

Challenges Encountered by Teachers in the Implementation of Senior High School Curriculum

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ABSTRACT

The study examined and identified the challenges encountered by the teachers in the implementation of the Senior High School Curriculum and the relationship with the performance rating of teachers. The descriptive method was used with the questionnaire as the main tool in the gathering of data. The Chi-square, Pearson Product Moment Correlation, and T-test as the statistical tools used in the analysis. The findings revealed that teachers are tasked to handle subjects not within their field of specialization; Unavailability of textbooks, teachers' manuals, guides, and modules for students resulting in them spending their resources on the reproduction of these instructional materials; Students' misuse of technology; Lack of physical facilities; Services rendered during Saturdays and holidays are not compensated with monetary benefits as these challenges were considered high extent. It was further revealed the extent of challenges encountered by senior high school teachers significantly affects their performance. Hence, Senior High School (SHS) teachers should pursue their graduate and post-graduate studies to reskill and upskill their professional and academic competencies with the recent trends in global education, in a way that will enhance their competence. In a similar direction, they are encouraged to be resourceful and innovative in the use of locally available instructional materials that will have a significant impact on the delivery of instruction. Establishing a strong partnership with the officials in government and private sectors, other community leaders, and folks in a manner that will motivate the political officialdom to lend support to schools and the stakeholders in addressing encountered issues towards quality delivery of education. Hence, there is no significant difference between the degree of challenges encountered by the respondents in the implementation of the Senior High School Curriculum when grouped and compared according to selected variables such as age, sex, civil status, and highest educational attainment.

Keywords: Challenges Encountered, Senior High School Teachers, Department of Education, Implementation, Quantitative Research

INTRODUCTION

Remarkable reforms are necessary to change the landscape of Philippine Education which has declined a bit given the prevailing circumstances. However, the Department of Education has always been in pursuit of excellence amidst limited resources. In the recent past, the implementation and transition period of the K to 12 programs was completed and compliance has been ongoing to comply global standards, hence; a quantum leap from the old system which is at par with Asian countries and other countries across the globe to tailor the Philippine

Qualification Framework with the ASEAN Qualification Framework and UNESCO's Policies and Standards.

The K-12 Curriculum envisions holistically developing learners with 21st-century skills [1]. Thus, every student would understand the world around him and develops a passion for lifelong learning and respect for human rights and would aim to become God-centered, People-centered, Nation-centered, and Environment-centered.

The DepEd Discussion Paper [2] highlights that the K-12 Curriculum aims to enable every child to achieve mastery of core competencies and skills and develop tracks based on the student's interests and competencies. It demands teachers skillfully facilitate learning so that tangible outcomes can be achieved. The teachers as front liners have encountered challenges brought about by the demands of time. It is believed that the effective implementation of the Senior High School Curriculum depends on good and well-resourced teachers, adequate administrative support, and sufficient logistics for operations among other factors.

Against this background, the challenges encountered by Senior High School Teachers have set the direction that this study has undertaken upon which performance will be measured vis-à-vis the planned intervention programs for DepEd officials to implement and assess.

METHODOLOGY

A descriptive method of survey was utilized. Descriptive research as defined by Polit and Hungler (1999) focuses on observing, describing, and documenting aspects of a situation as it naturally occurs. Items and responses in this study are scaled according to the conditions under study. Furthermore, Ardales (2008) describes that descriptive research design is appropriate for studies that aim to find out what prevails in the present conditions or relationship, held opinions and beliefs, processes and effects, and developing trends. It also seeks to determine relationships between or among study variables explores causes of phenomena, tests hypotheses, and develops generalizations, principles, or theories based on its findings.

Thus, the researcher endeavored to identify the significant relationship between the challenges encountered by the Teachers in the implementation of the curriculum and their performance based on their ratings in the Results-Based Performance Management System (RPMS).

The respondents of the study are the selected Senior High School Teachers of the Division of Negros Oriental. They are occupying Teacher II items. Half of them were hired in School Year, S.Y. 2016-17, and the other in School Year 2017-18. The researcher made sure that the respondents in every district is more than fifty (50) percent.

The researcher scheduled the administration of the questionnaire and conducted an unstructured interview. The questionnaire forms were personally delivered to all Senior High School Teachers in the Division of Negros Oriental through the district offices with a cover letter an instruction on the purpose of the study, and an assurance that no names would be mentioned in the study. Other districts collected the data during the Senior High School Teachers' Forum in coordination with the Division Coordinator of the Senior High Schools.

Statistical Computation was manually processed and counterchecked using the Statistical Package for Social Sciences (SPSS) software. Statistical tables are relative to the statement of the problems.

This study utilized three analytical schemes based on the research objectives which are descriptive, documentary, and relational. Problems 1 to 4 aim to find out the profile, identify the challenges and the extent encountered by the respondents, and the performance rating based on the RPMS results which need a descriptive and documentary analysis to describe the conditions, status, trends, or pattern of the problem under investigation.

Problems 5 and 6 aim to find out if there is a significant relationship between the respondents' demographic profile and the extent of these challenges encountered in the implementation of the Senior High School Curriculum and the relationship between the respondents' demographic profile and their performance rating in the latest RPMS evaluation requires relational analytical scheme.

RESULTS AND DISCUSSION

The collected data were tabulated, statistically treated, interpreted, and analyzed to answer the statement of the problems which come in a particular order, tables 1-12.

Table 1. Profile of the teachers by selected variables

Variables	Categories	Frequency (fi)	Percentage (%)
Age	Younger	13	21.67
	Older	47	78.33
	Total	60	100
Sex	Male	23	38.3
	Female	37	61.7
	Total	60	100
Civil Status	Single	38	63.3
	Married	22	36.7
	Total	60	100
Educational Attainment	Lower	37	61.67
	Higher	23	38.33
	Total	60	100

Forty-seven (47) or 78.33% of the respondents belong to the older group and 13 (21.67%) to the younger group. When considered by sex profile, 23, or (38.3%) are males, and 37, or (61.7%) are females. When respondents are grouped according to civil status, 38 (63.3%) are singles and 22 (36.7%) are married. When respondents are grouped according to educational attainment, 37 (61.67%) are in the lower category and 23 (38.33%) are in the higher category.

