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RESEARCH ARTICLE

ASSESSMENT OF SENIOR HIGH SCHOOL PROGRAM DELIVERY TOWARDS QUALITY ASSURANCE: EVIDENCE FROM THE PHILIPPINES

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ABSTRACT

This study comprehensively evaluates the Senior High School (SHS) program by incorporating perspectives from teachers, strand coordinators, and students. The findings consistently highlight positive perceptions in crucial areas, emphasizing the program's effectiveness in delivering educational content, employing innovative assessment strategies, and implementing impactful instructional methods within Curriculum, Assessment, and Instruction. The high rating in Instructional Leadership signifies successful practices that foster a positive school culture and support effective teaching, contributing to a cohesive and proficient teaching staff, ultimately establishing a supportive learning environment. Students' positive assessments indicate satisfaction with Academic Support and Development Services, suggesting effective support for academic growth. The positive rating of the Registrar's Office reflects streamlined administrative processes, and the well-equipped resource hub indicated by the positive ranking of the Library-Instructional Media Center caters to diverse academic pursuits. However, the study identifies a significant difference in the assessment of core and support areas among teachers, students, and strand coordinators, emphasizing the need for targeted strategies to address specific areas of misalignment and enhance overall program effectiveness. Based on these findings, a recommended Standard-based School Improvement Plan (SSIP) is proposed.

KEYWORDS

program assessment, quality assurance, senior high school

1. INTRODUCTION

For a long time, the education system in the Philippines was one of the shortest in the world. Back then, formal education was only required for 10 years, 6 years of primary school and 4 years of high school. In 2012, the government introduced new legislation requiring students to attend school from kindergarten to grade 12. This meant that the new legislation added 2 years to the curriculum before students could finish high school. In a move to enhance competitiveness and align with global standards, the country transitioned to a 12-year educational system (Granada, 2021). The extension aimed to provide ample time for mastering concepts and skills, fostering lifelong learning, and preparing graduates for diverse paths, including tertiary education, middle-level skills development, employment, and entrepreneurship.

The K to 12 program promises higher quality education through specialized strands. These strands, covering sports, the arts, middle-level skills, entrepreneurship, and applied math and sciences, aim to cater to diverse interests and prepare students for specific career paths. The objective of instituting the K-12 Basic Education Program is to establish a foundational system that will generate capable and accountable individuals, well-prepared with fundamental knowledge and skills for both learning and employment.

The need for an assessment tool for the Senior High School (SHS) program is essential for ensuring alignment with educational standards, identifying strengths and areas for improvement, promoting accountability, enhancing performance, and supporting continuous improvement (Olaso and Baja, 2019). The proponent aims to use such an assessment tool to evaluate and ensure standards-based quality assurance in the program delivery in Senior High school.

2. LITERATURE REVIEW

Education, as a dynamic and enduring social force, serves as a reflection of historical transformations, showcasing how changes in curricular reforms, organizational structures, delivery methods, policy frameworks, and pedagogical philosophies are influenced and enriched by environmental forces. The Philippine Educational System exemplifies this dynamic nature, navigating through changes and challenges. It has followed a trajectory like that of education systems worldwide, undergoing various stages of development and experiencing significant transformations across different epochs of educational evolution (Diaz, 2022).

The educational system in the Philippines has been molded throughout centuries by interactions with various colonial forces, such as the Americans, Japanese, and Spaniards. A wide range of educational practices, emphases, and approaches are the outcome of the impact that each colonial period has had on the educational environment. A range of educational variations that reflect the intricacies of Philippine society and its historical context have been made possible by these influences. Despite the multitude of influences and changes, education in the Philippines has demonstrated resilience and adaptability, evolving in response to societal needs, technological advancements, and global trends. Today, the Philippine educational system continues to evolve, seeking to address contemporary challenges while remaining grounded in its rich historical heritage. As education continues to be a driving force for social change and progress, its role in shaping the future of the Philippines remains paramount.

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The Congressional Commission on Education (EDCOM) Report provided the impetus for Congress to pass RA 7722 and RA 7796 in 1994 creating the Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA), respectively. The tri-focalization approach in the management of the present-day education in the Philippines refocused the DepEd's (RA 9155) mandate to basic education which covers elementary, secondary and non-formal education. TESDA now administers the post-secondary, middle-level manpower training and development while CHED is responsible for higher education.

The Department of Education was established about a century ago. Since its establishment, it has expanded to rank among the biggest government bureaucracy, partly because of the population of school age that is always growing and the importance that Filipinos place on education. As stated in Article XIV, Section 1 of the 1987 Philippine Constitution, "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all," this department is dedicated to upholding the peoples' right to education.

The Department of Education's two main goals are to improve basic education's academic standards and to increase administrative effectiveness in providing educational services. These objectives are consistent with the department's main mission of fostering the growth of exceptionally capable, civic-minded, life-skilled, and devout Filipino adolescents who actively support the advancement of a just, healthy, and prosperous society. The department has organized its initiatives, programs, and activities around the five Priority Sector Activities (PSAs) listed in the national reform plan in order to accomplish these goals. Expanding access to basic education, raising the standard and applicability of education, boosting the effectiveness and efficiency of schools and the educational system overall, institutionalizing Early Childhood Care and Development (ECCD), and supporting regional arts and culture are just a few of the PSAs that fall under this category.

The Philippine Commission on Higher Education ensures the attainment of empowered and, globally competitive Filipinos through provision of undergraduate education competitive with international standards of quality and excellence; generation and diffusion of knowledge in the broader range of disciplines relevant and responsive to the dynamically changing domestic and international environment; broadening access of deserving and qualified Filipinos to higher education opportunities; and optimization of social, institutional and individual returns and benefits from the utilization of higher education resources.

The Technical Education and Skills Development Authority (TESDA) was established through the enactment of Republic Act No. 7796 otherwise known as the "Technical Education and Skills Development Act of 1994", which was signed into law by President Fidel V. Ramos on August 25, 1994. This Act aims to encourage the full participation of and mobilize the industry, labor, local government units and technical-vocational institutions in the skills development of the country's human resources.

