

Evaluating the Preparedness of High School Practice Teachers for MATATAG Curriculum Implementation

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ABSTRACT

This study titled “Evaluating the Preparedness of High School Practice Teachers for MATATAG Curriculum Implementation” sought to determine the level of readiness of high school practice teachers in adapting to the newly introduced MATATAG Curriculum of the Department of Education (DepEd). Specifically, it aimed to assess their preparedness in terms of professional development and training, resource availability, self-efficacy and attitudes, concerns and challenges, overall readiness, and the extent of school support needed for curriculum transition. The study employed a descriptive-quantitative research design, utilizing a researcher-made survey questionnaire administered to 235 practice teachers from various

education programs of Pangasinan State University (PSU) Bayambang Campus. Data were analyzed using frequency counts, percentage, and weighted mean to describe the respondents’ demographic profile and level of preparedness across key dimensions. Findings revealed that the majority of the respondents were female (67.37%), and representing a diverse range of teacher education programs, with the Bachelor of Secondary Education – Science and Mathematics majors forming the largest groups. Results showed that respondents were “Prepared” across all readiness domains, with mean scores ranging from 2.94 to 3.09, indicating sufficient confidence, competence, and adaptability to implement the MATATAG Curriculum. Among the indicators, self-efficacy and attitudes obtained the highest mean (3.09), signifying that practice teachers possess strong motivation and confidence to achieve curriculum goals. Furthermore, school support for curriculum transition was rated as “Highly Needed” (M = 3.36), underscoring the importance of continuous professional development, mentoring, access to instructional and digital resources, and emotional support in sustaining readiness. The study concludes that while practice teachers demonstrate commendable levels of preparedness for the MATATAG Curriculum, their success in actual classroom implementation largely depends on the extent of institutional support and continuous capacity-building provided by their teacher education institution and the Department of Education. The findings emphasize the need for ongoing professional training, mentoring systems, and resource enhancement to ensure that preservice teachers remain equipped and confident in implementing the reformed curriculum. This research contributes to the growing discourse on teacher readiness and curriculum reform in the Philippine education system, highlighting that effective curriculum implementation requires both individual competence and systemic institutional support.

Keywords: *MATATAG Curriculum, teacher preparedness, practice teachers, curriculum implementation, professional development*

INTRODUCTION

Education serves as the foundation of national progress, shaping learners to become productive, responsible, and critically minded citizens. In the Philippines, the Department of Education (DepEd) has continuously undertaken reforms to enhance the quality and relevance of basic education. One of the most recent and significant initiatives is the MATATAG Curriculum, which stands for “*Makabasa, Matuto, at Matatag*”- a curriculum reform designed to streamline learning competencies, strengthen foundational skills, and improve the overall effectiveness of the K to 12 Basic Education Program (Department of Education, 2023). The Philippine educational landscape is undergoing a significant transformation with the introduction of this comprehensive framework, which focuses on holistic, inclusive, and culturally relevant teaching practices (Aquino, 2024). This curriculum acknowledges prior challenges, addresses the demands of the 21st century, and incorporates assessment data to guide curriculum development, marking a pivotal step in strengthening basic education (Lagbao, 2024).

As the MATATAG Curriculum begins its phased implementation across grade levels, the role of teachers, particularly practice teachers or pre-service teachers, becomes increasingly critical. Practice teachers serve as future implementers of curriculum innovations, and their level of preparedness determines not only the success of their internship experiences but also their future effectiveness in the classroom. They act as vital links between theoretical knowledge and practical application in real school settings, bridging the gap between academic instruction and classroom realities. These teacher candidates bring fresh perspectives and innovative approaches to the educational environment; however, their effectiveness greatly depends on their preparation, institutional support, and understanding of the curriculum they are expected to deliver (Estrellado, 2024).

With the introduction of a revised curriculum framework, questions arise regarding the readiness and adaptability of practice teachers to implement these changes effectively. Teacher education institutions (TEIs) must ensure that their students are equipped with the competencies, confidence, and contextual understanding necessary to translate the MATATAG Curriculum into meaningful learning experiences. Evaluating the preparedness of high school practice teachers, therefore, provides valuable insights into the strengths and gaps of current teacher training programs, as well as their alignment with DepEd’s evolving standards and curriculum priorities.

This study, *Evaluating the Preparedness of High School Practice Teachers for MATATAG Curriculum Implementation*, aims to assess the level of readiness of pre-service teachers in terms of professional development and training, resource availability, self-efficacy and attitudes, concerns and challenges, and institutional support within the context of the MATATAG reforms. The findings of this research will help identify areas where teacher education programs may require enhancement and guide policy recommendations for effective curriculum implementation support. Ultimately, this study contributes to the ongoing discourse on teacher education reform and curriculum responsiveness. By understanding the preparedness of practice teachers, stakeholders, including TEIs, cooperating schools, and the Department of Education, can collaborate more effectively to ensure that the next generation of

educators is fully capable of delivering quality, learner-centered, and transformative instruction under the MATATAG Curriculum.

METHODOLOGY

Research Design

This study employed a descriptive-quantitative research design to assess the preparedness of high school practice teachers for the implementation of the MATATAG Curriculum. According to Creswell (2018), descriptive research seeks to describe the characteristics or behaviors of a particular population, allowing researchers to gather quantifiable information for statistical analysis. The quantitative approach was used to obtain numerical data reflecting the level of preparedness among the respondents across various dimensions such as professional development, resource availability, self-efficacy, challenges, and overall readiness. Subia (2020) further emphasized that descriptive-quantitative research is useful in educational settings where attitudes, perceptions, and competencies are measured using standardized instruments.