Table 2. Challenges Encountered by the teachers towards Curriculum Issues

Curriculum Issues	Mean	Interpretations
1. The curriculum does not consider students' abilities at some levels.	3.38	Moderate Extent
2. The training attended was not enough in terms of time spent on the topic resulting in teachers' failure towards exposure to real-life classroom set-up.	3.34	Moderate Extent
3. The training was more on theories instead of authentic exposure to realities in the classroom.	3.47	High Extent
4. The given curriculum guides consisted of a few pages which are not complete for the entire semester.	3.44	High Extent
5. The teaching module contains only lessons for the first quarter; hence, it is hard to see the continuity.	3.09	Moderate Extent
6. The teachers pooled their resources to get soft copies of the materials and reproduced them at their own cost.	3.44	High Extent
7. Learners' guides do not fit with the materials per subject.	3.19	Moderate Extent
8. Senior high school core curriculum requirements are so heavy that there would be no time to develop hands-on skills among students.	3.09	Moderate Extent
9. Teachers are tasked to handle SHS subjects not in their field of expertise.	2.91	Moderate Extent
10. The grading system is not so clear, especially in work immersion	2.69	Moderate Extent
Total Mean	3.20	Moderate Extent

On curriculum issues, a mean score of 3.20 reflects a moderate extent. It can be noted that out of the 10 enumerated indicators, the respondents declared the following challenges to be of high extent: The training was more on theories instead of authentic exposure to realities in the classroom; Curriculum guides given consisted of few pages that are not complete for the entire semester; and The teachers pooled their resources to get soft copies of the materials and reproduced at their own cost as supported by the obtained mean score of 3.47, 3.44 and 3.44, respectively.

These results coincide with the statement in a published article by Legaspi (2014) in which he said that the unavailability of learning materials is just one of the problems still hounding the country's new basic education program, K to 12, in the three years of its implementation.

Elvin Uy, Program Coordinator of K to 12, Department of Education, added that there have been delays in the delivery of learning materials such as curriculum guides, activity sheets, and modules for the students. For this year, we are targeting to deliver them within the year. He added that the entire K to 12 curriculum is posted on the DepEd website. This situation results in teachers' utilization of their resources to reproduce the curriculum materials needed which

requires technical assistance for the teachers from the school administrators, education program supervisor, and other DepEd authorities to effectively implement the reform.

Table 3. Challenges encountered by the teachers toward students' classroom behavior

Students' Classroom Behavior	Mean	Interpretations
1. Students use abusive words in the classroom.	3.19	Moderate Extent
2. Display of bad habits among students	2.84	Moderate Extent
3. Damage is done by the students on school properties	2.88	Moderate Extent
4. Poor academic achievement of students	2.91	Moderate Extent
5. Failure to carry out their homework assignments	3.19	Moderate Extent
6. Some students need special care in the classroom.	3.28	Moderate Extent
7. Students possess emotional immaturity.	3.53	High Extent
8. Students misuse technology (texting, surfing, Facebook, etc. during class hours)	3.66	High Extent
9. Truancy in and out of the classroom	3.09	Moderate Extent
10. Difficulty concentrating on academic works	3.77	High Extent
Total Mean	3.23	Moderate Extent

Students' classroom behavior generated a total mean score of 3.23 - moderate extent. The challenges that the respondents encountered are Difficulty in concentration, Students' misuse of technology, and Students possessing emotional immaturity as revealed by the mean results of 3.77, 3.66, and 3.53, respectively. These indicators are perceived to be of high extent. The Problem Behaviors that were most common and disruptive to teaching and learning are: chatting during lessons affects teaching and learning most; whereas other behaviors such as daydreaming only affect self-learning, chatting will alter the whole class atmosphere as well as class progress; other students will imitate and join the conversation as some classroom is small, others can still hear even if a student talks in a low voice. Another problem mentioned is disrespecting teachers was rated by five (5) teachers as the most unacceptable problem behavior. As revealed in the interviews, such behavior indicated that students lacked proper attitudes and values in interpersonal relationships as well as in their morality (Scientific World Journal, 2012).

Table 4. Challenges encountered by the teachers toward community involvement

Community Involvement	Mean	Interpretations
1. Parents are not confident about violations committed by their children during school hours.	3.16	Moderate Extent
2. Inappropriate cooperation by parents with schools to adjust the misbehaviors of their children	3.00	Moderate Extent
3. Parents rarely inquire about their children's behavior/academic performance in school.	3.09	Moderate Extent
4. Disinterest by many parents in the school activities	2.97	Moderate Extent
5. Parents lack the knowledge to help students with their assignments, projects, and other school-related requirements.	2.94	Moderate Extent

6. PTA organization intervenes in school activities.	2.91	Moderate Extent
7. LGU and other local officials do not understand their roles and responsibilities in school.	2.91	Moderate Extent
8. No community project for school improvement	2.97	Moderate Extent
9. Inappropriate cooperation by parents with schools to adjust the misbehaviors of their children	2.94	Moderate Extent
10. Disinterest by the community in the school activities	3.00	Moderate Extent
Total Mean	2.99	Moderate Extent

The degree of challenges encountered by the respondents in the implementation of senior high school curriculum towards community involvement results in a mean of 2.99, or moderate extent. The community is supportive of the operations of senior high schools, especially on teachers' activities and undertakings.

Table 5 Challenges encountered by the teachers towards availability of buildings and equipment

Buildings and Equipment	Mean	Interpretations
1. Lack of classrooms and halls to practice school-related activities	3.88	High Extent
2. Poor maintenance of school buildings	3.91	High Extent
3. Lack of sanitary facilities in school	3.84	High Extent
4. Lack of appropriate physical conditions like ventilation, heat, and light.	3.91	High Extent
5. Unavailability of laboratories in the school	3.91	High Extent
6. Lack of library in school	3.88	High Extent
7. Lack of laboratory equipment	3.88	High Extent
8. Lack of sports facilities	3.81	High Extent
9. Unfinished building construction	3.72	High Extent
10. Substandard materials and equipment	3.75	High Extent
Total Mean	3.85	High Extent

On the availability of buildings and equipment obtained a computed mean of 3.85, a high extent which posed challenges that the respondents have encountered in school as follows: lack of appropriate physical conditions like ventilation, heat, and light; poor maintenance of the school buildings; lack of classrooms and halls to practice the various school-related activities and lack of library and laboratory equipment. The results are very alarming, considering the physical facilities and equipment are considered vital factors to reinforce learning among the students, especially in the 21st century which dictates upon stakeholders the presence of these dimensions in achieving the goals of the SHS Curriculum.

A large body of research over the past years has consistently found that school facilities impact teaching and learning in profound ways. Yet authorities often overlook the impact facilities which can play in improving outcomes for both teachers and students. While improving facilities comes at a financial cost, the benefits of such investments often surpass the initial

fiscal costs. DepEd authorities, thus, should focus greater attention on the impact of facilities and adopt a long-term cost-benefit perspective on efforts to improve school facilities (Ayers, 2012). This could be one of the reasons for the high extent of Concerns, Issues, and Gaps (CIGs) encountered by Senior High School teachers in terms of physical facilities readiness.

