

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2026, Vol. 7, No. 10, 4355 – 4364

<http://dx.doi.org/10.11594/ijmaber.07.10.09>

Research Article

Teachers' Satisfaction and Learners' Performance in First Phase National Curriculum Reform: Key Stages 1 And 2 Perspectives

Herlene V. Patarata*, Joven C. Caspillo, Sotero C. Conadera Jr., Lowelyn S. Colmo, Michael M. Luna

West Visayas State University – Lambunao Campus, Philippines

Article history:

Submission 10 July 2026

Revised 13 October 2026

Accepted 23 October 2026

*Corresponding author:

E-mail:

herlene.patarata@gmail.com

ABSTRACT

Large-scale educational reforms succeed or fail based on how changes affect both teachers and their students. This study examined the relationship between teachers' satisfaction and learners' performance during the inaugural 2024–2025 implementation phase of the national curriculum reform in basic education in the Philippines. This utilized a descriptive-correlational quantitative design. The sample consisted of 48 teachers and 240 learners across Key Stages 1 (Grade 1) and 2 (Grade 4) in the municipalities of Lambunao and Bingawan in the Third District of Iloilo. A validated modified Minnesota Satisfaction Questionnaire (MSQ) was used to measure professional satisfaction and the learners' General Weighted Averages (GWA) was used to assess learners' performance. Results suggested that teachers were satisfied with their jobs ($M = 4.26$, $SD = 0.50$), while learners recorded an outstanding level of performance ($M = 90.97$, $SD = 1.51$). However, there was no statistically significant relationship between teacher satisfaction and learner performance for Key Stage 1 ($r = 0.04$, $p = .60$), Key Stage 2 ($r = -0.33$, $p = 0.11$), or the combined group ($r = -0.15$, $p = 0.31$) according to Pearson's r analysis results. This indicates that there is a "decoupling" influence during initial transition phase, where the systematization of the curriculum materials and stabilizers promotes learners' success irrespective of the teachers' feelings. The study concludes that although national curriculum reform in basic education fosters professional dignity and high achievement, satisfaction alone is not a linear predictor of pedagogical success during a standardized rollout. The researchers suggest that it is essential to maintain morale-building strategies while enhancing technical competence to ensure that education quality is not compromised. Further experiments need to be conducted at a national level and should be longitudinal to ascertain whether the decoupling will persist while using standardized tests.

How to cite:

Patarata, H. V., Caspillo, J. C., Conadera Jr, S. C., Colmo, L. S., & Luna, M. M. (2026). Teachers' Satisfaction and Learners' Performance in First Phase National Curriculum Reform: Key Stages 1 And 2 Perspectives. *International Journal of Multidisciplinary: Applied Business and Education Research*. 7(10), 4355 – 4364. doi: 10.11594/ijmaber.07.10.09

Keywords: Curriculum Reform, Descriptive-Correlational Study, Educational Outcomes, Learner Performance, MATATAG Curriculum, Teacher Satisfaction

Introduction

Curriculum reform serves as a cornerstone for national development, designed to address the evolving needs of learners and society (UNESCO, 2015). In the Philippines, the Department of Education (DepEd) initiated the MATATAG Curriculum in the 2024-2025 school year as a national reform in basic education that seeks to streamline competencies and hasten learning recovery (DepEd, 2024). While the acronym MATATAG (MAke the curriculum relevant, TAke steps to accelerate delivery of facilities, TAke good care of learners, and Give support to teachers) reflects the commitment of the administration to relevance and literacy, the success of reforms remains contingent upon the teachers who will implement them.

The relationship between teacher satisfaction and learner performance is documented in educational literature. Satisfied educators create positive learning environments that enhance instructional quality and professional commitment (Judge et al., 2020; Skaalvik & Skaalvik, 2017). Meanwhile, teachers' dissatisfaction may hinder reform and worsen learners' performance. According to educational leadership research, teacher wellness and learners' achievements should be examined both to evaluate the efficacy of reforms (Day & Gu, 2019). Educational leaders should revisit the link between institutional policy and learner outcomes continuously to ensure quality education in the 21st-century. Globally, education systems are grappling with the challenges of curriculum modernization and teacher retention (Darling-Hammond, 2017; OECD, 2019). The importance of this relationship shows that transition processes demand teachers' agency and are, therefore, inherently human-centric.

