

# Proposed Recommendations to the Problems Encountered in Implementing Senior High School Curriculum

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## ABSTRACT

*The study delves with propose recommendation to the level of problems encountered in implementing Senior High School curriculum among Secondary Schools of San Miguel District. It used descriptive type research design. Data were treated through weighted mean to determine the level of problems as basis for the propose recommendations. The insufficiency of funds for construction of laboratorie, classrooms and other infrastructures needed as academic building, tools and equipments affect the implementation of Senior High School curriculum. Thus, there must be linkage between DepEd, GOs, NGOs, Alumni Organization, and Industry partners to conduct fund-raising for construction of additional classrooms; and intensify linkages with the LGU and other industry partners on the provision of facilities, equipment, and machineries for effective implementation of the program.*

**Keywords:** Senior High School , problems encountered, recommendations

## INTRODUCTION

The creation of ASEAN integration is a demand of global technology that motivates government and different sectors to come together to create global education superstructure (Spring, 2009). Thus, the

implementation of K to 12 program is one of the major curricular change for ASEAN integration. This study examines the problems encountered in implementing Senior High School curriculum in order to propose recommendations to have a successful implementation of K to 12 program.

The Philippines should improve its educational goals to make them more focused on the acquisition and mastery of learning competencies and skills desired in the 21<sup>st</sup> century (SEAMEO-INNOTECH, 2010). The importance of K to 12 Program has been cited by different authors; Crisol & Alamillo (2014), Varela (2011), Rapler.com (2013), Cuenca & Daling, 2018, and Daling, 2017. The additional 2 years of K to 12 Program provides ample knowledge and skills that would become graduate globally competitive (Crisol & Alamillo, 2014). Actually, it is not an additional two years of schooling but a reduction of two years in college as high school graduates will be employable if they will graduate in college (Varela, 2011), and an investment that can yield rich productive dividends for national economic development (Rapler.com, 2013; Cuenca & Daling, 2018). Since, implementing K to 12 is manifesting ICT integration, a vital role in equipping individuals for 21<sup>st</sup> century skills (Daling, 2017; Daling, 2018). These studies give overview on the implementation of K to 12 Program but still needs to explore to deepen more findings and results.

*In San Miguel, Surigao del Sur, the vast agricultural land requires experts and competent agricultural technologists to produce more agricultural products which will result to increase family income and even facilitate on developing raw materials for additional income. The 66,419 hectares of the 18 barangays has made San Miguel Class A Municipality. However, in spite of farming as the source of income by most residents, the career perspective for their children is more on business, teaching, and working abroad. Most parents preferred in academic degree for their children rather than seeing the latter work in the farm (Cuenca, 2016). The finding of Cuenca (2016) give a clear picture that though the Secondary Schools in San Miguel Districts are in their fourth year of K to 12 implementation, still teachers, students and stakeholders are least ready for the full implementation of Senior High School in 2016.*

The implementation of Senior High School is deemed to be the answer of unemployment for it aims to produce quality graduates who will become holistically competent (Acosta & Acosta, 2016). Thus, this study examines the problems encountered in implementing K to 12 program among Senior High School in San Miguel District which are the basis for proposing recommendations.

## **THEORITICAL/CONCEPTUAL FRAMEWORK**

*This study anchored in Bruner's theory of constructivism. It claimed that pedagogical approach utilized in K to 12 curricula underscored that previous learning is the basis of subsequent learning. It noted that learning should be continuous, and subject matter is built on a foundation. This is also employed with creating 21<sup>st</sup> century skilled workforce that requires 21<sup>st</sup> century skills that include the ability to solve multifaceted problems by thinking*

*creatively and generating original ideas from the multiple source of formation (Silva, 2008). It is supported also the claim of Obanya's (2004) Functional Curriculum Theory, as cited by Soneye & Agbonluare (2013), that embraced a curriculum that is tripartite in nature and practical, and aimed to contribute to the world pool of knowledge, ideal inventions, humans and financial capitals and become fully participating member of the global economy. As the global economy evolves, the competition of brightest minds is also intensifying.*

