# QUALITY ASSESSMENT OF OPEN HIGH SCHOOL PROGRAM AMONG PUBLIC SECONDARY SCHOOLS IN QUEZON PROVINCE: BASIS FOR IMPROVEMENT PLAN

A Dissertation
Presented to the Faculty
of the College of Education – Graduate Studies
Polytechnic University of the Philippines
Sta. Mesa, Manila

In Partial Fulfillment of the Requirements for the Degree
Doctor in Educational Management

by

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December 2017

## CERTIFICATION AND APPROVAL SHEET

This dissertation entitled, *"QUALITY ASSESSMENT OF OPEN HIGH SCHOOL PROGRAM AMONG PUBLIC SECONDARY SCHOOLS IN QUEZON PROVINCE: BASIS FOR IMPROVEMENT PLAN"* prepared and submitted by **MARK ANTHONY R. MALONZO** in partial fulfillment of the requirements for the degree **DOCTOR IN EDUCATIONAL MANAGEMENT** has been examined and recommended for Oral Examination.

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**CERTIFICATION OF ORIGINALITY**

This is to certify that the research work presented in this dissertation, *"QUALITY ASSESSMENT OF OPEN HIGH SCHOOL PROGRAM AMONG PUBLIC SECONDARY SCHOOLS IN QUEZON PROVINCE: BASIS FOR IMPROVEMENT PLAN"* for the degree Doctor in Educational Management at the Polytechnic University of the Philippines embodies the result of original and scholarly work carried out by the undersigned. This dissertation does not contain words or ideas taken from published sources or written works that have been accepted as basis for the award of a degree from any other higher education institution, except where proper referencing and acknowledgement were made.

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## ACKNOWLEDGEMENTS

This research is a gift to all the inspiring people whom the researcher owes so much to. The ever supportive wife of the researcher, MRS. JONA MARFIL-MALONZO who has given all her precious resources, time, effort and energy in beating all the deadlines, is the greatest accomplishment he made along with this scholarly work. The birth pain of coming out of this dissertation would have not been possible without her unconditional love and support. The fruit of love of the couple gives much inspiration as their first baby is about to be born. They went through all these because the greatest blessing is yet to come.

The researcher also wishes to extend sincerest thanks to his family and loved ones who have given him all the strength to go further.

The expertise that the researcher's adviser, Dr. Beatriz Gonzales-Torno, has given him and all her sacrifices to make all these favors be done to him. In making the difference in the researcher's life and making such turning point in personal life and career of the researcher, Dr. Torno never fails him.

To the humblest Professor in the College of Education (DEM), Dr. Victoria Naval who leads the researcher to the hardest yet victorious path in learning the rudiments of research until finally coming to the fruit of his labor, along with the adept Statistics Professor of the researcher, Dr. Joseph Mercado;

To the CoEd friendly and accommodating Deans, Dr. Milagrina A. Gomez (the former) and Dr. Ma. Junithesmer D. Rosales (the present) who warmly made the

## ABSTRACT

Title : **QUALITY ASSESSMENT OF OPEN HIGH SCHOOL PROGRAM AMONG PUBLIC SECONDARY SCHOOLS IN QUEZON PROVINCE: BASIS FOR IMPROVEMENT PLAN**

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Degree : Doctor in Educational Management

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**Main Objective of the Study**

This study aims at describing the quality of Open High School Program based on the evaluation criteria popularized by Stufflebeam and Shinkfield (2014). It was contextualized to suit the needs of the researcher to investigate further on how well is OHSP doing so far.

**Brief Description of the Research Method**

This study used quantitative method. The research design was descriptive-evaluative. Analyses of significant differences among the responses were done. There were 257 respondents who were school administrators, OHSP coordinators, guidance counselors, class advisers and subject teachers. They came from 20 public secondary

schools in Quezon Province. A real time online questionnaire via Google Form was used.

### Major Findings

Successful completion and cost per student were significant across all categories. When categorically assessed, their significant differences showed indications of quality, while eleven (11) others failed. Looking at slight differences, entails a critical point of analysis which suggests that quality is achieved when certain standards are clearly defined, complied, raised and continuously improved.

### Conclusions

OHSP meets some quality standards and it is not relative to SBM level of practice, type of institution, nature and classification of schools or even the years of implementing it. However, it can be achieved through time with the intention to improve effort, performance, adequacy, efficiency and process.

### Recommendations

Management of OHSP is recommended to follow maintenance and improvement activities focused on enrollment and mainstreaming process, quality assurance examination, fiscal management, curriculum, instruction and assessment, and partnership and networking.

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## Chapter 1

## THE PROBLEM AND ITS SETTING

**Introduction**

The global education agendum is EDUCATION FOR ALL. In the Philippines, it has been a struggle from the time when formal education was first introduced. The 3 major concerns always revolve around the three issues of ACCESS, QUALITY, AND EQUITY (Ness & Lin, 2015).

The Philippine Government is seriously addressing these perennial problems in education. One of the major socio-economic and political milestones in the history of Philippine Educational System is the advent of ASEAN Integration 2015. As brought about by this Economic Integration, the enhancements that the educational system in the country has been undergoing, primarily aim to refine quality, improve access, and maintain equity in education. Education sector faces the low participation rate and increasing dropout rate specifically in the secondary level of education. The data also show that there is 46,404 ES and 12,878 HS ratio between number of elementary schools and secondary schools wherein the latter is 28% fewer than the number of elementary schools. This means that there is a very limited access to secondary education causing many elementary graduates to remain unenrolled for some time which now adds to the psychosocial problems that out-of-school children/ youth (OSC's/, OSY's), students-at-risk of dropping out (SARDO's), children-in-conflict with the law (CICL's), and working children and youth commit.

Only investments in quality education have a positive impact on economic growth. Measured in terms of educational outcomes, the return to educational investment in many countries is abysmally low. Assessing educational quality is a challenging task, given that there are no internationally agreed-upon standards for measuring progress over time. Nevertheless, there is a broad consensus on what quality education entails: motivated teachers, a curriculum appropriate to current needs, good teaching materials and school environment (Angeles, 2009).

According to these criteria, schools in many developing countries fail to meet minimum quality standards. Secondary school teachers lack pedagogical skills as well as adequate knowledge of the subject matters they teach. Learning materials are often scarce and of low quality. Curricula are not relevant either to the needs of the workforce or those of the tertiary education. Schools rarely have a sense of mission or identity, and their directors lack authority and recognition.

One way of addressing the main concern in education, i.e., access, is for the DepEd to be lenient and flexible to the needs of the learners. Socio-economically speaking, teenage learners in the country are so eager to help their families earn a living to augment the scarce financial resources their parents or guardians provide. These working youngsters, along with others who have been engaged into some more mature roles in life like teenage pregnancy, vices, desperation, and other vulnerable circumstances may lead them to become at-risk of dropping out or to the greatest extent totally disengage from school and leave. These cases of learners in secondary education have often been neglected and overlooked by many educators in both private and public schools. One way of addressing their issues and concerns is for the school to be open to them. In secondary level of education, the Bureau of Secondary

Education initiates a program called OHSP or Open High School Program which traces its origin from the idea of Open University, Distance Learning or Distance Education.

