Demographic Differences in the Challenges and Adaptations of Filipino Senior High School Teachers

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ABSTRACT

The study focused on determining the challenges met by the teachers concerning as they migrated to Senior High School and their adaptations to meet the identified challenges. The descriptive survey method was a questionnaire. Respondents of the study were select fifty private and fifty public senior high school teachers in Lipa City. The data gathered were analyzed using frequency counts, weighted mean, standard deviation, ranking, t-test, and analysis of variance (ANOVA). The study found out that senior high school teachers met challenges in preparing paper works, assessing students' performance, understanding the new curriculum, asserting their authority among students, coping with misbehaving students, diagnostic assessment, dealing with unfriendly and ill-mannered colleagues, and meeting high expectations from sources. Discussions with colleagues and keeping abreast of new technologies are their

ways of adaptation. The respondents from public and private schools differed significantly in their mechanisms.

INTRODUCTION

The Philippines was one of the three countries in the world and the only one in Asia that still had only ten years in primary education in Asia before the implementation of the K-12 curriculum. Filipino students who are competing in an increasingly global job market have seen this as a disadvantage. President Benigno Aquino signed the K to 12 law to place education in the international standard, adding three more years to the country's primary education curriculum. Hence, 2015-2016 marked a significant breakthrough in the Philippine Educational System as the school year started the offering of Senior High School.

As the Education Act of 2013 began to roll out two years ago, hoping to address the aggravating problems in the educational system, schools got more concerned with teachers' workload, salary increase, promotion, and the worst of all their dilemmas, preparation for the new system. As an aftermath of the imposition of Senior High School, no enrollees would go to college in the first two years. However, the movement brought more anxieties among college and high school teachers, such as retrenchment, qualifications, preparations, salary, and instructional materials, to name a few.

This change in the system was the least of the problems since the pull of the punches hit more of the teachers who were assigned to teach in the senior high school. Much was expected of them to carry out and implementing the new curriculum. Castro et al. (2015) remarked that teachers like the achievement of behavior changes among the learners. It can even be said that the success of any curricular reform, the K to 12 for that matter, remains mostly on the responsibilities of the teachers.

This study is guided by Bandura's concept of self-efficacy, which is central to his social cognitive theory. This system plays a significant role in how an individual perceives situations and how he/ she behaves in response to different situations. Self-efficacy is an essential part of this system. Teachers, like other professionals, try to cope with changes in their job or their workplaces. The law of change also dictates that working within one of these dynamics suggests

embracing change. In education, school is not a static venue for learning but a place for dynamism. In this aspect, one has to be vigorous to be with change and initiate it or otherwise.

The study is also based on the Diffusion of Innovation and Theory of Reasoned Action. The theory surmised that change leaders focus only on a few positively or negatively individuals and take advantage of communication networks to persuade and inform others to help with their change adoption. Teachers who face enormous challenges have to be guided and helped in their transitions.

Adoption means changing his ways to improve himself. In this case, the educational system, the key to adoption, must perceive the idea, behavior, or product as new or innovative. It is through this perspective that diffusion is possible. To see change, educators have to look into the K-12 program as a form of innovation.

Similarly, the researchers also based this study on Jean Piaget's theory of cognitivism. Piaget explained that the adaptation process was a critical part of cognitive development. Teachers are forever learners. In the teaching profession, teachers are expected to continuously learn to adapt to new techniques and strategies because they deal with different kinds of students and varied learning situations.

Different authors have discussed high school teaching challenges met by teachers. Ryder (2009) noted that many high school teachers face challenges related to behavior management, planning, and programming, assessment, communication with parents, differentiation, and technology in learning. Likewise, Meador (2018) added the problems related to handling students; needs, lack of parental support, criticism from the public, over-emphasis on standardized testing, and educational trends.

Using the thematic approach, Sola and Ojo (2007) determined the perceptions of teachers on the transformation of quality education. It was found out that some teachers have a negative perception of transforming and improving the quality of teaching. They believed that this is the responsibility of the government and heads of schools. Based on the results, the researcher recommended that training and workshops be given to teachers.

