Challenges in the Philippine Educational System and its Impact Towards Teachers' Instruction Strategies and Professional Growth

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ABSTRACT

Challenges in the education system significantly impact the teachers' strategies and methods of instruction and their efforts for professional growth. The challenges bring difficulty in achieving the desired outcomes; however, these cases create an opportunity for the teachers to think of the best strategy to give quality education and a positive future for Filipino learners. The article revealed that various educational system problems affect the quality of instruction teachers provide for the learners, like low government budget for education and the effect of the recently implemented K-12 curriculum. On the other hand, the article reviews the importance of the government's support for continuous professional development (CPD) of teachers.

Keywords
Education challenges
Educational system
Instructional strategies
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Introduction

The teacher is the keynote and most valuable part of educational success. Teachers’ impact and performance significantly influence the success and failure of educational transformations [1]. The Philippines is still a developing country; therefore, its educational system faces many challenging and distinctive situations [2]. The Department of Education has
continually aimed to provide quality education for all Filipinos. However, despite the department's efforts and policies on improving the country's education, challenges still significantly affect the teachers' performance in delivering instructions to the learners. One great example is the shift from the Basic Education Curriculum (BEC) to the K-12 curriculum in 2012. The country was one of the latest nations to implement the K-12 curriculum, aiming to level with other nations and adapt to the unstoppable change due to globalization. The sudden shift in the curriculum has brought many challenges to the learners and the teachers, specifically. The teachers needed help delivering quality instructions due to inadequate content knowledge, limited resources and references, and a lack of materials and equipment [3]. On the verge of these inevitable challenges, teachers needed to improvise their approach and strategies in delivering instructions. The teachers innovated and used localized materials to supplement the insufficiency of the competencies required [4].

There are three main explanations for the gap between the structure and the Implementation – administrative, teacher-related, and student-related. One of the three reasons for these challenges is teachers' lack of professional development [5],[6]. Teacher's professional growth is any continuing education effort for educators. It is one way to improve their skills, gain more knowledge, and be expert in their field. Teachers will be more satisfied with their jobs if there are more professional development opportunities, improving their performances [7]. In 2016, the Congress aimed to enhance and strengthen the country's professionals through Republic Act No. 10912 or the Continuing Professional Development (CPD) Program. It aims to promote and upgrade the practice and professions in the country. CPD has significantly impacted the insights of teachers when it comes to their professional growth. Some perceived themselves as enlightened and empowered, enabling them to be more innovative, creative, and expert in their field and better provide for their student's needs. However, other teachers perceived CPD as a burden and additional workload as it is a requirement for the renewal of professional licenses and accreditation system for the practice of the profession [8],[9].

While teachers play a vital role in the education system, underlying challenges in the country's academic structure affect their practice when it comes to their instructional strategies and approaches. Due to the lack of professional development opportunities, teachers must prepare to teach the content based on the assigned schedule and have a more diversified teaching methodology. Moreover, the absence of proper support and materials led to less time for teachers to instruct the content efficiently [6].

**Literature Review**

The article by Ref. [1] stated that the influence and performance of teachers are considered to have a massive impact on the success and failure of education reforms. The
author mentioned the Implementation of K-12 in the Philippines, which needed clarification on the teachers' roles in the new educational system. The study conducted by Ref. [5] dives into three main problems in the Implementation: administrative, teacher-related, and student-related due to the teachers' need for more professional development. Ref. [6] further supported this claim, stating that more preparation must be needed for teaching development.

Ref. [7] proved that problems in curriculum development and the school system significantly affect teachers' teaching methods. Teachers can not apply their approaches, and their country's educational curriculum needs to satisfy the learner's needs. Additionally, Ref. [10] argued the negative influences of curriculum on the performance of teachers and students. He added that students will graduate with lesser learning, and the PISA results will stay in the bottom tier unless the government decides to restructure the curriculum.

