

MATATAG Curriculum Preparedness and Teacher Job Satisfaction in Calasanz de Davao Academy, Inc.

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Abstract. This quantitative, descriptive-correlational study explored the level of MATATAG Curriculum Preparedness and its association with Teacher Job Satisfaction among the teachers of Calasanz de Davao Academy, Inc., a private school. A stratified random sample of 31 teachers (Elementary and Junior High School) was drawn from a population of 34 teachers. A validated, two-part survey questionnaire was used to collect data, and the results were analyzed in terms of Mean, Standard Deviation, and the Pearson Product-Moment Correlation Coefficient (r). The results indicated that the teachers were Moderately Prepared for the MATATAG Curriculum ($\bar{x} = 2.65$). Their Perceived Self-Efficacy was high ($\bar{x} = 3.15$), but overall preparedness was constrained by low Resource Availability ($\bar{x} = 2.21$). Teachers were generally contented with their work ($\bar{x} = 3.19$), mostly because they were highly contented with Intrinsic Factors ($\bar{x} = 3.42$). The main objective was met by the finding that there is a moderately strong, positive, and statistically significant relationship between MATATAG Curriculum Preparedness and Teacher Job Satisfaction ($r = 0.575$; $p = 0.001$); the null hypothesis was therefore rejected. The study concludes that enhancing institutional support, especially the delivery of instructional resources, is essential both for ensuring curriculum fidelity and for its direct positive effect on teacher morale and well-being. The positive relationship demonstrates that preparedness functions as one of the resources needed to cope with the demands of curriculum reform.

KEY WORDS

1. MATATAG Curriculum
2. teacher preparedness
3. job satisfaction
4. resource availability
5. self-efficacy
6. correlational study

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1. Introduction

The teaching force that directly implements any major educational reform is critical to the success of that reform. This study examines the association between teacher preparedness for the new MATATAG Curriculum and teachers' professional satisfaction. Teacher job satisfaction does not affect only the quality of instruction; it also affects the stability and gen-

eral performance of the school environment. Understanding this relationship therefore provides school administrators and policymakers with an empirical basis for developing support mechanisms that improve both curriculum implementation and faculty well-being.

Teacher job satisfaction during significant curriculum reforms is a widespread global con-

cern with direct effects on education quality and retention. Teacher shortage is a well-documented worldwide problem, with projections that 44 million more teachers will be required globally by 2030 (UNESCO, 2024; Ingersoll, 2017). Improving job satisfaction, which tends to be impaired during extensive reforms (Education International, 2024), is a central part of the response to this crisis. Foreign studies such as those of Song and Mustafa (2015) and Ker, Lee, and Ho (2022) show that teacher collaboration, working conditions, and supportive leadership play crucial roles in alleviating the stress associated with new curriculum requirements. This study grounds its inquiry in the Job Demands-Resources (JD-R) Theory (Demerouti et al., 2001), which holds that all jobs contain job demands (e.g., workload, emotional strain, curriculum change) and job resources (e.g., professional training, supportive leadership, self-efficacy). MATATAG reform is a large demand; sufficient preparedness resources are therefore expected to buffer its detrimental effects, with a direct positive influence on teacher engagement and satisfaction (Schaufeli & Bakker, 2004).

The introduction of the MATATAG Curriculum by the Department of Education is a transformational move, but its application involves many challenges for teachers. Studies consistently identify systemic barriers affecting teacher preparedness and motivation, including a lack of professional training, unclear expectations about new skills, and a shortage of instructional materials (Kilag et al., 2024; Maraveles & Ducot, 2025). The absence of hands-on application training is a recurring theme in early implementation reports, leaving teachers to depend on self-study. Demate et al. (2025) further note that many Filipino teachers face bureaucratic obstacles and heavy workloads, which complicate the successful execution of major educational change.