Formerly, OHSP is a strategy under the ADM or Alternative Delivery Mode which is currently named as Flexible Learning Options (FLO). This modality is under the big umbrella of Drop-Out Reduction Program or DORP, an intervention to expand access to education addressing the Millennium Development Goal of Education For All (EFA).

Empirically, the researcher who happens to be an advocate of education after his work as a Program Manager of Basic Education, ECCD and CFSS Projects, became an OHSP Coordinator at Infanta NHS and presently acting as consultant of the program since he joined the DepEd Regional Office of CALABARZON as Education Program Specialist II. Having this experience and knowledge about OHSP makes it more worthy of investigating. The relevance to the demand of the community in addressing complex problems concerning dropouts, OSYs/ OSCs, CICLs, Child Labor, etc. while excelling the performance standards indicated in Internal Efficiency Reports of schools reflects the quality of Open High School Program which is the main concern of this study.

It is an inalienable right of every individual to receive education which will enable him/her to become a productive citizen. The Constitution, recognizing this right, explicitly mandates that every individual regardless of age, sex, race, political or socio-economic status must enjoy access to quality and relevant basic education. To this end, the Bureau of Secondary Education has designed the Open High School Program (OHSP), as an alternative mode of secondary education. The program offers an opportunity to those who desire to complete the high school curriculum outside the formal school structure (Andrada L. M., 2008b); "DepEd widens learners," 2017, para. 4; (Senate Bill No. 2277, 2014)

RA 9155 (The Government of Basic Education Act of 2001) reiterates the state policy on promotion and protection of the rights of all citizens to quality basic education and to make such education accessible to all by providing all Filipino children a free and compulsory education in elementary level and free education in the high school level. Such education shall include alternative learning systems and alternative delivery modes for out-of-school youths and adult learners. It shall be the goal of basic education to provide them with the skills, knowledge; and values they need to become caring, self-reliant, productive, and patriotic citizens."

Adjudging to the educational needs of the clientele it serves, the Department of Education (DepED) is mandated to implement a complete system of education that will serve all Filipinos, regardless of age, race, sex, creed, economic condition, and social situation in life. In this regard, it becomes all inclusive – all Filipinos, be they of school age or not, dropouts, stayouts or school leavers; be they out-of-school youths and illiterate adults; or with differing needs and circumstances – DepED needs to serve their educational needs (Barsaga as mentioned by Corpus, 2009). Hence, DepED offers a complete educational system which is multi-modal. It consists of either a formal or non-formal or alternative system. It utilizes the conventional or traditional mode, innovative or alternative delivery mode, or a combination of these various modes.

The idea of OHSP is not new. Be it one of the alternative delivery modes of education, OHSP may be in the form of homeschool, distance learning or a combination of two. According to Fogle, as elaborated by McCurdy (2017), it was in 1985 when homeschooling became legal in Washington State, likewise, Alternative Learning Programs in 1995. Since then, Homeschooling or Home-Based Instruction (HBI) has become legal in 50 states in the US. While family support is a requirement for success

in EIS (Enhanced IMPACT System), it is clearly the main criterion in the HBI. In the same manner that EIS is implemented, OHSP adopts this HBI where learners may interactively engage their parents and other community people who may be found resourceful in giving information about the topics in the module and may assist them in instruction.

It is important to know how OHSP is being operated by understanding its framework. This framework may explain how relevant the program is in general.

Figure 1. The OHSP Operational Framework
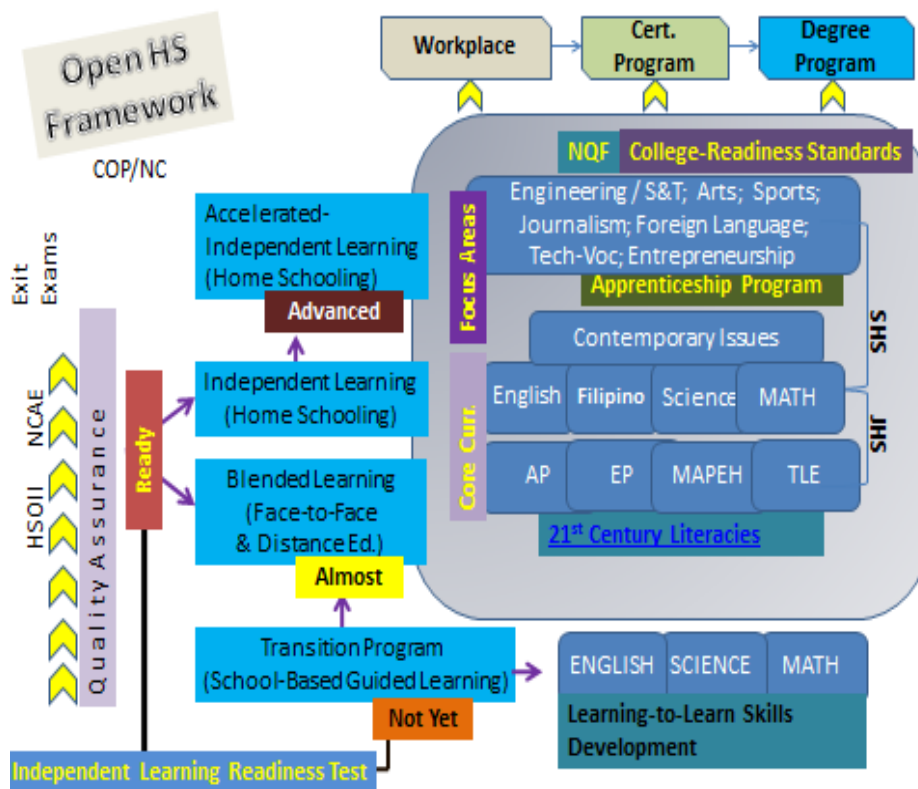
Enrolment in OHSP is the most crucial part in program implementation as it is seen in the illustration above. Generally, the key to successful assessment of performance greatly depends on the quality of learners in which the quality of instruction is a major determinant. However, it is different in OHSP. Since, independent learners primarily are concerned of their own learning. There is a self-paced studying for which the learner himself prepares his own learning management plan (LMP) based on his/her capacity. The teacher may then do interim assessments to ensure that the competencies which are expected to be developed are really addressed. All the required competencies directly contribute to the demand of the industries for globally competitive practitioners and skilled workers. They are to compose the "new economy" in the 21st Century.

