
THE SENIOR HIGH SCHOOL PROGRAM: CONSEQUENTIAL PERSPECTIVES

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ABSTRACT

The curriculum is a breathing and ever-changing document reflecting current trends and needs of high school students, teachers, administrators or even the institutions. All have a tremendous effect on the required subjects and the knowledge that high school students must take and have to be effective on the job and in college. Change in curriculum includes innovation, development, and adoption. It encompasses both planned and unplanned changes and can occur at the level of the classroom, school, or whole education system. Teachers may find that changes accompany one's teaching from time to time. In fact, curriculum change mainly involves teachers, schools, and the community. It is expected that the associated changes are instrumental in enhancing the professional growth of both the teachers and schools involved. Changes in the curriculum thereby are assumed to be a complicated process that can be influenced by many of factors.

Apart from giving an account of the basic concepts of change and curriculum implementation, this study identified various models of change. High school teachers and administrators must be diligent in their pursuit of updating, revising and adding additional curriculum, strategies of curriculum implementation. Using mixed method with the utilization of questionnaires and interview protocol as techniques for data collection, the processing of two (2) sets of data, the researcher verified and strengthened the result of the reinforcement. He, too, used the descriptive method to describe record, analyze and interpret existing conditions to manipulate non-manipulated variables. Aimed at identifying changes and challenges provided for chances in the implementing of Senior High School (SHS) Program in SUCs in Region III revealed teachers' coping mechanisms that called for innovativeness, flexibility, resourcefulness and strategic preparation of syllabi, course outlining and grounding of instructional materials for teaching. Administrators hand in hand with mentors made a lot of adjustments with the implementation of the new program.

Key Words: changes, challenges, chance, senior high school program, consequential perspectives.

1. INTRODUCTION

The Senior High School (SHS) covers the last two (2) years of the K to 12 Program to include Grades 11 and 12. In SHS, students would go through a core curriculum and subjects under a track of their choice. The new senior high school system comes with specific career tracks seemed like college courses. The path includes specific disciplines such as: Academic, Arts and Design, Sports and Technical-Vocational-Livelihood (TVL). Nurturing the holistically-developed Filipinos is one of the ultimate goals of SHS, thus, there is a sense of urgency to cater to the needs of students moving toward the curriculum.

The implementation of the SHS program was a key to the different issues and concern in the country but also, it came with different complication considering that it generate a big change in the educational system of the country and Filipinos were affected by this big change.

Recognizing that adding two years to secondary education is a major change in the educational system that could burden families with additional expenses and challenges on the government and concerned agencies to provide additional facilities intended for program like classrooms and laboratories, learning materials and equipment, textbooks, and teachers. This would be a great challenge for all teachers to engage in different training, seminars and to pursue higher education in order to manage the changes and challenges ensure that their growth corresponds to the demands of society.

The idea of curriculum was hardly new – but the way people understand and look at it had changed over the years – and there remained considerable argument as to its meaning. It had its origins in the running/chariot tracks of Greece. It was, literally, a course. In Latin curriculum was a racing chariot; the word was taken from a Latin root *currere* which means “to run”. A useful starting point of reference might be the definition offered by John Kerr and taken up by Vic Kelly in his standard work on the subject. Kerr defined curriculum as planned and guided learning carried on in groups or individually and inside or outside the school (Paige-Smith & Craft, 2011).

Curriculum is seen as objectives for intended learning outcomes. To Yeung, Lam, Leung and Lo (2012), curriculum is comprehensive plan of predetermined learning activities to best address learners ‘needs. Such characterization had two (2) variations. In the first, curriculum was a plan of predetermined statements of aims, goals, and objectives of what students should learn. In the second, the course design should contain details of all the materials, plans, and arrangements that would facilitate students’ learning. It also emphasized that objectives should be clearly written, especially if the learning behavior of students especially in classroom management process (Aquino, 2018) can be explicitly specified. However, a curriculum is not known to improve academic achievements (Squires, 2014).

In China, basic education was composed of 3-year pre-school education, 6-year primary education, 3-year lower secondary (junior high school) and 3-year upper secondary (senior high school) education. There was an alternative for 5-year primary education during much of the 1980s and 1990s, especially in rural areas (Yeo, 2016). At upper secondary education, there was an increasingly large sector of vocational-technical education accounting to 50% of the total enrolments at upper secondary level. In the tertiary level, there were 2-3yearcolleges (mostly vocational-technical in nature), 4-year colleges offering bachelor’s degrees, radio-TV colleges, and some other forms of higher education institutions. Master’s degree programs take 2-3 years and doctoral degree program to take another 3 years. Figure 1 indicates the organizational structure of the Chinese education system (Yeung, Lam, Leung & Lo, 2012).

Upon completion of the nine-year compulsory education, students would undertake entrance examinations towards senior secondary education provided by three (3) different types of schools. The general senior school prepared students for the national university entrance examination and subsequently for admission to higher education. Specialized (sometimes translated as technical) and vocational (sometimes translated as professional) schools provided

subject/occupation specific education and training. Graduates from these two (2) types of schools then entered the labor market. Although it was possible for graduates from a specialized secondary school to take the national university entrance examination and enter a vocational university, this was extremely rare in practice.

In the Philippines, the same happened. The Department of Education (DepEd) set the overall educational standards and mandates standardized tests for the K–12 basic education system, although private schools were generally free to determine their own curriculum in accordance with existing laws and Department regulations at the basic education level. The vision of a country such as the Philippines with regard development entailed investment in human capital, particularly through the provision of quality basic education, competitive technical vocational skills training, and relevant and responsive higher education as stated in the Philippine Development Plan of 2011-2016.

A recent change in the Philippine educational system was implemented in 2011. The K to 12 curriculum was signed into law in 2013, adding three (3) years to the country's basic education curriculum (Paige-Smith and Craft, 2011). This means that K to 12 curriculum was more than just adding years to the schooling of the children. The new K to 12 curriculum guide required all Filipino students to have one (1) year of kindergarten, six (6) years of elementary schooling (Grades 1 to 6), four (4) years of junior high school (Grades 7 to 10), and two (2) years of senior high school (Grades 11 to 12).

To Paige-Smith and Craft (2011), they revealed that prior to the implementation of the K to 12 curriculum guide, the Philippines was one of only three (3) countries in the world and the only one in Asia with only ten (10) years in basic education. This had always been seen as a disadvantage for students competing in an increasingly global job market. The longer educational cycle of the K-12 curriculum was seen as critical in giving Filipino students a higher quality education. In Batas Pambansa 232, it is stipulated that the policy of the State to establish and maintain a complete, adequate and integrated system of education relevant to the goals of national development.

The Southeast Asian Ministers of Education Organization—Innotech (SEAMEO-Innotech) found the previous 10-year educational cycle to be congested, with a 12-year curriculum squished into 10 years. As a result of this, Filipino students had trailed behind students around the world in the aspects of math, languages, and sciences. The K to 12 curriculum was aimed at fixing the gap. It only means that the K to 12 Curriculum was designed for graduates to join the workforce right after high school, and suitably prepared students to college education. It was stated in the Republic Act 232 that every Filipino citizen should have the right to have an education which is of high-quality and high-quality education means having the complete supplies, materials, facilities, equipment and such in order for students to learn.

The transition began in 2011, when the universal kindergarten was introduced. Starting in 2012, schools already implemented the curriculum decongestion mentioned in the DepEd briefer. As the result, According to CMO No. 32, pursuant to the pertinent provisions of RA 10533, and consistent with the mandate of the Commission on Higher Education stated, to work closely with the Department of Education to formulate strategies and mechanisms to ensure the smooth

transition of K to 12, as well as to implement strategies that ensure the academic, physical, financial, and human resource capabilities of HEIs and TVIs.

Public schools began to have half-day classes for grade one students, with the mother tongue as the medium of instruction. Private schools also made adjustments in their own DepEd accredited curricula. The adaption of the K to 12 Curriculum Guide gave additional years in basic education which means that students were older compared to those who graduated under the 10-year education cycle. Far from being disadvantageous, however, DepEd states that young adults graduating at age 18 or so would be more prepared to take their tertiary education. In this scenario, the government encouraged parents to think of the K to 12 Curriculum Guide not just adding additional two (2) years in high school, but two (2) years less in college. Graduates of the new educational system would already be equipped to join the workforce right away. This was through the help of the electives to be offered in Grades 11 to 12. The electives or areas of specialization would include the following: Academics for those to pursue higher studies, Technical-vocational for those to acquire employable skills after high school, and Sports and Arts for those inclined in the two (2) fields.

