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Digital competence and readiness in implementing the revised K to 12 curriculum

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Abstract

This study examined the relationship between digital competence and readiness among private school teachers in implementing the Revised K–12 curriculum during School Year 2025–2026. Using a descriptive–correlational research design, the study involved 87 teachers from different learning areas and grade levels. A validated researcher-made questionnaire was used to assess teachers' digital competence in technology-based professional engagement; instructional resource development; digitally supported teaching and assessment practices; and their readiness in curriculum implementation knowledge, technology-assisted preparedness, innovation implementation confidence, and classroom technology adaptation. Descriptive statistics, such as the weighted mean, were used to determine the level of digital competence and readiness, while the Pearson product–moment correlation coefficient was employed to test the significant relationship between the variables. Findings revealed that the use of digital technologies has become a routine part of teachers' instructional practice rather than a separate practice. The level of competency is important in light of the Revised K–12 Curriculum, where implementation now relies heavily on technology-supported pedagogy to meet the expectations of 21st-century learning. Moreover, the results indicate that instructors are sufficiently prepared to apply the Revised K–12 Curriculum, particularly in terms of knowledge, openness to innovation, and use of technology. Results further showed a significant positive relationship between teachers' digital competence and readiness, indicating that higher digital competence is associated with greater preparedness for curriculum implementation. The study concluded that digital competence plays a vital role in strengthening teachers' capacity to implement curriculum reforms and technology-enhanced instruction effectively. It is recommended that schools and educational authorities continue to provide professional development programs,

ICT training, and technological support to further improve teachers' digital competence and readiness to deliver quality education.

Keywords: digital competence, teacher readiness, Revised K–12 curriculum, technology-enhanced instruction, private school teachers, descriptive–correlational research, ICT integration, curriculum implementation

Digital competence and readiness in implementing the revised K to 12 curriculum

1. Introduction

Education today is not limited to the typical classroom environment with chalkboards, textbooks, and face-to-face teaching. Today's teaching and learning rely on digital technologies, as rapid technological progress has changed how knowledge is accessed, constructed, and shared. The use of technology in education is a manifestation of broader transformations taking place worldwide as part of the Fourth Industrial Revolution, in which human intelligence increasingly interacts with digital technologies to address complex challenges (Aithal & Maiya, 2023; Adel, 2024; Kumar, 2025). Teachers are required today to be not just pedagogically knowledgeable but also technologically competent professionals to construct meaningful, ethical, and inclusive learning experiences in digitally mediated contexts. Internationally, the integration of digital competence in teacher education has been recognized as a key component of contemporary pedagogy. International institutions, such as UNESCO and the Organization for Economic Co-operation and Development (OECD), highlight that teachers need to move beyond technical skills to cultivate critical, reflective, and ethical qualities in digital environments. Findings from worldwide reports identify digital competence as a set of skills comprising information literacy, communication and cooperation, digital content creation, safety, and problem-solving, which are vital for preparing learners to succeed in knowledge-based societies (OECD, 2021; UNESCO, 2023).

Although clear worldwide guidelines exist, the implementation of professional digital competency in teacher education differs among nations. Comparative studies have shown that certain education systems have developed comprehensive criteria for digital competence, while others have adopted isolated or fragmented initiatives undertaken by individual institutions or faculty members (Krumsvik et al., 2021; Tondeur et al., 2023). This mismatch leads to varying levels of preparedness among pre-service teachers and raises questions about the equity, quality, and sustainability of digitally supported teaching practices. A recurring concern in recent research is the insufficient alignment of digital competency training with broader ideas of successful teaching. In many teacher education programs, ICT integration is still seen as a technological add-on rather than a fundamental pedagogical and professional practice (Instefjord et al., 2020; Gudmundsdottir & Hatlevik, 2022). Thus, few programs adequately articulate how digital competence affects teachers' professional identity, instructional decision-making, and ethical obligations in digital learning contexts. The COVID-19 pandemic has also been a global litmus test for the digital readiness of education systems, institutions, and teachers (Pascarella, 2021). The sudden shift to emergency remote teaching required educators at all levels to implement learning management systems, online communication platforms, and digital evaluation tools immediately. This shift revealed the promise of technology to maintain continuity of learning but also highlighted significant gaps in instructors' professional digital competence, especially in pedagogical design, learner engagement, and digital ethics (Carrillo & Flores, 2020; König et al., 2022).

