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# Senior High School Readiness among Secondary Schools of San Miguel District

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## ABSTRACT

*The study examined the level of Senior High School Readiness among Secondary Schools of San Miguel District. It covered the level of readiness as to training of teachers, teachers' qualification, facilities, stakeholders' support, SHS tracks, and preference of students. Both correlation and descriptive research design was applied. Data were treated through weighted mean to determine the level of readiness, and Pearson correlation to determine the significant relationship between the perceptions on extent of readiness on the implementation of the Senior High School. Support Budget for the needs of SHS implementations is least ready and evidently seen in the result of facilities being not ready, insufficient laboratories and classrooms though potential and buildable space is evident; Stakeholders have understood and accepted SHS as it describes moderately ready, somehow linkages to NGO, LGU must be intensified; and there is a significant relationship between the students' performance in the three (3) tracks and the senior high school implementation variables which depicted the over-all result as least ready. Thus, collaboration of government and non-government agencies is in need to address*

*the support for full implementation of senior high school that requires funds.*

**Keywords:** *Senior High School, readiness, students' performance, support budget*

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## INTRODUCTION

Secondary education is considered an investment that can yield rich productive dividends in the very near future, which has far reaching effects on national development. All over the world, only three countries remained with 10-year pre university schooling, Angola and Djivouti from Africa, and Philippines, the last in Asia (Rapler.com, 2013). Thus, this paper undertakes to examine the readiness of Senior High School among secondary schools of San Miguel District.

Several studies cited that implementation of Senior High School is deemed to be the answer of unemployment for it aims to produce quality graduates who will become holistically competent; George (2010), Aina (2009), Kyd (2014), Varela

(2011), and SEAMEO-INNOTECH (2010). One of the most important features of Technical Vocational Education Technology (TVET) is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills (George, 2010), an education for skill building and skill identity that becomes a means for livelihood (Aina, 2009) that offers them an opportunity to acquire important skills which fulfil essential demand gaps in the job market and bring talent into many niche areas of technical and vocational specialization (Kyd, 2014). Varela (2011) stressed out that K to 12 is not an additional two years of schooling but a reduction of two years in college as high school graduates will already be employable as if they are college graduates. Thus, Philippines should improve its educational goals to make them clearer and more focused on the acquisition and mastery of learning competencies and skills desired in the 21<sup>st</sup> century (SEAMEO-INNOTECH, 2010).

In the Philippines, the Department of Education is undertaking fundamental reforms to sustain better performance. The K to 12 Program is the latest effort of the government to elevate the educational system to the global 12-year standard. In San Miguel, Surigao del Sur, the vast agricultural land requires experts and competent agricultural technologists to produce more agricultural products which will result to increase family income and even facilitate on developing raw materials for additional income. The 66,419 hectares of the 18 barangays has made San Miguel Class A Municipality. However, in spite of farming as the source of income by most residents, the career perspective for their children is more on business, teaching, and working abroad. Most parents preferred in academic degree for their children rather than seeing the latter work in the farm.

Thus, because of the salient contributions of education to the career option of each individual, there is a need to examine closely the factors that will lead to the effective implementation of K to 12. This study encouraged to determine the readiness of the Secondary Schools in San Miguel Districts to offer Senior High School for S.Y. 2016 – 2017.

## **CONCEPTUAL AND THEORITICAL FRAMEWORK**

This study determines and evaluates the secondary school's readiness to implement senior high school as to budget, training of teachers, facilities, stakeholders' support and senior high school tracks. The indicators are placed in the first box. In spite of the realities of the lack of facilities, K to 12 is on its full implementation by the year 2016. This is in consonance with the 1987 Philippine Constitution that puts special premium on education and accords it with the highest budgetary priority. Article XIV, Section 1, in particular, explicitly provides:

**“The State shall protect and promote the right of all citizens to quality education at all levels”.**

As to whether the government will act into providing facilities for K to 12 implementations which is considered as one of the dire needs in school there is also a need to know how ready the teachers as to trainings on pedagogy are and even to different tracks of the senior high school program. Since it is a new curriculum, there is a need to measure also the degree of stakeholders' support, understanding and acceptance of the new curriculum as part of the program's success, the respondents'

perception on the extent of readiness on the implementation of the Senior High School and the level of performance in the three tracks. The interrelatedness of the two variables reflected in the two boxes results to the identification of the readiness of the secondary schools in San Miguel Districts for Senior High School in SY 2016–2017.

