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iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Implementation of Senior High School Program in Malimono District, Division of Surigao del Norte

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Received: 24 February 2023

Revised: 23 March 2023

Accepted: 27 March 2023

Available Online: 28 March 2023

Volume II (2023), Issue 1, P-ISSN – 2984-7567; E-ISSN - 2945-3577

Abstract

Aim: This study assessed the extent of implementation of the Senior High School Program in Malimono District. Specifically, it described the profile of the schools, the school heads' age, sex, rank, field of specialization, highest educational attainment and number of years as a SHS Head and the teachers' age, sex, teaching position, field of specialization, eligibility, highest educational attainment and years of teaching SHS. It also explored the documents retrieved on the implementation of Senior High School Program on the said district.

Methodology: The study made use of content and cross-case analyses for the documents retrieved and descriptive research design employing survey technique to find the extent of implementation of the SHS program. The participants were 5 school heads and 41 teachers who handled SHS subjects in Senior High Schools in Malimono District. A researcher-made questionnaire was used to gather the data needed in the study. The statistical tools used included frequency count and percentage computation, mean and standard deviation, Chi-square Test and Multiple Regression Analysis.

Results: This study found out that the status of implementation of Senior High School program is in Advanced Level in the area of Resources while Maturing Level in the area of Methods and Developing Level in Linkages which signifies the Senior High School Program needs to be continually assessed, evaluated and improved. There were also problems encountered in the implementation which need to be addressed by stakeholders and school officials concerned. The teaching performance of teachers in both areas – Content Knowledge and Pedagogical Knowledge are in the Advanced Level as assessed by significantly related to the SHS Program implementation on the area of Resources. On the other hand, their age, rank and specialization tend to correlate with their implementation of the SHS Program as to Methods and Linkages. None of the teachers' profile variables have influenced the extent of implementation of the Senior High School Program.

Conclusion: All three areas in the implementation of the Senior High School Program (Resources, Methods and Linkages) do not significantly relate to teachers' performance as far as Content Knowledge and Pedagogical Knowledge.

Keywords: Implementation, Senior High School Program, Resources, Methods, Linkages, Content Knowledge, Pedagogical Knowledge

INTRODUCTION

The K to 12 Program is believed to solve the elongated dilemma of the Philippine Educational system. The additional two years are believed to be of great help to equip Filipino students with the knowledge and skills needed in life, be it in school, future employment, business enterprise, or further technical-vocational training. Also, it is essential for the Philippines to keep track with international standards because of the fact that the country had followed a ten-year pre-college set-up prior to the implementation of the said program.

Luistro (2010) affirmed that the expansion of two years to the essential training cycle, contained in the Senior High School, is the principal strategy apparatus that will fill in as outline for program usage. Hence, the Department of Education launched senior highschool (SHS) nationwide in June 2016 which consists of new level of basic education consisting of Grades 11 and 12. It issued DepEd Orders and Memorandums for Senior High School which refer to



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Grades 11 and 12 as the last two years of the K to 12 Basic Education Program. The SHS curriculum aims to prepare students for either further education or employment. In the SHS, students are required to go through a core curriculum and subjects under a track of their choice.

Bonifacio (2017) emphasized that Senior High school indicates the last two years of the K to 12 program which incorporate the Grades 11 and 12. The law prescribes that the Senior High School is a part of the mandatory basic education. This program is a 2- year of in-depth concentration relying upon the occupation/career track they wish to seek after. Learners will go through core curriculum subjects under a track of their decision like Academic, Arts and Design, Sports and Technical Vocational tracks. Senior High School visualizes profession and college ready graduates prepared for business, enterprise, college and middle skills development (Sanchez & Sarmiento, 2020).

Acar (2017) believed that with the execution of K-12 Senior High School Program, the Philippines will improve the similarity of the Filipino students and professionals around the globe. The extra years in secondary school is accepted to give adequate time to dominance of ideas and abilities, create deep rooted students, and plan graduates for tertiary instruction, middle-level skills development, business and enterprise. Moreover, the study stated that the 12-year program is seen as sufficient period for learning under essential instruction and is a necessity for acknowledgment of experts abroad.

Magpayo (2018) and Sanchez, et al. (2022) alleged that the aim of the enhanced basic education program is to develop holistic learners with 21st century skills. The addition of two years in high school provides more time and opportunity for students to develop the necessary learning competencies to be ready for their career paths. Abueva (2018) discussed that throughout the years, academic preparation was once saw as scholastic readiness for a passageway to college, however today, one of its significance is to push and enable the students to develop their abilities that will help the students to land for a job.

Prior to SHS implementation in school year 2016-2017, the Department of Education released guidelines that will be used by the teachers as the implementers of the program. Guidelines and standards were set through legal bases, manual of operations, DepEd Orders, memorandums and circulars.

