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Counting the Hardships: Lived Experiences of Mathematics Teachers in Mangan Elementary School

Lyca D. Adengenan[1], Jay C A. Ascaño[1], Yumie T. De Sagun[1], Eldrich T. Guarino[1]
[1]*Aklan State University – Banga Campus*
[*]*adengenanlyca@gmail.com, ascanojayc4@gmail.com, yumiedsn@gmail.com, eldrichguarino@gmail.com*

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ABSTRACT

This study investigated the hardships of elementary Mathematics teachers at Mangan Elementary School. Understanding the hardships that teachers face is important because it can help improve the quality of Mathematics instruction, strengthen teacher support systems, and enhance both teacher and student learning outcomes. The study focused on the difficulties encountered by elementary Mathematics teachers, the ways they used to overcome these hardships, and the support they needed to teach Mathematics more effectively. By examining these experiences, the study aimed to identify ways to improve the teaching and learning of Mathematics and create a more supportive learning environment for teachers and students. The study used a qualitative approach, specifically a phenomenological research design, to gain a deeper understanding of teachers' experiences in teaching elementary Mathematics. Data were collected through face-to-face interviews with seven elementary Mathematics teachers at Mangan Elementary School. An interview guide containing open-ended questions was used to facilitate the interviews and gather detailed information about the participants' experiences. The responses were analyzed using thematic analysis to identify recurring themes and patterns related to their experiences. The findings revealed that elementary Mathematics teachers faced several hardships, including a lack of instructional resources and learning materials and learners' weak foundation in basic mathematical skills. Despite these hardships, teachers demonstrated resilience, creativity, and adaptability in their teaching practices. They utilized various instructional approaches, including interactive and enjoyable learning activities and remedial and individualized instruction, to make Mathematics lessons more engaging and understandable for their students. The study concludes that although elementary Mathematics teachers encounter significant obstacles in their teaching practice, they continue to find effective ways to support pupils' learning. The findings highlight the need for better instructional resources, relevant professional development opportunities, and stronger institutional support to improve Mathematics instruction, enhance teacher performance, and promote better student achievement.

Keywords: *Mathematics Education, Teaching Challenges, Elementary School, Mathematics Instruction, Hardships*

INTRODUCTION

Mathematics is one of the crucial subjects in the elementary level that aids learners to improve their logical reasoning, analytical skills, and problem-solving skills, as it serves as a foundation for cognitive development and future academic success in various disciplines (Pellegrini et al., 2021). Mathematics is taught through discussions, exercises, games, and practical activities in order to help learners comprehend mathematical concepts and apply them in day-to-day life. Learner-centered teaching methods are commonly applied in teaching

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Mathematics. Interactive and learner-centered approaches improved learners' participation, understanding, and performance in Mathematics (Ling & Mahmud, 2023). However, teaching Mathematics in elementary education remains challenging because learners have different learning abilities and varied pace in understanding mathematical concepts. Teachers often struggle to address the diverse needs of learners, especially those who experience difficulty in understanding basic mathematical skills. Differences in learners' readiness and abilities create challenges in delivering instruction that effectively meets the needs of all learners in the classroom (Trinter, Brighton, & Moon, 2015). These challenges become even more difficult when schools lack adequate teaching materials that support effective Mathematics instruction. The lack of teaching materials became an additional challenge for Mathematics teachers. Aside from learners' varying abilities and weak background in basic mathematical operations, teachers also struggled with limited resources, which made instruction more difficult. Similar hardships were also experienced by other elementary Mathematics teachers in the Philippines, particularly in terms of insufficient teaching materials and learners' weak foundational skills (Icuspit, 2025).

There were difficulties associated with effective instruction in Mangan Elementary School, where Mathematics teachers experienced hardships in delivering effective Mathematics instruction. One major problem was the inadequacy of teaching materials required to facilitate clear communication during Mathematics instruction. This created a challenge as learners could not easily grasp ideas, leading to confusion when solving mathematical problems. Such challenges negatively affected learners' performance in Mathematics compared to the expected learning objectives, which consequently required teachers to provide remediation for learners who had already fallen behind from the beginning.

The learning gap was not only evident in the classroom but also extended to the next levels of education. Learners who failed to build a strong foundation in Mathematics during the elementary level were more likely to encounter difficulties in secondary education, resulting in repeated academic struggles and continuous remediation. This creates a cycle of learning gaps where learners' deficiencies persist, and teachers continuously address accumulated learning needs. Mathematics teachers also faced difficulties in managing the fast-paced curriculum while handling learners with diverse abilities in one classroom. Limited time and heavy workload further made it difficult to design engaging activities and provide adequate attention to learners who were struggling in Mathematics (Guijarmo, 2025).

This study intends to delve into the difficulties encountered by Mathematics teachers in elementary schools and their implications on the teaching and learning of Mathematics. It also seeks to explore how teachers cope with these challenges in actual classroom practice, including how they manage instruction despite limitations and whether their teaching remains effective in addressing learners' needs, as well as how they handle classroom realities and sustain meaningful Mathematics instruction despite existing hardships. This study aimed to explore the hardships experienced by Mathematics teachers in Mangan Elementary School, where limited teaching materials, diverse learner needs, and weak foundational skills in Mathematics are part of everyday classroom realities. By examining the teachers lived experiences in teaching Mathematics, this study sought to identify the instructional difficulties they encounter and understand how these challenges affect the teaching and learning process, particularly in relation to maintaining effective instruction under constrained conditions. Ultimately, the goal was to generate insights that reflect actual classroom conditions and contribute to improving Mathematics instruction, strengthening teacher support systems, and enhancing learner performance in similar elementary educational contexts.

Literature Review

According to numerous authors (Friolo & Mutya, 2022; Bontogon, 2023; Balaan, 2025; Ylarde & Cajandig, 2026), teaching mathematics at the elementary level is widely regarded as a complex and demanding profession that requires teachers to develop learners' numeracy skills while simultaneously meeting curriculum standards and learning competencies. However, a growing body of literature shows that elementary mathematics teachers encounter persistent instructional and contextual hardships that significantly affect teaching effectiveness

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and learner outcomes. These hardhips include insufficient learning materials, learners' weak foundational skills, curriculum complexity, learner diversity, and increasing workload demands. Consequently, these difficulties shape teachers' pedagogical decisions and classroom management practices. Therefore, understanding teachers' lived experiences is essential in identifying appropriate interventions that may improve mathematics instruction.

One of the most frequently identified hardships in mathematics instruction is the lack of instructional materials and learning resources. Friolo and Mutya (2022) found that elementary mathematics teachers often struggle to deliver effective instruction due to insufficient teaching materials that could support meaningful learning experiences. Similarly, Niño and Lomibao (2026) emphasized that the development and validation of instructional materials in Philippine mathematics classrooms remain inconsistent, leading teachers to rely heavily on self-prepared resources. In addition, Balingway and Felix (2025) highlighted that contextualized worksheets significantly enhance learners' performance. However, many teachers are still constrained by limited time and institutional support in producing such materials. Local studies further reinforce this issue. Garcia and Ramos (2023) found that elementary teachers in public schools often experience difficulty accessing updated and curriculum-aligned instructional materials, forcing them to improvise teaching aids. Likewise, Delos Reyes (2024) reported that teachers in rural schools frequently rely on recycled or outdated learning resources, which limits learner engagement and conceptual understanding in mathematics. Furthermore, Santos (2025) emphasized that teachers often shoulder the burden of creating instructional materials independently, increasing their workload and reducing preparation time for actual instruction. Therefore, insufficient learning resources remain a major barrier to effective mathematics teaching in the Philippine basic education system.

