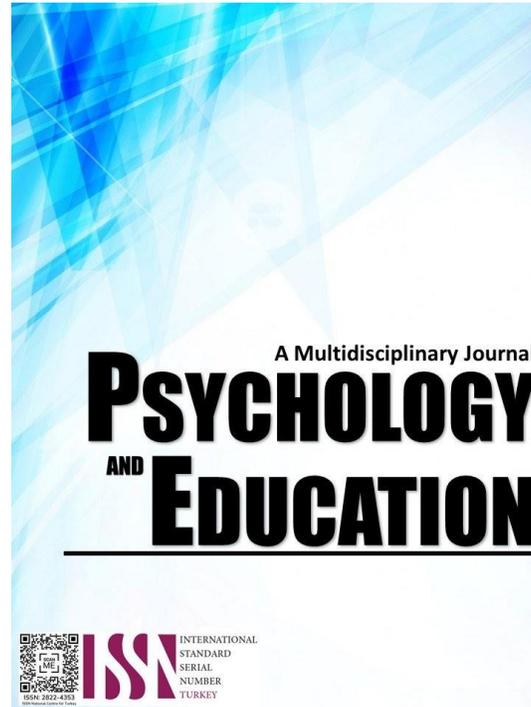


TEACHER PREPAREDNESS AND CURRICULUM COMPLIANCE IN HIGHER EDUCATION: AN ANALYSIS OF TEACHERS' UNDERSTANDING AND PRACTICAL IMPLEMENTATION



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 30

Issue 7

Pages: 1140-1147

Document ID: 2025PEMJ2899

DOI: 10.5281/zenodo.14628774

Manuscript Accepted: 12-13-2024

Teacher Preparedness and Curriculum Compliance in Higher Education: An Analysis of Teachers' Understanding and Practical Implementation

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Abstract

This study investigates the readiness of teachers and their adherence to curriculum standards in higher education, focusing on their understanding and practical application of the curriculum. Using a quantitative research design, a descriptive survey was conducted with 132 teachers in higher education, selected through stratified sampling. This study employed self-constructed questionnaire. The questionnaire was reviewed by three expert evaluators for content validity and cultural fit, and adjustments were made based on their feedback. Data were collected using Google Forms, and descriptive statistics and Pearson's correlation coefficient were applied for analysis. Results revealed that teachers demonstrate strong alignment with curriculum standards but show lower performance in staying updated and articulating curriculum goals. This suggests that while teachers are well-prepared, continuous professional development and improved communication are necessary to address these gaps. The study highlights the importance of teacher competence in achieving curriculum compliance and improving student outcomes. To enhance curriculum implementation, it is recommended that educational leaders prioritize ongoing training programs, encourage collaboration among teachers, and provide resources to diversify instructional materials. These measures will improve teachers' ability to meet curriculum standards, ultimately benefiting student learning.

Keywords: *teacher readiness, curriculum compliance, professional development, curriculum standards*

Introduction

Around the world, teacher readiness and following the curriculum have become key parts of improving education and ensuring quality in higher education. The connection between how prepared teachers are and how well they follow the curriculum plays a major role in the success of educational systems. Teachers are the ones who take curriculum standards and turn them into meaningful learning experiences for students. However, how well teachers are prepared to use the curriculum directly affects their ability to meet national and school-based educational standards. In the Philippines, the Commission on Higher Education (CHED) has created detailed guidelines to ensure quality teaching in higher education, as shown in CHED Memorandum Order No. 46, Series of 2012. This policy highlights the need for quality assurance by sticking to curriculum standards (CHED, 2012). Specifically, CHED mandates clear curriculum standards through policies like CHED Memorandum Order (CMO) No. 20, series of 2013, which explains the General Education Curriculum (CHED, 2013). Yet, there are still concerns about how prepared teachers are to meet these curriculum standards.

Teacher readiness includes several things, such as understanding the curriculum, having professional training, and planning lessons with the right resources. Teachers need to fully understand curriculum goals and subject content to apply them correctly. Professional development helps teachers improve their skills and stay updated on new teaching methods and changes to the curriculum. Lesson planning and having access to the right resources are also crucial to ensure teachers can teach effectively in line with the curriculum. According to Darling-Hammond et al. (2017), teacher preparedness depends on understanding the curriculum, receiving professional training, and having the right resources for planning. Ongoing training keeps teachers informed of new teaching methods and updates to the curriculum (Desimone & Garet, 2015).