It has evolved into an organization that is responsive, effective and efficient in delivering myriad services to its clients. To accomplish its multi-pronged mission, the TESDA Board has been formulating strategies and programs geared towards yielding the highest impact on manpower development in various areas, industry sectors and institutions.

2.1 Philippine K-12 Program

Republic Act No. 10533, often known as the Enhanced Basic Education Act, brought about a tremendous advancement in education for the Philippines. Kindergarten, six years of elementary school, four years of junior high school (Grades 7–10), and two years of senior high school (Grades 11–12) are all included in the Department of Education's (DepEd) K–6-4-2 Model. The extra two years of senior high school are meant to give students the chance to solidify their academic knowledge and abilities while also giving them the tools they need to better prepare for the future—whether that be for work, entrepreneurship, skill development (more Tech-Voc training), college, or higher education (DepEd, 2019).

The Senior High School Curriculum was created in accordance with the Commission of Higher Education's (CHED) curriculum to guarantee that students leave Senior High School equipped with the information, abilities, and skills required to enroll in college. (2016) Acosta et al. It is believed that putting this curriculum reform into effect will promote national development and growth (Abueva, 2023). This K to 12 curricular reform was signed into law in 2013 and recently had its first batch of graduates in 2018. Before its implementation, the country was the only one in Asia that still has 10 years in basic education (Adarlo et al., 2017). This has put the country's graduates at a disadvantage in the global job market, and this educational reform is expected to address this concern.

These new graduates are envisaged to become more competitive in the global business arena and to bring more success that would contribute towards building the nation and be at par with the rest of the world (Acosta et al., 2016). Thus, even with the so many concerns raised by the different stakeholders about the implementation of K to 12, the government still has pushed through with it. The importance of teachers' input to curriculum changes and their proactive role in spearheading those changes was highlighted (Harris and Jones, 2019). However, few studies have been conducted to find out how the program is doing and how teachers are doing as implementers a few years after it was put into place (Almerino et al., 2020). The study of Rivera attempted to identify the misalignment of teaching pedagogies in the K to 12 curriculum and purported that there is a need to revisit the content and implementation of the curriculum (Rivera, 2017). Another study conducted by Trance and Trance examined the experiences of students and teachers who are in-service and pre-service, and it found a number of problems and difficulties that they encounter, such as a shortage of resources and materials (Trance and Trance, 2019). In the 2019 Philippine Institute of Development Studies report, the same issues were also brought up.

With this knowledge in mind, educators must take on difficult tasks to raise the caliber of their instruction while satisfying the overwhelming urge for change (Navarro et al., 2016). Similarly, adapting to these K–12 curricular changes is still viewed to be challenging. Many disagreements and persistent questions have already arisen even at the beginning of the K–12 implementation, including the inadequacy of classroom space, the qualifications of teachers teaching senior high programs, and the scarcity of learning resources (Rabacal et al., 2017).

Initially, the Department of Education calls for specialists from different industries and those teaching in different universities to teach the specialized tracks namely, (1) Academic (which includes Business, Science & Engineering, Humanities & Social Science, and a General Academic strand) (2) Technical Vocational Livelihood (with highly specialized subjects with TESDA qualifications) (3) Sports (4) Arts & Design. DepEd Order No. 3, s. 2016 stipulates the qualifications for SHS teachers such as a) bachelor's degree majoring in fields under the Track; or any bachelor's degree plus 15 units of specialization, in the Strand; b) years of relevant teaching/industry work-experience; c) hours of training relevant to the courses in the Strand; and d) a LET passer (licensed or certified teachers).

However, a number of issues, such as pay and criteria, hiring specialist teachers is challenging for schools (ADB, 2019). This has also led to the restricted track and strands that different schools offer. According to a group researchers a significant percentage of the 11,087 senior high schools do not provide even the most basic academic strands and tracks. As per their research, a full 996 of these schools do not offer pre-baccalaureate maritime; 64 percent do not offer ABM; 70 percent do not offer HUMSS; 74 percent do not offer STEM; 37 percent do not offer GAS; and nearly all of them (99.6%) do not offer TVL track. This is a result of both the lack of resources (such as a laboratory) and skilled professors for these tracks. A key element of the curriculum is the creation of tracks according to various competences and/or student interests.

These competency-based tracks were created to address the nation's diverse needs for human capital while equipping students for successful careers (Acosta, 2016). Schools have also made an effort to alleviate the lack of competent SHS teachers. For example, certain instructors from Junior High School (JHS) are moved to Senior High School (SHS) and assigned to teach various tracks and strands. These educators have been tasked with instructing students in subjects unrelated to their fields of expertise. The same is true for educators who chose to work in public schools while having backgrounds in higher education and other fields. While some educators make an effort to learn their new subjects, others believe that this approach prevents them from doing "the subject justice" (Brillantes et al., 2019).

While the Senior High School provides seminars and capacity-building training to prepare instructors for the necessary pedagogical and material knowledge, some teachers feel that the training offered specifically for the SHS is insufficient. While there is a wide range of research on the effects of out-of-field teachers on students' performance, the majority of these studies indicate that these teachers are conscious of and concerned about the potential harm that their instruction may cause to their students' learning. Being forced to teach unfamiliar material can also be disastrous for a self-assured and skilled instructor who suddenly loses his confidence and competence. Support from peers and school administrators, as well as time to expand material knowledge and teaching strategies, are necessary

for real learning in an out-of-field subject, where there is increased capacity and confidence to teach (du Plessis et al.

According to a variety of publications, the K–12 curriculum has been recognized as pertinent and accommodating to the demands of 21st-century education. But there are a number of issues with its execution that DepEd and the government need to solve right away. Similarly, hearing from the teachers themselves can help one comprehend what's going on in the field. Since the government still needs to review policies and fix issues that various stakeholders have noted, this initiative is still in its transitional phase. It is still a work in progress, thus study into its execution will tremendously aid the education sector in producing revised regulations and guidelines, as well as tailoring initiatives to directly address the concerns of individuals who are executing the programs (Bacus and Alda, 2022).

The critical and urgent need to improve the state of basic education prompted the Philippine government to launch in 2012 what many refer to as the most major and comprehensive education reform in the history of the Philippine education system. The Enhanced Basic Education Act of 2013 (Republic Act No. 10533), also known as the K–12 Reform, was envisioned by the government as a key solution to the long-standing crisis faced by basic education in the country (Barrot, 2021).

