

State of Implementation of Senior High School Program: An Explanatory Analysis of Administrative and Instructional Practices

RIGETTE RYAN S. RAMOS

<https://orcid.org/0000-0002-3652-7942>

righetteryanramos@gmail.com

Telesforo and Natividad Alfonso High School, Pampanga, Philippines

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ABSTRACT

This study dealt to explore the administrative and instructional practices associated with the implementation of the Senior High School Program in the Division of Pampanga in aid of policy recommendation. It described how administrators and teachers assess the level of readiness of schools; administrative and instructional practices that are utilized; common problems and their coping measures; significant insights and observations and the policy recommendation that may be proposed. The study made use of the descriptive evaluation method utilizing the Mixed Method Explanatory Sequential Design in data analyzing, for the purposes of breadth and depth of understanding and corroboration. Based on the results, the Division of Pampanga has the readiness to offer the program. Administrators have been pursuing their administrative and instructional functions. There are issues hindering implementation that need to be addressed. Administrators and teachers are doing their very best to find solutions to their encountered problems. The following are the recommendations; Administrators may study the possibility of strategically aligning the local school board funds. Administrators may continue the training, and supporting teachers to do action

researches. Concerned schools may revisit the different ways and means on how the problems can be solved.

Keywords – Education, Senior High School, Administrative and Instructional Practices, mixed method research design, Philippines

INTRODUCTION

Education equips an individual with the necessary knowledge and skills he needs to become a profitable member of a society. Undoubtedly education is the most formidable instrument in reducing poverty, therefore, improving the well-being of the people. However, to establish and maintain a high-quality system, proper investment must be made. Indeed, the short duration of the basic education system is also a disadvantage for the professionals and those who intend to study abroad. Due to the insufficient achievement in the world's standard in having a 10-year curriculum, Filipino workers are perceived unrecognizable as professionals. The Department of Education, therefore, strongly believes that the K to 12 program will give every clientele the opportunity to receive quality education based on a well-designed and decongested curriculum that is internationally competitive.

In the past few years of the Philippine context, curriculum in the country experienced drastic changes in adapting to the world's demand. The government offered the curriculum they think appropriate and fulfills the needs of its citizens. Education remains the top priority. Despite the various developments, plans, and projects created by the government, the quality of education still needs much room for improvement (Ragasa, 2012).

The intention of K to 12 is not merely to add two years of schooling but more importantly, to enhance the basic education curriculum. DepEd also noted that the present ten-year curriculum is congested in which students are forced to absorb all the knowledge and skills necessary in a short and limited span of time. As a result, high school graduates are often unprepared for employment, entrepreneurship, or even in higher education. The Department of Education on its new program would like to create more mature senior high school students that can be a functional member of the society.

Matthew (2012) explained the scope and purposes of secondary education in SHS in Nigeria's context which is provided for children after primary education, that is, before tertiary education. They believed that developing a child better than

the primary level, because it is obvious that primary education is insufficient for children to acquire different skills like the literacy, numeracy, and communication skills. Such education is provided in secondary school, which can be owned by government individuals or community.

Before K to 12, the Philippines was the last country in Asia and one of only three countries worldwide with a ten-year basic education system. This means that the country is left behind and needs progress in accordance with the world's trend. The K to 12 program is affirmed by the government as the solution to the need in the job sectors in the country. In as much as the employment in the Philippines is concerned, the K to 12 education can also respond to the fact that most countries in the world already have the same plan in their educational institutions. With this, the standards of these countries will lift higher than what the country has, creating a proliferation in the global competency (Tabora, 2014).

The implementation of the K to 12 basic education program in schools in the Philippines is being done in phases, starting in the school year 2012-2013. Students who were in Grade 7 were the first in the formal implementation to undergo the enhanced secondary education program. In 2015, it was announced that the DepEd was preparing for the implementation of SHS for the school year 2016-2017. All divisions of DepEd have finished planning and have figures on enrollment a year in advance. Plans were actually reviewed by technical working group, committees, and finalized upon conference with other stakeholders, which involved: classrooms, teachers, textbooks and curriculum. Strategies were carried out and examined by studying their pros and cons.