Moreover, the Department of Education issued a DepEd Order No. 36 series of 2012 otherwise known as the Guidelines for Senior High School Modeling Program which provides policy directions to the secondary schools in the implementation of the program. The flow of the implementation are as follows: 1) School analyzes list of specializations, resources; 2) school conducts assessment based on market demand, teacher capacity and school faculty/equipment; 3) school decides which specializations to offer and prepares the curriculum; 4) Students undertake assessment (PECS and Skill Test); 5) Students undertake career guidance, pathways and challenges; 6) Students decide which specialization to pursue; 6) School informs the parents about the program; 7) Students enroll in the specialization offered then 9) the school implements the specialization. The following activities that should be implemented or followed are as follows: linkages and partnership with industries or business sectors, curriculum development/upgrading for Grades 11 and 12, instructional materials development, skills enhancement training for teachers, provision for tools and equipment and assessment of teachers and students particularly in the Technical - Vocational track. In this connection, the DepEd issued DepEd Order No. 71 series of 2012 which further give additional information to and changes in DepEd Order No. 36 series of 2012.

Meanwhile, the Department of Education released *DepEd Order No. 21 series of 2019* which is the *Policy Guidelines on the K to 12 Basic Education Program* and this policy provides a comprehensive explanation and clear framework for the monitoring an evaluation. This DepEd Order provides a reference point for the researcher to conduct the study.

Punongbayan (2019) however, reported that many schools in the Philippines were not fully prepared for the Senior High School implementation. Currently, there were: limited and high number of enrollees on the schools; insufficient number of application requirements to be able to offer different SHS tracks; tracks/strands are not aligned with the Local Development Plans and industries in the area; lack of professional teachers to teach in the specialized tracks/strands; inadequate budget for the construction of physical facilities; insufficient learning materials; lack of partner institutions for the work immersion subject; and extent of support of partner institutions is not evident.

Also, a study of Brillantes et al (2019) & Nacorda (2019) showed that there were problems encountered by teachers on the implementation of Senior High School Program which appeared on their study. These are the following: Learning competencies stated in the curriculum guide are repetitive; High standards of learning competencies stated in the SHS curriculum guide; Overcrowded learning competencies which cannot be catch up or finish in one semester; Limited books and other instructional materials; Lack of equipment, tools and learning materials for the skill enhancement and among others.



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However, many schools in the Philippines encountered challenges and issues on the implementation of the program. According to Brillantes et al (2019), the problem arises on the fundamental issues which were identified on the K to 12 SHS program and these are the offered SHS tracks and strands, capabilities and number of teachers, the available school buildings and classrooms, availability of partner entities, and even the accessibility of books and other school supplies.

This study was supported by the study of Perez (2018) which evaluated the operational preparedness of senior high schools in Hagonoy, Bulacan positing that the problems of the senior high school need to be addressed. With these problems, the researcher was prompted to investigate the current status of the implementation of the Senior High School program from the start of the implementation up to this end.

Statement of the Problem

The study assessed the Senior High School program implementation in Malimono District. Specifically, it sought answers to the following questions:

- 1) What is the demographic profile of the following:
 - 1.1 School
 - 1.1.1 School Type;
 - 1.1.2 Senior High School Track/Strand Offering;
 - 1.1.3 Number of SHS Teaching Personnel?
 - 1.2 School-Head respondents in terms of:
 - 1.2.1 Age;
 - 1.2.2 Sex;
 - 1.2.3 Position;
 - 1.2.4 Field of Specialization;
 - 1.2.5 Highest Educational Attainment;
 - 1.2.6 Years as a SHS Head?
 - 1.3 Teacher-respondents in terms of:
 - 1.3.1 Age;
 - 1.3.2 Sex;
 - 1.3.3 Teaching position;
 - 1.3.4 Field of specialization;
 - 1.3.4.1 Academic
 - 1.3.4.2 Technical-Vocational Livelihood (TVL)
 - 1.3.5 Eligibility;
 - 1.3.5.1 PRC Holder
 - 1.3.5.2 NC/TM Holder
 - 1.3.5.3 Assessor
 - 1.3.6 Highest Educational Attainment;
 - 1.3.7 Years of teaching SHS?
- 2) What is the extent of implementation of Senior High School Program as perceived by the School Heads and Teachers on the following components:
 - 2.1 Resources/Tools;
 - 2.2 Methods and
 - 2.3 Linkages/Partnerships;
- 3) To what extent do the implementation of Senior High School program affect the performance of teachers in terms of:
 - 3.1 Content Knowledge;
 - 3.2 Pedagogical Knowledge
- 4) What are the problems and issues encountered by the School heads and teachers in implementing the Senior High School program?
- 5) Is there a significant relationship between the school heads' and teachers' profile, and the extent of implementation of Senior High School program?
- 6) Is there a significant relationship between the school heads' and teachers' extent of implementation of



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Senior High School program, and the teachers' performance?

7) Based on the results of the study, what formative program or activities can be done to enhance the Senior High School program?

Hypothesis

At .05-level of significance, the researcher hypothesized that:

- 1) There is no significant relationship between the school heads' and teachers' profile, and the extent of implementation of Senior High School program.
- 2) There is no significant relationship between the school heads' and teachers' extent of implementation of Senior High School program and the teachers' performance.

METHODS

Research Design

This study employed mixed methods which were made use of the content analysis and cross-case analysis for the documents retrieved and the descriptive research design employing survey technique. The primary methods used for data collection are the available documents from the start of the implementation of Senior High School program and the researcher-made questionnaire which are based on the issued DepEd Orders and Memorandums. The study aimed at exploring the extent of implementation of Senior High School program from school year 2017-2018 up to this school year.