Teacher satisfaction is a multidimensional construct driven by the interaction of intrinsic motivators and extrinsic hygiene factors (Herzberg, 1959). High satisfaction levels are consistently linked with increased instructional effectiveness, organizational commitment, and student learning outcomes (Judge et al., 2020;

Skaalvik & Skaalvik, 2017). Conversely, dissatisfaction, often stemming from excessive workloads and administrative burdens, remains a primary driver of burnout and attrition (Ingersoll, 2001; Klassen & Chiu, 2010). Local assessments in the Philippines reveal that despite salary and resources, Filipino teachers find fulfillment in collaborative leadership, recognition, and cultural respect for the vocation (Ocampo, 2018; David et al., 2019).

Furthermore, teacher-related variables and learner performance have a correlation as a primary metric for system efficiency (OECD, 2019). Hattie (2009) and Darling-Hammond (2017) emphasize that teacher motivation and professional support are among the most significant predictors of longitudinal learner performance. The relationship is cyclical as teachers who feel satisfied with their jobs are more likely to introduce pedagogical innovations and the emotional stamina required for learner engagement according to Day & Gu (2019). With the failure of the Philippines to meet standards in assessments such as the Programme for International Student Assessment (PISA), the emphasis has shifted to teacher-centric variables such as self-efficacy and job satisfaction in reducing the impact of resource inadequacy on learner mastery (Bernardo, 2021; OECD, 2019).

Moreover, the success of any curriculum implementation depends on how well the policy is actualized in the classroom (Ornstein & Hunkins, 2018). Reforms often falter when the cognitive load and psychological readiness of teachers are ignored (Fullan, 2007). The MATATAG Curriculum aims to resolve these challenges by prioritizing competencies to promote foundational literacy and numeracy (DepEd, 2024). Despite these intended objective, the success of the curriculum depends on the extent to which the satisfaction of teachers is considered (Malipot, 2023).

Despite the strategic importance of the MATATAG rollout, a significant empirical gap exists regarding its immediate impact at the local level. During this initial 2024–2025 phase,

there is a lack of quantitative data detailing how the curriculum's stringent requirements, specifically the streamlined competencies and mandated learning acceleration, affect teachers' daily professional lives. While anecdotal concerns suggest increased workloads and resource shortages, these have yet to be scientifically verified. Consequently, administrators cannot make timely and localized adjustments to best support the teaching workforce during the key transition.

The current study attempts to fill this gap by establishing the relationship between teacher well-being and the outcomes of learners. By focusing on the initial stage of the reform process, the research will contribute to the body of knowledge on the effect of the national initiative on the link between teachers' satisfaction and the development stages of learners.

Generally, this study aimed to examine the relationship between teachers' satisfaction and learners' performance during the initial 2024–2025 implementation phase of the national curriculum reform in basic education. Specifically, it sought to address the following questions:

- 1) What is the level of teachers' satisfaction?
- 2) What is the level of learners' performance in Key Stages 1 and 2?
- 3) Is there a significant relationship between teachers' satisfaction and learner performance during the 2024–2025 implementation phase of the national curriculum reform in basic education?

Materials and Methods

Research Design

This study utilized a quantitative research design with a descriptive-correlational approach, which is appropriate for measuring variables numerically and examining their interrelationships without experimental manipulation (Creswell & Creswell, 2018). This approach was deemed suitable to numerically measure and analyze the relationship between teachers' job satisfaction and learners' academic performance during the inaugural 2024–2025 implementation phase of the MATATAG Curriculum. The descriptive component of the study provided the information on the baseline

satisfaction levels and performance. The correlational component examined the strength, direction, and statistical significance of the linear relationship between teachers' job satisfaction scores and learners' academic performance (GWA). The study applied Herzberg's Two-Factor Theory (1959), which suggested that teacher satisfaction or dissatisfaction is a motivator that cannot be separated from the process of teaching.

