

Comparative assessment on the full implementation of senior high school curriculum among private and public high schools

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Abstract

On the first year full implementation of senior high school (SHS) curriculum, comparative assessment of the program was conducted between private and public schools. Respondents were students, parents, teachers and principals. To give comprehensive analysis, interpretation and implication of data, weighted mean, t-test, ANOVA and Pearson r were employed. Higher expectations in college and career readiness; global competitiveness; advancement of knowledge, skills and attitudes (KSA) were recorded by public schools while private schools performed better in quality of instructional practices, planning and preparations. Lack of buildings and instructional materials among public schools and additional expenses among private schools were the top apprehensions. Private schools obtained higher ratings in curriculum adjustment; physical facilities; administration and management; and instructional materials compared with public schools that led in teachers' competence and teaching strategies. Despite various apprehensions and challenges, respondents' high expectations tend to motivate the DepEd officials to effectively implement the SHS curriculum. Thus, teachers and school administrators, being the frontliners in the program implementation, should continue what they have started to prove to the parents that additional two more years in high school education are not costly burden.

Keywords: Expectation, Apprehension, Effectiveness, Full Implementation and Senior High School (SHS) Curriculum

Introduction

Education challenges such as curriculum, teacher to students' ratio, school facilities, instructional materials, language policy, access, quality and governance of basic education have inundated the Philippines since the inception of the public school system in 1901. In the past decades, there were many policies and programs implemented to arrest and address these perennial

problems to improve the quality of education in the country (Abulencia, 2015). Various innovations and reform programs of the curriculum have been introduced yet same problem of poor quality of education continues to occur. Low performance of students has been a very big challenge in the four corners of the classrooms particularly in Mathematics, Science and Reading (Torreña, 2019). This is evident in the 2012 Department of Education (DepEd) National Achievement Test (NAT)

results for fourth year students. The overall Mean Percentage Score (MPS) of 48.90% which is very far from the mastery level of 75% shows a discouraging result (The National Achievement Test in the Philippines, 2013). Due to these issues and concerns, the Philippines had undergone a major overhaul to bring its curriculum in line with education systems worldwide by implementing the K to 12 Program particularly the senior high school (SHS) curriculum. SHS curriculum came into realization as the program in various parts of the world has already been offered several years ago to prepare the students to join overseas universities and to make them equipped with knowledge, skills and attitudes (KSA) in the competitive workforce in the global context.

The major legacy of former President Benigno S. Aquino's government was the enhancement of the Enhanced Basic Education Act of 2013 also known as the Republic Act No. 10533 which was signed into law on May 15, 2013. The law was enacted and promulgated as Philippines is the last Asian country and one of the only three countries worldwide along with Angola and Djibouti having a ten-year pre-university cycle. This recent educational reform efforts instituted by the Philippine government intends to improve the quality of high school graduates. Acosta and Acosta (2016) emphasized that the new high school graduates in the K to 12 Program 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.

On the other hand, the future of Filipino children is marred by various forms of uncertainties considering the critical conditions of the country's socio-economic and political situations. While the rich become richer and the poor becomes poorer, it is evident that there is a growing need to minimize the rising unequal distribution of wealth, opportunities and other resources among Filipino constituents, from which the children are greatly affected (Volante, 2016). Education is deemed one of the best ways to neutralize the growing inequality which makes the Filipino way of life prone to poverty threats and multifarious effects on the children, family and society as a whole. Nevertheless, education itself is undergoing transition and adaptations to modern technology and to that of globalization which creates inevitable problems that imply the need for effective teaching in all levels. The implementation of SHS curriculum is believed to be the ultimate answer to the long-term turmoil of imbalanced provision of wealth and opportunities in the Philippines.

Lacorte (2016) stated that the Philippine basic education has been undergoing series of changes, modification and improvement. These curriculum changes within the educational system have been constantly implemented by the DepEd to adopt an educational setting to the needs and demands of globalization. Students don't perform well at the expected level. It seems that there is an endless change in the educational system until the desired goal of attaining quality education is reached. It doesn't mean however that the implementation of the changes should remain unaccounted. Rather, change should be evaluated to determine the effectiveness of its implementation. The

struggle of private and public schools on the full implementation of SHS curriculum can't be belittled.

This study hopes to provide an objective assessment of the insights of all concerned individuals for the purpose of synchronizing both positive and negative issues and concerns that would enlighten the minds of masses on the genuine purpose of the SHS curriculum despite the glaring reality that it connotes additional expenses on the part of the parents, and a longer period of schooling on the part of the students. Thus, this study was prompted.

Conceptual Framework

This study was anchored on Thorndike's law of readiness in which Magsino (2009) stressed that learning considers the readiness of a child so that he could learn effectively. To make the learning opportunities more accessible to every child, educational institution must be equipped with functional physical facilities and equipment, competent teachers, and a well-designed curriculum. Former DepEd Secretary Luistro averred that the K to 12 Program is a globally competitive curriculum that could help solve the problem of unemployment, keep up global standards, and help Filipino students to have advanced knowledge, skills and attitudes (KSA) to choose the career that best suits their interest (DepEd, 2016).

Despite the candid intention of the government to uplift the quality of education, struggle on the part of the schools cannot be underestimated. This struggle comprises the high expectations for the future benefits of the K to 12 Program and apprehensions on the effectiveness of the schools to implement the program specifically Grades 11 and 12 flocked together in the School Year 2017-2018 (Full blast implementation of SHS curriculum). **Expectations** such as quality of instructional practices; college and career readiness; global competitiveness; advancement of knowledge, skills and attitudes (KSA); and planning and preparations served as the **first independent variable** of the study. Financial expenses; dropouts and failures; prevalence of delinquent behaviors; buildings and other resources; new school environment; and external linkages for immersion and on-the-job training of the students were the **apprehensions** that served as the **second independent variable**. On the other hand, the **effectiveness** of schools in terms of curriculum adjustment; school facilities; administration and management; teachers' qualifications; teaching strategies; and instructional materials served as **dependent variable** of the study.

Hence, this study was premised from the notion that the operation of a new educational program requires an assessment of the level of its implementation as well as the challenges encountered to enhance further what has been started. The diagram below illustrates how the variables were treated to determine the impact of respondents' expectations and apprehensions on the effectiveness of the program implementation of SHS curriculum.

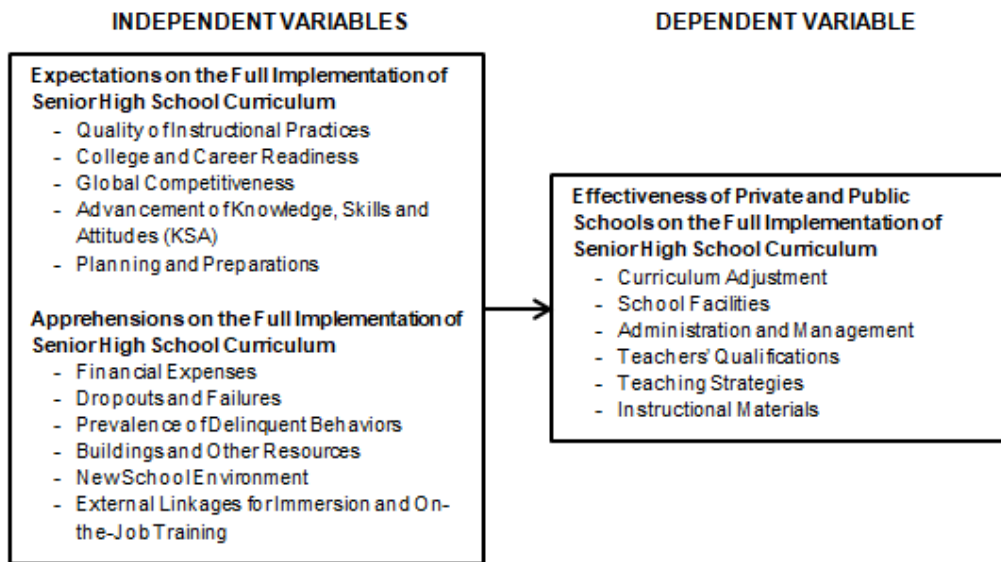


Figure 1: Research Paradigm

Statement of the problem

This study generally aimed to compare the full implementation of senior high school (SHS) curriculum between private and public high schools in Sultan Kudarat, Region XII, Philippines, for the School Year 2017-2018. It also investigated the impact of the respondents' expectations and apprehensions on the effectiveness of the full implementation of SHS curriculum. Specifically, it sought answers to the following questions:

