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Implementación del programa de secundaria en escuelas públicas en Pampanga, Filipinas

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Implementation of the senior high school program in public schools in Pampanga, Philippines

Implementación del programa de secundaria en escuelas públicas en Pampanga, Filipinas

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ABSTRACT

This study is intended to describe and evaluate the implementation of high school in selected schools for the 2016-2018 academic years. Specifically, it found answers on the description of the schools; the evaluation of the pedagogical competencies of the teachers; the evaluation of the work habits, values, and skills of the students; the problems encountered, and the possible contributions to improve the program. A specifically convergent mixed method was used in parallel. The results show that the selected schools offer TVL, HUMSS, and ABM. They have an average of two hundred students or less. Most of their faculty members are with MA units. They observed the Department of Education's policies on admission, retention, and promotion. The dimensions of teaching competencies are considered effective to highly effective, while students' work habits, values, and skills are assessed as highly developed. Problems identified related to the adequacy of teaching materials, lack of stakeholder support, student performance, and the need for specialized teachers. Therefore, it is recommended to improve school facilities, hire teachers for specialized teachers, strengthen partnerships with the business industry, and train teachers in the latest teaching trends, as well as in technology, to make students globally competitive.

Keywords: senior high school, implementation of educational programs, Education, Pampanga

RESUMEN

Este estudio tiene por objeto describir y evaluar la aplicación de la enseñanza secundaria en determinadas escuelas para los años académicos 2016-2018. Concretamente, encontró respuestas sobre la descripción de las escuelas; la evaluación de las competencias pedagógicas de los profesores; la evaluación de los hábitos de trabajo, valores y habilidades de los estudiantes; los problemas encontrados, y las posibles contribuciones para mejorar el programa. Paralelamente se utilizó un método mixto específicamente convergente. Los resultados muestran que las escuelas seleccionadas ofrecen principalmente TVL, HUMSS y ABM. Tienen un promedio de 200 estudiantes o menos. La mayoría de los miembros de su facultad están con unidades de MA. Observaron las políticas del Departamento de Educación sobre admisión, retención y promoción. Las dimensiones de las competencias de enseñanza se consideran de efectivas a muy efectivas, mientras que los hábitos de trabajo, valores y habilidades de los estudiantes se evalúan como altamente desarrollados. Se identificaron problemas relacionados con la adecuación de los materiales de enseñanza, la falta de apoyo de los interesados, el rendimiento de los estudiantes y la necesidad de contar con profesores especializados. Por lo tanto, se recomienda mejorar las instalaciones escolares, contratar profesores para profesores especializados, fortalecer las asociaciones con la industria empresarial y capacitar a los profesores en las últimas tendencias de la enseñanza, así como en tecnología, para que los estudiantes sean competitivos a nivel mundial.

Palabras clave: escuela secundaria superior, implementación de programas educativos, Educación, Pampanga

1. INTRODUCTION

Education is wealth to everyone. That is why to produce quality and globally competitive graduates are pivotal in any educative systems. To assure such, various education reforms were executed. Standardization was done to assure that Filipino graduates are also for the global market. True to that, the change in the Philippine educative system particularly on the secondary level was done. The addition of two years in high school aims to produce graduates ready for tertiary education as well as for work.

To be competitive with the global demands, the Republic Act 10533, also known as the Enhanced Basic Education Act, was passed last May 2013 making the basic education into 13 years in the Philippines. (Congress of the Philippines, 2013). In the Republic Act 10533, the educative years of a student are composed of at least one (1) year kindergarten, six (6) years of elementary, and six (6) years of secondary. At the secondary level, it is composed of four (4) years of junior high school and two (2) years of senior high school (DepEd, n.d).

The students in the senior high school may choose between academic, technical vocational and livelihood, sports, and arts and design. From those tracks, there are various strands to choose from such as Accountancy, Business, and Management (ABM), Humanities and Social Sciences (HUMSS), General Academic (GAS), and Science, Technology, Engineering, and Mathematics (STEM). For the Technical, Vocational, and Livelihood (TVL), there are Home Technology, Information and Communication Technology, Agri-fishery, and Industrial Arts strands. Different majors can be further chosen from the strands of TVL (DepEd, n.d).

