PANTAO
(International Journal of the Humanities and Social Sciences)
Volume 5, Issue 4
ISSN 3028-0877 | e-ISSN 3155-6043 | DOI 10.69651/2022PIJHSS

Implementation of revised K-12 curriculum: A concern-based teacher support framework

Aiza L. Gorgonia*
Cebu Technological University-Danao Campus, Danao City, Cebu, Philippines

ABSTRACT

The successful implementation of the Revised K–12 Curriculum hinges on addressing teachers' concerns, prompting this study to develop a support framework. This study assessed the stages of concern among public school teachers regarding the implementation of the Revised K–12 Curriculum in the Division of Cebu Province for School Year 2025–2026. Using a parallel mixed-methods design, the research employed the Stages of Concern Questionnaire (SoCQ) and collected qualitative reflections from 303 teachers. Findings revealed very high levels of concern across all seven stages: Awareness, Informational, Personal, Management, Consequence, Collaboration, and Refocusing. Results show that the most pronounced concerns are in the Personal, Consequence, and Collaboration stages. Demographic factors such as age, position title, and years of experience showed no significant relationship with teachers' concerns. However, higher educational attainment exhibited a weak positive correlation with informational and collaborative engagement. Thematic analysis of qualitative data identified systemic challenges, including inadequate learning resources, time constraints due to a congested curriculum, and insufficient preparatory training and support. These insights underscore the need for structured, responsive interventions to address teachers' multifaceted concerns. Consequently, this study proposes a Concern-based Teacher Support framework. The framework aims to enhance teacher readiness, provide targeted professional development, streamline resource allocation, foster collaborative practices, and establish sustainable support mechanisms to facilitate the effective and sustained implementation of the Revised K–12 Curriculum in the division.

Keywords: Development education, Revised K-12 Program Implementation, teachers' concern, parallel mixed-methods design, concern-based teacher support framework.

Date Submitted: September 14, 2026
Date Accepted: September 18, 2026
Date Published: October 8, 2026

INTRODUCTION

The implementation of the Revised K-12 Curriculum (MATATAG) is a critical educational reform in the Philippines aimed at enhancing the quality and relevance of basic education by focusing on skill competencies, learner-centered approaches, and integration of 21st-century skills such as critical thinking, numeracy, and literacy (DepEd, 2022). It addresses

*Corresponding author / Email: aiza.gorgonia @deped.gov.ph

Recommended citation:
Gorgonia, A. L. (2026). Implementation of revised K-12 curriculum: A concern-based teacher support framework. Pantao (International Journal of the Humanities and Social Sciences) 5 (4), 575-601.

the need for Filipino students to be globally competitive and equipped for various career paths, including entrepreneurship, through flexible learning tracks and electives (PIDS, 2023). The importance of this reform lies in developing a robust educational foundation that provides equitable access and quality learning experiences, crucial for the nation's socio-economic progress (DepEd, 2022).

Internationally, studies reveal persistent gaps in curriculum implementation that limit educational reforms, including disparities in resource allocation, teacher preparedness, and adaptation to new pedagogical approaches (OECD, 2024). Systematic challenges such as insufficient ongoing training, lack of contextualized support, and inadequate integration of local community resources echo globally, leading to uneven student achievement and limited scalability of reforms (Bernardo et al., 2015). Moreover, there is often a lack of comprehensive data on teacher attitudes and socio-cultural factors influencing curriculum adoption, with insufficient attention to teacher collaboration, motivation, and professional development (Morales, 2019). This disconnect results in top-down implementation being less responsive to diverse learner populations (Ulla, 2018), highlighting the necessity for participatory curriculum development and sustained teacher support frameworks, particularly in low-resource settings.

Within the Philippine context, despite legislative mandates, several gaps persist, including limited access to instructional materials, technology-assisted resources, and community exposure, which hamper the delivery of the curriculum (DepEd, 2023). Teachers report a lack of specialized training and support to manage new competencies and assessment methods (Estrellado, 2023; Villaver et al., 2024), while socio-economic disparities, regional resource imbalances, and inadequate infrastructure hinder consistent nationwide implementation (TUA, 2024; PIDS, 2023). Locally, in the Cebu Province Division (5th District), similar challenges are observed among pioneering teachers handling Grades 1-5, 7, and 8, particularly Grades 1, 4, and 7 as first implementers of the MATATAG Curriculum (Paulin, 2023). Despite pilot programs and training sessions, difficulties persist in resource limitations, instructional adjustments, classroom management, and concerns over training adequacy and instructional support (Paulin, 2023).

While the existing literature has documented general implementation barriers, there remains a lack of empirical research systematically assessing teachers' stages of concern using a validated framework, such as the Concerns-Based Adoption Model (CBAM), specifically for the Revised K-12 Curriculum in Cebu Province. Most studies have focused on student outcomes or general challenges. However, few have examined the nuanced, stage-specific concerns of teachers as primary implementers across different grade levels, years of experience, and educational attainment. Moreover, no known study has developed a concern-based, localized teacher support framework grounded in empirical data from pioneering teachers in the Division of Cebu Province. This gap necessitates a study that identifies teacher concerns across the seven stages: Awareness, Informational, Personal, Management, Consequence, Collaboration, and Refocusing. This study proposes a responsive, evidence-based support framework tailored to their unique needs.

Given the multifaceted nature of this educational reform and the critical role teachers play in its success, there is a pressing need to examine public school teachers' concerns about the Revised K-12 Curriculum. Understanding teachers' stages of concern can inform targeted training programs that address specific challenges and address different levels of preparedness. Furthermore, the functional implementation in Cebu is challenged by diverse learner needs and varying teacher readiness levels (Memo Revised Kto12 Curriculum Phase 2, 2025; Maraveles & Ducot, 2025), with calls for localized research to tailor training programs to Cebu's context. Such research is vital to bridge current gaps, enhance teacher capacity, improve student outcomes, and ensure the curriculum's goals of producing competent, job-ready, and responsible graduates are met.

Statement of the problem

This study assessed teachers' stages of concern in adopting the Revised K-12 program in the Division of Cebu Province during the school year 2025-2026, as a basis for developing a concern-based teacher support framework.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of age, grade level handled, position title, highest educational attainment, and years of teaching experience?
2. What is the level of teachers' concern regarding the implementation of the Revised K-12 program in terms of the seven stages of concern, namely awareness, informational, personal, management, consequence, collaboration, and refocusing?
3. Is there a significant relationship between the teachers' level of concern and their demographic profile in terms of age, position title, highest educational attainment, and years of teaching experience?
4. What insights emerge from teachers' experiences and reflections regarding their concerns in implementing the Revised K-12 program?
5. Based on the findings, what concern-based teacher support framework can be proposed?

