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Research Article

Prospects and Challenges in the Implementation of SHS Strengthened Curriculum

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ABSTRACT

Curriculum reform is important to meet the changing needs of education, society, and the workforce. In the Philippines, the Department of Education introduced the Strengthened Senior High School (SSHS) Curriculum under the MATATAG Agenda to make the curriculum clearer, reduce overload, and better prepare students for college, jobs, and business.

This study looked at the benefits and challenges of implementing the SSHS Curriculum in selected public and private schools in Baliwag City. It used a mixed-method design, combining both quantitative and qualitative data. A total of 80 Senior High School teachers participated in the survey, while selected school leaders were interviewed. Data were analyzed using statistical tools and thematic analysis.

The results showed that teachers were highly concerned about understanding the curriculum, its effects on students, collaboration, and improving it further, with the strongest concern being how to refine or improve the curriculum. Teachers saw the SSHS Curriculum as helpful for professional growth, teamwork, student-centered teaching, and better organization of lessons. However, several challenges were identified, such as heavier workloads, lack of resources, difficulty adjusting, limited training, and weak institutional support.

The study concluded that although there are challenges in the early stages of implementation, the SSHS Curriculum provides opportunities for improving teaching and professional development. It recommends continuous teacher training, stronger leadership support, sufficient resources, and better collaboration among schools to ensure successful implementation.

Keywords: *Capacity-Building, Change Management, Curriculum Enactment, Educational Leadership, Implementation Readiness, Instructional Coherence, Teacher Concerns*

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Introduction

Educational systems across the world continue to implement curriculum reforms in response to rapid social, technological, and economic changes. These reforms aim to improve learners' critical thinking, adaptability, and readiness for higher education and employment. In secondary education, curriculum development has increasingly emphasized learner-centered instruction, curriculum coherence, and alignment with industry and societal needs (Darling-Hammond et al., 2020; OECD, 2021; UNESCO, 2023). However, the success of curriculum reforms largely depends on how they are implemented within schools, particularly by teachers who directly translate curriculum policies into classroom practice.

In the Philippines, the Department of Education introduced the Strengthened Senior High School (SHS) Curriculum under the MATATAG agenda to address concerns related to curriculum congestion, instructional coherence, and learner preparedness. The strengthened curriculum aims to streamline learning competencies, strengthen work immersion, and improve learners' readiness for higher education, employment, and entrepreneurship (DepEd, 2023; DepEd, 2025). While the reform presents opportunities for improved instruction and learner outcomes, its implementation also requires teachers to adjust instructional strategies, assessment practices, and classroom management approaches.

Studies on curriculum reform consistently show that teachers often encounter challenges during the early stages of implementation. These include limited instructional materials, insufficient training, workload concerns, and inadequate institutional support (Barrot, 2021; Frianeza et al., 2024; Sales et al., 2023). At the same time, educational reforms may also create opportunities for professional collaboration, instructional innovation, and improved learner-centered practices when supported by effective leadership and professional development (Fullan, 2020; OECD, 2023). Teachers' concerns and experiences therefore serve as important indicators of implementation readiness and sustainability.

Despite the significance of the Strengthened SHS Curriculum, studies examining its early implementation remain limited, particularly in the local context. Existing research often focuses primarily on implementation difficulties and gives less attention to the enabling conditions and prospects that support successful curriculum enactment. Understanding both the challenges and opportunities associated with implementation is essential for improving educational management practices and strengthening institutional support systems.

This study examined the prospects and challenges in the implementation of the Strengthened Senior High School Curriculum among selected public and private schools in Baliwag City. Specifically, it identified teachers' stages of concern, explored implementation challenges and prospects, and proposed an action plan to support effective and sustainable curriculum implementation.

Methodology

Research Design

This study employed an descriptive–interpretive mixed-methods sequential design to examine the prospects and challenges in the implementation of the Strengthened Senior High School (SHS) Curriculum. The quantitative phase was conducted first to determine the teachers' stages of concern using an adapted Stages of Concern Questionnaire (SoCQ). The qualitative phase followed to provide contextual explanations of the quantitative findings and to explore the challenges and prospects experienced during curriculum implementation.

In the quantitative phase, descriptive statistics were used to summarize teachers' concerns across the seven Stages of Concern under the Concerns-Based Adoption Model (CBAM): Awareness, Informational, Personal, Management, Consequence, Collaboration, and Refocusing. The qualitative phase used open-ended responses from selected curriculum focal persons to identify recurring themes related to implementation challenges, prospects, leadership support, professional development, collaboration, and institutional conditions.

The two phases were integrated during the interpretation of the findings. Quantitative results established the overall pattern of teachers' concerns, while qualitative findings provided contextual explanations for these

patterns and identified conditions that may facilitate or constrain curriculum implementation. This integration allowed the study to examine both teachers' reported concerns and the organizational context surrounding the implementation of the Strengthened SHS Curriculum.

The study was anchored on the Concerns-Based Adoption Model (CBAM), particularly the Stages of Concern framework of Hall and Hord, which guided the assessment of teachers' concerns regarding the curriculum innovation. Fullan's Theory of Educational Change was used as a complementary interpretive lens to examine the roles of leadership support, collaboration, capacity building, coherence, and institutional conditions in curriculum implementation.

The design was appropriate because the study sought not only to describe teachers' reported stages of concern but also to explain these findings through contextual qualitative evidence. However, because the quantitative data were based on self-reported responses and collected at a single point in time, the findings represent teachers' reported concerns and perceptions rather than direct evidence of actual classroom implementation, longitudinal change, or curriculum institutionalization.

Research Locale and Participants

This study was conducted in selected public and private Senior High Schools in Baliwag City that were officially implementing the Strengthened Senior High School (SSHS) Curriculum. A descriptive–interpretive mixed-methods sequential design was employed, involving both quantitative and qualitative participants.

For the quantitative phase, the respondents consisted of 74 Senior High School (SHS) teachers. Complete enumeration was utilized to include all eligible teachers directly involved in the implementation of the SSHS Curriculum. This approach ensured comprehensive representation of teachers' experiences, concerns, and perceptions regarding curriculum implementation and minimized sampling error arising from partial representation

For the qualitative phase, six (6) focal persons were purposively selected from the participating schools. These included school heads, assistant principals, academic coordinators, and SHS focal persons who were directly involved in curriculum planning, supervision, coordination, monitoring, and implementation. Their roles enabled them to provide rich and contextual insights into leadership practices, institutional support mechanisms, and school-level conditions influencing the implementation of the SSHS Curriculum

Overall, the study involved 80 participants, comprising 74 teacher-respondents in the quantitative phase and 6 key informants in the qualitative phase. The inclusion of both groups provided a comprehensive and balanced understanding of the prospects and challenges associated with SSHS Curriculum implementation by capturing both classroom-level experiences and institutional perspectives.

Research Instrument

The primary research instrument used in the study was an adapted Stages of Concern Questionnaire (SoCQ) based on the work of Hall and Hord (2011). The questionnaire consisted of 35 Likert-scale items designed to measure seven stages of concern: awareness, informational, personal, management, consequence, collaboration, and refocusing.

The instrument was modified to align with the context of the Strengthened SHS Curriculum. Content validation was conducted by three experts in educational management and curriculum implementation to ensure the relevance and appropriateness of the items. Reliability testing was also conducted using Cronbach's alpha coefficient, with a minimum acceptable value of 0.70 to establish internal consistency.

To support the quantitative findings, open-ended questions were included to gather qualitative insights regarding leadership support, professional development, collaboration, and implementation challenges.

Data Gathering Procedure

Prior to data collection, permission to conduct the study was secured from school administrators and relevant authorities. Participants were informed about the purpose of the study, voluntary participation, confidentiality of

responses, and ethical safeguards through an informed consent form.

Data collection was conducted using an online survey platform containing the adapted Stages of Concern Questionnaire (SoCQ) and open-ended questions. Respondents were given sufficient time to complete the questionnaire to minimize disruption to their teaching responsibilities. Responses were collected, screened for completeness, and organized for analysis.

Because the researcher was employed in one of the participating schools, additional measures were observed to minimize possible response bias. Participation was voluntary, respondents were informed that their participation would not affect their professional standing, and no supervisory authority was exercised over them during data collection. The researcher also avoided direct involvement in the administration of the survey to the extent practicable. These measures were intended to reduce social desirability and perceived institutional pressure in participants' responses. Nevertheless, because the quantitative instrument relied on self-reported perceptions, the possibility of response bias could not be eliminated.

