

Alternative Methods for Teachers in Responding to the Challenges Experienced in Teaching Senior High in Kalawit District

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Abstract:- The purpose of this study is to identify the challenges faced by senior high school teachers in Kalawit District as well as to identify the alternative methods they use to address the aforementioned challenges. The descriptive-survey type of research method is used by questionnaire as the main instrument to gather the required data from selected respondents which includes teachers, principals and students. The study shows that the most dominant challenge faced by the respondents was the lack of facility particularly the lack or absence of speech laboratory. Meanwhile, for the second challenge regarding instructional equipment, the lack of television predominates. On the other hand, the lack of relevant training and certificates prevails when it comes to teachers qualification. The challenges mentioned above are applied by alternative solutions. For the lack of facility, respondents preferred to contact DepEd and local government officials to fund and seek assistance. Regarding the lack of teaching equipment, the respondents said that they only use laptops, smartphones, tablets and projectors as a substitute for television. Meanwhile, regarding the qualification of the teacher related to the lack of training and certificate or training, accepting the applicant in SHS even without TMC and later sending them to the relevant trainings for the subject to be taught is the solution to the problem.

Overall, there was no difference in the perceptions of teacher, principal and student when classifying their responses on the weight of the challenge faced in senior high school implementation as well as on the frequency of using the aforementioned alternative methods. Thus, the stated hypothesis that there is no difference in the response of the respondents regarding the problem posed is accepted.

Keywords:- *Alternative Methods, Dominant Challenges, Senior High, Facilities, Instructional Materials, Teacher Qualification.*

I. INTRODUCTION

Education is one of the most important factors for national development and progress from the respective crises it faces. In fact, education is not only a necessity but it is a right (Section 2 Article 4, Constitution 1987) which the government has a duty to safeguard even in affordable but quality education (Section 2 RA. 7722, Higher Education Act of 1994). To achieve the said conditions, the government in conjunction with CHED, TESDA and DepEd continues to seek programs to enrich the education system in the country.

After careful investigation, our government approved the “RA. 10233: Enhanced Basic Education Act of 2013” or better known as the K-12 program. Included in this program is the addition of senior high which aims to hone the Filipino youth in the global employment needs and even in the development of the old -fashioned curriculum of our country (Combalicer, Jr., 2016).

This is in line with the inconsistent labor market demand in the skills of graduates (Abueva 2015) and dressing our curriculum to keep pace with globalization. This is also the applied solution of president Benigno S. Aquino III (Floro et al, 2017) to issues and challenges in the field of education. However, the implemented reform has a twin additional problem. To name a few, there is a lack of program budget, shortage of teachers, classrooms, chairs and some other education-related equipment (Boncoan, 2012).

II. CONCEPTUAL FRAMEWORK OF THE STUDY

The conceptual framework of the study consisted of four boxes. The first two boxes contain the independent variable - respondents' perception of the challenges according to facility and instructional equipment and teacher and principal's perception of the qualification challenge, the third and fourth boxes are the non -independent variable - the weight of the challenge and the frequency of use of the specified alternative methods.

