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Research Article

Senior High School Program Graduates and Teachers' Satisfaction and Challenges: Spring Board of Plan Adjustments

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ABSTRACT

The study was conducted to determine the challenges and satisfaction of the teachers and graduates on the implementation of Senior High School (SHS) Program. Out of 1615 first batch graduates of school year 2017-2018, 306 of them were used as respondents of this study. These respondents were enrolled in two colleges in the Province of Camiguin. While 91 out of 130 SHS teachers from 10 public schools in DepEd-Camiguin represented were used as sample from the SHS implementers. The study utilized the quantitative-descriptive method to answer the research questions. Frequency, mean, ANOVA and multiple regressions were used to analyse the data. The study revealed that the graduate respondents were very disappointed in schools with no laboratories and workshops. They had difficulties in demonstrating their knowledge into actual experiential learning for the tools, materials, equipment and updated audio-visual materials needed were not available, if there were, and then it is not enough. Also, students' research activities were impeded for no internet connections and other instructional resources available for to use. On the other hand, SHS teachers needed more TGs and CGs, teaching supplies and materials, laboratories and workshops to be effective and efficient to support learning. The graduates were not satisfied on the teachers' effectiveness and efficiency in delivering the lessons to them. The overall results revealed that there is no significant relationship between satisfactions and challenges among SHS graduates and teachers' in SHS program implementation. This study found out the need to implement adjustment to address the challenges identified by the respondents. Various programs and activities were needed to address the shortages and needs of the Senior High School community. Moreover, the outcome of the plan adjustments is to encourage the optimistic response of the department heads, school heads, teachers and students. By so doing, improvements will be transpired.

Keywords*: Senior high school program, Teacher challenges and satisfaction*

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Introduction

Over the years, the Philippines' Educational System has grown from the primate state of learning that we gained after the American colonization. Customizing the academe to the cultural and social norms of Filipinos has urged the government, particularly the Department of Education (DepEd) to implement reforms year after year.

DepEd's most recent milestone is the Implementation of the Enhanced Basic Education Act of 2013 or Republic Act No. 10533. This act strengthens the country's educational curriculum via the K to 12 Program which lengthens the basic education from ten to twelve years. Anchored on the department's vision to maximize the potentials of Filipino learners, the K to 12 is a landmark reform that brings the basic education of the country at par with international standards (Alonzo, 2015).

Moreover, the K to 12 programs has also become an avenue to address the pre-existing issues pertaining to the transition between high school and college. RA 10533 is rooted in the Basic Education Sector Reform Agenda (BESRA 2006-2010) that sought to create a basic education that would enable the Philippines to attain the Education for All (EFA) objective by 2015. This former program's loophole was evident in the struggle of how high school graduates select their college courses. Per observation emanated from Senior High School coordinators and teachers, course shifting and student dropout rates were greatly affected by the lack of orientation in the basic education.

Now its sixth year (2012-2017) of K to 12 program implementations, DepEd identifies the Senior High School (SHS) Program as the solution to the flaws of the former curriculums. Furthermore, SHS is the additional two years of high school (Grades 11 and 12) prior to college and serves as a discovery stage for students to assess their strengths and weaknesses. Senior High has four major tracks namely (1) Academic, (2) Technical-Vocational Livelihood (TVL), (3) Sports, and (4) Arts and Design. The Academic track is further divided into four strands and they are (1) Accountancy and Business Management (ABM); (2) General Academic Strand (GAS); (3) Humanities and Social Sciences (HUMSS); and (4) Science, Technology, Engineering and Mathematics (STEM). Additionally, the TVL track consists of the following strands (1) Industrial Arts (IA); (2) Home Economics (HE); (3) Information Communication Technology (ICT); and (4) Agri-Fishery Arts (Deped Portal, 2018).

Along with these changes, DepEd has also partnered with the Commission on Higher Education (CHED) to gradually revise the backbone of tertiary level to suit the needs of the 21st century learners. The transformation of the tertiary level aims to reinforce the reforms in the basic education. CHED Memorandum Order (CMO) No. 105 s. 2017, for instance, serves as a guideline policy on the admission of senior high school graduates to the higher education Institutions (CHED, 2017). These adjustments in the college department would cater to the estimated 1.2 million graduates of batch 2018 who historically became the first set of Senior High School completers (DepEd, 2018).