Respondents of the Study

The respondents of this study were 235 practice teachers enrolled in the Bachelor of Secondary Education Major in English, Filipino, Mathematics, Science and Social Studies, Bachelor of Technology and Livelihood Education, and Bachelor of Physical Education programs at Pangasinan State University-Bayambang Campus during the 2nd Semester of Academic Year 2024–2025. These respondents were chosen because they represent the cohort of pre-service teachers who will soon transition to classroom practice under the MATATAG Curriculum. They were considered suitable participants as they had completed coursework aligned with the curriculum reform and had undergone initial training and practicum experiences in public secondary schools.

Sampling Procedure

The study utilized a purposive sampling technique, selecting participants based on their relevance to the research objectives. Purposive sampling is appropriate when the researcher aims to gather data from individuals who possess specific characteristics or experiences pertinent to the study (Etikan & Bala, 2017). Only those practice teachers who had undergone curriculum orientation or related training sessions about the MATATAG Curriculum were included. The total number of respondents was determined based on the availability and consent of practice teachers during their internship orientation.

Research Instrument

The main data-gathering instrument was a researcher-made survey questionnaire developed after an extensive review of literature and existing curriculum preparedness frameworks (DepEd, 2023; Bernardo, 2021). The instrument consisted of seven major components: (1) Profile of Respondents, (2)

Professional Development and Training, (3) Resource Availability, (4) Self-Efficacy and Attitudes, (5) Concerns and Challenges, (6) Overall Readiness, and (7) Institutional support.

Each statement used a 4-point Likert scale ranging from 1 (*Disagree*) to 4 (*Strongly Agree*), with descriptors indicating levels of preparedness (Not Prepared, Moderately Prepared, Prepared, and Very Prepared). To ensure validity, the questionnaire was reviewed by three experts in teacher education and curriculum development. A pilot test was conducted among 30 practice teachers not included in the main study, yielding a Cronbach's alpha of 0.89, indicating high internal consistency (Taber, 2018).

Data Gathering Procedure

Prior to data collection, the researcher sought approval from the Campus Executive Director and the Dean of the College of Teacher Education. After approval, coordination with the program chairs was made to facilitate the online questionnaires. Respondents were informed about the purpose of the study, assured of confidentiality, and participation was voluntary. The data collection process lasted for two weeks, after which all responses were tallied, encoded, and analyzed using statistical tools.

Data Analysis Procedure

The data collected from the respondents were carefully organized, encoded, and analyzed to address the objectives of the study. The analysis focused on determining the level of preparedness of high school practice teachers in implementing the MATATAG Curriculum based on the identified dimensions: Professional Development and Training, Resource Availability, Self-Efficacy and Attitudes, Concerns and Challenges, Overall Readiness, and School Support for Curriculum Transition.

Upon retrieval of the accomplished survey questionnaires, the responses were checked for completeness and accuracy. After checking, the data were encoded in Microsoft Excel and analyzed using Statistical Package for the Social Sciences (SPSS) version 25 to ensure accuracy and reliability of computations.

Descriptive statistics, such as frequency, percentage distribution and weighted mean, were employed to summarize and interpret the findings.

The interpretation of weighted means was based on the Likert scale range adopted from De Guzman and De Castro (2008), which categorizes responses according to their degree of agreement or preparedness.

Ethical Considerations

This study strictly adhered to ethical standards in the conduct of educational research as prescribed by the Commission on Higher Education (CHED) and the Data Privacy Act of 2012 (Republic Act No. 10173). Prior to the administration of the research instrument, approval was sought from the Campus Executive Director and the Dean of the College of Teacher Education of Pangasinan State University-

Bayambang Campus. The researchers ensured that all procedures complied with institutional and professional ethical protocols.

Each respondent was provided with an informed consent form that clearly stated the purpose of the study, the voluntary nature of participation, and the assurance of confidentiality. Participants were informed that their responses would be used solely for academic and research purposes. They were also given the option to withdraw their participation at any time without penalty or adverse consequences.

To maintain confidentiality, the participants' identities were kept strictly anonymous. No identifying information such as names, student numbers, or email addresses was collected in the questionnaire. All data were coded and treated as collective information. The researcher ensured that all records were stored securely and accessible only to the researchers.

RESULTS AND DISCUSSIONS

Table 1. Sex Distribution

Sex	Frequency	Percentage (%)
Female	159	67.37%
Male	76	32.20%
Total	235	100%

Table 1 shows the distribution of respondents according to sex. As presented, 159 or 67.37% of the respondents are female, while 76 or 32.20% are male. This indicates that the majority of the high school practice teachers are women, reflecting a female-dominated teaching profession in the Philippine educational context.

The predominance of female respondents aligns with numerous studies showing that teaching is a highly feminized profession, particularly in basic education. According to Punzalan (2022), teacher education programs in the Philippines have consistently recorded higher female enrollment, owing to societal perceptions that link teaching with nurturing and caregiving roles traditionally associated with women. Similarly, Saguin (2020) reported that women comprise the majority of both pre-service and in-service teachers in secondary schools, especially in the humanities and language disciplines.

This trend is not unique to the Philippines. Globally, studies show similar gender distributions in education faculties, especially in early childhood and secondary education programs (UNESCO, 2021). The high participation of women in teaching has been attributed to cultural norms, job security, and the compatibility of teaching with family responsibilities (Ingersoll, Merrill, & Stuckey, 2018).

