ASSESSMENT OF CORE AREAS OF SHS IMPLEMENTATION IN SAN PABLO COLLEGES: BASIS FOR QUALITY ASSURANCE

Araceli Ortega
San Pablo Colleges
*Corresponding Author Email: ortega.araceli@sanpablocolleges.edu.ph

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1. INTRODUCTION

Education has received paramount attention, being recognized as the pivotal determinant of a country's future. Among the nations globally, the Philippines, until 2011, stood as the final country in Asia, and one of merely three countries worldwide, to possess a 10-year pre-university program (Yap, 2011). In response to the necessity for quality education to align with global standards, the Philippine Educational system transitioned to a contemporary and more dynamic 12-year program, aiming to harmonize the country's curriculum with the demands of the global market.

In a bid to enhance the country's educational framework and facilitate the international recognition of Filipino graduates and professionals, the government introduced the K to 12 programs. This initiative anticipates that learners will attain proficiency in essential skills and develop core competencies to meet the requirements of the global marketplace. With the implementation of the new curriculum, the Department of Education has pledged to deliver superior quality education through specialized strands. In collaboration with the Commission on Higher Education and the Technical Education and Skills Development Authority, the program is poised to offer meticulously designed courses and apprenticeships in various fields, including sports, arts, middle-level skills, entrepreneurship, as well as applied mathematics and sciences.

San Pablo Colleges received authorization to operate its Senior High School Program encompassing various tracks including the Academic Track with specializations in Accountancy Business and Management (ABM), Science, Technology, Engineering, and Math (STEM), Humanities and Social Sciences (HUMSS), and General Academic Strand (GAS). Additionally, it was also granted permission to offer supplementary programs such as the Technical-Vocational Track comprising Home Economics (HE), Information, Communication, and Technology (ICT), as well as Arts and Design including Performing Arts and Arts Production. These authorizations were effective from the academic year 2016-2017. Furthermore, the institution obtained approval to introduce the Sports Track as an additional program for the Senior High School, starting from the academic year 2018-2019. In this context, the current senior high school principal, as the initiator, intends to evaluate the delivery of the senior high school program at San Pablo Colleges, aiming to ensure the attainment of quality assurance based on established standards.

2. REVIEW OF RELATED LITERATURE

The integration of the K to 12 Basic Education Program in the Philippines encompasses the introduction of senior high school (SHS), comprising grades 11 and 12, which represent the final two years within a reformed 6-year secondary education system. To facilitate the comprehensive implementation of the Senior High School (SHS) Program as part of the K to 12 Basic Education reform, the Philippine Government has collaborated with the Asian Development Bank (ADB) through the Senior High School Support Program (SHSSP) (Department of Education, 2014).

Presently, the Philippines mandates a complete 13-year educational journey, covering kindergarten through Grade 12, with the assurance of accessibility and free education, particularly within public schools. Additionally, the government extends financial assistance to students opting for grade 11 and 12 in private educational institutions through the implementation of the voucher program (Sarmiento and Orale, 2016). As a prerequisite for college admission, students are required to select their desired senior high strands.

To facilitate effective teaching practices aligned with standards, Curriculum Guides have been disseminated to Senior High School
Teachers. Moreover, these teachers have undergone crucial training sessions, workshops, and seminars to ensure they are well-prepared with the necessary tools to guide senior high school students, enabling them to be equipped for the workforce or pursue higher education. Furthermore, the Senior High School program, as outlined in DepEd Memorandum no. 76 series of 2016, aims to provide a well-defined model featuring at least four tracks (academic, technical-vocational, sports, arts, and design) and ten strands.

In the view of educators, the assessment of the curriculum holds crucial practical significance. While teachers form a cohesive unit, they are also distinct individuals with their own unique characteristics. To emphasize that teachers' instructional approaches are subject to diverse classifications (Lu and Qu (2019). However, from the standpoint of teachers, the pursuit of effective teaching necessitates a continual enhancement of various instructional practices. Moreover, to strive for "exemplary teaching," the objective must extend beyond mere effectiveness and encompass a comprehensive analysis and enhancement of instructional strategies throughout the entirety of the teaching process.

It has highlighted the pivotal role of teachers in the execution and transmission of the curriculum to students, serving as an indispensable and crucial connection between the curriculum and the learners (Humaidat et al., 2021). They possess an intimate understanding of their students’ characteristics and are highly attuned to the educational milieu. This positions them to evaluate the effectiveness of the curriculum and its appropriateness for the students and their educational backgrounds, thereby emphasizing the significance of teachers’ contentment with the curriculum.

As regards the satisfaction of students with the curriculum, it pertains to their overall psychological sentiments and personal perspectives on the learning process, exhibiting notable variations among individuals. Student satisfaction constitutes a crucial facet in evaluating the quality of educational institutions (Kormukcu and Akdeniz, 2021). Assessing student satisfaction with the curriculum not only offers insights into students’ attitudes and inclinations within the academic setting but also sheds light on a facet of the school’s operational performance and avenues for enhancement.

### 3. METHODS

A descriptive quantitative methodology was implemented, employing surveys as the primary data collection tool. The participants for this study comprised forty full-time Senior High School teachers and 5 Strand Coordinators, selected through complete enumeration. The questionnaire utilized in the study was adapted from the PEAC’s Certification Assessment Instrument, selected due to its alignment with the desired data parameters and its comprehensive coverage of various aspects of school operations.

### 4. RESULTS AND DISCUSSION

Table 1 presents the evaluation of core areas within the senior high school program, as assessed by both the senior high school faculty members and strand advisers. The collective mean rating of 3.60 falls under the "Very Effective" category, indicating an overall commendable effectiveness of the assessed practices. Particularly noteworthy are the high mean ratings in administration and governance (Mean = 3.75) and the student activity program (Mean = 3.74). Additional significant aspects with notably high mean ratings, ranging from 3.66 to 3.60, include student discipline, faculty, academic support and development services, as well as curriculum, assessment, and instruction.

Furthermore, various other factors such as instructional leadership, the registrar’s office, the library-instructional media center, laboratories, guidance and counseling, physical plant and instructional support facilities, school budget and finances, as well as institutional planning and development, received a rating of "very effective."

The department has established a robust system that aligns its policies and programs with a focus on achieving high academic standards for its students. With well-defined goals and attainable objectives, the department successfully works towards realizing the overall objectives of the program.

### FINDINGS

The following are the findings in the following areas assessed:

**Curriculum, Assessment, and Instruction:** The senior high school demonstrates a strong adherence to educational goals through a well-structured curriculum and effective instructional practices, fostering a
In order to uphold and ensure quality assurance, it is crucial to allocate sufficient resources and prioritize professional development opportunities for teachers. Additionally, addressing the identified inadequacies in health services, as highlighted by the survey's results, is imperative. To facilitate comprehensive improvement, the development of a Standard-based School Improvement Plan (SSIP) is recommended to guide the institution's strategic initiatives and enhance its overall performance.

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