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TEACHERS' PROFESSIONAL COMMITMENT, TEACHING COMPETENCE AND READINESS IN CURRICULUM REFORMS

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ABSTRACT

This study examined the teachers' professional commitment, teaching competence and readiness in curriculum reforms in the Schools Division of Antique, Philippines, during the 2026-2027 school year. The study involved 326 teachers from public secondary schools in the division and employed a descriptive-correlational research design. The study included sex, highest educational attainment, length of teaching experience, position, school size, and school location as independent variables and teachers' professional commitment, teaching competence, and readiness in curriculum reforms as dependent variables. Data were collected through a validated questionnaire and statistical analysis was conducted using SPSS. Statistical tools were frequency, percentage, mean, t-test, Analysis of Variance (F-test) and Pearson's r) with .05 significance level. Findings revealed that, overall, the level of teachers' professional commitment, teaching competence, and readiness in curriculum reforms was "Very High" when classified according to sex, highest educational attainment, length of teaching experience, position, and school location. Significant differences were noted in the level of teachers' professional commitment when classified according to length of teaching experience and school location while no significant differences were noted in the level of teachers' professional commitment when classified according to sex, position, and highest educational attainment. Similarly, significant differences were noted in the level of teachers' teaching competence when classified according to length of teaching experience, highest educational attainment, and school location while no significant differences were noted when classified according to sex and position. On the other hand, no significant differences were noted in the level of teachers' readiness in curriculum reforms when classified according to sex, length of teaching experience, position, highest educational attainment and school location. Finally, significant relationships were found between teachers' professional

commitment and teaching competence and teachers' professional commitment and readiness in curriculum reforms while no significant relationship between teachers' teaching competence and readiness in curriculum reforms.

KEYWORDS: Teachers' Professional Commitment, Teaching Competence, Readiness, Curriculum Reforms.

INTRODUCTION

Education continuously evolves to meet the demands of a rapidly changing global society, requiring education systems to implement curriculum reforms that develop learners' relevant 21st century skills. In the Philippines, reforms such as the Enhanced K to 10 Curriculum and the Strengthened Senior High School Curriculum reflect the Department of Education's efforts to improve educational quality, address learning gaps, and reduce curriculum overload. However, the success of these reforms depends largely on teachers, who are the primary implementers of change in the classroom (Evangelio & Escote, 2024).

In this context, teachers' professional commitment plays a crucial role in sustaining educational change. Teachers' professional commitment reflects their dedication, loyalty, and emotional attachment to their profession. Similarly, teaching competence is a critical determinant of instructional effectiveness and successful curriculum implementation. It refers to teachers' knowledge, skills, and instructional effectiveness. According to Viernes et al. (2024), professional commitment is significantly associated with improved teaching performance and motivation, showing that committed teachers are more likely to support and sustain curriculum reforms. Recent studies by Cadiong (2024) and Evangelio and Escote (2024) revealed that teachers with higher competence demonstrate better instructional performance and greater adaptability to curriculum demands. Moreover, Bayot (2024) emphasized that readiness depends not only on individual preparedness but also on institutional support, leadership, and access to resources.

In the Schools Division of Antique, continuous curriculum reforms have raised growing concerns among teachers. Although these reforms aim to improve education, many teachers express frustrations on social media about frequent policy changes, heavier workloads, inadequate preparation, unclear guidelines, and limited institutional support. These concerns suggest a gap between policy expectations and the realities teachers face in schools. In addition, some teachers reportedly leave the Department of Education to engage in business, work abroad, or withdraw from the profession due to burnout and declining interest. These

situations may reflect challenges in teachers' professional commitment, teaching competence, and readiness to implement curriculum reforms effectively.

Although previous studies have examined professional commitment, teaching competence, and readiness separately, limited research has explored how these factors collectively influence teachers within the Schools Division of Antique. This gap is important because local challenges may differ from national conditions. Thus, this study aims to determine the levels of teachers' professional commitment, teaching competence, and readiness in curriculum reforms among public secondary school teachers in the Schools Division of Antique.

Statement of the Problem

This study aimed to determine the teachers' professional commitment, teaching competence, and readiness in curriculum reforms in public secondary schools in the Schools Division of Antique, Philippines for the School Year 2026–2027.

Specifically, it sought to answer the following questions:

1. What is the level of teachers' professional commitment when taken as a whole and when classified according to sex, highest educational attainment, length of teaching experience, position, and school location?
2. What is the level of teachers' teaching competence when taken as a whole and when classified according to sex, highest educational attainment, length of teaching experience, position, and school location?
3. What is the level of teachers' readiness in curriculum reforms when taken as a whole and when classified according to sex, highest educational attainment, length of teaching experience, position, and school location?
4. Are there significant differences in the level of teachers' professional commitment when classified according to sex, highest educational attainment, length of teaching experience, position, and school location?
5. Are there significant differences in the level of teachers' teaching competence when classified according to sex, highest educational attainment, length of teaching experience, position, and school location?
6. Are there significant differences in the level of teachers' readiness in curriculum reforms when classified according to sex, highest educational attainment, length of teaching experience, position, and school location?

7. Are there significant relationships among teachers' professional commitment, teaching competence, and readiness in curriculum reforms?

