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CURRICULUM IMPLEMENTATION AND TEACHER VITALITY IN THE DIVISION OF DAVAO CITY

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ABSTRACT

This study examined the relationship between teachers' curriculum implementation and teacher vitality among public secondary school teachers in the Division of Davao City. Specifically, it determined the extent of teachers' curriculum implementation in terms of assessment and evaluation, content, learning output, resources/instruments, planning, curriculum application, curriculum philosophy, and teaching methods, as well as the extent of teacher vitality in terms of physical, psychological, and emotional vitality. The study also identified the significant relationship between the variables and determined which domains of curriculum implementation significantly predicted teacher vitality. A quantitative descriptive-correlational research design was utilized, involving 134 public secondary school teachers selected through simple random sampling. Adapted and validated survey questionnaires were used as the primary data-gathering instruments. The data collected were analyzed using weighted mean, standard deviation, Pearson Product-Moment Correlation, and Multiple Linear Regression Analysis. Findings revealed that teachers' curriculum implementation and teacher vitality were both extensive, indicating that these practices and conditions were oftentimes evident among the respondents. The study further revealed a significant relationship between teachers' curriculum implementation and teacher vitality. Moreover, all domains of curriculum implementation significantly predicted teacher vitality, with content, curriculum application, and teaching methods emerging as the strongest predictors. These findings suggested that effective and well-structured curriculum practices positively contributed to teachers' physical, psychological, and emotional well-being. Based on the findings, it was recommended that school administrators and educational leaders strengthen professional development programs, collaborative curriculum planning, and institutional support systems to further enhance curriculum implementation practices and sustain teacher vitality in educational settings.

KEYWORDS: *teachers' curriculum implementation; teacher vitality; Division of Davao City*

INTRODUCTION

In today's evolving educational landscape, the intersection between instructional practice and teacher well-being has gained increasing attention (Collie, 2021; Ryan & Deci, 2020). This study explores the connection between teachers' curriculum implementation and teacher vitality. Curriculum implementation refers to the processes and strategies teachers use to plan, deliver, and evaluate instruction (Mehmeti et al., 2024), while teacher vitality reflects the physical, psychological, and emotional stamina of educators (Shapiro & Donaldson, 2022). Both are essential for an effective classroom environment. However, teacher vitality continues to decline as educators face demanding workloads, evolving curricular requirements, and classroom complexities, leading to fatigue, reduced motivation, and emotional strain (Hascher & Waber, 2021; Skaalvik & Skaalvik, 2021), which ultimately affects their sustained engagement and effectiveness.

Globally, teachers face persistent issues in curriculum implementation, particularly the disconnect between designed curriculum and actual classroom realities (Marsh & Willis, 2019; Mehmeti et al., 2024). Many struggles with overcrowded classrooms, limited instructional time, and pressure to cover extensive content, leading to rushed instruction, limited in-depth learning, and reduced reflective teaching practices. As teachers meet these demands, their physical energy is depleted, cognitive focus strained, and emotional resilience challenged (Hascher & Waber, 2021; Skaalvik & Skaalvik, 2021). Additionally, the expectation to adopt innovative, student-centered approaches adds complexity, and without sufficient training or support, teachers may experience uncertainty, frustration, and increased stress, affecting their psychological vitality and teaching effectiveness (Collie, 2021; Ryan & Deci, 2020).

At the national level, the Philippine education system continues to encounter structural and instructional challenges that further intensify the demands placed on teachers (Department of Education, 2023; Commission on Higher Education, 2020). Issues such as misalignment between curriculum expectations and learner needs, limited access to updated instructional materials, and gaps in professional development contribute to difficulties in delivering and assessing the curriculum effectively (Salandanan, 2022). Teachers are often required to compensate for these limitations by exerting additional effort in lesson preparation, adapting materials, and addressing diverse learner needs with minimal support.

These conditions increase workload demands and place teachers at risk of physical exhaustion, reduced mental alertness, and emotional strain, all of which can negatively affect their vitality and capacity to sustain effective teaching practices (Hascher & Waber, 2021; Skaalvik & Skaalvik, 2021).

At the local level, particularly in the Division of Davao City, these challenges become more pronounced. Teachers encounter significant constraints in implementing the curriculum due to large class sizes, insufficient teaching hours, and the extensive scope of learning competencies (Mehmeti et al., 2024; Department of Education, 2023). These factors limit their ability to deliver differentiated instruction and conduct meaningful assessments, leading to increased instructional pressure. In addition, limited opportunities for collaborative planning and professional interaction among teachers further compound the issue, as many educators work independently without consistent support systems (Darling-Hammond et al.,2020). This lack of collaboration restricts the sharing of effective practices and increases the burden on individual teachers, contributing to heightened stress, decreased motivation, and reduced vitality over time (Skaalvik & Skaalvik, 2021; Hascher & Waber, 2021).

