

TEACHERS' AWARENESS TOWARDS CURRICULUM ALIGNMENT, EXTENT OF PEDAGOGICAL APPROACHES AND THEIR LEVEL OF JOB SATISFACTION

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ABSTRACT

Teachers Awareness Towards Curriculum Alignment, Extent of Pedagogical Approaches and their level of Job Satisfaction by Binky I. Faro Master of Arts in Teaching, Major in Social Studies, Valencia Colleges (Bukidnon) Incorporated, City of Valencia, Bukidnon. June 2025.

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This purpose of this study was to find out the teachers' awareness towards curriculum alignment, extent of pedagogical approaches and their level of job satisfaction. In particular, the following questions were aimed at in this study: 1. What is the level of teachers' awareness towards curriculum alignment in terms of content and assessment? 2. What is the extent of pedagogical approaches of teachers? 3. What is the level of job satisfaction of teachers? 4. Is there a significant relationship between the teachers' awareness towards curriculum alignment in terms of content and assessment, extent of pedagogical approaches and their level of job satisfaction? It uses a survey questionnaire adapted from Baluyot (2023). Used a Likert five-point scale. To determine the level of teachers' awareness, extent of pedagogical approaches, and job satisfaction of teachers weighted mean and Standard Deviation was used. To determine the significant relationship between independent variables and dependent variables, Pearson r Product-Moment Correlation Coefficient was used. Based on the data gathered, teachers demonstrated a high level of awareness towards curriculum alignment, with curriculum content and curriculum assessment. Teachers are highly aware of their pedagogical approaches and their level of job satisfaction. In finding the significant relationship, the null hypothesis, which states that there is no significant relationship between the teachers' awareness towards curriculum alignment in terms of content and assessment, extent of pedagogical approaches, and their level of job satisfaction, is being rejected.

Keyword: Teachers Awareness towards Curriculum Alignment, Pedagogical Approaches and Teachers' Job Satisfaction

1. INTRODUCTION

Good education is based on a good curriculum and flexible instructions. It is worth knowing how such factors can affect the well-being of teachers to improve the outcomes of education and create a more beneficial profession. In accordance with UNESCO (2023), teacher burnout and turnover is a major issue in the world, which affects the level of medication and equality. This is a worrying development and an indication of the dire necessity to understand and address the factors causing teacher dissatisfaction and retention problems. Teaching needs both to have skilled

professional and supportive systems and environment that help educators feel they have a purpose and are making a difference.

The Philippine K-12 Curriculum shows the lack of research studying openly the relationship among the expected learning outcomes and the actual practices used in classrooms regarding pedagogy. Although research such as that by Barrot (2023) states that conceptual; and pedagogical improvements are necessary in the K-12 curriculum, especially in terms of constructive alignment and technology integration, future studies are required to examine in more detail the

point to which this misalignment moves the job fulfilment and students learning outcomes of educators.

The gap between the planned curriculum and adopted pedagogy and the absence of knowledge on how such misalignment influences teacher job contentment can become an obstacle to the development of specific professional development initiatives and eventually the success of educational reforms to enhance student learning output

Zakariya et al. (2020) note that teachers who express that their curriculum is closely related to their pedagogical decisions note greater job satisfaction. Not only does this make the teaching experience more coherent, it also enables the teacher to have a more meaningful interaction with his or her students, resulting in better learning. The paper states that, with teachers being able to feel a sense of support through a well aligned curriculum, the motivation and dedication towards their job is boosted greatly eventually positively influencing the overall educational environment.

Sadeghi et al (2021) highlight that educators that use various and successful pedagogical practices express increased job satisfaction. The job satisfaction of educators is enhanced when that they are good in what they teach and that they are having a helpful influence on their student learning. Moreover, facilitative school climate and professional development also assist teachers in growing less hesitant in their teaching practice, which results in the increased level of job satisfaction.

These aspects examined the perception of the teachers regarding the quality of curriculum alignment and the methodology used by the teachers and how these aspects influence their job satisfaction. We will examine how the reception of teachers towards effectiveness of the curriculum and various ways in which they reach influence their job satisfaction. This served to explain how teachers can be happy and interested in work, and that contributes to improved education.

