



Exploring Time Management of Elementary Teachers' in Implementing Revised K-12 Curriculum

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Article Info

ISSN (Online): 2582-7138

Impact Factor (RSIF): 8.04

Volume: 07

Issue: 03

May-June 2026

Received: 10-03-2026

Accepted: 08-04-2026

Published: 06-05-2026

Page No: 408-413

Abstract

This descriptive qualitative study explored how teachers manage their time while implementing the revised K–12 Curriculum in elementary schools. Ten (10) elementary teachers were interviewed, and the data were analyzed using thematic analysis. The results showed that teachers face several challenges, including heavy workload, multiple responsibilities, and demanding curriculum requirements. Four key themes emerged: time constraints and workload, curriculum implementation issues, instructional challenges, and coping strategies. These findings show how difficult it is for teachers to balance their tasks while delivering effective instruction. Despite these challenges, teachers manage their time by planning ahead, prioritizing tasks, adjusting their teaching strategies, and using available resources and technology. The study concludes that time management is essential for effective curriculum implementation but remains a challenge due to increasing demands on teachers. It is recommended that schools provide stronger support, reduce non-teaching tasks, and offer training to help teachers improve their time management and teaching effectiveness.

Keywords: Learning Media, Virtual Reality (VR), Literature Study

1. Introduction

Lacorte *et al.* (2025) ^[17], stated that time management has emerged as a critical factor influencing elementary teachers' effectiveness in implementing educational curriculum reforms, particularly as educators navigate the complexities of balancing instructional duties with administrative responsibilities. Several recent studies indicated that elementary teachers' time management plays a crucial role in the effective implementation of the Revised K–12 Curriculum, improves classroom organization, and contributes to better learning experiences for the students (Malinao & Miano 2025; Abaiz *et al.*, 2025; Herrera, N. J. N., 2025) ^[20, 21, 1, 15, 16]. However, current research does not thoroughly explore teachers' experiences regarding time management, as it mainly emphasizes readiness elements at the institutional level. With that, limited attention has been given to teachers' experiences, particularly how they manage their time while implementing the revised K-12 Curriculum. Despite extensive studies on the revised K–12 Curriculum and institutional readiness, there is limited qualitative research that specifically explores elementary teachers' experiences of time management and how it affects their effectiveness in implementing the revised K–12 Curriculum at the classroom level. This study aims to explore elementary teachers' experiences in managing time while implementing the revised K-12 Curriculum using a qualitative descriptive approach through teacher interviews.

According to Crotwell *et al.* (2011), there is a lack of understanding of what is involved in the work of elementary teachers, specifically how these teachers experience their work and organize their time. Teacher workload in contrast to their time is a considerable matter for teacher job satisfaction; it is one of the main decision-making factors (Olivo M. G., 2021) ^[23]. This study examines the national concern regarding types of teacher preparation programs (traditional, alternative) and their effects on classroom management, academic preparation, time management, and self-efficacy of the revised K-12 Curriculum. Research on curriculum implementation highlights that teacher time management is a critical factor influencing how well educators can

balance planning, instruction, assessment, and professional responsibilities within the demands of a new curriculum, and that without effective time allocation strategies, curriculum goals may be difficult to achieve in practice (Galaura, & Simal, 2025)^[12].

Research on teacher readiness for curriculum change has shown that despite inherent challenges, many educators demonstrate a high level of preparedness for implementing new curriculum frameworks when adequate support structures are present. The Enhanced K-10 Curriculum in the Philippines, elementary teachers exhibited a high overall readiness, particularly in their ability to assess student learning and confidence in using instructional materials, indicating that with training and familiarity, teachers can adapt effectively to significant curriculum reforms. This finding highlights a positive aspect of educational change: teachers may be more ready and capable than anticipated when given clear expectations and support mechanisms. (Caspé & Sarrosa, 2025)^[5].