Not only is secondary education required in the context of the "new economy", but it also seems to be a prerequisite for faster economic growth in general. A World Bank study found that secondary enrollments in developing countries have been positively related to Gross Domestic Product (GDP) levels over the past three decades (Fuller and Holsinger as cited by Neba-Mbandi, 2016). The International Commission on Education for the 21st Century states that it is now generally recognized that, for economic growth to take place, a high proportion of the population has to have received secondary education (Tawil & Cougoureux, 2013). Similarly, participants at the World Education Forum argued that "no country can be expected to develop into a model open economy without having a certain proportion of its work force completing secondary education" (Dickson, Hughes, & Irfan, 2016). The World Education Forum has gone so far as to include secondary school enrollment as a component of the

Global Competitiveness Index. International comparisons show that exclusive emphasis on primary schooling may result in a labor force that is educationally behind the anticipated level of industrial development (Komakech, 2017). As globalization acts to integrate developing countries into the "new economy", differences in post-primary educational opportunities will increasingly distort the benefits of economic growth in favor of rich countries: "Without a sustained improvement in coverage and quality of secondary education, developing countries will fall further behind relative to developed countries" (Watkins as cited by Daniel, 2010).

Given the needs of the "new economy", secondary education must provide young people with the skills to process information in innovative ways. The aim of education must be to develop students' cognitive skills and equip them with the knowledge of how to learn and the desire to do so; in other words, education must prepare students for lifelong learning. Students must move from being passive recipients of information to being active participants in the process of learning, and teachers must move from being transmitters of information to being facilitators of the acquisition of knowledge (Jensen, Sandoval-Hernandez, Knoll, & Gonzalez, 2012); (OECD as cited by König, 2012). Even if knowledge of facts diminishes in relevance, the secondary school curricula of many developing countries are still heavily weighted towards learning by rote, instead of promoting understanding and application. Thus, a pressing problem is to render secondary school curricula more functional for today's needs (Richmond, 2007).

A decline in quality is a result of irrelevant policies that accommodate demand pressures. Stagnation in the growth of human capital, inability to increase productivity of capital and labor, stagnating public and private resources, and further declines in quality education are also likely to happen. Similarly, policies that ignore the imperative

of an equitable distribution of education opportunities -between girls and boys; students who are rich and poor; irrespective of where they live- carry within them the seeds of social conflict and reduced growth performance. On the other hand where the macro-economic and political conditions create a favorable environment, investments in secondary education can help accelerate economic growth. With these pieces of macrocosmic information, the researcher chose to conduct his study in the area he is most familiar with, and that is the Province of Quezon.

Tracing its origin and characteristic features, Quezon is a province of the Philippines in the CALABARZON region of Luzon Island. The province was named after Manuel L. Quezon, the second President of the Philippines, and its capital is Lucena City. Quezon is southeast of Metro Manila and is bordered by the provinces of Aurora to the north, Bulacan, Rizal, Laguna, and Batangas to the west and the provinces of Camarines Norte and Camarines Sur to the east. Part of Quezon lies on an isthmus connecting the Bicol Peninsula to the main part of Luzon. The province also includes the Polillo Islands in the Philippine Sea.Quezon, east of Metro Manila, is the 8th largest province in the Philippines having an area of 892,601 hectares or 8,926.01 km². The northern part of the province is sandwiched between the Sierra Madre mountain range and the Philippine Sea. The southern part consists of the Tayabas Isthmus.

These facts gave the researcher a glimpse of the quality of life and the kind of culture that Quezon had. It reflected also the history of schooling from one era to another. At present, there are 200 public secondary schools in the Province of Quezon, (185 under the Schools Division of Quezon, 11 under the City Schools Division of Lucena and 4 under the City Schools Division of Tayabas). There are twenty (20) schools among the 200 running Open High School Program.

**Table 1**

**List of High Schools in Quezon with OHSP, from the FLO Manual**

| No. | Name of School (in alphabetical order) | Congressional District/ Municipality |
|---|---|---|
| 1. | Atimonan Nat'l. Compr. HS | 4th CD – Atimonan |
| 2. | Buenavista NHS | 3rd CD – Buenavista |
| 3. | Canda NHS | 2nd CD – Sariaya |
| 4. | Casay NHS | 3rd CD –San Francisco |
| 5. | Cotta NHS | 2nd CD – Lucena City |
| 6. | Dagatan NHS | 2nd CD – Dolores |
| 7. | Dalahican NHS | 2nd CD – Lucena City |
| 8. | Godofredo Tan MNHS | 3rd CD – San Francisco |
| 9. | Gulang-gulang NHS | 2nd CD – Lucena City |
| 10. | Gumaca Integrated School | 4th CD – Gumaca |
| 11. | Gumaca NHS | 4th CD – Gumaca |
| 12. | Infanta NHS | 1st CD – Infanta |
| 13. | Lucena City NHS | 2nd CD – Lucena City |
| 14. | Luis Palad NHS | 1st CD – Tayabas City |
| 15. | Lusacan NHS | 2nd CD – Tiaong |
| 16. | Lutucan NHS | 2nd CD – Sariaya |
| 17. | Paaralang Sek. ng Lucban | 1st CD – Lucban |
| 18. | Quezon NHS | 2nd CD – Lucena City |
| 19. | San Isidro NHS | 3rd CD- Catanauan |
| 20. | Sta. Catalina NHS | 2nd CD – Candelaria |

**Theoretical Framework**

The assessment of quality of Open High School Program is anchored on the study of categories of evaluation proposed by Suchman (as mentioned by Stufflebeam & Shinkfield, 2012). The researcher employed Systems Theory to assess the quality of OHSP. An open social system model provides for considering the effectiveness, accountability, and improvement of schools. According to Bancroft, Lezotte, and Taylor

(as cited by Conley, 2002), the Effective Schools Theory which centers on effective schools correlates derived from empirical investigations and case studies of school success encapsulated the whole idea of this research.

Effective schools and school improvement research have consistently identified the school as the locus of change. Secondary schools need to be able to respond to the local context and the demands of the communities they are serving (Verspoor, 2008). At the same time they are expected to contribute to national performance objectives of quality and relevance of learning outcomes and efficiency in resource use.

In the context of Child-Friendly Schools System (CFSS), learning tends to become holistic if teachers are actively linking in the community. Active stakeholders, community people and other institutions around are potent shapers of student's learning, his/her habits and his/her competencies.

CFSS like other programs in schools is considered an interdependent part of a larger system. The relationships between and among subsystems are integral in dynamically working a social system for which effective school system is a part of. School is defined as a system of social interaction (Lunenburg, 2010); (Luciano-Wong, 2016); it is an organized whole comprising interacting personalities bound together in an organic relationship (Waller as mentioned by Abubakar, 2016); (Hoy and Miskel as cited by Safi, 2014). As a social system, the school is described by interdependent parts, distinct population, differentiation in environment, social relationships, and its own unique culture. Social systems are open systems since schools are affected by state policies, politics, history, and other environmental forces. Social systems are people, structural, normative, sanction bearing, political, having distinctive cultures, conceptual, and relative.

The fact that Open High School Program is part of the school system, it is necessary to analyze the relationship it plays between and among other subsystems. Crucial intentions of this program are addressing the 3 concerns in education, namely access, quality, and equity.

In order to increase access and equity of education through open and distance learning, implementers must enact a genuine commitment to quality. Such a commitment can be forged and reinforced by a concerted program of research (Chawinga & Zozie, 2016).