Everyone knows that change is inevitable, especially when there is a big undertaking. An example of this was the implementation of the new K to 12 Curriculum Guide in the Philippines. It was high time; however, that improvement in the quality of basic education is given attention. As the researcher's observation, students lack the needed motivation why they could not focus on their studies. However, there was a need to have intervention programs as part of the authorities' suggestion.

In addition, partnerships could take many forms. Some were focused on students, such as supporting them with reading, helping them prepare for work, or providing a relationship with a business mentor. Others focused on broader areas, such as supporting school leadership and teacher development. Partnerships could lead to better teachers' morale and the use of resources within schools to improve learners' education outcomes. Business could also advance staff experience and awareness on industry and community recognition.

Yeo (2016) conducted her research on five (5) faculty members and one (1) educational developer who met regularly in support of a major curriculum change process to a clinical presentation model in an Athletic Therapy Program. What developed was a community of practice around professional practice in athletic therapy, which then in turn supported the implementation of the curriculum change. This qualitative self-study explored the aspects which emerged throughout this discussion process: curriculum and pedagogy, theory-to-practice, and building a professional community. They argued that a developing a community of practice among colleagues, enhancing their appreciation of one another as professional practitioners, was essential to supporting the process of curricular change, since such a change required complex new learning for faculty members. This inquiry was a qualitative self-study of five (5) faculty members and one (1) faculty developer involved in a curriculum change process by demonstrating community practice emerging from their work. The context of this study was an Athletic Therapy Program, a highly specialized content area. However, she argued that the process of curricular change supported by the development of a community of practice seemed applicable across higher education contexts, particularly with professional programs.

The aforementioned study seemed related to the present study because both talked about change in the curriculum. While Yeo's study was on Athletic Therapy Program, the present one was concerned with the K to 12 basic education curriculum. The said curriculum composed of accessible mandatory and compulsory kindergarten education under Republic Act No. 10157, complete elementary, junior, and senior high school.

Johnson in 2010 conducted similar study. He revealed that as school districts across the nation address societal demands and legislative mandates to prepare a workforce for the 21st century, school leaders found themselves working to change curriculum within their schools. To achieve this challenging, sometimes controversial task of curriculum alignment and revision, school leaders had worked with diverse constituencies to achieve the best balance of needs, desires, appropriate assessment, and instruction. Achieving effective curriculum revision, therefore, requires a thorough understanding of the processes and principles of the changing paradigms affecting curriculum development.

One of the challenges academicians faced when designing pedagogies and curricula was how best to articulate their own positionalities regarding the different theoretical ways or models of learning to inform both the process of design as well as the product. It would be difficult to find a text book or design resource that illustrates the relationships between the main theories of learning and how they might inform a coherent approach to program design in higher education. For this reason, they decided to produce this summative guide to learning theories and a chart illustrating their relevance for pedagogies and for curriculum design.

Tao and Gao (2015) made a study on the cross-curricular competences development with the main objectives: (1) identification of the main categories of cross-curricular competences; (2) determination of the role and importance of the procedural vocational integration; and (2) analysis of the existing relationship between cross-curricular competences held by employees and their degree of adaptability and vocational mobility.

Coelho, deSouza-Machado, deOliveir, dosSantos, delmirSouza-Machadob (2017) assessed the influence of a curricular intervention about the knowledge of asthma among adolescents from a public school. A randomized, quasi experiment on a curricular intervention in asthma was carried out with asthmatic and non-asthmatic adolescents. The study participants were divided into a curricular intervention group for asthma (IG), and a control group with traditional curriculum (CG). Topics related to asthma were included in the curriculum, such as the disease concept, triggering factors, treatment, symptoms, action plan, and beliefs in popular myths about the disease. These topics were evaluated through a questionnaire with scores ranging from 0 to 20 points, expressed by the mean score. The acquisition of knowledge was evaluated 90 days and 540 days after the start of the intervention (baseline), by applying the mixed linear model for analysis of associations.

The above research was somewhat related to the present study because both dealt with curricular changes in order to produce effective learning. Similarly, Gibbs, Erickson, Dufurb, M., and Miles (2015) showed in their study that the implementation of information and communication technologies in curriculum has many advantages. For example, it could provide the possibility of benefitting an eclectic curriculum both for teachers and students. This type of curriculum program

may also be adopted in the Philippines since the K to 12 Program was still novel. Therefore, the results or findings may be included in the present study where the individual potentials of students as well as their independence and individual experiences were enhanced and developed. In this study, the focus had been on the extracurricular activities that may be implemented in the form of information and communication technologies in Iranian educational system. Also, some strategic recommendations for enriching the quality of extracurricular activities through information and communication technology were provided.

In insight, curricular chances refer to the above studies focused on these factors: extracurricular various opportunities offered by the implementation of the K to 12 Curriculum.

With the first researcher's experiences as a school principal, he observed the immense changes he has to make to get into the system (Stein &Valters (2012). However, the changes and challenges of each school administrator differ in the school capability, locality, and stakeholders. With this in mind, the researchers came out with the main objective at assessing the extent and effectiveness of the implementation of the Senior High School Program (SHS) in selected SUCs in Region III. Here, they wanted to identify the consequential perspectives of the stakeholders on the changes, challenges, and chances in the implementation of the senior high school program in Region III. **Changes** are the modifications made in the program to meet the educational demands of students while **challenges** refer to the problems encountered in its implementation. Finally, **chances** are those that might be considered opportunities for such implementation.

2.STATEMENT OF THE PROBLEM

The main problem of the study is: How do senior high school teachers in (SUC's) cope with the requirements of the new Senior High School curriculum?

Specifically, the researchers sought answers to the following questions:

1. What changes in the platform of new Senior High School (SHS) curriculum have been instituted which may be analyzed in terms of the following program components:
 - 1.1 student evaluation;
 - 1.2 curriculum paradigm;
 - 1.3 work condition of teachers;
 - 1.4 linkages with the industry and stakeholders;
 - 1.5 enrolment;
 - 1.6 emerging teaching-learning modes;
 - 1.7 technology intervention requirement;
 - 1.8 career preference by students;
 - 1.9 teaching facilities;

- 1.10 teachers' implementation of the new curriculum; and
- 1.11 learning equipment?
2. What chances took place in the SUCs in Region III during the implementation of the Senior High School Program?
3. What challenges have been identified with the implementation of the SHS Program in SUCs in Region III?
4. What contributions have secondary teachers from SUCs in Region III provided achieve success with the implementation of the SHS Program?

The identified changes and challenges provided chances for the teachers to achieve success in implementing the SHS Program in Region III and contributed to improve school administration.

3.METHOD

This study focused on the consequential perspectives on the changes, challenges, and chances of successfully implementing of the Senior High School (SHS) Program in selected State Universities and Colleges (SUCs) in Region III. The study was limited to four (4) SUC's in Region III.

The researchers employed mixed methods of research triangulated with the utilization of questionnaires and interview protocol as techniques for data collection. Such approach was used in processing the data because there were two (2) sets of data, the qualitative data and quantitative data to verify, validate, and strengthen the result of the reinforcement. The study combined the good elements of qualitative and quantitative research approaches. It is employed with a survey questionnaire with quantitative indicators and face to face interview with guide questions.

The analysis of the variables and the development of generalization were also included. Such design was utilized to gather data and information about the present conditions helpful in describing the nature of situations as it existed at the time of the study.

The descriptive method was used predominantly in describing a phenomenon. It means that this kind of research involved gathering of facts to answer questions about the present status of the subjects under study (Shields and Rangarajan, 2013).

Participants

There were only two sections that underwent Field Study courses in this school. They were sections Bachelor of Elementary Education (BEED) 4A and Bachelor in Technical Teacher Education (BTTE) 4A. Participants used in this study were 42 students from the Bachelor of Elementary Education (BEED) course who were enrolled in the Field Study subject in the College of Education of Bulacan State University- Pulilan Extension during the 1st semester of the school year 2019-2020). The other section BTTE 4A (with only 15 students) were used in the pilot testing procedure. In the first semester of the same school year, they had actual experiences under the field study courses. They were expected to realize the rigors, challenges, difficulties, beauty, rewards, and joys of teaching.

Instruments

Questionnaires and interviews were the main instruments for data collection. The questionnaire was designed to capture the essence of the perceived changes in the new Senior High School (SHS) Curriculum. These were analyzed in terms of the following program components: Assessment mode, curriculum design, work condition of teachers, linkages with the industry and stakeholders, enrolment, emerging teaching-learning modes, technology requirement, career preference by students, teaching facilities, teachers’ implementation of the new curriculum, learning equipment and interview questions for chances and challenges in the implementation of the SHS of SUC’s in Region III.

