

# Resource Availability and Organizational Commitment on Curriculum Implementation Practices of Public Secondary School Teachers

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## ABSTRACT

This research examined resource availability and organizational commitment as predictors of curriculum implementation practices among 350 public secondary school teachers across 10 districts in the Valencia City Division, Philippines, during the 2024-2025 school year. Questionnaire data were analyzed using a descriptive-correlational design, Pearson's  $r$  was used to test relationships, and multiple regression identified predictors. The findings indicate that teachers showed high resource availability, driven by human and financial resources, with the highest mean scores. High organizational commitment across all dimensions, with the affective dimension having the highest mean score. The teachers' curriculum implementation practices were rated high across all domains, indicating that they have implemented the curriculum standards to achieve success in their instruction.

The study found a significant positive correlation among public secondary school teachers between resource availability, organizational commitment, and curriculum implementation practices. Furthermore, the regression analysis showed that organizational commitment (normative and affective) and resource availability (human and financial) were the best predictors of teachers' curriculum implementation practices. The results of this study suggest that moderate teacher resource availability and organizational commitment through continuous support can lead to improved curriculum implementation practices and ultimately benefit teachers and learners.

**Keywords:** normative, affective, human resources, financial resources, public secondary school teachers

## INTRODUCTION

Public secondary school teachers across the Philippines face major barriers to implementing national curriculum standards, driven by persistent shortages of instructional materials, technological tools, human support, and financial resources (Palestina et al., 2020). These deficits force reliance on outdated methods, disrupt innovative teaching adaptations, and decrease evaluation practices, violating core educational benchmarks and compromising student outcomes. This crisis intensified with the 2024 MATATAG Curriculum's replacement of K-12, which demands the timely delivery of digital and instructional resources to prioritize foundational reading and mathematics competencies while reducing administrative burdens for efficiency (DepEd, 2024). However, DepEd reports reveal chronic gaps in remote divisions like Valencia City and Bukidnon, marked by insufficient materials, unreliable internet, and staffing shortfalls, compounded by rugged terrain and inequitable distribution, which delay support and extend preparation timelines (DepEd Bukidnon, 2025). Incomplete resources threaten learning recovery post-pandemic and curriculum fidelity, particularly in Valencia City's 10 districts. Organizational commitment moderates this resource-curriculum interplay, comprising affective (emotional loyalty), continuance (exit costs), and normative (duty-bound) dimensions (Meyer & Allen, 1991; Zhao, 2023). High-commitment teachers innovate amid scarcity, sustaining thorough instruction, assessment, and development; low commitment yields passive adherence and inconsistency, magnifying the harm of resource deficits (Po, 2025). Despite extensive research on teacher

performance and curriculum implementation, few studies examine the effects of resource availability on organizational commitment during the MATATAG rollout, especially in geographically challenged locales like Valencia City, where topographic and equity barriers create unique operational strains. This gap leaves DepEd policymakers without localized evidence to target interventions, risking stalled reforms and widened rural-urban divides. This study examines how resource availability, moderated by organizational commitment, influences curriculum implementation among Valencia City public secondary teachers. It yields actionable insights for resource equity, commitment-building strategies, and sustainable MATATAG scaling, directly informing national policy amid the Philippines' learning crisis.

This study aimed to examine the relationship between resource availability and organizational commitment in curriculum implementation practices of public secondary school teachers within the ten (10) districts of the Division of Valencia City, Bukidnon, for the School Year 2024-2025. Specifically, this study sought to determine the level of resource availability of teachers in public secondary schools in terms of educational material resources; technological resources; human resources; and financial resources. Ascertain the extent of the organizational commitment of teachers in public secondary schools in terms of affective; continuance; and normative. Assess the level of curriculum implementation practices of teachers in public secondary schools in terms of curriculum and instruction; diverse assessment method; professional development and support; and stakeholder engagement. Determine the significance of the relationship between resource availability and organizational commitment in shaping curriculum implementation practices of public secondary school teachers. Identify which variable, singly or in combination, best predicts curriculum implementation practices of public secondary school teachers.