*This research is anchored on Obanya's (2004) Functional Curriculum Theory, as cited by Soneye & Agbonluare (2013), which aimed to contribute to the world pool of knowledge, ideal inventions, humans and financial capitals and become fully participating member of the global economy. It has also embraced a curriculum that is tripartite in nature and practical. As the global economy evolves, the competition of brightest minds is also intensifying. Thus, the government is committed to a new approach to support innovations that focus on different resources that lead to develop and productive individuals in the community. In line with this, Bonk (2009) stressed that the global community faces the daunting task of preparing the youth to fulfil the challenges of an ever-transforming world which the K to 12 Basic Education Program aims at preparing the students for higher education, preparing the students for the labor market, and complying with the global standards. It is added by Aquino (2013) that K to 12 program will pave the way for an ever brighter future for young Filipinos by equipping them with basic education tantamount to international standards. Its curriculum model uses pedagogical approaches that are constructivist, inquiry-based, reflective,*

*collaborative and integrative similar with John Dewey's Curriculum Theory which posits that curriculum should aim to produce students who would be able to deal effectively with the modern world. As Bruner's theory of constructivism was being emphasized as the pedagogical approach utilized in K to 12 curricula, his theory underscored that previous learning is the basis of subsequent learning. He noted that learning should be continuous, and subject matter is built on a foundation. This is also employed with creating 21<sup>st</sup> century skilled workforce that requires 21<sup>st</sup> century skills which include the ability to solve multifaceted problems by thinking creatively and generating original ideas from the multiple source of formation (Silva, 2008; Valiga & Phillips, no date).*

## **RESEARCH DESIGN AND METHODS**

The study used both correlation and descriptive research design to determine the significant relationship between the perception on extent of readiness on the implementation of the Senior High School implementation of the secondary schools of San Miguel Districts and the Grade 10 readiness. Participants of the research were the Grade 10 high school students, teachers and school heads, and parents/stakeholders among the secondary schools of San Miguel, Surigao del Sur. The study was participated by 397 Grade 10 students, 79 secondary teachers, 7 school heads, and 70 parents/stakeholders among Secondary Schools in San Miguel Districts.

## RESULTS AND DISCUSSION

**Table 1**  
**Secondary School Readiness as to Budget**

INDICATORS	Weighted Mean	Interpretation	Rank
Counterpart Of the Local Government Unit in the implementation of Senior High School.	2.17	LR	3
Level of construction of classroom & laboratory rooms.	2.21	LR	2
Transportation of the students during the conduct of outside activities or On-the-Job Training (OJT) and security during night shifts of study.	1.99	LR	5
In-service training on content & pedagogy of the teachers (old & new), school leadership, and hiring of new teachers.	2.1	LR	4
Career guidance and Counseling Advocacy (RA 9258, Sec. 27).	2.66	MoR	1
<b>AVERAGE WEIGHTED MEAN</b>	<b>2.23</b>	<b>Least Ready</b>	

Table 1 shows that as to Budget, San Miguel Districts are described Least Ready. Both the internal and external stakeholders clearly understood and observed in the locality that budget for the implementation of Senior High School is still insufficient. Among the five indicators on Budget, only career guidance and counselling is perceived to be moderately ready. This means that school's information drive on the enhanced basic curriculum is evident. Further, the counterpart of LGU for transportation during practicum expense and security

during nights shifts were least ready. It also implies that though DepEd got the highest percentage of Budget from the National Government, still insufficiency of funds is highly remarkable.

As to the survey of World Bank (1990) providing good Technical-Vocational Education (TVE) needs more money for practical workshop facilities which also demands industrial attachments for internship. As a developing country, achieving high budget for education is a real challenge for the Philippines.

**Table 2**  
**Secondary School Readiness as to Training of Teachers**

INDICATORS	Weighted Mean	Interpretation	Rank
Availability of Trained/skilled teachers.	1.71	NR	4
Availability of Certified Assessors.	1.75	NR	3
Teacher's readiness towards integration of ICT to instructions.	2.04	NR	2
Degree of Teachers' engagement in the implementation of Senior High School.	2.7	MoR	1
<b>AVERAGE WEIGHTED MEAN</b>	<b>2.05</b>	<b>Least Ready</b>	

It can be gleaned from Table 2 that as to training of teachers secondary schools are marked Least Ready obtaining a mean value of 2.05. However, school readiness as to availability of skilled/trained teachers especially in TVL Track was rated not ready.

Alam (2007) noted that investment in education and training produces benefit

both to the individual and to society as a whole. The return on investment for society will be a skilled workforce that will enable global competitiveness and economic growth, while the return of the individual will be a career path, increased earning and a better quality of life.