The following were used to describe the responses specifically on the changes in SHS Curriculum: Range; Scale; Verbal Interpretation.

MEAN RATING	VERBAL INTERPRETATION	VERBAL DESCRIPTION
4.02 - 3.27	MUCH SUFFICIENT	<u>MS</u>
3.26 - 2.50	ALMOST SUFFICIENT	<u>AS</u>
2.50 - 1.76	LESS SUFFICIENT	<u>LS</u>
1.75 - 1.00	NOT SUFFICIENT	<u>NS</u>

The interview, on the other hand, contained questions treated using content analysis for the interpretation of data. The data from the interview were treated in a qualitative manner with utmost care and specificity. The said data noted the similarities and differences then formed themes.

To validate the responses of the research, participants in the questionnaires, interview protocols were likewise used.

Data Collection and Analysis

In data gathering procedure, the researchers utilized questionnaire and interview questions validated by research subject teachers. However, the researchers had the questionnaire corroborated by the competent people in the field: (1) Research Adviser; (2) Statistician; (3) Language Teacher; and (4) Research Teachers. Prior to the administration of the questionnaires, permission letter was sent to the different Presidents of SUCs in Region III.

When the questionnaire was finalized, it was floated to the target participants. The researcher personally distributed and retrieved the questionnaires. Likewise, the researcher assured the respondents of the confidentiality of their answers. When the participants were done answering the questionnaires, responses were sorted, tallied and tabulated by the researcher for data analysis.

The researchers employed frequency counting, percentage distribution and grand mean analysis for the quantitative data results. While in qualitative approach, interview was used. Quantitative data came from the survey while the qualitative emanated from the interview.

In qualitative approach, the main objective of this study was to assess the effectiveness of the implementation of the Senior High School Program (SHS) in selected SUCs in Region III. The four (4) school heads of participating institutions, twenty (20) SHS faculty members were selected and interviewed. The interviewers asked the respondents about the chances, changes and challenges face in implementing Senior High School program in selected SUCs.

After the interview, the said data noted the similarities and differences then formed common themes.

4.RESULTS AND DISCUSSIONS

The Changes instituted in the New Senior High School (SHS) Curriculum

With the new SHS Program, there were changes observed. The following were changes in the SHS curriculum: assessment mode; curriculum design; work condition of teachers; linkages with the industries and stakeholders; enrolment; emerging teaching-learning modes; technology requirement; career preference by students; teaching facilities; teachers’ implementation of the new curriculum; and learning equipment.

Table 1 presents the changes instituted in terms of assessment mode, item 5 “The type of assessment (e.g., standards-referenced, norm-referenced, augmented), test content, length, time allotments, item/task formats, and any section arrangements are described” got the highest mean rating of 3.38 and was interpreted as Much Sufficient.

This was followed by item 3 “A detailed domain definition was provided and the specific objectives, content standards, and performance levels to be measured were documented” which got a mean rating of 3.36, as shown in the table below.

This finding only showed that teachers (seasoned or new) were equipped with knowledge on how to assess their students. There were no problems with regard to assessing students. This finding was supported by Coelho, de Souza-Machado, de Oliveir, dos Santos, delmir Souza-Machadob (2017) when they disclosed that in learning, assessment was an important aspect.

Assessment affected decisions about grades, placement, advancement, instructional needs, curriculum, and, in some cases, funding. The teachers were inspired when they could see the results of what they teach. The type of assessment (e.g., standards-referenced, norm-referenced, augmented), test content, length, time allotments, item/task formats, and any section arrangements were described. In the same way, a detailed domain definition was provided and the specific objectives, content standards, and performance levels to be measured were documented by teachers.

Table 1 .The Frequency Distribution and Descriptive Measures of Changes in the new Senior High School Curriculum in Terms of Assessment Mode

Indicators		4	3	2	1	Mean	Interpretation
1	Content standards have been developed by competent people.	71	120	13	0	3.28	Much Sufficient
		34.80%	58.82%	6.37%	0.00%		
2	Content standards development	71	116	18	0		

	involved relevant stakeholders.	34.80%	56.86%	8.82%	0.00%	3.25	Almost Sufficient
3	A detailed domain definition is provided and the specific objectives, content standards, and performance levels that are to be measured are documented.	71	103	9	3	3.36	Much Sufficient
		34.80%	50.49%	4.41%	1.47%		
4	Performance level and performance level descriptions clearly describe student achievement.	71	91	19	3	3.32	Much Sufficient
		34.80%	44.61%	9.31%	1.47%		
5	The type of assessment (e.g., standards-referenced, norm-referenced, augmented), test content, length, time allotments, item/task formats, and any section arrangements are described.	71	103	9	2	3.38	Much Sufficient
		34.80%	50.49%	4.41%	0.98%		
GRAND MEAN						3.32	Much Sufficient

As reflected in Table 2 below for curriculum design, item 9 “SHS, as part of the K to 12 Basic Curriculum, was developed in line with the curriculum of the Commission of Higher Education (CHED) – the governing body for college and university education in the Philippines” received the highest mean rating of 3.46 and was interpreted as Much Sufficient. It means that this curriculum design was legitimately developed.

Item 6 “The school identified their strengths and weaknesses in selecting the track/strand to offer in SHS” got the lowest mean rating of 3.27 and was still interpreted as Much Sufficient.

Table 2 for curriculum design, item 9 “SHS, as part of the K to 12 Basic Curriculum, was developed in line with the curriculum of the Commission of Higher Education (CHED) – the governing body for college and university education in the Philippines” received the highest mean rating of 3.46 and was interpreted as *Much Sufficient*. It means that this curriculum design was legitimately developed. Same in the study conducted by Johnson (2010), that in achieving effective curriculum revision and formulation therefore, requires a thorough understanding of the processes and principles of the changing paradigms affecting curriculum development. Item 6 “The school identified their strengths and weaknesses in selecting the track/strand to offer in SHS” got the lowest mean rating of 3.27 and was still interpreted as Much Sufficient. The rest of the items rated also Much Sufficient because they believe that this curriculum will bring a new way of achieving knowledge, skills, values and good habits that will better prepare them for the future.

Table 2. The Frequency Distribution and Descriptive Measures of Changes in the new Senior High School Curriculum in Terms of Curriculum Design

Indicators		4	3	2	1	Mean	Interpretation
6	The school identified their strengths and weaknesses in selecting the track/strand to offer in SHS.	98	70	29	7	3.27	Much Sufficient
		48.04%	34.31%	14.22%	3.43%		
7	SHS students will go through a core curriculum and subjects under a track of their choice.	110	76	17	1	3.45	Much Sufficient
		53.92%	37.25%	8.33%	0.49%		
8	These two additional years will equip learners with skills that will better prepare them for the future.	111	67	22	4	3.40	Much Sufficient
		54.41%	32.84%	10.78%	1.96%		
9	SHS, as part of the K to 12 Basic Curriculum, was developed in line with the curriculum of the Commission of Higher Education (CHED) – the governing body for college and university education in the Philippines.	110	78	15	1	3.46	Much Sufficient
		53.92%	38.24%	7.35%	0.49%		
10	This ensures that by the time students’ graduate from Senior High School, they will have the standard knowledge, skills, and competencies needed to go to college.	105	79	18	2	3.41	Much Sufficient
		51.47%	38.73%	8.82%	0.98%		
GRAND MEAN						3.39	Much Sufficient

Table 3 depicted teachers’ working conditions. Items 11 and 15 “Class sizes were manageable such that teachers had the chance to reach students’ needs”, “Teachers also coached sports or supervised clubs during non-instructional hours. Outside works for the traditional 10-month school year with a two-month break during the summer”, both got the highest mean score of 3.21 and were interpreted as Almost Sufficient. These findings indicate teachers’ flexibility in such a way that they could still handle classes despite a big number of students. Even if they portrayed multifaceted roles, they could immobilize themselves to coach or be advisers of different clubs aside from teaching.