While the dominance of female preservice teachers contributes to a nurturing classroom culture, gender balance remains an important issue. Santiago and Esguerra (2019) emphasize that gender diversity in teaching teams promotes a variety of teaching perspectives, role modeling, and inclusive classroom

dynamics. Male teachers, though fewer, play a significant role in providing varied learning experiences and breaking gender stereotypes in education.

In the context of MATATAG Curriculum implementation, the female predominance implies that curriculum training and professional development programs should consider gender-responsive pedagogical approaches. Female practice teachers may exhibit strong affective and interpersonal teaching qualities, while male practice teachers can be encouraged and supported to engage more actively in instructional innovation and leadership roles. Studies by Nolasco (2023) highlight that gender sensitivity and equity should be integrated into curriculum reforms to ensure inclusive and balanced teacher development under MATATAG.

Overall, the data suggest that the profile of high school practice teachers is consistent with national and international patterns, confirming that the teaching profession continues to attract a greater proportion of women. This demographic pattern provides a useful context for interpreting the preparedness of practice teachers in implementing the MATATAG Curriculum, as gender may influence teaching style, confidence, communication, and adaptability to curriculum changes.

Table 2. Program Distribution

Program	Frequency	Percentage (%)
Bachelor of Physical Education	40	16.95
Bachelor of Secondary Education - English	31	13.14
Bachelor of Secondary Education - Filipino	20	8.47
Bachelor of Secondary Education - Math	54	22.88
Bachelor of Secondary Education - Science	64	27.12
Bachelor of Secondary Education - Social Studies	11	4.66
Bachelor of Technology and Livelihood Education	15	6.36
Total	235	100%

Table 2 presents the distribution of respondents according to their academic program. The data reveal that a significant portion of the respondents are Bachelor of Secondary Education (BSE) - Science majors (27.12%), followed by BSE - Mathematics majors (22.88%). These two groups collectively represent nearly half of the total population. Other groups include Bachelor of Physical Education (16.95%), BSE - English (13.14%), BSE - Filipino (8.47%), BSE - Social Studies (4.66%), and Bachelor of Technology and Livelihood Education (6.36%).

This distribution indicates that most respondents specialize in STEM-related fields (Science and Mathematics). The predominance of these programs reflects the increasing national emphasis on Science, Technology, Engineering, and Mathematics (STEM) education under the MATATAG Curriculum, which prioritizes mastery of foundational and critical thinking skills (Department of Education, 2023). As such,

the representation of Science and Math majors aligns with current educational priorities and the demand for teachers capable of delivering inquiry-based and competency-driven instruction.

The Bachelor of Secondary Education programs are structured to prepare future educators in both content mastery and pedagogy. According to Mirasol and Flores (2021), pre-service teachers' specialization significantly influences their preparedness for curriculum implementation, as content knowledge interacts with pedagogical competence in determining classroom readiness. Thus, the dominance of Science and Mathematics majors suggests that a large proportion of practice teachers possess strong content foundations but may require additional training on pedagogical adaptation to the MATATAG Curriculum's emphasis on foundational learning and contextualization.

Meanwhile, the smaller representation of English, Filipino, and Social Studies majors highlights the need to strengthen humanities and language education programs, which are equally critical under MATATAG's holistic framework. As noted by Cabrera and De Guzman (2020), language and social science teachers play a vital role in developing literacy, cultural awareness, and critical thinking, skills emphasized in the restructured curriculum. The relatively lower number of these majors may reflect enrollment trends in teacher education, where STEM-related programs are increasingly prioritized in response to global competitiveness goals.

The Bachelor of Physical Education (BPEd) and Bachelor of Technology and Livelihood Education (BTLEd) programs also play crucial roles in implementing the MATATAG Curriculum, which integrates physical wellness, skills development, and livelihood education as key components of holistic learner development. Reyes et al. (2022) observed that physical education and TLE teachers contribute significantly to fostering life skills, creativity, and socio-emotional learning- competencies that align with the MATATAG vision of *Batang Matatag, Bansang Matatag*. However, given their smaller numbers, institutions must ensure these teachers receive equal access to curriculum training and resources to sustain balanced implementation across learning areas.

Overall, the data reflect a diverse pool of practice teachers, with a notable tilt toward STEM specializations. This composition offers both opportunities and challenges for teacher preparation under the MATATAG Curriculum. Teacher education institutions must ensure that all program majors, regardless of specialization, are adequately equipped with curriculum-aligned pedagogical skills, assessment literacy, and content contextualization strategies. Doing so will enhance the capacity of future teachers to deliver learner-centered, inclusive, and competency-based instruction in accordance with DepEd's reform agenda.

Table 3. Professional Development and Training

Indicator	Mean	Interpretation	Descriptive Evaluation
1. I have received comprehensive training on the MATATAG Curriculum.	2.78	Agree	Prepared
2. The training sessions are relevant to my teaching needs.	3.09	Agree	Prepared
3. I feel well-prepared due to the training I received.	2.89	Agree	Prepared

4. I am confident in using training content for my classroom practices.	3.00	Agree	Prepared
5. The training has prepared me to handle curriculum changes effectively.	3.00	Agree	Prepared
Average	2.95	Agree	Prepared

It can be gleaned from table 3 that the Professional Development and Training overall mean rating of 2.95, interpreted as “Agree” (Prepared), indicates that the respondents- high school practice teachers- generally perceive themselves as adequately prepared in terms of professional development and training related to the MATATAG Curriculum. This suggests that teacher education institutions (TEIs) and cooperating schools have provided relevant training opportunities that have contributed positively to the respondents’ sense of readiness.

