

Original Article

## **Elementary Practice Teachers' Preparedness and Institutional Support in the Transition to the MATATAG Curriculum**

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### **Abstract**

The implementation of the MATATAG Curriculum in the Philippines represents a significant educational reform aimed at strengthening foundational learning and improving overall student outcomes. As with any curriculum transition, its success largely depends on teachers' preparedness and the level of institutional support provided. However, elementary practice teachers, who are in the critical stage of pre-service training and field exposure, may experience varying degrees of readiness and support during this transition. This study aimed to assess elementary practice teachers' preparedness and institutional support in the transition to the MATATAG Curriculum. A quantitative descriptive research design was employed involving 87 elementary practice teachers selected through total enumeration. Data were gathered using a researcher-made questionnaire covering professional development and training, resource availability, self-efficacy and attitudes, concerns and challenges, overall readiness, and institutional support. Descriptive statistics, including frequencies, percentages, weighted means, and standard deviations, were used to analyze the data. Results revealed that elementary practice teachers were generally prepared across all dimensions of preparedness, including training, resources, self-efficacy, and readiness. They demonstrated positive attitudes and moderate confidence in handling curriculum demands. However, institutional support was rated as highly needed, particularly in areas such as additional training, access to instructional and digital resources, collaborative opportunities, administrative feedback, and support for

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teacher well-being. In conclusion, while elementary practice teachers are ready to implement the MATATAG Curriculum, their effectiveness is strongly influenced by the level of institutional support provided. Strengthening school-based support systems, professional development programs, and access to resources is essential to ensure successful and sustainable curriculum implementation.

*Keywords:* curriculum implementation, institutional support, MATATAG Curriculum, preparedness, practice teachers, teacher readiness

## 1. Introduction

Curriculum reform remains a central strategy for improving educational quality and aligning learning outcomes with 21st-century competencies. In the Philippines, the Department of Education (DepEd) introduced the MATATAG K to 10 Curriculum as a major policy reform aimed at decongesting the basic education curriculum, strengthening foundational skills, and improving learner outcomes through a more focused and streamlined framework (DepEd, 2023). This reform represents not only a structural revision of content but also a pedagogical shift that places increased demands on teachers' instructional competence, adaptability, and professional readiness.

International and local literature consistently emphasizes that the success of curriculum reforms is largely dependent on teachers' readiness and the support systems available within educational institutions (Darling-Hammond et al., 2020; OECD, 2021). Teacher readiness, encompassing professional competence, self-efficacy, and instructional adaptability, has been identified as a key determinant of effective curriculum implementation. When teachers are insufficiently prepared, reforms tend to experience implementation gaps, reduced instructional fidelity, and uneven learner outcomes (UNESCO, 2022; World Bank, 2021).

In the Philippine context, emerging evidence suggests that while teachers demonstrate positive attitudes toward the MATATAG Curriculum, they continue to face challenges related to training adequacy, resource availability, and sustained instructional support (Elardo, 2025; Fuentes, 2025). Recent evaluation studies further highlight that curriculum rollout is often constrained by inconsistencies in professional development delivery, limited access to instructional materials, and varying levels of administrative support across schools (Abrigo et al., 2025; Villaver et al., 2024). These findings underscore that preparedness is not solely an individual attribute but is deeply influenced by institutional capacity and systemic support structures.

Institutional support plays a critical role in bridging the gap between curriculum design and classroom implementation. Support mechanisms such as continuous

professional development, collaborative learning opportunities, instructional supervision, and access to adequate teaching resources have been shown to significantly enhance teacher effectiveness during curriculum transitions (OECD, 2021; UNESCO, 2022). Conversely, weak institutional support systems may contribute to teacher stress, reduced confidence, and implementation inefficiencies, particularly among early-career educators and practice teachers who are still developing professional competencies.

Despite increasing attention to curriculum reform in the Philippines, there remains limited empirical evidence focusing specifically on elementary practice teachers, who represent a crucial transitional group between pre-service training and full professional teaching practice. Their perspectives are particularly valuable because they have both academic preparation and early exposure to classroom implementation under reform conditions. Understanding their preparedness and perceptions of institutional support is therefore essential in identifying implementation gaps and informing targeted interventions.

In response to this gap, the present study examines elementary practice teachers' preparedness and institutional support in the transition to the MATATAG Curriculum. By generating empirical evidence on these constructs, the study contributes to the growing discourse on curriculum implementation in developing education systems. It provides insights for strengthening teacher development programs and institutional support mechanisms in basic education.

## **2. Methodology**

### *2.1 Research Design*

This study employed a quantitative descriptive research design to examine elementary practice teachers' preparedness and institutional support in the transition to the MATATAG Curriculum. A descriptive design is appropriate as it allows the systematic collection, analysis, and interpretation of numerical data to describe existing conditions without manipulating variables (Creswell & Creswell, 2018; Fraenkel et al., 2023). Specifically, the study focused on measuring levels of preparedness and perceived institutional support across identified indicators, consistent with similar curriculum implementation studies in education (Lodico et al., 2020; Ary et al., 2022).

