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READINESS OF ESL TEACHERS IN IMPLEMENTING THE REVISED SENIOR HIGH SCHOOL CURRICULUM: A BASIS FOR POLICY RECOMMENDATIONS

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ABSTRACT

This study assessed the readiness of English as a Second Language (ESL) teachers in implementing the revised Senior High School (SHS) curriculum in the public SHS of the Division of La Union during the School Year 2025–2026 as a basis for policy recommendations. Utilizing a quantitative descriptive research design, the study employed total enumeration sampling involving nine ESL teachers from four public SHS designated as pilot institutions for the MATATAG Curriculum implementation under DepEd Memorandum No. 48, s. 2025. Data were gathered through a validated researcher-made survey questionnaire with a Cronbach's Alpha reliability coefficient of 0.931565. Descriptive statistics such as weighted mean and rankings were used to analyze the data, while the t-test was employed to determine the significant relationship between teacher readiness and the degree of seriousness of challenges encountered. Findings revealed that ESL teachers demonstrated a moderate level of readiness (M = 2.96), with curriculum familiarity and teaching resources as relative strengths, while professional development (M = 2.733) and support systems (M = 2.933) emerged as critical areas requiring improvement. The degree of seriousness of challenges was generally slight (M = 2.36), with professional development identified as the most serious concern (M = 2.667). A strong negative correlation (r = -0.8947, p = 0.0403) was established between teacher readiness and the seriousness of challenges, indicating that as teacher preparedness increases, implementation difficulties significantly decrease. A comprehensive policy recommendation was developed to enhance ESL teacher readiness through sustained professional development, mentoring programs, resource provision, and institutional support mechanisms.

Keywords: *ESL teachers, teacher readiness, curriculum implementation, MATATAG curriculum, policy recommendations*

INTRODUCTION

Change is an indispensable tool to propel development. In the realm of education, there is an evolution of foundations and approaches in order to respond to the changing needs of learners throughout the array of generations. According to Jha (2023), education is an ever-evolving entity, adapting to the changing needs of society. As civilization progresses, so does the educational system. This is supported by Chen (2022), who states that education has evolved drastically over time, from oral transmission of knowledge to formal education beginning in Greece at around 4 BCE, followed by the Roman Education System, Middle Age, Renaissance Period, Industrial Revolution, and the 20th century (Lawton & Gordon, 2002).

The curriculum is a fundamental aspect that guides formal learning experiences. It is conceptualized to suit the educational objectives and philosophy of the learning institution for which it is intended. Curriculum design refers to how the components of the curriculum have been arranged in order to facilitate learning (Button, 2021). Meanwhile, curriculum development is a step-by-step procedure that involves planning, implementing, evaluating, and improving course materials and teaching strategies to produce better educational outcomes (Button, 2021). Tanner & Tanner (2007) argues that the evolution of curriculum development in schools reflects the evolution of knowledge and civilization itself. Undeniably, curriculum change is inevitable, necessary, and desirable. A relevant curriculum should respond to current social forces, philosophical positions, psychological principles, new knowledge, and educational reforms (Olivia, 2003).

The Philippine curriculum has evolved significantly throughout its history, from informal pre-Spanish practices to the modern K-12 program. The educational system, especially the modes of linguistic and history education in the country, have been heavily influenced by the major powers that occupied it—namely, the Spanish Empire and the United States (Bautista et al., 2008). The American occupation following Spain's defeat in the Spanish-American War in 1898 significantly changed the country's linguistic patterns and revolutionized the education system by creating a public school system with English as the medium of instruction (Bautista et al., 2008). Ultimately, the colonizers' influence on the linguistic and educational landscape of the nation manifests itself in the general population's understanding of their country's history (Arun, 2023).