Among the indicators, the highest mean (3.09) corresponds to the statement “*The training sessions are relevant to my teaching needs.*” This implies that the professional development initiatives are aligned with the practical demands of classroom instruction, enabling preservice teachers to relate training content to real teaching contexts. This finding is consistent with Flores and Day (2021), who emphasized that the effectiveness of teacher training depends on its contextual relevance and responsiveness to the instructional realities teachers face.

The item with the lowest mean (2.78)- “*I have received comprehensive training on the MATATAG Curriculum*”- although still within the “Prepared” range, indicates that some practice teachers may not have undergone extensive or complete training. This reflects the early stage of MATATAG implementation, where institutional readiness and dissemination of training modules are still developing. Cabarogias et al. (2023) found that preservice and in-service teachers often report gaps in curriculum training during transitional phases of reform, particularly when new curricular frameworks are still being rolled out and standardized materials are not yet fully distributed.

The indicators related to confidence and curriculum adaptability (means = 3.00 each) suggest that practice teachers are reasonably confident in applying what they learned and capable of managing curriculum changes. This is a positive sign of adaptability- an essential quality in modern teacher education. As Tarrayo and Datukan (2022) observed, teacher readiness under new curriculum reforms is strongly influenced by exposure to hands-on training, mentoring, and reflective teaching practice during practicum. When preservice teachers are given opportunities to apply curriculum concepts in real classrooms, their preparedness and confidence improve substantially.

Furthermore, DepEd (2023) highlights that professional development under the MATATAG Curriculum focuses on mastery of essential skills, contextualized pedagogy, and assessment literacy. The results of this study align with DepEd’s direction- showing that practice teachers perceive their training as relevant and supportive of these goals. However, the slightly lower scores on comprehensiveness imply the need for continued, structured, and sustained professional development rather than one-time training events.

From a broader perspective, teacher preparedness is multidimensional, involving not just training participation but also self-efficacy, mentoring quality, and institutional support. Magno and Peñano-Ho (2020) noted that professional development should be continuous, collaborative, and reflective to sustain teacher competence during curriculum reforms. The current results suggest that while preservice teachers feel prepared, there remains room for deeper, more systemic professional learning, especially as the MATATAG Curriculum transitions from policy to full implementation.

Table 4. Resource Availability

Indicator	Mean	Interpretation	Descriptive Evaluation
1. I have access to necessary teaching materials for the MATATAG Curriculum.	2.88	Agree	Prepared
2. My classroom is equipped with resources to support curriculum delivery.	2.91	Agree	Prepared
3. I have sufficient access to digital resources and technology.	3.00	Agree	Prepared
4. The school provides the resources I need to implement the curriculum effectively.	2.96	Agree	Prepared
5. Resource limitations do not hinder my ability to implement the curriculum.	2.94	Agree	Prepared
Average	2.94	Agree	Prepared

Table 4 reveals the overall mean score of 2.94, interpreted as “Agree” (Prepared), suggests that the respondents perceive themselves as adequately provided with the necessary resources to support the implementation of the MATATAG Curriculum. This indicates that, on average, practice teachers have access to sufficient teaching materials, classroom tools, and digital technologies to facilitate curriculum delivery.

Among the indicators, the highest mean (3.00) corresponds to the statement “*I have sufficient access to digital resources and technology.*” This implies that respondents are confident in their ability to access and use digital tools such as online platforms, e-learning materials, and technology-enhanced teaching aids. This finding is aligned with Tarrayo, Alipio, and Datukan (2022), who observed that the integration of digital resources has become increasingly embedded in preservice teacher training in the Philippines, particularly during and after the COVID-19 pandemic, when blended learning modalities necessitated technological proficiency and access.

Similarly, the indicators “*The school provides the resources I need to implement the curriculum effectively*” (M = 2.96) and “*Resource limitations do not hinder my ability to implement the curriculum*” (M = 2.94) suggest that institutional support from schools and teacher education programs plays a positive role in ensuring resource adequacy. According to DepEd (2023), one of the pillars of the MATATAG Curriculum is to ensure resource alignment- meaning that instructional materials, digital tools, and learning facilities are contextualized and readily available to teachers at all levels. These results indicate that such

alignment is being felt, at least at a satisfactory level, by preservice teachers during their practicum exposure.

However, the indicator with the lowest mean (2.88)- *“I have access to necessary teaching materials for the MATATAG Curriculum”*- suggests that some gaps remain in terms of the comprehensiveness or sufficiency of instructional materials. This is expected given that MATATAG is still in its early implementation phase, with some schools and cooperating institutions adjusting to new learning competencies and teaching guides. Cabarogias et al. (2023) similarly found that during the early rollout of MATATAG, teachers reported delays in the distribution of updated modules and learning materials, particularly for specialized and non-core subjects.

The overall pattern of results indicates that while resource availability is generally adequate, there remains a need for continuous upgrading and equal distribution of materials, especially for schools located in less resource-rich settings. As UNESCO (2021) emphasized, equitable access to learning resources, including digital tools, is critical in ensuring the success of curriculum reforms. Even when teachers demonstrate preparedness and confidence, resource inequities can undermine effective implementation and sustain gaps in learning quality across schools.