With curricular changes and increasing reliance on educational technologies, there is a growing need for technologically literate instructors in the Philippines. DepEd has implemented a number of policies and programs to facilitate the integration of ICT, including the DepEd Computerization Program and the Philippine Digital Literacy projects. These activities are designed to solve infrastructural gaps, improve teachers' digital competencies, and encourage technology-assisted instruction, especially in the context of the Revised K–12 Curriculum (DepEd, 2021; DepEd, 2022). DepEd policies also further institutionalize the role of digital competence in teaching practice. Key issuances such as DepEd Order No. 42, s. 2017 (National Adoption and Implementation of the Philippine Professional Standards for Teachers), DepEd Order No. 012, s. 2020 (Adoption of the Basic Education Learning Continuity Plan), DepEd Order No. 018, s. 2022 (Implementation of the Basic Education Development Plan 2030), and DepEd Order No. 029, s. 2023 (Policy Guidelines on the MATATAG Curriculum) underscores the importance of ICT integration, professional development, and teacher preparedness

for flexible and technology-enabled learning modalities.

Despite these policy initiatives, local studies report that differences in teachers' digital competency persist across regions and school settings. Although some instructors feel confident using digital tools in lesson preparation and instruction, many struggle with the critical evaluation of digital resources, data protection, cyber safety, and the adaptive use of technology for diverse learners (Orivida & Nabos, 2023; Bautista & Pentang, 2024). These issues are sometimes exacerbated by limited access to infrastructure, irregular training opportunities, and a reliance on individual initiative rather than structured professional growth. This scenario indicates a research gap. Although numerous studies have examined ICT integration and online teaching methods, few have comprehensively explored the association between teachers' professional digital competence and their preparedness to implement curriculum reforms such as the Revised K–12 Curriculum. Understanding this relationship is necessary because instructors' digital competence directly impacts the quality of instruction, learners' involvement, and the successful implementation of policy-led educational innovations. Based on these premises, the study aimed to determine the level of professional digital competence among selected public school teachers and to investigate its relationship to their preparation for applying the Revised K–12 Curriculum. In particular, the study seeks to determine the digital competence of the teachers across key dimensions, assess their readiness to implement the curriculum, and determine the extent of the digital competence gap that may affect their ability to deliver effective, inclusive, and technology-enabled instruction in the context of Philippine basic education.

Objectives of the Study - This study aims to determine the relationship between digital competence and readiness in implementing the revised K–12 curriculum for School Year 2025–2026. Specifically, it seeks to (1) determine the level of digital competence in terms of technology-based professional engagement, instructional resource development, digital-supported teaching, and assessment practices; (2) determine the level of teachers' readiness in implementing the revised K–12 curriculum in terms of curriculum implementation knowledge, technology-assisted preparedness, innovation implementation confidence, and learner assessment readiness; and additionally (3) determine the relationship between teachers' digital competence and their readiness in implementing the revised K–12 curriculum.

Significance of the Study - The researcher believed that the results of this study would be of great help to the following: For the curriculum planners and SDO authorities, this study will be beneficial to curriculum planners and Schools Division Office (SDO) authorities, as it offers data-driven insights into teachers' preparedness for curriculum implementation in a digitally evolving educational landscape. The findings may inform policy formulation, curriculum refinement, and the development of responsive training programs aligned with national education goals and DepEd initiatives on digital transformation. For school administrators, the study's results will offer an opportunity to deliver meaningful, relevant technical assistance to teachers and to conduct school programs that develop their teaching competencies. For teachers, this study will provide information to help them develop digital competence in teaching their students, particularly in delivering the K-12 curriculum. It will serve as an avenue for them to become competent teachers, conveyors of learning, and digitally literate individuals. For the community, the result of this research will be a basis showing that teachers are continuously pursuing their professional development in digital competence to equip themselves to teach learners and provide relevant instruction through the advent of technology. For parents, the result of this study will provide information on how teachers demonstrate professional competence. They can become effective instructional partners in delivering the K-12 curriculum. For future researchers, the results of this study will serve as a ready reference for future study.

