

# Professional Development of Teachers' Preparedness on the Revised K to 10 Curriculum

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*Abstract- This study determined the level of teachers' professional development and preparedness in implementing the Revised K to 10 Curriculum in terms of knowledge and skills, critical thinking and problem solving, adaptability and flexibility, resilience and emotional intelligence, curriculum and instruction, infrastructure and resources, teacher support and development, and community engagement. A quantitative descriptive design was employed, involving elementary teachers from Cuyapo West District, Schools Division of Nueva Ecija, using total enumeration sampling. Data was gathered through a structured questionnaire and analyzed using weighted mean. Findings revealed that teachers demonstrate a high to very high level of preparedness across all domains, with particularly strong performance in adaptability, emotional intelligence, and curriculum alignment. However, lower ratings were observed in contextualized instruction, ICT integration, collaborative professional learning, and formal community partnerships. The study concludes that teachers are generally well-prepared for curriculum implementation, yet continuous professional development and strengthened institutional support systems are necessary to address identified gaps and enhance effective implementation of the Revised K to 10 Curriculum.*

*Index Terms- Adaptability and Flexibility, Community Engagement, Critical Thinking and Problem Solving, Curriculum and Instruction, Knowledge and Skills, Infrastructure and Resources, Resilience and Emotional Intelligence, Teacher Support and Development*

## I. INTRODUCTION

Global education systems are undergoing continuous curriculum reforms aimed at strengthening teacher capacity and improving learner outcomes. Internationally, reforms such as UNESCO's competency-based frameworks and OECD reports emphasize that successful curriculum implementation depends heavily on teachers' professional development, particularly in knowledge mastery, instructional skills, adaptability, and socio-emotional

competence. However, studies across various countries reveal persistent challenges, including inadequate training alignment, limited access to continuous professional development, and insufficient support systems that hinder teachers' preparedness for curriculum transitions (Buabeng & Amo-Darko, 2025; Stieben et al., 2021, Waiti et al., 2023)

In the Philippines, the implementation of the Revised K to 10 Curriculum reflects the Department of Education's commitment to enhancing learner competencies through learner-centered and competency-based instruction. Despite these reforms, Bihasa (2022) and Diquito (2024) indicate that teachers often experience gaps in training, limited instructional resources, and varying levels of preparedness in critical thinking facilitation, classroom adaptability, and integration of community engagement. Moreover, issues related to infrastructure and uneven access to professional development opportunities continue to affect the effective implementation of curriculum reforms across regions (Adlit et al., 2026; Obiedo et al., 2025).

In Nueva Ecija, these challenges are similarly evident, where teachers are confronted with diverse classroom demands, resource constraints, and varying levels of institutional support. While schools strive to implement the revised curriculum, there remains limited empirical evidence on the extent of teachers' professional development across key domains such as emotional intelligence, curriculum delivery, resilience, and stakeholder engagement.

This study addresses this gap by assessing teachers' level of professional development and preparedness across multiple dimensions critical to curriculum implementation. Its significance lies in providing

evidence-based insights that may guide policy enhancement, targeted training programs, and improved support mechanisms. Ultimately, the study contributes to strengthening teacher capacity, ensuring effective curriculum delivery, and improving educational quality within the Revised K to 10 frameworks.

## II. METHODOLOGY

This study employed a quantitative descriptive research design to assess the level of teachers' professional development and preparedness in implementing the Revised K to 10 Curriculum. The descriptive approach was utilized to systematically examine teachers' competencies in terms of knowledge and skills, critical thinking and problem-solving, adaptability and flexibility, resilience and emotional intelligence, curriculum and instruction, infrastructure and resources, teacher support and development, and community engagement. The respondents included all elementary school teachers in Cuyapo West District, Schools Division of Nueva Ecija, which is one of the 33 districts under the

division and is situated in Congressional District I, bordering the provinces of Tarlac and Pangasinan. The district comprises 22 public elementary schools categorized as 18 small, 3 medium, and 1 large school. A total enumeration sampling technique was employed, involving 184 teachers, as the population size was manageable and fully relevant to the objectives of the study. Data was gathered using a structured survey questionnaire and analyzed through descriptive statistics, specifically weighted mean, to determine the level of agreement of respondents across the identified indicators of professional development and preparedness.