From a teacher education perspective, Magno and Peñano-Ho (2020) assert that preservice teachers’ access to teaching and learning resources directly influences their instructional creativity and confidence. Adequate resources allow them to contextualize lessons, apply learner-centered pedagogies, and adapt to diverse classroom needs, all of which are essential under the MATATAG Curriculum’s emphasis on mastery, inclusion, and relevance.

Table 5. Self-Efficacy and Attitudes

Indicator	Mean	Interpretation	Descriptive Evaluation
1. I feel confident in my teaching abilities for the MATATAG Curriculum	3.03	Agree	Prepared
2. I believe I am capable of achieving the curriculum's goals.	3.11	Agree	Prepared
3. I am motivated to implement the MATATAG Curriculum.	3.06	Agree	Prepared
4. I am committed to adapting to any challenges the curriculum may present.	3.11	Agree	Prepared
5. I believe my implementation of the curriculum will positively affect my students.	3.15	Agree	Prepared
Average	3.09	Agree	Prepared

Table 5 shows the overall mean of 3.09, interpreted as “Agree” (Prepared), indicates that the respondents possess a high level of self-efficacy and a positive attitude toward implementing the

MATATAG Curriculum. This suggests that practice teachers feel capable, motivated, and adaptable, with confidence in their ability to meet the curriculum's goals and create positive learning experiences for their students.

Among all indicators, the highest mean (3.15) corresponds to *"I believe my implementation of the curriculum will positively affect my students."* This result implies that respondents view the MATATAG Curriculum as an opportunity to improve student learning outcomes, and they are optimistic about its impact on classroom engagement and mastery of competencies. This aligns with the findings of Villanueva and De Guzman (2022), who reported that teachers with higher self-efficacy demonstrate stronger commitment to student-centered practices, positively influencing learners' motivation and achievement. Similarly, Tschannen-Moran and Hoy (2020) emphasize that teachers' belief in their instructional competence directly correlates with their effectiveness and persistence in challenging classroom situations.

Indicators 2 and 4, both scoring 3.11, reveal that preservice teachers believe in their capability to achieve curriculum goals and are committed to adapting to challenges. This reflects the resilient and adaptive mindset required in the evolving landscape of curriculum reform. According to Cabarogias et al. (2023), the MATATAG Curriculum's implementation phase requires teachers to be flexible, reflective, and willing to innovate in response to new standards and pedagogical shifts. The respondents' readiness to adapt suggests that their training programs are effectively fostering a growth-oriented professional attitude.

The indicator with the lowest mean (3.03)- *"I feel confident in my teaching abilities for the MATATAG Curriculum"* - still falls under the "Prepared" category but points to areas for enhancement in teaching confidence and mastery of the curriculum's specific competencies. This finding is consistent with Capuno, Cupino, and Lapinid (2020), who found that preservice teachers often exhibit moderate self-efficacy when first introduced to restructured curricula, primarily due to limited classroom exposure and familiarity with new content standards. As such, sustained mentorship and continuous professional development are essential to bridge confidence gaps during early teaching practice.

The overall results demonstrate that practice teachers are psychologically and attitudinally prepared to engage with the MATATAG Curriculum. Their motivation and positive disposition can serve as significant enablers of successful implementation. As Bandura's (1997) theory of self-efficacy suggests, teachers who believe in their own capacity to influence learning outcomes are more likely to adopt effective strategies, overcome obstacles, and persist in achieving instructional goals.

In the context of Philippine teacher education, these findings also support the notion advanced by Tarrayo et al. (2022) that cultivating positive attitudes and high self-efficacy among preservice teachers is crucial for ensuring curriculum sustainability and classroom innovation. With the MATATAG Curriculum emphasizing relevance, mastery, and well-being, teachers' confidence and commitment become key drivers of its long-term success.

Table 6. Concerns and Challenges

Indicators	Mean	Interpretation	Descriptive Evaluation
1. I am confident in handling the challenges that may arise during implementation.	3.04	Agree	Prepared
2. I am able to balance curriculum demands with existing responsibilities.	2.99	Agree	Prepared
3. I feel supported by the school administration in overcoming challenges.	3.08	Agree	Prepared
4. I have strategies in place to manage potential challenges effectively.	3.03	Agree	Prepared
5. I feel prepared for potential resource limitations during implementation.	3.04	Agree	Prepared
Average	3.04	Agree	Prepared

Table 6 presents the overall mean of 3.04, interpreted as “Agree” (Prepared), suggests that practice teachers generally feel prepared to handle the concerns and challenges that may arise in implementing the MATATAG Curriculum. Although challenges such as workload, limited resources, and institutional adjustments are expected during curriculum transitions, the respondents’ scores indicate that they possess the confidence, coping mechanisms, and institutional support necessary to navigate these difficulties effectively.

The highest mean (3.08) corresponds to “*I feel supported by the school administration in overcoming challenges.*” This finding indicates that respondents perceive strong administrative backing and mentorship, which are vital in fostering teacher preparedness. Support from school leaders enhances teachers’ ability to manage stress and adapt to new curricular requirements. This aligns with Villanueva and De Guzman (2022), who emphasized that supportive leadership and collegial collaboration positively influence teachers’ resilience and readiness in times of educational reform. Similarly, Tarrayo and Datukan (2022) found that teachers who receive administrative and peer support exhibit higher levels of confidence and innovation during curriculum shifts.