Scope and Delimitation of the Study - This study examined the level of digital competence and readiness of private school teachers to implement the Revised K–12 Curriculum during School Year 2025–2026, specifically from February to May 2026. The respondents of the study consisted of eighty-seven (87) private elementary and secondary school teachers from different learning areas and grade levels from two private schools in San Jose, Occidental Mindoro. Teachers' digital competence is examined in terms of technology-based professional engagement, instructional resource development, technology-supported teaching, assessment practices, learner

competence empowerment, online communication skills, ethical use of technology, and technology-driven problem-solving. Meanwhile, teachers' readiness to implement the revised K–12 curriculum is assessed through curriculum implementation knowledge, technology-assisted preparedness, confidence in implementing innovation, learner assessment readiness, instructional resource utilization, classroom technology adaptation, and motivation for professional growth. Data are collected using a validated self-developed survey questionnaire and supported by relevant school and division documents. The study was limited to private school teachers from San Jose Adventist Academy and Philippine Central Islands College and relied primarily on participants' self-reported responses. It did not include classroom observations, student performance data, public school teachers, or respondents from other schools and districts. Furthermore, the study focused only on the identified variables and did not consider other factors that may influence teachers' digital competence and readiness in implementing the Revised K–12 Curriculum.

2. Methodology

Research Design - This study employed a descriptive-correlational research design to describe the level and examine the relationship between teachers' digital competence and their readiness to implement the revised K–12 curriculum. According to Creswell (2021), descriptive-correlational research is a quantitative method used to describe existing conditions and determine whether relationships exist among variables without manipulating them. This design allows researchers to analyze patterns and associations that occur naturally within a given population. The use of this design is appropriate for the present study because it enables the researcher to determine the level of teachers' digital competence and their readiness in curriculum implementation while also examining whether a significant relationship exists between these two variables. Since the study does not attempt to control or manipulate any variables but instead aims to measure and analyze their associations, the descriptive-correlational design provides an effective and systematic approach to addressing the research objectives.

Respondents of the Study - The respondents of the study consisted of eighty-seven (87) private school teachers from different learning areas and grade levels at two private schools in San Jose, Occidental Mindoro. These teachers were currently teaching at a private school and were involved in implementing the revised K–12 curriculum. A complete enumeration was utilized, as all teachers who met the inclusion criteria were included as respondents in the study. This approach ensured that the data gathered represented the perspectives of teachers actively participating in curriculum implementation within the institution.

Research Instrument - The study used a researcher-made questionnaire as the primary research instrument. The instrument was divided into two parts: the first measured teachers' digital competence, including digitally supported teaching, technology-based professional engagement, instructional resource development, and assessment practices. The second part measured teachers' readiness to implement the revised K–12 curriculum, including knowledge of curriculum implementation, technology-assisted preparedness, confidence in implementing innovation, and classroom technology adaptation. The questionnaire used a four-point Likert scale ranging from "Strongly Agree" (4) to "Disagree" (1). To ensure the validity, the instrument underwent expert validation by specialists in education and research, yielding a Content Validity Index (CVI) of 0.92, indicating strong agreement among experts regarding item relevance and clarity. A pilot test was also conducted with 30 selected teachers who were not among the actual respondents to assess the instrument's reliability and clarity. The reliability test using Cronbach's alpha yielded an overall coefficient of 0.94, indicating that the questionnaire had excellent internal consistency and was highly reliable for data collection.