Procedure

The questionnaire of this study was a researcher-made questionnaire that is based on the issued standards of Department of Education memorandums and orders and validated by the experts with following descriptors: Very High, High, Low, and Very Low. Interpretations were based on the School-Based Management Assessment tool. The parameters were converted by dividing it by 3 because there were three levels of SBM Assessment tool consisting of : "Developing" with the parameter between 1.00-2.00; "Maturing" which parameter is between 2.01-3.00, and "Advanced" between 3.01-4.00. (DO No.83 s. 2012). The same instrument and analytical framework above were used to assess the teachers' performance and the teachers' conduct of the Senior High School program.

The researcher sought the approval of the Schools Division Superintendent of Surigao del Norte through a letter for the administration of questionnaires to the respondents. Upon the approval of the request, a letter was sent to the Public Schools District Supervisor of Malimono to ask permission to conduct the study to SHS heads and teachers on their respective schools. The researcher personally administered the questionnaire to the participants along with the letter of request to answer the questionnaire. To ensure proper accomplishment of the questionnaire, the researcher explained the purpose of the study to the participants. Each participant was given enough time to answer the said questionnaire which was retrieved by the researcher herself. The data obtained from the survey were classified, tabulated and analyzed using appropriate statistical tools.

For the qualitative data, a letter of request was sent to the Public Schools District Supervisor and District SHS Coordinator. Upon approval, the qualitative data were gathered through note taking and document analysis. The documents were analyzed through themes and codes.

Ethical Consideration

The researcher significantly monitored the ethical principles of research throughout the study. Confidentiality of responses and anonymity of respondents were observed. The researcher secured written permission from the school principals for data gathering. Any of the respondents could withdraw participation if he/she was not willing to be part of the study.

Treatment of Data

All data gathered were arranged, tabulated, presented, and analyzed using the following tools:

Frequency count and Percentage distribution. These tools were used to determine the profile of the respondents which is asked in Problem 1.



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Mean and Standard Deviation. This were utilized to describe the degree of the extent of assessment on the implementation of Senior High School program in Malimono district and the problems encountered by the administrators and teachers on the implementation.

Chi-square and Multiple Regression. These were used to determine the significant relationship between the participants' profile and to their extent of assessment on the implementation of Senior High School program.

For qualitative data, this was based on the protocols of Yin (1994) as cited by Dayondon (2015) which involved pattern matching of documents and cross case analysis to analyze data and draw conclusions. The discretion of the researcher is therefore required for interpretations.

This technique enabled the researcher to be thoroughly immersed in the data, reconnect significant points on the documents retrieved from the start of the implementation of Senior High School program and enabled the critical reflection. In cross-case analysis it compares commonalities and differences activities and processes which enabled the researcher to explain the combination of components that contributed to the outcome of the study.

RESULTS and DISCUSSION

Demographic Profile of the School

Table 1 presents the profile of the school in terms of school type, SHS offering and specialization. The majority of the school type are integrated schools (5;100%) offering the General Academic Strand (5;100%) and most of the teachers are having Teacher I position.

Table 1. Demographic Profile of the School

| PROFILE | | f (n=5) | % |
|--|------------------------|---------|-----|
| School Type | Integrated JHS and SHS | 5 | 100 |
| | Stand-alone SHS | 0 | 0 |
| Senior High School Offering | STEM | 0 | 0 |
| | ABM | 0 | 0 |
| | HUMSS | 0 | 0 |
| | GAS | 4 | 80 |
| | Sports | 0 | 0 |
| | TVL | 0 | 0 |
| | GAS & TVL | 1 | 20 |
| Number of Senior High School Teaching Personnel | Teacher I | 16 | 39 |
| | Teacher II | 13 | 32 |
| | Teacher III | 11 | 27 |
| | Master Teacher I | 1 | 2 |

Demographic Profile of the School Head

The following table presents the demographic profile of the school heads. Most of school heads have ages between 41-50 years old (3;60%) who are male (4;80%) with Principal I (2;40%) position and whose field of specialization is Mathematics (2;40%). They are predominantly Master's Degree holder (3;60%) who have 2-3 years' experience (4;80%) as a SHS head.

Table 2. Demographic Profile of the School Heads

| PROFILE | | f (n=5) | % |
|------------|-------|---------|----|
| Age | 31-40 | 1 | 20 |
| | 41-50 | 3 | 60 |
| | 51-60 | 1 | 20 |
| Sex | Male | 4 | 80 |



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| | | | |
|---------------------------------------|------------------|---|----|
| | Female | 1 | 20 |
| Position | MT-I | 1 | 20 |
| | HT-II | 1 | 20 |
| | P-I | 2 | 40 |
| | P-II | 1 | 20 |
| | | | |
| Field of Specialization | English | 1 | 20 |
| | Science | 1 | 20 |
| | TLE | 1 | 20 |
| | Mathematics | 2 | 40 |
| | | | |
| Highest Educational Attainment | With MA/MS Units | 2 | 40 |
| | Master's Degree | 3 | 60 |
| Years as a SHS Head | 1 year | 1 | 20 |
| | 2 years | 2 | 40 |
| | 3 years | 2 | 40 |

Demographic Profile of the Teachers

The succeeding table presents the profile of the teachers. The teachers are primarily in the age bracket of 21-30 years old (19;46%), female (27;66%), and whose teaching position is Teacher I (16;39%). Most of them have field of specialization in the Academic (36;88%), who are PRC license holders (34;83%) and obtained the Highest Educational Attainment of Bachelor's degree (20;49%). The majority of them had been teaching in the past 6 years from the start of implementation of Senior High School program.