## III. RESULTS AND DISCUSSIONS

Professional development of teachers' preparedness on the Revised K-10 Curriculum

Table I: Professional Development of Teachers' Preparedness on Knowledge and Skills

Indicators	Mean	Descriptive Equivalent
I demonstrate comprehensive understanding of decongested competencies in each learning area and age-appropriate pedagogy aligned with the Revised K-10 Curriculum.	3.33	Strongly Agree
I align learning objectives with curriculum content area, performance indicators, and diverse learner needs.	3.57	Strongly Agree
I integrate essential and cross-curricular competencies to strengthen foundational skills and values.	3.40	Strongly Agree
I apply age-appropriate, differentiated activities and context-based teaching strategies suited to learners' developmental stages.	3.36	Strongly Agree
I utilize content knowledge to address learner diversity, inclusivity, and real-world contexts.	3.25	Agree
Overall Mean	3.38	Strongly Agree

Legend: 3.25–4.00- Strongly Agree; 2.50–3.24- Agree; 1.75–2.49-Disagree; 1.00–1.74- Strongly Disagree

The results demonstrate a high degree of teachers' knowledge and skill preparation ( $M = 3.38$ ), which is consistent with the study of Stieben et al. (2021) highlighting the importance of teachers' pedagogical content knowledge, instructional alignment, and self-efficacy for successful curriculum implementation. In particular, the high rating for aligning learning

objectives with curriculum standards and learner needs supports the literature asserting that curriculum coherence and standards-based planning are foundational to effective teaching practices. Studies similarly show that teachers who demonstrate strong alignment skills are more likely to successfully implement curriculum reforms and improve learner

outcomes through structured instructional planning and differentiation (Admiraal et al., 2023; Masika, 2020; Namubiru et al., 2024).

Moreover, the positive ratings for integrating cross-curricular competencies and applying differentiated instruction reflect findings from the study of Ileri et al. (2024) denotes that modern curriculum reforms require teachers to adopt interdisciplinary approaches and learner-centered strategies to address classroom diversity effectively. Across international contexts, such competencies are consistently associated with improved instructional adaptability and learner engagement.

However, the comparatively lower score on utilizing content knowledge to address learner diversity and real-world contexts aligns with the study of Rohmah et al. (2024) indicating that teachers often struggle with translating theoretical knowledge into inclusive, contextualized instruction. In the study of Masika (2020) inclusive education highlights persistent gaps between teachers' conceptual understanding and their ability to operationalize inclusion in diverse classrooms, particularly when addressing heterogeneous learner needs and authentic learning contexts. Similarly, research on teacher preparation programs reveals that while teachers acquire sufficient theoretical knowledge, they frequently lack applied, field-based experience necessary for inclusive and contextual pedagogy.

The results are consistent with Bandura's Self-Efficacy Theory, which posits that teachers' belief in their capabilities enhances instructional effectiveness and adaptability (Admiraal et al., 2023). Diquito (2024) further reinforces that sustained professional development significantly strengthens teachers' knowledge application, instructional confidence, and readiness for curriculum reform. Collectively, the findings suggest that while teachers demonstrate strong foundational competencies, targeted professional development focusing on inclusive, real-world, and context-responsive instruction is essential for deepening curriculum implementation effectiveness.

Table II: Professional Development of Teachers' Preparedness on Critical Thinking and Problem Solving

Indicators	Mean	Descriptive Equivalent
I design learning activities that promote critical thinking, creativity, and problem-solving aligned with 21st-century skills.	3.13	Agree
I use assessment data and learner outputs to identify learning gaps and improve instruction.	3.49	Strongly Agree
I reflect on teaching outcomes and learner feedback to enhance lesson delivery and relevance.	3.64	Strongly Agree
I facilitate inquiry-based and experiential learning that allows learners to explore and test ideas.	3.24	Agree
I modify instructional approaches based on reflection, feedback, and data-driven insights.	3.38	Strongly Agree
Overall Mean	3.37	Strongly Agree

