

# Lived Experiences of Higher Education Instructors in Senior High School: Challenges and Impact on Professional Development

Mark Airon P. Creus<sup>1\*</sup>, Mary Ann B. Gatpandan<sup>2</sup>, Janet Jay N. Amboy<sup>3</sup>,  
And Gina B. Dulce, EdD<sup>4</sup>

<sup>1</sup>*Luis Y. Ferrer Jr. Senior High School (markairon@yahoo.com)*

<sup>2</sup>*GEANHS (Bailen) Senior High School (meanngatpandan@yahoo.com)*

<sup>3</sup>*Gen. Juan Castañeda Senior High School (jay\_amboy@yahoo.com.ph)*

<sup>4</sup>*DepEd - Division of Cavite (ginabdulce@gmail.com)*

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## Abstract

School Year 2016-2017 ushered the beginning of the full implementation of Senior High School under K to 12 program of the Department of Education (DepEd). The said educational breakthrough and advancement has threatened the security of tenure of university teachers both from the public and private schools. DepEd opened the avenue for the displaced Higher Education Institution (HEI) college instructors by creating the demand for additional teaching personnel who will be deployed in the Senior High School. This study aims to have an in-depth understanding on different experiences of instructors from HEI teaching in senior high school, their challenges and impact on their professional development. The main sources of data were from the interviews and focus group discussion participated in by the teachers who came from both public and private higher education institutions. Thematic analysis was conducted to analyze and interpret the results of this study. Findings from the study showed themes based from the experiences of former college and university instructors who are currently teaching in senior high school. These are The Compass: Senior High School Teachers' as Lifelong Learner, The Wind and the Waves: Teachers' Challenges as a Lifelong Learner, and Ride the Waves: Opening Opportunities to Pioneer Senior High School Teachers. Teachers encountered different challenges like a shift in school culture, school climate and work habits. Support system from the school administrators and the entire government agency was perceived as having a great impact on the professional development of the teachers currently deployed in the senior high school.

**Keywords:** higher education instructors, professional development, senior high school, lived experiences

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\* Corresponding Author  
e-mail: markairon@yahoo.com

## Introduction

The 2030 Agenda for Sustainable Development for Education in Goal 4 aims to “*ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*”. It encompasses the 10 targets of the different aspects of education wherein seven (7) targets are for expected outcomes and three (3) targets are the means of achieving the expected outcomes.

In achieving the goal of giving quality education in the Philippines, the Department of Education through R.A. 10533 known as Enhanced Basic Education Act of 2013 started the implementation of senior high school in the country under the K-12 Basic Education Program by offering the first batch of Grade 11 students during School Year (SY) 2016-2017. This act conforms to the global standard that adds two (2) years in the former 10 year basic education curriculum framework of the country.

Because of the additional two (2) years in the basic education program, different higher education institutions encountered a problem of non-enrollees during S.Y. 2016-2017 and S.Y. 2017-2018. Different instructors from the higher education institutions were faced with the problems of taking a leave of absence because of the implementation of the senior high school program. The Commission of Higher Education or CHED gave different scholarship grants to those instructors who were affected but the number of grants will not fit to the total number of instructors affected. This situation resulted in a scenario where different instructors were forced to transfer to senior high school since the Department of Education opened doors for them by giving them good remuneration specifically graduates of Master's or Doctorate degree or giving them provisional five (5) years from the time they were accepted in order to be a LET (Licensure Examination for Teachers) passer.

It is in this light that the researchers who are the pioneer teachers in the implementation of Senior High School in the Philippines, are motivated to conduct this study in relation to their task as a Master Teacher to foster the culture of research that will be beneficial not only to the students but also to the teachers. They believe that this study will provide the Division of Cavite with data and information on how to develop different professional training programs to the different higher education instructors who are teaching in senior high school. The researchers are also motivated to conduct this study to be able to share their knowledge and skills that they believe will help the Division of Cavite in formulating teachers development program for all the teachers currently teaching in senior high school who came from higher education institutions.