1. To what level are the private and public high schools expected on the full implementation of senior high school curriculum in terms of:
 - 1.1 Quality of Instructional Practices;
 - 1.2 College and Career Readiness;
 - 1.3 Global Competitiveness;
 - 1.4 Advancement of Knowledge, Skills and Attitudes (KSA); and
 - 1.5 Planning and Preparations?
2. To what level are the private and public high schools apprehended on the full implementation of senior high school curriculum in terms of:
 - 2.1 Financial Expenses;
 - 2.2 Dropouts and Failures;
 - 2.3 Prevalence of Delinquent Behaviors;
 - 2.4 Buildings and other Resources;
 - 2.5 New School Environment; and
 - 2.6 External Linkages for Immersion and On-the-Job Training?
3. To what level is the effectiveness of private and public high schools on the full implementation of senior high school curriculum in terms of:

- 3.1 Curriculum Adjustment,
- 3.2 School Facilities;
- 3.3 Administration and Management;
- 3.4 Teachers' Qualifications;
- 3.5 Teaching Strategies; and
- 3.6 Instructional Materials?

4. Is there a significant difference on the expectations, apprehensions and effectiveness of the full implementation of senior high school curriculum between private and public high schools?
5. Are the expectations, apprehensions and effectiveness of schools on the full implementation of senior high school curriculum significantly different as perceived by the following types of respondents:
 - 5.1 Students;
 - 5.2 Parents;
 - 5.3 Teachers; and
 - 5.4 School Administrators?
6. Are the respondents' expectations and apprehensions significantly related to the effectiveness of the full implementation of the senior high school curriculum?
7. What are the challenges encountered by the private and public high schools in the implementation of senior high school curriculum?

Scope and Limitation

Two private schools and two public schools, a total of four schools, per municipality in Sultan Kudarat Division, Region XII, Philippines, were considered in this study. Sultan Kudarat has 11 municipalities and only one city.

The City Schools Division was not part of this study. A municipality having three or more private schools or public schools offering senior high school (SHS) curriculum, only two schools were randomly chosen. Further, a municipality that had only one private or public school offering SHS curriculum, this school was automatically included as the respondent-school.

Methodology

Research Design

Combination of comparative and correlational research designs was employed. The study was comparative in nature since it aimed to identify the similarities and differences in the respondents' expectations, apprehensions and effectiveness of the full implementation of senior high school (SHS) curriculum between private and public high schools. Assessment of the four types of respondents such as school heads, teachers, students and parents was compared. Challenges encountered by the private and public schools on the full implementation of SHS curriculum were combined and comprehensively discussed to give good analysis, interpretation and implication of the collected data. It was a correlational research since it investigated the relationship of respondents' expectations and apprehensions on the effectiveness of the full implementation of SHS curriculum.

Respondents

Four (4) types of respondents randomly chosen were considered in this study, to wit: school administrators, teachers, parents and students who were tasked to assess the expectations, apprehensions, effectiveness and challenges encountered on the full implementation of SHS curriculum.

Sampling Techniques

Complete enumeration to all school administrators of the respondent-schools was done. Slovin's equation (1960) as cited by Abdullah (2020) was employed to determine

the total number of samples of teachers and students. This equation was separately employed for teachers and students. The formula is as follows:

Slovin's Equation

$$n = \frac{N}{1 + N(e)^2}$$

where n = sample size

N = population size

e = desired margin of error @ 5%

From the desired sample, stratified sampling technique using the proportional allocation formula was used to find the sample of teachers and students from each school. The proportional allocation formula is as follows:

Proportional Allocation Formula

$$S = \frac{n_1 n}{N}$$

where S = sub-sample

n₁ = sub-population

n = sample size

N = total population

Simple random sampling using lottery method was utilized to determine the actual teacher and student-respondents per school. Then, corresponding parents of the randomly selected students were the parent-respondents of the study.

As computed using the above formulas, there were 36 school administrators, 222 teachers, 384 students and 384 parents, a total of 1026, who served as the respondents of the study. Table 1 presents the population and sample per type of respondents. Table 1 presents the population and sample distribution of the study.

Table 1: Population and Sample Distribution of the Study

Types of Respondents	Population			Sample		
	Private Schools	Public Schools	Total	Private Schools	Public Schools	Total
1 School Heads	15	21	36	15	21	36
2 Teachers	185	313	498	82	140	222
3 Students	2135	7417	9552	86	298	384
4 Parents	2135	7417	9552	86	298	384
Grand Total	4470	15168	19638	269	757	1026

Research Instruments

The research instrument used in this study was a survey questionnaire composed of four (4) parts. Part I determined level of respondents' expectations on the full implementation of SHS curriculum. It had 5 indicators

such as quality of instructional practices; college and career readiness; global competitiveness; advancement of knowledge, skills and attitudes (KSA); and planning and preparations. Each indicator had 6 statements. Part II determined the level of respondents' apprehensions on the full implementation of SHS curriculum. It had 6

indicators relative to financial expenses; dropouts and failures; prevalence of delinquent behaviors; building and other resources; new school environment; and external linkages for immersion and on-the-job training. Each indicator had 6 statements. Parts I and II were modified from the survey questionnaire of Volante (2016). Part III was revised from the survey questionnaire of Lacorte (2016). It determined the effectiveness of the full implementation of SHS curriculum. It had 6 indicators such as curriculum adjustment; physical plant and facilities; administration and management; teachers' qualifications; teaching strategies; and instructional materials. Each indicator had 6 statements. Part IV was researcher-made checklist that identified the challenges encountered by the private and public schools in the implementation of SHS curriculum.

Since the research instrument was modified based from the objectives of the study, it was still validated in terms of content, grammar and style. The researcher presented the initial drafts of the research instrument composed of four (4) parts to the research experts for necessary corrections of the style, indicators and statements of the main variables involved in the study. Upon revision or modification of all indicators and statements, the research instrument, together with the validation instrument established by Good and Scates (1972) and modified by Abdullah and Cerado (2015), was again distributed to the panel of jurors to give their insights about the research instrument. After the validation process, pilot-testing was conducted to determine the internal consistency of the indicators and statements. School heads, teachers, students and parents who had similar characteristics with the target respondents and were used for the validation and pilot-testing of the research instrument were not part of the final respondents of the study.

Statistical Treatment

To determine the level of respondents' expectations, apprehensions and effectiveness on the full implementation of senior high school (SHS) curriculum, weighted mean was utilized. To determine if there is a significant difference in the respondents' expectations, apprehensions and effectiveness on the full implementation of SHS curriculum between private and public schools, t-test was applied. To determine the variations of the respondents' responses on the expectations, apprehensions and effectiveness of the full implementation of SHS curriculum, one-way Analysis of variance (ANOVA) with Post-hoc analysis using Least Significant Difference (LSD) was employed. To determine the impact of respondents' expectations and apprehensions on the effectiveness of the full implementation of SHS curriculum, Pearson r was used. To identify the challenges encountered by the private and public high schools in the implementation of SHS curriculum, frequency and percentage were employed.

Ethical Consideration

The respondents were informed about the purpose, expected duration, and the benefits of the research.