Table 1
Reliability Analysis Results

Item	Number of Items	Reliability Coefficients	Interpretation
Technology-Based Professional Engagement	5	0.91	Very High Reliability
Instructional Resource Development	5	0.93	Very High Reliability
Digital-Supported Teaching	5	0.92	Very High Reliability

Assessment Practices	5	0.90	Very High Reliability
Curriculum Implementation Knowledge	5	0.95	Very High Reliability
Technology-Assisted Preparedness	5	0.94	Very High Reliability
Innovation Implementation Confidence	5	0.93	Very High Reliability
Classroom Technology Adaptation	5	0.91	Very High Reliability

Legend: 0.90 and Above – Very High; 0.80-0.89 – High; 0.70-0.79 – Acceptable; 0.60-0.69 – Questionable; 0.50-0.59 – Poor; Below 0.50 – Unacceptable

Table 1 presents the reliability test results for the research instrument, as determined using Cronbach's alpha. The overall reliability coefficient of 0.94 indicates excellent internal consistency, suggesting that the questionnaire items were highly reliable for measuring teachers' digital competence and readiness in implementing the Revised K–12 Curriculum. All variables obtained Cronbach's alpha values above 0.90, which signifies that the instrument consistently measured the intended constructs and was appropriate for data collection.

Data Gathering Procedure - The researchers submitted the request letter to conduct the study to the two private schools in San Jose, Occidental Mindoro. After obtaining approval, the researcher distributed the survey questionnaires to the teacher-respondents. The data gathering was conducted through both face-to-face distribution and online (Google Forms) administration to accommodate respondents' availability and ensure wider reach. Participants were informed about the purpose of the study and that participation was voluntary. The questionnaires were administered and collected within the agreed schedule to ensure completeness of responses. The pilot testing was conducted over 5 days with 30 selected teachers who were not included as the actual respondents. Expert validators noted minor revisions to item clarity, indicator alignment, and the consistency of the Likert scale presentation before final administration. The actual data gathering was completed for 10 working days, after which all retrieved questionnaires were carefully checked, coded, and tabulated for statistical analysis.

Statistical Treatment of Data - The study employed both descriptive and inferential statistics in analyzing the data. The weighted mean was used to determine the level of teachers' digital competence and their readiness to implement the revised K–12 curriculum. To determine the significant relationship between the two variables, the Pearson product–moment correlation coefficient (Pearson's r) was utilized.

Ethical Considerations - This study adheres to ethical standards in research to ensure the protection and welfare of participants. Participation in the study is voluntary, and respondents are informed of the study's purpose and procedures before completing the questionnaire. Confidentiality and anonymity are maintained by ensuring that respondents' names and personal information are not disclosed. All data collected is used solely for academic and research purposes and is handled with strict confidentiality. Participants are also free to withdraw from the study at any time without negative consequences.

3. Results and Discussions

Table 2

Mean Level of Teachers' Digital Competence in Terms of Technology-Based Professional Engagement, Instructional Resource Development, Digital-Supported Teaching, and Assessment Practices

A. Technology-Based Professional Engagement	Weighted Mean	Interpretation
A. Technology-Based Professional Engagement		
1. I use digital platforms to communicate with colleagues and administrators.	3.62	High
2. I take part in online professional development activities such as webinars and virtual training.	3.55	High
3. I effectively collaborate with fellow educators online through the use of digital communication tools.	3.60	High
4. I use technology to share my teaching ideas and resources with other educators.	3.48	High
5. I use online platforms to support school-related professional activities.	3.70	High
Composite Mean	3.59	High
B. Instructional Resource Development		
1. I create interactive learning materials such as presentations, videos, or modules.	3.75	High
2. I adapt digital resources to suit the needs of my learners.	3.68	High
3. I use online study material content to enhance my lesson preparation.	3.80	High
4. I integrate multimedia materials to improve lesson delivery	3.85	High
5. I measure the quality and relevance of digital learning resources before using them.	3.70	High
Composite Mean	3.76	High