2. FRAMEWORK OF THE STUDY

This research has been based on the Self-Efficacy Theory devised by Albert Bandura (1977). According to the Self-Efficacy Theory by Bandura,

there is a trust in their ability to perform well in particular situations or whole a certain task and this aspect greatly affects the motivation, behaviour and performance of a given individual. According to this theory, self-efficacy beliefs are shaped by four primary influences including mastery experiences (success will boost confidence), vicarious experiences (seeing other people succeed), social persuasion (help of other people) and physiological states (emotions and physical responses). Increased self-efficacy led to increased effort, persistence and resilience in dealing with the challenges and low self-efficacy could cause avoidance of difficult tasks and loss of motivation.

The theory is especially appropriate to the study as it narrates directly to right and job gratification of teachers. When teachers feel that they can effectively match their curriculum with pedagogical strategies, it is likely that they have a greater self-efficacy level that outcome in high levels of job satisfaction. The opposite is also true, since teachers might also experience a loss in their self-efficacy because they might feel that they do not have the skills or resources to use effective pedagogical strategies, which consequently results in decreased job satisfaction.

The sensitivity of teachers towards curriculum congruence is also strongly associated with their sense of self-efficacy which in this case defines as the confidence in being capable of bringing changes in the educational sphere. The study by Cerit (2023) has shown that educators who had a stronger self-efficacy were more likely to engage in curriculum reforms, which implies that successful professional development may help them be confident in their teaching skills.

Nilsen (2020) claims that the level of teacher job satisfaction is directly connected to their knowledge of the alignment of the curriculum and this awareness may affect the effectiveness and dedication of the teacher to the work. The paper accentuates the fact that educators, who believe that the curriculum they work on corresponds to educational standards, have a greater work fulfilment because they find their work to be meaningful and influential. Such a fit breeds an attitude of achievement and boost the self-confidence of the teachers, which eventually leads to better student achievement.

The theory of self-efficacy by Bandura is significant in the context of the curriculum alignment influencing awareness and job satisfaction of teachers. According to Pfitzner-Eden (2019), the beliefs in self-efficacy that are affected by the experience of mastery and mediated experience, the societal effect, and the expressive state directly affect the instructing practices and job satisfaction of teachers. When teachers are sure of their abilities to present an aligned curriculum in a positive manner, then chances are high that they will interact with their students positively and record positive educational outcomes. This association emphasizes the significance of professional development and supports structures to increase the self-efficacy of teachers in the environment alignment, which eventually leads to work fulfilment and retention in their profession.

The studies conducted on the pedagogical practices of the teachers bring out the significance of self-efficacy in dictating the instruction performs of the teachers and thus, the job satisfaction. Kasalak (2022) concluded that teacher self-efficacy and job satisfaction have a strong correlation, which suggests that more likely to be able to feel a higher level of job satisfaction. The research examined and provided in Teaching and Learning International Survey (TALIS) in 50 countries and decided that teachers who show a strong self-efficacy are more receptive on using new pedagogical practices, which enhances their teaching performance as well as overall satisfaction with their profession.

The self-efficacy theory suggested by Bandura provides a conceptual foundation that allows understanding the effects of the confidence of teachers in their abilities on their teaching methods. The analysis conducted by Buonomo et al. (2020) shows that self-efficacy of teachers does not only influence the instructional practices of the latter, but also their emotional reactions and job satisfaction. It highlights the fact that when teachers have confidence in their pedagogical abilities, chances are high that they would interact positively with their students that would create a conducive learning environment. This favourable involvement, in turn, increases their job satisfaction, which in turn leads to an increase in their self-efficacy of the effective teaching practice, which further increases job satisfaction.

The conceptual framework that would be used to carry out this study visually is presented in diagram (Figure 1) which shows the hypothesised relationship among important variables. The framework assumes that the awareness of the teacher, which is the knowledge of the teaching material and the testing methods, serves as a significant clue to their job satisfaction. This awareness is not a one-sided issue but is complexly connected with the approaches that teachers use in their classrooms in terms of pedagogy.

Through diagram, it is obvious that the independent variables, which include the awareness of curriculum alignment (content and assessment) of teachers and their pedagogical strategies, affect the dependent variable, which is the teacher's job satisfaction. The research will examine the nature and strength of such associations and how a thorough comprehension of the curriculum and a proper utilization of pedagogical approaches influence or harm the overall job satisfaction of the teachers. The schematic diagram is like a political roadmap of the analysis process that helps in explaining the findings and gives a visual source of the theoretical foundations of the study.