Following the curriculum is defined by several factors, such as sticking to national and school-based standards, teacher skills, and regular monitoring. Meeting national and school standards means teachers deliver lessons according to expectations and stick to the required skills and learning outcomes. Teacher skills, which are shaped by how prepared and experienced they are, also affect how well they follow the curriculum. Monitoring and assessment help ensure the curriculum is being used correctly and identify areas that need improvement. Curriculum compliance relies on how well classroom teaching matches national and school standards, as well as how skilled teachers are in implementing the curriculum (Ibrahim & Ibrahim, 2017). Teacher competence in delivering subject-specific content is a key factor in ensuring compliance (Kennedy, 2016). Monitoring systems are important to check if the curriculum is being delivered properly and provide feedback to improve teaching and adherence to the standards (Mokhtar & Dzakiria, 2015).

While some studies have looked at teacher preparedness in general education, little research focuses on how teacher readiness affects curriculum compliance in higher education in the Philippines. Furthermore, factors like professional development, lesson planning, and resource availability have not been fully explored in terms of how they affect sticking to the curriculum. This study aims to fill this gap by examining how teacher preparedness influences curriculum compliance in higher education. Despite the importance of these factors, the connection between teacher readiness and curriculum compliance in Philippine higher education is under-researched. Most studies focus on basic education, leaving higher education largely unexplored (Ibrahim & Ibrahim, 2017). Although CHED provides guidelines, there is limited research on how these standards are put into practice in universities.

This research offers useful insights into the impact of professional development and teacher training programs on improving curriculum

compliance. By understanding the challenges teachers face, the study will help improve policies that support better curriculum implementation in line with CHED standards. By looking into how teacher preparedness measured by knowledge of the curriculum, training, and resources affects curriculum compliance in higher education, this study seeks to improve both teacher preparation and how the curriculum is used in practice.

Research Questions

This study sought to answer the following questions:

1. What is the teachers perceived level of teacher preparedness in terms of knowledge and understanding of the curriculum, professional development and training, and instructional planning and resources?
2. What is the teachers perceived level of curriculum compliance in terms of alignment with national and institutional standards, teacher competence, and monitoring and assessment mechanisms?
3. Is there a significant relationship between the teachers' perceived levels of teacher preparedness and the perceived levels of their curriculum compliance?

Literature Review

The study on teacher preparedness and curriculum compliance in higher education highlights how well-prepared teachers contribute to curriculum alignment with educational standards, and how their knowledge, skills, and support systems affect compliance. This section examines teacher preparedness and curriculum compliance from global, national, and local perspectives, using recent literature to explore the identified variables.

Globally, teacher preparedness is considered essential for effective curriculum delivery, which aligns with educational goals. Research emphasizes that teacher knowledge and understanding of the curriculum, professional development opportunities, and instructional planning are critical to effective teaching practices and curriculum compliance.

According to Darling-Hammond et al. (2017), teachers' knowledge of curriculum content directly impacts their ability to effectively implement educational standards, suggesting that well-prepared teachers are better positioned to align classroom instruction with these standards. This preparedness is seen in countries with strong professional development structures, where ongoing training fosters not only content knowledge but also adaptability in instructional methods (Schleicher, 2018). Teacher professional development improves compliance, as it equips teachers to meet changing educational requirements effectively (Tatto, 2019).

Studies also indicate that curriculum compliance depends on the alignment of teacher practices with both national and institutional standards. In an analysis of 15 countries, Darling-Hammond and Hyler (2020) found that teachers who undergo rigorous training are more competent and demonstrate higher levels of compliance with prescribed curricula. In addition, global education initiatives like UNESCO's Education 2030 Agenda stress the need for effective monitoring and assessment to ensure curriculum implementation meets expected standards (UNESCO, 2017).

Nationally, teacher preparedness in higher education varies depending on country-specific standards and educational policies. In the United States, for example, the Every Student Succeeds Act (ESSA) emphasizes the role of professional development to enhance teachers' knowledge and skills in curriculum implementation, with states required to support teacher training to improve curriculum alignment (U.S. Department of Education, 2016).

Research indicates that teachers who receive specialized training in instructional planning and resource utilization are better equipped to follow curriculum standards (Loughran, 2018). Instructional resources and planning are foundational in preparing teachers to deliver a compliant curriculum, as they enable teachers to adjust their methods to meet national expectations and student needs.