### Statement of the Problem

The major purpose of the study is to know the different experiences of different higher education instructors teaching in senior high school and the different challenges and impact on

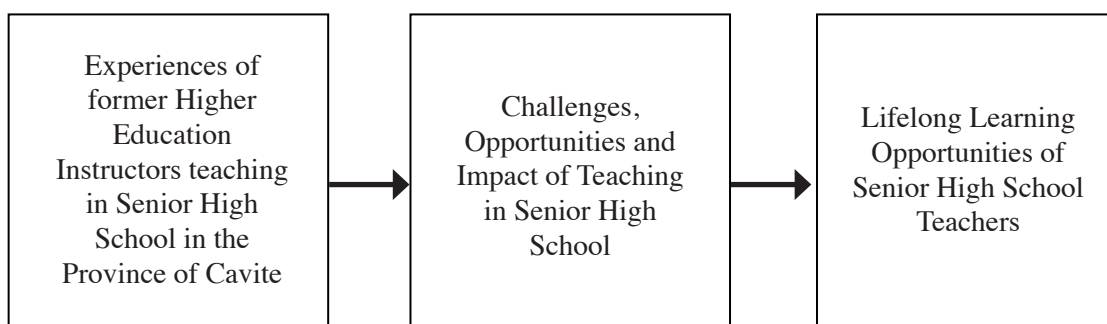
their professional development .

Specifically, the study sought to answer the following questions:

1. What are the experiences of higher education instructors in teaching senior high school?
2. What are the different challenges that the teachers encountered in teaching?
3. What is the impact of teaching in senior high school on their professional development?

## Paradigm of the Study

The assessment of the different experiences of the higher education instructors teaching in senior high school, the challenges and impact on their professional development helped the researchers to be able to come up with recommendations to help the teachers on their professional development as they continue their work as a senior high school teacher. The researchers determined their experiences and make it as a basis for different recommendations for their professional development.



**Figure 1:** Research Paradigm

## Methodology

This study utilized the qualitative phenomenological method of research to determine the lived out experiences of higher education instructors who migrated from higher education institution to teaching in senior high school, the challenges and impact to their professional development. Respondents were selected based on their previous teaching experience. The respondents of this study were the former higher education instructors who are teaching Grade 11 senior high school students in the province of Cavite. Among 8 respondents, four of them

were from private colleges and universities and the remaining were from state colleges. Interview and focus group discussion were the main data gathering instrument. Thematic analysis was applied in getting the emerging themes with regard to their experiences in teaching senior high school and the challenges and impact to their professional development.

## Results

In this study, qualitative means of investigation was also employed. Through an interview and focus group discussion, an examination of the current state of Senior High School teachers who came from different higher education institutions have been conducted. Shared teachers' perspective, insights and experiences showed the need for teacher professional development program that will promote the role of senior high school teachers as lifelong learners.

The perspective of the teachers regarding some questions such as "What are your experiences in teaching in senior high school being a former higher education instructors?", "What are the challenges that you encountered as pioneer teachers of Senior High School?", and "What is the impact of teaching in senior high school to your professional development" served as basis for the thematic analysis of data.

**Research Question 1** What are the experiences of higher education instructors in teaching senior high school?

### **The Compass: Senior High School Teachers' as Lifelong Learner**

For professionals, particularly teachers, it is not common to hear the phrases "lifelong learning" or "lifelong learner". It is essential for them to recognize the importance of this and do something about it or else their knowledge can be obsolete and they may be left behind by proactive teachers.

Lifelong learning has never been an endangered concept in education. Pioneer teachers of Senior High School are not new to this. From the discussions conducted, participants shared their perspective on lifelong learning. Their views and insights serve as values that guide them towards realization of roles as teachers and set direction for change and self-enrichment. Lieberman (1995) captures this mind-set about professional development when she suggests that the traditional approach to teacher development may cause teachers to think of themselves as targets of change rather than agents of change.