DEPENDENT VARIABLES

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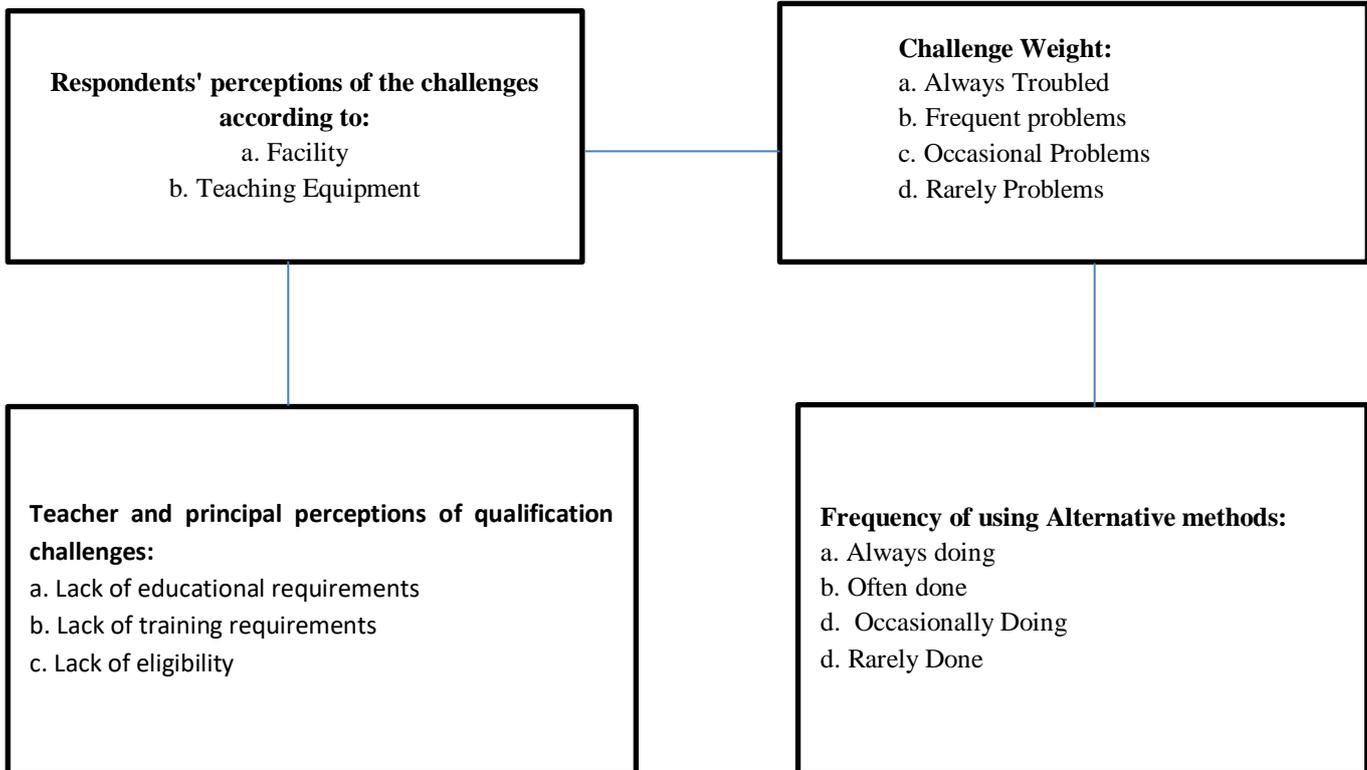


Figure 1. Conceptual Framework of the Study

Presenting a problem

This study is an attempt to ascertain the alternative responses of senior high teachers to the challenges they face in teaching students in Kalawit District.

It aims to answer the following questions:

1. Which of the identified general challenges and shortcomings are most predominant according to the overall perception of the respondents?
2. Which of the challenges based on the perception of the respondents, is the most dominant when classified according to:
 - a. Facility
 - b. Instructional equipment
 - c. Teacher Qualification?
3. Are there differences in respondents' perceptions of the identified challenges?
4. Which of the identified alternative methods in each challenge is most frequently used based on the overall perception of the respondents when classified according to:
 - a. Facility
 - b. Instructional equipment
 - c. Teacher qualification?
5. Is there a difference in respondents' perceptions on the frequency of using the identified alternative methods in

addressing the challenges encountered when classified according to:

- b. Facility
- c. Teaching Equipment
- d. Teachers Qualification?

Importance of studying

This study intends to provide assistance and contribute sufficient knowledge of the following:

Student. The result of this study will be a guide for them so that they will be more open to accepting some alternative teacher teaching methods so that they can learn and be a guide so that they can be productive in school.

Parent. The outcome of this study will provide them with information about the shortcomings caused by the new curriculum and extensive knowledge of the alternatives provided by the teachers and to help them in emphasizing their child's learning.

Principal and Teacher. The result of this study will serve as an instrument in identifying effective alternative teaching methods to meet the needs of each student and have strong collaboration and interaction regarding the development of solutions to the challenges faced.

Researchers. It will serve as a guide for the next researcher and student to conduct a research of this nature that contains a teacher's alternative methods of effective teaching.

Definition of Term

For the purpose of fully understanding this study, the following terms are given corresponding meanings based on how each was used in this research.