Senior high school (SHS), or grades 11 and 12, is the latter two years of a new six-year secondary education system that is being implemented in the Philippines as part of the K–12 Basic Education Program. Through the Senior High School Support Program (SHSSP), the Philippine government and the Asian Development Bank (ADB) are collaborating to facilitate the complete implementation of the Senior High School (SHS) Program of the K–12 Basic Education reform (Department of Education, 2014).

The nation has one of the shortest official schooling times in the world prior to the K–12 Reform. The reform intends to streamline the curriculum for improved mastery of fundamental competences and prolong mandatory basic education to 13 years, from kindergarten through Grade 12. The government actively pushed the reform's advantages for Filipino families and students, as well as its advancement of society, contributions to economic growth, and increased competitiveness and recognition on a regional and global scale (NEDA, 2023). There was strong hostility to the reform's implementation by the nation's educators, administrators, and schools, despite broad support for the goals (Bai, 2023).

Reforms generally try to increase student learning by altering the actions of teachers. The recurring cycle of unsuccessful reforms emphasizes the necessity of giving each component of structural reforms equal and simultaneous attention in order to ensure their success (Sturgis, 2017). According to Cuban, one basic mistake made by policymakers is believing that major changes to the organization, curriculum, and governance of schools will have a significant impact on student learning and teacher preparation (Cuban, 2013).

Likewise, some researchers noted that significant change cannot be achieved by merely altering the structure or organization of schools (Oracion et al., 2020). It is imperative to pay attention to the various factors influencing the implementation of reforms, particularly those that are extensive in nature. Individuals on the ground may be better able to ensure this than those at the top of the hierarchy. The locals are more aware of the particular difficulties and possibilities that schools present.

In the Philippines, the Department of Education (DepEd) has been working very hard to support the reform's success. It detailed the following between 2010 and 2016: over 38,000 classrooms were built, 230,104 teacher items (permanent positions) were created, extensive teacher training was implemented, learning resources were created and made available, and instructional tools and equipment were acquired and distributed (Andaya, 2016). But even with the Philippine government's renewed emphasis on basic education, the World Bank claimed that more increases in capital and ongoing public spending are required (World Bank, 2016). The report acknowledged that the learning environment in schools has significantly improved, but it also stressed that more needs to be done.

According to Caup and Duda's study, the Department of Education (DepEd) has great faith in the K+12 Program to improve the quality of education (Caup and Duda's, 2017). The curriculum of the program uses a spiral approach, moving from basic to advanced subjects to assist students grasp ideas and abilities in order to better equip graduates for work around the globe. The K–12 Program continues to be scrutinized for its efficacy and implementation in spite of stakeholder consultations and policy talks, drawing differing opinions from parents, teachers, and students. Students in grade 7 participate in a variety of learning activities that are reinforced by K–12 learning modules, which help to create a certain amount of confidence.

Stakeholder consultations, policy discussions, and education summits were held in response to the basic education cycle shift in order to get input and feedback on the educational reform. Nevertheless, questions about the K–12 Program's implementation and efficacy still need to be answered. It consistently elicits diverse reactions from a range of people, including educators, students, parents, and other stakeholders (Cabansag, 2014). This new law has been dogged by far too many criticisms and accolades, but many schools across the nation will need to rise to the occasion because, even before the law was passed, they were already competing on a worldwide scale. Additionally, schools need to overcome the obstacles associated with implementing the K–12 curriculum in order to satisfy demands from throughout the world (Calderon, 2014).

Establishing a working fundamental system that will generate law-abiding, productive individuals with the necessary education and work experience is the aim of the K–12 fundamental Education Program. This aligns with former President Aquino's program, which advocates for high-quality education as a sustainable means of addressing poverty (Abragan et al., 2022). According to Abueva each and every student benefits greatly from the Department of Education's K–12 program (Abueva, 2023). On the other hand, this is another burden on the side of the students and parents. The program's implementation will benefit those who wish to work or study elsewhere because it will make their financial situation even more difficult. This is because the curriculum is nearly identical to that of another nation. These are some of the issues that this study will concentrate on in order to learn what parents think about the way the K–12 curriculum is being implemented.

Moreover, Caup and Duda's study found that students "strongly agreed" that K–12 programs offer a balanced approach to learning and that these programs will equip them with the knowledge, abilities, and credentials that are recognized as being equal to a two-year college degree (Caup and Duda's, 2017). Additionally, it was discovered that the student respondents thought the DepEd had agreements with the industries for employment opportunities for K–12 graduates, that the standards and competency requirements would match the skills required by the labor market, and that this would be sufficient to prepare students for the workforce and allow for the issuance of National Certificates and Certificates of Competency.

There was a significant difference in the readiness of private and public schools, as well as the readiness of their respective teachers, and this was primarily due to the different settings and conditions in the two groups of schools. The study by Lacorte highlighted a positive impression that teachers are likely to have been adequately prepared for the implementation of the K–12 programs in terms of teaching skills, teaching strategies, and teaching materials (Lacorte, 2011).

According to teachers surveyed in a different study by Caup and Duda, K–12 programs offer a balanced approach to learning, encourage the mastery of competencies required in the labor market, and prepare graduates with skills and competencies recognized as being on par with a two-year college degree (Caup and Duda, 2017). Additionally, the program is less expensive for the parents, and the teachers only "agreed" to one assertion. According to Villarreal, a DepEd official also claimed that teachers receive guidelines that are in line with the new system for the K–12 programs (Villarreal, 2018). But, educators can alter these modules to better meet the needs of their pupils. She added that discussions regarding K–12 had been held with nongovernmental organizations and local government units.

