relationship in this study suggests that occupational stress in classroom management is likely driven by pre-existing structural issues that a change in teaching practices alone cannot mitigate.

Correlation between the Level of Implementation of MATATAG Curriculum in Terms of Administrative Support and Occupational Stress related to Curriculum Change

Table 21. *Correlation between the Level of Implementation of MATATAG Curriculum in Terms of Administrative Support and Occupational Stress related to Curriculum Change*

Variables	Pearson r	P-value Sig. (2-tailed)	Interpretation
Administrative Support vs Curriculum Change	0.66	0.00	Highly Significant

Table 21 shows the relationship between the level of implementation of the new reform in terms of Administrative Support and the Occupational Stress related to Curriculum change. The Pearson r value is 0.66 this suggests that the level of administration support increases, there will be also an increase in the occupational stress of Grade 7 Mathematics teachers related to curriculum change. This statement support the acquired p-value (0.00) which interpreted as highly significant. This implies that the null hypothesis is rejected.

In the study of Yidana, et.al., (2023), an important component in achieving the goal of the secondary school education is having an administrative support. This supports' self-efficacy of the teachers and their ability to develop professionally. Understanding the role of the teachers and treating them professionally in order to decreasing the pressure experience by teachers. (Shogbesan, et. al., 2024). In addition, the administrators systematically provides and coordinates an organization's resources to achieve the established goals for the new curriculum. (Mukherjee, et. al., 2022).

The result of this study has an opposite effect on the implementation of MATATAG curriculum. This suggests that the involvement of administrative to support and help is more likely heightened the occupational stress of the teachers due to the fact that it increased the accountability and administrative work rather than lightens the burden.

Correlation between the Level of Implementation of MATATAG Curriculum in Terms of Administrative Support and Occupational Stress related to Workloads

Table 22. *Correlation between the Level of Implementation of MATATAG Curriculum in Terms of Administrative Support and Occupational Stress related to Workloads*

Variables	Pearson r	P-value Sig. (2-tailed)	Interpretation
Administrative Support vs Workloads	0.34	0.09	Not Significant

Table 22 reveals the correlation between the Level of Implementation of MATATAG Curriculum in terms of Administrative Support and Occupational Stress regarding Workloads of Grade 7 Math Teachers. The data shows the accumulated Pearson r value is 0.34 and 0.09 as their p-value. This implies

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that the researcher accept the null hypothesis. Wherein there is no significant relationship between the administrative support in the new reform and the workloads of the educators.

Gumla, C. L. (2026), states that there are consistently three significant implementation challenges such as insufficient professional development, resources and material constraints and in increased workload leading to burnout. The teachers addressed these challenges through peer collaboration, self-training and localization of the curriculum, Malinao, A. J., & Miano, J. J. (2025). This implies lack of a significant connection between the implementation of MATATAG Curriculum and the administrative support available to our educators.

Correlation between the Level of Implementation of MATATAG Curriculum in Terms of Administrative Support and Occupational Stress related to Classroom Management

Table 23. *Correlation between the Level of Implementation of MATATAG Curriculum in Terms of Administrative Support and Occupational Stress related to Classroom Management*

Variables	Pearson r	P-value Sig. (2-tailed)	Interpretation
Administrative Support vs Classroom Management	-0.15	0.45	Not Significant

This table presents the correlational analysis between the level of implementation of MATATAG Curriculum and the Occupational Stress (Classroom Management) of Grade 7 Mathematics Teachers. The computed Pearson r is -0.15, which signifies a very weak negative correlation. The negative result suggest that the administrative support increases, however the level of stress regarding classroom management is slightly decreasing. This implies that there is no linear relationship between the two variables The p-value of 0.45 supports the interpretation in the Pearson r due to the fact that 0.45 is greater than 0.05 alpha level which interpreted as “Not Significant”. This means that there is no significant relationship between the Administrative Support and Classroom Management of Grade 7 Math teachers in the new curriculum. Based on the results, the researcher fails to reject the null hypothesis.

