

Professional Development Training and Academic Support: Predictors of Teachers' Confidence in Curriculum Change

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Abstract. Amid ongoing educational reforms in the Philippines, particularly the introduction of the MATATAG Curriculum, Kindergarten and Grade One teachers face the complex task of adapting to revised standards, instructional strategies, and content requirements. These shifts can be overwhelming, especially for early-grade teachers who lay the foundation of a child's learning journey. This study investigates whether access to professional development training and the availability of academic support from administrators and peers significantly influence teachers' confidence in implementing curriculum changes. Using a quantitative-descriptive correlational design, data were collected from 106 public school Kindergarten and Grade One teachers through a structured Likert-scale survey. Descriptive statistics such as mean, percentage, and standard deviation were utilized to establish the profile in the study. Multiple regression was also employed to ascertain if professional development, training, and academic support influence teachers' confidence to implement the new curriculum. Results showed that both professional development ($M=4.40$), educational support ($M=4.22$), and teaching confidence ($M=4.36$) were generally high. These independent variables were also significant predictors of teacher confidence ($F=247.587$, p -value <0.001). Specifically, teachers who engaged in relevant, ongoing training and received consistent support from their administrators and fellow educators demonstrated higher confidence levels in executing the curriculum reforms, with a 47.3% increase per unit of each predictor. The variance from both predictors ($R^2=0.839$) which can be accounted to the impact in teachers' confidence in a curricular reform, also pointed out the need to explore other contributing variables based on its 16.10% difference, such as leadership, teacher motivation, or classroom resources, that may influence teachers' confidence for curriculum change.

Keywords: Academic support; Curriculum change; MATATAG curriculum; Peers and administrative supports; Professional development and training.

1.0 Introduction

Curriculum reforms have long shaped the Philippine education system, each aimed at improving learning outcomes and addressing contemporary needs. From the K to 12 Program to the Most Essential Learning Competencies (MELCs) during the pandemic, and now the MATATAG Curriculum, the country continues to push for relevance, coherence, and quality in its basic education system. However, while reform efforts often focus on content and structure, one critical element is sometimes overlooked: the confidence of teachers expected to implement these changes in real classrooms.

Recent studies underscore the importance of teacher self-efficacy in successfully implementing educational reforms. For instance, a 2024 study by Padohinog, Liwanag, and Balsicas highlighted that teachers with higher

self-efficacy are more adept at adopting new instructional strategies and engaging students effectively, which are essential in curriculum changes. Similarly, research by Esllera and Escala (2024) found that supportive leadership practices, such as effective communication and fostering a positive work environment, significantly enhance teacher self-efficacy, facilitating smoother implementation of new curricula.

Teachers are central to curriculum implementation. Regardless of how well a curriculum is designed, its success ultimately depends on how well educators understand, embrace, and apply it. The Department of Education (2022) emphasizes that empowering teachers is a key requirement for effective curriculum delivery. Without this empowerment, anchored on preparedness and confidence, even the most progressive reforms may fail to reach their full potential. This study responds to this reality by exploring how two primary factors—professional development and academic support—can influence teachers' confidence in implementing curriculum change.

In the findings of Bernardo et al. (2020), Filipino senior high school teachers have positive views of the Continuous Professional Development (CPD) in helping them address the current demands of their role as implementers and agents of inculcating learning competencies in the abrupt enactment of educational reforms. However, having contradicting interpretations of the CPD also adaptively reflects teachers' flexibility and ability to adapt to a new curriculum. The researchers took the opportunity to reconduct the same study involving underrepresented groups teaching in the lower levels, such as the kindergarten and grade one teachers, who are currently affected by the recently implemented MATATAG curriculum. The preexisting study is considered a timely and relevant topic in informing educational agencies in the Philippines about the impact of CPD. It supports the progress of teachers' confidence while implementing the MATATAG curriculum. Relatively, Bongco and De Guzman (2022) also espoused that varied learning strategies are in demand for teachers to explore creative and resourceful ways of delivering competencies of a newly implemented curriculum with elevated core practices, such as teaching, assessment, and establishing connections with learners, parents, and stakeholders. Teachers encounter these challenges through professional development training, resources, and personal learning initiatives.