Legend: 3.25–4.00- Strongly Agree; 2.50–3.24- Agree; 1.75–2.49-Disagree; 1.00–1.74- Strongly Disagree

The findings reveal that teachers exhibit a substantial level of professional development and preparedness in critical thinking and problem-solving ( $M = 3.37$ ), indicating strong confidence in employing reflective, analytical, and evidence-informed instructional practices. The highest-rated indicator ( $M = 3.64$ ) demonstrates teachers' competence in designing learning experiences that foster higher-order thinking skills, while the second-highest mean ( $M = 3.49$ ) reflects their consistent use of assessment data and learner performance outputs to diagnose learning gaps and inform instructional decisions. This is consistent with Black and Wiliam's formative assessment framework, which underscores the role of continuous feedback in enhancing teaching

effectiveness and learner achievement (Oguta, 2025). Likewise, Buabeng & Amo-Darko (2025) meta-analytic findings affirm that data-driven feedback constitutes a highly influential factor in improving student learning outcomes.

Moreover, teachers show a strong inclination toward instructional adaptability, as evidenced by their agreement in modifying teaching strategies based on evaluative feedback ( $M = 3.38$ ). This aligns with Schön's concept of the reflective practitioner, which emphasizes that professional competence is strengthened through ongoing reflection within and beyond classroom practice (Mpuangnan, 2024).

Nevertheless, comparatively lower ratings in inquiry-based instruction and structured critical thinking activities ( $M = 3.24$  and  $M = 3.13$ ) suggest that although teachers possess adequate conceptual understanding, the translation into fully implemented learner-centered and problem-solving pedagogies remains limited. This concern is corroborated by Namubiru et al. (2024), who report that educators often encounter challenges in operationalizing 21st-

century skills due to constraints in training exposure and instructional conditions.

Furthermore, Masika's model of professional development highlights meaningful instructional transformation through sustained, reflective, and practice-oriented learning experiences (2020). In parallel, Adlit et al. (2026) emphasize that continuous professional development is essential in enabling teachers to effectively adapt to evolving curriculum reforms.

Collectively, the findings suggest that while teachers demonstrate strong reflective and data-informed instructional competencies, there remains a critical need to further enhance inquiry-based, problem-solving, and experiential pedagogical approaches to fully realize curriculum expectations.

Table III: Professional Development of Teachers' Preparedness on Adaptability and Flexibility

Indicators	Mean	Descriptive Equivalent
I adapt teaching methods to suit various learning modalities and learner contexts (e.g., in-person, blended, online).	3.66	Strongly Agree
I am open to innovations and new learning technologies aligned with curriculum reforms.	3.66	Strongly Agree
I effectively transition between traditional and modern pedagogies to maintain learner engagement.	3.40	Strongly Agree
I perform consistently and effectively amid changes in school environment and curriculum priorities.	3.59	Strongly Agree
I engage in continuous professional learning to remain updated on Revised K-10 Curriculum developments.	3.62	Strongly Agree
Overall Mean	3.59	Strongly Agree

Legend: 3.25–4.00- Strongly Agree; 2.50–3.24- Agree; 1.75–2.49-Disagree; 1.00–1.74- Strongly Disagree

According to the overall interpretation of Strongly Agree, the results show a remarkably high degree of professional readiness in terms of flexibility and adaptability among teachers. This shows that teachers have a proven ability to adjust teaching methods in response to changing curriculum requirements and

diverse learning contexts. The highest-rated indicators ( $M = 3.66$ ) suggest that teachers possess strong competence in shifting seamlessly across instructional modalities, including face-to-face, blended, and online delivery. Such adaptability further reflects a diminished resistance to

technological integration, signaling a professional disposition that is receptive to innovation and responsive to contemporary educational transformations. In the broader studies, such flexibility is consistently identified as a defining characteristic of effective teachers within rapidly changing educational systems (Chitamba & Chitamba, 2025; Mpuangnan, 2024; Rohmah et al., 2024)

Similarly, the result for Indicator 5 (M = 3.62) underscores teachers' active engagement in continuous professional growth and their deliberate efforts to align their competencies with the demands of the Revised K to 10 Curriculum. This reflects a deeply embedded orientation toward lifelong learning, resonating with the study of Diquito (20204) that professional development is a sustained, content-focused, and practice-oriented process that strengthens instructional capability over time.