METHODOLOGY

This part presented the specific procedures and techniques used to identify the study's focus, select the processes involved, and analyze information about the topic, and it allowed the reader to evaluate the overall validity and reliability of the study. It covered the research method, the flow of the study, the environment, the respondents, the instruments, the data gathering procedure, the analysis, and the statistical treatment.

This study employed both quantitative and qualitative research designs as a mixed-methods approach to assess and describe public school teachers' stages of concern during the implementation of the Revised K-12 curriculum in Cebu Province. This design was appropriate because it aimed to systematically measure the specific concerns teachers had, categorize them into the established seven stages, and explore relationships between these concerns and teachers' demographic profiles. Qualitative data were obtained through open-ended questions or interviews to enrich understanding of teacher experiences and to clarify the nuances behind their scores, thus providing contextual insights to accompany the quantitative findings. This parallel mixed-methods approach helped inform a tailored, concern-based teacher-training program that addressed the specific challenges of curriculum implementation.

The study followed a sequential process that began with identifying the study's inputs, moved to the research process, and concluded with a specific output, as presented in Figure 2, which depicted the flow of the study. The input phase outlined the key areas of data collection, which were derived from the research questions. These included the demographic profile of the teachers, namely age, sex, grade level handled, position, educational attainment, and years of teaching experience. The input also covered the teachers' levels of concern across seven stages, namely Awareness, Informational, Personal, Management, Consequence, Collaboration, and Refocusing, regarding the implementation of the Revised K-12 program. Finally, the input identified the need to examine the significant relationship between these concerns and the teachers' demographic profiles, as well as to gather qualitative insights from their experiences. The process phase detailed the methodology for handling the inputs. It began with obtaining an

Approved Transmittal Letter to formally authorize the research. This was followed by the data gathering stage, in which the information outlined in the input was collected from the teachers. After data collection, the information was analyzed using appropriate statistical methods to answer the quantitative research questions. The process concluded with data interpretation, in which the analyzed statistics and qualitative insights were used to draw a conclusion. The final output of the study was a concern-based teacher support framework. This framework was designed based on findings from data analysis and interpretation, and it specifically addressed the teachers' identified concerns to help them implement the Revised K-12 program more effectively.

The study was conducted in all schools within the 5th District of Cebu Province, a key region in the Central Visayas of the Philippines, as shown in Figure 3, which presented the location map of the research environment. Geographically, Cebu Province comprises Cebu Island and 167 surrounding smaller islands, including Mactan, Bantayan, Malapascua, Olango, and the Camotes Islands. Cebu has a land area of approximately 4,944 square kilometers (1,909 square miles), with diverse landscapes including coastal plains, rolling hills, and mountain ranges. The province's central location and development make it a regional educational and commercial hub. Cebu hosts a significant number of both public school teachers and learners. The Cebu Schools Division Office supervises 1,142 elementary and secondary public schools distributed across urban and rural municipalities. Cebu's status as a populous and growing province means that 886,711 learners are enrolled in these schools, supported by over 26,000 teachers tasked with delivering the Revised K-12 Curriculum. The mix of urban and rural schools varies in access to learning resources and infrastructure. Regarding learning resources, many schools in Cebu Province have adopted government-issued textbooks, teaching aids, and multimedia resources aligned with the Revised K-12 Curriculum. However, resource distribution is uneven, with urban schools generally having better facilities, internet access, and educational technologies compared to more rural or remote island schools. The Department of Education had initiated efforts to improve resource availability and teacher training. However, gaps remained in consistent access to modern learning tools and support materials needed for effective curriculum implementation. Overall, the study's environment included schools that varied in geographic location, population density, and resource availability, which affected how teachers experienced the implementation of the Revised K-12 curriculum. This diversity highlighted the relevance of assessing teachers' stages of concern as influenced by local contexts within Cebu Province.

The participants in this study were elementary and high school teachers from public schools in Cebu Province who had been actively teaching during the 2025–2026 school year and were involved in implementing the Revised K-12 curriculum. These teachers represented various grade levels, including kindergarten and Grades 1, 2, 3, 4, 5, 7, and 8, since these grade levels had already implemented the curriculum, and they came from both urban and rural school settings within the province. To ensure a representative sample of the teaching population in Cebu, random sampling was employed. A list of all eligible teachers was obtained from the Cebu Schools Division Office. From this list, a random selection process, such as computer-generated random numbers or a random draw, was used to choose participants. This method helped minimize sampling bias and enabled generalizable findings on teachers' concerns about curriculum implementation. As presented in Table 1, which showed the distribution of respondents, the sample comprised a total of 303 teachers (100.00%). Kindergarten had 9 respondents (2.97%), Grade 1 had 27 (8.91%), Grade 2 had 26 (8.58%), Grade 3 had 39 (12.87%), Grade 4 had 42 (13.86%), Grade 5 had 34 (11.22%), Grade 7 had 59 (19.47%), and Grade 8 had 67 (22.11%).

The primary instrument used was a modified and adapted version of the Stages of Concern Questionnaire (SoCQ), which was a validated and reliable tool developed under the

ISSN 3028-0877 | e-ISSN 3155-6043 | DOI 10.69651/2022PIJHSS

Concerns-Based Adoption Model (CBAM) to assess individuals' feelings, attitudes, and reactions to an innovation, in this case, the Revised K-12 curriculum (Hall et al., 1977; George, Hall, & Stiegelbauer, 2023). The SoCQ consisted of 35 Likert-scale items that quantified teacher concerns across the following seven stages: Awareness, Informational, Personal, Management, Consequence, Collaboration, and Refocusing. Each stage focused on a different aspect, ranging from initial awareness to reflections on the innovation's impact and potential modifications.

The data gathering procedure was carried out in three systematic phases to ensure the orderly collection, handling, and analysis of data from all participants. In the pre-data gathering phase, the researcher wrote a letter for approval to the Schools Division Superintendent of Cebu Province. All participants were informed about the purpose, scope, and implications of the study, and their consent was obtained. Participants' identities and responses were kept confidential. Participation in the study was entirely voluntary, with the option to withdraw at any time without penalty. In the actual data gathering phase, once all the necessary documents needed for the conduct of the study were approved and granted, the researcher gathered the data. The researcher distributed the questionnaire to the respective schools through the District Supervisors and District ICT Coordinators. Respondents were given ample time to answer the questionnaire, which the researcher then collected. In the post-data gathering phase, once all the data were collected, they were tabulated, analyzed, and interpreted. The researcher ensured accuracy and honesty in data collection, analysis, and reporting.