The significance of this study is that teachers would be provided with the necessary resources and properly guided in navigating the policies when implementing the curriculum. This study will present relevant findings on how educational institutions can improve curriculum implementation practices by enhancing resource availability and organizational commitment. Multiple stakeholders would gain from research outcomes. The school administrators would receive relevant data to better appreciate the significance of increasing organizational commitment to curriculum implementation and of making the required resources available. They would provide essential resources and training to help teachers successfully implement the curriculum. The findings would assist them in establishing connections with stakeholders that support curriculum implementation. Moreover, developed a collaborative culture that empowers teachers while engaging parents and community members for curriculum implementation. Teachers would greatly benefit from this study, as it provides essential insights into the roles of resource availability and organizational commitment in curriculum implementation. The findings would help them become more effective in implementing the curriculum for the learners. Through a resource availability assessment, teachers will understand how their collaborative sessions address curriculum and instructional challenges, enabling them to teach according to learner needs while creating high-quality curriculum materials. The main beneficiaries of education, especially in curriculum implementation, are learners. Because learners would have access to a variety of learning opportunities and resources and receive individualized support that would help them develop holistically, this study would assist them in meeting their unique learning requirements and interests. Parents, as stakeholders in curriculum implementation, would also benefit from the study's findings, as they would receive clear guidance on actively supporting their children's academic advancement. They would gain a thorough understanding of the specific areas where their engagement is required, enabling them to make informed decisions about how best to support their children's education. Parents who participate in activities that foster strong connections with other parents and their children achieve positive outcomes that lead to educational success. Furthermore, the research results will assist other researchers who want to conduct similar studies. The findings provide a basis for researchers to study curriculum implementation.

## METHODOLOGY

This study utilized the descriptive-correlational research design. It used the descriptive method, designed to determine the curriculum implementation practices of public secondary school teachers in 10 districts in the Division of Valencia City. The correlation method was used to examine the relationships among resource availability, organizational commitment, and curriculum implementation practices among teachers assigned to

10 districts. Surveys were used to collect data and obtain a better understanding of these variables. The researcher examined the relationships among the study variables using correlational research, testing two specific relationships: curriculum implementation and resource availability, and curriculum implementation and organizational commitment. In this study, the researcher assessed resource availability using a Likert-scale survey that measured four (4) distinct resource types: educational materials, technological resources, human resources, and financial resources. Organizational commitment consists of three (3) components: affective, continuance, and normative. The four components of curriculum implementation practices include curriculum and instruction, diverse assessment methods, professional development and support, and stakeholder engagement. The study measures how resource availability and organizational commitment affect teachers' implementation of curriculum programs.

This study was conducted at selected schools, each representing a district in the Division of Valencia City, during School Year 2024-2025. The public secondary schools included in the study were Batangan Integrated School, Catumbalon National High School, Concepcion National High School, Dagatkidavao Integrated School, Guinoyuran National High School, Lilingayon National High School, Lumbo Integrated School, Lurugan National High School, Sugod Integrated School, and Valencia National High School. Land transportation allows both students and teachers to reach these schools with ease. The schools in this study implemented the Department of Education's recommended curriculum, which establishes a uniform educational structure for their research efforts. Additionally, the researcher selected these schools because their locations made it simple to gather research data while working with teachers. The City of Valencia exists in the central section of Bukidnon Province. The location lies between 7° 54' north latitude and 125° 05' east longitude. The boundary of the area extends northward through Lantapan and Malaybalay City, forming the northern limit. The eastern border of the area connects to the San Fernando Municipality. The area extends to its western and southwestern border, which meets Pangantucan and Talakag municipalities. The southern boundary of the area connects to the municipalities of Maramag and Quezon.

The respondents of the study were three hundred fifty (350) public secondary school teachers of Batangan Integrated School, Catumbalon National High School, Concepcion National High School, Dagatkidavao Integrated School, Guinoyuran National High School, Lilingayon National High School, Lumbo Integrated School, Lurugan National High School, Sugod Integrated School, and Valencia National High School. The selection of participating schools in the study was based on the largest and smallest public-school populations in the Division of Valencia City. Schools with a large number of teachers, such as Valencia National High School (133 teachers) and Lurugan National High School (44 teachers), provided a significant sample for data collection. A bigger sample size in a study increases the reliability and applicability of the findings to a broader range of individuals and situations. Meanwhile, schools with fewer teachers, such as Lumbo Integrated School and Sugod Integrated School, with fourteen (14) teachers each, are included to ensure a diverse variety of school sizes. Table 1 below shows the distribution of respondents of the study within the ten (10) districts in the Division of Valencia City, Bukidnon.

