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Senior High School Program: Implementation and Problems

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ABSTRACT

Senior high school, the apex of secondary education, consists of Grades 11 and 12. In this level, the learner goes through core subjects and a required specialization for the learner's career pathway chosen from among, entrepreneurship, technical-vocational, and, academics. This study aimed to determine the level of implementation and problems encountered of Senior High School Program of both public and private SHS in the Congressional District II in Bohol Division. The study adopted a descriptive – correlational design. A modified questionnaire was used for data collection. Mean scores and standard deviation were used to answer the research questions, while the extent of the implementation of the SHS Program and the problems encountered upon the implementation was treated through a weighted mean and descriptions. The test of relationship was treated through Pearson r correlation. The qualitative data was gathered through an interview and note taking. The responses were analyzed through themes and codes. The study found out that there is significant correlation on the SHS program implementation and problems encountered. That is, if the program is not well implemented, then serious problems are encountered. Based on the findings, it was recommended that hiring of teachers should be based on the needs of the school and that is in consonance also with the offered track/strand of the school, and Crafting of Faculty Development Program that would highlight new hired SHS teachers' trainings to improve teaching strategies.

Introduction

K to 12 curriculum is a learner centered curriculum which aims to create a functional basic education system that will produce productive and responsible citizens equipped with the essential competencies and skills for both life – long learning and employment.

Luistro (2015) says that the new curriculum is focused more on the learners and not on the teacher. It is a real learning experience for the students, more encouraging and more critical thinking instructions. Furthermore, it is important that the learners develop that natural love for learning and not feel that it is something imposed on them.

The new curriculum highlights the additional three years of the educational system in the country; this is the Kindergarten which is compulsory before proceeding to Grade one level and the additional two years dubbed as senior high school which is necessary before receiving a high school diploma.

Senior high school, the apex of secondary education, consists of Grades 11 and 12. In this level, the learner goes through core subjects and a required specialization for the learner's career pathway chosen from among, entrepreneurship, technical-

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vocational, and, academics. Specialization in academics includes course offerings in science, math, languages – foreign and Philippine languages, journalism, sports and the arts. The subjects in senior high school are mostly the general education subjects in the first two years of college brought down to the basic education level. The specialization courses equip the senior high school learner with knowledge and skills in the career path of his/her choice. Those who choose to go to college will take any specialization in academics. Those who opt to go for tech-voc specialization will pursue the TLE specialization which already started in Grade 9 level.

In view of these developments, it makes the researcher interested to focus on how was the implementation of Senior High School Program in the province of Bohol since the researcher is a public secondary teacher who is one of those greatly affected with this new curriculum system. It awakens her interest to study on the issues and concerns met by the teachers and administrators upon the implementation of SHS Program with the expectation that through this study it would help her part and the Department of Education on making steps in addressing some issues.

It aims also to identify the problems encountered in its full implementation of Senior High School this School Year 2017-2018. With the problems encountered assessed, the Department of Education may still have sufficient time to identify means of addressing such problems and put attention and focus on the areas where further interventions are necessary.

The study also aimed to determine on how far the school on its implementation of Senior High School and the problems met on the implementation on some identified areas such as; Faculty & Training, Curriculum & Instruction, Physical Plant & Learning Facilities, Student Services, Work Immersion Program, Parental Involvement as it was assessed by the senior high school administrators and teachers in both public and private school.

Literature Review

Taba (1962) believes that teachers are aware of the students' needs hence they should be the one to develop the curriculum. She introduced the Grass-root approach. The main idea of this approach is that the needs of the students are at the forefront to the curriculum. It advocated an inductive approach to curriculum development. In the inductive approach, curriculum workers start with the specific and build up to a general design as opposed to the more traditional deductive approach of starting with the general design and working down to the specific. This theory further introduces the principles that govern the vision of curriculum theory and curriculum development. First is the social processes, which explains that the socialization of human beings, are not linear, and they cannot be modelled through linear planning. In other words, learning and development of personality cannot be considered as one-way processes of establishing educational aims and deriving specific objectives from an ideal of education proclaimed or imagined by some authority. Social institutions, the second of the mentioned principles, which highlights that the school curricula and programs, are more likely to be effectively rearranged if, instead of the common way of administrative reorganization, from top to bottom, a well-founded and co-ordinate system of development from bottom to top can be used. The development of new curricula and programs is more effective if it is based on the principles of democratic guidance and on the well-founded distribution of work. The emphasis is on the partnership based on competence, and not on administration. The renovation of curricula and programs is not a short-term effort but a long process, lasting for years.

