

# Stakeholders' Perception of The Implementation of Senior High School Program

RUSSEL V. SANTOS  
Urdaneta City University  
russelsantos@ucu.edu.ph

*Abstract* — Stakeholder participation in school is a widely accepted phenomenon for share decision-making required for effective implementation of school-community activities. The full implementation of the senior high school program will drastically change the educational system which marks the need for consultation among stakeholders. This study aimed to determine the stakeholders' perception of the implementation of senior high school programs. The result of the study served as the basis for suggesting action steps to enhance the implementation of the Senior High School Program. It also tackled the significant difference that exists between and among the stakeholders' perceptions towards the implementation of senior high program along the cited areas. The null hypothesis was were tested at the 0.05 level of significance. The descriptive method of research was utilized and the questionnaire checklist was employed in gathering data. The weighted average point and t-test were the statistical tools used in the analysis of data. Based on the data analysis, the following are the findings of the study: The respondents of the study "agreed" on the implementation of the admission and testing requirements (3.34), curriculum, instruction and faculty (3.90), physical plant (3.94) and the financial assistance program (4.0) of the senior high school program. There are significant differences responses of parents and students on admission and testing, requirements; parent, students and teachers on curriculum, instruction and faculty; student to teachers and parent's responses on physical plant; and the teacher's responses to students and parents on the financial assistance program implementation of the senior high school program. The proposed action plan will facilitate the full implementation of the senior high school program. Based on the results of the findings of the study, the researcher arrived at the following conclusions: Stakeholder's amiable to the guidelines in the implementation of the senior high school program Stakeholders have the same responses on some areas of admission and testing requirements, curriculum, instruction and faculty, physical plant and financial assistance program implementation of the senior high school program but there are variations of responses observed on parents and students along admission and testing requirements; parent's responses on curriculum, instruction and faculty; students' responses on physical plant; and teachers' responses on the financial assistance program implementation of the senior high school program. The proposed action plan will potentiate the success of the senior high school program. In light of the findings, the following recommendations are deemed essential and suitable: Continuous partnership between and among the stakeholders should be undertaken through collaborative and consultative activities as this will greatly contribute to the success of school-community programs and activities. More intense information dissemination drives should be taken into account by the implementers among parents and students to make them more informed. Thus, encourage participation on activities related to the implementation of the senior high school program. The proposed action plan is highly recommended as this will serve guide to strengthen the implementation of the senior high school program. Similar studies should be conducted using more variables in a wider scope.

*Keywords* — Admission And Testing Requirements, Curriculum, Instruction And Faculty, Physical Plant And Financial Assistance Program

## I. Introduction

Stakeholder participation in school is a widely accepted phenomenon for shared decision-making required for effective implementation of school-community activities. The full implementation of the senior high school program will drastically change the educational system that marks the need for consultation among stakeholders.

The Senior High school life is the beginning of a new journey to a world full of expectations. This is the period where students decide on significant things in their life that will create a path to their future. These are overwhelming experiences towards adulthood. There are many things about high school that are different from old school environment.

In Japan, upper secondary school is not compulsory, 94% of all junior high graduates entered in high schools and over 95% of students graduated successfully from them compared to 89% of Americans (Hokanson, 2015). To enter, students must take an entrance examination in Japanese, mathematics, science, social studies, and English, whether it is standardized for all public high schools in the prefecture or a test created by a private high school for that school alone (Johnson and Johnson, 1996).

Based on the examinations taken by the students, success or failure can influence a student's entire future, since the prospect of finding a good job depends on the school attended. Thus, students experience the pressure of this examination system at a relatively early age. Because of the importance of these exams in entering high school even more than the scholastic record and performance evaluations from lower-secondary school. Students are closely counseled in lower -secondary school so that they will be relatively assured of a place in the schools to which they apply.

These educational challenges posit the Philippines to undergo major overhaul to bring it in line with the education systems worldwide, starting with the K to12 sector. This change to domestic education policy has far-reaching consequences and is important for international educational institutions to consider when looking for potential new student recruitment markets.

The Philippines is the last country of Asia to complete the last two years (or senior high school) of the world standard 12-year Basic Education Program. It aims to prepare the students to be globally competitive. To achieve this, educational reforms of the government must also focus into the mastery of competencies. Such attempt will greatly help to harness the productive capacity of the country's human resource base towards international competitiveness.

The implementation of the K to 12 education plan in the Philippine Basic Education Curriculum is the key to our nation's development. Though the government will face many problems, in the long run of the implementation of gram, there really is a need to implement it because the enhancement of the quality of our education is very urgent and critical.

The “Enhanced Basic Education Act of 2013” declared that the State shall establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people, the country and society-at-large.

