

Assessing the Impact of Teacher Readiness on Enhanced K–12 Curriculum Outcomes: A Quantitative Study in Bukidnon

Alan N. Antivo¹, Jenelita E. Antivo², Aick Cheleste C. Limas³

^{1,2,3}PhD Student, Graduate School-Doctor of Philosophy in Educational Management, Capitol University

Abstract

This study examined the relationship between teacher readiness and student academic performance in a rural public school district in Bukidnon during School Year 2024–2025. A quantitative descriptive-correlational design was employed involving 120 elementary and junior high school teachers selected through stratified random sampling. Teacher readiness was measured across four domains: curriculum content and pedagogy, learning environment management, assessment and reporting, and professional growth and development. Student performance was measured using first-quarter Mean Percentage Scores in English obtained from official school records. Descriptive statistics and Pearson correlation analysis were used to analyze the data. Results revealed that teachers demonstrated a high level of readiness ($M = 3.18$), with learning environment management scoring the highest and assessment and reporting the lowest. Students achieved a satisfactory overall mean score of 78.5%, with a declining trend in higher grade levels. A strong positive relationship was found between teacher readiness and student academic performance ($r = 0.647$, $p < 0.001$), with assessment and reporting showing the strongest association. The findings indicate that teacher readiness significantly contributes to improved academic outcomes. Strengthening assessment literacy and sustained professional development programs are recommended to enhance instructional quality and learner achievement in rural educational settings.

Keywords: teacher readiness, student achievement, assessment literacy, curriculum implementation, professional development, rural education

I. Introduction

Improving teacher quality remains a central priority in educational reform in the Philippines, particularly in the context of the K–12 system and the recent implementation of the MATATAG agenda. The Department of Education (DepEd) has emphasized strengthening instructional capacity, curriculum alignment, and learner-centered practices through sustained professional development and policy reforms (Department of Education [DepEd], 2023). These initiatives recognize that meaningful educational change ultimately depends on the competence, preparedness, and adaptability of teachers who translate policy into classroom practice. As frontline implementers of reform, teachers' readiness directly influences the quality of instruction and the learning experiences of students across diverse school contexts.

International research consistently affirms that teacher effectiveness is one of the most powerful school-based determinants of student achievement. Large-scale reviews and global education reports demonstrate that well-prepared teachers significantly enhance learners' academic outcomes, particularly when they

possess strong content knowledge and pedagogical expertise (Darling-Hammond et al., 2020; OECD, 2023). Teacher readiness extends beyond formal qualifications; it encompasses mastery of subject matter, pedagogical competence, classroom management skills, assessment literacy, technological proficiency, and engagement in continuous professional growth. These interconnected dimensions enable teachers to respond effectively to varied learner needs, design meaningful learning experiences, and create supportive classroom environments.

Among the various components of teacher readiness, assessment competence plays a particularly critical role. Effective assessment practices provide teachers with timely and accurate information about students' understanding, misconceptions, and progress. When assessment is used formatively, it guides instructional adjustments, differentiates learning activities, and delivers constructive feedback that enhances student engagement and achievement. Research synthesis has highlighted that formative assessment and feedback mechanisms yield substantial gains in student performance when implemented effectively (Hattie, 2020). Thus, teachers who are skilled in designing, interpreting, and utilizing assessment tools are better positioned to improve learning outcomes.

Despite ongoing national reforms and increasing recognition of teacher readiness as a cornerstone of quality education, limited empirical studies at the district level have comprehensively examined how teacher readiness relates to measurable student performance, particularly in rural and geographically diverse contexts. Rural districts often face unique challenges, including limited access to professional development, technological constraints, and resource disparities that may affect both teacher preparedness and student achievement. Understanding the specific readiness levels of teachers in such settings is therefore essential for designing targeted interventions and context-responsive policies.

In Bukidnon, and particularly in Kitaotao II District, there remains a need to generate localized evidence that connects teacher readiness to actual student academic performance indicators. Without district-specific data, reform efforts risk relying solely on national averages that may not reflect on-the-ground realities. This study therefore aimed to determine the levels of teacher readiness across key domains and to examine their relationship with student academic performance in Kitaotao II District, Bukidnon. By providing empirical evidence at the local level, the study seeks to contribute to more informed decision-making, strengthen professional development initiatives, and ultimately support improved learning outcomes for students in the district.

Objectives of the Study

The general objective of this study was to assess the impact of teacher readiness on enhanced K-12 curriculum outcomes in Kitaotao II District, Division of Bukidnon. Specifically, this study aimed to: (a) determine the perceived level of teacher readiness across four critical domains of K-12 curriculum implementation, (b) measure current student academic performance outcomes in English, (c) examine the relationship between teacher readiness levels and student academic achievement, (d) compare teacher readiness levels across different demographic groups, and (e) develop practical recommendations based on empirical findings.