*Thus, the government is committed to a new approach to support innovations that focus on different resources that lead to develop and productive individuals in the community, and act into providing facilities for K to 12 implementations which is considered as one of the dire needs in school there is also a need to know how ready teachers as to trainings on pedagogy are and even to different tracks of the senior high school program. Since it is a new curriculum, there is a need to measure also the degree of stakeholders' support, understanding and acceptance of the new curriculum as part of the program's success. Thus, the existing problems should be considered in order to give or to propose recommendations in manifesting a continual improvement of Senior High School curriculum.*

## **RESEARCH DESIGN AND METHODS**

The study used descriptive research design to determine the level of problems encountered and the level of proposed recommendations in implementing Senior High School Program among secondary schools of San Miguel Districts. The study was participated by 79 Grade 10 secondary teachers, 7 school heads, and 70 parents/stakeholders among Secondary Schools in San Miguel Districts. Data were gathered through the use of validated

questionnaire, and weighted mean was applied to determine level of problems and proposed recommendations.

## RESULTS AND DISCUSSIONS

**Table 1**  
**Problems Encountered as to Budget**

| INDICATORS                   | Weighted Mean | Interpre-Tation           | Rank |
|------------------------------|---------------|---------------------------|------|
| MOOE Fund                    | 3.07          | MoS                       | 3    |
| LGU Fund                     | 3.2           | MoS                       | 2    |
| Barangay Fund                | 3.67          | MS                        | 1    |
| PTA Donation                 | 2.22          | LS                        | 4    |
| <b>AVERAGE WEIGHTED MEAN</b> | <b>3.04</b>   | <b>Moderately Serious</b> |      |

Legend: 4.20 – 5.00- Very Much Serious (VMS);  
3.40 – 4.19- Much Serious (MS);  
2.60 – 3.39- Moderately Serious (MoS);  
1.80 – 2.59- Least Serious (LR) ;  
1.00 – 1.79- Not Serious (NR)

Based on the result shown in Table 1 the problems encountered in the implementation of SHS, it is the lack of Barangay Fund (assistance) which rated much serious. This is because of the latitude of the responsibility of the barangay to the community which limits its support to education. The PTA Fund was rated least serious among the four indicators. It means that PTA Donations has been maximized in coping with the school's needs.

**Table 2**  
**Problems Encountered as to Facilities**

| INDICATORS                        | Wt. Mean    | Interpre-tation     | Rank |
|-----------------------------------|-------------|---------------------|------|
| Instructional Materials           | 3.48        | MS                  | 1    |
| Ancillary materials               | 3.19        | MoS                 | 7    |
| Non-Instructional Materials       | 3.87        | MoS                 | 6    |
| Classroom Furniture's             | 3.22        | MS                  | 5    |
| Learning Facilities & Equipment's | 3.44        | MS                  | 3    |
| Multi-Media                       | 3.47        | MS                  | 2    |
| Office Equipment's                | 3.27        | MoS                 | 4    |
| <b>AVERAGE WEIGHTED MEAN</b>      | <b>3.42</b> | <b>Much Serious</b> |      |

Legend: 4.20 – 5.00- Very Much Serious (VMS); 3.40 – 4.19- Much Serious (MS); 2.60 – 3.39- Moderately Serious (MoS); 1.80 – 2.59- Least Serious (LR) ; 1.00 – 1.79- Not Serious

As to Instructional Materials, data shows that the problem on the Number of Classrooms, Science Laboratory Rooms, Industrial Arts Buildings, and Makeshift Classrooms are much serious. It implies that the identified instructional materials need priority for the benefit of the students. The five Instructional materials are only few of the problems to be prioritized by the government as they could affect the academic performance as well as students' interest to learn.

Among the three ancillary materials, Number of Shared CRs was rated more serious while others are moderately serious. It can be inferred that there is insufficiency of comfort rooms in all seven campuses of San Miguel Districts. The Department of Health keeps on campaigning and promoting Health and Sanitation program. It is also supported with RA No. 9710, Chapter V, Section 32 which posits that gender sensitivity is encouraged to protect women against any form of violence. In school, having shared CRs might sometimes lead to any form of malicious act between sexes; thus, there is a need to have separate CRs; because of lack of separate CRs in the seven campuses, the indicator was rated more serious.