METHODOLOGY

The researcher used the descriptive-correlational method of research in the conduct of the study to look into the teachers' professional commitment, teaching competence, and readiness in curriculum reforms in the Schools Division of Antique, Philippines for School Year 2026-2027. The respondents of the study were 326 randomly selected teachers of public secondary schools from 3 clusters in the Schools Division of Antique for school year 2026-2027. Sampling Design. This study made use of probability sampling technique specifically multistage sampling to draw samples involve in this study. In applying this technique, the researcher identified the target population and determined how it could be naturally divided into strata. The cluster served as the basis for the strata. Then, the researcher employed a random sampling technique to select a subset of the clusters, such as schools, to ensure that each cluster had an equal chance of being chosen to maintain sample representativeness. Afterward, the researcher applied the proportionate random sampling technique to determine the number of samples to be included in each school. To draw the samples in each school, the fishbowl technique was used. This was done by assigning numbers to the participants in the population of every school. The numbers assigned to the participants were written on small pieces of paper, one number per piece. The small pieces of paper were rolled and placed in a container large enough to allow the rolled papers to move freely in all directions. The container was shaken thoroughly until the desired number of respondents was selected. The data in this study were obtained through a questionnaire which was composed of four parts. Part I of the instrument solicited data on the profile of the respondents such as their sex, highest educational attainment, length of teaching experience, position, and school location. Part II of the instrument was designed to gather data on the teachers' professional commitment based from the study of Meyer and Allen (1991). The instrument consisted of 15, five-point Likert scale items that measured the professional commitment of teachers. To answer the instrument, the respondents were asked to determine their level of professional commitment by indicating the extent of their agreement to each statement in the instrument using the following scale: 5 – Strongly Agree, 4 – Agree, 3 – Undecided, 2 – Disagree, and 1 – Strongly Disagree. To gather data on the teachers' teaching competence, the respondents provided their latest IPCR rating as reflected in their Individual Performance and Commitment Review Form (IPCRF). Part III of the instrument was designed to gather data

on the teachers' readiness in curriculum reforms based from the study of Duldulao (2025). The instrument consisted of 15, five-point Likert scale items that measured the readiness of teachers in curriculum reforms. To answer the instrument, the respondents were asked to determine their level of readiness in curriculum reforms by indicating the extent of their agreement to each statement in the instrument using the following scale: 5 – Strongly Agree, 4 – Agree, 3 – Undecided, 2 – Disagree, and 1 – Strongly Disagree. The research instrument used in this study was subjected to content validation by a jury composed of five members. The Good and Scates' Criteria for Validation was used to ensure the validity and to check whether the questions are appropriate, clear, reasonable, typical, and sufficiently inclusive. The useful comments, suggestions, and recommendations made by the members of the jury were considered by the researcher in revising the research instrument. The final research instrument was reproduced and submitted again for dry run or pilot testing to determine its reliability. To ensure that the research instrument used in this study was reliable, it was pilot tested to 30 teachers in the Schools Division of Antique who were not previously chosen as respondents of this study. These teachers were excluded in the final administration of the research instrument. The results of the pilot testing were processed to generate a reliability coefficient acceptable to consider the research instrument as reliable using the Cronbach's Alpha. Results of reliability analysis indicated a Cronbach's alpha of .898 for questionnaire on teachers' professional commitment and .975 on teachers' readiness on curriculum reforms indicating that the instrument used in this study was highly reliable. Prior to gathering of data, permission to conduct the study was obtained from the Office of the Schools Division Superintendent, Department of Education (DepEd), Schools Division of Antique and from the Office of the Public District Supervisor of each school district. The administration of the research instrument was personally distributed by the researcher to the respondents in their respective schools. After a specified period of time, the questionnaires were retrieved by the researcher, and they were tallied, analyzed, and interpreted by the researcher. Frequency. This was used to determine the number of teachers belonging to each category of variables. Percentage. This was used to determine the proportion of the teachers belonging to each category of variables. Mean. This was used to determine the level of teachers' professional commitment, teaching competence, and readiness in curriculum reforms. t-test. This was used to find out the significant differences in the level of teachers' professional commitment, teaching competence, and readiness in curriculum reforms when respondents were classified according to variables with two categories such as sex, length of teaching experience, and position. Analysis of Variance (F-test). This was used to find out the significant differences in

the level of teachers' professional commitment, teaching competence, and readiness in curriculum reforms when respondents were classified according to variables with three or more categories such as highest educational attainment and school location. Pearson's r . This was used to determine the relationships among teachers' professional commitment, teaching competence, and readiness in curriculum reforms. All inferential statistics were set at .05 significance level. All statistical computations were processed through Statistical Package for Social Sciences (SPSS) software.

RESULTS AND DISCUSSIONS

Level of Teachers' Professional Commitment When Taken as a Whole

The level of teachers' professional commitment when taken as a whole was determined by computing the mean scores.

The level of teachers' professional commitment when taken as a whole is "Very High" with an obtained overall mean score of 4.44. A scrutiny of the means in the same table reveals that teachers obtained a highest mean score in the indicators "Value their responsibilities as a teacher" ($M=4.67$), "Take pride in being a teacher" ($M=4.66$), and "Committed to teaching as part of their professional duty" ($M=4.61$) described as "Very High" while they obtained the lowest mean score in the indicator "Feel that they have invested too much to give up teaching" ($M=4.20$), "Find it difficult to leave the teaching profession now" ($M=4.22$), and "Continue teaching because of the benefits associated with the profession" ($M=4.26$) described also as "Very High".

This result means that all teachers are emotionally attached to and are actively engaged in teaching. This is indicated by valuing responsibilities as a teacher, taking pride in being a teacher and committed to teaching as part of their professional duty.

This finding supports the study of Thant and New (2023) that teachers had average and above levels of professional commitment.

This also affirms the findings of As-il (2024) that teachers demonstrate strong commitment to social responsibilities.

This finding agrees also to the study of Sibug et al. (2025) and Picardal (2022) that teachers demonstrated high professional commitment despite challenges.

Table 1. Level of Teachers' Professional Commitment When Taken as a Whole.

Category	Mean	Description
Feel emotionally attached to the teaching profession.	4.40	Very High
Take pride in being a teacher.	4.66	Very High
Feel a strong sense of belonging to their profession.	4.56	Very High
Enjoy discussing teaching-related topics with others.	4.53	Very High
Feel personally fulfilled being part of the teaching profession	4.50	Very High
Find it difficult to leave the teaching profession now.	4.21	Very High
Stay in teaching because leaving would require significant personal sacrifice.	4.27	Very High
Feel that they have invested too much to give up teaching.	4.15	High
Spend extra time assisting struggling learners when necessary.	4.43	Very High
Continue teaching because of the benefits associated with the profession.	4.26	Very High
Feel a moral obligation to remain in the teaching profession	4.40	Very High
Finish reports and school requirements on time.	4.35	Very High
Feel responsible for contributing to the development of learners.	4.53	Very High
Value their responsibilities as a teacher.	4.67	Very High
Committed to teaching profession as part of their professional duty.	4.61	Very High
Overall Mean	4.44	Very High

Scale of Means: 4.21–5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81-2.60 Low; 1.00 – 1.80 Very low

Level of Teachers' Professional Commitment When Classified According to Sex, Highest Educational Attainment, Length of Teaching Experience, Position, and School Location

The level of teachers' professional commitment when classified according to sex, highest educational attainment, length of teaching experience, position, and school location was determined by computing the mean scores.

