

Lived Experience of Junior High School Teachers Teaching in the Senior High: A Phenomenology

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Abstract

This study aimed at describing the lived experiences of the junior high school English teachers as they also teach in the senior high to answer the shortage of qualified teachers in the senior high school in the Philippines. It employed a descriptive phenomenological inquiry that utilized Husserlian methodology and Colaizzi's method of data analysis. Purposive sampling was used to identify the 12 informants. The following are the themes that emerged: preparation matters; challenging setbacks; variety of techniques; enriched experiences; combat tactics; opportunities unearthed; and attitude to senior high school teaching. Results revealed a plethora of challenges among junior high school teachers' teaching in the senior high school English. It was found out that most of them struggled with both content and pedagogy even though they are English majors and had very rich undergraduate preparation and quite a lengthy experience in teaching English in the junior high. Although, there were trainings and seminars conducted to prepare them it was not enough to master both content and pedagogy and manage a class of senior high school students, adding the fact that there was no instructional material support available. Therefore, mastery of the content and pedagogy is essential in the implementation of any curricular reforms. The English curriculum covers a very broad and wide content that it takes a very specific knowledge, skill, and exposure to teach a very specific course or content. Though the SHS English curriculum is still in its pilot implementation, there is a need to conduct an extensive retooling of these teachers in both content and pedagogy to effectively carry out the curriculum as well as the need to review the qualifications of teachers to teach in the SHS is suggested.

Keywords: English teachers, junior high school, lived experiences, senior high school.

INTRODUCTION

A huge paradigm shift took place in the Philippines in 2012 when the K to 12 Curriculum was enacted. According to the South East Asian Ministers of Education Organization (2011), the K to 12 is an answer to trade liberalization, the upsurging international market, and the universal agreements like Bologna and the Washington accords to name a few. The program aims to make students be university and job ready. Hence, the government and the Department of

Education's initiative in overhauling the curriculum is timely and relevant to the needs of and is addressing the demands of the 21st century by cropping holistically industrialized learners who are ready for the opportunities of the society.

However, change breed in challenges. The department has been experiencing a considerable amount of issues since the start of the implementation of the new curricular reform. Quintas and Miasco (2016) wrote that according to Antonia Lim, Alliance of

Concerned Teachers Region 7 President, the curriculum is “imprecise” and “vague”, teachers have no adequate competence to teach the subjects in the Senior High after undergoing only five days of training, and less ready to carryout responsibilities as Senior High School teacher. Anabelle dela Cerna, Teachers` Coailition Dignitiy (TDC)- Visayas Vice Chairman, said that they are dismayed after learning that DepEd is hiring teachers for SHS but will only have less than a month of training only, Quintas and Miasco (2016). The role of the teachers in making the educational reform successful is indispensable. However, Department of Education (DepEd) is continuously struggling to fill-in the insufficient supply of qualified teachers especially in the Senior High School. Geronimo (2016) said that according to the Secretary Leonor Briones of DepEd, they are not displacing teachers and that the Department lacks teachers. Moreover, Hernando- Malipot (2017) said that because there is a shortage of hired teachers, there are reports that some Junior High School (JHS) teachers in Metro Manila are “being forced” to teach subject in Senior High School (SHS). The problem of shortage of hired teachers is also true in Region 7, especially in Cebu Province. Silva (2015) mentioned in his article that the schools in the division of Cebu province lack hundreds of teachers and classrooms for the senior high school under the K to 12 program of the Department of Education.

As per the experience of the researcher, who once joined the ranking process of DepEd, the department always hires teachers every year through a competitive ranking, but only a few get to reach the Registry of Qualified Applicants (RQA). Hence, the department is doing a recalibration. However, the result of the recalibration takes time before it is released. Consequently, the teachers that are hired in the recalibration do not start right away. They have to wait for quite some time before they are given their teaching assignments. Hence, some junior high school teachers are asked by their school heads or principals to teach in the senior high to address the problem of teacher shortage at their level. In the exigency of service, one

must succumb himself to answer the request of the school head especially if the request is for the welfare of the students and of the school at large. It is the teacher`s way to help alleviate the problem the Department is facing.

The researcher, being an English teacher, centered the study on the lived experiences of the Junior High School English Teachers who are also teaching in the Senior High School. Moreover, the researcher wanted to understand and describe the experiences of these English teachers as they teach in the junior high and also in the senior high.

Thus, it is in these premises that the researcher conducted the study. The experiences developed into meanings which can potentially add to the existing body of knowledge to address the gaps in the implementation of the new curriculum.

Domain of Inquiry

This study explored the lived experiences of the junior high school English teachers who are also teaching in the Senior High School.

Specifically, the study determined the following:

1. Teachers` experiences in terms of:
 - 1.1. preparation,
 - 1.2. mastery of the content, and
 - 1.3. classroom management;
2. Issues and concerns that beset the teachers;
3. Ways employed to address concerns; and
4. Teachers` stance towards senior high school teaching

Related Literature

Why K to 12?

Curriculum is like a compass in guiding the ship to sail in the world of education, Huliselan et.al, (2016). In the quest of the country to improve the quality of its education, curriculum has to undergo reformation. In fact, there are

more than 140 countries today that offer senior high school or in their transition period to what has become the international norm in education, the kindergarten through grade 12 (K to 12) education system. The importance of school readiness programs lodges in the idea that these, according to multitude of researches, have long-term learning and social benefits that will prepare students to acquire knowledge, and skills necessary for the education in the 21st century, training in the postsecondary, and acquiring a decent job, Munger et.al, (2015).

The Philippines, being the last country in Asia and one of three countries worldwide with a 10- year educational curriculum, has pivoted its direction towards internationalization. The Philippine government, in its aspiration to offer a curriculum which is incognizant to the 21st century to develop a competitive advantage over the others in the ASEAN region and in the world, enacted the K to 12 program, which covers Kindergarten and 12 years of Basic Education which is composed of six (6) years of primary education, four (4) years of Junior High School, and two (2) years of Senior High School (SHS) to provide fitting time to master concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship, which are expected to introduce grave changes necessary to further accelerate, broaden, deepen and sustain its effort in improving the quality of basic education, Homeschool of Asia World System (HAWS) (2016).