The data gathered from this study were subjected to various statistical treatments appropriate for the descriptive-correlational design and the use of the Stages of Concern Questionnaire (SoCQ). Specifically, frequency counts, percentages, means, and standard deviations were used to summarize the demographic profile of the respondents, namely age, sex, grade level handled, position, educational attainment, and years of teaching experience, and to describe the levels of concern across the seven stages of concern, namely Awareness, Informational, Personal, Management, Consequence, Collaboration, and Refocusing. A weighted mean was used to determine the average level of concern for each stage among the teachers, helping identify the most and least prominent stages. Pearson's Correlation Coefficient was used to assess the strength and direction of the relationship between teachers' demographic profiles and their levels of concern across the stages. The choice between Pearson's and Spearman's correlation coefficients depended on the data distribution and scale. Any qualitative responses from open-ended questions were analyzed using Braun and Clarke's thematic analysis to extract meaningful patterns and insights regarding teachers' experiences and reflections.

Responses to the Stages of Concern Questionnaire (SoCQ) were scored according to the provided scale for each stage. Each item was rated on a 0-7 Likert-type scale, and the scores were used to determine the teacher's level of concern at each stage. The average score for each stage was calculated and interpreted using the following verbal descriptions and corresponding interpretations. A score range of 0.00-1.00 was described as Irrelevant, indicating that the teacher shows little to no concern or preoccupation with the curriculum innovation at this stage. A score range of 1.01-2.00 was described as Low, indicating that the teacher shows minimal concern and rarely incorporates curriculum innovation into their teaching practice. A score range of 2.01-3.00 was described as Low Moderate, indicating that the teacher occasionally considers the curriculum innovation, but it has a limited impact on their thoughts or actions. A score range of 3.01-4.00 was described as Moderate, indicating that the teacher has some concerns about the curriculum innovation and shows moderate interest in learning about it. A score range of 4.01-5.00 was described as High, indicating that the teacher demonstrates

noticeable concern and often considers how the curriculum innovation affects their work. A score range of 5.01-6.00 was described as Very High, indicating that the teacher shows strong concern and is highly preoccupied with understanding and implementing the curriculum innovation. Finally, a score range of 6.01-7.00 was described as Extremely High, indicating that the teacher is fully engaged, intensely focused, and actively seeks ways to adopt and improve the curriculum innovation.

RESULTS AND DISCUSSION

This chapter presents and interprets the data gathered from 303 public school teachers in the 5th District of Cebu Province who were implementing the Revised K-12 curriculum during the 2025-2026 school year. The study used a mixed-methods design in which quantitative and qualitative data were collected in parallel. Respondents were chosen through random sampling from a list of eligible teachers obtained from the Cebu Schools Division Office. Data were gathered with a modified and adapted version of the Stages of Concern Questionnaire (SoCQ), a 35-item instrument rated on a 0-7 scale that covers the Awareness, Informational, Personal, Management, Consequence, Collaboration, and Refocusing stages, together with open-ended questions. The quantitative data were treated with frequency counts, percentages, means, standard deviations, and weighted means. Relationships between demographic variables and stages of concern were tested with Spearman's rho correlation, and the qualitative responses were analyzed through Braun and Clarke's six-phase thematic analysis. The discussion is grounded in the data gathered, and the results are interpreted in direct relation to the study's objectives: to describe the respondents' profile, to determine their levels of concern across the seven stages, to test the relationships between those concerns and demographic variables, and to draw insights from teachers' experiences and reflections.

Demographic profile of respondents

Age was examined first because it often reflects professional maturity, exposure to educational reforms, and adaptability to curriculum change. The largest group of respondents was aged 46 years and above, with 77 teachers (25.41%). This was followed by those aged 31-35 years, with 75 respondents (24.75%). The 36-40 and 41-45 brackets each had 63 respondents (20.79%). Younger teachers were fewer, with 21 respondents (6.93%) aged 26-30 years and 4 respondents (1.32%) aged 25 years and below, for a total of 303 (100%). The teaching force in the Division of Cebu Province was therefore largely middle-aged to older. Many respondents had likely experienced several earlier curriculum reforms, so their concerns may have been shaped by prior experience and established practice, while novice teachers were thinly represented. Training for the Revised K-12 curriculum should therefore respect seasoned educators' expertise while addressing adjustment, instructional management, and refocusing, with younger teachers receiving more foundational guidance and older teachers more advanced, collaborative, and reflective sessions. This pattern is consistent with recent Philippine studies. Bongco (2023) reported over 52% of DepEd teachers aged 30-39 years and attributed this to steady career progression. Demate (2025) described mature workforces in MATATAG contexts, with substantial portions in the 41-50 years range, mirroring the 25.41% aged 46 and above here. Agbayani-Pineda (2025) observed declining percentages across age brackets beyond 30 years, consistent with the skew toward experience and its link to resilience under instructional change.

Regarding grade level handled, the highest proportion of respondents taught Grade 8, with 67 teachers (22.11%), followed by Grade 7 with 59 (19.47%). Among elementary levels, Grade 4 had 42 teachers (13.86%), Grade 3 had 39 (12.87%), and Grade 5 had 34 (11.22%).

Grade 1 and Grade 2 accounted for 27 (8.91%) and 26 (8.58%) respectively, and Kindergarten was the smallest group with 9 respondents (2.97%), for a total of 303 (100.00%). Respondents were thus concentrated at the junior high school level compared with the primary grades. Because content in these grades is more complex and subject-specific, Grade 7 and Grade 8 teachers were likely exposed to more extensive changes in content alignment, assessment strategies, and learner competencies. They may consequently have shown higher concern about management, instructional consequences, and collaboration. Professional development should therefore address subject specialization, vertical alignment, and learner progression at the junior high level, while early-grade teachers need training in foundational skills and age-appropriate pedagogies. Bongco (2023) documented over 45% of teachers in Grades 4-8 during DepEd transitions, which the original manuscript matched with its 49.95% figure for Grades 4, 5, 7, and 8. Demate (2025) found that 38% of respondents handled junior high, paralleling the 41.58% here and linking it to intensified curriculum demands. Agbayani-Pineda (2025) reported 52% in upper elementary and junior high and emphasized how such distributions influence concern stages such as management during reforms.

For position title, most respondents held the Teacher 1 position, with 177 teachers (58.42%). Teacher 3 followed with 87 respondents (28.71%) and Teacher 2 with 33 (10.89%). Only five respondents were Master Teacher 2 (1.65%) and one was Master Teacher 1 (0.33%), for a total of 303 (100.00%). Most respondents were therefore entry-level to mid-level classroom teachers directly responsible for day-to-day implementation, which may have heightened concerns about classroom management, instructional strategies, and workload. The few Master Teachers also suggest limited internal mentoring and coaching capacity. Professional development should consequently focus on the practical classroom, planning, and assessment needs of Teacher 1, 2, and 3 positions, and Master Teachers' mentoring roles should be strengthened. Bongco (2023) found that Teacher I accounted for 55-60% of DepEd samples during competency shifts, closely matching the 58.42% here. Demate (2025) reported 85% Teacher I-III in MATATAG studies, paralleling the 98% observed here, and noted how this amplified management concerns without master teacher buffers. Agbayani-Pineda (2025) documented 92% frontline teachers in similar surveys and advocated targeted upskilling for curriculum transitions.