Internationally, the study reflects broader trends that teacher readiness is influenced by experience, educational attainment, and the presence of professional support systems. Similar research in Southeast Asia, such as curricula transitions in Indonesia and other parts of the Philippines, has also reported moderate to high levels of teacher readiness when structured training, collaboration opportunities, and resources are provided, despite challenges like limited planning time and digital integration needs (Collier, 2025)^[6]. These findings suggest that while curriculum reforms present challenges, especially in time management and technology integration, teachers can successfully navigate implementation when supported, underscoring the importance of professional development and institutional planning in global education contexts.

In the Philippine context, many studies still focus on curriculum content, policies, and student performance, while giving little attention to the actual experiences of elementary teachers implementing the revised K-12 Curriculum. Although learning profiles often show low improvement in students' skills, these outcomes are rarely connected to teachers' limited time, heavy workload, and additional administrative tasks, which may affect the quality of classroom instruction (See *et al.*, 2020; Herrera, 2025)^[25, 15, 16]. As a result, the role of teachers' time management in improving learning outcomes remains unclear. Most national studies rely on surveys and quantitative data to measure teacher readiness, but they do not deeply explore teachers' personal experiences and daily challenges (Acosta, I. C., & Acosta, A. S., 2017)^[2, 3]. There is limited research that captures teachers' voices regarding how they manage their time, balance instructional and administrative responsibilities, and cope with the demands of the revised curriculum (Crotwell *et al.*, 2019; Malinao & Miano, 2025)^[20, 21, 7]. This lack of qualitative studies highlights the need to better understand elementary teachers' time management experiences in implementing the revised K-12 Curriculum in Philippine schools.

This study will significantly provide a deep understanding of the time management of the elementary teachers in implementing the revised K-12 Curriculum. The study's findings will aim to help teachers, especially in elementary, to develop effective strategies for managing

classroom time more efficiently regarding the curriculum demands. The findings of this study may be used by the school administration to develop resources, training, seminars, and programs which will deal with the time that teachers spend and confront. In addition, this study will be valuable for curriculum makers, policymakers, and future Teachers and Researchers striving to improve the curriculum. Future Researchers could employ the study's findings as a reference for future studies on time management and educational effectiveness

2. Problem Formulation

This study aims to explore teacher experiences in managing their time while implementing the revised K-12 Curriculum in elementary schools.

3. Methodology

3.1. Research Design

In this research, the researcher used qualitative descriptive study as the research design. It allowed researchers to examine specific individuals, exploring experiences in managing time. The data were gathered through interviews to gain a deeper understanding of how teachers managed their time while implementing the revised K-12 Curriculum. Data collection continued until theoretical data saturation was reached, which is estimated at around 10 participants, when no new themes or significant insights emerged from the interviews.

3.2. Sampling Design, Research Respondents and Environments

To guarantee comprehensive representation, the respondents in this study were the 10 elementary teachers under the implementation of revised K-12 Curriculum. With that, this study used the purposive sampling in selecting respondents, based on the criteria needed in this study. The main criteria for participation was that the respondent had to be an elementary school teacher currently implementing the Revised K-12 Curriculum. Purposive sampling allowed researchers to focus on respondents with direct experience and knowledge of time-management practices in the curriculum implementation. The research was conducted in the selected school in Metro, Cebu where the revised K-12 Curriculum was implemented.

3.3. Research Instrument

In this study, the primary instrument was the researchers, who played a central role in collecting, interpreting, and understanding the data. This was supported by a researcher-made semi-structured interview guide, which was used to gather in-depth information about elementary teachers' time management experiences in implementing the Revised K-12 Curriculum. The semi-structured interview format allowed the researchers to ask open-ended questions about time management practices, challenges, and strategies, while also giving participants the freedom to share their personal insights and teaching experiences (Acosta & Acosta, 2017)^[2, 3].