Likewise, it is hereby declared that the policy of the State that every graduate of basic education shall be an empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous, creative, and critical thinking, and the capacity and willingness to transform others and one’s self.

The Republic Act 10533, also known as Enhanced Basic Education Act of 2013, or the K-to-12 Act, establishes a “universal kindergarten” and introduces “Grades 11 and 12” to high school education in public and private schools. This lays the foundations for a better future for every Filipino child. Likewise, it makes enrolment in kindergarten compulsory before children can begin the traditional six years of primary school and adds two more years to high school. *Senior High School is two years of specialized upper secondary education. The students may choose a specialization based on aptitude, interests, and school capacity. The choice of career track will define the content of the subjects a student will take in Grades 11 and 12. Senior High School subjects fall under either the Core Curriculum or specific Tracks.*

DepEd will offer 4 SHS tracks for Grade 11 and 12 students under the [K to 12 programs](#): academic, sports, arts and design, and technical-vocational livelihood. The track will serve as the student's specialization, which will contribute to his/her preferred exit after basic education: higher education, employment, entrepreneurship, or middle level skills development.

The goal is to educate children so they can find or create meaningful opportunities where they are. The new curriculum will give Filipino students enough time to master skills and concepts so that they are ready for tertiary education when the time comes. Moreover, these tracks will prepare future graduates for their preferred exits: whether they will pursue higher education (college), seek employment, or become entrepreneurs. Further, this step will be a challenge not only for DepEd but even for local government units (LGUs): to develop implemented school curricula responsive to the needs of their regions.

If more high school graduates are equipped with skills relevant in their areas, there won't be a need for them to go to Metro Manila and other, more urbanized areas where compensation is deemed better.

With this, the Department of Education (DepEd) urged its regional offices to look at the economy in their areas to determine which senior high school (SHS) tracks they should focus on. Senior High School’s 2 years of specialized upper-secondary education consisting of a common Core Curriculum and Tracks. These tracks are (1) Academic, (2) Technical-Vocational-

Livelihood, and (3) Sports and Arts. Each track will have strands, which are specializations within a track.

The full implementation of the K-to-12 program posits a lot of problems and lack of funds. The augmentation of salaries may have attracted more teachers but much is required for their character transformation. While more children are born, additional budget is yearly approved for schoolhouses, yet it lacks provision for maintenance budget. Library, laboratory and sports facilities are either non-existent or inadequate.

It is in this context that the present study focuses on assessing the stakeholders' perception in the implementation of the senior high school program of the Department of Education. The researcher believes that the preparedness of the institution offering the programs is very essential as these greatly contribute to the overall success on its implementation. The effective preparedness generate implementation generates good and quality results on the part of the students. It is for this reason that the researcher thought it wise to conduct this study.

### **Literature Review**

***K to12 Curriculum Implementation.*** The development of K to 12 Program has been made possible by the collaborative efforts of members of the Steering Committee which is composed of DepED, CHED, TESDA, and other stakeholders.

The government's K to 12 program is a much-needed change for the country's education system. According to Delos Santos (2012) through this program, people may expect better-trained citizens who could be competitive with the knowledge and skills of people trained abroad.

Before the Implementation of the K to 12 program began, the Philippines is one of the very few countries remaining that provide only ten years of basic education, six years in elementary and four years secondary. This short period makes it difficult for Filipinos to be competitive with countries like Japan or Korea, that have at least 12 years of basic education under their belt. In most cases, the extra years spent in basic education should enable students to tackle subjects like mathematics and science in more details, instead of the rushed manner used in the old education system (Delos Santos, 2012).

People can also expect that the new K to 12 system will produce graduates who are more prepared for college education. The program is expected to provide a clear view of which career they would take. This may lead to less drop-out, and more chances of success in graduating from whatever course they choose.

The K to 12 system is not without its critics. Some people say that it is not the number of years that should be increased, but the quality of instruction that the students receive. In a way, adding a few years to basic education can still provide the quality that students need.

Delos Santos (201)programsssd that the K to 12 program is not without challenges, but it is an endeavor worth pursuing if we truly intend to improve the Philippine education system. By investing more time and resources in our education, we can expect our graduates to become competitive in the global business arena, and bring more to that would contribute towards building our nation.

DepEd Secretary Armin Luistro presented the Basic Education Sector Reform Agenda (BESRA) last March in the annual membership meeting of the Philippine Business for Education (PBE). BESRA, as a package of reform initiatives, considers K to 12 as the flagship reform strategy. The objective of the program is to be able to produce more productive and responsible citizens equipped with the essential competencies and skills for both life-long learning and employment (Luistro, 2012).

