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IMPLEMENTATION OF SENIOR HIGH SCHOOL PROGRAM ACADEMIC TRACK IN RELATION TO ADMINISTRATIVE AND TEACHING PRACTICES OF SCHOOLS DIVISION OF VALENZUELA: BASIS FOR PEDAGOGICAL ENHANCEMENT PROGRAM

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Abstract

Over the past several years researchers have been developing and refining curriculum development in which these may vary from time to time that serves as the framework and backbone of the educational system. The progress in curriculum has been developed effectively for academic interventions. Educators are responsible for the harmonious development of the students, imparting to them the necessary knowledge and skills as well as building their character and personality so that they become learned, responsible and disciplined citizens.

The study used descriptive design with quantitative approach. The population consisted of twenty (20) school heads and one hundred (162) teachers in senior high schools in the Department of Education, Schools Division of Valenzuela, Valenzuela City. A validated researcher-made survey questionnaire was used to determine the level of administrative and teaching practices. The results were tallied and interpreted using correlation and one way of Analysis of Variance (ANOVA) to test the significant relationship and difference of the result at 0.05 level of significance. The results were remarkably significant, thus, the significant relationship between the level of implementation of the senior high school program academic track and the level of administrative practices has a very high relationship, and with regard to teaching practices has a high relationship.

The program is called ADAPPT: Adept Development Appropriate Pedagogical Practices for Teachers. This program aims to improve the instructional performance of teachers, to promote personal and professional growth opportunities for school leaders and teachers to be more successful in their career.

The researcher thus proposed to conduct future studies that would help school administrators and teachers understand the implementation of the senior high school curriculum in various academic key areas. Also, it would develop and establish administrative and teaching practices that promote professional confidence, to facilitate senior high school program that is characterized as globally competent and competitive.

Keywords: Administrative Practices, Teaching Practices.

Introduction

The Philippines is one of last countries in Asia having a 10-year basic education and pre-university program. The 12 years or more is in accordance with international practice as stipulated in the Washington Accord, Bologna Process as well as in the ASEAN and APEC Mutual Recognition Projects and much more. The much-needed overhaul of the Philippine basic education system becomes a reality through Republic Act 10533, also known as the Enhanced Basic Education Act which is promulgated last May 2013 making the pre-university and basic education from 10 to 13 years (Congress of the Philippines, 2011).

The SHS program is relatively new in the Philippines, with the first year enrollees (grade 11) that started June 2016. 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 to be an entrepreneur.

Today, one of the most important requirements for college admissions is completing senior high school. So planning on studying a four- or five-year degree program at the college of your dreams, finishing

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senior high school is a must. In addition, finishing senior high school also allows students to study general education subjects that would not have otherwise studied until their first or second year in college.

Over these years, the needs of assessment with regard to the curriculum and its program should be considered important specifically because through evaluating or assessing the curriculum/program will deem to either a favorable outcome or something that needs to be improved so that the implementation of such curriculum/program will not be compromised. Moreover, the administrative and teaching practices are very relevant to provide meaningful outcomes, contrastingly, these outcomes do not materialize in terms of meeting the learning competencies.

The number of challenges faced by the senior high school curriculum during the years of its structural development and with its full term, can be considered an item to manifest a struggle to effectively implement the curriculum. Some of essential resources and workforce in executing the curriculum were still in the process. (Cogal, et. Al, 2019).

This is the compelling reason that the Department of Education should consider, with this, DepEd Order No. 51, s. 2015 states that "SHSs to be established are in accordance with Department of Education quality standards to enhance the delivery of basic education." and in consonance with the DepEd Order No. 31, s. 2012 states that "enjoined all public and private schools to find creative and innovative ways to implement the K to 12 Basic Education Program. As a result, several private and public schools are heeded with the challenge by coming up with varied ways of implementing the Enhanced Basic Education Program. It is in this premise that this study aims to determine the levels of the implementation of senior high school program in relation to administrative and teaching practices.

Theoretical Framework

This study is grounded in Program Theory Wiess, (1972) as cited by Sethako (2013) which is defined as how and why a program is expected to work. Program Theory aims at describing or explaining facts or relationship. According to Sharpe (2011) this is the first stage for developmental conceptual foundation. This is also necessary why one program is succeeding or failing, and where program improvement should be focused.

Conceptual Framework

The study shows the levels of implementation in senior high school academic track in relation to the administrative practices and teaching practices in senior high school program and with the basis of demographic profile of the respondents. The administrative practices are composed of two parts that measures the level of implementations in terms of pedagogy and assessment of learning. In Addition, the level of teaching practices is also measured in terms of teacher clarity, classroom discussion, assessments, and feedback. The level of implementation of the senior high school program is measured in terms of administration, instruction, curriculum, facilities, and services. In the process boxes involved, data gathering through the use of questionnaire to determine if there is a significant relationship between administrative practices as well as teaching practices to the level of the implementation of senior high school program. Likewise, the study used the following statistical tools such as frequency count, percentage, weighted mean, analysis variance, and Pearson – r moment correlation to interpret and analysis of the data collected. After the process will take place, for the output, the study will give recommendations and suggestions to developing basis for pedagogical enhancement program.