Despite these challenges, there remains a notable gap in understanding how teachers' curriculum implementation practices influence their vitality within the local context. While existing studies examine instructional practices and performance, limited attention is given to their impact on teachers' well-being and sustainability. This study addresses this gap by examining how curriculum implementation contributes to sustaining teacher vitality, emphasizing its role in supporting teachers' energy, resilience, and long-term effectiveness in the classroom.

THE STUDY'S OBJECTIVES

This study aimed to determine the relationship between teachers' curriculum implementation and teacher vitality in the Division of Davao City. Specifically, it sought to:

1. Determine the extent of teachers' curriculum implementation in terms of:
   1.1 assessment and evaluation;
   1.2 content;
   1.3 learning output;
   1.4 resources/instruments;
   1.5 planning;
   1.6 curriculum application;
   1.7 curriculum philosophy; and
   1.8 teaching methods.
2. Determine the extent of teacher vitality in terms of:
   2.1 physical vitality;
   2.2 psychological vitality; and
   2.3 emotional vitality.
3. Determine whether there is significant relationship between teacher's curriculum implementation and teacher vitality.
4. Determine which domains of teachers' curriculum implementation significantly predict teacher vitality.

METHODOLOGY

This chapter introduces the methodological aspect of the study. This covers the research design, research respondents, research instruments, data gathering procedure, and data analysis employed in this investigation.

Method Used

In this study, a quantitative research approach was employed, specifically utilizing a descriptive correlational design. Quantitative research involves the objective collection and analysis of numerical data to uncover patterns, test relationships, and make predictions or generalizations about a population (Creswell & Creswell, 2019). As described by Apuke (2019), this method is instrumental in providing statistical explanations to educational phenomena, enabling researchers to draw conclusions from measurable data. By quantifying the relationship between teachers' curriculum implementation and Teacher vitality, this study adheres to the scientific principles of objectivity, replicability, and precision.

A descriptive correlational design was selected to determine the degree and nature of the relationship between the independent variable, teachers' curriculum implementation, and the dependent variable, teacher vitality. Descriptive research aims to depict the current conditions or characteristics of the variables without researcher intervention (Korrapati, 2019). Meanwhile, correlational research investigates whether a statistical association exists between two or more variables. According to Davis (2021), this method is appropriate for understanding relationships as they naturally occur, without manipulation or experimental control, thus preserving the authenticity of the responses in real-world educational contexts.

This design was deemed suitable for the present investigation as it facilitates the exploration of the potential link between how teachers assess the curriculum through indicators such as assessment and evaluation, planning, and teaching methods and their corresponding levels of Teacher vitality, including physical, psychological, and emotional aspects. As Kabir (2019) noted, correlational designs help determine whether changes in one variable are systematically related to changes in another. Furthermore, Johnson and Christensen (2019) emphasized that descriptive correlational research allows researchers to uncover relationships in complex social systems, such as schools, making it an appropriate design for examining patterns of association between teacher practices and teacher well-being in educational setting development.

Sources of Data

This study targeted high school teachers in the Division of Davao City as primary research respondents, recognizing their central role in curriculum implementation and classroom-based assessment practices. Teachers at the secondary level were deemed appropriate participants because they were directly engaged in applying curriculum standards, designing assessments, and responding to diverse learner needs, functions that were closely linked to both curriculum implementation and teacher vitality. Focusing on this group allowed the study to capture authentic, practice-based insights grounded in real classroom experiences.

Out of a total population of 201 teachers, the sample size was determined using Slovin's formula, a widely accepted statistical method for estimating sample size when population variability was not fully known (Tejada & Punzalan, 2020). Using a 5% margin of error, a sample size of 134 respondents was obtained, ensuring adequate representation of the population while maintaining statistical reliability. This sample size aligned with the recommendations of Creswell and Creswell (2019), who emphasized that an appropriately determined sample strengthens the validity and generalizability of quantitative findings. The selected number of respondents provided sufficient data to support meaningful statistical analysis, including correlation and regression procedures used in the study.

In selecting the respondents, random sampling was employed to ensure that participants possessed relevant experience and could provide informed perspectives on the variables under investigation. Specifically, only high school teachers with at least three (3) years of teaching experience were included in the study. This criterion was based on the premise that teachers with a minimum level of professional experience are more likely to have developed a deeper understanding of curriculum implementation processes, instructional strategies, and the demands of teaching that influenced their vitality (Darling-Hammond, 2020). Teachers who held administrative or supervisory roles were excluded to maintain the focus on full-time classroom educators whose daily responsibilities revolved around direct instruction and assessment.

