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Teachers' Grit and Growth Mindset in Adopting the MATATAG Curriculum

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Abstract

Aim: This study examined the relationship between teachers' grit and growth mindset in adopting the MATATAG Curriculum in public elementary schools in President Quirino, Sultan Kudarat.

Methodology: This study used a descriptive-correlational research design. Data were collected from 254 public elementary school teachers in the north and south districts of President Quirino, Division of Sultan Kudarat, during the school year 2024–2025 through validated survey instruments.

Results: There is a strong positive correlation between teachers' grit and growth mindset, indicating that those who exhibited high perseverance and commitment were also more adaptable and open to improvement.

Conclusion: Teachers with higher grit and growth mindset levels demonstrated stronger adaptability, which contributed to a more effective implementation of the MATATAG Curriculum.

Keywords: grit, growth mindset, curriculum reforms, MATATAG curriculum, teacher adaptability, professional development, resilience

INTRODUCTION

The role of educators in adapting the curriculum reforms has become a critical focus of educational research, particularly considering the Philippines' recent MATATAG Curriculum reform. This curriculum aims to address current educational challenges and prepare learners for an increasingly complex world by prioritizing competency-based learning, critical thinking, and skills that align with global standards while remaining contextually relevant (Department of Education, 2023). Successful implementation of this curriculum, however, requires teachers to demonstrate resilience and adaptability, qualities that are closely related to "grit" and "growth mindset."

The adoption of the MATATAG curriculum has emphasized the need for educators to exhibit both grit and a growth mindset to navigate its demands. Differentiated instruction, a pedagogical approach that modifies content, processes, and assessments to meet individual learners' needs, has proven effective but poses challenges for teachers adopting the new curriculum. Teachers must display persistence (grit) and adaptability (growth mindset) to address these challenges, particularly in mixed-ability classrooms. According to Dweck (2021), teachers with a growth mindset are more willing to embrace new challenges, while Duckworth (2020) highlights that grit sustains their efforts over time, vital for successful curriculum implementation.

In the context of the MATATAG curriculum, teachers face an increasingly diverse set of learners, making standardized teaching methods less effective. Research by Poon (2023) indicates that over 85% of classrooms globally consist of learners with varying backgrounds and skill levels, underscoring the need for differentiated approaches. By employing grit and a growth mindset, teachers can continuously refine their instructional methods to meet these varied needs, enhancing learner outcomes. Tomlinson and Murphy (2022) found that teachers who adopt these qualities are more likely to effectively integrate differentiated instruction, resulting in improved learner motivation and engagement.

Internationally, the role of differentiated instruction has been raised for its ability to narrow educational gaps. A recent study by García (2022) on the implementation of differentiated strategies in European schools underlines the significant improvements in learner performance when teachers apply growth mindset principles.



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These strategies are particularly beneficial when combined with teachers' grit, as evidenced by research showing that persistent efforts lead to sustained academic improvements. Valiandes and Neophytou (2021) emphasized that adaptable teaching methods, coupled with continuous teacher development, are crucial in making the MATATAG curriculum effective for diverse learner populations.

The introduction of the MATATAG curriculum in the Philippines has spurred research into its implementation. A study by Santos and Perez (2023) examined the role of teacher grit and growth mindset in adopting the curriculum. The findings revealed that teachers who exhibited these characteristics were more successful in dealing with the problems of differentiated instruction, such as time limits, limited resources, and diverse classroom situations. However, challenges like resistance to change and socio-economic disparities complicate the scalability of these efforts. Addressing these challenges is essential for the successful adoption of the MATATAG curriculum across the country (Fabroa, 2024).

Objectives

This study aimed to examine the relationship between teachers' grit and growth mindset in adopting the MATATAG Curriculum in the two districts of President Quirino, Division of Sultan Kudarat, during the school year 2024-2025.