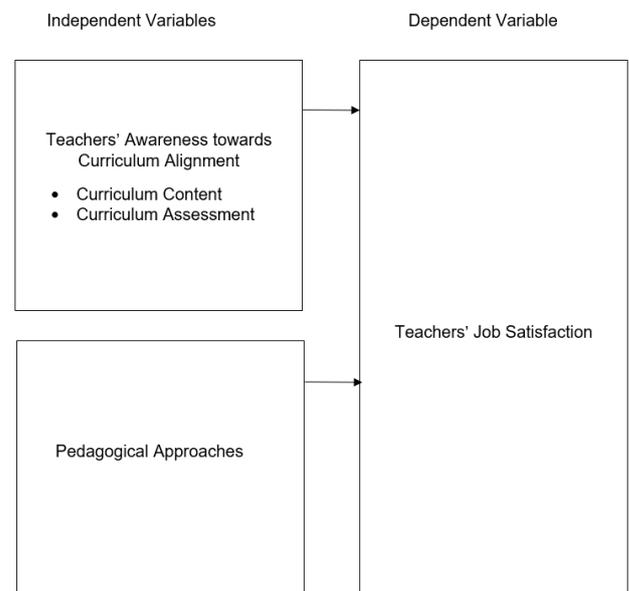


Figure 1. The schematic diagram showing the relationship of the independent and dependent variables of the study

3. SCOPE AND DELIMITATION OF THE STUDY

This study was constrained by the establishment of the level of teacher's awareness towards curriculum alignment, extent of pedagogical approaches and their level of job satisfaction of teachers in Quezon 4, Division of Bukidnon. The respondents are the 162 public elementary teachers in Quezon 4, Division of Bukidnon.

The independent variables were put at the levels of awareness of the teachers on curriculum alignment and the level of pedagogical approaches among teachers within Quezon 4 District, Division of Bukidnon.

The teachers with curriculum alignment address on alignment of curriculum content and curriculum assessment. In addition, the dependent variables are reduced to job satisfaction of teachers.

3. REVIEW OF RELATED STUDIES AND LITERATURE

This literature is included in this that must be borrowed in books, articles, journals etc. that are pertinent to the research out of the theories and concepts on teachers' awareness to curriculum alignment, extent of pedagogical approaches, and their level of job satisfaction, The scholar gathered a certain amount of research data that verify this study to design a conceptual framework.

Teachers' Awareness Towards Curriculum Alignment

A curriculum alignment refers to an effort to convey the principles and characteristics of an educational proposal to a successful translation into practice Stenhouse (2020). Further, the awareness of teachers is also of significance to curriculum alignment, which determines the level on which the educational standards are well implemented.

Zhang et al (2022) state that the beliefs of teachers regarding curriculum play a major role in determine how they teach and interact with students. They appear shows the role played by the enlightenment of teachers in either supporting or stalling the process of alignment within in institutions of learning. On the same note, Shenoff et al (2021) learned that the self-awareness of teachers with references to their curricular changes is a critical element to the effective adoption of the new standards, which requires

professional development to ease the transitions. Also, the study conducted by Cheung and Wong (2022) suggests that curricular value orientations are used by teachers to judge the educational goals and, in turn, influence their consistency with curriculum standards.

Lastly, Tudor (2024) also mentions that teacher awareness as to integrated curriculum approaches may result in better learning outcomes, and it is crucial to ensure the correspondences of the teaching practice to the curriculum objectives. Moreover, although teacher awareness is very crucial, there are number of barriers that can influence their effectiveness in harmonizing the curriculum. A study by Bay (2022) also found out that a significant number of teachers do not understand curriculum alignment clearly; this is the reason why their teaching models are inconsistent. This ambiguity may lead to the mismatch between the Learning goals and the evaluation strategies, which has been identified by Perez (2019)

Also, a study by Casimeros(2022) indicates structural issues and the lack of support as the main factors that inhibit awareness of teachers and their possibilities to introduce aligned curricula. On the same note, according to a study conducted by Salem (2021), teachers tend to become overwhelmed in the requirements of relevant aligning their teaching tot eh curriculum standards so that they resist change. Such barriers attract the attention to the need of certain intervention measures to enhance the interest and knowledge of the teachers regarding the curriculum alignment.