The selection of experienced teachers as respondents was supported by literature emphasizing that professional tenure significantly shaped teachers' instructional competence, decision-making, and perceptions of workload and well-being (Ingersoll & Strong, 2021). Teachers with longer teaching experience were more likely to have encountered various curriculum reforms, assessment challenges, and classroom complexities, enabling them to provide richer and more reflective responses. Furthermore, experienced teachers are better positioned to evaluate how curriculum implementation practices impact their physical stamina, psychological alertness, and emotional resilience, key dimensions of teacher vitality.

By carefully defining the inclusion criteria and selecting respondents with relevant professional backgrounds, the study ensured that the data collected were both credible and contextually grounded. This approach strengthened the overall quality of the findings, as the respondents could articulate informed perspectives on how curriculum implementation practices influenced their vitality. Consequently, the chosen sample not only enhanced the reliability of the results but also ensured that the conclusions drawn from the study were reflective of actual conditions within the Division of Davao City.

Data Gathering Instrument

The primary instrument used for data collection in this study was a structured and adapted questionnaire designed to measure teachers' curriculum implementation and teacher vitality. The instrument consisted of closed-ended items utilizing a five-point Likert scale to quantify the respondents' perceptions, experiences, and extent of practice across the identified indicators.

The questionnaire was divided into two main parts. The first part measured the extent of teachers' curriculum implementation, covering the indicators of assessment and evaluation, content, learning output, resources/instruments, planning, curriculum application, curriculum philosophy, and teaching methods. The second part assessed teacher vitality in terms of physical vitality, psychological vitality, and emotional vitality.

To ensure the quality and rigor of the instrument, several forms of validity were established. Content validity was ensured through expert evaluation, wherein a panel of specialists in educational research and curriculum studies reviewed the questionnaire items to determine their relevance, clarity, and alignment with the constructs being measured. Face validity was also established by confirming that the items appeared appropriate, understandable, and suitable for the target

respondents. Further, construct validity was considered by adapting items from established and previously validated instruments, ensuring that each item accurately reflected the theoretical dimensions of teachers' curriculum implementation and teacher vitality.

Prior to full implementation, the instrument underwent pilot testing to assess its reliability and consistency. Necessary revisions were made based on the feedback and results obtained, ensuring that the final questionnaire was both valid and reliable for data collection.

Teachers' Curriculum Implementation

The teachers' curriculum implementation questionnaire was adapted from Mehmeti, et. al. (2024). The instrument consisted of 31 items. It had eight indicators namely; assessment and evaluation (1-5), content (1-4), learning output (1-4), resources/instruments (1-4), planning (1-3), curriculum application (1-4), curriculum philosophy (1-4), and teaching methods (1-3).

The questionnaire measuring teachers' curriculum implementation was subjected to pilot testing involving a group of 30 high school teachers from Cluster 14 which were not included in the actual study. The reliability test yielded a Cronbach's Alpha coefficient of 0.95, suggesting that the instrument had excellent internal consistency. This result indicates that the 31 items across the eight indicators assessment and evaluation, content, learning output, resources/instruments, planning, curriculum application, curriculum philosophy, and teaching methods were well-aligned and consistently measured the construct of curriculum implementation. The high reliability score affirmed that the tool was dependable for gathering valid data and suitable for full-scale deployment for this study. This also implied that the responses will likely reflect the true assessment practices of teachers rather than being influenced by inconsistencies within the instrument itself. Below was the grading scale of the extent of teachers' curriculum implementation

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	The teachers' curriculum implementation is always evident.
3.40 - 4.19	Extensive	The teachers' curriculum implementation is oftentimes evident.
2.60 - 3.39	Moderately Extensive	The teachers' curriculum implementation is occasionally evident.
1.80 - 2.59	Less Extensive	The teachers' curriculum implementation is seldom evident.
1.00 – 1.79	Not Extensive	The teachers' curriculum implementation is never evident.

Teacher Vitality

The Teacher vitality questionnaire was adapted from Shapiro, J., & Donaldson, S. I. (2022). The instrument consisted of 11 items. It had three indicators namely; physical vitality (1-4), psychological vitality (1-4), and emotional vitality (1-3). The Teacher vitality questionnaire was pilot tested with the same group of teachers, ensuring contextual appropriateness and reliability before its full use.