Scientific sampling procedure was employed to appropriately choose the four (4) types of respondents. There were few respondents who declined or withdrew their participation in the research process. Thus, another simple random procedure was applied in order to not affect the target number of respondents needed in this study. Reasonably foreseeable factors that may influence the respondents' willingness to participate such as potential risks, discomfort or adverse effects were explained during the orientation of the respondents. Plagiarism is a violation of the Intellectual Property Rights. Thus, proper referencing, citations and paraphrasing were strictly observed.

Protection of respondents' human rights was the top ethical consideration of this research. The researcher ensured that all research activities particularly in gathering data such as distribution of survey questionnaires, tabulation and statistical treatment of the collected data conformed to the highest degree of research ethical standards. Protecting the rights and welfare of those who volunteered to participate in this research was a fundamental tenet of this research. The researcher guaranteed that respondents were protected from unintended harm, especially in the areas of confidentiality and informed consent. He assisted the participants in avoiding errors or oversights that can result in unjustifiable actions. Human dignity, inherent to all respondents, irrespective of place of residence, gender, ethnic origin, religion, language, or any status, was carefully safeguarded. Every respondent was equally entitled to human rights in participating in this study without discrimination. Respecting respondents' rights, preventing them from violating their rights and providing positive assistance or services during the conduct of the study were some of the researcher's utmost concerns. Participation to this research was voluntary. No one was forced to partake in the study.

Results and Discussion

Expectations on the Full Implementation of Senior High School Curriculum

The Philippines had embarked the ambitious reform to align its basic curricular offering with other educational systems around the world. The Philippine government considered the K to 12 Program particularly the senior high school (SHS) curriculum as a vital educational reform for ensuring that all Filipinos are equipped with the basic and advanced knowledge, skills and attitudes (KSA) required to play a full and productive role in the competitive society.

Table 2 presents the respondents' expectations on the full implementation of SHS curriculum. As shown, senior high school implementers both from private and public schools received an overall mean of 3.74 described as High. This indicates that the DepEd officials were highly appreciated due to their intensive efforts to push through the SHS curriculum despite strong resistance from different societal groups. Subsequently, higher expectations to fully implement the SHS curriculum were evident from the public schools as

proven by the mean of 3.75 described as High compared with the private schools that obtained a mean of 3.72 described as High also.

Findings in Table 2 also reveal that public schools registered higher means in the three indicators such as global competitiveness ($\bar{x} = 3.99$); advancement of knowledge, skills and attitudes (KSA) ($\bar{x} = 3.92$); and college and career readiness ($\bar{x} = 3.74$) compared with the private schools that led in the two indicators such as quality of instructional practices ($\bar{x} = 3.79$); and planning and preparations ($\bar{x} = 3.40$). This implies that in terms of

quality of manpower resources, public schools were more ready compared with the private schools. However, with respect to quality of instructional practices; and planning and preparations, private schools performed better than public schools. This was due to the fact that regular supervision of classroom instructional activities was conducted by the private school administrators since the number of students is minimal compared with huge number of students in public schools.

Table 2: Level of expectations on the full implementation of senior high school curriculum

Indicators	Private Schools		Public Schools		Combined Assessment	
	Mean	Verbal Description	Mean	Verbal Description	Mean	Verbal Description
1 Quality of Instructional Practices	3.79	High	3.76	High	3.77	High
2 College and Career Readiness	3.63	High	3.74	High	3.71	High
3 Global Competitiveness	3.87	High	3.99	High	3.96	High
4 Advancement of Knowledge, Skills and Attitudes (KSA)	3.89	High	3.92	High	3.91	High
5 Planning and Preparations	3.40	High	3.33	Moderately High	3.35	Moderately High
Overall Mean	3.72	High	3.75	High	3.74	High

Legend: 4.20 – 5.00 – Very High; 3.40 – 4.19 – High; 2.60 – 3.39 – Moderately High
1.80 – 2.59 – Low; 1.00 – 1.79 – Very Low

The highest combined mean of 3.96 described as High signifies that aside from producing academically competent graduates, SHS curriculum prepares high school graduates for joining the labor force well-equipped with enough knowledge, skills and attitudes (KSA) for global competitiveness. Moreover, public high schools registered a higher mean of 3.99 with a description of High compared with the private schools that obtained only a mean of 3.87 with an interpretation of High also. This indicates that public schools produced quality high school graduates who were more globally competent compared with the private schools. In other words, all aspects of global competitiveness such as academic excellence and proficiency in the job requirements, SHS graduates from public schools were more equipped compared with the graduates from private schools.

The lowest combined assessment on planning and preparations of private and public schools obtained a mean of 3.35 described as Moderately High only. This means that private and public schools were moderately equipped with necessary manpower and instructional resources on the full implementation of SHS curriculum. The planning and preparations of private schools in terms of instructional resources were more intensive compared with the public schools as indicated by the means of 3.40 described as High and 3.33 interpreted as Moderately High only, respectively. This means that private schools had prepared so much for the full implementation of the senior high school curriculum. Although, public schools had the rigorous planning and preparation strategies in the full implementation of SHS

curriculum, still private schools did better planning and preparations.

This finding is supported by former DepEd Secretary Luistro when he said that the K to 12 Program will not discourage students from pursuing tertiary education. Instead, it will fully equip them to be globally competitive. He added that teachers are provided with curriculum guides and manuals aligned to the new system so that they will fully understand the objectives of SHS curriculum and disseminate these goals to the students and parents. All of these things were initiated by DepEd to let all the concerned individuals expect better implementation of SHS curriculum. In addition to this, Cristy C. Epe, City Schools Division Superintendent of Tacum City, cited that Tagum National Trade School as one of the successful pilot implementers of the SHS curriculum had already produced batches of graduates where most of them have already landed decent jobs and some were very successful in their tertiary education (Estacio, 2015).

Since students and parents highly expected that both private and public schools can give justice to the full implementation of SHS curriculum, school administrators and teachers should work hand and hand to effectively implement the program in the succeeding years. Strong coordination with the parents and other stakeholders should be strengthened so that any problem regarding the implementation of the new program can be addressed immediately. Stakeholders can help a lot to follow-up the higher ranking officials to fasten the implementation of the infrastructure projects needed for the SHS curriculum.

This study commends the role of private schools in the development of the nation particularly the young minds. They are also much-admired for being active partners in initiating reforms that will make education more accessible to all. It is indeed suggested that the Philippine government should need to balance the responsibility and financial aid between the public and private high schools especially in the successful implementation of SHS curriculum.

Commendation is also due to the efforts of the public high schools in producing quality high school graduates despite the overcrowded students. Private schools are also praised for the job well done to fully implement the curriculum despite the minimal assistance from the government. Teachers both from private and public schools, being the frontliners of program implementation of SHS curriculum, deserve the commendation from the school principals and DepEd high ranking officials. Without them, full implementation of SHS curriculum cannot be made possible.

This study suggests that DepEd – Sultan Kudarat Division should always include the private school administrators in the planning and preparations with regards to SHS curriculum. Subsidies from the government should also be allocated to the private schools offering SHS curriculum. In this regards, quality

of education can be best manifested both from private and public schools.

It is also recommended by this study that in the coming orientation and program dissemination activities as to the implementation of the new curriculum, the DepEd should include the private schools so that both public and private schools will be acquainted with the policies and guidelines of the program implementation. Private schools are advised to do benchmarking activity to observe the teaching, administration and management practices of the performing public high schools. Public schools are also advised to sustain the benchmarking activity not only in the performing public high schools but also in the private schools.

Apprehensions on the Full Implementation of Senior High School Curriculum

The DepEd has been much firmed that the K to12 Program will be the solution to yearly basic education woes and the deteriorating quality of education. Critics and resistance, however, were displayed by several militant groups against the implementation of the senior high school (SHS) curriculum. Presented in Table 3 is the level of respondents' apprehensions on the full implementation of SHS curriculum.

