STATUS OF THE IMPLEMENTATION OF THE SENIOR HIGH SCHOOL PROGRAM IN THE DIVISION OF BULACAN

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Abstract

This study evaluated the status of the implementation of the Senior High School Program in the Division of Bulacan. The study employed the questionnaires used by Balondo (2018) in her study the Status of the Implementation of the Junior High School Program of the Public Schools in the Division of Bulacan (EDDIS II). The following instruments were also used: K to 12 Partnership Monitoring Tool Process Assessment Monitoring Tool, the Input Assessment on SHS Partnership, the Work Immersion Monitoring and Evaluation Tool, and the Monitoring and Evaluation Tool for Public and Private Senior High Schools. In the implementation of the Senior High School Program, the results reveal that the administrative organization, teachers' competencies, curriculum and instruction, student development services, research activities, and the physical plant and facilities have obtained a rating of good or in full compliance to the criterion. With regard to the Work Immersion Program, the results show that the external assessment of work immersion sites, Senior High School partnerships: diagnosis and planning, curriculum and compliance, the work immersion delivery process, supervision of work immersion implementation, the assessment of students' progress, and the administrative concerns have all been found to be evident. There are issues, challenges, and concerns that were encountered and suggestions have been proposed to address them. Internal monitoring and evaluation are customarily done. It is, therefore, recommended that an external task force to monitor and evaluate the implementation of the SHS program with focus on the work immersion program to

have more objective results, so that the results of internal monitoring and evaluation can be confirmed.

Keywords: SHS Implementation, Work Immersion Program, Status, K to 12 Curriculum

Continuous development and increasing quality of education are critical to the nation's survival and success (Abueva, 2015). There may be problems along the way, but the necessary enhancement of the basic education curriculum would mean a thrust forward and spell out progress in the name of change. The K to 12 Education Plan of the Department of Education (DepEd), giving the much needed upgrade in the country's education system, which actually commenced in school year 2012 – 2013, ought to justify the additional two years in the secondary system. Cruz (as cited in Navarro, 2014) offered good reasons not to disagree with the implementation of K to 12: students will have sufficient instructional time for subject-related tasks, making them more prepared in every subject, more skilled and competent labor force, recognition as professionals abroad and K to 12 education will help Filipinos gain a competitive edge.

However, cry of the critics of the DepEd is that the K to 12 program it is not ready yet for its implementation. The Coalition of Concerned Teachers (ACT) and Parents' Movement Against K to 12 (PMAK) claimed that DepEd needs to resolve first the large gap in student-classroom ratio before implementing the new program (Gamil & Melican, 2015). The then Aquino Administration, in its Philippine Development Plan (PDP) 2011-2016, promised to reduce the 113,000 lacking classrooms. However, the reduction of classroom backlog was only 66,813 (60%) of the 113,000 (Tucay, 2015) expected classrooms. In DepEd's report to Congress, it was stated that every additional year in the basic education system requires 20,000 to 28,000 classrooms, translating to a 40,000-56,000 additional classroom shortage for the SHS program.

Current DepEd Secretary Leonor M. Briones admitted that even though 195,302 public school teachers have been recruited between 2010 and 2016, the department still needs to recruit a huge number of teachers (Uy, 2016). From 2010 to 2014, the DepEd hired 128,105, and it planned to recruit 39,066 teachers for its K-12 Program (http:// www.officialgazette.gov.ph/k-12/). The insufficient supply of qualified teachers is still the major challenge in addressing teacher shortage in the Philippine basic education system, particularly in the SHS under the K to 12 Program (Malipot, 2017). In 2016, DepEd hired 36,000 new teachers for SHS with 4,000 (11%) of them from higher education institutions (HEI).

Despite the clamor not to push through with the program, the K to 12 program was signed into law on March 15, 2013 by former President Benigno Aquino III. Even though it was already a law, still various groups opposed the implementation of the SHS, the additional two years in the basic education. They feared that the additional two years of SHS would only worsen the shortage. It was feared that dropouts could reach to 800,000-1.4 million (Tucay, 2015). Contrary to critics' expectation, Geronimo (2016) reported that 1.5 million Senior High School (SHS) students entered grade 11 in 2016, and 98% of the Grade 10 graduates of school year 2016 - 2017 opted to continue to grade 11.

The initial implementation of the SHS program was faced with many challenges, particularly the incorporation of Work Immersion as a requirement for graduation in the SHS curriculum. SHS students are required to undergo 80 to 320 hours of work immersion as a subject in which they are provided with the opportunities to become familiar with the workplace, to have employment simulation, and to apply their learned competencies in areas of specialization or applied subjects in authentic work environments (DepEd Order No. 30, s. 2017).

There are many difficulties encountered in the implementation of the Work Immersion, and one of them is the lack of available Industry Partners that provide appropriate immersion program for the grade 12 students (Bala, 2017). Even though the intention was noble and ideally fruitful in the lives of the students, it is faced with obstacles and numerous complaints on the part of School Partnership Focal Persons (SPFP), Work Immersion teachers, Industry Partners, other subject teachers, parents, and students.

Although on April 6, 2018, most of the public schools held their first commencement exercises as the culmination of the full cycle of the K to 12 program (DepEd Order No. 6, s. 2018), not much is known as to what really took place in the implementation of the SHS Program of the K to 12 curriculum. It is at this juncture where the researcher would like to find out the real status of the implementation of the SHS program in the schools where they are currently being offered.

Scope and Delimitations

This study focused on the status of the implementation of the Senior High School Program in Public Schools in the select schools in San Rafael, San Miguel, and San Ildefonso of the Division of Bulacan for the school year 2016-2018.

In this study, preliminary evaluation means the introductory or preparatory step or measure utilized to find out how the initial implementation faired or went as far as the standards of Department of Education are concerned.

The Schools Division of Bulacan (SDO) implemented 65 Public SHS within its four Educational Districts (EDDIS). Particularly, EDDIS III is composed of six municipalities with a total of 19 Public SHS implementers. Only three

municipalities are chosen, namely, San Ildefonso, San Rafael, and San Miguel with a total of 12 Public SHS implementers.

The specific schools used for this study were grouped according to municipalities: Akle High School, Calawitan National High School, and San Ildefonso National High School of the Municipality of San Ildefonso; John J. Russel Memorial High School, Partida High School, San Miguel National High School, and Vedasto R. Santiago High School of the Municipality of San Miguel; Carlos F. Gonzales High School (formerly Maguinao-Cruz na Daan National High School), Lydia D. Villangca Trade School, San Rafael National Trade School, Salapungan High School, and Maronquillo National High School of the Municipality of San Rafael.

Basic Education in the Philippines

The Philippines was the last country in Asia and one of the three countries in the world with a 10-year basic education system. Few of the reasons to shift to a new curriculum are the following: students under the old curriculum made low marks in the National Achievement Test (NAT) and Trends in International Math and Science Study (TIMSS); the high school graduates of the old curriculum are less than 18 years old and are too young to work after graduation; and Filipino professionals are not acknowledged in many parts of the world due to education requirements set by international accreditation agreements ("Six Reasons Why the Philippines Should Switch to K-12 Curriculum," 2015).

There are three reasons why K to12 program needed to be implemented: the need for sufficient instructional time, more skilled graduates to join the labor force, and recognition as professionals abroad (Abueva, 2015).

According to Calub (n.d.), there are eight reasons why there is a need for K to 12: to decongest the curriculum, to prepare the students for higher education, to prepare the

students for the labor market, to comply with the global standards, to have a positive impact on wages and the economy's annual GDP growth, to enhance the education system and produce college-ready students (citing National Industry-Academe Council), to help students acquire knowledge, learn skills and form values beneficial to them (citing Dr. Jose Paulo Campos, president of the Philippine Association of Private Schools, Colleges and Universities), and to provide the apt manpower because the future needs it (citing Jaime Augusto Zobel de Ayala, NIAC co-vice chairman and Ayala Corp. chair). These are some of the justifications why the K to 12 Program needed to be implemented in the soonest possible time.

The additional two years in the basic education cycle called Senior High School (SHS) is the main feature of the K to 12 Program. Once the last year of its 12 years of basic education is successfully completed, it indicates the complete shift of the DepEd to the new educational system (DepEd Order No. 51, s. of 2015).

Ten-Year Basic Education and K to 12 Program. The 10-year basic education in the old curriculum is intended to meet the basic learning needs and lay the foundation on learning, encompassing early childhood, elementary, and high school. The basic education curriculum for elementary (6 years) is made up of Grades 1 through 6. The next stage after the elementary level is the four (4) years of Basic Secondary Education (BSE), from first year through fourth year, which can also be attained through Alternative Learning System (Florido, 2006). Compared to the Washington Accord's 16 years of education cycle for engineering and the Bologna Process of 15 years for accountants, pharmacists, and physical therapists, the Philippines' basic education curriculum was one of the shortest education cycles in the world with only 14 years, six years in elementary, four years of high school, and four years in college (Tabora, n.d.).

The 2002 Basic Education Curriculum (BEC) is only made up of 10 years of education and its graduates were only 16 years old upon graduation (Luistro, 2012). Although it had been desired by every DepEd secretary (from Lourdes Quisumbing to Raul Roco) to decongest the Basic Education Curriculum (DepEd Order No. 25, s. 2002), yet there was no action made on adding an additional of one or two years unlike in the present case.

K to 12 systems in other countries

The article, "K to 12 Curriculum and Pupil Assessment" (2017), explained what the K to 12 system of the United States (US) really is composed of. It stands for "kindergarten to 12th grade," equating basic education by starting at an early age of 5 through 18. The system is broken down to three stages: elementary (Grades K-5), middle school (Grades 6-8), and high school (Grades 9-12). This pattern of K to 12, which is 5 + 3 + 4 pattern, is the most common one among the US. Other states use elementary school (K-6), junior high school (Grades 7-9), senior high school (Grades 10-12), which is 6 + 3 + 3 pattern. Some follow the 8 + 4 and the 6 + 6 patterns, which are not very common (Corsi-Bunker, n.d.).

In the United Kingdom (UK), the K to 12 is called by a different name, the National Curriculum (NC). The NC defines four key stages and ten statutory subjects: key stage 1 (ages 5 -7 [infants]); key stage 2 (ages 7-11 [juniors]); key stage 3 (ages 11-14 [pre-General Certificate of Secondary Education]); and key stage 4 (ages 14-16 [preparation for GCSE]). The main qualification taken by secondary pupils at around the age of 16 is the General Certificate of Secondary Education (GCSE). If the results are good, good pupils can stay on and prepare for two more years for A-examination. The General Certificate of Education (GCE) Advanced (A) level is normally taken after other two years of study in two or three subjects. GCE A level is the main standard for

entrance to higher education and many forms of professional training (Educational Systems of the UK and the USA, n.d.).

Europe, with its 44 education systems, uses a different name for its education program: International Standard Classification of Education (ISCED). Schools have ISCED 0 to ISCED 7. Their early childhood education is called ISCED 0. Primary education is ISCED 1, which starts at the legal ages of 5 through 7 years old and lasts for 6 years. ISCED 2 is the lower secondary education typically between ages 10 and 13. ISCED 3 is their upper secondary education which begins between the ages 14 and 16. The average age students graduate from ISCED 3, which is preparation for tertiary education, is 18-19 years old (European Commission, 2014).

