

# Professional Development, Readiness of Teachers and Performance of Grade 4 Learners in the MATATAG Curriculum

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**Abstract**—This study determines the significant relationship between the level of professional development and extent of readiness of teachers and academic performance of learners in the MATATAG curriculum. Survey questionnaires were adopted in this research to determine the level and extent of the variables posted in this research. There are 22 teachers, and 656 learners involved in this study. A descriptive-correlational research design was employed, and percentage, weighted mean and Pearson  $r$  were the statistical tools used in this study. Based on the data gathered, the findings of the research confirm the existence of a positive relationship between the level of professional development and readiness of teachers in the implementation of MATATAG curriculum and extent of readiness of teachers in the implementation of MATATAG curriculum and academic performance of the learners. These findings suggest that well-trained and prepared teachers help achieve success in the performance of the learners. This research emphasizes how effective teacher development programs and readiness efforts are essential in guaranteeing successful curriculum implementation of the MATATAG curriculum, which in turn contributes to enhanced academic performance among learners.

**Keywords** — *Professional Development, Readiness, Teachers, Performance, Grade 4 Learners, MATATAG Curriculum*

## I. INTRODUCTION

Effective teaching is the prime duty of a professional teacher. Changes in the teaching profession are without end due to the nature of the profession, which is ever-changing timelessly. The teacher is the most significant agent in the teaching-learning process. Teachers could either make or unmake the future of students. Professional development can be enhanced through faculty development activities such as instructional planning, instructional delivery, knowledge of the subject matter, rapport with the students and classroom management. There is a rise in teaching strategies in the twenty-first century through teamwork and innovation (Nairz-Wirth & Feldmann, 2019). Improving teacher quality has become a vital thing to student fulfillment; teacher professionalism gained more prominence. Nowadays, instructors' continuous professional development is broadly visible as crucial for enhancing teachers' overall performance and effectiveness and enhancing dedication to their work most especially to teachers handling multigrade classes. Teachers must always adapt to the current educational system changes to meet the multigrade levels of students' needs and demands for the global market. With the No Filipino Child Left Behind Act of 2010, all citizens have the right to quality instruction, and that the State shall take appropriate steps to make that education accessible.

Recent reforms focus on curriculum standardization, which results in teachers become accountable for students' performance. For developing countries like the Philippines, producing highly skilled and globally competitive graduates

is a great challenge for all educators. The effectiveness of instruction is dependent on the caliber of teachers. In the book of Stronge (2018) some researchers define teacher effectiveness as to student achievement. As a teachers' influence is far-reaching, it is challenging to determine what outcomes might demonstrate the effectiveness and how to measure results. Furthermore, many external variables affect each potential measure of effectiveness outside teachers' control. In totality, we can agree that effective teachers make an extraordinary and lasting impact on students' lives.

Teaching is a complex process that includes both an art and a science (Marzano, 2007). Moreover (Cayirdag, 2017) emphasized that the art of teaching is based on teachers' flexibility, creativity, and ability to go with their gut now. The science of education is the teachers' ability to structure and design a purposeful classroom experience and engage in curriculum design and needs. Pedagogical knowledge and content knowledge are at the backbone of the teaching-learning process. Preparing students as lifelong learners have something to do with a deeper understanding of how pedagogy affects learning (Paniagua & Istance, 2018).

It is therefore imperative for every teacher to possess these teaching competencies that can be developed through professional development activities such as the instructional planning skills (lesson planning skills), instructional skills (lesson delivery), knowledge of the subject area (mastery of the subject matter), rapport with the students (teacher-student relationship), and classroom management skills.

Experienced teachers possess professional and personal attributes that can motivate students to improve their school's academic performance. According to Ajayi., Onibeju, and Olutayo (2020), good teachers who possess a mastery of content, suitable pedagogical qualification, and a positive attitude towards teaching play a significant role in students' educational attainment. All the knowledge and skills needed by multigrade teachers are acquired aside from the education they had but on professional development programs provided to them by the department. Hence, it is in this premise that the researcher, being a multigrade teacher, formulated this study to determine the relationship between the professional development programs attended and how this affects the performance of multigrade teachers. A proposed instructional supervisory plan will be formulated based on the findings of the study.