Table 3. The Frequency Distribution and Descriptive Measures of Changes in the new Senior High School Curriculum in Terms of Working Conditions for Teachers

Indicators		4	3	2	1	Mean	Interpretation
11	Class sizes are manageable such that teachers have the chance to reach the needs of the student	79	91	32	2	3.21	Almost Sufficient
		38.73%	44.61%	15.69%	0.98%		
12	Teachers made efforts to reduce the bulk of paperwork	58	85	36	25	2.86	Almost Sufficient
		28.43%	41.67%	17.65%	12.25%		
13	They cope with unmotivated or discourteous students because some come from various backgrounds, and some students may have special needs.	62	97	42	3	3.07	Almost Sufficient
		30.39%	47.55%	20.59%	1.47%		
14	They generally work hours when students are present and use nights and weekends to prepare lessons and grade papers. They may meet with parents, students and other teachers before and after school.	76	96	25	7	3.18	Almost Sufficient
		37.25	47.06%	12.25%	3.43%		
15	Teachers also coach sports or supervise clubs during non-instructional hours. Many work the traditional 10-month school year with a two-month break during the summer.	85	82	32	5	3.21	Almost Sufficient
		41.67%	40.20%	15.69%	2.45%		
GRAND MEAN						3.10	Almost Sufficient

Table 4, with regard to the linkages with the industries and stakeholders, the highest mean score of 3.30 was slated to item 19, “The principal believes that his complex nature of school management and leadership requires a multi-dimensional response “and was interpreted as Much Sufficient.

This finding means that school administrators know their functions of managing and providing leadership at all times especially when they need to collaborate with the industries in their community. The biggest factor contributory to the success of any organization was whether or not its employees were able to perform together as a team.

Partnerships can lead to better morale among teachers and the better use of resources within schools, leading to improved education outcomes for young people. Business can also experience improved staff morale, better awareness of their industry and community recognition. This component received a grand mean of 3.25 interpreted as Almost Sufficient.

Item 17 was interpreted as Almost Sufficient with a mean of 3.19 Collaboration at local and school level is easier because it is backed by relevant policies and supported by clear

coordinating arrangements. These results may look considerations because some policies and guidelines need to be relevant to the needs of Industry and other members of the stakeholder.

Table 4. The Frequency Distribution and Descriptive Measures of Changes in the new Senior High School Curriculum in Terms of Linkages with the Industry and Stakeholders

Indicators		4	3	2	1	Mean	Interpretation
16	There is cooperation that encompasses different forms of teamwork, networking, and inter-agency working and it can be based on a formalized structure or on more flexible arrangements.	82	98	22	2	3.28	Much Sufficient
		40.20%	48.04%	10.78%	0.98%		
17	Collaboration at local and school level is easier because it is backed by relevant policies and supported by clear coordinating arrangements.	79	91	30	4	3.19	Almost Sufficient
		38.73%	44.61%	14.71%	1.96%		
18	The school principal knows that establishing cooperation between and among stakeholders takes time and requires all to participate as equal and willing partners.	90	88	22	4	3.29	Much Sufficient
		44.12%	43.14%	10.78%	1.96%		
19	The principal believes that his complex nature of school management and leadership requires a multi-dimensional response.	90	87	24	3	3.30	Much Sufficient
		44.12%	42.65%	11.76%	1.47%		
20	The school principal has highlighted the need to take collaboration between schools and the industry to the next level by enabling the latter to lead curriculum design and delivery through partnership models	84	85	29	6	3.22	Almost Sufficient
		41.18%	41.67%	14.22%	2.94%		
GRAND MEAN						3.25	Almost Sufficient

In Table 5, the component of enrolment, item 25 “Enrolment procedures are easy to follow” received the highest mean rating of 3.57. This was followed by item 22 “Learners of SHS will go through a core curriculum and subjects under a track of their choice” with a mean rating of 3.54. These findings were parallel because as the enrolment procedures were easy to follow and in line with this, SHS students pay nothing because of the subsidy of voucher from DepED but they need to secure voucher program requirements like properly filled up of application forms, birth certificate and Grade 10 report card. Students had better chances of having the tracks of their own choice A grand mean of 3.40 was registered and was interpreted as Much Sufficient. Choosing the right tracks will bring them to an edge once they enter into university and will focus in line of their interest.

In item 23, all school heads are directed to register and enroll their learners in the Learners Information System (LIS) through the website address <http://lis.deped.gov.ph> and ensure that the data encoded are complete and accurate was interpreted Much Sufficient with a mean of 3.32. This item, the school heads or SHS Coordinator needs to supervise the official data list of their students prior to the schedule of the enrolment in order to register and enroll in the Learners Information System. DepEd use enrolment data to improve implementation of Senior High School program.

Table 5 .The Frequency Distribution and Descriptive Measures of Changes in the new Senior High School Curriculum in Terms of Enrolment

Indicators		4	3	2	1	Mean	Interpretation
21	SHS students pay nothing because of the subsidy of voucher from DepED	104	63	23	14	3.26	Almost Sufficient
		50.98%	30.88%	11.27%	6.86%		
22	Learners of SHS will go through a core curriculum and subjects under a track of their choice.	130	56	17	1	3.54	Much Sufficient
		63.73%	27.45%	8.33%	0.49%		
23	All school heads are directed to register and enroll their learners in the LIS through the website address http://lis.deped.gov.ph and ensure that the data encoded are complete and accurate.	102	71	25	6	3.32	Much Sufficient
		63.73%	27.45%	8.33%	0.49%		
24	Enrolment is big because the school offers various tracks and strands.	105	67	29	3	3.34	Much Sufficient
		51.47%	32.84%	14.22%	1.47%		
25	Enrolment procedures are easy to follow.	131	60	12	1	3.57	Much Sufficient
		64.22%	29.41%	5.88%	0.49%		
GRAND MEAN						3.40	Much Sufficient

In Table 6 with regard to emerging teaching-learning modes, as shown in table below, item 27 “Teachers use a majority of upcoming trends in K12 education related to fostering 21st century skills by using technology in new and innovative ways” got the highest mean score of 3.42. This was followed by item 26 “Teachers recognize the upcoming trends in K12 education and provide details about the implementation of these trends and the unique challenges presented by them “got a mean score of 3.40. Both items were interpreted as Much Sufficient. These findings indicate that collaboration between schools or with stakeholders were essential in order to maintain variety and flexibility to fit a variety of needs that schools of all sizes and locations could benefit from. This component got the grand mean rating of 3.34 and was interpreted as Much Sufficient. Table 6 would show the data.

Table 6. The Frequency Distribution and Descriptive Measure of Changes in the new Senior High School Curriculum in Terms of Emerging Teaching-Learning Modes

Indicators		4	3	2	1	Mean	Interpretation
26	Teachers recognize the upcoming trends in K12 education and provide details about the implementation of these trends and the unique challenges presented by them.	103	81	18	2	3.40	Much Sufficient
		50.49%	39.71%	8.82%	0.98%		
27	Teachers use a majority of upcoming trends in K12 education that relate to fostering 21st century skills by using technology in innovative ways.	103	84	17	0	3.42	Much Sufficient
		50.49%	41.18%	8.33%	0.00%		
28	Several tools are now available that are explicitly designed to support teachers. Social learning networks, e-portfolios, and cloud computing allow teachers to virtually connect and encourage discussion	96	80	27	1	3.33	Much Sufficient
		47.06%	39.22%	13.24%	0.49%		
29	Tablets, smartphones, and mobile apps have become too capable, too ubiquitous and too useful to ignore, and their distribution defies traditional patterns of adoption, both by consumers, where even economically disadvantaged families find ways to make use of mobile technology in schools.	93	90	19	2	3.34	Much Sufficient
		45.59%	44.12%	9.31%	0.98%		
30	Teachers’ pedagogy has shifted so that they move throughout the classroom while students work in groups and practice hands-on learning, the design of the traditional classroom is	100	83	20	1	3.34	Much Sufficient
		49.02%	40.69%	9.80%	0.49%		
GRAND MEAN						3.38	Much Sufficient

In, Table7 technology requirement, item 31 “Technology transforms the learning experience”. Students had access to an incredible amount of new opportunities” which received the highest mean score of 3.49 and was interpreted as Much Sufficient. It means that everyone had recognized the importance of a disciplined approach to identifying the needs of students, applying technology in instructions, and tracking their performance. The lowest in rank was item 24 “The library is complete with books and reference materials and uses an OPAC (online access catalog)”which got the lowest mean score of 2.98. It indicates that schools lacked the materials such as books and journals for the SHS students. In addition, their libraries lacked the needed internet connection. The grand mean rating for this component was 3.18. Table 8 disclosed the data.