The Japanese educational system which is similar to the U.S. compulsory education, is made up of 9 years including 6 years of primary school (elementary school) and three years of lower secondary school (middle school). Children start their schooling at 6 years old. Six years later, they graduate from primary and move on to the lower secondary school and stay there for three (3) years, and that completes the Japanese compulsory educational period of 9 years. At that point, most students move to upper secondary school (high school) for three additional years.

In the Association of Southeast Asian Nations (ASEAN) + 6 countries, which include 10 ASEAN member countries plus Australia, China, India, Japan, New Zealand, and the Republic of Korea, the education system structures vary, but the most common is 6+3+3, followed by the next most common which is 6+4+2 (UNESCO Bangkok, 2014). Additionally, in ASEAN+6 countries, only Malaysia, Brunei Darussalam, and Myanmar have 11 years of total Basic Education while all other member countries have 12 years (IBE, 2011).

Teachers' competencies and curriculum implementation

According to Alsubaie (2016), the most significant person in curriculum implementation is the teacher. The teachers are the most knowledgeable persons to introduce the curriculum in class and also in the know-how when it comes to practice of teaching. However, studies on teachers' competencies focus on teaching role of teachers in the classroom rather than the competencies of teachers (Selvi, 2010). Selvi further explained that teachers' professional competencies are composed of four main subgroups, namely, Curriculum Competencies, Lifelong Learning Competencies, Social-Cultural Competencies, and Emotional Competencies. Further study by Selvi on the literature on teachers' competencies reveals that there are different dimensions of teachers' professional competencies which are Field Competencies, Research Competencies, Curriculum Competencies, Lifelong Learning Competencies, Social-Cultural Competencies, Emotional Competencies, Communication Competencies, Information and Communication Technologies (ICT) Competencies, and Environmental Competencies.

Gurol (as cited in Konokman, Yelken, Karasolak, & Cesur, 2017) stated that no matter how well developed a curriculum is, its objectives would not be achieved unless teachers who put curriculum into practice do their jobs efficiently. An ideal curriculum would only achieve its objectives if it is implemented effectively by competent teachers. However, it is in this department that teachers often see themselves lacking in the necessary ability and skills on curriculum development (Konokman, Yelken, Karasolak, & Cesur, 2017).

Hiring of Senior High School teachers and qualified teachers

The guidelines used by the DepEd in the hiring of teachers for the SHS are provided by DepEd Order No. 3, s. 2016, which defines the application, selection, and appointment process as well as the establishment of professional standards and evaluation criteria to ensure that highly competent individuals with appropriate qualifications and specializations are hired to teach in SHSs.

Crucial to the implementation of the new K to 12 Program is the availability of qualified teachers. Numerous studies have documented the fact that teacher quality, of all the variables that can be controlled, is the one that has the greatest effect on student learning (Sanders & Rivers, 1996; Sanders, Saxton & Horn, 1997; Goldhaber, 2002). In the implementation of the SHS, it is the job of the School Head to make sure that qualified staff (teaching and nonteaching) is hired, trained, and organized (DepEd SHS Manual, 2016). However, in many cases, teachers are compelled to teach subjects that are not their areas of specialization (Ahmadi & Lukman, 2015). Thompson, Andreae, Bell, and Robins (2013), in their report on the Role of Teachers in Implementing Curriculum Changes, pointed out the clear call for professional development delivered in a way that is accessible for teachers in a variety of situations, providing resources for teachers to easily teach their subjects. Without help in upgrading teachers, confidence in a subject teacher who is not specialized in the assigned subject is a big issue in delivering the set standards.

The Southeast Asian Ministers of Education Organization Regional Center for Education Innovation and Technology (SEAMEO INNOTECH) (2014) undertook a monitoring study documenting the developments on the first year of implementation of the SHS Modeling in selected SHS model schools in the Philippines. School heads and teachers were oriented and trained on the K to 12 Program and SHS

Modeling. Most of the teachers who handled the SHS classes were master's degree holders or had completed a number of master's degree units, who even conducted their own research studies building their capacities, enriching the learning materials that they used (SEAMEO INNTECH, 2014). Despite the success of the modeling school, Secretary Briones of the DepEd reported that the department is still facing a challenge of hiring teachers, especially in the fields of science and math. Although there has been employment of 195,302 public school teachers between 2010 and 2016, a huge army of teachers is still needed according to her (Uy, 2016). With the massive need for teachers plus teachers teaching subjects not their major or specialization, training to equip SHS teachers is of utmost necessity.

Hine (2013) postulates that teacher education programs employing action research successfully provides teachers with the technical skills and specialized knowledge required to create positive instructional changes in the classroom. Research helps close the gap between theory and practice by allowing teachers to compare observations and data from their own classrooms to the education theory they have learned (Denny, 2017). Apparently, not much research is being done, yet more research needs to be done to evaluate whether or not action research is a reasonable strategy for capacity building efforts among teachers in developing contexts. Research skills should be a must course in pre- and in-service teacher education programs (Elmas & Aydin, 2017). However, it is not getting much appreciation but is dreaded as something complicated and difficult to understand.

It is quite obvious based on the study of Akiba and Liang (2013) that teacher-driven research activities through professional conference presentations and participation are associated with student achievement growth. If much can be attained from research activities of teachers, then more focus on research ought to be done. Thus, the Department of Education issued its Research Agenda (DepEd Order No. 39,

s. 2016). It aims to build on gains from existing research, generate new knowledge on priority research areas, focus DepEd's attention on relevant education issues, and maximize available resources for research within and outside its department. Further, the schools are the direct beneficiary in facilitating teacher-centered collaborative and research-based learning activities in order to improve learning for students. Research results could be used to inform the schools, the division offices, even as high as the central office regarding the curriculum implementation's alignment with the vision, mission, and core values (DepEd Order No. 39, s. 2016).

Bondoc et al. (2014) enumerated the reasons why educators should conduct action research: (1) to identify and solve systematically issues or concerns that are experienced or confronted with initiating reforms which are localized, contextualized, and responsive to learners' needs; (2) to respond to the call of the 21st century learning where learners' talents and potentials are developed and honed in a learner-centered school environment; (3) to improve teachers' craft and to discover the wide array of opportunities and benefits by being involved in a scientific and systematic inquiry of knowledge; (4) to develop transformational leaders who are able to initiate efforts for school-wide transformation; (5) to significantly contribute to school improvement as advocates of research-based programs and projects; and 6) to get engaged in deep and critical reflection leading to a better understanding of themselves and other people.

Challenges and issues of curriculum implementation

The problem facing different levels of educational system is not the formulation of a policy but its implementation (Odey & Opoh, 2015). Most programs arise at the implementation stage (Onyeachu, 2008). Inadequate instructional materials, inadequate qualified teachers, poor funding syndrome, inadequate instructional facilities, and

lack of motivation are the challenges that need to be dealt with in an implementation of a new curriculum (Adeleke, 2006).

Asebiomo (as cited in Odey & Opoh, 2015), pointed out that no matter how well formulated a curriculum may be, its effective implementation is something absolutely essential toward achieving the desired goals of education.

To ensure that the curriculum is effectively implemented, infrastructural facilities, equipment, tools, and materials must be provided sufficiently (Ivowi, 2004). In fact, the SEAMEO INNOTECH (2014) pointed out that the success or failure of the SHS, particularly in the modeling schools that they have studied, depended on human resources, funding, facilities, curriculum, learning modules, and guidelines or policies, intervention programs, teaching methodologies, and student assessment.

There are numerous factors that restrict curriculum innovation: time, parental expectations, public examinations, unavailability of required instructional materials, lack of clarity about curriculum reform, teachers' lack of skills and knowledge, and the initial mismatch in how they believe a curriculum is to be implemented (Bennie & Newstead, 2005).

Curriculum issues and concerns

One of the many issues in new curriculum implementation is poor academic performance of learners. Perennial complaints about books and other instructional materials, overcrowded classrooms, teacher influence, ill-prepared teachers, poor attitude toward change, low morale of teachers, and lack of leadership support from principals are among the most rampant issues that should be addressed and resolved (Teodoro, 2015). Although seminars, walkthroughs, consultative meetings, and the like have been done to lessen the resistance to change, not being able to fully inform or educate the whole teaching force on the

understanding of the changes or modifications in curriculum can still block the smooth flow of curriculum change. Vizconde (2015) identified emerging concerns in the implementation of the K to 12 Curriculum: displacement of teachers in the tertiary level; lack of information concerning guidelines for implementation; lack of university students for two years, and insufficient resources for implementation. Understandingly, monitoring and evaluation have been done in the past two years of SHS implementation. However, lack of regularity in the monitoring and evaluation of SHS implementers is quite obvious (Dagalea, 2014).

Critics of the SHS implementation voiced their concern on many challenges, issues, and concerns. Calub (n.d.) pointed out that the implementation was a superficial solution and does not truly address more fundamental problems of educational system. The relationship between the length of school cycle and quality of education is not clearly established yet. Longer education cycles do not necessarily result in better performance of students. It further raised the issue of funding constraints, additional expenses incurred by parents, increasing the school leaving age, effect of the implementation on HEIs, displacement of teachers, and the untrained and unprepared teachers which still need to be addressed (Calub, n.d.).

Furthermore, the recent study conducted by Balondo (2018) wherein she assessed the implementation of the K to 12 program zeroing in on the Junior High School (JHS) program implementation, she noted that of all the criteria in JHS program implementation research, activities of teachers scored the least, indicating only minimal compliance to the criterion that needs improvement. In addition, she recommended that school administrators and teachers make regular review of the vision, mission, and curricular program of the school to be able to meet the demands of the implementation of the curriculum.

Student development and services

Non-academic services are two-pronged: those that relate to student welfare and those that concern student development. These services aim to enrich students' learning and achievement by providing an ideal campus environment, empowering the students to advocate their needs, as well as developing and harnessing their leadership skills (Cadag, 2017). Cognitive development is of utmost necessity to students; however, they also need to grow interpersonally by considering themselves as a part of a bigger whole, and also intrapersonally, by establishing a belief system that can influence and guide their choices and experiences (Braskamp & Engberg, 2014).

There is a need for a comprehensive support system of academic and student services, according to Cadag (2017). Moreover, student services being critical components of educational package must provide students the activities that would balance family and work pressures and socio-civic responsibilities.

Instructional facilities and academic achievement

In a study on the relationship of the physical environment to teachers' professionalism, it was reported by Overbaugh (as cited in Ahmadi & Lukman, 2015) that physical environment or facilities affect teachers in their performance, specifically due to the lack of classrooms, furniture, and class equipment. There is a significant relationship between adequacy of physical plants, teachers' effectiveness, and students' academic performance (Osifila, 2004). Limon (2016) found out that insufficient school facilities poses accidental consequences that complicate things and is negatively impacting student performance and achievement. Duyar (2010) and Owoeye and Yara (2011)

found out that facility conditions are statistically and positively associated with the delivery of instruction and that facilities are potent to high academic achievement of students.