Some of the participants' perspectives advocate that the worth of lifelong learning to a teacher should start from within, back to the basic, as they say. A thorough re-examination of teachers' value system is the very first and the most important thing to consider. One should

know the ultimate purpose why one is teaching in Senior High. Ms. Jane said, “Mind and heart are both important, right? (*Mahalaga ‘yung mind and heart di ba*), not only the intellectual but it is more on the value system why we are here? Why we are here and that at the end of the day, the teachers have one thing to share in terms of when they are asked the question ‘Why am I here?’ and then everything follows.”

The statement is furthered by Ms. Mayumi,

*“When the teacher possesses the basic values, not only intellect because if you have only the intelligence what might happen is you just compete with your colleague wherein if you possesses the core values na pagiging maka-Diyos, makabayan, makakalikasan at makabansa you will value on what you are doing being a teacher and you will let yourself grow on your craft.”* (“*Kapag taglay ng guro ang basic values, hindi lang puro utak dahil kung katalinuhan lamang ay maaaring kayo ay magsapawan samantalang kung taglay ang core values na pagiging maka-Diyos makabayan, makakalikasan at makabansa ay magkakaroon ka ng pagpapahalaga sa ginagawa mo bilang guro at pagyayamanin mo ang iyong sarili.*”)

Teachers who clearly know their values can easily pass it on to students. Besides being a source of knowledge and truth and facilitator of learning, a good teacher works endlessly to foster the desirable characteristics of students (Kuehn, 2016).

Ms. Teresa, a participant said, “Pursue post graduate studies. It can deepen teachers’ commitment on teaching.” which was then agreed by all participants. They believe that it is very essential to finish a post graduate course. Based on their experiences and observation to other teachers, the higher the educational attainment of a teacher, the more a teacher displays humility and easily understands and reaches out to learners. According to Tucker (2013), it has shown that teachers pursue graduate studies for different reasons, some to become better teachers. We have learned that undertaking a Master of Education degree has a positive impact on teachers and how they view themselves as educators.

Ms. Joann suggests that DepEd should level up teachers’ qualification for Senior High School. Grade 11 is likely an equivalent to first year college in the previous curriculum. A Senior High School teacher must possess professorial skills and only teachers with master’s degree or high National Certificate on skills can give the best for learners and ensure that they can receive knowledge and skills that will increase their employability.

**Research Question 2** What are the different challenges that the teachers encountered in teaching?

### **The Wind and the Waves: Teachers' Challenges as a Lifelong Learner**

To build a new learning culture in a new setting composed of group of teachers from various backgrounds, it is essential to identify challenges that these teachers are facing.

This part would like to present category of major challenges of senior high school teachers who came from higher education institution as a lifelong learner, challenges that are to be found in many spheres of their life. Aside from financial, there are also demographic, technological, social and environmental challenges (Hursen, 2012).

#### **1. Back to Basic: The Classroom Management**

Although this is not a new problem, this is a challenge that has received less attention but is nevertheless a huge concern for teachers: classroom management. Duck (2007) as Al-Zubi (2013) says that research over the past few decades has consistently indicated that new teachers feel unprepared when it comes to classroom management skills.

Some senior high school teachers, according to DepEd-Cavite Province, about 25.78% or 156 of the total population of 605 senior high school teachers came from higher education institutions and do not have any teaching experience in teaching high school. In result, they have encountered problems regarding classroom management. Ms. Len, one of the interviewees said,

*“I think what is lacking to me is in classroom management, I worked in industry for 13 years.” (“Ang nakukulangan ako sa sarili ko ay sa classroom management, 13 years ako sa industry.”)*

Aside from the 18 units of Certificate in Professional Education, it is her first time to teach. She has problems on how to get learners' attention and it can somehow make her feel so ineffective. Effective classroom management decides the effectiveness of teachers teaching quality and students learning. Their role is crucial in influencing the behaviors of students (Riaz, 2009). Classroom management problem is not only a problem of SHS teachers from industries and higher education institutions but of other newly hired teachers too. According to Unal (2012), “years of experience” plays a significant role on teachers' beliefs on choosing their classroom management style.