Table 3. Teacher-participants' Profile

| PROFILE | | f (n=41) | % |
|---------------------------------------|---------------------|-----------------|----------|
| Age | 21-30 | 19 | 46 |
| | 31-40 | 10 | 24 |
| | 41-50 | 8 | 20 |
| | 51-60 | 4 | 10 |
| | | | |
| Sex | Male | 14 | 34 |
| | Female | 27 | 66 |
| Teaching Position | T-I | 16 | 39 |
| | T-II | 13 | 32 |
| | T-III | 11 | 27 |
| | MT-1 | 1 | 2 |
| | | | |
| Field of Specialization | Academic | 36 | 88 |
| | TVL | 4 | 10 |
| | Academic & TVL | 1 | 2 |
| Eligibility | PRC Holder | 34 | 83 |
| | Assessor | 1 | 2 |
| | PRC & NC Holders | 4 | 10 |
| | PRC, NC, TM Holders | 2 | 5 |
| | | | |
| Highest Educational Attainment | None | 20 | 49 |
| | With MA/MS Units | 19 | 46 |



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| | | | |
|------------------------------|-----------------|----|----|
| | Master's Degree | 2 | 5 |
| Years of teaching SHS | 1-2 years | 7 | 17 |
| | 3-4 years | 10 | 24 |
| | 5-6 years | 24 | 59 |

Standards and Guidelines Formulated by the Department of Education under the K to 12 Senior High School Program Implemented and Assessed by the SHS Principals of Malimono district

The documents that are being retrieved and analyzed were taken from the Public School District Office of Malimono. These documents are file copies of District of Malimono on the implementation of Senior High School program. The following table presents the findings of qualitative document analysis of the Malimono District's Senior High School Program. Document analysis was used by the researcher to give voice and meaning on the assessment of the implementation of Senior High School program in Malimono district.

Table 4. Comparison between the DepEd SHS Guidelines and Standards and Documents Used by Malimono district's Implementation of Senior High School Program

| Source/Kind of Document | # | Documents | Category of Document |
|---|-----|---|----------------------|
| DepEd Order No. 51 s. 2015 Guidelines on the Implementation of SHS Program in Existing Junior High Schools and Integrated Schools Establishment of Stand Alone Public SHS and Conversion of Existing Public Elementary and JHSs into Stand Alone SHSs | R1 | Letter Request for the implementation of SHS program addressed to the Schools Division Superintendent | Resources |
| DepEd Memorandum No. 76 s. 2016 Senior High School Manual of Operations and DepEd Order No. 51 s. 2015 Guidelines on the Implementation of SHS Program in Existing Junior High Schools and Integrated Schools Establishment of Stand Alone Public SHS and Conversion of Existing Public Elementary and JHSs into Stand Alone SHSs | R2 | Certification signed by the SDS and justification that all school within the catchment area will offer the same SHS Track | |
| | R3 | Implementation Plan for SHS Program covering 5 years • Current and projected enrollment for five (5) school years. | |
| DepEd Order No. 31 s. 2016 Implementing Guidelines on the Release and Utilization of Maintenance and Other Operating Expenses (MOOE) Allocations of Senior High Schools | R4 | Proposed budgetary requirements for its Personal Services, MOOE and Capital Outlay | |
| DepEd Order No. 51 s. 2015 Guidelines on the Implementation of SHS Program in Existing Junior High Schools and Integrated Schools Establishment of Stand Alone Public SHS and Conversion of Existing Public Elementary and JHSs into Stand Alone SHSs | R5 | Operational Plan regarding curriculum and instructional supervision of the proposed SHS | |
| | | School Site Development Plan including the proposed school buildings | |
| | | Certification signed by the School Head on the excess of classrooms, tables, chairs and other resources. | |
| | | Inventory of Learning Resources | |
| DepEd Order No. 3 s. 2016 Hiring Guidelines for Senior High School (SHS) Teaching Positions & DepEd Order No. 19 s. 2016 Guidelines on the Organizational Structures and Staffing Patterns of | R9 | Updated Personal Service Itemization and Plantilla of Personnel | |
| | R10 | Updated Status Report | |



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| Stand-Alone and Integrated Public Senior High Schools (SHS) | | | |
| DepEd Memorandum No. 76 s. 2016 Senior High School Manual of Operations | M1 | DepEd School Identification (ID) | Methods |
| | M2 | Map of Proposed SHS Classrooms | |
| | M3 | List of Prospective Enrollees in SHS | |
| | M4 | List and Types of Establishments and Industries in the Community | |
| | M5 | Certification from the SDS that track(s) & strand(s) to be offered aligned with the Local Development Plans | |
| | M6 | Results of Internal Assessments and Surveys | |
| | M7 | List of Track and Strands to be Offered | |
| | M8 | Early Registration Report | |
| DepEd Order No. 30 s. 2017 Guidelines for Work Immersion and DepEd Order No. 39 s. 2018 Clarifications and Additional Information to DepEd Order No. 30 s. 2017 | L1 | Memorandum of Agreement between the SDS and Partner Entities | Linkages |