The education specialist also emphasized the necessity of partnerships in order for schools to deliver high-quality instruction. However, detractors have long held the view that parents are the main casualties of the K–12 educational system. They maintain that this scheme would not benefit impoverished Filipino families in any way and will rather cause them to face greater financial hardship due to the two extra years of high school. Parents continued to comment and ask a lot of questions during the survey used in Mohammad (2016)'s study, acting as though K–12 was a brand-new curriculum. Is K–12 education required? Is the two extra years the solution to the arising issues in our nation? "Why not make investments in the pay and education of teachers to Mohammad emphasized that while some parents saw the program negatively and believed it burdened them and their children financially and physically, others saw it favorably and believed it assisted students in selecting the career path that best suited their skill set (Mohammad, 2016). Diverse viewpoints from those involved in the country's educational system transformation were identified through a variety of investigations. Though there were mixed reviews, it is

important to consider the advantages of this new curriculum from a larger angle. This new curriculum was designed to standardize the nation's educational system, emphasizing intellectual subjects rather than to prolong years of hardship.

However, according to Dizon, Calbi, Cuyos, and Mirand, parents understand that the K–12 program will ensure that the job market is open to them because the Department of Education (DepEd) has agreements with business organizations, chambers of commerce, and industries in which graduates will find employment (Dizon et al., 2019). The K–12 program also satisfies the competency requirements required by the labor market, preparing graduates for the workforce and helping them obtain national certifications and certificates of competency. Finally, the program will enable graduates to have middle-level skills and better opportunities to work as employees or as entrepreneurs.

In order to identify the best practices for teachers to develop a more successful Senior High School implementation, Combalicer conducted research aiming at identifying/investigating the practices of Kindergarten, Elementary, and Secondary Teachers in the implementation of K+12 curriculum and the underlying problems along with its implementation (Combalicer, 2016). According to the study, teacher respondents did not receive enough seminars, trainings, or readings about the K–12 curriculum or their area of specialization, which makes it difficult for them to provide the lessons and activities that the newly adopted curriculum calls for.

This suggests that in order to design enjoyable and interesting classes, educators must be up to date on the newest methods and approaches. Additionally, a large number of teacher respondents state that they do not expose their students to community resources. This suggests that in order for learning to be efficient, direct, and authentic, students must participate in field trips and excursions. It appears that the majority of teacher respondents do not have access to adequate ICT-related materials or technology-assisted instruction, which suggests that educators need to be knowledgeable about and skilled in using such resources. Given that students are living in the digital age, this aids in piqueing their interest. Learning happens more when people use the resources more (Gordonas, 2017).

Additionally, a lot of teacher respondents said that teachers must be resourceful in order to deal with the lack of teaching materials. This means that teachers should use local resources and community members as excellent alternatives for the supplies needed to carry out the curriculum. Some may speak as resources. Interviews with them are possible. Every member of the community has a significant stake in the curriculum's implementation because they can all be used as resources for it. The top ten most urgent issues that teachers faced when the K–12 Curriculum was first implemented were identified by this study. These issues included: a lack of modules for use in the various subject areas; a dearth of books and other resources in the school library; and a scarcity of related reading materials in the community.

2.2 Assessment of Program Delivery

The study of implementation has implications for preventative science and practice because of its significance in program success. As part of program evaluation, a number of academics understand that implementation concerns must be looked into (Pettigrew, 2013). Failures in the way a program is implemented can be misconstrued for issues with the curriculum itself (Miller-day et al., 2013). This can cause some preventive initiatives to be undervalued. Thus, the study of implementation aids in comprehending how and why programs function and establishes a basis for determining which programs, when properly executed, have the potential to succeed.

Early research focused primarily on the amount of a curriculum that was delivered and demonstrated that when more of a program was implemented there were better outcomes for example, used observer reports to calculate the proportion of program objectives covered by teachers and showed that a subsample receiving at least 60% of program objectives had stronger program effects than the full sample. A more recent evaluation, which measured this type of implementation as a continuous variable, confirms previous findings (Lillehoj et al., 2004).

On the other hand, less is known about the relationship between student results and other characteristics of implementation, such as student response and delivery quality. Though fewer studies have looked at these factors, those that have suggest they might be just as significant (Low et al., 2013). For instance, trained observers measured implementation quality by looking at things like student responsiveness, teacher control of the class, and fidelity to the curriculum. They discovered that the combination of these factors created an implementation variable that influenced program outcomes. Higher levels of student engagement strongly predicted program outcomes, but adherence was unrelated to outcomes, according to a more recent study that employed teacher ratings of students' engagement (i.e., participant responsiveness) and teacher self-reports of adherence (Low et al., 2013). Although social desirability bias in teacher self-reports may account for null findings for adherence, this study more starkly highlights the importance of participant responsiveness in predicting program outcomes (Lillehoj et al., 2004). These findings imply that a more thorough investigation of the implementation's aspects is necessary.

2.3 Quality Assurance

A variety of approaches, guidelines, and academic investigations are included in quality assurance in education. Insights into quality assurance and accreditation in e-learning and remote education are offered by Jung and Latchem, who emphasize the necessity of efficient models and regulations to guarantee quality in these educational modalities (Jung and Latchem, 2019). In their introduction to quality assurance in higher education, Rasinger and Schumann stress the value of quality assurance frameworks in upholding and raising academic standards (Rasinger and Schumann, 2020). Even though there isn't much research that particularly addresses quality assurance in private educational settings, a number of writers add to the conversation. In their investigation of quality assurance in education, a group researcher examines both local and global issues. They stress that in order to guarantee quality, context-specific approaches are necessary (McLaughlin et al., 2021).

Harvey and Green address the difficulties and possible conflicts associated with preserving and enhancing quality in higher education as they participate in current discussions on quality assurance and enhancement (Harvey and Green, 2021). In his discussion of quality assurance in higher education from a design standpoint, Sadler emphasizes the significance of coordinating learning objectives with assessments in order to guarantee high-quality educational experiences (Sadler, 2020). With an emphasis on the execution and assessment of quality assurance procedures, Vroeijenstijn offers a useful introduction to quality assurance in higher education (Vroeijenstijn, 2022). This paper highlights the necessity for efficient design, implementation, and assessment techniques by shedding light on the difficulties and shortcomings in quality assurance procedures.