Collectively, these findings portray educators as professionally agile individuals capable of adjusting pedagogical strategies in accordance with shifting educational expectations and learner diversity. However, the Masika (2020) also cautions that such adaptability must be continuously reinforced through structured, sustained, and systemically supported professional development initiatives to ensure its durability and depth in practice.

Anchored in Fullan's Change Theory, the results affirm that meaningful curriculum reform is contingent upon teachers' readiness, responsiveness, and capacity to internalize and enact change (Buabeng & Amo-Darko, 2025). Masika (2020) similarly emphasizes that teacher flexibility serves as a pivotal mechanism in translating curriculum reforms into authentic classroom practice.

The evidence presents teachers as adaptive practitioners whose professional responsiveness forms a critical foundation for sustained curriculum implementation and educational improvement.

Table IV: Professional Development of Teachers' Preparedness on Resilience and Emotional Intelligence

Indicators	Mean	Descriptive Equivalent
I demonstrate professionalism and composure in handling classroom and school challenges.	3.70	Strongly Agree
I promote socio-emotional learning, well-being, and positive behavior among learners.	3.67	Strongly Agree
I manage and reflect on my own emotions to foster a supportive learning environment.	3.71	Strongly Agree
I nurture respectful and collaborative relationships with learners, parents, and colleagues.	3.68	Strongly Agree
I exhibit perseverance and optimism in navigating professional and instructional challenges.	3.71	Strongly Agree
Overall Mean	3.69	Strongly Agree

Legend: 3.25–4.00- Strongly Agree; 2.50–3.24- Agree; 1.75–2.49-Disagree; 1.00–1.74- Strongly Disagree

The findings show a consistently high level of teachers' professional development and preparedness in resilience and emotional intelligence, reflected in an overall mean of 3.69, interpreted as Strongly Agree. This suggests that emotional competence is deeply embedded in teachers' professional practice, particularly in sustaining instructional effectiveness amid evolving curricular demands. The remarkably narrow range of scores (3.67–3.71) further indicates a uniform sense of confidence across all indicators, implying that emotional resilience is not isolated to

specific aspects of practice but is instead holistically demonstrated in daily teaching functions.

The highest-rated indicators ( $M = 3.71$ ) reflect teachers' strong capacity to regulate emotions in ways that cultivate a supportive learning environment and to maintain optimism when confronted with instructional pressures. Such attributes are widely recognized in educational psychology as essential for sustaining teacher effectiveness, particularly in reform-oriented contexts where change introduces persistent professional demands. Similarly, the slightly lower yet still high score ( $M = 3.67$ ) underscores teachers' continued capacity for emotional regulation, reinforcing the overall pattern of stability and psychological readiness.

These findings align with Bandura's Self-Efficacy Theory, which posits that individuals with strong belief in their capabilities are more likely to demonstrate perseverance, emotional control, and adaptive performance in challenging situations (Namubiru et al., 2024). In the context of curriculum implementation, such self-efficacy becomes a critical psychological resource that enables sustained instructional engagement and resilience under pressure.

Taken together, the results suggest that teachers possess not only pedagogical competence but also the emotional durability necessary for long-term curriculum implementation and educational improvement. Nevertheless, the study of Ireri et al. (2024) consistently emphasizes that emotional resilience must be continuously nurtured through institutional support systems, wellness initiatives, and collegial support structures to prevent burnout and maintain long-term professional sustainability.

In this sense, emotional intelligence emerges not merely as an individual trait but as a foundational pillar in sustaining effective teaching, supporting curriculum continuity, and advancing educational quality over time.