Table 6. Challenges encountered by the teachers regarding the availability of instructional materials

Instructional Materials	Mean	Interpretations
1. Lack of learning resources such as PCs that should have been accessed by all students	3.88	High Extent
2. Deficiency of instructional aids suitable for the grade levels in schools	3.56	High Extent
3. Teachers are poorly aware of the instructional aids available at the learning resource center	3.19	Moderate Extent
4. Lack of room for keeping instructional aids provided by students	3.56	High Extent
5. References in the library are not updated	3.53	High Extent
6. Lack of educational technology needed for content delivery	3.66	High Extent
7. Modern technology devices such as computers and printers are not readily available for content presentation	3.63	High Extent
8. Poor experiences of teachers in textbook content analysis to enrich content delivery	3.25	Moderate Extent
9. Lack of activity manuals necessary to enrich curriculum themes	3.38	Moderate Extent
10. Unavailability of textbooks, teachers' manuals, teachers' guides, and modules for students' exercises	3.53	High Extent
Total Mean	3.52	High Extent

Instructional materials yielded a high extent mean of 3.52. The respondents emphasized the challenges: Lack of learning resources such as personal computers that should have been accessed by all students; Deficit of instructional aids suitable for the grade levels in schools; Lack of room for keeping instructional aids provided by students; References in the library are not updated; Lack of educational technology needed for content delivery; Modern technology devices such as computers and printers are not readily available for content presentation; and the Unavailability of textbooks, teachers' manuals, teachers' guide and modules for students' exercises.

The teachers will be more likely to provide the requisite classroom experiences if professional-level programs provided by school systems are grounded in standards-based instructional materials. For these reasons, the selection of instructional materials that reflect the learning goals of the standards is a central issue (Schmidt et al., 2012).

Table 7. Performance Rating of Teachers in the Results-Based Performance Management System (RPMS)-Individual Performance Commitment and Review Form (IPCRF)

Range	Adjectival Rating	Frequency (fi)	Percentage (%)	Rank
3.50 - 4.49	Very Satisfactory	54	89.47	1
2.50 – 3.49	Satisfactory	6	10.53	2
Total		60	100.00	

Seventeen (17) or 89.47 percent out of 19 respondents are having a very satisfactory rating or within the bracket 3.50 – 4.49 in the latest RPMS-IPCRF performance. There are only two (2) or 10.53 percent who belong to bracket 2.50 – 3.49 or satisfactory.

It further shows that the Senior High School Teachers are doing their best according to the guidelines set by RPMS. The Results-based Performance Management System (RPMS) of DepEd is a systematic approach for continuous and consistent work improvement and individual growth. This is an organization-wide process to ensure that employees focus work efforts toward achieving DepEd's Vision, Mission, and Values (VMV).

It is worth noting that despite Concerns, Issues, and Gaps (CIGs) encountered by the Senior High School teachers, they are doing their best to deliver the things expected of them. They have substantially contributed to the attainment of the DepEd's Vision and Mission.

Table 8. Challenges encountered by the teachers as to Age Profile

Challenges Encountered by Senior High School Teachers	Younger (n=7)		Older (n=25)	
	Mean	Interpretation	Mean	Interpretation
A. Curriculum Issues				
1. The curriculum does not consider students' abilities at some levels.	3.43	High Extent	3.36	Moderate Extent
2. The training attended was not enough in terms of time spent on the topic resulting in teachers' failure to expose to real-life classroom set-ups.	3.43	High Extent	3.32	Moderate Extent
3. The training was more on theories instead of authentic exposure to realities in the classroom.	3.29	Moderate Extent	3.52	High Extent
4. The curriculum guides given consisted of a few pages that are not complete for the entire semester.	3.57	High Extent	3.40	Moderate Extent
5. The teaching module contains only lessons for the first quarter; hence, it is hard to see the continuity.	3.14	Moderate Extent	3.08	Moderate Extent
6. The teacher pooled their resources to get some soft copies of the materials and reproduced them at their own expense.	3.57	High Extent	3.40	Moderate Extent

7. The learners' guide does not fit with the materials per subject.	3.43	High Extent	3.12	Moderate Extent
8. Senior high school core curriculum requirement is so heavy that there would be no time to develop hands-on skills among students.	3.14	Moderate Extent	3.08	Moderate Extent
9. Teachers are tasked to handle SHS subjects not within their field of expertise.	3.43	High Extent	2.76	Moderate Extent
10. The grading system is not so clear, especially in work immersion	3.00	Moderate Extent	2.60	Low Extent
Sub-mean	3.34	Moderate Extent	3.16	Moderate Extent
B. Students' Classroom behavior				
1. Students use abusive words in the classroom.	3.29	Moderate Extent	3.16	Moderate Extent
2. Display of bad habits among students	3.00	Moderate Extent	2.80	Moderate Extent
3. Damage is done by some students on school properties	2.57	Low Extent	2.96	Moderate Extent
4. Poor academic achievement of students	3.00	Moderate Extent	2.96	Moderate Extent
5. Failure to carry out their homework assignments	3.57	High Extent	3.08	Moderate Extent
6. Some students need special care in the classroom	3.43	High Extent	3.24	Moderate Extent
7. Students possess emotional immaturity	3.71	High Extent	3.48	High Extent
8. Students misuse technology (texting, surfing, Facebook, etc. during the class hour)	4.00	High Extent	3.56	High Extent
9. Truancy in and out of the classroom	3.43	High Extent	3.00	Moderate Extent
10. Difficulty concentrating on academic works	3.57	High Extent	3.52	High Extent
Sub-Mean	3.36	Moderate Extent	3.18	Moderate Extent
C. Parents and Community Support				
1. Parents are less concerned about violations committed by their children during school hours.	3.43	High Extent	3.08	Moderate Extent
2. Less cooperation by parents with the school to address the misbehaviors of their children	2.86	Moderate Extent	3.04	Moderate Extent
3. Parents rarely inquire about their children's academic performance in school.	2.86	Moderate Extent	3.16	Moderate Extent
4. Disinterest by many parents in the school activities	2.86	Moderate Extent	3.00	Moderate Extent

5. Parents lack the knowledge to help students with their assignments, projects, and other related school requirements.	2.71	Moderate Extent	3.00	Moderate Extent
6. PTA organization intervenes in school activities.	3.00	Moderate Extent	2.88	Moderate Extent
7. LGU and other local officials do not understand their roles and responsibilities to the school	2.71	Moderate Extent	2.96	Moderate Extent
8. No community project for school improvement	2.71	Moderate Extent	3.04	Moderate Extent
9. Inappropriate cooperation by parents with schools to adjust the misbehavior of their children	2.71	Moderate Extent	3.00	Moderate Extent
10. Disinterest by the community in the school activities	2.86	Moderate Extent	3.04	Moderate Extent
Sub-Mean	2.87	Moderate Extent	3.02	Moderate Extent
D. Availability of Buildings and Equipment				
1. Lack of classrooms and halls to practice school-related activities	4.29	Very High Extent	3.76	High Extent
2. Poor maintenance of the school buildings	4.29	Very High Extent	3.80	High Extent
3. Lack of sanitary facilities in school	4.29	Very High Extent	3.72	High Extent
4. Lack of appropriate physical conditions like ventilation, heat, and light.	4.57	Very High Extent	3.72	High Extent
5. Unavailability of laboratories in the school	4.57	Very High Extent	3.72	High Extent
6. Lack of library at school	4.43	Very High Extent	3.72	High Extent
7. Lack of laboratory equipment	4.43	Very High Extent	3.72	High Extent
8. Lack of sports facilities	4.14	High Extent	3.72	High Extent
9. Unfinished building construction	4.14	High Extent	3.60	High Extent
10. Substandard materials and equipment	4.14	High Extent	3.64	High Extent
Sub-Mean	4.33	Very High Extent	3.71	High Extent
E. Instructional Materials				
1. Lack of learning resources like personal computers that are supposed to be accessed by all students	3.71	High Extent	3.92	High Extent
2. Deficit of instructional aids suitable for the grade levels in schools	3.43	High Extent	3.60	High Extent
3. Teachers are poorly aware of the instructional aids available at the learning resource center	3.14	Moderate Extent	3.20	Moderate Extent
4. Lack of room for keeping instructional aids provided by students	3.57	High Extent	3.56	High Extent