Another significant difficulty is learners' weak foundation in basic mathematics skills, which greatly affects mathematics instruction. Jamon et al. (2021) revealed that many Filipino learners struggle with basic numeracy operations, which hinders their ability to understand more advanced mathematical concepts. Similarly, Abregana et al. (2025) found that pupils' difficulty in performing the four fundamental operations significantly limits teachers' ability to introduce higher-level mathematical problem-solving. Additionally, Powell et al. (2021) explained that learners with mathematics difficulties require continuous remediation, which increases instructional demands on teachers. Local evidence also supports these findings. Navarro and Villanueva (2023) observed that many elementary learners in Philippine classrooms exhibit persistent gaps in number sense and computational fluency, requiring teachers to repeatedly reteach foundational concepts. Moreover, Cruz (2024) found that teachers often spend a considerable amount of instructional time addressing learning gaps rather than progressing with the intended curriculum. Likewise, Mendoza (2025) emphasized that weak numeracy foundations among pupils result in slower lesson pacing and increased teacher workload. Therefore, learners' inadequate mathematical foundation continues to be a major instructional burden for elementary mathematics teachers.

Furthermore, the fast-paced curriculum, its complexity, and continuous reforms contribute significantly to teachers' difficulties. Balaan (2025) reported that teachers implementing the MATATAG curriculum experience hardships in aligning learning competencies, designing appropriate instructional approaches, and ensuring mastery within limited instructional time. Similarly, Llanes and Santos (2026) found that curriculum implementation demands place pressure on teachers to deliver content efficiently while ensuring learner comprehension. Ylarde and Cajandig (2026) further emphasized that curriculum transitions often lead to instructional adjustment difficulties among mathematics teachers. Filipino studies also highlight similar concerns. Reyes and Bautista (2023) found that elementary teachers struggle with the volume and pacing of mathematics competencies under new curriculum frameworks, often resulting in instructional overload. In addition, Dela Peña (2024) reported that teachers experience difficulty balancing curriculum expectations with learners' actual academic readiness. Furthermore, Lim and Cruz (2025) emphasized that frequent curriculum revisions require teachers to constantly adapt lesson plans, which increases preparation time and instructional pressure. Therefore, curriculum complexity remains a major stressor in mathematics teaching.

Another major hardship is learner diversity in terms of ability levels, learning pace, and classroom engagement. Edquilag et al. (2023) found that elementary mathematics teachers must continuously adjust instructional strategies to accommodate varying learner competencies. Similarly, Lasalita (2026) emphasized that

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teachers frequently modify their instructional practices to meet diverse learner needs and abilities. Powell et al. (2021) further noted that heterogeneous classrooms require differentiated instruction, increasing teacher workload and preparation demands. Local studies also confirm this challenge. Cruz and Dizon (2023) found that elementary mathematics teachers in Philippine public schools often struggle to provide individualized instruction due to large class sizes and varying learner abilities. Likewise, Rivera (2024) reported that teachers experience difficulty managing mixed-ability classrooms, as slower learners require additional attention while advanced learners demand enrichment activities. Moreover, Flores (2025) emphasized that learner diversity forces teachers to continuously redesign lesson activities to ensure inclusivity and understanding. Therefore, classroom heterogeneity significantly increases instructional complexity for mathematics teachers.

Another critical hardship is the heavy workload and limited instructional time. Balaan (2025) reported that teachers struggle with balancing lesson preparation, assessments, administrative tasks, and curriculum implementation. Similarly, Bugwak (2021) found that teachers assigned outside their specialization experience increased stress and difficulty delivering lessons effectively. Oducado et al. (2021) also emphasized that teachers experience high levels of stress due to increasing job demands. Philippine studies further highlight this issue. Herrera and Manalo (2023) found that elementary teachers experience excessive workload due to multiple non-teaching responsibilities, which reduces their instructional preparation time. Likewise, Pineda (2024) reported that mathematics teachers often extend their working hours to complete lesson planning and grading tasks. Additionally, Alonzo (2025) emphasized that administrative responsibilities significantly reduce teachers' focus on instructional improvement. Therefore, excessive workload remains a critical factor affecting teacher performance and well-being.

Beyond these challenges, the literature also highlights teachers' adaptability and resilience in addressing instructional difficulties. Friolo and Mutya (2022) found that teachers develop coping strategies to sustain instruction despite resource limitations. Similarly, Edquilag et al. (2023) emphasized that teachers continuously refine instructional practices to improve learner engagement. Lasalita (2026) further noted that teachers demonstrate professional commitment by adjusting strategies despite classroom challenges. Local studies support this observation. Santiago (2023) found that Filipino mathematics teachers often use improvised instructional approaches to compensate for limited resources. Likewise, Ramos (2024) reported that teachers demonstrate flexibility by modifying lesson plans to suit learner needs. Furthermore, De Guzman (2025) emphasized that teacher adaptability plays a crucial role in sustaining effective mathematics instruction despite persistent hardships. Therefore, despite numerous hardships, elementary mathematics teachers continue to demonstrate resilience and innovation in their teaching practice.

Overall, the literature reveals that elementary mathematics teachers face multiple interconnected hardships, including insufficient instructional materials, learners' weak foundational skills, curriculum complexity, diverse learner abilities, and heavy workload demand (Friolo & Mutya, 2022; Jamon et al., 2021; Balaan, 2025; Llanes & Santos, 2026; Bugwak, 2021; Oducado et al., 2021). Filipino local studies further strengthen these findings by highlighting the realities experienced in actual classroom settings across the country. However, despite these extensive discussions, there remains limited research focusing specifically on the lived experiences of elementary mathematics teachers in Mangan Elementary School. Therefore, this study seeks to address this gap by exploring in depth the hardships encountered by teachers and the coping mechanisms they employ in managing these difficulties in their daily instructional practice.

METHODS

This study employed a qualitative approach using phenomenological research design where it focuses on exploring and understanding an individuals' experiences regarding a specific phenomenon. Phenomenology examines how people perceive, interpret, and give meaning to their experiences (Engelland, 2020). This approach is appropriate for the study as it aims to explore the experiences of the mathematics teachers at Mangan

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Elementary School. By collecting and analyzing the teachers' personal accounts, the study gains a deeper understanding of the challenges that the teachers encounter, their coping mechanism, and their experiences in teaching mathematics. Furthermore, the study sought to explore factors affecting mathematics instruction and the coping mechanisms employed by teachers in addressing the challenges they encounter in teaching mathematics.

The study was conducted at Mangan Elementary School, and it serve as the locale of the study. The school in Mangan was chosen because it is the ideal location for the study. It provides an appropriate setting for investigating the challenges or hardships experienced by the elementary mathematics teachers. Another reason is that there are teachers in Mangan who had direct and relevant experiences in teaching mathematics that can help answer the questions in the research. Moreover, the school is considered as the most appropriate location because the teachers provide in-depth and meaningful narratives about the hardships, struggles, and realities that they encounter in teaching Mathematics. Additionally, the school offers appropriate context for examining the challenges encountered by mathematics teachers.