Table V: Professional Development of Teachers' Preparedness on Curriculum and Instruction

Indicators	Mean	Descriptive Equivalent
I align instructional plans, strategies, and assessments with the Revised K–10 Curriculum standards.	3.57	Strongly Agree
I employ differentiated instructions to address varied learning needs and abilities.	3.34	Strongly Agree
I design lessons that cultivate foundational skills, literacy, numeracy, and values formation.	3.54	Strongly Agree
I utilize both formative and summative assessments to monitor and support learner progress.	3.64	Strongly Agree
I select and use contextualized and culturally relevant learning resources aligned with curriculum goals.	3.33	Strongly Agree
Overall Mean	3.48	Strongly Agree

Legend: 3.25–4.00- Strongly Agree; 2.50–3.24- Agree; 1.75–2.49-Disagree; 1.00–1.74- Strongly Disagree

With an aggregate mean of 3.48, which is considered Strongly Agree, the results show a high degree of professional development and curriculum and instruction readiness among instructors. This indicates that educators are highly prepared to meet the fundamental teaching requirements of the Revised K–10 Curriculum, especially when it comes to coordinating classroom procedures with established standards and learning objectives.

Notably, the highest-rated indicator ( $M = 3.64$ ) reflects teachers' strong confidence in utilizing both formative and summative assessment strategies to monitor learner progress. This underscores an assessment-literate teaching force that recognizes evaluation as an integral component of instruction

rather than a terminal activity. Similarly, high ratings for aligning lesson plans with curriculum standards ( $M = 3.57$ ) and designing instruction that targets foundational competencies such as literacy, numeracy, and values formation ( $M = 3.54$ ) indicate a well-established understanding of curriculum coherence and learning progression.

However, comparatively lower ratings in the use of contextualized instructional materials and differentiated strategies suggest that while teachers demonstrate procedural alignment with curriculum expectations, there remains room for strengthening instructional responsiveness to diverse learner contexts. This implies a need to deepen pedagogical adaptability to enhance relevance, inclusivity, and engagement in classroom practice.

These findings are consistent with Admiraal et al. (2023) emphasize that effective curriculum implementation depends on the integration of instructional design, assessment literacy, and learner-centered pedagogy. Likewise, sustained professional development is identified as a critical mechanism for enhancing teachers' instructional competence and adaptability in reform-oriented educational systems.

According to the study of Chitamba & Chitamba (2025), the results affirm that teacher preparedness is central to successful curriculum enactment. Buabeng & Amo-Darko (2025) underscore that curriculum reform succeeds not merely through policy design but through the instructional capability and professional readiness of teachers who translate curricular intent into classroom reality.

To properly achieve the objectives of the redesigned curriculum, teachers must continue to receive professional development that focuses on contextualized instruction and differentiated learning methodologies. The evidence presents teachers as highly qualified curriculum implementers.

Table VI. Professional Development of Teachers' Preparedness on Infrastructure and Resources

Indicators	Mean	Descriptive Equivalent
I use available school and community-based resources effectively to enhance learning.	3.40	Strongly Agree
I integrate ICT and digital tools to support competency-based and interactive learning.	3.22	Agree
I adapt teaching strategies based on the availability of learning materials and facilities.	3.27	Strongly Agree
I develop or request supplementary and localized learning resources when necessary.	3.25	Agree
I manage classroom spaces to create safe, inclusive, and engaging learning environments.	3.50	Strongly Agree
Overall Mean	3.33	Strongly Agree

*Legend: 3.25–4.00- Strongly Agree; 2.50–3.24- Agree; 1.75–2.49-Disagree; 1.00–1.74- Strongly Disagree*

With an overall mean of 3.33, which is read as Strongly Agree, the results demonstrate a high degree of professional growth and preparedness among teachers in terms of infrastructure and available resources. This suggests that teachers commonly believe they can maintain instructional delivery under a variety of resource constraints while working effectively within the current material conditions of their schools.