Table 3: Level of apprehensions on the full implementation of senior high school curriculum

Indicators	Private Schools		Public Schools		Combined Assessment	
	Mean	Verbal Description	Mean	Verbal Description	Mean	Verbal Description
1 Financial Expenses	3.28	Moderately High	2.98	Moderately High	3.06	Moderately High
2 Dropouts and Failures	2.57	Low	2.50	Low	2.52	Low
3 Prevalence of Delinquent Behaviors	2.56	Low	2.57	Low	2.57	Low
4 Buildings and other Resources	2.65	Moderately High	3.09	Moderately High	2.97	Moderately High
5 New School Environment	2.28	Low	2.46	Low	2.41	Low
6 External Linkages for Immersion and On-the-Job Training	2.31	Low	2.60	Moderately High	2.52	Low
Overall Mean	2.61	Moderately High	2.70	Moderately High	2.68	Moderately High

Legend: 4.20 – 5.00 – Very High; 3.40 – 4.19 – High; 2.60 – 3.39 – Moderately High
1.80 – 2.59 – Low; 1.00 – 1.79 – Very Low

As shown in Table 3, the overall mean of 2.68 described as Moderately High indicates that despite the intensive efforts to strengthen the groundwork through planning, preparations and information dissemination of the Department of Education (DepEd) for the key officials and the schools' stakeholders on the full implementation of the senior high school (SHS) curriculum, respondents believed that additional two years in the high school education would bring some problems such as financial expenses, buildings and other resources and prevalence of delinquent behaviors. In other words, in spite of the government's rigorous preparations and series of

consultation, still both private and public schools were apprehended on how they could effectively implement the SHS curriculum. School heads, teachers, students and parents still had the apprehensions on the possible outcome of the full implementation of SHS curriculum.

In particular, public schools registered a higher apprehension as signified by the mean of 2.70 interpreted as Moderately High while private schools obtained only a mean of 2.61 described as Moderately High also. This means that respondents apprehended that the full implementation of the SHS curriculum will perhaps give difficult adjustment for the school principals,

teachers, students, parents and other stakeholders. Public schools were more apprehended on the indicators such as buildings and other resources ($\bar{x} = 3.09$) described as Moderately High; external linkages for immersion and on-the-job training ($\bar{x} = 2.60$) interpreted as Moderately High also; prevalence of delinquent behaviors ($\bar{x} = 2.57$) described as Low only; and new school environment ($\bar{x} = 2.46$) with a description of Low also. Private schools obtained higher apprehensions on the indicators such as additional expenses ($\bar{x} = 3.28$) described as Moderately High and dropouts and failures ($\bar{x} = 2.57$) interpreted as Low only. Noticeably, respondents had a moderate apprehension for both private and public schools on the additional expenses and lack of buildings and other resources. They thought that financial burden will be tantamount to the SHS curriculum. Influx of Grades 11 and 12 students could not really be accommodated by the available functional school infrastructures. However, it was believed that both private and public schools had contingency plans for the expected big number of students. Private schools also registered higher apprehensions on dropouts and failures. This was attributed to the fact that tuition fees and higher miscellaneous fees are collected by the private schools. It is being foreseen that if private school students cannot pay their financial obligations, they will tend to stop from their studies and wait for the next school year and enrol in the public schools.

Interestingly, the apprehension of the respondents on the financial expenses brought by the full implementation of SHS curriculum was Moderately High as justified by the highest combined mean of 3.06. This means that, from the very start, respondents believed that additional two years in the secondary education would give economic problem for the education of the students. Further, private schools were more apprehended in terms of financial expenses compared with the public schools as signified by the means of 3.28 described as Moderately High and 2.98 also described as Moderately High, respectively. Although, there was an expansion of Government Assistance to Students and Teachers in Private Education (GASTPE) particularly the voucher program for the private schools offering SHS curriculum, still tuition and miscellaneous fees were collected by the private schools. Public schools cannot halt the collection of legal and other approved Parents-Teachers Association (PTA) fees since school's major sources of funds such as maintenance and other operating expenses (MOOE) and special education fund (SEF) were not enough for the operational expenses.

Apparently, the lowest combined mean of 2.41 described as Low means that respondents had only a slight apprehension on the new school environment of the full implementation of SHS curriculum. Further, public schools received higher mean of 2.46 described as Low compared with the private schools with a mean of 2.28 described as Low also. This means that new school environment for the SHS students would not be a big problem. This was attributed to the fact that senior and junior high school students share the same environment. Most of the SHS students completed their Grade 10 in the same school. So, adjustment to the school

environment was not an issue for both the private and public schools.

This finding is held true by Vencer Crisostomo, Anakbayan National Chairperson, as stated by Volante (2015) who said that the newly signed law (RA 10533) will bring additional burden to the parents and students who do not have funds for school expenses, which may further lead to higher drop-out rates. He added that the K to 12 Program, unlike what Aquino's administration is promising, is not a solution to education and employment woes. Instead, it will further worsen and deepen the problems. He likewise said that the K to 12 Program will also mean the government's "abandonment of tertiary education," since students who finish the program may already choose to work instead of going to college.

In support to this finding, Lacorte (2016) stressed that additional expenses and longer years to stay in the high school education were the top apprehensions of the parents regarding the implementation of SHS curriculum. In similar situation, Acosta and Acosta (2016) said that additional two years in the basic education means that additional expenses will be expected. Torreña (2019) found out that not all parents and students were in favor of the SHS curriculum. Interview and focus group discussion conducted by her revealed that addition of two years in the high school education is just only a waste of time since old curriculum already produced competent high school graduates who really excelled in their tertiary education. However, Abdullah (2020) found out that students who finished SHS education are more competent and knowledgeable compared with graduates of old curriculum. He also stated that in terms of workforce readiness, SHS graduates are more equipped with skills needed by the commercial industries. Most of SHS graduates already hold the National Certificate (NC II) which is one of the major requirements needed for skilled labor force. These are just only some advantages of SHS graduates compared with graduates of old curriculum.

Nacorda, et. al (2019) also support this study when they stressed that issues and challenges were revealed during the process of implementation of SHS curriculum in the Philippines. However, despite these different problems, there was no chance to suspend its implementation. The Philippine government had invested so much in the K to 12 Program. As a matter of fact, President Duterte really shows his full support in the successful implementation of the program. The authors added that SHS curriculum lets the high school graduates acquire essential skills that will provide them work opportunities to different sectors in the society. They also stressed that it serves as a response to the plea of most non-baccalaureate graduate Filipino citizens.

Further, this finding is consistent with the statement of present DepEd Secretary Briones who stressed that shortage in classroom is still a problem in the public schools despite the DepEd's ever-increasing yearly budget. The DepEd is considering different solutions to address this perennial problem of lack of buildings in the public schools, including the construction of high-rise school buildings (DepEd, 2016). In addition to this, Maliga (2018) suggested that both private and public

schools should tap the help of the PTA officers to construct makeshift buildings between the two different buildings to accommodate big number of students. Abubakar (2019) suggested alumni can be tapped to initiate infrastructure projects needed in the growing number of students in public high schools. To lessen the financial burden of the indigent students both from private and public schools, he also recommended that teachers and staff are encouraged to implement an Adopt-A-Student program in which each teacher or staff will sponsor the tuition and miscellaneous fees of the indigent students.

It is therefore recommended that both private and public schools should have strong partnerships with the Local Government Units (LGUs) and private institutions in providing scholarship grants for the poor but deserving students. The schools are also encouraged to get working students to maintain the cleanliness of the faculty rooms and these students will be freed from school fees. This will help a lot to minimize the financial constraints of the indigent families.

This study suggests that DepEd officials from Division Office, Regional Office up to the Central Office should utilize the identified issues and problems to better implement the SHS curriculum since the DepEd had

already overcome the highest peak of resistance from different sectors. Moreover, the teachers, the direct implementers of the new program, should continue doing what they have started to inspire the SHS learners and touch their hearts to appreciate the program.