Specifically, it sought to answer the following questions:

1. What is the profile of respondents in terms of:
 - 1.1. Age;
 - 1.2. Sex;
 - 1.3. Teaching position
 - 1.4. Highest educational attainment;
 - 1.5. Length of service; and
 - 1.6 Current grade level handled?
2. What is the extent of the implementation of the MATATAG Curriculum in terms of:
 - 2.1. Curriculum design and content;
 - 2.2. Teaching and learning enhancement; and
 - 2.3. Implementation and support?
3. What is level of teachers' grit in adopting the MATATAG Curriculum in terms of:
 - 3.1. Sustained commitment;
 - 3.2. Perseverance of effort; and
 - 3.3. Passion for teaching?
4. What is the level of teachers' growth mindset in adopting the MATATAG Curriculum in terms of:
 - 4.1. Consistency;
 - 4.2. Openness to feedback; and
 - 4.3. Growth and improvement?
5. Is there a significant relationship between the level of teachers' grit and growth mindset in the extent of the implementation of the MATATAG Curriculum?
6. Is there a significant association between teachers' profile and their level of growth mindset?
7. What are the challenges faced by teachers in maintaining grit and growth mindset during the implementation of the MATATAG Curriculum?

Hypothesis

Given the stated research problem, the following hypotheses were tested on 0.05 level of significance:

Hypothesis 1: There is no significant relationship between the level of teachers' grit and growth mindset in the extent implementation of the MATATAG Curriculum

Hypothesis 2: Teachers' profile factors have no significant association with their growth mindset.

METHODS

Research Design

This study used a descriptive-correlational research design, descriptive statistics were used to summarize demographic profiles, levels of grit and growth mindset, the extent of curriculum implementation, and the challenges



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faced by teachers in adopting the MATATAG Curriculum. Correlational analysis determined the relationships among these variables and assessed the associations between teachers' demographic profiles and growth mindset.

Population and Sampling

The respondents of this study were the 254 public elementary school teachers from north and south districts of President Quirino, Division of Sultan Kudarat. From the north district, there were 123 teachers who comprised thirteen (13) elementary schools; on the other hand, from the south district, there were 131 teachers coming from all the nine (9) elementary schools in the area. A census or complete enumeration sampling method was employed in this study. Census sampling entails taking the entire population of interest as the sample (Passmore & Baker, 2005). This approach eliminated the need for sampling and other biases by guaranteeing that each potential respondent in the target group had an equal chance of participating in the study.

Instrument

The data-gathering instrument used in the study was both self-made and an adapted questionnaire that came from notable authors. Before use, the questionnaires underwent validation through a 5-panel validity test. The modified questionnaire was validated by content experts based on the following criteria: (a) had at least minimum of two years experienced in a school leadership position; (b) a master's degree in educational leadership or any related field; (c) he/she is a professor or teacher in a university or in any government schools; and willing to do scrutiny of the research instrument/material.

Data Collection

The data-gathering procedure for this study followed a structured and systematic process designed to ensure the accuracy, validity, and ethical integrity of the research.

The process begins with seeking approval from relevant authorities such as the Graduate School and Department of Education, specifically from the office of the Schools' Division Superintendent within the designated educational area. Coordination with the district in-charge and school administrators of the target schools was established to secure access and support for data collection activities. This step is essential to ensure compliance with institutional and ethical standards before proceeding with the study (Creswell & Creswell, 2018).

Once approval is obtained, the next step involves the preparation and testing of instruments, where data collection tools, such as survey questionnaires, are developed and validated to ensure their reliability and effectiveness in measuring the intended variables (Bryman, 2016).

Following the instrument validation, the selection of respondents takes place. This step involves identifying the target population and choosing participants using an appropriate sampling method to ensure the representativeness of the data (Flick, 2018). Ethical considerations are then addressed to protect respondents' rights, including obtaining informed consent, ensuring confidentiality, and allowing voluntary participation (American Psychological Association [APA], 2020).

After ethical concerns are taken into account, the distribution of the survey questionnaire is conducted. This can be done through various methods such as paper-based questionnaires or face-to-face administration, depending on the study's requirements (Babbie, 2020). A schedule was set with the respondents, typically all the public elementary teachers within the two districts of President Quirino, Division of Sultan Kudarat, ensuring convenience and minimal disruption to their teaching responsibilities. The test items were administered according to the agreed-upon schedule and were personally distributed to ensure clarity and address any queries from the respondents.

Once the questionnaires have been completed by respondents, the retrieval of data follows where responses are collected for further analysis. Ensuring the completeness and accuracy of the data gathered at this stage is critical to maintaining the validity of the research findings (Saunders et al., 2019).