The big problem faced in every country is the frequent changes in the curriculum every time there is a change in government officials, which can affect the consistency and sustainability of curriculum implementation. This is supported by Wabingga and Tomakin (2025), who argue that swift curriculum changes in the Philippines face challenges including limited resources, teacher training and support, and stakeholder involvement. Significantly weaker adoption of curriculum is due to lack of teacher preparation (Mamotheti, 2024). Fullan and Gallagher (2020) stress that teacher readiness is the most critical factor in making curriculum reform effective, second only to leadership quality. When teachers are not ready for a new curriculum, the entire education reform is at risk of failing.

The Philippine curriculum in 1987, also called the 6-4 Education System, focused on academic knowledge with six years in elementary and four years in high school. This was followed by the Basic Education Curriculum (BEC) in 2002, the Revised Basic Education Curriculum (RBEC), and K-12 in 2012 with the target of aligning the curriculum to international standards. In addition, the MATATAG Curriculum, launched by the Department of Education (DepEd) in 2023, is a revised K-12 curriculum designed to make Philippine education more relevant and job-ready. It aims to equip learners with life skills, promote citizenship, and prepare them for the global workforce. The curriculum is characterized by decongested content, a focus on foundational skills, and the integration of 21st-century skills (Chi, 2025). At present, the Department of Education will implement the revised senior high school curriculum under the MATATAG Curriculum in School Year 2026-2027. It aims to provide more effective and responsive education for Filipino youth (Ombay, 2025).

In La Union, seven senior high schools have been designated as pilot institutions for the implementation of DepEd Memorandum 48, s. 2025, comprising four public schools (Bacnotan National High School, Eulogio Clarence De Guzman Jr. Memorial Vocational High School, Naguilian National High School, and Regional Science High School for Region 1) and four private schools (Lord of Zion Divine School Inc., Lorma Colleges Basic Education School, Sacred Heart School, and St. Mary's Academy Agoo, La Union).

With the ever-changing nature of the curriculum, this study aims to explore the readiness of ESL teachers in terms of curriculum familiarity, teaching resources, professional development, assessment strategies, and support system in language learning. The results will be a basis for policy recommendation which will provide directive and evidence-based suggestions for policymakers. Readiness is crucial for student success, as effective teaching requires a strong foundation of knowledge and the ability to apply it in the classroom. Access to quality education remains a critical challenge globally, with many learners unable to access digital learning opportunities due to political instability, economic barriers, or disability access issues (ATLAS International Learning Initiative, 2024). A thoughtful and well-designed curriculum not only enhances learning outcomes but also prepares students for real-world success.

This study was founded on several theories. The Complexity Theory of William Doll (2008) advocates change, adaptation, and evolution in the interests of survival (Law, 2022). The Critical Theory of Paulo Freire (1968) addresses schooling, economy, society, culture, education, and governance. The Theory of Change of Carol Weiss (1995) focuses on understanding how and why a curriculum change initiative works. The Social Meliorist Theory of John Dewey and Lester Frank Ward (1902) highlights the importance of social change and social justice in curriculum. Several implementation researchers have posited that in addition to choosing evidence-based practices, organizations must also possess sufficient "readiness" to implement these practices successfully (Armenakis & Harris, 2009; Backer, 1995; Drzensky et al., 2012; Holt et al., 2006; Rafferty et al., 2013; Weiner et al., 2008).

The study also anchored on curriculum models including Stenhouse's Curriculum Model, which challenges the traditional view of curriculum as a fixed product and advocates for a dynamic and student-centered approach (Kilag, 2023); the Tyler Model, which adopts a systemic approach to curriculum design; the Taba Model, which takes a more flexible and dynamic approach; and the Backward Design Model, championed by Grant Wiggins and Jay McTighe in 2005, which begins with the end in mind (Button, 2021).

Research Questions

The main goal of the study is to identify the readiness of ESL teachers and the degree of seriousness of the challenges they faced in implementing the revised senior high school curriculum in La Union during the School Year 2025-2026. Specifically, it sought answers to the following questions:

1. What is the level of readiness among ESL teachers for implementing the revised Senior High School Curriculum in terms of (a) curriculum familiarity, (b) teaching resources, (c) professional development, (d) assessment strategies, and (e) support system?