In addition, the improvement of the profession is a vital aspect that influences the consciousness of teachers towards curriculum alignment. According to Brown (2021), educators that attended professional development programs offered specific training were more confident in their ability to support their curricula in the appropriate ways.

This is in line with the recommendations by Tudor (2024) who observed that teachers need constant training and encouragement to make their practices effective. Moreover, a study lead by Semini (2022) indicates that professional learning communities may foster the level of awareness and practice of teachers when it comes to the curriculum alignment. The significance of

professional growth to developing a more in depth insight into the objectives of the curriculum among the teachers is also highlighted by Wong (2020). All these researches have pointed out on the significance of elaborate professional development Curriculums to assist teachers in their curriculum alignment.

Curriculum Content

The prescribed curriculum content defines what learners are supposed to learn are supposed to learn (know, understand and be able to do), however, the task of designing an adequate curriculum content is very challenging to the teacher in the context of selecting the curriculum content, which is relevant in terms of the learners interest and needs and that is not limited to learning facts (UNESCO 2019). The curriculum content should, therefore, consider the learners' prior knowledge, experiences, and learning profiles, and enable the successful implementation of the teaching process in terms of making an impact (Hattie 2022).

Likewise, Araujo (2021) also asserts that quality curriculum content is significant in developing critical thinking in students. His study highlights that textbooks often focus on lower-order thinking skills, which may impede the students in getting deep into the material. They propose a curriculum reform, which should focus on high- level thinking in order to improve the overall learning outcomes.

For instance, designing and integrating curriculum content involves the development of modern strategies for teaching and learning in the context of the development of an individual's ability to think, reason, and associate, explore, learn through activity and through attempts and mistakes, and to direct and express own creative potentials Desinan, (2021). These conditions contribute to the development of acceptable behaviour of pupils/students and their effective relationship with teachers, which affects the realization of mutual satisfaction in the teaching process (Gordon 2018).

Additionally, Docker (2019) examines the roles of textbook in the determination of the curriculum so applied and its impact on learning among students. He contends that textbooks play a key role in primary education as it impacts instructional activities and has an ultimate outcome on student understanding and interest. According to their findings, there is a need to have

better quality of textbooks to enable effective implementation of the curriculum.

Moreover, Bogarth (2022), study investigates the relationship between teachers' use of curriculum content and student achievement. Teachers who effectively integrate diverse content into their lessons see improved student performance. They stress the importance of teacher training in utilizing curriculum content to enhance educational practices and outcomes.

On the other hand, The choice of contents is an element of the curriculum development as proposed by Madadlou and Gharaaini (2019) , and it performs a very crucial role in the fulfilment of goals of education within the community and is considered to be a major component in all the approaches and perspectives.

According to Tyler (2018), the teachers have the duty of providing them with good experiences in order to proceed studying and finding new things, hence the learning experiences must be well planned and teachers must think outside the box when selecting the methods and materials to convey their instructions which will provide their students with a chance to learn something valuable and useful in their life.

Then, Wegan (2023), analyses the effects of digital versus print textbooks on curriculum content delivery. Their research indicates that while digital textbooks can engage students through interactive features, they may also lead to distractions that impede comprehension. The study highlights the need for careful consideration of content delivery methods in curriculum design.

Carl (2019) explained that curriculum planning content is being one of the curriculum development phases; it possesses different actions such as situation analysis, the formation of objective, and the determination of criteria for the selection and classification of content.

Curriculum Assessment

Curriculum assessment is important in education since it defines the achievement of education objectives and standards by the curriculum. Stiggins (2023) stresses that assessments are not merely to measure how students perform, but also to be used in making feedback with the aim of informing the instructional practices. This view emphasizes the fact that there is a need to along

curriculum content and assessment procedures to ensure that the assessment clearly depict the intended learning goals. The way we assess our curricula, and ultimately our students, are recognized as game-changers to improve student outcomes for future success Bryan and Clegg (2019).

The process of program can also be taken as a progression. In this regard course is not a tangible object, such as textbooks, but it is the communication between instructors, scholars, and information. According to perspective, teachers are a key element in the curriculum hat is designed and played in classrooms Cai & Howson (2023). In this way, we can speak about the knowledge of teachers concerning curriculum and assessment.