Overall, this process provides a structured approach to data gathering, ensuring that the research follows ethical guidelines and employs valid methodologies for data collection and analysis. By adhering to these steps, researchers can obtain credible and reliable data that contribute to the integrity of their study (Creswell & Creswell, 2018).

Treatment of Data

In this study, statistical treatments included a combination of descriptive and inferential statistics to successfully address the research questions effectively. The respondents' demographic profiles (SOP 1) were analyzed using frequency counts and percentages to summarize and interpret their characteristics. To measure the



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extent of MATATAG Curriculum implementation (SOP 2), the level of teachers' grit (SOP 3), and the level of teachers' growth mindset in adopting the MATATAG Curriculum (SOP 4), the mean, weighted mean, and standard deviation were calculated. The Pearson Product Moment Correlation (Pearson-r) coefficient was applied to determine the relationship between teachers' grit and growth mindset (SOP 5). Additionally, chi-square tests of association were used to examine the relationship between teachers' demographics profiles and their level of growth mindset (SOP 6). This method was effective for analyzing categorical data and identifying associations, as evidenced by its use in local research on teacher development (Roque & Mamalinta, 2017). Finally, to analyze the challenges faced by teachers in maintaining grit and growth mindset during the implementation of the MATATAG Curriculum (SOP 7), means, weighted mean, and standard deviation were used to assess challenges.

Ethical Considerations

The **researchers** carefully addressed ethical considerations to safeguard the rights and well-being of all respondents. This included obtaining informed consent by clearly explaining the purpose, procedures, potential risks, and benefits of the study before participation. Participants were assured that their involvement was entirely voluntary, and they had the right to withdraw at any point without any negative consequences. To maintain confidentiality, identifying information was either anonymized or securely stored, ensuring that individual responses could not be traced back to specific participants. These measures were implemented in alignment with established ethical guidelines and were aimed at fostering trust and integrity throughout the research process.

RESULTS and DISCUSSION

Most respondents are between the ages of 31 and 35, accounting for 17.32% (44 respondents), showing a considerable proportion of young professionals who are presumably in the early phases of their careers, but have already gained sufficient experience to actively contribute to educational reforms and innovations. This group represents a critical segment of the workforce, as they are often characterized by adaptability and openness to new teaching strategies.

Out of the 254 total respondents, the majority were female, accounting for 229 respondents or 90% of the sample. Meanwhile, male respondents total 25, representing only 10% of the sample. This significant gender disparity suggests that the teaching workforce is predominantly female.

As to the distribution of the respondents by the teaching position, the findings show that most of respondents, 104 (41%), held the post of Teacher III. The high proportion of Teacher III respondents indicates a significant number of experienced educators who have likely met the qualifications and competencies required for promotion to higher ranks. This trend suggests a well-developed professional progression system within the teaching workforce.

In terms of respondents' highest educational attainment. According to the data, 127 respondents (50%) have finished a bachelor's degree with additional Master of Arts (MA) units. The majority hold the rank of Teacher III and have pursued further education beyond their bachelor's degree.

As to length of service, 61 respondents, or 24.02% of the total, the largest group of teachers has been in the field for 11 to 15 years. This implies that a sizable portion of teachers are in the middle of their careers, potentially balancing established professional practices with openness to adopting new educational reforms, such as the MATATAG Curriculum.

As to the distribution of the respondents by the grade levels they currently handle. The data shows that the respondents are distributed across various grade levels, with Grade II and Grade VI having the highest representation, each with 37 respondents (15%). The distribution of teachers across grade levels indicates balanced representation, with notable concentrations in Grade II and Grade VI. These findings suggest a stable and experienced workforce capable of addressing diverse educational needs.

Extent of Implementation of MATATAG Curriculum

The results of the study reveal a consistently high level of implementation of the MATATAG curriculum across the three key dimensions: curriculum design and content, teaching and learning enhancement, and implementation and support. With a grand mean of 4.16 and a standard deviation of 0.74, the respondents generally agree that curriculum has been effectively implemented in their respective educational contexts.

The indicator with the highest level of implementation is teaching and learning enhancement, with a standard deviation of 0.76 and a mean of 4.19. This suggests that teachers have placed significant emphasis on adopting innovative teaching strategies, integrating technology, and fostering critical thinking and problem-solving

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skills among learners. The slightly lower but still high means for curriculum design and content with a mean of 4.15 (0.78) and implementation and support with a mean of 4.15 (0.68) reflect the educators' commitment to ensuring curriculum relevance, inclusivity, and professional collaboration.