When classified according to sex, teachers who are male (M=4.41) and female (M=4.45) have "Very High" level of professional commitment.

When classified according to highest educational attainment, teachers who are holder of bachelor's degree (M=4.45), master's degree (M=4.39) and doctorate degree (M=4.60) have "Very High" level of professional commitment.

When classified according to length of teaching experience, teachers with short ($M=4.42$) and long ($M=4.56$) have “Very High” level of professional commitment.

When classified according to position, teachers who are Teacher (I-III) ($M=4.44$) and Master Teacher (I-III) ($M=4.59$) have “Very High” level of professional commitment.

When classified according to school location, teachers who belong to Cluster I ($M=4.36$), Cluster II ($M=4.49$) and Cluster III ($M=4.45$) have “Very High” level of professional commitment.

This result means that regardless of sex, highest educational attainment, length of teaching experience, position and school location, all teachers are emotionally attached to and are actively engaged in teaching.

This is consistent with the findings of Apwan and Rote (2023) that the level of teachers’ professional commitment was very high.

Table 2. Level of Teachers’ Professional Commitment When Classified According to Sex, Highest Educational Attainment, Length of Teaching Experience, Position, and School Location.

Variables	Mean	Description
Sex		
Male	4.41	Very High
Female	4.45	Very High
Highest Educational Attainment		
Bachelor’s Degree	4.45	Very High
Master’s Degree	4.39	Very High
Doctorate Degree	4.60	Very High
Length of Teaching Experience		
Short	4.42	Very High
Long	4.56	Very High
Position		
Teacher (I-III)	4.44	Very High
Master Teacher (I-II)	4.59	Very High

Variables	Mean	Description
School Location		
Cluster I	4.36	Very High
Cluster II	4.49	Very High
Cluster III	4.45	Very High

Scale of Means: 4.21–5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81-2.60 Low; 1.00 – 1.80 Very low

Level of Teachers’ Teaching Competence When Taken as a Whole and When Classified According to Sex, Highest Educational Attainment, Length of Teaching Experience, Position, and School Location

The level of teachers’ teaching competence when taken as a whole and when classified according to sex, highest educational attainment, length of teaching experience, position, and school location was determined by computing the mean scores.

The level of teachers’ teaching competence when taken as a whole is “Very High” with an obtained overall mean score of 4.70.

This result means that teachers consistently exceed the performance standards set in the IPCRF and demonstrate exceptional competence, commitment, and innovation in achieving Key Result Areas (KRAs), Objectives, and professional responsibilities while significantly contributing to learner success and school improvement.

This finding supports the study of Francia and Espiritu (2024) that teachers have Very Satisfactory performance.

This also affirms the findings of Basa (2025) that teachers demonstrated a very satisfactory level of teaching competence.

When classified according to sex, teachers who are male (M=4.69) and female (M=4.70) have “Very High” level of teaching competence.

When classified according to highest educational attainment, teachers who are holder of bachelor’s degree (M=4.68), master’s degree (M=4.74) and doctorate degree (M=4.83) have “Very High” level of teaching competence.

When classified according to length of teaching experience, teachers with short (M=4.68) and long (M=4.79) have “Very High” level of teaching competence.

When classified according to position, teachers who are Teacher (I-III) (M=4.69) and Master Teacher (I-III) (M=4.74) have “Very High” level of teaching competence.

When classified according to school location, teachers who belong to Cluster I ($M=4.61$), Cluster II ($M=4.74$) and Cluster III ($M=4.71$) have “Very High” level of teaching competence.

This result means that regardless of sex, highest educational attainment, length of teaching experience, position and school location, teachers consistently exceed the performance standards set in the IPCRF and demonstrate exceptional competence, commitment, and innovation in achieving Key Result Areas (KRAs), Objectives, and professional responsibilities while significantly contributing to learner success and school improvement.

This is consistent with the findings of Aleño et al. (2024) that teachers have a strong level of competence.

Table 3. Level of Teachers’ Teaching Competence When Taken as a Whole and When Classified According to Sex, Highest Educational Attainment, Length of Teaching Experience, Position, and School Location.

Variables	Mean	Description
As a Whole	4.70	Very High
Sex		
Male	4.69	Very High
Female	4.70	Very High
Highest Educational Attainment		
Bachelor’s Degree	4.68	Very High
Master’s Degree	4.74	Very High
Doctorate Degree	4.83	Very High
Length of Teaching Experience		
Short	4.68	Very High
Long	4.79	Very High
Position		
Teacher (I-III)	4.69	Very High
Master Teacher (I-II)	4.74	Very High

Variables	Mean	Description
School Location		
Cluster I	4.61	Very High
Cluster II	4.74	Very High
Cluster III	4.71	Very High

Scale of Means: 4.21–5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81-2.60 Low; 1.00 – 1.80 Very low

Level of Teachers' Readiness in Curriculum Reforms When Taken as a Whole

The level of teachers' readiness in curriculum reforms when taken as a whole was determined by computing the mean scores.

The level of teachers' readiness in curriculum reforms when taken as a whole is "Very High" with an obtained overall mean score of 4.21. A scrutiny of the means in the same table reveals that teachers obtained a highest mean score in the indicators "Can use assessment results to improve instruction" (M=4.35), "Can evaluate learner performance based on revised standards" (M=4.30), and "Can adapt or develop instructional materials when needed" (M=4.28) described as "Very High" while they obtained the lowest mean score in the indicator "Can explain the curriculum reform to stakeholders" (M=4.07), "Prepared to implement new teaching strategies required by the curriculum" (M=4.11), and "Can access sufficient teaching resources for curriculum implementation" (M=4.12) described as "High". This result means that all teachers are prepared, willing, and capable to implement curriculum changes.