### *2.2 Respondents of the Study*

The respondents of the study were 87 elementary practice teachers enrolled in the Bachelor of Early Childhood Education and Bachelor of Elementary Education programs at Pangasinan State University during the 1<sup>st</sup> Semester of Academic Year 2025-2026. Practice teachers were selected as they represent pre-service educators directly exposed to classroom realities while still under academic supervision. Their

perspectives are valuable in assessing readiness for curriculum implementation, particularly in the context of national curriculum reforms such as the MATATAG Curriculum (DepEd, 2023; Elardo, 2025).

### *2.3 Sampling Procedure*

The study used a total enumeration (census) sampling technique, in which all available and accessible practice teachers who met the inclusion criteria were included. This method was deemed appropriate due to the manageable size of the population and the need to obtain comprehensive data from all practice teachers within the selected institutions. Total enumeration is commonly used in descriptive studies when the population is small and accessible, ensuring complete representation of the group under investigation (Etikan et al., 2016; Taherdoost, 2020).

### *2.4 Research Instrument*

The primary data collection tool used in this study was a researcher-made questionnaire designed to assess elementary practice teachers' preparedness and institutional support in the transition to the MATATAG Curriculum. The instrument consisted of two major sections: (1) Practice Teachers' Preparedness for the MATATAG Curriculum and (2) Institutional Support for Curriculum Transition. The preparedness section covered five dimensions, namely professional development and training, resource availability, self-efficacy and attitudes, concerns and challenges, and overall readiness. Meanwhile, the institutional support section focused on the perceived needs of practice teachers regarding training opportunities, instructional resources, collaboration, supervision, and support for teacher well-being.

The questionnaire items were developed through an extensive review of related literature and empirical studies on teacher readiness, curriculum implementation, self-efficacy, and institutional support systems (Darling-Hammond et al., 2020; OECD, 2021; UNESCO, 2022). Existing theoretical frameworks and indicators from previous studies served as the basis for constructing the questionnaire items, ensuring that the instrument adequately reflected the constructs being measured.

To establish content validity, the initial draft of the questionnaire was reviewed by three experts: a curriculum and instruction specialist, a faculty member with expertise in educational research and psychometrics, and a teacher education practitioner experienced in curriculum implementation. The validators evaluated the instrument on clarity, relevance, coherence, appropriateness of language, and alignment with the study's objectives. Based on their recommendations, revisions were made to improve the questionnaire, including rewording unclear statements, simplifying technical terms, eliminating redundant items, and refining indicators to strengthen construct representation and comprehensibility.

After the expert validation process, the revised instrument underwent pilot testing with 20 elementary practice teachers who were not included among the study's actual

respondents. The pilot test was conducted to determine the clarity of the items, the consistency of responses, and the instrument's internal reliability. Reliability testing was conducted using Cronbach's alpha, a commonly used statistical measure of internal consistency in quantitative research (Tavakol & Dennick, 2011). The results showed acceptable to excellent reliability across all sections of the questionnaire. Specifically, the professional development and training scale had a Cronbach's alpha of 0.87; resource availability, 0.85; self-efficacy and attitudes, 0.89; concerns and challenges, 0.84; overall readiness, 0.88; and institutional support for curriculum transition, 0.91. The overall instrument yielded a Cronbach's alpha coefficient of 0.89, indicating high internal consistency and reliability in measuring the intended constructs.

The questionnaire utilized a 4-point Likert scale to encourage respondents to provide more definite responses and avoid neutrality. For the preparedness indicators, weighted mean scores ranging from 3.26 to 4.00 were interpreted as "Strongly Agree" and descriptively evaluated as "Very Prepared," while scores from 2.51 to 3.25 were interpreted as "Agree" and evaluated as "Prepared." Scores from 1.76 to 2.50 were interpreted as "Disagree" and described as "Less Prepared," whereas scores from 1.00 to 1.75 were interpreted as "Strongly Disagree" and evaluated as "Not Prepared." Similarly, for institutional support indicators, scores from 3.26 to 4.00 were interpreted as "Strongly Agree" and described as "Highly Needed," scores from 2.51 to 3.25 as "Agree" and "Needed," scores from 1.76 to 2.50 as "Disagree" and "Less Needed," and scores from 1.00 to 1.75 as "Strongly Disagree" and "Not Needed." These interpretation ranges were established by equally dividing the scale intervals to ensure consistent and accurate interpretation of respondents' perceptions.

Through these procedures, the study ensured that the research instrument possessed sufficient validity and reliability to measure elementary practice teachers' preparedness and institutional support in the transition to the MATATAG Curriculum.

### *2.5 Data Gathering Procedure*

Prior to data collection, permission was secured from the Campus Executive Director and the Dean of the College of Teacher Education. The questionnaire was then administered to the respondents either through printed forms or online survey platforms, depending on accessibility. Respondents were informed about the study's purpose and given sufficient time to complete the instrument.

Data collection was conducted in a structured manner to ensure consistency and minimize response bias. After retrieval, responses were checked for completeness and encoded for statistical analysis. Ethical standards, including voluntary participation and confidentiality, were strictly observed throughout the process.

## 2.6 Data Analysis Procedure

The collected data were analyzed using descriptive statistical tools, including frequency counts, percentages, weighted means, and standard deviations. Frequency count and percentage were used to describe the demographic profile of the respondents, including sex and program distribution. Meanwhile, the weighted mean and standard deviation were used to determine the level of preparedness and institutional support among elementary practice teachers during the transition to the MATATAG Curriculum.