To ensure the success of the implementation, the Department of Education pre-implemented the senior high school program to the seven (7) modeling schools. During the pre-implementation of the senior high school curriculum to the modeling high schools, various factors were considered and look upon such as: establishing linkages, developing appropriate curriculum, capacity building to the teachers, and acquiring necessary certification for teaching technical-vocational subjects. During the implementation, the inputs on human and financial resources, adequate facilities, curriculum and learning materials, policy guidelines, intervention programs, use of different teaching methodologies and student assessments, and outputs were included. However, challenges are inevitable. Identified problems were on policies and guidelines, available resources, level of community support, linkages, and level of awareness (SEAMEO INNOTECH, 2016).

Cruz mentioned that in the study of Sinnema (2010) the curriculum implementation does not occur all of a sudden. Teaching and learning are placed within and are influenced by the school, community, and national educational context. The teaching practices are contributory to the successful execution of the curriculum. Careful consideration of these aspects will make or limit the impact of this positive will.

According to Corpuz (2007), the teachers are agents of change and facilitators of learning. Moreover, they need to use various strategies, techniques, and methods that are of great help to the teaching-learning process. But modern teachers use technology to help them in making the process more effective, experiential, and meaningful. However, no best technology can replace a great teacher. In implementing senior high school, Estonato (2017) suggested in his study the access of the faculty members in national and international seminars and conferences regarding the implementation of the SHS program must be maximized. However, the K-12 is still confronted by issues like lack of qualified teachers and much-needed facilities for used in the highly specialized courses (Rabacal and Alegato, 2017).

Even though the teachers are one of the actors of the curriculum implementation, there are still other components to be taken into consideration. Bilbao (2008) discussed that in most curricula, the major components or elements are (1) aims, goals, and objectives, (2) subject matter/ content, (3) learning experiences, and (4) evaluation approaches. With these components that have to be clearly stated in each of the programs that a school offers, a curriculum can be best implemented if there is the support of the school administrator, faculty, and the community.

In the study of Estonato (2017), it was found out that the majority of the stakeholders of Sorsogon State University have negative acceptability of the new curriculum. This would also mean that they do not find it beneficial to students. Instead, they thought of it as simply prolonging the number of years of the students at the secondary level. The support of the people and preparedness on the learning environment of the school is vital for the success of any undertaking.

Salandanan (2005) defined that the learning environment includes school facilities, school population,

productive classroom atmosphere, classroom management and discipline, and attributes of an effective school. The availability of these things is an important support and influence on the learning environment. However, Crisol and Alamillo (2014) emphasized that there is congestion in educational programs. Meaning, the classroom size is smaller as compared to the population of the students. In such a case, the activities and tasks are not being done properly due to this constraint. Such a finding is supported by Estonato (2017) who found out that facilities and instructional materials are the common problems in implementation.

Acar (2017) conducted a study on the implementation of the 11th Grade Senior High School Program Academic Track in Science Technology Education Center (STEC). The findings on the implementation have mixed response ratings. Fair on learning facilities; very good on instruction and curriculum; and poor on admission and retention. Meaning, even though the senior high was pre- implemented and properly studied upon for its full implementation, problems are inevitable.

With all the issues, concerns, and problems arising on the implementation of the senior high school, the researchers are motivated to conduct the study on the selected schools in the province of Pampanga. The researchers want to look deeper at the profile of the school, professional and personal profile of the teachers, assessment of the teaching competencies, assessment of the students' work habits, values, and skills, and the common problems faced during the implementation. Taking those in considerations, a clearer picture of the implementation of the senior high school program in the selected schools will be identified. In that, recommendations can be done for the program.

This study aims to describe and assess the implementation of the senior high school in selected schools in Pampanga for the academic year 2016-2018 by the selected principals, teachers, and students.