Respondents

The study involved 48 teacher-respondents ($N = 48$) and 240 learners ($N = 240$) from basic education public schools implementing the MATATAG Curriculum in the municipalities of Lambunao and Bingawan in the Third District of Iloilo, Philippines. A proportional stratified random sampling strategy was utilized to ensure representative sampling across two primary strata.

First, within the geographical stratum, the sample was proportionally allocated between the two municipalities ($n = 38$ teachers from Lambunao and $n = 10$ teachers from Bingawan) to reflect the total distribution of basic education schools in each district. Second, within the grade level stratum, simple random sampling was employed to select an equal distribution of Grade 1 ($n = 24$) and Grade 4 ($n = 24$) teachers representing Key Stages 1 and 2, respectively.

To evaluate learner performance, five learners were randomly selected from the official class roster of each participating teacher ($n = 5$ per teacher), with a total sample of 240 learners. To account for classroom nesting and align the unit of analysis with teacher-level satisfaction data ($N = 48$), individual student GWAs were combined and computed into a mean class academic performance score for each participating teacher. Although this sample size ($N = 48$ teachers) is a local baseline evaluation of the initial implementation, a post-hoc power calculation indicates that $N = 48$ provides adequate statistical power (0.94) to detect medium-to-large effect sizes ($r \geq .30$) at a standard significance level ($\alpha = 0.05$) (Cohen, 1988). However, it is recognized that the limited sample size constitutes a localized limitation, particularly concerning statistical power

for detecting subtle moderator effects or weak sub-group correlation trends.

Instrument

Data collection utilized two primary methods: a validated survey for teacher satisfaction and documentary analysis for learner performance. Teacher satisfaction was measured using an adapted and modified version of the Minnesota Satisfaction Questionnaire (MSQ) on a 5-point Likert scale (ranging from 1 = Very Dissatisfied to 5 = Very Satisfied). The scale assesses satisfaction domains, including workload, compensation, professional growth, and administrative leadership. Content validity was established through expert evaluation by a panel of educational management specialists including a Mathematics university instructor, language teacher and a school head.

During the pilot test phase with non-participant teachers ($n = 30$), the instrument exhibited strong internal consistency, with an overall Cronbach's alpha of $\alpha = 0.90$. Domain-specific subscale reliability coefficients demonstrated adequate to high internal consistency across all assessed domains: Workload and Conditions ($\alpha = 0.84$, high reliability), Leadership Support ($\alpha = 0.70$, acceptable reliability), and Professional Growth ($\alpha = 0.60$, moderate reliability). These confirm statistical reliability for the purpose of the study of teachers' attitudes toward the new curriculum change.

Learner performance was assessed objectively by extracting the official 2024–2025 General Weighted Averages (GWA) from school administrative records for the selected Grade 1 and Grade 4 learners. The use of official GWAs ensured an objective measurement aligned with Department of Education (DepEd) grading standards while eliminating researcher bias.

Procedure

The data collection procedure followed a formal administrative hierarchy to ensure institutional compliance and ethical standards. The researchers first obtained official written approval from the Department of Education (DepEd) Schools Division Office of Iloilo, followed by endorsements from District Supervisors and School Heads in Lambunao and Bingawan.

Upon obtaining administrative clearances, the researchers contacted the participating teachers directly. The job satisfaction survey was administered in person during scheduled non-teaching periods, allowing participants sufficient time to complete the questionnaire. All survey forms were collected immediately upon completion, achieving a 100% return rate ($n = 48$). Concurrently, learner GWAs were retrieved from official class records with express authorization from School Heads and class advisers. Following retrieval, all survey entries and administrative grade sheets were audited for completeness and encoded into a master dataset.