Highest educational attainment showed that the largest group had master's units, with 131 teachers (43.23%). Another 104 respondents (34.32%) held a master's degree, 61 (20.13%) held only a bachelor's degree, and 7 (2.31%) had doctoral units, for a total of 303 (100.00%). Most respondents had therefore pursued graduate-level education, indicating a strong orientation toward professional advancement. This preparation may sharpen awareness and informational concerns, yet practical concerns about classroom application, management, and contextual adaptation may persist. Training should therefore move beyond basic orientation toward instructional innovation, curriculum integration, reflective practice, and action research, and teachers with doctoral units or completed graduate degrees could serve as resource persons in school-based training. Garcia et al. (2022) identified 72% with master's units or degrees in DepEd reform contexts, mirroring the 77.55% here and associating it with heightened adaptability. Santos (2024) reported 68% postgraduate attainment during MATATAG pilots and linked it to reduced personal concerns. Reyes (2023) observed 75% with advanced qualifications in Cebu-region surveys.

Years of teaching experience was the final profile variable. The largest group had 6-10 years of experience, with 125 teachers (41.25%), followed by 11-15 years with 84 (27.72%). Teachers with 21 years and above numbered 43 (14.19%), those with 1-5 years numbered 32 (10.56%), and those with 16-20 years numbered 19 (6.27%), for a total of 303 (100.00%). Most

respondents were thus in the early to mid-career stages, with established practices and continued adaptability. They were likely to be concerned with management, instructional effectiveness, and learner impact, whereas less experienced teachers may focus on awareness and informational concerns and highly experienced teachers on long-term consequences. Support should therefore be differentiated by experience: structured mentoring for early-career teachers, instructional refinement and assessment support for mid-career teachers, and leadership, mentoring, and innovation roles for veterans. Mendoza et al. (2021) reported that 65% of DepEd teachers had 6-15 years of tenure during K-12 enhancements, aligning with the 68.97% here and correlating with superior curriculum adaptation. Torres (2024) found 40-45% in the 6-10-year bracket amid MATATAG shifts, matching the 41.25% peak and noting reduced resistance in the consequence stages. Villanueva (2022) documented 78% mid-career dominance in Visayas divisions.

Levels of concern across the seven stages

The Revised K-12 curriculum requires teachers' active engagement and readiness, so teachers' levels of concern reveal where support, guidance, and professional development are needed. Each stage represents a distinct dimension of concern that may affect implementation outcomes. Scores were interpreted using the established scale, in which 5.01-6.00 is Very High.

In the Awareness stage, all items obtained Very High means ranging from 5.08 to 5.52, with an aggregate mean of 5.30 (SD = 0.81, Very High). The highest mean (5.52, SD = 1.11) was for "I am more concerned about other programs than the Revised K-12 Curriculum." The statement "I am not concerned about the Revised K-12 Curriculum at this time" had a mean of 5.39 (SD = 1.26). The statement "I am preoccupied with things other than the Revised K-12 Curriculum" had a mean of 5.31 (SD = 1.08). The statement "Currently, other priorities prevent me from focusing my attention on the Revised K-12 Curriculum" had a mean of 5.18 (SD = 1.13). The lowest mean (5.08, SD = 1.07) was for "I spend little time thinking about the Revised K-12 Curriculum," which still fell within the Very High range. The relatively low standard deviations suggest consistency, with most teachers giving similar responses. Teachers were largely preoccupied with other programs and responsibilities, so the curriculum had not yet captured their primary attention. This could affect their initial willingness to participate in training and suggests they had not fully internalized the curriculum's purpose in daily practice. Orientation sessions, informational campaigns, and clear communication of objectives are therefore warranted. Park and Baek (2023), using the CBAM framework with South Korean K-12 teachers, found the lowest concerns at stage 0 and little time spent reflecting on the innovation amid other priorities, mirroring the present pattern. Kim (2024) attributed Korean teachers' hidden resistance to repeated national curriculum changes to overwhelming administrative demands and insufficient initial communication. Agormedah et al. (2022) reported moderate self-efficacy among Ghanaian teachers toward a new standards-based curriculum, with limited initial awareness owing to competing duties and inadequate communication. These studies point to the need for targeted awareness efforts before teachers advance to personal or consequence concerns.

In the Informational stage, means ranged from 5.07 to 5.49, with an aggregate mean of 5.36 (SD = 0.63, Very High). The highest mean (5.49, SD = 0.94) was for the wish to know what implementation will require in the immediate future. Wanting to discuss the possibility of fully implementing the curriculum and wanting to know how it is better than the previous curriculum each had a mean of 5.43 (SD = 1.02 and 0.99 respectively). Wanting to know available resources had a mean of 5.41 (SD = 0.97). The lowest mean (5.07, SD = 1.78) was for "I have very limited knowledge of the Revised K-12 Curriculum," which still reflected Very High concern, although its SD was notably larger than the other items. Teachers were aware of

the program but their understanding was incomplete, and unaddressed information gaps could hinder adoption. Structured workshops, resource materials, and regular briefings would reduce uncertainty and build confidence. Sarfo et al. (2017) identified significant informational concerns among Ghanaian teachers implementing an ICT curriculum, with strong interest in operational details despite limited knowledge. Park and Baek (2023) found similar informational concerns among Korean teachers, although their refocusing stage was highest. The OECD (2020) described an implementation gap in which teachers know of changes but lack details on procedures and resources.

In the Personal stage, means ranged from 5.41 to 5.53, with standard deviations of 0.94 to 1.02 and an aggregate mean of 5.45 (SD = 0.67, Very High). The highest mean (5.53, SD = 0.94) concerned how teachers' roles will change as they implement the curriculum. Wanting to know who makes implementation decisions had a mean of 5.45 (SD = 0.94). Wanting to know the effect on professional status, and wanting more information on time and energy commitments, each had a mean of 5.43 (SD = 0.94 and 1.02 respectively). The lowest mean (5.41, SD = 0.94) concerned how teaching or administrative roles are supposed to change. Respondents were thus keenly interested in the personal effects of the curriculum, including status, roles, responsibilities, time commitments, and decision-making authority. This reflects a proactive desire to prepare, and the low standard deviations indicate strong agreement. Orientation should therefore give detailed, role-specific information and use structured communication to reduce anxiety. Bongco (2020) found among Filipino policy implementers concerns about abrupt role shifts, increased workloads, and insufficient preparation time. Tran (2024) found elevated concerns about evolving instructional roles and decision-making authority in Vietnam. Villaver et al. (2024) noted intense concerns about role transformations and resource demands among Philippine teachers preparing for the Enhanced K-10 curriculum, with limited support worsening uncertainty.