Table 7. The Frequency Distribution and Descriptive Measures of Changes in the new Senior High School Curriculum in Terms of Technology Requirement

Indicators		4	3	2	1	Mean Rating	Verbal Interpretation
31	Technology transforms the learning experience. Students have access to an incredible amount of new opportunities.	119	67	16	2	3.49	Much Sufficient
		58.33%	32.84%	7.84%	0.98%		
32	The school principals and teachers make sure their network infrastructure is up-to-date and/or sufficient enough to properly support their end-users.	81	79	38	6	3.15	Almost Sufficient
		39.71%	38.73%	18.63%	2.94%		
33	They know that Wi-Fi network is important in using new mobile devices possible.	95	61	37	11	3.18	Almost Sufficient
		46.57%	29.90%	18.14%	5.39%		
34	The library is complete with books and reference materials and uses an OPAC (online access catalog).	69	74	49	12	2.98	Almost Sufficient
		33.82%	36.27%	24.02%	5.88%		
35	There are available computers at the library for students’ use.	81	82	28	13	3.13	Almost Sufficient
		39.71%	40.20%	13.73%	6.37%		
GRAND MEAN						3.18	Almost Sufficient

Table 8 in terms of career preferences by students, item 39 “Students base their career decisions on their skills and competencies” obtained the highest mean score of 3.46 and was interpreted as Much Sufficient. It means that students were aware of their skills and potentials in terms of choosing the right tracks in Senior High School program. They are aware of setting goals and determine their own academic performance. Their skills and competencies and corresponding preferences made it easier to work in some occupations. As a result, people with certain skills found themselves in certain types of occupations and workplaces more often than in others. This

was followed by item 38 “SHS boosts professional fulfillment when job is in line with attitudes, values, and preferences “which obtained a mean score of 3.44 and was interpreted as Much Sufficient. The grand mean rating for this component was 3.40. Table 9 revealed the data.

Item 40 “The additional two years help students decide to pursue any occupation without confirming that it is a good match for them” obtained 3.40 as mean and interpreted as Much Sufficient. This indicate that the additional two years in SHS program will not give burden to them like other parents and private organizations think but instead will provide a better ways to find a good occupation for them, manage their own inspiration and explorations towards learning. Learning that will open windows to achieve their dreams, ambitions and better place to live in.

Table 8. The Frequency Distribution and Descriptive Measures of Changes in the new Senior High School Curriculum in Terms of Career Preferences by Students

Indicators		4	3	2	1	Mean	Interpretation
36	Certain occupations and workplaces may attract certain characteristics.	85	103	15	1	3.33	Much Sufficient
		41.67%	50.49%	7.35%	0.49%		
37	Matching the occupation and work environment to personality type is evident.	93	93	17	1	3.36	Much Sufficient
		45.59%	45.59%	8.33%	0.49%		
38	SHS boosts professional fulfillment when job is in line with attitudes, values, and preferences.	107	81	14	2	3.44	Much Sufficient
		52.45%	39.71%	6.86%	0.98%		
39	Students base their career decisions on their skills and competencies.	107	85	10	2	3.46	Much Sufficient
		52.45%	41.67%	4.90%	0.98%		
40	The additional two years help students decide to pursue any occupation without confirming that it is a good match for them.	109	70	23	2	3.40	Much Sufficient
		53.43	34.31%	11.27%	0.98%		
GRAND MEAN						3.40	Much Sufficient

Table 9 with regard to teaching facilities, item 42 “Light installations provide teachers and students with adequate visual performance” got the highest mean score of 3.30. This was closely related with item 41 “The teacher's space and the students’ independent and collaborative work areas were designed according to standards which got a mean score of 3.28. Both items were interpreted as Much Sufficient. These findings mean that teaching facilities were adequate for

students. The classroom spaces were made according to standards. The grand mean for this component was 3.23 and was interpreted as Almost Sufficient. Table 10 showed the data.

Table 9. The Frequency Distribution and Descriptive Measures of Changes in the new Senior High School Curriculum in Terms of Teaching Facilities

Indicators		4	3	2	1	Mean	Interpretation
41	The teacher's space and the students' independent and collaborative work areas are designed according to standards.	81	101	20	2	3.28	Much Sufficient
		39.71%	49.51%	9.80%	0.98%		
42	Light installations provide teachers and students with adequate visual performance	90	89	22	3	3.30	Much Sufficient
		44.12%	43.63%	10.78%	1.47%		
43	Adequate supplies of books, references and other learning materials to cater the needs of students	75	81	41	7	3.10	Almost Sufficient
		36.76%	39.71%	20.10%	3.43%		
44	There are teacher's lecterns and USB ports that allow for easy document camera connections, interactive whiteboard equipment controls, and other features should be incorporated into the fixtures.	85	77	34	8	3.17	Almost Sufficient
		41.67%	37.75%	16.67%	3.92%		
45	Classrooms are well ventilated and comfortable lights are easy to control.	110	50	33	11	3.27	Much Sufficient
		53.92%	24.51%	16.18%	5.39%		
GRAND MEAN						3.23	Almost Sufficient

Table 10 for teachers' implementation of the new curriculum, item 49 "Teachers are qualified to teach the subject they are handling" got a mean score of 3.41 and was interpreted as *Much Sufficient*. It means that teachers' qualification was given importance in SHS. Lowest in rank was item 46 "Teachers have complete and adequate teaching materials and equipment" which obtained a mean score of 3.27 and was interpreted as Much Sufficient. The grand mean for this component was 3.33 and was interpreted as Much Sufficient. Table 10 depicted the data.

Table 10. The Frequency Distribution and Descriptive Measures of Changes in the new Senior High School Curriculum in Terms of Teachers' Implementation of the New Curriculum

Indicators		4	3	2	1	Mean	Interpretation
46	Teachers have complete and adequate teaching materials and equipment.	88	88	23	5	3.27	Much Sufficient
		43.14%	43.14%	11.27%	2.45%		
47	Teachers are included in the process of curriculum development	102	74	26	2	3.36	Much Sufficient
		50.00%	36.27%	12.75%	0.98%		
48	The school is offering track/strands with adequate facilities that will help the teachers deliver lesson in effective ways	99	74	23	8	3.29	Much Sufficient
		48.53%	36.27%	11.27%	3.92%		
49	Teachers are qualified to teach the subject they are handling	107	76	18	3	3.41	Much Sufficient
		52.45%	37.25%	8.82%	1.47%		
50	Preparatory adjustments were made to emphasize the readiness of the teachers.	89	97	16	2	3.34	Much Sufficient
		43.63%	47.55%	7.84%	0.98%		
GRAND MEAN						3.33	Much Sufficient

Table 11 in terms of learning equipment, item 54 “Teachers know how to use computers and projectors “which got the highest mean score of 3.58 and was interpreted as Much Sufficient. Item 51 “There are hands-on projects for students “got the second highest mean score of 3.50 and was interpreted as Much Sufficient. These findings indicate that teacher were equipped with knowledge about computers as they become flexible in the use of teaching strategies when it comes to students ‘participatory activities for learning. This was supported by item 52 “Students can engage with learning materials and equipment such as computers or videos” which obtained a mean score of 3.48 and was interpreted as Much Sufficient. This component received the highest grand mean of 3.45. Table 11 approved of the data.

Of all the 11 components, learning equipment got the highest mean rating of 3.45 interpreted as *Much Sufficient*. This was followed by components on enrolment and career preferences by students which both received a mean rating of 3.40 and were interpreted as *Much Sufficient*. Lowest in rank was component on the working condition of teachers which got the lowest mean rating of 3.10 and was interpreted as *Almost Sufficient*.

As disclosed by some teachers during the cursory interview, the working conditions were characterized by the heap of paper works, multifaceted tasks (whether indoors or outdoors), overcrowded classrooms with a big number of students, to name a few.

In hindsight, career preferences by students were posed as challenges due to the strict streamlining of the Department of Education (DepEd). In other words, students were grouped according to their chosen tracks, students were categorized based on their skills and competencies their chosen tracks required. Data were shown in Table 11.