Data Analysis

Quantitative data were analyzed using descriptive statistical tools, including frequency counts, percentages, weighted means, standard deviations, and ranking. These statistical measures were used to determine the dominant stages of concern among teachers regarding the implementation of the Strengthened SHS Curriculum.

Qualitative responses from open-ended questions were analyzed using thematic analysis. Recurring themes and patterns were identified, coded, and interpreted to explain implementation challenges and prospects. The findings were interpreted using Fullan's Theory of Educational Change to relate teachers' concerns to organizational support, collaboration, leadership practices, and sustainability.

Ethical Considerations

The study strictly adhered to ethical standards in educational research. Participation was voluntary, and informed consent was obtained from all respondents before data collection. Confidentiality and anonymity were ensured by using codes instead of participants' names and school identities.

All collected data were treated with strict confidentiality and used solely for academic purposes. Digital files were securely stored and accessed only by the researcher. Findings were presented in aggregate form to protect the identities of participants and institutions involved in the study.

Results and Discussion

The information presented in this chapter pertained to the data gathered from the Senior High School (SHS) teachers who participated in this study. This chapter focused on the presentation, analysis, and interpretation of both quantitative and qualitative data related to the implementation of the Strengthened SHS Curriculum.

The quantitative data were obtained through the CBAM Stages of Concern Questionnaire (SoCQ), while qualitative data were derived from responses to open-ended questions. The results were organized and discussed according to the research questions presented in Chapter 1, providing a comprehensive analysis of the teachers' stages of concern, as well as the identified prospects, challenges, and proposed interventions in the implementation of the curriculum.

Stages of Concern of Senior High School Teachers

Table 1. Descriptive Statistics of the Awareness Stage of Concern of Senior High School Teachers in the Implementation of the Strengthened Senior High School Curriculum

Indicators Mean	Mean	SD	Verbal Interpretation
I am currently more focused on other teaching responsibilities than on the SHS Strengthened Curriculum.	2.58	1.05	Moderately true of Me Now
I spend limited time reflecting on the implementation of the SHS Strengthened Curriculum.	2.32	1.01	Moderately true of Me Now

Indicators Mean	Mean	SD	Verbal Interpretation
I am giving greater attention to other school initiatives than to the SHS Strengthened Curriculum.	2.18	1.03	Moderately true of Me Now
I am still adjusting my priorities to include the SHS Strengthened Curriculum.	2.61	1.02	Moderately true of Me Now
I am balancing the implementation of the SHS Strengthened Curriculum with other professional tasks.	3.04	0.91	Moderately true of Me Now
Overall Weighted Mean	**2.58**	1.05	**Moderately true of Me Now**

Legend: (Very true of me): 3.25 – 4.00 (Moderately true of Me Now): 2.50 – 3.24 (Slightly True of Me Now): 1.75 – 2.49 (Not True of Me Now): 1.00 – 1.74.

The table presented the level of awareness of teachers regarding the implementation of the SHS Strengthened Curriculum across five indicators. The results showed that all items fall within the same verbal interpretation of "Moderately true of Me Now," with mean scores ranging from 2.18 to 3.04. The highest mean (3.04) was observed in the indicator "I am balancing the implementation of the SHS Strengthened Curriculum with other professional tasks," while the lowest mean (2.18) was seen in "I am giving greater attention to other school initiatives than to the SHS Strengthened Curriculum." The overall weighted mean of 2.58, with a standard deviation of 1.05, further confirmed a moderate level of awareness among respondents.

An analysis of the data showed that the relatively close mean values suggested a consistent perception among teachers regarding their engagement with the SHS Strengthened Curriculum. The moderate ratings indicated that while teachers were aware of and somewhat engaged in curriculum implementation, their attention was divided among multiple responsibilities. The standard deviation values, which hovered around 1.00, implied a moderate level of variability in responses, indicating that although teachers shared similar experiences, there were noticeable differences in how they prioritized and reflected on the curriculum. The highest-rated indicator highlighted teachers' efforts to balance tasks, whereas lower mean scores suggested that competing priorities may have limited deeper engagement.

From an interpretative standpoint, the findings suggested that teachers were still in the adjustment or transitional phase of integrating the Strengthened SHS Curriculum into their professional responsibilities. The moderate level of awareness indicated neither strong neglect nor full integration; rather, it reflected a stage where teachers' attention was divided among multiple school demands. This condition supported the assertion of Fullan (2020) that during the early stages of implementation, teachers often struggle to prioritize innovations due to competing institutional responsibilities. Similarly, studies by Frianeza et al. (2024) and Argate et al. (2024) emphasized that workload and multiple initiatives can limit teachers' focus on new curriculum reforms.

From a CBAM perspective, moderate awareness corresponded to early-stage engagement, where the innovation had not yet become central to teachers' practice (Hall & Hord, 2020). This indicated that while teachers are aware of the reform, it had not been fully internalized in their day-to-day instruction.

Taken together, these findings highlighted the need for stronger institutional support and system coherence, including workload management, targeted professional development, and structured opportunities for reflection. Strengthening these areas was seen as necessary for helping teachers move beyond the transitional phase toward deeper engagement, leading to more consistent and focused implementation of the curriculum.

Table 2. Descriptive Statistics of the Informational Stage of Concern of Senior High School Teachers in the Implementation of the Strengthened Senior High School

Indicators	Mean	SD	Verbal Interpretation
I would like to learn more about the goals of the SHS Strengthened Curriculum.	3.64	0.60	Very true of me
I would like to understand the content standards and competencies included in the SHS Strengthened Curriculum.	3.71	0.51	Very true of me
I would like to know what instructional resources are available for implementing the SHS Strengthened Curriculum.	3.76	0.51	Very true of me
I would like t o know how the SHS Strengthened Curriculum improves the previous curriculum.	3.79	0.47	Very true of me
I would like to understand how my teaching practices should align with the SHS Strengthened Curriculum.	3.78	0.45	Very true of me
I would like additional orientation or training related to the SHS Strengthened Curriculum	3.81	0.43	Very true of me
Overall Weighted Mean	**3.75**	**0.49**	**Very true of me**

Legend: (Very true of me): 3.25 – 4.00 (Moderately true of Me Now): 2.50 – 3.24 (Slightly True of Me Now): 1.75 – 2.49 (Not True of Me Now): 1.00 – 1.74.

The table presented the level of teachers' informational concerns regarding the SHS Strengthened Curriculum. All indicators obtained high mean scores ranging from 3.64 to 3.81, with a consistent verbal interpretation of "Very true of me." The highest mean (3.81) is reflected in the need for additional orientation or training, followed closely by the desire to understand how the curriculum improves the previous one (3.79) and how teaching practices should align with it (3.78). The overall weighted mean of 3.75 and a relatively low standard deviation of 0.49 indicated a strong and consistent inclination among teachers to seek more information about various aspects of the curriculum.

An analysis of the data showed that the uniformly high mean scores suggested that teachers demonstrated a strong interest in deepening their understanding of the SHS Strengthened Curriculum. The low standard deviation values (ranging from 0.43 to 0.60) implied minimal variability in responses, indicating that this need for information was widely shared among respondents. Teachers were not only interested in general knowledge, such as curriculum goals and improvements, but also in practical aspects, including instructional resources and alignment of teaching practices. This reflected a proactive attitude toward professional growth and effective curriculum implementation.

From an interpretative perspective, the findings indicated that teachers were at a stage where they were highly motivated to learn and acquire relevant knowledge about the Strengthened SHS Curriculum but may still lacked sufficient information or training to fully support its implementation. The strong demand for orientation and clarity suggested that institutional support systems—such as seminars, workshops, and the provision of instructional resources—were essential to address these needs.

This finding aligned with studies by Darling-Hammond et al. (2020) and Pratiwi et al. (2020), which emphasized that teachers in the early stages of implementation exhibited strong informational needs due to unfamiliarity with curriculum changes. Similarly, Magallanes et al. (2022) found that Filipino teachers undergoing reform demonstrated high informational concerns when support systems were insufficient.

From a CBAM perspective, this reflected the informational stage of concern, where teachers actively sought to understand the innovation,

its requirements, and its implications for practice. However, the persistence of these concerns suggested that the innovation had not yet been fully internalized.

From the lens of Fullan's Change Theory, this condition pointed to a gap in capacity building, particularly in terms of professional development and knowledge dissemination. Addressing these informational needs through structured and sustained training programs was essential for enhancing teachers' confidence and competence, ultimately leading to more effective and consistent implementation of the curriculum.