Data Analysis

The collected data from teacher-respondents and learner records were organized, encoded, and analyzed using descriptive and inferential statistics. Descriptive measures, including frequency, percentage, mean, and standard deviation, were utilized to characterize the demographic profiles and assess the levels of teacher satisfaction and learner performance.

To examine the relationship between teachers' job satisfaction and the academic performance of Key Stages 1 and 2 learners, Pearson's Product-Moment Correlation Coefficient (r) was employed. This method was selected to determine the degree and direction of association between variables measured at the interval level, identifying whether teacher satisfaction correlates with learner performance.

All analyses were performed using statistical software to ensure computational accuracy. A significance level of $\alpha = 0.05$ served as the threshold for hypothesis testing; results with a p -value < 0.05 were considered statistically significant. These treatments provided the empirical basis for interpreting the outcomes of the MATATAG Curriculum's 2024–2025 implementation phase.

Ethical Considerations

The study was conducted in accordance with the ethical principles of institutional ethics. All participants provided informed consent to participate in the study, wherein they were

made aware of the details concerning the research and their rights to discontinue at any point. The anonymity of the participants was prioritized and respected, as no Personally Identifiable Information (PII) was gathered during data collection. This was done to ensure the reliability and credibility of the final quantitative results. The data were kept confidential using encryption and limited access to the data. Finally, the analysis followed the principles of the Data Privacy Act of 2012, thus maintaining the objectivity of the findings from data collection to the final presentation of results.

Result and Discussion

Level of Teachers' Satisfaction and Learners' Performance in Key Stages 1 and 2 of the MATATAG Curriculum 2024-2025 Implementation

The descriptive analysis indicates that teachers' overall job satisfaction was rated as "Satisfied" ($M = 4.26$, $SD = 0.5$) during the

2024–2025 implementation phase of the MATATAG Curriculum. When disaggregated by key stage, teachers handling Key Stage 1 reported a satisfactory level of job satisfaction ($M = 4.19$, $SD = 0.57$), while those in Key Stage 2 obtained a slightly higher mean ($M = 4.32$, $SD = 0.50$), also interpreted as "Satisfied." These results reveal positive perceptions regarding job satisfaction throughout developmental stages.

In terms of academic outcomes, the overall learner performance mean score was $M = 90.97$ ($SD = 1.51$), falling into the "Outstanding" qualitative description. Key Stage 1 learners achieved an outstanding academic performance average ($M = 91.52$, $SD = 1.00$), while Key Stage 2 learners recorded a mean score of $M = 90.41$ ($SD = 1.73$). The standard deviations suggest moderate levels of learning performance variability, especially with regards to Key Stage 2, possibly due to differences in learner-readiness, pedagogy or assessment demands.

Table 1. Level of Teachers' Job Satisfaction and Learners' Performance

Categories	M	SD	Description
Teachers' Satisfaction	4.26	0.50	Satisfied
Key Stage 1	4.19	0.57	Satisfied
Key Stage 2	4.32	0.50	Satisfied
Learners' Performance	90.97	1.51	Outstanding
Key Stage 1	91.52	1.00	Outstanding
Key Stage 2	90.41	1.73	Outstanding

Note. $N = 48$ teachers, $N = 240$ learners. Satisfaction Scale: 1.00–1.49 = Very Dissatisfied; 1.50–2.49 = Dissatisfied; 2.50–3.49 = Neutral; 3.50–4.49 = Satisfied; 4.50–5.00 = Very Satisfied. Performance Scale: <75.00 = Did Not Meet Expectations; 75.00–79.99 = Fairly Satisfactory; 80.00–84.99 = Satisfactory; 85.00–89.99 = Very Satisfactory; 90.00–100.00 = Outstanding.

However, the "Outstanding" achievement scores must be interpreted with considerable caution. High local General Weighted Averages (GWA) observed in this study reflect a persistent structural trend in Philippine basic education often linked to "grade inflation" and the informal practice of "mass promotion" (David et al., 2019). Although the MATATAG Curriculum requires thorough learning recovery, reliance on school-based GWAs to measure this creates an assessment paradox. As highlighted by the World Bank (2021), a substantial disconnect exists between classroom grades and functional literacy; while local GWAs remain consistently high, international assessments such

as the Programme for International Student Assessment (PISA) consistently place Filipino learners at lower proficiency thresholds in mathematics, science, and reading (OECD, 2023).