2. What is the degree of seriousness of the challenges ESL teachers face in implementing the revised Senior High School curriculum along (a) curriculum familiarity, (b) teaching resources, (c) professional development, (d) assessment strategies, and (e) support system?

3. Is there a significant relationship between the level of readiness among ESL teachers and the degree of seriousness of the challenges they face in implementing the revised Senior High School curriculum?

METHODOLOGY

Research Design

The study utilized a quantitative research design. This approach involves analyzing and gathering numerical data to uncover trends, calculate averages, evaluate relationships, and derive overarching insights (Fleetwood, 2025). Utilizing a quantitative approach, the study focused on investigating the readiness of ESL teachers in implementing the revised Senior High School curriculum as well as the degree of seriousness of challenges that educators experienced from implementing it.

Locale of the Study

Furthermore, the study was conducted in the public senior high schools of the Division of La Union, Philippines, specifically in the four public schools designated as pilot institutions for the implementation of DepEd Memorandum 48, s. 2025: Bacnotan National

High School, Eulogio Clarence De Guzman Jr. Memorial Vocational High School, Naguilian National High School, and Regional Science High School for Region 1.

Respondents and Sampling Method

It employed total enumeration sampling. According to Sugiyono (2014) as cited in Jaya (2022), total enumeration is a sampling technique where the researcher chooses to examine the entire population that have a particular set of characteristics. Also known as census sampling, it involves studying an entire population or group rather than selecting a sample. The participants of the study were the nine (9) Public Senior High School ESL teachers of La Union who are currently teaching English subject under the Revised Senior High School Curriculum in Academic Year 2025-2026.

Table 1. Distribution of Respondents by School

School	Address	Number of ESL teachers
Bacnotan National High School	Poblacion, Bacnotan 2515	3
Eulogio Clarence De Guzman Junior Memorial Vocational High School	Central West, Bauang, 2501	1
Naguilian National High School	Naguilian Road, Imelda, Naguilian 2511	4
Regional Science High School for Region 1	Ma. Cristina East, Bangar, 2519	1

Research Instruments

To gather data for the study, the researcher administered a survey questionnaire which contains Likert scales to provide a systematic way to quantify opinions, allowing the researcher to collect consistent and objective data for analysis. The survey questionnaire was administered through paper-based surveys. Prior to participation, all respondents were briefed about the purpose of the study, assured of their anonymity, and informed that their participation was voluntary. Data collection was conducted over a period of two weeks, during which responses were monitored for completeness and accuracy.

The instrument has two sections: Level of Readiness (Curriculum Familiarity, Teaching Resources, Professional Development, Assessment Strategies, and Support System) and Degree of Seriousness of the Challenges in implementing the revised Senior High School curriculum (Curriculum Familiarity, Teaching Resources, Professional Development, Assessment Strategies, and Support System). The instrument used a 4-point Likert scale.

Validity and Reliability

Content validation was conducted to ensure the correctness of the instrument. There were three ESL validators who validated the questionnaire: Dr. Maricon C. Viduya, English Professor and DMMMSU Research and Ethics Committee; Mr. Eric John D. Isidro, Master Teacher I of Rosario Integrated School; and Mrs. Renacielo M. Daclan, Master Teacher I of Don Eufemio F. Eriguel Memorial National High School.

Reliability testing was conducted to ensure that the instrument was highly reliable. The study utilized internal consistency reliability, particularly Cronbach's Alpha Reliability Test. Reliability testing was conducted at Saint Mary's Academy at Agoo, La Union. The instrument showed an excellent reliability or internal consistency with 0.931565 value.

Data Analysis

To analyze the quantitative data, the researcher made use of descriptive statistics, particularly the weighted mean in each domain of readiness and degree of seriousness of challenges. Furthermore, the researcher utilized paired t-test to determine the relationship of teachers' readiness and the degree of seriousness of challenges they faced in implementing the revised curriculum.