Alternative Methods of Meeting Challenges. It is a creative and effective way of a teacher teaching despite the lack of instructional equipment in the school.

Senior High Teaching Challenges. It is these circumstances or shortages that test the implementation of senior high in the country. The predominant problems that pushed teachers to give solution through alternative methods thought.

Facility. Equipment and rooms designated by the school to be used by the senior high student that are essential to their course taken. It refers to objects, equipment, structures or places that have a particular use or purpose.

Challenges in teaching senior high. This refers to the problems faced by teachers in their teaching of Senior High in Kalawit District.

Teaching Equipment. These are instructional tools to make the learning experience of the students enjoyable. Particularly in senior high which is only fulfilling so there is a lot of shortage of teaching equipment.

Teacher Qualification. Based on a teacher's level of education in the profession taken. This is based on DepEd Order no. 3 s, 2016 but in this study only three factors that are important to the study such as lack of teachers with adequate and appropriate Educational Requirements, lack of teachers with relevant training and certificates (Training Requirements), and lack of teachers with appropriate eligibility.

Frequency of Use of Alternative Methods. This determines how often a teacher used the alternative method in a week based on respondents' perceptions

III. RESEARCH METHODS

This study was conducted in descriptive-survey research methodology to ascertain the alternative teacher methods in addressing the challenges faced in teaching senior high in selected schools of Kalawit District.

Descriptive-survey research methodology was used because it aims to identify the alternative methods that the

teacher responds to the challenges encountered in teaching senior high and describe according to the frequency of the teacher's use of alternative methods.

Research Environment

The location of this research is the Kalawit District of Zamboanga del Norte. A district surrounded by rolling hills and forests rich in natural resources. In fact, the name of this town is derived from a bird with a strange chirping known as "Kalaw" and because it is a good place to live so it has multiplied in the area. It also became the landmark of the place where there were many Kalaws who sang until it eventually became "Kalawit".

Kalawit was originally covered by Labason, Zamboanga del Norte. With the help of R.A. No. 6951, the majority of the registered voters formed the municipality with the approval of the lower court on May 26, 1990. The first appointed and elected mayor of the Local Government Unit (LGU) was Hon. Adolfo M. Carloto. Kalawit is the fourth (4) municipality in the province of Zamboanga del Norte. According to the 2015 records, its population is estimated at 23,633 people and is made up of fourteen (14) barangays.

If the focus is on the field of education, particularly in the schools used as respondents, it consists of the high schools of Tugop, Kalawit, Batayan, Gatas and Pianon.

The principal at Tugop NHS is Mr. Urlando Orog and this school was 10th placer in the English Festival and also won awards in the field of basketball. Kalawit NHS is headed by Mrs. Minda Jangayo. Their school earned second prize at the (SORT) Division level. Meanwhile, Batayan NHS is headed by Mrs. Annie B. Dumajel made their school famous when they won the second prize in the M-Top, division level and they are also good at playing softball. While the head of Gatas NHS is Mr. Rigel Pamunag. The final school covered in the research was Pianon NHS headed by Mr. Santiago B. Buco. The said school was famous for its dance when they became the champion in the street dance competition district level.

Study Respondents

The selected respondents of this study were the teachers and students of senior high and the principals of Kalawit District in the current academic year (2018-2019). All senior high teachers and principals were used while Random Sampling selected senior high students in Kalawit District as respondents of the study.

The first table below shows the distribution of respondents in the study.

TABLE 1.0
DISTRIBUTION OF STUDY RESPONDENTS

School	Teacher	Principal	students	Total	Percentage (%)
Kalawit NHS	7	1	10	18	20.7 %
Tugop NHS	6	1	10	17	19.5%
Batayan NHS	7	1	10	18	20.7%
Gatas NHS	5	1	10	16	18.4%
Pianon NHS	7	1	10	18	20.7%
Kabuuan	32	5	50	87	100 %

Validity of the Research Instrument

To validate the instrument prepared by the researchers they handed it over to their advisor for its correction and enrichment and then also handed over to the committee of three professors with extensive knowledge in the field of education to further enrich it. They analyzed each item using the words acceptable if it is important to answer the stated problem, unacceptable when it is contrary or unrelated to the problem, while, revised, if the item has a structural error and necessary to change. Most of the items were accepted, some were revised and some were not.