This aligns with the findings of Catalan and Basa (2023) and Barcelo and Cacharo (2025) that teachers have very high level of readiness.

This finding also supports the study of Ben Gurion (2024), Elardo (2025) and Atienza et al (2025) that teachers were moderately ready in implementing curriculum reform.

Table 4. Level of Teachers' Readiness in Curriculum Reforms When Taken as a Whole.

Category	Mean	Description
Understand the objectives of the new curriculum reform.	4.15	High
Familiar with the curriculum standards and competencies.	4.23	Very High
Understand the changes introduced in the revised curriculum.	4.18	High
Can explain the curriculum reform to stakeholders.	4.07	High

Category	Mean	Description
Prepared to implement new teaching strategies required by the curriculum.	4.11	High
Can design lesson plans aligned with the revised curriculum.	4.21	Very High
Confident in delivering lessons under the new curriculum.	4.20	Very High
Can integrate new competencies into my teaching.	4.25	Very High
Can use confidently the materials provided for the new curriculum.	4.16	High
Can adapt or develop instructional materials when needed.	4.28	Very High
Can access sufficient teaching resources for curriculum implementation.	4.12	High
Can develop assessments aligned with the new curriculum.	4.28	Very High
Can evaluate learner performance based on revised standards.	4.30	Very High
Can use assessments results to improve instruction.	4.35	Very High
Can apply new assessment methods required by the reform confidently.	4.27	Very High
Overall Mean	4.21	Very High

Scale of Means: 4.21–5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81-2.60 Low; 1.00 – 1.80 Very low

Level of Teachers’ Readiness in Curriculum Reforms When Classified According to Sex, Highest Educational Attainment, Length of Teaching Experience, Position, and School Location

The level of teachers’ readiness in curriculum reforms when classified according to sex, highest educational attainment, length of teaching experience, position, and school location was determined by computing the mean scores.

When classified according to sex, teachers who are male (M=4.25) have “Very High” level of readiness in curriculum reforms while teachers who are female (M=4.20) have “High” level of readiness in curriculum reforms.

When classified according to highest educational attainment, teachers who are holder of bachelor’s degree (M=4.24) have “Very High” level of readiness in curriculum reforms while teachers who are holder of master’s degree (M=4.15) and doctorate degree (M=4.05) have “High” level of readiness in curriculum reforms.

When classified according to length of teaching experience, teachers with short (M=4.22) have “Very High” level of readiness in curriculum reforms while teachers with long (M=4.16) have “High” level of readiness in curriculum reforms.

When classified according to position, teachers who are Teacher (I-III) (M=4.21) and Master Teacher (I-III) (M=4.39) have “Very High” level of readiness in curriculum reforms.

When classified according to school location, teachers who belong to Cluster II (M=4.27) have “Very High” level of readiness in curriculum reforms while teachers who belong to Cluster I (M=4.20) and Cluster III (M=4.15) have “High” level of readiness in curriculum reforms.

These results mean that teachers generally have a high to very high level of readiness in curriculum reforms across all profile groups. This indicates that readiness is not limited to a particular group of teachers - male and female teachers, teachers with different educational attainments, teachers with short or long teaching experience, teachers in different positions, and teachers from different school locations, all teachers are prepared, willing, and capable to implement curriculum changes.

This finding is consistent with Caspe and Sarrosa (2025) who found that teachers were generally ready for curriculum implementation but still needed support. This supports the present finding because teachers from different groups showed high to very high readiness for curriculum reforms.

This finding affirms Elardo (2025), who reported that teachers were ready but still needed help in understanding the curriculum, assessment, and teaching strategies. This means that teacher readiness can improve further through continuous training and support.

Table 5. Level of Teachers’ Readiness in Curriculum Reforms When Classified According to Sex, Highest Educational Attainment, Length of Teaching Experience, Position, and School Location.

Variables	Mean	Description
Sex		
Male	4.25	Very High
Female	4.20	High
Highest Educational Attainment		
Bachelor’s Degree	4.24	Very High
Master’s Degree	4.15	High
Doctorate Degree	4.05	High
Length of Teaching Experience		

Variables	Mean	Description
Short	4.22	Very High
Long	4.16	High
Position		
Teacher (I-III)	4.21	Very High
Master Teacher (I-II)	4.39	Very High
School Location		
Cluster I	4.20	High
Cluster II	4.27	Very High
Cluster III	4.15	High

Scale of Means: 4.21–5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81-2.60 Low; 1.00 – 1.80 Very low

Differences in the Level of Teachers' Professional Commitment When Classified According to Sex, Length of Teaching Experience and Position

As reflected in Table 6, no significant differences existed in the level of teachers' professional commitment when classified according to sex, $t=-.977$, $p > .05$ and position, $t=-1.174$, $p > .05$. Thus, the null hypothesis which states that there are no significant differences in the level of teachers' professional commitment when classified according to sex and position was not rejected.

The means that teachers have similar level of professional commitment regardless of their sex and position.

This finding indicates that teachers' professional commitment remains consistent regardless of their sex and position, indicating that these factors do not shape their level of commitment. This finding is consistent with the study of Viberg et al. (2023) which found that sex did not significantly affect teachers' professional commitment.

This finding affirms the study of OECD TALIS (2024) which reported that sex and educational attainment showed minimal influence on teachers' commitment, while professional satisfaction, experience, and working conditions were stronger factors.

This finding is also consistent with the study of Anog et al. (2024) which found that sex differences were not significant in relation to teachers' commitment and retention.

This finding affirms the study of Pillas (2025) which found that age and sex were not significant predictors of professional commitment, although position and years of experience affected commitment.

This finding refutes the study of Lozada-Urbano et al. (2025) which found that sex, position, and career advancement significantly influenced teachers' professional commitment.

On the other hand, a significant difference existed in the level of teachers' professional commitment when classified according to length of teaching experience, $t=-2.237 < .05$. Thus, the null hypothesis which states that there are no significant differences in the level of teachers' professional commitment when classified according to length of teaching experience was rejected.

This means that teachers differ in their level of professional commitment when length of teaching experience is considered.

This finding indicates that teachers' professional commitment varies depending on their length of teaching experience, indicating that experience significantly differ their level of commitment.