There are five criteria to assess quality of an open and distance learning, viz. effort, performance, adequacy, efficiency, and process (Stufflebeam & Coryn, 2014).

He defines effort as activities that open and distance learning institutions carry out (Inegbedion, 2017). It is the most easily examined criterion. In the context of secondary education, effort may include number of students enrolled, completed the curricula, and promoted to the next grade level. Growth in such numbers suggests expanded capacity to meet students' needs. Such indicators may be tabulated, summarized and results for different times be compared and inferences drawn about their meaning. These are the kinds of indicators often mandated and reported by the government agencies, permitting comparisons between open distance learning institutions and regular secondary school program.

Another criterion is performance which refers to the effects of the institution's activities on those whom it serves. This includes learning gains, successful completion, and examination performance.

The third one is adequacy. This criterion refers to the capacity of open and distance learning institutions to meet the educational and social needs of their students (King, 2012).

The fourth criterion is efficiency which refers to the cost of open and distance learning (Rumble, n. d., para. 16). Hülsmann (2004) distinguished between two types of costs: cost per student and cost per successful student.

Finally, the last criterion is the process. It is defined as a series of actions or operations conducive to particular ends (Cooper, Pandey, & Quick, 2012). With reference to open distance learning, processes may be identified in connection with each of the subsystems, as course subsystem, regulatory subsystem and technological subsystem.

These five criteria –effort, performance, adequacy, efficiency, and process – provide useful focal points for what Freire (as mentioned by Kolb, A. & Kolb, D., 2012) referred to as praxis – a recursive process of analysis and application – aimed at over-all improvement.

Since this study is focused on the quality of OHSP, it needs to consider assessing its management, delivery modes, curriculum, assessment and evaluation, teachers and students' responsibilities, and linkages or networks. Findings of the assessment conducted will help the researcher design a continuous improvement process that sets quality implementation of the program. This is actually an evaluation of OHSP in limited scope since it may render a *moderatum generalization* about the phenomenon taking place in implementing OHSP in the 20 public secondary schools.

Thorpe (as mentioned by Robinson & Latchem, 2004) defines evaluation as the collection, analysis and interpretation of information about any respect of a program of

education and training, as part of a recognized process of judging its effectiveness, its efficiency, and other outcomes it may have. She added that what differentiates evaluation from other related activities is not just that judgments and opinions are made, but they are made be seen. This means that evaluation is essentially a public act – not necessarily published or publishable, but open to inspection by an outsider and therefore capable of being made public.

The evaluation of distance education programs was expounded by (as mentioned by Robinson & Latchem, 2004). It was found to have fundamental similarity with conventional education. There are, however, some important differences in evaluating open learning. Some aspects of learning may be inaccessible for the evaluator whereas some aspects of provision are more open to inspection than is the case in conventional teaching. There is more to be evaluated because of the flexibility allowed to the learner and the variety and range of program inputs. In view of the importance of team effort, perceived in the provision of open learning, evaluation is seen as a collective effort, perceived in the interests of all staff and learners and implemented through proactive, consultative procedures.

The most feasible way to assess quality of OHSP of public high schools in Quezon Province is to make use of the Context Input-Process-Product (CIPP) Evaluation of OHSP.

Stufflebeam (as mentioned by Kalivoda, 2011; Zhang, et al., 2011) defined CIPP approach as based on the most important purpose of evaluation that is to improve and not to prove something about the program. Its fundamental use is to promote growth and to help the responsible leader and staff of an institution to systematically obtain

and use feedback so as to excel in meeting important needs, or, at least, to do the best they can with available resources Stufflebeam (as cited by Walker, 2011).

In evaluating educational programs, Suchman (as mentioned by Stufflebeam & Coryn, 2014) proposed five categories of criteria – effort, performance, adequacy, efficiency, and process to determine the success or failure of a program. Chaired by Stufflebeam (as cited by Ewing-Taylor, 2012; Trimble, 2013) there were 30 standards, divided into four major groups have been suggested, to wit, 1.) utility standards (to ensure evaluation serves practical information needs); 2.) feasibility standards (to ensure that evaluation is realistic and prudent); 3.) propriety standards (to ensure that evaluation is conducted legally and ethically); and 4.) accuracy standards (to ensure that evaluation reveals and conveys technical information).

However, no single evaluation is expected to meet all these standards. The vital concerns of the study of Mangiduyos (as mentioned by Gujar & Vadnere, 2011) are the qualities of adequacy, relevance, necessity, usefulness, and sufficiency of the components of the program. He cited that a search for more indicators of school quality training yielded the standards to evaluate: 1.) necessity or being essential to the achievement of something, a state of need; 2.) usefulness, or being advantageous, practical or of beneficial review measuring the results of executed and performed efforts; and 3.) sufficiency, or having enough resources to meet the needs and what is expected.

Since quality is the central problem of this study, improvement of its implementation is the posit that OHSP needs to test. Standards are set to measure how near or how far the program is when quality is concerned. Any non-compliance to such standards does not mean anything to quality. Significantly, those actions that need

to be done in advancing towards meeting the standards suggest an approach to really improve the quality of OHSP. It is then suggested under the light of this study to make use of appreciative inquiry.

Appreciative inquiry (AI) which was developed by Cooperrider and Srivastva (Mupepi, 2017), is a model for analysis, decision-making, and the creation of strategic change, particularly within companies and other organizations. They felt that the overuse of "problem solving" as a model often held back analysis and understanding, focusing on problems and limiting discussion of new organizational models (Mahal, 2014).

According to Bushe (2012), AI "advocates collective inquiry into the best of what is, in order to imagine what could be, followed by collective design of a desired future state that is compelling (Dent & Brent, 2015) and thus, does not require the use of incentives, coercion or persuasion for planned change to occur."

Some researchers believe that excessive focus on dysfunctions can actually cause them to become worse or fail to become better. By contrast, AI argues, when all members of an organization are motivated to understand and value the most favorable features of its culture, it can make rapid improvements.

Strength-based methods are used in the creation of organizational development strategy and implementation of organizational effectiveness tactics (Franklin, 2007). The appreciative mode of inquiry often relies on interviews to qualitatively understand the organization's potential strengths by looking at an organization's experience and its potential; the objective is to elucidate the assets and personal motivations that are its strengths.

Bushe (2012) has argued that mainstream proponents of AI focus too much attention on "the positive" and not enough on the transformation that AI can bring about. In a 2010 comparative study in a school district he found that even in cases where no change occurred, participants were highly positive during the AI process (Bushe, 2010). What distinguished those sites that experienced transformational changes was the creation of new ideas that gave people new ways to address old problems. He argues that for transformational change to occur, AI must address problems that concern people enough to want to change. However, AI addresses them not through problem-solving, but through generative images.

**Conceptual Framework**

In this regard, OHSP shall be viewed as a working-program for complete improvement of the key educational indicators reflecting the school's effort, performance, resource adequacy, efficiency, and process which can be described using indicators of quality assessment.