Furthermore, the study highlighted the opportunities to develop the competencies where teachers are required to adapt to the curricular change, which must be carefully taught, practiced, and integrated into the curriculum of the tertiary education institutions. Aligned with Sustainable Development Goal 4 (SDG 4), which calls for inclusive and equitable quality education and promoting lifelong learning opportunities for all (UN, 2015), this study underscores the need for teacher empowerment through sustained and meaningful support. SDG 4 explicitly highlights the importance of qualified, well-supported, and motivated educators as drivers of educational quality.

Curriculum change is a complex and often challenging undertaking. It involves changes in subject matter and requires teachers to adapt to new pedagogical strategies, assessments, and educational philosophies. Teachers, therefore, must undergo a process of learning, internalization, and transformation. According to DepEd's Shaping Paper on Curriculum and Instruction (2022), reforms must not only be relevant and well-structured. However, they must also be accompanied by adequate support systems to ensure proper implementation. Unfortunately, many teachers report feeling unprepared or uncertain during transitions, especially when reforms are rolled out rapidly or unevenly across regions.

Teacher confidence—teacher self-efficacy—has been widely recognized as a crucial element in successful curriculum implementation. Bandura (1997) posits that individuals who believe in their abilities are likelier to take on challenges, adapt to change, and persist in facing setbacks. In the classroom, confident teachers are more innovative, proactive, and open to new ideas. On the other hand, those with low confidence may resist change, rely on outdated practices, or become disengaged. Given the diversity of schools in the Philippines, particularly the disparities between urban and rural settings, fostering teacher confidence becomes an even more urgent priority.

DepEd (2022) notes in its Professional Development Framework that training should not be limited to one-time seminars but should include mentoring, coaching, peer learning, and school-based workshops that address actual classroom realities. When training is aligned with teachers' needs and the curriculum's demands, it helps educators feel more capable and supported. Equally important is academic support from school leaders, instructional supervisors, and fellow educators. A collaborative and responsive environment where teachers receive feedback, guidance, and encouragement can significantly boost their morale and confidence (Avalos,

2011). DepEd's Shaping Paper on the Learning Environment (2022) highlights that creating a shared responsibility and support culture is essential, especially when teachers navigate complex curriculum changes.

Despite these frameworks, studies and field reports suggest gaps persist in delivering support. According to the Philippine Institute for Development Studies (PIDS, 2023), many teachers continue to experience challenges in accessing meaningful training and consistent support, particularly in underserved areas. These gaps pose risks to the successful implementation of current and future reforms. This study, thus, aims to identify how professional development and academic support predict teacher confidence amid curriculum change. By examining these relationships, the research offers practical insights to guide policy and school-based strategies, strengthening education systems and advancing SDG 4 in the Philippine context.

2.0 Methodology

2.1 Research Design

This research takes a quantitative approach, employing a descriptive-correlational design to understand current issues in education better. According to Clarete et al. (2023), a descriptive-correlational design is a method used to determine the relationship between two or more variables without manipulating them, allowing researchers to explore natural associations in real-life settings. The study's primary goal is to explore and document the confidence levels of kindergarten and Grade 1 teachers as they adapt to the demands of a newly implemented curriculum. It focuses on how factors like professional development training and academic support from administrators and peers influence teachers' confidence, identified here as the dependent variable. By investigating these dynamics, the study aims to uncover valuable insights into how these elements shape teachers' confidence and ability to implement curriculum changes effectively.

2.2 Research Locale

The study was conducted in elementary and integrated schools across selected public school districts under the Department of Education Division of Misamis Oriental, Philippines. These locations were carefully chosen to focus on the experiences and insights of teachers within this specific area. Data collection occurred during the 2024–2025 school year, ensuring the findings reflect the current teaching practices, challenges, and school environments.