**Table 3**  
**Teachers' Qualification**

SPECIALIZATION	NC II
Animal Production	2
Crop Production	2
Carpentry	3
Cookery	3
Cosmetology	2
Dressmaking	3
Electrical Technology	1
Agricultural Technology	2
<b>TOTAL</b>	<b>18</b>

As reflected in Table 3, the availability of teachers with National Certificate Level II (NC 2) as required in Grades 9 and Grade 10, can also be utilized in the Senior High School to teach the Technical-Vocation Livelihood (TVL) Tracks. Only 18 out of 79 teachers or 22.78% have National Certificate Level II in their field of specialization. Putting high premium to building the capacities of Tech-Voc implementers (teachers, principals/administrators, supervisors and non-teaching personnel), the DepEd initially conducted for them several appropriate

trainings which required each of them to produce specific output that will be enforced upon return to his/her workplace (Rimando, 2012). Higgins (1996) pointed out that teachers must be trained or re-trained to understand the same pedagogy, and have the same understanding of the vocabulary underlying the pedagogy. Teachers need training in cooperative methods of instruction and learning. They need training in 'open classroom' techniques and classroom management in an integrated curricular.

**Table 4**  
**Readiness as to Facilities**

INDICATORS	Wt. Mean	Interpretation	Rank
Availability of standard laboratory/shop rooms (materials, tools, equipment).	1.94	LR	4



Availability of buildable space for instructional rooms and stock rooms.	3.03	MoR	1
Availability of potential new school sites/extension sites.	2.94	MoR	2
Degree of teachers to undergo TESDA Training outside the locality.	1.76	NR	5
Absorptive capability for increment of enrolment.	2.56	LR	3
<b>AVERAGE WEIGHTED MEAN</b>	<b>2.45</b>	<b>Least Ready</b>	

Table 4 shows that secondary schools in San Miguel Districts are Least Ready in the implementation of Senior High School as far as facilities is concerned. With the vast land area of San Miguel, it has available and buildable space for construction of classroom and laboratories. It implies that potential new school sites can possibly be built as it is described to

moderately ready. However, the degree of teachers to undergo TESDA training outside the locality rated not ready. The availability of TESDA training center also helps augment the interest of the learners for them to undergo hands-on activities related to their course. Yet, still in need teachers to engage TESDA training to give more inputs to the learner.

**Table 5**  
**Stakeholders Support**

INDICATORS	Wt. Mean	Interpre- tation	Rank
Level of understanding and acceptance of the parents/community in the implementation of Senior High School.	2.62	MoR	1
Number of consultative WORKSHOPS to validate, match and alignment of parents and students career choices with demands of the world work, business and industry.	2.13	LR	3
Availability of Industry partners/private sectors/civil society organization for on-the-job training.	1.89	LR	5
Degree of engagement of other government agencies.	2.17	LR	2
Degree of cross-referencing of open source data and local researches for Jobs-Fit.	2.02	LR	4
<b>AVERAGE WEIGHTED MEAN</b>	<b>2.17</b>	<b>Least Ready</b>	

Table 5 shows the readiness of the Stakeholders in the implementation of SHS in San Miguel. Parents' understanding and acceptance of the program get the favorable remarked – moderately ready.

It also implies that the program seeks to equip students with certifiable technical, vocational, and industrial and other relevant

skills to be productive citizen of the country. Improved high school (HS) students' performance in skills and academic competence, achievement tests, accreditation and equivalency for certification programs are necessary but with unavailability of the industry partners for practicum, lead the locality of being least

ready in the full implementation of the K to 12 program of the Government.

Generally, the extent of stakeholders' readiness to Senior High

School implementation is described to be least ready.

**Table 6**  
**Readiness as to SHS Tracks**

INDICATORS	Wt. Mean	Interpretation	Rank
Acquire mastery of basic competencies.	2.68	MoR	2
Be globally employable with potential for better beings.	2.49	LR	3
Be globally competitive.	2.44	LR	4
Facilitate mutual recognition of Filipino graduates and Professionals in other countries.	2.10	LR	5
Provide better quality education for all.	2.94	MoR	1
<b>AVERAGE WEIGHTED MEAN</b>	<b>2.53</b>	<b>Moderately Ready</b>	

Public Schools readiness as to Senior High School Track is presented in Table 6. It shows the level of understanding of the teachers and stakeholders on the three Senior High School Tracks contribution to the individuals' future. Data revealed a moderately ready result. The Enhanced Basic Education Act of 2013 uses Spiral Progression Approach which aims at the mastery of the basic to a more complicated

competency which also answers the acquisition of quality education in K to 12 Program. The above data also reveals that as to global competitiveness of the graduates was perceived Least Ready. The unavailability of standard laboratory and lack of support materials could be the reasons why respondents rated the global competitiveness as least ready considering what they have observed at present situation.