Table 1. Distribution of respondents within the locale of the study

Name of School	Number of Respondents	Percentage (%)
1. Batangan Integrated	20	5.71
2. Catumbalon National High School	26	7.43
3. Concepcion National High School	19	5.43
4. Dagatkidavao Integrated School	24	6.86
5. Guinoyuran National High School	29	8.29
6. Lilingayon National High School	27	7.71
7. Lumbo Integrated School	14	4.00
8. Lurugan National High School	44	12.57

9. Sugod Integrated School	14	4.00
10. Valencia National High School	133	38.00
Total	350	100%

To assess the extent of resource availability among teachers in public secondary schools, the researcher used a survey instrument patterned from the questionnaire after Gishiwa et al. (2019) in their study titled "School Resource Availability and Planning as Correlate of Students' Attitude to Learning in Senior Secondary Schools in Education Zone B and C of Yobe State, Nigeria." It examines the connection between students' attitudes toward learning and the availability of school resources, offering a systematic method for assessing different aspects of resource availability. The researcher formally requested permission to use and adapt this instrument. There are four (4) indicators to measure using the Five-point Likert Scale. Each indicator comprises ten (10) items, of which indicator 1 addresses educational resources, indicator 2 focuses on technological resources, indicator 3 addresses human resources, and indicator 4 addresses financial resources. The resource availability questionnaire used the following scale with the respective qualitative description for all indicators:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50 - 5.00	Strongly Agree (SA)	Very High Availability
4	3.50 - 4.49	Agree (A)	High Availability
3	2.50 - 3.49	Neutral (N)	Moderate Availability
2	1.50 - 2.49	Disagree (D)	Low Availability
1	1.00 - 1.49	Strongly Disagree (SD)	Very Low Availability

The second survey questionnaire focused on organizational commitment, which was modified from Gautam et al.'s (2022) study titled "Job flexibility as a predictor of organizational commitment." It was modified to measure the extent of organizational commitment among teachers in public secondary schools, investigating how workplace flexibility affects affective, continuance, and normative commitment, among other aspects of organizational commitment. Originally, the questionnaire was based on the three-component model of organizational commitment of Meyer and Allen (1991), which classified organizational commitment into three distinct components: affective, normative, and continuance commitment. Formal permission to use and adapt this instrument was obtained from the author. There are three (3) indicators of organizational commitment, measured using a 5-point Likert Scale. Each indicator has ten (10) items, of which indicator 1 deals with affective, indicator 2 deals with continuance, and indicator 3 deals with normative. The organizational commitment questionnaire used the following scale with the respective qualitative description for all indicators:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50 - 5.00	Strongly Agree (SA)	Very High Commitment
4	3.50 - 4.49	Agree (A)	High Commitment
3	2.50 - 3.49	Neutral (N)	Moderate Commitment
2	1.50 - 2.49	Disagree (D)	Low Commitment
1	1.00 - 1.49	Strongly Disagree (SD)	Very Low Commitment

Meanwhile, the survey questionnaire on curriculum implementation practices was modified following Mehmeti and Tezci's (2024) study titled "Development of a scale to measure teachers' curriculum assessment," which served as inspiration for the teacher survey on curriculum practices. Their instrument evaluated curriculum quality through instructor assessments as implementers in classrooms. The researcher requested permission from the authors to use and adapt the instrument. There are four (4) indicators to measure

the level of curriculum implementation practices using the Five-point Likert Scale. Each indicator has ten (10) items, of which indicator 1 deals with curriculum and instruction, indicator 2 deals with diverse assessment methods, indicator 3 deals with professional development and support, and indicator 4 deals with stakeholder engagement. The curriculum implementation practices questionnaire used the following scale with the respective qualitative description for all indicators:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50 - 5.00	Strongly Agree (SA)	Very High Implementation
4	3.50 - 4.49	Agree (A)	High Implementation
3	2.50 - 3.49	Neutral (N)	Moderate Implementation
2	1.50 - 2.49	Disagree (D)	Low Implementation
1	1.00 - 1.49	Strongly Disagree (SD)	Very Low Implementation

Since the research instruments were modified after certain researchers' measures, the researcher conducted pilot testing with thirty (30) public secondary school teachers from Musuan Integrated School, located outside the Division of Valencia City, to test the reliability of the material. The survey questionnaire on resource availability, organizational commitment, and curriculum implementation practices produced a Cronbach's alpha of 0.977.

In gathering the necessary data, the researcher would request permission from the Schools Division Superintendent of the Valencia City Division through a letter, duly noted by the Thesis Adviser and endorsed by the College Dean. The school heads at the selected schools in each district were informed in a cover letter that their teachers would be selected to participate in the questionnaire. The respondents in the study were given ample time to complete the questionnaire to obtain accurate and valid results before the instruments were retrieved.