It is needed therefore to provide a teacher education program which includes classroom management courses to inexperienced teachers.

## 2. The Misassignment

This challenge happened when a teacher is asked to handle a subject which is not his area of specialization.

*“Just like in my case who is a Marketing graduate, maybe I can teach well on ABM subjects but then I am teaching Politics, Personal Development, which is under HUMSS or Humanities and Social Sciences strand.” (“Katulad in my case na isang Marketing graduate, siguro I can teach well on ABM subjects but then I am teaching Politics, Personal Development, pang HUMSS s’ya.”)*

This is a statement of Ms. Jonna regarding the assigning of teaching loads and this is a serious concern for senior high school teachers considering that they were ranked according to specialization. But what happened in the actual teaching is a different thing. In addition, some teachers say that are not sure if they are effective teachers in handling a non-specialized subject. Teachers behave differently when they are teaching outside the content area familiar to them and a lack of subject-content teaching knowledge leads to stress (Ingersoll, 2004).

The misassignment of teachers was thought to be a serious obstacle to professional development (Ingersoll, 2002). This can bring confusion to teachers. For instance, Ms. Len wants to enroll in a post graduate course but not sure on what program to enroll.

*“I am not sure if I will take Master’s in Social Science or Masters or MBA (Master in Business Administration).” (“Hindi ko alam kung Social Science ba ang i-take ko sa Masters or MBA (Master in Business Administration).”)*

This is the area of concern. The misassignment should be addressed and should not be overlooked to help teachers see a clearer direction for their teaching career in senior high school.

Furthermore, in terms of instructional supervision, Ms. Jane, a Master Teacher I who has specialization in Social Science said that she is assigned to supervise TVL teachers. She said,

*“I’m handling TVL teachers and of course content-based I don’t know how to do it... So I guess this is where support system of agency or even of industry enters when it comes to TVL.” (“I’m handling TVL teachers and of course content-based hindi ko alam how to do it... So siguro doon papasok ‘yung support system ng agency or even ng industry when it comes to TVL.”)*

### 3. Deepening of the Content and Contradicting Pedagogy

About 25.78% or 165 of senior high school teachers are former college and university instructors and about 46.12% or 279 are former teachers from junior high school. These are just numbers but this may bring critical concerns to teachers.

In today's implementation of senior high school, another challenge for teachers is the in-depth delivery of the subject matter content and the best way to execute it. Of course, the two are indispensable to each other. An obvious but silent issue between teachers from higher education institutions and from junior high school is their differences in delivering instructions. Ms. Joann said,

*"Since they came from higher education institution, they brought what they are usually doing not in congruent to the CG or Curriculum Guide." ("Since galing sila sa higher education, dala nila 'yung nakasanayan nila, 'yung hindi sila nag angkla dun sa CG.")*

Ms. Teresa furthered,

*"They have acquired and accomplished many things, they ways they are doing in HEI and then we, from junior high school it is just an easy thing but for them, it is a big deal that they need to adjust on that matter." ("Marami silang bagay na nakuha na nila, nakasanayan na sa HEI tapos ngayong dito sa senior high parang kami naman na nanggaling sa junior high maliliit na bagay 'yun sa amin pero parang sa kanila napakalaking bagay na kailangan nilang mag adjust talaga sa bagay na yun.")*

She is referring to the teaching strategies being implemented in the basic education. The usual scenario in a basic education class since 2012 is that it is learner-centered and the teacher is only a facilitator of learning. Former Secretary Armin Luistro (2012) said "In the K to 12 program which will be implemented in June, it will be enjoyable, less burdensome and learner-centered.