The participants of this study were seven (7) teachers at Mangan Elementary School who are currently teaching Mathematics. The participants were selected using purposive sampling, it is the intentional selection of specific units based on their relevance to the research question, enables the researchers to gain deep insights into complex phenomena Tajik et al. (2024). The seven participants were selected because they had experience in teaching mathematics, and they could provide strong, relevant, and meaningful information regarding to the challenges and hardships they had encountered. Additionally, as individuals who personally experienced these hardships, they were the most appropriate participants due to the detailed and relevant information that they can provide regarding their challenges, experiences, and coping mechanisms that they use when teaching Mathematics.

The study used an adopted research questionnaire that consists of open-ended questions, designed for gathering detailed information about the participants' experiences in teaching mathematics. The interview guide focuses on the challenges, factors affecting the delivery of mathematics, coping mechanisms, and last are recommendations to improve mathematics education. Since the instrument was adapted from a related study, it underwent validation by two experts, to ensure clarity, relevance, and appropriateness in alignment with the objectives of the study. The validators were the Program Chair of the Social Studies and an instructor from the Bachelor of Elementary Education (BEEd) program, both of which are affiliated with Aklan State University. Their expertise in education and research has contributed to the refinement of the instrument used for this study. The recommendations provided by the validators were integrated before the interview.

Before conducting the study, the researchers first sought permission from the school principal of Mangan Elementary School. Upon approval, the researchers coordinated with the mathematics teachers and invited them to participate. The purpose of the study was explained to the participants, and then they were informed that their participation was voluntary and all information remained confidential.

After getting the participants' approval, the researchers conducted a face-to-face interview using the validated interview guide consisting of open-ended questions. During the interview, the researchers recorded the participants' responses very carefully to ensure accuracy and completeness of the data collected. After all the interviews, the researchers transcribed, organized, and reviewed the participants' responses for thematic analysis. The data collected were then examined to identify the themes and patterns related to their experiences in teaching mathematics.

The data collected were analyzed using thematic analysis, a method used to identify, analyze, and interpret patterns of shared meaning (themes) within a given data set, which can be in the form of interviews, focus group discussions, surveys, or other textual data of Braun & Clarke, (2006). After that, the researchers repeatedly read the participants' responses to gain understanding of their experiences and perspectives. By using line-by-line coding, the significant responses, phrases, and words that are related to the challenges and experiences of mathematics teachers were identified and assigned initial codes.

After the coding, similar codes were then grouped and categorized, which were examined to identify patterns and emerging themes. These themes were refined, reviewed, and interpreted to ensure that they accurately presented the participants lived experiences. Through the systematic process, the researchers were able

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to get a comprehensive understanding of the challenges, hardships, and coping mechanism of mathematics teachers in Mangan Elementary School.

The findings of this analysis will help provide a clearer understanding of what challenges the teachers faced in teaching mathematics at Mangan Elementary School. The results may help teachers and school administrators identify the factors that affect effective teaching and learning in mathematics. In addition, the study may serve as a guide in creating better strategies, support, and learning approaches to improve students' understanding and performance in mathematics.

RESULTS AND DISCUSSION

Challenges Encountered by Teachers in Teaching Mathematics

Theme 1: Lack of Instructional Resources and Learning Materials

The availability of instructional resources and learning materials is crucial in providing effective mathematics instruction. Adequate teaching resources help teachers deliver lessons, facilitate learning, and address the learners' educational needs. However, challenges related to the accessibility and availability of learning resources may affect the teaching and learning process. This theme presents the experiences of mathematics teachers regarding the learning materials available to them and how this influences their classroom practices.

As they mentioned:

> R1: *Ro number one gida hay uwa gida it textbooks. Ga tinuro kalang gid imo, kapin gida daya ngara nga MATATAG curriculum uwa gida sanda it textbooks.*
> (The number one problem is really the lack of textbooks. You end up teaching everything on your own, especially now under the MATATAG Curriculum where no textbooks are provided.)
>
> R5: *Ngani during sa MATATAG ngato may textbooks mat ah kami nga sa mathematics pero makaron hay, last year hay na tapos lang du one year nga pagturo uwa gid kami it textbooks. Bali ru gina send kamon karon hay sa mga link. Naga download kami kung needed namon du activity.*
>
> (At the start of the MATATAG Curriculum, we had Mathematics textbooks, but lthey were only used for one year. Now, we no longer have textbooks. The materials are just sent through links, and we download activities when we need them for teaching.)
>
> R7: *Among mga curriculum kung amat hay, wat libro ag raya nga naka umpisa eon du MATATAG pero ulihi euta du gaabot du libro. Ma iya gida nga uwa gid it libro so kami hay gina niresearch namon makaruyon.*
> (Sometimes there are no books yet, even though the MATATAG Curriculum has already started; the textbooks arrive later. So there are really times when we have no textbooks, which is why we do our own research now.)

The lack of instructional resources, especially textbooks, emerged as a major challenge presented by the mathematics teachers at Mangan Elementary School during the implementation of the MATATAG Curriculum. Due to the limited learning materials, teachers were required to find alternative resources and create their own instructional materials, which increased their workload and affect the quality of mathematics instruction. This

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issue was supported by UNESCO (2023) and Darling-Hammond et al. (2020), who emphasized that adequate and high-quality instructional materials are essential for effective teaching and teacher effectiveness.

In conclusion, mathematics teachers showed that even though they lack in instructional resources, they still found other ways to deal with it. Teachers demonstrated adaptability, flexibility, and creativity despite having those challenges and hardships that limit their ability to deliver quality Mathematics instructions. However, these mechanisms are not enough to provide good Mathematics instructions because it requires more additional work for teachers and it demand a lot of their time. This is why providing textbooks in every school especially in Mangan Elementary School is important, which serves as a tool for teachers in delivering effective Mathematics instructions and lessen their workloads while enhancing students' learning experiences and academic performance in Mathematics.

Theme 2: Learners' Weak Foundation in Basic Mathematical Skills

Basic mathematical skills are important for learners to understand and apply more advanced mathematical concepts. However, there is difficulty in acquiring the fundamental numeracy skills that may create challenges for both the teachers and the learners. This theme presents the experiences of mathematics teachers about the learners' proficiency in basic mathematical operations and how these hardships can influence classrooms' instruction and students' learning.

> As R3 mentioned: *Ru imo gid karun nga challenges nga maatubang hay when it comes sa basic facts, malisod du mga unga tur an it multiplication ag division.*
>
> (Challenges I face is the students' lack of mastery of basic mathematical skills. Many of them still struggle with multiplication and division, making it difficult to teach more advanced concepts.)
>
> R5 also stated: *Example Grade 3 level dun imaw tas du level it unga hay pang kinder duyon du mga malisod tur an sa mga unga. Kasi may akon nga ga iskulya nga naka count sa fingers at may ina pagid nga mga unga nga ga tali tali ngaron, linya-linya.*
>
> (Example in Grade 3, is still at this level and the child's learning level is like kindergarten, it becomes very difficult to teach them. I have students who still count using their fingers, and there are also other children who use dots or lines while counting.)
>
> R1 cited: *Usually gid-a hay bisan sa higher grades like grade 4,5, and 6. May una malisod gid-a kanda ngaron ro multiplication, division tapos ang lower grades nag saka euta sanda it grades 5 and grade 6. May una gid mat ah nga di kaantigo mag apply.*
>
> (Even in the higher grade levels such as Grades 4, 5, and 6, there are still students who struggle with multiplication and division. The lower grades, as they move up to Grades 5 and 6, some of them still find these concepts difficult and are unable to apply what they have learned.)