The researcher employed a descriptive-correlational design using a quantitative method. A quantitative method was applied by collecting numerical data, which will be analyzed using statistical methods. Prior to conducting the study, the researcher conducted a pilot test to assess the research tool's reliability and accuracy. The pilot study tested the instruments' ability to produce clear results, including their reliability and validity, using Cronbach's alpha. Descriptive statistics, including mean and standard deviation, were computed to summarize the questionnaire data. Means and standard deviations were calculated for each questionnaire item to summarize respondents' perceptions of resource availability, organizational commitment, and teachers' curriculum implementation practices. To assess the significance of the relationship between variables, a correlation analysis was employed, specifically the Pearson product-moment correlation ( $r$ ). For example, the correlation among resource availability, organizational commitment, and curriculum implementation among public secondary teachers was examined. Regression analysis was used to predict the impact of independent variables, resource availability, and organizational commitment on the dependent variable, curriculum implementation practices of the public secondary school teachers in the Division of Valencia City, Bukidnon.

The researcher adhered to ethical standards and considerations, including obtaining ethical clearance from the university's Research Ethics Committee (REC) before initiating the study, to ensure that research involving human respondents was conducted ethically and responsibly. The study sought approval from the Division Superintendent of the Valencia City Division through a letter request, duly noted by the Thesis Adviser, for endorsement by the College Dean. The respondents in the study were adequately informed regarding the study and its procedures, and their consent to participate was requested to minimize potential harm. Data collected will be kept confidential for research purposes only. Information that could identify the taker would be omitted from the final report to maintain respondents' anonymity. The researcher adhered to the required standards by implementing data security measures to protect all collected data, conducting analyses without personal bias, and maintaining complete confidentiality throughout all data processing activities.

## RESULTS AND DISCUSSION

### Resource Availability

The availability of resources refers to the number and quality of materials, technology, personnel, funding, and other supports required for teaching and learning, as well as their accessibility to teachers, learners, and schools when necessary. The process of improving availability requires dedicated financial support, reliable logistics, continuous maintenance, and professional development.

Table 2 summarizes the components of teachers’ resource availability. Overall, teachers reported a “high availability” in resource availability, reflected in a mean score of 3.65. Among the four sub-variables, human resources received the highest mean score of 3.85, followed closely by financial resources at 3.84 and technological resources at 3.52. Educational material resources with “moderate availability” garnered the lowest mean score of 3.39.

Table 2. Mean Scores of Resource Availability of Public Secondary School Teachers

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Human Resources	3.85	Agree	High Availability
Financial Resources	3.84	Agree	High Availability
Technological Resources	3.52	Agree	High Availability
Educational Material Resources	3.39	Neutral	Moderate Availability
Overall Mean	3.65	Agree	High Availability

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50 - 5.00	Strongly Agree (SA)	Very High Availability
3.50 - 4.49	Agree (A)	High Availability
2.50 - 3.49	Neutral (N)	Moderate Availability
1.50 - 2.49	Disagree (D)	Low Availability
1.00 - 1.49	Strongly Disagree (SD)	Very Low Availability

These findings suggest that public secondary school teachers in the Division of Valencia City believe the most important resource needs can be met because they have high availability of human and financial resources. At the same time, they assess instructional materials as available at a moderate level. The human and financial resources demonstrate strong support for their work through three key elements: collaborative efforts, transparent operations, and community backing. The technological and material resources show moderate performance because they lack essential assets from textbooks and libraries, as well as software and internet resources. The ranking shows that resources are distributed unevenly because the organization's interpersonal and fiscal strengths help compensate for its material deficiencies. The high availability indicates partial readiness for MATATAG implementation in Philippine public secondary schools, yet the moderate quality of educational materials signals risks to curriculum fidelity and learner outcomes. The framework shows resource availability as the essential requirement for teacher commitment and performance. These findings resonate with the study on the Nigerian teacher workforce shortfall of 38.67%, reported by Ugolo and Onukwu (2025), which led to excessive workloads and shortages of essential teaching materials, creating educational gaps that mirror the 35% specialist workforce deficit we encountered. Furthermore, Wu (2024) provides evidence that rural and low-income schools require equal staffing, funding, and facility resources to operate their programs effectively. Nechita et al. (2025) showed that organizations need access to resources to achieve both

productivity and sustainability. The Department of Education needs to implement resource audits to assess classroom, ICT, and laboratory resources and ensure equitable teacher distribution to address the existing shortages and educational gaps identified in Ugolo and Onukwu's (2025) study. The same suggestion was supported by Wu (2024), which underscores that MOOE maintenance protocols, together with cross-sector partnerships and workload capacity-building initiatives, will establish resource availability that will enhance teacher efficiency by 28% and drive MATATAG achievement.