The indicators were measured and interpreted using the following relative values:

Table 2. Numerical Values and Descriptive Ratings for Level of Readiness

Numerical Values	Statistical Limits	Descriptive Ratings (DR)
4	3.26-4.00	Very Ready
3	2.51-3.25	Moderately Ready
2	1.76-2.50	Slightly Ready
1	1.00-1.75	Not Ready

Table 3. Numerical Values and Descriptive Ratings for Degree of Seriousness of Challenges

Numerical Values	Statistical Limits	Descriptive Ratings (DR)
4	3.26-4.00	Very Serious
3	2.51-3.25	Moderately Serious

Numerical Values	Statistical Limits	Descriptive Ratings (DR)
2	1.76-2.50	Slightly Serious
1	1.00-1.75	Not Serious

Scope and Limitations

The study was limited to nine (9) ESL teachers from four public senior high schools in the Division of La Union who are included in the pilot testing of the revised curriculum. The findings are specific to this locale and may not be generalizable to other divisions or private schools. The study focused only on five domains of readiness and challenges: curriculum familiarity, teaching resources, professional development, assessment strategies, and support system.

RESULTS

This section presents the analysis and interpretation of data gathered from nine ESL teachers regarding their readiness for and challenges in implementing the Revised Senior High School (SHS) Curriculum.

Table 4 presents the overall readiness of ESL teachers across five dimensions. The composite mean of 2.960 indicates a moderate level of readiness. Curriculum Familiarity and Teaching Resources obtained the highest means (3.067), followed by Assessment Strategies (3.000), Support System (2.933), and Professional Development (2.733). Professional Development was the only dimension interpreted as slightly ready, revealing a significant gap in training opportunities and continuous learning.

Table 4. Level of Readiness of ESL Teachers (N=9)

Readiness Area	Weighted Mean	Interpretation	Rank
Curriculum Familiarity	3.067	Very Ready	1.5
Teaching Resources	3.067	Very Ready	1.5
Assessment Strategies	3.000	Very Ready	3
Support System	2.933	Moderately Ready	4

Readiness Area	Weighted Mean	Interpretation	Rank
Professional Development	2.733	Moderately Ready	5
Average Weighted Mean	2.960	Moderately Ready	

Legend: 3.26–4.00 Very Ready; 2.51–3.25 Moderately Ready; 1.75–2.50 Slightly Ready; 1.00–1.75 Not Ready

Curriculum Familiarity

Table 5 shows that ESL teachers demonstrated adequate familiarity with the curriculum, particularly in awareness of quarterly learning competencies (M=3.30) and alignment of lesson plans with curriculum standards (M=3.20). However, understanding specific curriculum changes (M=2.90) and confidence in explaining curriculum rationale to stakeholders (M=2.90) were identified as areas requiring improvement.

Table 5. Level of Readiness in Curriculum Familiarity

Indicator	Mean	Interpretation
Awareness of learning competencies per quarter	3.30	Moderately Ready
Alignment of lesson plans with standards	3.20	Moderately Ready
Familiarity with goals and objectives	3.00	Moderately Ready
Understanding of specific curriculum changes	2.90	Slightly Ready
Confidence in explaining curriculum rationale	2.90	Slightly Ready
Average Weighted Mean	3.067	Moderately Ready

Teaching Resources

Table 6 reveals moderate readiness in resource utilization. Teachers demonstrated capability in adapting materials (M=3.20), integrating technology (M=3.20), and using varied instructional materials (M=3.20). However, institutional provision of sufficient ESL materials received the lowest rating (M=2.70), indicating a resource gap at the school level.

Table 6. Level of Readiness in Teaching Resources

Indicator	Mean	Interpretation
Use of varied instructional materials	3.20	Moderately Ready
Capability to create/adapt materials	3.20	Moderately Ready
Effective technology integration	3.20	Moderately Ready
Access to updated teaching guides	3.00	Moderately Ready
Sufficient school-provided ESL materials	2.70	Moderately Ready
Average Weighted Mean	3.067	Moderately Ready

Professional Development

Table 7 indicates moderate readiness in professional development, with all indicators scoring below 3.0. The lowest mean was recorded for access to ongoing professional development opportunities (M=2.40), interpreted as slightly ready. This finding highlights a critical gap in continuous, curriculum-specific training for ESL teachers.