The reliability analysis resulted in a Cronbach's Alpha of 0.92, which indicated a high level of internal consistency among the 11 items grouped under the three indicators physical vitality, psychological vitality, and emotional vitality. This suggested that the instrument effectively captures the multidimensional concept of Teacher vitality as perceived by teachers. The strong reliability outcome supported the credibility of the instrument in assessing how teachers perceive teacher vitality in their school setting. Therefore, it was confidently used to generate accurate and reliable data essential for drawing meaningful conclusions in the actual study. Below was the grading scale of the extent of teacher vitality.

The instruments in this study were contextualized to achieve the purpose of this study. The researcher integrated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	Teacher vitality is always evident.
3.40 - 4.19	Extensive	Teacher vitality is oftentimes evident.
2.60 - 3.39	Moderately Extensive	Teacher vitality is occasionally evident.
1.80 - 2.59	Less Extensive	Teacher vitality is seldom evident.
1.00 – 1.79	Not Extensive	Teacher vitality is never evident.

Sampling Technique

This study utilized a simple random sampling technique to select the respondents. Through this method, participants were chosen from the target population using an equal and unbiased selection process. The population consisted of high school teachers in the Division of Davao City who are actively involved in curriculum implementation. By applying Slovin's formula with a 0.05 margin of error, a total of one hundred thirty-four (134) respondents were identified as the sample size for the study.

The use of simple random sampling was appropriate because it allowed each teacher an equal opportunity to be included in the study, thereby reducing the possibility of selection bias and improving the representativeness of the sample (Etikan

& Bala, 2017; Taherdoost, 2016). This approach also supported the generalizability of the findings to the broader population of high school teachers in the Division of Davao City.

To ensure that only relevant participants were included, specific inclusion criteria were established. Respondents were required to be employed as high school teachers in the Division of Davao City and were required to be actively engaged in curriculum implementation activities such as lesson planning, instruction, and assessment. Participation in the study was voluntary, and those who did not meet these criteria were excluded.

Overall, the application of simple random sampling contributed to the collection of reliable and unbiased data, which supported the analysis of the relationship between teachers' curriculum implementation and teacher vitality.

Procedure of the Study

The data gathering procedure for this study followed a systematic and ethically guided process to ensure the accuracy, reliability, and integrity of the results. The phases included the ethics review, validation of the instruments, endorsement from the dean, securing the permit to conduct the study, and the administration and retrieval of questionnaires among special education teachers in the Division of Davao City.

Ethics Review

Before the conduct of the study, the research proposal underwent an ethics review on September 14, 2024, to ensure compliance with ethical standards for research involving human participants. The ethical consideration section of this study addressed the core principles that ensured the protection, integrity, and respect of teacher-respondents from the Division of Davao City. The study involved exploring the relationship between teachers' curriculum implementation and teacher vitality. Ethical safeguards were integrated throughout the research process, ensuring that participation was voluntary, data were handled confidentially, and cultural and institutional norms were respected.

Validation of the Instrument

Before the actual distribution of the research instruments, the questionnaire underwent expert validation from September 20 to 24, 2025. The researcher provided validation sheets to selected experts who examined the instrument in terms of clarity, relevance, appropriateness of content, and consistency with the research variables. Their feedback, comments, and suggestions were documented in the validation forms and carefully analyzed by the researcher. Based on these recommendations, necessary modifications were implemented to improve the overall quality of the questionnaire prior to its final administration to the respondents.

Endorsement from the Dean

Upon completion of the validation and ethics review, the researcher obtained an endorsement letter from the Dean of the Graduate School, Dr. Nelia Aga, on November 15, 2025. This endorsement attested that the study was academically appropriate, complied with ethical standards, and was ready for implementation among special education teachers in the Division of Davao City.

Permit to Conduct the Study

After obtaining the endorsement from the Dean, the researcher formally requested permission to conduct the study from the Schools Division Superintendent of the Department of Education, Division of Davao City, on January 6, 2026. A formal letter was submitted detailing the purpose of the study, the target respondents, and the procedures for data collection. Upon approval, the researcher presented the permit to the school heads of the participating schools. Letters addressed to school principals, along with certificates of appearance, were then prepared and coordinated with the respondents on January 6, January 27, February 2, and February 4, 2026. These steps ensured institutional approval, cooperation, and proper scheduling for the effective administration of the research instruments.

Data Gathering

Data for this study were gathered through validated questionnaires designed to assess teachers' curriculum implementation and teacher vitality among high school teachers in the Division of Davao City. The instruments were administered using a face-to-face, paper-based method to allow direct engagement with the respondents and to address any questions or clarifications immediately. Before distributing the questionnaires, the respondents were briefed on the purpose of the study, the significance of their participation, and the estimated time needed to complete the instrument. They were also informed of key ethical considerations, including voluntary participation, confidentiality of their responses, and their right to withdraw from the study at any time without any repercussions. Informed consent was secured from all participants prior to the conduct of data collection.