Work immersion program

Work immersion is an important part of the Senior High School Program. Its importance is highlighted by the fact that it is a requirement for graduation from secondary education. In Work Immersion, learners are immersed in actual work environments such as workshops, offices, and even laboratories in which their prior training is relevant.

Work immersion can be conducted in different ways depending on the purposes and needs of learners. In order to achieve the goal of developing in learners the competencies, work ethics, and values relevant to pursuing further education and/or joining the world of work, work immersion is integrated as one of the feature subjects in the SHS curriculum (DepEd Order No. 30, s. 2017).

As a subject, work immersion provides learners the opportunities to become familiar with the work place, to be employed, and to apply their competencies in areas of specialization/applied subjects in authentic work environments (Philippine Information Agency, 2018). In order to achieve this, DepEd enters into partnerships, hoping that the partner industries would be able to provide the students work immersion opportunities, hands-on expertise, additional resources, and "work" or "livelihood" opportunities, provided that all partnerships are guided by relevant existing laws and DepEd issuances (DepEd Order No. 40, s. 2015).

Work immersion is different from On-The-Job Training (OJT)/Internship/Practicum The maximum number of hours spent in the work immersion venue should not be more than eight (8) hours per day, 40 hours per week,

for a child below 18 but older than 15. The minimum requirement for work immersion is 80 to 320 hours, depending on the capacity of the industry partner to accommodate (DepEd Order No. 30, s. 2017).

Encountered problems in work immersion

One of the main reasons of Work Immersion is to prepare learners for students' future career decisions (Briones, 2017). Schools Partnership Focal Persons, though, find it hard to get the right work immersion venue perfectly aligned to the strand or specialization of students. Bala (2017) reported that one of the many difficulties encountered in the K to 12 curriculum is the lack of available partners of the public schools that provide appropriate immersion program for the grade 12 students. Further, he added that it is necessary to have partnership with different industries related to the offered courses, approved by the proper authority. It is with great difficulty to convince industry partners to accommodate students without disrupting their flow of work or business.

SHS model schools offering call center service (IT-BPO) as specialization reported that they were faced with the challenge that most call centers did not allow job immersion for their senior high school students using companies' current facilities, due to the reason that on-the-job training is only for prospective call center agents and technical support who met the basic qualifications for hiring (SEAMEO-INNOTECH, 2016).

Additional difficulties encountered by SHS model schools regarding work immersion are as follows: TESDA assessment fee for National Certification (e.g., Php 550 per student and other paraphernalia required by TESDA), transportation expenses of students, and accommodation of students who need to stay near their workplaces (SEAMEO-INNOTECH, 2016).

The process that teachers need to keep track most of the time is ambiguous. According to Alsubaie (2016), no curriculum is perfect nor is it a finished product cast in stone, but for it to be effective, teachers need to accept it and be seen by them as educationally valid. Problems and conflict occur, yet they should be considered as the teachers' allies (Alsubaie, 2016; Glickman, Gordon & Ross-Gordon, 2013) to be accepted in order for the lead implementers to come up with acceptable solutions.

A curriculum development committee needs to periodically gather data on perceptions of program strengths, weaknesses, needs, preferences for textbooks and other materials, and topics or objectives that do not seem to be working effectively (Guide to Curriculum Development, n.d). It is at this juncture that the researcher wished to look into the real status of the implementation of the Senior High School program with particular focus on key features like the work immersion program which is a mandatory subject, a requirement for graduation from the senior high school.

Research Design and Participants

This study used the descriptive method in conducting research. The Status of the Implementation of the Senior High School Program in the Division of Bulacan includes the following aspects: administrative organization, teachers' competencies, curriculum and instruction, student development services, research activities, physical plant, and facilities and equipment (Balondo, 2018).

The work immersion program, ,which is a key feature of the Senior High School program, was also evaluated in terms of the following areas: external assessment of work immersion sites, SHS partnerships: diagnosing and planning (DepEd Order No. 40, s. 2015), curriculum and compliance, work immersion delivery process, supervision of work immersion implementation, assessment of students' progress, and administrative concerns adapted from the

Work Immersion Monitoring and Evaluation Tool (DepEd Order No. 30, s. 2017). Moreover, issues, challenges, and concerns in already identified areas were determined as bases for suggestions vital to the betterment of the implementation of the Senior High School program.

The study was conducted in the public schools of the Division of Bulacan, particularly in three municipalities within the Educational District (EDDIS) III. The respondents of this study were Senior High School (SHS) teachers, School Heads or the SHS Focal Persons, and the School Partnership Focal Persons (SPFP).

There are 93 Secondary Schools in the Division of Bulacan. Among those public schools, only 75 schools offered Senior High School. However, only the schools located within EDDIS III, particularly the three municipalities, which are San Rafael, San Ildefonso, and San Miguel, were covered. Out of the 30 public secondary schools in EDDIS III, only 19 of them offered Senior High School in the school year 2016-2017. Due to the predetermined number of respondents who were directly responsible in supplying the information needed in this research study, using the maximum number of respondents was deemed to be the most appropriate method.

Instrument

This is the assessment of the Status of the Implementation of Senior High School Program in the Division of Bulacan (for SHS teachers). Questionnaire A was derived from a similar study done by Balondo (2018) with her dissertation entitled "Status of the Implementation of the Junior High School Program (JHS) in Public Schools in the Division of Bulacan (EDDIS II)." In this research study, it was found out that the aspect that indicated the need for improvement is teachers' research activities, and it also mentioned that there is a significant relationship between the profile of the teachers and their assessment of the JHS

program. Balondo (2018) recommended that periodic review of vision, mission, and the curricular program of the school be done to keep abreast with the demanding K to 12 curriculum implementation. Questionnaire A is composed of two parts. The personal profile of the teacher-respondents is the first part. The second part is the evaluation of the implementation of the SHS program. Below are the different parts of Questionnaire A:

Part 1: Profile of the SHS Teachers
1. Subject Group
2. Age
3. Sex
4. Educational qualification
5. Position / Appointment
6. Eligibility

Part II: Assessment of the Status of Implementation of SHS Program in the Division of Bulacan
1. Administrative organization
2. Teachers' competencies
3. Curriculum and instruction
    - 3.1 Program of studies
    - 3.2 Classroom management
    - 3.3 Assessment of the academic performance of students
4. Student development services
5. Research activities
6. Physical plant
    - 6.1 Library, media, and technology centers
    - 6.2 Classroom and facilities
    - 6.3 Facilities and equipment

Questionnaire B was answered by the School Head or the SHS Focal Person. It is divided into three parts. Part I is the SHS Track/Strand/Specialization offerings. It is mainly derived from the K to 12 Partnership Monitoring Tool-Process Assessment Monitoring Tool under the category

Partnership Building Preliminaries (DepEd Region III, K to 12 Partnership Monitoring Tool-Process Assessment Monitoring Tool). The focus of Part I is the summary of the qualifications of the staff, enrollees, and track offerings. The different items contained therein are as follows:

Part I: Profile of the Senior High School
1. Name of the school
2. School size (per enrollment)
3. Teaching staff
4. Teachers' qualification
    - 4.1 PBET/LET passers
    - 4.2 National certification
    - 4.3 TMC holders
    - 4.4 M.A. / M.S. holders
    - 4.5 Doctoral degree holders
5. Enrollment per track

Questionnaire B's Part II is the Assessment of the Work Immersion Program of the SHS. This part is also derived from K to 12 Partnership Monitoring Tool-Process Assessment Monitoring Tool which is mainly taken from DepEd Order No. 40 s. 2017, Partnership Guidelines. Below are the items that were answered:

1. Possible Partners
2. Work Immersion Safety Scheme
3. Memorandum of Agreement/ Memorandum of Understanding
4. Sustaining Partnership with Industry Partners

Part III of Questionnaire B is the Work Immersion Monitoring and Evaluation Tool of DepEd Region 3 which is coded as DepEDR3-QAD-WISH-001. The contents of the questionnaire are mainly derived from DepEd Order No. 30 s. 2017, Guidelines for Work Immersion. In the monitoring, it is composed of five (5) areas that need to be monitored with evidence verified if all requirements specified are complied

with by the implementing school. Below are the areas monitored:

1. External assessment of work immersion sites
2. SHS partnerships: diagnosis and planning
3. Curriculum and compliance
4. Work immersion delivery process
5. Supervision of work immersion implementation
6. Assessment of students' progress
7. Administrative concerns

Interviews with teacher-respondents were conducted to cross-check certain responses found in the questionnaires. The items reflected in the questionnaire were used as interview guide. These interviews were made after the collation of the collected data, more particularly in the process of analysis and interpretation.

Documentary analysis of the records on the accomplished work appraisal performance forms were used. The accomplished monitoring and evaluation tool for public and private senior high schools was also employed to provide answers for the issues, challenges, and concerns of SHS implementation.

This research study also employed the analysis of the accomplished Work Immersion Performance Appraisal forms (DepEd Region III, Division of Bulacan, Document Code: SDO-QF-SGOD-SHS-004). These forms were used by work immersion implementers to give Industry Partners an appraisal of the performance of work immersion students. The results of the forms, which were graded by the Work Immersion Partner Institution Supervisor, would be used as the 60% of the students' work immersion grade (DepEd Region III, Division of Bulacan, Document Code: SDO-QF-SGOD-SHS-005, p. 6). Within the Work Immersion Performance Appraisal are behavioral items listed within

competency bands, which are the following: Teamwork, Communication, Attendance and Punctuality, Productivity/ Resilience, Initiative/Proactivity, Observations. This also provided additional insights for the study from the researcher's perspective. Since the beginning of the implementation of the Senior High School program at the researcher's own school in 2016, he had been appointed as the SHS Focal Person for their school as well as the SHS Focal Person for EDDIS III. By being one, he was able to obtain an extensive experience and first-hand knowledge in the SHS implementation.

Data Gathering Procedures

The gathering procedure followed by this study included the following:

1. The researcher sought the approval of the schools division superintendent (SDS) of the Division of Bulacan. Once approved, the letter of endorsement was presented to school principals, the SHS focal persons, and other SHS teachers.

2. Copies of the research instruments were thoroughly explained to the school heads/focal persons and then distributed to target respondents for them to answer.

3. All research instruments were checked individually to make sure that all items had been answered correctly and completely.

4. Once the questionnaires had been completely answered, they were immediately retrieved, analyzed and consolidated.

Analysis of Data

To answer the statement of the problem, the researcher used the following statistical treatment to process the data gathered. Descriptive statistics, observation, interview, and documentary analysis were used to interpret the data. The data were analyzed using the following statistical tools:

Frequency and percentages. According to Korb (2013), frequency and percentage statistics should be used to represent most personal information variables. The percentage is a way of expressing a proportion, a ratio, or a fraction of a whole number by using 100 as a denominator.