From among various proposals and studies conducted to come up with an enhanced model that is suitable to the Philippine context, DepEd proposed the K-6-4-2 model or the K to 12 model. This model involves kindergarten, six years of elementary education, four years of junior high school (Grades 7-10), and two years of senior high school (Grades 11-12). The two years of senior high school intend to provide time for students to consolidate acquired academic skills and competencies. The curriculum will allow specializations in science and technology, music and arts, agriculture and fisheries, sports, business and entrepreneurship (DepEd, 2010).

The change is two-fold. It will give focus not only to the curriculum enhancement but also to the transition management as well. The intention of K to 12 is not merely to add two years of schooling but more importantly, to enhance the basic education curriculum.

In a discussion paper on the “Enhanced K to 12 Basic Education Program” prepared by the DepEd in the last quarter of 2010, it was pointed out that K to 12 is an effective cure to the deteriorating quality of the Philippine education system. The low achievement score of Filipino students in the National Achievement Test (NAT) is one of the indicators of a defective education system.

The DepEd also noted that the present ten-year curriculum is congested wherein 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 higher education. They do not yet possess the basic competencies or even emotional maturity essential for the world outside the school. High school graduates who do not pursue higher education are thus unproductive or vulnerable to exploitative labor practices. In the same context, those who may be interested to put up their own business cannot enter into legal contracts yet. This partly explains why the number of unemployed Filipinos is increasing at an alarming rate (DepEd, 2010).

The short duration of the basic education system is also a disadvantage for the overseas Filipino workers (OFWs), especially the professionals, and those who intend to study abroad.

---

DepEd further claims the Filipino graduates are not automatically recognized as professionals abroad because the ten-year curriculum is usually perceived as insufficient (UNESCO, 2014).

The DepEd therefore strongly believes that the K to 12 program will give every learner the opportunity to receive quality education based on an enhanced and decongested curriculum that is internationally recognized and competitive (DepEd, 2010).

**Senior High School Implementation Plan.** The move to the K to 12 policy comes as part of the 10 Point Education Agenda which was set out by the current government administration. The K to 12 Basic Education Program, universal kindergarten, and instruction in mother-tongue languages are but three of the ten points Aquino's administration want to implement in order to improve the overall quality of education in Filipino schools.

Aquino also stressed that *K to 12* program will pave the way for an even brighter future for young Filipinos by equipping them with basic education up to international standards.

Philippine Constitution mandates the State to protect and promote the right of all citizens to quality education at all levels and to take appropriate steps to make such education accessible to all”.

The Republic Act No. 10533 otherwise known as the “Enhanced Basic Education Act of 2013. As stated in Section 2, “The State shall establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people, the country and society-at-large”.

Likewise, it is hereby declared the policy of the State that every graduate of basic education shall be an empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous, creative, and critical thinking, and the capacity and willingness to transform others and one's self.

For this purpose, the State shall create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills and values for both and h life-long learning and employment. In order to achieve this, the State shall: (a) Give every student an opportunity to receive quality education that is globally competitive based on a pedagogically sound curriculum that is at par with international standards. (b) Broaden the goals of high school education for college preparation, vocational and technical career opportunities as well as creative arts, sports and entrepreneurial employment in a rapidly changing and increasingly globalized environment; and (c) Make education learner-oriented and responsive to the needs, cognitive and cultural capacity, the circumstances and diversity of learners, schools and communities through the appropriate languages of teaching and learning, including mother tongue as a learning resource.

Starting this coming school year 2012- 2013, the current education system of the Philippines will be enhanced from the 10- years of basic education into 12- years through the program called the K to 12 Education Plan of the Department of Education.

The implementation of the K to 12 education plan in the Philippine Basic Education Curriculum is the key to our nation's development. Though the government will face many problems in the long run of the implementation of the program, there really is a need to implement it because the enhancement of the quality of our education is very urgent and critical.

Cruz (2010) stated good reasons to implement K to 12 education plan. These are students will be able to get sufficient instructional time to do subject-related task which makes them more prepared and well- trained on that subject area. On the other hand , if we remain on the old system, Filipino students would continually get low achievement scores. For instance, international test results revealed that we often come at the tail end in the exams compared to other countries. Second, graduates of this program will be more prepared to enter the labor force. High school graduates of the current curriculum are not yet employable for the reason that they are not yet competent and well – equipped with the skills needed in the workplaces. Third, senior high students can choose a field that they are good at and that they are interested in. As a result, they will be equipped with the skills needed for a specific job even without a college degree. At the age of 18, the age when they graduate from high school, they will be employable and competitive already. Thus, adding up to the nation's manpower.