Table 3. Descriptive Statistics of the Personal Stage of Concern of Senior High School Teachers in the Implementation of the Strengthened Senior High School

Indicators	Mean	SD	Verbal Interpretation
I am concerned about how the SHS Strengthened Curriculum affects my teaching responsibilities.	3.31	0.74	Very true of me
I am concerned about how my role as a teacher may adjust under the SHS Strengthened Curriculum	3.34	0.77	Very true of me
I am interested in understanding expectations for teachers in implementing the SHS Strengthened Curriculum	3.51	0.66	Very true of me
I am concerned about balancing my workload while implementing the SHS Strengthened Curriculum	3.43	0.76	Very true of me
I am interested in strengthening my competencies for implementing the SHS Strengthened Curriculum	3.63	0.58	Very true of me
Overall Weighted Mean	**3.44**	**0.70**	**Very true of me**

Legend: (Very true of me): 3.25 – 4.00 (Moderately true of Me Now): 2.50 – 3.24 (Slightly True of Me Now): 1.75 – 2.49 (Not True of Me Now): 1.00 – 1.74.

The table presented the level of teachers' personal concerns regarding the implementation of the SHS Strengthened Curriculum. All indicators were interpreted as "Very true of me," with mean scores ranging from 3.31 to 3.63. The highest mean (3.63) was associated with teachers' interest in strengthening their competencies, followed by their interest in understanding expectations (3.51). Meanwhile, concerns about teaching responsibilities (3.31) and role adjustments (3.34) obtained slightly lower, yet still high, mean scores. The overall weighted mean of 3.44 and a standard deviation of 0.70 indicated that, on average, teachers strongly experienced personal concerns related to the curriculum.

Analyzing the data, the consistently high mean values reflected that teachers were highly engaged at a personal level when it comes to curriculum implementation. Their concerns were not limited to understanding the curriculum but extended to how it directly affected their roles, responsibilities, and workload. The moderate standard deviation values (0.58 to 0.77) suggested some variation in the intensity of these concerns, but overall responses remained closely aligned. Notably, the higher means for competency development indicated that teachers were not only concerned but are also willing to improve themselves to meet curriculum demands, reflecting a growth-oriented mindset.

From an interpretative standpoint, the findings suggested that teachers were in a stage of self-reflection and adjustment, where the personal implications of the Strengthened SHS Curriculum were highly significant. Their strong concerns regarding workload and role adaptation indicated that the reform directly affected their professional responsibilities and sense of competence. At the same time, their expressed interest in strengthening their competencies reflected a readiness to engage in professional growth and development.

These findings were supported by Marcelino and Manalo (2024), who noted that teachers often experienced uncertainty and stress during curriculum transitions, particularly in relation to role expectations and increased workload. Similarly, Soriano (2025)

found that teachers implementing the MATA-TAG curriculum expressed concerns about role adjustment and instructional demands.

From a CBAM perspective, high personal concerns indicated that teachers were still evaluating the personal impact of the reform, which may influence their confidence, commitment, and overall engagement in implementation. This stage reflected the need for reassurance and clarity regarding expectations and responsibilities.

From the lens of Fullan's Change Theory, these concerns were associated with the need for support and moral purpose, emphasizing the importance of clear communication, leadership guidance, and institutional support systems. Addressing these personal concerns through targeted interventions—such as capacity-building initiatives, policy clarification, and administrative support—can help ease the transition process and foster more effective, confident, and sustained curriculum implementation.

Table 4. Descriptive Statistics of the Management Stage of Concern of Senior High School Teachers in the Implementation of the Strengthened Senior High School

Indicators	Mean	SD	Verbal Interpretation
I am concerned about managing the time required to implement the SHS Strengthened Curriculum effectively	3.37	0.66	Very true of me
I am concerned about organizing tasks related to the implementation of the SHS Strengthened Curriculum	3.45	0.67	Very true of me
Coordinating people and tasks is an important part of implementing the SHS Strengthened Curriculum effectively.	3.68	0.52	Very true of me
I would like more guidance on classroom strategies aligned with the SHS Strengthened Curriculum.	3.63	0.56	Very true of me
I am concerned about the adequacy of administrative support in implementing the SHS Strengthened Curriculum.	3.55	0.55	Very true of me
Overall Weighted Mean	**3.53**	**0.59**	**Very true of me**

Legend: (Very true of me): 3.25 – 4.00 (Moderately true of Me Now): 2.50 – 3.24 (Slightly True of Me Now): 1.75 – 2.49 (Not True of Me Now): 1.00 – 1.74.

The table presented the level of teachers' management concerns regarding the implementation of the SHS Strengthened Curriculum. All indicators were rated "Very true of me," with mean scores ranging from 3.37 to 3.68. The highest mean (3.68) was observed in recognizing the importance of coordinating people and tasks, followed by the need for guidance on classroom strategies (3.63). Meanwhile, concerns about time management (3.37) and task organization (3.45) received slightly lower yet still high ratings. The overall weighted mean of 3.53, along with a standard deviation of 0.59, indicated that teachers generally experienced strong management-related concerns.

Analysis of the data revealed that the consistently high mean scores reflected teachers' significant focus on the practical and operational aspects of curriculum implementation. Their concerns extended to managing time, organizing responsibilities, coordinating with others, and ensuring adequate administrative support. The relatively low standard deviation values (0.52 to 0.67) suggested that these concerns were commonly shared among respondents, indicating relatively uniform experience in dealing with management challenges. The prominence of coordination- and strategy-related indicators highlighted teachers' recognition of the complexity of implementation and the need for structured support systems.

From an interpretative perspective, the findings indicated that teachers are at a stage

where the effective execution of the Strengthened SHS Curriculum had become a primary concern. Their strong emphasis on coordination, planning, and support suggested that successful implementation depended not only on individual effort but also on well-established institutional structures and collaborative practices. The expressed need for guidance and administrative support highlighted the importance of leadership involvement, clear implementation frameworks, and continuous professional assistance.

These findings were consistent with international studies (OECD, 2021; UNESCO, 2023), which identified workload, time constraints, and lack of structured support as major barriers to effective curriculum implementation. Similarly, Ignacio and Bajet (2025) reported that teachers in the Philippine context experience significant challenges related to time and resource limitations.

From a CBAM perspective, high management concerns indicated that teachers were grappling with the logistical and operational demands of implementation, which hindered the effective translation of curriculum goals into classroom practice. This stage reflected the need for improved systems that can supported teachers in managing time, resources, and instructional responsibilities.

From the lens of Fullan's Change Theory, these challenges pointed to gaps in capacity building and organizational support, emphasizing the need for structured systems, clear guidelines, and strong administrative assistance. Addressing these management concerns through coordinated planning, leadership support, and resource provision can enhanced implementation efficiency, reduce workload-related stress, and promoted a more organized and sustainable approach to curriculum implementation.

Table 5. Descriptive Statistics of the Consequence Stage of Concern of Senior High School Teachers in the Implementation of the Strengthened Senior High School

Indicators	Mean	SD	Verbal Interpretation
I am concerned about students' engagement in the SHS Strengthened Curriculum	3.65	0.53	Very true of me
I am concerned about the impact of the SHS Strengthened Curriculum on students learning outcomes	3.75	0.49	Very true of me
I am interested in evaluating how my teaching affects student performance under the SHS Strengthened Curriculum	3.74	0.50	Very true of me
I would like to motivate students to actively participate in the SHS Strengthened Curriculum	3.75	0.49	Very true of me
I would like to use student feedback to improve my implementation of the SHS Strengthened Curriculum	3.80	0.43	Very true of me
Overall Weighted Mean	**3.74**	**0.49**	**Very true of me**

Legend: (Very true of me): 3.25 – 4.00 (Moderately true of Me Now): 2.50 – 3.24 (Slightly True of Me Now): 1.75 – 2.49 (Not True of Me Now): 1.00 – 1.74.

The table presented the level of teachers' consequence concerns regarding the implementation of the SHS Strengthened Curriculum. All indicators were interpreted as "Very true of me," with mean scores ranging from 3.65 to 3.80. The highest mean (3.80) was observed in the use of student feedback to improve curriculum implementation, followed by concerns about students' learning outcomes and motivation (both at 3.75). The lowest, though still high, mean (3.65) pertained to student engagement. The overall weighted mean of 3.74 and a standard deviation of 0.49 indicated that teachers consistently demonstrated strong concern for the effects of the curriculum on students.