According to the study of Labag, J., (2025) school heads' resilience and strategic leadership like administrative support and the involvement of stakeholders presented a significant correlation in handling curriculum challenges by having clear rules, efficient resource allocation, and continuous professional development. Also, it supports the study of Garcia, E., (2025) that there is a significant relationship between teacher training and support, classroom management strategies, and innovative teaching methods in the implementation of MATATAG Curriculum.

This study the lack of a significant linear relationship in classroom management to the occupational stress may be influenced by other factors over administrative support. Nevertheless, as noted by Labag (2025), "addressing transition-related challenges requires clear rules, efficient resource allocation, and continuous professional development." Therefore, while the correlation in this study is weak, the foremost support system remains the strength of will for the success of MATATAG Curriculum.

Summary

The demographics profile of the respondents shows that the majority of Grade 7 mathematics teachers in DepEd TAPAT are female obtained 64% of the total respondents. In terms of age, the largest number of respondents belong to 26 to 35 years of age bracket, this reveals that most of the respondents are novice teachers. Majority of the teachers currently hold a Bachelor’s Degree with regards in their educational attainment. Lastly, high number from respondents attended only one (1) professional develop seminar related to the MATATAG Curriculum.

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1. On the level of implementation of the MATATAG Curriculum is " Implemented" in DepEd TAPAT, with an overall weighted average of 3.31. The teachers successfully adopt teaching practices and with administrative support provided by their School Heads, Head Department and other personnel despite the transition phase.
2. The Grade 7 Math teachers experience a "stressed" level of occupational stress, with an overall mean of 3.14. Based on the result, a mean of 3.44 for the Curriculum Change shows that this is a primary stressor for math teachers. Specifically in adapting new teaching materials and resources to cover new content with a limited timeframe.
3. The results of the Independent T-test and One-Way Analysis of Variance (ANOVA) determines the significant differences exist in the level of implementation of MATATAG curriculum related to teaching practice when the teachers are grouped according to sex, age, educational attainment and years of service is observed, there is no statistically significant difference, therefore, the null hypothesis according to sex, age, educational attainment, years of service and number of trainings is accepted. On other hand, the results of the Independent T-test and One-Way Analysis of Variance (ANOVA) determines the significant differences exist in the level of implementation of MATATAG curriculum in terms of Administrative Support when the teachers are grouped according to sex, age, highest educational attainment years in service and no. of training's related to the new reform observed as no statistically significant difference, hence, the null hypothesis according the sex, age, highest educational attainment, years in service and no. of training is accepted. Therefore, the level of implementation of MATATAG curriculum through teaching practices and administrative support perceived by teachers' demographic profile has no significant difference.
4. Based on the ANOVA results in the Level of Occupational Stress of MATATAG curriculum in terms of Curriculum Change among Grade 7 Mathematics Teachers that is grouped according to their demographic profile, there is no statistically significance in the said demographic profile. This implies that the null hypothesis in the level of occupational stress in terms of the Curriculum Changes among teachers is accepted. Furthermore, the in terms of the Workloads among Grade 7 Mathematics Teachers that is grouped according to sex, age, educational attainment, and no. of training implies that there is no statistically significant difference, hence, the null hypothesis of the mentioned demographic profile is accepted. While the Years of Service, with a p-value of 0.03, signifies that null hypothesis according to the numbers of years in service of Grade 7 Mathematics Teachers is consequently rejected. Based on the the result of post-hoc analysis reveals that mid-career teachers experience burnout and stress during the transition phase of the new reform than the novice and veteran teachers. Lastly, in terms of Classroom Management among Grade 7 Math teachers based on their demographic profile, the null hypothesis is accepted. This signifies that there is no significant difference in the level of occupational stress in terms of Classroom Management when the teacher are grouped according to their sex, age, highest educational attainment, years in service and number of trainings attended related to the new reform.
5. The Pearson Correlation between Level of Implementation of the MATATAG Curriculum reform in terms of Teaching Practices and the Occupational Stress specifically in Curriculum Change accumulated 0.78 and in terms of Administrative Support and Curriculum Change (0.66), which implies that there is a strong positive correlation. Hence, the null hypothesis in the relationship between the new curriculum and the Occupational Stress related to Curriculum Change is rejected. In contrast, the null hypothesis related to the correlation between Workloads and Classroom Management related to Level of Implementation of the new reform in terms of teaching practice and administrative support is hereby accepted.
6. Based on the result of study, the researcher come up with the webinar proposal entitled "Project "ALALAY" (Adapting, Learning, and Alleviating Load Among Yielding Educators) Webinar. This aims to bridge the gap between the curriculum implementation and teacher's well being by providing