Akpinar and Aydin (2007) stressed that teachers appreciate the changes in education taken place under the light of constructivism. This can be interpreted as that they are not satisfied with the traditional educational understanding and are open to changes and remodifications. This situation also shows that teachers

are not so faithful to the behaviorist educational approach through which they had been educated.

Specifically, this research will determine the challenges regarding workloads, instruction, classroom management, assessment of learning status and identity, relationships with colleagues and superiors. Likewise, this will determine adaptations, which the senior high school teachers use to meet the identified challenges. An attempt is also made to determine if there are significant differences in the responses of senior high school teachers when grouped according to select a demographic profile.

METHODOLOGY

Research Design

The study is descriptive-evaluative since the result of the investigation will assess the teacher's challenges and adaptations and their opinion toward K to 12 transitions. The approach is quantitative as it used a hypothesis showing if there are significant differences in responses when grouped according to demographic profile. It also included interviews and questionnaires distributed to identified teachers who became respondents of the study. To see if there were differences in the responses, descriptive- correlational was also applied.

Respondents

One hundred respondents from three public and three private schools in Lipa City participated in completing the study. Before the data gathering, informed consent was accomplished and ensured that respondents' participation was voluntary and ensured that the respondent's welfare was considered. As a basis for the interpretation of gathered data, the researchers used t-tests and F-tests.

RESULTS AND DISCUSSION

Table 1. Summary of the Demographic Profile of the Respondents

Item	Frequency	Percentage
Demographic Profile		
Gender		
Male	27	27%
Female	72	72%
Age		
20-24	36	36%
25-29	15	15%
30-34	4	4%
35-39	12	12%
40-44	11	11%
45 and above	22	22%
Educational Qualification		
BEED	1	1%
BSED	29	29%
Other Baccalaureate Course	11	11%
With MA Units	28	28%
MA Graduate	17	17%
With Ph.D. Units	9	9%
Ph.D. Graduate	3	3%
Null (No answer)	2	2%
Number of Years in College Teaching		
Below one year	54	54%
1 to 3 years	24	24%
4 to 10 years	14	14%
11 to 20 years	5	5%
21 to 25 years	2	2%
26 to 30 years	1	1%
Subjects being handle in Senior High School		
Core Subjects	72	51.43%
Specialized Subjects	36	25.71%
Applied Subjects	27	19.29%
Null (No answer)	5	3.57%

Table 1 shows that Senior High School composition was prevalently women, and in the education sector, males were underrepresented. The stereotypical thought also causes that teaching is a female domain. The archaic thinking that males should not take education courses affects male conscription. It poses a chronic problem so much so that the academic community requires the presence of more male teachers.

About age, the results revealed that in Senior High School, teachers were still young and starting to grope with the ropes of teaching. Studies have argued that beginning teachers need professional support and assistance from the school administrators and experienced teachers to succeed in the profession (Gilbert, 2004; Hoerr, 2005; Olebe, 2005; Neild, Useem, & Farley, 2005). It is good to underscore that only 11% are not graduates of teaching courses. The presence of no-education teachers was due to the increase in the demand of teachers and the leniency on the implementation of the K to 12 in its first five years. Schools accepted non-education graduates to resolve the shortage of teachers.

Most of the teachers were a novice, had little experience in the academe, and still coping on learning the processes. They were mostly starting to get the feeling in the classroom and developing the skills and craft of the profession. Regarding subjects loading, 51.43% were handling core subjects, while 19.29% taught applied subjects. Most of the loads were on subjects having the same content and the same competencies. Their previous responsibilities and tasks at the level they were accustomed had helped, but senior high school teaching was still relatively novel to them.