There is also the integration of the learning goals with the curriculum assessment which is important in the development of student achievement. According to Popham (2020), gaps in student learning could arise when what is taught is not aligned with what is assessed. Popham suggests that students may not be able to be effective in demonstrating their understanding and skills because these assessments are not in line with the curriculum.

This highlights the fact that it is necessary to make sure that the assessments should be able to measure the specific learning outcomes that are presented in the curriculum.

Furthermore, Brook et al. (2021) they are concerned with the manner in which the evaluation influences the learning involvements of pupils and according to them, there has been a relative lack of research on this significant feature of learning. They also imply that among the three message systems in the classrooms, assessment is the most significant as compared to curriculum and pedagogy

Chaudhary (2021) contends that the impact of instructors on curriculum implementation is indisputable within the educational setting. Killen (2020) contends that educators must guarantee that the organization of learning activities directs and facilitates students' comprehension of the material presented in the classroom. A teacher is likely to fail to apply the required curriculum without a proper knowledge, according to Galvan and Coronado (2024). Significant exercise and provision, which is important to the school, does

not extend to the teachers besides offering resources to the subject teachers. This complicates their adaptation to a change and delivery of the material as the policy Tus (2020) implies they should. Teachers' attitudes, values, and views are very important, and they need to be open about them (Chowdhury, 2018). Unless there is transparency about the knowledge of curriculum, teachers will probably not feel free to teach some subjects as it contradicts their values and beliefs Sepadi (2018). Thus implies that application not ever bear fruits in the teaching and learning situation since teachers are not familiar with the curriculum content and the policy of assessment.

As of late, there has been a trend to consider evaluation as decontextualized and technical problem. First one that the decisions of the Assessors have curriculum and pedagogic implications. Second is that systems of knowing about assessment problems are social artefacts and they cannot offer neutral of they cannot neutral accounts of the processes to which they allude.

However, the directions to be altered in the ideas of children will be selected according to the learning objectives of every subject. Accordingly, curriculum, pedagogy, as well as assessment must be designed in the shadow of assumptions both with regard to the way learning is most effectively attained and the regard to the epistemology of the subject in question.

Advancement in the study of physics could be very dissimilar to the advancement in the study of history. The concept of development presupposes that every teaching strategy should base on the certain concept of what is meant by the progress in relation tot eh learning objectives of the topic being taught. A progress perfect would be used to monitor the formulation of creative assessment processes and of matters of useful excellence of diagnosis, and might establish standards of cumulative assessment.

On the same note, the manner in which assessments are designed may have a bearing on the teaching practices. Black and William (2018) have done an extensive review of formative assessment and they have discovered that frequent assessment and feedback can be very beneficial to student learning. According to their responses, teachers who rely on assessment data

to guide their teaching have shown students stand higher chances of recording improved academic results. This association explains why the practice of assessment needs to be aligned with the instructional strategies to create a comprehensive learning environment.

Moreover, levels of assessment awareness among teachers influence the instructional decisions as well as student interaction. A study by Heritage (2020) indicates that educators who assume assessment to be consistent with the educational objectives are more apt to employ efficient pedagogical approaches. Heritage found that when teachers recognize the purpose of assessments in guiding instruction, they tend to make more attractive and relevant knowledge involvements for their students. The relationship between teacher's perception and assessment congruency is essential in promoting positive learning environment. Moreover, assessment of the curriculum is important when it comes in making sure that standards of instruction and teaching practices are well coordinated.

Conferring to Jin et al. (2019), the arrangement of curriculum assessment with instructional goals is essential for creating coherence within educational systems. In their literature review on the learning progression, they explain that, there is importance on both horizontal and vertical coherence, with the horizontal coherence describing the consistence between curriculum, instruction and assessment. This alignment makes possible a systematic approach to the teaching and learning process that allows the teacher to assess the consideration of the students in a more accurate way and modify their teaching approaches. The research highlights that unless there is alignment in eth practices of assessments then expected outcomes in learning may not be realized, which results in the lack of job satisfaction among teachers who think their work is not reflected in the success of the students.