Lastly, Filipino graduates will be automatically recognized as professionals abroad because they are following the international education standard as practiced by all nations. There will be no need to study again and spend more money in order to qualify to their standards. With this, Filipino professionals who aspire to work abroad will not find a hard time in getting jobs in line with their chosen field and will be able to help their families more in the Philippines as well as the country's economy with their remittances, property buying, and creation of businesses.

Filipinos are known to be competitive in the international community. While this may be true, our current education system hinders us in becoming more competitive among other countries. The K to 12 education plan offers a great solution to that problem. However, it is undeniable that there seems to be problems arising as we implement the program such as lack of government budget, classrooms and school supplies as well as the teachers. But, if we focus on the long- term effect of K to 12, we can conclude that it is very beneficial to us Filipinos. Therefore, we must have the strong will in supporting K to 12 Educational Plan for the betterment of our education system and economy. Remember, if we want change in our society, we must start it with our education system.

As a flagship education program of the Aquino administration, K to 12 has been proposed to be implemented by phases. Stakeholder consultations, policy discourses education summits were conducted to solicit inputs and feedback on the proposed model.

Universal kindergarten has already become mandatory beginning school year (SY) 2011-2012. The new curriculum for Grade 1 and first-year Junior High School (Grade 7 JHS) students were already implemented this SY 2012-2013. This scheme gives the administration ample time to prepare and provide the necessary infrastructures, materials, and trainings for the Senior High School (SHS) education which is to be launched by SY 2016-2017. By SY 2018-2019, all students would have already finished 12 years of basic education and would therefore be ready to enter college (DepEd, 2010).

The K to 12 program stirred mixed reactions from programs sectors. While supporters strongly believed that this is the key to quality basic education, critics argued that it is merely a superficial solution and does not truly address the more fundamental problems of the educational system.

Cruz (2010) mentioned that critics also questioned the relationship of the education cycle length and education quality. They cited studies by the Trends in International Mathematics and Science Study (TIMSS) which revealed that longer education cycles do not necessarily result in better performance of students.

Cruz (2010) also cited that one of the major concerns of the critics is the additional expense to be incurred by the parents. The longer education cycle would be an added burden to households and would later on translate to higher dropout rates. While the government can provide free public education, the allowances, transportation, school supplies, and other schooling expenses are still to be shouldered by the parents.

## **RESEARCH LITERATURE**

Senior High School is two years of specialized upper secondary education; students may choose a specialization based on aptitude, interests, and school capacity.

The Philippines being the only country in Asia with a 10-year basic education cycle has recently shifted to a 12-year cycle just this June of 2012. This curriculum shift is called the K to 12 educational policy. The study of Crisol and Alamillo (2014) determine the attitudes of the major stakeholders of the two rural public elementary schools from Northern Mindanao, Philippines toward this very novel curriculum. Based on their findings, they revealed that majority of the respondents are positive towards the implementation of the program for they believed that the added years will provide them ample knowledge and skills and enable them to become globally-competitive graduates.

Another study posits by Calamba, et al. (2012) describes the perception of basic education stakeholders on K to 12 curriculum. They gathered from the students and pupils, parents and teachers regarding to their perception on the K to 12 curriculum. They found out that their perception were not affected by their age, monthly income, length of service; or (2) there is no significant difference on the perception on the perception of parents and students/pupils of SCC



on the implementation of K to 12 curriculum; (3) there is no significant difference on the perception of parents and teachers of SCC on the implementation of K to 12 curriculum; (4) there is no significant difference on the perception of teachers and students/pupils of SCC on the implementation of K to 12 curriculum.

The study of Manuel and Lebrero (2013) on the choice of career path Grade 7 students wishes to pursue during their Senior Years and the career path their parents wish for them to take. The result showed that both students and parents have the same career path preference. Both of them ranked Science, Technology, and Engineering as their first choice. Results further showed that Commercial Cooking is the most preferred specialization in the field of Home Economics; and Agricultural Crop Production under Agriculture. Meanwhile, in the field of Industrial Arts, Automotive Servicing ranked first for the students while Carpentry ranked first for the parents. It was also found out that there was no significant difference between students' and parents' choice of career path.

Meanwhile, Albert, et al. (2012) worried about the rush to implement the K to 12 program. They revealed in their study that the rush implementation of the program may have unintended effects on social equity if publicly funded. This is because many poor families do not reach beyond the secondary level of educational attainment. In addition, the revised curriculum is not yet fully tested. Finally, the study also raised concerns about the many reforms the DepEd is trying to implement all at the same time, including the implementation of the K to 12 program, which might result in similar reform failures in the past. It also expressed concern on the fact that DepEd might lose administrative concentration by spreading itself too thinly.

In the Philippine context, education remains a top priority. Despite the various development plans and projects formulated by the government and different sectors, the quality of Philippine education still leaves much room for improvement. As part of the efforts of the present administration to respond to the perceived needs of the education sector, the Department of Education (DepEd) had pushed for the implementation of the “Enhanced K to 12 Basic Education Program.”