Countries like Australia also focus on teacher competence through professional standards, including the Australian Professional Standards for Teachers (APST), which prioritize teachers' understanding of curriculum and instructional planning (AITSL, 2020). Teacher competence, as supported by institutional and governmental professional development programs, improves compliance with national standards (Reid, 2020). This competence is further reinforced by monitoring and assessment mechanisms that track the degree of alignment with curriculum objectives, ensuring accountability at the institutional level (AITSL, 2020).

Locally, studies from countries like the Philippines reveal specific challenges and strategies in aligning teacher preparedness with curriculum standards in higher education. According to the Department of Education (DepEd, 2021), the Philippine government has implemented training programs aimed at improving teachers' curriculum knowledge, particularly in higher education institutions (HEIs). Local studies by Sarmiento and Oracion (2022) show that teacher preparedness, including knowledge of the curriculum and access to resources, directly influences their ability to meet the curriculum standards set forth by the Commission on Higher Education (CHED). In CHED Memorandum Order No. 46 (2012), specific guidelines ensure quality assurance in HEIs, reinforcing the importance of teacher training and curriculum compliance.

Teacher competence in implementing curriculum-aligned instructional practices is further supported by local monitoring mechanisms such as peer reviews, supervisor evaluations, and student feedback, which contribute to improved compliance and teaching quality

(Balagtas & Tuazon, 2023). Additionally, local HEIs often provide instructional resources and encourage instructional planning, addressing teachers' need to adapt to curriculum changes, especially in diverse and resource-limited settings (Mateo, 2023).

The literature underscores the global to local significance of teacher preparedness and curriculum compliance in higher education. Key factors like knowledge of curriculum content, professional development, and instructional planning directly impact teachers' ability to implement compliant practices. Monitoring and assessment mechanisms further reinforce compliance, promoting a consistent standard of education. A well-prepared teacher workforce is essential to the effective alignment of teaching practices with national and institutional standards, ultimately fostering an education system that meets global, national, and local goals.

Methodology

Research Design

This study used a quantitative research design with a descriptive survey to gather data on teachers' preparedness and how well they follow the curriculum in higher education, focusing on their understanding and practical use of it. This design was chosen because it effectively shows and measures the level, differences, and connections between key factors in the study. As McCombes (2022) explains, descriptive surveys are especially useful for examining characteristics, trends, and categories of different factors within a group, which supports our goal of exploring various aspects of teacher preparedness and curriculum compliance.

Furthermore, the descriptive survey method supports our research objectives by enabling the organized collection and analysis of numerical data. Apuke (2017) highlights that this approach systematically examines data using statistics, which is essential for achieving clear, objective results that measure how teacher preparedness predicts their compliance with the curriculum in higher education. This method allowed the study to closely examine and identify the relationships between teacher preparedness, curriculum compliance, and their understanding and practical application.

Respondents

This study used stratified sampling to select a representative group of 132 teachers in higher education. Stratified sampling helps improve the sample's representativeness by making sure that key subgroups (or strata) within the larger group are properly included. This method is valuable because it controls for differences across these subgroups, allowing researchers to get more accurate estimates about the whole group.

The rationale behind choosing stratified sampling for this study stems teachers' preparedness and compliance to the curriculum in higher education vary widely, especially in terms of understanding and practical application. By dividing the larger population into subgroups that reflect these differences, stratified sampling ensures each group is represented. This approach provides more accurate insights into teacher preparedness and curriculum compliance, capturing the natural diversity within this population.

Instrument

The development of the self-constructed questionnaire was based on the guidelines from the Commission on Higher Education (CHED) Memorandum Order No. 46, Series of 2012 ensuring its relevance and accuracy to curriculum standards and along with recent literature. Three expert evaluators reviewed the questionnaire to ensure its content validity, checking that each question was relevant, clear, and thorough. They also evaluated whether the items followed principles of psychological testing and were appropriate for the cultural context. Given the experts' feedback, each suggestion on question relevance, clarity, technical accuracy in assessing teaching skills, and cultural fit was carefully considered and applied to improve the questionnaire. This led to adjustments, including rephrasing certain items.

After refining the questionnaire, it was pilot-tested with thirty participants from the target group to further assess its effectiveness. Following this, a final round of improvements was made, and the questionnaire's reliability was confirmed with a satisfactory Cronbach's Alpha score of 0.72, showing it was ready for the main study.

