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CHANGES, CHALLENGES AND CHANCES CONSEQUENTIAL TO THE IMPLEMENTATION OF THE SENIOR HIGH SCHOOL PROGRAM

RAFAEL DJ. DAYAO

Bulacan State University

ROLANDO R. GASPAR, PhD

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. The researcher 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.

The 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.

Provide concrete policies to improve the systems and procedures for learning and development plan for the SHS program in Region III.

Introduction

Philippine educational system has its individual structure bringing decorousness to formal and non-formal approaches. The formal method used before the K to 12 Enhanced Basic Education Program has standard 14 years structure; six (6) years in elementary, four (4) years in secondary, and four (4) to five (5) years in higher education. Such construction is producing efficient and capable graduates who after achieving in college were given better opportunities in life, in and outside of the country. Such edifice in education has become a model in Southeast Asian countries. However, despite the upright system in the Philippines, this turned to be insufficient in the global context due to deficiency of formality with the absence of two (2) years in high school just like Djibouti and Angola of Africa because they retained ten (10) years in the basic education program. These countries missed the chance to level up. But, in the country, it was over in 2010 as DepEd heed to the call to global reformation as stated:

Responding to the urgent and critical need to improve the quality of basic education in the country, the department of education (DepEd) and all other stakeholders worked together in the implementation of this major educational reform. The K to 12 Basic Education Curriculum is a part of the Philippine Education Plan of Action 2015 which is the expansion of basic education that by 2015, The Philippines has already lengthened its cycle of basic education schooling to 12 years' (DepEd, 2012).

With the transition in the education system in the Philippines, two (2) years were added in high school. The Department of Education (DepEd) transformed the framework to K+6+4+2 or what is known as the K to 12 Program consisting of Kinder, six (6) years of Elementary education, four (4) years of Junior High School and two (2) years of Senior High School. The last two (2) years were supplementary is to consolidate academic skills and competencies for the in-depth students' specialization depending on the occupation/career track students wish to pursue and on skills enhancement and competency building relevant to the local and global job market (gov.ph, 2017) and the needs of the students and available academic as well as communal resources. Crafting and offering Senior High School (SHS) Program was tasked to both public and private institutions taking necessary actions in steering plans of activities.

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.

With the researcher's experiences as a school principal, he observed the immense changes he has to make to get into the system. However, the changes and challenges of each school administrator differ in the school capability, locality, and stakeholders. With this in mind, the study researcher came out with the main objective to assess the extent and effectiveness of the implementation of the Senior High School Program (SHS) in selected SUCs in Region III.

Research Problem

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

Specifically, the researcher 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 assessment mode;
- 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 SHS teachers and administrators from SUCs in Region III provided achieve success with the implementation of the SHS Program?

Integrated Review of Related Literature and Studies

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 can be explicitly specified.

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.

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.

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.

Methods

The researcher came out with the main objective to assess the extent and effectiveness of the implementation of the Senior High School Program (SHS) in selected SUCs in Region III. The coverage of the study was delimited to the changes in the platform of new Senior High School (SHS) curriculum that have been instituted in terms of the different program components, the challenges and chances identified and contributions to achieve success in the implementation of the SHS Program.

The researcher employed mixed methods of research with the utilization of questionnaires and interview protocol as techniques for data collection. 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 subjects of the study were limited only from four (4)state universities in Region III: Bulacan State University (BulSU), Don Honorio Ventura State University (DHVSU), Central Luzon State University (CLSU), and Nueva Ecija University of Science and Technology (NEUST).

Consolidation of the gathered data, results were recorded, tabulated and analysed. The researcher 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.

Significant Findings

1. Changes in the new Senior High School (SHS) curriculum instituted in terms of the following program components:

1.1 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.

1.2 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.

1.3 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.

1.4 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.

1.5 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.

1.6 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.

1.7 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.

1.8 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.

1.9 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.

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

1.11 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.

2. Chances took place in the SUC's 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.

3. Challenges 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).

4. Contributions of the SHS teachers and administrators 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.

Recommendations

In the light of the conclusions drawn, the researcher recommends that the administrators in SUCs Region III:

1. 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.

2. Provide a Developmental Plan for employees to capitalize on teachers' skills and potentials in writing books and enhancement of human relations skills.

3. Find concrete policies to address problems affecting teachers, students and administrators by providing concrete mechanisms for supervision, immersion guidelines and industry partnership procedures.

4. 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.

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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