

Between Framework and Pedagogy: The Realities of Curriculum Delivery in Fidel A. Razonable Sr. Elementary School

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Abstract — This qualitative study looks at the challenges fueled with worries of teachers faced inside the classroom. The study also explores the methods teachers use to teach the curriculum at Fidel A. Razonable Sr. Elementary School in the Padada District. The research provides insight into what three teachers confront day to day such as short instructional time. Additionally, they struggle with a shortage of learning materials and students with all sorts of different needs. Implementing the curriculum well really counts for hitting those education goals. The study used in-depth interviews that brought out three essential themes. Time and Resource Constraints, Learner Diversity and Differentiation, and Teacher Adaptability and Professional Growth. Findings pointed out the curriculum sets up a foundational plan. However, making it work relies mostly on teachers who administer and facilitate the classroom. The success of the curriculum also centers on the creativity of teachers and the effectiveness of their collaboration. The research calls for better support aimed at teachers. This can be achieved by providing teachers with additional resources. The research also recommends the dissemination of time management strategies. And setting up steady professional training programs for the identified problems encountered.

Keywords — ***Curriculum Implementation, Challenges, Teaching Strategies, Learner Diversity, Teacher Adaptability, Professional Growth, Curriculum enhancement, Contextualization.***

I. Introduction

Effective curriculum implementation is crucial for delivering quality education in elementary schools. Despite consistent implementation of lesson plans and activities, students still face roadblocks and challenging scenarios. Obstacles such as insufficient time, insufficient teaching supplies, and the need to manage diverse student needs often arise. Ball and Cohen (2019) emphasized that adequate resources and rigid pacing guides restrict teachers' instructional flexibility. Nevertheless, teachers continue to develop creative solutions by integrating competencies, designing learner-centered activities, and employing varied strategies in collaboration with colleagues. Similarly, Iroda (2025) highlighted the importance of blending

traditional and modern teaching approaches, stressing the role of emerging technologies, personalized learning, and adaptive instruction in advancing quality education.

These situations occur daily for educators at Fidel A. Razonable Sr. Elementary School. Teachers do their best, use strategies, and incorporate contextualized activities to implement the curriculum and better address students' core issues. This study examines these learning challenges and the strategies teachers use to effectively deliver the curriculum.

Review of Related Literature

Curriculum implementation basically means carrying out the content and performance standards, divided into units and lesson foci, that schools must follow and implement within a given time frame. Ornstein and Hunkins (2018) noted that it works best when teachers truly grasp it, put in the effort, and adjust their lessons to fit students' situations. Fullan (2020) added similarly that educational changes only succeed if teachers take those standards to heart and actually use them in class.

In Mwanza City, Tanzania, teachers modify instructional strategies to meet diverse student needs despite overcrowding and limited resources. However, low digital literacy and lack of institutional support hinder full implementation, highlighting the need for improved training, resource allocation, and systemic backing for sustainable classroom adaptation (Sigalla et al., 2025). According to Ball and Cohen (2019), teachers face various challenges, including insufficient materials, large classes, and inflexible schedules. Despite these obstacles, teachers continue to develop innovative solutions by integrating competencies, designing learner-centered activities, and using diverse strategies in collaboration with colleagues.

Mellyzar (2025) revealed that although educators understand the core principles of the Merdeka Curriculum and P5, challenges such as limited resources and diverse student interests hinder successful project-based learning, despite P5's positive effects on students' skills and character development. Additionally, teachers using English-Mediated Instruction (EMI) with struggling students face language barriers, time constraints, and emotional stress, yet they show resilience by adopting adaptive methods including differentiated instruction, technology use, and interactive teaching. This underscores the need for tailored teaching strategies and strong institutional support (Alite et al., 2024).

Bautista et al. (2021) demonstrated how teachers working together, developing lesson plans and materials focused on student learning, and enhancing skills through training can significantly improve the management and implementation of the curriculum. Additionally, effective collaboration between special education teachers and paraprofessionals is essential for supporting students with disabilities in general education settings, with main challenges including shared accountability, coordinated assistance, role clarification, and the integration of general and special education methods (Gilson et al., 2024). Therefore, excessive workload and job intensification—

though sometimes confused—distinctly and collectively cause teacher “time poverty,” negatively affecting their health, well-being, and ability to effectively support student learning.