Hence, it is in this premise that the researcher, formulated this study to determine the significant relationship between the level of professional development and extent of readiness of teachers and performance of grade 4 learners in the MATATAG curriculum in Puerto Bello Elementary School, Merida District, Leyte Division. A proposed intervention plan was formulated based on the findings of the study.

It is in the rationale that the researcher who is currently an aspirant classroom teacher in the above mentioned local, would like to delve worthy research undertaking that would benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study determines the significant relationship between the level of professional development and extent of readiness of teachers and academic performance of learners in the MATATAG curriculum in Puerto Bello Elementary School, Merida District, Leyte Division. The findings of the study were the basis for the proposed intervention plan.

Specifically, this study sought to answer the following questions:

1. What is the level of professional development provided to teachers in the implementation of MATATAG curriculum content?
2. What is the extent of readiness of teachers in the implementation of MATATAG curriculum?
3. What is the level of performance of grade 4 learners in the MATATAG curriculum content?
4. Is there a significant relationship between the level of professional development conducted to teachers and performance of grade 4 learners in the MATATAG curriculum content?

5. Is there a significant relationship between the extent of readiness of teachers and performance of grade 4 learners in the MATATAG curriculum content?
6. What intervention plan can be proposed based on the findings of this study?

## II. METHODOLOGY

**Design.** This study adopted a descriptive-correlational research design to determine the significant relationship between the significant relationship between the extent of readiness and level of professional development of teachers and performance of grade 4 learners in the MATATAG curriculum content. This study is descriptive because it describes the variables-readiness and professional development of teachers and performance of grade 4 learners in MATATAG curriculum content. Further, this is also correlational because it finds the relationship between the dependent and independent variables. This study was conducted in Puerto Bello Elementary School, one of the public elementary schools of Merida District, Division of Leyte. It is in Puerto Bello, Merida, Leyte. It is the second biggest school in Merida District. It is approximately 10 kilometers from Merida, 6-10 minutes away, and 15 kilometers from Ormoc City, 32-35 minutes away. It is accessible by all types of land transportation. The school is composed of one Principal, two (2) Master Teachers, one (1) Teacher I, nineteen (19) Teacher III, with a total of (22) Teachers, and one (1) Administrative Officer. There are about 700 pupils currently enrolled in the school year, ranging in age from kindergarten to sixth grade. The school building is a single-story structure. It has classrooms, a principal's office, a canteen, a feeding center and a gymnasium. Additionally, every teacher at Puerto Bello Elementary School is passionate about what they do and shares their knowledge with the students. Overall, the school is dedicated in providing high-quality education and has a great sense of community. The twenty-two (22) teachers and 100 Grade 4 learners were involved in the study. The research surveys used to gather the data from the respondents were of two parts. Part 1 of the instrument is a survey which describes the readiness of teachers in the implementation of MATATAG curriculum content. The survey is taken from the study of Ubias (2024), "School Readiness, Gaps and Prospects in the Implementation of MATATAG Curriculum in Gonzaga West District: Basis for an Intervention Plan". Part 2 of the survey describes the level of professional development provided to teachers in the implementation of MATATAG curriculum which was used by Nasution et al., (2024) on their study entitled, "Professional Development Effective from a Teacher Performance Perspective (Study of Literature in Various Countries)". Moreover, to measure the performance of grade 4 learners, the researcher will gather the result of the 2nd quarter assessment for all learning areas.

**Sampling.** The twenty-two (22) teachers and 100 Grade 4 learners enrolled in Puerto Bello Elementary School, Merida District, Leyte Division were involved in the study. Complete enumeration was employed in choosing the teacher-respondents while purposive sampling was used in choosing the Grade 4 learner-respondents of the study.