Pedagogical Approaches

The study also emphasizes the significant role of pedagogical practice in training teachers, which does not only influence the decision of future teachers to get in to the educational profession, but it also affects their satisfaction with the choice of thee profession Rots et al.,(2022). This fact indicates that the implementation process can alter original motivation, making a person have

more professional competence and adjustment tot eh realities of the workplace. As a result, first teacher training programs need to embrace pedagogical practices that are rich and diverse, which incorporate the needs and the challenges of the modern educational environment. In fact, Rots et al., (20220 insist that the pre-service teachers experience in pedagogical practice can significantly change their awareness and attitude to the future profession. Just being exposed to the school setting, the pre-service teacher's experience challenges learn to manage the classroom and have a more in depth understanding of the learning dynamics of students.

Such experiences are crucial in building the sense of professional competence and a strong teaching identity.

Tang et al. (2021) also highlight the significance of the pedagogical practices in facilitating motivational change. Future teachers will get a better dedication to the profession are highly satisfied with their job by being there in the classroom and seeing the difference their teaching makes with the student. The achievement of a high level of intrinsic motivation and purpose of teaching is based on this reflection and learning process.

The research conducted by Henoah et al. (2020) contributes to this discussion by revealing how experiences in pedagogical practice enable pre-service teachers to assess their personal skills and affinities for teaching. Such experiences in the early classroom environment assist the future teachers to be informed on whether not they should be in the teaching profession and therefore pursue a more planned career choice, and become more invested in the profession.

Also, Tomlinson (2019) points out that the differentiated instruction may be a powerful factor that has a positive impact on teacher confidence and job satisfaction. When educators are able to employ strategies to fulfil the requirements of their students, then they trend to feel extra competent and active in their work. This enhanced confidence may result into a higher level of job satisfaction since teachers become aware of the fact that they can make an important contribution to the learning outcomes of the students.

Correspondingly, Silver (2024) says that the inquiry-based learning does not only motivate students; it has the effect of helping to improve the motivation among teachers and their satisfaction with the job. Teachers often get pleasure in seeing the curiosity and development of students when they facilitate the inquiry-based activities. This correlation between the teaching practices and individual satisfaction supports the notion that useful pedagogical strategies can help in bringing about favourable teaching experience.

Lastly, Koehler (2022) examines the effect of the inclusion of technology in both teacher pedagogies and job satisfaction. Their research shows that teacher who is able to effectively integrate technology into classroom teaching then to feel more active satisfied with their jobs. This connection between technology use and job satisfaction emphasizes the importance of equipping educators with the tools and the training that they need to effectively put new pedagogical strategies into practice

Teachers' Job Satisfaction

Weiss (2022) describes job satisfaction as the negative or positive attitudes that the persons have towards their profession. The mood or contentment based on how the people view their work at Gedik and Ustuner (2019).

There are numerous internal or external variables that can influence job satisfaction of members of teaching institutions. Kutanis and Mesci (2020) categorized job satisfaction into intrinsic and extrinsic satisfaction by emphasizing that the persons under intrinsic satisfaction are more prolific in struggle and profit. The educational organizations value job satisfaction, duties and responsibilities Genturk and Memis (2020). The attainment of the educational goals will be likely to be positively dependent on high job satisfaction of teachers Demirtas (2020).

Additionally, motivational measures and teacher discussions and productivity are two close terms that stipulate the quality of education. Quality education is the level to which education can be called of high standard, meets minimal learning requirements and enriches the lives of the learners as well as the holistic experience of living (UNESCO 2020) Furthermore; Renzoneros (2019) lead a comprehensive study probing the various aspects that influence teachers' job satisfaction. They found that aspects such as

supportive leadership, positive colleague relationships, and a conducive working environment significantly pay to teachers feeling satisfied in their parts. Such understanding provides the basis on why supportive systems need to be adopted in schools to boost morale and performance of teachers.

Moreover, Ganesan (2023) explored the contribution of professional development to job satisfaction of teachers. The investigation originates that continuous learning and skill improvement are important in sustaining high job rates of satisfaction among teachers. In cases where teachers take part in professional development, they feel more competent and confident about their capabilities which are directly connected to overall job satisfaction. Teacher development is important in order to create a better content workforce.

Likewise, Diaz (2028) also took into account the connection between workload and job satisfaction and found that the high workload has a negative influence on the job fulfilment of the teachers and may also result in burnout. According to their study, teacher's need to have the load of their work managed so as to retain their well-being and job satisfaction. This relationship puts emphasis on workload management a sa way of ensuring a supportive teaching environment.