Table 5. Analysis of the Retrieved Documents on the Implementation of Senior High School Program in Malimono District

| # | Qualitative document analysis |
|-----|--|
| R1 | Five (5) secondary schools of Malimono district sent a letter of request to SDO to apply for Senior High School program on their respective schools. |
| R2 | The Schools Division Superintendent certified and justified the (5) secondary schools of Malimono district to offer the same track General Academic Strand. |
| R3 | Secondary schools submitted the SHS Implementation plan which includes the projection tool for five (5) school years. |
| R4 | Each school submitted initial costing for needed facilities and which were also inscribed on the Annual Implementation Plan, Annual Procurement Plan and School Improvement Plan. |
| R5 | The Operational Plan was indicated on the SHS implementation plan of each schools. Each schools proposed additional equipment, resources and learning materials to be used for the implementation of SHS program. |
| R6 | The four (4) Secondary schools except Malimono NHS submitted School Site Development Plan which includes the proposed school buildings to SDO. Only Malimono NHS submitted the status of school site which indicated the lack of buildable space for the SHS program. |
| R7 | School Heads based their Certification of the excess classrooms, tables, chairs and other resources on the inventory of their respective Property Custodian and which were duly attested by the SDS. |
| R8 | Property custodians submitted their report on the inventory of existing learning resources which were validated by the Schools Division Office. |
| R9 | All schools submitted their Updated Personal Services Itemization and Plantilla of Personnel. The school heads of each school submitted also the List of Current Teachers of their respective schools who are NC and TM Holders. As to the start of the implementation, schools of Malimono district hired teachers to teach for Senior High School program and based their hiring guidelines on the issued Department of Education order. |
| R10 | Submitted current status of the school with regards to their respective school's existing crucial resources. |
| M1 | The schools of Malimono district indicated their DepEd School ID on their respective SHS Implementation Plan. |
| M2 | All schools submitted SHS Map of the Proposed SHS Classrooms showing the vacant lots and buildable spaces for the construction of additional SHS classrooms. This map also was duly certified by the Municipal Engineer of LGU Malimono. |



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| M3 | The schools submitted List of Prospective Enrollees in SHS which were currently enrolled in their respective schools. |
| M4 | The Cantapoy NHS and Bunyasan NHS were the only two (2) schools submitted the types of establishments and industries in the community. They have listed only (2) which will be used for their Immersion Deployment. |
| M5 | The SDS certified all schools to offer GAS track/strand even though the local industry of the Municipality of Malimono is agriculture and fishing. In addition, the offered track/strand were decided by the Regional Director, Schools Division Superintendent, Division Planning Officer and the School Head concerned. |
| M6 | Submitted the results of internal assessments and surveys from parents and students which were also the basis of the school heads on their offering track/strand in the implementation of SHS program. |
| M7 | Submitted the list of Track and Strands to be Offered which were based from the internal assessments and surveys, approved by the School Head, Division Planning Officer and Regional Director. |
| M8 | Submitted Early Registration Report which were indicated on the EBEIS. |
| L1 | Only Bunyasan NHS and Cantapoy NHS do have a Memorandum of Agreements between the SDS and Partner Entities for the Work Immersion subject of their students. |
| L2 | Only the two (2) schools, Bunyasan NHS and Cantapoy NHS duly submitted the Immersion Deployment Plan for the Work Immersion of their students. |

As shown on the foregoing data, the school heads made varied interpretations of program guidelines resulting in the variation of implementation.

Extent of Implementation of Senior High School Program in Malimono District as Perceived by the SHS Heads and Teachers

Table 6. Summary Table of Extent of Implementation of Senior High School Program in Malimono District as Perceived by the SHS Heads and Teachers

| COMPONENTS | SCHOOL HEADS | | | TEACHERS | | | OVERALL | | |
|-----------------------|-------------------|-------------|----------|------------------------------|-------------|----------|-------------|-------------|----------|
| | M | SD | VI | M | SD | VI | M | SD | VI |
| Resources/Tools | 3.05 | 0.26 | A | 3.49 | 0.23 | A | 3.27 | 0.24 | A |
| Methods | 2.89 | 0.33 | M | 2.67 | 0.30 | M | 2.78 | 0.31 | M |
| Linkages/Partnerships | 2.24 | 1.24 | M | 1.59 | 0.42 | D | 1.91 | 0.71 | D |
| Average | 2.73 | 0.61 | M | 2.58 | 0.32 | M | 2.65 | 0.42 | M |
| Legend: | Parameters | | | Verbal Interpretation | | | | | |
| | 3.01-4.00 | | | Advanced | | | | | |
| | 2.01-3.00 | | | Maturing | | | | | |
| | 1.00-2.00 | | | Developing | | | | | |

Based on the data from the above table, the area on Resources ($M=3.27$, $SD=0.24$) has the highest mean and verbally interpreted as *Advanced*. This would mean that the resources/tools of Senior High School program in Malimono district meet most of the standards as provided by the DepEd Orders and Memorandums. While the overall assessment of SHS Principals/SHS Heads on the implementation of Senior High School program in terms of Methods ($M=2.78$, $SD=0.31$) verbally interpreted *Maturing*. This implies that SHSs are continuously improving their processes in terms of operations. Least among the extent of implementation of Senior High School Program is the indicator on Linkages/Partnerships ($M=1.91$, $SD=0.71$) which is verbally interpreted *Developing*. This affirms that the Malimono district do not have available partner entities for work immersion venues. It is because the municipality is a 5th class in the Province of Surigao del Norte. Also, there are guidelines issued by DepEd providing options rather than work immersion.