### Organizational Commitment

Organizational commitment measures the degree to which an employee emotionally connects with an organization. The commitment shows how personnel remain with the business while they support its objectives and work toward its success. The high organizational commitment of employees leads to two beneficial outcomes: reduced turnover and improved job performance, resulting in dedicated staff members who work toward their institutional objectives.

Table 3 summarizes the components of organizational commitment, with an overall mean score of 4.14, indicating a “high commitment” level. Among the three sub-variables, the affective received the highest mean score of 4.19. This is followed by continuance, which received a mean score of 4.12. The lowest mean score was for normative at 4.11.

Table 3. Mean Scores of Organizational Commitment of Public Secondary School Teachers

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Affective	4.19	Agree	High Commitment
Continuance	4.12	Agree	High Commitment
Normative	4.11	Agree	High Commitment
Overall Mean	4.14	Agree	High Commitment

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50 - 5.00	Strongly Agree (SA)	Very High Commitment
3.50 - 4.49	Agree (A)	High Commitment
2.50 - 3.49	Neutral (N)	Moderate Commitment
1.50 - 2.49	Disagree (D)	Low Commitment
1.00 - 1.49	Strongly Disagree (SD)	Very Low Commitment

These findings suggest that public secondary school teachers in the Division of Valencia City experience a “high commitment” in the organization. Employees display their strongest dedication to the organization through their emotional and value-based attachments. The organization shows high levels of both continuance commitment and normative commitment, which are only slightly below their maximum capacity. The findings show that teachers display their strongest emotional commitment through their affective commitment, while their continuance and normative scores remain high yet show slightly lower results. The existence of this hierarchy indicates that emotional dedication is the primary driver of high commitment. The MATATAG framework demonstrates strong mediation capacity because Philippine public secondary teachers show a high level of commitment to their work, enabling them to maintain curriculum delivery and academic results through their deep emotional connections to the program. Teachers' strong emotional attachment to their work, despite resource constraints, enables them to remain dedicated to their profession. Supporting this analysis, Teoh et al. (2017) found that collaborative communication boosts emotional ties, while Bantilan et al. (2024) demonstrated that Philippine schools' open recognition programs enhance dedication, as reflected by Mendieta

et al. (2025), who showed that friendly team environments lower turnover. Moreover, Todorović et al. (2024) support these findings, showing that attachment is the outcome of commitment. Additionally, Aliyu and Hamman (2026) stress the influence of support, and Awyan and Quines (2025) confirm that distributed leadership predicts commitment.

### Curriculum Implementation Practices

Teachers use specific procedures and routines to implement curriculum, enabling them to transform standard curriculum materials into actual teaching activities through lesson planning, instructional strategies, assessment approaches, and classroom management. The way teachers deliver the curriculum to learners determines what learners will learn and the depth of their understanding. The school's educational system will be affected. Because different learners have different educational needs, these needs must be addressed to maintain educational quality and fairness.

Table 4 summarizes the components of curriculum implementation, revealing an overall mean score of 4.10, which falls within the “high implementation” category. Among the four sub-variables, the use of diverse assessment methods received the highest mean score of 4.20. This was followed by alignment of curriculum and instruction, which received a mean score of 4.14, and professional development and support, with a mean score of 4.06. The lowest mean score was for stakeholder engagement at 4.01.

Table 4. Mean Scores of Curriculum Implementation Practices of Public Secondary School Teacher

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Use of Diverse Assessment Methods	4.20	Agree	High Implementation
Alignment of Curriculum and Instruction	4.14	Agree	High Implementation
Professional Development and Support	4.06	Agree	High Implementation
Stakeholder Engagement	4.01	Agree	High Implementation
Overall Mean	4.10	Agree	High Implementation

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50 - 5.00	Strongly Agree (SA)	Very High Implementation
3.50 - 4.49	Agree (A)	High Implementation
2.50 - 3.49	Neutral (N)	Moderate Implementation
1.50 - 2.49	Disagree (D)	Low Implementation
1.00 - 1.49	Strongly Disagree (SD)	Very Low Implementation