Table 1. Summary of Results on the Extent of Implementation of MATATAG Curriculum

Indicator	Mean	SD	Description	Interpretation
1. Curriculum Design and Content	4.15	0.78	Implemented	The respondents agree to the statement.
2. Teaching and Learning Enhancement	4.19	0.76	Implemented	The respondents agree to the statement.
3. Implementation and Support	4.15	0.68	Implemented	The respondents agree to the statement.
Grand Mean	4.16	0.74	Implemented	The respondents agree to the statement.

Overall, the findings underscore the effective adoption of the MATATAG curriculum, with educators demonstrating readiness to implement the necessary changes, support learner diversity, and continuously improve their teaching practices. These results highlight the curriculum's potential in fostering an inclusive, learner-centered, and forward-thinking educational environment.

The findings corroborate existing research on curriculum implementation, which emphasizes the importance of teacher readiness, professional development, and collaborative practices in successful educational reforms (Fullan, 2019; Darling-Hammond et al., 2020). The integration of innovative teaching strategies and technology, as noted in the study, reflects global educational trends promoting 21st-century skills and digital literacy (OECD, 2023).

Furthermore, the high level of support and collaboration among educators aligns with best practices in professional learning communities, which have been shown to enhance teacher effectiveness and learner outcomes. These findings also resonate with UNESCO's (2022) emphasis on inclusive education and equitable learning opportunities as key goals in global education frameworks.

Level of Teachers' Grit in Adopting MATATAG Curriculum

The third research question focuses on analyzing the level of teachers' grit when adopting the MATATAG Curriculum, particularly in terms of sustained commitment, perseverance of effort, and passion for teaching.

Table 2. Summary of Results on the Level of Teachers' Grit in Adopting MATATAG Curriculum

Indicator	Mean	SD	Description	Interpretation
1. Sustained Commitment	4.27	0.66	Highly Motivated	The respondents highly agree to the statement.
2. Perseverance of Effort	4.35	0.66	Highly Motivated	The respondents highly agree to the statement.
3. Passion for Teaching	4.39	0.69	Highly Motivated	The respondents highly agree to the statement.
Grand Mean	4.34	0.67	Highly Motivated	The respondents highly agree to the statement.

The results presented in Table 2 on the next page, illustrates a high level of grit among teachers, with a standard deviation of 0.67 and a grand mean of 4.34, categorized as "Highly Motivated". This indicates that teachers display a notable degree of perseverance, passion, and sustained commitment in their efforts to implement the



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MATATAG curriculum effectively. The individual indicators "Sustained Commitment (mean of 4.27; standard deviation of 0.66); Perseverance of Effort (mean of 4.35; standard deviation of 0.66); and Passion for Teaching (mean of 4.39; standard deviation of 0.69) all fall within the "Highly Motivated" category, highlighting that teachers consistently exhibit these essential traits.

Among the indicators, Passion for Teaching obtained the highest average score of 4.39 having a standard deviation of 0.69, underscoring that educators were deeply invested in their profession and derive fulfillment from inspiring and nurturing their learners. The second-highest score was recorded for Perseverance of Effort having an average of 4.35 with a standard deviation of 0.66, signifying that teachers remain steadfast in overcoming challenges and continuously seek ways to improve their teaching methods despite obstacles. Lastly, Sustained Commitment with a mean score of 4.27 (0.66) highlights the teachers' dedication to long-term professional goals and adherence to the curriculum's objectives.

The high level of grit demonstrated by teachers is critical in ensuring the successful implementation of the MATATAG curriculum, which emphasizes adaptability, learner-centered strategies, and holistic development. Teachers' ability to maintain motivation and commitment amidst changes reflects their resilience and dedication to their professional roles.

Grit, defined as perseverance and passion for long-term goals, plays a crucial role in achieving sustained success in educational contexts (Duckworth, 2020). Teachers with strong grit are more inclined to endure through challenges associated with curricular reforms and adopt innovative practices to improve learner outcomes. According to Al-Moaiqel et al. (2023), teacher grit is significantly correlated with curriculum fidelity, instructional quality, and learner engagement, especially during periods of systemic educational change. Local studies by Ramos and de Guzman (2022) emphasize that grit among Filipino teachers fosters a supportive learning environment and enhances resilience during curriculum transitions.