2.3 Research Participants

In this study, the participants were the kindergarten and Grade 1 teachers from the two districts of Misamis Oriental. Known for their diverse educational settings, these districts offered a rich backdrop for exploring how teachers adapt to curriculum changes. Participants included teachers from various integrated and elementary schools within these districts, ensuring a well-rounded representation. To achieve this, a partial enumeration sampling technique was employed, selecting teachers based on their current engagement with the new curriculum and their ability to offer essential information regarding the support and assistance required to enhance their confidence in teaching. This approach ensured that participants had sufficient exposure to recent curriculum changes and could provide valuable insights into the support and resources needed to boost their teaching confidence. The study involved one hundred (106) kindergarten and Grade One teachers in the said districts.

2.4 Research Instrument

The research tool for this study is a comprehensive survey questionnaire developed to assess factors influencing Kindergarten and Grade 1 teachers' confidence in teaching the new curriculum. Drawing on established frameworks for evaluating teaching confidence, the first section of the questionnaire examined teachers' confidence levels about curriculum changes. It included a series of statements, with participants responding on a five-point Likert scale, similar to those used in studies by Tschannen-Moran and Woolfolk Hoy (2018) and Springer (2021), that have effectively measured teacher self-efficacy and confidence in various educational contexts. The second section focused on assessing the participants' professional development and training related to the curriculum change. Teachers evaluated their training and professional development by indicating their level of agreement with statements regarding the adequacy and relevance of the professional development programs they participated in, drawing from models used in studies by Darling-Hammond et al. (2017) and McConnell et al. (2023). This part also evaluated the academic support received from administrators and peers, utilizing questions inspired by the work of Dela Rosa (2020) and Sink et al. (2021), who explored the impact of administrative and peer support on teacher confidence.

2.5 Data Gathering Procedure

Before administering the data gathering for the test, the researcher obtained ethical clearance from Lourdes College's Research Ethics Committee. A letter of approval was sought from the office of the Schools Division Superintendent (SDS) of the Department of Education - Misamis Oriental. Following the superintendent's consent, the researcher informed the District Supervisors about the intention to administer surveys in all the schools. Proper coordination was carried out with the school principals of the identified schools to tell them about the study and gain their approval. Upon securing their consent, the survey instruments were distributed face-to-face to the designated teacher participants, and data collection was completed after one week.

2.6 Ethical Considerations

The researcher provided an informed consent form for the participants to ensure that they signed an agreement form and were not forced to participate in the data collection process after obtaining approvals for the conduct of the study. The researcher informed them that their participation in the research must be voluntary and that they could withdraw from participating in the data gathering process at any time without penalty, based on the fundamental ethical principle of the Belmont Report of Amdur and Bankert's ethical consideration guidelines (Wassenaar, 2013). In pursuance of Republic Act No. 10173, the personal information collected, including their responses, was treated with utmost confidentiality and stored in a secure database. An ethical clearance was obtained from the Research Ethics Committee of Lourdes College before conducting the actual survey. The researcher had adequate security safeguards to protect information from loss, unauthorized access, use, or disclosure. Based on the rules of the National Archives of the Philippines Act, the responses were retained for one (1) academic year, and after such retention period, the filled forms were shredded.

3.0 Results and Discussion

3.1 The Teachers' Assessed Level of Professional Development and Training

Table 1 reveals an overall mean of 4.40 ($SD=0.77$), indicating that the highest-rated indicator was "The ongoing professional development opportunities have helped keep me updated and confident about curriculum changes," which received a mean score of 4.52. This emphasizes the importance of sustained and continuous professional learning. This finding aligns with Steinberg and Kraft's (2023) research, which underscores that ongoing professional development significantly boosts teacher confidence and instructional responsiveness in the face of curriculum reform.

Table 1. Standard Deviation and Mean Distribution of Participants' Assessment of their Professional Development and Training