In the Management stage, means ranged from 5.27 to 5.38 and the aggregate mean was 5.34 (SD = 0.67, Very High). Insufficient time to organize each day for the curriculum's demands, and coordination of tasks and people taking too much time, both had the highest mean of 5.38 (SD = 0.94). Conflict between personal interests and curriculum responsibilities had a mean of 5.35 (SD = 0.99). Time spent on nonacademic problems related to the curriculum had a mean of 5.32 (SD = 0.98). The lowest mean (5.27, SD = 1.01) concerned inability to manage all requirements. The low standard deviations show strong agreement that time constraints, coordination demands, and competing responsibilities pose substantial challenges. Streamlining administrative requirements, offering time-management training, and adding support personnel would help reduce nonacademic burdens. So et al. (2024) documented South Korean teachers' intense management concerns during repeated reforms, with time shortages in coordination at a mean of 5.38. Bongco (2020) found Filipino K-12 implementers voicing very high management concern about excessive coordination time and inability to handle requirements, indicating systemic workload issues. Instruction Partners (2024) described how U.S. leaders' oversight in curriculum rollout, including skipped leadership training on the materials, produced teacher management pitfalls such as insufficient time and coordination overload.

In the Consequence stage, means ranged from 5.40 to 5.49, with standard deviations from 0.85 to 0.97, and the aggregate mean was 5.45 (SD = 0.65, Very High). The highest mean (5.49, SD = 0.89) concerned how the curriculum affects students. Using student feedback to improve implementation had a mean of 5.47 (SD = 0.97). Evaluating teachers' impact on students had a mean of 5.46 (SD = 0.85). Concern about students' attitudes toward the curriculum had a mean of 5.43 (SD = 0.96). The lowest mean (5.40, SD = 0.94) was for wanting

to excite students about their role in the curriculum. Teachers' concerns thus extended beyond logistics to students' attitudes, engagement, and learning outcomes, reflecting a reflective, student-centered orientation. Implementation should therefore emphasize student monitoring, feedback mechanisms, and continuous evaluation of learning outcomes. Darling-Hammond et al. (2017) linked successful reforms to how well teachers monitor and respond to student learning needs. Mandouit and Hattie (2023) showed that student feedback significantly enhances instructional effectiveness and learning outcomes. The OECD (2020) reported that student engagement and positive attitudes are critical indicators of curriculum success.

In the Collaboration stage, means ranged from 5.35 to 5.52, with standard deviations of 0.86 to 0.93, and the aggregate mean was 5.46 (SD = 0.63, Very High). The highest mean (5.52, SD = 0.9) concerned coordinating with administrators and other stakeholders. Working with other schools to share strategies had a mean of 5.50 (SD = 0.86). Collaborating with colleagues had a mean of 5.49 (SD = 0.91). Wanting more opportunities to exchange ideas with peers had a mean of 5.45 (SD = 0.9). The lowest mean (5.35, SD = 0.93) concerned contributing to a community of practice. The low standard deviation of the aggregate indicates homogeneous responses. Teachers highly valued shared expertise and collective problem-solving, and schools should therefore foster professional learning communities, inter-school partnerships, and regular forums for idea exchange. Ainin (2025) found very high collaboration means in Philippine MATATAG implementation, with coordination with administrators the peak (5.52) and communities of practice the low (5.35). Abragan (2023) highlighted teachers' strong agreement with stakeholders on collaboration for resource alignment and problem-solving. Mokher et al. (2024) noted elevated collaboration concerns and the vital role of administrator coordination in sustaining learning communities.

In the Refocusing stage, means ranged from 5.31 to 5.51, with standard deviations from 0.89 to 0.98, and the aggregate mean was 5.43 (SD = 0.63, Very High). The highest mean (5.51, SD = 0.89) concerned being part of improving policies related to the curriculum. Modifying one's approach based on results had a mean of 5.50 (SD = 0.91). Exploring alternatives to improve the curriculum had a mean of 5.45 (SD = 0.92). Suggesting changes to address student needs had a mean of 5.36 (SD = 0.96). The lowest mean (5.31, SD = 0.98) concerned developing innovative strategies to make the curriculum more effective. Respondents were therefore highly motivated toward reflective practice and continuous improvement, showing engagement beyond initial implementation. Systems should create mechanisms for feedback, pilot innovations, and policy participation. This accords with studies stressing teacher involvement and continuous professional development in reform (Ahl et al., 2023). It also accords with evidence that curriculum effectiveness increases when educators take part in review, rewriting, and revision, fostering ownership (Eränpalo et al., 2018), and that teachers empowered with appropriate skills contribute to dynamic development (Lewis et al., 2019). Ongoing professional development and creative pedagogical strategies support effective teaching environments (Díaz, 2024), and preparing teachers for inclusive classrooms and structured, scaffolded models enhances outcomes (Kurejšepi et al., 2025). A strong commitment to reform from educators is paramount for successful implementation (Chen et al., 2024).

Relationships between concerns and demographic variables

Spearman's rho correlation was used to test whether age, position title, highest educational attainment, and years of teaching experience were related to the seven stages of concern, using a 0.05 level of significance. For age, no relationship was significant: Awareness (rho = 0.08, p = 0.165), Informational (0.093, p = 0.107), Personal (-0.006, p = 0.914), Management (-0.019, p = 0.74), Consequence (-0.008, p = 0.889), Collaboration (0.014, p =

0.811), and Refocusing (0.068, p = 0.239). The decision for each was to fail to reject H0, with a Not Significant interpretation. For position title, none were significant either: Awareness (-0.026, p = 0.647), Informational (-0.037, p = 0.525), Personal (0.028, p = 0.623), Management (0.021, p = 0.716), Consequence (0.048, p = 0.401), Collaboration (0.099, p = 0.085), and Refocusing (0.023, p = 0.693), with a decision of fail to reject H0 for each.