The review of related literature and studies is focused on the stakeholders' perception in the implementation to the 12 program. The researcher believed that the previous literatures are greatly related to the present investigation because they provided the needed observation, data and ideas, and findings that enhanced greater insights.

These were the studies conducted by Crisol and Alamillo (2014), Calamba, et al. (2012), Manuel and Lebrero (2013) and Albert, et al. (2012) bear similarities as well as differences with the present study in terms of the purpose, respondents, methodology and areas of concern. But above all the studies and literatures provide an outlook and deeper insights of the subjects under the study.

The present study is similar to the study of Crisol and Alamillo (2014) and Calamba, et al. (2012) because both tackled the perception of stakeholders in the implementation of the K to 12 curriculum. The study of Crisol and Alamillo (2014) studied the attitudes of the major stakeholders of the two rural public elementary schools from Northern Mindanao Philippines toward K to 12 curriculum. However the present investigation digs perception of stakeholders in the implementation of the senior high school program. Calamba, et al. (2012) searched perception of the basic education stakeholders on k+12 curriculum while the present investigation specifically studied the perception of stakeholders in the implementation of the senior high school program.

Similarities were also evident in the studies of Manuel and Lebrero (2013) and Albert, et al. (2012) wherein they tackle the career path of students in the implementation of the K to 12 curriculum. Similarities were also observed along study of Manuel and Lebrero (2013) on the choice of career path Grade 7 students wishes to wish during their senior years and the career path their parents wish for them to take, however, the present study delved in examining the stakeholders' perception towards its implementation. The study of Albert, et al. (2012) focused on determining the impact of the rush to implementation of the K to program the present investigation dealt with the perception of the stakeholders in the implementation of the program.

All in all, the views and analysis of adopted literature studies served as a basis of the research in formulating the findings and recommendations of the present study.

## II. Methodology

The study used the descriptive-comparative method of research. Descriptive research is designed to study what is. Ardales (2008) defined descriptive research as the research design that is appropriate for studies that aim to find out what prevails in the present conditions or relationships, held opinion and beliefs, processes and effects, and developing trends. Further, he defined comparative research as a research methodology that aims to make comparisons across different [countries](#) or [cultures](#).

With this, the researcher used this study to assess the stakeholders' perception in the implementation of senior high school curricula. In view of the purpose of the study, the researcher believed that the descriptive methods of research were deemed to be the most appropriate.

### III. Results and Discussion

#### Stakeholder Perception of the Compliance of the Requirements for the Senior High School Program In Terms of Admission and Testing Requirements

n= 448

| INDICATORS   | Assessed by Teachers<br>n=42 |           | Assessed by Parents<br>n=203 |           | Assessed by Students<br>n=203 |           | Overall     |           | Rank |
|--|------------------------------|-----------|------------------------------|-----------|-------------------------------|-----------|-------------|-----------|------|
|  | M                            | DE        | M                            | DE        | M                             | DE        | WM          | DE        |      |
| 1. An applicant must be 15 years old or older  | 4.19                         | A         | 3.84                         | A         | 3.74                          | A         | 3.83        | A         | 3    |
| 2. Have completed a ten-year curriculum  | 4.14                         | A         | 4.09                         | A         | 4.08                          | A         | 4.09        | A         | 2    |
| 3. Have taken the National Career Aptitude Test/ a career assessment exam/ and an occupational interest inventory. | 3.83                         | A         | 4.02                         | A         | 4.24                          | HA        | 4.10        | A         | 1    |
| 4. Sufficient number of learners warrant the implementation of SHS in the school.                                  | 1.21                         | NA        | 1.23                         | NA        | 1.46                          | NA        | 1.33        | NA        | 4    |
| <b>Mean</b>  | <b>3.34</b>                  | <b>MA</b> | <b>3.30</b>                  | <b>MA</b> | <b>3.38</b>                   | <b>MA</b> | <b>3.34</b> | <b>MA</b> |      |
| <b>Rank</b>  | 2                            |           | 3                            |           | 1                             |           |             |           |      |