3.4. Data Gathering Procedure

Prior to data collection, the researchers acquired ethical clearance from the research ethics committee to ensure that the study followed the standards of ethics for

elementary teachers. The participants were chosen using purposive sampling based on their experience implementing the Revised K-12 Curriculum. Before conducting the interviews, the researchers explained the study's purpose, processes and the rights of the respondents. All interviewees provided written informed permission consent prior to their participation in the study. Face-to-face interviews were conducted at dates and locations convenient to the participants. Each interview lasted for about 30 - 60 minutes. Probing questions were used to urge participants to clarify on their answers and provide more detailed descriptions of their time management experiences while implementing the Revised K-12 Curriculum. To guarantee accuracy in data transcription, the interviews were audio recorded with the participants' permission. All of the data gathered are handled with the utmost confidentiality and used only for educational reasons.

3.5. Data Analysis

This study employed Thematic Analysis as proposed by Braun and Clarke (2006)^[4] to analyze the qualitative data gathered from teacher interviews regarding their experiences in managing time while implementing the revised K-12 curriculum. The data analysis followed six systematic steps. First, the researchers transcribed the interview recordings and repeatedly read the transcripts to become familiar with the data, noting initial observations and relevant ideas related to teachers' time management, challenges, and instructional practices. Second, meaningful segments of the data were identified and coded, representing important features relevant to the study's objectives, such as instructional workload, curriculum demands, and classroom management. Third, the initial codes were examined and grouped into potential themes by identifying patterns and relationships among them, reflecting recurring ideas from the teachers' responses. Fourth, the identified themes were reviewed and refined to ensure they accurately represented both the coded data and the entire dataset, with unsupported themes being modified, merged, or removed. Fifth, each theme was clearly defined and named to capture its central meaning, and detailed descriptions were developed to explain how each theme related to teachers' experiences in implementing the revised K-12 curriculum. Finally, the themes were organized and interpreted in relation to the research questions and related literature, and selected excerpts from the interviews were presented to support the findings and provide an authentic account of teachers' classroom experiences.

3.6. Ethical Considerations

For ethical research considerations, before the study will be conducted, the researchers will prioritize the careful collection of data from the respondents. The researchers in this study will observe and follow ethical principles in gathering data from teachers. The researchers will ensure the well-being and privacy of the respondents' responses to prevent issues related to data accuracy and reliability, including mishandling, fabrication, tampering, misinterpretation, or misreading. The data collected will be used only for the purpose of the study. Before gathering the data, the researchers will first provide informed consent to the selected respondents from schools in Metro

Cebu by giving a detailed explanation of the purpose of the study. Respondents in this study will be assured of the confidentiality of their responses, and measures will be taken to maintain the anonymity and protection of all collected data. The researchers will provide the teacher with school supplies as incentives. The researchers will cover the bills if anything happens to the respondents during the interview.

4. Results and Discussion

This chapter presented and explained the findings of the study based on the experiences of elementary teachers in managing their time while implementing the revised K-12 Curriculum. The data were analyzed using thematic analysis to identify key patterns and insights. The results highlighted the main challenges and strategies teachers used to balance their responsibilities.

Theme 1: Time Constraints & Workload

Zydzianaite *et al.* (2020)^[26], stated that the heavier the workload the teacher has, the more difficulties they experience in time allocation regarding the variety of activities in the classroom and at school, leading to greater stress and lower self-esteem. These was supported with the response of Elementary Teachers:

As Teacher 10 said:

"Most of the time I prefer actual teaching for one hour then after checking their papers. Then lesson planning must be prepared ahead of time."

As Teacher 09 explained:

"I have about 2 hours of rest; like now, after our class, I already work on our lesson planning and paperwork so that when I go home, I won't have anything to bring. And if I do bring some work home, I can only do some of it because I also have responsibilities with my family."

As Teacher 07 emphasized:

"In the revised K-12 curriculum, it is really necessary to manage our time because there are so many tasks."

As Teacher 06 added:

"I extended my time allocation so that I can complete my lesson objectives."

As Teacher 10 mentioned:

"We do not only teach one section, but we teach 5-6 sections in a day."