During the data collection process, the researcher personally distributed the questionnaires to the respondents in their respective schools. Instructions were clearly explained to guide the respondents in answering each item accurately. They were encouraged to ask questions whenever clarification was needed to ensure proper understanding. Adequate time was

provided to allow respondents to complete the questionnaire thoughtfully without pressure. Once completed, the questionnaires were immediately retrieved and reviewed to check for completeness and to reduce the likelihood of missing responses.

After the collection of the instruments, the responses were systematically organized and encoded for statistical analysis. The data were carefully entered into a secure database to ensure accuracy and consistency. Throughout the entire process, the researcher strictly observed ethical standards, maintained confidentiality, and ensured data accuracy to uphold the integrity of the study. Additionally, the face-to-face and paper-based approach facilitated better interaction with the respondents, which contributed to higher engagement and improved quality of responses.

Statistical Treatment

To ensure a thorough interpretation and analysis of the data, the following statistical tools were utilized:

To answer Problem Nos. 1 and 2, which sought to determine the extent of teachers' curriculum implementation and Teacher vitality based on their respective domains, the researcher employed descriptive statistics.

The standard deviation was utilized to measure the variability or dispersion of responses around the mean. A low standard deviation indicated that the responses of the respondents were closely clustered around the mean, suggesting consistency in perceptions, while a high standard deviation signified a wider spread of responses, indicating varied perceptions among respondents. These statistical tools allowed for a more precise and meaningful interpretation of the data, ensuring that both the central tendency and the degree of variability in responses were adequately captured.

To address Statement of Problem No. 3, which investigated the relationship between teachers' curriculum implementation and teacher vitality, the Pearson Product-Moment Correlation Coefficient was used. The strength of the relationship was interpreted using the effect size standards of Jacob Cohen (1988), where correlation coefficients of 0.10 indicate a small effect, 0.30 indicates a medium effect, and 0.50indicate a large effect.

To respond to Problem No. 4, which aimed to identify which domains of teachers' curriculum implementation significantly predicted teacher vitality, the study applied Multiple Linear Regression Analysis. The magnitude of the predictive effect was interpreted using Cohen's (1988) standards for effect size, where coefficients of determination (R^2) of 0.02 indicate a small effect, 0.13 indicate a medium effect, and 0.26 indicate a large effect size.

Ethical Consideration

The ethical consideration section of this study addressed the core principles that ensured the protection, integrity, and respect of teacher-respondents from the Division of Davao City. The study explored the relationship between teachers' curriculum implementation and teacher vitality. Ethical safeguards were integrated throughout the research process, ensuring that participation was voluntary, data were handled confidentially, and cultural and institutional norms were respected.

Social Value

This study held significant social value as it aimed to enhance educational teaching practices and instructional quality in the Division of Davao City. By examining how teachers' curriculum implementation practices influenced teacher vitality, the study identified strategies that could support teachers' physical, emotional, and psychological well-being. The insights generated led to data-driven improvements in teacher professional development, curriculum planning, and administrative decision-making that benefited the entire educational community. The results guided policy formulation and capacity-building initiatives, contributing to a more sustainable and supportive educational environment.

Informed Consent

Informed consent was obtained from all teacher-respondents prior to data collection. Participants were provided with a clear explanation of the study's objectives, procedures, duration, benefits, risks, and their rights as research participants. Consent forms included statements indicating that participation was voluntary, and that withdrawal was permitted at any time without penalty. The researcher ensured that all respondents comprehended the information and addressed any questions they had. No data were collected unless informed consent had been duly signed, in accordance with ethical research protocols and the guidance of the RMC Research Ethics Committee.

Vulnerability of Respondents

While teachers were not classified as a vulnerable population, situational vulnerabilities arose, such as power dynamics within schools or fear of administrative scrutiny. To mitigate these concerns, the researcher assured anonymity and clearly communicated that the study was solely for research purposes and not evaluative. No administrative authorities had access to individual responses. This approach created a safe space for teachers to share honest feedback without fear of judgment or professional repercussions.

Privacy and Confidentiality

In compliance with the Data Privacy Act of 2012, all personal and sensitive information collected was treated with strict confidentiality. Identifiers were removed or coded to protect the identity of the respondents. Data were securely stored and accessed only by the researcher. Final reports and publications presented aggregated results, and no individual was identifiable from the study outputs. The respondents were also informed of how their data was handled, stored, and disposed of after the completion of the study.