With this overhaul in the education sector, Filipinos will be at par with the rest of the world and will keep up with international standards and become ready to join the universities overseas, International Consultants for Education and Fairs (ICEF) (2013).

Preparations

In the different parts of the world, senior high school curriculum is offered to prepare students for work or for a university life, Orale & Sarmiento (2016). It is an entry point to college/university life or business and industry, (Bidwell, 2014, Peano et.al., 2008) as cited by

Orale and Sarmiento (2016). This means that students have to be educated with the fundamentals of the course to be offered in college, in business and industry.

Education helps to form persons as this is considered to be socializing experience and that for students to socialize, they have to be taught with the knowledgeable ways on how to understand past and new events vis-à-vis on how they view the world.

Therefore, while helping students see and understand the link between themselves and of their world, teachers on the other hand can present knowledge as a critical investigation of power and knowledge vis-à-vis to the students' experiences, (Shor, 1992) as cited by Rivera Diaz (2009). In other words, teachers mediate the association of the external experiences, formal knowledge, and individual students in the class; hence acting as builders of knowledge and theory, Cochran- Smith (1992). These can be lucidly acquired the necessary skills, knowledge, and preparation are possessed by the teachers.

The necessary skills, knowledge and preparation can be possessed by the teachers if they have been prepared thoroughly in before their begin teaching. There have been a plethora of studies which indicate that teacher preparation is one of the strongest predictors as to why students fail in state mandated tests in US, (Darling-Hammond, 2006; Fetler, 1999; Goe, 2002) as cited by Steele (2009).

Teacher preparations help teachers capacitate themselves with the necessary knowledge, skills, and attitude which eventually cause facilitation, acceleration, for learning to take place at its maximum, Villarini (1985). In other words, a well- prepared teacher is a highly qualified teacher.

Recent studies showed that teachers who are well prepared and who are certified and students high achievements are closely correlated, Darling-Hammond, (2006). Mc Gee (2004), also found out that the teachers who are well- prepared consequently produce more successful learners. Evidently, the academic accomplishment of the students lies upon the

teachers fundamental understanding of teaching and learning.

Therefore, professional development of the teachers must be an on- going process as this will refine the skills, and develop new methods which can help in the teaching- learning process. Moreover, teacher preparation should never be taken for granted by school leaders or administrators as this is indispensable to teachers especially in the implementation of the new curriculum.

Challenges in the Implementation

According to Cruz (2010), changing a curriculum is a convoluted process. It does not happen overtime. Fullan (2002) mentioned that disarray always accompany transformation and when there is a change of curriculum, a great deal of things must be considered and that advantages and disadvantages are always generated by these curricular changes made by the government, Huliselan et.al, (2016).

Many challenges surfaced along with the implementation of the K to 12 curriculum, especially in the Senior High School. Umil (2017) wrote that according to the Alliance of Concerned Teachers` secretary general, Raymond Basilio, there are still no sufficient teachers, classrooms, facilities and equipment and other instructional and teaching materials.

Moreover, Orale (2017) said that since the 12-year education cycle is relatively new in the country, especially the senior high school, it is marred with issues such as the shortage of qualified teachers and the much-needed facilities for use in the highly specialized courses, specifically at the SHS level, Orale (2017).

Furthermore, Uy (2016) wrote that according to the Education Undersecretary, Jesus Mateo, the challenge in the Department is to fill- up the teaching positions since it needs teachers with specializations for the various tracks under the Senior High School program. With their knowledge, experiences and competencies, teachers are central to any curriculum development effort.

Hence, there is no doubt that the most important person in the implementation process of the curriculum is the teachers, Alsubaie (2016). Therefore, to address the shortage, the department is opening its doors to hire professionals from other fields to fill- up teaching vacancies for Senior High School, emphasizing the huge need for teachers specializing in English and Science, Uy (2016).

For a curricular change to be successful, it has to ready all the stakeholders, especially the teachers, the key implementers of the curriculum. Huliselan, et al (2016) posited that the most important factor in the implementation of the 2013 curriculum in Malaysia is the readiness of the implementers of the curriculum themselves. No matter how good the curriculum used, it depends on the readiness of teachers to implement them, Huliselan, et.al (2016).

Therefore, teachers are required to be professional in preparing the learning materials, learning models, learning strategy, the use of learning tools, capable of using models, strategies, and innovative learning methods, and have a teaching style that can evoke a pleasant and meaningful learning environment.

In a study conducted in China which aimed at getting an insight on the implementation of Competence- Based Education (CBE) in Tanzania, the findings revealed that teachers have knowledge of CBE and the mostly preferred teaching techniques are question and answers and occasionally lecturing. Others include problem solving and project development. However, it was revealed that no changes have been made in terms of assessments. Moreover, challenges such as having big class sizes, limited time and lack of teaching resources like textbooks were seen as hampers in the implementation process.

In the study of Torto (2017), about the English language curriculum for primary schools in Ghana spells out the various aspects, topics and sub topics that teachers must teach the child within a specified time. It focused on how English language is implemented in the Cape Coast Metropolis of Ghana. It was found out

that teachers within the metropolis encounter so many pedagogical challenges and so are not able to implement the curriculum well.

Additionally, Kirgoz (2008) said that teachers' instructional practices ranged along the transmission and interpretation teaching continuum, and teachers' understandings and their prior training had an impact on the extent of their implementation of the curriculum initiative. Therefore, there is a need to provide incessant teacher training and teacher development opportunities, particularly during the critical first few years of the innovation process to promote the implementation of curriculum innovation in Turkish primary education. In addition, in the study of Donmez (2010), it was shown that the physical qualities of the schools were among the challenges constraining the effective implementation of the new English language curriculum.