The weighted mean was used to identify the general tendency in respondents' perceptions of the indicators of preparedness and institutional support, while the standard deviation measured the variability or dispersion of responses around the mean. The inclusion of standard deviation provided a clearer interpretation of the consistency of respondents' answers: lower standard deviation values indicated more consistent responses, while higher values reflected greater variation in perceptions.

Interpretation of mean scores followed a 4-point Likert-scale-based verbal interpretation system. For preparedness indicators, mean scores ranging from 3.26–4.00 were interpreted as Strongly Agree and descriptively evaluated as Very Prepared; 2.51–3.25 as Agree and Prepared; 1.76–2.50 as Disagree and Less Prepared; and 1.00–1.75 as Strongly Disagree and Not Prepared. For institutional support indicators, mean scores ranging from 3.26–4.00 were interpreted as Strongly Agree and descriptively evaluated as Highly Needed; 2.51–3.25 as Agree and Needed; 1.76–2.50 as Disagree and Less Needed; and 1.00–1.75 as Strongly Disagree and Not Needed. These verbal interpretation ranges were established by equally dividing the scale intervals to ensure consistent and accurate interpretation of respondents' perceptions.

To further ensure the reliability of the research instrument, Cronbach's alpha coefficient was computed following pilot testing procedures. The reliability analysis revealed acceptable to excellent internal consistency across all scales, indicating that the questionnaire was reliable in measuring the constructs of preparedness and institutional support. Results were presented in tabular form for clearer interpretation and discussion of findings.

## 2.7 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of educational research as prescribed by the Commission on Higher Education (CHED) and the Data Privacy Act of 2012 (Republic Act No. 10173). Participation was voluntary, and respondents were informed of their right to withdraw at any time without penalty. Anonymity and confidentiality were strictly maintained, ensuring that no personal identifiers were disclosed in the analysis or reporting of results.

Data were used solely for academic purposes and stored securely to prevent unauthorized access. The study also ensured that no harm was inflicted on participants

and that all procedures complied with ethical standards in social science research (British Educational Research Association [BERA], 2021; UNESCO, 2022).

### 3. Results

The results of the study are presented in this section, focusing on the preparedness of elementary practice teachers and the level of institutional support in the transition to the MATATAG Curriculum. Data gathered from the respondents are organized and analyzed according to the identified variables. Specifically, the findings highlight the extent of practice teachers' preparedness and the degree of institutional support provided during the curriculum transition. Statistical analyses are used to provide a clear, objective interpretation of the data in relation to the research questions.

**Table 1.** Sex distribution.

Sex	Frequency	Percentage (%)
Female	79	90.80
Male	8	9.20
Total	87	100

Table 1 presents the distribution of respondents according to sex. Of the 87 elementary practice teachers, the majority were female, comprising 79 respondents (90.80% of the sample). In contrast, only 8 respondents or 9.20% were male.

The data indicate a pronounced predominance of female respondents among elementary practice teachers. This trend is consistent with the commonly observed gender distribution in the teaching profession, particularly at the elementary level, where female representation is typically higher than male representation.

The imbalance in sex distribution suggests that the study's findings largely reflect the perspectives and experiences of female practice teachers. While this does not limit the validity of the results, it provides important context in interpreting the overall preparedness and perceived institutional support during the transition to the MATATAG Curriculum.

**Table 2.** Program distribution.

Program	Frequency	Percentage (%)
Bachelor of Early Childhood Education	34	39.10
Bachelor of Elementary Education	53	60.90
Total	87	100

Table 2 presents the distribution of respondents by academic program. Of the 87 elementary practice teachers, the majority were enrolled in the Bachelor of Elementary Education program, with 53 respondents (60.90%). In contrast, 34 respondents or 39.10% were from the Bachelor of Early Childhood Education program.

The results indicate that a larger proportion of the respondents are being prepared for general elementary education rather than early childhood specialization. This distribution suggests that most participants are likely to handle a broader range of

grade levels, which may influence their preparedness in implementing the MATATAG Curriculum across diverse classroom contexts.

Furthermore, the variation in program affiliation provides an important basis for understanding potential differences in preparedness and perceptions of institutional support, as each program offers distinct pedagogical training and focus areas relevant to curriculum implementation.

**Table 3.** Professional development and training.

Indicator	Mean	SD	Interpretation	Descriptive Evaluation
1. I have received comprehensive training on the MATATAG Curriculum.	2.82	0.71	Agree	Prepared
2. The training sessions are relevant to my teaching needs.	3.31	0.63	Strongly Agree	Very Prepared
3. I feel well-prepared due to the training I received.	2.77	0.74	Agree	Prepared
4. I am confident in using training content for my classroom practices.	2.87	0.69	Agree	Prepared
5. The training has prepared me to handle curriculum changes effectively.	2.84	0.72	Agree	Prepared
Average	2.92	0.70	Agree	Prepared

Table 3 presents the respondents' assessments of their professional development and training in preparation for implementing the MATATAG Curriculum. The overall weighted mean of 2.92 with a standard deviation of 0.70 was verbally interpreted as Agree and descriptively evaluated as Prepared. This indicates that elementary practice teachers generally perceived themselves as adequately prepared through the professional development opportunities and training provided to them.