Teacher 10 also stated:

"Sometimes I also do sort of things like managing the canteen, then teaching. Actually it's a bit hard for us teachers to manage our time wisely because we also have many duties outside of the school."

As Teacher 08 mentioned:

"I think, on my part, the assignments outside the class are lesser. This year, I am focusing on my students because I did not accept any coordinator."

As Teacher 08 added:

"I'm handling the science class, so there are really grades that need to be caught up. If a student drops a grade, I give them another test."

Teacher 06 pointed out:
"Having emotional and mental fatigue."

As Teacher 05 noted:
"Overlapping tasks can feel overwhelming, so I prioritize tasks based on urgency."

As Teacher 03 said:
"During grading periods, I experience difficulty balancing teaching, checking papers, computing grades, and preparing administrative reports."

Teacher 02 discussed:
"Like in grading, if a student is absent during a periodical test, I can't include that in the computation because I can't just put a grade or guess."

These experiences indicate that participants really experience time allocation issues, multiple teaching sections, and workload stress. Gul R. *et al.* (2021) ^[9] concluded that teachers' time management skills decrease as teachers' workload increases. These findings show that teachers' time management is affected by several issues, including teaching in multiple sections, non-teaching responsibilities, and grading delays and workload stress. These findings imply that effective time management in implementing the revised K–12 curriculum becomes challenging due to increased workload demands, highlighting the need for better support and task management among teachers.

Theme 2: Curriculum Implementation Issues

Issues such as time constraints and difficult content are identified, along with problems in the alignment and compatibility of official curriculum documents with textbooks and teaching materials, and limited accessibility to detailed curriculum information, making it challenging for educators to apply the curriculum effectively (Aslam *et al.*, 2024).

As Teacher 09 mentioned:
"Actually, the MATATAG Curriculum and the Enhanced K–12 Curriculum are not aligned, so we try to combine both in planning our activities."

Teacher 01 also added:
"The competencies given to us are very broad and not specific, so it is up to the teacher to unpack them, meaning the teacher has to decide what exactly should be taught."
 Teacher 02 explained:
"Even though there are only five subjects, it is not systematized and teachers still need to unpack the lessons."

As mentioned by Teacher 02:
"The lessons given now are too broad, and some lessons keep repeating, when they should be organized and follow a clear sequence instead of being confusing."

As Teacher 05 said:
"I often simplify concepts further because even simple lessons can sometimes be difficult for them to grasp."

Teacher 07 added:
"K-12 emphasizes deeper understanding and application, not just memorization, so teachers spend more time integrating activities, projects, and assessments into their daily plan."

Teacher 06 also emphasized:
"They had group work activities, then analyzed their work, followed by formulating generalizations, and then having a formative test."

As Teacher 10 added:
"In some teaching experiences, time is not enough for a certain topic... you are going to continue your lesson for another day ahead."

Teacher 09 stated:
"There are times when the lesson for the day cannot be fully achieved because you still need to review past lessons, and there are students who still do not understand the topic."

Teacher 02 mentioned:
"Actually, the lessons are not really finished and not all can be covered because time is not enough".

These experiences indicate that participants encounter curriculum implementation issues, overly broad or complex lessons, and difficulty in completing lesson objectives. Madondo, F. (2021) ^[19], reported that some sections of the curriculum are at risk of not being covered as teachers prioritize specific content to address learners' individual learning differences. These findings show that teachers' ability to implement the revised K–12 curriculum is affected by curriculum misalignment, the complexity of lessons, and insufficient time to complete objectives. These findings imply that effective curriculum implementation requires careful planning, lesson prioritization, and strategies to manage broad or complex content while meeting learners' needs.

Theme 3: Instructional Challenges

Armenia & Fernal (2025) indicated that instructional challenges prevent teachers from successfully delivering lessons. These challenges occur when teachers are unable to find appropriate tools or methods to ensure that all students fully understand the lesson. As a result, it becomes difficult for teachers to achieve their goals and for students to meet the required learning outcomes. This was supported by the responses of elementary school teachers.