Indicators	<i>M</i>	Interpretation	<i>SD</i>
1 The professional development programs provided have effectively prepared me to understand and implement the new curriculum.	4.38	Agree	0.81
2 I feel that the professional development training I received was tailored to address the specific challenges associated with the new curriculum.	4.37	Agree	0.79
3 The professional development sessions offered valuable, practical strategies I can apply directly in my classroom.	4.27	Agree	0.83
4 The professional development training covered all essential topics and skills for effectively teaching the new curriculum.	4.41	Agree	0.78
5 The professional development sessions were relevant to my teaching needs and grade level.	4.44	Agree	0.81
6 I feel that I received enough support from the professional development trainers and facilitators during the professional development sessions to build confidence in teaching the new curriculum.	4.41	Agree	0.61
7 The ongoing professional development opportunities have helped keep me updated and confident about curriculum changes.	4.52	Strongly Agree	0.68
8 The professional development training has improved my ability to use the new tools and technologies required by the new curriculum.	4.33	Agree	0.69
9 I am confident that I have access to resources and support from my peers and administrators as a result of the professional development.	4.50	Agree	0.94
10 Overall, I believe that the professional development programs provided have enhanced my professional growth and teaching effectiveness with the new curriculum.	4.45	Agree	0.68
Overall	4.40	Agree	0.77

The second highest-rated item, "I am confident that I have access to resources and support from my peers and administrators as a result of the professional development" ($M=4.50$), reflects the perceived value of institutional and collegial support. Recent findings by Lombaerts et al. (2024) confirm that collaborative professional

environments and access to peer networks have a bearing on successful instructional change. These data indicate that the professional development initiatives were well-received and seen as relevant and beneficial in preparing teachers for curriculum implementation.

These findings are consistent with recent literature, emphasizing the importance of sustained and targeted professional development in ensuring successful curriculum transitions. According to Domingo et al. (2023), teachers are likelier to feel confident and effective when ongoing professional development is relevant and aligned with their daily instructional needs. Similarly, Zhang and Hallinger (2022) highlight that high-quality professional development not only enhances teacher efficacy but also positively influences student learning outcomes during periods of curricular reform.

The relatively high means across all ten indicators (ranging from 4.27 to 4.52) suggest that the professional development activities were perceived as comprehensive, practical, and directly applicable to the classroom. This perception underscores the crucial role of training in equipping educators with the tools, strategies, and mindsets necessary to navigate new curriculum demands successfully (Gonzales & Arrieta, 2024)

3.2 The Extent of Administrative and Peer Support

As shown in Table 2, the overall mean for the extent of support received from administrators and peers is 4.22 ($SD=0.60$), which also falls under the "Agree" interpretation. Among the specific indicators, the highest-rated statement pertains to peer support during curriculum implementation ($M=4.33$), while the perception of positive impacts from collaboration ($M=4.27$) also scored highly. These results indicate that collegiality and administrative support are key to teachers' adaptation to the new curriculum.

Table 2. Standard Deviation and Mean Distribution of Participants' Assessment of Support from Administrators and Peers

Indicators	M	Interpretation	SD
1 I feel that my school administrators have provided sufficient guidance to help me understand and implement the new curriculum.	4.23	Agree	0.72
2 I receive constructive feedback from administrators that helps me improve my teaching practices under the new curriculum.	4.20	Agree	0.73
3 I feel comfortable seeking help from my administrators when I encounter challenges with the new curriculum.	4.06	Agree	0.77
4 My administrators are available to address any questions or concerns about the new curriculum.	4.19	Agree	0.74
5 I feel that my colleagues provide valuable support and resources to help me implement the new curriculum effectively.	4.24	Agree	0.72
6 I have opportunities to collaborate with peers to discuss strategies and share best practices related to the new curriculum.	4.17	Agree	0.73
7 I feel confident that I can rely on my peers for assistance when I face difficulties with curriculum implementation.	4.33	Agree	0.70
8 The support I receive from my administrators has boosted my confidence in teaching the new curriculum.	4.22	Agree	0.70
9 The teamwork and collaboration among my peers have positively impacted my ability to adapt to the new curriculum.	4.27	Agree	0.63
10 Overall, I feel that the support from my administrators and peers has been essential to my success with the new curriculum.	4.30	Agree	0.71
Overall	4.22	Agree	0.60

As shown in Table 2, the overall mean for the extent of support received from administrators and peers is 4.22 ($SD=0.60$). Among the specific indicators, the highest-rated statement pertains to peer support during curriculum implementation ($M=4.33$), while the perception of positive impacts from collaboration ($M=4.27$) also scored highly. These results indicate that collegiality and administrative support are key to teachers' adaptation to the new curriculum.