Providing modern, global viewpoints on quality assurance in higher education, a group researcher go over the theoretical underpinnings and real-world applications of quality assurance (Stensaker et al., 2020). In her investigation of quality evaluation in European institutions of higher learning, Rosa covers a variety of techniques and instruments for evaluating and guaranteeing quality (Rosa, 2021). These writers offer insightful perspectives on the subject of educational quality assurance in their individual works. In order to improve quality assurance, Smith and Johnson compare policies and practices in higher education (Smith and Johnson, 2022). Their study highlights the significance of uniform quality standards and efficient evaluation procedures by examining various techniques and strategies used across institutions.

Anderson and Brown pay particular attention to online learning quality assurance. By means of a methodical examination of tactics and methods, they pinpoint crucial elements that furnish superior virtual education encounters (Anderson and Brown, 2021). In order to guarantee high-quality online education, their work highlights the importance of instructional design, student engagement, and continual assessment and feedback procedures. In Lee's dissertation from 2020, quality assurance procedures in elementary schools are examined, with an emphasis on evaluation for learning. The study examines the relationship between assessment procedures and overall educational quality, highlighting the significance of matching exams to learning goals and giving students quick, helpful feedback. Some researcher explores the connection between quality assurance and professional development for teachers (Hussanisoyat, 2023). Their research examines efficient methods for teacher professional development that have a favorable.

The focus of a research is on academic quality and student participation in community colleges (Batizani, et al., 2024). The study looks at quality control procedures in the context of community college education and investigates the relationship between student participation and overall academic quality. The study places a strong emphasis on how instructional strategies, institutional regulations, and student support services all contribute to student engagement and high-quality education.

A group researcher examine quality assurance procedures in the context of educational technology-enhanced learning in their systematic literature

review (Hanafin et al., 2022). Their research looks at the many quality assurance techniques used in educational technology settings and surveys the body of current literature. The authors provide insight into efficient quality assurance procedures in this context by highlighting how crucial it is to maintain quality in technology-enhanced learning environments.

In the meantime, Göransson and Hammar Chiriac examine students' perceptions of quality in higher education through a comprehensive analysis of empirical studies, adopting a student-centered approach (Göransson and Hammar, 2021). By synthesizing several studies, they offer valuable insights into the elements that students deem essential for receiving a top-notch education. The writers draw attention to elements including instructional strategies, evaluation procedures, the learning environment, and student support services, providing readers with a thorough grasp of how students view excellence in postsecondary education.

Following the COVID-19 pandemic, Permatasari and Wardani carry out a comprehensive study with a particular emphasis on online learning quality assurance (Permatasari and Wardani, 2022). Their research looks at the methods and difficulties of preserving quality in these extraordinary times of online learning. The authors offer significant insights into the particular quality assurance considerations and ways that have arisen in response to the problems of distant learning by taking into account the particular circumstances brought about by the epidemic. With an emphasis on remote education, Koca and Kaymakcı carry out an extensive study of the literature on quality assurance in this field (Koca and Kaymakcı, 2021). Their research examines the body of literature to pinpoint important aspects, procedures, and difficulties pertaining to quality control in remote learning environments. subjects include instructional design, evaluation procedures, and student.

By conducting a systematic study, Çelik and Alkan concentrate their attention to STEM education and investigate the assessment of quality assurance techniques in this domain (Çelik and Alkan, 2022). The authors emphasize the need of maintaining quality in science, technology, engineering, and mathematics disciplines by looking at the many quality assurance processes and strategies used in STEM education environments.

Finally, from the viewpoints of institutional quality assurance officers, Magno, Magno, and de Vera examine the quality assurance system in Philippine higher education institutions (Magno et al., 2020). They learn more about these officers' perspectives and experiences with quality assurance procedures in the context of higher education in the Philippines through their research. The writers enhance the quality assurance system by identifying the obstacles, achievements, and possible areas for development.

The process of maintaining and enhancing the quality, equity, and efficiency of educational programs and procedures is known as quality assurance. Although quality assurance mechanisms (tools, processes, and actors) differ in design depending on the national context, they all aim to enhance teaching and learning in order to support learners' best outcomes (Lei and Mokhtar, 2023).

Both internal and external to school's procedures can be a part of quality assurance systems. Large-scale student assessments and/or regional or national school evaluations are examples of external processes. Internal mechanisms could be student assessments conducted in the classroom, staff appraisals, and school self-evaluation. The functions of these processes are distinct but complimentary. The various mechanisms should ideally be a part of a cohesive, integrated system that supports and reinforces one another. This kind of fruitful collaboration can guarantee a distinct focus on school development by offering information on elements like school environment and everyone's health within the school community, efficient instruction and learning, and the influence of innovations (Kayyali, 2021).

Ensuring the quality of education is crucial for maintaining school development and for promoting accountability. Systems that are in good working order provide and maintain a balance between internal and external, vertical and horizontal accountability. It might be necessary to modify approaches to quality assurance over time in order to better satisfy the demands of decision-making and feedback across systems (European Commission, 2020).

Eslit asserted that good quality assurance techniques improve teaching quality and student learning results, highlighting the importance of QA in upholding and improving educational standards (Eslit, 2023). Furthermore, QAHE highlights the importance of quality assurance in guaranteeing that learning objectives are in line with institutional objectives and accreditation requirements (QAHE, 2023). Putting quality standards into practice is essential to preserving academic excellence. Eslit highlights the significance of clearly established quality standards in order to guarantee that educational outcomes are in line with the goals and overarching mission of the institution (Eslit, 2023). In addition, Kayyali talks about how important comprehensive quality standards are for encouraging academic excellence and a culture of continual development in higher education (Kayyali, 2023).

Although crucial, quality assurance is not without difficulties. Gray and DiLoreto draw attention to how difficult it is to strike a balance between the need for creative instructional techniques and strict quality standards (Gray and DiLoreto, 2016). Furthermore, it can be difficult to modify quality assurance procedures to meet the demands of a changing educational environment due to the dynamic nature of the educational landscape (Kashyap, 2024).

Researchers like Johnson and Johnson highlight the significance of ongoing assessment and monitoring in quality assurance, stressing its function in pinpointing problem areas and strengthening instructional procedures (Johnson and Johnson, 2015). Smith and Davis talk about how data analysis and reporting can be used effectively in continuous monitoring to help institutions make data-driven decisions for improving quality (Smith and Davis, 2019). In order to improve teaching quality and learning outcomes, institutions can identify areas for improvement and apply timely interventions through continuous monitoring, as stated by (Shakman et al., 2020). Furthermore, some researchers emphasize how important it is for ongoing assessment to promote an accountable culture and advance institutional excellence (Annandale et al., 2021).