Likert scale. It is a psychometric response scale primarily used in questionnaires to obtain participant's preference or degree of agreement with a statement or set of statements. A 4-point scale was used to produce an ipsative (forced choice) measure where no indifferent option was available (Bertram, n.d.).

Weighted mean. This refers to the set of data taken from the average of the population (Broto, 2006).

Questionnaire A (Assessment of the Status of the Implementation of the Senior High School Program in the Division of Bulacan) is composed of three parts. Part I is the profile of the teacher-respondents. The second part is the evaluation of the implementation of the SHS program. To interpret the gathered data for part II, a 4-point scale graduated as follows was employed:

4 - Strongly Agree
3 - Agree
2 - Disagree
1 - Strongly Disagree

The weighted means were interpreted using the following ranges adapted from Balondo's (2018) research study which was also derived from Hutton (2009) and Mentosie (2014):

3.50 – 4.00 - Very good (full compliance to the criterion with substantial number of good practices serving as model for others)

2.50 – 3.49 - Good (full compliance to the criterion)

1.50 – 2.49 - Fair (minimal compliance to the criterion needing improvement)

1.00 – 1.49 - Poor (very minimal compliance to the criterion needing much improvement to overcome weaknesses)

Questionnaire B is divided into three parts. Part I is the profile of the SHS. Part II, which is the assessment of the Work Immersion program of the SHS and Part III, K to 12 Partnership Monitoring, used the 4-point scale provided by DepEd Order No. 30, s. 2017 and is graduated as follows:

4 - Evident
3 - Evident but inadequate
2 - Not evident
1 - Not applicable

The computed means were interpreted based on the following ranges:

3.50 – 4.00 - Evident
2.50 – 3.49 - Evident but inadequate
1.50 – 2.49 - Not evident
1.00 – 1.49 - Not applicable

Results and Discussions

I. Description of the Implementation of the Senior High School Program

A. Administrative Organization

Table 7
Implementation of the Senior High School Program in the Division of Bulacan in Terms of Administrative Organization

Administrative Organization	Weighted Mean	Descriptive Range
1. The Vision, Mission, Goals, and Objectives (VMGO) are clearly practiced by all members of the school.	3.60	Very Good
2. Strategic Plans / Action Plans are cascaded to the lowest member of the school.	3.39	Good
3. Sound and clear policies are in place to guide the School Head in carrying out its operations and programs.	3.54	Very Good
4. The systems are fully implemented.	3.48	Good
5. Improved faculty performance as evidenced by the performance evaluation and increasing number of awardees.	3.43	Good
6. Faculty Development Program is implemented.	3.53	Very Good
7. Efficient fund management.	3.44	Good
8. Functional supply management system.	3.45	Good
9. Special trainings for records management are conducted.	3.45	Good
10. Fast and efficient retrieval of documents.	3.35	Good
11. Responsive and collaborative programs meet the stakeholders.	3.44	Good
Composite Mean	3.46	Good

Legend: 1.00-1.49 Poor, 1.50-2.49 Fair, 2.50-3.49 Good, 3.5-4.00 Very Good

Table 7 presents the description of the implementation of the senior high school in the Division of Bulacan, School Year 2017 – 2018 in terms of administration organization. As shown by the Table 7, items 1, 3, 6 obtained mean ratings of 3.60, 3.54 and 3.53, respectively, with a descriptive rating of very good. This indicates that the vision, mission, goals, and objectives of the Department of Education, Division of Bulacan are clearly practiced by all members of the different schools. There are sound and clear policies in place to guide the school head in carrying out its operations and programs and the faculty development program is implemented. It means that as far as the three items are concerned, full compliance to the criterion with substantial number of good practices serving as model for others is observed. According to Tallant (2009), the vision, mission, goals, and objectives play a vital part in the organizational strategy process. These identify where the organization is and how it conducts business currently. They help workers to continue to better themselves so that they may provide the best to their students on a daily basis. School heads are properly directed and faculty members are updated on the current trends of their lessons. Thus, there is a great chance to achieve the highest level of learning for all through the tenacious pursuit of excellence.

Items 2, 4, 5, 7, 8, 9, 10, and 11 obtained weighted means of 3.39, 3.48, 3.43, 3.44, 3.45, 3.45, 3.35, and 3.44, respectively, with a descriptive rating of good. This indicates that there is a full compliance to the criterion. Although the ratings are very close from the aforesaid three items, there is still a need to improve further the implementation of the action plan, faculty performance, management systems in terms of fund, supplies, and records, and programs for the benefit of the stakeholders. With this, there will be school-wide awareness of the organizational structure, qualification standards, performance evaluation metrics, training programs, and other processes. Some respondents claimed that there should be a clear orientation with the school head regarding documents and requirements. The

school procedures/processes should be clearly disseminated, understood, and implemented. Faculty members should be properly informed for all of these.

B. Teachers' Competencies

Table 8

Implementation of the Senior High School Program in the Division of Bulacan in Terms of Teachers' Competencies

Teachers' Competencies	Weighted Mean	Descriptive Range
1. Teachers demonstrate mastery of the subject matter.	3.59	Very Good
2. Teachers demonstrate effective delivery of the learning competencies in their field of specialization.	3.61	Very Good
3. Teachers are assigned to handle their field of specialization.	3.23	Good
4. Teachers are affiliated with professional organization in their field of specialization.	3.25	Good
5. Teachers have research output.	3.01	Good
6. Plantilla items are available for teachers' promotion.	3.20	Good
7. Teachers' load per week is in accordance with acceptable standards.	3.45	Good
8. Teachers are regularly evaluated using standardized instrument.	3.55	Very Good
9. Teachers participate in trainings and seminars leading to their field of specialization.	3.62	Very Good
10. Teachers demonstrate excellent instructional competence.	3.45	Good
11. Teachers are given scholarship to pursue graduate studies.	2.43	Fair
Composite Mean	3.31	Good

Legend: 1.00-1.49 Poor, 1.50-2.49 Fair, 2.50-3.49 Good, 3.5-4.00 Very Good

The implementation of the Senior High School Program in the Division of Bulacan in terms of Teachers' Competencies is shown in Table 8. As can be gleaned from the table, items 1, 2, 8, and 9 obtained weighted means of 3.59, 3.61, 3.55, and 3.62, respectively, with a descriptive rating of very good. This indicates that full compliance to the criterion with substantial number of good practices serving as model for others was observed. It means that teachers have mastery of the subject matter and are competent in the delivery of instruction. They are prepared in their lesson during evaluation using standard tool, and most of them attend trainings and seminar leading to their field of specialization. As noted during the hiring process, teachers in the senior high school program are given teaching assignments in terms of their program of studies and major subjects.

Items 3, 4, 5, 6, 7, and 10 obtained weighted means of 3.23, 3.25, 3.01, 3.20, 3.45, and 3.45, respectively, with a descriptive rating of good. This indicates that full compliance to the criterion is noted. Teachers are assigned to handle courses and affiliated with professional organizations leading to their field of specialization. They were hired according to the plantilla or items available and workload specified by the Civil Service Commission. In terms of research output, only a limited number of teachers are conducting research. This item got the lowest weighted mean. According to Balondo (2018), very few of the teachers engaged in research. Fair rating was obtained in this category which means that there is a need to motivate teachers to undertake or conduct action research. More trainings and incentives should be provided so that they will become interested in the conduct of research that is usable to improve further their performance. Painter (National Education Association, 2017) stated that there is a need for teachers to conduct research because research can change a teacher's practice and can also have a profound effect on the development of priorities for school-wide planning and assessment efforts, as well as contribute to the profession's body of knowledge about teaching and learning.

C. Curriculum and Instruction

Table 9

Implementation of the Senior High School Program in the Division of Bulacan in Terms of Curriculum and Instruction

Curriculum and Instruction	Weighted Mean	Descriptive Range
A. Program of Studies		
1. The school periodically reviews its curriculum.	3.43	Good
2. The school monitors the integration of instructional procedures toward students' self-realization.	3.53	Very Good
3. The school monitors and supervises the use of various instructional processes.	3.49	Good
4. The school regularly checks the use of instructional strategies and materials through classroom observation.	3.52	Very Good
5. Instructional materials are readily available.	3.15	Good
Composite Mean	3.42	Good
B. Classroom Management		
6. Classrooms are conducive for learning.	3.56	Very Good
7. The maximum class size is 45.	3.27	Good
8. Policies on classroom management are implemented.	3.61	Very Good
9. The school implements a system of assessment of students' Academic performance.	3.53	Very Good
10. The school monitors the implementation of the intervention program for the poor performing students.	3.38	Good
Composite Mean	3.47	Good
C. Assessment of the Academic Performance of Students		
11. The school monitors assessment of students' academic performance.	3.57	Very Good
12. The school performs well in the National Achievement (NAT).	3.32	Good
13. The school has an organized academic guidance and counseling program.	3.49	Good
14. The school implements relevant and responsive curriculum.	3.45	Good
15. High promotion rates among students are observed every school year.	3.54	Very Good
Composite Mean	3.47	Good

Legend: 1.00-1.49 Poor, 1.50-2.49 Fair, 2.50-3.49 Good, 3.5-4.00 Very Good

Table 9 presents the implementation of the Senior High School Program in the Division of Bulacan in terms of curriculum and instruction. As shown in the table, items 2 and 4 under program of studies obtained weighted means of 3.53 and 3.52 with a descriptive rating of very good while items 1, 3, and 5 obtained weighted means of 3.43, 3.49, and 3.15, respectively with a descriptive rating of good. Overall, the composite mean is 3.42 or good. It indicates that there is a need to improve the implementation of the program of studies, more particularly in terms of reviewing the implementation per course, monitoring of the instructional processes, and availability of instructional materials. According to Balondo (2018), the school should review periodically its curriculum, monitor and supervise the use of various instructional processes, and regularly check the use of instructional strategies and materials through classroom observation. This is needed in order to deliver instruction efficiently and address the needs of students.

Under classroom management, items 6, 8, and 9 obtained weighted means of 3.56, 3.61, and 3.53, respectively, and with a descriptive rating of very good. This indicates that classrooms are conducive for learning. Policies are implemented, and there is a system of assessing the academic performance of the students. On the other hand, items 7 and 10 obtained weighted means of 3.27 and 3.38 with a descriptive rating of good. The over-all composite mean is 3.47 with a descriptive rating of good. It means that not all senior high school classes maintain a maximum of 45 per class and focus on the intervention plan of teachers on poor performing students. According to Stecker, Fuchs, and Fuchs (2015), students should have good academic achievements. In classrooms, the most prevalent positive consequences are intrinsic student satisfaction resulting from success, accomplishment, good grades, social approval, and recognition. Students must be aware of the connection between tasks and grades. Consistency in the application of consequences is the key factor in classroom management.

Under assessment of the academic performance of students, items 11 and 15 obtained weighted means of 3.57 and 3.54 with a descriptive range of very good. It indicates that students' performances are assessed efficiently. High promotion was observed during graduation. This means that majority of the students were promoted to tertiary level. Emmer and Stough (2001) mentioned that internal and external factors affect the student academic performance. This entire host of reasons is at work when society refuses to take responsibility and when children themselves behave inappropriately or fail to meet a passing standard.