Lastly, Leithwood (2020) has explored the relationship between job satisfaction and student outcomes of teachers. Their study concluded that, the higher the teacher satisfaction, the more they are likely to perform effectively in teaching, and the main contributor to the improved student performance. This correlation helps to emphasize the wider scope of the imOlications of teacher's job satisfaction, which explains that increase of teacher satisfaction can have positive impact not only on the teachers themselves but similarly on their students.

Insights Gained

Development of high quality professional development contributes greatly to the knowledge and application of curriculum alignment by teachers. Continues learning and learning communities are important in developing confidence and skills of teachers. Such an enhanced knowledge on curriculum alignment is translated to better teaching practices. In the end,

improved teacher training results in improved learning among the learners.

In terms of curriculum content, material that is important towards assisting the students to think critically is good teaching material. The textbooks need to be more concerned in the aspect of deeper thinking either than simple facts. The teaching materials should be matched with the learning goals and tests to achieve better learning. Tests, curriculum assessment and assignment must demonstrate the effectiveness of learning what is taught. Good tests are equal to what is being taught in school and provide educators with the knowledge that can be used to assist the learners. Incorporation of test results in enhancing teaching assists students to learn.

Lastly, supportive management, good relationship with fellow teachers, and helpful work environment are highly subjective of job satisfaction among the teachers. Professional development and lifelong learning are very significant with regards to high level of job satisfaction because the teacher competence and confidence are improved by, means of professional growth. The overload of work adversely affects the teacher in terms of well-being, satisfaction, and results in burnout and inefficacy, which is why the optimal workload management is necessary. School climate, in terms of collaboration and mutual respect, is essential to increase teacher morale and job satisfaction to establish a supportive and collaborative school culture. Finally, teacher job satisfaction leads to a positive effect on teaching performance and student learning.

4. RESEARCH METHODOLOGY

This field offers the technique and process that was used the research. This entails, the research design, research setting, research respondents, sampling method, research instruments, validation of research instrument, research data collection method, variable classification, scheme of scoring and statistical treatment employed in the analysis of the facts to be collected in the research.

Research Design

This research make castoff of descriptive-correlational method of research. It is descriptive in the fact that the study is design toward teachers' awareness to curriculum alignment,

extent of pedagogical approaches and their level of job satisfaction in Quezon 4, Division of Bukidnon. According to Jacobs (2020), descriptive studies collect data to answer questions about a subject or topic of study. Some of the instruments that are used in descriptive research include assessments to investigate the preferences, attitudes, interest, practices, as well as concerns of an individual. One major benefit of such methodology is that it posits expertise with the participants, rather than with the researcher (J.B. Burns, Personal Communication, and September 8, 2021).

This study also used the correlational method of research; it is a procedure in which subjects scores on two variables are simply measured, without manipulation of any variables, to determine whether there is a relationship (Price, 2019).

Likewise, it is correlational since it tried to follow the major correlation among the consciousness of the teachers in relations of curriculum alignment, the degree of pedagogical practices and the degree of their job satisfaction.

Research Locale

The research was done among the instructors of the various Elementary Schools in Quezon 4 District, Division of Bukidnon, Province of Bukidnon. It is composed of six (6) elementary schools namely: Apyao Elementary School, Busco Central Elementary School, Butong Elementary School, Kipaypayon Elementary School and Lumintao Elementary School and also three (3) integrated schools namely: Paitan Integrated School, Salaysay Integrated School and Sto. Domingo Integrated School.

This education examined teacher awareness of curriculum alignment, teaching methods, and job satisfaction. The choice of District 4 in Bukidnon gives a wide variety of elementary and integrated school sin which one can compare the experiences in various educational environments. The resources and training levels are different in schools of District, which gives a chance to evaluate the effectiveness of curriculum implementation its influence in teacher satisfaction. This enables to identify the spheres that need resource and professional growth.