The lowest mean (2.99) is found in the statement “*I am able to balance curriculum demands with existing responsibilities.*” Although still interpreted as “Prepared,” this result indicates that some respondents experience difficulty in managing workload, lesson preparation, and assessment tasks alongside new curriculum expectations. Capuno, Cupino, and Lapinid (2020) similarly observed that preservice teachers often face time management and workload challenges during practicum, which can affect their perceived preparedness. The result underscores the need for structured time management support and mentorship programs to help practice teachers navigate competing responsibilities effectively.

Indicators 1, 4, and 5, all with means around 3.03–3.04, reflect the respondents’ moderate confidence and preparedness in facing implementation challenges, including resource constraints. This

resonates with Cabarogias et al. (2023), who found that early implementation of the MATATAG Curriculum presented logistical and material challenges, but teachers demonstrated adaptability through resourcefulness and peer collaboration. It also mirrors Magno and Peñano-Ho’s (2020) finding that teachers’ reflective practices and problem-solving strategies are essential in sustaining preparedness amidst curriculum reforms.

The results also highlight that the respondents possess strategic and proactive mindsets, indicating a solution-oriented approach to curriculum implementation. As Bandura’s (1997) social cognitive theory posits, individuals with higher self-efficacy are more likely to confront challenges with persistence and optimism. In this case, the practice teachers’ confidence and preparedness reflect their belief in their ability to influence outcomes positively despite potential barriers.

In the context of the MATATAG Curriculum, which emphasizes resilience, relevance, and strengthened foundational skills, the respondents’ preparedness suggests that they embody the reform’s guiding principles. However, while the findings are encouraging, continuous institutional support, mentoring, and access to adequate resources remain critical to sustaining long-term implementation success.

Table 7. Concerns and Challenges

Indicators	Mean	Interpretation	Descriptive Evaluation
1. I am confident in handling the challenges that may arise during implementation.	3.04	Agree	Prepared
2. I am able to balance curriculum demands with existing responsibilities.	2.99	Agree	Prepared
3. I feel supported by the school administration in overcoming challenges.	3.08	Agree	Prepared
4. I have strategies in place to manage potential challenges effectively.	3.03	Agree	Prepared
5. I feel prepared for potential resource limitations during implementation.	3.04	Agree	Prepared
Average	3.04	Agree	Prepared

Table 7 shows the computed overall mean of 3.04, interpreted as “Agree” (Prepared), implies that the respondents- high school practice teachers, generally perceive themselves as ready to handle the concerns and challenges associated with the implementation of the MATATAG Curriculum. This level of preparedness signifies that they possess the confidence, adaptability, and coping strategies needed to navigate potential difficulties that accompany curriculum reform.

The highest-rated indicator, “*I feel supported by the school administration in overcoming challenges*” (M = 3.08), highlights that institutional support and mentorship play a vital role in fostering

teacher readiness. Respondents acknowledge that guidance from school administrators and cooperating teachers enhances their ability to manage issues related to classroom management, assessment, and instructional delivery. This finding supports Villanueva and De Guzman (2022), who noted that administrative and peer support significantly strengthen teachers' efficacy and resilience during curriculum transitions. Likewise, Tarrayo and Datukan (2022) emphasized that professional collaboration and school-level mentoring serve as protective factors that sustain teachers' confidence in times of systemic change.

The lowest mean score of 2.99, corresponding to *"I am able to balance curriculum demands with existing responsibilities"*, suggests that although respondents feel prepared, some still experience difficulty managing workload and multiple demands, particularly in integrating new learning standards with their ongoing academic and practicum responsibilities. Similar challenges were documented by Capuno, Cupino, and Lapinid (2020), who found that preservice teachers often struggle with balancing lesson planning, reporting, and performance assessments during their practicum. This workload strain may be amplified by the new MATATAG Curriculum's emphasis on differentiated and competency-based instruction.

Indicators such as *"I am confident in handling challenges"* (M = 3.04) and *"I have strategies in place to manage potential challenges effectively"* (M = 3.03) reveal that respondents exhibit problem-solving orientation and reflective thinking, which are essential for adaptive teaching. According to Magno and Peñano-Ho (2020), reflective practice enables teachers to recognize areas for improvement, devise effective strategies, and adjust to instructional challenges. These traits are particularly relevant under the MATATAG Curriculum, which calls for teacher innovation and responsiveness to learner diversity.

The results also indicate a mean of 3.04 for *"I feel prepared for potential resource limitations during implementation."* This shows that respondents possess a level of resourcefulness and adaptability, crucial in Philippine school contexts where instructional materials or technologies may be limited. This finding is consistent with Cabarogias et al. (2023), who found that despite logistical challenges in the MATATAG rollout, teachers showed strong adaptability through improvisation, peer sharing, and the use of low-cost teaching aids to meet curriculum standards.

Overall, the data depict the respondents as prepared and resilient educators, capable of handling obstacles through collaboration, adaptability, and positive self-efficacy. This reflects Bandura's (1997) theory of self-efficacy, which posits that individuals with strong belief in their capabilities are more persistent and proactive in facing challenges. These attributes are essential for the successful implementation of the MATATAG Curriculum, which requires teacher agility and problem-solving competence.