D. Student Development Services

Table 10

Implementation of the Senior High School Program in the Division of Bulacan in Terms of Student Development Services

Student Development Services	Weighted Mean	Descriptive Range
1. Students' records are readily available.	3.60	Very Good
2. There is an increase of high performing students.	3.49	Good
3. The school has well-organized guidance program services.	3.41	Good
4. Minimal incidence of violations among students is observed.	3.29	Good
5. Effective Sports Development Program and Socio-CulturalProgram	3.28	Good
6. Development Program is implemented.		
7. The school has students' publication that highlights students' achievements, activities, and performances both in academic and non-academic endeavors.	3.40	Good
8. The school has a medical and dental clinic.	2.94	Good
9. The school has an information and communication technology connection.	3.23	Good
Composite Mean	3.33	Good

Legend: 1.00-1.49 Poor, 1.50-2.49 Fair, 2.50-3.49 Good, 3.5-4.00 Very Good

The implementation of the Senior High School Program in the Division of Bulacan in terms of students development services is presented in table 10. As can be gleaned from the table, item 1 obtained a weighted mean of 3.60 with a descriptive rating of very good. It indicates that records of students are readily available. Student records at the Division of Bulacan are maintained in compliance with the K to 12 Curriculum requirements. This affords students certain rights with respect to their educational records. These rights include the right of students to request access to their personal records and also the right to request the amendment of the student's education records that the students believe to be inaccurate.

On the other hand, items 2 – 9 obtained weighted means of 3.49, 3.41, 3.29, 3.28, 3.40, 2.94, and 3.23 with descriptive range of good. Overall the composite mean is 3.33 with a descriptive range of good. It indicates that not all students are performing high, guidance and counseling office is managed by a part time guidance counselor, minimal incidence of violations among students is observed, sports development and socio-cultural programs exist, development program for students is observed, there is school publication in terms of news highlighting students' achievements, activities and performances are both in academic and non-academic endeavors, medical and dental services exist per schedule, and Internet connection is available at a limited schedule.

Student development services are very important in molding the life of every student. The school's program of student services should clearly reflect the purposes and objectives of the school. It should be supported by the needed physical facilities and adequate financial resources to meet its objectives. The program should be designed to assist the individual students to attain maximum self-realization and to become effective in the social environment. Services should serve a number of purposes from building confidence to teaching students the importance of teamwork and working

with others. They help guide youngsters though the establishment of a daily routine, which is of utmost importance as they are directed toward the workplace, and as they become productive members of society. The students' services (admission, guidance program and services, student development program, student organizations and activities, student assistance program, specialized student services, alumni relations) should be provided to students with access to new ideas and are given the opportunity to learn more about the themselves, school, and the community.

E. Research Activities

Table 11
Implementation of the Senior High School Program in the Division of Bulacan in Terms of Research Activities

Research Activities	Weighted Mean	Descriptive Range
1. Teachers conduct quality researches.	2.78	Good
Teachers present research output in		
2. Local	2.78	Good
3. National	2.47	Fair
4. International	2.29	Fair
5. Teachers compete using their research output.	2.50	Good
6. Teachers publish their research outputs in reputable journal.	2.48	Fair
7. Teachers teach their students to conduct research.	3.07	Good
8. Students compete using their research output.	2.72	Good
Composite Mean	2.64	Good

Legend: 1.00-1.49 Poor, 1.50-2.49 Fair, 2.50-3.49 Good, 3.5-4.00 Very Good

The implementation of the Senior High School Program in the Division of Bulacan in terms of research activities is presented in table 11. As shown from the table, items 1, 2, 5, and 7 obtained weighted means of 2.78, 2.78, 2.50, and 3.07 with descriptive range of good. On the other hand, items 3, 4, and 6 obtained weighted means of 2.47,

2.29, and 3.07 and with descriptive range of fair. Overall, the composite mean is 2.64 with a descriptive range of good. It shows that teachers and students fairly conduct research. There is a need to improve further this area.

According to Hensen (2016), research (a) helps teachers develop new knowledge directly related to their classrooms, (b) promotes reflective teaching and thinking, (c) expands teachers' pedagogical repertoire, (d) puts teachers in charge of their craft, (e) reinforces the link between practice and student achievement, (f) fosters an openness toward new ideas and learning new things, and (g) gives teachers ownership of effective practices. Research can be used to replace traditional, ineffective teachers in service training as a means for professional development activities. To be effective, teachers need to be extended over multiple sessions, contain active learning to allow them to manipulate the ideas and enhance their assimilation of the information, and align the concepts presented with the current curriculum, goals, or teaching concerns. Therefore, providing teachers with the necessary skills, knowledge, and focus to engage in meaningful inquiry about their professional practice enhances this practice, and effects positive changes concerning the educative goals of the learning community.

F. Physical Plant and Facilities

The implementation of the Senior High School Program in the Division of Bulacan in terms of physical plant and facilities is presented in Appendix A.

Under library, media and technology centers, items 1, 2 3, and 4 obtained weighted means of 2.90, 2.86, 3.22, and 3.22, respectively, with a descriptive range of good. Overall, the composite mean is 3.08 with a descriptive range of good. This indicates that this area is in compliance to the criteria. McNiff and Lomax (2016) mentioned that library, audio visual center, and computer rooms are of paramount importance to the students and teachers. These are essential

sources of intellectual advancement in a school. In line with the goals of the school, it should endeavor to meet the needs of all its patrons by providing an adequate, well selected, and well-organized collection of books, media materials, and computer equipment in support to the implementation of the curricula and programs.

Under facilities, item 5 obtained a weighted mean of 3.55 with a descriptive rating of very good. It indicates that the size of the lecture rooms is adequate but they turned inadequate due to the big number of students per class. On the other hand, items 6, 7, and 8 obtained weighted means of 3.25, 3.28, and 3.44 with descriptive range of good. In this area, compliance to the criteria is observed. Overall, the composite mean is 3.38 with a descriptive range of good. According to McNiff and Lomax (2016), the site of the school should be located in a wholesome environment that is safe from traffic and transportation hazards, at least sufficiently free from noise, dust, odor, smoke, and other undesirable elements. School facilities should be functionally designed, constructed of strong, durable materials and equipped to withstand earthquakes, typhoons, and fire hazards. Their design should be pleasing to the eye, in harmony with the surroundings and at the same time conducive to quiet and effective learning.

Under science facilities, items 9, 10, and 11 obtained weighted means of 2.93, 2.84, and 2.92 with descriptive range of good. Over-all, the composite mean is 2.90 with a descriptive range of good. It indicates that these facilities are in compliance with the criteria. According to Sweetland and Hoy (2012), science rooms should be spacious, well ventilated, well-lighted, and safe. Furniture arrangement should not obstruct traffic, and facilities should be readily available when needed. They should have adequate space, and provisions for appropriated demonstration and exhibits are functional. Based on observation, minimal compliance is observed under this area.

Under food service, all items obtained weighted means of 3.16, 3.09, 3.10, 3.02, 3.09, 2.85 and composite mean obtained a weighted mean of 3.05 with a descriptive range of good. This indicates that food service area, equipment space and equipment, kitchen size, food and non-food storage, and other equipment areas are adequate. It means that food service area is in compliance to the criteria but improvement is still needed. The school environment has a significant impact on the development of eating habits of the students. It should provide clean area and nutritious meals throughout the school day. It should serve for all students to ensure that students get a healthy start to their day and are ready to learn without the distraction of hunger. The chosen management body should ensure the policies and procedures relevant to running the food service area are developed, implemented, and reviewed.

II. Description of the Work Immersion Program of the Senior High Schools

A. External Assessment of Work Immersion Sites

The description of the Work Immersion Program of the Senior High School in terms of External Assessment of Work Immersion Sites is presented in Appendix B.

Items 1, 2, 3, 4, 9, 10, 11, 19, 29, and 30 obtained weighted means of 3.92, 3.58. 3.50, 4.00, 3.83, 3.75, and 3.92, respectively, with a descriptive range of evident. On the whole, composite mean is 3.54 with a descriptive range of evident. This shows that the External Assessment of Work Immersion Sites has been done with school offerings jibed with possible industry partners for work immersion, taking into consideration teacher training, equipment, proximity, LGUs and NGAs as partners, safety schemes, adherence to Child Protection Policy and Anti-Bullying Act, labor laws, MOAs, and MOUs, consultation with partners and partners annual recognition. The goal of DepEd to establish partnerships for work immersion opportunities for its

students, teacher training, use of facilities, and other additional resources is achieved and its guidelines are followed as stipulated in DepEd Order No. 40, s. 2015. On the other hand, items 5, 7, 8, 12 – 18, and 29 obtained weighted means of 3.42, 2.92, 3.08, 3.42, 3.17, 2.92, 2.75, 2.67, and 3.08, respectively with a descriptive range of evident but inadequate. This only means that the evidence of external assessment is present, but is found insufficient.

B. SHS Partnerships: Diagnosis and Planning

Table 12

Description of the Work Immersion Program in Terms of SHS Partnerships: Diagnosis and Planning

SHS Partnerships: Diagnosis and Planning	Weighted Mean	Descriptive Range
1. Recruits and develops a strong leadership team	3.75	Evident
2. Involves the stakeholders in comprehensive diagnosis using Strengths-Weaknesses- Opportunities-Threats (SWOT) technique and other appropriate techniques	3.67	Evident
3. Challenges teachers and staff by presenting current student data and DepEd Vision vis-à-vis Situational Analysis Made	3.67	Evident
4. Internalizes DepEd Mission to the teachers and staff relative to K to 12 Program and SHS' partnership-building efforts to achieve its goals	3.83	Evident
5. Achieves concrete realization of goals via DepEd Vision and SHS' partnership-building efforts with the support of teachers and staff and other stakeholders	3.67	Evident
6. Conducts research relative to SHS' growth an development vis-à-vis identified issues and concerns affecting its smooth implementation	3.17	Evident but inadequate
7. Collaboratively creates a clear comprehensive and result- oriented SHS' plan with annual goals included in the AIP and focused on building partnership engagement	3.83	Evident
8. Nurtures the partnership based on monitoring and utilizes it to encourage more support and wins resistant teachers and staff who fear change and/or harbor lowexpectations	3.50	Evident
9. Constantly tracks progress and uses it as a basis for improvement to meet SHS' goals pursuant to DO No.40, s. 2015	3.67	Evident
Composite Mean	**3.64**	**Evident**

Legend: 1.00-1.49 Not Applicable, 1.50-2.49 Not Evident, 2.50-3.49 Evident but Inadequate, 3.5-4.00 Evident

Table 12 presents the description of the work immersion program in terms of SHS Partnerships: Diagnosis and Planning. As can be seen in the table, items 1 – 5, 7, 8 and 9 obtained mean ratings of 3.75, 3.67, 3.83, 3.67, 3.83, 3.50, and 3.67, respectively and with a descriptive rating of evident. It is indicated in this table the diagnosis and planning for SHS partnerships, the recruitment and development of a strong leadership team, involvement of the stakeholders in comprehensive diagnosis using the SWOT technique, the challenging of the teachers and staff by presenting current data, DepEd Mission and situational analysis, internalizing of DepEd mission to the teachers and staff relative to K to 12 program and partnership building, the creation of clear comprehensive and result-oriented SHS' plan with annual goals included in the AIP with focus on partnership building, nurturing of the partnership based on monitoring and utilizing it to encourage more support among resistant teachers and staff, tracking of progress using it as a basis for improvement to meet SHS' goals, are all evident in the implementation of the work immersion program.