Statistical Treatment of Data

To interpret the data gathered and answer the specific questions outlined, the following statistical treatments were used:

1. To answer the first and second questions frequency count and weighted mean were used based on the following continuum:
2. To answer the third and fifth questions, Kruskal-wallis and Mann-Whitney U test were used.
2. To answer the third and fifth questions, Kruskal-wallis and Mann-Whitney U test were used.
3. To answer the fourth question, frequency count and weighted mean were used based on the following continuum:

Rating Scale	Description:
5 PG Always Doing	(The teacher consistently uses alternative teaching methods for a week.)
4 MIG Frequently Produced	(The teacher uses alternative teaching methods often or four times a week.)
3 MdG (Often Made	(The teacher uses alternative teaching methods often or three times in a week.)
2 PmG Occasionally Performed	(Once or twice a week the teacher uses an alternative teaching method.)
1 BG Rarely Made	(Teacher uses alternative teaching methods almost or once a week)

IV. ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents, analyzes, and interprets the data gathered from the study. The data are presented tabularly and textually and the discussion is in line with the problems presented.

The data are presented in the following order: the first is about the dominant challenges and shortcomings in Senior High teaching and the second is about the frequency of using alternative methods to address the challenges encountered.

Which of the identified general challenges and shortcomings are most predominant according to the overall perception of the respondents?

The table below identifies the general challenges and shortcomings according to the overall perceptions of the respondents. Based on the above, facility is the top challenge faced by respondents with 3.27 Grand Weighted Mean (GWM) followed by instructional equipment challenges with GWM of 3.24 while teacher qualification has the lowest GWM or the latest challenge is faced by senior high teachers in Kalawit District.

That is, of all the challenges shouldered by the respondents, about the facility is the most important challenge they want to meet. This is also due to the fact that it is difficult to teach what is lacking in facilities such as buildings, chairs and others with such a description. Meanwhile, teacher qualification is not a serious challenge because somehow there are requirements that the teacher must meet if he wants to teach in senior high. Some of these are completed courses, trainings and workshops attended and a few national certificates that help teachers to teach.

Such a result was confirmed in the study by Sergio (2012) and Canezo (2016). Based on the outcome of their study, success in implementing the new curriculum will depend on having the right facilities that will be needed. It also appeared in their education to be deficient and to make matters worse there are no facilities that senior high teachers can use in public schools. This is doubled by the study of Lyimo et al (2017) who found that the main challenge is still the lack of classrooms and the appropriate room size for the number of students in secondary.

TABLE 2.0
OVERCOMING CHALLENGES IN SENIOR HIGH TEACHING IN KALAWIT DISTRICT

TEACHING CHALLENGES	MEAN	DESCRIPTION	RANK
Facility	3.27	MdP	1
Teaching Equipment	3.24	MdP	2
Teacher Qualification	2.20	PmP	3

V. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This section presents the summary, significant findings, conclusions and recommendations of the study.

Summary

This study was conducted to ascertain the severity of the challenges faced by the teacher in teaching senior high in Kalawit District and the frequency of use of the prescribed alternative methods in addressing the challenges. This was conducted according to the descriptive-survey research methodology to determine the severity of the challenges encountered and the frequency of use in alternative responses. Weighted mean, Kruskal-wallis test and Mann-Whitney U test were used in this research. The respondents of the study were the selected teachers, principals and students in the schools offering senior high in Kalawit District.

This study answers specific questions such as the weight of the challenge according to the facility as follows: lack of classroom, lack of chairs and tables, no lighting and ventilation, lack or no speech laboratory, lack with or without chemistry laboratory, with or without biology laboratory, without multi-purpose hall, without clinic equipment or without clinic and without guidance and counseling center. Meanwhile, according to the instructional equipment as follows: books are lacking and not suitable, no or lack of projector, no laptop available, lack or no television, no audio-materials and no or insufficient module for the subject and teacher qualifications as follows: lack of teachers with adequate and appropriate Educational Requirements, lack of teachers with appropriate training and certificates (Training Requirements), lack of teachers with appropriate eligibility.