The study found answers to following:

1. How are the selected schools described in terms of:
 - 1.1 track and strands offerings,
 - 1.2 enrolment,
 - 1.3 student admission scheme,
 - 1.4 retention and promotion policy,
 - 1.5 faculty,
 - 1.6 physical facilities,
 - 1.7 laboratory facilities, and
 - 1.8 library holdings?
2. To what extent do the respondents assess the teaching competencies of the senior high school teachers along the following dimensions?
 - 2.1 teaching methodologies and techniques,
 - 2.2 teaching interactive capacity,
 - 2.3 teaching qualities,
 - 2.4 classroom management, and
 - 2.5 assessment strategies?
3. To what extent do the respondents assess the work habits, values, and skills developed by the senior high school students in their strands?
4. What are the problems encountered by the school in the implementation of the senior high school program?
5. Based on the findings, what inputs may be proposed to improve the implementation of the senior high school program?

2. METHODS

This study aims to describe and assess the implementation of the senior high school program among selected schools in Pampanga. The study utilized a mixed method of study, specifically a convergent parallel research. A convergent parallel design is used when the research conducts quantitative and qualitative elements alongside with the qualitative elements at the same time during the conduct of the study. However, their importance even though analyzed independently are of the same importance (Creswell & Pablo-Clark, 2011).

The locations of the study are the 16 public schools in Cluster IV of the Division of Pampanga. The study focused on the principals, teachers, and Grade 12 students as the respondents. In choosing the respondents, the study used a purposive sampling. The chosen schools offer at least academic and technical vocational and livelihood tracks.

The researchers utilized a questionnaire, unstructured interview, and documentary materials in attaining the objectives of the study.

The study used a questionnaire which was administered to senior high school teachers, Grade 12 students, and principals of the selected public senior high schools. The questionnaire is composed of three (3) parts. The first part was focused on the assessment of the teaching competencies of the senior high school teachers in the aspects of teaching methodologies and techniques, teaching interactive capacity, teaching qualities, classroom management, and assessment strategies. The second part was on the assessment on the developed work habits, values, and skills of Grade 12 students. The third part was on the problems encountered.

The questionnaire was validated by retired Dean of the College of Education, a former SHS Principal and presently Director of the Research and Development Services Office, and a Dean of the Graduate Studies.

At gathering the needed data in the study, the researchers personally administered the questionnaire and conducted the unstructured interview.

After gathering the data in the survey, an unstructured interview was done to the principal/SHS focal person of the school. The questions that were asked during the informal conversations focused on the problems encountered during the implementation and the possible ways to improve the program.

For the description of the schools and their teachers, the researchers requested the following documents: curriculum offerings, enrolment rate, profile of the teachers, profile of the students, admission scheme, promotions and retention policies, and inventory of laboratory and physical facilities of the school, library holdings.

The gathered quantitative data were interpreted using frequency distribution and percentage. The qualitative data were content analyzed. The results and findings were analyzed to answer the research objectives.

3. RESULTS

Profile of the Schools

Majority offers TVL, HUMSS and ABM. Their number of enrollees averages to below 200. There is only one school which is a State University and Colleges which has more than one thousand enrollees. Majority of them observe open admission while their retention and promotion policies are based in Deped Order 36 s. 2012. Majority of the teachers of these schools are with master units. There are inadequacies on the physical facilities, laboratory facilities, and even to the library holdings.

Teachers' Teaching Methodologies and Techniques

The grand mean among the responses of the students is 3.23 with a descriptive rating of very effective. It is almost the same with the grand mean of the teachers' responses which are 3.75. This denotes that the technique and methodologies used by the teachers are found to be of importance to the teaching and learning process. Also, the techniques and methodologies are of different variety that make the learning environment great and insightful. Further, choosing a particular technique is part of good decision-making of the teachers themselves. According to Simnema (2010), the teaching practices are contributory to the successful implementation of the curriculum. Having a practice in this aspect

means that teachers execute the program effectively.

Teachers' Teaching Interactive Capacity

Teacher-student interaction has an impact on classroom management and affects learning and growth. Communication is found to be effective among students with a grand mean of 3.22 and very effective among teachers with a grand mean of 3.46.