Among the indicators, "The training sessions are relevant to my teaching needs" had the highest mean score of 3.31 (SD = 0.63), indicating Strongly Agree and being descriptively evaluated as Very Prepared. This finding suggests that respondents perceived the training sessions as aligned with their instructional responsibilities and classroom needs. The relatively low standard deviation further indicates consistency in respondents' perceptions of the training's relevance.

Meanwhile, the indicator "I feel well-prepared due to the training I received" registered the lowest mean score of 2.77 (SD = 0.74), although it remained within the Agree and Prepared category. This implies that, while respondents generally acknowledged the value of the training sessions, some participants still experienced uncertainty about their preparedness for actual curriculum implementation. The slightly higher standard deviation suggests moderate variation in respondents' perceptions.

The indicators "I have received comprehensive training on the MATATAG Curriculum" (M = 2.82, SD = 0.71), "I am confident in using training content for my classroom practices" (M = 2.87, SD = 0.69), and "The training has prepared me to handle curriculum changes effectively" (M = 2.84, SD = 0.72) were all interpreted as

Agree and descriptively evaluated as Prepared. These findings indicate that respondents generally viewed the training activities as beneficial in improving their readiness and confidence in implementing the curriculum.

Overall, the results demonstrate that elementary practice teachers possess a positive perception of the professional development and training initiatives related to the MATATAG Curriculum. However, the findings also suggest the need for continuous, enhanced training opportunities to further strengthen teachers' confidence and preparedness for curriculum implementation.

**Table 4.** Resource availability.

Indicator	Mean	SD	Interpretation	Descriptive Evaluation
1. I have access to necessary teaching materials for the MATATAG Curriculum.	2.83	0.73	Agree	Prepared
2. My classroom is equipped with resources to support curriculum delivery.	2.95	0.68	Agree	Prepared
3. I have sufficient access to digital resources and technology.	3.09	0.66	Agree	Prepared
4. The school provides the resources I need to implement the curriculum effectively.	3.05	0.69	Agree	Prepared
5. Resource limitations do not hinder my ability to implement the curriculum.	2.99	0.71	Agree	Prepared
Average	2.98	0.69	Agree	Prepared

Table 4 presents respondents' assessments of resource availability for implementing the MATATAG Curriculum. The overall weighted mean of 2.98 with a standard deviation of 0.69 was verbally interpreted as Agree and descriptively evaluated as Prepared. This indicates that elementary practice teachers generally perceived that the resources necessary for curriculum implementation were available and sufficient to support their teaching responsibilities.

Among the indicators, "I have sufficient access to digital resources and technology" obtained the highest mean score of 3.09 (SD = 0.66), interpreted as Agree and descriptively evaluated as Prepared. This finding suggests that respondents generally recognized the availability of digital tools and technological resources that could support curriculum delivery and classroom instruction. The relatively low standard deviation indicates consistency in the respondents' perceptions regarding access to digital resources.

On the other hand, the indicator "I have access to necessary teaching materials for the MATATAG Curriculum" recorded the lowest mean score of 2.83 (SD = 0.73), although still interpreted as Agree and Prepared. This implies that while respondents generally acknowledged access to instructional materials, some participants may still face limitations in obtaining adequate teaching resources aligned with the curriculum. The slightly higher standard deviation reflects moderate variation in participants' responses.

The indicators “My classroom is equipped with resources to support curriculum delivery” ( $M = 2.95$ ,  $SD = 0.68$ ), “The school provides the resources I need to implement the curriculum effectively” ( $M = 3.05$ ,  $SD = 0.69$ ), and “Resource limitations do not hinder my ability to implement the curriculum” ( $M = 2.99$ ,  $SD = 0.71$ ) were all interpreted as Agree and descriptively evaluated as Prepared. These findings indicate that respondents generally perceived their schools and classrooms as capable of supporting curriculum implementation, despite existing resource constraints.

Overall, the results suggest that elementary practice teachers possess a generally positive perception regarding the availability of instructional resources and technological support for the MATATAG Curriculum. However, the findings also imply the need for continuous provision and improvement of teaching materials and learning resources to ensure more effective and equitable curriculum implementation.

**Table 5.** Self-efficacy and attitudes.

Indicator	Mean	SD	Interpretation	Descriptive Evaluation
1. I feel confident in my teaching abilities for the MATATAG Curriculum.	2.94	0.72	Agree	Prepared
2. I believe I am capable of achieving the curriculum's goals.	2.99	0.69	Agree	Prepared
3. I am motivated to implement the MATATAG Curriculum.	3.01	0.66	Agree	Prepared
4. I am committed to adapting to any challenges the curriculum may present.	3.16	0.63	Agree	Prepared
5. I believe my implementation of the curriculum will positively affect my students.	3.18	0.61	Agree	Prepared
Average	3.06	0.66	Agree	Prepared

Table 5 presents respondents' assessments of their self-efficacy and attitudes toward implementing the MATATAG Curriculum. The overall weighted mean of 3.06 with a standard deviation of 0.66 was verbally interpreted as Agree and descriptively evaluated as Prepared. This indicates that elementary practice teachers generally held positive beliefs, motivation, and confidence in their ability to implement the curriculum effectively.