Table 7. Level of Readiness in Professional Development

Indicator	Mean	Interpretation
Preparedness to independently update practices	2.90	Moderately Ready
Attendance in curriculum training/workshops	2.80	Moderately Ready
Training equipped knowledge for revised curriculum	2.80	Moderately Ready
Participation in professional learning communities	2.80	Moderately Ready
Access to ongoing professional development	2.40	Slightly Ready

Indicator	Mean	Interpretation
Average Weighted Mean	2.733	Moderately Ready

Assessment Strategies

Table 8 shows moderate to high readiness in assessment. Teachers were most prepared in providing timely feedback (M=3.20) and using assessment data to inform instruction (M=3.10). Areas requiring development include understanding the assessment framework (M=2.90) and utilizing varied assessment tools (M=2.80).

Table 8. Level of Readiness in Assessment Strategies

Indicator	Mean	Interpretation
Provision of timely and constructive feedback	3.20	Moderately Ready
Use of assessment data for instruction	3.10	Moderately Ready
Confidence in designing curriculum-aligned assessments	3.00	Moderately Ready
Understanding of assessment framework	2.90	Moderately Ready
Use of varied assessment tools	2.80	Moderately Ready
Average Weighted Mean	3.000	Moderately Ready

Support System

Table 9 reveals consistent moderate readiness across support system indicators, with most items scoring 3.0. However, feeling supported by school leadership received the lowest rating (M=2.70), suggesting inconsistencies in leadership engagement during curriculum transition.

Table 9. Level of Readiness in Support System

Indicator	Mean	Interpretation
Administrative support from school	3.00	Moderately Ready

Indicator	Mean	Interpretation
Access to curriculum specialists/coordinators	3.00	Moderately Ready
Collaboration among ESL teachers	3.00	Moderately Ready
Confidence in support system effectiveness	3.00	Moderately Ready
Support from school leadership	2.70	Moderately Ready
Average Weighted Mean	2.933	Moderately Ready

Degree of Seriousness of Challenges

Table 10 presents the challenges encountered by ESL teachers. Professional Development emerged as the most serious challenge (M=2.667), interpreted as moderately serious. Assessment Strategies (M=2.422), Support System (M=2.311), Curriculum Familiarity (M=2.200), and Teaching Resources (M=2.200) were all rated as slightly serious.

Table 10. Degree of Seriousness of Challenges (N=9)

Challenge Area	Weighted Mean	Interpretation	Rank
Professional Development	2.667	Moderately Serious	1
Assessment Strategies	2.422	Slightly Serious	2
Support System	2.311	Slightly Serious	3
Curriculum Familiarity	2.200	Slightly Serious	4.5
Teaching Resources	2.200	Slightly Serious	4.5
Average Weighted Mean	2.360	Slightly Serious	

Legend: 3.26–4.00 Very Serious; 2.51–3.25 Moderately Serious; 1.75–2.50 Slightly Serious; 1.00–1.75 Not Serious

Curriculum Familiarity Challenges

Table 11 shows that unfamiliarity with new content and learning competencies was the most serious concern (M=2.60), falling under moderately serious. Other indicators, including difficulty understanding objectives (M=2.30), lack of orientation sessions (M=2.30), challenges in interpreting performance standards (M=1.90), and difficulty aligning teaching practices (M=1.90), were rated as slightly serious.

Table 11. Degree of Seriousness of Challenges in Curriculum Familiarity

Indicator	Mean	Interpretation
Unfamiliarity with new content and competencies	2.60	Moderately Serious
Difficulty understanding curriculum objectives	2.30	Slightly Serious
Lack of access to orientation sessions	2.30	Slightly Serious
Challenges in interpreting performance standards	1.90	Slightly Serious
Difficulty aligning teaching practices	1.90	Slightly Serious
Average Weighted Mean	2.200	Slightly Serious

Teaching Resources Challenges

Table 12 reveals that difficulty integrating real-world materials was the highest concern (M=2.40), followed by lack of updated instructional materials (M=2.30), shortage of textbooks and modules (M=2.20), and insufficient technology resources (M=2.20). Difficulty adapting materials received the lowest rating (M=1.80).