Teachers' Teaching Professional Qualities

Hardworking and respectable teachers prove that they are effective in terms of teaching and to other tasks assigned to them. This is also proven on the grand mean of 3.12 and 3.04 which is described effective by both of the respondents. This corresponds to the responses of their school heads.

Teachers' Teaching Personal Qualities

Based on the findings, teachers possess good interpersonal skills to their students. Students assessed their teachers' personal qualities with 3.09 described effective while the teachers themselves found their personal qualities very effective with a grand mean of 3.75. This resembles to the responses of their principals who found their teachers to have good and strong relationship with their students.

Teachers' Classroom Management

Students assessed this aspect as effective (WM: 3.18) while the teachers assessed it as very effective (3.87). Salandanan (2005) noted that successful implementation is also attributed to classroom management and discipline. Thus, the quality of graduates being produced is also a product of how they were managed inside the classrooms (Aisol and Alamillo, 2014).

Teachers' Assessment Strategies

The results reflect that the assessed strategies were very effective to students (WM: 3.11) and very effective to teachers (WM: 3.74). It reflects that the assessment strategies being carried out by the teacher are varied, objective, practical, and involve critical thinking.

Students' WWork Habits

The work habits of the students were found to be highly developed in the implementation of the K-12 curriculum in both students (WM= 2.97) and teachers (WM=2.85). Furthermore, students' work habits such as reviewing thirty (30) minutes before taking the test were found to be very highly developed among students (mean=3.27). It is clearly seen in the results that the students work habits were improved during their high school days.

Students and teachers found learners' work habits to be highly developed based on their grand mean of 2.97 and 2.85. These work habits were eventually possibly developed by the attitude or influences of the teachers, students, and their heads respectively.

Students' Values

The grand mean of 3.36 revealed that the students are very highly developed in all the indicators of values in the implementation of K-12 Curriculum. On the other hand, the grand mean of 3.12 revealed that the values of the students are highly developed as assessed by the teachers. However, among the values observed to be "very highly developed" are responsible, patience, competitive, and friendship as assessed by the teacher.

Students' Skills

Based on the quantitative results, the students assessed their skills with a weighted mean of 3.61 or very highly developed, while their teachers assessed their students with a weighted mean of 3.23 with a description of highly developed. These results correspond with the responses of their focal heads. It is the duty of the schools to fully implement its program, especially in leveling up the competencies and skills needed by a senior high school student.

Problems Encountered in the Implementation of the Senior High School Program

Based on the quantitative results, it is evident that there is a lack of facilities at the selected senior high school in this research. This was also proven by the responses of their focal heads, which clearly states that they need laboratories and buildings because of the increase in the enrolment of students. Moreover, the laboratories needed are shops and science laboratories which also need equipment and tools with safety manuals.

It is evident that there is a need for instructional materials with a grand mean of 2.00. Instructional materials help to enhance the teaching and learning process. Both students and teachers will benefit if there are instructional materials. But in the real scenario, the selected senior high schools need more support for new books which are inclined with the objectives of the senior high school curriculum. As indicated on the quantitative results, the WM=2.00 corresponds to the qualitative responses of the focal heads that they lack the necessary instructional materials.

On the quantitative results, it is not evident that there is a problem with linkages, wherein the weighted mean is 1.33. However, it shows that the focal head-participants have identified a common problem towards their linkages and that is some companies do not accept grade 12 students to gain their immersion experiences on the qualitative result. The focal heads have identified this possible because they are the ones who have direct communication with these linkages.

Students' problems are evident on low academic performance WM= 2.00, confusion on their choice of strand WM=2.00, difficulty in catching up with the lessons WM=2.50 and disciplinary actions of the students WM= 2.00.

Based on the quantitative results, the teacher factor is not evident among the problems encountered in offering the program. However, on the qualitative results, it was found out that they still need teachers who can teach specialized subjects. This notion indicates that there are teachers but they teach subjects which are not their area of expertise.

4. DISCUSSION

The implementation of a program is not merely dependent on careful study and planning. It is also dependent on the factors during the implementation like the manpower, facilities, materials, and the implementation in general.