The schools should be equipped with the necessary audio-visual materials such as CD player, DVD player, TV, OHP, Posters and flashcards as well as the supplementary materials such as resource books involving worksheet and exercises for communicative and meaningful activities. If possible, each school should have a language class involving all the necessary materials, equipment and sources all together. This would also lessen the workload of the teachers as they will not need to prepare or look for the materials and they will not need to carry these materials all the time from one class to another.

Their challenges were worsened due to the limited access to the educational facilities in Gorontalo, which is a consequence of the unequal spread of development in Indonesia. It is recommended that Professional development training workshops that focus on increasing the teachers' knowledge and increasing the supervising functions should be done to help minimize those challenges. Meanwhile, regarding the case of the integration of technology in EFL teaching, it was found out that the access of the students to the technology was not the sole dilemma in the implementation of the new curriculum, preparing teachers to understand how to use the technology in EFL

teaching was also one of the challenges they faced.

In addition to providing more appropriate technology in the classroom, it is also highly recommended that the teachers be given the technical training and professional development to implement new technology in EFL Instruction, Machmud (2011).

Teachers' Perceptions

With the additional two years of high school, many have expressed their views and opinions regarding the changes of the curriculum, but this is just part of the messiness that change has brought about.

Teachers has the prime share of responsibility in the curricular reforms for the implementation and improvement of the curriculum are placed in them, (Cawelti, 1995) as cited by Beattie (2002). Since the teachers have the voluminous responsibility in the implementation of the curriculum, it is just but appropriate to know on how they perceive the curriculum they are implementing.

How the teachers implement the curriculum is primarily influenced on how they view the policy. They may either act in consonance to the policy or discordance to the policy, Bekalo and Welford (2000).

Although considered as a shallow assessment of the effectiveness of the program, Magno & Piosang (2016), this provides a snippet on how competent the staff, precision of the implementation process, and the readiness of the students to deliver what is in the curriculum, Cutamora, et. al. (2018).

Fkun, et.al. (2015) found out that because the English teachers positively perceive the Active, Joyful, and Effective Learning Approach in teaching English to senior high school students, the implementation is successful.

However, in the study of Ahmad (2014), he found out that the constraints of successfully implementing the 2013 curriculum of English in Indonesia were teachers' fixed mindset within the implementation. In the case of the

implementation of KTSP in EFL instruction, it was indicated that EFL teachers in Gorontalo encountered dilemmas in the implementation of the KTSP because they lack understanding about the new curriculum, Machmud (2011).

Moreover, the understanding of the teachers in the 2013 Indonesian curriculum is relatively close to basic principles of the curriculum and most of them claim that the new Indonesian English curriculum cannot be easily implemented, Darsih (2014).

The related studies and literature give us a preview of what is really happening in the implementation of the curricular initiatives in the educational arena. These tell us that there is really a gap in the implementation of the curricular reforms; nevertheless, these challenges should never hamper change to take place. In the words of Fullan (2002), the paradox in the culture of change is that transformation would not be possible without accompanying messiness.

Additionally, all successful schools experience “implementation dips” as they move forward. Change is messy in the early years, but as it goes a long way, it becomes organized. However, if the gaps in the implementation will not be addressed, the teachers, as key implementers, will linger to the ways on how they implement the curriculum, which can be very detrimental to its implementation, thereby trouncing and defeating the ultimate purpose of the curriculum reform.

METHODOLOGY

This research employed a qualitative design and utilized the descriptive phenomenology method. It examined the lived experiences of the junior high school teachers of English who are also teaching in the senior high school under the K to 12 curriculum. The researchers employed purposive sampling to identify the informants of this study. There were twelve (12) key informants who were interviewed for this study. They were chosen according to following criteria: (1) they must be teaching in

the Department of Education for at least 2 years; (2) they must be handling English subjects in both levels- junior high school and senior high school; and (3) they must be willing to participate as informant of the study. They are from two divisions namely: Cebu Province Division; and the City of Bogo Division, Cebu Philippines.

The primary instruments of this study are the researchers since they are the source of interpretation from the one-on-one interview which lasted for an hour each and semi structured questionnaire as enablers.

Since iterative process was observed, the researcher stopped gathering the data when the point of saturation was reached.

Data Analysis

The data generated in this study was purely qualitative data. Descriptive- narrative analysis and thematic analysis were utilized to respond to the domain of inquiry. The analysis of the data came from the transcripts of the interviews and researcher's observation which was comprised of two steps: 1. reading and rereading of the data; and, 2. Identifying the patterns and describing and analysing responses. In addition, the researcher utilized the Colaizzi's strategy of descriptive phenomenological data analysis which followed the following steps (cited in Sanders, 2003; Speziale & Carpenter, 2007).

Exhaustive Description of the Phenomenon

Teaching in the junior high school and in the senior high school is both a challenge and a privilege. It is a challenge because the senior high school curriculum has just taken the full swing of its implementation and it may bring discomfort, messiness, and dilemmas to the teachers. Meanwhile, it is a privilege because not everyone is given a chance to teach in both levels. This means that only those whom the principal thinks is capable of doing so is chosen to carry out the task.

The journey of the junior high school English teachers who are also teaching English in the senior high did not start smoothly. There have

been a lot of hurly-burly that took place which they have to surpass.

Every journey before taking off should start with a preparation, but not with the junior high school English teachers who are also teaching English in the senior high school. They started teaching in the senior high school without equipping them of the necessary skills and knowledge on the new English courses in the senior high school, although trainings were given, they only came when they have already started teaching. Luckily, they were able to take personal measures so they become personally ready with their new teaching assignments. As they continue their journey, a lot of challenging setbacks surfaced like the mastery of the new concepts, insufficiency and unavailability of instructional materials, students' attitude to learning, and large class size. Imagine that they have to juggle a lot of responsibilities which range from studying the new concepts to preparing instructional materials every day, and managing, through employing divergent classroom management techniques, in an oversize class, not to mention their other English teaching loads in the junior high and the clerical works that they have to do. In effect, these have contributed to their negative experiences and half-hearted attitude in senior high school teaching. Despite all these things, they still have unearthed opportunities such that they are given a chance to improve themselves professionally as they are provided with trainings by the Department of Education and that they are able to touch all the more the lives of their senior high school students because they can give them pieces of advice, talk about life and prepare them for the university or work life. Subsequently, these have made the teachers' experiences in the senior high school jubilant.

