

## **The Impact of Standalone Senior High School on Social Science Teachers at Buting Senior High School**

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**Abstract** – *The study is entitled ‘Impact of Stand-alone Senior High School among Social Science Teachers. The principal objective of this work is to have an in-depth understanding of the most significant experiences and changes of eight Social Studies Senior High School teachers, particularly, among Stand-alone Senior High Schools of Buting, Pasig City in the Schools Division of Pasig. It is phenomenological research which followed the approach of Colaizzi (1978). The key informants were chosen using the random sampling method. The research found out that there were multi-faceted levels of lived experiences and living conditions which compelled each and every key informant to innovate positive responses to the standards of the institution in the contexts of responsibility and accountability. In view of the foregoing findings, despite the risks and vulnerabilities, uncertainties and disbeliefs, Buting Senior High School’s unique educational landscape and distinct learning environment paved the way towards innovation, re-tooling and restructuring of knowledge and tools to meet the desired outcomes; thus, extracting the most relevant blueprint as a guide for knowledge, learning and development. A proposed training program entitled ‘Teachers’ Reflection-in-Action and Situational Response Training-Program’ with the objectives of promoting a holistic approach in the development of social well-being and humanitarian interaction as a stand-alone institution was recommended to maintain flexibility of managing multiple roles as mentor and advocate of education in evaluating the effectiveness and efficiency of the school structure, academic and learning experiences.*

**Keywords** – *Lived Experiences, Social Science Teachers, Senior High School, Coping Strategies, Teachers’ Reflection-in-Action*

### **INTRODUCTION**

After the global catastrophe brought to us by coronavirus malady (Covid 19) this unprecedented event triggered the World Health Organization to declare global pandemic (WHO, 2020) which cascaded to the Philippines to declare Presidential Proclamation No. 929, s 2020; consequently, establishing a new paradigm shift in the educational system in the Philippines. It is a

physical setup to what is called now the new normal teaching and learning scheme (Rodriguez, 2020).

Anchored to the Philippines’ long term development priority (Ambisyon Natin 2040) mentioned of its guidelines that it should be anchored on the principles of learner- centeredness, relevance; and to highlight the terms disaggregation and

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localization. It simply means it recognized the process and procedures in enabling and empowering government institutions and units to take effect their outlined local development plans and priorities aligned to their respective contexts, resources, spaces, and capacities for implementation.

All throughout the course of Buting Senior High School years, it lived up to the commitments and standards as an educational institution. Throughout the process, it operated as a team and not just collection of individuals. But the concern of this research lies in the gap presented by Bruce Tuckman's (1965) highly acclaimed model of group dynamics which includes the following stages: which are forming, storming, norming, performing and adjourning. It all starts with putting up a structure where acceptability into the group to avoid conflict; thus, leadership is indispensable. As the organization prospers, interpersonal struggles and conflicts occur; thus, true interdependence and shared leadership is likely to strike the balance. On the final stage, transition and termination will either cause significant change or proceed with major setbacks and crisis.

The Philippines agreed to adopt one of the boldest and most transformative blueprints for success of all communities in the world which simply implies that the

country vowed to create a better version of life in spite and despite the challenging tasks ahead. According to the Guidelines on the Organizational Structures and Staffing Patterns of stand-alone and integrated public senior high schools of DepEd Order No. 19, S. 2016, the organizational configurations, staffing arrangements, and processes will be the guiding principles in the establishment of all public academic institutions; as well as its exterior stakeholders in order to ensure that there will be proper governance and management of public senior high schools in compliance with DepEd's quality standards and imperatively lead the entire system to the improved transfer of the essentials of teaching-learning processes, leadership and organizational management.

However, after the combined efforts between leaders and institutions of the government, is there any significant development or notable changes in the lived experiences that could possibly quantify a specific formula for success. This is where the inspiration all started. Having the new curriculum is a collaborative input which was reviewed and developed for further improvement of the educational system in the country. K to 12 has targeted the roads of the learners to achieve one's dream in preparing ambitions in life. A new level of

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basic education consisting of grade 11 and grade 12 known as the senior high school was launched on June 2016 as prescribed in the Enhanced Basic Education Act of 2013.

This study aims to unlock the common and deeper lived experiences of teachers to transform them as a common ground and validate them to come up with better perspective on how to determine and address real- life problems and come up with real- life solutions. The researchers aim to appraise the most significant lived experiences of the social sciences senior high school teachers of an independent public senior high to better understand their respective situations and institutions after 6 years of the K to 12 Curriculum implementation most especially during the transition phases of pre-pandemic, during the outbreak and the new normal scenario in education.