**Research Procedure.** Upon securing a research permit, data gathering was initiated. Application letters for study permits were personally submitted to concerned offices. A request letter was first submitted to the Schools Division Superintendent for approval to gather data from targeted respondents. After securing the approval of SDS, letters of permission were also submitted to the Public Schools District Supervisor and School Principal. After getting the approvals, the researcher conducted data-gathering activities. An orientation was also held for the respondents, and their agreement through permits was to participate in the research. Then, survey questionnaires were handed out, and the researcher accompanied the respondents as they filled out the questionnaires. Once the survey was done, data were gathered, counted, and handed over for statistical processing.

**Ethical Issues.** The researcher obtained the necessary written permission from the authorities to conduct the study. While developing and checking the survey used in the study, the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher-maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference.

*Treatment of Data.* The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean assessed the extent of readiness and level of professional development conducted to teachers and performance of grade 4 learners in the MATATAG curriculum. Pearson r was utilized to ascertain the significant relationship between the dependent and independent variables.

### III. RESULTS AND DISCUSSION

**Table 1**  
**Level of Professional Development of Teachers**

A	Indicators	Weighted Mean	Description	Interpretation
1	Change in classroom interaction quality after a professional development program	4.60	Strongly Agree	Very High
2	The ecological approach contributes to the design of personalized lesson schedules that are more aligned with the interests and needs of each teacher	4.55	Strongly Agree	Very High
3	Professional development of teachers in collaborative techniques can give importance to knowledge of mathematics and as a teacher's reflection on character traits and emotional aspects.	5.00	Strongly Agree	Very High
4	Teacher professional development can be improved by means of teachers having confidence in themselves and evaluating them as their contribution to development.	5.00	Strongly Agree	Very High
5	Teacher professional development in improving performance can be done with digital storytelling in inclusive education.	5.00	Strongly Agree	Very High
6	Professional development focuses on the term digital literacy	4.50	Strongly Agree	Very High
7	Teacher professional development with assessment literacy can foster teacher knowledge and skills.	4.55	Strongly Agree	Very High
8	The use of video tutorials can develop professionals in higher education with distance learning	4.0	Strongly Agree	Very High
9	Peer feedback, given all the agreements and changes implemented by participating teachers, can be a powerful tool for strengthening professional development and improving teaching practice.	4.75	Strongly Agree	Very High
10	The collaborative practice of continuing professional development in physical education is increasingly recognized for its tangible benefits to teachers and students.	5.00	Strongly Agree	Very High
11	The potential for training as an instrument and professional development, according to the teacher's reflection	5.00	Strongly Agree	Very High
12	Important factors such as travel, resources and space, inclusive school culture and the tendency of teacher collaboration in increasing job development	4.75	Strongly Agree	Very High
13	Professional development for teachers has creatively adapted and integrated the features of the framework by illustrating a model.	4.50	Strongly Agree	Very High
14	The level of teacher professional development can increase teacher satisfaction with the support provided by the school, then dissatisfaction occurs when the salary offered does not match performance	4.75	Strongly Agree	Very High
15	Teacher training and teacher professional development are important issues in all schools, and significant investment is being made to develop them.	5.00	Strongly Agree	Very High

16	The effectiveness of the teacher professional development program shows the main elements of its formation and pays attention to coherence and complementarity between models and their implementation.	4.0	Strongly Agree	Very High
17	The concept of ecological learning that is applied to professional development and updating for schools become a useful analytical mechanism	4.75	Strongly Agree	Very High
18	In another 24 years the positive impact on professional development is to produce better academics and a new culture that is more oriented towards campus life.	4.50	Strongly Agree	Very High
19	Professional development in the educational field is very effective if applied	5.00	Strongly Agree	Very High
20	Professional training and development policies at the national level are very useful in primary and secondary education	5.00	Strongly Agree	Very High
21	The ecological learning approach has proven useful for analyzing the actual means that teachers use for their professional development and updating.	5.00	Strongly Agree	Very High
22	Teacher professional development is carried out with the experts in teaching and learning. LS is carried out by collaborating in design, observation, discussion of parallel lessons.	5.00	Strongly Agree	Very High
23	In increasing the professional development of teachers, one of the most important things is their placement in learning	5.00	Strongly Agree	Very High
24	Digital tools have contributed to the professional development of teachers and the improvement of students' oral communication competence.	4.75	Strongly Agree	Very High
25	Informal learning has a relationship with professional and organizational development.	4.70	Strongly Agree	Very High
26	Teachers are expected to strengthen their professional performance by enhancing their teaching strategy and professional identity.	4.60	Strongly Agree	Very High
27	The teacher professional development phase studied clearly shows the pedagogical knowledge built.	4.50	Strongly Agree	Very High
28	Teacher professional development can contribute to the physical structure as an element that has an influence on the implementation of learning	5.00	Strongly Agree	Very High
29	The role of sharing practice in informal learning contexts and especially in communities of teacher practice is critical to effective teacher professional development in the academic literature.	5.00	Strongly Agree	Very High
30	Teachers' commitment to participate in professional development may have a lasting influence on students' affective learning outcomes.	4.85	Strongly Agree	Very High
	<b>AVERAGE</b>	<b>4.75</b>	<b>Strongly Agree</b>	<b>Very High</b>