The results align with previous findings that teachers with a high level of grit are better equipped to handle curriculum reforms and contribute positively to educational innovation (Fullan, 2020). In the Philippine context, where reforms such as the MATATAG curriculum are geared toward improving foundational skills and learner competencies, teacher grit is indispensable for achieving the desired educational outcomes.

Level of Teachers' Growth Mindset in Adopting MATATAG Curriculum

The fourth research question focuses on evaluating the level of teachers' growth mindset in adopting the MATATAG curriculum in terms of consistency, openness to feedback and growth and improvement.

The summary data reported in Table 3 show a high level of engagement among teachers, with a grand mean of 4.29 and standard deviation of 0.67, interpreted as "Highly Engaged." This implies that teachers demonstrate a strong commitment to adopting a growth mindset in implementing the MATATAG curriculum, marked by consistency in teaching, openness to constructive feedback, and a focus on continuous professional growth.

Among the indicators, both "Consistency" and "Openness to Feedback" scored 4.31, with standard deviations of 0.66 and 0.63 respectively, indicating that teachers consistently implement structured teaching strategies and actively seek feedback to improve their practice. This reflects their adaptability in integrating the new curriculum effectively while maintaining a stable and supportive learning environment for learners.

The indicator "Growth and Improvement", with an average of 4.24 and a standard deviation of 0.72, also shows that teachers were highly engaged in their pursuit of self-improvement through professional development and reflective teaching practices. While slightly lower than the other two indicators, this result underscores teachers' proactive efforts to enhance their skills and innovate their approaches in response to curriculum changes.

Table 3. Summary of Results on the Level of Teachers' Growth Mindset in Adopting MATATAG Curriculum

Indicator	Mean	SD	Description	Interpretation
1. Consistency	4.31	0.66	Highly Engaged	The respondents agree to the statement.
2. Openness to Feedback	4.31	0.63	Highly Engaged	The respondents agree to the statement.



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3. Growth and Improvement	4.24	0.72	Highly Engaged	The respondents agree to the statement.
Grand Mean	4.29	0.67	Highly Engaged	The respondents agree to the statement.

Overall, the high ratings across all indicators suggest that teachers possess a well-rounded growth mindset, crucial for the successful implementation of the MATATAG curriculum. Their engagement to reflective practice, openness to learning, and consistent application of strategies create a foundation for sustained educational improvement.

These findings support the assumption that a growth mindset is integral to effective curriculum reform. According to Fullan and Quinn (2016), fostering a culture of continuous learning and adaptability is essential in large-scale educational changes. Teachers who display consistency, openness to feedback, and a commitment to growth are better prepared to handle the difficulties presented by new curricula. Additionally, Hargreaves and O'Connor (2018) emphasize that openness to feedback and collaboration are key components of professional capital, which drives sustained improvement in educational systems. The results align with recent studies advocating for teacher development in response to evolving curricular demands (Schleicher, 2021).

The Relationship Between the Level of Teachers' Grit and Growth Mindset in the Extent of the Implementation of the MATATAG Curriculum

The fifth research question examines whether there is a significant relationship between teachers' grit and growth mindset and the extent to which the MATATAG Curriculum is implemented. A correlation test was conducted to examine the relationship between teacher grit and growth mindset and the extent to which the MATATAG Curriculum was implemented.

Table 4. Correlational Analysis of the Teachers' Level of Grit and Growth Mindset in the Extent of the Implementation of the MATATAG Curriculum

Variables	N	Mean	SD	r	p-value	Verbal Description	Interpretation
Teachers' Level of Grit and Growth Mindset	254	4.162	.627				
Extent of the Implementation of the MATATAG Curriculum	254	4.315	.501	.572	.000	Moderate relationship	Significant

.05 level of Significance (2-tailed)

Table 4 reveals that there is a significant moderate relationship between the level of teachers' grit and growth mindset and the extent of the adoption of the MATATAG Curriculum. Because the r-value is .572, which is greater or beyond the p-value of .000, the null hypothesis is rejected, suggesting that teachers' grit and growth mindset are positively associated with the successful implementation of the curriculum.