Dalumpines (2011) explained that the DepEd had started orienting its employees for the first phase of the implementation of the K to 12 Basic Education Program. According to DepEd, 171 of their employees from different central offices attended the orientation on the features of the program and issues arising from its implementation. The first phase of the new program started in school year 2011-2012, with the implementation of the universal kindergarten program, with children entering school as young as 5 years old. The K to 12 program includes kindergarten, six years of elementary education, four years of junior high school, and two years of senior high school. The two additional years in high school will be used for in-depth specialization for students depending on the occupation or career track they wish to pursue. DepEd explained that we need to add two more years to our basic education curriculum so as to uplift the country's standard of education. This program will help the country to cope with the fast pace of globalization. The K to 12 program is part of President Benigno Simeon Aquino III's 10-Point Education

Agenda. After the implementation of the universal kindergarten program, Grade 1 students of school year 2012-2013 were first to undergo the 13-year basic education program.

The study obtained empirical data on the state of implementation of the Senior High School program in the Division of Pampanga. Specifically, on the readiness of the schools to operate the program, bringing to fore the problems encountered in program implementation in and of policy recommendations.

FRAMEWORK

This study drew a support from the Theory of Constructivism originally postulated by Jean Piaget as cited by Stotsky (2008). This theory assumes that motivation to learn is enhanced by the opportunity to choose what to learn and how to learn it. This theory claims that what students learn must be self-constructed from their own initiatives and experiences. Meaningful learning is said to take place only when students can construct, with their peers, their own understanding of the world they live in, whether from personal experience or from the texts they choose to read. Constructivism is a learning theory that compels students to “reinvent the wheel.” Students became engaged by applying their existing knowledge and real-world experience, learning to hypothesize, testing their theories, and ultimately drawing conclusions from their findings. In fact, constructivism taps into and triggers the student’s innate curiosity about the world and how things work. Students do not reinvent the wheel but, rather, attempt to understand how it turns, how it functions.

Figure I shows the schematic diagram of the conceptual framework of the study. It has three significant components: (a) the level of readiness of the schools in the implementation of the SHS Program from the administrators’ and teachers’ factors; (b) the common problems encountered in the implementation of SHS program and (c) coping measures employed in addressing the issues and problems; and (c) the proposed policy recommendation.

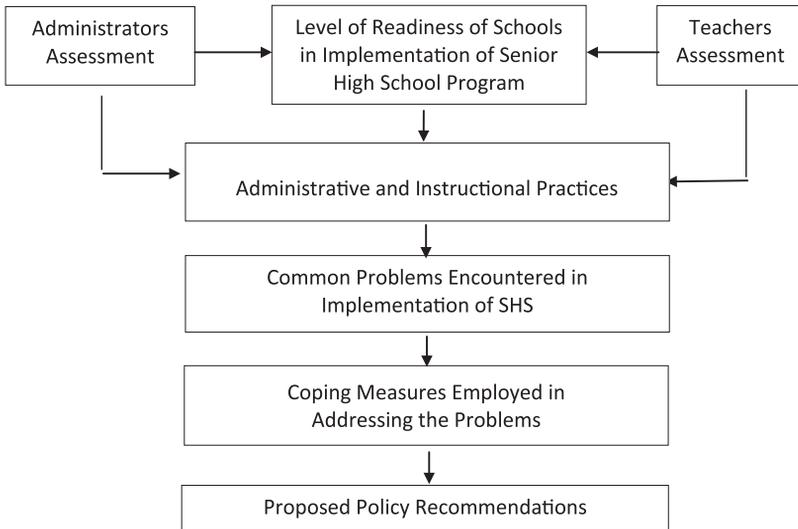


Figure 1. Schematic Diagram of the Study

OBJECTIVES OF THE STUDY

This study sought to explore the administrative and instructional practices associated with the implementation of the Senior High School Program in the Division of Pampanga in aid of policy recommendation.