Table 2. Workload Challenges

2. Workload Challenges	WM	SD	QD
2.1 have challenges in preparing paperwork, such as doing forms and class records.	2.49	0.835	ME
2.2 I have difficulty in getting everything all done due to teaching requirements.	2.15	0.796	ME
2.3 I get burdened with non-instructional duties (Those that are not directly involved with the instructional program or the implementation of the core standards)	2.15	0.869	ME
2.4 I even spend my time at home assessing students' papers.	2.47	0.958	ME
2.5 I find it challenging to perform extracurricular duties (those duties performed by a teacher outside of regular school hours that involve students and are not directly related to the instructional program)	2.39	0.920	ME
2.6 Teaching routines caused sleepless nights.	2.12	0.977	ME
Composite Mean	2.295		ME

Legend: 3.50– 4.00 To a very great extent (VGE); 2.50 – 3.49 to a greater extent (GE);
1.50 – 2.49 to a moderate extent (ME); 1.00 – 1.49 to the very least extent (VLE)

Table 2 presents the workload challenges on their work found to be moderately extent with a composite mean of 2.29. The respondents, both public and private, shared that preparing paperwork was the biggest task for them since it required excessive details incurring most of their time. Gibson, Oliver, and Dennison (2015) noted that it becomes burdensome since doing paper works requires so many excessive particulars, duplication, and over-bureaucratic. Administrators should include in their standard the reduction of unnecessary paper works and avoid embracing data that served no instructional purpose.

Bringing homeschool tasks deprived them of their opportunity to be of help to their families. This could also be attributed to the many numbers of classes handled by teachers and the number of students to be appraised per classroom. With loads of paperwork, teachers could not avoid checking papers even in their house. Participating in activities such as in the form of community outreach or research and even becoming advisers of classes brought auxiliary loads.

Table 3. Instructional Challenges

Instructional Challenges	WM	SD	VI
3.1 I experience a curriculum dilemma.	1.96	0.828	ME
3.2 I feel I need extra support in planning a lesson, such as daily learning logs.	1.9	0.785	ME
3.3 I have difficulty in the implementation of what I planned.	1.67	0.668	ME
3.4 Formulating course objectives are hard for me.	1.58	0.589	ME
3.5 I have difficulty in choosing appropriate teaching methods or teaching approaches.	1.68	0.665	ME
3.6 I cannot decide the course content and its sequence.	1.39	0.584	VLE
3.7 I have difficulty in drawing the attention of the students in the activities in the lesson.	1.63	0.597	ME
3.8 I feel insufficient on the issue of teaching strategies.	1.62	0.599	ME
3.9 I feel insufficient in testing and evaluation.	1.5	0.595	ME
3.10 I have difficulty when matching students' grades with my subjective impressions.	1.6	0.651	ME
3.11 I feel hardship in using instructional tools.	1.49	0.659	VLE
3.12 I could not implement a learning technology.	1.5	0.659	ME
3.13 I could not align my objectives with the learning outcomes.	1.4	0.532	VLE
3.14 I lack knowledge of the standards of instructional planning.	1.46	0.610	VLE
Composite Mean	1.595		ME

Legend: 3.50– 4.00 To a very great extent (VGE); 2.50 – 3.49 to a greater extent (GE); 1.50 – 2.49 to a moderate extent (ME); 1.00 – 1.49 to the very least extent (VLE)

Table 3 shows that all respondents agreed that the course content and its sequence, aligning the objectives with the learning outcomes and standards of instructional planning, affected them to a moderate extent. The instructional materials supplied by the Department of Education alleviated some of their worries, even their attendance to seminars. The awareness of the teachers on the K to 12 requirements and how this will be implemented brought this challenge to a moderate extent.

The items stating that I cannot decide on course content and feel hardships on instructional tools are challenges at the very least extent because teachers in the Senior High were already guided by a given syllabus and the list of topics to be

discussed. However, the respondents felt the pressures to curriculum preparation as teacher empowerment and curricular design have a strong relationship with school improvement and student performance (Kercheval & Newbill, 2006). Teachers then were fraught with difficulties concerning structure, curriculum, and assessment, the main changes in secondary education.