This finding is consistent with the study of OECD (2024) which found that age and teaching experience significantly influence teachers' professional commitment, with older and more experienced teachers showing stronger institutional attachment.

This finding affirms the study of Thant and Nwe (2023) which reported that teachers' professional commitment increases with age and professional qualification. Their study supports the present result because longer teaching experience may deepen teachers' sense of responsibility, attachment, and dedication to the teaching profession.

This finding is also consistent with Anog et al. (2024) which found that length of teaching experience significantly influenced teachers' commitment and retention.

This finding affirms the study of Gonzales and Dioso (2024) which found that age and length of teaching experience were positively related to teachers' professional commitment.

This finding refutes the study of Viberg et al. (2023) which found that age, sex, and education level had no significant effect on commitment, while self-efficacy and professional confidence were stronger predictors.

Table 6. Significant Differences in the Level of Teachers' Professional Commitment When Classified According to Sex, Length of Teaching Experience, and Position.

Variables	Mean	t-value	df	p-level	Remarks
Sex					
Male	4.41	-.977	324	.329	Not Significant
Female	4.45				
Length of Teaching Experience					
Short	4.42	-2.237	324	.026	Significant
Long	4.56				
Position					
Teacher (I-III)	4.44	-1.174	324	.241	Not Significant
Master Teacher (I-II)	4.59				

$p < .05$, significant

$p > .05$, not significant

Differences in the Level of Teachers' Professional Commitment When Classified According to Highest Educational Attainment and School Location

As reflected in Table 7, no significant differences existed in the level of teachers' professional commitment when classified according to highest educational attainment, $F=.994$, $p > .05$. Thus, the null hypothesis which states that there are no significant differences in the level of teachers' professional commitment when classified according to highest educational attainment was not rejected.

This means that teachers have similar level of professional commitment regardless of highest educational attainment.

This indicates that teachers' professional commitment is consistent regardless of their highest educational attainment indicating that these factors do not significantly shape their level of commitment.

This finding is consistent with the study of Viberg et al. (2023) which found that educational attainment did not significantly influence teachers' professional attitudes and commitment-related factors.

This finding affirms the OECD TALIS (2024) findings which reported that educational attainment had minimal influence on teachers' commitment, while teaching experience, professional satisfaction, and working conditions were stronger factors.

This finding is also supported by Soto-Fernández et al. (2023) which emphasized that teacher preparation and teaching experience contribute to professional commitment, while demographic factors such as educational background may have weaker influence.

This finding refutes the study of Amir et al. (2025) which found that educational attainment significantly predicted teachers' professional commitment.

On the other hand, a significant difference existed in the level of teachers' professional commitment when classified according to school location, $F=3.608$, $p < .05$. Result of post hoc test revealed that the significant differences lie between Cluster I and Cluster II with mean difference of .139. Thus, the null hypothesis which states that there are no significant differences in the level of teachers' professional commitment when classified according to school location was rejected.

This means that teachers have different level of professional commitment when school location is considered.

This indicates that teachers' level of professional commitment varies depending on the school location where they are assigned. This means that teachers from one cluster or location may show higher or lower professional commitment than teachers from another location.

This finding is consistent with the study of Gonzales and Dioso (2024) which found that a supportive school climate enhances teachers' professional commitment. This supports the present result because school location may differ in terms of leadership, collaboration, resources, and work environment, which can influence teachers' level of commitment.

This finding affirms the study of Olivera (2025) which revealed that work climate significantly influences teachers' professional commitment in integrated schools. This relates to the present finding because teachers assigned in different school locations may experience different school climates, administrative support, and professional conditions, resulting in varying levels of commitment.

This finding refutes the study of Viberg et al. (2023) which found that demographic and background variables had no significant effect on teachers' commitment, while self-efficacy and professional confidence were stronger predictors.

Table 7. Significant Differences in the Level of Teachers' Professional Commitment When Classified According to Highest Educational Attainment and School Location.

	Sum Squares	of df	Mean Square	F	p- level	Remarks
Highest Educational Attainment						
Between Groups	.318	2	.159	.994	.371	Not Significant
Within Groups	51.664	323	.160			Not Significant
Total	51.982	325				Not Significant
School Location						
Between Groups	1.136	2	.568	3.608	.028	Significant
Within Groups	50.847	323	.157			
Total	51.982	325				

$p < .05$, significant

$p > .05$, not significant

Differences in the Level of Teachers' Teaching Competence When Classified According to Sex, Length of Teaching Experience and Position

As reflected in Table 8, no significant differences existed in the level of teachers' teaching competence when classified according to sex, $t = -.562$, $p > .05$ and position, $t = -.625$, $p > .05$. Thus, the null hypothesis which states that there are no significant differences in the level of teachers' teaching competence when classified according to sex and position was not rejected.

This result means that teachers have the same level of teaching competence regardless of their sex and position.

This indicates that being male or female and being a Teacher (I–III) or Master Teacher (I–II) does not significantly differ teachers' teaching competence. This indicates that teaching competence may be shaped more by other factors such as teaching experience, training, professional development, instructional support, access to resources, motivation, and classroom exposure rather than by sex or position alone.

This finding is consistent with the study of González-Fernández et al. (2023) which found that age and sex had limited effects on teaching competence, while educational attainment

and teaching experience had greater influence. This supports the present finding because male and female teachers showed similar levels of teaching competence.

This finding affirms the study of Viberg et al. (2023) which reported that age, sex, and educational attainment did not significantly influence teachers' competence in using AI in education.

This finding is supported by Miguel et al. (2025) which found that demographic variables such as sex had minimal effect on teaching competence.

This finding refutes the study of Basa (2025) which found that teaching competence significantly differed according to position, with master teachers showing higher levels of competence.

On the other hand, a significant difference existed in the level of teachers' teaching competence when classified according to length of teaching experience, $t=-3.278$, $p < .05$. Thus, the null hypothesis which states that there are no significant differences in the level of teachers' teaching competence when classified according to length of teaching experience was rejected.

This means that teachers differ in their level of teaching competence when length of teaching experience is considered.