This pressure to pass all learners, intended to reduce drop-out rates, has a significant impact on quantitative correlation analysis. Since performance tends to be heavily compressed toward the top of the scale with low variance ($SD = 1.51$), it creates a statistical "ceiling effect" (Lumondot & Bernardo, 2023). This low variance decreases statistical covariance, making it challenging to identify significant linear relationships to teacher sentiment. High local

GWAs may therefore reflect institutional policy "stabilizers" or grading practices, rather than solely cognitive mastery or teacher job satisfaction.

Nevertheless, teacher satisfaction levels offer validation of Herzberg's Two-Factor Theory (1959). Within the context of the MATATAG implementation, the curriculum acts as a primary source of "motivators", intrinsic factors such as achievement, recognition, and the value of the work itself. Through empowering teachers in terms of professional growth or autonomy, the Department of Education effectively tapped into the foundation of organizational commitment (Judge et al., 2020). As such, the strategy is a proactive measure against "change fatigue" and attrition. More importantly, as claimed by Klassen and Tze (2014), contented teachers stand to benefit in terms of self-efficacy, which acts as a "buffer" that maintains instructional quality amidst the growing pains of a new curriculum.

These results are further contextualized by the work of Skaalvik and Skaalvik (2017), who posited that the administrative climate is the most potent predictor of teacher well-being. This is in line with the "Give support to teachers" underlining the MATATAG agenda. By addressing "hygiene factors", specifically the physical and mental working conditions, the reform has moved away from the "survival mode" of previous years. The decongested syllabus is an effective way of lightening the load on teachers' shoulders. This addresses the administrative burdens highlighted by David et al., (2019) transforming the teacher's role from a clerical executor to a pedagogical expert.

Although the learners achieved an high academic performance result ($M = 90.97$), these descriptive findings should be interpreted within the goals of the curriculum reform rather than inferring that the improvement was caused by teachers' sentiment. Following Hattie's (2009) emphasis on teaching structures and Darling-Hammond's (2017) "culture of care," high performance in the first year demonstrates the reform's compatibility with the updated pedagogy, not a simple linear dependence on the teachers' satisfaction. Moreover, by reducing the burden of education (Malipot, 2023), aligning the curriculum with core

skills enables the educators to avoid the "mile-wide, inch-deep" approach (Bernardo, 2020) and standardize learning outcomes across stages. Thus, taken together, these considerations prove that high teacher satisfaction and student performance are two independent variables that do not necessarily correlate.

Still, applying the IPO (Input-Process-Output) model, one can argue that these two variables can demonstrate a link at the stage of Process. The researchers have isolated Process as a mediating factor that moderates the relationship between Input and Outcome. In this case, the input of a decongested curriculum, combined with standardized instruction, might influence the students' performance, regardless of the teachers' affective states. Therefore, acknowledging that high descriptive scores could be independent from each other allows the researchers to move to the inferential stage. At this point, the analysis will determine whether two variables have a linear relationship or could be considered separate, influencing different aspects of the study.

Correlation between Teachers' Job Satisfaction and Learners' Performance in Key Stages 1 and 2 of the MATATAG Curriculum 2024-2025 Implementation

Results of inferential analysis indicate that the relationships between teachers' satisfaction and learners' performance in Key Stage 1 ($p = 0.60$), Key Stage 2 ($p = 0.11$), and the combined Key Stages 1 and 2 ($p = 0.31$, $r = -0.15$) are not statistically significant at the 0.05 level of significance. Accordingly, the null hypotheses for all three analyses are not rejected.