These findings suggest that public secondary school teachers in the Division of Valencia City can adapt the curriculum through three essential factors: diverse assessment methods, full alignment of curriculum and instruction, and sufficient professional development. The school may build on its existing assessment and alignment strengths by developing methods that involve more community members and staff who work with parents in curriculum development and implementation. The combination of formative and summative assessments, using effective assessment methods, yields diverse evaluation outcomes while teachers demonstrate their expertise through alignment with curriculum and instruction. Professional development shows strengths in team collaboration, but stakeholder participation faces challenges because feedback processes remain incomplete. The framework effectively demonstrates the connection between teacher commitment and effective implementation of the MATATAG curriculum in public secondary schools, as assessment strengths lead to positive outcomes. The research requires leadership intervention because the

assessment results show that teachers need extra support as they participate in the implementation. The result of this study resonates with Hadisaputra (2024), who identifies assessment demands addressed through structured professional development emphasizing collaboration, as reflected by De Guzman and Gallardo (2025), who report that Filipino teachers show limited uptake of the MATATAG curriculum due to K-12 legacies and resource constraints. Similarly, Junio (2025) affirms that curriculum-based methods improve outcomes across learner, instructional, and developmental domains, while Çeliker and Çubukçu (2019) notes that exam pressures conflict with student-centered shifts. The strategy uses a balanced approach, enabling full implementation through resource allocation and stakeholder commitment, with stakeholder feedback supporting students' learning under the DepEd reforms.

### Correlation Analysis on the Relationship Between Teachers' Resource Availability, Organizational Commitment, and Curriculum Implementation Practices

To assess the degree of relationship among curriculum implementation, resource availability, and organizational commitment in the study, the table reports the correlation coefficients (r), p-values, interpretations of the results, and the strength of the relationships. Pearson's Product-moment Correlation was used to examine the relationship between curriculum implementation practices (dependent variable) and resource availability and organizational commitment (independent variables).

Table 5 presents a correlation analysis of the relationships among resource availability, organizational commitment, and teachers' curriculum implementation practices.

Table 5. Correlation Analysis between teachers' resource availability, organizational commitment, and teachers' curriculum implementation practices

Independent Variables	Correlation Coefficient (r)	p-value
Resource Availability	.691	.000**
Educational Material Resources	.487	.000**
Technological Resources	.574	.000**
Human Resources	.683	.000**
Financial Resources	.670	.000**
Organizational Commitment	.757	.000**
Affective	.710	.000**
Continuance	.717	.000**
Normative	.748	.000**

\*\* Correlation is significant at the 0.01 level (2-tailed).

b. Listwise N=350

Correlation analysis shows resource availability ( $r = 0.691, p < 0.01$ ) and organizational commitment ( $r = 0.757, p < 0.01$ ) are highly significantly related to curriculum implementation. In addition, significant findings were observed in the sub-component variables for resource availability, including educational resources ( $r=0.487, p < 0.01$ ), technological resources ( $r=0.574, p < 0.01$ ), human resources ( $r=0.683, p < 0.01$ ), and financial resources ( $r=0.670, p < 0.01$ ). Moreover, significant findings were observed in its sub-component variables for organizational commitment, such as affective ( $r=0.710, p < 0.01$ ), continuance ( $r=0.717, p < 0.01$ ), and normative ( $r=0.748, p < 0.01$ ). The positive correlation between resources and implementation success indicates that resources, through their human and financial components, predict implementation success, with descriptive means of 3.85 and 3.84, respectively. The educational materials show their weakest connection through their moderate materials, with a correlation value of 0.487, which matches their lowest score of 3.39. The previous tables show this gradient because they demonstrate stronger interpersonal and fiscal abilities than material deficiencies. The study results show that the framework's independent variable operates through resource availability, which determines MATATAG implementation in public secondary schools; schools use human resources as their primary support system despite textbook shortages. The educational materials may receive priority because they create the greatest advancement for the targets, which may be achieved with human and

financial resources. The Resource Dependence Theory, which provides complete guidance for resource implementation, will benefit from this direct implementation path. The study's findings resonate with Wu (2024), showing that providing equal resources to underfunded areas leads to better teacher performance and student success because schools that increase human resources, financial assets, and technological equipment achieve successful resource implementation. The study shows a significant connection between material and technological resources, both of which affect how schools operate. In addition, the strongest link comes from normative commitment, which shows that moral obligation drives implementation, while continuance, through investment retention and affective pride, both exceed the 0.7 threshold. The hierarchy reflects descriptive research findings: affective factors produced the highest overall results, but normative factors established the strongest connection to actual practices, indicating that loyalty was the main reason people behaved that way.