**Legend:**

<b>RANGES</b>	<b>DESCRIPTION</b>	<b>INTERPRETATION</b>
4.21-5.00	<i>Strongly Agree</i>	<i>Very High</i>
3.21-4.20	<i>Agree</i>	<i>High</i>
2.61-3.40	<i>Moderately Agree</i>	<i>Average</i>
1.81-2.60	<i>Disagree</i>	<i>Low</i>
1.00-1.80	<i>Strongly Disagree</i>	<i>Very Low</i>

Table 1 assesses the level of professional development of teachers in the implementation of MATATAG curriculum. It was revealed on the table that the teachers rated "Very High" level of professional development for the implementation of MATATAG curriculum with average weighted mean of 4.75 which means that they strongly agree on the indicators posted in the survey. The data indicates that high confidence, readiness, and engagement in professional development activities related to the curriculum. The very high level of professional development signifies that teachers recognize the value of providing adequate and appropriate training or capability building activities to teachers to effectively implement the MATATAG curriculum. The result reflects teachers' dedication to continuous learning and adapting to new educational reforms, ensuring that the MATATAG curriculum is implemented successfully in the classroom. There are indicators in the survey where teachers rated perfectly like, " Professional development of teachers in collaborative techniques can give importance to knowledge of mathematics and as a teacher's reflection on character traits and emotional aspects.", " Teacher professional development can be improved by means of teachers having confidence in themselves and evaluating them as their contribution to development", " Teacher professional development in improving performance can be done with digital storytelling in inclusive education", " The collaborative practice of continuing professional development in physical education is increasingly recognized for its tangible benefits to teachers and students", " The potential for training as an instrument and professional development, according to the teacher's reflection", " Teacher training and teacher professional development are important issues in all schools, and significant investment is being made to develop them", " Professional training and development policies at the national level are very useful in primary and secondary education", " Professional training and development policies at the national level are very useful in primary and secondary education", " The ecological learning approach has proven useful for analyzing the actual means that teachers use for their professional development and updating", " Teacher professional development is carried out with the experts in teaching and learning. LS is carried out by collaborating in design, observation, discussion of parallel lessons", " In increasing the professional development of teachers, one of the most important things is their placement in learning", " Teacher professional development can contribute to the physical structure as an element that has an influence on the implementation of learning", and " The role of sharing practice in informal learning contexts and especially in communities of teacher practice is critical to effective teacher professional development in the academic literature", emphasize the impact of professional development to teachers. With well-trained teachers, the MATATAG curriculum is more likely to be implemented with fidelity, effectiveness, and innovation, leading to better student learning outcomes.

**Table 2**  
**Extent Readiness of Teachers on MATATAG Curriculum Implementation**

A	INDICATORS	Weighted Mean	Description	Interpretation
1	I am familiar with the objectives of the MATATAG Curriculum	5.00	Strongly Agree	Very High
2	I have received adequate professional development or training on the MATATAG Curriculum.	4.60	Strongly Agree	Very High
3	I feel confident in my ability to implement the MATATAG curriculum in my classroom.	5.00	Strongly Agree	Very High
4	I believe that the MATATAG curriculum aligns well with the needs of my learners.	5.00	Strongly Agree	Very High
5	I have the necessary resources (e.g., teaching materials, textbooks, technology) to effectively implement the MATATAG curriculum	5.00	Strongly Agree	Very High
6	I feel that the curriculum will improve learners' learning outcomes	4.60	Strongly Agree	Very High
7	I have adequate time to prepare for and implement the MATATAG curriculum	4.60	Strongly Agree	Very High
8	I receive sufficient support from school administrators in implementing the MATATAG curriculum.	5.00	Strongly Agree	Very High
9	I believe that the MATATAG curriculum will promote critical thinking and 21st century skills among students.	5.00	Strongly Agree	Very High