The principle of considering social processes as non-linear is the most important one, and it probably governs of all educational work. Applying the principle to curriculum design, this means that it is unreal and impossible to set up rigid general goals of education from which more specified objectives would be derived for a concrete plan. The general goals are also subject to modification in order to become adapted to the real circumstances, whereby they are dependent more or less on the content and character of the educational step planned.

The second principle of the efficiency of the bottom-up approach suggests the most convenient way to help individuals and human social organizations to accept and to adapt to new situations and ideas. The expected changes in the individual or social consciousness will take place only if individuals or groups, under pressure to introduce these changes, conserve or acquire the ability to learn. So, the changes and learning underlying it take place more easily, and meet less opposition if they are not imposed by the central institutions but are initiated in the periphery, and gradually spread all over the structure.

The third and fourth principles underline the necessity for the democratic guidance of curriculum development and the long-term nature of this process, and are essentially derived from the first two principles. These principles of Taba's theory would

support this study for it is about a change in curriculum and perhaps the curriculum developers of the Senior High School program in the Philippines should consider these principles as a guide to review if this program is really effective, if not, these cited principles would also be considered in developing interventions to any problem encountered on the implementation of this program.

Rogers (2014) Theory of Change, explains how activities are understood to produce a series of results that contribute to achieving the final intended impacts. It can be developed for any level of intervention, an event, a project, a programme, a policy, a strategy or an organization. A theory of change can be developed for an intervention where objectives and activities can be identified and tightly planned beforehand, or that changes may be adapted in response to emerging issues and to decisions made by partners and other stakeholders. A theory of change can be used for strategic planning or programme/policy planning to identify the current situation in terms of needs and opportunities, the intended situation and what needs to be done to move from one to the other. This can help to design more realistic goals, clarify accountabilities and establish a common understanding of the strategies to be used to achieve the goals. A theory of change should begin with a good situation analysis. This involves identifying: the problem that the intervention seeks to address; the causes and consequences of this problem; and the opportunities, for example, synergies with other initiatives, or existing resources that can be leveraged or strengthened. Even in situations where the theory of change is being developed or significantly revised well after implementation has commenced, it is important to review the situation that gave rise to the intervention to ensure that the intervention is attempting to solve the right problem.

The Theory of Change (ToC) provides the desired outcomes of the Senior High School Program, expected intermediate results for learners, proposed strategies and the range of options for implementation. It shows how change may occur in order to address problems, how interventions inter-relate and contribute to achievement of end of program outcomes, given certain assumptions. It builds on the problem analysis, the causal model and lessons learnt from past experience of DepEd and other development partners. It is based on a thorough and careful analysis of how change can occur in the Philippines context, considering political structures and processes, institutional culture and organizational capability, and evidence.

Another significant theory that support this research is Kolb's (1984) proposed Experiential Learning Theory (ELT) which provides a holistic model of the learning process and a multilinear model of adult development, both of which are consistent with what we know about how people learn, grow, and develop. The theory is called "Experiential Learning" to emphasize the central role that experience plays in the learning process. Experiential learning theory defines learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience.

The ELT model portrays two dialectically related modes of grasping experience; Concrete Experience (CE) and Abstract Conceptualization (AC) and two dialectically related modes of transforming experience; Reflective Observation (RO) and Active Experimentation (AE). According to the four-stage learning cycle, immediate or concrete experiences are the basis for observations and reflections. These reflections are assimilated and distilled into abstract concepts from which new implications for action can be drawn. These implications can be actively tested and serve as guides in creating new experiences.

This is in consonance with one of the distinctive features and guiding principles of K to 12 curriculum which is integrative and contextualized. For holistic learning, subjects are taught using the interdisciplinary and multidisciplinary approach. Learners do not learn isolated facts and theories divorced from their lives. Learning involves change in knowledge, skills, values and attitudes. Learning is organized around the four fundamental types of learning: learning to know, learning to do, learning to be, and learning to live together. The K to 12 curriculum emphasizes the significant role that co-curricular activities and community involvement play in the holistic development of the learner. They are genuine opportunities for contextualized learning. The co-curricular activities and community involvement programs enable learners to build on their classroom learning and apply the knowledge and skills learned (The K to 12 BASIC EDUCATION PROGRAM, 2012).