Analysis of the data revealed that the high and closely clustered mean scores suggested that teachers were highly focused on the outcomes of their instructional practices, particularly with respect to student performance,

engagement, and participation. The low standard deviation values (0.43 to 0.53) indicated minimal variability, meaning that these concerns were widely shared among respondents. Teachers not only recognized the importance of student-centered outcomes but were also actively interested in evaluating and improving their teaching strategies. The emphasis on the use of student feedback highlighted a reflective and evidence-based approach to instruction.

From an interpretative standpoint, the findings implied that teachers had reached a stage where their primary focus was on the impact of the Strengthened SHS Curriculum on learners. Their strong concern for student engagement, performance, and the use of feedback reflected a clear commitment to enhancing learning experiences and improving educational outcomes. This indicates that teachers were moving beyond personal and management-related concerns toward a more outcome-oriented and learner-centered perspective.

This finding aligned with Darling-Hammond et al. (2020), who emphasized that effective teachers prioritize student-centered outcomes during instructional reform. Similarly, OECD (2023) highlighted that the success of curriculum implementation is closely linked to teachers' ability to continuously evaluate and improve student learning outcomes.

From a CBAM perspective, this reflected progression toward impact (consequence) concerns, where teachers focused on the effects of their practices on students rather than on themselves or task-related demands. This shift signified a higher level of engagement with innovation and a deeper understanding of its purpose.

From the lens of Fullan's Change Theory, this stage represented the development of instructional coherence and professional maturity, as teachers aligned their practices with desired learning outcomes and continuously refined their strategies to improve student achievement. It also reflects a strengthening of moral purpose, as teachers prioritized meaningful learning.

Supporting teachers at this stage through effective assessment tools, feedback mechanisms, and opportunities for instructional innovation can further enhanced curriculum implementation and ensure that student learning remained at the center of educational practice.

Table 6. Descriptive Statistics of the Collaboration Stage of Concern of Senior High School Teachers in the Implementation of the Strengthened Senior High School

Indicators	Mean	SD	Verbal Interpretation
I am would like to collaborate with other teachers in implementing the Strengthened SHS Strengthened Curriculum	3.70	0.49	Very true of me
I am interested in sharing teaching strategies related to the SHS Strengthened Curriculum with colleagues	3.73	0.45	Very true of me
I would like to participate in professional discussions about effective implementation practices.	3.77	0.42	Very true of me
I would like to coordinate instructional activities with other teachers to improve curriculum implementation	3.74	0.44	Very true of me
I am interested in learning from the experiences of other teachers implementing the SHS Strengthened Curriculum	3.75	0.44	Very true of me
Overall Weighted Mean	**3.74**	**0.45**	**Very true of me**

Legend: (Very true of me): 3.25 – 4.00 (Moderately true of Me Now): 2.50 – 3.24 (Slightly True of Me Now): 1.75 – 2.49 (Not True of Me Now): 1.00 – 1.74.

The table presented the level of teachers' collaboration concerns regarding the implementation of the SHS Strengthened Curriculum. All indicators were interpreted as "Very true of me," with mean scores ranging from 3.70 to 3.77. The highest mean (3.77) was observed in teachers' willingness to participate in professional discussions about effective implementation practices, followed closely by their interest in learning from other teachers' experiences (3.75) and coordinating instructional activities (3.74). The lowest mean (3.70), though still high, reflected their desire to collaborate with other teachers. The overall

weighted mean of 3.74 and a standard deviation of 0.45 indicated a strong and consistent inclination toward collaborative practices.

Analysis of the data revealed that the closely clustered and high mean values suggested that teachers widely recognized the importance of collaboration in effectively implementing the curriculum. The low standard deviation values (0.42 to 0.49) indicated minimal variation among responses, meaning that this collaborative mindset was consistently shared across respondents. Teachers demonstrated not only a willingness to work with others but also an active interest in exchanging strategies, engaging in professional dialogue, and coordinating efforts. This reflected a collective approach to addressing the challenges of curriculum implementation.

From an interpretative perspective, the findings indicated that teachers had progressed to a stage where collaboration is recognized as essential for improving instructional practices and achieving successful curriculum outcomes. Their strong interest in shared learning, professional interaction, and coordinated instructional efforts reflected a clear willingness to engage in collaborative practices, such as exchanging strategies, participating in professional discussions, and working collectively toward common goals.

This finding supported the work of Barrot (2021) and Argate et al. (2024), who emphasized that collaboration enhances curriculum implementation by promoting shared practices and collective problem-solving. Likewise, international studies (OECD, 2021; UNESCO, 2023) identified collaboration as a key factor in the success of educational reforms, particularly in fostering consistency and improving teaching quality.

From a CBAM perspective, this reflected the collaboration stage of concern, where teachers actively sought to work with others to improve implementation. This stage signified a shift from individual efforts toward collective engagement, indicating a higher level of commitment to innovation.

From the lens of Fullan's Change Theory, these findings highlighted the development of a collaborative culture, which was essential for sustaining and deepening educational change. The high level of collaboration suggested strong potential for the establishment and strengthening of professional learning communities, peer mentoring systems, and shared leadership practices.

Given this readiness, schools were encouraged to institutionalize collaborative structures such as Learning Action Cells (LACs), peer mentoring, and professional learning communities. Strengthening these avenues can further enhance the quality, consistency, and effectiveness of the implementation of the Strengthened SHS Curriculum.

Table 7. Descriptive Statistics of the Refocusing Stage of Concern of Senior High School Teachers in the Implementation of the Strengthened Senior High School

Indicators	Mean	SD	Verbal Interpretation
I would like to improve my instructional strategies for implementing the SHS Strengthened Curriculum	3.78	0.45	Very true of me
I am interested in identifying more effective teaching approaches aligned with the SHS Strengthened Curriculum	3.78	0.42	Very true of me
I would like to enhance my classroom practices based on my experiences in implementing the SHS Strengthened Curriculum	3.78	0.42	Very true of me
I modify my implementation strategies based on student experiences and outcomes. I would like to modify my instructional methods based on students' needs and learning outcomes	3.75	0.46	Very true of me
I am interested in integrating new strategies to strengthen the implementation of the SHS Strengthened Curriculum	3.83	3.38	Very true of me
Overall Weighted Mean	**3.78**	**0.43**	**Very true of me**

Legend: (Very true of me): 3.25 – 4.00 (Moderately true of Me Now): 2.50 – 3.24 (Slightly True of Me Now): 1.75 – 2.49 (Not True of Me Now): 1.00 – 1.74

The table presented the level of teachers' refocusing concerns regarding the implementation of the SHS Strengthened Curriculum. All indicators were interpreted as "Very true of me," with mean scores ranging from 3.75 to 3.83. The highest mean (3.83) was observed in teachers' interest in integrating new strategies to strengthen curriculum implementation, while the other indicators—improving instructional strategies, identifying effective approaches, and enhancing classroom practices—all obtained similarly high means of 3.78. The lowest, though still high, mean (3.75) was related to modifying instructional methods based on student needs and outcomes. The overall weighted mean of 3.78, with a standard deviation of 0.43, indicated a very high and consistent level of engagement in refining teaching practices.

Analysis of the data showed that the tightly clustered and elevated mean scores suggested that teachers were highly proactive in seeking ways to improve and innovate their instructional approaches. The low standard deviation values (0.38 to 0.46) indicated minimal variability, meaning that this strong inclination toward refinement and innovation was consistently shared among respondents. Teachers demonstrated not only awareness of the need for improvement but also an active commitment to evaluating and adjusting their practices based on both professional experience and student outcomes. This reflected a mature level of professional engagement with the curriculum.

From an interpretative perspective, the findings indicated that teachers had reached an advanced stage of concern where continuous improvement and innovation were central to their professional practice. Their strong interest in adopting new strategies, refining existing methods, and responding to student needs reflected a shift from basic implementation toward the optimization of teaching and learning processes. This suggested that teachers were not only implementing the Strengthened SHS Curriculum but were also actively enhancing it through reflective and adaptive practices.

This finding aligned with Zhou and Cui (2020), who emphasized that successful curriculum implementation involves continuous improvement and innovation. Similarly, Gopez et al. (2024) highlighted the importance of reflective practice and engagement in research as key drivers of instructional enhancement among teachers.

From a CBAM perspective, high refocusing concerns indicated the most advanced stage of concern, wherein teachers moved beyond implementation and begin to explore ways to improve, modify, and maximize the innovation. This reflected a high level of ownership and professional agency in curriculum delivery

From the lens of Fullan's Change Theory, this stage represented sustainability and institutionalization of change, where teachers became active contributors to curriculum development and long-term improvement. It also signified deep professional commitment, as teachers continuously evaluated and refined their practices to better meet learners' needs.