5. References in the library are not updated	3.57	High Extent	3.52	High Extent
6. Lack of educational technology needed for content delivery	3.86	High Extent	3.60	High Extent
7. Modern technology devices such as computers and printers are not readily available for content presentation	3.86	High Extent	3.56	High Extent
8. Poor experiences of teachers in textbook content analysis to enrich content delivery	3.43	High Extent	3.20	Moderate Extent
9. Lack of activity manuals necessary to enrich curriculum themes	3.71	High Extent	3.28	Moderate Extent
10. Unavailability of textbooks, teachers' manuals, teachers' guides, and modules for students' exercises	4.00	High Extent	3.40	Moderate Extent
Sub-Mean	3.63	High Extent	3.48	High Extent
Category Mean	3.51	High Extent	3.31	Moderate Extent
Overall Mean	3.41 (Moderate Extent)			

The moderate extent of challenges encountered by the senior high school teachers as to age profile obtained an overall mean of 3.41. The first challenge on curriculum issues obtained a sub-mean of 3.34 for younger teachers and 3.16 for older teachers, both categories to a moderate extent. It is noted that younger teachers encountered a high extent of challenges when they are tasked to handle SHS subjects not within their field of expertise. The learners' guide does not fit with the materials per subject, and the teachers pooled their resources to get soft copies of the materials and reproduced them at their own expense. The curriculum guides given consisted of a few pages that are not complete for the entire semester. The training attended was not enough in terms of time spent on the topic resulting in teachers' failure to be exposed to real-life classroom set-up, and the curriculum does not consider students' abilities at some levels. On the other hand, the older teachers did not encounter any challenges under this category.

In the second challenge, the student's classroom behavior is evident that the younger group of teachers expressed a mean of 3.36 and the older teachers yielded a 3.18 mean which both resulted to a moderate extent. It can be explained that both young and old teachers are having the same level of difficulty in handling the students' classroom behavior relative to the issues addressed. However, the younger teachers encountered challenges to a high extent the following: Some students need special care in the classroom, Students possess emotional immaturity, and Students misuse technology (texting, surfing, Facebook, etc.) during class hours. While older teachers encountered challenges to a high extent the following: Students possess emotional immaturity, students misuse technology (texting, surfing, Facebook, etc.) during class hours, and difficulty in concentration.

In the third challenge, parents and community support obtained sub-mean of 2.87 and 3.02 respectively to a moderate extent as perceived by the younger and older teachers. All of the

factors are having the same interpretations in both age categories except the first one which states, Parents are unconfident about violations committed by their children during school hours who expressed a high extent under the first challenge which differs from a moderate extent interpretation under the second age category, which can be interpreted that the younger teachers are more sensitive when it comes to establishing a connection with their students' parents and in dealing with performances inside the campus compared to the older teachers, who felt tired of reminding the parents of their students of some violated policies brought about by the student's behavior in school.

The fourth challenge as to the availability of buildings and equipment obtained a sub-mean of 4.33 with the younger group of teachers who expressed a very high extent and 3.71 with the older ones who expressed a high extent. The younger teachers encountered challenges: lack of classrooms and halls to practice school-related activities, lack of appropriate physical conditions like ventilation, heat, and light., and lack of a library at school. While the older ones encountered no difficulties in the availability of buildings and equipment. Moreover, the younger teachers explained that they are more active in terms of activities and campus concerns because they are more active than the older ones.

On instructional materials as the fifth challenge obtained a sub-mean of 3.63, a high extent as perceived by the younger group of teachers, while 3.48 as a moderate extent under the older ones. The younger teachers encountered a high extent of challenges: lack of learning resources as computers are not readily available for content presentation, unavailability of textbooks, teachers' manuals, teachers' guides, and modules for students' exercises. While the older ones encountered a high-extent challenge, specifically the: Modern technology devices such as computers are not readily available for content presentation, Lack of learning resources, for instance, the personal computers that should have been made accessible by all students, and the lack of educational technology needed for content delivery. It is very evident that with the utilization of instructional materials, the younger teachers are having more difficulties for looking out of resources compared to the older ones who have available references.

Table 9. Challenges encountered by the teachers as to sex profile

Challenges Encountered by Senior High School Teachers	Male (n=12)		Female (n=20)	
	Mean	Interpretation	Mean	Interpretation
A. Curriculum Issues				
1. The curriculum does not consider students' abilities at some levels.	3.25	Moderate Extent	3.45	High Extent
2. The training attended was not enough in terms of time spent on the topic resulting in teachers' failure to expose to real-life classroom set-ups.	3.33	Moderate Extent	3.35	Moderate Extent
3. The training was more on theories instead of authentic exposure to realities in the classroom.	3.42	Moderate Extent	3.50	High Extent
4. Curriculum guides consisted of a few pages that are not complete for the entire semester.	3.58	High Extent	3.35	Moderate Extent

5. The teaching module contains only lessons for the first quarter; hence, it is hard to see the continuity.	3.17	Moderate Extent	3.05	Moderate Extent
6. The teacher pooled their resources to get soft copies of the materials and reproduced them at their own expense.	3.33	Moderate Extent	3.45	High Extent
7. The learners' guide does not fit with the materials per subject.	3.25	Moderate Extent	3.15	Moderate Extent
8. Senior high school core curriculum requirements are so heavy that there would be no time to develop hands-on skills among students.	3.17	Moderate Extent	3.15	Moderate Extent
9. Teachers are tasked to handle SHS subjects not within their field of expertise.	2.83	Moderate Extent	2.60	Low Extent
10. The grading system is not so clear, especially in work immersion	2.50	Low Extent	2.45	Low Extent
Sub-mean	3.18	Moderate Extent	3.15	Moderate Extent
B. Students' classroom behavior				
1. Students use abusive words in the classroom.	3.50	High Extent	2.90	Moderate Extent
2. Display of bad habits among students.	2.92	Moderate Extent	2.70	Moderate Extent
3. 3. Damage is done by students on school properties	3.00	Moderate Extent	2.75	Moderate Extent
4. 4. Poor academic achievement of students	2.92	Moderate Extent	2.85	Moderate Extent
5. 5. Failure to carry out their homework assignments	3.08	Moderate Extent	3.20	Moderate Extent
6. 6. Some students need special care in the classroom	2.92	Moderate Extent	3.40	Moderate Extent
7. 7. Students possess emotional immaturity.	3.25	Moderate Extent	3.65	High Extent
8. 8. Students misuse technology (texting, surfing, Facebook, etc.) during class hour	3.27	Moderate Extent	3.75	High Extent
9. 9. Truancy in and out of the classroom	3.00	Moderate Extent	3.15	Moderate Extent
10. 10. Difficulty concentrating on academic works	3.42	Moderate Extent	3.60	High Extent
Sub-Mean	3.13	Moderate Extent	3.20	Moderate Extent
C. Parents and Community Support				
1. Parents are not informed about violations committed by their children during school hours.	3.00	Moderate Extent	3.00	Moderate Extent