However, in a higher education institution, the learning atmosphere is very different. They are very much familiar with the teaching strategy that they did when they were in colleges or universities. Mostly, teacher uses lecture and discussion method. Ms. Mayumi said,

*"There are really things to correct because this is their last foundation years, the two years, so there is a need to remove what should be removed. And then in college, with high standards, they can lower*



their standards so that teachers and students can meet halfway but definitely not all things being done in junior high school should be done in senior high.” (*“May kailangan talagang i-correct, dahil ito na ‘yung last foundation years nila, ‘yung dalawang taon, so kailangan nang tangalin ‘yung kailangan tangalin and then ‘yung sa college na mataas naman pwedeng ibaba para magmemeet talaga sila halfway pero hindi talaga pwede na halos lahat ng ginagawa sa junior high ay gagawin din sa senior high.”*)

In terms of deepening the content, it is necessary for teachers to have Masteral or Doctoral degree to have a wider range of knowledge on the subject of their specialization. Mr. Germin added that senior high schools teachers should have deeper expertise within the area of specialization. He said,

“The MA o PhD should not be only in general subject like in English but with specialization like Literature, Linguistics so that the teacher will have deeper understanding and acquiring deeper knowledge and skills about the subject he/she is teaching in senior high school if he/she will take that kind of specialization in graduate studies so that he will be able to perform to teach the subject with proficiency and competency.” (*“Ang MA o PhD ay hindi lang sana halimbawa sa English na general kung hindi specialization pa within the specialization kasi ang problema ang dami naming English major pero general lang e may tinatawag pa na halimbawa Linguistic, meron pa ‘yang iba’t ibang klase, sa tingin ko para mas maging malalim, mahusay ang isang guro ‘wag na siya mag mamajor ng general para ‘yung talagang lalim makuha niya at maibabahagi sa iba.”*)

Based on the observation of some teachers, teachers from HEI cannot be questioned in their skill on deepening the subject content. Like what Ms. Teresa said,

“When it comes to the content, we cannot contest them”. (*“Pagdating sa content, we cannot contest them”.* ) But Ms. Joan said “But they must be aware or having a sort of reminder that they should not fill in too much information if it is not included in the curriculum guide.” (*“Dapat magkaroon sila ng pinaka reminder na ‘wag magsuot ng kumbaga napakarami parang mainit ang daming gustong ipasok kasi na wala na sa curriculum guide.”*)

In this challenge, participants agreed that it is necessary that teachers should give more focus on content written in the Curriculum Guide and lower down strategies based on students' ability.

#### **4. On Papers and Tasks**

Accomplishing required paper works and being assigned for ancillary services may affect teachers' professional development. This significant challenge of senior high school teachers can sometimes overpower and overshadow their primary role as classroom teachers.

The participants said that they want to concentrate on teaching and giving the best effort to deliver quality education but sometimes doing ancillary services get in the way. Ms. Jane said,

"I hope there is a proper distribution of ancillary tasks so that the teacher can really concentrate to their primary role that is being a teacher." (*"Sana magkaroon ng wastong distribution ng mga pag-aassign ng mga ancillary para naman nabibigyan din ng mga pagkakataon ang mga guro na makapagconcentrate talaga doon sa kanyang role as a teacher."* )

Ms. Mayumi added,

"As a teacher instead of focusing yourself on your mastery which is teaching the subject, you have many paper works and tasks that disturb you that is not really important." (*"As a teacher na instead na nakafocus ka doon sa mastery mo, andaming mo pang paper works and tasks na nakakaabala na hindi naman masyadong importante."*)

A study of Flook, et.al (2013) suggests that some teachers showed psychological symptoms and burnout due to improvements in observer-rated classroom and performance on a computer task works.

#### **5. On Senior High School Culture and Teachers' Identity**

The purpose of this part of the study is to describe one of the identified challenges of senior high school teachers in their new working and learning environment.