10	I am motivated and enthusiastic about teaching the MATATAG curriculum.	5.00	Strongly Agree	Very High
11	I have the skills to implement MATATAG curriculum in my classroom.	4.60	Strongly Agree	Very High
12	My classroom is equipped with the necessary displays, furniture, and equipment suited to the needs of the learners which are aligned to the MATATAG Curriculum.	4.60	Strongly Agree	Very High
13	My school administrators and other stakeholders have provided support to us teachers to effectively implement MATATAG curriculum.	4.60	Strongly Agree	Very High
14	Every day, I am prepared to teach the learners and effectively implement the MATATAG curriculum in my class.	4.60	Strongly Agree	Very High
15	I am fully equipped with the standards, guidelines, and other legal basis on the implementation of the MATATAG curriculum.	4.60	Strongly Agree	Very High
	<b>Grand Mean</b>	<b>4.79</b>	<b>Strongly Agree</b>	<b>Very High</b>

**Legend:**

<b>RANGES</b>	<b>DESCRIPTION</b>	<b>INTERPRETATION</b>
4.21-5.00	Strongly Agree	Very High
3.21-4.20	Agree	High
2.61-3.40	Moderately Agree	Average
1.81-2.60	Disagree	Low
1.00-1.80	Strongly Disagree	Very Low

Table 2 evaluates the extent of readiness of teachers in the implementation of MATATAG curriculum. It was revealed on the table that a "Very High" extent was achieved by the teachers in terms of readiness in the implementation of MATATAG curriculum with an average weighted mean of 4.79. This means that through the attendance in professional development activities, teachers showed a very high extent of readiness in the implementation of MATATAG curriculum. This indicates that teachers are adaptive to whatever changes in curriculum the government is imposing. There are indicators where teachers rated perfectly which signifies that they are ready and equipped with the necessary materials, knowledge, skills, strategies and approaches on how they will effectively implement the new curriculum. Some of the indicators are, " I am familiar with the objectives of the MATATAG Curriculum", " I feel confident in my ability to implement the MATATAG curriculum in my classroom", " I have the necessary resources (e.g., teaching materials, textbooks, technology) to effectively implement the MATATAG curriculum ", " I receive sufficient support from school administrators in implementing the MATATAG curriculum ", " I believe that the MATATAG curriculum aligns well with the needs of my learners", and " I am motivated and enthusiastic about teaching the MATATAG curriculum". This shows the willingness of teachers to adapt to the new trends for they believe that these changes will address the pressing problems that education sector is experiencing. With the readiness of teachers in the implementation, it is a hope that effective and improved learning outcomes will be attained and success in education will be achieved.

**Table 3**  
**Academic Performance of Grade 4 Learners**

<b>No.</b>	<b>Interpretation</b>	<b>Scale</b>	<b>Frequency</b>	<b>Percentage</b>
5	Outstanding	90-100	142	22
4	Very Satisfactory	85-89	302	46
3	Satisfactory	80-84	212	32
2	Fairly Satisfactory	75-79	0	0
1	Did Not Meet Expectations	Below 75	0	0
	<b>Total</b>		<b>656</b>	<b>100</b>
	<b>Average</b>		<b>88.35</b>	<b>Very Satisfactory</b>

Table 3 examines the academic performance of the Grade 4 learners in the implementation of MATATAG curriculum. It was shown on the table that among the 656 learners, 142 (22%) received a rating of 90-100 (Outstanding), while 302 (46%) got a rating of 85-89 (Very Satisfactory) and 212 (32%) attained a rating of 80-84 (Satisfactory). On the other hand, nobody received a grade of 79 and below which indicates that learners can easily adjust to the new curriculum through the readiness of teachers in the implementation. Generally, the data receives an average weighted mean of 88.35 which is Very Satisfactory. A good result shows positive adaptation and active participation of the learners in all activities posted in the MATATAG curriculum which will support the teaching and learning process and will impact improvement to the performance of the learners.