These national issues resonate strongly

in local divisions such as the Davao region. Atienza et al. (2025), studying Junior High School teachers in the South District of Davao City, reported a moderate rate of readiness dominated by gaps in subject-specific training and learning resources. Similarly, a qualitative study in Paquibato District, Davao City, found that local elementary teachers struggled with technological and resource limitations and with curriculum overload and time as they transitioned to learner-centered teaching (Pacatang & Gallardo, 2025). A common motif in these Davao studies is the pressure on teachers to perform well despite inadequate structural and material resources, which directly affects their work-life balance and well-being. Preparedness should therefore be evaluated in terms of resource availability and self-efficacy to determine the true effects of the MATATAG shift.

The literature also links preparedness to satisfaction through mechanisms of self-efficacy and institutional support. Perceived poor training has a direct negative effect on teacher self-efficacy, while high self-efficacy strengthens commitment and favorability toward new systems (Bandura, 1997). Beyond training, material resources and systemic support are decisive: research on the MATATAG Curriculum identifies deficiencies in aligned instructional resources, technology, and infrastructure as significant barriers to successful rollout (Macasero, 2023). Even in private schools, where systemic shortages may be fewer than in public schools (Demate et al., 2025), institutional support remains essential. Preparedness is thus not merely a matter of individual preparation but of systemic facilitation.

While the literature widely documents the adverse consequences of ill-preparedness on job satisfaction, there is a clear gap in localized, quantitative Philippine research, particularly within the private school sector, which remains understudied. This study addresses that gap by providing correlational data that di-

rectly connects measured MATATAG Curriculum Preparedness with measured Teacher Job Satisfaction at Calasanz de Davao Academy, Inc. Specifically, it sought to answer the following research questions: (1) What is the level of MATATAG Curriculum Preparedness of the teachers, assessed in terms of Training Ade-

quacy, Resource Availability, and Perceived Self-Efficacy? (2) What is the level of Teacher Job Satisfaction, assessed in terms of Intrinsic and Extrinsic Factors? (3) Is there a significant relationship between the overall level of MATATAG Curriculum Preparedness and the overall level of Teacher Job Satisfaction?

2. Methodology

This study employed a descriptive-correlational research design. The descriptive component identified the status of MATATAG Curriculum Preparedness (Question 1) and Teacher Job Satisfaction (Question 2) using mean and standard deviation, while the correlational component established the nature and strength of the relationship between the two variables (Question 3): MATATAG Curriculum Preparedness as the independent variable and Teacher Job Satisfaction as the dependent variable. The design was suitable because no variables were manipulated; the study instead determined the extent to which change in one variable relates to change in the other.

The study was conducted at Calasanz de Davao Academy, Inc., a private school located in Baliok, Davao City. As a private institution, the academy operates under institutional management and resource-allocation conditions that differ from those of the public school system, making it a relevant setting for examining how institutional preparedness mechanisms affect teacher morale under the required implementation of the MATATAG Curriculum.

The population consisted of all 34 private school teachers (13 Elementary and 21 Junior High School) directly involved in implementing the MATATAG Curriculum during Academic Year 2025–2026. Using Slovin's formula at a 5% margin of error, the sample size was computed as 31 teachers. Stratified random sampling ensured proportionate represen-

tation across the two academic levels, allocating 12 respondents to the Elementary stratum and 19 to the Junior High School stratum. Simple random sampling through draw lots within each stratum was then used to select the specific respondents and minimize selection bias.

The primary instrument was a self-administered, two-part survey questionnaire. Part I, the MATATAG Curriculum Preparedness Scale, measured Training Adequacy (relevance, adequacy, and practicality of professional development), Resource Availability (adequacy of instructional materials, technology, and infrastructure), and Perceived Self-Efficacy (confidence in meeting new curriculum, assessment, and pedagogical demands). Part II, the Teacher Job Satisfaction Scale, measured Intrinsic Factors (e.g., sense of achievement, recognition, professional growth, and autonomy) and Extrinsic Factors (e.g., compensation, working conditions, collegial relationships, and leadership support). Responses used a Likert scale. The instrument underwent content validation by specialists in curriculum development, educational administration, and statistics, and a pilot test using Cronbach's Alpha was conducted to establish internal consistency.