As predefined in DepEd Order No. 51, s. 2015, the successful implementation of Grade 11 and 12 or SHS of the K-12 Program signals the complete shift to the DepEd's new educational system (K to 12). This additional two years in high school is a critical stage for the youth's development since it becomes the transition from high school to college or towards employment.

As a Senior High School coordinator of Yumbing National High School (YNHS), the researcher's motivation to identify the satisfactions and challenges among SHS Students and Teachers stems from her preliminary survey of the schools' needs of program adjustments. The implementation of the SHS curriculum in the proponent's served school, provided her an avenue to observe the positive practices that both teachers and students must continually strengthen as well as the areas for improvement in various aspects of the SHS implementation. These observations have also been acknowledged by other SHS institutions in the province as conferred to in SHS trainings and forums.

In a pre-survey group discussion conducted by the researcher at YNHS last February 2018, students pointed out that one of their biggest challenges revolved around the track/strand mismatch. Since the Senior High implores

students to decide on their tracks and strand, they are confronted with the task of identifying their skills, strengths, and passion in order to make the most appropriate choice. Moreover, other student-related challenges mentioned in the discussion involved the quality and condition of school services and facilities, learning materials, and the teacher's teaching techniques and mastery on the subject.

Furthermore, as a part of YNHS teaching staff, the researcher also attests to how the SHS curriculum has challenged the educators. SHS teachers are tested in their classroom management skills, trainings and seminars, subject loads and even technological integrations among their fields. These matters are often the source of an institution's strength but due to the reforms brought about by the K to 12 curriculum, these could also be the areas in need of improvement.

Methods

The researcher employed the quantitative-descriptive method of research. survey questionnaire to gather the needed data, and supplemented with one-in-one interview. Furthermore, the proponent of the study used a stratified random sampling approach in determining the respondents of the study. A stratified random sampling technique is a method that involves the division of a population into smaller groups known as strata. In stratified random sampling, or stratification, the strata were formed based on members' shared attributes or characteristics (Rédei, 2008). Strata, in the context of this research include the respondents' schools, track/strand taken, sections, learner/teacher-population, and ratio of males & females.

This study was conducted in Camiguin Polytechnic State College (CPSC), a government subsidized school and Fatima College of Camiguin (FCC) Inc., a private school managed by the Religious Sisters of Mercy (RSM). Both schools produced SHS graduates, the respondents of this work. The research hypothesized that the satisfactions and challenges among SHS graduates have no significant relationship with SHS teachers.

The researcher used the survey questionnaire to gather the data needed in the study. It was a teacher-made questionnaire and validated by experts from the academe. Two sets of questionnaires were prepared, one (1) for the SHS graduates and the other set for teacher respondents. The questionnaire checklist consisted of satisfactions and challenges among SHS graduates and teachers.

The respondents of the study were the SHS graduates of the ten (10) public SHS in the Division of Camiguin, enrolled at Fatima College of Camiguin and Camiguin Polytechnic State College. Frequency, mean, ANOVA and multiple regressions were used to test for the significant correlation among variables.

When the key officials of the two colleges granted approval to conduct the study in their schools, the proponent personally distributed and retrieved the questionnaire. The researcher personally oriented the respondents to ensure that necessary instruction was carried and clarifications given. This purpose was made to avoid interruption of classes in the duration of two (2) to three (3) weeks. It was guaranteed that the respondents' responses were kept confidential.

Focus group discussion (FGD) was conducted to validate responses. Triangulation method was applied to further verify the respondents' affirmations in the questionnaire.

The responses of the respondents to the questionnaire checklist were carefully tallied, tabulated and organized. The data presented were analyzed and interpreted with the use of weighted mean, frequency counts, percentage and ranking system. The presentation, analysis and interpretation of the data were based on the weighted mean as shown by the scale ranges (Calderon, 1993).

Results and Discussion

The study aimed to determine the SHS program graduates' satisfaction and challenges in terms of their chosen track, facilities, teacher's proficiency and efficiency in teaching the subject and immersion/on-the-job training. Moreover, teachers' satisfaction and challenges included the students' attitude towards the subject, instructional materials (IMs), trainings attended, subjects load, facilities and equipment.

Generally, most of the respondents are females than males. As to occupational interest from NCAE results, Spiritual Vocation came out as most favored by males and for the track/strand, General Academic Strand has the highest number of enrolments of female students.