Table 4. Classroom Management Challenges

Classroom Management Challenges	WM	SD	VI
4.1 I cannot address discipline problems.	1.32	0.601	VLE
4.2 I have difficulty in managing unruly classes.	1.40	0.603	VLE
4.3 I don't know the best way to approach students' problematic behaviors.	1.38	0.632	VLE
4.4 I can't use effective classroom management strategies.	1.26	0.543	VLE
4.5 I have problems determining class rules.	1.22	0.524	VLE
4.6 I feel insufficient to undertake leadership or coaching roles in the class.	1.27	0.489	VLE
4.7 I cannot encourage my students to listen attentively	1.22	0.484	VLE
4.8 I cannot make my students abide by the rules and procedures.	1.33	0.533	VLE
4.9 I cannot create suitable learning environments	1.28	0.587	VLE
.10 It is hard to build relationships with students.	1.18	0.479	VLE
4.11 I cannot establish reliable routines and procedures.	1.18	0.458	VLE
4.12 I cannot make a plan about what students should know and be able to do	1.22	0.524	VLE
COMPOSITE MEAN	1.275		VLE

Legend: 3.50– 4.00 to a very great extent (VGE); 2.50 – 3.49 to a greater extent (GE); 1.50 – 2.49 to a moderate extent (ME); 1.00 – 1.49 to the very least extent (VLE)

Table 4 shows that teachers were able to keep disruptive students' behavior at a minimum in their conduct of learning activities. Teachers also exhibited the necessary confidence and competence in classroom management practices, as Ellis (2018) discovered that teachers who received in-service training possessed greater classroom management knowledge and competence. In the case of the respondents, they were able to think about routines, procedures, interactions, and discipline in the classroom. Also, according to Kyle (2004), "the more teachers share with students the discipline strategies and their purpose and rationale, the

more effectively the students will learn responsible behaviors." However, the biggest challenge for teachers was knowing the approach to managing unruly classes and the approach to students' problematic behaviors.

Table 5. Assessment Challenges

On Assessment I find it difficult to	WM	SD	QD
5.1 create a reliable and valid learning assessment	1.77	0.886	ME
5.2 assess students' strengths and weaknesses before instruction (Diagnostic)	1.87	0.884	ME
5.3 assess students' performance during instruction (Formative)	1.63	0.800	ME
5.4 measure students' assessment at the end of the instruction (Summative)	1.63	0.787	ME
5.5 compare a student's performance against a norm group (Norm-referenced)	1.84	1.022	ME
5.6 measure students' performance against (Criterion-referenced)	1.68	0.994	ME
5.7 evaluate student's performance frequently at the end of the grading period. (Interim/Benchmark)	1.59	0.842	ME
Composite Mean	1.715		ME

Legend: 3.50– 4.00 To a very great extent (VGE); 2.50 – 3.49 to a greater extent (GE); 1.50 – 2.49 to a moderate extent (ME); 1.00 – 1.49 to the very least extent (VLE)

Teachers of Senior High School, both public and private, found this challenge to a moderate extent with a composite mean of 1.71. This means that they could facilitate the process of gathering evidence and made judgments about whether or not students learn without so many hardships. They were able to devise ways on how to improve learning, inform teaching, and help students achieve the highest standards they can, and provide meaningful reports on students' achievement. Overall, Table 5 shows that regarding assessment, this challenge is of a moderate extent.

O'Neil (1994) suggested that the problems emerge from the inability to connect assessment to the learning outcomes. Hence, significant technical challenges can be seen from the experience of implementing the national curriculum and assessment. Thus, teachers were not focusing on the individual progress based on the descriptions of performance but concentrating much on diagnostic.

If there are two assessments worthy of attention, these are the formative and the summative assessments, both with a weighted mean of 1.63. This is quite a strain among teachers since they need to apply differentiation and adaptation according to individual needs. However, the most challenging is the Diagnostic assessment with a weighted mean of 1.87 because teachers rarely assess students at the beginning of a unit or the onset of the period or even quantify what the students know about the topic.