#### Stakeholder Perception of the Compliance of the Requirements for the Senior High School Program In Terms of Curriculum, Instruction and Faculty

n= 448

| INDICATORS   | Assessed by Teachers<br>n=42 |    | Assessed by Parents<br>n=203 |    | Assessed by Students<br>n=203 |    | Overall |    | Rank |
|--|------------------------------|----|------------------------------|----|-------------------------------|----|---------|----|------|
|  | M                            | DE | M                            | DE | M                             | DE | WM      | DE |      |
| 1. The curriculum is learner-centered, inclusive and developmentally appropriate   | 3.40                         | MA | 3.84                         | A  | 3.84                          | A  | 3.80    | A  | 5    |
| 2. The curriculum is relevant, responsive and research-based   | 3.45                         | A  | 3.53                         | A  | 3.65                          | A  | 3.58    | A  | 7    |
| 3. The curriculum is gender- and culture-sensitive   | 4.07                         | A  | 3.92                         | A  | 4.15                          | A  | 4.04    | A  | 3    |
| 4. The curriculum is contextualized and global;  | 4.17                         | A  | 4.20                         | A  | 3.30                          | A  | 3.79    | A  | 6    |
| 5. The curriculum uses pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative; | 3.93                         | A  | 4.19                         | A  | 4.01                          | A  | 4.08    | A  | 2    |
| 6. The curriculum uses the spiral progression approach to ensure mastery of knowledge and skills after each level                | 4.17                         | A  | 3.99                         | A  | 3.94                          | A  | 3.98    | A  | 4    |

|  |               |                |               |               |          |
|--|---------------|----------------|---------------|---------------|----------|
| 7. The curriculum is flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts. | <b>3.93</b> A | <b>4.36</b> HA | <b>3.98</b> A | 4.15 A        | <b>1</b> |
| <b>Mean</b>  | <b>3.87</b> A | <b>4.00</b> A  | <b>3.84</b> A | <b>3.92</b> A |          |
| <b>Rank</b>  | <b>2</b>      | <b>1</b>       | <b>3</b>      |               |          |

### Stakeholder Perception on the Compliance of the Requirements for the Senior High School Program In Terms of Physical Plant

n= 448

| INDICATORS   | Assessed by Teachers<br>n=42 |    | Assessed by Parents<br>n=203 |    | Assessed by Students<br>n=203 |    | Overall     |    | Rank |
|--|------------------------------|----|------------------------------|----|-------------------------------|----|-------------|----|------|
|  | M                            | DE | M                            | DE | M                             | DE | WM          | DE |      |
| 1. Construction of additional school buildings   | <b>3.45</b>                  | C  | <b>3.53</b>                  | C  | <b>3.28</b>                   | MC | 3.42        | C  | 6    |
| 2. Has adequate equipment and gadgets for SHS.   | <b>4.14</b>                  | C  | <b>3.64</b>                  | C  | <b>4.13</b>                   | C  | 3.91        | C  | 4    |
| 3. Implements partnership agreements as articulated in the MOA forged by and among the partner individual/entities.  | <b>4.29</b>                  | HC | <b>4.07</b>                  | C  | <b>3.64</b>                   | C  | 3.90        | C  | 5    |
| 4. Accounts additional classrooms to be built in the various school building programs such as the Public-Private- Partnership and other private donors in determining the need for the construction of classrooms for SHS. | <b>3.90</b>                  | C  | <b>4.15</b>                  | C  | <b>3.96</b>                   | C  | 4.04        | C  | 2    |
| 5. Have adequate equipment and other resources to support the operation of an SHS.   | <b>4.29</b>                  | HC | <b>4.32</b>                  | HC | <b>4.27</b>                   | HC | 4.29        | HC | 1    |
| 6. Have adequate instructional materials for SHS.  | <b>3.90</b>                  | C  | <b>4.14</b>                  | C  | <b>3.79</b>                   | C  | 3.96        | C  | 3    |
| <b>Mean of</b>   | <b>4.00</b>                  | C  | <b>3.97</b>                  | C  | <b>3.84</b>                   | C  | <b>3.92</b> | C  |      |
|  | <b>1</b>                     |    | <b>2</b>                     |    | <b>3</b>                      |    |             |    |      |

### Stakeholder Perception on the Compliance of the Requirements for the Senior High School Program In Terms of Financial Assistance