From the 91 teacher respondents, female teachers outnumbered male teachers in all of the indicators. Science teachers, college graduate, trainers methodology and National Competency holder, SHS teachers aged 36-40 years old and seasoned teachers, all had highest frequency equivalent were all female in gender.

SHS graduates respondents' satisfactions were very evident with the highest mean result in the chosen track or strand, work Immersion and the overall contributions of SHS program. On the other hand, they had expressed their struggles and challenges on the availability of school learning facilities & equipment, teachers' instructional delivery and appropriate immersion industry or agency along the chosen track (Tondo & Detecio, 2021).

For SHS teacher-respondents as manifested in the result of the study, they were very satisfied with students' attitudes towards the subjects, subject load and moderately satisfied on Instructional materials, facilities and equipment and trainings attended the overall SHS program implementation. Somehow, they were dissatisfied on the contribution of trainings towards the improvement of their professional knowledge, competence, skills and effectiveness. At present, these findings were consistent to the study of Beltrán et al. (2023).

Based on the result of the study, it was evident that there is no significant relationship between gender, occupational interest and chosen track in the satisfactions and challenges among SHS graduates. A students' experiences on the SHS Program implementation were greatly influenced by the external environment like the facilities and services rather than the internal factors. This connects to the study of Pendon (2023) about the satisfaction and challenges of the SHS learners and school implementers.

There was no significant relationship among gender, field of specialization, educational attainment, age and teaching experience in the teachers' satisfactions and challenges of SHS Program implementation. The efficiency and effectiveness of a teacher had nothing to do with personal self and experienced. Moreover, there was no significant relationship between the SHS graduates' satisfaction and challenges to the SHS teachers' satisfaction and challenges. Their insights, perceptions, needs and concerns of the students and teachers in the SHS program implementations were totally different based on their own point of view. This is consistent to the study of Anub (2020) which pointed out that participants variable did not matters in terms of the satisfaction and challenges encountered by SHS graduates and school implementers.

The findings revealed that most of the enrolled SHS students were female who chose GAS strand since it was the only track commonly offered in the island. However, the result of occupational interest revealed that the spiritual vocation rank highest categorized under HUMSS track. Therefore, there was track mismatch among students' interest. Majority of the SHS teachers are college graduate major in Science with National Competency Skills and Trainers' Methodology holder as their field of interest. It came out that there was mismatch among teachers in the track offered in the island. Students were contented with their chosen track and work immersion experience but not in the schools' learning facilities & equipment, teachers' instructional delivery and appropriate immersion industry or agency along the chosen track. Teachers' overall satisfactions of SHS Program implementation were very optimistic as resulted to effectiveness and efficiency in the delivery of the SHS subjects however, the contribution of trainings towards the improvement of their teachers' professional knowledge, competence, skills and effectiveness was not satisfactory. SHS graduates' gender, occupational interest and chosen track had no relation on the satisfactions and challenges of SHS Program implementation.

Teacher's gender, field of specialization, educational attainment, age and teaching experience had no relation on the satisfactions and challenges of SHS Program implementation.

SHS graduates' satisfaction and challenges had no relation to SHS teachers' satisfaction

and challenges in the implementations of the SHS Program.

From the observations and findings, the researcher recommended that the SHS track offerings of the ten (10) Public SHS must be studied based on the track preference of the learners. Hiring and deployment of teachers must be in consonance with schools' teacher needs. As much as possible mismatch of teachers in teaching subject most especially in applied and specialized subjects should be avoided. Track offering must be based on the needs and demands of the community. Division interventions to address the identified Work Immersion Partner Industry that refused to cater SHS immersants. Classroom facilities and equipment must be addressed through the SHS Maintenance and other Operating Expenses (MOOE) or from the national budget. Adequate Instructional materials such as screen monitors, Computers, TVL tools, materials and equipment for successful delivery of the subject be provided. Internet connectivity must be available to all for research activities. Enough SHS Maintenance and other Operating Expenses (MOOE) to provide free materials, ingredients and consumable supplies for their hands-on activities. Teacher must be provided in teaching with adequate curriculum guide, teaching guide, learning modules and other resources. More trainings and capability buildings must be set to SHS Teachers for professional knowledge, competence, skills and effectiveness. Educational Scholarship Program should be offered to those SHS teachers in order to showcase more knowledge, skills and professional growth.

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