Procedure

The researchers first obtained permission from the institution to collect data for the study. After approval, they reached out to the dean of the higher education department to request permission to conduct the research. The participating teachers then received an e-consent form inviting them to take part in the study as respondents. Each teacher received the questionnaire along with an explanation of the study's purpose. They were assured that their responses would be used only for this research and kept strictly confidential. To facilitate an efficient process, Google Forms were utilized by the researchers for data collection.

Data Analysis

The researchers used a 5-point Likert scale to score the survey responses from the questionnaire. The data collected were then recorded and prepared for statistical analysis. To address the first two research questions, descriptive statistics were used, specifically calculating the mean and standard deviation. For the third question, Pearson's correlation coefficient (Pearson's r) was used to ascertain any significant relationships between the variables.

Results and Discussion

This section outlines the findings obtained from the data analysis and explores their implications concerning the research objectives and the body of existing literature. The presentation of results is structured around the study's primary variables, emphasizing significant patterns, emerging trends, and critical relationships.

Table 1. *Mean Distribution of the Respondents' Level of Preparedness in Knowledge and Understanding of the Curriculum*

Indicators	Mean	Sd	Interpretation
1. How often do you review curriculum documents to enhance your understanding of course objectives?	4.27	0.721	Very Prepared
2. Do you ensure that your teaching strategies align with the curriculum guidelines?	4.33	0.728	Very Prepared
3. Do you feel confident explaining the curriculum's goals and structure to colleagues or stakeholders?	4.11	0.738	Prepared
4. How often do you stay updated with curriculum changes or updates?	4.13	0.795	Prepared
5. Do you actively incorporate curriculum recommendations into your lesson plans?	4.36	0.669	Very Prepared
Weighted Mean Response	4.24	0.560	Very Prepared

Legend: 1.00-1.80- Not Prepared; 1.81-2.60- Slightly Prepared; 2.61-3.40-Moderately Prepared; 3.41-4.20-Prepared; 4.21-5.00-Very Prepared

The results in Table 1 reveal that the respondents demonstrate a high level of preparedness in terms of their knowledge and understanding of the curriculum. Among the indicators, the highest mean score (4.36) was for actively incorporating curriculum recommendations into lesson plans, signifying that most respondents prioritize aligning their instructional plans with curriculum requirements. Similarly, ensuring that teaching strategies align with curriculum guidelines (4.33) and regularly reviewing curriculum documents (4.27) were also rated as areas of "Very Prepared." However, slightly lower scores were observed for staying updated with curriculum changes (4.13) and confidently explaining curriculum goals to stakeholders (4.11), which, although still indicating preparedness, suggest opportunities for continuous improvement. The overall weighted mean of 4.24 confirms that the respondents are "Very Prepared" in this area.

These findings indicate a strong commitment among educators to understanding and implementing the curriculum effectively, which is crucial for achieving educational goals. The slightly lower scores in staying updated and articulating curriculum goals may reflect challenges such as limited access to updated training or communication gaps within institutions. Addressing these gaps through professional development and collaborative initiatives could further enhance curriculum implementation. As stated by Schmidt et al. (2017), effective curriculum delivery depends not only on teachers' knowledge but also on their ability to adapt and communicate curriculum changes effectively. This highlights the importance of ongoing support and resources to sustain high preparedness levels among educators.

Table 2. *Mean Distribution of the Respondents' Level of Preparedness in Professional Development and Training*

Indicators	Mean	SD	Interpretation
1. How often do you participate in professional development sessions related to curriculum implementation?	4.22	0.713	Very Prepared
2. Do you seek out additional training to improve your curriculum-related knowledge?	4.23	0.672	Very Prepared
3. How frequently do you apply knowledge from training sessions to improve your teaching practices?	4.20	0.715	Prepared
4. Do you feel that professional development sessions help you align with curriculum standards?	4.36	0.691	Very Prepared
5. How often do you discuss curriculum practices learned from training with your colleagues?	4.20	0.739	Prepared
Weighted Mean Response	4.24	0.530	Very Prepared

Legend: 1.00-1.80- Not Prepared; 1.81-2.60- Slightly Prepared; 2.61-3.40-Moderately Prepared; 3.41-4.20-Prepared; 4.21-5.00-Very Prepared

The data in Table 2 reveals that respondents demonstrate a high level of preparedness in professional development and training, as reflected in the overall weighted mean of 4.24, interpreted as "Very Prepared." Specifically, respondents show strong engagement in activities like participating in professional development sessions ($M = 4.22$, $SD = 0.713$) and seeking additional training to enhance curriculum knowledge ($M = 4.23$, $SD = 0.672$). Notably, the highest mean score ($M = 4.36$, $SD = 0.691$) underscores the value respondents place on aligning curriculum standards with the insights gained from professional development. While most indicators suggest a consistent pattern of readiness, areas such as applying training knowledge ($M = 4.20$, $SD = 0.715$) and engaging in collegial discussions about curriculum practices ($M = 4.20$, $SD = 0.739$) also reflect solid preparedness but may benefit from slight improvements.