The findings revealed that learners with difficulties in mastering the basic concepts of Mathematics, specifically in Multiplication and Division, remain as a significant problem for Mathematics teachers in elementary.

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Most of the learners still rely on using fingers to count numbers, dots, and lines, even in higher grade levels where these skills are expected to be mastered. Despite the continuous instructions and practices, some learners are still struggling to apply previously learned concepts when they are solving a mathematical concept. This is further reinforced by Tuba and Roble (2020), who emphasized that learners who are having trouble in fundamental mathematical competencies often require targeted instructional support to improve their understanding and performance in Mathematics. This study also suggests that learners with weak foundations in their mathematical skills can affect their ability to grasp more complex concepts and problem-solving tasks. Furthermore, weak foundation in Mathematics can limit the ability of the learners to grasp more advanced concepts.

Considering these observations, teachers are really having a hard time teaching learners who had a weak foundation in Mathematical concepts especially in the higher grade levels. The problems in learner's prior knowledge make it more difficult for them to understand Mathematics and it requires teachers to spend additional time and effort revisiting topics before moving to a new lesson. It is understandable for learners in primary levels to struggle with concepts of Mathematics since they are still in early stages of learning, it becomes more concerning if the learners are in the higher grade levels but still continue to experience difficulties in basic Mathematical concepts. And, if the learner's foundation in basic Mathematical concepts is weak, no matter how effective the teachers approach the learners won't be able to absorb or understand the topic. This made the teachers do a remedial class and one-on-one teaching to help those learners who are struggling in Mathematics. This just shows that strong foundation in Mathematical concepts in primary levels is crucial because it helps avoid future problems and it also lesson the responsibilities of other teachers.

Theme 3: Curriculum Complexity and Fast-Paced Learning Competencies

The new curriculums' implementation brought various changes in teaching practices, learning objectives, and classroom instruction. These changes aimed at improving the quality of education, but it introduced new challenges for the teachers and learners. This theme focuses on the mathematics teachers' experiences regarding the implementation of the MATATAG Curriculum, particularly the demands, lesson delivery, and the alignment of learning competencies with the learners' needs and abilities.

> R2 noted: *Kaabo abong objectives, so indi gani ma buol it unga du duyong certain lessons kasi abo ngani kaming objectives. May una ngani kung amat sa Math hay one topic, 5 objectives among need ma achive sa 45 minutes namon so duyon malisod imaw.*
>
> (Learners sometimes find it difficult to fully understand certain topics since there are so many things that need to be covered within a limited time. In Mathematics, for example, there are lessons where we are expected to achieve five objectives within a 45-minute class period, which can be very.)
>
> R4 mentioned that: *New curriculum namon is ano makaron bag o so gapangapa kami makaron kasi bag o nanaman ag tapos hay wa sya naga santo. Ru mga skilled abi hay wa na eon ga align sa makarang curriculum ag mabilis at masyadong complex man imaw.*
>
> (We are still adjusting and trying to find our way because of the recent changes. Some of the skills we used before are no longer fully aligned with the new MATATAG Curriculum. Also, it is fast-paced and quite complex as well.)

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> R6 shared: *Tag parehas ku ano mga changes it competencies, uwa imaw naga match sa level it mga estudyante tapos madasig ang pacing it makarang curriculum.*
> (The changes in competencies do not match the level of the students, and the pacing of the new curriculum is very fast.)

The findings revealed the fast-paced and competency-heavy structure of the MATATAG Curriculum poses a challenge for mathematics teachers in elementary. The need to cover all the competencies within a limited time, which forces the teachers to rush lessons, leaving the learners confused and had insufficient time to understand the lesson. These hardships become more evident when teachers must also address the learners' gaps through remediation and individualized teaching. Supporting these findings, The Organization for Economic Co-operation and Development (OECD, 2023) noted that when the curricula are dense and time-constrained, the teachers tend to prioritize the contents coverage rather than deep understanding, which limits the students' opportunity to develop strong foundational skills and knowledge in Mathematics. A similar study by Vistro-Yu, Hao, and Sua (2025) highlights that the mathematics curricula with heavy content demands and fast pacing can create tensions for teachers, which often reduced the opportunity for meaningful engagement and conceptual learning among the learners.

The evidence suggests that Mathematics teachers in elementary schools' experience hardships because of the curriculum's high demand. There are many objectives that must be achieved by the end of the school year, but teachers are given only limited time, and some of the required competencies do not align with the learners' cognitive levels. This situation is really concerning because the learners cannot process the whole amount of information in just minutes of class. As a result, teachers were assigned an additional responsibility to find alternative methods to help learners understand and fully grasp the lesson.

Theme 4: Diverse Learning Abilities Among Learners

The learners have various levels of academic readiness, learning preferences, and ways of understanding, which can affect the teaching and learning process in Mathematics. These diversities require the teachers to take into consideration the different factors in planning and delivering instruction to ensure that learners are given the opportunity to learn. This theme shows the mathematics teachers' experiences in addressing the diverse learning abilities of the learners and the different challenges that are present in the classroom.
As they mentioned:

> R2*: So kinahang- ean mo pa nga tan awon kung angay baea imaw sa level it mga unga nga gina tur an nimo. Kasi, as what I've mentioned ngani nga not all learners sa grade 2 hay same level. May una nga naga struggle pa, may una nga advance, may una nga level lang gid imaw sa ano.*
>
> (It is important to check whether the materials match the abilities and learning needs of the pupils being taught. As I mentioned earlier, not all Grade 2 learners are at the same level. Some are still struggling, some are more advanced, and others are performing at the expected level for their grade.)
>
> R5: *Ro mga learners mat ana nga, maaeam they are participating, actively participating pero ro mga learners nga mga mahina so uwa sanda it gana, gapati man sanda pero physically present but mentally absent.*
>
> (Some learners are active and participate well in class, but some are weak and lack motivation. They may be physically present, but mentally absent and not focused on the lesson.)

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> R4: *Akon na experience is the method how to teach them and for the learners its very difficult for them to understand the lesson, sometimes yung mahirap gid sanda mag intindi, grade 4 ang tinuturuan ko.*
>
> (In my teaching experience in Grade 4, I have observed that some learners find it hard to keep up and understand Mathematics lessons.)