C. Digital-Supported Teaching		
1. I incorporate online tools during classroom instruction.	3.78	High
2. I use technology to support different learning styles of students.	3.70	High
3. I use digital platforms to guide student collaboration and participation	3.60	High
4. I use technology to make lessons more interactive and engaging.	3.82	High
5. I can manage online learning activities effectively during class.	3.74	High
Composite Mean	3.73	High
D. Assessment Practices		
1. I use digital learning resources to create quizzes and assessments.	3.80	High
2. I provide feedback to learners through internet platforms.	3.70	High
3. I use online tools to monitor students' learning progress.	3.68	High
4. I examine students' performance using digital assessment tools.	3.72	High
5. I use technology to improve the efficiency of student assessment.	3.78	High
Composite Mean	3.74	High
OVERALL MEAN	3.71	High

Legend: 3.26–4.00 = High; 2.51–3.25 = Moderate; 1.76–2.50 = Low; 1.00–1.75 = Very Low

Results in Table 2 indicate that instructors have a high level of digital competence with an overall mean of 3.71. This suggests that teachers are generally able to integrate digital technologies across the professional, instructional, and assessment domains. This finding suggests that the use of digital technologies has become a routine part of teachers' instructional practice rather than a separate practice. The level of competency is important in light of the Revised K–12 Curriculum, where implementation now relies heavily on technology-supported pedagogy to meet the expectations of 21st-century learning. The highest competency is Instructional Resource Development (CM = 3.76), which shows that teachers are capable of developing and customizing digital instructional resources. This means that teachers are not only consumers of digital resources but also active creators of learning products tailored to their learners' needs. This finding is consistent with Gudmundsdottir and Hatlevik (2022), who argued that the production of digital content is a fundamental dimension of teachers' digital competency in today's educational systems. It also reflects the growing trend towards localized and contextualized digital learning tools in basic education.

Teachers are also very competent in Digital-Supported Teaching (CM = 3.73), with a high level of competence in employing technology to increase learner engagement and interactivity. This suggests that teachers are increasingly using digital resources, such as presentations, multimedia, and online platforms, to make lessons more dynamic and learner-centered. This outcome is consistent with Tondeur et al. (2023), who contend that proper integration of ICT greatly enhances the quality of instruction and students' engagement. This indicates that digital tools are employed not only for display but also to facilitate active learning. Assessment Practices (CM = 3.74): Teachers demonstrate proficiency in using digital technologies for assessment, feedback, monitoring, and performance analysis. This is a move toward more efficient, data-driven assessment. Digital assessment literacy is an essential component of modern teaching, allowing for real-time feedback and supporting evidence-based instructional decisions (UNESCO, 2023). This shows that teachers are increasingly using more methodical and technology-based ways to assess students' performance.

On the other hand, Technology-Based Professional Engagement (CM = 3.59) had the lowest mean but was still considered high. This indicates that while instructors are actively employing technology for classroom instruction, engagement with online professional learning communities, webinars, and digital collaboration platforms is comparatively underdeveloped. This is in line with the OECD (2021), which finds that professional digital networking remains among the weakest areas of teachers' digital competency in many emerging education systems. Limited time, access, or institutional encouragement for prolonged online professional participation can also be reflected. This pattern of results indicates an imbalance across the dimensions of digital competence, with classroom-based digital practices stronger than professional and collaborative digital engagement. Teachers feel more confident using technology in their individual classrooms than in interacting in wider digital professional ecosystems. This is an important aspect, as professional communication is key to ongoing learning, exchange of innovations, and curricular alignment in fast-changing educational contexts.

The results in Table 3 showed that the instructors have a high level of readiness (3.76) in adopting the Revised K–12 Curriculum. This means that teachers are generally well prepared to address curriculum reform and can

modify their teaching approaches to meet changing educational requirements. This is an indication of positive institutional alignment, in which teachers understand curricular expectations and are actively planning to meet implementation objectives. The top category is curricular implementation knowledge (3.80). This means that the teachers have a good awareness of curricular goals, learning competencies, and instructional requirements. This indicates that the structure of the Revised K–12 Curriculum prepares instructors, cognitively and professionally, to develop courses aligned with the desired objectives.