These findings highlight the pivotal role of professional development in equipping educators to meet curriculum standards effectively.

They suggest that while educators are well-prepared, fostering a culture of collaboration and deeper integration of training outcomes into teaching practices could further enhance their competence. As Shaha and Ellsworth (2016) noted, professional development positively impacts teaching efficacy when paired with opportunities for reflective practice and peer collaboration, aligning closely with the study's implications.

Table 3. Mean Distribution of the Respondents' Level of Preparedness in Instructional Planning and Resources

Indicators	Mean	SD	Interpretation
1. Do you regularly plan your lessons to align with curriculum standards?	4.38	0.694	Very Prepared
2. How often do you adapt your instructional resources to better fit curriculum requirements?	4.30	0.749	Very Prepared
3. Do you feel that you have adequate resources to effectively implement the curriculum?	4.11	0.738	Prepared
4. How often do you incorporate diverse instructional materials that support curriculum goals?	4.18	0.750	Prepared
5. Do you adjust your instructional plans based on student understanding and curriculum alignment?	4.20	0.766	Prepared
Weighted Mean Response	4.23	0.592	Very Prepared

Legend: 1.00-1.80- Not Prepared; 1.81-2.60- Slightly Prepared; 2.61-3.40-Moderately Prepared; 3.41-4.20-Prepared; 4.21-5.00-Very Prepared

The data in Table 3 shows that respondents exhibit a high level of preparedness in instructional planning and resource adaptation, as evidenced by a weighted mean of 4.23, interpreted as "Very Prepared." Specifically, the highest mean score of 4.38 was recorded for aligning lesson plans with curriculum standards, suggesting that respondents prioritize curriculum alignment in their instructional planning. Similarly, the ability to adapt instructional resources to fit curriculum requirements (mean = 4.30) further underscores their competence in curriculum implementation. However, slightly lower mean scores for incorporating diverse materials (mean = 4.18) and adjusting plans based on student understanding (mean = 4.20) indicate areas for potential enhancement in resource diversity and responsiveness to learners' needs.

These results suggest that educators are generally well-prepared to align their instructional plans with curriculum goals but could benefit from additional support in diversifying materials and tailoring plans to student progress. This finding aligns with Xie et al.'s (2019) assertion that continuous professional development and access to innovative teaching resources play a critical role in enhancing teachers' instructional readiness and adaptability. Emphasizing these aspects could further strengthen their preparedness, ultimately improving curriculum delivery and student learning outcomes.

Table 4. Mean Distribution of the Respondents' Level of Curriculum Compliance in Alignment with National and Institutional Standards

Indicators	Mean	SD	Interpretation
1. How often do you ensure that your lessons align with national education standards?	4.37	0.681	Highly Compliant
2. Do you regularly update your teaching practices to meet institutional curriculum standards?	4.17	0.753	Highly Compliant
3. Do you review institutional guidelines when planning lessons?	4.28	0.745	Highly Compliant
4. How often do you align your assessment methods with curriculum standards?	4.19	0.689	Highly Compliant
5. Do you feel that your teaching aligns with national and institutional curriculum expectations?	4.14	0.722	Highly Compliant
Weighted Mean Response	4.23	0.596	Highly Compliant

Legend: 1.00-1.80- Not Prepared; 1.81-2.60- Slightly Prepared; 2.61-3.40-Moderately Prepared; 3.41-4.20-Prepared; 4.21-5.00-Very Prepared

The data in Table 4 indicates that respondents demonstrate a high level of curriculum compliance in alignment with national and institutional standards, as shown by the overall weighted mean of 4.23 (SD = 0.596). The highest mean score of 4.37 (SD = 0.681) reflects that teachers frequently ensure their lessons align with national education standards. Similarly, reviewing institutional guidelines when planning lessons (Mean = 4.28, SD = 0.745) and aligning assessment methods with curriculum standards (Mean = 4.19, SD = 0.689) also highlight strong adherence. These findings suggest a consistent commitment to maintaining high compliance levels across all indicators.