Moreover, with these teachers high regard to their school heads and a genuine love to the profession, they acceded themselves to these realities and instead of lingering to these, they devised tactics to combat these challenges so to remain true to the oath they have taken as teachers. Some of them ventilated their struggles to their colleagues, accepted their fate, but all of them improvised their own

instructional materials so learning is not foregone. But what really uplifted their weary spirits to continue striving is the support that they received from their colleagues and administrators, although there were some who do it on the basis of their mood. This support comes in 2 forms: instructional and moral support. Because they felt the support of the people around them, the junior high school English teachers who are also teaching English in the senior high have developed progressive view towards the implementation of the senior high school curriculum.

The journey of these teachers is still long, but with the right attitude of always seeing the silver-lining in every hardship, no matter how difficult the situations are, they will surely see it through.

Thematic Discussions

After the extraction of the significant statements from the interview transcripts and the analysis of the formulated meanings, emerged the 7 themes. The seven themes are the following: (1) Preparation Matters; (2) Challenging Setbacks; (3) Divergent Techniques; (4) Enriched Experiences; (5) Combat Tactics; (6) Opportunities Unearthed; and (7) Attitude to Senior High. Each of these theme is defined and discussed with excerpts from the transcripts used to support and highlight each theme.

THEME 1: Preparations Matters

According to Merriam Dictionary (2019), preparation means an action of making something ready for use or service. In the context of teaching it means preparation of the teachers prior to their teaching inside the classroom.

Teacher preparations help teachers capacitate themselves with the necessary knowledge, skills, and attitude which eventually cause facilitation and acceleration, for learning to take place at its maximum, Villarini (1985). In this case, the preparations of teachers before they go to the classroom is very essential for the success of their teaching.

Every student needs teachers who are experts in their field. Darling- Hammond and Berry (2006) stressed that the teachers who are well-prepared and well- supported are important for all students. The greatest role of the teacher lies in their ability to influence students and effect change, but this cannot be done without proper preparation as teaching is not an innate talent, but a skill to be developed. In other words, teachers are key to the academic success of their students, Cleveland, (2008). Therefore, for the teachers to be effective in their work and teaching students, they need to be thoroughly prepared by research- guided teacher preparation programs in content, pedagogy, and field experiences.

In this study, the researcher found out that the teachers were sent to trainings by their school heads or principals

Subtheme 1: Attendance in Trainings

Informants verbalized that they were prepared before they taught in the senior high school because they were sent by their school principals to attend the seminars conducted by the Department of Education. This is illustrated in the following significant statements.

“We were sent right away to the trainings twice. We trained twice for the General and EAP. I.1 SS2

“I attended seminars with regards to senior high school curriculum”

I.3 SS24

“I was able to attend trainings like Mass training for teachers and we focused there English for Academic and Professional purposes.” (I.10 SS101)

One informant said that aside from attending the mass trainings of teachers, he enrolled in the graduate school to prepare himself for senior high school teaching. This is illustrated in this statement:

“I enrolled in the graduate school.” (I.10 SS101)

Although trainings have been provided by the Department of Education, the teachers

verbalized that the trainings were given during the start or in the middle of the school year. This is particularly stated by the teachers in the following statements:

I attended seminars the Mass Training of Teachers, but it is in the latter part seems like it is not prior.

Attended a seminar, but I was already teaching when the training came. (I.4 SS35)

Although trainings were provided to the teachers, these were not not given prior to the start of the academi year to equip them with the necessary skills and knowledge to teach the new English subects in the senior high curriculum.

Subtheme 2: No Training Attended

Some of the informants of this study were asked by their school heads/ principal to teach English in the senior high school, but some of them were not given a chance to attend the training in relation to the subject they have been teaching. In consequence, others have taught in the senior high school without the necessary preparation to teach English in the senior high.

Trainings, not yet, not yet. I have not attended any trainings before I started teaching in senior high school. But some of my colleagues who are also teaching senior high school have attended trainings. (Informant 8 SS79)

“...to be honest with you, ah I never really undergo trainings in teaching senior high school both professional and personal trainings.”

(Informant 8 SS112)

Ten (10) of the informants said that they have been trained, and 2 of them claimed that they have not attended any trainings on how to teach the English subject in the senior high school.

According to Badugela (2014), inadequate training of teachers and the lack of resources make it complicated to learn what is expected from them. Likewise, as written and published by Pazzibugan (2013), Jesus Mateo, Education

Assistant Secretary, said that one of the glitches and challenges in the implementation of the K to 12 curriculum is the rushed training of teachers. With this rush trainings, there have been teachers who were not able to attend trainings.

Subtheme 3: Personal Measures

Aside from their professional preparation which is in the form of seminars/ trainings, teachers also prepared themselves personally. Personal preparations are the things which teachers do by themselves to prepare before they taught in the senior high school such as reading and studying the competencies of the English curriculum, setting their minds, buying books, and asking questions to their colleagues.

These are all verbalized by the informants in the following significant statements:

I familiarized myself with the competencies and the topics if I can do it. Then I read it, I can do it. So, I'll do research about it. And the way I think like mind-setting, I also prepared my mind. (Informant 1 SS1)

Read, what else, I don't go if I can't study. I have to study. (Informant 2 SS14)

It is clear in the statements of the informants that they really have personally prepared themselves because they perceived senior high school teaching as a "level- up" teaching assignment and the senior high school students are already matured.

Therefore, as far as personal preparations are concerned, the junior high school English teachers who also are teaching in the senior high have adequately prepared themselves, although they have not been really equipped with the necessary skills and knowledge on how to teach the English subjects in the senior high school.