According to Tomlinson (2017), differentiated instruction effectively addresses each student’s unique abilities and needs; therefore, teachers incorporate collaborative strategies such as grouping, scaffolding, and flexible assessments to promote inclusion and engagement. Andersen et al. (2025) also noted that teamwork among educators, through sharing expertise, experience, and accountability, helps reduce behavioral challenges, while school leaders build trust and reflective practices to strengthen teacher-student relationships.

Fullan (2020) supported these insights, asserting that sustained learning and collaboration are crucial for lasting curriculum reform. Continuous professional development and reflective teaching equip educators to confront challenges and innovate in their classrooms. Likewise, Iraola et al. (2024) stressed that open communication and collaboration among teachers are vital for effective cooperative learning, encouraging shared reflection and joint planning that enhance participation, engagement, and learning outcomes. Cojorn (2024) affirmed this by noting that professional growth and collaboration within communities of practice enable teachers to design contextually relevant, cognition-oriented activities that promote cognitive diversity, teamwork, and continuous pedagogical improvement.

According to the reviewed literature, successful curriculum implementation transcends the mere development of academic norms and frameworks. The success largely depends on teachers' ability to adapt, cooperate, and participate in ongoing professional development. Despite ongoing challenges such as constrained resources, varied learning requirements, and substantial workloads, educators demonstrate resilience through differentiated instruction, technological integration, and collaborative methodologies. Successful implementation necessitates robust institutional support, ongoing professional development, and collaborative reflection, ensuring that curriculum policies are effectively integrated into genuine classroom practice.

Philosophical Assumptions

The philosophical assumptions that underpin qualitative research form the foundation of this study.

Ontology: The research assumes that reality is subjective and constructed through individual experiences. In this study, teachers' perspectives and those of school leaders are considered valid realities that offer insights into curriculum implementation practices.

Epistemology: Knowledge is co-constructed between researchers and participants. The study values the educators' lived experiences and personal insights.

Axiology: Recognizing the influence of researcher values, the research design, data collection, and analysis processes were conducted with reflexivity and ethical responsibility to ensure authenticity and respect for participants.

II. Methodology

This research follows a systematic qualitative approach to understand the meaning behind participants' experiences and to draw insights from their narratives.

Research Design

A qualitative research design was employed to gain a deeper understanding of teachers' perspectives and roles in curriculum implementation at Fidel Razonable Sr. Elementary School. This method allowed for a thorough exploration of their lived experiences through narrative accounts. Data was examined using thematic analysis to identify meaningful patterns.

Participants and Sampling

Purposive sampling was used to select three educators involved in curriculum implementation at the school. The study utilized the concept of data saturation, thus limiting participation to three individuals directly involved and capable of providing insights from the interviews. This approach ensured data richness and comprehensive themes.

Data Collection

Data were gathered through semi-structured interviews and focus group discussions to capture diverse experiences. Before participation, informed consent was obtained from all individuals, and ethical guidelines were adhered to, ensuring voluntary involvement, confidentiality, and the right to withdraw at any time. Interviews were audio-recorded with permission and complemented by field notes to ensure accuracy and depth.

Research Instruments

The study used open-ended interview guides to explore participants' roles in financial decision-making, challenges they faced, communication practices, and suggestions for improvement. Questions were designed to elicit detailed narratives, encouraging participants to reflect on their real-world experiences.

The interview guide centered on the following thematic areas and related open-ended questions:

Interview Questions

Part I. General Information

1. Please state your current position and how long you have been teaching.
2. What grade level(s) and subject(s) do you handle?

Part II. Challenges, Issues, and Problems in Curriculum Implementation

- 2.1. What challenges or issues do you encounter in implementing the curriculum?
- 2.2. How do time constraints or pacing guides affect your delivery of lessons?
- 2.3. How do resource limitations (such as lack of materials or textbooks) influence your teaching?
- 2.4. How do student differences in learning pace and ability impact your curriculum implementation?

Part III. Strategies and Interventions

- 3.1. What strategies do you use to manage time and ensure coverage of the essential learning competencies?
- 3.2. How do you adapt your teaching methods to address the needs of diverse learners?
- 3.3. What approaches do you use to overcome the lack of instructional materials or resources?
- 3.4. In what ways do you collaborate with other teachers to address challenges in curriculum implementation?