METHODOLOGY

Research Design

This study made use of the descriptive-evaluative method in determining the level of readiness of the administrators and teachers in implementing the SHS program in their school. The method was deemed useful in assessing the state of implementation of the Senior High School Program in the Division of Pampanga.

This study also employed the Mixed Method Explanatory Sequential Design. This research design combines the elements of quantitative and qualitative research approaches for breadth and depth of understanding and corroboration. The method also advances the systematic integration of quantitative and qualitative data within a single investigation or sustained program of inquiry. The basic premise of this methodology is that such integration permits a more

complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis.

Participants

Quantitative Phase. The respondents of this study were the administrators and teachers in public secondary schools in the Division of Pampanga offering SHS Program for school year 2016-2017. The total population of the study was 84 public schools from the seven clusters according to its municipality. Using the G Power test, a random sample of 21 was chosen representing 25 percent of the target population. Schools per cluster were chosen using stratified – random sampling design categorize as large, medium and small schools.

Qualitative Phase. The participants of the study were the seven administrators from the seven clusters. One participant from each cluster was chosen using non-probability purposive sampling to gather insights and observations on the implementation of the SHS Program. The purpose of the interview is to gather supporting facts that would justify the result of data.

Instruments

The researcher sought the assistance of seasoned educators and researchers to validate the study. The questionnaire was later subjected to a pilot testing to examine the readability of the instrument. The results were analyzed using the Cronbach's Alpha Test, and the result was a coefficient alpha of 0.88 indicating that reliability of instrument.

Data Collection

Survey questionnaire was used extensively in the study. The first phase of the study focused on descriptively analyzing the profile of the school offering SHS regarding readiness in (i) physical facilities and infrastructures; (ii) teachers training and preparations; (iii) curriculum materials and (iv) source of funds. It also dealt with the administrative and instructional practices in implementing the new program. Numeric data was the product of the first phase of the study.

Administrators were interviewed and given an open – ended questions to know the problems they encountered in the implementation of the SHS program and what strategies they used to solve the encountered problems. Text data were the product of the second phase of the study.

Mixing of quantitative results and qualitative findings. The integration of the results of the quantitative and the qualitative findings provided a better

understanding on what coping measures were employed to address these problems that administrators and teachers encountered. This led the researcher an output of policy recommendations based on the result of the study. Figure 2 shows the theoretical scaffold method of the study.

Ethical Consideration

The researcher presented a formal letter and requested the permission to the Schools Division Superintendent of the Division of Pampanga to administer the instrument before employing the survey questionnaire. The anonymity of the respondents was highly observed and their responses were treated with utmost confidentiality to protect the interest and credibility of the schools.

Data Analysis

Quantitative Phase. Statistical Treatment of Data. The data gathered were processed by a computer system using the SPSS program. The SPSS was used to process the statistical data of variables that are in the strength of interval scale in terms of readiness of the school in (i) physical facilities and infrastructures; (ii) teachers training and preparations; (iii) curriculum materials and (iv) budget requirements and the different instructional and administrative practices used in the implementation of SHS program.

The following statistical tools were utilized in describing and analyzing the results of the study:

1. Four points Likert scale procedure was utilized in presenting the profile of the school offering SHS regarding readiness in physical facilities and infrastructures, teachers training and preparations, curriculum materials and budget requirements.
2. Mean, frequency counts, percentage and ranking procedures were used analyzing the problems encountered by the administrators and teachers

Qualitative Phase. Qualitative Data Analysis. The procedure in this phase was qualitative case study that dealt with the problems and coping measures of the respondents. Theme development regarding assertions utilized as findings in this phase.