Acar (2017), found out on his study that mainly, there are areas that require immediate attention with poor evaluation by both students and teachers: Appropriate audio-visual rooms; laboratory intended for Science experiments; learning resource center/library; adequate drinking provision/washing facility; canteen space; ICT facility; computer facility for research; and

study areas for students. On brighter aspects of learning environment, students acknowledged that there is a strong effort of the teachers to deliver and provide interactive learning opportunities that is respectful and conducive to students.

Thus, making Acar (2017) into conclusion that the infrastructure has certain positive degree of association with the academic performance. By supplementing the lack of infrastructure, facility and learning environment, it would have higher significant impact on the performance of the students. Provision of learning facilities: learning resource center, library, laboratory, ICT room, computers, study area, adequate classroom space (student ratio) would surely render better effect to students' performance. These findings relate the study which focused on the implementation and problems of SHS program on different aspects specifically in terms of physical plant and facilities.

The quality of school facilities has a strong influence on students' learning. Besides regular use in organizing and managing school activities, records of school physical facilities and material resources such as furniture and equipment can provide data to derive many indicators for assessing the quality of education in school. Additional indicators of quality of education which are related to school environment and facilities may include student-classroom ratio, classroom area per student, playground area per student, student-toilet ratio and student-computer ratio. Besides teacher qualifications and school facilities, another important determinant of quality education is the teaching and learning materials. It is essential for quality materials to be made available to teachers and students in adequate quantities to support teaching-learning process (UNESCO Education for All, 2013).

This study is further supported with its legal basis which is the Republic Act No. 10533, an act enhancing the Philippine basic education system by strengthening its curriculum and increasing the number of years for basic education, appropriating funds therefor and for other purposes. Section 2 of the Act covers the Declaration of Policy which mandates that the State shall establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people, the country and society-at-large.

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

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

Section 4 covers the "Enhanced Basic Education Program" states that the enhanced basic education program encompasses at least one year of kindergarten education, six years of elementary education, and six years of secondary education, in that sequence. Secondary education includes four years of junior high school and two years of senior high school education.

Section 5 covers the Curriculum Development which states that the Department of Education shall formulate the design and details of the enhanced basic education curriculum. It shall work with the Commission on Higher Education (CHED) to craft harmonized basic and tertiary curricula for the global competitiveness of Filipino graduates. To ensure college readiness and to avoid remedial and duplication of basic education subjects, DepEd shall coordinate with CHED and the Technical Education and Skills Development Authority (TESDA).

DepED shall adhere to the following standards and principles in developing the enhanced basic education curriculum: (a) The curriculum shall be learner-centered, inclusive and developmentally appropriate; (b) The curriculum shall be relevant, responsive and research-based; (c) The curriculum shall be culture-sensitive; (d) The curriculum shall be contextualized and

global; (e) The curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative;
Section 7 of the Act covers the Teacher Education and Training which states that to ensure that the enhanced basic education program meets the demand for quality teachers and school leaders, DepEd and CHED, in collaboration with relevant partners in government, academe, industry, and nongovernmental organizations, shall conduct teacher education and training programs, as specified: (a) In-service Training on Content and Pedagogy. Current DepEd teachers shall be retrained to meet the content and performance standards of the new K to 12 curriculum. DepEd shall ensure that private education institutions shall be given the opportunity to avail of such training. (b) Training of New Teachers, the new graduates of the current Teacher Education curriculum shall undergo additional training, upon hiring, to upgrade their skills to the content standards of the new curriculum.

Furthermore, CHED, in coordination with DepEd and relevant stakeholders, is to ensure that the Teacher Education curriculum offered in these Teacher Education Institutes (TEIs) will meet necessary quality standards for new teachers. Duly recognized organizations acting as TEIs, in coordination with DepEd, the CHED, and other relevant stakeholders, shall ensure that the curriculum of these organizations meet the necessary quality standards for trained teachers. (c) Training of School Leadership, the Superintendents, principals, subject area coordinators and other instructional school leaders shall likewise undergo workshops and training to enhance their skills on their role as academic, administrative and community leaders.
Henceforth, such professional development programs as those stated above shall be initiated and conducted regularly throughout the school year to ensure constant upgrading of teacher skills.