n= 448

| INDICATORS  | Assessed by Teachers<br>n=42 |          | Assessed by Parents<br>n=203 |          | Assessed by Students<br>n=203 |          | Overall     |    | Rank |
|---|------------------------------|----------|------------------------------|----------|-------------------------------|----------|-------------|----|------|
|   | M                            | DE       | M                            | DE       | M                             | DE       | WM          | DE |      |
| 1. Have appropriate guidelines for the implementation of the programs of assistance.  | 3.83                         | C        | 3.66                         | C        | 3.73                          | C        | 3.71        | C  | 5    |
| 2. Ensures transparency and accountability in the implementation of the programs of assistance  | 3.29                         | MC       | 3.50                         | C        | 3.43                          | C        | 3.45        | C  | 6    |
| 3. Implements information and advocacy programs to inform the general public and ensure greater participation and availment of the programs of assistance; and                | 4.55                         | HC       | 4.28                         | HC       | 4.32                          | HC       | 4.32        | HC | 2    |
| 4. Undertakes periodic reviews of the program features and make adjustments, as necessary, to ensure the successful, effective and sustainable implementation of the program. | 4.43                         | HC       | 3.95                         | C        | 3.93                          | C        | 3.99        | C  | 3    |
| 5. The program features shall include, among others, amount of subsidy, number of grantees, eligibility requirements, and performance of participating schools.               | 4.64                         | HC       | 4.29                         | HC       | 4.43                          | HC       | 4.39        | HC | 1    |
| 6. Students and their families exercise greater choice in deciding the Senior High School program that is most relevant to their needs and career goals.                      | 4.43                         | HC       | 3.98                         | C        | 3.85                          | C        | 3.96        | C  | 4    |
| <b>Mean</b>   | <b>4.19</b>                  | <b>C</b> | <b>3.94</b>                  | <b>C</b> | <b>3.95</b>                   | <b>C</b> | <b>3.97</b> |    |      |
| <b>Rank</b>   | <b>1</b>                     |          | <b>3</b>                     |          | <b>2</b>                      |          |             |    |      |

### Overall of Stakeholder's Perception on the Compliance of the Requirements for the Senior High School Program

N= 448

| INDICATORS                             | No. of Items | Mean        | Descriptive Equivalent | Rank |
|--|--------------|-------------|------------------------|------|
| 1. Admission and Testing Requirements  | 4            | 3.34        | MC                     | 3    |
| 2. Curriculum, Instruction and Faculty | 7            | 3.92        | C                      | 2    |
| 3. Physical Plant                      | 6            | 3.92        | C                      | 2    |
| 4. Financial Assistance Program        | 6            | 4.03        | C                      | 1    |
| <b>Overall Mean</b>                    | <b>23</b>    | <b>3.83</b> | <b>C</b>               |      |

### Differences Exist Between and Among the Stakeholders' Perceptions on the Compliance of the Requirements of Senior High School Program

| Variables                                   | Category | Mean    | t-value | Sig  | Decision |
|---|----------|---------|---------|------|----------|
| <b>Admission and Testing Requirements</b>   |          |         |         |      |          |
| Teacher-Respondents vs. Parent-Respondents  | Teachers | 3.34    | .625    | .532 | NS       |
|   | Parents  | 3.30    |         |      |          |
| Teacher-Respondents vs. Student-Respondents | Teachers | 3.34    | -.525   | .600 | NS       |
|   | Students | 3.38    |         |      |          |
| Parent-Respondents vs. Student Respondents  | Parents  | 3.30    | -2.027  | .043 | *        |
|   | Students | 3.38    |         |      |          |
| Parent-Respondents vs. Student Respondents  | Teachers | Student | 1.9 95  | .137 | NS       |
|   | Parents  | 3.30    |         |      |          |
|   | Students | 3.38    |         |      |          |
| <b>Curriculum, Instruction and Faculty</b>  |          |         |         |      |          |
| Teacher-Respondents vs. Parent-Respondents  | Teachers | 3.87    | -1.967  | .050 | *        |
|   | Parents  | 4.00    |         |      |          |
| Teacher-Respondents vs. Student-Respondents | Teachers | 3.87    | .537    | .592 | NS       |
|   | Students | 3.84    |         |      |          |
| Parent-Respondents vs. Student Respondents  | Parents  | 4.00    | 4.343   | .000 | *        |
|   | Students | 3.84    |         |      |          |
| Parent-Respondents vs. Student Respondents  | Teachers | 3.87    | 9.640   | .000 | *        |
|   | Parents  | 4.00    |         |      |          |
|   | Students | 3.84    |         |      |          |
| <b>Physical Plant</b>                       |          |         |         |      |          |
| Teacher-Respondents vs. Parent-Respondents  | Teachers | 4.00    | .261    | .794 | NS       |
|   | Parents  | 3.97    |         |      |          |
| Teacher-Respondents vs. Student-Respondents | Teachers | 4.00    | 2.005   | .046 | *        |
|   | Students | 3.84    |         |      |          |
| Parent-Respondents vs. Student Respondents  | Parents  | 3.97    | 2.799   | .005 | *        |
|   | Students | 3.84    |         |      |          |
| Parent-Respondents vs. Student Respondents  | Teachers | 4.00    | 4.589   | .011 | *        |
|   | Parents  | 3.97    |         |      |          |
|   | Students | 3.84    |         |      |          |
| <b>Financial Assistance Program</b>         |          |         |         |      |          |
| Teacher-Respondents vs. Parent-Respondents  | Teachers | 4.19    | 3.269   | .001 | *        |
|   | Parents  | 3.94    |         |      |          |
| Teacher-Respondents vs. Student-Respondents | Teachers | 4.19    | 3.212   | .001 | *        |
|   | Students | 3.95    |         |      |          |
| Parent-Respondents vs. Student Respondents  | Parents  | 3.94    | -.112   | .911 | NS       |
|   | Students | 3.95    |         |      |          |
| Parent-Respondents vs. Student Respondents  | Teachers | 4.19    | 5.854   | .003 | *        |
|   | Parents  | 3.94    |         |      |          |
|   | Students | 3.95    |         |      |          |