Junior high school teachers have ways of doing things for years: they use a prescribed syllabus, a prescribed textbook, a prescribed grading system and a prescribed teaching method. But SHS teachers have their own sentiment on this. Ms. Jane mentioned that establishment of own culture of Senior High School and identity of SHS teachers are two things that have to be constructed in order for SHS to be separated from junior high school.

Participating SHS teachers also said that it is acceptable if they will embrace some parts of what have been implemented in the junior high school, the lesson plans, the strategies and all those paper works. However, bringing up of all ways and culture of junior high to senior high is a big no. Senior high school is equivalent to first year in college in the previous curriculum and schools should increase the employability of each student. Ms. Jane said,

“Let us try to reinvent the system in senior high so that we can really reach the main objective of the program, I do hope DepEd is open for that.” (*“Let us try to reinvent the system in senior high para ma-reach ang pinaka-objective ng program, so sana bukas din ang DepEd doon.”*)

Ms. Mayumi added that senior high school teachers should be given academic freedom. However, it is written in Article 14, Section 5, of the Constitution that academic freedom shall be enjoyed in all institutions of higher learning and this freedom is not enjoyed in high schools.

“I hope academic freedom should be given to SHS teachers just like in college because in junior high school, they are only contained in the box.” (*“Sana bigyan ng academic freedom ang SHS teachers gaya sa college kasi sa junior high school nakakahon ka lang.”*)

All participants agreed that SHS teachers, especially those who finished postgraduate studies are more mature to handle issues on politics, religion and the like and can manage the mind of learners who are in few years will be college students.

**Research Question 3** What is the impact of teaching in senior high school on their professional development?

### **Ride the Waves: Opening Opportunities to Pioneer Senior High School Teachers**

Professional development is vital for teachers. They are expected to plan and provide direction to their careers. They are encouraged and permitted to undergo formal, informal, non-formal and self-directed learning. Through these modes of learning, teachers are able to accumulate knowledge, skills and values necessary to be an effective teacher. Aside from learning, salary schedules also encourage teacher learning by offering higher salaries to individuals with more training, degrees or credits (Keller, 2002). These are passports to get high salary because of promotion.

It is crucial that schools and communities recognize the importance of developing teachers as lifelong learners. As the Department of Education aims to develop lifelong learners with the help of stakeholders as mentioned in DepEd Order No. 9, series of 2016, “Family,

community, and other stakeholders are actively engaged and share responsibility for developing lifelong learners.” it is equally important that teachers should also be given opportunities to be lifelong learners too.

Lifelong learning is viewed as involving all strategies that are put in place to create opportunities for people to learn throughout life. It is about learning of what, how, when and where one wants to learn (Hursen, 2013). From participants’ responses, Lifelong Learning Opportunities (L3O) for SHS teachers is categorized into five areas: Improving the Teaching Craft Opportunities, Collaboration Opportunities, Leadership Opportunities, Idea Sharing Opportunities and DepEd and School Opportunities.

Below are tables that present different opportunities that can be provided to senior high school teachers that can have an impact to their professional development. Brief discussions are given with support from literature.

**Table 1: L3O: Improving the Teaching Craft**

<b>1. L3O: Improving the Teaching Craft</b>
<ul style="list-style-type: none"> <li>• Creation of Personal Development Plan</li> <li>• Seminar on Classroom Management</li> </ul>

**Creation of Personal Development Plan (PDP).** Teachers, especially those who are new in the service can be given a seminar to improve their teaching craft related to different areas of lifelong learning skills and the expected output is the creation of PDP. This PDP includes the needs and interests of teachers and identify criteria for the success in their career. Each teacher’s plan should include criteria which measure the impact of their learning on their teaching practice and on the impact of learning to their students (Archer et.al, 2001).