Figure 2  The Conceptual Framework of the Research
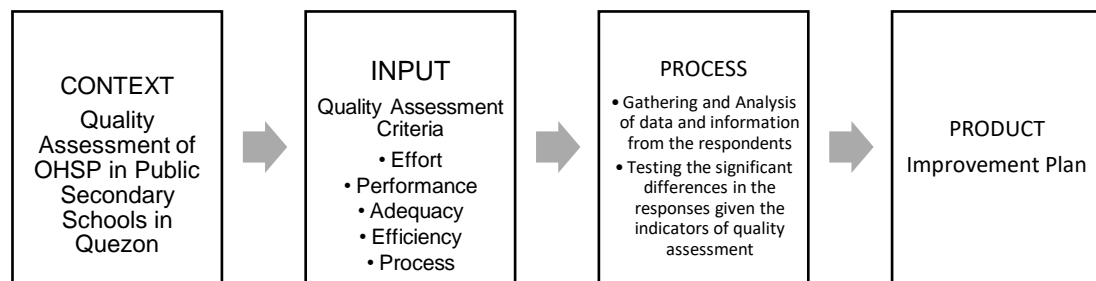


The diagram illustrates the course of the study for which concepts dealing with quality are detailed and expounded. Assessing these criteria of quality of Open High School Program, let researcher defined thirteen (13) quality indicators. The indicators are defined with the conditions taken from the guidelines of Implementing OHSP which

DepED has issued since 2005. From these guidelines the researcher developed a survey questionnaire which is divided into five criteria. To qualify the school's effort, assessment of respondents' understanding of the program rationale, goals and objectives and program implementation is measured. This criterion pertains to assessment of input regardless of output Suchman (as cited by Stufflebeam & Shinkfield, 2012).

School's efforts in improving access to secondary education include enrollment and mainstreaming of learners, completion of the curriculum, promotion, retention and transition of learners.  Questions on learning assessments and evaluation are formulated to yield results measuring the performance of the program. According to Stufflebeam and Shinkfield (2012), the indicators under this performance criterion measures results of efforts rather than the effort itself. Keeping the learners in the program will ensure quality in learning gains, examination performances, and successful completion. Effective performance of the school reflects its resource adequacy in responding to the educational and social needs of both the teachers and the learners. The quantity of resources meeting the needs of the learners qualifies the adequacy of the resources of the program. Management of these resources to meet the growing needs of the learners, teachers, and the school as a whole, questions the efficiency of the program. Stufflebeam and Shinkfield (2012) expounded that efficiency measures the proportion between the capacity of an individual, organization, facility, operation or activity, and the effort expended.

Involvement of the internal and external stakeholders to efficiently and effectively run the program tests the processes that OHSP is undertaking. Suchman (as mentioned by Stufflebeam & Shinkfield, 2012) outlined four dimensions of an analysis

of process: attributes of the program, the population exposed to the program, the context within which the program occurred, and the different kind of effects produced by the program. In the light of this study, these attributes embedded in the course, regulatory and technological subsystems of the school process.

Considering the concepts of Appreciative Inquiry (AI), the collectivity of the results yields a model for analysis, decision-making, and the creation of strategic change for continuous improvement of OHSP.

**Statement of the Problem**

This study aims to assess the quality of Open High School Program with the end view of proposing a Continuous Improvement Plan.

1. What is the profile of the school in terms of:

   1.1 type of institution;

   1.2 nature and classification;

   1.3 years in running OHSP;

   1.4 SBM level of practice?

2. How do the respondents assess the quality of Open High School Program in terms of the following:

   2.1 School's Effort in Improving Access to Secondary Education:

   2.1.1 by increasing enrollment and mainstreaming OSYs, dropouts, school leavers and SARDOs (Students-at-risk of Dropping Out)

   2.1.2 by completing successfully the junior high school curriculum; and

   2.1.3 by improving promotion, retention and transition between junior high school and senior high school levels of secondary education?

2.2 School's Performance Reflecting the Effects of Teaching Approaches/ Methodologies and the Entire Educative Process in terms of:

    2.2.1 Learning Gains;

    2.2.2 Successful Completion;

    2.2.3 Examination Performance?

2.3 School's Sufficiency in or Adequacy of Resources Made Available for Both the Teachers and Learners in terms:

    2.3.1 Addressing Education Needs;

    2.3.2 Addressing Social Needs?

2.4 School's Efficiency in Managing Resources by:

    2.4.1 Measuring the Cost per Student;

    2.4.2 Measuring the Cost per Successful Student?

2.5 School Process Involving Community Linkages, Internal and External Support Systems in terms of:

    2.5.1 Course Subsystem;

    2.5.2 Regulatory Subsystem; and

    2.5.3 Technological Subsystem?

3.    Is there significant difference on the quality assessment of the respondents when they are grouped according to:

    3.1 Type of Institution;

    3.2 Nature and Classification;

    3.3 Years in Implementing OHSP; and

    3.4 SBL Level of Practice?

**Hypotheses**

The following simple hypotheses in analyzing differences using ANOVA at .05 level of significance were tested:

There is no significant difference in the assessment of quality indicators of OHSP among 20 schools when respondents are grouped according to:

1. type of institution;

2. nature and classification;

3. years of program implementation; and

4. SBM Level of Practice.


**Scope and Limitations of the Study**

The area coverage of this study was within the Province of Quezon, its 3 main Divisions of Quezon, Lucena City and Tayabas City. Quezon Province.

A total of 200 public high schools exist in the province of Quezon of which 20 have Open High School Program. These 20 schools served as respondents of the study which are operationally defined as schools.

The parameters of the population of 20 secondary schools running OHSP included the assessments of the five (5) criteria using the thirteen (13) indicators of quality by the 20 Secondary School Administrators, 20 OHSP School Coordinators, 640 subject teachers (20 x 8 subject teachers/ advisers x 4 grade levels ), and 20 guidance counselors (designated).

The samples from the total population of 20 schools were taken using stratified random sampling so as to squeeze out the most succinct information from those respondents who are really engaged in the program.

Since the study is confined to quality assessment, the relationship to any performance indicator used by the Department of Education is no longer significant. The availability of standalone data of Open High School Program was also a limitation. The insufficiency and inaccuracy of secondary data drawn from the Regional Office's Policy, Planning and Research Division made this limitation. It was found out that the enrollment rate, completion rate, retention rate, and achievement rate of these secondary schools concerned are inclusive of the data in the regular high school. Therefore, they do not have independent data to examine, thus, the researcher was delimited to make use of relational analysis between quality and performance of Open High School Program.

The results of this study in 20 public secondary schools in the Province of Quezon might be limited in producing Improvement Plan. However, significant points to consider will further develop the program management through Continuous Improvement Process.

Continuous Improvement is an ongoing effort to improve products, services or processes. These efforts can seek "incremental" improvement over time or "breakthrough" improvement all at once. Among the most widely used tools for continuous improvement is a four-step quality model, the plan-do-check-act (PDCA) cycle, also known as Deming Cycle or Shewhart Cycle. In Plan Phase, the researcher needs to identify opportunities and plan for change. In the Do Phase, the researcher, together with the schools operating OHSP, needs to implement the change on a small scale. While during the Check Phase, the researcher has to use the data to analyze the results of the change and determine whether it made a difference. Lastly in the Act Phase, the change has to be proven successful, if it is so, continue doing in a larger scale, if not, begin the cycle again. This means that this research never ends (Imai, 2012).