**OBJECTIVES OF THE STUDY**

In the Basic Education level, the Department of Education (DepEd) highlighted the importance of research works, production of educational and action research among school supervisors, school heads and public-school teachers as per mandated by DepEd Order No. 016, s. 2017 and amended with DepEd Order No. 026, s 2023 titled Research Management

Guidelines. In compliance with the set guidelines, Buting Senior High School, the locale of the study, has always been struggling in motivating its teachers to submit their respective entries to the Research Committee of the school. Though in reality however, some would view the said endeavor to be dominantly negative since it is regarded as an avenue to faculty promotion only (Alcazaren, et.al., 2022).

In lieu of this, the research engagement will pave the way in encouraging the administration, the senior high school teachers and even the non-teaching staff to view research as a tool for the holistic development and growth; and means to investigate and analyze the best practices of the school for benchmarking purposes.

Drawing from the perspective of Vishwaroop 2022, as regards to community resources' bottom line or common ground would be the common good i.e., the benefits for all or the interests of all. It will not only speak of theories and contents, but also its applications and outputs. We do not only mold people to be knowledgeable of what is science per se, but more of letting the learner apply what he or she

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learned in science since each, and every person has a community wherein there are various social institutions with different needs. To address these various needs and expectations and most especially the required standards, community resources play a vital role in studying various subjects and disciplines. We cannot place the common good at stake thus community resources are indispensable.

**METHODOLOGY**

A Phenomenological inquiry focusses on the importance of participant observation and in-depth interviewing (Patton, 2015). This researcher acted as a participant observer, having a personal connection to and invested in this research by co-facilitating the experiential groups for participants in the study. According to Patton (2015), "The only way for us to really know what another person experiences is to experience the phenomenon as directly as possible for ourselves" (p. 116). This researcher had a personal interest in the field of study since the researcher is one of the pioneers of senior high school and has an established connection with participants having served as co-facilitator of the groups in question. All these factors aided in

creating a rich environment in order to utilize the principal elements of the said phenomenological theoretical approach.

This study will be rooted in the phenomenological framework to explore the social sciences teacher's experiences of a stand-alone senior high school in an experiential group. It will also use the same processes in order to develop a composite description of the essence of the experience for all the participants. All data from this research are collected and analyzed using the steps from Colaizzi's (1978) descriptive phenomenological method. Significant themes and meanings will be interpreted through laborious analysis of data to formulate the collective outcomes for this research study.

With the set standards and procedures of the phenomenological methods and approach of Colaizzi (1978), the researcher's goals in gathering in-depths understanding of the multi-faceted lived experiences of social sciences teachers in a stand-alone senior high school institution will properly be reflected based on the dynamism of a phenomenological research.

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### **RESULTS AND DISCUSSION**

This study was conducted with the aim of investigating the salient characteristics of the lived experiences among social sciences teachers in a stand-alone senior high school in terms of perceived multi-faceted living-conditions and teachers' well-being and the significant levels of engagements in response to the various levels of standards and requirements of the institution; therefore, it created a framework based on the following major themes and sub-themes.

1. There were four distinct categories in Theme 1, experiences: physical, emotional, mental, and social. Under physical, there were two themes: environment and resources; under emotional, there were three themes: adaptation, humanitarianism, and anguish; Under mental, there were two themes: transition and stress and under social there were two themes: interactions and uncertainties.

2. In problem 2, the second major theme is entitled CHALLENGES with the sub-theme of (a) Autonomous School and comprises of secondary sub-themes which are Facilities and Resources. Secondly, (b) Qualification with the theme of Scholastics. Thirdly, (c) Recognition with the theme of Other issues. There were three themes

generated for problem no. 2. Autonomous School, with the sub themes: facilities and resources; the second theme was Scholastics, and the third theme was other issues.

3. The unprecedented transitions of events, beliefs in problem 3, the third major theme is entitled COPING MECHANISMS with the sub-theme of (a) Resilience with the theme of Adjustments. Secondly, (b) Motivation with the theme of Professionalism. Lastly, (c) Aspiration with the theme of Self-care.

4. Various motivations, adaptations and aspirations greatly impacted the lived experiences of social sciences teachers in a stand-alone senior high school; therefore, it created a framework based on the major themes and sub-themes.

### **CONCLUSION AND RECOMMENDATION**

Based on the summary, the researcher had drawn the following conclusions:

Educators of Buting Senior High School have proven and tested their unwavering commitment and dedication to its stand-alone institution, which they managed for the past seven years despite the challenges of the scarcity of resources, myriads of uncertainties, overwhelming tasks and duties, different levels of pressures, but they never wavered achieving their goals for the entire community.