For highest educational attainment, Informational showed a significant relationship (rho = 0.145, p = 0.012, Reject H0). Consequence was reported as rho = 0.13 with p = 0.23, Reject H0, and Significant. Collaboration was also significant (rho = 0.171, p = 0.003, Reject H0). The remaining stages were not significant: Awareness (0.052, p = 0.369), Personal (0.062, p = 0.279), Management (0.092, p = 0.111), and Refocusing (0.094, p = 0.103), each with a decision of fail to reject H0. For years of teaching experience, no relationship was significant: Awareness (0.033, p = 0.569), Informational (0.2, p = 0.73), Personal (-0.014, p = 0.813), Management (0.002, p = 0.974), Consequence (-0.033, p = 0.566), Collaboration (0.021, p = 0.714), and Refocusing (0.11, p = 0.844), each with a decision of fail to reject H0 and a Not Significant interpretation.

Age, position title, and years of teaching experience showed negligible, nonsignificant associations with all stages, so teachers' concerns were widely shared across seniority, role, and tenure. Only highest educational attainment was significantly related to selected stages, specifically Informational (rho = 0.145, p = 0.012), Consequence (rho = 0.13), and Collaboration (rho = 0.171, p = 0.003). These correlations are low in magnitude but indicate a measurable association: teachers with higher academic qualifications tended to show greater engagement with informational, consequence-oriented, and collaborative aspects of implementation. Support initiatives should therefore not be differentiated solely by age, position, or years of experience, and attention should go instead to differences in educational attainment, so that teachers of all academic backgrounds are equally equipped to engage with the curriculum.

The literature supports this interpretation. Demographic factors such as age and teaching experience appear to have limited influence on teachers' responses to curriculum reform, and advanced academic training may foster deeper conceptual understanding of informational, management, and consequence-related aspects (Agbofa et al., 2023). Educators with advanced degrees often have a more robust grasp of educational principles, which influences their readiness to adapt (Gonzaga, 2024). Teachers with master's or doctoral degrees are trained more extensively in pedagogy and are better equipped to engage in collaborative efforts (Magallanes et al., 2022). Development should therefore be tailored to educational backgrounds, offering advanced conceptual frameworks for those with lower attainment (Agbofa et al., 2023). Other studies, however, found that educational background does not significantly correlate with engagement in effective instructional practices, especially in mathematics (Magayon & Tabuzo, 2024). Teachers' backgrounds may not uniformly enhance understanding across all aspects of implementation, and practical experience and targeted development may matter more for some reforms (Vibulphol et al., 2021). This points to a need for research on which aspects of higher education contribute most to nuanced engagement with new curricula (Çöğmen & Özelçi, 2024). Credentials contribute to deeper understanding, but practical application and continuous, targeted professional learning are equally vital (Wijesundera et al., 2023). Interventions that address disparities in technological pedagogical content knowledge can enhance competence, especially for less experienced teachers (Jailani et al., 2025), and debates continue over diploma qualifications versus higher education degrees in interpreting national frameworks (Armstrong, 2023). Development programs should therefore integrate practical experience with theoretical knowledge for all educators (Mercado,

2025; Adelabu & Alex, 2022; Demir, 2024). They should cultivate pedagogical content knowledge and flexible methods such as group work and scaffolding (Pule & Bhagwonparsadh, 2025), with long-term, iterative formats that enhance knowledge and confidence (Frischemeier et al., 2025; Mercado, 2025). Ongoing support beyond initial training is crucial (Akıncı & Şahin, 2024; Kaur et al., 2023). Professional learning communities that focus on collaborative problem-solving and shared practice, guided by experienced administrators, can improve learner performance (Sok & Heng, 2023; Ajani, 2023).

Insights from teachers' experiences and reflections

The qualitative responses were analyzed through Braun and Clarke's six-phase framework. For the question on main challenges in implementing the Revised K-12 curriculum, familiarization revealed recurring concerns about inadequate resources, time constraints, and limited preparation. Initial codes included lack of materials, congested competencies, time limitations, and insufficient training. These were grouped into three themes: inadequacy of learning resources, time constraints due to a congested curriculum, and insufficient teacher preparation and support. These themes were reviewed against the dataset, defined, and integrated into a narrative with verbatim responses.

Under inadequacy of learning resources, teachers said that lacking textbooks, modules, and updated resources hindered lesson delivery. Respondent 3 stated, "There is not enough materials needed for the Revised K-12 Curriculum." Respondent 1 shared, "The scarcity of books or other resources makes it difficult to meet learning targets." Respondent 8 explained, "Lack of sufficient and updated learning materials aligned with the revised curriculum affects my teaching." Under time constraints and congested curriculum, Respondent 6 noted, "Time versus congested competencies is a big challenge." Respondent 1 explained, "Time constraint since there are certain concepts that need further elaboration and assessment to my learners," and Respondent 2 stated, "Length of time is not enough to fully understand the concepts." Under insufficient teacher preparation and support, Respondent 9 shared, "Some learning materials are not appropriate and aligned with the goals of the K-12 curriculum." Respondent 6 stated, "Teachers are not given enough time to fully understand the concepts," and Respondent 4 emphasized, "One of the main challenges I have experienced is the lack of proper orientation and support." These challenges are largely systemic rather than individual. Together they created significant barriers and intensified teachers' concerns, underscoring the need for institutional support, strategic planning, and sustained professional learning. Bongco (2020) identified inadequate learning materials as a primary barrier to Philippine K-12 implementation, with teacher narratives such as "scarcity of books" and "lack of sufficient resources." Abragan (2023) found themes of congested competencies and time limitations, including phrases like "time versus congested competencies," and recommended pacing guides and reduced competencies. Villaver et al. (2025) extracted themes of insufficient training and lack of orientation, which point to the need for sustained professional development frameworks.

The second question concerned how the curriculum affected teaching strategies, workload, and interaction with students. Initial codes included adjustment of teaching strategies, increased planning and paperwork, learner-centered approaches, and enhanced student participation. Three themes emerged: instructional adaptation and innovation, increased workload and time demands, and enhanced but more demanding teacher-student interaction. Under instructional adaptation and innovation, Respondent 5 stated, "I changed my teaching strategies by using more group activities and performance tasks instead of pure lectures." Respondent 10 explained, "The revised curriculum pushed me to be more creative and flexible in my teaching strategies," and Respondent 3 noted, "I now focus more on

student-centered activities to ensure active participation." Under increased workload and time demands, Respondent 7 shared, "My workload increased because lesson planning and preparing learning materials take more time." Respondent 6 stated, "There is more paperwork and documentation required compared to the previous curriculum," and Respondent 4 noted, "Assessing students using different tools under the K-12 curriculum adds to my daily tasks." Under enhanced but more demanding interaction, Respondent 9 explained, "I interact more closely with students now because the curriculum requires continuous monitoring of their progress." Respondent 8 shared, "I spend more time giving feedback and guiding students individually," and Respondent 7 stated, "Students are more involved, but it also means I need to be more attentive to their needs." The curriculum thus promoted instructional innovation and deeper engagement while increasing workload and emotional and instructional labor, so systemic support is needed to sustain effective teaching. Markham (2025) identified "Teaching-Learning Methodologist Amidst Systemic Change" as a key theme among Filipino elementary teachers who shifted to learner-centered activities and performance tasks. Villaver et al. (2025) found high workloads from extended planning and digital integration challenges among Manapla teachers, with Random Forest analysis showing these challenges as the top predictor (25.67% IncMSE). Bongco (2020) documented intensified monitoring and individualized feedback, with heavier labor and emotional demands.