Below is the geographical scope of the study in an illustration. The scope was concentrated only in 20 schools identified to have OHSP, however, if Continuous Improvement Process brings better change as a result of this study, the scope may extend not only to Quezon Province but might as well as to the entire Region IVA.

Figure 3  Illustration, Map of Quezon

The table below shows quick statistics about Quezon Province and the number of private and public secondary schools therein.

Table 2

**Statistical Profile of Quezon Province**

| City/Municipality | District | No. of Barangays | Area (km²) | Population (2010) |
|---|---|---|---|---|
| BURDEOS | 1st | 14 | 199.8 | 24,166 |
| GENERAL NAKAR | 1st | 19 | 1343.8 | 25,973 |
| INFANTA | 1st | 36 | 342.8 | 64,818 |
| JOMALIG | 1st | 5 | 56.7 | 6,884 |
| LUCBAN | 1st | 32 | 130.5 | 46,698 |
| MAUBAN | 1st | 40 | 416 | 61,141 |
| PAGBILAO | 1st | 27 | 171 | 65,996 |
| PANUKULAN | 1st | 12 | 226.6 | 12,511 |
| PATNANUNGAN | 1st | 6 | 139.2 | 13,865 |
| POLILLO | 1st | 20 | 253 | 28,125 |
| REAL | 1st | 17 | 563.9 | 35,189 |
| SAMPALOC | 1st | 14 | 104.8 | 13,107 |
| TAYABAS CITY | 1st | 66 | 231 | 91,428 |
| CANDELARIA | 2nd | 25 | 129.1 | 110,570 |
| DOLORES | 2nd | 16 | 62.6 | 27,702 |
| LUCENA CITY | 2nd | 33 | 80.2 | 246,392 |
| SAN ANTONIO | 2nd | 20 | 172.9 | 31,681 |
| SARIAYA | 2nd | 43 | 212.2 | 138,894 |
| TIAONG | 2nd | 31 | 168.4 | 91,599 |
| AGDANGAN | 3rd | 12 | 31.5 | 11,567 |
| BUENAVISTA | 3rd | 37 | 161.4 | 29,053 |
| CATANAUAN | 3rd | 46 | 253.1 | 65,832 |
| GENERAL LUNA | 3rd | 27 | 101 | 25,373 |
| MACALELON | 3rd | 30 | 120.45 | 26,419 |
| MULANAY | 3rd | 28 | 420 | 50,826 |
| PADRE BURGOS | 3rd | 22 | 69.1 | 20,161 |
| PITOGO | 3rd | 39 | 73.4 | 21,380 |
| SAN ANDRES | 3rd | 7 | 61 | 33,586 |
| SAN FRANCISCO | 3rd | 16 | 304 | 57,979 |
| SAN NARCISO | 3rd | 24 | 263.6 | 45,386 |
| UNISAN | 3rd | 36 | 124.2 | 25,186 |
| ALABAT | 4th | 19 | 57.6 | 16,120 |
| ATIMONAN | 4th | 42 | 239.7 | 61,587 |
| CALAUAG | 4th | 90 | 324.7 | 69,223 |
| GUINAYANGAN | 4th | 55 | 214.1 | 41,669 |
| GUMACA | 4th | 59 | 189.7 | 69,618 |
| LOPEZ | 4th | 95 | 355.4 | 91,074 |
| PEREZ | 4th | 14 | 57.5 | 12,039 |
| PLARIDEL | 4th | 9 | 35.1 | 10,238 |
| QUEZON | 4th | 24 | 71.2 | 15,142 |
| TAGKAWAYAN | 4th | 45 | 534.4 | 50,833 |

**Significance of the Study**

In order that the benefiters of this study derive significance, one has to consider the fact that as duty-bearers and stakeholders, they are bound to functionally implement their roles to meet the expectations of their clients. Thus, findings, conclusions, and recommendations of this research are hoped to be of highly significant value to the following:

**The Department of Education** to keep on providing flexible options for access to basic education and aligning all these FLOs/ ADMs in the pursuit of  quality K to 12 education and developing 21$^{st}$ century skills among all learners specifically those who are taking Senior High School Program aligning learners' potentials to the demand of the society and the economy;

**The Department of Social Welfare and Development** to really uphold its commitment of ensuring that all school going age of each household attends schooling or at least even OHSP and other ADMs/ FLOs;

**The Technical Education and Skills Development Authority (TESDA)** to collaborate incessantly with DepEd in promoting skills development programs for OSYs and to improve employment opportunities for those taking OHSP

**The Provincial Government Units** to aid DepEd in ensuring the quality implementation of OHSP in their province by allocating funds thereof and encouraging municipalities in the province specifically in Quezon to run OHSP in their schools;

**The Local Government Units** to actively support potential high schools offering OHSP and providing opportunities to advocate the program down to the barangay levels;

**Government Organizations** which include party list representatives to help DepEd advocate OHSP and lobby support for the passing of laws relevant to expanding secondary education service in the country which primarily concerns OSYs;

**Non-Government Organizations** including local and international to assist the government in furthering researches and studies which aim at improving the quality of expanded educational services at all levels;

**Secondary Schools,** be it private or public, to seriously aspire for excellence to bring the best education that every single Filipino learner deserves and committedly mechanize the School Improvement Plan and the Drop Out Reduction Program (DORP) Plan;

**Principals and School Administrators** to efficiently synchronize all the programs, either regular or special, and continuously support them by all means and uphold their commitment to always aspire for excellence in management, supervision, and leadership;

**OHSP Coordinators at All Levels** to assist the school administrators, teacher-implementers, OHSP learners and their parents/ guardians in accomplishing the tasks that are expected of them to perform;

**Stakeholders, Alumni, Businessmen, Private Institutions and Individuals** who have the capacity to take part in the interactive process of learning in an OHSP mode of education are socially responsible to assist the schools in their locales especially those running OHSP and other similar ADMs/ FLOs;

**Teachers and Master Teachers** who are to function well if the most disadvantaged learners are reached by their services and to realize the instillation of importance of education in the lives of individual persons, thus, the sense of fulfillment

in the profession is achieved; they are also expected to draw inspiration and get more motivation in performing their duties beyond mere service in the most exigent circumstance;

**Parents** who indirectly benefit from all these efforts of the duty-bearers and stakeholders that the abovementioned offices and agencies are bound to make improvements in their respective services towards the vision of nation building;

**Learners which include OSCs/OSYs, the most Deprived, Excluded and Vulnerable Children and Youth,** are the end-beneficiaries and the center of all the improvements that those institutions are initiating; learners of this situation are said to enjoy quality education when they are reached by all means flexible to their needs and situations;

And lastly for the future researchers who may, in one way or another, use relevant theories, concepts, and findings to ascribe in their studies similar to assessment of quality educational program like Open High School**.**

### Definition of Terms

To better understand the technicalities and fundamental terms used in this study, the following are defined operationally and contextually:

**Alternative Delivery Mode.** It is traditionally a modality of DORP which includes MISOSA, E-IMPACT, OHSP, EASE and other similar programs which intend to increase participation rate, retention rate, decrease dropout rate, and improve achievement rate in basic education.