Significant Discovery

Based on the data gathered and analyzed, the following findings were announced.

1. Overall, the most dominant challenge faced by the teacher in teaching senior high in Kalawit District is the facility.

2. In the overall perception of the respondents the most dominant challenge according to the facility is the absence or shortage of Speech laboratory and lack of Biology Laboratory which are both often troubled by the respondents. Meanwhile, the lack or lack of television is often the problem of teachers with challenges in teaching equipment and the corresponding training and certification or training requirements in the qualification of the teacher.

3. Based on the perception of students, teachers and principals, there was no significant difference in their response based on the weight of the challenges in the facility and instructional equipment. As for the qualification of the teacher, whose respondents were only teachers and principals, it was found that there was no significant difference in their perceptions. This became the basis for the hypothesis laid down to be accepted.

4. Based on the challenges in the facility and the available alternative methods the teachers most often did based on the overall perceptions of the respondents were the following: lack of classroom, no multi-purpose hall and lack of clinic/equipment, soliciting assistance or donations, liaising and soliciting permission from local government employees to borrow or use; whereas with the lack of chairs and desks and lacking or no computer laboratory, the most frequently used by the teacher to address the challenge was the interaction with DepEd; while in the absence and lack of lighting and ventilation, interaction with DepEd and the LGU was the main method used by teachers; in the absence and inadequacy of the speech laboratory, the usual method used by the teacher is to hone students' speaking ability right in the classroom; in the lack of equipment and chemistry laboratory, the teacher's common solution is to choose safe activities to be performed within the classroom while in the lack or absence of the Biology laboratory, the use of video presentations, illustrations and diagrams related to the lesson is often used; and finally, in the absence of guidance and counseling center, the alternative method used by the teacher is counseling right in the room.

While the most common alternative methods used by the teacher in each instructional equipment challenge were as follows: in the absence of a suitable textbook,

downloaded soft copies and references from the internet and DepEd tambayan; with the lack of a projector, laptops are often the substitute for teachers; whereas in the absence of own laptop, the teacher buys own equipment that can be brand new, second-hand and installment basis or installment; while in the absence or shortage of television, the substitute used is laptop, smart phone, tablet or borrow a projector; in the absence of audio materials, the use of cellphones, laptops and televisions are used; and in the absence or insufficient modules, researching and downloading soft copies on the internet is what teachers often do.

While the foremost alternative methods employed by teachers to address the challenge of teacher qualification are as follows: regarding the lack of educational requirements, this gap is forced to be filled by borrowing JHS teachers with a related course. in the subject to be taught; meanwhile, the challenge regarding the lack of training requirements, the respondents insisted on addressing it by saying that they made way by accepting SHS applicants even without TMC1; and the challenge regarding the lack of eligibility, respondents improved addressing this challenge by hiring provisional teachers.

5. Respondents' response to the frequency of using alternative methods to fill gaps or shortcomings in instructional facilities and equipment was similar and there was no significant difference. As it was found, that there was a huge difference in the perception of the respondents on the frequency of implementing alternative methods to the challenges inherent in teacher qualification.

VI. CONCLUSION

Based on the findings of the study, it can be said that selected senior high schools in Kalawit District face challenges related to facilities, teaching equipment and even teacher qualification that must be addressed. In addition, such challenges are often addressed by teachers through alternative methods the challenges faced that have led to effective learning by students. This study also found that respondents were both aware of the problems faced by the K-12 curriculum, but in the frequency of using alternative methods to address the teacher qualification challenge, they found that there was a very significant difference between them. perceptions.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations were announced:

1. The government will focus and prioritize the shortages of facilities and teaching equipment in the newly implemented curriculum particularly the senior high. Have additional training and seminars that will increase the professional qualification of teachers.
2. Teachers, parents, staff, principals, and local government staff should work together to address school challenges and shortcomings.

3. Be a resourceful teacher who is knowledgeable in developing solutions or alternatives to challenges because it is absolutely essential to the country's education system.
4. It is highly suggested to have a study of this nature to further assess and determine whether the outcome of the study also exists.

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