2. Less cooperation by parents with schools to address the misbehaviors of their children	2.92	Moderate Extent	3.10	Moderate Extent
3. Parents rarely inquire about their children's academic performance	3.00	Moderate Extent	3.05	Moderate Extent
4. Disinterest by many parents in the school activities	3.00	Moderate Extent	2.90	Moderate Extent
5. Parents lack the knowledge to help students with their assignments, projects, and other related school requirements.	3.00	Moderate Extent	2.95	Moderate Extent
6. PTA organization intervenes in school activities.	3.00	Moderate Extent	2.80	Moderate Extent
7. LGU and other local officials do not understand their roles and responsibilities to the school.	3.08	Moderate Extent	2.80	Moderate Extent
8. No community project for school improvement	3.17	Moderate Extent	2.85	Moderate Extent
9. Inappropriate cooperation by parents with schools to address the misbehavior of their children	3.00	Moderate Extent	2.90	Moderate Extent
10. Disinterest by the community in the school activities	3.17	Moderate Extent	2.90	Moderate Extent
Sub-Mean	3.03	Moderate Extent	2.93	Moderate Extent
D. Availability of Buildings and Equipment				
1. Lack of classrooms and halls to practice school-related activities	3.25	Moderate Extent	4.00	High Extent
2. Poor maintenance of the school buildings	3.50	High Extent	3.90	High Extent
3. Lack of sanitary facilities in school	3.50	High Extent	3.80	High Extent
4. Lack of appropriate physical conditions like ventilation, heat, and light.	3.42	Moderate Extent	3.95	High Extent
5. Unavailability of laboratories in the school	3.67	High Extent	3.80	High Extent
6. Lack of library at school	3.50	High Extent	3.90	High Extent
7. Lack of laboratory equipment	3.58	High Extent	3.85	High Extent
8. Lack of sports facilities	3.50	High Extent	3.85	High Extent
9. Unfinished construction of buildings	3.50	High Extent	3.65	High Extent
10. Substandard materials and equipment	3.58	High Extent	3.65	High Extent
Sub-Mean	3.50	High Extent	3.84	High Extent
E. Instructional Materials				

1. Lack of learning resources like personal computers that are supposed to be accessed by all students	3.67	High Extent	3.85	High Extent
2. Deficit of instructional aids suitable for the grade levels in schools	3.50	High Extent	3.70	High Extent
3. Teachers are poorly aware of the instructional aids available at the learning resource center.	3.00	Moderate Extent	3.30	Moderate Extent
4. Lack of room for keeping instructional aids provided by students	3.42	Moderate Extent	3.65	High Extent
5. References in the library are not updated	3.25	Moderate Extent	3.70	High Extent
6. Lack of educational technology needed for content delivery	3.33	Moderate Extent	3.90	High Extent
7. Modern technology devices like computers are not readily available for content presentation	3.50	High Extent	3.75	High Extent
8. Poor experiences of teachers in textbook content analysis to enrich content delivery	3.00	Moderate Extent	3.30	Moderate Extent
9. Lack of activity manuals necessary to enrich curriculum themes	3.25	Moderate Extent	3.34	Moderate Extent
10. Unavailability of textbooks, teachers' manuals, teachers' guides, and modules for students' exercises.	3.42	Moderate Extent	3.55	High Extent
Sub-Mean	3.33	Moderate Extent	3.60	High Extent
Category Mean	3.24	Moderate Extent	3.34	Moderate Extent
Overall Mean	3.29 (Moderate Extent)			

The challenges encountered by the senior high school teachers according to sex profile obtained an overall mean of 3.29 as a moderate extent.

The curriculum issue as the first challenge received a sub-mean of 3.13 or moderate mean by the male respondents, while the female respondents perceived the same issue with a sub-mean of 3.20 a moderate extent. It can be deduced that there is no difference between the perceptions of respondents on gender. It is evident that the male teachers encountered challenges of high extent on the indicator - Curriculum guides given only consist of a few pages that are not complete for the entire semester; while the older ones have encountered high extent on the following: Curriculum does not consider the students' abilities on some levels; The training was more on theories instead of authentic exposure to realities in the classroom; and The teacher pooled their resources to get soft copies of the materials and reproduced at their own cost.

Students' classroom behavior under the male category obtained a sub-mean of 3.13 a moderate extent, while the same perception among the female respondents a moderate extent with a sub-

mean of 3.20. It can be further claimed that the male teachers encountered high-extent challenges as follows: Students use abusive words in the classroom, while the female encountered high extent these problems: Students possess emotional immaturity and Students misuse of technology (texting, surfing, Facebook, etc. during the class hour).

On parents and community support, the male respondents expressed a sub-mean of 3.03, a moderate extent, and 2.93 a moderate extent by the female respondents. The male teachers and female teachers encountered fewer problems under this indicator.

On the availability of buildings and equipment challenges, the male respondents expressed a sub-mean of 3.50, as a high extent, and 3.84 as a high extent by the female respondents. It is apparent that male respondents encountered a high extent of challenges: Poor maintenance of the school building; Lack of sanitary facilities in the school; Unavailability of laboratories in the school. And the female respondents encountered high-extent challenges on the: Lack of appropriate physical conditions like ventilation, heat, and light; Lack of classrooms and halls to practice the various activities; Lack of library at school; and Lack of laboratory equipment, which means that both sex groups are having a high extent of difficulty due to the unavailability of classrooms.

On instructional materials, the male respondents expressed a sub-mean of 3.33 as a moderate extent, while the female respondent expressed a sub-mean of 3.60 as a high extent. It can be noted that the male respondents encountered high-extent challenges on the: Lack of learning resources as personal computers are not accessible by all students; Deficit of instructional aids suitable for the grade levels in schools; and Modern technology devise such as computers and printers which are not readily available for content presentation. While the female respondents encountered high-extent challenges: References on library shelves are not updated to enhance textbook content; Lack of educational technology needed for content delivery; and Modern technology devices such as computers are not readily available for content presentation.