**Table 3**  
**Problems Encountered as to Training of Teachers**

| INDICATORS                     | Wt. Mean    | Interpre-tation           | Rank |
|--------------------------------|-------------|---------------------------|------|
| Academic Subjects              | 2.78        | MoS                       | 3    |
| Technical Vocational Education | 3.29        | MoS                       | 2    |
| Sports and Arts                | 3.41        | MS                        | 1    |
| <b>AVERAGE WEIGHTED MEAN</b>   | <b>3.16</b> | <b>Moderately Serious</b> |      |

Legend: 4.20 – 5.00- Very Much Serious (VMS);  
3.40 – 4.19- Much Serious (MS);  
2.60 – 3.39- Moderately Serious (MoS);  
1.80 – 2.59- Least Serious (LR) ;  
1.00 – 1.79- Not Serious

The data shows that training of teachers as to academic subjects is rated moderately serious. During the researcher’s informal interview with some teacher – respondents, most of the teachers handling academic subjects like mathematics, science, English and Filipino, even teachers handling MAKABAYAN subjects have undergone/attended regional mass training on K to 12 sponsored by the Department of Education, except those newly hired teachers this current year which made this indicator moderately serious.

The data shows that four out of eleven indicators under TVL Trainings in dressmaking, animal production, electrical technology, driving, welding, and bartending were rated more serious. It implies that only few of the TVL teachers have gone to seminar on this specialization. The rest of the indicators were identified as moderately serious. This means that a greater number of teachers have gone to trainings pertaining to crop production, carpentry, cookery, cosmetology and agricultural technology. The locality of San Miguel whose basic source of income is rice production is also the reason why most of the teachers have gone to training on crop production and agricultural technology in

order to help produce quality products of the locality.

Furthermore, table also presents that most of the teachers have not undergone to train in Theater Arts which is rated very serious. Arts and Design was also rated more serious. This implies that most of the teachers show no interest to involve themselves on Arts and Design; however, dance and coaching were rated moderately serious. Their interest on dance and training of students on sports is evident as manifested by the moderately serious rating. This implies that more teachers have been trained on coaching. Training also of being an officiating official was rated least serious.

**Table 4**  
**Problems Encountered as to Stakeholders’ Support**

| INDICATORS                   | Wt. Mean    | Interpre-tation    | Rank |
|------------------------------|-------------|--------------------|------|
| General PTCA                 | 1.63        | NS                 | 4    |
| Homeroom PTA                 | 1.68        | NS                 | 5    |
| Brigada Eskwela              | 1.97        | NS                 | 1    |
| K to 12 Advocacy             | 1.88        | NS                 | 2    |
| <b>AVERAGE WEIGHTED MEAN</b> | <b>1.79</b> | <b>Not Serious</b> |      |

Legend: 4.20 – 5.00- Very Much Serious (VMS);  
3.40 – 4.19- Much Serious (MS);  
2.60 – 3.39- Moderately Serious (MoS);  
1.80 – 2.59- Least Serious (LR) ;  
1.00 – 1.79- Not Serious (NR)

As shown in Table 4, the needs for stakeholders support to the different activities in school were least serious. It implies that stakeholders and school have strong linkage as to the different activities conducted by the school administrators. The result also describes how stakeholders support the school which is also needed in order to meet the demand of the new basic curriculum.



Based on the result the following are: Very Serious Problems: no Audio Visual Room; lack of Armchairs; no Mimeographing Machine; no Fax Machine; and no teacher trained in Theater Arts. The much serious problems are: insufficient Barangay Fund for Education; lack of Standard Number of Classroom; incomplete Science Laboratory Rooms; no enough Industrial Arts Building; unavailability of makeshift Classrooms;

most of the CRs are Shared; incomplete H.E. Facilities; incomplete Practical Arts Facilities; no enough Sports/Athletic Facilities; lack of School Health Facilities; need for TV Set & Cassette/DVD; need for Trainings on Dressmaking, Animal Production, Electrical Technology, Driving, Welding & Bartending; and need for training on Arts & Design and Painting.