Supporting teachers at this stage through advanced professional development, innovation-driven training, and opportunities for action was viewed as essential in empowering them to sustain high-quality, responsive, and continuously evolving curriculum implementation.

Although the results indicated consistently high mean scores across most stages of concern, these findings were interpreted with caution. High levels of agreement may have reflected teachers' heightened sensitivity and active engagement during the early phase of curriculum implementation. However, they may also have suggested the presence of response bias or a ceiling effect, particularly given the self-reported nature of the instrument. As such, interpretation focused not only on absolute mean values but also on the relative dominance and co-existence of different stages of concern, which provided deeper insight into teachers' implementation experiences and helped avoid oversimplified conclusions based solely on mean scores.

Table 8. Summary of Teachers' Stages of Concern on the Implementation of the Strengthened SHS Curriculum

Stage of Concern	Weighted Mean	Standard Deviation	Verbal Interpretation	Rank
Awareness	2.58	1.05	Moderately true of me now	7
Informational	3.75	0.49	Very true of me	2
Personal	3.44	0.70	Very true of me	6
Management	3.53	0.59	Very true of me	5
Consequence	3.74	0.49	Very true of me	3.5
Collaboration	3.74	0.45	Very true of me	3.5
Refocusing	3.78	0.43	Very true of me	1

Legend: (Very true of me); 3.25 – 4.00 (Moderately true of Me Now); 2.5. – 3.24 (Slightly True of Me Now); 1.75. – 2.49(Not True of Me Now); 1.00 – 1.74.

Table 8 shows a summary of teachers' concerns regarding the implementation of the Strengthened SHS Curriculum across the seven CBAM Stages of Concern. Refocusing obtained the highest weighted mean (M = 3.78), followed by Informational (M = 3.75), Consequence (M = 3.74), and Collaboration (M = 3.74). Management (M = 3.53) and Personal (M = 3.44) also reflected high levels of concern, while Awareness obtained the lowest weighted mean (M = 2.58).

Although participants consistently reported shortages in instructional materials, limited resources, and increased workload, their high Refocusing scores suggest a strong professional commitment to improving curriculum implementation despite these challenges. Rather than indicating the absence of implementation difficulties, the high Refocusing mean may reflect teachers' willingness to explore alternative strategies, innovate classroom practices, and adapt instruction to local school conditions in Baliwag City. Because the findings relied on self-reported perceptions, the possibility of socially desirable responses and ceiling effects should also be considered when interpreting the uniformly high ratings across later CBAM stages.

Thematic Analysis of the Strengthened Senior High School Curriculum Implementation

To further explain and deepen the quantitative findings derived from the CBAM Stages of Concern, qualitative data from the open-ended responses of Senior High School focal persons were analyzed using thematic analysis. This approach enabled the identification of recurring patterns, experiences, and insights related to the implementation of the Strengthened SHS Curriculum. The themes generated reflect both the prospects and enabling conditions that support effective curriculum implementation.

Table 9. Thematic Analysis of the Challenges in the Implementation of the Strengthened Senior High School Curriculum

Theme	Codes (Recurring Ideas)	Meaning Units (Verbatim)	Condensed Meaning Units	Source
Limited Availability of Instructional Materials and Resources	• Lack of instructional materials • Need to develop materials • Limited ready-made resources	"learning materials… were not available yet"	No available materials	P1
		"limited availability of ready-made resources"	Limited ready resources	P2
		"lack of sufficient and accessible instructional materials"	Lack of accessible materials	P2
		"lack of reliable sources and assessment materials"	Lack of sources and assessments	P6
		"updating instructional materials"	Need to update materials	P4

Theme	Codes (Recurring Ideas)	Meaning Units (Verbatim)	Condensed Meaning Units	Source
Increased Workload and Time Demands	• Increased workload • Time constraints • Additional preparation time	"requires additional time for preparation"	More prep time needed	P2
		"increased my workload"	Increased workload	P2
		"increased my load in terms of lesson planning"	Heavier teaching load	P4
		"time constraints in studying examples"	Limited time	P4
		"a lot of meetings with the teachers"	Frequent meetings	P1
Adjustment to New Curriculum and Competencies	• Adjustment period • Understanding revised competencies • Curriculum transition	"adjustment period in understanding the revised competencies"	Adjustment to new competencies	P2
		"rapidly adapt to a decongested model"	Rapid curriculum adaptation	P5
		"transitions between new curriculum subjects"	Curriculum transition challenge	P5
		"unpacking of new competencies"	Interpreting new competencies	P4
Teacher Preparation and Alignment Issues	• Teacher readiness • Alignment of teacher expertise • Availability of qualified teachers	"availability of teachers who can teach the specific subjects"	Lack of qualified teachers	P3
		"alignment of subjects to the current credentials of teachers"	Misalignment of expertise	P3
		"ensure that everyone is ready and confident"	Need to ensure teacher readiness	P1
Administrative and Structural Constraints	• Administrative workload • Scheduling issues • Resource allocation	"heavy administrative transition"	Administrative burden	P5
		"balancing quality instructions and administrative tasks"	Balancing admin & teaching	P4
		"schedule of our elective classes… quite challenging"	Scheduling issues	P3
		"late distribution of grading forms"	Delayed Administrative support	P6
Limited Capacity and Constraints in Elective Offerings	• Limited slots • Capacity constraints • Resource limitations (rooms/teachers)	"limited slots per subject"	Limited subject slots	P6
		"availability of the teacher and rooms"	Resource limitations	P6
		"not all can accommodate a large number of students"	Capacity limitations	P6
Need for Collaboration and	• Teacher collaboration	"a lot of meetings with the teachers"	Collaboration through meetings	P1

Theme	Codes (Recurring Ideas)	Meaning Units (Verbatim)	Condensed Meaning Units	Source
Institutional Support	• Administrative Support • Collective problemsolving	"help of the administration… my confidence improved"	Administrative support helps	P2
		"teachers and administrators gave their support"	Institutional support	P3
		"SDO Baliwag is always there to back every school"	External support system	P6

The findings revealed that the most pressing challenge across participants is the lack of instructional materials, which significantly increased teachers' workload and diverted time away from actual teaching. This was closely linked with another dominant issue—increased workload and time constraints, as teachers were compelled to design materials, interpret competencies, and attend frequent planning sessions.

A notable systemic concern was the adjustment to the new curriculum, particularly in unpacking competencies and transitioning to a revised structure. This transition was further complicated by teacher alignment issues, where available faculty expertise did not always match the specialized demands of the curriculum.

Additionally, administrative and structural constraints, including scheduling, resource allocation, and bureaucratic demands, created further strain. The challenge of limited capacity for electives highlighted institutional limitations that directly affected implementation fidelity.

Despite these difficulties, a consistent mitigating factor was the presence of collaboration and institutional support, suggesting that shared efforts and administrative backing played a crucial role in sustaining implementation.

Theme1: Limited Availability of Instructional Materials and Resources

This theme highlighted the lack of sufficient instructional materials during early implementation. Participants reported that "learning materials were not available yet" (P1) and cited the "limited availability of readymade resources" (P2).

The absence of adequate instructional materials placed additional demands on teachers, who were required to develop their own resources. This limited instructional efficiency and indicated a gap between curriculum design and implementation readiness. Material scarcity emerged as a foundational constraint that affected instructional quality and teacher workload.

Literature on curriculum reform identified resource availability as a critical condition for successful implementation

Theme 2: Increased Workload and Time Demands

This theme reflected the increased workload associated with curriculum implementation.

Teachers noted that implementation "requires additional time for preparation" (P2) and "increased my workload" (P2).

These findings indicated that despite curriculum decongestion, teachers experience increased workload due to planning, material preparation, and coordination demands. This discrepancy highlighted implementation level challenges that may affect teacher well-being and teaching effectiveness.

Research consistently showed that early stages of curriculum reform often intensify teacher workload.

Theme 3: Adjustment to New Curriculum and Competencies

This theme captured teachers' transition challenges.

Participants described an "adjustment period in understanding the revised competencies" (P2).

The findings suggested that adapting to new competencies requires time, clarity, and sustained support. Adjustment challenges reflected a normal phase of curriculum change where understanding deepens over time rather than resistance to reform.

Studies on educational change emphasize that adjustment and uncertainty are common during early implementation stages.

Theme 4: Teacher Preparation and Alignment Issues

This theme highlighted concerns about teacher readiness and subject alignment.

Participants noted challenges in the "availability of teachers who can teach specific subjects" (P3).