Section 8 covers Hiring of Graduates of Science, Mathematics, Statistics, Engineering and Other Specialists in Subjects with a Shortage of Qualified Applicants, Technical-Vocational Courses and Higher Education Institution Faculty. Notwithstanding the provisions of Sections 26, 27 and 28 of Republic Act No. 7836, otherwise known as the "Philippine Teachers Professionalization Act of 1994", the Department of Education and private education institutions shall hire as may be relevant to the particular subject: (a) Graduates of science, mathematics, statistics, engineering, music and other degree courses with shortages in qualified Licensure Examination for Teachers (LET) applicants to teach in their specialized subjects in the elementary and secondary education, (b) Graduates of technical-vocational courses to teach in their specialized subjects in the secondary education provided that these graduates possess the necessary certification issued by the TESDA provided further that they undergo appropriate in-service training to be administered by DepEd or higher education institutions (HEIs) at the expense of the department.

Faculty of HEIs be allowed to teach in their general education or subject specialties in the secondary education provided that the faculty must be a holder of a relevant bachelor's degree, and must have satisfactorily served as a full-time HEI faculty; (d) The Department of Education and private education institutions may hire practitioners, with expertise in the specialized learning areas offered by the Basic Education Curriculum, to teach in the secondary level provided that they teach on part-time basis only. For this purpose, DepEd, in coordination with the appropriate government agencies, shall determine the necessary qualification standards in hiring these experts.

DepEd Educational Facilities Manual (2010) stressed out the importance of school facilities in teaching learning. The term "educational facilities" refers to all the physical properties of a school, consisting of the grounds, buildings, and the various facilities within the school grounds and inside the school buildings. Also known as the school plant or the physical facilities of a school; thus, the terms educational school facilities, school plant, and physical facilities may be used interchangeably. The different components that constitute educational facilities are categorized as follows: school sites, school buildings, school furniture and equipment.

Acosta and Acosta (2016) found out that the respondents' responses pertaining to senior high school readiness, 74.3% believed that they are ready for the implementation of K-12's senior high school program; 18.6% indicated that they are not ready; 2.8% expressed that they are uncertain and partially ready; and 4.3% did not give any comment. These results define the teachers' attitude as to their perception of readiness to the implementation of the senior high school program. These teachers believe that they are ready and prepared because they are equipped with the right qualifications and skills needed for the new program. They are positive that the new program will be successful and effective in achieving its goals.

Marston (2012) conducted a study about the perception of students and parents involved in primary to secondary school transition programs. Transition programs of different formats and complexities, based on both Australian and International research, have been introduced to some schools to facilitate transition. The aims of this research were to investigate and compare the perceptions of students, parents, teachers involved in several of these programs and to examine the extent to which transition programs can alleviate issues associated with transition between primary and secondary schools.

Marston (2012) found out on her study that students did not anticipate or experience great difficulty with the physical aspects of transition. The physical areas of concern mentioned prior to transition such finding rooms, moving rooms and reading a timetable were not mentioned in the after-transition surveys. This may, to some degree, be attributed to orientation sessions and the use of homerooms by all schools at some point in their program. Students and parents were reluctant to make many changes to the present traditional secondary structures. In this study many students, parents and teachers mentioned the benefits of homerooms (the safety and security, students not getting lost or being late and being able to display work), but many students expected to move around, were looking forward to this and saw the advantages of moving from class to class. This relates the study on how the old curriculum transcend to new SHS program as part of the K-12 curriculum.

Parica (2012) concluded in her study that K-12 program will be a burden on the part of the parents and students, not just for emotional, physical reason but also in financial aspect because this program will prolong the years of stay in school of students. She also stressed out that the main goal of the program is to equip the graduates with knowledge and skills that will arm Filipino students, to be at a solid ground where if not for excellence with foreign countries but at least quality workers, and that they will not become the liabilities of the country but instead they will be a valuable citizen of this country. Her study determined the parents' evaluation on the disadvantages of the K-12 program which were the problems on the shortage of classrooms, teachers and non-teaching personnel.

Sarmiento and Orale (2014) concluded and recommended on their study that the K-12 program is a more potent educational model compared to the old curriculum of basic education in the Philippines. Students can prepare themselves for a more rigorous training in the higher education or go immediately to employment or be an entrepreneur. Being new in the Philippines, it is marred with issues such as lacking qualified teachers and the much-needed facilities for use in the highly specialized courses, specifically at the SHS level. There were, however, interventions made and are expected to be in placed very soon. The K-12 program, especially the SHS is patterned to the old US basic education set-up and to the Singapore system where there are tracks and strands. About 6 in every ten preferred the academic track, about 4 in every 10 chose tech-voc and very few went to Sports, Arts and Design track.