**Table 5**  
**Proposed Measures**

| INDICATORS  | Wt. Mean | Interpretation   | Rank |
|---|----------|------------------|------|
| Municipal and Provincial LGU should provide budgetary support for the provision of tools and equipment's for SHS.                                     | 4.08     | MR               | 4    |
| A strong partnership must be established with the LGU for provision of training programs and infrastructure improvement.                              | 4.00     | MR               | 6    |
| There must be linkage between GOs, NGOs, Alumni organization, and Industry partners to conduct fund raising for construction of additional classroom. | 4.58     | VMR              | 1    |
| Government should provide additional facilities such as laptops and LCD projector to help improve learning techniques.                                | 4.05     | MR               | 5    |
| Extra rooms must be provided to accommodate the increasing number of enrollment.  | 4.53     | VMR              | 2    |
| There must be training and retraining of TVL teachers.  | 4.39     | VMR              | 3    |
| Training program should focus on pedagogy rather than subject content.  | 3.98     | MR               | 7    |
| Training programs must be provided to help build the capabilities and competencies of SHS teachers.   | 3.77     | MR               | 8    |
| Teachers' technical skills should be updated and enhanced through continuing professional training and development.                                   | 3.75     | MR               | 9    |
| Acquiring basic skills among TVL teachers must be given focus.  | 3.58     | MR               | 10   |
| There must be frequent assessment of student's progress.  | 3.36     | MR               | 12   |
| Ample time must be given to students to practice what has been taught, with much use of prompt - feedbacks.   | 3.42     | MR               | 11   |
| Teacher's engagement in attending seminars/enrolling post graduates for professional development at his own expense must be encouraged.               | 3.18     | MoR              | 13.5 |
| Linkages with industries through MOAs must be established.  | 3.18     | MoR              | 13.5 |
| AVERAGE WEIGHTED MEAN   | 3.85     | Much Recommended |      |

**Legend: 4.20 – 5.00- Very Much Recommended (VMR); 3.40 – 4.19- Much Recommended (MR); 2.60 – 3.39- Moderately Recommended (MoR); 1.80 – 2.59- Least Recommended (LR) ; 1.00 – 1.79- Not Recommended (NR)**

Table 5 shows the proposed measures that are much recommended and very much recommended by the respondents to solve the problems encountered and improve the implementation of Senior High School in San Miguel Districts.

Three remediation's are strongly recommended by the respondents to wit;

- a) There must be linkage between GOs, NGOs, Alumni Organization, and Industry partners to conduct fund-raising activity for the construction of additional classroom;
- b) Extra rooms must be provided to accommodate the increasing number of enrollment; and
- c) There must be training and retraining of TVL teachers.

This implies that strong partnership between the GOs and NGOs has its great role in solving problems encountered by the secondary schools in the implementation of Senior High School. It was strongly recommended by the respondents with the belief that these are attainable measures that expedite in solving the problems.

Likewise, there were also proposed interventions that are much recommended by the respondents, these include:

a) Municipal and provincial LGU should provide budgetary support for the provision of equipment for SHS; b) A strong partnership must be established with the LGU for provision of training programs and infrastructure improvement; c) Government should provide additional facilities such as laptops and LCD projector to help improve learning techniques; d) Training program should focus on pedagogy rather than subject content; e) Training programs must be provided to help build the capabilities and competencies of SHS teachers; f) Teachers' technical skills should be updated and enhanced through continuing professional training and development; g) Acquiring basic skills among TVL teachers must be given focus; and h) Ample time must be given to students to practice what has been taught, with much use of prompt – feedbacks.

The proposed stated measures which is rated much recommended by the respondents has great impact in solving the problems encountered in the implementation of SHS. Thus, they need to be given attention so that the identified problems will be given remedy for the benefit of the students and the school as a whole.

## **CONCLUSIONS AND RECOMMENDATIONS**

The insufficiency of funds for infrastructures, tools and equipments affects the implementation of Senior High School

curriculum. Problems encountered greatly affect the readiness on the implementation of Senior High School. Thus, there must be linkage between DepEd, GOs, NGOs, Alumni Organization, and Industry partners to conduct fund-raising for construction of additional classrooms; and intensify linkages with the LGU and other industry partners on the provision of facilities, equipment, and machineries for effective implementation of the program.

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