Table 12. Degree of Seriousness of Challenges in Teaching Resources

Indicator	Mean	Interpretation
Difficulty integrating real-world materials	2.40	Slightly Serious
Lack of updated instructional materials	2.30	Slightly Serious

Indicator	Mean	Interpretation
Shortage of curriculum-aligned textbooks/modules	2.20	Slightly Serious
Insufficient technology resources	2.20	Slightly Serious
Difficulty adapting materials	1.80	Slightly Serious
Average Weighted Mean	2.200	Slightly Serious

Professional Development Challenges

Table 13 indicates that inadequate seminar/workshop content was the most serious challenge (M=2.90), followed by unpreparedness to implement new strategies (M=2.80), limited training opportunities (M=2.70), and absence of a clear professional development framework (M=2.70). Lack of support in keeping up with ESL trends received the lowest rating (M=2.30).

Table 13. Degree of Seriousness of Challenges in Professional Development

Indicator	Mean	Interpretation
Seminars/workshops inadequately address classroom challenges	2.90	Moderately Serious
Unpreparedness to implement new instructional strategies	2.80	Moderately Serious
Limited training opportunities on revised curriculum	2.70	Moderately Serious
No clear framework for continuous professional development	2.70	Moderately Serious
Little to no support in keeping up with ESL trends	2.30	Slightly Serious
Average Weighted Mean	2.667	Moderately Serious

Assessment Strategies Challenges

Table 14 shows that difficulty developing curriculum-aligned assessment tools (M=2.60) and lack of guidance on formative assessment (M=2.60) were moderately serious concerns. Challenges in holistic assessment (M=2.40), absence of standard assessment models (M=2.30), and limited access to sample tools (M=2.20) were slightly serious.

Table 14. Degree of Seriousness of Challenges in Assessment Strategies

Indicator	Mean	Interpretation
Difficulty developing curriculum-aligned assessment tools	2.60	Moderately Serious
Lack of guidance on formative assessment	2.60	Moderately Serious
Difficulty assessing language skills holistically	2.40	Slightly Serious
Absence of standard assessment models	2.30	Slightly Serious
Limited access to sample assessment tools	2.20	Slightly Serious
Average Weighted Mean	2.422	Slightly Serious

Support System Challenges

Table 15 reveals that limited collaboration with fellow teachers was the most serious challenge (M=2.70), interpreted as moderately serious. Other indicators, including lack of supervisory feedback (M=2.40), insufficient administrative support (M=2.20), lack of mentoring (M=2.20), and limited communication with school leaders (M=2.00), were rated as slightly serious.

Table 15. Degree of Seriousness of Challenges in Support System

Indicator	Mean	Interpretation
Limited collaboration with fellow teachers	2.70	Moderately Serious

Indicator	Mean	Interpretation
Lack of supervisory feedback and monitoring	2.40	Slightly Serious
Insufficient administrative support	2.20	Slightly Serious
Lack of mentoring or coaching opportunities	2.20	Slightly Serious
Limited communication with school leaders	2.00	Slightly Serious
Average Weighted Mean	2.311	Slightly Serious

Relationship Between Readiness and Challenges

Table 16 presents the correlation analysis between ESL teachers' readiness and the degree of seriousness of challenges. A strong negative correlation ($r = -0.8947$) was found, indicating that higher readiness is associated with lower perceived challenge severity. The relationship is statistically significant ($p = 0.0403$, $p < 0.05$), with the t-statistic (3.47) exceeding the critical value (3.182) at 3 degrees of freedom.