Effective implementation depended on aligning teacher expertise with curriculum demands. Gaps in preparation and subject assignment limited instructional confidence and consistency, underscoring the need for targeted capacity building initiatives.

Teacher readiness consistently identified as a critical factor influencing curriculum success.

Theme 5: Administrative and Structural Constraints

This theme reflected administrative burdens and system level issues.

Participants reported a "heavy administrative transition" (P5).

Administrative demands reduced teachers' instructional focus and strained implementation processes. Structural misalignment between administrative systems and curriculum goals affected teaching quality and reform sustainability.

Research indicated that excessive administrative workload undermined effective curriculum implementation.

Theme 6: Limited Capacity in Elective Offerings

This theme highlighted institutional constraints affected elective delivery.

Participants reported "limited slots per subject" (P6).

Limited infrastructure and staffing restricted students' access to elective choices, revealing a mismatch between curriculum intent and institutional capacity. This affected equity and implementation fidelity.

Studies emphasized that elective based curricula required adequate resources and infrastructure to function effectively

Theme 7: Need for Collaboration and Institutional Support

This theme emphasized the role of collaboration and leadership support. Participants stated that "teachers and administrators gave their support" (P3).

Collaboration and institutional support acted as enabling mechanisms that helped mitigate implementation challenges, support teacher confidence, and sustained reform efforts.

Institutional support and professional collaboration were crucial for managing educational change effectively.

Table10. Thematic Analysis the Prospects in the Implementation of the Strengthened Senior High School Curriculum

Theme	Codes (Recurring Ideas)	Meaning Units (Verbatim)	Condensed Meaning Units	Source
Streamlined Curriculum Enhancing Depth of Learning	• Fewer/streamlined competencies • More time for mastery • Decongested workload	"less number of competencies"	Fewer competencies	P1
		"competencies are more streamlined"	Streamlined competencies	P2
		"decongesting the workload"	Reduced workload	P5
		"longer time to master competencies"	More time for mastery	P6
		"teachers do not rush lessons"	No rushing of lessons	P1

Theme	Codes (Recurring Ideas)	Meaning Units (Verbatim)	Condensed Meaning Units	Source
		"allocate more time for mastery"	Time for mastery	P2
Improved Student Engagement Through Choice and Relevance	• Student choice/personalization • Increased engagement/interest • Relevance of learning	"choose and personalize what they want to learn"	Learning is personalized	P3
		"students are more engaged"	Increased engagement	P3
		"due to their own luxury to choose (elective)"	Choice increases engagement	P6
		"they are really into it"	High interest in subjects	P6
		"making it more relevant and skills based"	Relevant, skills-based learning	P4
Development of Practical and Life Skills	• Life skills development • Skills-based learning • Foundational skills mastery	"development of life skills"	Focus on life skills	P1
		"skills based"	Skills-oriented curriculum	P4
		"higher mastery of foundational skills such as literacy and numeracy"	Improved foundational skills	P5
		"developing students' practical skills"	Practical skill development	P4
Enhanced Student Performance and Competency	• Better performance • Improved outputs • Mastery of competencies	"learning more effective"	Improved learning effectiveness	P1
		"submit a well-done output"	Improved output quality	P2
		"students managed to perform better"	Better student performance	P6
		"deeper learning…improved competencies"	Improved competencies	P5
Improved Teaching Process and Instructional Planning	• Efficient lesson planning • More preparation time • Focus on mastery and activities	"more time to prepare materials"	More prep time	P1
		"lesson planning more efficient"	Efficient planning	P2
		"focus… on mastery, formative assessments, and interactive activities"	Focus on mastery & activitiess	P2
		"lessons are manageable and easier to teach"	Easier teaching process	P6

Theme	Codes (Recurring Ideas)	Meaning Units (Verbatim)	Condensed Meaning Units	Source
Collaboration and Communication Skills Development	• Improved collaboration • Better communication • Active participation	"collaborate and communicate more efficiently"	Better collaboration & communication	P2
		"participating in class discussion"	Increased participation	P4
		"students are more participate"	More active participation	P3
Learner-Centered and Flexible Learning Environment	• Student-centered learning • Alignment to student interests • Extended learning beyond classroom	"aligned to our students"	Instruction aligned to learners	P3
		"freedom to students"	Learner autonomy	P6
		"learning beyond the classroom (service learning)"	Extended learning context	P3
		"tailor fit their interest, strengths"	Learning based on interests	P6
Alignment to Student Outcomes and Future Readiness	• Preparation for higher education/employment • Global competitiveness • Career readiness	"preparing students for higher education, employment or entrepreneurship"	Prepares students for future paths	P4
		"more competent to the global needs"	Global competitiveness	P3

Across participants, the dominant theme was the streamlining of competencies, which consistently translated into deeper learning, reduced instructional pressure, and increased mastery. This structural shift appeared to cascade into other outcomes, particularly improved teaching efficiency and student performance.

A second strong pattern was learner agency (choice and personalization), which directly influenced engagement and motivation. Teachers repeatedly linked student choice with increased interest and participation, indicating a move toward learner-centered pedagogy.

Finally, the curriculum demonstrated a clear shift toward skills-based education, particularly life skills, collaboration, and foundational competencies, aligning with 21st-century learning goals.

The Following Themes were Identified from the Analysis

Theme 1: Streamlined Curriculum Enhancing Depth of Learning

This theme highlighted teachers' perceptions that the reduction and streamlining of competencies under the Strengthened SHS Curriculum provide greater instructional focus and adequate time for lesson mastery.

Participants emphasized that there is a "less number of competencies" (P1) and that "competencies are more streamlined" (P2). Others noted "decongesting the workload" (P5) and having "longer time to master competencies" (P6).

These responses indicated that curriculum decongestion reduces instructional pressure and allows teachers to prioritize depth of understanding rather than breadth of content coverage. With fewer competencies to address, teachers are better positioned to pace lessons appropriately, reinforce key concepts, and promote mastery learning. This suggests that the strengthened curriculum supports more meaningful instructional practices and improves learning quality by aligning time, content, and instructional goals.

Theme 2: Improved Student Engagement Through Choice and Relevance

This theme reflected teachers' observations that increased learner choice and relevance of learning content result in higher student engagement and motivation.

Teachers shared that students can "choose and personalize what they want to learn" (P3) and observed that "students are more engaged" (P3), particularly "due to their own luxury to choose" elective subjects (P6).

The findings suggested that learner autonomy played a critical role in enhancing student motivation and participation. When students were given the opportunity to select learning areas aligned with their interests and aspirations, they demonstrated greater ownership of the learning process. This reflected a shift toward learner centered pedagogy, where relevance and choice served as key drivers of engagement rather than externally imposed instructional demands.

Literature on student centered learning consistently highlighted that learner choice and relevance significantly improve engagement, motivation, and persistence, particularly in secondary education settings.

Theme 3: Development of Practical and Life Skills

This theme emphasized teachers' perceptions that the strengthened curriculum prioritized the development of practical and life skills alongside academic learning.

Participants referred to the "development of life skills" (P1), described the curriculum as "skills based" (P4), and noted its role in "developing students' practical skills" (P4).

These responses suggested that the strengthened curriculum promoted functional and real-world learning experiences that extended beyond traditional academic instruction. By emphasizing practical and life skills, the curriculum prepared students for everyday challenges, employment, and postsecondary pathways. This shift reflected a broader educational goal of equipping learners with adaptable competencies necessary for lifelong learning and social participation.

Research on skills-based education emphasized that integrating practical competencies into the curriculum enhanced learners' readiness for work, citizenship, and independent decision making.

Theme 4: Enhanced Student Performance and Competency

This theme highlighted improvements in student performance and mastery of competencies as perceived by teachers.

Teachers observed that learning became "more effective" (P1), students could "submit a well-done output" (P2), and learners "managed to perform better" (P6).

The data indicated that mastery focused instruction under the strengthened curriculum led to improved student performance and higher quality learning outputs. When teaching emphasized understanding rather than task completion, students were better able to demonstrate competencies meaningfully. This suggested that curriculum coherence and instructional focus contribute directly to improved learning outcomes.

Studies on mastery-oriented instruction consistently showed that deep learning approaches resulted in improved student performance and authentic demonstration of competencies.

Theme 5: Improved Teaching Process and Instructional Planning

This theme reflected teachers' experiences of enhanced instructional planning and teaching efficiency under the streamlined curriculum.

Participants reported having "more time to prepare materials" (P1), experiencing "lesson planning more efficient" (P2), and finding lessons "manageable and easier to teach" (P6).