Table 8. Overall Readiness

Indicators	Mean	Interpretation	Descriptive Evaluation
1. I am confident in my overall readiness to implement the MATATAG Curriculum.	3.00	Agree	Prepared

2. The support I receive from colleagues and administrators contributes to my readiness.	3.07	Agree	Prepared
3. I am well-informed about the MATATAG Curriculum objectives.	3.03	Agree	Prepared
4. I am prepared to adapt my teaching methods for the new curriculum.	3.10	Agree	Prepared
5. I believe my level of readiness aligns with the expectations of the curriculum.	3.06	Agree	Prepared
Average	3.05	Agree	Prepared

Table 8 shows the overall readiness of practice teachers with the overall mean of 3.05, interpreted as “Agree” (Prepared), indicates that the respondents- high school practice teachers- generally perceive themselves as ready and confident to implement the MATATAG Curriculum. This suggests a solid foundation of preparedness encompassing knowledge of curriculum objectives, instructional adaptability, and collegial support. The results portray the respondents as pedagogically capable, collaborative, and optimistic about their roles in realizing the goals of the newly introduced curriculum.

The highest mean (3.10) corresponds to the statement “*I am prepared to adapt my teaching methods for the new curriculum.*” This shows that respondents possess a flexible and adaptive mindset, essential for implementing curriculum reforms. It reflects their readiness to modify lesson delivery, integrate new pedagogical strategies, and align instruction with the MATATAG Curriculum’s learner-centered and competency-based approach. This aligns with Tarrayo and Datukan (2022), who emphasized that adaptability is a defining characteristic of teacher readiness during educational reforms. They found that preservice teachers who engage in reflective and experiential learning activities exhibit greater preparedness to apply innovative teaching methods.

The next highest mean (3.07) pertains to “*The support I receive from colleagues and administrators contributes to my readiness.*” This underscores the importance of collaboration and institutional support in fostering teacher readiness. When practice teachers receive mentoring and collegial assistance, they develop stronger confidence and professional competence. This finding supports Villanueva and De Guzman (2022), who found that supportive learning communities and administrative mentorship play a crucial role in enhancing teacher efficacy during times of curriculum transition. Similarly, Flores and Day (2021) noted that collegial collaboration enhances reflective practice and contributes to higher levels of teacher confidence and professional growth.

Meanwhile, the lowest mean (3.00) corresponds to “*I am confident in my overall readiness to implement the MATATAG Curriculum.*” Although still within the “Prepared” range, it indicates that some respondents remain cautiously confident, possibly due to limited experience or uncertainty about the practical application of MATATAG principles in actual classrooms. Capuno, Cupino, and Lapinid (2020) also observed that preservice teachers often express moderate confidence levels before full immersion, which gradually increase through guided practice and mentoring. This suggests the importance of providing continuous practicum support and follow-up training to strengthen confidence during curriculum

implementation. The indicator “*I am well-informed about the MATATAG Curriculum objectives*” (M = 3.03) demonstrates that respondents possess adequate awareness of the curriculum’s philosophy, goals, and key learning competencies. This awareness reflects the effectiveness of pre-deployment orientations, seminars, and professional development sessions organized by teacher education institutions and cooperating schools. As DepEd (2023) emphasized, understanding curriculum goals is critical to ensuring consistent alignment between teaching strategies and expected learning outcomes.

Overall, the results show that respondents are collectively prepared for the MATATAG Curriculum’s rollout. Their preparedness is strengthened by institutional support, curriculum awareness, and instructional adaptability, all of which are key components of teacher readiness as outlined in contemporary educational literature. However, the findings also highlight the need for sustained professional development and mentoring programs to maintain preparedness as the curriculum evolves.

Table 9. School (PSU) Support for Curriculum Transition

Indicators	Mean	Interpretation	Descriptive Evaluation
1. Additional training sessions on MATATAG Curriculum topics would improve my preparedness.	3.33	Strongly Agree	Highly Needed
2. Regular feedback and guidance from school administrators would help me implement the curriculum more effectively.	3.32	Strongly Agree	Highly Needed
3. Providing more access to teaching resources and materials would make the curriculum transition easier.	3.37	Strongly Agree	Highly Needed
4. Collaboration opportunities with other teachers on curriculum implementation strategies would be beneficial.	3.38	Strongly Agree	Highly Needed
5. Access to mental health and stress management resources would support me during this transition.	3.36	Strongly Agree	Highly Needed
6. Training focused on addressing student learning challenges would help me feel more confident in implementing the curriculum.	3.37	Strongly Agree	Highly Needed
7. Access to digital teaching tools and resources tailored to the MATATAG Curriculum would enhance my readiness.	3.37	Strongly Agree	Highly Needed
8. Periodic assessments of my teaching methods by school administrators would help me adapt to curriculum changes.	3.38	Strongly Agree	Highly Needed
9. I believe that a clear understanding of curriculum objectives would support my effective teaching.	3.40	Strongly Agree	Highly Needed
10. More opportunities for professional growth and development related to the MATATAG Curriculum would be beneficial.	3.43	Strongly Agree	Highly Needed
Average	3.36	Strongly Agree	Highly Needed

Table 9 reveals the institutional support with the overall mean of 3.36, interpreted as “Strongly Agree” (Highly Needed), indicates that respondents strongly recognize the importance of enhanced institutional and administrative support from their school- Pangasinan State University (PSU)- in ensuring a smooth and effective transition to the MATATAG Curriculum. This finding underscores that while practice teachers are prepared and confident, they still require robust systemic and institutional support mechanisms to fully implement the new curriculum with efficiency and confidence.