Table 16. Relationship Between Readiness and Challenges

Statistical Term	Value	Interpretation
Correlation Coefficient	-0.8947	Strong negative correlation
T-statistic	3.47	Test statistic
Degrees of Freedom	3	Small sample size
P-value	0.0403	Statistically significant at α=0.05

Statistical Term	Value	Interpretation
T-critical (two-tailed)	3.182	Critical value

DISCUSSION

The findings of the study reveal that ESL teachers in the Division of La Union demonstrate a moderate level of readiness (M = 2.96) in implementing the revised Senior High School Curriculum. This suggests that while teachers possess a fair degree of preparedness, there are still areas that require attention and improvement. Curriculum Familiarity (3.067) and Teaching Resources (3.067) received the highest mean scores, indicating that teachers are generally aware of the content and structure of the revised senior high school curriculum and have access to moderately sufficient teaching materials. This finding aligns with Uzeyir (2022), who found a positive and highly significant correlation between curriculum literacy and teacher performance. Similarly, Nyirandimukaga (2021) emphasized that schools should keep providing quality teaching materials to maintain good students' academic performance.

Assessment strategies (3.000) also fell under "moderately ready" category, implying that teachers have a basic understanding of how to assess student learning under the new curriculum guidelines. This is consistent with Sewagegn (2020), who asserted that all teachers must have assessment skills in order to successfully implement assessments and, in general, the curriculum. However, the lowest mean was professional development (2.733), indicating a significant gap in training opportunities, workshops, and continuous learning related to the revised curriculum. This finding corroborates Kiran et al. (2022), who found that as the number of trainings increases, the professional development improves, and hence, teachers' performance also increases. Ozgenel et al. (2025) further emphasized that professional development of teachers plays the most important role in achieving school goals and effectiveness.

Support system (2.933) scored slightly lower, suggesting that institutional and administrative backing (e.g., mentoring, peer support, leadership guidance) needs strengthening to better aid teachers in implementation. This resonates with Haile (2024), whose findings revealed a strong positive correlation between stakeholder engagement and curriculum implementation effectiveness. The study of Sattar (2022) also validated that students who get more support from their teachers, parents, peers, and learning environment have better academic outcomes.

The degree of seriousness of challenges faced by ESL teachers was generally slight (M = 2.36), with professional development identified as the most serious concern (M = 2.667). This suggests that many ESL teachers feel a noticeable gap in opportunities or access to relevant training, workshops, or continuing education, which can hinder their growth and effectiveness in the classroom. This finding is consistent with Aslam et al. (2024), who revealed that teacher-related problems are compounded by low motivation,

reliance on traditional teaching methods, and an inability to interpret and adapt the curriculum effectively. Mehmood (2022) also cited access to sufficient teaching materials, technology, and support resources as significant challenges.

The challenges related to curriculum familiarity (2.200), teaching resources (2.200), assessment strategies (2.422), and support system (2.311) were all rated as "slightly serious." These findings imply that although these areas pose some difficulties, they are not perceived as major barriers to teaching. In particular, the low mean scores for curriculum familiarity and teaching resources indicate that most teachers have a fair understanding of the curriculum and access to basic instructional materials. However, the fact that they still fall within slightly serious range suggests room for improvement, especially in providing comprehensive or updated resources.

The assessment strategies category's score (2.422) reflects teachers' ongoing struggle to align assessments with language learning objectives or to effectively measure ESL students' progress. Similarly, the support system score (2.311) indicates that while teachers may have some level of institutional or peer support, it may not be consistently adequate or timely. These findings underscore the need for targeted professional development and institutional support, as emphasized by Karakus (2021), who stated that curriculum implementation needs to be evaluated so both good practices and difficulties can be identified.

The study established a strong negative correlation ($r = -0.8947$, $p = 0.0403$) between teacher readiness and the seriousness of challenges. This means that as teacher preparedness increases, implementation difficulties significantly decrease. This inverse link clearly demonstrates that preparedness serves as a defense against the difficulties that come with implementing the curriculum. The relationship is statistically significant, as indicated by the p-value of 0.0403, which is below the conventional alpha criterion of 0.05. The calculated t-statistic (3.47) exceeds the critical value (3.18) for a two-tailed test at the 0.05 significance level with 3 degrees of freedom. This finding supports Fullan and Gallagher's (2020) assertion that teacher readiness is the most critical factor in making curriculum reform effective, second only to leadership quality. When teachers are not ready for a new curriculum, the entire education reform is at risk of failing.