It indicates that years of teaching experience has a meaningful effect on teachers' competence. It means that teachers with longer teaching experience may have developed stronger skills in lesson planning, classroom management, assessment, instructional delivery, and handling diverse learners because of their continuous exposure to actual classroom situations. Therefore, teaching competence appears to improve over time as teachers gain more experience, confidence, professional maturity, and practical knowledge in teaching.

This finding is consistent with the study of Evangelio and Escote (2024) which found that experienced teachers demonstrated higher teaching competence, particularly in classroom management and curriculum planning.

This finding affirms the study of López-Martín et al. (2025) which revealed that teaching experience significantly influenced the development of teaching competencies among secondary teachers and school leaders.

This finding is also supported by González-Fernández et al. (2023) which found that teaching experience significantly influenced teachers' professional and teaching competence.

Table 8. Significant Differences in the Level of Teachers' Teaching Competence When Classified According to Sex, Length of Teaching Experience, and Position.

Variables	Mean	t-value	df	p-level	Remarks
Sex					
Male	4.69	-.562	324	.575	Not Significant
Female	4.70				
Length of Teaching Experience					
Short	4.68	-3.278	324	.001	Significant
Long	4.79				
Position					
Teacher (I-III)	4.69	-.625	324	.532	Not Significant
Master Teacher (I-II)	4.74				

$p < .05$, significant

$p > .05$, not significant

Differences in the Level of Teachers' Teaching Competence When Classified According to Highest Educational Attainment and School Location

As reflected in Table 9, a significant difference existed in the level of teachers' teaching competence when classified according to highest educational attainment, $F=3.584$, $p < .05$. Results of post hoc test revealed that the significant differences lie between bachelor's degree and master's degree with mean difference of $-.064$. Thus, the null hypothesis which states that there are no significant differences in the level of teachers' teaching competence when classified according to highest educational attainment was rejected.

This means that teachers differ in their level of teaching competence when highest educational attainment is considered.

This indicates that educational attainment has a meaningful sway on teachers' competence. It means that teachers with higher educational attainment may have gained more advanced knowledge, pedagogical theories, research skills, instructional strategies, and professional training, which can improve their ability to plan lessons, manage classrooms, assess learners, and deliver instruction effectively. Therefore, teaching competence may increase as teachers pursue higher academic qualifications and professional growth.

This finding is consistent with the study of Basa (2025) which found that teachers' teaching competence significantly differed according to educational attainment, with doctoral degree holders and master teachers showing higher levels of competence.

This finding affirms the study of González-Fernández et al. (2023) which reported that educational attainment and teaching experience significantly influence teachers' teaching and professional competence. This supports the result because teachers with higher academic qualifications may have stronger competence in planning, assessment, instruction, and classroom practices.

This finding affirms the study of Nalzaró (2022) which revealed that teachers' highest educational attainment was related to their teaching competence. This supports the present finding because educational advancement may help teachers improve their instructional delivery, assessment strategies, and overall classroom effectiveness.

This finding refutes the study of Viberg et al. (2023) which found that educational attainment did not significantly influence teacher competence, while self-efficacy and knowledge were stronger predictors.

Moreover, significant differences also existed in the level of teachers' teaching competence when classified according to school location, $F = 12.642$, $p > .05$. Result of post hoc test revealed that the significant differences lie between Cluster I and Cluster II with mean difference of $-.131$ and between Cluster I and Cluster III with mean difference of $-.102$. Thus, the null hypothesis which states that there are no significant differences in the level of teachers' teaching competence when classified according to school location was rejected.

This means that teachers differ in their level of teaching competence when school location is considered.

This finding indicates that school location has a significant impact on how competent teachers are in teaching. Teachers from one school cluster or location may have higher or lower teaching competence than those from another location.

This finding is consistent with the study of Catalan and Basa (2023) which found that school size and location were determinants of teachers' readiness, teaching competence, and research competence.

This finding affirms the study of Viernes (2025) which emphasized that school management practices and school context are related to teachers' competence and performance. This supports the present result because different school locations may provide different levels of leadership, supervision, resources, and professional support that can affect teachers' teaching competence.

Table 9. Significant Differences in the Level of Teachers' Teaching Competence When Classified According to Highest Educational Attainment and School Location.

	Sum Squares	of df	Mean Square	F	p- level	Remarks
Highest Educational Attainment						
Between Groups	.310	2	.155	3.584	.029	Significant
Within Groups	13.989	323	.043			Significant
Total	14.299	325				Significant
School Location						
Between Groups	1.038	2	.519	12.642	.000	Significant
Within Groups	13.261	323	.041			
Total	14.299	325				

$p < .05$, significant

$p > .05$, not significant

Differences in the Level of Teachers' Readiness in Curriculum Reforms When Classified According to Sex, Length of Teaching Experience, and Position

As reflected in Table 10, no significant differences existed in the level of teachers' readiness in curriculum reforms when classified according to sex, $t=.902$, $p > .05$; length of teaching experience, $t=.815$, $p > .05$; and position, $t=-1.090$, $p > .05$. Thus, the null hypothesis which states that there are no significant differences in the level of teachers' readiness in curriculum reforms when classified according to sex, length of teaching experience, and position was not rejected.

This means that teachers have similar level of readiness in curriculum reforms regardless of their sex, length of teaching experience, and position.

This finding indicates that readiness among teachers is consistent – whether being male or female, having shorter or longer teaching experience, or holding a Teacher I–III or Master Teacher I–II position does not significantly differ teachers' readiness for curriculum reforms. Therefore, readiness may be shaped more by other factors such as training, institutional support, resources, collaboration, motivation, and understanding of the curriculum reform rather than by these profile variables.

This finding is consistent with the study of Barcelona and Cacharo (2025) which found no significant relationship between teachers' socio-demographic profile and their readiness to implement the MATATAG Curriculum.

This finding affirms the study of Barol et al. (2025), which reported that teachers' readiness did not significantly differ when grouped according to age, field of specialization, length of service, or educational attainment.

This finding refutes the study of Johnson et al. (2025) which found that teaching experience and professional position significantly predicted teachers' readiness in implementing competency-based curriculum reforms.