Ref. [11] expressed a persisting shortage in schools and classrooms, particularly in senior high schools, lack of textbooks, learning facilities, and other needs of students. This made the teachers catch the expenses on their own. Ref. [12] exposed the late review of the Department of Education in the Implementation. These problems raise teachers' concerns about seeking effective ways to discover more teaching methods through professional development or collaborating with their co-teachers. Outside the four walls of the classroom, Ref. [12] reveals the concern of the various groups in the Philippines, like Alliance of Concerned Teachers Partylist Representatives Antonio Tinio and France Castro, who strongly expressed that the Philippines was not yet ready for the full Implementation of the K–12 system. The ACT noted that the Department of Education is already late in reviewing the implementation process; nonetheless, they are hoping that both the DepEd and Congress will have an honest-to-goodness review of the first run of the Implementation to show the lapses and points of improvements the government can manage for the education sector.

The research study by Ref. [4] evaluated the efficacy of professional growth through the continuous professional development program (CPD). The research revealed that teachers must improve their questioning techniques, instructional strategies, and methods to develop their higher-order thinking skills. Hence, teachers need professional development to enhance their practices to achieve the K-12 curriculum goals. Ref. [13],[14] suggested that collaboration among colleagues or professional educators presents a good solution. Ref. [15] also proved that proper cooperation with each other benefits not only personal development but also the group. The research findings by Ref. [16] showed that encouraging collaboration among colleagues leads to teacher effectiveness, such as discovering effective teaching practices and better student outcomes. Ref. [17] reported that Finland's 2016 curriculum reform identified a collaborative atmosphere as the key to advancing the school system. Previous research showed
that students who attended schools with high levels of teacher collaboration performed well in their school activities. Those authors agree that collaboration is one of the effective solutions for increasing teachers' growth and performance amidst challenges in the Philippine educational system.

**Method**

Amid the challenges in the Philippine educational system, the study conducted by Ref. [5], [10], [11] offers an overview of teachers' challenges in the Philippine educational system. The paper is strengthened by supporting genuine material from previously conducted research, which shows an accurate image of the educational system's condition during the Implementation of the K-12 program. These authors do an astonishing job of showing the teachers' challenges in the Philippines' educational system.

This article brings success, in part, by strongly emphasizing the importance of collaboration among teachers. The research findings [14] and [16] showed that encouraging collaboration among colleagues leads to teacher effectiveness, such as discovering effective teaching practices and better student outcomes. Ref. [17] reported that Finland's 2016 curriculum reform identifies a collaborative atmosphere as the key to advancing the school system. Previous research Ref. [14] showed that students who attended schools with high levels of teacher collaboration performed well in their school activities.

The study became stronger by conducting a more in-depth investigation of the challenges in the Philippine education system. Ref. [18] focuses on how teachers, parents, students, and policymakers respond to change. Moreover, it shows individuals' emotional and psychological processes once confronted and adopted an innovation.

This paper comprehensively examines the challenges of the Philippine educational system that impact teachers' growth and performance. The evaluation is improved by incorporating ideas from various sources, highlighting the significance of collaboration among teachers. The findings of this research and other relevant studies can inspire teachers in the Philippines to boost cooperation among their colleagues and fill in the gap in the lack of resources and preparedness towards implementing the K-12 program.

**Result and Discussion**

Due to challenges brought by the Philippine educational system, Ref. [5] attempted to discover the problems and solutions. This study's findings emphasize three main problem categories/themes: administrative-related, teacher-related, and student-related. The results include (a) lack of training, seminars, unclear standard operating procedures, (b) late arrival and lack of modules, (c) developing/weak teaching skills and strategies, (d) teacher's difficulty in teaching the subjects or contents, (e) lack of time to tackle the content efficiently, (f)
unavailability or lack of instructional materials, (g) non-mastery of the basic concepts and skills, (h) poor problem solving and critical thinking skills (i) indifferent student behavior. This research illuminates grey areas that need improvement.

Compared to Ref. [7] study, the major problem in the curriculum is its application in schools. The curriculum does not satisfy the society's needs. There are good reasons to shift from a theoretical curriculum to a practical one. Teachers do not apply the teaching methods they are taught and trained to apply in initial preparation. The experimental techniques are not used in teaching. This study implies that teachers should use strategies that better fit the students' performance and abilities. The methods used to evaluate the student's performance directly affect their performance.