However, the conduct of research relative to SHS' growth and development vis-à-vis identified issues and concerns affecting smooth implementation obtained a mean rating of 3.17 with a descriptive range of evident but inadequate. According to Johnson (2011) and Ferrance (2000), an effective tool that school administrators can use to solve educational problems is to conduct action research. This promotes inquiry, reflection of practice, and analysis of data. Research is an effective tool in solving problems that do not have easy answers, evaluating program effectiveness, improving professional practices, and enhancing student learning and achievement.

C. Curriculum and Compliance

Table 13

Description of the Work Immersion Program in Terms of Curriculum and Compliance

Curriculum and Compliance	Weighted Mean	Descriptive Range
1. The curriculum guides are being followed properly.	3.83	Evident
2. Objectives of the program are achieved.	3.75	Evident
3. The offerings are appropriate to the community.	3.83	Evident
4. Specializations are aligned to the work immersion partner institutions	3.75	Evident
Composite Mean	**3.79**	**Evident**

Legend: 1.00-1.49 Not Applicable, 1.50-2.49 Not Evident, 2.50-3.49 Evident but Inadequate, 3.5-4.00 Evident

Table 13 presents the description of the Work Immersion Program in terms of curriculum and compliance. As can be seen in the table, items 1, 2, 3, and 4 obtained weighted means of 3.83, 3.75, 3.85, and 3.75, respectively with a descriptive range of evident. In total, the composite mean is 3.79 with a descriptive rating of evident. It only shows that the curriculum guides are being followed properly and the objectives are evidently achieved. The offerings are appropriate to the community with the specializations aligned to the needs of work immersion partner industries. The dynamic and challenging process of change in the curriculum and its success, according to Calub (n.d.), depends on all stakeholders having the capacity to develop or adopt a shared vision, positive attitudes and commitment, the need to develop the necessary professional competencies, and building–capacity skills in the various aspects of curriculum change. Further, curriculum change requires in-school management teams, principals, and board of management to lead the implementation of change in the school as an organization, which means that effective curriculum change and implementation require time, personal interaction, in-service training, and other forms of people-based support (Fullan, 1993).

D. Work Immersion Delivery Process

Table 14

Description of the Work Immersion Program in Terms of Work Immersion Delivery Process

Work Immersion Delivery Process	Weighted Mean	Descriptive Range
1. The activities of the students are programmed based on competencies.	3.83	Evident
2. Students are being prepared before the actual work immersion.	4.00	Evident
3. Students are being given feedback about their performance in the work immersion.	3.92	Evident
4. Students' personal agenda/goals are being channeled for their knowledge, skills, and values development in the work immersion.	3.83	Evident
Composite Mean	**3.90**	**Evident**

Legend: 1.00-1.49 Not Applicable, 1.50-2.49 Not Evident, 2.50-3.49 Evident but Inadequate, 3.5-4.00 Evident

The description of the Work Immersion Program in terms of work immersion delivery process is presented in Table 14. As shown in the table, items 1, 2, 3, and 4 have weighted means of 3.83, 4.00, 3.92, and 3.83, respectively with a description range of evident. On the whole, the composite mean is 3.90 or evident. It indicates that the activities of the students are programmed based on competencies, the students are prepared before actual work immersion and are given feedback about their performance in work immersion. Moreover, it can be evidently seen that the personal goals of students are being channeled for their knowledge, skills, and values development in work immersion.

Principles and policies governed the implementation of Work Immersion. One of them is providing all work immersion students with a list of learner activities as stipulated in the prescribed template in Annex C, wherein competencies relevant to the students' specialization are listed making sure that the tasks given to students are aligned to the competencies already attained (DepEd Order No. 30, s. 2017).

E. Supervision of Work Implementation

Table 15

Description of the Work Immersion Program in terms of Supervision of Work Implementation

Supervision of Work Immersion Implementation	Weighted Mean	Descriptive Range
1. A clear monitoring plan is evident before work immersion's started.	3.92	Evident
2. Monitoring plan is properly implemented.	3.92	Evident
3. Monitoring results are discussed with concerned personnel to encourage actions needed to improve work immersion delivery.	3.92	Evident
4. Monitoring results are utilized to improve work immersion delivery.	3.75	Evident
5. Proper coordination, planning and feedback system are being enforced.	3.75	Evident
6. Capacity building for work immersion is conducted.	3.75	Evident
Composite Mean	**3.83**	**Evident**

Legend: 1.00-1.49 Not Applicable, 1.50-2.49 Not Evident, 2.50-3.49 Evident but Inadequate, 3.5-4.00 Evident

Table 15 presents the description of the work immersion program in terms of supervision of work immersion implementation. As can be gleaned in the table, items 1, 2, and 3 obtained weighted means of 3.92, and items 4, 5, and 6 with 3.75 as their weighted means with a descriptive range of evident. Overall, the composite mean is 3.83 or evident. This shows that there is a clear monitoring plan before the work immersion started and the monitoring plan is properly implemented. Further, it is shown that monitoring results are discussed with concerned personnel to encourage actions needed to improve work immersion delivery, and they are utilized to improve work immersion delivery. There are proper coordination, planning, and feedback system enforced as well as capacity building for work immersion is conducted. Brownson et al. (2017) pointed out that capacity building is useful in developing needed skills in a relatively short period of time.

F. Assessment of Students' Progress

Table 16

Description of the Work Immersion Program in Terms of Assessment of Students' Progress

Assessment of Students' Progress	Weighted Mean	Descriptive Range
1. Students are given orientation on how their performance is be measured/graded.	3.92	Evident
2. Assessment results are explained to the students, leading to their realization of the areas for improvement.	3.92	Evident
3. Students can keep track of their progress in the work immersion.	3.92	Evident
Composite Mean	**3.92**	**Evident**

Legend: 1.00-1.49 Not Applicable, 1.50-2.49 Not Evident, 2.50-3.49 Evident but Inadequate, 3.5-4.00 Evident

Table 16 presents the description of the work immersion in terms of assessment of students' progress. As shown in the table, items 1, 2, and 3 have a weighted mean of 3.92 with a descriptive range of evident. Overall, the composite mean is 3.92 or evident. This only proves that students' progress is regularly assessed. Evidently, students are given orientation on how their performance is graded and given explanation on their assessment results. It also shows that progress tracking in work immersion is allowed to be done by students. Manzano (as cited in Fuch & Fuch, 1986), supports the tracking of student progress on specific learning goals, suggesting that graphic displays on formative assessments are associated with gain in academic achievement.

G. Administrative Concerns

Table 17

Description of Work Immersion Program in Terms of Administrative Concerns

Administrative Concerns	Weighted Mean	Descriptive Range
1. Students accomplished their parental consent before actual work immersion.	4.00	Evident
2. Orientation for students and their parents is conducted by both the school and partner institution before the start of work immersion.	4.00	Evident
3. Adequate budget is allotted for work immersion expenses.	3.42	Evident but inadequate
4. Profiles of confirmed work immersion partners are organized and available or reference by students, parents, and teachers.	3.75	Evident
5. Memorandum of Agreement (MOA) is duly notarized and properly documented.	4.00	Evident
6. MOA is strictly followed by both school and partner institution.	**4.00**	**Evident**

Continued.

Table 17 Continuation

Administrative Concerns	Weighted Mean	Descriptive Range
7. Materials and relevant supplies are available for the students and teachers of work immersion.	**3.67**	**Evident**
8. The school has a Joint working group which is formed before the start of work immersion.	3.83	Evident
9. The facilities and venues are accessible to teachers and students.	3.83	Evident
10. Students are provided with insurance during their work immersion.	3.92	Evident
11. Duties and responsibilities of personnel are clearly defined.	3.83	Evident
12. Correct reports are submitted.	3.83	Evident
13. Issues and concerns based on the report are acted upon.	3.83	Evident
Composite Mean	**3.84**	**Evident**

Legend: 1.00-1.49 Not Applicable, 1.50-2.49 Not Evident, 2.50-3.49 Evident but Inadequate, 3.5-4.00 Evident

Table 17 presents the description of Work Immersion Program in terms of administrative concerns. It is shown in the table that items 1, 2, 5, and 6 have weighted means of 4.00 with a descriptive range of evident. Further, items 4, 7, and 10 obtained weighted means of 3.75, 3.67 and 3.92, respectively, with a descriptive range of evident. Also, items 8, 9, 11, 12, and 13 have the same weighted mean of 3.83 with a descriptive range of evident. Overall, the composite mean is 3.84 or evident.

This only shows that students are able to accomplish their parental consent before the actual work immersion and that orientation for parents and students are conducted. The profiles of confirmed work immersion partners are organized and available for reference by students, parents, and teachers which means that the notarized Memorandum of Agreement (MOA) is strictly followed both by the school and its partner institution. Moreover, the materials and relevant supplies are available to students and teachers, facilities and venues are accessible, duties and responsibilities are clearly defined, insurance is provided, correct reports are submitted, and issues and concerns are acted upon. However, item 3 obtained a weighted mean of 3.42 with a descriptive range of evident but inadequate.

It can be gleaned from the table that adequate budget is allotted for work immersion expenses, but there are challenges encountered by implementers which could possibly be from the mechanisms, procedures, and standards for the release, utilization, and liquidation of School Maintenance and Other Operating Expenses (MOOE) followed strictly by all public elementary, junior, and senior high schools to promote equity, transparency, and accountability (DepEd Order No. 13, s. 2016). To guarantee that all implementing schools abide by the standards and meet the requirements in the implementation of work immersion set by DepEd, a Work Immersion Progress Monitoring Tool is attached in DepEd Order No. 30, s. 2017. This tool is revised and also added in the newly released DepEd Order No. 39, s. 2018.