Table 10. Significant Differences in the Level of Teachers' Readiness in Curriculum Reforms When Classified According to Sex, Length of Teaching Experience, and Position.

Variables	Mean	t-value	df	p-level	Remarks
Sex					
Male	4.25	.902	324	.368	Not Significant
Female	4.20				
Length of Teaching Experience					
Short	4.22	.815	324	.415	Not Significant
Long	4.16				
Position					
Teacher (I-III)	4.20	-1.090	324	.276	Not Significant
Master Teacher (I-II)	4.39				

$p < .05$, significant

$p > .05$, not significant

Differences in the Level of Teachers' Readiness in Curriculum Reforms When Classified According to Highest Educational Attainment and School Location

As reflected in Table 11, no significant differences existed in the level of teachers' readiness in curriculum reforms when classified according to highest educational attainment, $F=1.065$, $p > .05$. Thus, the null hypothesis which states that there are no significant differences in the level of teachers' readiness in curriculum reforms when classified according to highest educational attainment was not rejected.

This means that teachers have the same level of readiness in curriculum reforms regardless of their highest educational attainment.

This finding indicates that educational attainment – whether teachers hold a bachelor's degree, master's degree, or doctorate degree, it does not make them vary or differ in their level of readiness in curriculum reforms.

This finding is consistent with the study of Barol et al. (2025) which found no significant differences in teachers' readiness based on educational attainment and other profile variables.

This finding affirms Barcelona and Cacharo (2025) who reported that teachers' profile did not significantly relate to their readiness to implement the MATATAG Curriculum.

This finding is supported by Viberg et al. (2023) which found that educational attainment did not significantly affect teachers' professional attitudes and competence-related factors.

This refutes the finding Ben Gurion (2024) which found that teachers with higher educational attainment showed stronger curriculum understanding. This difference may be due to differences in research setting, curriculum focus, training exposure, and institutional support.

Similarly, no significant differences existed in the level of teachers' readiness in curriculum reforms when classified according to school location, $F=1.483$, $p > .05$. Thus, the null hypothesis which states that there are no significant differences in the level of teachers' readiness in curriculum reforms when classified according to school location was not rejected.

This means that teachers have the same level of readiness in curriculum reforms regardless of their school location.

This finding indicates that the location to which a teacher belong does not make them vary or differ in their level of readiness in curriculum reforms.

This finding affirms Barcelona and Cacharo (2025) who found that teachers' profile was not significantly related to their readiness for the MATATAG Curriculum.

This finding is consistent with Barol et al. (2025) which found that teachers' readiness did not significantly differ based on several profile variables.

This refutes the finding of Catalan and Basa (2023) which found that school size and location affected teachers' readiness, teaching competence, and research competence. This difference may be due to variations in school context, access to resources, training opportunities, technology, and institutional support.

Table 11. Significant Differences in the Level of Teachers' Readiness in Curriculum Reforms When Classified According to Highest Educational Attainment and School Location.

	Sum Squares	df	Mean Square	F	p-level	Remarks
Highest Educational Attainment						
Between Groups	.557	2	.279	1.065	.346	Not Significant
Within Groups	84.560	323	.262			Not Significant
Total	85.117	325				Not Significant
School Location						
Between Groups	.775	2	.387	1.483	.228	Not Significant
Within Groups	84.343	323	.261			Not Significant
Total	85.117	325				

$p < .05$, significant

$p > .05$, not significant

Relationships Among Teachers' Professional Commitment, Teaching Competence and Readiness in Curriculum Reforms

This study finally aimed to determine the significant relationships among teachers' professional commitment, teaching competence and readiness in curriculum reforms using Pearson's r correlation.

Results of Pearson's r correlation show that a significant relationship existed between teachers' professional commitment and teaching competence ($r = .313$, $p < .05$). Thus, the null hypothesis which states that there is no significant relationship between teachers' professional commitment and teaching competence was rejected.

This means that teachers who demonstrate higher professional commitment also tend to exhibit higher levels of teaching competence.

This finding indicates that commitment to the teaching profession may be accompanied by greater engagement in instructional responsibilities, professional growth, and classroom effectiveness.

This finding is consistent with Ma (2022) and Zhang et al. (2021) who emphasized that professional commitment helps teachers actively perform their duties, build a strong professional identity, and fulfill their responsibilities. This supports the present finding because committed teachers are more likely to improve their planning, instruction, assessment, classroom management, and overall teaching practices.

This finding affirms the study of Cadiong (2024) which showed that teachers with high professional commitment also demonstrated strong teaching competence. This supports the present finding that teachers who are more committed to their profession tend to perform better in their teaching responsibilities.

This finding is also consistent with the study of Viernes et al. (2024), which found a strong correlation between teachers' performance and career commitment.

Similarly, the result corroborates Camus (2024), who found a highly significant relationship between teachers' organizational commitment and work performance.

In addition, results of Pearson's r correlation show that a significant relationship existed between teachers' professional commitment and readiness in curriculum reforms ($r = .500$, $p < .05$). Thus, the null hypothesis which states that there is no significant relationship between teachers' professional commitment and readiness in curriculum reforms was rejected.

This means that teachers with higher professional commitment are more likely to demonstrate greater readiness to engage with curriculum reforms.

This finding indicates that teachers' willingness to participate in reform initiatives is closely tied to their sense of professional responsibility, dedication, and identification with the goals of education.

This also indicates that teachers who are professionally committed may be more willing to accept, support, and implement curriculum reforms because such reforms are viewed as aligned with their professional values and obligations.

This finding is consistent with Avalos (2023) and OECD (2024), which emphasized that committed teachers are more engaged in professional development and more adaptable to educational change. This supports the present finding because professionally committed teachers are more likely to accept curriculum reforms and adjust their teaching practices to improve learning.

This finding affirms the study of Shibuya et al. (2023) which found that teachers' commitment to curriculum reform is influenced by their beliefs, training, institutional support, and school context. This supports the present result because readiness for curriculum

reform requires not only compliance, but also willingness, commitment, and active participation.

This finding agrees with Fullan (2020) who explained that teacher readiness involves the ability and willingness to engage in and sustain educational change. This supports the present finding because committed teachers are more likely to see curriculum reform as part of their professional responsibility, not just as an administrative requirement.