#### IV. Conclusion

Based on the results of the findings of the study, the researcher arrived at the following conclusions: 1) Stakeholders' amiable to the guidelines implementation of the senior high school program 2) Stakeholders have the same responses on some areas of admission and testing requirements, curriculum, instruction and faculty, physical plant and financial assistance program implementation of the senior high school program but there are variations of responses observed on parents and students along admission and testing requirements; parents' responses on curriculum, instruction the and faculty; students' responses on physical plant; and teachers' responses on the financial assistance program implementation of the senior high school program. 3) The proposed action plan will potentiate success of the senior high school program.

#### REFERENCES

##### A. BOOKS

- [1] United Nations Educational, Scientific and Cultural Organization (UNESCO). 2004. Education for All Global Monitoriimperativeralive005: the quality imperative. Pais: UNESCO.

##### B. JOURNALS, PERIODICALS AND SPEECHES

- [2] Marcia, Johnson L. and Jeffrey R. Johnson. "Daily Life in Japanese High Schools." ERIC Digest. October 1996. ERICIdentifier: ED406301.

##### C. PUBLISHED AND UNPUBLISHED THESIS AND DISSERTATIONS

- [3] Calamba, et al. (2012). The Perception of Basic Education Stakeholders on the K+12 Curriculum. Unpublished Undergraduate Thesis. Southern Christian College, Midsayap, Cotabato
- [4] Manuel C.S. and Lebrero, K.L. (2013). Choice of Career Path of Grade Seven Students and Their Parents. Unpublished Undergraduate Thesis. Southern Christian College, Midsayap, Cotabato

##### D. OTHERS

- [5] Albert, J. R. G., A. M. Navarro, A. C. Orbeta, Jr., V. B. Paqueo, J. T. Yap and Associates. 2012. Economic Policy Monitor 2011: education for development. Makati City: Philippine Institute for Development Studies
- [6] Aquino, B. S. (2012). Speech of President Aquino at the launch of the K to 12 Basic Education Program. April 24, 2012. Retrieved From: <http://www.gov.ph/2012/04/24/speech-of-president-aquino-at-the-launch-of-k-to-12-basic-education-program-april-24-2012/>
- [7] Cruz, I. (2010). Mini Critique: The K+12 debate. The Philippine Star. 2010, October 14, Retrieved from <http://www.philstar.com/education-and-home/620399/k12-debate>.
- [8] Delos Santos, E. (2012). K-12 Changes Philippine Educational System. Posted: September 13, 2012, Retrieved From: <http://www.informatics.edu.ph/iconnect/k-12-changes-philippine-educational-system/>

- [9] Department of Education (2010). Enhanced K+12 Basic Education Program [online]. <http://www.deped.gov.ph/cpanel/uploads/issuanceImg/K12new.pdf> [Accessed March 2012]
- [10] Hokanson, Connie, EDUCATION IN JAPAN, Retrieved: January 07, 2015, Retrieved From: [http://www.unc.edu/world/2006\\_K12Symp/Post-Program/Middle\\_Lesson\\_Plan.pdf](http://www.unc.edu/world/2006_K12Symp/Post-Program/Middle_Lesson_Plan.pdf)
- [11] Luistro, A. (2012). The state of basic education: gaining ground [PowerPoint slides]. <http://www.slideshare.net/arangkadaph/state-of-education-in-thephilippines-2012>.

#### **AUTHOR'S PROFILE**



**DR. RUSSEL V. SANTOS**

Dr. Russel V. Santos is a graduate of Bachelor of Secondary Education, major in General Science, graduated With Honors at University of Luzon and took her Master of Arts in Education major in Educational Management and Doctor of Philosophy major in Development Education in the same institution and graduated with Meritus Award.

Currently, she is an Assistant Professor III and designated as Program Head in the College of Teacher Education at Urdaneta City University and Part Time Professor in the Institute of Graduate School and Advance Studies and served as a Head Teacher III for 7 years and a classroom teacher for 13 years in the Department of Education.

She is also the author of the article *New-Normal-Secondary-School-Management-And-Its-Correlates-The-Public-Educational-Institutions* found @ <https://www.ijstr.org/final-print/oct2021>.