**Seminar on Classroom Management.** This is not limited to newly hired teachers. To develop teachers as lifelong learners, it is important that they are equipped with the right classroom management skills. Teachers should be encouraged to explore their beliefs, attitudes and mindsets about teaching as part of the change process (Senge et al., 2000). Teachers have to reflect and think about their classrooms, their teaching skills, their strengths as well as their weaknesses to gain more understanding on themselves as teachers (Hammond, 1998).

**Table 2:** L3O: Collaboration Opportunities

<b>2. L3O: Collaboration Opportunities</b>
<ul style="list-style-type: none"> <li>• Collaborative Research of Teachers with Community Participation</li> <li>• Collaborative Module Standardization</li> </ul>

**Collaborative Research of Teachers with Community Participation.** Senior High School had its birth a year ago; more researches are needed to study its impact to the society. SHS teachers should take this chance to strengthen the culture of research. Ms. Jane said that SHS teachers should make collaborative researches not for the sake of compliance but to encourage community participation to address different issues that revolve around senior high.

Research collaboration can take on many forms: teacher and teacher, academic and teacher, whole school practitioner teams and community practitioner collaboration (Christianakis, 2010). Collaboration between different practitioners can offer opportunities for interdependence, diverse thought and blurred boundaries (Fox, 2003).

**Collaborative Module Standardization.** SHS teachers, especially those who have masteral or doctoral degree with the subject can collaborate for the creation of modules per subject that can be implemented within the Division or even Regional or National levels. SHS teachers can reinvent the system by creating standardized modules that will address the needs of the learners. Collaboration amongst teachers can help build and strengthen solidarity (Keffer et.al., 1998).

**Table 3:** L3O: Leadership Opportunities

<b>3. L3O: Leadership Opportunities</b>
<ul style="list-style-type: none"> <li>• The Master Teachers' Role</li> <li>• Coaching Sessions</li> </ul>

**The Master Teachers' Role.** There should be separate orientation and training for Master Teachers (MTs). MTs from HEI are not too familiar with their duties and responsibilities aside from teaching the subject. Ms. Mayumi said that MTs from HEI like her wants to be clearly oriented with the role of MTs especially in terms of instructional supervision because as of now they are just taking instructions and advises from MTs at junior high school.

**Coaching Sessions.** Coaching session is an another opportunity for MTs to novice teachers in terms of content and even collaborative work of teachers in terms of strategies. Coaching is an essential component of an effective professional development program. Coaching can build will, skill, knowledge, and capacity because it can go where no other professional development has gone before: into the intellect, behaviors, practices, beliefs, values, and feelings of an educator (Aguilar, 2013).

**Table 4:** L3O: Idea Sharing Opportunities

<b>4. L3O: Idea Sharing Opportunities</b>
<ul style="list-style-type: none"> <li>• Merging of Teaching Strategies: HEI and Junior High</li> <li>• Teachers as Curriculum Developers</li> <li>• Policy Recommendations <ul style="list-style-type: none"> <li>■ On SHS teachers' qualification</li> <li>■ On teaching loads</li> <li>■ On support from industries</li> </ul> </li> </ul>

**Merging of Teaching Strategies:** HEI and Junior High. There can be selection of master teachers from HEI and from JHS who will share ideas and then collaborate in designing of strategies that will eventually meet the teaching practices done in HEI and in JHS. Daily Lesson Plan can be the final output for this.

**Teachers as Curriculum Developers.** Master teachers can be given a chance to be involved in the development or enhancement of the Curriculum Guide. After all, teachers are the bridge between students and curriculum. According to Pakantar (2013), the process of curriculum framing and preparation of textbooks be decentralized so as to increase teachers' involvement in these tasks.

**Policy Recommendations.** Pioneer SHS teachers can recommend future policy on SHS implementation in terms of teachers' qualification, distribution of teaching loads and support from industries especially on TVL track based on their personal experiences during the first year of SHS implementation.