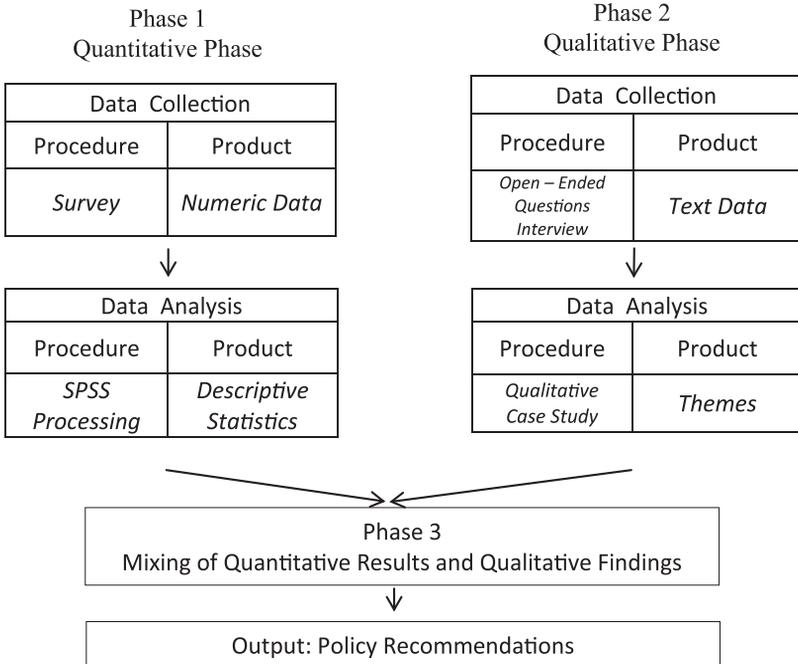


Figure 2. Theoretical Scaffold Method of the Study

RESULTS AND DISCUSSION

Level of Readiness of the Schools in the Implementation of the Senior High School Program

A. Physical facilities and infrastructures. The overall assessment of the administrators had a mean value of 2.74 and standard deviation of 1.14; while the assessment of the teacher-respondents, was 2.55 and 1.12 for the mean and standard deviation respectively with a descriptive equivalent of ready. The computed t-ratio of 0.93 is less than the critical value of 1.645. The data imply that the administrator and teacher respondents did not vary significantly in their perceptions. It can be deduced that the respondents have a common stand on the level of readiness of the Division of Pampanga to offer the SHS Program regarding the state of physical facilities and infrastructures like classrooms, laboratories, computer laboratories, and library requirements. This affirms the study of Luistro (2015) which states that the SHS program is manageable and

that the agency is actively dealing with the needed infrastructure, the planned construction initially of 30,000 new classrooms and school facilities and he is confident that the implementation of the Grade 11 component will proceed.

B. Teachers' training and preparations. The overall assessment of the administrator-respondents obtained a mean score of 3.40, and standard deviation of 1.44; while the assessment of the teacher-respondents was 3.30 and 1.37 for the mean and standard deviation respectively. The result reveals that computed mean of the respondents has a descriptive rating of fully ready. The overall computed t-ratio of 0.96 is less than the critical value of 1.645. The result manifests that the administrator and teacher respondents' assessment did not vary significantly in their perceptions regarding teachers' training and preparations. It can be concluded that administrators and teachers have the same views regarding the level of readiness of the schools in the Division of Pampanga to offer the SHS program specifically regarding teachers' orientation, seminars and workshops, in-service trainings, and LAC sessions being attended by the SHS teachers. This contradicts the study of Ragasa (2012) which explains one basic problem of SHS program is the lack of teacher training and the failure of the government to address this problem and create gaps that if left unaddressed may imperil the full implementation of the program.

C. Curriculum materials. The overall assessment of the administrators had a 2.79 and 1.16 for the mean and standard deviation respectively; while the assessment of the teacher-respondents obtained a mean value of 2.75, and a standard deviation of 1.15. The findings show that curriculum materials are ready. The overall computed t-ratio of 0.98 is less than the critical value of 1.645. The findings indicate that the administrator and teacher respondents' assessment did not vary significantly in their perceptions. It can be deduced that the respondents have a mutual conclusion on the level of preparedness on the curriculum materials like curriculum guides, learning materials, teaching guides and lesson exemplars. This opposes the findings of Rubante (2012) which foresaw the problem in curriculum materials of the SHS that are not complete until the pilot implementation of the new program.