Table 6. Social Status and Identity Challenges

Social Status & Identity Challenges	WM	SD	QD
6.1 I am dissatisfied with my employee rights.	1.71	1.274	ME
6.2 I am dissatisfied with my salary.	1.8	0.932	ME
6.3 I think I need emotional support.	1.58	0.768	ME
6.4 I feel a high pressure of the teaching profession on me.	1.69	0.849	ME
6.5 I have difficulty performing my role as a teacher.	1.36	0.659	VLE
6.6 I am unable to see myself as a professional educator.	1.27	0.680	VLE
6.7 I experience times when I feel hopeless and hard-hearted about the profession.	1.63	0.872	ME
6.8 I am losing my ideological side of the profession.	1.57	0.868	ME
6.9 I am unable to connect my undergraduate training with the current atmosphere of the school.	1.47	0.758	VLE
6.10 I am dissatisfied with my social status.	1.36	0.644	VLE
6. 11 have worries about whether I am a good teacher or not.	1.72	0.830	ME
6.12 I don't think I am respected in the school as a teacher.	1.26	0.661	VLE
6.13 I am unable to adapt to the culture of the school.	1.30	0.674	VLE
6.14 I am worried about how the students judge me.	1.36	0.732	VLE
6.15 I find my profession unsuitable for my personality.	1.35	0.770	VLE
Composite Mean	1.495		VLE

Legend: 3.50– 4.00 to a very great extent (VGE); 2.50 – 3.49 to a greater extent (GE); 1.50 – 2.49 to a moderate extent (ME); 1.00 – 1.49 to the very least extent (VLE)

For Harvey and Stensaker (2007), quality culture must not be considered a concept capable of answering challenges but as a concept that helps identify problems.

Teachers had questions about how they would be evaluated, promoted, or because they were thrown into a work that left them uncertain. Similarly, they were not satisfied with their salary. Seniwoliba (2013) found out that salary, working conditions, incentives, medical allowance, security, recognition, achievement, growth, students' indiscipline, school policy, and status were found to be the ten most important factors of motivation to teachers that could enhance, retain or cause them to leave.

Regarding emotional support, students interact with their teachers at school and associated to a large extent with their peers. Therefore, school is not just a place where children learn to read and write, but it is also one of the most important contexts in which they acquire social skills (Hughes, 2012). In this case, the ones becoming problematic with its school setting were the teachers who could fail to give emotional support to students since they need that.

Melnick and Meister (2008) expressed the difficulties of connecting professionals with personal lives. It caused this migration from one role into another, especially in their negotiation with different personalities. Hence, their hopelessness in the demands of the teaching profession should be alleviated. This feeling got a weighted mean of 1.63. Teachers also felt they had lost their idealistic side of the profession.

Table 7. Challenges of the Relationship with Colleagues

Relationship with Colleagues	WM	SD	VI
7.1 Unfriendly approaches of my colleagues make me upset	1.65	0.880	ME
7.2 I think experienced colleagues do not spend time with beginning teachers.	1.39	0.737	VLE
7.3 I think my colleagues don't assist and support me as a novice teacher.	1.28	0.753	VLE
7.4 I am not glad about my colleagues' behavior and manner.	1.50	0.810	ME
7.5 I don't have collaboratively approaching colleagues.	1.29	0.715	VLE
7.6 My colleagues aren't willing to be in a professional sharing with me.	1.35	0.783	VLE
7.7 My colleagues do not respect my efforts.	1.29	0.671	VLE
7.8 I am unable to develop positive relationships with my colleagues.	1.36	0.835	VLE
Composite Mean	1.39		VLE

Legend: 3.50– 4.00 To a very great extent (VGE); 2.50 – 3.49 to a greater extent (GE); 1.50 – 2.49 to a moderate extent (ME); 1.00 – 1.49 to the very least extent (VLE)

Some issues still emerged, such as teachers became upset with the unfriendly approaches of their colleagues. As teachers, their work became stressful when they needed to deal with co-teachers who possibly treated them in a hostile way, making work hard to be done.

Senior High teachers expected to be at peace with everyone in the workplace and, if unavoidable, could deal with the hostile workers. Teachers wanted to work without any bullying or prejudice. This becomes severe by their colleague's behavior and manner, so teachers wanted an environment where politeness, professionalism, and a neutral approach. Since teachers came from different year levels and educational orientation, those factors led to poor esprit de corps.