Extent of Effect of the Implementation of Senior High School Program on the Performance of Teachers

The over-all assessment of teachers on the implementation of Senior High School program in terms of Pedagogical Knowledge was deemed Advanced by the respondents ($M=3.43$, $SD=0.44$). This would suggest the fact



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that the SHS teachers were able to meet the standards of the teaching and learning process required in the Senior High School Program. Besides, this data concurred to the study of Guerriero (2017) that pedagogical knowledge plays an important role of every teacher because it involves teachers' competence in delivering the conceptual approach, relational understanding and adaptive reasoning of the subject matter.

Moreover, the overall Content Knowledge manifestations of SHS teachers of Malimono district can be described as Advanced ($M=3.28$, $SD=0.42$) as assessed by the respondents. This result is reflective on the fact that SHS teachers meet the standards in recognizing, understanding, and responding to the content problems encountered in a subject matter. Usually after quarterly examinations teachers do identify the least learned competencies and make interventions. Walker and Pompea (2017) confirmed that teachers with sound knowledge make good sense of ideas. These teachers develop the flexibility for spotting opportunities that they can use for moving students to $g=$ have a deeper understanding on the subject matter. When teachers do have content knowledge, student will enhance their learning and can help advance students' knowledge on a topic.

Problems and Issues Encountered by the School heads and teachers on the Implementation of Senior High School Program

Problems encountered as mentioned by the school heads viz: 1) the unavailability of resources as reason for not being to provide various tracks and strands, 2) the congestion of the curriculum, 3) the inadequate seminar and trainings accorded for the SHS program.

There are other significant problems that were mentioned by SHS teachers on the implementation of SHS program, such as (1) the lack of Key Employment Generator data in the Municipality, (2) the non-exposure of students to private or government institutions because of no available work immersion partners, (3) the availability textbooks are not equal to the number of students, (4) the unavailability of learners' materials especially in Math subjects (5) the unavailability of library or other books to be used for students' research work, (6) the need for finding alternative ways to provide to provide projector and ICT related materials in teaching, and (7) the need for teachers to simplify further the curriculum content in order to suit learners' intelligence level.

In general, even though there were problems met by School Heads and SHS teachers they become innovative and creative in order to meet the needs of SHS learners and to empower them as lifelong learners.

Relationship between the Schools Heads' Profile and Extent of Implementation of Senior High School Program

It averred that the school heads' age, rank, and highest educational attainment are significantly related to the extent of implementation of Resources. This fact would show that those school heads who have ample experiences and possess significant competence as administrator tend to find ways to support the needs for resources in schools (Dizon & Sanchez, 2020; Muñoz & Sanchez, 2023). This is because the result can be statistically interpreted as older administrators with higher administrative rank and higher educational attainment tend to perceive higher the extent of implementation of the SHS with respect to Resources.

However, the variables age, rank and specialization are statistically related to the extent of implementation of the SHS with respect to methods and linkages. As can be surmised, the results are consistent to the fact that method and linkages as dependent variables are related and on the same context. Hence, according to Canezo (2016) and Sanchez (2023a), school heads as curriculum implementers are aware of the background and rationale of the program they are running. The field of specialization of school heads, and their age and rank are potent factors towards successful implementation of the SHS Program.

Relationship Between the SHS Teachers' Profile and Extent of Implementation of Senior High School Program

As all the variables tend not to correlate to each other, the null hypothesis of no significant correlation between the teachers' profile and their perceptions on the extent of implementation of the Senior High School Program was accepted to be true. This suggests the idea that regardless of the teachers' sex, position, field of specialization, eligibility, and highest educational attainment they tend to have similar views how the Senior High



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School Program is implemented in the respondent school district. Also, they tend to have the same views or experiences with respect to how the Senior High School Program in the area is being run by the 5 school administrators included in this investigation.

Thus, the findings of the study of Diago (2017) and Sanchez, Sanchez & Sanchez (2023) confirm further when he said that that whether the participants are male or female, or whatever their teaching position is, as teachers they can fully adapt to the implementation of Senior High School program.

Relationship between the Extent of Implementation of Senior High School Program and Performance of Teachers

Table 11 shows the regression summary on the relationship between how the Senior High School Program was implemented in the respondents' school district and the content knowledge of teachers.

Table 11. Regression Summary for the Relationship between Extent of Implementation of Senior High School Program and Content Knowledge of Teachers

| INDEPENDENT VARIABLES | b* | SE of b | B | SE of b | p-value | DECISION |
|-----------------------|---------|---------|---------|---------|---------|------------------------|
| Intercept | | | 3.7536 | 1.1580 | 0.0025 | |
| Resources | -0.0170 | 0.1656 | -0.0169 | 0.1649 | 0.9188 | Failed to reject H_0 |
| Methods | 0.0004 | 0.1723 | 0.0005 | 0.2377 | 0.9982 | Failed to reject H_0 |
| Linkages | -0.0711 | 0.1720 | -0.1290 | 0.3121 | 0.6816 | Failed to reject H_0 |

As such, it can be seen that none of the independent variables tend to predict or correlate statistically to the performance of teachers. The computed p-values of the corresponding beta coefficients do not warrant the rejection of the null hypothesis.