The findings indicate that learners' diverse abilities and learning speeds can significantly affect the teaching and learning process in Mathematics. Teachers observed that there are learners that can easily understand the concepts and some are still struggling even with the basic skills, requiring teachers to repeat their explanation and add additional support. This different ability makes it more challenging for teachers to design activities that effectively address the learners' needs. This perspective is echoed by Trinter, Brighton, and Mood (2016), who emphasized that the students' difference in readiness, interest, and learning abilities makes the instructions less effective and highlight the need for flexible teaching approaches that respond to the learners' needs. Their study also suggests that classroom diversity requires the teachers to continuously adapt their instructional methods to ensure meaningful learning for all of the learners. The participants' experiences aligned with this, as they reported the need to modify their approaches to be able to handle both struggling and advanced learners in Mathematics.

In conclusion, having learners with different learning styles is really challenging because teachers need to carefully consider and design appropriate approaches to address the needs of different learners. This situation further increases teachers' workloads as they continue to adjust their teaching styles to ensure that all learners are supported in the process of learning. Additionally, the presence of both fast and slow learners in one room makes it more difficult for teachers to maintain balanced pace of instruction, as the teachers need to provide enrichment activities for advanced learners and remedial class for learners who are still struggling. Despite facing these challenges, teachers remained committed to ensure that no learner is left behind.

Theme 5: Time Constraints and Heavy Workload

Teaching Mathematics involves a lot of responsibilities that extend beyond the classroom. In addition, to delivering lessons, teachers are expected to perform other tasks including the preparation of learning materials. This theme explores the experience of mathematics teachers regarding the time constraints and heavy workloads, as well as how these factors affect the teaching and learning process of Mathematics instructions.

> As R2 mentioned: *Do akong mga difficulty hay sa mga books like resources, printing. It takes too much time abi kung ga print kapa, instead nga e rest nimo hay need mo pa mag print. So even ngani sa mga baeay nadaea namon among mga copy.*
>
> (0ne of my biggest challenges is the shortage of books and other resources, as well as the time required for printing instructional materials. Preparing and printing these materials takes a considerable amount of time. Instead of resting after work, teachers often need to continue preparing resources for their classes. In fact, we sometimes bring copies and teaching materials home so that we can continue our preparation.)
>
> R3 stated that: *When it comes sa materials of course du preparations kasi abo pa nga subject so kung e prepare mo gid tanan malisdan ka.*
> (Preparation is needed because there are still many subjects. If you prepare everything at the same time, you will really have difficulty.)
>
> R5 also emphasized that*: May mga instructional materials mat ah kami nga gina prepared, pero not all na lesson hay ma preparahan nimo every day. Syempre, bukon*

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> *eang mathematics ang gina buytan, if you are teaching grade 3. 6 subjects or 5 subjects imong gina buytan. So, not all subject hay maka prepare ikaw it imong materials.*
>
> (We have instructional materials that we prepare, but not all lessons can be prepared every day. Of course, Mathematics is not the only subject you teach if you are a Grade 3 teacher. You handle 5 or 6 subjects, so you cannot prepare materials for all subjects.)

The findings revealed that time constraints and heavy workloads are one of the significant challenges that was experienced by mathematics teachers. Aside from teaching, teachers are responsible for lesson planning, preparing materials, assessing learners, and completing different administrative requirements. These responsibilities often leave a limited time for the preparation of instructional materials, making it more difficult to balance all the tasks effectively. These findings support the study of Skaalvik and Skaalvik (2020), which emphasized that heavy workloads and job demands could reduce the teacher's ability to focus on preparing materials and delivering the instruction to the class.

It can be concluded that the numerous responsibilities assigned to teachers have a significant impact on the teachers' teaching process. The high demand for the job consumes a lot of the teachers' time and energy, making it challenging to focus on other areas, especially on preparing materials. This just shows the importance of workload management support and structured time allocation to help the teachers focus effectively on being able to deliver quality mathematics instruction.

Teachers' Coping Mechanisms in Teaching Mathematics

Theme 1: Using Interactive and Enjoyable Learning Activities

Mathematics teachers employ various interactive and enjoyable learning activities as a coping mechanism to address the hardships they encounter in teaching Mathematics. These approaches include the use of games, manipulatives, multimedia tools, action songs, and other engaging classroom activities that help capture learners' attention and sustain their interest in learning. The participants emphasized that incorporating interactive approaches makes mathematics lessons more enjoyable and manageable for learners, particularly those who exhibit low motivation and negative attitudes toward the subject. By creating a more engaging learning environment, teachers are able to encourage active participation, improve classroom interaction, and make mathematical concepts easier for learners to understand.

> R1 shared: *Kung amat gina agi namon namon sa mga games. Dikaron mostly ga ano gid aro mga unga. Paheras mana sa gina butang mo sanda sa line tapos once nga makasabat sanda, one step forward, gapa contest contest man, enjoy sanda.*
> (Sometimes, games are used in teaching. Most of the children are very active and enthusiastic with this approach. For example, we line them up and when they are able to answer, they take one step forward. There are also competitions, which makes them enjoy the activity.)

> As R3 explained: *Dapat gid sa math magamit ka gid especially sa mga elementary learners naila gid sanda run sanda kung may games ag video , gahinilubyaw ta run sanda.*
> (Mathematics it is very important to use different teaching strategies, especially for elementary learners. They become more engaged and interested when games and videos are incorporated into the lessons.)

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R7 also stated that*: Ga use, ro iba manipulatives, laptop, TV. Mga ano, mga action songs related sa topic. So, para maka-catch ang attention nila.*
(We use manipulatives, laptops, and TV. We also use action songs related to the topic to capture the learners' attention, make the class more engaging, and encourage cooperation.)

The findings indicate that the integration of games and interactive activities serves as an effective coping mechanism for overcoming learners' lack of interest and engagement in Mathematics. Teachers observed that learners become more enthusiastic, attentive, and willing to participate when lessons involve enjoyable and hands-on activities. These approaches help reduce anxiety toward Mathematics and promote a positive learning atmosphere that supports active learning. This theme is reflected in the study of Malahito and Quimbo (2020), who found that gamified learning environments significantly enhance students' engagement and motivation in Mathematics by making instruction more interactive and learner-centered. Similarly, Silva and Maran (2020) highlighted that gamification increases learners' participation and interest by transforming traditional classroom activities into engaging learning experiences. Furthermore, Huang et al. (2020) confirmed through a meta-analysis that gamification positively influences students' motivation, engagement, and academic performance across different educational settings. The experiences shared by the participants are consistent with these studies, as they reported that interactive activities help sustain learners' interest and make mathematics lessons more meaningful and effective.

In conclusion, the use of interactive and enjoyable learning activities is an important coping mechanism that helps elementary mathematics teachers address classroom difficulties and improve learners' engagement. Through the integration of games, fun manipulatives, and enjoyable learning activities teachers can create a more positive and supportive learning environment that encourages active participation and strengthens learners' understanding of mathematical concepts. These findings suggest that schools should continue supporting teachers in implementing innovative and engaging instructional approaches, as such approaches not only enhance learners' interest in Mathematics but also help teachers manage the difficulties associated with mathematics instruction more effectively.