THEME 2: Challenging Setbacks

Challenging setbacks are things that may hamper the implementation of any plan or course of action. In the implementation of the senior high school English curriculum, these refer to the things that challenged the junior

high school English teachers who are also teaching in the senior high.

Many challenges surfaced along with the implementation of the K to 12 curriculum, especially in the Senior High School. Umil (2017) wrote that according to the Alliance of Concerned Teachers' secretary general, Raymond Basilio, there are still no sufficient teachers, classrooms, facilities and equipment and other instructional and teaching materials. Moreover, Orale (2017) posited that since the 12-year education cycle is relatively new in the country, especially the Senior High School, it is marred with issues such as the shortage of qualified teachers and the much-needed facilities for use in the highly specialized courses, specifically at the SHS level, Orale (2017).

These challenges include and not limited to the junior high school English teachers' knowledge of the senior high school English curriculum's content, insufficiency and unavailability of instructional materials, students' attitude towards learning, and class size.

Subtheme 1: Content Mastery

Content mastery is referred to as the knowledge of the content the teacher possessed. According to (Ball and Mcdiarmid, 1990) as cited by Cochran (1997), the goal of teaching is to assist students in developing intellectual resources to enable them to participate in, not merely to know about, the major domains of human thought and inquiry. Moreover, philosophical arguments as well as common sense support the conviction that teachers' own subject matter knowledge influences their efforts to help students learn the subject matter.

Teachers' knowledge of the subject matter and curricular knowledge are important to achieve coherence between the intended curriculum and implemented curriculum, Daloglu & Palabiyik, (2016). The real test of teacher efficacy is in the implementation of new curricula, and consequently in student learning, Bennett (2007). There are many variables which affect students' learning and achievement, one of them is the mastery of the subject matter.

The novelty of the senior high school English curriculum is one of the setbacks that challenged the junior high school English teachers who are also English in the senior high. Aside from the novelty of the curriculum, there are also topics that the English teachers find challenging because they have not encountered them in their university training.

This is evident in the following statements of informant 1 and informant 4.

I have not mastered yet the content. As what I have mentioned earlier, there are subjects that we did not come across with in college. So, I still do readings. (Informant 1 SS3)

Honestly, sir, some of the lessons were not introduced in college. So everything now, for me is not really mastered. (Informant 4 SS37)

Some junior high school English teachers who were asked to teach in the senior high school have other reasons as to why they have not mastered the concepts of the curriculum yet. The curriculum is very new and because of the length of time that they have taught in the senior high school, they have the difficulty mastering the content yet. This is illustrated in the following statements of the informants:

Not really that I have mastered the...No because it's just. But it's just my second year of experience. It's my second time. I have not mastered the content, as what I have said, sir, I still read. I can't handle to master. (Informant 2 SS15)

Speaking of mastery, sir, because senior high school is very new, and I am a new senior high school teacher, it's like very difficult to say that I have mastered the content or the competencies. It's maybe safe to say that I have familiarize, but not really mastered. (Informant 6 SS58)

The importance of the mastery of the content or the subject matter is lodged in the idea that that the quality of the students cannot go beyond the quality of their teachers. (Ball & Mcdiarmid, 1990) as cited by Cochran (1997) posited that, the goal of teaching is to aid students in developing intellectual resources so

as to enable them to participate in the major domains of human thought and inquiry and that their knowledge of their subject matter influences their effort in making students learn the content. Therefore, mastery of the content is very essential for the success of the teaching-learning process.

Subtheme 2: Insufficiency and Non-Availability of IM's

In the words of Jansen and Taylor (2003), curriculum implementation is crucially influenced by the problem of shortage of resources. Additionally, availability of resources, funds, and a conducive environment for teaching also plays a vital part in ensuring effective new curriculum implementation. The availability of the references and other materials vital for teaching is also important. Accessibility of laboratories in schools is important; libraries also assist in offering a wide range of reading material, (Mdutshane, 2007) as cited by Nkosi (2014).

Also, (Badguela, 2012) as cited by Nkosi (2014) posited that the success of the curriculum implementation depends to the availability of the resources, funds, training, educators, and a non-threatening learning environment." Therefore, the lack of resources and the non-availability of the resources affect curriculum implementation.

The insufficiency and the unavailability of the instructional materials affect the quality of instruction as the teaching of English requires teachers to use texts, recordings, and videos as English is a skill-based subject.

This dilemma of instructional materials were also experienced by the junior high school English teachers who are also teaching in the senior high.

This is stated by the teachers in the following significant statements:

It's very challenging if the children do not have books. Grave! No books, teachers don't have books, children don't have books, self-effort. (Informant 2 SS21)

In the instruction in senior high, it is just okay, actually. There is no problem except that it took us sometime to search and search for the topic because our resources are very limited. And then, aside from the limited resources, printed materials are also limited. (Informant 7 SS70)

The insufficiency and unavailability of the instructional materials hamper the quality of instruction the teachers provide to the students, especially in teaching English. The course requires reading, analysing, and comprehending varied texts and without the printed copy of the materials, it is very difficult for students to understand and comprehend texts which are written in longer sentences. Also, the time that the teachers should spend in studying the lesson to master the subject matter, especially that the curriculum is new, is spent in looking for references for themselves and for the students. Hence, teachers are burdened with their preparations of instructional materials which thereby affect the quality of their instruction to students.

Subtheme 3: Attitude to Learning

Attitude is a psychological tendency which is expressed by evaluating a particular entity with some degree of favour and disfavour, Eagly and Chaiken (1993). It said that the attitude of the learners play an essential role in the learning process, Tcheckpassi (2013). This means that students' attitude affect the amount of learning they get in school.

In this study, it is found out that one of the struggles of the teachers is the students' negative attitude towards learning. In fact, this has consequently contributed to their negative instructional experiences.

This dilemma is evident in the following statements:

Maybe the attitude because at times, very difficult. Students have negative attitude toward learning, then the references and materials. (Informant 7 SS74)

In learning, the attitude of the students is very important. Their attitude towards learning determines their participation in the

classroom will affect their understanding toward the lesson. Students will learn better and retain more when they are active participants because learning is an active process which should involve talking (Cieniewicz, 2002) as cited by Fkun (2015).