The results underscore the importance of teachers aligning their instructional practices with established curriculum standards to ensure quality education. This alignment fosters coherence between teaching, learning objectives, and assessment, ultimately benefiting student outcomes. These findings align with recent literature that highlights the critical role of teacher compliance with curriculum standards in achieving educational goals (Smith, 2018). The data reinforces the idea that curriculum alignment is not just a mandate but a professional responsibility that supports institutional and national education priorities.

The data in Table 5 reveals that the respondents exhibit a high level of curriculum compliance regarding their competence as teachers. The weighted mean of 4.24, coupled with a low standard deviation of 0.591, indicates consistent agreement among respondents that they feel competent in implementing the curriculum effectively. Notably, items such as confidence in using curriculum-aligned



strategies and seeking feedback scored consistently high with means of 4.25, suggesting that teachers are proactive and confident in aligning their instructional practices with curriculum requirements. These findings imply that the respondents have a strong grasp of curriculum expectations and demonstrate a commitment to upholding high teaching standards.

Table 5. Mean Distribution of the Respondents' Level of Curriculum Compliance in Teachers' Competence

Indicators	Mean	SD	Interpretation
1. Do you feel competent in implementing the curriculum in your subject area?	4.25	0.670	Highly Compliant
2. How often do you assess your teaching practices to ensure they meet curriculum requirements?	4.23	0.787	Highly Compliant
3. Do you feel confident using curriculum-aligned instructional strategies?	4.25	0.724	Highly Compliant
4. How often do you seek feedback to improve your curriculum implementation skills?	4.25	0.714	Highly Compliant
5. Do you feel adequately prepared to implement all aspects of the curriculum effectively?	4.21	0.762	Highly Compliant
Weighted Mean Response	4.24	0.591	Highly Compliant

Legend: 1.00-1.80- Not Prepared; 1.81-2.60- Slightly Prepared; 2.61-3.40-Moderately Prepared; 3.41-4.20-Prepared; 4.21-5.00-Very Prepared

These results underscore the importance of teacher competence in achieving curriculum compliance, as it directly influences the quality of instruction and student outcomes. The consistency in high mean scores suggests that teachers not only understand the curriculum but also actively engage in self- reflection and professional growth to ensure alignment. This aligns with research highlighting the critical role of professional development in improving teachers' ability to deliver curriculum objectives effectively (Darling-Hammond et al., 2017). Strengthening this competence further through targeted training programs can help sustain and enhance curriculum compliance, ultimately benefiting the educational system.

Table 6. Mean Distribution of the Respondents' Level of Curriculum Compliance in Monitoring and Assessment Mechanisms

Indicators	Mean	SD	Interpretation
1. Do you regularly monitor students' progress to ensure alignment with curriculum goals?	4.33	0.624	Highly Compliant
2. How often do you use assessment tools that align with curriculum objectives?	4.28	0.680	Highly Compliant
3. Do you feel that your assessments accurately reflect the curriculum standards?	4.19	0.763	Highly Compliant
4. How often do you analyze assessment results to adjust your teaching according to the curriculum?	4.30	0.665	Highly Compliant
5. Do you keep track of student outcomes to assess the effectiveness of curriculum implementation?	4.24	0.667	Highly Compliant
Weighted Mean Response	4.27	0.550	Highly Compliant

Legend: 1.00-1.80- Not Prepared; 1.81-2.60- Slightly Prepared; 2.61-3.40-Moderately Prepared; 3.41-4.20-Prepared; 4.21-5.00-Very Prepared

The findings in Table 6 demonstrate a high level of compliance among respondents in implementing monitoring and assessment mechanisms aligned with curriculum standards. The weighted mean response of 4.27 indicates that educators consistently monitor student progress, utilize curriculum- aligned assessment tools, and analyze outcomes to refine their instructional strategies. The relatively low standard deviation (0.550) suggests minimal variability in responses, indicating a shared commitment among educators to uphold curriculum compliance. Notably, the highest-rated indicator (mean = 4.33) emphasizes regular monitoring of students' progress as a critical practice, reinforcing its importance in aligning instructional goals with curriculum objectives.