Effectiveness of the Full Implementation of Senior High School Curriculum

The full implementation of senior high school (SHS) curriculum during the School Year 2017-2018 had been challenged with several criticisms from youth and student groups, parents and various academic communities. However, the DepEd was very determined to enact the program with its proposed budget catering mostly to prepare the grounds for its eventual full implementation. School Year 2016-2017 marked the historic educational reform in the Philippines as the first year implementation of the SHS curriculum came into reality. This study was premised from the notion that the operation of a new educational program requires an assessment of the level of its implementation as well as the issues and concerns to enhance further what has been started. Assessment on the effectiveness of the full implementation of SHS curriculum is revealed in Table 4.

Table 4: Level of effectiveness of the full implementation of senior high school curriculum

Indicators	Private Schools		Public Schools		Combined Assessment	
	Mean	Verbal Description	Mean	Verbal Description	Mean	Verbal Description
1 Curriculum Adjustment	3.69	Effective	3.57	Effective	3.60	Effective
2 Physical Plant and Facilities	3.59	Effective	3.45	Effective	3.49	Effective
3 Administration and Management	3.78	Effective	3.67	Effective	3.70	Effective
4 Teachers' Qualifications	3.39	Moderately Effective	3.84	Effective	3.72	Effective
5 Teaching Strategies	3.83	Effective	3.94	Effective	3.91	Effective
6 Instructional Materials	3.27	Moderately Effective	3.12	Moderately Effective	3.16	Moderately Effective
Overall Mean	3.59	Effective	3.60	Effective	3.60	Effective

Legend: 4.20 – 5.00 – Very Effective; 3.40 – 4.19 – Effective; 2.60 – 3.39 – Moderately Effective
1.80 – 2.59 – Poor; 1.00 – 1.79 – Very Poor

It is shown in Table 4 that both private and public schools were assessed Effective on the full implementation of SHS curriculum as manifested by the overall mean of 3.60. This means that despite several problems encountered such as additional expenses and lack of buildings and other facilities, SHS curriculum implementation in Sultan Kudarat, Region XII, Philippines, was successful in producing a desired output of quality SHS students who are at par with the rest of the world. In other words, SHS curriculum effectively achieved its major objective to equip the students with essential knowledge, skills and attitudes (KSA) that will help them more prepared for their chosen path in the higher education, employment or entrepreneurship.

Remarkably, public schools received a little bit higher mean of 3.60 described as Effective compared with the

private schools that obtained only a mean of 3.59 interpreted as Effective also. This finding signifies that both private and public schools were effective on the full implementation of SHS curriculum. Finding also indicates that private schools received higher ratings in the four indicators such as curriculum adjustment ($\bar{x} = 3.69$) described as Effective; physical plant and facilities ($\bar{x} = 3.59$) described as Effective also; administration and management ($\bar{x} = 3.78$) with a description of Effective also; and instructional materials ($\bar{x} = 3.27$) with a description of Moderately Effective compared with the public schools that led only in the two indicators such as teachers' qualifications ($\bar{x} = 3.84$) described as Effective and teaching strategies ($\bar{x} = 3.94$) interpreted as Effective also. With respect to school buildings and other infrastructure projects as well as adequacy of

instructional materials, private schools acquired higher ratings than public schools. However, public schools had teachers, who were far ahead in terms of qualifications relative to education, trainings and teaching experience. Thus, effective teaching strategies were best manifested in the public schools compared with the private schools.

More specifically, highest combined mean of 3.91 described as Effective signifies that both private and public schools were good enough in the indicator Teaching Strategies. However, public schools acquired a higher mean of 3.94 compared with the private schools with a mean of 3.83. This indicates that public schools were more equipped compared with the private schools in choosing appropriate teaching pedagogy to provide opportunity for students to apply what they learn in the classroom to real-life experiences. This was attributed to the fact that public school teachers were more qualified to teach SHS students and they were more experienced to handle diverse backgrounds of public school students compared with the private schools. Public schools were more active in engaging into personal and professional development such as pursuing post-graduate education and attending national and international seminar-workshops on content and teaching pedagogies. Nevertheless, private schools were focused in maintaining the adequacy of physical plant and facilities as well as instructional materials.

In different manner, the lowest combined mean of 3.16 described as Moderately Effective only was generated by the indicator Instructional Materials. This indicates that instructional materials of both private and public schools were not sufficient but still tolerable. Although, instructional materials of private and public schools were both assessed Moderately Effective, private schools' teaching resources were more sufficient compared with the public schools as manifested by the means of 3.27 and 3.12, respectively. In other words, although, books and other instructional materials were supplied by the DepEd, still public schools lagged behind compared with the private schools in terms of provision of instructional materials.

Remarkably, teachers' qualifications of private schools were very behind as indicated by the mean of 3.39 described as Moderately Effective compared with the public schools with a mean of 3.84 interpreted as Effective. The mean difference of 0.45 was a big factor to consider that private schools should increase the qualification standards of SHS teachers in their recruitment and hiring process.

This finding is in consonance with the article posted in The Philippine Online Chronicles (2011), as cited by Patronos and Al-Samarrai (2016), that the DepEd is very optimistic that the K to 12 Program will be the solution to yearly basic education woes and the deteriorating quality of education. It is a manifestation that the education crisis is now being addressed and adding more school years would not exacerbate the Philippine educational system. Further, the full implementation of the SHS curriculum will alleviate the morals of the quality of education in the Philippines.

Torrena (2019) supports this study when she stressed that instructional materials are critical elements in assuring the effectiveness of the instructional programs

and students' learning process. It is imperative that the contents of textbooks and modules, from which the teachers and students derive their bulk of knowledge, must be of high quality and provide understanding of the instructional designs that could shed light on how to determine the appropriate content and correct approach in the development of a textbook or module. Further, Maliga (2018) suggested that the DepEd should provide the schools with quality instructional materials with maximum effectiveness and cost efficiency. To help the DepEd to attend to this problem of lack of instructional materials, he recommended that teachers should develop localized instructional materials that will be anchored on the needs of the SHS curriculum.

DepEd Order No. 71, s. 2012 supports this study. It stated that in SHS, students will go through a core curriculum and subjects under a track of their choice. Two additional years will equip learners with skills that will better prepare them for the future, whether it will be employment, entrepreneurship, skills development and higher education (College). SHS "completes" basic education by making sure that the high school graduate is equipped for work, entrepreneurship, or higher education. SHS will be offered free in public schools and there will be a voucher program in place for public junior high school completers as well as Education Service Contracting (ESC) beneficiaries of private high schools should they choose to take SHS in private institutions.

Public school teachers are commended for being competitive in terms of academic qualifications as well as being active in attending national and international trainings and workshops. This study strongly suggests that private school administrators should give their teachers opportunities to attend national and international conferences and trainings to acquire basic and advanced knowledge and skills to improve their teaching pedagogy. They should further allocate funds for the exposures of their teachers into higher levels of trainings.

This study suggests that big tools and equipment will also be allocated to the private schools. If this suggestion will be realized, more effective results of the SHS implementation will be observed. Higher effectiveness of the SHS curriculum implementation begets more graduates who are globally competitive. More graduates who can compete in the global standards of education and employment, more prestige will be accorded to the Philippine educational setting.

This study praises the public school teachers who are very active in terms of Continuing Professional Development (CPD). They spend their personal money just to pursue their Master's degree and attend various national and international training workshops. They are preparing themselves for a very competitive promotion scheme in the Department of Education (DepEd). It is hereby recommended that private school teachers will do the same. In case they wish to transfer in the public schools, they will be far ahead compared with other applicants. Further, private schools should encourage their teachers to pursue Master's degrees for their future career progression.

Thus, this study also commends the efforts and commitment of the concerned DepEd personalities in the

Division of Sultan Kudarat, Region XII, Philippines, for the successful implementation of the curriculum despite oppositions from various societal groups.