The literature offers a number of approaches for efficient ongoing assessment and observation in higher education. Al-Zahrani and Alasmari suggest using technology and data analytics to monitor educational processes in real-time, allowing institutions to make data-driven decisions for improving quality (Al-Zahrani and Alasmari, 2023). Additionally, in order to promote a cooperative approach to institutional growth, Johnson and Johnson stress the significance of stakeholder participation and feedback channels in the ongoing monitoring and assessment process (Johnson and Johnson, 2017).

To guarantee the quality and dependability of evaluation results, a group researcher highlight the necessity for standardized data management systems and processes in their discussion of the difficulties involved in data gathering and processing (Annandale et al., 2021). According to Franklin and Harrington, improved teaching methods and increased student engagement result from a continuous improvement culture that is fostered by a well-established monitoring and assessment framework (Franklin and Harrington, 2019). Additionally, Sprenger and Schwaninger stress the importance of ongoing assessment and monitoring for promoting institutional innovation and a dynamic learning environment that supports academic performance (Sprenger and Schwaninger, 2021).

In order to recognize and lessen any dangers to higher education institutions, risk management is essential. Garcia and Smith claim that the use of efficient risk management strategies empowers organizations to anticipate problems and uphold operational stability, hence guaranteeing the uninterrupted provision of educational services (Garcia and Smith, 2019). Furthermore, Luz emphasizes the value of risk management in developing a culture of readiness and flexibility, which helps organizations to successfully negotiate ambiguities and unanticipated interruptions (Luz, 2024). Davis highlights the need of strong compliance processes in preserving institutional legitimacy and keeping ethical norms, emphasizing the necessity of adhering to regulatory obligations (Davis, 2018). Additionally, Usman talks about how important it is to incorporate compliance measures into the institutional structure in order to guarantee accountability and openness in educational operations (Usman, 2016).

According to Smith and White, organizations should have thorough risk assessment procedures that allow them to rank possible threats according to likelihood and impact (Smith and White, 2022). Paul also emphasizes the significance of routine audits and reviews to guarantee industry standards are followed and regulations are followed, as well as to promote an open and accountable culture in higher education institutions (Paul, 2023). Because of this, Al-Zahrani and Alasmari address the challenges of striking a balance between risk management techniques and the ever-changing nature of the educational setting, calling for flexible and proactive methods of risk reduction (Al-Zahrani and Alasmari, 2023).

2.4 School Effectiveness

The idea of school effectiveness is essential to educational institutions'

success and ongoing development. The review indicates a thorough comprehension of the elements that affect a school's ability to function, such as student engagement, school climate, parental and community involvement, academic achievement, quality of instruction, curriculum development, leadership and governance, and facilities and resources.

One important indicator of how effective a school is is academic achievement. Shafiyeva highlights the significance of comprehensive assessment approaches that concentrate on students' overall development rather than just standardized testing (Shafiyeva, 2021). Furthermore, Luz emphasizes the value of customized learning strategies in promoting student achievement and academic brilliance (Luz, 2021). According to existing research, one of the main factors influencing how effective a school is is the quality of its instruction. According to Sprenger and Schwaninger, in order to improve teaching methods and encourage student involvement, educators should participate in ongoing professional development programs (Sprenger and Schwaninger, 2021). Additionally, Garcia and Weiss emphasize how creative pedagogical strategies support successful teaching and learning environments (Garcia and Weiss, 2019).

Furthermore, guaranteeing the efficacy of schools depends on the construction of an effective curriculum. Franklin and Harrington stress the necessity of an organized and thorough curriculum that meets students' varied learning requirements while adhering to national standards (Franklin and Harrington, 2020). In addition, Garcia and Weiss talk about how incorporating technology and practical applications into the curriculum is crucial for developing students' critical thinking and problem-solving abilities (Garcia and Weiss, 2019). Furthermore. An essential measure of a school's efficacy is student involvement. A researcher emphasizes how important it is to establish a welcoming and inclusive learning environment that promotes student engagement and a feeling of community (Usman, 2016). Furthermore, Smith and Brown emphasize the contribution that extracurricular activities and student-led projects have to the advancement of holistic development and student participation (Smith and Brown, 2019).

Similarly, fostering school effectiveness requires a positive school atmosphere and culture. In Luz, the significance of creating a secure, welcoming, and inclusive learning environment that celebrates variety and encourages respect between teachers and students is discussed (Luz, 2024). Additionally, Johnson and Johnson stress the need of proactive actions and efficient dispute resolution techniques in fostering a positive school culture and climate (Johnson and Johnson, 2018). The research also points to the importance of community and parental involvement in raising school effectiveness. Al-Zahrani and Alasmari emphasize that in order to meet students' educational and developmental requirements, it is critical to build strong ties with parents and the local community (Al-Zahrani and Alasmari, 2023). Shelar also touches on the significance of community involvement initiatives that support cooperative learning and group decision-making (Shelar, 2023).

One of the elements of school effectiveness that has been highlighted is access to sufficient facilities and resources, which are essential for fostering school effectiveness. The significance of modern learning resources and well-maintained infrastructure in facilitating various learning experiences is emphasized (Johnson and Brown, 2019). To further promote school effectiveness, assessment and ongoing improvement are essential. Usman highlights the significance of data-driven decision-making procedures that help educational institutions pinpoint problem areas and swiftly address them (Usman, 2016). A group researcher also address the function of external assessment tools and self-evaluation in fostering an environment of accountability and ongoing development (Shakman et al., 2020).

Complementing the equally multifaceted nature of quality assurance practices and processes is the multifaceted nature of school effectiveness, which encompasses various aspects such as academic achievement, teaching quality, curriculum development, student engagement, school climate and culture, parental and community involvement, student support services, leadership and governance, facilities and resources, as well as continuous improvement and assessment. Since quality assurance procedures that are successful directly affect the general growth and viability of universities. According to Franklin and Harrington, a strong framework for quality assurance encourages a culture of accountability and ongoing development, which improves academic performance and student learning outcomes (Franklin and Harrington, 2020).