Among the indicators, “I believe my implementation of the curriculum will positively affect my students” obtained the highest mean score of 3.18 ( $SD = 0.61$ ), interpreted as Agree and descriptively evaluated as Prepared. This finding suggests that respondents strongly believed in the positive impact of their instructional practices on student learning and development under the MATATAG Curriculum. The relatively low standard deviation indicates consistency in the respondents' perceptions regarding the beneficial effects of curriculum implementation.

Similarly, the indicator “I am committed to adapting to any challenges the curriculum may present” had a high mean score of 3.16 ( $SD = 0.63$ ), indicating Agree and Prepared. This implies that respondents generally demonstrated willingness and

commitment to adjust their teaching practices and overcome challenges associated with curriculum transition.

On the other hand, the indicator “I feel confident in my teaching abilities for the MATATAG Curriculum” recorded the lowest mean score of 2.94 (SD = 0.72), although still interpreted as Agree and descriptively evaluated as Prepared. This suggests that while respondents generally perceived themselves as capable of implementing the curriculum, some participants may still experience uncertainty regarding their teaching competence and readiness. The slightly higher standard deviation reflects moderate variation in respondents’ confidence levels.

The indicators “I believe I am capable of achieving the curriculum’s goals” (M = 2.99, SD = 0.69) and “I am motivated to implement the MATATAG Curriculum” (M = 3.01, SD = 0.66) were likewise interpreted as Agree and descriptively evaluated as Prepared. These findings indicate that respondents generally held positive attitudes and motivation toward curriculum implementation and believed in their capacity to contribute to achieving curriculum objectives.

Overall, the results demonstrate that elementary practice teachers possess favorable self-efficacy beliefs and positive attitudes toward the MATATAG Curriculum. However, the findings also suggest the importance of continuous professional support and capacity-building initiatives to strengthen further teachers’ confidence and instructional competence during curriculum implementation.

**Table 6.** Concerns and challenges.

Indicator	Mean	SD	Interpretation	Descriptive Evaluation
1. I am confident in handling the challenges that may arise during implementation.	3.07	0.64	Agree	Prepared
2. I am able to balance curriculum demands with existing responsibilities.	2.94	0.69	Agree	Prepared
3. I feel supported by the school administration in overcoming challenges.	3.07	0.66	Agree	Prepared
4. I have strategies in place to manage potential challenges effectively.	2.89	0.71	Agree	Prepared
5. I feel prepared for potential resource limitations during implementation.	2.87	0.73	Agree	Prepared
Average	2.97	0.69	Agree	Prepared

Table 6 presents the respondents’ assessment of concerns and challenges related to the implementation of the MATATAG Curriculum. The overall weighted mean of 2.97 with a standard deviation of 0.69 was verbally interpreted as Agree and descriptively evaluated as Prepared. This indicates that elementary practice teachers generally perceived themselves as capable of managing the challenges and demands associated with curriculum implementation.

Among the indicators, “I am confident in handling the challenges that may arise during implementation” and “I feel supported by the school administration in overcoming challenges” both obtained the highest mean score of 3.07, with standard

deviations of 0.64 and 0.66, respectively. These findings suggest that respondents generally possessed confidence in managing implementation-related difficulties and perceived administrative support as an important factor in addressing challenges. The relatively low standard deviations indicate consistency in respondents' perceptions of these indicators.

On the other hand, the indicator "I feel prepared for potential resource limitations during implementation" recorded the lowest mean score of 2.87 (SD = 0.73), although still interpreted as Agree and descriptively evaluated as Prepared. This implies that, while respondents generally perceived themselves as prepared, some participants may still have concerns about the limited instructional resources and materials needed for curriculum implementation. The slightly higher standard deviation reflects moderate variation in participants' responses.

Similarly, the indicator "I have strategies in place to manage potential challenges effectively" obtained a mean score of 2.89 (SD = 0.71), interpreted as Agree and Prepared. This finding suggests that respondents generally believed they had coping mechanisms for handling challenges, though some variability in responses indicates differences in preparedness levels among participants.

Meanwhile, the indicator "I am able to balance curriculum demands with existing responsibilities" registered a mean score of 2.94 (SD = 0.69), also interpreted as Agree and descriptively evaluated as Prepared. This indicates that respondents generally perceived themselves as capable of managing curriculum requirements alongside their existing academic and teaching responsibilities.

Overall, the results demonstrate that elementary practice teachers generally had a high level of preparedness to address concerns and challenges related to the MATATAG Curriculum. However, the findings also highlight the importance of continuous institutional support, resource provision, and professional guidance to further strengthen teachers' ability to manage implementation-related challenges effectively.

**Table 7.** Overall readiness.

Indicator	Mean	SD	Interpretation	Descriptive Evaluation
1. I am confident in my overall readiness to implement the MATATAG Curriculum.	2.90	0.70	Agree	Prepared
2. The support I receive from colleagues and administrators contributes to my readiness.	3.25	0.62	Strongly Agree	Very Prepared
3. I am well-informed about the MATATAG Curriculum objectives.	2.94	0.68	Agree	Prepared
4. I am prepared to adapt my teaching methods for the new curriculum.	3.00	0.66	Agree	Prepared
5. I believe my level of readiness aligns with the expectations of the curriculum.	2.99	0.65	Agree	Prepared
Average	3.02	0.66	Agree	Prepared

Table 7 presents the respondents' assessment of their overall readiness for the implementation of the MATATAG Curriculum. The overall weighted mean of 3.02 with a standard deviation of 0.66 was verbally interpreted as Agree and descriptively evaluated as Prepared. This indicates that elementary practice teachers generally perceived themselves as ready to implement the curriculum and adapt to its instructional demands and expectations.