Risk, Benefits, and Safety

The risks associated with this study were minimal, as it involved answering a survey regarding teaching practices and perceptions of teacher vitality. However, emotional discomfort may have arisen if respondents reflected on stressors or negative teaching experiences. The researcher ensured that participation occurred in a psychologically safe environment and provided the option to skip any question that caused discomfort. The benefits outweighed the risks, as the findings informed interventions that improved work conditions and vitality among educators and school leaders in the Division of Davao City. Safety protocols were observed throughout the data collection process.

Justice

The principle of justice was observed by ensuring equitable access to participation across a diverse range of public schools in Davao City. The selection of respondents was based on objective criteria, including teaching position and involvement in curriculum implementation activities. No respondent was excluded based on age, gender, school location, or tenure. All findings were fairly disseminated, ensuring that stakeholders at all levels benefited from the knowledge generated.

Transparency

The researcher-maintained transparency throughout the study by clearly communicating the research purpose, methodology, and expected outcomes with participants and relevant educational authorities. Participants received a copy of the consent form and an information sheet detailing the scope of the research. Feedback mechanisms were provided, and a summary of the research results was shared with participating schools and the Division Office, promoting accountability and trust.

Qualification of Researcher

The researcher was a graduate student pursuing advanced studies in education, with formal training in research methodologies, curriculum implementation, and teacher development. As part of academic preparation, the researcher attended a series of research-related seminars, workshops, and colloquia focused on quantitative research design, instrument development, data analysis using statistical tools, and academic writing. These activities strengthened the researcher's competence in conducting systematic and evidence-based educational research. In addition, the researcher actively participated in thesis orientations and proposal defense sessions, which provided opportunities to refine the research framework and methodology through expert feedback.

The researcher also underwent training and orientation on research ethics and data privacy, ensuring adherence to ethical standards in conducting research involving human participants. Prior to data collection, ethical clearance was secured from the RMC research ethics committee. The researcher further gained practical experience in survey administration, data organization, and statistical analysis, which were applied throughout the conduct of the study. Continuous consultation with the thesis adviser and participation in academic consultations and research mentoring sessions ensured that the study was conducted with rigor, integrity, and alignment with institutional and national research standards.

Conflict of Interest

There was no known financial or institutional conflict of interest related to this study. However, to ensure full disclosure, the researcher clarified that the study was conducted for academic purposes and was not funded or endorsed by any political or administrative entity. A potential conflict could have arisen if the researcher was employed in the Division of Davao City. To mitigate bias, the researcher excluded their own school from the sample and maintained neutrality in data interpretation. Transparency was upheld by declaring this to all stakeholders.

Adequacy of Facilities

The study utilized digital survey tools such as Google Forms for efficient and secure data collection. These tools were accessible to teachers in Davao City, either via mobile devices or school-provided computers. Data analysis was performed using statistical software such as SPSS, accessible in the university research lab. All materials, including printed consent forms and ethical clearance documents, were stored in a secure, locked cabinet. The digital storage was backed by encrypted drives to prevent data loss or breaches.

Community Involvement

Community involvement was a critical component of this research. The researcher sought the endorsement and cooperation of school heads and the Division Office of Davao City prior to the distribution of survey instruments. Feedback from these

stakeholders was incorporated to ensure that the research instruments were contextually relevant and culturally sensitive. Upon completion, the researcher organized dissemination sessions or briefings for interested schools, presenting the key findings and recommendations. This approach involved the educational community in understanding and applying the results for institutional development.

Results

Extent of Teachers' Curriculum Implementation

The extent of teachers' curriculum implementation was measured in terms of assessment and evaluation, content, learning output, resources/instruments, planning, curriculum application, curriculum philosophy, and teaching methods. The results show that all indicators were interpreted as **Extensive**. Teaching methods obtained the highest overall mean of **4.05**, followed by assessment and evaluation and curriculum application with **4.04**, content and curriculum philosophy with **4.03**, resources/instruments with **4.02**, planning with **4.01**, and learning output with **4.00**.

These findings indicate that teachers often implement the curriculum through appropriate teaching strategies, aligned assessments, relevant content, adequate resources, collaborative planning, and learner-centered practices. The results suggest that curriculum implementation is generally evident and consistently practiced among teachers. This supports the idea that effective curriculum implementation depends on the alignment of content, assessment, teaching methods, resources, and learning outcomes.

Extent of Teacher Vitality

Teacher vitality was measured in terms of physical, psychological, and emotional vitality. All three indicators were interpreted as **Extensive**. Emotional vitality obtained the highest mean of **4.07**, followed by physical vitality with **4.06**, and psychological vitality with **4.05**.