This article has described the present situation and its teacher professional development challenges. The study is based on a meta-analysis of various studies, research reports, articles, and statistics to present a comprehensive picture of the obstacles to the development of teaching and learning. Among the factors affecting morale mentioned by teachers were "the impact of policy implementation upon working conditions, a negative narrative regarding the performance of teachers, salaries, and benefits, and low levels of motivation through a lack of systematic recognition of teacher achievement." However, mechanisms to provide recognition must be developed to ensure that high-performing teachers receive an appropriate acknowledgment. A teacher career structure should be designed to link promotion to teacher performance and professional development [19]. Planning the best strategy to cope with challenges in the educational system strengthens the teachers' ability. The report agreed that some of the initiatives being carried out by the Ministry of Education, such as providing more opportunities for professional development, should help improve teacher job satisfaction.

Ref. [10] article argues the negative influences of curriculum on the performance of teachers and students. ACT Teachers Rep. France Castro said the K-12 "congested curriculum” failed, resulting in Grade 4 students from the Philippines recording the lowest scores among participants from 58 countries in the Trends in International Mathematics and Science Study (TIMSS) 2019. "DepEd's incompetence immensely impacts teachers and students' performance. The poor performance of Filipino students in the TIMSS 2019 marks the failure of DepEd's K-12 program," Castro said. "Among the outputs of DepEd's incompetence and haphazard Implementation of so-called education reform is the curriculum congestion, which compromises adequate teaching time and students’ deeper understanding. This is worsening under the case of the blended learning scheme," she added. In addition, the results are interpreted to highlight the need to abolish the K-12 program and urge the government to
“create a curriculum that will meet the needs of the society and to invest more in education so we can address the issues of quality education.” Ref. [1] mentioned that implementing K-12 in the Philippines confused the teachers about their roles in the new educational system. This study emphasizes the importance of teachers' skills and strategies in education against the challenges. The influence and performance of teachers are considered to have a massive impact on the success and failure of education reforms. The result, when interpreted, shows that the teachers need to come up with solutions such as sharing modules or guides, conducting cooperative learning classes, giving extra time for research work, taking time in the preparation of the lesson, making use of the indigenous materials, reviewing basic concepts, and giving examples, motivating and teaching students enthusiastically.

These problems raise teachers' concerns about seeking effective ways to discover more teaching methods through professional development or collaborating with their co-teachers. Professional development improves new skills, which help the teachers to be excellent in the field. Ref. [6] further supported this claim, stating that more preparation must be needed for teaching development. The research study by Ref. [4] evaluated the efficacy of professional growth through the continuous professional development program (CPD). The research revealed that teachers must improve their questioning techniques, instructional strategies, and methods to develop their higher-order thinking skills. Hence, teachers need professional development to enhance their practices to achieve the K-12 curriculum goals. In addition, Ref. [20] includes the need for teachers to be trained in pedagogy, education research, measurement and evaluation, and classroom management. Professional growth enhances the skills of the teachers in different fields to give practical learning to the students. It is suggested that collaboration among colleagues or professional educators presents a good solution [13],[14]. Collaborating well with one another is essential to seek answers and effective methods. It is proven that proper cooperation benefits personal development and the group [15].

Conclusion

Education is essential to everyone; it allows discovery and exploration to gain new knowledge and create ideas to broaden it. Continued learning promotes self-development, making learners more motivated to study and search. However, due to some issues in accessing quality education, learners and teachers need help to acquire quality learning. A low government budget for education affects the school's resources, where the teachers provide the learning resources to the learners to meet their needs. Teachers significantly impact quality education in which training and seminars help improve the skills in different areas to produce skilled learners. Education brings a positive future to everyone who deserves to achieve quality learning. Challenges are not hindrances to the teachers’ ability to help the learners. These
challenges can be assessed by using effective strategy, objective, and manipulative. It is the heart of the teachers to find a solution to the challenges.

Conflict of Interest

The authors should declare that there is no conflict of interest.

References


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