Among the indicators, "The support I receive from colleagues and administrators contributes to my readiness" had the highest mean score of 3.25 (SD = 0.62), indicating Strongly Agree and, descriptively, Very Prepared. This finding suggests that peer and school administrator support played a significant role in strengthening the respondents' readiness for curriculum implementation. The relatively low standard deviation indicates consistency among respondents' perceptions of the importance of institutional and collegial support.

On the other hand, the indicator "I am confident in my overall readiness to implement the MATATAG Curriculum" recorded the lowest mean score of 2.90 (SD = 0.70), although still interpreted as Agree and descriptively evaluated as Prepared. This implies that while respondents generally perceived themselves as ready, some participants may still experience uncertainty regarding their full preparedness for actual curriculum implementation. The slightly higher standard deviation reflects moderate variation in participants' responses.

The indicator "I am prepared to adapt my teaching methods for the new curriculum" obtained a mean score of 3.00 (SD = 0.66), interpreted as Agree and descriptively evaluated as Prepared. This finding indicates that respondents generally perceived themselves as capable of adjusting their instructional approaches and teaching strategies to align with the requirements of the MATATAG Curriculum.

Similarly, the indicators "I am well-informed about the MATATAG Curriculum objectives" (M = 2.94, SD = 0.68) and "I believe my level of readiness aligns with the expectations of the curriculum" (M = 2.99, SD = 0.65) were both interpreted as Agree and descriptively evaluated as Prepared. These results suggest that respondents generally possessed adequate awareness of curriculum goals and believed that their readiness levels were consistent with curriculum expectations.

Overall, the findings demonstrate that elementary practice teachers generally had a high level of readiness for implementing the MATATAG Curriculum. The results further emphasize the significant role of collegial and administrative support in enhancing teacher readiness and confidence during curriculum transition.

Table 8 presents the respondents' assessment of the institutional support needed for the successful implementation of the MATATAG Curriculum. The overall weighted mean of 3.29 with a standard deviation of 0.63 was verbally interpreted as Strongly Agree and descriptively evaluated as Highly Needed. This indicates that elementary practice teachers strongly recognized the importance of institutional support mechanisms in facilitating curriculum transition and strengthening their preparedness for implementation.

**Table 8.** Institutional support for curriculum transition.

Indicator	Mean	SD	Interpretation	Descriptive Evaluation
1. Additional training sessions on MATATAG Curriculum topics would improve my preparedness.	3.25	0.64	Strongly Agree	Highly Needed
2. Regular feedback and guidance from school administrators would help me implement the curriculum more effectively.	3.24	0.66	Agree	Needed
3. Providing more access to teaching resources and materials would make the curriculum transition easier.	3.32	0.61	Strongly Agree	Highly Needed
4. Collaboration opportunities with other teachers on curriculum implementation strategies would be beneficial.	3.32	0.60	Strongly Agree	Highly Needed
5. Access to mental health and stress management resources would support me during this transition.	3.31	0.62	Strongly Agree	Highly Needed
6. Training focused on addressing student learning challenges would help me feel more confident in implementing the curriculum.	3.31	0.63	Strongly Agree	Highly Needed
7. Access to digital teaching tools and resources tailored to the MATATAG Curriculum would enhance my readiness.	3.31	0.61	Strongly Agree	Highly Needed
8. Periodic assessments of my teaching methods by school administrators would help me adapt to curriculum changes.	3.23	0.67	Agree	Needed
9. A clear understanding of curriculum objectives would support my effective teaching.	3.32	0.60	Strongly Agree	Highly Needed
10. More opportunities for professional growth and development would be beneficial.	3.32	0.62	Strongly Agree	Highly Needed
Average	3.29	0.63	Strongly Agree	Highly Needed

Among the indicators, four statements obtained the highest mean score of 3.32. These include “Providing more access to teaching resources and materials would make the curriculum transition easier” ( $SD = 0.61$ ), “Collaboration opportunities with other teachers on curriculum implementation strategies would be beneficial” ( $SD = 0.60$ ), “A clear understanding of curriculum objectives would support my effective teaching” ( $SD = 0.60$ ), and “More opportunities for professional growth and development would be beneficial” ( $SD = 0.62$ ). These findings suggest that respondents strongly valued access to instructional resources, collaborative professional environments, clarity of curriculum expectations, and continuous professional development as essential components of effective curriculum implementation. The low standard deviation further indicates consistency in respondents’ perceptions of these institutional support needs.

Similarly, the indicators “Access to mental health and stress management resources would support me during this transition” ( $M = 3.31$ ,  $SD = 0.62$ ), “Training focused on addressing student learning challenges would help me feel more confident

in implementing the curriculum” ( $M = 3.31$ ,  $SD = 0.63$ ), and “Access to digital teaching tools and resources tailored to the MATATAG Curriculum would enhance my readiness” ( $M = 3.31$ ,  $SD = 0.61$ ) were all interpreted as Strongly Agree and descriptively evaluated as Highly Needed. These findings imply that respondents recognized the importance of emotional support, specialized training, and technological resources in addressing the demands and complexities of curriculum transition.