Table 8. Challenges in a Relationship with Superiors

7. Supervisor Challenges	WM	SD	VI
8.1 I have worries like satisfying the expectations of my principal/supervisors.	1.85	0.999	ME
8.2 My principal/supervisors are not proactive in providing feedback.	1.45	0.892	VLE
8.3 I think my principal/supervisors are not sympathetic listeners trying to understand me.	1.35	0.833	VLE
8.4 My principal does not nurture an environment that encourages me as a new teacher.	1.31	0.825	VLE
8.5 My principal requires too much work from me.	1.32	0.695	VLE
8.6 My principal is not willing to deal with my problems.	1.294	0.734	VLE
8.7 I have difficulty in communicating with my principal/supervisors on the professional development issue.	1.34	0.755	VLE
8.8 I don't feel I will satisfy the expectations of my supervisors.	1.44	0.770	VLE
8.9 I hesitate to ask questions of my principal.	1.41	0.830	VLE
8.10 My principal/supervisors have a highly critical assessment of my lessons or me.	1.55	0.914	ME
Composite Mean	1.435		VLE

Legend: 3.50– 4.00 to a very great extent (VGE); 2.50 – 3.49 to a greater extent (GE); 1.50 – 2.49 to a moderate extent (ME); 1.00 – 1.49 to the very least extent (VLE)

Glickman emphasized that to create a professional environment in schools, supervisors need to provide more opportunities for teachers to make choices, observe each other, discuss their work, and help beginning teachers ease into their responsibilities.

Two items indicative of their problems were satisfying the expectations of their supervisors and their high critical assessment of the teacher and his lessons. Most teachers found it difficult to adjust and follow the dictates of their superiors with the fear that they could not follow or submit themselves to the exact expectations of their bosses. About their performance in the classroom and the workplace, teachers found it moderately distressful when they know it is their principal and supervisor who evaluated them to the point of deciding whether they will still be hired, recommended, or promoted. It is glaring that public schools have more tension over supervisor challenges since there are many superiors aside from the principal who monitor the operation and responsible for managing teachers and students.

Table 9. Ways of Adaptation

Ways of Adaptation	WM	SD	VI	RANK
11.1 Asking help from the guidance counselors regarding disciplining my students	2.16	1.061	ME	13
11.2 Reading professional magazines	2.34	1.007	ME	11
11.3 Attending in-house training provided by the school	2.45	1.250	ME	10
11.4 Attending invitational seminars	2.53	1.159	GE	7
11.5 Joining professional discussion groups	2.50	1.124	GE	9
11.6 Having discussion sessions with colleagues	2.81	1.080	GE	1
11.7 Learning varied assessment techniques of assessment	2.69	1.061	GE	3
11.8 Keeping abreast with new technologies in teaching	2.76	1.156	GE	2
11.9 Asking help from colleagues in making technology-based materials	2.68	1.162	GE	4
11.10 Seeking administrative support	2.58	1.165	GE	6
11.11 Re-evaluation of teaching	2.51	1.096	GE	8
11.12 Accept situation	2.62	1.144	GE	5
11.13 Time management	2.69	1.161	GE	3
11.14 Undergo mentoring	2.32	1.222	ME	12
Composite Mean	2.545		GE	

Legend: 3.50– 4.00 To a very great extent (VGE); 2.50 – 3.49 to a greater extent (GE);
1.50 – 2.49 to a moderate extent (ME); 1.00 – 1.49 to the very least extent (VLE)

Table 9 reveals the adaptations, which was foremost is discussing with colleagues. It is undergoing regular practice, particularly among public schools, to have specific sessions for sharing their practices and their problems. Respondents, to a great extent, kept abreast with modern technologies in teaching. The majority of the respondents belonged to the millennial age, and not surprisingly, they were adept in using of new technologies. Similarly, the respondents were abreast with varied techniques of assessment. The K to 12 programs require the teachers to use diagnostic and formative and summative forms of assessment, both individually and cooperatively done. DepEd Order No. 8. Series of 2015 requires the teachers in basic education, including senior high school, to follow the assignments of points for each basis of grading and how these are to be computed.

However, disciplining students is one of the foremost concerns of any teacher. The respondents probably perceived that they could handle misbehavior among students. They were much into undergoing mentoring; this could be due to lack of time or lack of available mentors. It could also be due to their reliance on the internet and other technological sources for their development.