D. Sources of Funds. The overall assessment of the administrators had a mean value of 2.32 and standard deviation of 1.13 with a descriptive rating of moderately ready; while the assessment of the teacher-respondents of 2.75 and 1.15 for the mean and standard deviation respectively and has a descriptive rating of ready. The overall computed t-ratio of 0.84 is less than the critical value of 1.645. The finding implies that the administrator and teacher respondents'

assessment did not vary significantly regarding budget requirement. It can be concluded that the respondents have the same interpretation of the Sources of Funds like MOOE, PTA, LGU, and stakeholders support the implementation of SHS program in the Division of Pampanga. This affirms the study of Dalumpines (2011) which states the government can manage its sources and budget to attain the goal of the Senior High School program of K to 12 and there are business organizations which have been supporting the K to 12 Program on its continued and proper reform implementation.

The Administrative and Instructional Practices Used in the Implementation of the SHS Program

A. Administrative Practices. The administrative practices used in the implementation of the SHS program are categorized into four KRAs; School Leadership and Management Operations Practices, Human Resource Management and Development Practices, Parents' Involvement and Community Partnership Practices and Learning Environment Practices. The learning environment practices got the highest mean score of 3.65 with a descriptive equivalent of *always*. The parents' involvement and community partnership practices, school leadership, management and operations practices and human resource management and development practices have the same descriptive equivalent of *often* with a mean score of 3.49, 3.43 and 3.37 respectively. An overall mean score of 3.49 with a descriptive equivalent of *often* means that the administrative practices are being done four times a week.

This affirms the study of Belle (2017) that administrators' administrative strategies will make the school more effective and very helpful to needs of teachers and students as well. It also centers around the ambidextrous leadership of the principal: he should strike a balance between daily administrative matters and devising and implementing effective disciplinary strategies to promote a healthy environment in the school organizational climate and culture. Consequently, administrator's administrative practices in the implementation of SHS program need to be sustained regarding learning environment and give additional focus on parents' involvement and community partnership, school leadership, management and operations and human resource management and development for the students to achieve the goal of the SHS program.

B. Instructional Practices. The assessment of the administrator and teacher respondents in instructional practices used in the implementation of SHS program have an overall assessment of the administrator-respondents obtained a mean

score of 2.67 and standard deviation of 1.13; while the assessment of the teacher-respondents were 3.19 and 1.31 for the mean and standard deviation respectively with a descriptive equivalent of often. The overall computed t-ratio of 1.00 is less than the critical value of 1.645 which implies that the administrator and teacher respondents' assessment did not vary significantly. It can be concluded further that administrators and teachers have the similar understandings regarding the instructional leadership used as instructional practices in the implementation of SHS program in the Division of Pampanga.

The finding affirms the study of Blase (1999) that instructional practices are essential to all teachers' perspectives on principals' everyday instructional leadership characteristics and it is great impact of those characteristics on teachers. It is also mentioned that the everyday strategies of principals practicing exemplary instructional leadership really influenced teachers.

Common Problems Encountered in the Implementation of the SHS Program

The common problems encountered by the teachers and administrators in the implementation of SHS program are inadequate number of modules available inadequate shoproom for TVL, inadequate laboratories for academic tracks, students' absenteeism, lack in learning / instructional materials, inadequate number of classroom for the SHS students, subjects handled are not in line with teachers specialization, minimal allotment of budget in the MOOE, non-licensed teachers, unexperienced teachers, students are not prepared in his chosen track, no tools and equipment in TVL, and untrained teachers, and the problem of insufficient financial support from the school head. The data project that the main problem in the implementation of SHS program is inadequate number of available modules. This really made the teachers and administrators having hard time in resourcing different books congruent to the competencies of the subjects.

Coping Measures Employed by the Administrators and Teachers in Addressing the Problems Encountered.

The coping measures by the administrators and teachers in addressing the problems encountered in the implementation of SHS program regarding the problem no classroom for the SHS students is to compress/lessen the number of section of JHS, second is to utilize the unfinished building and the last is shifting of classes. The problems no laboratories for academic tracks and no shoproom for TVL, the use of the JHS shoproom and TLE laboratory is the first coping measure, the use of JHS laboratories like science laboratory is the second and the last coping measure to address the problem is the teacher is bringing her own

materials. Regarding lack in learning/instructional materials and no modules available, the first coping measure is the teachers' resourcefulness and initiatives. Second is to purchase books using personal money. Third is the innovative use of gadgets and internet. Fourth is peer – tutoring. Fifth is there is a per cluster mentoring and lastly is borrowing books from college library.