**(1) On SHS teachers' qualification.** Participants of FGD agreed that a senior high school should have a professorial skill and a wide-range and in-depth content knowledge of the subject that he is teaching. SHS teachers can have an involvement on the modification or levelling up of teachers' qualification,

**(2) On teaching loads.** School leaders can have a benchmarking of the expertise of teachers and alignment of these to school needs so that proper teaching load can be

given and misassignment can be avoided. Ms. Germin said, “The skills can be developed, nurtured and fruitful if the teacher can be able to know where and how it can be improved.” (*“Ang kahusayan ay magiging maunlad, mayabong, mabunga kung ang isang guro ay matutukoy kung para saan ba at paano ba siya papaunlarin.”*) Referring to misassignment, Du Plessis (2016) said that teaching practices potential to be transformed into positive challenges and professional learning opportunities depending on leaders support (Du Plessis, 2016).

**(3) On support from industries.** TVL is a very special track. For skill enhancement of teachers and increase of employability of senior high school graduates, SHS teachers can recommend that support from private industries can be considered. Ms. Jane suggested that skilled individual from the industry are deprived in teaching at SHS due to lack of qualification prescribed by DepEd but they are really the ones who are skilled in some areas of TVL. SHS teachers suggest that skilled individual from industry can teach at SHS with several conditions.

**Table 5:** L3O: DepEd and School Support Opportunities

<b>5. L3O: DepEd and School Support Opportunities</b>	
	• Scholarships on Post Graduate Studies

SHS teachers, particularly the financially-challenged but deserving teachers can be given opportunities for scholarship in pursuing post graduate studies. Leithwood et al. (2002) identified teachers’ perception of the congruence between their personal and school goals and also their perception of the presence of support (structural, human resource, financial and positive climate) that will help with the accomplishment of the goals.

## Conclusion and Discussion

Based on the results of the study, it was shown that the newly hired senior high school teachers who came from different higher education institutions through their experiences can be called lifelong learner educators. This can be seen as they perform their duties and responsibilities as senior high school teacher and develop themselves through different professional development programs they are attending to.

As they entered the public school system, as full-pledged senior high school teacher, they encountered different challenges like classroom management, the misplaced assignment of teachers wherein they were given teaching loads which do not fall along their line of specialization and the deepening of the content and contradicting pedagogical approaches in

teaching. In addition, they faced problems in accomplishing different paper works and ancillary works and adapting to a new environment such as the existence of a new senior high school culture and a brand new teacher's identity.

Despite the aforementioned challenges that come their way, the former Higher Education Instructors equipped with the knowledge, skills and undisturbed work ethics have a determined stance to overcome the barriers towards the road to professional stability.

Different opportunities have opened up to former higher education instructors teaching in senior high school, being the pioneering teachers in the implementation of the maiden voyage of senior high school in the Philippines. The lifelong learning opportunities are Improving the Teaching Craft Opportunities, Collaboration Opportunities, Leadership Opportunities, Idea Sharing Opportunities and Department of Education (DepEd) and School Opportunities.

With the exodus of the new breed of teachers in the Senior High, it is just but fitting to note that one should take the challenges posed by their entry and allow these challenges to be stepping stones and foundation that would support the envisioned aspiration of professional integrity of the teachers rather than it be reduced to an educational pitfall.

## Suggestions

The Department of Education in the Province of Cavite can use the results of the study to come up with different Professional Development programs which will not only cater to all senior high school teachers who came from higher education institutions, elementary and junior high school but the various industries as well. Special attention should also be given to newly hired teachers who exhibited lack of teaching experience or those having a teaching experience of 1 to 3 years. The professional development program may include the different activities in every learning opportunity as presented in the result and discussions.

Moreover, a strong emphasis should be given on mandatory continuing education for neophyte teachers and expert teachers in order to address the growing concern for professional advancement. Incentives in terms of merit, recognition and promotion should also be a primordial concern in order to encourage an effective assessment and evaluation of the teaching profession. New educational policies must also be formulated to create a new culture for the senior high school teachers towards a renewed professional image among the academic community.



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