These responses suggested that curriculum decongestion supported more deliberate and purposeful instructional planning. Reduced content load allowed teachers to focus on lesson quality, formative assessment, and learner engagement rather than rushed content delivery. This improvement in instructional manageability indicateed that effective curriculum design directly enhanced teaching efficiency and instructional confidence.

Educational research highlighted that manageable curricula improved lesson planning

quality and supported sustainable teaching practices.

Theme 6: Collaboration and Communication Skills Development

This theme reflected improvements in students' collaboration and communication skills as observed by teachers.

Teachers noted that students can "collaborate and communicate more efficiently" (P2) and are actively "participating in class discussion" (P4).

These findings indicated that the curriculum fostered interactive and participatory learning environments that encouraged teamwork and communication. The integration of collaborative activities supported the development of interpersonal skills essential for academic discourse and real world engagement.

Research on collaborative learning emphasized its effectiveness in developing communication skills, teamwork, and active classroom participation.

Theme 7: Learner Centered and Flexible Learning Environment

This theme highlighted the shift toward flexible, learner centered instructional approaches.

Participants mentioned giving "freedom to students" (P6), promoting "learning beyond the classroom" (P3), and designing instruction "tailor fit to their interests" (P6).

These responses suggested that the strengthened curriculum supported flexible and personalized learning experiences. By aligning instruction with learners' interests and allowing learning across varied contexts, the curriculum promoted relevance, autonomy, and deeper engagement. This reflected a departure from rigid instructional structures toward responsive and inclusive education.

Studies on learner-centered education advocated this approach as an effective means of increasing learner engagement, adaptability, and meaningful learning experiences.

Table 11. Thematic Analysis of the Experiences of Senior High School Focal Persons in Implementing the Strengthened Senior High School Curriculum in Relation to the Stages of Concern

Theme	Codes (Recurring Ideas)	Meaning Units (Verbatim)	Condensed Meaning Units	Source
Focus on Mastery of Competencies and Learning Outcomes	• Ensuring mastery • Improving learning outcomes • Effective lesson delivery	"students achieve mastery of the essential competencies"	Ensure competency mastery	P2
		"fully understand and master the competencies"	Mastery of competencies	P4
		"ensuring effective student learning outcomes"	Focus on learning outcomes	P2
		"effective delivery of lessons"	Effective instruction	P4
Need to Improve Curriculum Implementation and Instructional Strategies	• Improving implementation • Enhancing instructional strategies • Effective execution	"improving its implementation"	Improve implementation	P2
		"making it clearer and seamless"	Need clearer implementation	P3
		"improving my instructional strategies"	Enhance teaching strategies	P2
		"improving my instructional strategies"	Improve instruction	P4
		"making sure the implementation reflects quality and not just execution"	Focus on quality implementation	P6

Theme	Codes (Recurring Ideas)	Meaning Units (Verbatim)	Condensed Meaning Units	Source
Lack of Instructional Materials and Resource Readiness	• Lack of materials • Resource gaps • Need for updated materials	"lack of updated learning materials"	Lack of updated materials	P5
		"availability of reliable materials"	Need reliable materials	P6
Adjustment and Transition to the New Curriculum	• Adjustment from previous curriculum • Initial focus on structure • Transition challenges	"adjustment from the previous curriculum"	Adjusting to new curriculum	P6
		"initially… understanding the structure/content""	Initial concern on structure	P2
		"initially my concern is about its structure"	Concern on curriculum structure	P4
		"early concerns were focused on understanding the new structure"	Early structural concerns	P5
Managing Curriculum Demands and Complexity	• Managing demands • Meeting stakeholder needs • Balancing requirements	"managing its demands"	Managing curriculum demands	P2
		"meeting all the needs and demands of the stakeholders"	Addressing stakeholder demands	P6
Uncertainty and Incomplete View of Curriculum Outcomes	• Lack of big picture • Unclear long-term impact • Presence of "gray areas"	"we cannot completely see the big picture yet"	No clear big picture yet	P1
		"how it will impact their tertiary education"	Uncertain long-term impact	P1
		"many gray areas in the program"	Presence of unclear aspects	P6
Need for Policy Support and System- Level Clarity	• Need for clear policies • Timely guidelines • Institutional direction	"providing consistent and timely policies and documents"	Need clear policies	P3
		"making it clearer and seamless by DepEd"	Need clearer system guidance	P3
Evolving Teacher Concerns Over Time	• Shift from understanding to implementation • Timely guidelines	"initially… understanding the curriculum… now… improving instructional strategies"	Shift to implementation focus	P2
		"initially… structure…now… improving instructional strategies"	From structure to teaching improvement	P4
		"early concerns…now… addressing the resource gap"	Shift to resource concerns	P5
		"more confident now in delivering"	Increased confidence	P1

At this stage of implementation, teachers' concerns had clearly shifted from understanding the curriculum to refining its execution. Early uncertainties about structure and content had evolved into more complex concerns involving instructional quality, student mastery, and implementation effectiveness.

A dominant theme was the focus on ensuring mastery of competencies, reflecting a strong alignment with outcome-based education. However, this goal is constrained by persistent issues such as the lack of instructional materials and the need to continuously improve teaching strategies.

Another critical concern was the incomplete understanding of the curriculum's long-term impact, particularly regarding students' readiness for tertiary education. This uncertainty was compounded by policy gaps and unclear system-level guidance, indicating that implementation challenges were not solely classroom-based but also institutional.

Finally, the data revealed a developmental trajectory among teachers, where confidence increases over time, yet concerns become more nuanced, shifting from "What is this curriculum?" to "How do I implement this effectively and meaningfully?"

Table 12. Thematic Analysis of the Basis for the Proposed Action Plan to Enhance the Implementation of the Strengthened Senior High School Curriculum

Theme	Codes (Recurring Ideas)	Meaning Units (Verbatim)	Condensed Meaning Units	Source
Need for Updated and Accessible Instructional Materials	• Updated materials • Availability of curriculum guides • Standardized resources	"curriculum guides…made available… as soon as possible"	Need timely CG availability	P1
		"updated instructional materials"	Need updated materials	P2
		"development of localized learning materials"	Need localized materials	P5
		"updated materials…assessment tools… resources"	Need updated resources/tools	P6
		"standardized ready-made lessons"	Need standardized lessons	P2
Continuous Professional Development and Training	• Regular training • Seminars/workshops • Professional learning communities	"continuous professional development like seminars/trainings"	Ongoing teacher training	P2
		"continuous provision of professional learning sessions"	Continuous PLCs	P3
		"continuous professional development"	Sustained professional development	P4
		"targeted teacher training programs"	Focused teacher training	P5
		"regular trainings and seminars"	Regular training activities	P6
Need for Clear Policies, Guidelines, and System Alignment	• Clear guidelines • Consistent understanding • Defined expectations	"differences in how the curriculum is understood"	Inconsistent curriculum understanding	P1
		"clear expectations set before the start of the year"	Need clear expectations	P6

Theme	Codes (Recurring Ideas)	Meaning Units (Verbatim)	Condensed Meaning Units	Source
		"systems that are vague… immersion…grading systems"	Vague system policies	P3
		"clear outline on the electives"	Need clear elective structure	P6
		"one mission in mind to accomplish"	Need unified direction	P6
Reduction of Administrative Workload	• Reduced paperwork • Less administrative tasks • More time for teaching	"reduced administrative workload"	Less admin tasks	P2
		"reduce teachers administrative (paper works and reports)"	Reduce paperwork	P4
Provision of Adequate Resources and Infrastructure	• Facilities and equipment • Resource provision • Learning environment support	"infrastructure and equipment especially on elective subjects"	Need facilities/equipment	P5
		"provision of necessary resources"	Provide needed resources	P4
		"resources"	Need sufficient resources	P6
Collaboration, Monitoring, and Institutional Support	• Collaboration among teachers • Monitoring • Leadership support	"collaborative planning among teachers"	Limited subject slots	P2
		"sharing of best practices"	Resource limitations	P2
		"regular monitoring"	Capacity limitations	P3
		"consistent check-ups in every implementing schools"	Regular system monitoring	P6
		"administrators are very much supportive"	Strong leadership support	P3
Curriculum Clarity and Alignment with External Systems	• Alignment with tertiary education • Clear curriculum structure • Defined competencies	"tertiary institutions… aware… mixture of old and new curricula"	Need alignment with higher education	P1
		"different set of competencies are developed"	Need clarity in competencies	P1
		"clear outline on electives…prerequisites… limits"	Structured curriculum framework	P6

The themes identified from the responses provide a strong basis for the development of an action plan to enhance the implementation of the Strengthened Senior High School Curriculum. Participants emphasized the urgent need for updated instructional materials, continuous professional development, clearer policies and guidelines, and reduced administrative workload. They also highlighted the importance of adequate resources, infrastructure, collaboration, and regular monitoring. These findings point to the necessity of a comprehensive and multi-level intervention plan.