**Continuous Improvement.** It is defined as on-going effort to improve products, services or processes. In the context of this study, this pertains to the product that this study needs to deliver given the responses that describe the quality of Open High School Program run by the 20 schools.

**Completion.** This refers to the process wherein first grade/year entrants in a level of education complete/finish the level in accordance with the required number of years of study.

**Dropout rate.** It refers to the percentage of pupils/students who leave school during the year for any reason as well as those who complete the previous grade/year level but fail to enroll in the next grade/year level the following school year to the total number of pupils/students enrolled during the previous school year.

**Dropouts.** These are pupils/students who leave school during the year for any reason as well as those who complete the previous grade/year level but fail to enroll in the next grade/year level the following school year.

**Drop-Out Reduction Program.** It is a project by the Bureau of Secondary Education (BSE) under the Department of Education (DepEd) Central Office. It aims to curb the high dropout rates in public schools by offering alternative modes of education for students at the risk of dropping out (SARDO). First implemented in 1998, the DORP is already perceived to have achieved some success, with a decrease in the dropout rate from 12.51% in AY 2005-2006 to 7.45% in AY 2007-2008.

**Enrolment.** This refers to the total number of pupils/students who register/enlist in a school year.

**FICS Analysis.** It is a pre-requisite tool to assess the learning needs of the students and their reasons for dropping out which may be Family, Individual, Community or School-Related.

**Flexible Learning Options.** These are alternative delivery modes ensuring the goals of Drop-Out Reduction Program are addressed. These are also a menu of learning approaches where learners can choose from to suit their learning needs, and are applicable to their situational context and learning capabilities.

**Graduates.** These are students or trainees who are enrolled in a particular course/program and have completed the requirements set for that course/program.

**Independent Learners.** They are those who are ready for modular approach in OHSP and are determined through Phil-IRI, ILRT and FICS analysis.

**Independent Learning Readiness Test (ILRT).** It is a quality assurance exam given to OHSP registrants to determine their level of readiness for modular approach and interactive learning.

**Learners.** As far as OHSP is concerned, they refer to high school undergraduates who are qualified and actively participating in the OHSP regardless of their age or level of education obtained in the past.

**Learning Management Plan.** It is an intervention under Learning Management Program that allows independent learners to freely set their schedules with their subject teachers and determine the number of modules they can accomplish in a given period of time as per their learning capacities are concerned and must be agreed upon. This allows learners to work flexibly within the school year.

**Learning Management Program (LMP).** It is a special feature of OHSP wherein the school administrator is responsible to bridge learning gaps and enhance learning. The Bridge Program and other similar interventions that respond to the academic needs of the learners are part of this.

**National Achievement Test.** This is a statutory summative evaluation of competencies acquired by the learners measuring the quality of OHSP implementation and reflecting the academic performance of the school as a whole.

**Passing Percentage.** This refers to the percentage of the number of examinees per school who are passers of a given examination in a given period.

**PEPT (Philippine Educational Placement Test).** It is a test that seeks to evaluate students' competency in five learning areas - English, Filipino, Math, Science and Social Studies in relation to their age**.**

**Phil-IRI (Philippine Informal Reading Inventory).** It is an authentic reading assessment tool that attempts to evaluate the reading proficiency level of public elementary pupils nationwide. It is an informal measure that determines the children's use of comprehension, vocabulary and word identification strategies within the context of the story, passage or poem. It provides teachers with both quantitative and qualitative information about the children's reading capabilities

**Promotion.** This refers to the process wherein the pupils/students are promoted to the next grade/year level in the following school year.

**Quality Assessment.** It is defined contextually under the light of this study to mean a description of conditions of the program being studied without the intention

of proving anything but improving something about Open High School Program in the public secondary schools.

**Repeaters.** These are pupils/students who failed or left a particular grade/year level during a given school year, or pupils/students who are enrolled in the same grade/year for a second (or more) time.

**Respondents.** They are those involved in the survey questionnaire whether they are school administrators, guidance counselors, OHSP coordinators, teacher-advisers and subject teachers who are involved in the program being run by the 20 secondary schools.

**Retention.** It refers to the process wherein enrollees in the elementary/secondary level in a given school year continue to be in school the following year.

**Secondary Schools.** These pertain to 20 private and public high schools in the Division of Quezon running OHSP in more than a year now.

**School-Based Management.** It is a strategy to improve education by transferring significant decision-making authority from state and district offices to individual schools.

**School-Based Management (SBM) Levels of Practice.** This refers to a three-Scale of Practice (levels 1 to 3) to improve learning outcomes. Level I (Standard) - refers to compliance of a school with the minimum requirements for securing and managing inputs, establishing appropriate structures and mechanisms, and improving processes that affect instruction and student achievement in order to produce the desired levels of outputs that lead to improved learning outcomes. Level II (Progressive) - intensifies mobilization of resources and

maximizes efforts of the school to achieve desired learning outcomes. Level III (Mature) - goes further by maximizing efforts of the school and the community/stakeholders to achieve higher learning outcomes.

**School Process.** It includes programs, curriculum, instruction and assessment strategies. In the context of this study, these components of school process are indicated in the 3 subsystems viz. course, regulatory and technological.

**Subsystems.** These refer to parts of a larger system. Under the light of this study, school process is composed of Course, Technological and Regulatory subsystems)

**Teacher-Implementers.** They are teachers or master teachers engaged in periodic meeting with learners in pre-arranged schedules agreed upon by both the learners and their teachers.

**Teacher-Student Ratio.** It is the proportion of the enrolment at a certain level of education in a given school year to the number of authorized nationally paid positions for teachers at the same level in the same school year.

**Transition.** (from primary level to intermediate level, Grade IV to Grade V; elementary to secondary) It refers to the pupils/students who graduate from one level of education and move on to the next higher level.

## Chapter 2

## REVIEW OF LITERATURE AND STUDIES

This chapter presents a review of local and foreign literatures and studies. Basing the review on the five (5) criteria identified, this chapter discusses the concepts on quality assessment and its indicators. This further improves the perspectives of the researcher on the development of Open Distance Learning over the years that now is a growing demand even in secondary level of education.