Problems about unexperienced teachers, non-licensed teachers, subjects handled are not in line with teachers' specialization and untrained teachers are given coping measure by first, coaching. Second is by mentoring followed by assistance of the school head, encouraging teachers to take units in teaching, and remediation are the third, fourth and fifth respectively. Lastly, to attend seminar related to subject to address the problem. In the aspect of the problem in no allotment of the budget in the MOOE and no financial support from the school head, personal money is the first coping measure used. Partnership and adopt a school program are the two remaining solutions to solve the problems. Lastly, on the problem about students are not prepared in his chosen track and students' absenteeism, the first coping measure is home visitation by their class adviser and teachers. Parents' conference, remediation and conference with students are the second, third and fourth coping measures respectively.

Significant insights / observations in the implementation of SHS program in the Division of Pampanga

The insights and the observations of the implementers were sought to get a better picture of the state of program implementation. Seven administrators from the seven cluster implementers who were directly involved in the implementation of the new program were interviewed, and their responses were analyzed in the light of three assertions: (1) the Schools Division of Pampanga has the readiness to offer the SHS program; (2) there are problems affecting the smooth implementation of the SHS program; and (3) there are administrative issues that hinder the implementation of the SHS program.

Policy recommendation that may be proposed to further improve the implementation of the Senior High School Program in the Division of Pampanga

A number of significant observations and insights may be drawn from the integration of the quantitative results and qualitative findings of the study: first, as a whole, the Schools Division of Pampanga was perceived to have the readiness to offer the SHS program. Moreover, the need to improve the physical facilities and curriculum materials was brought to fore. Specially mentioned was the need

to improve the laboratory facilities and instructional modules. This finding raises a big challenge to school administrators to strategically study the possibility of realigning the local school board fund and the programming of the school MOOE so that necessary provisions for the aforementioned needs could be made. Second, the administrative and instructional practices used by the administrators in the implementation of SHS program in the Division of Pampanga were indeed a big help to the teachers and students as well. These practices were the guide of the administrators to lead and manage the school properly especially the newly hired teachers and students who are the first students of the new program.

The results of the study showed that there is an administrative area that needs enhancement which is the human resource management and development. It would seem exigent that the school administrators find more time establishing rapport with teachers, coaching and mentoring them and giving rewards and recognition to their accomplishments and lastly, the role of administrators in providing leadership in the various facets of school operation is of utmost important. It would seem very necessary that the administrative practices particularly the organization and improvement of school – based management be intensified to assist teachers in their instructional and other curricular planning and development activities.

CONCLUSIONS

The administrators and teacher respondents were as a whole in agreement that the Schools Division of Pampanga has the readiness to offer the Senior High School program regarding physical facilities and infrastructures, teachers' training and preparations, curriculum materials and budgetary requirements. The school administrators have been pursuing their administrative and instructional functions in support of the implementation of Senior High School program.

The Schools Division of Pampanga has the readiness to offer the Senior High School program. Nonetheless, there is a need to address issues and problems hindering the smooth implementation of the program.

The administrators and teachers of the Senior High School implementers in the Schools Division of Pampanga are doing their very best to find solutions to their encountered problems immediately so that there will be a smooth implementation of the new program.

TRANSLATIONAL RESEARCH

The study can be translated into reports and documents stipulating the coping measures they are using in addressing the problems encountered so that other SHS implementers may see and benchmark those solutions in their own schools. Schools Division Office can initiate a summit of different coping measures used by the administrators and teachers of every SHS implementers and recognized those best school implementers of the SHS program.

School administrators may study the possibility of strategically aligning the local school board funds and logically program the school MOOE so that the urgent needs of the teachers and students could be addressed.

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