Table 11. Frequency Distribution and Descriptive Measures of Changes in the new Senior High School Curriculum in Terms of Learning Equipment

Indicators		4	3	2	1	Mean	Interpretation
51	There are hands-on projects for students.(textbooks, software, videos)	121	66	15	2	3.50	Much Sufficient
		59.31%	32.35%	7.35%	0.98%		
52	Students can engage with learning materials and equipment such as computers or videos.	115	73	14	2	3.48	Much Sufficient
		56.37%	35.78%	6.86%	0.98%		
53	Students are engaged with a YouTube generation.	96	74	31	3	3.29	Much Sufficient
		47.06%	36.27%	15.20%	1.47%		
54	Teachers know how to use computers and projectors.	134	53	17	0	3.58	Much Sufficient
		65.69%	25.98%	8.33%	0.00%		
55	Books and other learning materials are available for use.	113	64	22	5	3.40	Much Sufficient
		55.39%	31.37%	10.78%	2.45%		
GRAND MEAN						3.45	Much Sufficient

Table 12 below reflected the assessment determined whether or not educational goals were met. Assessment modes in the SHS provided students to know not only the basic skills they needed to develop but also skills to allow them to face the continually changing world. The type of assessment (e.g., standards-referenced, norm-referenced, augmented), test content, length, time allotments, item/task formats, and any section arrangements were described below.

In the same way, a detailed domain definition was provided and the specific objectives, content standards, and performance levels were to be measured and were documented by teachers.

Table 12. Summary of the mean scores of the components for Changes in the New Senior High School Curriculum

No.	Components	Grand Mean	Verbal Interpretation
1	Assessment mode	3.32	Much Sufficient
2	Curriculum design	3.39	Much Sufficient
3	Working condition of teachers	3.10	Almost Sufficient
4	Linkages with the industry and stakeholders	3.25	Almost Sufficient
5	Enrolment	3.40	Much Sufficient
6	Emerging teaching-learning modes	3.37	Much Sufficient

7	Technology requirement	3.18	Almost Sufficient
8	Career preferences by students	3.40	Much Sufficient
9	Teaching facilities	3.23	Almost Sufficient
10	Teachers' implementation of the new curriculum	3.33	Much Sufficient
11	Learning equipment	3.45	Much Sufficient

Teachers know that students must be able to think critically, to analyze, and to make inferences. Changes in the skills and knowledge the students need required new learning goals related to assessment and instruction. Teachers needed to take an active role in making decisions about the purpose of assessment and the content being assessed.

When teachers design curriculum, they identified what to be done, who would do it, and what schedule to follow. The SHS, as part of the K to 12 Basic Curriculum, was developed in line with the curriculum of the Commission of Higher Education (CHED) – the governing body for college and university education in the Philippines. Seniors would go through a core curriculum and subjects under a track of their choice.

With regard to teachers' work condition, class sizes were manageable in such a way that they had the chance to reach students' needs as they also coached sports or supervised clubs during non-instructional hours. They had to work during the traditional 10-month school year with a two-month break during the summer.

In terms of linkages with the industries and stakeholders, the principal believed that his complex nature of school management and leadership required a multi-dimensional response. As corollary, the school principal knew that establishing cooperation between and among stakeholders would take time and would require all to participate as equal and willing partners to accomplish the full implementation of SHS Program.

Enrolment was another change in the implementation of SHS. However, in Region III, enrolment procedures were easy to follow. Seniors went through a core curriculum and subjects under a track of their choice and mostly, they were not paying anything tuitions were granted by the government.

In relation to emerging teaching-learning modes, teachers used a majority of upcoming trends in K12 education relative to fostering 21st century skills by using technology in new and innovative ways. In the same manner, teachers recognized the upcoming trends in K-12 education and provided details about the implementation of these trends and the unique challenges they presented.

For technology intervention requirement, it was found out that technology had transformed the learning experience. Students had access to an incredible amount of new opportunities. In hindsight, they knew that Wi-Fi network was vital in using new mobile devices possible.

For career preference by students, they based their career decisions on their skills interest and competencies. The SHS boosted professional fulfillment when job was in line with attitudes, values, and preferences.

In terms of teaching facilities, light installations provided teachers and students with adequate visual performance. Teachers' space, students' independent, and their collaborative work areas were designed according to standards.

For teachers' implementation of the new curriculum, teachers were qualified to teach the subject they were handling and teachers were included in the process of curriculum development.

With regard to learning equipment, teachers knew how to use computers and projectors. And there were hands-on projects for students.

Of the eleven identified changes, learning equipment was considered number one. Technology transformed new learning experience and developed ways to use it in their researches; projects, reports, project presentation and others related activities. Students had access to an incredible amount of new opportunities.

Conclusively, testing in the SHS was an integral part of instruction. The curriculum of the Commission of Higher Education (CHED) was considered the governing body for college and university education in the Philippines. Despite class size, teachers were flexible to reach students' needs as they also coached sports or supervised clubs during non-instructional hours. SHS required good leadership and management where principals were expected to develop linkages with the community and other stakeholders to accomplish the full implementation of the program. Enrolment procedures were easy to follow because learners of SHS went through a core curriculum and subjects under a track of their choice. Emerging teaching-learning modes, teachers used a majority of upcoming trends in K12 education to foster 21st century skills with the use of technology in new and innovative ways because technology was realized to transform the learning experiences. The SHS boosted professional fulfillment when job was in line with attitudes, values, and preferences. Teacher's space, the students' independence and their collaborative work areas were designed according to standards. Teachers were qualified to teach the subject they handled because they were involved in the process of curriculum development and they were computer and projector know-how. At the same time, they were hands-on with projects they asked their students.

Consequential Perspectives on:

The Chances that took place in the SUCs in Region III during the implementation of Senior High School Program

In terms of the chances elicited with the implementation of the Senior High School (SHS) Program, enumerated were some discoveries the researcher had during the interview with the faculty members and the school heads.

Several themes were developed from the interview. The responses of the four (4) school heads and twenty (20) faculty members from selected SUCs in Region III on chances that took place during the implementation of SHS Program. These were the following:

Chances of Teaching Load. Implementation of new senior high school program offered opportunities for the faculty to have teaching load and created other ways to hire more teachers.

Faculty 1: "Oh, in the case of the number of students, it entails more teaching loads.

Other departments are still lacking in load, there is a great chance of teaching in the SHS."

Faculty 5: "It opens the doors for the teachers to teach in SHS and have an Opportunity to improve them by engaging in creative way of teaching. It gives also an employment to some teachers who don't have teaching load.

Faculty 16: "An opportunity for teachers to teach in SHS program.

Faculty 20: "For me, more programs mean more curriculums will be created and more

curriculum offer means more teachers to hire.

School Head 1: “Then, gave teaching load to college instructors who were affected by the reduction of college enrollees.

School Head 2: “We are working hand in hand for our university. For faculty, they have a chance to teach here and other school.

The implementation of the SHS opened the doors for the teachers to teach in SHS and had an opportunity to improve their craft. When loads were abundant in the SHS, there were opportunities for others to secure extra teaching loads. In the same way, they developed networking opportunities with people in the community and other stakeholders. In the reduction of enrollees in the college, teachers were given chances to teach in said program. This kind of experience taught them flexibility and resourcefulness as they engaged in a more creative teaching method.

All schools should provide assistance and guidance to uphold student choice in the SHS Program. Juniors and Seniors were provided with career guidance programs, to prepare documents, and promptly to encode complete and accurate information. In the same manner, students who may opt to discontinue schooling after Grades 11 and 12, they could have gainful employment.

Chances of Students to be Globally Competitive. One of the concerns in any school institutions was to improve quality standards of education to promote reputation and high technical skills, moral values and academic competence where SHS Program offered to students.

Faculty 3 : “Since our students are good in terms of academics, my feeling, they are ready for the college.”

Faculty 4: “We help to prepare our students to be globally competitive.”

Faculty 8: “Through this program, the students can meet the standards in terms of knowledge, skills and values.”

Faculty11: “Senior high school program aims to improve the Filipino students in terms of academic competence, they have the chance to choose strands base from their line of interest and ability.”

Faculty 12: “The students have the chance to broaden their skills and knowledge because of the tracks they chosen, they became more ready and prepared for college.”

Faculty 18: “They are ready and prepare for tertiary level.”

School Head 1: “There are some chances, as positive, like senior high school are being prepared to the college life.”

School Head 4: “I think the chances are, for intellectual development of the students, it Is Their advancement when they taking courses in college.”

There were positive chances in the implementation of the SHS Program. The curriculum prepared seniors to college life, to become globally competitive, to improve their academic competencies, to freely choose the strands based from their line of interest and capacity.

All schools should provide assistance and guidance to uphold students’ choice in the SHS Program. Junior and senior high school students were provided career guidance programs, were prepared to do documents, and promptly encoded complete and accurate information. In the same manner, students who opted to discontinue schooling after Grades 11 or 12, they could be gainfully employed.

Chances in Entering the Labor Market and Linkages to Industries. With Senior High School Program, students had a big and better chances to be hired in industries because of the skills they gained as they immersed in the field and developed rapport in different agencies.