**Table 4**  
**Test of Relationships**

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Professional Development & Readiness	0.97	6.524	2.322	Reject Ho	Significant Relationship (Very Strong)
Readiness and Academic Performance	0.90	5.224	3.995	Reject Ho	Significant Relationship (Very Strong)

Table 4 presents the test of relationship between the level of professional development and extent of teachers in the implementation of MATATAG curriculum. It was revealed on the table that the level of professional development and readiness of teachers in the implementation of MATATAG curriculum attained a computed value or t of 6.524 which is greater than the tabular value of 2.322 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the level of professional development and extent of teachers in the implementation of MATATAG curriculum. The correlation  $r$  value of 0.97 shows a very strong positive relationship between the two variables. This indicates that the very high level of professional development attended by teachers had equipped them to be ready in the implementation of MATATAG curriculum. Teachers received adequate training, resources, and support which will guide them in the effective implementation of the new curriculum and will also give them positive learning outcomes of the learners. Further, the data also shows the test of relationship between the readiness of teachers in the implementation of MATATAG curriculum and academic performance of the learners. It was revealed on the table that the extent of readiness of teachers and academic performance of the learners received a computed value or t of 5.224 which is greater to the tabular value of t of 3.995 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of readiness of teachers in the implementation of MATATAG curriculum and academic performance of the learners. The  $r$  value of 0.90 shows a very strong positive relationship between the two variables. This result indicates that with the readiness of the teachers to delivery effectively the competencies of the MATATAG curriculum and the available learning resources and activities had resulted to improved academic performance of the learners. A high level of readiness implies that teachers embrace the curriculum changes and are willing to adapt to new teaching methodologies, assessment strategies, and content delivery approaches. Teachers' high level of readiness reflects a strong dedication to ensuring that students benefit from improved learning experiences and outcomes under the MATATAG curriculum.

#### IV. CONCLUSION

The findings of the research confirm the existence of a positive relationship between the level of professional development and readiness of teachers in the implementation of MATATAG curriculum and extent of readiness of teachers in the implementation of MATATAG curriculum and academic performance of the learners. These findings suggest that well-trained and prepared teachers help achieve success in the performance of the learners. This research



emphasizes how effective teacher development programs and readiness efforts are essential in guaranteeing successful curriculum implementation of the MATATAG curriculum, which in turn contributes to enhanced academic performance among learners. In addition, the research implies that teachers' competence, instructional preparedness, and professional development have a direct influence on their capacity to enable learning in terms that are aligned with curriculum objectives. An adequately prepared teaching staff improves instructional quality, classroom participation, and learners' motivation, leading to a more efficient and learner-focused learning environment.

## V. RECOMMENDATIONS

1. Apply the recommended intervention plan to attain the research goal.
2. Schools should sustain and expand training programs focusing on the effective implementation of the MATATAG curriculum.
3. Workshops on innovative teaching strategies, technology integration, differentiated instruction, and assessment methods should be regularly conducted.
4. Establish peer mentoring programs where experienced educators can guide and support new or less experienced teachers.
5. Encourage collaborative learning communities to share best practices and challenges in curriculum implementation.
6. Ensure that teachers have adequate teaching materials, digital resources, and instructional tools to fully implement the MATATAG curriculum.
7. Strengthen school infrastructure, libraries, and ICT resources to support innovative teaching methodologies.
8. Conduct regular assessments and feedback sessions to measure the effectiveness of teacher training programs and curriculum implementation.
9. Promote action research and experimentation among teachers to identify best practices for improving student engagement and learning outcomes under the MATATAG curriculum, and
10. Future researchers are encouraged to replicate this study to incorporate other locales and other variables beyond the ones identified in this study.

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