In terms of magnitude, the correlation coefficients indicate a negligible positive relationship in Key Stage 1 ($r = .04$), a weak negative relationship in Key Stage 2 ($r = -0.33$), and a very weak negative relationship when Key Stages 1 and 2 are combined ($r = -0.15$). These coefficients suggest that teachers' satisfaction has little to no meaningful linear association with learners' performance across both key stages. Although the coefficient for Key Stage 2 ($r = -0.33$, $p = 0.11$) does not reach statistical significance, the value's moderate negative trend is still noteworthy. This finding can be interpreted in context of a transition fatigue:

when the complexity and demands of instructional practice and assessments rise under a new curriculum (i.e., Key Stage 2), teachers committed to the standard may experience dips in satisfaction even as the use of standardized tools secures learners' consistently high results. This further reinforces the decoupling narrative during large-scale rollouts.

While the lack of significant relations may seem at odds with the findings of Caprara et al. (2006) and Simons & Bolder (2020), who find teacher satisfaction to be the driving force behind learner achievement, considering Herzberg's Two-Factor Theory (1959) clarifies the matter. In particular, the high general satisfaction reported by the participants is likely to be the result of positive changes in "hygiene factors", or external conditions affecting the worker (DepEd, 2024). As these factors only prevent dissatisfaction while addressing them does not produce improvement, the theory accounts for the observed results: learners' higher achievement levels do not have an immediate motivating effect on their instructors, who report no significant "motivators", or gains in performance directly impacting their teaching practices (David et al., 2019). Consequently, teachers may feel professionally relieved, yet this internal state remains statistically distinct from the technical outputs of their learners.

This perceived disconnect is further elucidated by "Decoupling Theory" (Meyer & Rowan, as cited in Fullan & Quinn, 2016), which suggests that during radical institutional transitions, the internal psychological state of staff often becomes detached from technical outputs because the system is in a state of flux. This phenomenon is validated by Judge et al. (2017), who indicate that the correlation between satisfaction and performance is frequently weak or non-existent in "scripted" or highly regulated environments. With regard to the context of MATATAG's implementation, it should be mentioned that educators are governed by strict standards and exemplary lesson plans, which are both "leveling factors." Due to the

high degree of specification and a reduced ability to affect the teaching side of the process, the level of a teacher's job satisfaction has little to no impact on learner performance.

From the Input-Process-Output perspective, it is evident that it is the "Process" stage, namely, the specified design of the curriculum to offset cognitive load (DepEd, 2024), that pre-determines learner performance, overshadowing the variable of educators' level of satisfaction. Likewise, the observed trends align with Lumingkewas & Pahrudin's (2023) findings on inaugural year achievement being driven by the "novelty effect" of fresh materials rather than shifts within the instructors themselves. In this regard, it is possible to say that a systemic view of the achievement points to the success of the MATATAG concept driven by a triangular interaction of the system's components, which is in alignment with Bronfenbrenner's Ecological Systems Theory (1979) and Bandura's Social Cognitive Theory (1986). With regard to the theory, although high levels of satisfaction promote positive outcomes, learners' attitudes towards education, as well as their prior experience, affect the academic performance, grades, and, ultimately, the success rate (Skaalvik & Skaalvik, 2017). Generally, these findings suggest that the standardized nature of the national curriculum reform acts as a structural stabilizer, where both professional dignity and academic success flourish independently without sharing a direct causal relationship during this critical 2024–2025 implementation phase.

These inferential outcomes must be interpreted within the context of the study's scope, as data were gathered from a localized sample of 48 teachers ($N = 48$) and 240 learners ($N = 240$) across two rural municipalities. While sufficient for the analysis, the current assessment requires further research with a view to expanding the scope of the investigation to include the whole country or at least urban areas to analyze if this "decoupling effect" is present with varying degrees.