Content knowledge refers to the body of knowledge and information that teachers teach and that students are expected to learn in a given subject or content area (<https://www.edglossary.org/content-knowledge/>). Across all areas of the SHS Program implementation, the content knowledge of teachers was independent. It would show the fact that the all resources, methods and linkages utilized in the implementation of the Senior High School Program do not significant affect the content knowledge of teachers. Also, these three factors do not seem to influence the teaching performance of teachers.

As such, teachers tend to find ways to master the content even if there were logistical issues like lack of books and instructional materials. The teachers find ways to look available learning resources because they know what to teach. Indeed, Mahgoub and Elyas (2014) and Sanchez (2023b) stressed that teacher's skills and performance were always considered as a tool in improving the educational process.

Pedagogical knowledge of teachers refers to principles and strategies of classroom management and organization that are cross-curricular (OECD, 2017). As can be ascertained from the table, there exists no significant relationship between the extent of implementation of Senior High School program and the teachers' pedagogical knowledge of teachers.

It can be noted that the teachers' performance with regard to pedagogy is also highly independent from how the SHS Program was implemented. These two variables do associate with each other.

From this result, it can be averred that teachers tend to apply a range of teaching strategies in order to attain some level of student achievement. The good practice of teachers in the respondent districts is that they used their own teaching materials and equipment such as laptops and personal computers to deliver well their lessons. Aside from that, teachers always make sure that students will be actively engaged on their lessons by using ICT materials and other indigenous and recyclable materials that are available in the locality.

To sum it up, teachers implement the written SHS curriculum without doubt on content and pedagogy despite the many limitations therein. They have adapted to the locality that they tend to utilize whatever indigenous materials are available. They have better known the curriculum taking into consideration their own expertise, the



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context of the school and the abilities of the learners. This signifies that teachers tend to find ways and do their best to deliver quality instruction to their students (Sanchez, 2022).

Moreover, teachers tend to employ varied classroom management strategies for effective teaching-learning process. This is supported by the study of Catolos (2017) that teachers strive their best to be good and effective teachers. On the other hand, Alsubaie (2016) emphasized that teachers should be involved in the curriculum development so that their schools would be successful and effective.

While the SHS heads were the only ones who were involved in the application and start of the implementation of SHS program, they were responsible in supervising the SHS implementation, selecting and recruiting new teachers, and procuring equipment and materials needed for effective learning and works as reflected on the School Improvement Plan.

SHS heads have great stake or concern about the Senior High School program and on how these are implemented. This is supported by the study of Hasbay and Altindag (2018) that there is a division of labor between the teachers and school heads. Teachers are experts in their own fields while school heads ensure the participation of the teachers in the implementation to achieve schools' goals.

Conclusion

In the light of the findings, the following conclusions are derived:

- 1.) The result of the internal and external assessment of each school was used as bases in the offering of GAS track/strand. The certification and approval were secured from the SDS during the time of the implementation of the Senior High School Program with General Academic Strand track even if the local industry of Malimono is agriculture and fishing.
- 2.) The status of implementation of Senior High School program in the area of Resources is on the *Advanced* Level. Nonetheless, there is a need to improve the system because the implementation of SHS program is still on the third year. All processes met the standards and guidelines issued by the Department of Education.
- 3.) In terms of Methods, the implementation level of the Senior High School program is in the *Maturing* Level. This shows that there are efforts done by the stakeholders to continuously improve the process of implementation. School administrators, the local officials, parents, and other stakeholders should consider this in crafting their development plans.
- 4.) The Linkages has a *Developing* Level. It shows a dearth need for all Senior High Schools in the area to establish partnership with institutions for students' work immersion and other related activities that could enhance the learning experiences of the students.
- 5.) There are problems encountered on the implementation of Senior High School program that need to be addressed such as insufficiency to offer SHS tracks other than those currently offered, the mismatch between the SHS course offering and the local needs of the community which is primarily agriculture and fishery, the continual training and development of both school heads and teachers, the excessive academic workload of teachers, and the prevalence of untaught learning competencies due to some disruptions of unplanned school activities.
- 6.) The school heads' age, rank and highest educational attainment tend to influence their SHS Program implementation on the area of Resources. On the other hand, their age, rank and specialization tend to associate with their implementation of the SHS program as to Methods and Linkages.
- 7.) The extent of implementation of Senior High School program *do not* affect to the SHS teachers' performance.
- 8.) There were good practices which were found out on this study. These are the effort of teachers and the quality of school

Recommendations

In the light of findings and conclusions presented in this study, the following are recommended.

- 1.) As the Senior High Schools in Malimono district offered General Academic Strand, it is imperative for the school administrators to evaluate the SHS program vis-à-vis the needs of the local community. Offering of agriculture and fishery courses should be considered and must be aligned to the local industry of the catchment area.