Theme 2: Providing Remedial and Individualized Instruction

Elementary mathematics teachers identified remedial and individualized instruction as important coping mechanisms in addressing learners' difficulties in Mathematics. These coping mechanisms involve providing additional learning opportunities through one-on-one teaching, remediation sessions, and differentiated activities tailored to the learners' specific needs and abilities. The participants emphasized that many learners struggle with fundamental mathematical concepts and require extra guidance beyond regular classroom instruction. Through individualized support, teachers are able to focus on learners who need additional assistance, address learning gaps, and provide opportunities for them to better understand mathematical concepts at their own pace.
As they mentioned:

R4: *One on one teaching, example i will give activity to the learners nga very good na sanda at gina pull out ko sometimes du ano mga slow learners ag e one-on-one.*
(What I do is one-on-one teaching. For example, I give activities to fast learners, while the slow learners are sometimes pulled out so I can focus on them individually.)

R6: *Ga remedial kami and students' performance task, pati natin individual teaching or one-on-one teaching. Para mapokusan namon sanda.*
(We do remedial classes and performance tasks, as well as individual teaching or one-on-one teaching. So, we can focus on them individually.)

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> R7: *Siguro hay ga ubra gid ako it iba nga way, iba nga paraan nga gina remedial sanda para hadto nga mga na miss nanda ag uwa nanda masyadong na take up, mga uwa nanda masyadong inintindihan hay gina remedial namon sanda. May amon abing remediation time so runyon.*
> (Maybe I really use different ways, especially giving remedial sessions to learners who missed or did not fully understand the lessons. We have a remediation time for them.)

The findings indicate that remedial and individualized instruction play a significant role in helping elementary teachers manage the diverse learning needs of their learners. The participants shared that they often conduct one-on-one teaching and remediation activities to provide focused support for learners who have difficulty understanding lessons or who have missed important concepts. These interventions allow teachers to identify misconceptions, reinforce foundational skills, and adjust instruction according to the learners' level of understanding. This finding is supported by Aguhayon, Tingson, and Pentang (2023), who found that differentiated instruction and targeted remediation contribute to improved mathematics performance by addressing learners' individual needs and providing appropriate instructional support. Their study emphasized that struggling learners benefit more from focused interventions and instructional adjustments that respond to their specific learning difficulties. The participants' experiences support these findings, as they reported that remediation and individualized teaching enable them to provide the necessary assistance to learners who require additional academic support in Mathematics.

In conclusion, providing remedial and individualized instruction is an essential coping mechanism that helps mathematics teachers address learners' difficulties and improve their understanding of mathematical concepts. By offering targeted interventions and personalized support, elementary mathematics teachers are able to respond effectively to learners' weaknesses and create opportunities for meaningful learning. These findings suggest that schools should continue strengthening remediation programs and supporting differentiated instructional practices to ensure that struggling learners receive the assistance they need. Such efforts can contribute to improved mathematical performance, increased learner confidence, and a more inclusive learning environment where all learners are given the opportunity to succeed.

Theme 3: Maximizing Available Technology

The use of technology emerged as an important coping mechanism employed by mathematics teachers to enhance the delivery of instruction despite the hardships they encounter in the classroom. The participants shared that they maximize the available technological resources such as televisions, laptops, PowerPoint presentations, internet resources, HDMI connections, and screen mirroring to make mathematics lessons more engaging and accessible to learners. These technological tools enable teachers to present lessons more effectively, particularly when explaining complex mathematical concepts, while also capturing learners' attention and increasing their participation during classroom discussions and activities. Although some participants reported limitations in internet connectivity, they continue to utilize available ICT resources to support the teaching and learning process.

> R2 shared: *Yes, po so each room hay may TV mat ah imaw, may HDMI gina connect namon ran imaw sa laptop. Pwede man tag screen mirroring.*
> (Yes, each classroom has a TV. We usually connect it to a laptop using an HDMI cable. We can also use screen mirroring to display the lesson and other instructional materials on the TV.)

> R4 explained*: Actually, use of powerpoint , ict in teaching mathematics. At may available television and computers at ang internet hay limited du access because hay mabagal du internet.*

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(Actually, I use PowerPoint and ICT in teaching Mathematics. Also, there are available televisions and computers, and internet. But the internet access is limited due to low internet connection)

R7 mentioned: *Ga gamit kami it powerpoint, gina present namon, ga gamit man kamit it tv also laptop namon amat. Ag, may amon iya nga internet, ginagamit namon mag present kamit it lesson, ga download kami, ga surf kami ag gina present namon sa mga unga, so that why hay engaging mat ah ag nakaka catch mat ah it attention.*
(We use PowerPoint, we present it, and we also use TV and laptops. And we also have internet here, and we use it to present lessons. We download materials, browse, and present them to the learners. That is why it becomes engaging and it catches their attention.)

The findings indicate that technology plays a significant role in improving learners' engagement and understanding in Mathematics. Teachers observed that the use of multimedia presentations, videos, and digital learning materials makes lessons more interactive, visually appealing, and easier for learners to comprehend. Furthermore, technology allows teachers to present mathematical concepts in a more organized and engaging manner, helping learners maintain their focus and interest during instruction. This finding is supported by Bond et al. (2020), who emphasized that the integration of digital technology in education enhances learner engagement and promotes a more effective learning environment through interaction, visualization, and active participation. Similarly, Tondeur et al. (2020) highlighted that effective ICT integration depends on teachers' ability to meaningfully incorporate technology into instruction to improve learners' educational experiences and learning outcomes. The experiences of the participants align with these findings, as they reported that technology serves as a valuable instructional tool that supports both teaching effectiveness and learner engagement in Mathematics.

In conclusion, maximizing available technology is an essential coping mechanism that helps mathematics teachers address instructional difficulties and improve the quality of mathematics education. The use of ICT tools such as televisions, laptops, PowerPoint presentations, and internet-based resources enables teachers to deliver lessons more effectively and create a more engaging learning environment for learners. These findings suggest that schools should continue strengthening technological support and improving access to ICT resources to assist teachers in delivering quality mathematics instruction. Enhancing technology integration can contribute to better learner engagement, deeper understanding of mathematical concepts, and a more effective teaching and learning process overall.

Theme 4: Collaboration and Peer-Assisted Learning

Mathematics teachers employ various instructional mechanisms to support the learners' understanding of mathematical concepts. Among the teachers coping mechanisms, interactive and learner-centered approaches encourage active participation and meaningful learning experiences. This theme explores how mathematics teachers in elementary utilize collaborative learning and peer-assisted activities in the classroom and how these coping mechanisms help the learners' engagement.

As the teachers mentioned:

R2: *Tapos kung amat man hay group activity kasi kung sa group activity hay ga cooperate sanda. May struggle man, syempre kinahangean mo pa mag pangisog before sanda mag focus.*
(We also conduct group activities because these encourage cooperation among the learners. Of course, there are still some challenges. Sometimes, I need to be firm and get their attention first before they can fully focus on the lesson.)

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R4: *Games, group activity, mga reporting, peer collaborations para maka brainstorm sila. Ag interested abi sanda ag attentive sanda pag e use games or group activity.*
(Games, group activities, reporting, and peer collaboration are used so that learners can brainstorm better and because learners become more interested and attentive. When games or group activities are used.)

R7: *Huo, mga group activities, mga group games, mga ruyon nga mga materials para maka catch sanda it attention ag maging more cooperative. Duyon gina gamit namon.*
(Yes, group activities and group games, those kinds of materials are what we use to capture the learners' attention and make them more cooperative.)