II. Materials and Methods

This quantitative descriptive-correlational study was conducted in Kitaotao II District, Division of Bukidnon, during School Year 2025–2026. A total of 120 public school teachers from Grades 1–10 were selected using stratified random sampling. Teacher readiness was measured using a validated 40-item Teacher Readiness Scale aligned with current competency standards (DepEd, 2023; OECD, 2023),

covering four domains: curriculum content and pedagogy, learning environment management, assessment and reporting, and professional growth and development, rated on a four-point Likert scale. Reliability testing yielded a Cronbach’s alpha of 0.89. Student academic performance was measured using official first-quarter Mean Percentage Scores (MPS) in English. Data were analyzed using descriptive statistics (mean and standard deviation) and Pearson product–moment correlation to determine relationships at a 0.05 significance level.

III. Results and Discussion

Teacher Readiness

Table 1. Teacher Readiness by Domain

Domain	Mean	SD	Interpretation
Curriculum Content & Pedagogy	3.25	0.48	High
Learning Environment Management	3.31	0.39	High
Assessment & Reporting	3.02	0.52	High
Professional Growth & Development	3.15	0.46	High
Overall	3.18	0.42	High

The findings show a high overall teacher readiness level ($M = 3.18$). Learning environment management emerged as the strongest domain, suggesting that teachers effectively maintain structured and supportive classrooms. Research indicates that positive classroom environments significantly enhance student engagement and academic success (OECD, 2023).

Assessment and reporting obtained the lowest mean, highlighting an area requiring strengthening. Effective assessment practices are strongly associated with improved learning outcomes because they guide feedback and instructional refinement (Hattie, 2020). The implication is that targeted professional development focusing on formative assessment strategies may further enhance instructional impact. Darling-Hammond et al. (2020) emphasize that sustained, content-focused professional learning significantly improves teacher effectiveness and student performance.

Student Academic Performance

Table 2. Student Performance in English (First Quarter MPS)

Grade Level	Mean	SD	Interpretation
Grades 1–3	81.2	7.4	Satisfactory
Grades 4–6	79.8	8.1	Satisfactory
Grades 7–10	75.1	9.8	Satisfactory
Overall	78.5	8.7	Satisfactory

Students achieved a satisfactory overall performance (78.5%), but a declining trend was observed in higher grade levels. This pattern may reflect increased curriculum complexity and cognitive demands. Similar trends were identified in regional education performance studies highlighting transitional challenges in junior secondary levels (UNESCO, 2022).

The implication is that instructional scaffolding and differentiated strategies become increasingly critical in higher grades. Professional support focusing on advanced pedagogical strategies may mitigate performance decline (Timperley, 2021).

Relationship Between Teacher Readiness and Student Performance

Table 3. Correlation Between Teacher Readiness and Student Performance

Domain	r	p-value	Interpretation
Curriculum Content & Pedagogy	0.672	<0.001	Strong Positive
Learning Environment Management	0.598	<0.001	Moderate Positive
Assessment & Reporting	0.701	<0.001	Strong Positive
Professional Growth & Development	0.623	<0.001	Strong Positive
Overall Readiness	0.647	<0.001	Strong Positive

A statistically significant strong positive relationship ($r = 0.647$, $p < 0.001$) was found between teacher readiness and student performance. Assessment and reporting demonstrated the strongest correlation ($r = 0.701$), reinforcing evidence that formative assessment practices are powerful predictors of student achievement (Hattie, 2020).

This finding aligns with global research identifying teacher quality as the most influential school-based factor affecting student outcomes (OECD, 2023; Darling-Hammond et al., 2020). The implication is that investments in teacher professional growth—particularly in assessment literacy—can yield measurable gains in academic performance.

IV. Conclusion

The study found that teachers demonstrated high readiness across curriculum, classroom management, assessment, and professional growth domains. Students achieved satisfactory academic performance, although a decline was observed at higher grade levels. A strong positive relationship was established between teacher readiness and student academic performance, with assessment and reporting practices showing the strongest association. These findings confirm that teacher readiness significantly influences curriculum outcomes. It is recommended that schools implement sustained professional development programs focusing on formative assessment, data-driven instruction, and differentiated teaching strategies. Additionally, targeted support for junior high school teachers may help address declining performance trends. Strengthening assessment literacy and continuous professional learning systems can enhance instructional effectiveness and improve student achievement in rural educational contexts.

V. References

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