The findings imply that teachers generally possess the physical stamina, mental alertness, positive outlook, and emotional strength needed to perform their teaching responsibilities. Their ability to regulate emotions, manage stress, and maintain energy suggests that teacher vitality is evident in their professional practice. This shows that teachers are able to sustain their well-being while fulfilling curriculum-related tasks.

Relationship Between Teachers' Curriculum Implementation and Teacher Vitality

The results show a significant relationship between teachers' curriculum implementation and teacher vitality. All p-values were **0.001**, which are lower than the 0.05 level of significance. Therefore, the null hypothesis is rejected. The overall correlation between teachers' curriculum implementation and teacher vitality was **r = 0.871**, indicating a **very strong positive relationship**.

This means that as teachers' curriculum implementation increases, their level of vitality also increases. Among the curriculum implementation domains, resources/instruments showed the highest relationship with overall teacher vitality **r = 0.859**, followed by content **r = 0.858**, and assessment and evaluation **r = 0.856**. These results suggest that adequate instructional materials, relevant content, and effective assessment practices are strongly connected to teachers' physical, psychological, and emotional energy.

Regression Analysis on the Influence of Teachers' Curriculum Implementation on Teacher Vitality

The regression analysis shows that teachers' curriculum implementation significantly predicts teacher vitality. The model was statistically significant, with **F = 51.888** and **p = 0.000**. The correlation coefficient was **R = 0.877**, while the coefficient of determination was **R^2 = 0.769**. This means that **76.9%** of the variance in teacher vitality is explained by the combined domains of teachers' curriculum implementation.

Among the predictors, **content** had the strongest influence on teacher vitality with a standardized coefficient of **β = 0.326**, followed by **curriculum application** with **β = 0.282**, and **teaching methods** with **β = 0.281**. These findings indicate that relevant curriculum content, practical curriculum application, and effective teaching strategies are the strongest contributors to teacher vitality. Other domains, such as resources/instruments, learning output, planning, curriculum philosophy, and assessment and evaluation, also showed significant influence.

Overall, the findings confirm that teachers' curriculum implementation is a strong predictor of teacher vitality. This implies that when teachers are provided with relevant content, practical teaching methods, adequate resources, and clear curriculum direction, they are more likely to maintain physical energy, psychological focus, and emotional stability. Thus, strengthening curriculum implementation may also help improve teacher well-being and professional effectiveness.

Summary

The main focus of the study was to determine the significance of the relationship between teachers' curriculum implementation and teacher vitality. The study was conducted among one hundred thirty-four (134) high school teachers

in Cluster 15. A quantitative approach employing a descriptive correlational method of research was utilized, using adopted research instruments that measured teachers' curriculum implementation and teacher vitality. The instruments underwent validation by a panel of experts and were subjected to pilot testing prior to administration to ensure reliability and validity. The data gathered were analyzed using weighted mean, standard deviation, pearson product moment correlation, and multiple regression analysis. The hypotheses of the study were tested at a 0.05 level of significance.

The major findings of the study revealed that the extent of teachers' curriculum implementation is extensive, indicating that practices related to assessment and evaluation, content, learning output, resources and instruments, planning, curriculum application, curriculum philosophy, and teaching methods are oftentimes evident among teachers. This suggests that teachers are actively engaged in evaluating and improving various components of the curriculum, reflecting a high level of professional involvement in instructional processes. Similarly, the extent of teacher vitality was also found to be extensive, implying that teachers consistently demonstrate physical, psychological, and emotional energy in performing their roles. This indicates that teachers possess the necessary stamina, resilience, and well-being required to sustain effective teaching practices.

Further, the findings revealed that there is a significant relationship between teachers' curriculum implementation and teacher vitality. This implies that teachers who are more actively involved in assessing and refining curriculum components tend to exhibit higher levels of vitality. The results suggest that engagement in curriculum-related tasks contributes to teachers' overall well-being by enhancing their sense of purpose, competence, and professional fulfillment. This relationship highlights the interconnectedness of instructional practices and teacher well-being, emphasizing that effective curriculum implementation not only improves teaching outcomes but also supports teacher vitality.

Also, the results of the regression analysis indicated that the domains of teachers' curriculum implementation significantly predict teacher vitality. This means that components such as content, curriculum application, teaching methods, and other related domains serve as significant predictors of teacher vitality. The findings demonstrate that when teachers effectively engage in curriculum implementation processes, they are more likely to sustain their energy, motivation, and resilience in the teaching profession. Consequently, the hypotheses stating that there is no significant relationship between teachers' curriculum implementation and teacher vitality and that none of the domains of teachers' curriculum implementation significantly predict teacher vitality were both rejected.