This finding affirms the study of Caspe and Sarrosa (2025) which found that teachers' readiness for curriculum implementation depends on their knowledge, skills, attitudes, experience, training, and institutional support. This supports the present finding because committed teachers are more likely to develop the attitude and willingness needed to implement curriculum reforms.

On the other hand, results of Pearson's r correlation show that no significant relationship existed between teachers' teaching competence and readiness in curriculum reforms ($r = .066$, $p > .05$). Thus, the null hypothesis which states that there is no significant relationship between teachers' teaching competence and readiness in curriculum reforms was not rejected. This finding indicates that teaching competence does not have a meaningful linear relationship with readiness for curriculum reform among the respondents.

This finding indicates that competent teachers are not automatically ready for curriculum reforms. Even if teachers have good teaching skills, they may still feel unprepared if they lack training, resources, clear guidelines, manageable workload, or institutional support.

This finding shows that teaching competence and readiness are different. Teaching competence refers to what teachers can do in the classroom, while readiness refers to their willingness, confidence, and preparedness to accept and implement change. Therefore, competence alone is not enough unless teachers also believe that the reform is important, realistic, supported, and beneficial.

This finding is consistent with the study of Barcelona and Cacharo (2025) which found that teachers had high 21st-century skills and were prepared for the MATATAG Curriculum, but these skills were not significantly related to their readiness for curriculum implementation. This means that having teaching skills does not automatically make teachers ready for curriculum reform. Readiness also depends on confidence, resources, institutional support, and willingness to implement change.

This finding affirms the study of Barol et al. (2025), which showed that teachers had only a moderate level of readiness and that readiness was influenced more by professional development and institutional support than by demographic factors. This supports the present

finding because even competent teachers may still need proper training, instructional materials, emotional preparation, and school support to become fully ready for curriculum reform.

This finding is supported by Elardo (2025), who found that teachers were only moderately ready to implement the MATATAG Curriculum and still needed support in curriculum interpretation, assessment, and instructional strategies. This means that general teaching competence is not enough; teachers also need clear guidelines, training, materials, and reform-specific preparation to confidently implement curriculum changes.

This finding is consistent with Bayot (2024), who found that Grade 4 teachers were only moderately ready for curriculum implementation because of limited instructional materials, insufficient training, and increased workload. This supports the present finding because competent teachers may still feel unprepared for reform when they lack resources, training, and clear implementation support.

This finding is aligned with Atienza et al. (2025), who found that Junior High School teachers had a moderate level of readiness for the MATATAG Curriculum. Their study showed that readiness was related to subject-specific training and collaborative activities such as peer teaching and co-planning. This supports the present result because readiness depends more on meaningful preparation and collaboration than on teaching competence alone.

This finding is not fully consistent with Catalan and Basa (2023), who found that teachers had very high readiness in some areas and very satisfactory teaching competence. Their study suggests that competence and readiness may exist together. However, the present study shows that teaching competence does not necessarily predict readiness for curriculum reform in a statistically significant way.

Table 12. Significant Relationships Among Teachers' Professional Commitment, Teaching Competence, and Readiness in Curriculum Reforms.

	Professional Commitment	Teaching Competence	Readiness in Curriculum Reforms	Remarks
Professional Commitment	1.000 326	.320** .000 326	.500** .000 326	Significant
Teaching Competence	.320** .000 326	1.000 326	.066 .235 326	Not Significant
Readiness in Curriculum Reforms	.500** .000 326	.066 .235 326	1.000 326	Significant

$p < .05$, significant

$p > .05$, not significant

CONCLUSIONS

1. All teachers in the Schools Division of Antique are emotionally attached to and are actively engaged in teaching.
2. The teachers in the Schools Division of Antique consistently exceed the performance standards set in the IPCRF and demonstrate exceptional competence, commitment, and innovation in achieving Key Result Areas (KRAs), Objectives, and professional responsibilities while significantly contributing to learner success and school improvement.
3. All teachers in the Schools Division of Antique are prepared, willing, and capable to implement curriculum changes.
4. Teachers in this study differ in their level of professional commitment when their length of teaching experience and location are considered while they have similar level of professional commitment regardless of their sex, position, and highest educational attainment.
5. Teachers in this study differ in their level of teaching competence when their length of teaching experience, highest educational attainment, and school location are considered while they have similar level of teaching competence regardless of their sex and position.
6. Teachers in this study have the same level of readiness in curriculum reforms regardless of their sex, highest educational attainment, length of teaching experience, position, and school location.

7. Teachers' professional commitment is significantly related to teaching competence and readiness in curriculum reforms while teachers' teaching competence is not significantly related to readiness in curriculum reforms.

RECOMMENDATIONS

1. School heads and division officials may continue implementing programs that recognize teachers' dedication, commitment, and exemplary service. Incentives, wellness programs, mentoring systems, and professional learning communities may help sustain their positive attitude toward the teaching profession.
2. School heads may continue offering capacity-building activities focused on instructional strategies, assessment practices, classroom management, learner-centered teaching, and the effective use of technology. These programs may further improve teachers' performance in achieving Key Result Areas, objectives, and professional responsibilities.
3. School heads may provide regular orientation, training, coaching, and technical assistance on new curriculum policies, standards, competencies, and instructional materials. This will ensure that teachers remain confident and ready to translate curriculum reforms into meaningful classroom practices.
4. School heads may develop targeted programs for beginning, mid-career, and experienced teachers, as well as for teachers assigned in different school contexts.
5. Teachers may be encouraged to pursue graduate studies, attend specialized trainings, and participate in coaching or peer mentoring. The Division may also prioritize context-responsive professional development programs that address the specific needs of teachers in various school locations.
6. School heads and stakeholders may promote a culture of commitment, collaboration, and continuous improvement. Activities such as action research, learning action cells, curriculum planning sessions, and reflective practice may help teachers become more competent and more responsive to educational changes.
7. Other researchers may replicate this present study to get the overall picture of the relationships among teachers' professional commitment, teaching competence, and readiness in curriculum reforms to validate the present findings.

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