Furthermore, the findings echo the conclusions of recent studies by Lee and Roces (2022), which stress that strong leadership and peer collaboration significantly influence teacher morale and effectiveness, especially during educational reform. Support from administrators provides clarity and structure and boosts teacher confidence, while peer collaboration creates a culture of shared learning and innovation (Vargas & dela Cruz, 2023). Although all items received "Agree" ratings, some statements, such as feeling comfortable seeking help ($M=4.06$) and receiving constructive feedback ($M=4.20$), reflect areas where support mechanisms can still be strengthened.

According to Cruz and Malabanan (2024), establishing open communication channels and feedback loops between teachers and administrators is essential for sustaining professional growth and curriculum fidelity.

Overall, the data indicate that the participants generally have a positive regard for their professional development and the support they receive from administrators and peers. These factors are instrumental in ensuring that teachers remain confident, prepared, and supported during curriculum transitions—a sentiment reinforced by recent educational research emphasizing the synergistic impact of training and collaboration on successful educational reform.

3.3 The Overall Confidence Level of Early Childhood Educators in Implementing Recent Curriculum Changes

Table 3 presents the frequency, percentage, and mean distribution of the participants' confidence level in implementing the new curriculum. Findings reveal that the overall confidence level is generally high, with a mean score of 4.36 ($SD=0.55$), interpreted as Agree. The relatively low standard deviation indicates moderately consistent responses, suggesting a shared confidence among the participants. This high level of confidence is a promising indicator for the successful adoption of the curriculum, as it implies that participants feel positively about their ability to implement it. Consistent responses also reflect effective communication and training related to the new curriculum, fostering a shared understanding and agreement among participants. The high confidence levels could translate into a smoother implementation process, as participants are likely to be more proactive and engaged, creating a supportive environment where they feel capable and motivated to overcome any challenges. However, it is essential to identify specific areas where participants may feel less confident so that targeted support and resources can be provided to address these areas and ensure that all participants feel equally prepared.

Additionally, monitoring confidence levels over time would be beneficial to ensure they remain high as the curriculum is implemented, allowing for regular feedback and adjustments to maintain and improve confidence levels. This result is consistent with the findings of Rodriguez et al. (2024), who emphasized that teachers often exhibit confidence when they receive adequate training and support during curriculum transitions. Similarly, Guskey (2020) highlighted that professional development significantly enhances educators' confidence by providing them with the necessary knowledge and skills to navigate curricular changes.

Table 3. *Standard Deviation and Mean Distribution of the Overall Confidence Level*

Indicators	M	Interpretation	SD
1 I feel confident in my ability to grasp the key components and learning objectives of the new curriculum.	4.41	Agree	0.67
2 I am comfortable designing lessons that effectively integrate the new curriculum standard	4.37	Agree	0.63
3 I can effectively address the diverse learning needs of my students within the framework of the new curriculum.	4.36	Agree	0.66
4 I feel assured in my capacity to explain complex curriculum content in a way that is understandable for my students.	4.26	Agree	0.76
5 I am confident in creating an engaging environment that aligns with the objectives of the new curriculum.	4.36	Agree	0.66
6 I feel capable of managing my classroom effectively while implementing the changes introduced by the new curriculum.	4.36	Agree	0.61
7 I believe I can accurately assess and evaluate student learning according to the new curriculum's guidelines.	4.39	Agree	0.57
8 I am comfortable using any new resources, tools, or technologies that accompany the new curriculum.	4.39	Agree	0.67
9 I feel prepared to adapt my teaching strategies if challenges arise while implementing the new curriculum.	4.41	Agree	0.62
10 I am confident in my ability to communicate the goals and benefits of the new curriculum to both students and their parents.	4.29	Agree	0.67
Overall	4.36	Agree	0.55

Notably, strong agreement suggests that most participants are confident in their ability to adapt, which is crucial for successfully implementing the curriculum. This positive perception can enhance the overall morale and motivation of the participants, contributing to a more effective and cohesive implementation process. It also highlights the importance of maintaining this positive outlook through continuous support and engagement, ensuring that participants remain confident and committed throughout the transition. This aligns with the study of Smith et al. (2022), who found that teacher confidence positively correlates with familiarity with curriculum

content and access to resources. Furthermore, Darling-Hammond et al. (2022) suggested continuous mentoring and collaborative learning experiences can strengthen teachers' confidence in their instructional practices.