III. Issues, Challenges, and Concerns Encountered in the Implementation of the Senior High School Program

Table 18

Issues, Challenges, and Concerns Encountered in the Implementation of the SHS Program

	Key Result Areas	Issues	Challenges	Concerns
A.	Administrative Organization	Designation of Focal Persons for SHS program	Inexperienced teachers assigned as SHS Focal Persons to oversee SHS implementation;	Observation of competencies that should be imbibed/attained by the students
B.	Teachers' competencies	Mismatch of teaching assignments	Lack of teaching experience to handle assigned subjects	Expected learning outcomes should be observed in students
C.	Curriculum and instruction	Congested Curriculum	Physically exhaustive in terms of study period	Number of contact hours for each subject would be lessened to 54 hours; remaining hours be converted to individual learning (modular)
D.	Student development and services	Limited services offered to students	Inadequate student development program	Creation of office and designation of qualified personnel
E.	Research activities	Limited number of faculty members conducting research	Insufficient research outputs to address problems in the implementation of the curriculum	Creation of research culture in every school; Capacity building for principals and master teachers in the conduct of research
F.	Physical plant and facilities/equipment	Inadequate school facilities and equipment	Substandard laboratories or absence of laboratories for different tracks; inadequate library materials	Resourceful and innovative faculty members in the conduct of laboratory classes; Download of LMs for the students
G.	Work immersion program	Mandatory immersion program for TVL track only	Stated competencies in the WI program are too many to achieve	Expected learning outcomes should be observed in the students

Above is Table 18 which shows the issues, challenges and concerns encountered in the implementation of the Senior High School Program. The Key Result Areas (KRA) are Administrative Organization, Teacher's Competencies, Curriculum and Instruction, Student Development and Services, Research Activities, Physical Plant and Facilities/ Equipment, and Work Immersion Program. Each KRA has issues, challenges, and concerns. Under KRA-A is administrative organization. The issue in KRA-A is the designation of SHS Focal Persons for the SHS program, and the challenge encountered is inexperienced teachers assigned

as SHS Focal Persons to oversee SHS implementation. The concern in KRA-A is observation of competencies that should be imbibed/attained by the students.

KRA-B is about teachers' competencies under which is the issue mismatch of teaching assignments. Under challenges is the lack of teaching experience to handle assigned subjects, and under concerns is expected learning outcomes should be observed among students.

KRA-C is curriculum and instruction with the issue of congested curriculum and the challenge of being physically exhaustive in terms of study period. Under concerns is the number of contact hours for each subject should be lessened to 54 hours and the remaining hours be converted to individual learning (modular). KRA-D is student development and services with the issue on limited services being offered to students and the challenge on inadequate student development program. The concern under the said KRA is creation of office and designation of qualified personnel.

KRA-E is research activities with the issue of limited number of faculty members conducting research and the challenge on insufficient research outputs to address problems in the implementation of the curriculum. The concern therein is the creation of research culture in every school and capacity building for principals and master teachers in the conduct of research.

KRA-F is physical plant and facilities/equipment with the issue of inadequate school facilities and equipment and the challenge of substandard laboratories or absence of laboratories for different tracks as well as inadequate library materials. Under concerns is resourceful and innovative faculty members in the conduct of laboratory classes and the download of LMs for the students.

KRA-G is work immersion program with the issue of mandatory immersion program for TVL track only and the

challenge of stated competencies in the work immersion program are too many to achieve. The concern therein is that expected learning outcomes should be observed among the students. Overall, there are issues, challenges, and concerns being encountered in the implementation, particularly in the foregoing key-related areas.

IV. Proposed Suggestions to Address the Identified Issues, Challenges, and Concerns Encountered in the Implementation of the Senior High School Program

Below are issues, challenges, and concerns encountered per indicator and the proposed suggestions to help in the implementation of the SHS program:

A. Administrative Organization

1. Designation of Focal Persons for SHS program

Capacity building on the assigned tasks ought to be done on a regular basis, so as not to leave some novice SHS Focal Persons groping in the dark. Templeton (2009) stated that capacity building is widely recognized as an important component of most research-for-development activities. She added that capacity-building inputs and activities not only result in capacity-building outputs (in the form of new knowledge, skills, and management capabilities), but also contribute to the realization of other output targets.

2. Inexperienced teachers assigned as SHS Focal Persons overseeing SHS implementations

Support system can be established by assigning the more experienced to guide the ineffective ones. Lavigne and Chamberlain (2014) mentioned about one component of Race to the Top (RttT) initiated by President Obama in 2009 regarding "great teachers and leaders" wherein effective teachers were rewarded and ineffective ones were supported in their improvement or removed.

3. Observation of competencies that should be imbibed/ attained by the students

The school head, the assistant principals, the SHS focal persons and other concerned individuals should be provided with checklists of specific learning competencies or learning outcomes that need to be demonstrated by students, so that everyone is in the know. The checklist should only be used as a gauge if the competencies that need to be attained are evidently displayed. Lauzon (2014) pointed out that the use of checklist and achievement charts is effective in supporting student learning. Checklists are assessment tools that set out specific criteria, which educators and students may use to gauge skill development or progress.

B. Teachers' Competencies

1. Mismatch of teaching assignments

One of the best practices of the DepEd is the Learning Action Cell (LAC), which is a group of teachers who engage in collaborative learning sessions to solve shared challenges encountered in the school (DepEd Order No. 35, s. 2016). Through LAC sessions, collaborative learning and problem solving can be utilized to assist teachers handling subjects not their specialization.

Making a teachers' directory wherein all the necessary information about each teacher's educational qualifications, experiences, training, and others would serve as a guiding light in assigning teaching loads, so that mismatch can be avoided if not minimized.

2. Lack of teaching experience to handle assigned subjects

The reason lesson planning is of utmost importance is that for teachers to plan ahead of time and see where their knowledge would fall short and that remedy can be done and adjustments can be made. Research shows that effective

teachers organize and plan their instruction (Misulis, 1997; Strong, 2007). As practiced by the DepEd, teachers with less than a year of teaching experience in private school or public school are required to make a Detailed Lesson Plan (DLP) while those with at least one (1) year of teaching experience are not required to make DLP anymore but Daily Lesson Log (DLL). Because of the DLP, the intended instructional plan can be monitored if the novice teachers are doing what is expected of them. Seasoned or veteran teachers shall also mentor the new teachers in preparing DLPs (DepEd Order No. 42, s. 2016).

3. Expected learning outcomes not observed among students:
   a. An achievement test focused on the learning competencies of each subject should be administered at the end of the academic year. This is to find out the level of competencies attained by the students.
   b. A tool for monitoring and evaluation of the learning outcomes should be developed in every subject in order for the school head or the head/master teachers in charge of that subject area can check on whether or not the learning competencies/ outcomes stipulated in the curriculum guides (CG) are achieved. Njama (2015) pointed out that an effective monitoring and evaluation system is fundamental to achieve the goals of a project through the setting up of proper monitoring and evaluation systems, planning, efficiency, and proper funds utilization, therefore, enhancing the performance of projects.

C. Curriculum and Instruction
   1. Congested curriculum

The SHS National Task Force (SHS-NTF) under the Office of the Undersecretary for Programs and Projects does on-site validation of SHS Program Implementation and has

deputized the Regional Office (RO) to conduct ocular inspections and related activities. The RO and schools division offices (SDOs) do the monitoring and evaluation of the initial implementation of the SHS program (DepEd Memorandum No. 4, s. 2014). To ensure that objectivity is maintained while internal monitoring and evaluation are done, and also to counterbalance and avoid subjectivity in finding out what the real status of the SHS program is, a neutral institution should be commissioned to conduct its version of monitoring and evaluation. The results of the both institutions should be studied and their recommendations should be used as bases for improvement or adjustment, particularly in the number of hours per subject as compared with collegiate subjects.

2. Physically exhaustive in terms of study periods

It is non-negotiable that each subject (excluding the specialized ones) is 80 hours per semester, meaning 6.2 hours of daily contact hours in the required courses (Tabora, 2014). The number of hours per subject in college is only 54 hours per semester. It is suggested that the number of hours be reduced to a similar number of hours for each subject as it is regularly done in college.

3. Number of contact hours for each subject would be lessened to 54 hours; the remaining hours of the 80 hours to be converted to individual learning (modular)

It is suggested that individual learning activities supplement the number of hours needed to complete the required 80 hours and assigned activities be brought home and submitted through other means or via online in order to lessen the number of hours that students are required to stay at school. However, activities that should be assigned and given by teachers should be regulated and limited according to a schedule of which subjects could give for each day, so that the students would not extend too much class work at home. Pfeiffer (2018) found that “no homework” has been taken positively by students but argues that “no homework”

would be a disadvantage in the future, and he proposes that some form of homework should be in place in order to help the learner in many aspects of their future life.

D. Student Development and Services

1. Inadequate services offered to students

a. Nearby universities and colleges with the needed facilities should be visited as often as needed to expose students to other services that could have been available if not of unavoidable constraints. The school head should coordinate with the university to give students an experience on how real it feels if those services were available. Nyaoga (2013) stated that benchmarking practices are positively correlated to the level of performance academically.
b. A simulation room or corner with samples of the parts and content of what could have been utilized if those resources were available should be put up or set up by concerned teachers.

2. Inadequate student development program (Student Development Plan should be prepared and aligned according to the needs of the students and direction of the VMGO)

a. SHS implementers should develop a Student Development Plan, which is a comprehensive developmental program designed to serve students and to prepare them for academic, social/emotional, and college-career success (The School District, n.d.).
b. Student development personnel as resource people (e.g. librarians, dentists, registered guidance counselors, etc.) should be invited to give a talk about their roles and functions in the development of students. Resource people are experts or authorities who contribute information and opinions to participants in a learning

situation. They may be people from within or outside the organization, selected based on their knowledge of the topic and ability to successfully cover and communicate information to the target audience (University of Arkansas, n.d.).

3. Creation of office and designation of qualified personnel

It is best that a directory of teachers with all the pertinent details on the teachers' profile in relation to their fields of specialization, even their likes and dislikes, hobbies, and others, be accounted for so as to find out who among the SHS teachers is qualified to take special assignments or designations.

E. Research Activities

1. Limited number of faculty members conducting research

The school should conduct or organize a capacity building activity on research by inviting research enthusiasts. To increase the number of faculty members who conduct research, aside from receiving certificates, teachers who have submitted letters of intent to conduct research will be given technical assistance so that queries regarding research will not be a hindrance, and they can be more encouraged to push through with what they have started. Tanner and Davies (2009) emphasizing on the importance of research among teachers, pointed out that engagement with research has resulted in positive changes to the knowledge, skills, and critical awareness of the teacher-educators which has in turn brought benefits to the learning of their students.

2. Limited research outputs to address problems in the implementation of the curriculum

a. Research forums should be established by first tapping graduates of master's degree and doctoral degrees to present their theses and dissertations. The presenters should be

recognized and encouraged to do more research studies that could be nominated in a much more prestigious colloquiums. Lasky and Tempone (2004) mentioned about the strategy to cultivate a research culture is by holding a colloquium promoting and supporting teachers' research efforts. They further pointed out that the results of academics' engagement have been instructive and encouraging resulting in significant changes in behavior and a dramatic increase in research output of teachers.

b. To encourage teachers, their research should be included in the AIP and SIP. Contributors should get a certificate of recognition and acknowledgment. Plus, prestige by means of posting on a tarp their contributions for all teachers to see.