The findings revealed that collaboration and peer-assisted learning are effective approaches that mathematics teachers use to enhance the learners' understanding of mathematical concepts. Using group activities, peer tutoring, reporting, and other interactive approaches, the learners are encouraged to work together, exchange ideas, explain solutions, and support classmates who are struggling. The teachers observed that these approaches can increase the learners' participation, engagement, and understanding of mathematical concepts. This is supported by the study of Alegre et al. (2020), which states that peer tutoring and collaborative learning improves the students' achievement by promoting structured peer interaction, guided support, and active engagement in the learning process.

In conclusion, the findings revealed that collaboration and peer-assisted learning are effective coping mechanisms in mathematics instruction. The mathematics teachers observed that learners become more engaged in motivated when they are given opportunities to work with their peers. Through collaborations, learners not only develop understanding of Mathematics but also feel supported throughout the learning process. By using this mechanism, teachers' workloads decrease and make classroom management more manageable.

Theme 5: Demonstrating Passion and Dedication to Teaching

Despite having various challenges they encounter in teaching Mathematics, teachers remain committed to supporting their learners in ensuring their academic growth. They continue to invest their effort, time, and resources to provide a better understanding of Mathematical concepts to improve the learner's performance. Teachers also noticed the importance of continuous learning to enhance their teaching practices. Their dedication reflects a strong commitment to providing a quality education to help the learners succeed.

R2 mentioned: *As teacher, need gid nimo mag isip it other suited activity para sa duyong level it unga. So medjo double work gid ta imaw pero kung makita mo mat ah nga naga improve du unga hay happy ka mat ing as a teacher.*

(As a teacher, I need to think of other approaches and teaching strategies that are more appropriate to the learners' level of understanding. Because of this, my workload and preparation have increased. Nevertheless, despite these challenges, it is very rewarding to see the gradual progress of the pupils. When I see them learning and improving, I feel happy and fulfilled as a teacher.)

R7 shared that: *Dugang pa du mga mahina nga mga learners nga gusto mo gid ah maka antigo. So ruyon amat paalin mo mapa antigo kung perming absent. So need gid magisip it ibang way para maka antiguhan sanda.*

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(On top of that, there are learners who are weak but you really want to help them learn, but it becomes difficult when they are often absent. So sometimes, you think about how you can help them and make them understand the lessons if they are not regularly attending classes.)

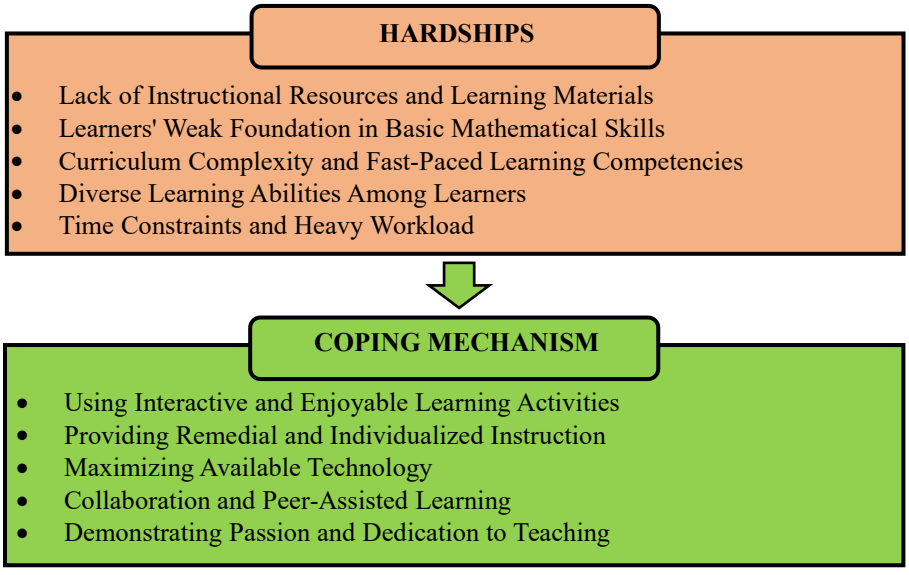
R1 explained: *Pares man sa mathematics ro pagturo baea hay para maging effective sa mga unga, du mabueo gida at mapaantigo ro mga unga. Ag, additional training para sa mga teacher's para mapabahol pa bala namon among knowledge para maturo namon sa mga bata.*

(The teaching of Mathematics also depends on how effective it is for the students, so that they can learn thoroughly and better understand the lessons. Additional training is also important, so that we can expand our knowledge in Mathematics to effectively teach it to the learners.)

The findings revealed that despite the various challenges that is encountered in teaching Mathematics, the teachers remained committed to supporting the learners' academic growth. They invest additional time, effort, and coping mechanisms to help learners understand mathematical concepts and adapt their teaching to meet the learners' needs. The teachers also expressed a feeling of fulfillment when they see how a learner's performance improves despite the hardships they face. Furthermore, they recognized that professional learning is crucial in enhancing their teaching practices and instructional effectiveness. The findings are consistent with the studies of Pan (2023) and Rosli and Aliwee (2021), which emphasized that professional development and continuous learning can strengthen the teachers' commitment, improve their instructional quality, and contribute to better learning outcomes.

In conclusion, mathematics teachers in elementary demonstrated dedication and perseverance in fulfilling their responsibilities despite facing numerous challenges. The teachers expressed fulfillment when they saw their learners improve, as these make their efforts worthwhile. Their willingness to continuously learn and adapt reflects their genuine concern for the learner's academic success. These findings highlight that teachers' commitment, resilience, and care for their learners play a vital role in promoting meaningful learning and academic growth.

Hardships And Coping Mechanisms



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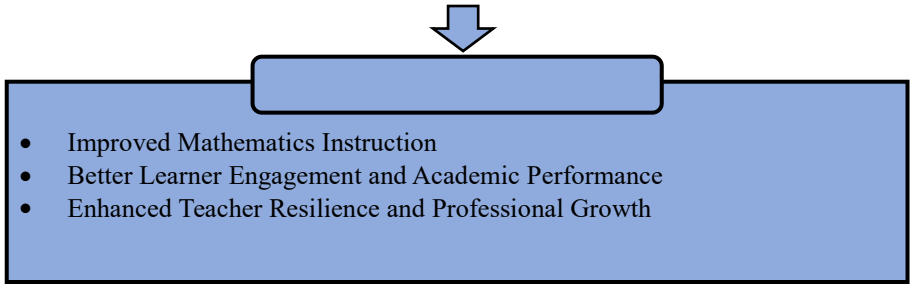


Figure 1. *Diagram of the Findings*

Summary

The findings of this study revealed that the mathematics teachers at Mangan Elementary School encountered numerous interrelated challenges in the process of effectively teaching Mathematics, including inadequate availability of instructional tools and learning materials, poor background knowledge and proficiency of the learners in basic mathematics, high-speed and complexity in curriculum requirements, diversity among learners, and lack of sufficient time due to heavy workload. The insufficient availability of instructional resources and learning materials, especially in the case of the implementation of the MATATAG Curriculum through textbooks, forced the teachers to look for and create learning resources independently, thereby adding to their already existing heavy workload, as noted by Darling-Hammond et al. (2020). Besides, the poor background of learners in basic mathematics, in terms of performing calculations and operations such as multiplication and division using strategies such as finger and dot counting in the case of higher-grade level learners, adds to the complexity of the challenge faced by the teachers.