Part IV. Insights and Reflections

- 4.1. In your opinion, what factors contribute to effective curriculum implementation?
- 4.2. How important is flexibility and adaptability in teaching the current curriculum?
- 4.3. What role does collaboration among teachers play in improving implementation?
- 4.4. How does professional development help you in managing curriculum-related challenges?

Part V. Recommendations

- 4.5. What kinds of support or resources do you think teachers need to implement the curriculum effectively?

4.6. What recommendations can you provide to improve curriculum implementation in your school or district?

Data Analysis

The data was analyzed using thematic analysis in accordance with Braun and Clarke's (2006) six-phase procedure. To make inferences, themes and patterns were found, coded, and analyzed.

Thematic analysis was conducted following Braun and Clarke's (2006) six-phase approach. The steps included:

1. Familiarization with the data through repeated reading of transcripts.
2. Generation of initial codes based on recurring ideas.
3. Searching for themes by grouping codes into broader patterns.
4. Reviewing and refining themes for consistency.
5. Defining and naming themes with supporting quotations.
6. Producing the report by weaving together narrative findings and relevant literature.

To put participant responses in context, structural and textual descriptions were also created. These were combined to create thorough thematic narratives.

Ethical Considerations

The research followed ethical standards, including informed consent, anonymity, and data confidentiality. Participants were informed of their rights, and the use of audio recordings was approved. All data was securely stored and used exclusively for academic purposes.

III. Results and Discussion

This qualitative study explores the experiences, challenges, and adaptive strategies of teachers at Fidel A. Razonable Sr. Elementary School in implementing the curriculum. Teachers play vital roles as instructional facilitators, resource creators, and reflective practitioners while tackling ongoing challenges such as limited instructional time, shortages of learning materials, and diverse learner needs. In classroom practice, educators consistently strive to balance curriculum demands with the specific contexts of their students. Their research highlights the complex relationship among time management, resource efficiency, and adaptation to learner diversity—elements that require creativity, collaboration, and flexibility. Understanding how teachers adapt,

innovate, and maintain their professional growth provides valuable insights into the processes that shape effective curriculum implementation at the school level.

Theme 1: Time and Resource Constraints

Educators consistently expressed concerns about the insufficient time allocated in the classroom and the inadequacy of available resources. That makes it really challenging to navigate through the whole curriculum the way it should be. One of them shared that the limited time to cover all competencies is challenging. This challenge is particularly acute for learners who require remediation. Some textbooks are outdated. So, teachers created supplementary materials to make lessons relevant.

One of the main challenges I encountered was the limited time to cover all the competencies in the curriculum. Some lessons require more time, especially for learners who need remediation, but the pacing guide sometimes feels too tight. I try to adjust by prioritizing essentials and using differentiated strategies, but time pressure is always there (P1).

A challenge I often face is the lack of sufficient learning resources that align with the curriculum. For example, some textbooks or materials are outdated, so I usually need to create or modify activities to make them more relevant. It's rewarding but also demanding, as it requires extra preparation time (P2).

Ball and Cohen (2019) noted that a lack of resources and strict pacing guides really limit what teachers can do flexibly. Despite these limitations, teachers continue to find innovative ways to overcome them. Teachers still find ways around it by integrating competencies, enhancing activities to tailor them to learners' needs better, and exploring varied approaches in collaboration with co-educators. Moreover, Iroda (2025) underscored the importance of integrating conventional and progressive teaching methodologies, emphasizing the impact of emerging technologies, individualized learning, and adaptable instructional strategies in cultivating contemporary, exceptional education.

Theme 2: Learner Diversity and Differentiation

Another important factor is how different students behave in the classroom. Teachers emphasized that these varying abilities require educators to differentiate instruction and offer individualized support. One participant mentioned that not all students progress at the same rate, so adjusting lessons and providing remediation are essential.

One challenge is addressing the varying learning levels of students within the same class. The curriculum has established standards, but not all students are prepared to meet them at the same pace. I find myself adjusting lessons, offering remediation, and employing different approaches just to make sure everyone is included. It's rewarding but demands a lot of effort and patience (P3).