**Table 7**  
**Grade 10 Students MPS**

TRACKS	SUBJECT	MPS(%)	Description	Rank	TOTAL (%)	Rank	DESCRIPTION
ACADEMIC	ENGLISH	46.65	D	4	39.68	3	Least Ready
	MATHEMATICS	36.43	E	10			
	SCIENCE & TECHNOLOGY	35.97	E	11			
TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL)	AGRICULTURE	68.11	P	1	49.02	1	Moderately Ready
	AUTOMOTIVE SERVICES	46.54	D	5			
	DRESSMAKING	47.18	D	3			
	COMPUTER SERVICING	48.51	D	2			
	ELECTRICAL INSTALLATION	44.91	D	7			
	ELECTRONIC SERVICES	42.08	LR	8			
	NAIL CARE	45.79	D	6			

SPORTS AND ARTS	SPORTS & ARTS	41.73	E	9	41.73	2	Least Ready
Average		<b>45.80</b>	<b>Developing</b>		<b>43.48</b>	<b>Moderately Ready</b>	

Table 7 is the Mean Percentage Score (MPS) of the different tracks. It gives the picture of students' competencies in the different fields. Of all the fields, Agriculture reached nearest to the passing rate of 75% but still on a low percentage. It implies that interest of students and even their capacity of learning are more suited to what the locality demands – agriculture.

Using the percentage formula per item out of the 370 respondents, the average was calculated and came out with an MPS of 46.65%. The average MPS of the three subjects in Academic track was 39.68% and this shows that the mastery level of the Grade 10 students is least. Its mastery level is below median which also implies that it is emerging between learning and developing level of mastery. The 40% mastery level

does not suffice to the minimum passing rate of 75%. It is therefore described as least ready.

On the other hand, the Technical-Vocational-Livelihood Track MPS has an average of 49.02 and was described as Moderately Ready. Most of the students have correctly answered the questions in Agriculture that reaches the MPS of 68.11%. Their exposure to work on agriculture helped them answer the questions during the conduct of survey. The Average Weighted Mean of TVL is still considered as Moderately ready or at the developing level of mastery which implies that it did not also meet the minimum level of passing rate. Generally, Secondary School's Readiness as to Senior High School tracks is Least Ready with an average weighted mean of 43.48%.

**Table 9**  
**Pearson Correlation**

Source of Variance	Computed (r)	P - value	Decision	Conclusion
Variables Indicated in Sub-problem 1	0.619	0.001	Reject	Significant

The table above reveals that Grade 10 Students and the variables in implementing Senior High School as to budget, training of teachers, facilities, and stakeholders' support were moderately significant. This implies that the extent of readiness of the secondary schools in the implementation of Senior High School correlates to the readiness of the Grade 10 students based on the indicators identified in the study.

It is such a finding that calls the attention of the teachers, Grade 10 Students, and the stakeholders to take a look on this certain finding to be considered. School administrators and LGUs may also take this data as worthy information to plan an intervention program and remedies that will improve the Senior High School's Readiness among the Secondary Schools of San Miguel Districts, SY 2016 – 2017. Thus, the null hypothesis is rejected.



## CONCLUSIONS

Based on the findings, the following conclusions are drawn:

1. The insufficiency of funds for construction of laboratories and classrooms affects the implementation of Senior High School.
2. Teachers continue to re-training themselves by engaging to TESDA programs that will meet the required number of teachers to teach TVL.
3. Strengthening the career guidance and counseling program with the LGU participation will help stakeholders clearly understand their responsibilities towards the change of curriculum.
4. Giving enough time to their studies will help master the competency with various teaching strategies to make the lessons easy and interesting.
5. Having enough attention to their studies with teachers' guidance applying the pedagogical methods of teaching so that mastery level will be increased.

## RECOMMENDATIONS

The following are the recommendations of the study.

1. There must be linkage between DepED, GOs, NGOs, Alumni Organization, and Industry partners to conduct fund-raising for construction of additional classrooms.
2. Teachers must undergo intensive trainings related to the program in order to upgrade the teaching methods which can contribute to better student learning that in turn should translate into higher proficiency level.

3. Career guidance services should be instituted. Those services will serve as an important step toward improving the employability of the graduates because they enhance the links between the school and the industry.
4. Ample time must be given to students to practice what has been taught, with much use of prompt – feedbacks.
5. Students, teachers, and stakeholders should work together in order to meet the demand in global competitiveness.
6. Intensify linkages with the LGU and other industry partners on the provision of facilities, equipment, and machineries for effective implementation of the program.
7. Future researcher/-s is/are encourage to deepen this study to contribute new findings of this study.

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