Table 2. Pearson's *r* Results for the Correlation between Level of Teachers' Job Satisfaction and Learners' Performance

Category	<i>r</i>	<i>p</i> -value	Decision
Level of Teachers' Job Satisfaction and Learners' Performance in Key Stages 1	0.04	0.60	Do not reject H_0
Level of Teachers' Job Satisfaction and Learners' Performance in Key Stages 2	-0.33	0.11	Do not reject H_0
Level of Teachers' Job Satisfaction and Learners' Performance in Key Stages 1 and 2	-0.15	0.31	Do not reject H_0

Note. $N = 48$ teachers, $N = 240$ learners. $p < 0.05$ – Significant

Conclusion

The study revealed that during the 2024–2025 implementation phase of the national curriculum reform in basic education, specifically MATATAG Curriculum, teachers exhibited a satisfied level of satisfaction indicating positive work attitudes and professional fulfilment. Concurrently, learners in Key Stages 1 and 2 demonstrated an "Outstanding" level of performance effectively meeting and exceeding the expected learning competencies under the new curriculum. These results descriptively suggest that teacher satisfaction and learner performance both attained desirable thresholds in the initial roll-out and have adapted successfully to the revised standards.

However, the analysis found no statistically significant association between the educators' satisfaction levels and learners' performance, neither in aggregated data nor in Key Stage 1 and Key Stage 2 subgroups. Therefore, the study concludes that teacher sentiment did not directly influence academic outcomes in this instance. These results suggest a 'decoupling' of teacher affect and learner performance in the initial phase of curriculum reform, suggesting that it was the highly structured nature of MATATAG materials and systematized support frameworks that were the decisive contributors to learner success as opposed to teacher morale.

The practical implications of these results suggest that the MATATAG Curriculum is structurally robust enough to yield superior learner results even as teachers undergo professional adjustments of a new rollout. For the Department of Education, this implies that while maintaining staff morale is crucial for retention, administrative emphasis should be placed on technical proficiency and curriculum

mastery to maintain academic gains. The study found satisfaction to not be a linear predictor of pedagogical success in such a highly standardized curricular setting, where structural factors may temporarily outweigh individual teacher states.

Based on these findings, it is recommended that school administrators continue to invest in teacher support programs to maintain high commitment levels, focusing on "hygiene factors" to avoid burnout as well as technical proficiency training. Educators should continue developing evidence-based, learner-centered strategies to maintain academic excellence. Finally, to address the limitations of localized sampling, future studies should seek to expand this investigation nationwide or statewide, using longitudinal designs and standardized national assessments to confirm that this decoupling effect persists throughout the later stages of implementation. Employing mixed-method approaches such as classroom observations and qualitative interviews will further clarify indirect mediators of achievement, including specific teaching effectiveness, school climate, and long-term learning outcomes beyond the initial transition phase of the curriculum rollout.

Acknowledgment

The researchers give praise and glory to God Almighty for His guidance and strength. They also extend their heartfelt gratitude to their families, friends, and classmates for their endless love, encouragement, and support. Most importantly, the researchers would like to extend their gratitude to West Visayas State University for giving them the opportunity to conduct this research.

The main findings (novelty) and why they are important and useful:

There is a distinct "Decoupling Effect" during a national curriculum overhaul, showing that teacher job satisfaction and outstanding learner achievement can flourish simultaneously as independent successes without sharing any statistical correlation ($p = 0.31$, $r = -0.15$). Traditional literature may suggest that teacher sentiment directly determines student grades. This study reveals that the highly structured mandates and standardized lesson exemplars of the new MATATAG Curriculum act as an instructional leveling factor, driving outstanding student performance ($M = 90.97$, $SD = 1.51$) completely independent of individual teacher affect. This makes the identification of this transition-phase decoupling and the statistical exposure of an assessment "ceiling effect" caused by mass-promotion policies, the contribution and innovative insight of the study.

These are highly important and useful findings, because they prove to policymakers and school administrators that highly standardized instructional materials successfully insulate student learning from teacher transition fatigue, showing that optimizing structural curriculum design can be an institutional stabilizer during massive educational overhauls.