Evidently, the teachers were challenged by the attitude of their students towards learning. English as the subject can sometimes become mind-numbing as this involves a lot of talking, reading, listening, interpreting, and comprehending. When teachers fail to stimulate students' interest to learn, they will most likely fail in teaching, Fkun (2015).

The negative attitude of students towards learning English may be brought about by different factors, which includes and not limited to the strategies the teachers use. This implies that English teachers should vary their teaching strategies and activities to ascertain that they stimulate the students to learn.

Subtheme 4: Large Classes

With the growing population of the families, population in the classes also grow. It is a known fact that the quality of education is affected by the class size, (Benbow, et.al., 2007) as cited by Bayat, et.al., (2013). Teachers perceive large classes negatively as they have a negative attitude towards such classes and claimed that it is difficult and demanding to handle large classes than the small classes, Bayat, et.al., (2013), they also added that it has meddled in the teaching- learning process because of the continuous noise everywhere. Therefore, to have a large class is tantamount to becoming unsuccessful in the teaching-learning process.

This problem is also one of the problems that the junior high school English teachers who are also teaching in the senior high which have made their teaching experience in the senior high school challenging:

THEME 3: Variety of Techniques

Variety of techniques as a theme in this study could mean the different techniques employed by the junior high school English teachers as they also teaches in the senior high.

A teacher can play varied roles inside a classroom, but being a classroom manager is the most essential. Learning and teaching are not effective in a classroom that is not well-managed, Marzano et.al, (2003). The creation of learning environment where students become productive, involved, and cooperative is the ultimate primary purpose of classroom management, (Wong, 1998) as cited by Ratzburg, (2010). The actions taken by the teachers have twice the impact on the academic success as any school- wide programs or policies, Marzano & Marzano, (2003), hence, managing the classroom effectively is a vital responsibility of the teacher, Ratzburg, (2010). Therefore, for the teachers to be able to support the academic growth of the students, they must learn to identify appropriate methods for interacting with students, Ratzburg (2010).

In this study, the researcher found out that the teachers teaching in the senior high school employ different techniques in handling their students. Some said that they use tolerant disposition, personal conference, reproof, and adherence to the established policies and rules.

Subtheme 1: Leniency

Some teachers said that in handling their students, they are lenient (FM9). When teachers are lenient with their students, no rules will burden the students and the classroom becomes a freer place, ("Strict or Lenient Educator Personalities," n.d). Consequently, when teachers deal with student misbehavior with a limited power, they are building a climate of trust with their students, Ginott (1972) as cited by Ratzburg (2010).

This technique of teacher is verbalized in the following significant statements:

So, what I am doing is Im not being strict. I'm lenient, but I am firm. I talk to them personally if I don't like something instead of reproofing them in front of everyone. Because they listen more to that. (Informant 1 SS6)

How sensitive I am to my junior, times five I am sensitive to them. Senior students are in a stage of shyness. I tend to be more patient, to be more understanding and loving to my

students. You need to be firm, yet tender. You are firm in a way that your standard should not be destroyed. (Informant 2 SS28)

The statements of the teachers imply that they understand the developmental processes of students because they are sensitive on how they deal with them. Along with this understanding, they also realize that autocracy in the classroom will not foster good relationship with their students.

Subtheme 2: Fidelity to the Rules

Some teachers believe that in handling students especially in the senior high school, you should be firm with what you say so your standards will not be ruined (FM46). This technique is evident as verbalized by the teachers in the following significant statements:

The teachers recognize that when they are consistent with their decisions, it will discipline students. In disciplining students, what is important is the consistency of the approach rather than the intensity of the approach. This action of the teachers in dealing with their students in their senior high school classes is an indication that rigidity and autocracy do not foster positive relationship between students and teachers.

THEME 4: Enriched Experiences

Enriched experiences as theme refers to the different experiences of the junior high school English teachers as they also teach English in the senior high.

Teachers play a key role in educational change as their goal is to enhance student learning, Bennett (2007). In fact, the success of every educational change is fundamentally determined by what the teachers do and think about change, Fullan (2002). However, this does not mean that teachers' instructional experiences are all the same. Diverse experiences refer to the different experiences of the junior high school English teachers as they also teach in the senior high.

As per the results of this study, the researcher has found out that the experiences of

the junior high school English teachers who are also teaching in the senior high vary.

Subtheme 1: Joyful Experiences

The joy of the teacher in his/ her instructional experiences do not just emanate from the fact that students are intellectuals or are fast to understand the concepts. The joy of the teacher's instructional experiences also comes from his/ her students' attitude.

Teachers find joy in their teaching if their students are receptive, active, and can easily understand the lessons. This is verbalized by the teachers in the following statements: Senior high can understand easier, faster, quicker, not tiring as a teacher, because the senior high can understand quicker especially the grade 12 compared to the junior high because the junior can understand though, but they will keep on asking questions. (Informant 4 SS38)

There are a few who thought that instruction in the junior and senior high school are just the same.

The following statements further illustrates this claim:

"So for me, teaching junior and senior high school is really the same, Nothing special from the instructions." (Informant 11 SS113)

The senior high are participative of course. But, it's just the same like I do motivation, then the same flow, but they easier to teach. (Informant 12 SS125)

The junior high school English teachers are happy with their teaching experience in the senior high school because they have seen differences when it comes to participation and students' ability to understand the lessons. In fact, they claimed that it is easier to teach in the senior high than in the junior high. This implies that the students in the senior high school are more matured when it comes to handling responsibilities and learning.

Despite seeing the gap of senior and junior high school students, there are still teachers who believe that when it comes to

instruction, there is no difference between the two levels.