The highest-rated indicator ( $M = 3.50$ ) reflects teachers' strong confidence in managing physical classroom environments to ensure that learning spaces remain safe, inclusive, and conducive to engagement. This underscores a fundamental aspect of instructional infrastructure: the ability to optimize the learning environment as a functional resource for teaching and learning. Likewise, the high rating for

utilizing available school- and community-based resources (M = 3.40) demonstrates teachers' adaptive use of contextual assets to supplement instructional needs. This reflects a resourcefulness that is increasingly emphasized in contemporary education systems where schools are encouraged to leverage local learning environments. Furthermore, teachers' positive rating in adjusting instructional strategies based on available materials (M = 3.27) highlights professional flexibility in responding to infrastructural variability.

However, the comparatively lower ratings in ICT integration and the development of localized instructional materials suggest persistent structural and capacity-related challenges. These findings imply that while teachers demonstrate adaptability, limitations in digital infrastructure, connectivity, access to ICT tools, and training in educational technology constrain the full realization of technology-enhanced and contextualized instruction. Such challenges are particularly pronounced in resource-limited or geographically disadvantaged school settings, where disparities in infrastructure continue to shape instructional quality.

These results are consistent with Fullan's Curriculum Implementation Theory, which highlights that sufficient institutional support mechanisms, especially in terms of infrastructure and resources, are just as important to successful curriculum reform as teacher competency (Irer et al., 2024). In a similar vein, Waiti et al. (2023) emphasizes that inadequate ICT readiness and digital instructional assistance continue to be major obstacles to the successful execution of the Revised K–10 Curriculum.

As a whole, the findings show teachers as highly adaptive professionals who make the most of the resources at their disposal, while also emphasizing the critical need for improved ICT infrastructure, ongoing training in digital literacy, and increased funding for the creation of locally relevant teaching materials to improve curriculum delivery.

Table VII. Professional Development of Teachers' Preparedness on Teacher Support and Development

Indicators	Mean	Descriptive Equivalent
I actively participate in Learning Action Cell (LAC) sessions, INSET and other school-based professional learning programs such webinars.	3.38	Strongly Agree
I seek and apply constructive feedback from school heads, mentors, and peers.	3.60	Strongly Agree
I align my professional growth with school improvement plans and curriculum updates.	3.36	Strongly Agree
I collaborate with colleagues in lesson study, material development, and shared reflection.	3.34	Strongly Agree
I document my professional growth through a portfolio that includes reflections, outputs, and evidence of learning.	3.51	Strongly Agree
Overall Mean	3.44	Strongly Agree

*Legend: 3.25–4.00- Strongly Agree; 2.50–3.24- Agree; 1.75–2.49-Disagree; 1.00–1.74- Strongly Disagree*

An overall mean of 3.44, which is interpreted as Strongly Agree, indicates a high level of professional growth and readiness among instructors in terms of teacher support and development. In order to meet the requirements of the Revised K–10 Curriculum, teachers actively participate in ongoing learning and perceive a strong institutional culture of professional support.

The highest-rated indication (M = 3.60) demonstrates teachers' great propensity to look for and implement helpful criticism from colleagues, mentors, and school administrators. This demonstrates the existence of a reflective professional culture in which feedback is seen as a crucial tool for both

professional development and instructional enhancement. This kind of conduct is consistent with modern theories of effective teacher development, which emphasize the importance of feedback in improving instructional decision-making and pedagogical practice. In a similar vein, the rating for involvement in official professional development activities like INSET and LAC sessions ( $M = 3.38$ ) shows that structured training mechanisms continue to be essential for assisting with curriculum implementation and teacher capacity-building.

However, the comparatively lower rating for collaboration in lesson study, material development, and shared reflection ( $M = 3.34$ ) suggests that while individual and formal professional development practices are well established, deeper collaborative professional learning practices may still be constrained. This may be attributed to time limitations, workload demands, and limited institutional structures for sustained peer collaboration.

Stiebem et al. (2021) argues that professional growth is most effective when teachers are actively engaged in reflective dialogue, peer interaction, and continuous application of new learning in practice. The results indicate that teachers are well supported through both formal and informal professional development systems; however, strengthening collaborative learning structures such as lesson study groups and professional learning communities may further enhance instructional effectiveness and curriculum responsiveness.