Table 10. Challenges encountered by the teachers when grouped as to the civil status

Challenges Encountered by Senior High School Teachers	Single (n=19)		Married (n=13)	
	Mean	Interpretation	Mean	Interpretation
A. Curriculum Issues				
1. The curriculum does not consider students' abilities at some levels.	3.32	Moderate Extent	3.46	High Extent
2. The training attended was not enough in terms of time spent on the topic resulting in teachers' failure to expose to real-life classroom set-ups.	3.32	Moderate Extent	3.46	High Extent
3. The training was more on theories instead of authentic exposure to realities in the classroom.	3.42	Moderate Extent	3.54	High Extent
4. The curriculum guides given consisted of a few pages that are not complete for the entire semester.	3.37	Moderate Extent	3.54	High Extent
5. The teaching module contains only lessons for the first quarter, hence; it is hard to see the continuity.	3.11	Moderate Extent	3.15	Moderate Extent

6. The teacher pooled their resources to get soft copies of the materials and reproduced them at their own cost.	3.42	Moderate Extent	3.38	Moderate Extent
7. The learners' guide does not fit with the materials per subject.	3.11	Moderate Extent	3.31	Moderate Extent
8. Senior high school core curriculum requirements are so heavy that there would be no time to develop hands-on skills among students.	3.00	Moderate Extent	3.46	High Extent
9. Teachers are tasked to handle SHS subjects not within their field of expertise.	3.00	Moderate Extent	2.23	Low Extent
10. The grading system is not so clear, especially in work immersion	2.63	Moderate Extent	2.38	Low Extent
Sub-mean	3.17	Moderate Extent	3.19	Moderate Extent
B. Students' classroom behavior				
1. Students use abusive words in the classroom.	3.00	Moderate Extent	3.38	Moderate Extent
2. Display of bad habits among students	2.74	Moderate Extent	2.92	Moderate Extent
3. Damage is done by the students on school properties.	2.79	Moderate Extent	3.00	Moderate Extent
4. Poor academic achievement of students	2.84	Moderate Extent	3.00	Moderate Extent
5. Failure to carry out their homework assignments	3.21	Moderate Extent	3.15	Moderate Extent
6. Some students need special care in the classroom.	3.32	Moderate Extent	3.15	Moderate Extent
7. Students possess emotional immaturity.	3.58	High Extent	3.38	Moderate Extent
8. Students' misuse of technology (texting, surfing, Facebook, etc. during class hours)	3.53	High Extent	3.54	High Extent
9. Truancy in and out of school	3.16	Moderate Extent	3.15	Moderate Extent
10. Difficulty concentrating on academic works	3.42	Moderate Extent	3.69	High Extent
Sub-Mean	3.16	Moderate Extent	3.24	Moderate Extent
C. Parents and Community Support				
1. Parents are not confident about violations committed by their children during school hours.	2.95	Moderate Extent	3.15	Moderate Extent
2. Inappropriate cooperation of parents with the school to address the misbehaviors of their children	2.95	Moderate Extent	3.15	Moderate Extent
3. Parents rarely inquire about their children.	2.95	Moderate Extent	3.23	Moderate Extent

4. Disinterest by many parents in the school activities	2.84	Moderate Extent	3.15	Moderate Extent
5. Parents lack the knowledge to help students with their assignments, projects, and other related school requirements.	2.95	Moderate Extent	3.31	Moderate Extent
6. PTA organization intervenes in school activities.	2.63	Moderate Extent	3.23	Moderate Extent
7. LGU and other local officials do not understand their roles and responsibilities to the school.	2.84	Moderate Extent	3.15	Moderate Extent
8. No community project for school improvement	2.68	Moderate Extent	3.46	High Extent
9. Inappropriate cooperation by parents with the school to adjust the misbehaviors of their children.	2.95	Moderate Extent	3.00	Moderate Extent
10. Disinterest by the community in the school activities	2.84	Moderate Extent	3.31	Moderate Extent
Sub-Mean	2.86	Moderate Extent	3.22	Moderate Extent
D. Availability of Buildings and Equipment				
1. Lack of classrooms and halls to practice school-related activities.	3.68	High Extent	3.77	High Extent
2. Poor maintenance of the school buildings	3.68	High Extent	3.85	High Extent
3. Lack of sanitary facilities in school	3.89	High Extent	3.46	High Extent
4. Lack of appropriate physical conditions like ventilation, heat, and light	4.05	High Extent	3.69	High Extent
5. Unavailability of laboratories in the school	3.95	High Extent	3.54	High Extent
6. Lack of library at school	3.89	High Extent	3.54	High Extent
7. Lack of laboratory equipment	3.89	High Extent	3.54	High Extent
8. Lack of sports facilities	3.89	High Extent	3.54	High Extent
9. Unfinished building constructions	3.58	High Extent	3.46	High Extent
10. Substandard materials and equipment	3.74	High Extent	3.38	Moderate Extent
Sub-Mean	3.83	High Extent	3.58	High Extent
E. Instructional Materials				
1. Lack of learning resources such as PCs that are supposed to be accessed by all students	3.63	High Extent	3.92	High Extent
2. Deficit of instructional aids suitable for the grade levels in schools	3.37	Moderate Extent	3.92	High Extent
3. Teachers are poorly aware of the instructional aids available at the learning resource center	3.05	Moderate Extent	3.46	High Extent
4. Lack of room for keeping instructional aids provided by students	3.47	High Extent	3.77	High Extent
5. References in the library are not updated	3.37	Moderate Extent	3.85	High Extent
6. Lack of educational technology needed for content delivery	3.63	High Extent	3.77	High Extent

7. Modern technology devices such as computers and printers are not readily available for content presentation	3.42	Moderate Extent	3.85	High Extent
8. Poor experiences of teachers in textbook content analysis to enrich content delivery	3.21	Moderate Extent	3.31	Moderate Extent
9. Lack of activity manuals necessary to enrich curriculum themes	3.37	Moderate Extent	3.46	High Extent
10. Unavailability of textbooks, teachers' manuals, teachers' guides, and modules for students' exercises	3.53	High Extent	3.46	High Extent
Sub-Mean	3.41	Moderate Extent	3.68	High Extent
Category Mean	3.28	Moderate Extent	3.38	Moderate Extent
Overall Mean	3.33 (Moderate Extent)			

The challenges encountered by the senior high school teachers according to civil status, have obtained an overall mean of 3.33, a moderate extent.

In the first challenge the obtained sub-means of 3.17 as perceived by the single respondents and 3.19 by the married respondents as a moderate extent. It can be further deduced that both single and married respondents encountered fewer challenges. But in some aspects, the married respondents encountered high-extent challenges the: Curriculum does not consider students' abilities at some levels; The training was more on theories instead of authentic exposure to realities in the classroom; and the Curriculum guides given consisted of few pages that are not complete for the entire semester.