Faculty 3: “Since our students are good in terms of academics, my feeling, they are ready for the college and Voctech they have experience already, they can apply in job or chance of employability because of the skills they earned in work immersion.

Faculty 9: “It develop the working linkages specially in their work immersion, we meet people who are expert in their profession and we take from this as a new experience and learning in our life.

Faculty 15: There’s a lot of chances in this program like free tuition and other expenses because of the voucher system of DepEd.”

Faculty 18: “Chances are very high; we give chance to a better employment in the future, better learning in the future.”

School Head 1: “There are some chances, as positive, like being aware to what is happening to the industry through work immersion.”

School Head 4: “Working experience when they having their work immersion, at that

young age they have their exposure to the real world of job.

In the same way, as early as Grades 11 or 12, they were made aware of the real-life situations in industries because they had work immersion activities. They would value their work and see the actual movements in the workplace. They would develop their skills and apply these capabilities correctly. It would be a very great opportunity to learn and improve their own understanding based on their individual qualities.

The implementation of the SHS Program had opened doors for professional growth and development. The lack or scarcity of teaching and learning materials paved the way for teachers to get into writing books and materials and be resourceful in everything they do. Most importantly, the SHS students could show and present their output in researches.

Better Chances of Making References and Research Output. One of the good habits of a teacher was to read a lot of materials because they were the source and center of information inside the classroom. Chances of providing references to SHS learners were considered insufficient because textbooks and other references were not enough to fill students' needs.

Faculty 2: "We created books to supplement lacking of teaching materials. We supply the needs of the students."

Faculty 10: "Be resourceful in my task because no movement will happen if I depend only in the available references.

Faculty 16: "Our students in senior high participated in research presentation in Manila"

Faculty 18: "Even though that they are high school; they are now exposed in making research in English and in Filipino language."

Faculty 20: "The students have the chance to present their output in research."

Teachers were flexible and resourceful. Even if they lacked materials for teaching, they created means for students to learn. Such problem could be altered by looking for more appropriate ways such as attending seminars and training to develop their writing abilities and prepare instructional materials. On the other hand, there would be chances for better opportunity for the students to manifest and present their output in research. This revolved around research, they would begin to discover and research different things based on their chosen interest and subject. This would also pave the way to develop their skills and interest in research.

Part III. The Challenges have been identified with the implementation of Senior High School Program in SUCs in Region III.

The content in the SHS curriculum was new. Therefore, it entailed new approaches and methods of teaching. They needed careful analysis and study so that the target learners could learn

better and unleash their full potentials. For this reason, teachers also needed seminars and training to improve their craft.

Challenges in the Content of the Instruction. The teachers of SHS were facing difficulty in the content of the instruction not only in the specialized subjects like Sciences and Mathematics but also in research activities.

Faculty 2: “Sir, the content needs to be studied carefully like in PE, I need the list of objectives so as to know how can meet those objectives, as if there is an overlapping of subjects in PE between college and SHS, because CHED changed the curriculum as well.

Faculty 3: “Challenges? Well, the subjects are new. For example in my case, I teach Language. There is something in the course guide that was not taught to used when I was in college, so I need to study it, same concept but different approach. I need to provide more materials.”

Faculty 9: “One of the challenges (Curriculum content) faced by students in different strand is the heavy load of specialized subjects like Physics, Calculus, and Earth Science. tons of reading materials, writing and research topics, and other assignments.”

Faculty17 : “Challenge remains into the content of the subject.

School Head 1: “Delivery of new lesson (teacher).”

School Head 2: “Actually sir the challenges that we encountered, when we reviewed The curriculum guide prescribed, the topic to be discussed is not easy, what we are doing here, we try to review curriculum guide and we enhance it.”

School Head3: “When it comes to challenges in terms of the program, especially in Curriculum offered, we need to adjust and make some preparations in materials.”

There were lots of challenges offered by SHS Curriculum in terms of new content. However, teachers remained flexible and resourceful in terms of materials for instruction. For specialized content, the SHS curriculum needed teachers with their specific specialization. If not, it needed seasoned teachers with passion, commitment and willingness to learn as they provided with training and seminar.

With the identified challenges in terms of content, school officials were now faced with the task of retooling and providing clear-cut policies for hiring and selection of qualified teachers.

Challenges in Faculty Hiring. Challenges were part with the implementation of a program and one of those were hiring the right and qualified teachers to handle the subjects. Since there was a great demand for teachers both in private and public schools, they could hire unqualified teachers to handle the subjects.

Faculty 1: “Maybe in terms of administration, selection of teachers who will handle the subjects.”

Faculty 4: “Well the way I noticed it, the limited qualified teachers to handle core subjects.”

Faculty 11: “Lack of qualified teachers to teach some major subjects in the strands offered.”

Faculty 20: “The biggest challenge is that when recruiting teachers who handling subjects.”

School Head 1: “The most challenging part of implementing SHS is looking for the teachers to teach in the program

School Head 3: “Lack of resources in terms of human.”

With the limited number of qualified teachers to handle new subjects, the school officials were faced with numerous tasks; (1) on the clear-cut policies regarding the hiring and selecting of faculty;(2) and on the preparation of a three-year development plan for teachers to attend seminars, training and take Master’s degree courses.

Instructional materials were the content or information conveyed within a course. These would include lectures, readings, textbooks, multimedia components, and other resources in a course. These materials could be used in both face-to-face and online classrooms. However, some must be modified or redesigned to be effective for the online environment. The best instructional materials should be aligned with all other elements in the course including the learning objectives, assessments, and activities.

Challenges in References and other Teaching Material. Textbooks/references were essentials informing the creative minds of the students. It also could give information which served as teachers' guide in attaining objectives of the subject matter. However, if textbooks and other references were not developed yet or still unavailable, this had resulted to difficulty in the subject management.

Faculty 4: "So far no textbooks available for teachers as well in students."

Faculty 5: "Materials in SHS are not yet develop."

Faculty 10: "In my observation, Textbooks/references and teaching and learning guides came out too late."

Faculty 16: "The materials used in SHS program is very limited. We need to provide
Improvise materials and some references."

Instructional materials provided the core information students had experienced, learned, and applied during a course. They held the power to either engage or demotivate students. This was especially true for online courses where these academic tools students could access explore, absorb, and refer to go on with the course.

The identified contributions that provide chances for the SHS teachers to achieve success in the implementation of SHS program in SUC's of Region III.

Teachers were flexible at all times. They could adapt the changes and challenges posted by the new SHS Curriculum to include; doing extra effort for students' learning; and preparing materials for instruction even to the point of using their personal finances.

Since some subjects were new, teachers had adapted to the changes. They prepared drafts of syllabi and course outlines for students. Indeed, extra effort should be done like asking teachers to attend training and seminars to improve their repertoire of pedagogical approaches to teaching.

Attending Seminars and Training. Trainings and seminars were ways of upgrading and updating teachers with different aspect of education and to improve learners holistically. Administrators should encourage teachers to have personal growth development and make intervention program if they experienced problems in their line of specialization.

Faculty 3: "We have to do extra effort, since it is new subject, I need to make
Some research and attended training to know more in this program
because it is new one at same time to handle this effectively."

Faculty 10: "I make some research in my subjects. I need to do something to

Provide good lesson with my students.”

Faculty 18: “We attended a seminars from the top universities just to cope with the challenges”

School Head 3: “Of course training to teachers to be more qualified SHS teachers”

School Head 4: “At first, we conducted series of meetings and training to overcome Some issues in the program

We all know the significance of attending seminars and trainings especially in the field. Attending trainings and seminars were ways to upgrade teachers and administrators the knowledge they needed to improve selves. Groups were also formed to interact, to discuss, and formulate timely and relevant issues to be resolved.

Provide Course Outline/Syllabus for Instruction. The course outline or syllabus teachers used by was considered big weapon in guiding them to have a systematic direction in delivering the subjects.

Faculty 4: “We prepare draft of the course outline or syllabus based on the needs of The students. We also prepare some instructional devices to augment in Our teaching facilities.”

Faculty 5: “I need to prepare my timetable and materials and to meet the students at All times.”

Faculty 7: “Trying to be more productive and wise in managing the time.”

Faculty 9: “I discussed topic according to the level of their competencies, Adjustment and different activities that we have.”

Faculty 17: “Be resourceful in facing those challenges and accepting changes based On positive way for the improvement for the program.”