The third question asked for suggestions to improve implementation, and 303 responses were read and coded using phrases such as "provide more training," "adequate resources," "reduce workload," "localized materials," and "collaborative planning." Three themes were finalized. The first, provision of adequate and contextualized learning resources, is illustrated by Respondent 2 ("Make the resources available to the schools and pupils"), Respondent 8 ("Provide enough resources such as books and workbooks. Alignment of the competencies so that there will be continuity of the topics"), and Respondent 4 ("Provision of adequate learning materials and updated instructional tools like digital modules and others"). The second, continuous, practical, and collaborative professional development, is illustrated by Respondent 6 ("FOCUS, training to teachers should not only cover the content but also making it more effective to teachers teaching strategies and assessment methods"), Respondent 5 ("Continuous trainings and seminars for teachers in this revised k-12"), and Respondent 5 again ("Regular and targeted training sessions, especially on updated teaching strategies, assessment practices, and curriculum changes, would help teachers feel more confident and better equipped"). The third, reduction of administrative burden and systemic workload support, is illustrated by Respondent 6 ("REDUCE WORKLOADS TO TEACHERS- provide support to staff to assist with administrative tasks, concerning teachers health welfare"), Respondent 10 ("Reduce teachers' administrative tasks so we can focus more on lesson preparation and student engagement"), and Respondent 4 ("By delegating these tasks entirely to a School Administrative Officer, the teacher gains critical time. This time is then mandated to be spent on high-impact instructional activities"). Teachers were willing to adapt but were hindered by systemic and resourcing gaps, and their recommendations were practical, solution-oriented appeals for the right tools, training, and working conditions. This is supported by evidence that teachers consistently request books and workbooks aligned with competencies (Fuentes, 2025), that resource shortages in learning materials and ICT tools force teachers back to traditional methods (Buabeng & Amo-Darko, 2025), and that peer collaboration enables expertise sharing (Aburan, 2025). Targeted, continuous training empowers experienced teachers and integrates pedagogical and technological dimensions (Torres et al., 2025), reducing administrative burdens frees time for lesson planning and innovation (Jailani et al., 2025), and technical

knowledge enhances self-efficacy and learning outcomes (Walia & Guha, 2025; Saputri et al., 2025).

Synthesis of findings

Taken together, the data from the 303 respondents show a teaching force that is largely middle-aged to older (25.41% aged 46 years and above), concentrated in Grades 7 and 8 (19.47% and 22.11%), predominantly in the Teacher 1 position (58.42%), mostly with graduate-level education (43.23% with master's units and 34.32% with a master's degree), and mostly with 6-10 years of experience (41.25%). Across all seven stages, aggregate means were Very High: Awareness 5.30, Informational 5.36, Personal 5.45, Management 5.34, Consequence 5.45, Collaboration 5.46, and Refocusing 5.43. Teachers thus experienced intense concerns at every stage at once rather than progressing linearly, which matches the literature on CBAM-based studies. Spearman's rho showed that age, position title, and years of teaching experience were not significantly related to any stage at the 0.05 level, whereas highest educational attainment was significantly related to the Informational (rho = 0.145, p = 0.012) and Collaboration (rho = 0.171, p = 0.003) stages, and to the Consequence stage as reported (rho = 0.13). The qualitative themes of inadequate resources, congested curriculum and time constraints, insufficient preparation, increased workload, instructional innovation, and calls for resources, continuous training, and reduced administrative burden explain the quantitative pattern and show that teachers' concerns are systemic rather than individual deficiencies. These results address the study's objectives by describing the profile, levels of concern, demographic relationships, and lived experiences of teachers. They contribute to the field by documenting, in a Philippine provincial context, a concern profile that is uniformly very high across stages and largely independent of demographics. They also give an empirical basis for a concern-based teacher support framework, which the next chapter develops through the summary of findings, conclusions, and recommendations.

CONCLUSION

This study assessed the stages of concern of public school teachers in the Division of Cebu Province regarding the implementation of the Revised K-12 Curriculum for School Year 2025-2026, using the Stages of Concern Questionnaire and qualitative reflections from 303 teachers. The respondents were largely seasoned professionals, with the largest age groups being those 46 years and above (25.41%) and those aged 31-35 years (24.75%). Most were concentrated in junior high school, particularly Grade 8 (22.11%) and Grade 7 (19.47%), which suggests that upper-grade teachers bore much of the burden of implementation. Teacher I positions comprised 58.42% of the sample, while Master Teachers constituted only 1.98%, indicating limited access to on-site instructional leadership and mentoring. The respondents were also highly qualified, as 43.23% had earned master's units and 34.32% had completed a master's degree, which reflects an orientation toward professional growth. Most were in the early to mid-career stage, with 6-10 years (41.25%) and 11-15 years (27.72%) of experience dominating the distribution, suggesting that they had established classroom practices while remaining adaptable to instructional change.

Against this profile, the study concludes that teachers exhibited very high levels of concern across all seven stages of the Concerns-Based Adoption Model, with aggregate means ranging from 5.30 to 5.46 on a 7-point scale. This uniform elevation indicates that teachers were grappling with multiple dimensions of curriculum change at once rather than progressing linearly through the stages as theory would predict. Awareness obtained a mean of 5.30, and its highest-scoring item, concern about other programs over the Revised K-12 Curriculum

ISSN 3028-0877 | e-ISSN 3155-6043 | DOI 10.69651/2022PIJHSS

(M=5.52), shows that teachers acknowledged the reform yet remained preoccupied with competing programs and responsibilities, so the curriculum had not yet become their primary professional priority. Informational concerns (M=5.36) reflected a strong desire to know implementation requirements (M=5.49) and available resources (M=5.41). The item on limited knowledge of the curriculum (M=5.07) confirmed that, despite advanced qualifications, teachers perceived significant gaps in understanding and needed structured informational support. Personal concerns (M=5.45), centered on how roles would change (M=5.53) and who would make curriculum decisions (M=5.45), pointed to heightened anxiety about professional identity and autonomy, consistent with Fuller's Concern Theory, in which self-concerns dominate early implementation. Management concerns (M=5.34), driven by insufficient time for daily organization (M=5.38) and excessive time spent on task coordination (M=5.38), showed that teachers felt overwhelmed. The comparatively lower score for inability to manage all requirements (M=5.27) suggests that they retained some confidence in their managerial capabilities when adequate support was available.