In the second challenge, on students' classroom behavior, the single respondents expressed a sub-mean of 3.16 and 3.24 respectively by the single and married respondents. It can be further adduced that the single teachers encountered high extent challenges on the: Students possess emotional immaturity; and Student's misuse of technology (texting, surfing, Facebook, etc. during class hours, while the married teachers encountered high extent challenges as Student's misuse of technology (texting, surfing, Facebook, etc. during the class hour), and Difficulty in concentration.

On parents and community support as the third challenge, the single respondents obtained a sub-mean of 2.86 and married respondents with a sub-mean of 3.22 a moderate extent. In other words, both single and married teachers are having the same level of concern. Specifically, the single teachers encountered fewer challenges, while the married ones encountered high-extent challenges on the No Community project for the school improvement indicator.

On the readiness of buildings and equipment as the fourth challenge, the single respondents had a high extent perception with a sub-mean of 3.83, similar to the married respondents of 3.58 high extent encountered challenges. Moreover, it can be deduced that the single respondents encountered high-extent challenges: Lack of classrooms and halls to practice

school-related activities; Poor maintenance of the school building; and Lack of sanitary facilities in the school. While the married teachers encountered challenges with the lack of appropriate physical conditions like ventilation, heat, and light; the Unavailability of laboratories in school; and the Lack of a library at school.

On instructional materials as the fifth challenge, the sub-means of 3.41 represented a moderate extent as perceived by the single respondents, while 3.68 was interpreted as a high extent as perceived by the married teachers. Indeed, the single respondents encountered high-extent challenges: Lack of learning resources such as PCs that are supposed to be accessed by all students; Lack of room for keeping instructional aids provided by students; and Lack of educational technology needed for content delivery. While the married respondents encountered high-extent challenges as follows: Modern technology devices such as computers are not readily available for content presentation; Lack of activity manuals necessary to enrich curriculum themes; and Unavailability of textbooks, teachers' manuals, teachers' guides, and modules for students' exercises.

Table 11. Challenges encountered by the teachers as to educational attainment

Challenges Encountered by Senior High School Teachers	Lower (n=18)		Higher (n=14)	
	Mean	Interpretation	Mean	Interpretation
A. Curriculum Issues				
1. The curriculum does not consider students' abilities at some levels.	3.39	Moderate Extent	3.36	Moderate Extent
2. The training attended was not enough in terms of time spent on the topic resulting in teachers' failure to expose to real-life classroom set-ups.	3.39	Moderate Extent	3.29	Moderate Extent
3. The training was more on theories instead of authentic exposure to realities in the classroom.	3.39	Moderate Extent	3.57	High Extent
4. The curriculum guides given only consist of a few pages that are not complete for the entire semester.	3.39	Moderate Extent	3.50	High Extent
5. The teaching module contains only lessons for the first quarter; hence, it is hard to see the continuity.	3.17	Moderate Extent	3.07	Moderate Extent
6. The teacher pooled their resources to get soft copies of the materials and reproduced them at their own expense.	3.28	Moderate Extent	3.57	High Extent
7. The learners' guide does not fit with the materials per subject.	3.22	Moderate Extent	3.14	Moderate Extent
8. Senior high school core curriculum requirement is so heavy that there would be no time to develop hands-on skills among students.	3.17	Moderate Extent	3.14	Moderate Extent
9. Teachers are tasked to handle SHS subjects not within their field of expertise.	2.22	Low Extent	3.29	Moderate Extent
10. The grading system is not so clear, especially in work immersion	2.33	Low Extent	2.79	Moderate Extent
Sub-mean	3.09	Moderate Extent	3.27	Moderate Extent

B. Students' classroom behavior				
1. Students use abusive words in the classroom.	3.39	Moderate Extent	2.86	Moderate Extent
2. Display of bad habits among students	2.83	Moderate Extent	2.79	Moderate Extent
3. Damage is done by students on school properties	2.89	Moderate Extent	2.86	Moderate Extent
4. Poor academic achievement of students	3.00	Moderate Extent	2.79	Moderate Extent
5. Failure to carry out their homework assignments	3.28	Moderate Extent	3.07	Moderate Extent
6. Some students need special care in the classroom	3.22	Moderate Extent	3.21	Moderate Extent
7. Students possess emotional immaturity.	3.50	High Extent	3.50	High Extent
8. Students misuse technology (texting, surfing, Facebook, etc. during class hours)	3.33	Moderate Extent	3.86	High Extent
9. Truancy in and out of the classroom	3.11		3.14	Moderate Extent
10. Difficulty concentrating on academic works	3.56	High Extent	3.50	High Extent
Sub-Mean	3.21	Moderate Extent	3.16	Moderate Extent
C. Parents and Community Support				
1. Parents are not confident about violations committed by their children during school hours.	3.22	Moderate Extent	2.79	Moderate Extent
2. Inappropriate cooperation by parents with the school to address the misbehaviors of their children	3.22	Moderate Extent	2.79	Moderate Extent
3. Parents rarely inquire about their children.	3.22	Moderate Extent	2.86	Moderate Extent
4. Disinterest by many parents with the school activities.	3.11	Moderate Extent	2.79	Moderate Extent
5. Parents lack the knowledge to help students with their assignments, projects, and other related school requirements.	3.22	Moderate Extent	2.79	Moderate Extent
6. PTA organization intervenes in school activities.	3.28	Moderate Extent	2.43	Low Extent
7. LGU and other local officials do not understand their roles and responsibilities to the school.	3.33	Moderate Extent	2.43	Low Extent
8. No community project for school improvement	3.28	Moderate Extent	2.64	Moderate Extent
9. Inappropriate cooperation by parents with schools to adjust the misbehaviors of their children	3.22	Moderate Extent	2.64	Moderate Extent
10. Disinterest by the community in the school activities	3.17	Moderate Extent	2.86	Moderate Extent
Sub-Mean	3.23	Moderate Extent	2.70	Moderate Extent