Among the specific indicators, participants expressed the highest confidence in their ability to grasp the key components and learning objectives of the new curriculum ($M=4.41$, $SD=0.67$) and their preparedness to adapt teaching strategies in response to challenges ($M=4.41$, $SD=0.62$). These high mean scores indicate that participants feel exceptionally well-prepared in these critical areas, which is essential for successfully implementing the curriculum. Understanding the key components and learning objectives ensures that participants can effectively convey the curriculum's goals to students, while the preparedness to adapt teaching strategies demonstrates their flexibility and resilience in the face of potential challenges. This combination of understanding and adaptability is likely to contribute significantly to the overall success of the curriculum implementation. It is important to continue supporting participants in these areas to maintain their high confidence levels and promptly address emerging challenges. This aligns with findings by Ondigi and Kiio (2021), who reported that teachers' pedagogical preparedness significantly enhances their confidence in implementing competency-based curricula. Additionally, Piggott and Myerson (2021) noted that educators who are well-trained and equipped with flexible instructional strategies tend to respond effectively to unforeseen classroom challenges, fostering higher confidence levels.

On the other hand, the lowest-rated indicator was the assurance in explaining complex curriculum content in an understandable manner ($M=4.26$, $SD=0.76$). While still interpreted as "Agree," this suggests a potential area for additional support or training to enhance clarity in instructional delivery. This lower confidence in explaining complex content highlights the need for targeted professional development focused on effective communication strategies and pedagogical techniques. Creating a collaborative environment where educators can share best practices and resources for explaining complex content can further bolster their confidence and effectiveness. By addressing this specific need, the overall implementation of the new curriculum can be strengthened, ensuring that all participants are well-equipped to deliver high-quality education. This is consistent with the study by Cantillas-Dizon (2022), which highlighted challenges teachers face in facilitating complex subject matter and the need for targeted professional development to address these difficulties. Desimone and Garet (2021) further emphasized that curriculum-specific workshops and mentorship programs could help educators strengthen their content delivery and address areas of lower confidence. The findings suggest that teachers feel confident implementing the new curriculum, particularly in adapting their teaching strategies and grasping curriculum objectives. However, continuous professional development, mentorship, and targeted instructional support are recommended to strengthen their confidence further.

3.4 Teachers’ Influence of Professional Development Training and Academic Support on Their Confidence in the Curriculum Change

Table 4 presents the results of the multiple regression analysis examining the extent to which professional development, training, and academic support from administration and peers influence teaching confidence among educators implementing a new curriculum. The model yielded a high R -value of 0.916 and an R^2 of 0.839, indicating that approximately 83.9% of the variance in teaching confidence can be explained by the combined effects of the two predictor variables. The F -statistic ($F=247.587$, p -value $<.001$) further confirms that the model is statistically significant and demonstrates strong predictive power.

Table 4. Regression Analysis of the Influence of Professional Development Training and Academic Support On Teachers' Confidence in Curriculum Change

	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
Professional Training and Development	.473	.042	.540	11.309	<.001
Academic Support from administration and peers	.473	.044	.515	10.785	<.001
Model Summary					
R = 0.916	R ² = 0.839		Adj. R ² = 0.836		F = 247.587** p = <.001

**significant at 0.01 level

Both predictors were individually significant at the 0.01 level, leading to the rejection of the null hypothesis. Professional development and training showed a standardized beta coefficient of $\beta=.540$ ($t=11.309$, p -value $< .001$), while academic support from administration and peers had a beta of $\beta=.515$ ($t=10.785$, p -value $<.001$). These results indicate that both forms of support independently and significantly contribute to increasing teacher confidence in their capacity to implement the new curriculum.