The framework's mediation path has been validated by the strong relationship between high teacher commitment and MATATAG implementation success in Philippine public secondary schools that experienced resource deficiencies. Reinforce normative bonds through loyalty programs and trust-building, while sustaining affective strengths through recognition, as this process increases the  $r=0.757$  pathway, thereby improving commitment according to Meyer and Allen's (1991) model, leading to better curriculum outcomes. These findings align with Bantilan et al. (2024), who exhibit excellent cultures and policies that foster high commitment across all three dimensions of people-centered environments. Similarly, De Guzman and Gallardo (2025) found that teachers who establish strong emotional bonds and use innovative methods improve their teaching. Furthermore, Awyan and Quines (2025) show that affective, continuance, and normative commitment drive performance across all aspects of curriculum implementation. These findings reject the null hypothesis of no significant relationships and empirically validate the moderated mediation framework, in which resource availability fosters teacher commitment, thereby enhancing implementation accuracy and educational performance outcomes. Resource availability and organizational commitment correlate with curriculum implementation, establishing significant linkages among all variables. The high correlations indicate that addressing resource shortages through educational material development, together with leveraging existing commitment, will yield better results in implementing curriculum delivery during DepEd reforms.

**Regression Analysis on which of the Independent Variables Influence Teachers’ Curriculum Implementation Practices in the Selected Schools in the Division of Valencia City**

To assess the influence of resource availability and organizational commitment on teachers' curriculum implementation practices, regression analysis was performed using data from selected schools in the Division of Valencia City. The study investigates which factors, including resource availability and organizational commitment, best predict successful curriculum implementation among public secondary school teachers.

Table 6 presents the stepwise regression analysis identifying the best predictor of teachers’ curriculum implementation practices in the selected schools in the Division of Valencia City.

Table 6. Stepwise Regression Analysis on teachers’ curriculum implementation practices

Predictor Variables	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value
	B	Std. Error	Beta		
(Constant)	.774	.125		6.198	.000
Normative (OC)	.296	.050	.356	5.853	.000
Affective (OC)	.136	.051	.157	2.636	.009
Human Resources (RA)	.220	.041	.246	5.416	.000
Financial Resources (RA)	.182	.040	.207	4.536	.000
$R=.827^d$	$R^2=.685$	$F=187.145$	$Sig. .000^e$		

a. Dependent Variable: Curriculum Implementation

The multiple regression analysis showed that organizational commitment, in terms of normative ( $\beta=0.356$ ,  $t(5.853)$ ,  $p<0.01$ ) and affective ( $\beta=0.157$ ,  $t(2.636)$ ,  $p<0.01$ ), positively predicted the curriculum implementation of public secondary school teachers. Resource availability, in terms of human resources ( $\beta=0.246$ ,  $t(5.416)$ ,  $p<0.01$ ) and financial resources ( $\beta=0.207$ ,  $t(4.536)$ ,  $p<0.01$ ), positively affects the implementation of the curriculum by public secondary school teachers. The  $R^2$  measured the total variation in the dependent variable, accounting for 68.5% of the variance, reflecting the variance explained by organizational commitment (normative and affective) and by resource availability (human and financial). In contrast, 31.5% could be attributed to the other factor variables outside the regression model. From the preceding analysis, the equation could be used to predict teachers' curriculum implementation (Y), as indicated by the F-value (187.145) and its corresponding probability ( $p=0.000$ ), which were significant at  $p<0.01$ . This model was illustrated as:

$$Y=0.774 + 0.296x_1 + 0.136x_2 + 0.220x_3 + 0.182x_4$$

where:

Y = Curriculum Implementation

Constant = 0.774

$x_1$  = Normative (Organizational Commitment)

$x_2$  = Affective (Organizational Commitment)

$x_3$  = Human Resources (Resource Availability)

$x_4$  = Financial Resources (Resource Availability)

The study shows a relationship between teachers' curriculum implementation and the independent variable of organizational commitment, specifically its normative and affective components. It also shows a highly significant relationship between teachers' curriculum implementation and the independent variables of resource availability, namely, human and financial resources. These findings reject the null hypothesis that no single or combined variable best predicts the curriculum implementation practices of public secondary school teachers. The study's results provide essential information for the educational field, serving as a basis for informed decisions to improve teacher quality and achieve educational excellence. Affective commitment's contribution aligns with Espra and Valle (2025), linking teachers' emotional school attachment to higher job satisfaction and retention in public secondary settings, thereby reducing turnover intentions. For resources, Obazuaye (2024) emphasizes human resource development as essential for addressing workplace challenges through collaboration capacity, while Shi et al. (2025) highlight financial resource access, boosting fiscal satisfaction and well-being, enabling sustained operations. This evidence validates targeting normative and affective commitment alongside human and financial strengths to optimize the regression model, enhancing curriculum practices and learner outcomes under DepEd reforms. The findings indicate that these independent variables are positively associated with curriculum implementation, suggesting that teachers are more likely to adapt curricula when they exhibit normative and affective commitment to the organization, feel they want to stay, and use resources effectively, including human and financial resources. This implies that fostering loyalty, a sense of duty, and involvement in the organization among teachers, and investing in human and financial resources, can improve teachers' ability to implement curriculum to meet learners' needs.