D. Availability of Buildings and Equipment				
1. Lack of classrooms and halls to practice the school-related activities	3.89	High Extent	3.50	High Extent
2. Poor maintenance of the school buildings	3.78	High Extent	3.79	High Extent
3. Lack of sanitary facilities in school	3.67	High Extent	3.71	High Extent
4. Lack of appropriate physical conditions like ventilation, heat, and light	3.78	High Extent	3.86	High Extent
5. Unavailability of laboratories in the school	3.72	High Extent	3.79	High Extent
6. Lack of library at school	3.72	High Extent	3.86	High Extent
7. Lack of laboratory equipment	3.78	High Extent	3.79	High Extent
8. Lack of sports facilities	3.67	High Extent	3.86	High Extent
9. Unfinished building constructions	3.56	High Extent	3.64	High Extent
10. Substandard materials and equipment	3.56	High Extent	3.79	High Extent
Sub-Mean	3.71	High Extent	3.76	High Extent
E. Instructional Materials				
1. Lack of learning resources like personal computers that are supposed to be accessed by all students	3.78	High Extent	3.71	High Extent
2. Deficit of instructional aids suitable for the grade levels in schools	3.67	High Extent	3.50	High Extent
3. Teachers are poorly aware of the instructional aids available at the learning resource center.	3.39	Moderate Extent	2.93	Moderate Extent
4. Lack of room for keeping instructional aids provided by students	3.50	High Extent	3.64	High Extent
5. References in the library are not updated	3.56	High Extent	3.50	High Extent
6. Lack of educational technology needed for content delivery	3.61	High Extent	3.71	High Extent
7. Modern technology devices such as computers are not readily available for content presentation.	3.56	High Extent	3.57	High Extent
8. Poor experiences of teachers in textbook content analysis to enrich content delivery.	3.33	Moderate Extent	3.07	Moderate Extent
9. Lack of activity manuals necessary to enrich curriculum themes	3.33	Moderate Extent	3.43	High Extent
10. Unavailability of textbooks, teachers' manuals, teachers' guides, and modules for students' exercises	3.33	Moderate Extent	3.64	High Extent
Sub-Mean	3.51	High Extent	3.47	High Extent
Category Mean	3.35	Moderate Extent	3.27	Moderate Extent
Overall Mean	3.31 (Moderate Extent)			

The challenges encountered by the senior high school teachers according to educational attainment resulted in an overall mean of 3.31, a moderate extent.

On curriculum issues, a sub-mean of 3.09, moderate extent was obtained as perceived by the respondents with lower educational qualification, and 3.27 as moderate extent as perceived by the respondents with higher educational qualification. But evidently, the teachers who have

lower educational attainment encountered fewer challenges than the teachers who have higher educational attainment who encountered a high extent of challenges on the: The training was more on theories instead of authentic exposure to realities in the classroom; Curriculum guides given consisted of few pages that are not complete for the entire semester; and The teacher pooled their resources to get soft copies of the materials and reproduced at their own cost. On students' classroom behavior, the sub-mean of 3.21 was obtained as a moderate extent under the category of teachers who have lower educational attainment, and the 3.16 sub-mean as a moderate extent. The lower category teachers encountered high-extent challenges with the: Students possessing emotional immaturity and Difficulty in concentration. While the higher category teachers encountered challenges in the following: Students' misuse of technology (texting, surfing, Facebook, etc. during the class hour), and Students' possess emotional immaturity.

Parents and community support obtained a sub-mean of 3.23 as a moderate extent under the lower category and a sub-mean of 2.70 represented a moderate extent under the higher category. Distinctly, both teacher categories who have lower educational attainment and those who have higher educational attainment encountered fewer challenges. On the availability of buildings and equipment, it obtained a sub-mean of 3.71 as a high extent under the lower category and 3.76 interpreted, as a high extent under the higher category. The teachers who belong to the lower category encountered high-extent challenges in the following: Lack of classrooms and halls to practice school-related activities; Poor maintenance of the school building; and Lack of sanitary facilities in the school. And the teachers who belong to the higher category encountered high-extent challenges in the following: Lack of appropriate physical conditions like ventilation, heat, and light; Unavailability of laboratories in school; and Lack of a library at school.

On instructional materials, it obtained a sub-mean of 3.51 as a high extent under the lower category and 3.4 as a high extent in the higher category. In detail, the teachers who have lower educational attainment encountered high extent challenges the: Lack of learning resources such as PCs that are accessed by all students; Deficit of instructional aids suitable for the grade levels in schools; and Modern technology device such as computers are not readily available for content presentation. While teachers who have higher educational attainment encountered challenges to a high extent as follows: Lack of room for keeping instructional aids provided by students; References on library shelves not updated; and Lack of educational technology needed for content delivery.

Table 12. Comparative Statistics on the degree of challenges encountered by the teachers when grouped and compared based on selected variables

Selected Variables	Categories	n	Df	Mean	Mean Difference	t	p-value	Interpretation
Age	Younger	13	12	3.51	0.20	0.7254	0.4889	Not Significant
	Older	47	46	3.31				
Sex	Male	23	22	3.24	0.10	-0.5980	0.5664	Not Significant
	Female	37	36	3.34				
	Single	36	35	3.28				Not Significant

Civil Status	Married	22	21	3.38	0.10	-0.5013	0.3148	
Educational Attainment	Lower	37	36	3.35	0.08	0.37315	0.71873	Not Significant
	Higher	23	22	3.27				

Table 12 shows the comparative statistics on the significant relationship between the degree of challenges encountered by the respondents in the implementation of the Senior High School Curriculum when they are grouped and compared to the selected variables. The p-values showed no significant difference existed between the two variables tested.

Data in this regard inferred that the respondents' responses did not differ when they are classified according to age, sex, civil status, and educational attainment. Hence, the null hypothesis is accepted, therefore, there is no significant difference in the respondents' degree of challenges encountered in the implementation of the K to 12 Curriculum when grouped and compared according to the variables.

CONCLUSION

The challenges encountered by the teachers serve as a clarion call in revisiting the implemented guidelines of the Senior High School Curriculum in public schools. Such is the case, progressive, decisive, and concerted efforts of all stakeholders in the Department of Education towards the collective and solid efforts of the existing material and non-material, human and non-human resources that should be put in place to immediately address the challenges raised and the appropriate measures in parallel with the targets and the goals to be achieved in the implementation of the Curriculum.

When the challenges upfront are efficaciously addressed through the action lists of the things planned, implemented, monitored, and evaluated, then the blueprint of SHS curriculum implementation needs to be revisited and given significant attention by the DepEd officials by taking the most results-driven action in crescendo and timely manner.

RECOMMENDATION AND ADVOCACY PLAN

The Senior High School (SHS) teachers are encouraged to pursue their graduate and post-graduate studies to reskill and upskill their professional and academic competencies with the recent trends in global education, in a way that will enhance their competence in their field of specialization. Moreover, they are encouraged to be resourceful and innovative in the use of locally available instructional materials that will have a significant impact on the delivery of instruction. Indeed, Senior High School Teachers and the officials should establish a strong and healthy relationship with the community leaders and folks in a manner that will motivate the political officialdom to lend support to schools and the stakeholders in addressing encountered issues towards a more vibrant and strong delivery of education.

The realization has been reached based on the findings of the study which led to the thought of immediacy and urgency in the crafting of appropriate actions which will address the challenges encountered by the teachers. One of the advocacy plans is to immediately disseminate the results to the teacher-respondents, officials, and other concerned stakeholders of the Department of Education in a public forum to be attended by the Public Schools District

Supervisors, Education Program Supervisors Learning Action Cells Specialists (LAC), and Senior High School teachers. It is in this manner that the identified gaps in the actual implementation of the SHS Curriculum as envisioned in the DepEd Primer 2010 shall be revisited and revised for better implementation, coordination, monitoring, and assessment.

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