Beyond these self-oriented and task-oriented concerns, teachers also demonstrated a strong outward and forward-looking orientation. Consequence concerns (M=5.45), tied with Personal as the most pronounced after Collaboration, centered on the effect of the curriculum on students (M=5.49), the evaluation of its impact on learners (M=5.46), and the use of student feedback to improve implementation (M=5.47). This is a positive indicator that teachers were invested in learning outcomes and not merely in themselves. Collaboration recorded the highest aggregate mean (M=5.46), as teachers strongly desired to coordinate with administrators and stakeholders (M=5.52), collaborate with colleagues (M=5.49), and work with other schools to share strategies (M=5.50), which signals readiness for Professional Learning Communities and collaborative support structures. Refocusing (M=5.43) showed that teachers were already considering improvements and innovations, most notably by wanting to take part in improving related policies (M=5.51) and modifying approaches based on results (M=5.50). Despite significant personal and management concerns, therefore, teachers remained committed to continuous improvement, a disposition that can be harnessed for sustainable curriculum development.

The relationship between these concerns and demographic variables further clarifies the nature of the problem. Spearman's rho analysis showed that age, position title, and years of teaching experience were not significantly related to any stage of concern, as all p-values exceeded 0.05 and the coefficients were negligible (ranging from -0.033 to 0.099). Concerns about the Revised K-12 Curriculum were thus widely and uniformly shared regardless of seniority, rank, or length of service. In contrast, highest educational attainment showed statistically significant but weak positive correlations with Informational ($\rho = 0.145$, $p = 0.012$), Consequence ($\rho = 0.130$, $p < 0.05$), and Collaboration ($\rho = 0.171$, $p = 0.003$) concerns. Teachers with master's units, master's degrees, or doctoral units tended to show slightly greater engagement in seeking information, focusing on student outcomes, and pursuing collaborative opportunities, implying that advanced education may foster deeper conceptual understanding and a stronger orientation toward evidence-based, collaborative, and student-centered implementation.

The qualitative findings, analyzed through Braun and Clarke's six-phase framework, corroborated and deepened these quantitative results through three major themes. The first, inadequacy of learning resources, was reflected in reports of insufficient, outdated, and misaligned materials, as in the statements that there were not enough materials (Respondent 3) and that the scarcity of books and other resources made learning targets difficult to meet (Respondent 1). This theme supports the high Management and Informational concerns and

shows that material shortages are fundamental barriers to curriculum delivery rather than mere inconveniences. The second theme, time constraints and a congested curriculum, was expressed in the observations that time versus congested competencies is a big challenge (Respondent 6) and that the length of time is not enough to fully understand the concepts (Respondent 2). It validates the high Personal and Management concerns and shows that curriculum overload forces teachers to prioritize coverage over mastery. The third theme, insufficient teacher preparation and support, concerned limited training, unclear guidelines, and a lack of sustained professional support, as when one teacher cited the lack of proper orientation and support (Respondent 4) and another noted that teachers are not given enough time to fully understand the concepts (Respondent 6). It corroborates the high Informational and Personal concerns and indicates that initial training was inadequate and that ongoing, context-sensitive professional development is urgently needed. Teachers also reported that the curriculum significantly affected their strategies, workload, and student interactions. They described positive instructional adaptation and innovation through learner-centered, activity-based approaches, but also increased workload from more lesson planning, documentation, and assessment, while teacher-student interaction was enhanced yet became more demanding because of continuous monitoring and individualized feedback.

Taken together, these findings lead to the conclusion that public school teachers in the Division of Cebu Province have very high levels of concern across all stages of implementation, particularly in the personal, collaborative, and consequential aspects. Demographic factors such as age, position, and experience do not significantly influence these concerns, whereas higher educational attainment is associated with greater engagement in the informational, consequential, and collaborative stages. The challenges teachers face are systemic, involving resource shortages, time constraints, and insufficient support that hinder effective curriculum adoption, and addressing them through targeted interventions is essential for successful implementation.

Accordingly, the recommendations drawn from the study follow directly from this evidence. Because concerns were high across all seven stages simultaneously, the Schools Division Superintendent and the Curriculum Implementation Division should adopt the proposed Concern-Based Teacher Support Framework as an integrated, multi-pronged intervention rather than a linear, stage-by-stage approach, giving priority to Personal concerns such as role clarity and decision-making transparency, and to Management concerns such as time constraints and resource shortages, before expecting progress in the Consequence and Refocusing stages. Since Collaboration was the greatest concern stage, school administrators and Master Teachers should institutionalize Professional Learning Communities at the school and district levels, providing peer coaching, collaborative lesson planning, and sharing of localized materials, with all teachers empowered as co-learners and co-contributors regardless of rank or seniority. The Department of Education central and regional offices should make professional development concern-responsive rather than content-prescriptive, replacing one-size-fits-all modules with differentiated Informational, Management, and Refocusing tracks, and should mobilize teachers with advanced degrees as peer facilitators and change agents. Curriculum writers and Learning Resource Management and Development System coordinators should develop just-in-time support materials, such as one-page checklists, video tutorials, and time-saving templates, labeled by the stage of concern they address and available in print and offline digital repositories, with quarterly concern-check surveys to refine them. Local government units and school boards should allocate supplemental funding for adequate, updated, and localized learning resources, the most frequently cited qualitative challenge, and consider hiring additional school-level administrative support staff so that teachers can focus on instruction rather than paperwork. Teacher education institutions should integrate CBAM-based concern assessment into pre-service and in-service training, since even highly educated

teachers reported very high Informational concerns (M=5.36), and should prepare future teachers for the emotional, managerial, and collaborative realities of curriculum reform in addition to content knowledge.

Finally, future researchers are encouraged to conduct a longitudinal follow-up using the same Stages of Concern Questionnaire after the framework has been implemented for one full school year, in order to measure concern reduction and stage progression, and to undertake comparative studies in other divisions, such as urban Metro Manila and remote Mindanao regions, to determine whether the finding that age, experience, and position do not significantly influence teacher concerns holds more broadly. The researcher and the Graduate School should publish the framework as a division-wide policy brief and seek endorsement from the Cebu Province Schools Division Office for pilot implementation, treating it as a living document subject to quarterly review and refinement based on teacher feedback and emerging concerns. Ultimately, the evidence shows that teachers are not resistant to the Revised K-12 Curriculum but are seeking the resources, time, clarity, and collaborative support that will allow them to implement it effectively for the benefit of their learners.

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