On the other hand, the indicator “Periodic assessments of my teaching methods by school administrators would help me adapt to curriculum changes” obtained the lowest mean score of 3.23 ( $SD = 0.67$ ), although still interpreted as Agree and descriptively evaluated as Needed. Likewise, “Regular feedback and guidance from school administrators would help me implement the curriculum more effectively” recorded a mean score of 3.24 ( $SD = 0.66$ ), also interpreted as Agree and Needed. These findings suggest that while administrative monitoring and feedback were viewed positively, respondents placed greater emphasis on direct support mechanisms such as resources, collaboration, and professional development opportunities.

Overall, the findings demonstrate that elementary practice teachers perceived institutional support as highly necessary for the effective implementation of the MATATAG Curriculum. The results emphasize the need for continuous professional development, adequate instructional resources, collaborative learning opportunities, and psychosocial support systems to strengthen teachers’ preparedness and ensure successful curriculum transition.

#### **4. Discussion**

The study's findings revealed that elementary practice teachers generally perceived themselves as prepared to implement the MATATAG Curriculum in terms of professional development and training, resource availability, self-efficacy and attitudes, concerns and challenges, and overall readiness. Nevertheless, the respondents strongly emphasized the importance of institutional support during curriculum transition. These findings highlight that teacher preparedness for educational reform is not solely dependent on individual capability but is also significantly influenced by organizational support, access to resources, and professional learning opportunities.

The results on professional development and training showed that respondents generally found the sessions relevant and beneficial to their teaching responsibilities. However, some participants expressed moderate uncertainty regarding whether the training received was sufficient to prepare them for curriculum implementation fully. This finding supports Darling-Hammond et al.'s (2020) assertion that sustained, content-focused professional development is essential for strengthening teachers’ instructional competence and adaptability to curriculum reforms. Similarly, Desimone and Garet (2015) emphasized that effective professional development programs must be continuous, collaborative, and closely aligned with classroom practice to improve

teacher effectiveness. Although the MATATAG Curriculum is relatively recent, the findings suggest that initial orientation and training activities may not yet fully address the practical demands experienced by pre-service and practice teachers during implementation.

The findings on resource availability indicated that respondents generally perceived their schools as adequately equipped to support curriculum implementation, particularly in terms of digital resources and technological access. However, instructional materials specific to the MATATAG Curriculum appeared to be comparatively less accessible. This result is consistent with the findings of Ertmer and Ottenbreit-Leftwich (2019), who emphasized that teacher readiness for curriculum innovation is strongly influenced by access to instructional resources and technological support. In addition, Tondeur et al. (2021) noted that the successful integration of curriculum reforms requires schools to provide sufficient technological infrastructure and teaching materials to support instructional delivery. The present findings imply that while schools have begun adapting to the requirements of the MATATAG Curriculum, gaps in resource distribution and in the provision of instructional materials remain evident.

Regarding self-efficacy and attitudes, the respondents demonstrated positive beliefs in their ability to implement the MATATAG Curriculum effectively. The highest-rated indicators reflected respondents' commitment to adapting to curriculum challenges and their belief that implementation would positively affect student learning. These findings are significant because teacher self-efficacy has consistently been associated with instructional effectiveness, persistence, and openness to educational change. According to Bandura (1997), teachers with strong self-efficacy beliefs are more likely to demonstrate resilience and confidence in addressing challenging teaching situations. This is further supported by Zee and Koomen (2016), who found that teacher self-efficacy positively influences classroom practices, student engagement, and instructional quality. The positive attitudes observed among the respondents suggest that practice teachers have a favorable disposition toward curriculum implementation despite the demands of educational reform.

The findings on concerns and challenges revealed that respondents generally perceived themselves as capable of managing implementation-related difficulties, particularly when supported by school administrators. However, concerns about resource limitations received lower ratings than other indicators. This suggests that while respondents have positive attitudes and confidence, external constraints, such as insufficient instructional materials and heavy workload demands, continue to pose challenges. These findings are aligned with Fullan's (2007) theory of educational change, which emphasizes that curriculum reform often creates implementation difficulties when institutional support and resources are inadequate. Similarly, Hargreaves and Fullan (2012) argued that teacher effectiveness during educational transitions depends heavily on supportive working environments, collaborative cultures, and manageable professional demands. The findings therefore, indicate that successful MATATAG Curriculum implementation requires not only teacher

preparedness but also systemic support mechanisms that address practical implementation concerns.

The respondents also generally perceived themselves as prepared overall, particularly emphasizing the role of support from colleagues and administrators. This finding highlights the importance of collaborative professional relationships and school leadership in strengthening teacher readiness during curriculum transition. This supports the findings of Leithwood et al. (2020), who identified instructional leadership and collaborative school culture as significant predictors of teacher motivation, confidence, and readiness for educational change. Similarly, Vangrieken et al. (2017) emphasized that teacher collaboration promotes professional learning, instructional improvement, and adaptability during periods of reform. The strong influence of collegial and administrative support observed in this study suggests that practice teachers benefit significantly from supportive professional environments during curriculum implementation.