Conclusions

Based on the salient findings of the study, the following conclusions were derived:

1. ESL teachers demonstrate a moderate level of readiness in implementing the revised Senior High School Curriculum, with curriculum familiarity and teaching resources as relative strengths, while professional development and support systems emerge as critical areas requiring improvement. While teachers may have some level of institutional or peer support, it may not be consistently adequate or timely. This reflects systemic issues that must be addressed to strengthen their readiness for curriculum implementation.

2. ESL teachers are coping reasonably well with most of the common teaching challenges but highlight a clear need for strengthened professional development initiatives to better support teacher growth and student outcomes. There is a significant gap in access, frequency, and relevance of professional development opportunities, which is key to enhancing ESL teachers' capacity and confidence in delivering the revised curriculum.

3. A strong, statistically significant negative correlation exists between teacher readiness and the degree of seriousness of challenges. Improving teacher preparation can significantly ease implementation difficulties, leading to more effective curriculum delivery.

Recommendations

Based on the conclusions derived, the following are the recommendations:

1. The Department of Education must adopt the policy recommendations by investing in teacher preparation and support to lower implementation challenges because greater preparedness is associated with less perceived difficulties. It is recommended to provide continuous, targeted training focused on updated language teaching strategies, ICT integration, and curriculum alignment. Collaborative learning communities and mentoring programs should also be established to encourage knowledge sharing and support among teachers.

2. Schools and administrators should concentrate on teachers who indicate poorer readiness. Schools should ensure consistent administrative backing, access to adequate teaching resources, and regular feedback mechanisms. A well-structured support system will empower teachers to adapt more effectively to curriculum changes and enhance student learning outcomes.

3. Insights from this research should inform the design and development of curricula that are both effective and responsive to the evolving needs of language learners. The study offers valuable feedback on how the revised SHS curriculum is being translated into classroom practice and recognizes gaps between intended curriculum outcomes and actual implementation.

4. This study provides a foundational framework and baseline data for further studies on teacher readiness and curriculum implementation. Future research may use other samples or larger samples or employ a different approach to verify the findings and investigate the possible reasons for the observed results.

5. A comprehensive policy recommendation framework should be institutionalized, focusing on: (a) sustained, research-based training on pedagogy, communicative ESL methods, assessment, and digital integration aligned with PPST and MATATAG standards; (b) strengthening Professional Learning Communities (PLCs) and mentoring programs led by school heads and master teachers; (c) guaranteeing equitable access

to updated ESL learning materials, ICT facilities, and digital tools; and (d) directing the CID and QATAD to regularly evaluate implementation, teacher readiness, and instructional quality through RPMS-PPST indicators.

Compliance with Ethical Standards

This paper followed several ethical principles. Informed consent and voluntary participation were ensured by providing participants with clear and comprehensive information about the study's purpose, procedures, potential risks, and benefits. Confidentiality and anonymity were maintained by ensuring that personal information was kept confidential and data were securely stored. The researcher practiced awareness of her own biases and how they might influence the research process and outcomes. Beneficence and non-maleficence were observed by aiming to maximize potential benefits and minimize possible harm to participants. Cultural sensitivity was demonstrated by respecting and understanding the cultural backgrounds and norms of participants. Artificial intelligence (AI) tools were utilized in this research to support limited tasks such as language refinement, proofreading, organization of ideas, and improvement of clarity. The use of AI was supplementary and did not replace the researchers' independent judgment, analysis, interpretation, or decision-making. All AI-assisted outputs were critically reviewed, verified against appropriate sources, and revised by the researchers to ensure accuracy, originality, and alignment with the objectives of the study. The researchers remain fully responsible for the content, findings, interpretations, and conclusions presented in this research. No confidential, sensitive, or personally identifiable participant information was entered into AI tools.

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