Data collection followed a systematic procedure. An official letter requested permission from the School Director. Informed consent was secured from each respondent, emphasizing the voluntary nature of participation

and the confidentiality of responses. The questionnaires were administered either in print or through an online medium according to school preference, with clear instructions provided. The researcher checked and retrieved the instruments for completeness and uniformity, and the raw data were coded and tabulated in a statistical package for analysis.

The data were analyzed using descriptive and inferential statistics aligned with the statement of the problem. Mean and standard deviation

described the level of Preparedness and Job Satisfaction and their sub-domains, while the Pearson Product-Moment Correlation Coefficient (r) tested the relationship between the two overall mean scores. The level of significance was set at $\alpha = 0.05$; a computed p-value below 0.05 would lead to rejection of the null hypothesis. Ethical safeguards, including voluntary participation, informed consent, and confidentiality, were observed throughout the study.

3. Results and Discussion

The findings are presented according to the three research questions. Four tables summarize the descriptive levels of preparedness and satisfaction and the correlational analyses. The

discussion interprets the results in relation to the teachers' realities and the reviewed literature.

3.1. Level of MATATAG Curriculum Preparedness

Table 1. Level of MATATAG Curriculum Preparedness

Preparedness Sub-Domain	Mean ($\bar{x}$)	SD	Verbal Interpretation	Rank
C. Perceived Self-Efficacy	3.15	0.51	Moderately Prepared	1
A. Training Adequacy	2.58	0.65	Moderately Prepared	2
B. Resource Availability	2.21	0.72	Minimally Prepared	3
Overall MATATAG Preparedness	2.65	0.58	Moderately Prepared	

Interpretation Scale: 3.26–4.00 (Highly Prepared); 2.51–3.25 (Moderately Prepared); 1.76–2.50 (Minimally Prepared); 1.00–1.75 (Not Prepared).

Table 1 shows that the faculty's overall perception of MATATAG Curriculum Preparedness is Moderately Prepared ($\bar{x} = 2.65$). While this rating indicates that the minimum requirements for implementation are met, a closer look at the sub-domains reveals a marked imbalance between internal, psychological resources and external, material resources.

The strongest domain was Perceived Self-Efficacy (Rank 1; $\bar{x} = 3.15$), indicating that teachers hold a high level of belief in their own ability to meet the demands of the new curriculum. This aligns with Bandura's (1997)

Social Cognitive Theory, in which high self-efficacy allows challenges to be perceived as tasks to be mastered rather than threats. This personal resource is being drawn upon heavily by the faculty to meet the required pedagogical changes.

In contrast, the lowest-ranked sub-domain was Resource Availability (Rank 3; $\bar{x} = 2.21$), which falls in the Minimally Prepared category. This score points to substantial institutional gaps in teaching resources, technology, and infrastructure needed for proper implementation, echoing the nationwide difficulties noted by

Macasero (2023) regarding infrastructure constraints. Within the Job Demands-Resources framework, such job-resource insufficiency is known to contribute to strain and potential burnout, which can override the positive effects

of high self-efficacy. The results underscore an urgent need to close the gap between teachers' high intrinsic belief in their abilities and the low availability of the external resources required to enact that belief.

3.2. Level of Teacher Job Satisfaction

Table 2. Level of Teacher Job Satisfaction

Job Satisfaction Factor	Mean ($\bar{x}$)	SD	Verbal Interpretation	Rank
A. Intrinsic Factors	3.42	0.45	Very Satisfied	1
B. Extrinsic Factors	2.95	0.60	Satisfied	2
Overall Job Satisfaction	3.19	0.48	Satisfied	

Interpretation Scale: 3.26–4.00 (Very Satisfied); 2.51–3.25 (Satisfied); 1.76–2.50 (Dissatisfied); 1.00–1.75 (Very Dissatisfied).