In the teaching aspect of the implementation, the qualities of the teachers leave a first impression to the students. As Aristotle said, "no one can dichotomize a teacher". Teachers in doing their work are composed not only of their professional attributes but also their personal attributes. Bilbao (2008) said that teaching as an implementation of the curriculum uses both expertise and personalities to deliver the lesson to their students. Teachers' attitude and the ability to adapt to the reform or innovation is already a good note on implementation. Timid types of teachers are found to be ineffective in teaching basic education. The professional attribute of the teacher is the first to be noticed in the school. The way he/she handles the aspect of the teaching-learning process leaves a great impact on his/her clientele. As mentioned by Crying (2007), teachers are agents of change and facilitators of learning. Thus, having a positive assessment on their professional attribute tells that they really performed very well on facilitating learning.

Further, methodologies and techniques must be effective. Traditional methodologies and techniques had to reconstruct, reviewed, and upgraded to harness the students with the 21st skills which is one of the objects of the senior high school program. The use of ICT has become an essential part of the teaching-learning interaction through such approaches as replacing chalkboards with interactive digital whiteboards, using students' own smartphones or other devices for learning during class time.

Also, effective interactive capacity and assessment strategies should also be considered. This denotes that teachers can easily relay their lessons very well by using bilingualism. It was observed by their school heads that students participate during the class discussion. Thus, it relates that the way that the lesson is imparted to the students is understandable, clear, and practical to the students. The use of bilingualism among students is also emphasized to contribute to the success of the implementation. On the other hand, even though English is effective at the positive implementation of the program, further improvement can still be done since English is noted as a global language. Students learn to the language they are adaptive to. Teachers' manner of discussion should be of a level to the students.

Also, various assessment strategies can be done to assure that holistic development is achieved. In

order to promote instruction, an assessment of the abilities of the children is required to measure their level of understanding, how they analyze and organize knowledge, and to solve complicated problems (National Research Council, 1999). Guskey (2003) also agrees that teachers who made use of well-developed assessments give chances to improve instruction which may help the students to learn more. The strategies for assessment really evaluate what has to be evaluated as well as the bases for possible intervention or remediation. Bilbao (2008) said that the properly use of assessment tools can be a great instrument of checking and evaluating not only what was taught but also identifying the entire progress.

Classroom management is also to be considered in the implementation. Students nowadays are exposed to other avenues for learning. Further, students' behavior varies depending on their experiences and other aspects. Teachers should think of ways of managing the students that learning for them is still enjoyable despite imposing rules and discipline.

The effective implementation of any educative program is reflected in the type of students it produced. Students' skills, work habits, and values should be developed as a result of good implementation. Achievements of the rationale of the reform should be manifested in how the students work, behave, and think. Teachers serve as role models to their students. Students usually adapt to what they saw in their teachers. Excellent teachers use different motivational factors that overcome such lethargy by focusing on learning's essential ability and competencies.

Rai (2014) stated that values like punctuality, discipline, sympathy, tolerance, democratic rights and responsibilities may be taught by the teacher in practical situations. While the use of problem-solving will facilitate active learning of values like leadership, cooperation, group harmony, and mutual respect. Students have highly developed values as perceived by their teachers and themselves. This only proves that what the teacher shows his students, they will adapt. Students' values are reflected in their attitude towards different pupils (Ödman, 1998: Kjellin, et.al, 2009). It is expected that senior high school graduates are already equipped with competencies and skills. It is a fact that it is the responsibility of the schools to enhance those needed competencies. The senior high school curriculum is focused on the performance tasks to be accomplished by the students as facilitated by the teachers. Orbeta, Lagarto, Ortiz, M., Ortiz, D. & Potestad (2018) cited in their study that senior high school graduates can work or engage in entrepreneurial activities, they shall have the necessary competencies and skills. Furthermore, senior high school students who would like to pursue a degree program have expanded their knowledge and experience since they were trained in their areas of specialization.