The teaching methods analysis of District 4 gives an impression of the effective implementation of different approaches and their effectiveness in

ensuring students are learning and teachers are well in the local setting. The research of the teacher job satisfaction in this particular district will be used to inform measures to enhance the teacher morale and retention rates which will have negative effects on the community and students. Such a localized focus makes it easier to identify certain needs and the research location was strategically chosen based on the numerous factors such as the population of teachers, the ease of the school location as far as distance and means of transport and security of the area

The elementary six (60 and three (3) integrated schools, which are in Quezon 4 District are drivable schools within the Municipality of Quezon and certain of them are near in the highway. All of these are Department of Education Thrusts and Programs implementers. The school heads are dynamically running the schools using their management styles of choice to maintain the proper running of the school.

5. FINDINGS

Teachers validated a high level of awareness towards curriculum alignment, with curriculum content and curriculum assessment. These results designate that teachers generally perceive both the content and assessment parts of the curriculum as well-aligned and effective, this however there is a small variation in the mean score, which implies that teachers might find curriculum contract slightly more congruent of effective than curriculum assessment. Teachers' pedagogical approaches highly prioritize providing clear and constructive feedback to students and making a supportive and inclusive classroom situation. These are the highest-rated indicators for the extent of pedagogical approaches. Conversely, teachers focus on the variability of the teaching approach and the need to meet the requirements of various learning styles that imply that this aspect is comparatively less emphasized in pedagogical practices of teachers.

Professional development opportunities are very important in influencing satisfaction of teachers since they have the highest mean showing that continuous learning I slightly valued. Conversely, the least mean is that of confidence over teaching capabilities which indicates that there is a possibility of improvement and encouragement among the teachers. The test showed that there is

a significant alignment to connection with content and level of pedagogical approaches on their level of job satisfaction. Nevertheless, the awareness of teachers to curriculum alignment as far as assessment is concerned. It did not have any significant connection with their job satisfaction.

6. CONCLUSIONS

According to this results and discussion made, the following are the conclusions:

In most cases, teachers were very aware of curriculum alignment. Although content and assessment factors are fairly reputable, there is a slight hint that the content of the curriculum was viewed as being a bit more aligned and efficient. It implies that the content in the curriculum is effectively learned and has a smooth integration into the teaching practice, whereas the assessment techniques could be improved to have a greater effect on the instructional adjustments.

On the whole, the practice of teaching proves to be highly focused on the establishment of supportive learning environment by teachers, which is evident in the simplicity of response and inclusivity. Although the aforementioned aspects have high ratings, it is hinted that there might be need to further consider differentiating instruction by applying different methods of teaching. It implies that teachers are found to be very effective when it comes to direct interaction and personalized support, but a broader variety of instructional strategies may help them to do even better.

Professional growth and development are closely connected with job satisfaction of teachers. Although the value of continuous learning is high, the low level of the teaching skills implies that specific assistance is required to increase the level of confidence and satisfaction of the teachers with their job.

The level of job contentment among teachers is rather subjective, as it is determined by their knowledge of the leaning curriculum content, and their teaching methods. Thus is an indication that a good knowledge and application of curriculum material and effective teaching plans are significant in enhancing overall job satisfaction of teachers. The fact that there is no strong connection among curriculum assessment and the levels of their satisfaction suggests that this factor can have no direct influence on it.

7. RECOMMENDATIONS

In line with conclusion that has been made after the study, the following recommendations can be offered:

To increase curriculum assessment, the school administration, in collaboration with curriculum specialists, may enhance assessment clarity and diagnostic capabilities. They can offer teacher development in an attempt to enhance the practice of assessment data by teachers and relevant tools in direction to deliver accuracy in feedback in order to enhance the alignment of assessment and instruction.

To address the lower emphasis on varied teaching methods in teachers' pedagogical approaches, the admiration of the school in cooperation with the professional development team can offer specific training and resources to make the teachers more inclined to implement a broader array of teaching methods. This will help provide to diverse learning styles and further enhance the effectiveness of their pedagogical practices. To cope with the reduced confidence rates, the school principal along with the teachers can introduce special mentorship programs and offer more materials to increase the confidence of the teachers in their teaching skills, and this will improve the level of job satisfaction. In order to resolve the issue of teacher job satisfaction, the school administration can improve the knowledge of curriculum content in teachers and correct their pedagogical strategies. The curriculum specialist may offer specific professional development programs by the teachers. Monthly Curriculum Teaching Help Sessions- Experts have meeting with teachers to review what they are to teach, demonstrate effective ways to teach it, and plan lessons with the teacher.

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