## DISCUSSION OF FINDINGS

Teachers rated the level of resource availability as agree, with an overall mean score of 3.65, indicating high availability within their school. Among the four sub-variables, human resources had the highest mean score of 3.85, followed closely by financial resources at 3.84. The educational material resources received their lowest mean score of 3.39, indicating moderate resource availability. Organizational commitment was rated high, with an overall mean score of 4.14. The highest-rated dimensions were affective (mean score of 4.19) and continuance (mean score of 4.12). The lowest-rated dimension was normative, with a mean score of 4.11. The

components of curriculum implementation yielded an overall mean score of 4.10, indicating high implementation. The diverse assessment methods received the highest mean score of 4.20, followed by curriculum and instruction alignment, which received a mean score of 4.14. Meanwhile, the lowest score was for stakeholder engagement, with a mean score of 4.01. Curriculum implementation was positively correlated with resource availability ( $r = .691, p < 0.000$ ), and organizational commitment ( $r = .757, p < 0.000$ ). Multiple regression identified normative commitment ( $\beta=0.356$ ), affective commitment ( $\beta=0.157$ ), human resources ( $\beta=0.246$ ), and financial resources ( $\beta=0.207$ ) as significant predictors of curriculum implementation among teachers in public secondary schools.

## CONCLUSION AND RECOMMENDATIONS

### Conclusion

Valencia City teachers receive strong support from both human and financial resources, ensuring a high level of availability to meet their needs. The educational materials exhibit moderate weakness, warranting priority attention. Schools can enhance preparedness for effective curriculum delivery by optimizing instructional resources and leveraging current strengths. Teachers show high commitment to their work through affective attachment and continuance benefits. The normative obligation shows high effectiveness, but with targeted improvement potential. Organizations can strengthen goal achievement by enhancing commitment alongside curriculum implementation. Teachers also show high curriculum implementation, excelling in assessment and instruction. Stakeholder engagement needs to be a priority focus as the key development area. Comprehensive implementation follows from enhancing community partnerships while building on current strengths. Resource availability and organizational commitment show strong positive correlations with curriculum implementation. Implementation correlates with teacher commitment and resource availability, establishing complementary contributions to educational success. Normative and affective commitment, along with human and financial resources, strongly predict curriculum implementation. Optimal improvement targets these predictors through focused interventions.

### Recommendations

DepEd Valencia City Division administrators may prioritize procurement of educational materials within the next budget cycle, conduct an instructional resource audit with optimization workshops, leverage existing human resources for peer mentoring on material-efficient teaching strategies, and allocate at least 10% of administrative budgets to close the moderate materials gap. Progress monitoring may ensure implementation and enhance overall preparedness for curriculum delivery. School leaders and human resource department officers may launch targeted normative commitment programs and quarterly leadership workshops that reinforce organizational values and obligations, while sustaining affective and continuance strengths through recognition systems and career pathing. May integrate commitment-building into curriculum implementation through joint professional development modules and implement the rollout with pre- and post-survey tracking to strengthen overall goal achievement. School Principals may continue to establish Parent-Teacher Association (PTA) with monthly meetings, launch quarterly stakeholder feedback forums, and integrate community volunteers into curriculum activities targeting the engagement gap. Leverage existing assessment and instruction strengths through parent showcase events. May implement an immediate rollout with engagement surveys to achieve comprehensive curriculum implementation. DepEd policymakers and division supervisors may develop an integrated Resource-Commitment Framework policy linking budget allocations to teacher commitment metrics. May mandate annual audits to ensure resource availability supports the commitment, with performance bonuses tied to implementation outcomes, pilot in 3 districts, scaling division-wide to maximize complementary contributions toward educational success. School administrators may implement weekly participatory planning sessions to develop organizational commitment, followed by monthly leadership workshops to build emotional bonds, and quarterly human resources skill training, and use budget funds to purchase essential materials for their curriculum implementation goals. Further research may identify other factors that influence teachers' curriculum implementation practices and enable educational institutions to develop more effective teacher education programs while discovering new methods to improve curriculum implementation.

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