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1. Ascribed from the first major theme EXPERIENCES, with sub-themes of Physical (Environment, Resources), Emotional (Adaptation, Humanitarianism, Anguish), Mental (Transition, Stress) and Social (Interactions, Uncertainties); majority of the participants unveiled their perceived multifaceted living-conditions, levels of engagements, standards and requirements of a stand-alone senior high school which most likely requires the following aspects (1) Availability of resources which means teachers must be equipped with enough resources in preparation for teaching-learning process, (2) Tasks must be given beforehand or with ample time- to avoid cramming and compromising quality of teaching preparations, (3) Official time adjustment, meaning to say, they are to be given ample time to teachers to prepare for work, (4) Availability of venues for school activities and programs; and lastly (5) Availability of teaching/ instructional materials in connection to ICT usage. The multifaceted challenges in the workplace of Buting Senior High School demand the multi-dimensional capabilities of educators to surpass a fast-paced set up of the school atmosphere. To sail across the complex interactions between tensions, dilemmas and transitions, educators of stand-alone

Buting Senior High School exemplified flexibility and willpower.

2. The theme CHALLENGES, with sub-themes of Management (Autonomous School: Facilities, Resources), Qualification (Scholastics); and Recognition (Other Issues); majority of the participants acknowledge the significant roles of the predictors of change which emanates from the individual and institution's expectations, outcomes, apprehensions and strategies. Most likely necessitates the following aspects mentioned such as (1) Positive outlook as a start, (2) Meeting and dealing with expectations, (3) Equity in the workplace, (4) Motivating incentives, (5) Flexibility to fill in the areas lacking of, (6) Creating interventions to address learning gaps, (7) Outsourcing delivery, (8) Expertise in areas of learning, (9) Managing of records; and (10) Utilization of learning modalities.

3. The theme COPING MECHANISMS, with sub-themes of Resilience (Adjustment), Motivation (Professionalism); and Aspiration (Self-care); contextualized lived experiences of social sciences teachers in a stand-alone senior high school; and exploring adaptive tools, structures and features as indicators of improvement and a quality life. Most likely compels the following aspects which mention (1) Learning to relate, learning by doing, (2) Humility amidst recognition, (3)

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Commitment to learning; and (4) Belongingness to workplace.

4. The tailored professional development programs address the specific motivations and aspirations of social sciences teachers including opportunities for continuous learning, skill enhancement, and exposure to innovative teaching methodologies relevant to the subject matter.

The findings and conclusions enabled the researcher to identify the following recommendations:

1. At the beginning of the school year, there is a need to check and balance the school's institutionalized programs, activities and trainings vis-à-vis to the availability of school resources such as instructional materials, needed skills and capabilities of faculty members, spaces and venues to better deliver the short term and long term goals of the institution. There must also be an inventory of teacher's own respective forté, alignment and specialization to minimize intimidation towards colleagues. To accentuate a meaningful and interactive social landscape, it is an opportune time to revisit the congruence of theory and praxis of top managers of the school in relation to the implementations of guidelines and policies.

2. To better adapt to the new shifts and trends from the demands of work and

expectations of being a 21st century stand-alone educational institution, it is a paramount movement to seek solace from an inquiry-based approach in finding solutions to problems and have an in-depth knowledge and understanding of the processes involved. Thus, aside from crafting a human resource training and development, records management in promotion of ICT operations, the school must capitalize on the comprehensive training on producing action and basic research to determine the success of the entire education atmosphere.

3. To be relevant in the embedded responsibility and accountability in the meaning-making of a stand-alone senior high school, the desired outcomes rest on a just, free, humane and transformed society wherein school activities and programs cater functionality and productivity. That there is a genuine collaboration and receptiveness towards commitment and belongingness between leaders and its constituents. That there will be a direction towards change by empowering teachers and students to find the right approaches to education via rational critical thinking. While the rest is decently focused on producing competent professionals and skillful educators which hurdles instruction, assessment and the entire learning environment with

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enthusiasm and not just blind compliance and for recognition's sake.

4. Regular assessments to identify evolving needs and preferences of social sciences teachers is recommended by using surveys, focus groups, and individual consultations to gather feedback on the current professional development programs and areas for improvement.

5. Incorporating Technology and Online Resources by integrating technology-driven learning platforms and online resources to facilitate remote learning and accessibility is important. Offering webinars, virtual workshops, and online courses to accommodate varied schedules and providing continuous learning opportunities beyond traditional in-person sessions is highly recommended.

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