References

- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- Bernardo, A. B. I. (2021). Challenges and opportunities in Philippine education in the PISA era. *Philippine Journal of Education*, 99(1/2), 5–18.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology*, 44(6), 473–490. <https://doi.org/10.1016/j.jsp.2006.09.001>
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Darling-Hammond, L. (2017). *Empowered educators: How high-performing systems shape teaching quality around the world*. Jossey-Bass.
- David, J. R., Albert, J. R. G., & Vizmanos, J. F. V. (2019). *Pressures on public school teachers and implications on quality* (PIDS Policy Notes No. 2019-01). Philippine Institute for Development Studies.
- Day, C., & Gu, Q. (2019). *The resilient teacher: How to survive and thrive in the classroom*. Routledge.
- Department of Education. (2024). *MATATAG Curriculum: Shaping the future of Philippine basic education (2024–2025 Implementation Guide)*. DepEd Publications.
- Fullan, M. (2007). *The new meaning of educational change* (4th ed.). Teachers College Press.
- Fullan, M., & Quinn, J. (2016). *Coherence: The right drivers in action for schools, districts, and systems*. Corwin Press.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Herzberg, F. (1959). *The motivation to work*. John Wiley & Sons.
- Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499–534. <https://doi.org/10.3102/00028312038003499>
- Judge, T. A., Weiss, H. M., Kammeyer-Mueller, J. D., & Hulin, C. L. (2017). Job attitudes, job satisfaction, and job affect: A century of continuity and of change. *Journal of Applied Psychology*, 102(3), 356–374. <https://doi.org/10.1037/apl0000181>
- Judge, T. A., Zhang, S. C., & Glerum, D. R. (2020). Job satisfaction. In *Essentials of Industrial and Organizational Psychology* (pp. 120–145). Routledge.

- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102(3), 741–756.
<https://doi.org/10.1037/a0019237>
- Klassen, R. M., & Tze, V. M. (2014). Teachers' self-efficacy, connected with teaching quality and learner outcomes: A meta-analysis. *Educational Research Review*, 12, 59–76.
<https://doi.org/10.1016/j.edurev.2014.05.001>
- Lumingkewas, M. S., & Pahrudin, P. (2023). Curriculum reform implementation and its impact on teacher preparedness and student achievement in Southeast Asia. *Asian Journal of Education and Social Studies*, 48(3), 112–124.
<https://doi.org/10.9734/ajess/2023/v48i31089>
- Lumondot, K. M., & Bernardo, A. B. I. (2023). Socioeconomic status, teacher support, and academic achievement of Philippine basic education students: Insights from PISA. *International Journal of Educational Research Open*, 4, Article 100245.
<https://doi.org/10.1016/j.ijedro.2023.100245>
- Malipot, M. H. (2023, August 10). DepEd formally launches MATATAG Curriculum to address basic education challenges. *Manila Bulletin*. <https://mb.com.ph>
- Ocampo, D. J. (2018). The K to 12 curriculum reform in the Philippines: Promise and performance. *Philippine Social Sciences Review*, 70(1), 35–58.
- OECD. (2019). *TALIS 2018 Results (Volume I): Teachers and school leaders as lifelong learners*. OECD Publishing.
<https://doi.org/10.1787/1d0bc92a-en>
- OECD. (2023). *PISA 2022 Results: Factsheet - Philippines*. OECD Publishing.
- Ornstein, A. C., & Hunkins, F. P. (2017). *Curriculum: Foundations, principles, and issues* (7th ed.). Pearson.
- Simons, R. J., & Bolder, R. (2020). The relation between teacher job satisfaction, morale, and student achievement: A systematic review. *Educational Psychology Review*, 32(3), 675–699.
<https://doi.org/10.1007/s10648-020-09531-1>
- Skaalvik, E. M., & Skaalvik, S. (2017). Motivated for teaching? Associations with school goal structure, teacher self-efficacy, job satisfaction and emotional exhaustion. *Teaching and Teacher Education*, 67, 152–160.
<https://doi.org/10.1016/j.tate.2017.06.006>
- UNESCO. (2015). *Rethinking education: Towards a global common good?* UNESCO Publishing.
- World Bank. (2021). *Improving student learning outcomes in the Philippines: A synthesis of recent evidence*. World Bank Group.