Comparison on the Expectations, Apprehensions and Effectiveness of the Full Implementation of Senior High School Curriculum between Private and Public Schools

Not only DepEd Central office, Regional Office and Division Office have prepared so much for the full implementation of senior high school (SHS) curriculum, but both private and public schools that directly

implemented the curriculum have done their own strategic preparations for the influx of SHS students. Presented in Tables 5 is the t-test analysis on the respondents' expectations, apprehensions and effectiveness between private and public schools on the full implementation of the SHS curriculum.

Table 5: Analysis in the difference of expectations, apprehensions and effectiveness between private and public schools on the full implementation of senior high school curriculum

Indicators	Private	Public	Mean Difference	Comp t-value	p-value
1 Expectations	3.72	3.75	0.03	0.781 ^{ns}	0.896
2 Apprehensions	2.61	2.70	0.09	0.265 ^{ns}	0.198
3 Effectiveness	3.59	3.60	0.01	0.674 ^{ns}	0.764

ns – not significant at 0.05 (level of significance)

Table 5 shows that the first computed t-value = 0.781 was not significant as p-value = 0.896 > 0.05 (level of significance). This means that both private and public schools were equally expected that the full implementation of the new curriculum can uplift the quality of current Philippine educational system. Respondents believed that the preparations of private schools were comparable with that of the public schools. Although public schools received greater mean of 3.75 compared with the private schools that obtained a mean of 3.72 only, the mean difference of 0.03 was proven not significant. In other words, comparable expectations of both private and public schools were manifested among the school heads, teachers, students and parents.

It can be gleaned from Table 5 that similar apprehensions were observed from both private and public schools as signified by the second computed t-value = 0.265 which was not significant as p-value of 0.198 is greater than 0.05 (level of significance). Although, public schools received higher apprehension's mean of 2.70 compared with the private schools that got only a mean of 2.61 due to the former's lack of buildings and instructional materials, the mean difference of 0.09 was negligible. In layman's terms, respondents' apprehensions on the full implementation of SHS curriculum were insignificantly recorded from both private and public schools.

Further, as revealed in Table 5, the effectiveness of both private and public schools on the full implementation of SHS curriculum had no significant difference as confirmed by p-value of 0.764 > 0.05 (The third computed t-value of 0.674 was not significant). Although public schools received a little bit higher effectiveness' mean of 3.60 compared with the private schools that generated only a mean of 3.59, the mean difference of 0.01 was proven insignificant. This connotes that both private and public schools were assessed effective on their full implementation of the new curriculum. In simple

language, respondents believed that whether the students were in private or public schools, they were all confident that there was an effective implementation of the new curriculum. In other words, public schools' effectiveness on the full implementation of SHS curriculum was the same with that of the private schools.

This finding is strongly affirmed by the study of Lacorte (2016) who found out that private and public schools' readiness on the manpower and physical plant and facilities were adequately observed before its first year of SHS implementation during the School Year 2016-2017. She stated that although teachers had encountered problems starting from the first year of the K to 12 program implementation, these challenges were of average gravity and still manageable.

Acosta and Acosta (2016) also support the above finding when they conducted a study on teachers' perceptions on SHS readiness of Higher Education Institutions (HEI's) in the Philippines. Their results explained the perceptions of the teachers on the readiness of the colleges and universities in the implementation of the SHS curriculum. These teachers believed that they were ready and prepared because they were equipped with the right qualifications and skills needed for the new program. They were optimistic that the new program will be successful and effective in achieving its goals. Further, Sergio (2011) as stated by Acosta and Acosta (2016) emphasized that the new curriculum will correct the deficiencies of a good number of high school graduates who pursue higher education ill-equipped with basic tools to face its rigors.

It is suggested by this study that both private and public schools should continue what they've been doing to impress the parents and get their full support to achieve the goals of the new program. Career guidance and program dissemination should still be conducted to enlighten the incoming SHS students and their parents

about course preferences suited to the academic competence and technical skills of the students.

the full implementation of senior high school (SHS) curriculum.

Comparison on the Expectations, Apprehensions and Effectiveness of the Full Implementation of Senior High School Curriculum among Students, Parents, Teachers and School Principals

Tables 6 through 8 present the comparative assessment of students, parents, teachers and school principals on

Table 6: Analysis of Variance on the expectations on the full implementation of senior high school curriculum among the types of respondents

Type of Respondents	Mean	Comp F-ratio	p-value
1 Students	3.74	0.506 ^{ns}	0.678
2 School Administrators	3.69		
3 Teachers	3.69		
4 Parents	3.68		

ns – not significant @ 0.05 level of significance

Table 6 shows that students were very excited on the full implementation of the new curriculum as affirmed by the highest mean of 3.74 compared with parents (3.68), teachers (3.69) and school administrators (3.69). However, testing the significant difference among the expectations of the four types of respondents, comparable results were obtained as confirmed by the p-value of $0.678 > 0.05$. This means that students, parents, teachers and school principals' level of expectations on the full implementation of senior high school (SHS) curriculum were not significantly different. In other words, parents, teachers and school heads supported the ideas of students who believed that SHS curriculum will give them basic and advanced knowledge and skills needed for their educational and career aspirations.

This finding is backed up by the study of Cogal, et. al (2019) when they stated that more constructive way to consider school readiness is to satisfy the expectations of the stakeholders particularly the parents. They added that young children have wide ranging needs and require full support in preparing them for high standards of learning they will face in schools. These students' needs can be effectively attended if there is a strong collaboration among school principals, teachers and parents.

Further, DepEd Secretary Briones touted the success of the senior high school (SHS) curriculum – the centerpiece of the K to 12 basic education program that added two years to basic education in the country. She stressed that the outcomes of the first two years of implementing the SHS program have exceeded expectations. *"We are very pleased because our expectations have been far exceeded and perhaps doubled; double in the case of enrolment, double in the case also of those who are graduating and complementing the programs from Kinder Garten, Grade 6 graduating pupils and Grade 10 completers,"* she said. Secretary Briones noted that the number of students who graduated from senior high school this School Year 2017-2018 reached 1.2 million, invalidating fears that many students would drop out after finishing Grade 10 (former fourth year high school). Prior to its implementation in 2016, some groups expressed concern over estimates that 400,000 out of the 1.5 million graduates that year will not proceed to senior high school. The comparable expectations of school principals, teachers, students and parents have been far surpassed. School heads, teachers, students and parents have similar expectations that SHS graduates can now compete in the global market of academic competence and skills (Philstar.com, 2018).

Table 7: Analysis of Variance on the apprehensions on the full implementation of senior high school curriculum among the types of respondents

Type of Respondents	Mean	Comp F-ratio	p-value
1 Parents	2.82 ^a	4.943 ^{**}	0.000
2 Students	2.72 ^a		
3 Teachers	2.54 ^b		
4 School Heads	2.51 ^b		

LSD_{0.01} = 0.17

^{**} - significant at 0.01 (level of significance)
Means of distinct superscripts are significantly different.

Table 7 shows that the computed F-ratio = 4.943 was proven highly significant as p-value of 0.000 is less than 0.01. This means that respondents' apprehensions were significantly different from each other. This further implies that students, parents, teachers and school principals had different levels of apprehensions on the full implementation of SHS curriculum. After the post-hoc analysis using Least Significant Difference (LSD), two types of respondents that acquired a mean difference of 0.17 or above were significantly different (acquiring distinct superscripts). In other words, two means having a difference of less than 0.17 were comparable (receiving the same superscript). Parents received the highest apprehensions as justified by the mean of 2.82 which was far ahead compared to the apprehensions of the teachers (2.54) and school heads (2.51). This means that parents' doubts as to the readiness of the private and public schools on the full implementation of the new curriculum was significantly higher than that of the teachers and school heads as indicated by different superscripts. However, parents and students agreed that the full implementation of the new curriculum will create additional burden to them because it will give additional expenses. This was confirmed by the same superscripts received by both parents and students. The lowest apprehensions were manifested from the school administrators as shown by the mean of 2.51. School heads' apprehensions were comparable with that of the teachers since they all received the same superscripts.