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ways to scaffolding pedagogical practices and adapting strategies to navigate the changes in the curriculum.

CONCLUSIONS

Based on the findings, the researcher have come up with the following conclusions:

1. Grade 7 Mathematics Teachers in DepEd-TAPAT are professionally young, novice female teachers. Majority of them is holding a baseline degree (Bachelors Degree) and attended minimal specialized training related to the new reform.
2. The implementation of the MATATAG Curriculum in DepEd TAPAT was successfully implemented despite of challenges of the transistion period. This implies that the teachers have enough abilities and knowledge in handling their workloads and classroom management due to the fact that teachers are prepared and administrative structures are supportive.
3. While the Grade 7 Mathematics Teachers are performing well, still experienced an occupational stress. The primary stressor is the curriculum change through teaching practices and administrative support. The specific pressure of adapting new materials resources with a limited timeframe leads to a source of teachers occupational stress.
4. The significant findings related to the Number of Trainings signifies that the primary driver of implementation is a specialized preparation to success. The fact that most Grade 7 Mathematics teachers have only attended one seminar have a great impact to the quality of teaching practices.
5. Based on the years of service and educational attainment of the Grade 7 Math teachers are the critical factors of how Administrative Support is utilized. Teachers with more experience and/or higher educational attainment may have different perspectives, expectations and strategies for school leadership to teach and implement the new curriculum effectively than the novice teachers.
6. A strong positive correlation exists between the Implementation of the MATATAG Curriculum and Occupational stress of the Grade 7 Math teachers. This indicates that the most dedicated, who cared the most, and hard working teachers to make the new reform succeed are also the ones who experience a high level of stress and burnout.
7. Lastly, the proposed seminar/webinar is a justification that Mathematics teachers need to learn and have coping mechanisms and an intervention that focuses on time management, administrative efficiency, and peer-mentorship for our Grade 7 Mathematics teachers to ensure the sustainability of the MATATAG curriculum.

Recommendations

Based on the findings and conclusions, the following recommendations were formulated by the researcher.

1. To ***School Administrators,*** develop an Operational Refinement to reduce redundant paperwork to the teachers. Since it was found out that Workload is the highest stressor. A digital templates and layout, automated tracker for Math competencies should be prioritized to lessen the exhaustion of the teachers.
2. To the ***Department of Education (DepEd TAPAT),*** conduct the proposed webinar entitled "Navigating the transition of the MATATAG Curriculum: A Data-Driven Stress Management and Workload Optimization Webinar for Grade 7 Mathematics Teachers". This should focus specifically on optimization of workloads and stress coping mechanism rather than instructional training.
3. To the ***Mathematics Teachers***, establish a program of Mentor-Mentee where veteran teachers can mentor novice teachers on adaptive strategies and time management and vice versa for the success of the new reform.
4. To the ***Future Researchers,*** implement a follow-up study with a larger sample size (*N)* across multiple divisions of National Capital Region to see if these trends were true. Lastly, conduct a

qualitative study to explore a more specific "workload" items that the teachers find most difficult manage.

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