The high explanatory power of the model carries critical implications. First, the strength of professional development and training as a predictor supports the growing body of research emphasizing the transformative impact of targeted, sustained professional learning on teacher efficacy. According to Tondeur et al. (2022), high-quality professional development that includes collaborative opportunities, subject-specific content, and practical applications increases pedagogical knowledge and confidence in practice. Likewise, Nguyen et al. (2023) found that professional development tailored to the context of reform, rather than generic workshops, results in more effective teacher engagement and implementation.

Equally compelling is the significant role of academic support from administration and peers, highlighting the value of a supportive professional environment. Vermeulen et al. (2023) explain that when teachers perceive their leaders as approachable and responsive and feel connected to their colleagues, they are more likely to exhibit resilience, autonomy, and confidence in their teaching. This is particularly crucial during periods of systemic change, where uncertainty may otherwise lead to disengagement or resistance. Poulou et al. (2023) emphasized that peer interactions and administrative feedback are psychological anchors, helping teachers feel seen and supported in their instructional roles.

The nearly equal contribution of both predictors underscores the interdependence between formal professional training and the informal, ongoing support embedded in school culture. While PD equips teachers with knowledge and strategies, administrative and peer support sustain motivation, reinforce accountability, and provide a safety net for collaborative problem-solving. This dual support structure is essential for curriculum implementation. It aligns with the sustainable teacher development principles outlined in UNESCO's SDG 4, which advocates for inclusive and equitable quality education supported by professionally competent educators (UNESCO, 2023).

Given these findings, schools and educational systems are encouraged to view teacher development as a holistic process. Investment should not be limited to training events but should extend to fostering professional learning communities, building relational trust, and ensuring that leadership structures are responsive and visible. Establishing feedback loops, mentoring systems, and scheduled collaborative planning sessions can further institutionalize these supports.

In summary, this study's results reinforce the critical synergy between structured training and relational support. Teachers are more confident and capable when they receive consistent, curriculum-relevant professional development alongside responsive and collegial support from their school environment. Strengthening both elements will enable educators to meet curricular reform demands and sustain professional growth across various teaching contexts.

4.0 Conclusion

The results conclusively demonstrate that professional development significantly enhances teachers' confidence. Teachers who participated in targeted professional development programs felt more equipped and prepared to manage the demands of the new curriculum. These programs provided updated knowledge on teaching strategies and reinforced the skills necessary for effective teaching and assessment in a changing educational landscape. As found in previous studies, continuous professional development is directly linked to higher levels of teacher efficacy and improved instructional practices.

The study also emphasized the importance of academic support from administration and peers. Teachers who felt supported by their school leadership and colleagues reported higher confidence in implementing changes. The presence of a collaborative and supportive school environment is crucial in helping teachers navigate the complexities of curriculum shifts. This finding aligns with the literature highlighting how emotional and professional support from administrators and peers can mitigate stress and increase job satisfaction, ultimately leading to better teaching outcomes.

Furthermore, the study uncovered a reinforcing relationship between professional development and academic support, suggesting that both enhance teacher confidence. This mutually beneficial dynamic strengthens the teachers' capability to implement changes with greater certainty and effectiveness. In conclusion, this study

underscores the necessity of continued professional development programs and a supportive academic environment for teachers. By fostering these elements, educational institutions can ensure that teachers are prepared for curriculum changes and feel empowered to implement them successfully, thereby contributing to improved student educational outcomes.

Based on the findings, it is highly recommended that further strengthening and focusing on the importance of continuing professional development and training, as well as a supportive academic environment for teachers in the middle of reforming an educational curriculum, be further recommended. Also, conducting a qualitative research version of this study provides in-depth information. It informs educational experts on how CPD and academic support foster confidence among early childhood teachers in implementing the latest curriculum, such as the MATATAG curriculum. By developing these aspects, schools can guarantee that teachers are prepared for curriculum change and empowered to implement it successfully, guaranteeing enhanced student learning outcomes.

5.0 Contributions of the Author

The first author initially composed the significant parts of the paper and conducted the face-to-face data collection. The second author established the quality of the manuscript by editing the contents and additional related readings.

6.0 Funding

The author confirms that there is no monetary support for completing this study.

7.0 Conflict of Interests

The author confirmed that no conflict of interest existed.

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