The above findings are affirmed by The Philippine Online Chronicles that cited in one of its articles that the K to 12 Program has been opposed by various youth organizations, student groups, teachers, parents and the academic community. The article stressed that it was one of the most drastic and controversial programs of the

Aquino Administration. In the same article, students and parents, however, complain that it would be an added financial burden to poor families (Torreña, 2019).

Volante (2016) added that despite these critics from different sectors, the DepEd strongly believed that the K to 12 Program particularly the SHS curriculum will definitely produce graduates who will be automatically recognized as "professionals" abroad and open doors for more jobs for the youth, even without college diplomas. The implementation of the SHS curriculum will make our high school and college graduates at par with the rest of the competitive world.

Sarmiento and Orale (2016) had similar findings with this present study. They emphasized that the implementation of the K to 12 Program in the Philippines drew negative reactions from societal groups. Various militant groups displayed their opposition to the SHS curriculum. They apprehended that adding two years in the basic education was just an additional burden to the parents. Some were doubtful and anxious on the quality of the first batch of senior high school graduates.

However, DepEd Secretary Briones has proven all the opposing personalities and societal groups wrong since the two-year implementation of SHS curriculum has been very successful. She said that the proportion of Grade 10 completers who proceeded to Grade 11 registered an impressive 93 percent compared to the transition rate of 4th year high school graduates to college, which consistently went below 50 percent from 2016 to 2018. She also added that SHS curriculum has encouraged those who dropped out to return to school. Perhaps, there was a realization that someone who finishes senior high school would have better chances of entering the university, college, and better chances of finding a job (DepEd, 2018).

Table 8: Analysis of Variance on the effectiveness of the full implementation of senior high school curriculum among the types of respondents

Type of Respondents	Mean	Comp F-ratio	p-value
1 School Heads	3.81 ^a	3.456*	0.038
2 Teachers	3.67 ^b		
3 Students	3.61 ^{b,c}		
4 Parents	3.53 ^c		
LSD _{0.05} = 0.13			

* - significant @ 0.05 (level of significance)
Means of distinct superscripts are significantly different.

It is indicated in Table 8 that at least there's one pair of respondents whose assessment was significantly different as confirmed by the p-value of 0.038 < 0.05. This means that school heads' assessment (3.81) on the effectiveness of SHS curriculum was significantly higher than the teachers (3.67), students (3.61) and parents (3.53). This was shown by the superscript received by school heads which is different from the three other types of respondents. This indicates that school principals were very hopeful that SHS curriculum could really equip the students with enough competence and abilities needed in their quest for educational and career aspirations in life. Teachers and students had a comparable assessment as

manifested by the same superscript. Parents had a lowest rating compared to other three types of respondents. Their assessment was incomparable with that of the teachers and school heads as shown by the distinct superscripts they received. However, parents had a comparable assessment with that of the students. Students' assessment was affirmed by the parents and teachers as shown by the same superscripts. This simply means that students were in neutral side. They supported the views and opinions of their parents but still agreed with the positions of their teachers.

This highest assessment of school heads as to the effectiveness of the SHS curriculum was in consonance

with Lacorte's (2016) recommendation that school heads must collaborate with the teachers so that both can help one another to equip students with necessary knowledge and skills. She also suggested school principals and teachers should find enough time conferring with parents in the institutionalization of the K to 12 Program. This move will empower the parents and will have them realize their significant role as partners of the school to improve students' academic performance.

Although parents had still a benefit of doubt on the implementation of the SHS curriculum and this doubt is just normal for the implementation of new program, they are encouraged to support the program by being active in the major activities of the school. They should offer their helping hands for the success of the program. They

should always visit the school just to monitor the learning progress of their children. Being supportive in the learning opportunities of their children is a very big help in the effective implementation of SHS curriculum.

Impact of Respondents' Expectations and Apprehensions on the Effectiveness of the Full Implementation of Senior High School Curriculum

This study investigated the impact of respondents' expectations and apprehensions on the effectiveness of the full implementation of senior high school (SHS) curriculum. Table 9 presents the results of the investigation.

Table 9: Correlation analysis of respondents' expectations and apprehensions on the effectiveness of the full implementation of senior high school curriculum

Indicators	r	Comp t-value	Critical t-value	p-value
1 Expectations and Effectiveness	0.684**	26.917	1.96	0.000
2 Apprehensions and Effectiveness	0.006 ^{ns}	0.172	1.96	0.796

** - highly significant @ 0.01 level
 ns – not significant @ 0.05 level

As shown in Table 9, the first correlation coefficient ($r_1 = 0.684$) was highly significant. This indicates that significant relationship between the respondents' expectations and the effectiveness of the full implementation of SHS curriculum was proven as evident by the computed t-value of 26.917 which is greater than the critical t-value of 1.96 (or p-value of $0.000 < 0.01$). This means that the higher the level of expectations from different stakeholders, the motivated the DepEd officials to implement the program. In other words, the efforts of the DepEd in undergoing series of orientations and rigid preparations gave optimistic expectations from the students, parents, teachers and school administrators. This positive expectations received by the full implementation of the new curriculum led to the higher level of its effectiveness.

Findings also reveal that the second correlation coefficient ($r_2 = 0.006$) was proven not significant. This means that respondents' apprehensions did not affect the performance of private and public schools to effectively implement the complete grade levels of SHS curriculum as confirmed by the computed t-value value = $0.172 < \text{the critical t-value of } 1.96$ (or p-value of $0.796 > 0.05$). This means that several challenges and problems encountered during the first two years of implementation did not affect the effectiveness of the SHS curriculum. This was attributed to the fact that DepEd really did its very best to guide all the private and public schools on the full implementation of the new curriculum. Although there were a lot of issues and questions being raised such as lack of buildings, insufficient laboratory apparatuses, additional financial burden in the part of the parents, inadequacy of the instructional materials, the full implementation of the SHS curriculum was assessed effective.

This finding is collaborated by De Los Santos (2012), as cited by Abdullah and Cerado (2015), who emphasized that the government's K to 12 Program is a much-needed change for the country's education system. She added that through this program, people may expect better-trained citizens who could be competitive with the knowledge and skills of those people trained abroad.

Patronis and Al-Samarrai (2016) added that government sees the K to 12 Program as a vital instrument to ensure that all Filipinos are equipped with the basic skills required to play a full and productive role in the society. They also stressed that SHS curriculum will cease the perceptions that overseas workers will lose out to migrant workers from other countries because of the shorter basic education cycle in the Philippines. The implementation of the new curriculum is especially relevant given that about 18 percent of the average Filipino family's income originates from overseas remittances.

It is being stressed by this study that SHS teachers and school administrators should continue what they have started to impress the parents that additional two more years of schooling are not costly burden. Instead, knowledge and skills of the students are more equipped before stepping to collegiate level of education. Teachers should continue their post-graduate education not only for the Filipino youth but for their successful career progression. Teachers from private schools are encouraged to prioritize passing the Licensure Examination for Teachers (LET) and at the same time pursuing Master's degree courses so that they will be more competent to effect positive change towards the students. Training workshops should still be conducted for the SHS teachers of both private and public schools to enhance their teaching competence.

Challenges Encountered by the Private and Public Schools in the Implementation of Senior High School Curriculum

Despite the full efforts extended by the DepEd-Sultan Kudarat to implement the senior high school (SHS) curriculum, several challenges had been encountered. Respondents were tasked to put an ex (X) to confirm

their disagreement to the affirmative statements in the checklist distributed to them. They were also required to put a check (√) to affirm that the statements are evident in their school. Only the number of ex's (X's) were counted to identify the frequency and percentage of respondents who marked X on each statement of the checklist. Table 10 presents the challenges encountered in the implementation of SHS curriculum.