Overall Prospects and Challenges of Implementation

The findings of the study indicated that the implementation of the Strengthened Senior

High School Curriculum presented both significant challenges and promising prospects.

The challenges were primarily associated with early-stage concerns, including limited instructional materials, increased workload, adjustment to new competencies, and gaps in teacher preparation and administrative support. These challenges reflected constraints in capacity building and system readiness, which may hindered the smooth and consistent implementation of the curriculum during its initial phase.

On the other hand, the prospects were evident in teachers' strong orientation toward student outcomes, willingness to collaborate, and commitment to improving instructional practices. The streamlined curriculum, increased learner engagement, and emphasis on practical skills contributed to more meaningful and effective learning experiences. These enabling conditions reflected emerging strengths in instructional coherence, professional collaboration, and readiness for sustained implementation.

Overall, the coexistence of these challenges and prospects suggested that the Strengthened SHS Curriculum was in a critical developmental stage, where appropriate support, leadership, and capacity-building interventions could significantly influence the success and sustainability of its implementation.

Synthesis and Implications

In summary, the findings of this study demonstrated that teachers were in a transitional stage of curriculum implementation, characterized by the presence of both implementation challenges and emerging opportunities. From a CBAM perspective, teachers exhibited a progression from self and task concerns toward impact-oriented concerns, indicating growing engagement with the innovation. From Fullan's perspective, the findings highlighted the need to strengthen enabling conditions—particularly in capacity building and system support—while sustaining the positive developments in collaboration, coherence, and professional commitment.

These results underscored the importance of providing targeted interventions that addressed teachers' immediate needs while also supporting long-term professional growth and institutional development. By addressing existing challenges and leveraging emerging strengths, schools and educational leaders can facilitate a more effective, coherent, and sustainable implementation of the Strengthened Senior High School Curriculum.

Proposed Action Plan

For the Enhancement of the Implementation of the Strengthened SHS Curriculum

Grounded in the Concerns-Based Adoption Model (CBAM), particularly the Stages of Concern (SoC) Framework, which emphasizes teachers' evolving concerns and experiences during the implementation of educational innovations, and interpreted through Fullan's Theory of Educational Change, which highlights the importance of leadership support, capacity building, coherence, collaboration, and sustainability in successful reform implementation, this proposed action plan aims to enhance the implementation of the Strengthened Senior High School Curriculum in public and private senior high schools in Baliwag City, Bulacan.

Based on the findings of this study, the action plan is designed to address the identified challenges experienced by teachers—particularly in terms of informational, personal, and management concerns—while strengthening existing prospects related to learner outcomes, collaboration, and instructional innovation. Through strategic and sustainable interventions, this plan seeks to improve teachers' readiness, competence, and institutional support systems to ensure effective and sustained curriculum implementation.

General Objective

To enhance and sustain the effective implementation of the Strengthened Senior High School Curriculum in public and private senior high schools in Baliwag City, Bulacan through strengthened leadership support, capacity-building initiatives, collaborative practices, and responsive institutional mechanisms.

Table 13. For the Enhancement of the Implementation of the Strengthened SHS Curriculum

CBAM Stage/Concern	Objectives	Strategies/ Interventions	Persons Involved	Timeframe	Expected Outcomes
Informational	Strengthen teachers' understandin g of the Strengthened SHS Curriculum	Conduct orientation sessions, curriculum briefings, and focused workshops on curriculum structure, competencies, assessment, and instructional alignment	School administrators, curriculum coordinators, department heads, teachers	Short-term and continuing	Teachers demonstrate clearer understanding of curriculum expectations and implementati on requirements
Personal	Address teachers' concerns regarding their roles, responsibilities, and capacity to implement the curriculum	Provide role clarification, mentoring, consultation sessions, and peer-support mechanisms	School administrators, department heads, master teachers, teachers	Quarterly	Teachers demonstrate greater clarity regarding their responsibilities and available support mechanisms
Management	Reduce operational difficulties related to workload, resources, and implementati on processes	Review workload distribution; streamline administrative requirements; develop and share instructional resources; establish accessible resource repositories	School administrators, department heads, teachers, ICT/resource personnel	Short- to medium-term	Improved management of implementati on tasks and increased access to instructional resources
Consequence	Strengthen teachers' attention to learner outcomes and engagement	Use learner feedback, formative assessment results, and classroom evidence to inform instructional adjustments	Teachers, department heads, learners	Every grading period	Instructional decisions become more responsive to learner needs and learning outcomes
Collaboration	Strengthen professional collaboration in curriculum implementation	Conduct LAC sessions, peer mentoring, collaborative lesson planning, and sharing of effective instructional practices	Teachers, department heads, master teachers, school administrators	Monthly/Quarterly	Increased sharing of practices and coordinated curriculum implementation
Refocusing	Support teachers in improving and adapting instructional practices	Provide opportunities for action research, innovation sharing, develop-	Teachers, department heads, school	Continuing	Teachers develop and refine contextre-

CBAM Stage/Concern	Objectives	Strategies/ Interventions	Persons Involved	Timeframe	Expected Outcomes
		ment of contextualized materials, and experimentation with appropriate instructional strategies	administrators, research coordinators		sponsive instructional practices
Integrated Support	Strengthen institutional conditions supporting curriculum implementation	Establish monitoring and feedback mechanisms; review resource needs; provide continuing professional development and leadership support	School administrators, curriculum coordinators, department heads, teachers	Annual and continuing	More coherent institutional support for sustained curriculum implementation

The proposed action plan presented in table 13 was designed to address the specific stages of concern identified among senior high school teachers while strengthening key dimensions of educational change. Interventions targeting informational and personal concerns focus on enhancing teachers' understanding of curriculum and clarifying their roles through structured orientation and leadership

To address the management concerns, strategies are directed toward improving system support through workload management, provision of instructional materials and streamlining of administrative processes.

Meanwhile, the strong presence of collaboration, consequence and refocusing concerns is leveraged as an opportunity to promote professional learning communities, data-driven instruction and continuous improvement practices. These interventions aim to sustain and deepen teachers' engagement with curriculum by fostering collaboration, innovation and reflective practice.

Overall, the action plan aligned with Fullan's framework by strengthening capacity building, collaboration coherence and sustainability thereby supporting a more effective and sustainable implementation of the Strengthened Senior High School Curriculum.

Conclusion

The study concluded that the implementation of the Strengthened Senior High School (SHS) Curriculum in selected public and private schools in Baliwag City, Bulacan, involved both significant challenges and promising opportunities. Teachers reported high concerns across the Informational, Personal, Management, Consequence, Collaboration, and Refocusing stages, while Awareness obtained the lowest mean. This indicates that teachers' concerns extended beyond basic awareness to understanding the curriculum, managing implementation demands, responding to learner outcomes, collaborating with colleagues, and improving instructional practices.

Major challenges included limited instructional materials and resources, workload and time demands, adjustment to revised competencies, teacher preparation and subject alignment, and administrative and structural constraints. Despite these challenges, teachers demonstrated strong interest in instructional improvement, collaboration, learner responsiveness, and the exploration of new teaching strategies.

The highest Refocusing score (M = 3.78) indicates strong expressed interest in improving and adapting instructional practices. However, this finding should be interpreted cautiously because the data were self-reported and several stages recorded closely clustered high means, raising the possibility of response bias and ceiling effects. The high Refocusing score does not, by itself, establish actual innovation or institutionalization of the curriculum.

Rather, it suggests that teachers may be improvement-oriented while still experiencing resources and organizational constraints that affect their ability to enact such improvements.

From the perspectives of the Concerns-Based Adoption Model and Fullan's Theory of Educational Change, the findings highlight the need for sustained capacity building, collaborative practices, responsive leadership, adequate instructional resources, and coherent institutional support. Addressing these conditions may help teachers translate their expressed willingness to improve into more consistent and sustainable curriculum implementation.

Overall, the study provides evidence that teachers are actively engaging with the Strengthened SHS Curriculum while continuing to navigate practical implementation challenges. The findings and proposed action plan may serve as a basis for strengthening institutional support and responding to teachers' evolving concerns during curriculum implementation.

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