One of the most important findings of the study is the strong perceived need for institutional support during the transition to the MATATAG Curriculum. The respondents highly emphasized the importance of additional training opportunities, teaching resources, collaboration, digital tools, mental health support, and continuous professional development programs. This finding suggests that although practice teachers generally perceive themselves as prepared, they still rely heavily on institutional mechanisms to navigate curriculum transitions effectively. This aligns with the findings of OECD (2021), which highlighted that teacher preparedness and instructional quality are strengthened when schools provide sustained professional support, mentoring, and opportunities for collaborative learning. UNESCO (2022) likewise emphasized that educational reforms become more sustainable when teachers receive adequate administrative, instructional, and psychosocial support.

The strong emphasis on mental health and stress management resources is particularly noteworthy. Recent educational literature increasingly recognizes teacher well-being as an essential factor influencing instructional effectiveness and professional resilience. According to Collie (2021), teacher well-being contributes significantly to motivation, job satisfaction, and adaptability to educational reforms. Teachers experiencing high levels of stress and burnout are less likely to implement curricular innovations effectively. Thus, the findings imply that institutions implementing the MATATAG Curriculum should not focus solely on technical and instructional support but should also prioritize teacher welfare and emotional resilience.

The study's findings carry important implications for teacher education institutions, school administrators, and policymakers. The results indicate that teacher preparedness for curriculum reform should be viewed as a shared responsibility among teachers, schools, and educational institutions. Continuous professional development programs, improved resource allocation, collaborative learning opportunities, and supportive leadership structures are essential in ensuring the successful implementation of the MATATAG Curriculum. Teacher education institutions may

also strengthen pre-service preparation programs by integrating curriculum transition readiness, instructional flexibility, and adaptive teaching strategies into their training frameworks.

Despite the study's significant contributions, several limitations should be acknowledged. First, the study utilized a descriptive quantitative design based primarily on self-reported responses, which may be influenced by response bias and subjective perceptions. Second, the respondents were limited to elementary practice teachers from a particular institutional setting, which may limit the generalizability of the findings to other educational contexts. Third, the study relied primarily on descriptive statistics and did not examine predictive or correlational relationships among variables. Future studies may employ mixed-methods or longitudinal research designs to gain deeper insights into teacher preparedness, institutional support, and long-term experiences with curriculum implementation. Comparative studies involving in-service teachers across different regions and educational institutions may also provide broader perspectives on readiness and support mechanisms for curriculum reform.

Overall, the findings demonstrate that elementary practice teachers have a generally positive level of preparedness to implement the MATATAG Curriculum. However, sustained institutional support remains crucial in strengthening teacher confidence, addressing implementation challenges, and ensuring effective and sustainable curriculum transition.

## **5. Conclusion**

This study examined the preparedness of elementary practice teachers and the level of institutional support in the transition to the MATATAG Curriculum. Based on the findings, it can be concluded that elementary practice teachers are generally prepared across key dimensions of readiness, including professional development and training, resource availability, self-efficacy and attitudes, concerns and challenges, and overall readiness. This suggests that practice teachers possess a foundational level of competence, motivation, and willingness to implement the new curriculum in their teaching practice.

Despite this positive level of preparedness, the study also revealed that institutional support is perceived as highly needed. Teachers strongly emphasized the importance of additional training opportunities, access to adequate instructional and digital resources, collaborative professional engagement, administrative guidance, and support systems that promote both instructional effectiveness and well-being. This indicates that while teachers are personally ready, the sustainability and quality of curriculum implementation largely depend on the strength of institutional structures and support mechanisms.

The findings further highlight an important balance: readiness is not solely an individual attribute but is significantly influenced by the environment in which teachers operate. Even motivated and confident practice teachers may encounter

limitations if institutional support is insufficient or inconsistent. Therefore, the successful implementation of the MATATAG Curriculum requires a shared responsibility between teachers and educational institutions.

However, the conclusions of this study should be interpreted with caution due to certain limitations. The study utilized total enumeration involving only 87 practice teachers from Pangasinan State University – Bayambang Campus. Although total enumeration was appropriate for the identified population, the relatively small and localized sample limits the generalizability of the findings to all practice teachers in the Philippines. The experiences, preparedness levels, and institutional conditions of respondents from one institution may differ from those in other teacher education institutions and regions nationwide. Therefore, the findings primarily reflect the context of the participating campus and should not be interpreted as representative of elementary practice teachers nationwide.

In conclusion, the study demonstrates that the elementary practice teachers involved in this research were generally prepared to implement the MATATAG Curriculum; however, sustained and responsive institutional support remains essential to ensure effective, consistent, and sustainable curriculum delivery. Strengthening teacher preparation programs, resource provision, collaborative opportunities, and administrative support systems may further enhance teacher readiness and improve instructional quality in elementary education. Future studies involving larger, more diverse samples across multiple institutions are recommended to provide broader, more generalizable insights into teacher preparedness and institutional support in the implementation of the MATATAG Curriculum.

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### **Conflict of Interest Statement**

The author declares that there are no conflicts of interest regarding the publication of this study. The research was conducted independently and was not influenced by any financial, institutional, or personal relationships that could have affected the objectivity, interpretation, or presentation of the findings.

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