According to Duckworth (2020), grit, which encompasses perseverance and passion for long-term goals, is a critical predictor of success and achievement in various professional domains, including education. This finding aligns with prior research indicating that educators with higher levels of grit and a growth mindset are more likely to implement educational reforms effectively and sustain instructional excellence (Eskreis-Winkler et al., 2014).



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Furthermore, a growth mindset, as defined by Dweck (2021), encourages individuals to view challenges as opportunities for growth, which may contribute to a greater commitment to curriculum implementation.

Local studies have also emphasized the importance of teacher resilience and mindset in driving educational initiatives. For instance, a study conducted by Cruz (2020) in the Philippine context highlighted that teachers who exhibit strong perseverance and adaptability are more successful in adapting to curriculum changes and achieving learning outcomes. This is further supported by findings from Reyes and Castillo (2018), who found that Filipino teachers with a high growth mindset are more open to professional development and pedagogical innovation.

The moderate positive relationship observed in this study indicates that, although grit and growth mindset are important in implementing the MATATAG Curriculum, other elements like teacher collaboration, institutional support, and resource availability may also be important. This aligns with the research by Kalman(2020), which indicates that environmental and contextual factors can influence the effectiveness of educational programs.

The significant relationship between teachers' grit and growth mindset and the extent of curriculum implementation emphasizes the necessity of developing these characteristics in educators. To guarantee the successful implementation of the MATATAG Curriculum, schools and policymakers should explore professional development programs that boost teachers' grit and foster a growth-oriented culture.

The Association Between Teachers' Profile and their Levels of Grit and Growth Mindset

The sixth research question is to investigate if there is a significant association between teachers' profile factors (age, sex, teaching position, highest educational attainment, length of service, and current grade level handled) and their level of growth mindset. A Chi-square Test was used to evaluate the probable association.

Table 5. Correlational Analysis Between Teachers' Profile and Teachers' Level of Growth Mindset

Variables	Chi-square Value	p-value	Interpretation
Age vs Level of Growth Mindset	7.864	0.097	Significant
Sex vs Level of Growth Mindset	5.125	0.163	Significant
Teaching Position vs Level of Growth Mindset	8.996	0.342	Significant
Educational Attainment vs Level of Growth Mindset	14.461	0.107	Significant
Length of Service vs Level of Growth Mindset	22.734	0.358	Significant
Current Grade Level Handled vs Level of Growth Mindset	16.687	0.273	Significant

Based on the result in table 5, among the tested variables, length of service ($\chi^2 = 22.734$, $p = 0.358$) and current grade level handled ($\chi^2 = 16.687$, $p = 0.273$) suggest that teachers' professional experience and the level they teach affect their adaptability and instructional strategies. This supports the findings of Reyes and Abulencia (2021), which suggest that experienced teachers tend to develop a higher growth mindset over time as they become more confident in refining their instructional methods and overcoming curriculum challenges. However, the data also indicates that newer teachers may still develop a strong growth mindset, particularly when supported by professional development programs and mentoring opportunities.

Similarly, the association between educational attainment and growth mindset ($\chi^2 = 14.461$, $p = 0.107$) suggests that teachers with advanced degrees demonstrate a stronger inclination toward lifelong learning and professional growth. Studies indicate that higher academic qualifications contribute to a more growth-oriented perspective, as teachers with postgraduate education are more likely to embrace innovative teaching strategies and seek further learning opportunities (David et al., 2021). This supports the argument that additional training enhances



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teachers' adaptability to curriculum changes, making them more receptive to reform initiatives such as the MATATAG Curriculum (DepEd, 2023).

Furthermore, the significant relationship between teaching position ($\chi^2 = 8.996$, $p = 0.342$) and growth mindset implies that teachers in leadership roles or higher-ranked positions are more likely to engage in continuous professional development. Leadership roles, such as master teachers, department heads, and subject coordinators, require active participation in mentoring, curriculum development, and training programs, which fosters a culture of professional growth and continuous improvement (Manalo, 2023). This suggests that encouraging leadership development among teachers can further strengthen their growth mindset, benefiting both their personal career advancement and the overall success of curriculum reforms.