Table 10: Frequency and percentage distribution of the challenges encountered by the private and public schools in the implementation of senior high school curriculum

Statements	SH (n = 36)	T (n = 222)	S (n = 384)	P (n = 384)	F (n = 1026)	%
1 There are sufficient senior high school (SHS) laboratory rooms.	32	220	370	350	972	94.74
2 School administration provides strong internet connection for the SHS students and teachers (for research purposes).	32	221	360	340	953	92.88
3 Enough playgrounds are available for the physical activities of the SHS students.	30	220	265	262	777	75.73
4 There are adequate computer units for the laboratory activities and other practical exercises of SHS students.	32	219	262	260	773	75.34
5 Buildings, classrooms, tables and chairs are adequate and functional.	32	218	261	261	772	75.24
6 Instructional materials such as books, workbooks and activity sheets are available.	31	219	260	261	771	75.15
7 Toilets are enough for the SHS students and teachers.	30	220	257	260	767	74.76
8 Computer laboratories are sufficiently equipped.	31	218	255	261	765	74.56
9 The school is equipped with projectors and other ICT equipment (Desktop and tablet computers) for instructional purposes.	28	219	256	255	758	73.88
10 There is a proper lighting and ventilation in the SHS classrooms and Science and Computer laboratories.	28	220	255	250	753	73.39
11 Video collections, DVD's and videocassettes are available any time for teaching-learning activities.	26	219	253	249	747	72.81
12 Contextualized learning materials are provided.	28	217	253	248	746	72.71
13 Updated newspapers are evident and they are utilized by the SHS students and teachers to get updated with the current events.	26	215	252	247	740	72.12
14 Encyclopaedia's and dictionaries are available.	25	210	245	240	720	70.18
15 Models and measuring devices/tools are sufficient.	23	208	240	238	709	69.10

Legend:

SH – School Heads
T – Teaches
S – Students
P – Parents
F – Frequency

As shown in Table 10, there were 15 identified challenges encountered by the private and public schools in the implementation of SHS curriculum. In particular, 972 or 94.74% of the respondents confirmed that private and public schools were challenged on the availability of SHS laboratory rooms. School administration did not provide strong internet connection for the students and teachers and this was affirmed by the 953 or 92.88% of the respondents. Limited playground for physical activities of students was among the challenges encountered and 777 or 75.73% confirmed it. Inadequacy of the computer units for the huge number of students was manifested and this was agreed by 773 or 75.34% of the respondents. Lack of buildings, classrooms, tables and chairs was the top 5 problem and this was agreed by 772 or 75.24% of the respondents.

There were 771 or 75.15% of the respondents who stressed that instructional materials such as books, workbooks and activity sheets were not adequate. Limited number of toilets for the students and teachers was observed by 767 or 74.76% of the respondents. Computer laboratories were not sufficiently equipped as manifested by 765 or 74.56% of the respondents. There were insufficient projectors and other ICT equipment for instructional purposes and this was affirmed by 758 or 73.88% of the respondents. Problem on lighting and ventilation in the SHS classrooms and laboratory rooms existed and this was affirmed by 753 or 73.39% of the respondents.

There was an absence of video collections, DVD's and videocassettes as confirmed by 747 or 72.81% of the respondents. Teachers did not develop contextualized learning materials and this was according to 746 or 72.71% of the respondents. Updated newspapers were not evident by 740 or 72.12% of the respondents. Encyclopaedia's and dictionaries were limited as affirmed by 720 or 70.18% of the respondents. Lack of models and measuring tools was manifested by 709 or 69.10 of the respondents.

This finding is supported by Torreña (2019) who emphasized that insufficient instructional materials and unavailability of the teacher's manuals are some of the major gaps in the implementation of the K to 12 curriculum particularly the science, technology, engineering and mathematics (STEM) curriculum. She added that some classrooms are already congested or there is a lack of available classroom for the growing number of students. Maliga (2018) also stressed that although many of the teachers are highly knowledgeable in the subject matter, they need to develop their teaching skills and the different pedagogical approaches. He added that teachers should be expert in contextualizing workbooks or modules so that, aside from answering the shortage of books, students will be more interested if the abstract topics are concretized in their local needs.

Further, BusinessMirror.com.ph (2017) published that 80% of the public high schools in the Philippines have no internet connection. The country will likely miss its goal of providing digital literacy, due to the absence of a government policy to equip public schools with internet access. Limited internet connection in the school campus is one of the biggest barriers of the poor performing students.

Maliga (2018) supports the above data when he stated that one of the major challenges encountered by the public school teachers is the lack of facilities and equipment. He stated that school facilities and equipment play a pivotal role in the actualization of the educational goals and objectives of every teaching-learning activity. He also stressed that by satisfying the physical and emotional needs of both the teachers and students, maximum learning outcomes will be expected. Abubakar (2019) emphasized that the students' physical needs are met through provision of safe structure, adequate sanitary facilities, a balanced visual environment, appropriate thermal environment, and sufficient shelter space for the students to work and play.

In addition to this, the study of Lemasters (2017) examined how the laboratory equipment and facilities influence student achievement and behavior. His data suggest that laboratory facilities have an effect on the effective curriculum. Additionally, the literature indicates that student attitudes and behaviors improve when laboratory facilities improve and are congruent with the facility needs for the instructional program. He also emphasized that students who are provided with enough laboratory equipment and facilities are more academically competent.

Conclusions

Department of Education (DepEd) officials were highly appreciated due to their intensive efforts to push through the senior high school (SHS) curriculum despite strong critics and resistance from different societal groups. Higher expectations to fully implement the SHS curriculum were evident from the public schools. Despite the government's rigorous preparations and series of consultation to stakeholders, still both private and public schools were apprehended on how they could effectively implement the SHS curriculum. Less apprehension was registered by the private schools. Both private and public schools were effective on the effectiveness of the full implementation of SHS curriculum. However, higher rating was acquired by the public schools.

There was no significant difference on the respondents' expectations, apprehensions and effectiveness of the full implementation of SHS curriculum between private and public schools. Students, parents, teachers and school principals' level of expectations on the full implementation of SHS curriculum were not significantly different. Students, parents, teachers and school principals had different levels of apprehensions on the full implementation of SHS curriculum. School heads' assessment on the effectiveness of SHS curriculum was significantly higher than the teachers, students and parents' ratings.

Higher expectations from different stakeholders tend to motivate the DepEd officials to implement the program. The efforts of the DepEd in undergoing series of orientations and rigid preparations gave optimistic expectations from the students, parents, teachers and school administrators. Several challenges and problems encountered during the first two years of implementation did not affect the effectiveness of the SHS curriculum.

Two years of SHS curriculum implementation had been challenged with some problems such as insufficiency of SHS laboratories, very poor internet connection, limited playgrounds for the physical activities of students, inadequacy of computer units for the laboratory activities of students, lack of buildings, classrooms, tables and chairs and limited number of books and other instructional materials.

Recommendations

Based on the findings and conclusions of this study, the following were recommended:

1. Extensive dissemination of the significant results of this study should be conducted during Division Management Committee (MANCOM) meeting and mass training of SHS teachers. Results of the study should be sent to the private schools offering senior high school (SHS) curriculum.
2. There should be a special meeting to be participated by the school administrators both from private and public high schools. In this meeting, all school principals should be given a chance to share their good practices in the first-two years of SHS implementation particularly on quality of instructional practices as well on how they addressed the problems on lack of buildings and other school facilities.
3. Concerned higher-up government officials should be tapped by the public school administrators for the speedy establishment of the classroom buildings for the SHS curriculum. The DepEd Division Office top officials should help the school administrators to follow up this immediate concern before this lack of buildings in the public schools will deteriorate the quality of education in the SHS curriculum in which impressive implementation of the curriculum had already been manifested.
4. The Philippine government should strengthen its support to the private schools offering SHS curriculum by expanding the Government Assistance to Students and Teachers in Private Education (GASTPE) particularly the voucher program for SHS students.
5. Additional training for SHS teachers should be conducted in which private and public high schools will be combined. From this training, good teaching and classroom management practices both from private and public high schools should be observed. Teachers' experiences in the successful implementation of the senior high school curriculum should be shared and sooner or later benefited by others.

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