Conclusions

Based on the findings of this study, several conclusions were drawn in relation to the independent variable, which is teachers' curriculum implementation among 134 high school teachers in the Schools Division of Davao City. The extent of teachers' curriculum implementation was found to be extensive, which implies that it was oftentimes evident in teachers' professional practices. All dimensions of teachers' curriculum implementation, namely assessment and evaluation, content, learning output, resources/instruments, planning, curriculum application, curriculum philosophy, and teaching methods, were also at an extensive level. This indicated that teachers consistently engaged in reflective and evaluative practices that enhanced instructional quality. Teachers' continuous assessment of curriculum components reflected their active role in constructing and refining instructional practices based on learners' needs.

Also, several conclusions were drawn in relation to the dependent variable, which is teacher vitality. The extent of teacher vitality was found to be extensive, which means that it was oftentimes evident. The dimensions of teacher vitality, namely physical vitality, psychological vitality, and emotional vitality, were consistently manifested among respondents. This suggested that teachers possessed the necessary energy, resilience, and well-being to sustain their professional responsibilities. Teachers' sustained vitality reflected their capacity to maintain engagement, adaptability, and resilience in fulfilling their instructional roles.

Based on the findings, teachers' curriculum implementation and teacher vitality were significantly correlated. This indicated that the level of teachers' engagement in curriculum implementation practices was associated with their level of vitality. This relationship suggests that curriculum implementation functions as both a pedagogical and professional engagement process, emphasizing that teachers who actively engage in curriculum practices tend to demonstrate higher levels of motivation and energy.

Further, the findings revealed that teachers' curriculum implementation significantly predicted teacher vitality. All domains of teachers' curriculum implementation significantly influenced teacher vitality, leading to the rejection of the null hypotheses. This implies that variations in curriculum implementation practices contributed to changes in teacher vitality. Overall, the results underscored that teachers' curriculum implementation and teacher vitality are both essential components of a sustainable educational environment, highlighting the importance of strengthening these through continuous professional development, collaborative engagement, and institutional support.

Recommendations

The following suggestions were offered based on the conclusions of the study:

It is highly recommended that the Curriculum Implementation Division (CID) of the Schools Division of Davao City, under the leadership of the Chief Education Supervisor (CES), and in coordination with the Education Program Supervisors (EPS) and Public Schools District Supervisors (PSDS), continue to strengthen policies and programs that support teachers' active involvement in curriculum implementation as a means of enhancing both instructional quality and teacher vitality. Given that curriculum implementation significantly predicts teacher vitality, there is a need to institutionalize continuous professional development programs that focus on curriculum alignment, assessment strategies, and context-responsive teaching practices. Furthermore, the provision of adequate instructional resources, updated curriculum guides, and sufficient time allocation for collaborative planning should be prioritized to enable teachers to effectively engage in curriculum-related responsibilities without compromising their well-being. It is also recommended that the division continue to promote teacher autonomy and participation in curriculum-related decision-making processes, alongside the integration of wellness and support initiatives, to sustain teachers' physical, psychological, and emotional vitality in the long term.

It is recommended that school principals continue to enhance a supportive and collaborative school environment that encourages teachers to actively participate in curriculum implementation processes. School leaders should facilitate regular learning action cells, peer collaboration, and reflective planning sessions where teachers can share best practices and address challenges in curriculum implementation. Additionally, principals should ensure the availability of instructional materials and provide technical assistance to teachers in effectively utilizing curriculum tools.

It is also recommended that teachers continue to engage in reflective practice and professional learning to strengthen their competence in curriculum implementation. Teachers should actively evaluate and adapt their teaching methods, content delivery, and assessment practices to meet the diverse needs of learners. Collaboration with colleagues should be maximized to promote shared expertise and mutual support. Furthermore, teachers are encouraged to adopt self-care practices and maintain a balance between professional responsibilities and personal well-being, recognizing that their vitality plays a crucial role in sustaining effective teaching in the classroom.

It is further recommended that future researchers conduct additional studies to explore other variables that may influence teacher vitality, such as organizational climate, teaching styles, workload, and professional development opportunities. Expanding the scope of research to include different educational levels, geographic locations, and larger populations is also encouraged to enhance the generalizability of the findings. Additionally, future studies may employ mixed-methods approaches to gain deeper insights into teachers' lived experiences in curriculum implementation and vitality. Investigating intervention-based studies that aim to enhance curriculum practices and teacher well-being would also contribute significantly to the advancement of educational research and policy development.

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