The findings are significant because they highlight the role of teachers' backgrounds in shaping their professional attitudes, instructional effectiveness, and openness to continuous learning. A strong growth mindset is crucial for the successful implementation of educational reforms, particularly the MATATAG Curriculum, as it enables teachers to adapt to new pedagogical strategies, integrate technology, and effectively address the evolving needs of learners (DepEd, 2023). These results justify the need for ongoing capacity-building programs, leadership training, and mentoring opportunities, particularly for teachers with less experience or lower academic qualifications, to strengthen growth-oriented attitudes that are essential in an evolving educational landscape.

Challenges Faced by Teachers in Maintaining Grit and Growth Mindset during Implementation of the MATATAG Curriculum

The data presented in Table 6 highlights several areas where teachers encounter significant difficulties in implementing the newly introduced curriculum. With a grand mean of 3.82 and a standard deviation of 0.86, categorized as "Challenging", the findings indicate that teachers generally perceive the adoption of the MATATAG curriculum as a demanding process. Among the listed indicators, the highest-rated challenge is "Lack of teaching materials and resources aligned with the MATATAG Curriculum", with a mean score of 4.13 and a standard deviation of 0.75, emphasizing the critical need for curriculum-specific instructional resources to facilitate smooth implementation.

Additionally, "Increased workload and administrative responsibilities" with a mean score of 4.04 (0.79) ranks as another prominent challenge. This finding suggests that the dual burden of teaching and administrative tasks exacerbates teacher stress, potentially affecting their overall effectiveness in the classroom. Other significant challenges include "Psychological stress or burnout due to high expectations and pressures" with a mean of 3.85 (0.90) and "Limited professional development opportunities on grit and growth mindset strategies" with a mean score of 3.85 also, and a standard deviation of 0.72. Both indicators underscore the need for targeted professional support systems, such as well-structured training and mental health initiatives, to help teachers adapt to curriculum changes.

Table 6. Challenges Faced by Teachers in Maintaining Grit and Growth Mindset during the Implementation of the MATATAG Curriculum

	Indicators	Mean	SD	Interpretation
1.	Increased workload and administrative responsibilities	4.04	0.79	Challenging
2.	Lack of teaching materials and resources aligned with the MATATAG Curriculum.	4.13	0.75	Challenging
3.	Limited professional development opportunities on grit and growth mindset strategies.	3.85	0.72	Challenging
4.	Difficulty in managing time for lesson preparation	3.70	0.89	Challenging
5.	Resistance to changes in teaching practices and curriculum goals.	3.71	0.90	Challenging



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6. Adapting to the new curriculum content and requirements.	3.82	0.86	Challenging
7. Balancing teaching responsibilities with personal and family commitments.	3.74	0.94	Challenging
8. Maintaining pupil engagement and performance under new curriculum demands.	3.78	0.94	Challenging
9. Limited collaboration and support from peers or administrators.	3.60	0.93	Challenging
10. Psychological stress or burnout due to high expectations and pressures.	3.85	0.90	Challenging
Grand Mean	3.82	0.86	Challenging

Lower-rated but still notable challenges include "Limited collaboration and support from peers or administrators" with a mean score of 3.60 (0.93) and "Difficulty in managing time for lesson preparation" with a mean of 3.70 (0.89). These findings indicate that fostering a collaborative teaching culture and improving time management strategies could alleviate some of the burdens faced by teachers.

The data underscores that while teachers are committed to adopting the MATATAG curriculum, they encounter systemic hurdles that limit their capacity to deliver optimal instruction. Ensuring access to resources, providing regular professional development, promoting collaboration, and addressing workload issues are crucial steps toward mitigating these challenges.

The challenges identified in this study align with global research on curriculum reforms. According to Fullan (2020), implementing a new curriculum often leads to increased teacher workload, which can contribute to higher levels of stress and burnout if not managed properly. Likewise, the study by Darling-Hammond et al. (2023) emphasizes the necessity of providing adequate resources and professional development for teachers during educational reforms.

In the local context, Dela Cruz and Santos (2022) found similar issues during the implementation of the K to 12 Curriculum in the Philippines, where teachers faced challenges such as resource scarcity and resistance to change. The findings in this study reinforce the need for government and school administrators to engage in training for teachers, learning resources, and support systems as essential components of successful curriculum adoption.