Subtheme 2: Negative Experiences

Teaching is not all a bed-of-roses. There are instances that you will have negative experiences. Teachers' negative experiences were greatly contributed by the kind of students they have inside the classroom. This negative experience does not primarily point out to the mismanagement of the teachers in their class, but more so of the students' attitude and abilities. These factors are something that the teacher do not have control.

Some consider their students' inability to comprehend and use English as factor which contribute to their negative instructional experiences.

The negative instructional experiences of the teachers were shaped by the negative attitudes students merely display during instructional time. Specifically, informant 5 and informant 9 narrated that their negative experience in teaching English in the senior was when they found out that their students still do not know how to construct sentences and cannot speak English.

These implies that students were not fully equipped with the necessary attitude and skill with the use of the English language when they were in the junior high school. This also implies that English teachers in the junior have not intensified their teaching of English to students; hence their inability to communicate and understand English.

THEME 5: Combat Tactics

This theme talks about the ways on how the junior high school English teachers counterbalance the challenging setbacks they have encountered as they also teach in the senior high.

It has been known that teachers as being recipients of educational changes, also play an integral role in the implementation of the curriculum, (Nunalall, 2012) as cited by Nsoki (2014). As the primary mover of the curriculum, teachers encounter plethora of

struggles during the implementation of the new curriculum. They may have struggles with the class sizes, resource materials, and facilities affect the implementation of the curriculum. So, in the quest of the teachers to uphold curricular fidelity, teachers have devised strategies which they have used in addressing the struggles.

In this study, the researcher has discovered that teachers have different strategies to address their struggles and concerns such as dialogue with colleagues, improvisation of instructional materials, and submission of one's self to the task given.

Subtheme 1: Dialogue with Colleagues

Communication is vital in every organization. Wit fosters understanding and can sometimes help someone to unburden him/ her with emotions. In this study, the teacher informants did dialogue with colleagues to address their

I just ask my colleagues about this what is the good thing to do about this, I solicit help because If I do it by myself I can't handle. (Informant 1 SS11)

Some teachers acknowledge the vitality of communication in solving problems. They communicate with their colleagues who have taught in the senior high school first for ideas and on their problems regarding senior high school teaching. With this, the teachers are able to solve their problems and answer their questions. Teachers are mature enough because they are open to the suggestions of others.

Subtheme 2: Improvisation

Improvisation as defined by Merriam's Dictionary (2019) is an act of improvising. To address the problem on the lack of references and availability of the instructional materials, the teachers did find their own ways and made things possible through their own improvisation.

I save videos and we watch in the class. Sometimes I give them

photocopies because I photocopy first before going to the island. Then,

I also make visuals. So basically, that's all I do to address my concerns.

Nobody will help us but of course ourselves. (Informant 3 SS33)

With the thought in their heads to make their students learn, teachers improvise their own instructional materials so the learning of the students is not foregone. They extend their service to the students by providing them with the necessary instructional materials. This implies that the junior high school English teachers who are also teaching in the senior high are hardworking, reliable, dedicated, committed, and passionate teachers. They have high regard for learning because they do not want the days to pass with their students learning nothing from them.

Subtheme 3: Acceptance

Recognizing the teachers' role in the realization of the curriculum implementation and to the lives of their students, teachers accepted the fact that they cannot do anything with it. So, instead of retaliating and complaining which will make them suffer more from any emotional stress, they just submit themselves to the realities of the implementation.

Powerless as they are with the things that are beyond control, teachers submitted themselves to the realities that they have. They did it because they understand that they will lose more of themselves if they pay so much attention to the things which are not within their control. With their acceptance to these realities, they get rid of the stressors which contribute to their emotional burdens.

Subtheme 4: Instructional Support

Support of the administrators and colleagues can come in different forms. In the words of Soucier (2008), supports from the administrators can include the establishing of collaborative working environment, deploying of individuals to teaching positions, planning class schedules, and affording trainings and or materials for new initiatives. Meanwhile, the collegial support may include induction and mentoring programs, collaborative teaching and planning, sharing of ideas and materials,

cooperative effort, and aiding in the teaching efforts, (Johnson & Birkeland, 2003; Kardos & Johnson, 2007) as cited by Soucier (2008). The instructional support of the administrators and of their colleagues have helped the junior high school English teachers who are also teaching in the senior counterbalance the challenging setbacks they have encountered.

Yes, they are very supportive...because last year they were the one who handled then they said, this is what we did before like this and that. They also give their curriculum guide which comes from their curriculum guide, the references are also from them. Passing the ball. (Informant 1 SS7)

The instructional support extended by the school administrators and their colleagues is very helpful in counterbalancing the challenges because they can feel that they are not alone in their journey in teaching English in the senior high. Moreover, it is an assurance that the school teachers and the school administrators are working towards achieving a common goal.

Subtheme 5: Moral Support

Moral support as defined by Merriam Dictionary (2019), is an act of helping a person through showing love and encouragement to the person. Teachers with supportive administrators are likely to feel satisfied with their jobs and that lack of administrative and collegial support is linked to teacher dissatisfaction, (Francisco, 2005; Spencer, 2006; Tickle, 2008) as cited by Hicks (2011). And since lack of administrative support contributes to teachers' satisfaction, it is vital that school administrators to be made aware of teachers' perception, reflect on their own behavior, and make adjustments to afford supportive, and optimistic leadership, Hicks (2011). Meanwhile, the collegial support may allow teachers to cope with the demands in the job.

Similarly, in the implementation of the senior high school curriculum, the teachers who are teaching in the senior high feel great because administrator shows moral support to the teachers by encouraging them not to shell-out their own money as much as possible because

the administrator pities them (FM30). Aside from the administrator, colleagues also show their moral support. The teacher feels the support of her colleagues because they encourage her, support her, and gave her the lighter knowing that the teacher is pregnant.

These claims are illustrated further in the following statements from the teachers:

The biggest support is really moral support. It's really great sir. When he/ she say that as much as possible we should not shell-out because he/ she pitied.