Table VIII: Professional Development of Teachers' Preparedness on Community Engagement

Indicators	Mean	Descriptive Equivalent
I participate in school-community partnerships and development programs that support the Revised K-10 Curriculum vision.	3.37	Strongly Agree
I communicate regularly and positively with parents or guardians regarding learner progress and well-being.	3.72	Strongly Agree

I integrate local culture, issues, and community contexts into lessons for authentic learning experiences.	3.55	Strongly Agree
I involve stakeholders in planning and implementing school-based improvement initiatives.	3.43	Strongly Agree
I establish partnerships with community organizations to support inclusive and equitable learning.	3.14	Agree
Overall Mean	3.44	Strongly Agree

*Legend: 3.25–4.00- Strongly Agree; 2.50–3.24- Agree; 1.75–2.49-Disagree; 1.00–1.74- Strongly Disagree*

The total mean of 3.44, which is interpreted as Strongly Agree, indicates a high degree of professional growth and readiness for community participation among teachers. This suggests that educators have a strong commitment to creating connections between schools, families, and the larger community, which is consistent with the Revised K–10 Curriculum's contextualized and participatory approach.

The highest-rated factor ( $M = 3.72$ ) emphasizes the importance of home-school collaboration in promoting learner development and curricular continuity by reflecting teachers' robust and regular communication with parents or guardians. This implies that educators view parents as crucial collaborators in the educational process, especially when it comes to promoting learning behaviors and guaranteeing curriculum consistency outside of the classroom. In a similar vein, the high ranking for incorporating local culture and community contexts ( $M = 3.55$ ) suggests that educators actively place learning inside students' real-world experiences, encouraging relevance, authenticity, and meaningful participation in the classroom.

However, the comparatively lower rating for establishing partnerships with community organizations ( $M = 3.14$ ) suggests that while school–home collaboration is well developed, broader institutional and community linkages remain limited.

This gap may reflect structural constraints such as limited access to external networks, insufficient institutional support, or logistical and resource-related challenges in formalizing partnerships with local organizations and agencies.

These findings affirm the principles of the Revised K to 10 Curriculum, which emphasizes contextualized learning and stakeholder engagement as essential components of effective teaching and learning. They are likewise consistent with the study of Oguta (2025), which underscores that meaningful student development is maximized when schools engage not only families but also broader community stakeholders in shared educational responsibility. This portrays teachers as highly effective in fostering strong home-school relationships and integrating community contexts into instruction. However, they also highlight the need to strengthen formalized partnerships with external community organizations to further enrich learning experiences, expand resource support, and enhance the overall implementation of curriculum reforms.

#### IV. CONCLUSION

Teachers demonstrate a strong level of professional development and preparedness in knowledge and skills, showing competence in aligning instruction with curriculum standards, differentiating learning, and addressing diverse learner needs, although contextualized and inclusive application still requires further enhancement. Likewise, in critical thinking and problem solving, teachers exhibit strong reflective and data-informed practices, yet greater emphasis on inquiry-based and learner-driven strategies is still needed to deepen higher-order thinking instruction.

In terms of adaptability and flexibility, teachers show an exceptionally high level of readiness in shifting across learning modalities and embracing curricular reforms, reflecting strong professional responsiveness to change. Similarly, their resilience and emotional intelligence are highly developed, enabling them to manage challenges, sustain positive learning environments, and maintain professional stability, though continued wellness support remains important for long-term effectiveness.

Moreover, teachers display strong preparedness in curriculum and instruction, particularly in assessment practices and lesson alignment, while contextualization and differentiation remain areas for continued strengthening. In relation to infrastructure and resources, teachers demonstrate adaptability in maximizing available materials and classroom environments, although limitations persist in ICT integration and resource development. Furthermore, in teacher support and development, teachers actively engage in feedback mechanisms and formal training programs, yet opportunities for deeper collaborative professional learning remain limited. Lastly, in community engagement, teachers maintain strong school-home communication and contextualized instruction, but formal partnerships with external community organizations are still developing.

Overall, collectively, the findings indicate that teachers possess a high level of professional preparedness across all domains. However, sustained, targeted, and system-supported professional development is essential to fully strengthen implementation of the Revised K to 10 Curriculum and ensure continuous instructional improvement.

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