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P - ISSN 2984-7842
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- 2.) Documents are powerful data that can be used as a tools for assessment. Thus, these documents should be properly kept and filed in such a way that it can be easily accessed and utilized by researchers.
- 3.) Communications from Department of Education should be utilized and properly disseminated.
- 4.) The school administrators of District of Malimono should have continuous improvement plan to enhance the implementation of Senior High School program in order to have uniformity of the program functions which are stipulated specifically in the SHS Manual of Operations.
- 5.) The Senior High Schools should review and update curriculum content including work immersion, and the schools should continuously hold meetings with the LGU, private sector and other external stakeholders for partnerships.
- 6.) Due to the lack of needed resources, the quality of teaching SHS subjects is dependent on the ability of the teacher to find learning materials. Thus, there is a need to improve quality and learning resources and facilities should be available.
- 7.) Teachers should be given more relevant training, seminars and workshops for them to be updated in new trends of teaching strategies for Senior High School.
- 8.) Parallel studies are also recommended on a wider scope covering other variables such as SHS alumni students as part of respondents which are not examined in the present study.

The researcher crafted a Proposed Formative Program as a recommendation to address the needs of Senior High School Implementation.

FORMATIVE PROGRAM FOR SENIOR HIGH SCHOOL

Rationale

Senior High school refers to the last two years of the K to 12 Program that has been implemented by the Department of Education here in the Philippines since 2016. The K to 12 program that has been implemented by DepEd has already produced three batches of senior high school graduates since it was initially launched in 2016.

This formative program is formulated and is purposely designed based from the findings of the study. This will help the SHSs of Malimono district to improve their capacity in offering SHS program and to produce globally competitive SHS students which aimed by the Department of Education.

Objective

The desire of this plan is to enhance the Senior High School program in all schools of concern. This can also help schools to increase strategies in order to stabilize the Senior High School program, and to attain the goal of the Department of Education that K to 12 learners will be fully equipped readied for their future careers.

Scheme of Implementation

This includes the specific objective, strategies, persons involved, time frame and the expected outcomes addressed on specific area of concern. The administrators and teachers could use this formative program as the basis for the development of Senior High School program.

Proposed Formative Program

| Areas of Concerns | Objectives | Strategies | Persons Involved | Time Frame | Expected Outcome |
|---|---|---|--|-------------|--|
| Filing of documents | Keeping documents for future reference | Have safe filing of hard copies and soft copies for the documents | School Administrators, Teachers | School days | Accessed and utilized easily the documents |
| Additional Track Offerings/Improve the availability of all tracks/strands | Students will not travel to school far from their homes | Update the SHS Improvement Plan, conduct external and internal assessment and apply to SDO for additional track/strand offering | SDO, School Administrators, Teachers, Students and Parents | 1-2 years | *Availability of all tracks and major strands wherein tracks/strands should not be offered the same within the |



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| | | | | | district/catchment area * Increase of enrollment |
| Update/Review curriculum content including Work Immersion | Students' work immersion exposure in real-life workplace | Clarify the immersion guidelines, find or have dialogue with partner institutions for work immersion venues, apply to SDO the work immersion subject as additional requirement for a strand and formulate Immersion Deployment Plan | School heads, SHS Focal Person/School Immersion Coordinator, Partner Institutions | School days | Work Immersion as additional subject for SHS |
| Inadequacies of resources, school buildings, facilities, tools and equipment | Schools functional facilities and equipment for students | Update the procurement plan and budgetary operating expenses and update status report to the schools existing crucial resources | School Administrators | School days | Produced globally-competitive graduates |
| Relevant trainings/seminars | Equip teachers in delivering the content of Senior High School program | Requires to attend trainings/workshops and seminars like INSET or LAC Sessions | Teachers and School Heads | 1 week for every training | Equipped with latest teaching strategies |
| Educational Attainment | Teachers' professional growth | Encourage to continue post graduate studies | Teachers, School Head | 3-6 years | Master teachers for Senior High School |

Acknowledgment

Foremost, the researcher wants to offer this endeavour to our God Almighty for the wisdom He bestowed upon the researcher, the strength, peace of mind and good health in order to finish this undertaking. He unceasingly gave the researcher a wisdom and courage to continue this work despite the many challenges of her life, for without those exceptional blessings, this would not have been possible.

The researcher would also like to thank the following individuals whose tireless help, assistance and magnificent ideas contributed much in the accomplishment of this research work.

To all SHS administrators and SHS teachers of the Secondary Schools of Malimono District, for giving their time and cooperation during the conduct of this study;

To Ate Professor Retsy "Den-den" Dedumo-Tomaquin, for providing invaluable guidance to the researcher throughout this research;

To the researcher's parents, Mr. and Mrs. Genaro R. Jacob and in-laws Mr. and Mrs. Reynaldo S. Dedumo, for their continuous encouragement and constant moral support in all aspects; To her dear siblings, Mcoran, Hyacinth Mae, Phoebe Kate and brother in-law Ian Lester, for their constructive discussions and support;

Lastly, to the researcher's beloved and supportive husband, JASON who was always there by the researcher's side when times she needed him most, who continuously encouraged her to push hard, for understanding her at all times, for including her on his prayers and extended unselfish support for the realization of this study and to her lovable children, GREYSON MYTH and JASH VOLTAIRE who served as her inspiration to pursue this undertaking.



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