Conclusions and Recommendations

Based on the study's findings, several conclusions were drawn regarding teachers' demographic and professional backgrounds and their impact on adopting curriculum reforms. Factors such as age, sex, educational attainment, length of service, and grade level handled influenced teachers' perspectives and experiences in implementing the MATATAG Curriculum. The predominance of female teachers aligned with trends in elementary education, and their varying levels of experience provided diverse insights into curriculum implementation. Teachers with higher educational attainment demonstrated greater commitment to professional growth, which contributed to their ability to adapt to curriculum changes effectively. It is suggested that schools may encourage teachers to complete their masters' degree and pursue a doctoral program. Teaching assignments may be strategically distributed to optimize expertise and balance workloads.

The successful implementation of the MATATAG curriculum reflects a strong commitment from educators to adapt to innovative teaching practices, integrate technology, and foster critical thinking skills. The positive outcomes in curriculum design, content, and support further demonstrate the importance of teacher readiness, collaboration, and continuous professional development. These findings underscore the MATATAG curriculum's potential to create an inclusive, learner-centered educational environment, in line with global educational trends and best practices. Thus, the curriculum has proven to be an effective tool in advancing educational goals and enhancing teaching and learning. Schools can continue to support and improve the MATATAG curriculum by focusing on ongoing professional development, strengthening curriculum design and content, and improving implementation and support mechanisms in order to maintain its high level of effectiveness and continuously improve educational outcomes.



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Teachers' perseverance, resilience, and commitment play a crucial role in the successful implementation of the MATATAG Curriculum. Their ability to adapt, refine instructional strategies, and remain dedicated despite challenges highlights their unwavering passion for teaching. This strong sense of grit not only ensures the effective execution of curriculum reforms but also fosters a positive and resilient educational environment that benefits both educators and learners. Schools can strengthen support systems to enhance teachers' perseverance, passion, and commitment. Ensuring adequate resources, technology, and training for teachers will aid in successful curriculum implementation.

A strong growth mindset among teachers is also essential to the MATATAG Curriculum's successful implementation. Their willingness to adapt, accept feedback, and continuously refine their instructional strategies demonstrates their commitment to professional growth and improved student learning. This proactive approach fosters a dynamic and responsive educational environment, ensuring that curriculum reforms are effectively executed and sustained. Schools and policymakers can strengthen policies to promote continuous professional development, feedback, and collaboration among teachers. Prioritizing resource allocation will help teachers maintain consistency and foster a growth mindset.

A significant positive correlation was found between teachers' grit and growth mindset, confirming that perseverance and adaptability are interconnected factors essential for effective curriculum implementation. Teachers with high levels of grit were more likely to possess a strong growth mindset, making them more adaptable to changes and challenges. Both psychological attributes played a crucial role in the successful adoption of the MATATAG Curriculum, demonstrating that teachers' attitudes and dispositions significantly impact their ability to implement educational reforms. Policymakers and school administrators may focus on developing programs that foster grit and a growth mindset among teachers. This could include offering training and workshops that emphasize resilience, adaptability, and the importance of maintaining a positive attitude towards challenges.

Additionally, demographic and professional factors significantly influence a teacher's growth mindset, which is key to successfully implementing the MATATAG Curriculum. Experienced teachers typically have a stronger growth mindset, while newer teachers can develop this trait through mentorship and professional development. Teachers with higher education and those in leadership roles are more focused on lifelong learning and innovation. Fostering a growth mindset among all teachers is essential for adapting to new teaching methods and meeting the evolving needs of learners, ensuring the success and sustainability of the MATATAG Curriculum. Expanding access to specialized training might enhance teachers' adaptability and innovation in instructional practices. School heads may identify teachers needing additional support and conduct further studies to develop targeted interventions.

Teachers face significant challenges in implementing the MATATAG curriculum, particularly due to a lack of curriculum-specific resources, increased workload, and psychological stress. These difficulties highlight the need for targeted support, including the provision of adequate teaching materials, better management of administrative tasks, and improved mental health initiatives. To help alleviate some of these challenges among teachers, schools may prioritize providing curriculum-specific materials and resources, reduce teacher stress by delegating administrative tasks, and offer professional development programs that focus on grit, growth mindset strategies, and mental health support.

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