Statement of the Problem

This study aimed to obtain the relationship between administrative and teaching practices to senior high school program academic track which will become basis for pedagogical enhancement program.

To shed light on this study, the researcher sought answers to the following specific questions:

1. What is the demographic profile of the respondents in terms of:
    a) age;
    b) sex;
    c) highest educational attainment; and
    d) position?

2. What is the level of implementation of the SHS academic track program in terms of:
    a) administration;
    b) instruction;
    c) curriculum;
    d) facilities; and
    e) services?

3. What is the level of administrative practices of the respondents in terms of:
    a) pedagogy; and
    b) assessment of learning?

4. What is the level of teaching practices of the respondents in terms of:
    a) teacher clarity;
    b) classroom discussion;
    c) assessments; and

d) feedbacks?

5. Is there a significant relationship between the level of implementation of SHS Academic Track program and the administrative practices of the respondents?

6. Is there a significant relationship between the levels of implementation of the SHS Academic Track program and the teaching practices of the respondents?

7. What development program can be introduced to up skill school heads' and teacher level of practices?

Scope and Delimitation

This study is limited its coverage to Senior High School program in division of Valenzuela, Valenzuela City with the total number of twenty (20) senior high schools that focused on the assessment of implementation of different senior high school academic track in relation to administrative and teaching practices of Schools Division of Valenzuela.

Methodology

Research Design

In this study, the descriptive correlational research design was used in analyzing the relationship of the assessment on the administrative and teaching practices on implementation of the different senior high school academic track.

Participants/Respondents of the Study

The respondents of the study were composed of school administrators and senior high school teachers. The total sample for both respondents were utilized in this research. It was composed of three hundred twenty (320) senior high school teachers who are teaching in twenty (20) different senior high schools across the City of Valenzuela and twenty (20) school heads with senior high school in the division of Valenzuela. The table shows the number of respondents in each of the senior high schools represented in this study.

Instrument/s of the Study

The major instrument that the researcher used in gathering the data is a researcher- made questionnaire, which was designed and formulated based on the readings made by the researcher in order to answer the statement of the problem.

Data Collection and Analysis

The researchers utilized used a digital copy of questionnaires to the target respondents.

Descriptive analysis was performed to calculate means and percentages, providing a comprehensive overview of the collected data.

Additionally, inferential analysis was conducted using Pearson Product Moment Correlation. Pearson-r was deemed appropriate due to its ability to assess the relationship between two groups.

Ethical Considerations

The respondents were assured of confidentiality and anonymity, and they were informed about their right to withdraw from the study at any point without facing any consequences.

Results and Discussion

This shows the summary of the result after conducting the study. It exhibits the summary on the level of implementation of the senior high school program academic track as assessed by the respondents. Assessment conducted by teacher-respondents, indictor 2.3, "Curriculum", ranked 1, with average weighted mean of 3.59, standard deviation of 0.54, and with verbal interpretation "Fully Implemented". While, administrator-respondents, Services, ranked 1, with average weighted mean of 3.78, standard deviation of 0.45, and with verbal interpretation "Fully Implemented". Overall, the indicators for both teacher-respondents and administrator-respondents has a verbal interpretation of "Fully Implemented" with a "Mean Difference" of 0.16. It shows that in teacher-respondents the implementation with regard to curriculum is the top priority among teachers because with this, the researcher believes that the curriculum serves as the framework and backbone of the program. Moreover, in administrator-respondents services are much important, specifically because school heads are the one to help teachers and the school what kind of programs does the school will offer among students and the need to provide it. Furthermore, it can be observed authentically. Gultom (2021), clearly stated that leadership plays a role in enhancing the quality of life. In the field of education, studies continue to show that leadership is closely related to the quality of things being cared for. He found out that leadership styles have a favorable or negative impact on school operations, including affecting school discipline, learning culture, and student conduct. The challenge for school administrators is to create a targeted educational development, planning, and long-term quality improvement education program.

This shows the summary on the level of administrative practices as assessed by the respondents. Assessment conducted by teacher-respondents and administrator-respondents,

indicator 3.1, "Pedagogy", ranked 1, got an average weighted mean of 3.61 and 3.79 respectively, standard deviation of 0.59 and 0.42 respectively, and with verbal interpretation "Highly Practiced". While indicator 3.2, "Assessment of Learning", ranked 2, for both teacher and administrator respondents, got an average weighted mean of 3.56 and 3.77 respectively, standard deviation of 0.60 and 0.46, and with a verbal interpretation of "Highly Practiced". Overall, the indicators for both teacher-respondents and administrator-respondents have a verbal interpretation of "Highly Practiced" with a "Mean Difference" of 0.04. It shows that both teachers and administrators are doing the same with regard to level of practices. That in education, the most important method of how teachers teach, in theory and in practice, with this, teachers have the advantage of utilizing traditional learning practices while incorporating new educational technologies to create a diverse, dynamic, and differentiated classroom. Administrators should make it clear that they are available to provide support and to help teachers achieve the goals which is in consonance with national standard set by the department of education. Planning and implementation of any assessment process should take place in an atmosphere of trust and within a culture that encourages the use of evidence for decision making. Such an environment, according to Wao, (2020), embodies the following characteristics: Key institutional leaders must demonstrate that they genuinely care about student-learning issues. Leaders must create a culture of trust and integrity through consistent actions that demonstrate a commitment to ethical and evidence-based decision making.