The highest-rated indicator (Mean = 3.43) was “*More opportunities for professional growth and development related to the MATATAG Curriculum would be beneficial.*” This highlights that practice teachers value ongoing professional learning opportunities, such as workshops, mentoring programs, and seminars, to enhance their pedagogical competence in the context of curriculum innovation. This finding aligns with Flores and Day (2021), who asserted that sustained professional development is a critical enabler of curriculum implementation success, as it builds teachers’ confidence, pedagogical adaptability, and curriculum literacy. Similarly, Dela Cruz et al. (2023) emphasized that teacher preparation institutions must institutionalize long-term professional learning frameworks that evolve alongside curriculum reforms to sustain readiness among pre-service and novice teachers.

Closely following in mean scores (M = 3.38–3.40) are the indicators emphasizing collaboration, administrative feedback, and curriculum clarity. These results reflect the teachers’ strong desire for collegial collaboration and constructive administrative supervision. Collaboration opportunities allow teachers to share strategies, co-create instructional materials, and exchange insights about classroom realities during curriculum transition. This finding echoes Tarrayo and Datukan (2022), who found that collaborative environments foster mutual learning and professional resilience during the implementation of educational reforms. Furthermore, clear curriculum communication and guidance- as expressed in the item “*I believe that a clear understanding of curriculum objectives would support my effective teaching*”- was also highly rated (M = 3.40). This supports DepEd (2023), which emphasized that clarity of learning competencies and performance standards is foundational to the success of the MATATAG Curriculum.

Equally notable are the responses emphasizing access to teaching resources and digital tools (M = 3.37). Teachers strongly agreed that greater accessibility to instructional materials, technology, and curriculum-aligned resources would enhance their readiness. This aligns with Reyes and Dela Peña (2021), who reported that resource sufficiency directly affects teachers’ instructional confidence and the quality of classroom delivery, particularly in public education settings. Cabral and Relativo (2022) further noted that equipping teachers with digital and instructional resources improves their ability to integrate innovative strategies aligned with modern curricula like MATATAG’s competency-based framework.

Another critical insight from the findings is the recognition of mental health and stress management support (M = 3.36) as a “highly needed” form of institutional assistance. This demonstrates that respondents are aware of the psychological and emotional demands of adapting to curriculum reforms. The emphasis on well-being echoes findings from Villanueva and De Guzman (2022), who found that emotional resilience and institutional care are important mediators of teacher motivation and performance during curriculum transitions. Similarly, Garcia and Dizon (2020) highlighted the necessity of psychosocial support programs

in teacher education institutions to maintain preservice teachers' morale and sense of efficacy during demanding practicum and reform contexts.

Lastly, the item on periodic assessments and feedback from administrators ($M = 3.38$) underscores teachers' openness to constructive evaluation as a means for professional improvement. This reflects their willingness to engage in reflective and evidence-based practice, consistent with Tarrayo and Datukan (2022), who stressed that mentoring and feedback loops enhance professional growth and curriculum fidelity among pre-service educators.

The results demonstrate that school (PSU) support plays a crucial role in sustaining teacher preparedness during curriculum transition. While practice teachers show readiness and confidence, they strongly desire continuous institutional engagement through targeted training, feedback mechanisms, collaborative structures, mental health support, and access to instructional resources. The high mean scores across all indicators reflect a shared recognition that teacher readiness is not achieved in isolation, but rather through a collective ecosystem of academic, emotional, and administrative support.

This finding affirms the view of Cabarogias, Balagtas, and Ramos (2023) that successful curriculum transition requires an institutional commitment to equip teachers not only with knowledge and skills but also with psychological and logistical support systems. The MATATAG Curriculum's success, therefore, hinges on the degree to which teacher education institutions like PSU can provide sustained capacity-building programs, promote collaboration, and ensure resource adequacy.

CONCLUSIONS

The findings of the study revealed that high school practice teachers are generally prepared to implement the MATATAG Curriculum. Across the major dimensions, professional development and training, resource availability, self-efficacy and attitudes, concerns and challenges, and overall readiness, the respondents consistently expressed agreement, indicating adequate competence and readiness for curriculum implementation. The results further showed that professional development opportunities have equipped practice teachers with essential knowledge and pedagogical skills, although more targeted training specific to the MATATAG Curriculum remains necessary.

Resource availability was also found to be satisfactory, yet some respondents noted limitations in instructional materials and technological tools, which may hinder optimal curriculum delivery. Moreover, the teachers demonstrated high self-efficacy and positive attitudes, reflecting confidence and motivation to adapt to the new curriculum framework. While respondents reported preparedness in managing challenges, they also emphasized the importance of sustained support from the school administration. Notably, the study found that institutional support from Pangasinan State University is highly needed to strengthen practice teachers' readiness through continuous training, mentoring, and collaborative opportunities.

Overall, the study concludes that while the practice teachers possess the foundational competencies and favorable dispositions necessary for the MATATAG Curriculum, continuous professional growth, adequate resource provision, and strong institutional backing are essential to ensure full preparedness and effective implementation of the curriculum reform.

RECOMMENDATIONS

It is recommended that the College of Teacher Education at Pangasinan State University enhance its professional development programs by offering more focused training on the MATATAG Curriculum's content, pedagogy, and assessment standards. The Department of Education and cooperating schools should ensure adequate provision of instructional and digital resources to support curriculum delivery. Regular mentoring, supervision, and feedback sessions must be strengthened to guide practice teachers in addressing classroom challenges. Collaborative learning activities such as peer mentoring and professional learning communities are also encouraged to promote shared expertise and best practices. Furthermore, initiatives that address teachers' mental health and well-being should be integrated into training programs. Sustained institutional support and monitoring are essential to ensure that future practice teachers remain fully equipped and confident in implementing the MATATAG Curriculum effectively.

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