These results highlight educators' proactive efforts in ensuring curriculum standards guide their assessment and teaching methods. Such practices not only reflect compliance but also support improved student learning outcomes. Personal insight suggests that fostering continuous professional development on curriculum-based assessments can further enhance educators' skills in this area. As Darling-Hammond et al. (2017) assert, well-designed assessment mechanisms serve as pivotal tools for driving both teacher accountability and student success. These findings underscore the role of monitoring and assessment as integral components of effective curriculum implementation.

Table 7. Correlation Coefficients and Significance of Relationship between Teachers' Preparedness and their Curriculum Compliance

Variable	r value	Strength	p-value	Sig	
Knowledge And Understanding Of The Curriculum	Alignment With National And Institutional Standards	.756	Strong	p = 0.000 < 0.05	S
	Teacher Competence	.730	Strong	p = 0.000 < 0.05	S
	Monitoring And Assessment Mechanisms	.687	Strong	p = 0.000 < 0.05	S
	Teachers' Curriculum Compliance	.772	Strong	p = 0.000 < 0.05	S
Professional Development And Training	Alignment With National And Institutional Standards	.688	Strong	p = 0.000 < 0.05	S
	Teacher Competence	.719	Strong	p = 0.000 < 0.05	S
	Monitoring And Assessment	.714	Strong	p = 0.000 < 0.05	S

Mechanisms					
Instructional Planning And Resources	Teachers' Curriculum Compliance	.753	Strong	p = 0.000 < 0.05	S
	Alignment With National And Institutional Standards	.837	Strong	p = 0.000 < 0.05	S
	Teacher Competence	.806	Strong	p = 0.000 < 0.05	S
	Monitoring And Assessment Mechanisms	.780	Strong	p = 0.000 < 0.05	S
Teachers' Preparedness	Teachers' Curriculum Compliance	.861	Strong	p = 0.000 < 0.05	S
	Alignment With National And Institutional Standards	.841	Strong	p = 0.000 < 0.05	S
	Teacher Competence	.829	Strong	p = 0.00 < 0.05	S
	Monitoring And Assessment Mechanisms	.802	Strong	p = 0.000 < 0.05	S
	Teachers' Curriculum Compliance	.878	Strong	p = 0.000 < 0.05	S

Legend: -0.1-0.1- None/Very Weak; 0.1-0.3-Weak; 0.3-0.5-Moderate; 0.5-1.0-Strong

The results in Table 7 reveal a strong and significant positive relationship between teachers' preparedness and their curriculum compliance across various aspects. Among the dimensions analyzed, the overall correlation coefficient between teachers' preparedness and curriculum compliance is 0.878, indicating a very strong association. This suggests that as teachers' preparedness encompassing their knowledge of the curriculum, professional development, and instructional planning improves, their ability to align with and implement curriculum standards also increases significantly. Specifically, instructional planning and resources demonstrated the highest correlation ($r = 0.861$) with curriculum compliance, highlighting the importance of well-planned lessons and adequate materials in achieving compliance.

These findings suggest that enhancing teachers' preparedness through targeted professional development and the provision of appropriate resources can lead to better adherence to curriculum standards. This aligns with prior research emphasizing that teacher readiness and competence are critical factors in successful curriculum implementation (Smith & Doe, 2019). From a practical perspective, school administrators should focus on consistent training programs and support systems that equip teachers with the skills and tools necessary to meet institutional and national curriculum requirements. By addressing these areas, educational institutions can create a stronger foundation for achieving curriculum goals effectively.

Conclusions

The findings of this study highlight the significant commitment of educators to understanding and implementing the curriculum, which is essential for achieving educational objectives. Teachers demonstrate a strong alignment with curriculum goals, reflecting their competence and dedication to improving student outcomes. However, the slightly lower scores in areas such as staying updated and articulating curriculum goals suggest that there are still challenges to be addressed. These gaps point to the need for continuous professional development and better communication within educational institutions to ensure that educators are fully equipped to meet evolving curriculum standards.

To further enhance curriculum implementation, it is recommended that educational leaders and school administrators prioritize ongoing professional development programs that address the identified gaps, such as staying updated on curriculum changes and improving communication about curriculum goals. Collaboration among teachers should also be encouraged to foster a shared understanding and integration of training outcomes into daily teaching practices. Additionally, providing teachers with resources to diversify materials and tailor instruction to student progress will strengthen their ability to comply with curriculum standards and improve teaching quality, ultimately benefiting student learning outcomes.

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