Methodology

This study is descriptive in nature using survey approach as its research strategy for data gathering. It is descriptive because it aims to examine a situation by describing important factors associated with a certain situation, such as the level of implementation and the problems met upon the implementation of SHS program on the following areas; Faculty & Training, Curriculum & Instruction, Physical Plant & Learning Facilities, Student Services, Work Immersion Program and Parental Involvement. It describes what actually exists, determine the frequency with which it occurs, categorizes the information and provides a numeric description of trends. The modified questionnaire was distributed to all Senior High School administrators and teachers of both public and private schools in Congressional District II of Bohol province. Informal interview was also used in this study to gather further information.

The study was conducted in all and secondary public and private schools that offered SHS on Grades 11 and 12 in Congressional II District. This includes the towns of Buenavista, Getafe, Talibon, Danao, Dagohoy, San Miguel, Trinidad, CPG, Ubay, Bien Unido, Sagbayan, Clarin, Inabanga and San Isidro. The district consists of 15 private and 49 public schools a total of 64 schools which offer a Senior High School program. Some of these 64 schools are in islands but mostly are just in the mainland.

The respondents of the study were the complete enumeration of Congressional District II public and private secondary high school administrators and teachers in each of the school respondents. The researcher took the 100 percent of the total number of the population of Senior High School teachers and administrators of the school respondents both private and public schools.

A researcher's modified questionnaire was used to gather the needed data. This gathered the data on: profile of administrators and SHS teachers; assessed the level of implementation on: Faculty & Training, Curriculum & Instruction, Physical Plant & Learning Facilities, Student Services, Work Immersion Program, Parental Involvement and it also identifies problems encountered in the implementation of the above mentioned variables, compute for the significant correlation between the implementation of SHS and problems encountered upon the implementation. It also gathered a qualitative data through a documentary analysis on some aspects that require elucidation and clarification. The questionnaire was formulated based on the researcher's readings, previous studies, professional literature, published and unpublished theses. The requirements in the designing of good data collection were considered. In this way, the instrument obtained valid responses from the respondents.

All data pertinent to the topics of this study was distributed and gathered personally by the researcher, which all started by making a request letter endorsed by the Dean of Graduate Studies in Education at Holy Name University to conduct the said research in the schools identified. Upon approval of the request by the Schools Division Superintendent, the researcher started the survey questionnaire distribution which took her for three weeks. Most of the administrators allowed her to conduct the study immediately and submit themselves and their teachers to answer the survey questionnaire and be interviewed by the researcher to get the qualitative data for the documentary analysis, but some of the administrators instructed the researcher to leave her survey questionnaire to be answered by their teachers for they have some important concerns. Thus, leaving the survey questionnaire to the administrators' offices.

In administering the questionnaire, the researcher used the allotted study period to avoid interruption of class discussions and for the convenience of the respondents. After the data gathering, the researcher tallied the response and applied the statistical treatment to analyze the data.

Results and Discussion

The following are findings of the study:

Demographic Profile of the respondents in terms of:

1.1 Educational Attainment

1.1 a. Most of the administrator respondents both from public and private schools have units in Master's Degree.

1.2 b. Most of the teacher respondents from public schools have units in Master's Degree while private school teacher respondents are Bachelor's Degree holder.

1.2 Years in Service

1.2 a. Mostly of the teacher respondents both from public and private belong to bracket below 1 – 5 years in service as teacher.

1.2 b. Majority of the public administrators belong to bracket 6 – 10 years in the service while private school administrators belong to bracket below 1 – 5 years in the service as school managers. In terms of substantial experience, it is in advantage for the public administrators compared with the private.

Level of Implementation of SHS Program in the aspects of:

a. Faculty and Training. The SHS program in the area of faculty and training is fully implemented in both two groups of respondents; public and private, administrators and teachers.

b. Curriculum and Instruction. Both groups of respondents assessed that in this area of curriculum and instruction of the SHS program is fully implemented.

c. Physical Plant & Facilities. As assessed by both groups of respondents this area on physical plant and facilities of SHS program is partially implemented.

d. Student Services. In the area of student services of SHS program, both groups of respondents assessed the level of implementation as partially implemented.

e. Work Immersion. This area of work immersion of the SHS program is fully implemented as assessed by the two groups of respondents.

f. Parental Involvement. Generally, as assessed by the two groups of respondents, the parental involvement of SHS program is fully implemented by both public and private respondents. However, it is worthy to note also that the two respondents differed in their assessment in indicator number 5 which is the involvement of parents on Brigada Eskwela, in which public schools assessed it as fully implemented while private schools assessed it as partially implemented.