When I received the research project, that instant, especially the administrator because they gave me lighter work. Encourager, supporter. Everything. (Informant 7 SS72)

In a study by Leukens, et.al (2004), with the colleague's support and principal's help, teachers persevere even if there is a change in their teaching assignment which will require them to add effort to prepare for classes, increase the workload, and impacts one's sense of success with students, distinguishing self-efficacy.

Although some administrators are "moody" when it comes to showing their support, it does not change the fact that the moral support given to the junior high school English teachers is what pushes them to strive harder and provide only the best learning experiences to their students. Moreover, this has become instrumental for the teachers to survive teaching in the senior high which is a whole new level for them.

THEME 6: Opportunities Unearthed

Opportunities as defined by Merriam's Dictionary (2019) means a favorable juncture of the circumstances. Since the curriculum of the senior high school is new, those junior high school English teachers who were asked to teach in the senior high school have the enjoyed the opportunities to join trainings which the Department of Education has provided as an induction program to support teachers who will be teaching in senior high.

Subtheme 1: Trainings

The Department of Education's support to the teachers in the implementation of the senior high school is through sending them to trainings. As stated by Wilson (2009) as cited by Nkosi (2014), to achieve effective implementation of the curriculum, it is very important to provide support to teachers, school management, and parents. Additionally, he argues that the connection between school improvement work and initial teacher training as this might help equipping teachers with firsthand experiences of employing new strategies and skills, (Wilso, 2009) as cited by Nkosi (2014).

The following are the statements verbalized by the teacher informants:

It's perhaps one is that you are sent to that MTOT because it's regional

certificate What else? That's it. I think that's it maybe. (Informant 2 SS20)

"Then for the opportunities, sir, I was able to attend different seminars and trainings which I think nga nindut sad for my growth." (Informant 3 SS32)

From the statements of the teacher informants, it has been found out that teachers considered the trainings they have joined as an opportunity for them to further develop themselves professionally. When teachers are sent to trainings they gain information and update themselves necessary to the teaching of their subject matter; hence, improving the quality of instruction especially that there English subjects in the senior high take different forms.

The trainings attended by the junior high school English teachers who are also teaching English in the senior high may aid them in their instruction especially that the concepts in senior high school English are new.

Subtheme 2: Influence Students

The teacher informants verbalized that they are glad to be part of the preparation of the students before going to college, in fact, they see it an opportunity.

"...Then I get to train students to be ready in their college life. It's a great opportunity for me. Then, I also learned a lot about being a teacher which I know can help me in my future students...." (Informant 3 SS32)

...then, now as a senior high school teacher, you have the chance to help them

(students). Inspire them (students). Prepare them for college or for work. It's an opportunity to help students. (Informant 5 SS53)

Aside from the trainings they have attended, teachers consider as one of the opportunities in teaching in the senior high the chance to positively influence them. This implies that the job of the teacher is not finished even after the school hours. The teachers' job is not just about teaching but also touching the hearts of the students.

THEME 7: Attitude on Senior High School

Attitude as defined by (Hogg & Vaughn, 2005) as cited by Gikani & Leong (2012) is a "a relatively enduring organization of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols." Teachers' attitudes play a prominent role in educational interaction, (Becker, Ravitz, & Wong, 1999; Albion & Ertmer, 2002) as cited by Gikani & Leong (2012). As key implementers of the curriculum, teachers' attitudes toward the senior high school teaching greatly affects the success of the implementation.

In this study, the attitudes of the teachers vary from each other. Some have positive towards the senior high school, some has a negative attitude, some are in appreciative, and some have half- hearted.

Subtheme 1: Progressive

According to Fullan (2002), change is always accompanied by messiness. Messiness means that there are negativities in the implementation of the curriculum. In the context of the K to 12, messiness is in the form of the lack of instructional materials, classrooms, and lack of teachers. Despite all these, there are still

teachers who see the silver lining and the beauty of the implementation of the K to 12 curriculum as verbalized by the teacher informants in the following significant statements:

(...the implementation of the senior high school can really help because there are more, though it can't really focus your, but at least the children, though meager, can reap learnings rather than they right away go to college which is different...I'm positive that children can do it though we encounter difficulties especially it's new, but we have to embrace this because this is it. This is only for the children though difficult for us...Go! Carry on!) (Informant 1 SS12)

I find it very beautiful. Although, there are some factors that are affecting the said curriculum because it seems that it is not ripe yet... (Informant 3 SS34)

Being immersed in the senior high school, the junior high school English teachers who are also teaching in the senior high have developed positive attitude towards teaching in the senior high school, despite the messiness that accompanies it. They have seen the bigger picture or the purpose of the additional two years in high school. They are convinced that it is helpful for students because after finishing senior high school, they have different paths to take whether to continue the university life or proceed to industry or become an entrepreneur. This implies that when one is immersed with the reality, in this case teaching in the senior high, one can see the real meaning of things.

Subtheme 2: Conditional Approbation

Conditional approbation means that someone is in between positive and negative. The conditions are placed in between. One cannot be fully positive nor be fully negative because of some reasons.

In this study, there are teacher informants who are torn between having a positive attitude and negative attitude on senior high school teaching because of the challenges that they have encountered.

This is illustrated in the following significant statements:

I can say that it is just okay as long, it's fine without additional, as long as the materials are complete. (Informant 2 SS23)

Maybe senior high is nice, but if I will be made to choose, I'll stay with junior high school, maybe it's because of my negative biases. Senior high is nice if we are complete and ready to compete. (Informant 5 SS55)

Conclusion:

Generally, DepEd has pure and good intentions in implementing the senior high school curriculum because it will make the graduates of the Philippine education system compete with the rest of the world, but in its first 2 years of the implementation, it is still faced with challenges like shortage of qualified teachers, not enough preparation of the junior high school English teachers, who were selected to teach in the senior high, to be adequately equipped with the necessary skills and knowledge because the trainings were conducted when they have already started the academic year, content mastery of the new English concepts, insufficiency and unavailability of instructional materials, students' attitude to learning, and large class. Consequently, these have made other teachers to be half-hearted with the implementation of the senior high English curriculum

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