Table 2 shows that overall Teacher Job Satisfaction is interpreted as Satisfied ($\bar{x} = 3.19$). This positive morale is sustained mainly by high satisfaction with Intrinsic Factors (Rank 1; $\bar{x} = 3.42$), which falls within the Very Satisfied range. Intrinsic satisfaction is associated with the psychological gratification obtained directly from the work itself, such as a sense of achievement, professional growth, and autonomy. The finding suggests that the faculty is strongly committed to the teaching profession and derives satisfaction from student performance and personal effort, consistent with Ortan et al. (2021). The low standard deviation ($SD = 0.45$) further indicates strong agreement among teachers on this high internal satisfaction.

Extrinsic Factor satisfaction (Rank 2; $\bar{x} = 2.95$) was lower, though still within the Satisfied range. Extrinsic factors include compensation, administrative support, and physical working conditions. The lower mean suggests that the school environment is acceptable rather than a strong source of satisfaction. This mirrors the preparedness analysis in Table 1: shortages in job resources, such as supportive administration or adequate resources, restrict overall satisfaction, echoing Toropova et al. (2020) on the importance of school working conditions. The gap implies that retention strategies should target extrinsic dissatisfaction before it erodes the elevated intrinsic satisfaction already present.

3.3. Relationship between MATATAG Curriculum Preparedness and Teacher Job Satisfaction

Table 3. Correlation Between Overall Preparedness and Overall Job Satisfaction

Correlational Variables	Pearson r	p-value (2-tailed)	Decision on H_0	Verbal Interpretation
Overall Preparedness vs. Overall Satisfaction	0.575	0.001	Reject H_0	Moderately Positive Significant Relationship

Table 3 shows a Pearson r of 0.575 and a p-value of 0.001. Because the p-value is well below the significance level ($\alpha = 0.05$), the null hypothesis of no significant relationship is rejected. The finding indicates a moderately strong, positive, and statistically significant relationship between MATATAG Curriculum Preparedness and Teacher Job Satisfaction.

Theoretically, this result provides empirical support for the relevance of the Job Demands-Resources Theory to curriculum reform. MATATAG implementation is a potential source of stress (a job demand), while preparedness is an important job resource. The

positive correlation suggests that as teachers perceive this resource to increase, their psychological strain decreases and the positive outcomes of their work increase, consistent with the buffering role that the JD-R model attributes to resources. Practically, the finding implies that investment in preparedness is not merely overhead but a direct and measurable strategy for improving faculty morale and well-being, with greater investment in training and materials yielding higher returns in satisfied and potentially retained educators (Banerjee et al., 2017).

Table 4. Correlation of Preparedness Sub-Domains With Overall Job Satisfaction

Preparedness Sub-Domain	Pearson r	p-value (2-tailed)	Verbal Interpretation
C. Perceived Self-Efficacy	0.650	0.000	Strong Positive Significant Relationship
A. Training Adequacy	0.510	0.003	Moderate Positive Significant Relationship
B. Resource Availability	0.450	0.012	Moderate Positive Significant Relationship

Table 4 shows that all three preparedness sub-domains maintain a positive and significant correlation with overall Job Satisfaction, though the strength varies. Perceived Self-Efficacy has the strongest correlation ($r = 0.650$), suggesting that the internal psychological asset of confidence in one's own capacity is the strongest determinant of teacher satisfaction and reinforcing the earlier finding that teachers draw on their own strengths to remain satisfied.

Training Adequacy ($r = 0.510$) and Resource Availability ($r = 0.450$) show moder-

ate positive correlations. Although Resource Availability was the lowest-rated sub-domain descriptively ($\bar{x} = 2.21$), it still correlates positively with satisfaction, implying that even small gains in resource provision could yield measurable improvements in morale. For the academy, maximizing satisfaction therefore requires a dual focus: developing teachers' natural self-efficacy while systematically addressing the objective shortage of material resources and training that could otherwise erode job satisfaction over time.