3. Creation of research culture in every school, cultivating research-oriented principals and master teachers
   a. Invite authors, researchers and other professionals who are into research to conduct an in-house seminar or research presentation to teachers, head teachers, master teachers, and the school head.
   b. The few teachers who already have research outputs be given opportunity to present their research papers and encourage other teachers to do the same. Once the research culture is activated, maintain and promote strong tradition of research culture among teachers and the administration. Hanover Research (2014) presented the following as their key findings in building a research culture within an institution, to wit: (1) a culture of research requires both institutional and unit-based leaders to set clear research goals and communicate them effectively; (2) institutions wishing to develop a culture of

research must allocate significant resources for faculty training and support; (3) a developing culture of research requires open and collaborative personal relationships among faculty members; (4) to implement cultural change, administrators must be prepared to tailor resource allocations based on faculty members' current motivations and abilities; (5) a culture of research may take years to develop and, once established, requires regular maintenance; and (6) plans for a culture of research should include consideration of student involvement.

F. Physical Plant and Facilities
   1. Inadequate school facilities and equipment
      a. There are implementers that have made much with the few facilities and equipment provided them. Benchmarking should be practiced by SHS Focal Persons within the district schools and even within the division known for their creative and innovative implementation of strands not very well implemented. This can be done by writing a letter of permission to the Public Schools District Supervisor.
      b. There is a significant relationship between educational resources and academic achievement (Savasi & Tomul, 2013). Although facilities come at a financial cost, the benefits of such investments often surpass the initial fiscal costs. A cost-benefit perspective on efforts to improve school facilities should be given focus and greater attention (PennState, 2015).

   2. Substandard laboratories or absence of laboratories for different tracks
      a. Sharing should be practiced by DepEd schools that are in need in order to bridge the gap between and among schools that lack equipment and laboratories.

b. Public schools should build linkages and partnerships with private schools that are SHS implementers to be able to access their resources, and in the same manner, they may share with them whatever their school can offer.

c. When monitoring and evaluation is being conducted by the Regional or Division Offices, the school should not be ashamed to reflect on the report the real situation on the ground. It is customary for public schools to cover the weaknesses in the implementation with strengths in some other areas. Monitoring and evaluation are important tools recognized globally with identified benefits when done on a regular basis (Baker, 2011).

3. Resourceful and innovative faculty members in the conduct of laboratory classes

The more innovative and resourceful faculty members teaching and supervising laboratory classes should help and assist the novice teachers; mentoring them to come up with their practical and resourceful ways to mitigate the current problematic situation of lack of laboratories. Copriady (2015) highlighted the need for more experienced teachers training and teaching practical skills to the neophyte teachers, especially in preparing tools and materials needed for practical activities.

G. Work Immersion Program

1. Mandatory immersion program for TVL track only

Work Immersion is a requirement for TVL track only and to the rest of the strands other tracks, namely: Academic (ABM, STEM, HUMSS, and GAS), Sports, and Arts and Design, options have been given by DepEd (DepEd Order No. 39, s. 2018, Clarification and Additional Information to DepEd Order No. 30, s. 2017 [Guidelines on Work Immersion]). It is suggested that before a general rule is given, it is best to check the levels of difficulty so that the "to equally prepare"

phrase will be more realistic when realized. The TVL/ICT with specialization in Programming has a unique situation because not many institutions can offer a work immersion venue wherein programming may be useful. Instead of a site that can be a place where hands-on experience or observations can take place, students are just placed in internet shops or print shops. The better option for them is the one similar to Research/Capstone Project of the STEM or GAS strand. They should be given a research project to address existing problems wherein programming competencies could be useful.

2. Stated competencies in the Work Immersion program are too many to achieve

Since only relevant training is required as work immersion students are assigned in a work place (DepEd Order No. 30, s. 2017), the training plan which oftentimes has a lot of different learning competencies should be dependent on the available learning competencies present in the immersion venues. One of the reasons some work places are hesitant to accept work immersion students is the demand of the school in the company to come up with hypothetical competencies that can be gleaned from suppositional situations. It is suggested that partner institutions be given more freedom to decide how a work immersion student can be taught, applying the suggested learning competencies in the training plan.

3. Expected learning outcomes are not observed among the students

There are students who are turned away by work immersion partners because when they are assessed on the knowledge required for the job, they are found to be lacking in skills, or the demand of the work immersion site is too high for them. It is suggested that goal orientation, the degree to which a person/organization focuses on tasks and the end results of those tasks (Lacoma, n.d.), be done before students

are sent out. A checklist of competencies that are expected of students in the specific work immersion site should be accomplished first to avoid the feeling of being embarrassed in front of work immersion partners. According to Lauzon (2014), the use of checklist and achievement charts is very useful to students.

Conclusions and Recommendations

Based on the findings of the study, the following conclusions are drawn:

1. The administrative organization of the implementers of the Senior High School, based on the results of this study has achieved a descriptive range of good. In terms of teachers' competencies, the teachers are good as well. With regard to curriculum and instruction, it has been found out that the overall performance is good. In the students development services, it can also be seen that it has obtained a descriptive rating of good. The research activities of teachers and students alike are good, and the overall descriptive rating for physical plant and facilities has also been rated good.
2. The description of the work immersion program of the Senior High School as regards its external assessment of work immersion sites has been rated evident. The same rating had been given to Senior High School partnerships: diagnosis and planning. When it comes to the curriculum and compliance of the Work Immersion Program, the descriptive range is evident as well. The same rating is true to delivery process, supervision of work immersion implementation, assessment of students' progress in the work immersion, as well as administrative concerns of work immersion.
3. Concerning the issues, challenges, and concerns encountered in the implementation of the Senior High School program, they are as follows:

a. In the administrative organization, the issue raised is the designation of the Focal Persons for SHS program and the challenge is the inexperienced teachers assigned as SHS focal persons to oversee SHS implementation, while the concern is the observation of competencies that should be imbibed/attained by the students.
b. With respect to the teachers' competencies, the issue is mismatch of teaching assignments and the challenge is lack of teaching experience to handle assigned subjects, and the concern is expected learning outcomes should be observed in students.
c. Curriculum and instruction has the issue of congested curriculum and the challenge that it is physically exhaustive in terms of study period. Its concern is the number of contact hours for each subject should be lessened to 54 hours similar to college subjects and the remaining hours be converted to individual learning (modular).
d. As to student development and services, the issue is limited services offered to the students, and the challenge is inadequate student development program. The concern is creation of office and designation of qualified personnel.
e. In research activities, the issue is the limited number of faculty members conducting research, and the concern is insufficient outputs to address problems in the implementation of the curriculum. The challenge is creation of research culture in every school and capacity building activities for principals and master teachers in the conduct of research.
f. With regard to physical plant and facilities/ equipment, inadequate school facilities and equipment are the concerns, substandard laboratories or absence of laboratories for different tracks and inadequate library materials are the challenges, and resourceful and innovative faculty members in the conduct of laboratory classes and download of LMs for the students are the concerns.

g. The work immersion program has the issue mandatory immersion program for TVL track only, the challenge is stated competencies in the work immersion program are too many to achieve, and the concern is expected learning outcomes should be observed in the students.

The following recommendations are offered:

A. Key areas

1. The designated SHS focal persons should be given capacity building endeavors on a regular basis. The inexperienced SHS focal persons should receive support system from more experienced ones, and a checklist of specific learning competencies/learning outcomes should be provided for the implementers.
2. As regards to the teachers' competencies, mismatch of teaching assignments should be resolved by LAC sessions and by making a teachers' directory to guide the school head/focal person in assigning teaching loads. The lack of teaching experience to handle assigned subjects should be guided in their preparation of DLL/DLP, so that technical assistance can be given or mentoring can be done. Concerning the expected learning outcomes not observed among students, an achievement test with focus on learning competencies of each subject should be administered at least once every semester or academic year and a monitoring and evaluation tool of the learning outcomes be developed in order to systematically check the progress of each teacher.
3. With regard to curriculum and instruction, the congested curriculum should be resolved by re-visitation of the curriculum to be able to make adjustments and modifying them to avoid redundancy of the competencies. Further, it is suggested that an external and internal task force do on-site validation of SHS program implementation. The 80 hours per subject per semester should be

reduced to the same number of hours per subject in college/university. If the 80 hours cannot be reduced, instead of spending the 26 hours at school, it should be spent at home doing individual learning (modular approach).
4. The inadequate services offered to students in terms of student development and services can be bridged through visitation of more equipped schools or colleges/universities, and a simulation room with samples of parts and content of functioning student development offices and services should be made available. As an expedient remedy to the inadequate student develop program, resource people (librarians, dentists, registered guidance counselors, and others) may be invited to talk about their roles and functions. The directory of teachers that contains their detailed profile can be useful in giving special assignments and designations.
5. Faculty members conducting research should be given capability building activities, after which research forums can be done. Research can be included in the AIP and SIP with contributors receiving recognition and acknowledgment. Inviting authors and other professionals who are into research to conduct in-house seminar can ignite teachers' interest in research. The first to present research outputs are the local teachers who are already done with their master's or doctoral degrees.
6. The inadequate school facilities and equipment can be resolved by benchmarking with schools that have creatively made use of their limited resources. The substandard laboratories or absence of laboratories can be resolved by sharing of equipment and facilities with other schools. During monitoring, it should be reported that laboratories are not functioning or not present at all. Novice teachers who are conducting laboratory classes should be assisted or mentored by veteran teachers.

7. The mandatory immersion program for TVL track only should be reviewed and balanced out so as to equalize or distribute evenly the difficulty of the optional work immersion substitute. Partner institutions should be given more freedom to decide how a work immersion student can be taught, applying the suggested learning competencies in the training plan. Goal orientation should be done before students are sent and a checklist of work immersion venue expected competencies be made making sure that expected competencies are possessed by the students.
8. With the overall rating as good, it only shows that there are plenty of rooms for improvement in the implementation of the SHS program. It is recommended that an external task force whose job is to monitor and evaluate the SHS program's current situation in every key area be commissioned. Their report would be compared to the internal monitoring and evaluation being done by the RO and SDOs.

B. Work Immersion
1. The work immersion program should be re-evaluated on whether or not it still achieves its intended objectives.
2. It should balance out the level of difficulty of other optional work immersion substitutes.
3. There should be close monitoring of the scheduling of the minimum number of hours of work immersion integrated in the regular schedule because it is subject to abuse of erring students using work immersion as alibi to skip or cut classes.

C. Issues, Challenges, and Concerns
1. EDDIS level Learning Action Cell or Focus Group Discussion (FGD) should be conducted to find out the unique issues, challenges, and concerns being encountered by implementers.

2. Online spreadsheets should be made accessible to SHS focal persons to report issues, challenges, and concerns, together with the temporary resolution done and at the end of the sheet, a lasting solution suggested by other more experienced SHS focal persons.
3. Facebook group chat connecting all the SHS focal persons grouped according to geographical closeness may be of help. In this way, immediate assistance can easily be accessed by concerned personnel.
4. Gleaning from the proposed suggestions addressing the issues, challenges, and concerns encountered in the SHS program implementation, the following are the specific recommendations:
   a. Regular monitoring of the performance of the neophyte SHS focal person may be done by putting a support group/system of more experienced or performing ones.
   b. To immediately respond to encountered problems in the implementation, an open line or contact number of people in the support group should be made available.
   c. Research activities should be enhanced and resource persons should be tapped to cultivate a research culture among teachers and school heads.

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