However, problems are inevitable. Internal and external factors have to be taken into consideration to make the implementation more meaningful. Oluremi and Olukubola (2012) stated in their study that facilities have a greater impact on the academic performance of the students. Classroom space is particularly relevant with the current emphasis on 21st century learning such as ensuring students can work in teams, problem-solve, and communicate effectively. Inadequate provision of facilities and materials to conventional public schools would lead to poor academic performances of students with special educational needs. The insufficiency of the facilities, laboratory, and library holdings are also noted in the study of Estonato (2017) that facilities and instructional materials are common problems in the implementation. Implementation of any program or curriculum is evident in the teaching-learning process. In addition, it referred to the implementers of the curriculum, who are the teachers, and whose impact is reflected in the type of student it produces.

Teachers and learners to acquire the best possible results of learning. These are also considered as information carriers used to concretize information for the purpose of teaching and learning (Eya, 2006: Ognu, 2015). Inadequate or lack of instructional materials has a huge effect on helping the students to improve their academic performance. The teachers encountered challenges in the application of their skills on their specialized subjects due to lack of equipment, tools, and learning materials. Aldevera, Alenton, Gantuangco (2019)

Further, stakeholders are individuals or groups who have an interest or concern for the school. The success or failure of the education process depends on the relationships of all the members of the community, specifically the stakeholders.

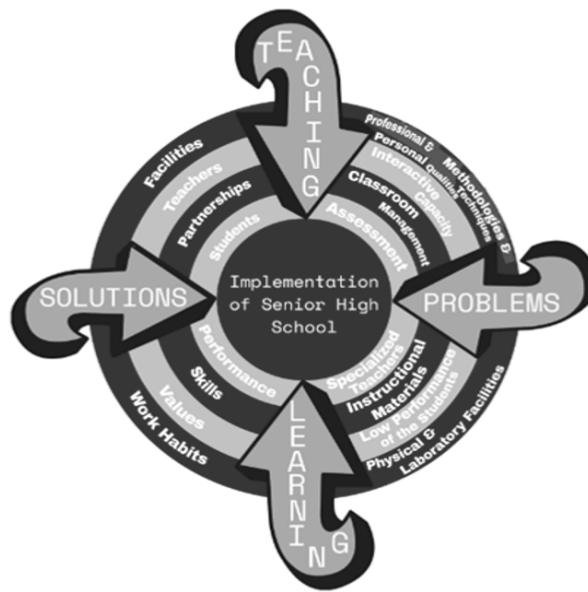
Students faced increasing pressure to succeed academically. This evident at their low academic performance and difficulty in catching up with the lessons. Adolescents are usually at risk because it is also the age of identity crisis, taking adult responsibilities or confusion in making decisions. The poor performance of the students is a result of several factors. It may be associated with the student, his/her family, peer group, the community, or the school and teacher. Some engage in adult responsibilities

prematurely because of teenage pregnancy or work to augment family needs (Sapp, 2009).

Lack of teachers is one of the common problems of the Department of Education. As mentioned by Eclar, there is 1:91 teacher to students' ratio. There is also a shortage of teachers on specialized subjects in Senior High School. (Llanes, 2018). Aldevera et.al (2019) also found out in their study that teachers who are teaching in senior high school lack sufficient training on the subject areas of expertise.

Like any other implementation, perfection is not always achieved. Reforms may be the product of perfect or outstanding planning. But the implementation is different. It is a continuous cycle of teaching, learning, problems, and improvements for the achievement of set goals.

Figure 1: Implementation Paradigm of the Senior High School Program in Selected Public Schools in Pampanga



Source: Gamboa, Danganan, Gamboa, Koh, & Villanueva's

5. CONCLUSIONS AND RECOMMENDATIONS

The implementation of the senior high school programs of the selected public schools in Pampanga is found to be effective based on the principals, teachers, and students. Despite the challenges, continuous improvements are being made and need to be made to ensure the delivery of quality education.

Therefore, it is recommended that school facilities be improved to continue to equip students. Hire teachers for specialized teachers. Make learning experiential by strengthening partnerships with the business industry. Further, empower teachers with the latest trend in teaching as well as technology to make students competitive globally.

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