3.4. Integrative Discussion

Taken together, the findings describe a faculty that is psychologically ready but materially under-resourced. High self-efficacy and strong intrinsic satisfaction coexist with minimal resource availability and a more modest level of extrinsic satisfaction. The correlational results tie these descriptive patterns together: preparedness and satisfaction move in the same direction, and self-efficacy is the sub-domain most closely linked to satisfaction. This coherence indicates that teacher morale at the academy currently rests on internal resources that compensate for external deficits.

4. Conclusions

The study concludes that although the teachers possess strong personal coping resources, evidenced by high Perceived Self-Efficacy, their overall preparedness for the MATATAG Curriculum is constrained by persistent shortages in institutional support and material resources. Preparedness was Moderately Prepared overall ($\bar{x} = 2.65$), with Resource Availability falling into the Minimally Prepared range ($\bar{x} = 2.21$).

The teachers are primarily motivated by intrinsic factors such as passion, fulfillment, and achievement rather than by readily available external rewards or support systems. Overall Job Satisfaction was Satisfied ($\bar{x} = 3.19$), with

The pattern is consistent with the Job Demands-Resources Theory. The demands of curriculum reform are being met largely through personal resources, while institutional resources lag behind. Because resources buffer demands, the low standing of Resource Availability represents the clearest point of vulnerability: it is both the weakest descriptive area and a significant correlate of satisfaction. Strengthening it therefore offers the school a high-leverage intervention, addressing curriculum fidelity and teacher well-being at the same time.

Intrinsic Factors rated Very Satisfied ($\bar{x} = 3.42$) and Extrinsic Factors rated lower ($\bar{x} = 2.95$). The present level of extrinsic satisfaction is a point of vulnerability that could lead to burnout if left unaddressed.

Finally, MATATAG Curriculum Preparedness is a significant predictor and prerequisite of Teacher Job Satisfaction. The moderately strong, positive, and statistically significant relationship ($r = 0.575$; $p = 0.001$) led to rejection of the null hypothesis, indicating that the successful introduction of the new curriculum and the retention of faculty are closely tied to adequate preparation and resource provision.

4.1. Implications and Recommendations

For the school administration, the findings imply a need for focused resource distribution. Urgent investment should target the most deficient area, Resource Availability ($\bar{x} = 2.21$), through the acquisition of MATATAG-aligned teaching resources and the bridging of technology gaps to ease teachers' daily workload. Because extrinsic satisfaction is comparatively lower, the administration should also review non-instructional demands such as paperwork

overload and improve working conditions or incentive systems so that teacher effort is matched by adequate support.

For department heads and the curriculum team, the findings suggest leveraging the faculty's existing high self-efficacy through peer-led professional learning communities that are problem-oriented and demonstrate effective MATATAG strategies, rather than theoretical, top-down training. Professional de-

velopment should remain practical and hands-on, directly integrating new curriculum elements such as assessment methods into real classroom-management contexts.

For future researchers, a follow-up qualitative study, such as focus group discussions or in-depth interviews, could clarify the nature of the resource deficits and how specific

MATATAG demands affect teacher workload and stress, which were not measured as outcomes here. A predictive study using multiple regression could also determine which preparedness sub-domain—Training, Resources, or Self-Efficacy—most strongly predicts satisfaction, identifying the most efficient area for intervention.

4.2. Limitations and Future Directions

The study was limited to 31 teachers at a single private school, Calasanz de Davao Academy, Inc. The findings should therefore be interpreted as context-bound and may be transferable only to schools with similar size, sector, and resource conditions rather than generalized broadly. The data were also self-reported through a structured questionnaire, so responses may be influenced by personal interpretation and the professional caution associated with evaluating institutional support.

As a correlational study, the research establishes association rather than causation; it cannot confirm that preparedness causes satis-

faction, only that the two vary together. The study measured preparedness and satisfaction at one point in time and did not directly assess workload, stress, or burnout as outcomes.

Future research may extend this inquiry through longitudinal and mixed-methods designs, larger and multi-school samples across public and private sectors, and regression-based analyses that test which preparedness sub-domains predict satisfaction, retention, and learner-support outcomes. Such work would strengthen the evidence base for targeted capacity-building and resource-support programs during continued curriculum reform.

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