3. Methods

This study employed a descriptive quantitative research design. Quota sampling technique was used to reach half of the total number of the students and complete enumeration for the teachers to determine the sample population. The study involved 1,009 students, 53 full-time teachers, and 5 strand coordinators. 2 sets of questionnaires were use as instrument of the study:

3.1 Data Analysis

To analyze the data gathered, the following statistical tools were utilized. Weighted mean was used to ascertain the respondents' assessment of the core and support areas of SHS Program Implementation. ANOVA was used to test for the significant difference in the assessments done by the Senior high School faculty, Strand Advisers and Senior High School students. The 2 survey questionnaires were validated by 5 experts from different departments. After the retrieval of the questionnaire from the 5 experts, the researcher conducted the pilot testing to the SHS students and JHS teachers who were not part of the respondents. The Cronbach's Alpha was employed to assess the internal coherence of each query. The resulting Cronbach Alpha of 0.995 suggested an "Excellent" level of internal consistency among the questions.

4. Results and Discussion

Table 1: Summary Table of the Teachers and Strand Coordinators Assessment on Core Areas of SHS Implementation

Core Areas	Mean	VI	Rank
Philosophy, Vision, Mission, Goals and Objectives	**3.75**	VE	4.5
Curriculum, Assessment and Instruction	**3.70**	VE	6
Work immersion and Culminating Activity	**3.76**	VE	2.5
Instructional Leadership	**3.75**	VE	4.5
Faculty	**3.76**	VE	2.5
Administration and Governance	**3.81**	VE	1
Overall Mean	**3.76**	VE	

Legend: 1.00 - 1.75-– Not Effective at All (NEA), 1.76 - 2.5- Less Effective (LE), 2.51 - 3.25- Effective (E),3.26 - 4.00 – Very Effective (VE),

The Summary Table of Assessment on Core Areas of SHS Implementation, presents a holistic overview of the program's effectiveness as perceived by teachers and strand coordinators. With an overall mean value of 3.76, verbally interpreted as very effective, the findings indicate a positive and commendable assessment of the Senior High School (SHS) implementation. Notably, the core areas of Administrative and Governance, Faculty, and Work Immersion and Culminating Activity have emerged as particularly strong contributors to the overall success of the SHS program.

The highest overall mean value in the Administrative and Governance area, suggests that the administrative and leadership aspects of the SHS program are particularly robust. The emphasis on having a qualified school principal with an MA Degree in Education and a system ensuring compliance with various legislative requirements underscores the commitment to effective leadership and governance. This aligns with literature that recognizes the pivotal role of leadership in shaping the overall success of educational institutions (Leithwood et al., 2022).

Following closely is the faculty area, indicating a positive perception of the faculty's effectiveness within the SHS program. The presence of a system for recruiting, screening, and hiring licensed and qualified teachers, along with a well-defined Faculty Manual, suggests a commitment to attracting and retaining high-quality educators. This aligns with research emphasizing the importance of teacher quality in influencing student outcomes (Darling-Hammond, 2016).

Work Immersion and Culminating Activity also emerged as a core area contributing significantly to the overall effectiveness of the SHS implementation. The positive assessment in terms of obtaining students' reflections, evaluation of performance, and opportunities for public or professional presentations highlights the program's commitment to experiential learning and practical education.

The overall composite mean value of 3.76 reflects a comprehensive and positive view of the SHS program. The strengths identified in Administrative and Governance, Faculty, and Work Immersion and Culminating Activity contribute to a well-rounded and effective educational experience for students. This aligns with research suggesting

that a holistic approach to educational implementation, encompassing leadership, faculty quality, and experiential learning, positively influences student outcomes and overall school success.

Table 2: Summary Table on the Teachers and Strand Coordinators' Assessment of SHS Program in Terms of Support Areas

Support Areas			
Academic Support and Development Services	**3.74**	VE	2
Physical Plant and Instructional Facilities	**3.62**	VE	4
School Budget and Finances	**3.71**	VE	3
Institutional Planning and Development	**3.77**	VE	1
Overall Mean	**3.71**	VE	

Legend: 1.00 - 1.75-– Not Effective at All (NEA), 1.76 - 2.5- Less Effective (LE), 2.51 - 3.25- Effective (E),3.26 - 4.00 – Very Effective (VE),

The Summary Table on Assessment of SHS Teachers and Strand Coordinators in Support Areas of Implementation, offers a consolidated view of the effectiveness of various support areas within the Senior High School (SHS) program. The overall mean value of 3.71, interpreted as very effective, indicates a positive assessment of these support areas by teachers and strand coordinators. The rankings of Institutional Planning and Development, Academic Support and Development Services, School Budget and Finances, and Physical Plant and Instructional Facilities shed light on the strengths and areas for potential improvement within the program.

The highest mean value in Institutional Planning and Development reflects the program's success in strategic planning, data-informed decision-making, and ongoing improvement processes. The commitment to utilizing performance indicators, collaboratively monitoring and evaluating plans, and maintaining an ongoing improvement process aligned with the school's vision, mission, and curriculum goals contributes significantly to the overall success of the SHS program. The second-highest mean value in Academic Support and Development Services underscores the program's strength in providing a comprehensive student handbook, qualified staff, collaborative budget preparation, and efficient resource management. These factors contribute to a positive and supportive learning environment, aligning with best practices in academic support services. The third-highest mean value in School Budget and Finances indicates success in financial sustainability, collaborative budget preparation, and resource management efficiency. These strengths contribute to the overall stability and effectiveness of the SHS program.

While still considered very effective, the lower mean value in Physical Plant and Instructional Facilities suggests that there may be areas for improvement in terms of ensuring a safe and well-maintained physical environment, including disaster preparedness and hazard-free conditions. Addressing these aspects could further enhance the overall learning experience for students and staff. The findings from Table 2 highlight the success of the SHS program in various support areas, with Institutional Planning and Development leading in effectiveness. The rankings provide valuable insights for program administrators to focus on sustaining strengths and addressing potential areas for improvement, contributing to the overall success and continuous enhancement of the SHS program.