To manage time constraints, I focus on the most essential learning skills and blend lessons so students can acquire multiple skills in a single activity. I also use quick assessments to identify who needs additional support and offer brief remediation sessions for them (P1).

Since learning resources are sometimes limited, I make the most of what I have by creating extra materials like visual aids, worksheets, and digital content. I also work with my co-teachers to share resources and best practices, making preparation easier and more effective (P2).

Tomlinson (2017) addressed that differentiated instruction handles each pupil's unique needs and capabilities. Therefore, teachers use a collaborative method by grouping students, adding scaffolds, and making assessments flexible. All that helps ensure that everyone feels included and stays engaged. Also, educators may successfully mitigate problematic student behavior by cooperating in teams that exchange information, experience, and accountability, while school leaders foster trust and reflection to enhance teacher-student interactions (Andersen et al., 2025).

Theme 3: Teacher Adaptability and Professional Growth

Teachers discussed how adaptability, collaboration, and ongoing professional growth are essential when facing challenges in the curriculum. Participants emphasized that successful curriculum implementation requires flexibility, as no two classes are identical. Another teacher highlighted that collaboration among educators reduces workload and improves teaching quality.

Effective curriculum implementation requires flexibility. While the curriculum acts as our guide, teachers should have the freedom to adjust strategies based on learners' needs. No two classes are the same, so responsiveness and adaptability are crucial (P1).

Collaboration among teachers is key. Sharing practices, resources, and even challenges with co-teachers helps lighten the workload and makes implementation more meaningful. When teachers work as a team, the curriculum becomes easier to deliver and more effective for learners (P2).

This is confirmed by Fullan (2020), who states that learning and collaboration are key to making curriculum changes last. Continuous training and reflective practice equip teachers to address challenges and generate new ideas in their classrooms. Furthermore, Iraola et al. (2024) highlighted that constructive communication and collaboration among educators are essential for effective cooperative learning, facilitating shared reflection and collaborative planning that promote equitable participation, enhanced student engagement, and improved educational results. It was also confirmed by Cojorn (2024) through professional development and community-of-practice collaboration that educators augment their proficiency in crafting contextually pertinent, cognition-centered activities, promoting cognitive diversity, teamwork, and ongoing enhancement of pedagogical methods.

IV. Conclusion

The study concludes that although the curriculum offers a solid and organized framework for teaching, its successful execution mainly relies on teachers' creativity, adaptability, and professional dedication. Ongoing challenges such as time limitations, scarce instructional resources, and diverse student needs continue to impede smooth implementation. However, teachers exhibit resilience by using innovative strategies and promoting collaboration to overcome these obstacles. Enhancing institutional support and ensuring a steady supply of resources are crucial for maintaining effective and long-lasting curriculum implementation.

Implications

Teachers should advocate for more flexibility in their teaching. Collaboration is also beneficial. Differentiated instruction completes the approach. All of this improves how the curriculum is delivered in class.

School leaders play a vital role because they must ensure enough instructional materials are available for everyone. Training opportunities make a difference. Proper time management connects everything. These steps promote better outcomes with the curriculum as a whole.

DepEd and policymakers play their roles. Supporting ongoing professional development is essential. Curriculum alignment initiatives complement this effort. This approach ensures educational planning effectively addresses classroom realities.

V. Recommendations

1. Hold regular curriculum review meetings to encourage open dialogue among educators and gather collective feedback. These sessions help align instructional objectives and ensure consistency in curriculum implementation.
2. Ensure access to current and sufficient instructional materials to support effective teaching and learning. Access to relevant and up-to-date resources enables educators to maintain lesson quality and adapt content to meet evolving educational needs.
3. Foster peer mentoring and professional learning communities to strengthen collaboration, facilitate knowledge exchange, and encourage collective problem-solving. These communities support teamwork and enhance instructional methods across different grade levels.
4. Develop flexible time management protocols that allow educators to adjust pacing based on student progress and contextual needs, ensuring comprehensive competency coverage without unnecessary time pressure.

5. Implement ongoing professional development programs that focus on differentiated instruction and curriculum adjustments. These initiatives enhance teachers' ability to address diverse learner needs and support continuous pedagogical growth.

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