Table 10. Differences in the Responses of Teachers When Grouped According To the Type of School

	Type of School (Private and Public)			
	t-value	Probability Value (p-value)	Interpretation	Decision
Work Load Challenges	-4.099	0.000	Significant	Do not Accept Ho
Instructional Challenges	-3.316	0.002	Significant	Do not Accept Ho
Classroom Management Challenges	-1.762	0.084	Not Significant	Accept Ho
On Assessment	-2.087	0.042	Significant	Do not Accept Ho
Social States and Identity Challenges	-3.482	0.001	Significant	Do not Accept Ho
Relationship with Colleagues	-2.867	0.006	Significant	Do not Accept Ho
Supervisor Challenges	-3.401	0.001	Significant	Do not Accept Ho
Ways of Adaptation	-1.455	0.152	Not Significant	Accept Ho

Level of Significance= 0.05

In these areas, the teachers significantly differ. However, regarding classroom management challenges, the respondents do not differ substantially. For both public and private workload, instructional, assessment, social state and identity, and relationship with colleagues are very important challenges among teachers in the Senior High School.

Table 10 reveals the differences in the responses of teachers when grouped according to gender. The data shows that in all the different aspects - on challenges and adaptations, the obtained t values at .05 level of significance are lower than the p-values leading the researchers to accept the null hypothesis that there is no significant difference the responses of teachers. This shows that whatever these challenges are, gender does not affect them, and there is no variation.

Table 11. Differences in Terms of Gender, Educational Qualifications, Number of Years in Teaching, Handled Subjects

	f-value	Probability value	Interpretation	Decision
Gender			Not Significant	Failed to reject Ho
Educational Qualifications (Ways of Adaptation)	2.971	0.007	Significant	Reject the Ho
Number of Years in Teaching (Classroom Management)	2.408	0.042	Significant	Reject the Ho
(Ways of Adaptation)	2.604	0.030	Significant	Reject the Ho
Handled Subjects (Social States and Identity Challenges)	1.093	0.356	Significant	Reject the Ho
(Ways of Adaptation)	1.310	0.276	Significant	Reject the Ho

The data reveal that in the different challenges, the teachers' responses bear not significantly different. This finding means that educational qualifications matter regarding adapting to the transitional challenges in senior high school teaching. The table also proves that the more experience the teachers are in their profession, the easier comfortable they can handle their classrooms. The table also shows that regarding adaptation methods, the respondents significantly differ in their responses leading the respondents to reject the null hypothesis of no significance. This data means that years of experience in teaching matters regarding adapting to challenges in their profession.

Regarding instructional problems and ways of adaptation, the respondents may differ in the difficulties they meet. This is probably because different subjects call for different ways of instructional approaches and adaptation. The teaching of core areas is perhaps more challenging than other areas of content.

Regarding social status and identity, the differences in the responses may be due to varying levels of self-esteem among respondents. They may also have varying ideas about how they consider their profession as a manifestation of social status and identity.

CONCLUSIONS

Transitioning to Senior High created challenges among teachers who migrated from Junior High or the different colleges or other courses. It was found out that problems on the workload, instructional, assessment challenges are not so serious while at a very least extent are classroom management, social status, identity, relationship with colleagues, and supervisory challenges. It is important to underscore that most of the challenges are dealing directly with teaching and instruction tasks brought about by the changes in the curriculum. However, looking at adaptation methods, there was a dire need to adjust to these demands since it acquired a description of them to a great extent. On the subjects being handled, instructional, social status, and identity plus ways of adaptation are significant, implying that subject's assigned project how manageable your challenges are and a factor to define who you are and how you will adapt to the situations. However, the ways of adaptation appear to be significant.

Based on the discussion of the results of the study and the conclusions generated, the researchers offer the following recommendations that school administration may take steps in hiring employees who can assist teachers in doing reports and other clerical tasks and may think of ways on how to reduce their loads.

TRANSLATIONAL RESEARCH

The findings of the study may be integrated into professional educations subjects to make those students become aware of the challenges they will take when they become full-fledged teachers. The findings may also be included in the faculty development plan in addressing the difficulties of teachers in the years of transition.

LITERATURE CITED

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