This result is in line with DepEd Order No. 42, s. 2017 (PPST) that mastery of content and curriculum standards is a basic requirement for effective teaching practice in the Philippine education system. Teachers also exhibit a high level of readiness for innovation implementation confidence (3.78), indicating openness and a desire to implement innovative teaching tactics and approaches. This implies that teachers are not averse to change but are open to instructional innovation, especially in response to curriculum revisions. This finding is supported by Fullan (2021), who highlights that the effectiveness of educational reform largely hinges on teachers' willingness to adopt innovation and modify their instructional approaches accordingly. This transparency is important to ensure that curriculum modifications are effectively translated into classroom practice. Technology-Assisted Preparedness (3.75) Teachers are confident in their use of digital resources to support the delivery of curriculum. This indicates that technology is already part of their instructional planning and implementation. The present findings are in line with König et al. (2022), who note that teachers' digital preparedness appears to be higher when supported by systematic training and institutional assistance during curricular transitions. This shows that teachers are getting more comfortable with using technology for teaching and learning.

Table 3

Mean Level of Teachers' Readiness in Implementing the Revised K–12 Curriculum

Indicators	Weighted Mean	Interpretation
A. Curriculum Implementation Knowledge		
1. I understand the objectives of the Revised K-12 curriculum.	3.82	High
2. I am familiar with the knowledge and skills required in the revised curriculum	3.85	High
3. I can efficiently align my lessons with the revised curriculum standards.	3.78	High
4. I understand the teaching techniques recommended in the revised curriculum.	3.76	High
5. I can plan lessons based on the revised curriculum guidelines.	3.79	High
Composite Mean	3.80	High
B. Technology-Assisted Preparedness		
1. I feel prepared to integrate technology while implementing the curriculum.	3.78	High
2. I feel prepared to use technology while implementing the curriculum.	3.74	High
3. I can conduct lessons using technology-based teaching strategies.	3.72	High
4. I can apply online resources to support curriculum content.	3.76	High
5. I feel confident using digital tools in delivering the revised curriculum.	3.75	High
Composite Mean	3.75	High
C. Innovation Implementation Confidence		
1. I am confident in applying new teaching methods in my classroom	3.82	High
2. I am open to adopting new ways of teaching aligned with the revised curriculum.	3.80	High
3. I can adjust my teaching methods to meet curriculum changes.	3.76	High
4. I am willing to experiment with new digital teaching methods.	3.75	High
5. I believe advancement improves curriculum implementation.	3.77	High
Composite Mean	3.78	High
D. Classroom Technology Adaptation		
1. I can easily adapt to a new system used in teaching.	3.70	High
2. I use available digital tools in my classroom activities.	3.68	High
3. I encourage students to use technology responsibly for learning.	3.74	High
4. I can fix simple technology problems for teaching.	3.73	High
5. I can modify classroom activities to effectively integrate available technology.	3.75	High
Composite Mean	3.72	High
OVERALL MEAN	3.76	High

Legend: 3.26–4.00 = High; 2.51–3.25 = Moderate; 1.76–2.50 = Low; 1.00–1.75 = Very Low.

Meanwhile, Classroom Technology Adaptation (3.72) indicates teachers' capacity to handle and adjust to technology requirements during teaching. While this dimension was still scored well, it had the lowest mean among the indicators, suggesting that some teachers may still struggle to fully integrate classroom technology. This might involve challenges in troubleshooting, adapting to new tools, or ensuring smooth technology-enhanced lessons. So this area underscores the need for ongoing technical support and practical training. The results indicate that instructors are sufficiently prepared to apply the Revised K–12 Curriculum, particularly in terms of knowledge,

openness to innovation, and use of technology. The results, however, also underscore the importance of ongoing professional development programs. Institutional support, mentoring, and continuous training are essential for enhancing instructors' adaptability, ensuring the effective integration of technology, and sustaining innovation in curriculum implementation.