Furthermore, the tightness of the curriculum together with the large amount of competency requirements, along with the various levels of abilities of learners, made it hard for instructors to achieve mastery within the available period of time, corroborating the results from OECD (2023) and Vistro-Yu et al. (2025), stating that an overload of curriculum leads to lack of learning and understanding. Additionally, time and workload issues made it hard for teachers to perform their duties as they had to deal with numerous subjects and their planning and assessment, among other duties, in line with the results by Skaalvik and Skaalvik (2020), stating that the large workload leads to inefficiency of teaching processes. Overall, these challenges are interconnected and significantly affect both teaching performance and learner achievement in Mathematics, contributing to persistent learning gaps that may extend to higher grade levels if not properly addressed.

CONCLUSION

The findings revealed that mathematics teachers in elementary face several challenges, including lack of instructional resources and learning materials, learners' weak foundation in basic mathematical skills, the complexity and fast-paced nature of the MATATAG Curriculum, diverse learning abilities among learners, and time constraints brought by the additional workloads. These issues affect the Mathematics instruction and require the teachers to add more effort to meet the learners' needs.

Despite having these challenges, teachers showed resilience, flexibility, creativity, and passion for their profession by employing different coping mechanisms. They integrated interactive and enjoyable learning activities, provided remedial and individualized instruction, maximized available technology, encouraged collaboration and peer-assisted learning, and continuously showed passion and dedication to teaching. These approaches helped them to address the learning gaps, enhancing the learner's engagement, and overall improve the teaching and learning process.

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Overall, the study concludes that even though Mathematics teachers faced a lot of instructional and professional challenges, they remain dedicated to help ensure the academic success of the learners. Their ability to cope and implement effective approaches highlights the importance of providing adequate instruction resources, professional development, curriculum support, and instruction assistance. Addressing these concerns will not only strengthen learners' mathematical foundation and reduce future learning difficulties, but will also support teachers in delivering more meaningful, organized, and effective Mathematics instruction in the classroom.

Implications For Practice

The findings from Mangan Elementary School reveals the dedication and creativity of mathematics teachers in managing the different challenges that they encountered when teaching Mathematics. Teachers use engaging and contextualized strategies such as games, peer learning, real-life examples, and improvised instructional materials to improve the students' participation in class. Even though teachers use different strategies, there are still several challenges that remain, it includes lack of instructional resources, students' fear and weak foundational skills in Mathematics, fast-paced curriculum, and difficulties in managing diverse learner needs. In addition, the need for more professional development was also emphasized by the respondents. The data provides important implications for improving the mathematics instruction in Mangan Elementary School.

To the Department of Education. The findings of this study may serve as a basis for the Department of Education in strengthening support for mathematics teachers, particularly those assigned in rural schools. DepEd may enhance the provision of instructional resources, such as mathematics textbooks, teaching aids, and updated learning materials, to facilitate more effective mathematics instruction. Additionally, the department may provide relevant and continuous professional development programs that equip teachers with effective strategies for addressing diverse learner needs and curriculum demands. Furthermore, DepEd may consider reviewing the complexity and pacing of the mathematics curriculum to ensure that learning competencies are realistic, manageable, and appropriate for learners' developmental levels. Reducing the number of competencies that need to be covered within a limited period may allow teachers sufficient time to deliver lessons effectively and enable learners to develop a deeper understanding of mathematical concepts.

To School Administrators. The findings of this study may help school administrators strengthen support systems for mathematics teachers and improve the quality of mathematics education. Administrators may ensure the availability of adequate instructional resources, such as textbooks, manipulatives, visual aids, and other learning materials that support effective teaching and learning. They may also improve access to educational technologies and organize relevant seminars, workshops, and training programs that enhance teachers' professional knowledge and instructional skills in mathematics. In addition, school administrators may help reduce teachers' workload by providing sufficient time and support for lesson preparation, remediation, and the development of differentiated learning activities that address the diverse needs of learners. Furthermore, administrators may reexamine school records and assessment data related to learners' low performance in mathematics to identify recurring learning gaps and challenges. The results of this review may serve as a basis for developing targeted intervention programs, instructional improvements, and support mechanisms that can enhance learners' mathematical achievement and overall academic success.

To Mathematics Teachers. The findings of this study may encourage mathematics teachers to continue demonstrating creativity, adaptability, and dedication in addressing the hardships encountered in mathematics instruction. Teachers are encouraged to sustain the use of engaging, interactive, and learner-centered teaching approaches that can enhance students' interest, participation, and understanding of mathematical concepts. Such approaches may help create a more positive and meaningful learning experience for learners. Furthermore, mathematics teachers may continue to develop and implement differentiated instruction to accommodate the diverse learning abilities and needs of their students. They are also encouraged to engage in continuous professional growth through collaboration with fellow teachers, participation in training programs, and the sharing of best practices. By reflecting on their teaching experiences and adopting effective instructional strategies,

teachers may further improve the quality of mathematics education and contribute to better learning outcomes among students.

To Learners. The findings of this study may help learners develop a more positive attitude toward mathematics and encourage them to become active participants in the learning process, particularly those who experience difficulties in the subject. By understanding the hardships encountered by elementary mathematics teachers, learners may become more aware of the hardships involved in teaching mathematics and recognize the importance of their own role in achieving successful learning outcomes. Students are encouraged to actively engage in classroom discussions, learning activities, and problem-solving tasks to deepen their understanding of mathematical concepts and improve their confidence in the subject. Furthermore, learners may use the findings of this study as motivation to take greater responsibility for their learning by reviewing lessons regularly, practicing basic mathematical skills, and studying upcoming topics in advance. Developing a strong foundation in fundamental mathematical concepts can help reduce learning difficulties and enable learners to better cope with more complex lessons. Students are also encouraged to seek clarification when they encounter difficulties, collaborate with their peers, and participate in peer-assisted learning activities that can enhance understanding and problem-solving skills. Through active participation, independent study, and consistent effort, learners may not only improve their academic performance in mathematics but also help create a more productive and supportive classroom environment that can ease some of the instructional challenges faced by their teachers.

To Other Researchers. The findings of this study may serve as a valuable reference for future researchers who intend to explore the lived experiences of mathematics teachers and the hardships they encounter in the teaching-learning process. Future researchers are encouraged to conduct similar studies in different schools, districts, or educational settings to validate and expand the findings of this study. They may also investigate other factors that influence mathematics teaching and learning, such as school resources, parental involvement, learner motivation, and instructional practices. In addition, future studies may further explore areas not fully examined in this research, such as the availability of instructional materials and the extent to which teachers are able to utilize them effectively, particularly in relation to the use of technologies and digital tools. This may include challenges related to teachers' digital literacy, lack of technical skills, or limited familiarity with modern educational technologies. Furthermore, future studies may focus on identifying and developing sustainable, long-term interventions for learners who struggle in mathematics. Researchers may also examine the effectiveness of professional development programs, training workshops, and other support initiatives in enhancing mathematics teachers' instructional practices, competencies, and overall teaching effectiveness. Such studies may contribute to the continuous improvement of mathematics education and provide evidence-based recommendations for educational stakeholders.

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