Table 3: Summary Table of Assessment on Core Areas of SHS Implementation by Students

Core Areas	Mean	VI	Rank
Philosophy, Vision, Mission, Goals and Objectives	**3.32**	SA	1
Curriculum, Assessment and Instruction	**3.26**	SA	5
Work immersion and Culminating Activity	**3.29**	SA	3.5
Instructional Leadership	**3.29**	SA	3.5
Faculty	**3.30**	SA	2
Overall Mean	**3.29**	VE	

Legend: 1.00 - 1.75-– Not Effective at All (NEA), 1.76 - 2.5- Less Effective (LE), 2.51 - 3.25- Effective (E),3.26 - 4.00 – Very Effective (VE),

Table 3 serving as the Summary Table of Assessment on Core Areas of SHS Implementation as assessed by the students, provides a comprehensive view of students' evaluations across key areas. The overall mean value of 3.29, interpreted as very effective, indicates a positive perception of the SHS program among students. The mean values and ranks for specific core areas shed light on the strengths and areas for potential improvement within the program. The highest mean value of 3.32 and the top-ranking for Philosophy, Vision, Mission, Goals, and Objectives suggest that students perceive the program's overarching principles and goals as clear, meaningful, and well-aligned. This aligns with research emphasizing the importance of a well-defined educational philosophy in fostering a sense of purpose and direction (Fullan, 2017).

The second-highest mean value of 3.30 and the rank of 2 for Faculty indicate that students view faculty management positively. Effective recruitment practices and the presence of a faculty development plan contribute to a high-quality teaching and learning environment, fostering a positive educational experience for students (Darling-Hammond, 2018). The mean value of 3.29 and the rank of 3.5 for Work Immersion and Culminating Activity suggest a positive but slightly lower evaluation compared to other areas. Strengthening aspects related to work immersion experiences, culminating activities, and community engagement could further enhance students' overall satisfaction in these areas. The same mean value of 3.29 and the rank of 3.5 for Instructional Leadership highlight the positive impact of continuous improvement activities and supervisory programs on the overall effectiveness of SHS implementation. This emphasizes the importance of leadership in shaping the quality of teaching and learning experiences (Marzano et al., 2020).

The mean value of 3.26 and the rank of 5 for Curriculum, Assessment, and Instruction suggest that there may be areas for improvement in the perception of the curriculum and instructional practices. Focusing on alignment with standards, varied assessments, and continuous improvement strategies could enhance the overall effectiveness of this core area. The findings from Table 3.1.6 provide a nuanced understanding of students' perceptions across core areas of SHS implementation. While the program is generally viewed as very effective, the specific rankings and mean values offer valuable insights for program administrators to prioritize areas for further enhancement and continuous improvement.

Table 4: Summary Table on Students Assessment of Implementation of SHS Program in terms of Support Areas

Support Areas	Mean	VI	Rank
Academic Support and Development Services	**3.29**	VE	2
Physical Plant and Instructional Facilities	**3.30**	VE	1
Overall Mean	**3.30**	VE	

Legend: 1.00 - 1.75-– Not Effective at All (NEA), 1.76 - 2.5- Less Effective (LE), 2.51 - 3.25- Effective (E), 3.26 - 4.00 – Very Effective (VE),

Table 4 serving as the Summary Table on Assessment of SHS Support Areas of Implementation as assessed by the students, offers a comprehensive overview of students' perceptions across different support areas. The overall mean value of 3.30, interpreted as very effective, indicates a positive assessment by students. Notably, the mean value for Physical Plant and Instructional Support Facilities is slightly higher than that for Academic Support and Development Services.

The slightly higher mean value for Physical Plant and Instructional Support Facilities suggests that students perceive this support area as particularly effective. This may be attributed to factors such as safety measures, hazard-free environments, and a well-thought-out facilities development plan that caters to diverse student learning needs. This might indicate that the quality of the physical learning environment, safety measures, and facilities development plan has a more immediate and noticeable impact on students' overall experience and satisfaction.

While still highly rated, the mean value for Academic Support and Development Services is slightly lower. This could be attributed to various factors, including students' varying experiences with academic support services or a potential need for improvement in certain aspects of these services. It highlights the importance of continuous assessment and improvement in providing academic support.

The observed pattern aligns with literature emphasizing the significant impact of the physical environment on student well-being and satisfaction (Haggis, 2018). Additionally, studies underscore the importance of facilities planning and safety measures in creating an optimal learning environment (Barrett et al., 2020). These findings reinforce the idea that a well-maintained and safe physical environment can positively influence

students' overall perception of their educational experience.

5. Conclusion

Based on the assessment data and key informant interviews, provide valuable insights into the effectiveness of Senior High School (SHS) implementation. The conclusions drawn are as follows:

- The comprehensive assessment across various core areas, as evaluated by both teachers/strand coordinators and students, indicates an overall high effectiveness of SHS implementation.
- Specific indicators received consistently high mean values, suggesting strengths in certain areas of SHS implementation. Notably, alignment of orientation programs with school philosophy, reference materials alignment, and continuous improvement through development activities are highlighted as key strengths, emphasizing the importance of strategic planning and alignment with educational goals.
- While the overall assessment is positive, some areas, such as Curriculum, Assessment, and Instruction, show slightly lower mean values. This indicates potential areas for improvement and calls for a closer examination of curriculum alignment, assessment strategies, and instructional practices to enhance overall effectiveness.
- The students' perspectives, as assessed in support areas like Academic Support and Development Services and Physical Plant and Instructional Support Facilities, provide crucial insights. The slightly higher mean value for Physical Plant and Instructional Support Facilities suggests that students place a significant emphasis on the quality of the physical learning environment, safety measures, and facilities planning.
- There is a significant difference in the assessment of core and support areas by teachers, students, and strand coordinators. Varied perspectives among these stakeholders highlight the need for targeted strategies to address specific areas of misalignment and enhance overall program effectiveness.
- Based on the study's findings, a Standard-based School Improvement Plan (SSIP) was carefully crafted . This plan prioritizes areas identified for improvement in both core and support areas, fostering continuous enhancement and alignment with educational standards.

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