This shows the summary on the level of teaching practices as assessed by the respondents in terms of assessments. Assessment conducted by both teacher-respondents and administrator-respondents, indicator 4.2, "Classroom Discussion", ranked 1, got a mean score of 3.76 and 3.88 respectively, standard deviation of 0.44 and 0.33, and a verbal interpretation of "Highly Practiced". The implications of the indicators for both teacher-respondents and administrator-respondents have a verbal interpretation of "Highly Practiced" with a "Mean Difference" of 0.13. This reveals that both respondents have the same results. Articulating the level of teaching practices, classroom discussion shows as the best result among other indicators. In this regard, both teachers and administrators are all aware, that with the classroom discussions the true meaning of learning will concretize learning attainment. And in consonance to the mission and vision of the Department of Education, *"teachers facilitate learning and constantly nurture every learner."* According to Stengel (2019) stated that, both students and teachers together with school administrators, classroom discussion provides a rich learning opportunity, and it is critical that both are appropriately educated to engage in discussions. Instructional dialogues allow students to be actively involved in their learning, which improves their learning, encourages critical thinking, and improves their ability to impact change in their environment that is aligned among other programs.

This reveals that, there is a significant relationship between the level of implementation of the senior high school program academic track and the level of administrative practices. These indicate that the level of implementation of the senior high school program academic track have a high relationship about pedagogy and assessment of learning that encompasses the entire program through practice of implementation and facilitation of the curriculum, programs and management of the school resources for the achievement of school objectives.

Program, planning and evaluation is a discipline arising from the field of educational research, resulting from a commitment to improving education, a value of sound measurement and methodology (Crothers, 2012). Furthermore, Setlhako (2013), stated that programs are usually very complex and frequently need effective program theory for evaluation, it points to a variety of ways of developing and linking program inputs to a chain of observed outcomes and then using this model to guide evaluation.

This reveals that, there is a significant relationship between the level of implementation of the senior high school program academic track and the level of teaching practices. These indicate that the level of implementation of the senior high school program academic track have a high relationship with regard to teacher clarity, classroom discussion, assessment, and feedbacks as part of the teaching practices that encompasses the entire program through practice of implementation and facilitation of the learning outcome to enhance learners learning ability through literacy and numeracy that can be developed as 21st century skills that is visible in the pedagogy.

In the study conducted by Muraina and Olanrewaju (2016), she found out that in early care and education settings, teachers are the primary implementers of classroom-based curriculum programs and teaching practices. Stengel et. al (2019), added the relationships among, those changing characteristics are often explored

through various 21st century teaching and learning frameworks, with common themes such as creativity, collaboration, and critical thinking, supported through increased innovation and digital literacy.

Conclusion

The teachers-respondent and administrator-respondents determined the level of implementation of the senior high school program academic track as fully implemented. Thus, the implementation with regard to curriculum made a significant effect among others specifically it served as the framework and backbone of the program that could be observed authentically. Furthermore, the level of implementation of the senior high school program academic track has a high relationship with regard to teacher clarity, classroom discussion, assessment, and feedbacks as part of the teaching practices. It comprises the entire program through implementation and facilitation of the learning outcome to enhance learning ability through learner's literacy and numeracy that are considered as 21st century skills visible in the pedagogy.

Recommendations

- To ensure proficient delivery of performance, teachers shall open themselves to various type of experiences that could help them better understand the learners. Only through mutual understanding and tolerance can respect be built. Once it is established, it will be easier for teachers to work with the learners progressively.
- School administrators should abreast themselves with relevant administrative practices because they clearly influence the teaching performance. By doing so, school administrators must design and must implement program that will enhance the pedagogical practices of the teaching force. Moreover, for them to become effective school leaders, they must engage themselves with trainings, immersion, and benchmarking.
- Ultimately, a school administrators and teachers must utilized and consider the output of this research in providing technical assistance to better enhance the implementation of senior high school program which may contribute to further improve the curriculum. This program is called ADAPPT: Adept Development Appropriate Pedagogical Practices for Teachers. This program aims to improve the instructional performance for teachers, to promote personal and professional well-being, to provide professional growth opportunities for school leaders and teachers and to increase the opportunity of the teachers to reach professional success which can help them to climb up to academic professional ladder or career progression.

Conflict of Interest

The author declares that there is no conflict of interest in this manuscript.

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