As Teacher 9 said:

"Children struggle because they have different pacing, different styles, and different ways of learning. Some students learn easily with a certain teaching approach, so you really need to apply differentiated instruction."

As Teacher 2 also stated:
"For Grade 1, I can only teach two subjects per day because the children write very slowly. You really need to implement writing and reading practice."

As Teacher 1 expressed:

“Fast learners can easily keep up, while slower learners struggle. But as long as they know how to read, that is already okay.”

As Teacher 10 said:

“A challenge every day is how to manage students’ behavior in the classroom.”

As Teacher 9 also mentioned:

“It really takes time to discipline children because teaching itself is easy, but managing learners’ behavior is more difficult.”

As Teacher 5 explained:

“Managing different behaviors takes a lot of time during lessons because young learners have short attention spans.”

As Teacher 9 said:

“If parents do not support their child, it really affects lesson planning despite all efforts to help learners catch up.”

As Teacher 2 also shared:

“Some parents do not know how to read, so everything must be carefully considered when preparing lessons.”

These responses show that instructional challenges arise from differences in learning pace, classroom behavior management issues, and limited parental support, which make it difficult for teachers to deliver effective instruction. These findings are aligned with Belarda & Belena (2023), who revealed that although teachers value inclusive education, they still experience difficulties such as limited resources, time constraints, and diverse learner needs. This confirms that effective teaching is influenced not only by teachers’ abilities but also by external factors affecting the learning environment.

Theme 4: Teacher Coping Strategies

Teacher coping strategies are the many methods and practices that teachers use to manage the workload, reduce stress, and maintain effective teaching performance despite facing school challenges everyday (Nwoko *et al.*, 2024). These were supported by the following responses of the informants.

As Teacher 4 also shared:

“Teachers should follow weekly pacing guides, integrate assessment into instruction, prepare materials early, focus on essential competencies, and set realistic timelines to avoid workload pressure.”

Teacher 5 discussed:

“Organizing my tasks effectively helps me complete important responsibilities properly... ensures that learners understand effectively and those who struggle are given opportunities for remediation.”

As Teacher 3 shared:

“I create a weekly plan based on the curriculum guide. I prioritize important tasks, avoid unnecessary activities, and focus on meaningful learning.”

As Teacher 10 also shared:

“Discussion method, mostly the time is consumed. As a teacher, see to it that the children learn the lesson before you input your assessment.”

As Teacher 9 said:

“The current policy of allocating six hours for teaching and two hours for administration is a positive step... consistent guidelines are necessary to ensure teachers can effectively manage their workloads.”

These answers show that advance preparation and resourcefulness are important in coping strategies, especially in contexts with limited resources. These findings are aligned with Nwoko *et al.* (2024), who emphasized that effective coping strategies help reduce stress and improve teaching performance. These results show that improving these strategies can help teachers manage their work better, teach more effectively, and take care of their well-being even when faced with heavy workload, limited resources, and increasing curriculum demands.

5. Conclusion and Recommendation

Elementary teachers face significant time management challenges in implementing the revised K–12 curriculum due to heavy workload, multiple responsibilities, and complex curriculum demands. These factors limit their ability to complete lessons and address diverse student needs effectively. While teachers use strategies like planning, prioritizing tasks, and adapting instruction, stronger institutional support, clearer curriculum alignment, and reduced non-teaching duties are needed to improve implementation, and providing brief time management training and minimizing unnecessary administrative tasks can further help teachers manage their responsibilities more efficiently.

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How to Cite This Article

Degino E, Bantecil TM, Fuentes MA, Gomez CJ, Gubalane MP, Nellas AC, Torres CM, Cabanilla AJ Jr. Exploring time management of elementary teachers in implementing Revised K-12 Curriculum. *Int J Multidiscip Res Growth Eval*. 2026;7(3):408-413.

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