Table 4
Relationship between teachers' digital competence and readiness in implementing the Revised K–12 Curriculum

Variables	Correlation Coefficient	p-value	Interpretation
Digital Competence → Curriculum Knowledge	0.62	0.001	Highly Significant
Digital Competence → Technology Preparedness	0.68	0.001	Highly Significant
Digital Competence → Innovation Confidence	0.65	0.001	Highly Significant
Digital Competence → Technology Adaptation	0.60	0.001	Highly Significant

Legend: p-value ≤ 0.001 Highly Significant; p-value ≤ 0.05 Significant

Table 4 presents a substantial positive link (r = 0.66, p = 0.001) between the teachers' digital competency and their willingness to apply the Revised K–12 Curriculum. This demonstrates a somewhat substantial connection, showing that advances in teachers' digital competence are regularly associated with greater levels of preparation for curriculum implementation. The link is statistically significant, which means the likelihood that it is due to chance is quite low. The results generally provide empirical support for the argument that digital competence is an important element of teachers' readiness for curriculum reform. The higher the teachers' digital competency, the higher their readiness to implement the curriculum. Teachers who are more confident and adept at using digital resources tend to be more adaptable, efficient, and confident in making curriculum changes. This outcome confirms the study's theoretical framework, which states that digital competence increases instructional adaptability, professional flexibility, and reform preparedness. This suggests that digital skills are not independent technical capabilities but are directly related to how instructors respond to educational change. The strongest association is with technology-assisted preparedness (r = 0.68), indicating that instructors who are more proficient with digital tools feel more secure making changes to the curriculum.

This shows that digital competence positively contributes to teachers' perceived preparedness to implement technology-based instructional tactics. This is supported by Tondeur et al. (2023), who highlighted the significance of ICT proficiency in enhancing teachers' instructional preparedness and capacity to manage technology-rich learning environments. This emphasizes the key importance of digital skills in developing the capacity for classroom implementation. Similarly, substantial connections between curricular knowledge and confidence in innovation suggest that digital competence helps both in comprehending and implementing curriculum changes. The digitally savvy teacher is more likely to interpret curriculum rules and translate them into innovative instructional approaches. UNESCO (2023) states that digital competence encompasses not only technical ability but also pedagogical and transformative aspects that enhance curriculum implementation. This indicates that digital literacy is key not just to execution but also to instructional decision-making and creativity. The results also support the conclusion that teachers with digital competence are better able to implement curriculum improvements effectively. This means that digital competence is a fundamental ability that impacts preparation in numerous facets of teaching practice, including planning, instruction, and evaluation. It also represents the growing relevance of integrating ICTs into contemporary curriculum changes, in which technology is interwoven into teaching and learning processes.

4. Conclusions

Based on the research findings, the following conclusion was drawn: Teachers demonstrated a high level of digital competence in technology-based professional engagement, instructional resource development, digitally supported teaching, and assessment practices. This indicates that teachers are capable of effectively utilizing digital tools for communication, lesson preparation, instructional delivery, and learner assessment. In addition, teachers exhibited a high level of readiness to implement the revised K–12 curriculum, particularly in curriculum implementation knowledge, technology-assisted preparedness, confidence in implementing innovation, and classroom technology adaptation. These findings suggest that teachers are generally prepared to carry out

curriculum reforms supported by digital technologies and are open to innovation and continuous professional growth in a technology-driven educational environment. The study further revealed a significant positive relationship between teachers' digital competence and their readiness in implementing the Revised K–12 Curriculum. This implies that higher levels of digital competence are associated with greater readiness for curriculum implementation, indicating that digital skills play a crucial role in strengthening teachers' capacity to implement educational reforms effectively.

Recommendations **-** In light of the conclusions, the following recommendations are offered: School administrators and curriculum planners may continue to strengthen teachers' digital competence through sustained professional development programs that focus on advanced ICT integration, digital content creation, and technology-enhanced assessment strategies. Teachers may be encouraged to deepen their engagement with professional digital communities and pursue continuous upskilling to maintain alignment with evolving curriculum demands and educational technologies. The Department of Education and school leadership may provide improved access to digital resources, training support, and infrastructure to ensure effective implementation of the Revised K–12 curriculum. Future researchers may explore additional variables that may influence teachers' readiness, such as institutional support, technological infrastructure, training quality, and teachers' attitudes toward educational technology, to further deepen understanding of curriculum implementation in digital learning environments.

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