Extent of Problems on the Implementation SHS Program

a. Faculty and Training. The respondents agree in their assessment in this area by giving a somewhat problem description.

b. Curriculum & Instruction. In this area the two groups of respondents assessed the problems encountered as not a problem.

c. Physical Plant & Facilities. As assessed by two groups of respondents this area on physical plant and facilities of SHS program is perceived as somewhat a problem for public and private schools.

d. Student Services. As assessed by the two groups of respondents, the student services area of SHS program is also considered as “somewhat a problem" to public and private schools and administrators and teachers.

e. Work Immersion. In the area of work immersion of the SHS program, both groups of respondents assessed this aspect as not a problem to public and private schools and administrators and teachers.

f. Parental Involvement. Generally, the SHS program as to parental involvement is not a problem in both public and private schools as assessed by both administrators and teachers. However, it is worthy to note the two respondents differed on their assessment in indicator 5 of this aspect, which is the engagement of parents on Brigada Eskwela, where private schools saw it as somewhat a problem since private schools do not have this program. While the public schools considered it as not a problem since this program on Brigada Eskwela has been implemented for quite some time already.

There is no significant difference in the assessment on the level of implementation of Senior High School Program specifically as to the six areas such as; faculty and training, curriculum and instruction, physical plant and facilities, student services, work immersion and parental involvement. The public and private schools come into an agreement when they assessed on the level of Implementation of Senior High Schools Program.

There is no difference in the assessment on the level of implementation as assessed by the teachers and administrators. Both of the two groups of the respondents come into an agreement in assessing the level of implementation of Senior High School Program.

There is no difference in the assessment on the extent of problems of Senior High School Program in public and private schools. The two groups of the respondents are undivided in assessing the extent of the problems of Senior High School Program.

There is no significant difference in the assessment of extent of problems in the implementation of the SHS program as perceived by both administrators and teachers. It further clarifies that these respondents are undivided in assessing the problems met by Senior High School Program Implementation.

There is significant correlation on the SHS program implementation and problems encountered. That is, if the program is not well implemented, then most likely serious problems are encountered.

Acar (2017) found out on his study that The SHS teachers of STEC have the educational requirement and competence to teach in Senior High School. They also have adequate relevant trainings to teach in the SHS. Most of these trainings are acquired from the previous work experience as University instructors. Some teachers have teaching experience in Junior High School, in Higher Education Institutions (University) and Industry experience.

Mainly, there are areas that require immediate attention with poor evaluation by both students and teachers: Appropriate audio-visual rooms; laboratory intended for Science experiments; learning resource center/library; adequate drinking provision/washing facility; canteen space; ICT facility; computer facility for research; and study areas for students. On brighter aspects of learning environment, students acknowledged that there is a strong effort of the teachers to deliver and provide interactive learning opportunities that is respectful and conducive to students.

The implementation of the Senior High School creates a great change in the educational system, requires a great challenge yet very purposive aims and goals which are purely for the development of the learners. With this implementation, problems will be identified and with this study, awareness on the problems existing may be the bases for recommendations and suggestions for the betterment of the SHS program in District II of Bohol province both public and private schools.

Conclusion

As to implementation of the SHS program, it is fully implemented in both private and public schools, belonging to ESA II District of Bohol Division as assessed by two groups of respondents – the administrators and teachers. However, two aspects of the SHS program such as physical plant and facilities and student services found to have some weak points in the assessment.

As to problems in the implementation the SHS program, there is "no problem" found or encountered in both public and private schools. In general, there is an inverse correlation between level of implementation and problems encountered. The SHS program assessed as fully implemented, thus less problems encountered. Anchored on the aforementioned findings and conclusions, the following recommendations are offered:

1. Hiring of teachers should be based on the needs of the school and that is in consonance also with the offered track/strand of the school.
2. Giving of academic loads should be based on teachers' qualification and specialization.
3. Enrichment of instructional materials especially library and computer laboratories as well as provisions of TVL shops.
4. Crafting of Faculty Development Program that would highlight new hired SHS teachers' trainings to improve teaching strategies.
5. Conduct career interest inventory to Grade 10 (incoming SHS students) students and communicate them and their parents.

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