In order for teachers to attain the objectives of the lesson, topic, subject matter in one particular subject or program, course outline/syllabus was the best tool mentors could use. This was an effective instrument because indicated herein were all the plans inside the semester, preparation of the teaching materials including time table, learning activities, and references and others.

Improve Facilities for Learning Activities. In order to fully prepare students with regard to their studies, the presence of good facilities like classrooms, teaching facilities, were taken into full consideration.

Faculty 9: “These will be achieving to improve the facilities and all that will contribute towards quality and excellence in education.”

Faculty 20: “Request to improve the facilities and provide additional classroom for Class activities.”

School Head1: “Proper communication with the different colleges are done ahead to Request for teachers and organize the schedule and school facilities.”

School Head 2:”Sharing of facilities and resources in other colleges including the laboratories like computers for ICT.”

The presence of good and orderly facilities was meant to upgrade the quality of education in the country. Administrators should make this a priority to serve as a seat of knowledge and to hone students’ capacity. An orderly-kept classroom was a clear indication of a systematic school and eventually an orderly community.

Develop Strong Linkages .One way to respond to the SHS Program was the presence of an open communications to every stakeholder. Connections strengthened the maturity level of the institution to effectively respond to the needs of every communal programs.

Faculty12: “It develop the working linkages specially in work Immersion, We meet people who are expert in their profession and we take from this as a new experience and learning in our life.”

School Head 1: “Linkages in our stakeholders “Coordination with the other department to be able to solve the issue on hand.

School Head 2: “Collaboration with the PTA and alumni organizations

School Head 4: We find solution thru the soliciting ideas with the help of our administration and other members of the stakeholders.

No man is an island. The saying exposed the relevance of group interactions since the SHS Program was new. It still could not give all the facets the society need. All problems had solutions to people who were ready to discover the answers for the betterment of the community.

Summarizing the responses of the study including the different school heads and the faculty, the following chances, challenges, and coping mechanism with the requirements of the SHS Curriculum were revealed. In chances, they provided or created teaching load for the faculty and making their own references to prepare students become globally competitive, probabilities to present their research outputs and likelihoods of entering to labor market. It also developed strong

associations to industries and other members of the stakeholders. In any situations, challenges could be a part of the system. Some of the common challenges arising from the course content of the curriculum, hiring of qualified teachers to handle the subjects, and since the references were not yet ready, they also had problems with the source of information. School heads and teachers were flexible at all times where they could adapt to changes and challenges of the new program. To improve their performance to handle this SHS program, strategies were developed, like attending trainings and seminars to upgrade their competencies and be familiar with the trends and issues regarding the implementation of SHS Program; to provide their course outline/syllabus for instructions; to improve learning facilities, and had strong linkages to industries and other university stakeholders.

Conclusively, the advent of the new SHS Program had posed a lot of changes and challenges among students, teachers and school officials. However, they become pliant like bamboo. They had the ability to adapt, be flexible and be resourceful. They provided their own resources and course outlines. They even made their teaching materials for student learning. They prepared their own chosen, organized, refined, and used in a course for the maximum effecting instructional materials as products of careful planning. The preparation and selection of instructional materials should take into consideration both the breadth and depth of content so that student learning was optimized.

The implementation of this new curriculum paved the way for school officials to look into ways of retooling teachers by providing them seminars and training in order to improve their craft and become qualified to teach in the SHS.

The following are the identified **consequential perspectives** of the respondents:

Assessment Mode. This component received a grand mean of 3.32 and was interpreted also as Much Sufficient. This finding only showed that teachers (seasoned or new) were equipped with knowledge on how to assess their students.

Curriculum Design. The respondents were Much Sufficient in terms of curriculum design because they believed that this was developed in line with the curriculum of the Commission of Higher Education (CHED), the governing body for college and university education in the Philippines.

Work Condition of Teachers. Respondents from this component rated as Almost Sufficient with a Grand mean of 3.10. These findings indicated that teachers were flexible to handle classes even if they portray multifaceted roles.

Linkages with the Industries and Stakeholders. This component received a grand mean of 3.25 interpreted as Almost Sufficient. This finding means that school administrators knew their functions of managing and showing leadership traits at all times especially when they needed to collaborate with the industries in their community.

Enrolment. A grand mean of 3.40 was registered and was interpreted as Much Sufficient. Enrolment procedures were easy to follow because of the system they used and implemented.

Emerging Teaching-Learning Modes. This component got the grand mean rating of 3.34 and was interpreted as Much Sufficient. These findings indicated that collaboration between schools or with stakeholders were essential in order to maintain variety and flexibility to fit a variety of needs beneficial to schools of all sizes and locations.

Technology Requirement. The respondents rated this with the grand mean of 3.18 and an equivalent of Almost Sufficient. It indicated that schools lacked the materials such as books and journals for the SHS students. At the same time, libraries in SUCs in Region III lacked the needed internet connection.

Career Preference by Students. In terms of this component, the respondents interpreted as Much Sufficient with a grand mean of 3.40. It means that students were aware in their skills and potentials.

Teaching Facilities. The grand mean for this component was 3.23 and was interpreted as Almost Sufficient. These findings meant that teaching facilities were adequate for students.

Teachers' Implementation of the New Curriculum. The grand mean for this component was 3.33 and was interpreted as Much Sufficient.

Learning Equipment. The last component rated Much Sufficient with Grand Mean of 3.33. These findings indicated that teachers were equipped with knowledge about computers as they turned flexible in the use of teaching strategies when it comes to students 'participatory activities for learning.

Chances that took place in the SUCs in Region III during the implementation of Senior High School Program

Out of 11 program components regarding the changes posed in the new Senior High School Program, the curriculum, the component on the learning equipment, enrolment and career preferences by students surfaced as pronounced changes.

Chances that took place in SUCs in Region III during the implementation of Senior High School Program included writing books and other instructional materials, additional teaching loads and relationships between employees and management were of substantial value in the workplace manifested by respect and support.

Challenges that have been identified with the implementation of the SHS Program in SUCs in Region III

Challenges identified during the implementation of the Senior High School Program with reference to the program components included problems affecting teachers (seminars, training, selection in terms of expertise), students (attendance, discipline, classroom management), teaching materials (curriculum guide, books), facilities, authenticity and effectiveness of the program in terms of graduates and administration (supervision, immersion program).

Contributions that Secondary Teachers have from SUCs in Region III Provided to Achieve Success in the Implementation of the SHS Program

The identified **changes** and **challenges** provided for **chances** in the implementation of SHS in SUCs in Region III were expressed in terms of teachers' coping mechanisms. These included doing a lot of *adjustments* to show *innovativeness, flexibility, resourcefulness* and *strategic preparation of syllabi, course outlining and grounding of instructional materials for teaching*.

5.CONCLUSIONS AND FUTURE RESEARCH DIRECTIONS

In the 11 program components, learning equipment got the highest mean rating of 3.45 interpreted as Much Sufficient. This was followed by components on enrolment and career preferences by students which both received a mean rating of 3.40 and were interpreted as Much Sufficient. Lowest in rank was component on the working condition of teachers which got the lowest mean rating of 3.10 and was interpreted as Almost Sufficient. Components on the curriculum, learning equipment, enrolment and career preferences by students surfaced as pronounced changes in the SHS Program in Region III. SHS Program had provided some good things as chances were writing books and capitalizing on the relationships between employees and management with substantial value in the workplace. Problems affected teachers, students, and administrators, teaching materials, facilities, authenticity and effectiveness of the program in terms of graduates surfaced as challenges. The identified changes and challenges provided chances for the teachers to achieve success in the implementation of the SHS Program in Region III, expressed in terms of coping mechanisms of teachers included innovativeness, flexibility, resourcefulness, and strategic preparation of syllabi, course outlining and grounding instructional materials for teaching. A lot of adjustments were made to attain and sustain effectiveness of Senior High School Program.

The researchers recommend that the administrators in SUCs Region III provide concrete policies to improve the systems and procedures for learning equipment, enrolment and career preferences by students surfaced as pronounced changes in the SHS program in Region III; a Developmental Plan for employees to capitalize on teachers' skills and potentials in writing books and enhancement of human relations skills; find concrete policies to address problems affecting teachers, students and administrators by providing concrete mechanisms for supervision, immersion guidelines and industry partnership procedures; conduct seminars and trainings for teachers to further improve their skills and incentivize potential researchers to conduct research on the program's effectiveness in terms of the course graduates; and interested researchers may replicate this study and use other variables in order to assess the extent and effectiveness of the implementation of the Senior High School Program in selected SUCs in Region III.

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