**The Development of Open Schooling**

According to Tagoe (2014), open schooling and open universities have been very popular in Asia and are addressing the issues of access, quality, and cost, the same cannot be said about sub-Saharan Africa. Although Ghana's educational policy documents have reiterated the need for open schooling and open university, they continue to be marginalized as governments continue to establish traditional universities, despite the fact that open schooling and open universities have the potential of helping deliver the EFA and education MDGs mandate (Daniel, 2010). In addition, very little research has been conducted in the areas of open schooling and open universities as well as on their roles in addressing Ghana's challenges of access, equity, and quality. One of the gaps that this study seeks to bridge is to argue for the provision of open schooling and open universities as complementary or alternative pathways for out-of-school youth, adults, and workers seeking opportunities to continue learning if Ghana wants to meet the EFA goals by 2015. This study therefore examines

educational policies and asks the following question: Are there complementary/alternative pathways toward reentry into formal education? This question posts an issue on the relevance and responsiveness to the needs of the society for education.

The design, concepts, and mechanisms of open high school program actually originated from the tertiary level of education. In the Philippines, pioneering HEIs like University of the Philippines and Polytechnic University of the Philippines are some of the evidences for this claim.

The development of Open and Distance Learning in the Philippines has undergone four generations. The Farmers' School-on-the-Air (FSA) in 1952 in Iloilo made use of one-kilo watt radio station to educate the local farmers. The program entitled, 'Tips on Farming and Community Development' was broadcast over a period of six months served approximately 150 students throughout the province. This marked the first generation of open and distance learning in the country.

A print-based material was considered as the Second Generation Distance Education in the Philippines. This delivery was supported by face-to-face tutorials. Face-to-face meetings were scheduled consultation between students and tutor, university and fellowship with other classmates (Pena-Bandalaria, 2007).

The third generation of DE was the convergence of several key factors: 1) growing need for flexible learning anytime, anywhere; 2) increased availability and access to new ICT; and 3) growing demand of geographically-dispersed professional groups seeking access to flexible, life-long learning opportunities. The third generation of DE saw the introduction of online tutorials that aimed to help learners.

Lastly, the fourth generation DE can be aptly described using the terms e-Learning (electronic learning), m-learning (mobile learning), and u-learning (ubiquitous learning). Cellular phone technology proves to be an indispensable tool. For instance, SMS can be used for vital communications, such as alerting students that their course materials are ready and that they must make the effort to download these materials from the university website.

The main concerns of education of any country revolve around these three i.e., access, quality and equity. The fact that the Philippine educational system has been focused on the basic education with much emphasis on the elementary level for several centuries past, the problems in dropout rate specifically in high school involve the 3 major concerns mentioned. Education all starts to access; then quality and equity follows.

The primer of Bureau of Secondary Education emphasizes that access to quality education is an inalienable right of every individual which will enable him/her to become a productive citizen. The Constitution, recognizing this right, explicitly mandates that every individual regardless of age, sex, race, political or socio-economic status must enjoy access to quality and relevant basic education. To this end, the Bureau of Secondary Education has designed the Open High School Program (OHSP), as an alternative mode of secondary education. The program offers an opportunity to those who desire to complete the high school curriculum outside of the formal school structure (Andrada L. M., 2008); "DepEd widens learners," 2017, para. 4; (Senate Bill No. 2277, 2014).

In congruence with the statement of the Constitution, former Pres. Gloria Macapagal Arroyo signed in the mid-2006 the Philippine Education For All 2015 which

carried the slogan "Functional Literacy For All" (Asian South Pacific Bureau of Adult Education, 2007). To meet challenges in EFA, E-Net Philippines put forward 11 policy recommendations to wit 1.) Address School Dropout which includes: a.) Ensuring that children start school at the right age; b.) Identifying children at risk of dropping out and implement a pro-active program to mitigate the factors that increase the pressure on students and families to drop out; c.) Making every school accountable for every student dropping out of school; d.) Implementing a program that will encourage children to return to school as soon as they drop out; and e.) Implementing an effective referral system to keep track of out-of-school children and ensuring that they are given ample opportunities to return to school or enlist an alternative learning program. 2.) Reduce over-all school cost; 3.) Improve the quality of education by enforcing the current policies aimed at making learning in school learner-centered; 4.) Target scholarships for the poor and the disadvantaged; 5.) Promote health and nutrition; 6.) Expand the Alternative Learning System; 7.) Mobilize resources for affirmative actions for the marginalized; 8.) Increase investment in Basic Education; 9.) Practice budget efficiency; 10.) Information access and disclosure; and 11.) Strengthen participation in education governance (National Education for All Committee [NEC], 2010).

The Primer of OHSP defines the program as an alternative mode of secondary education that uses distance learning. It caters to learners who are unable to attend the regular class program due to physical impairment, work, financial difficulties, distance of home to school, and other justifiable and legitimate reasons.

The program, therefore, is in consonance with the Education for All (EFA) goal of making every Filipino functionally literate by 2015. Its philosophy is based on the provision of Batas Pambansa (BP) 232 or the Education Act of 1982 "The state shall

provide the right of every individual to relevant quality education regardless of sex, age, creed, socioeconomic status, physical and mental conditions, racial or ethnic origin, political and other affiliation. Since distance learning is its main feature, the program requires that the learner is capable of managing his/her learning.

The OHSP must be aligned with the School Improvement Plan's (SIP) goal of producing functionally literate learner/graduate or one who has a mastery of the basic competencies, capable of problem-solving, and is a productive member of his family and community.

**Issues on Dropout**

There have been repeated calls in the scientific literature to consider high school dropout not as an event but as a process (Dupéré & Leventhal, 2014). In this view, dropout is the endpoint of a long trajectory of disengagement starting as soon as, and even before, children enter school. This long term approach has led to breakthroughs in our understanding of the roots of dropout. Longitudinal studies spanning the first two decades of life have illuminated the role that early family circumstances and school experiences play in putting some children on a high-risk trajectory for dropout (Alexander, Entwisle, & Kabbani, 2001); (Duchesne, Vitaro, Larose, & Tremblay, 2008); (Jimerson, Egeland, Sroufe, & Carlson, 2000); (Porche, Fortuna, Lin, & Alegria, 2011). The long-term approach also highlights the importance of starting to support highly vulnerable children early in their schooling careers, a point further supported by the relative effectiveness of early childhood education programs in reducing dropout among high-risk youth (Schweinhart, et al., 2005).

Yet the portrayal of dropout as the logical end point of a long process of failure and disengagement may have unintentionally played down alternative routes to dropout. This situation is problematic because the population of young people who drop out of high school is highly heterogeneous and in need of differential intervention approaches (Bloom, 2010). To start with, accumulating evidence suggests that as many as 40% of dropouts do not show clear signs of disengagement or major academic or behavioral problems in the years before dropping out (Bowers & Sprott, 2012); (Janosz, Archambault, Morizot, & Pagani, 2008). Similarly, others observe that many middle school students from disadvantaged backgrounds with strong academic profiles rapidly decline after the transition to high school and become at high risk for dropout (Roderick, Kelley-Kemple, Johnson, & Beechum, 2014). Understanding the causes of dropout among students who do not follow a clearly identified pathway out of school is necessary to tailor interventions to their needs (Feinstein & Peck, 2008). Among these dropouts, precipitating factors (i.e., situations emerging for high school students not long before the decision to dropout is made) could play an important role (America's Promise Alliance and its Center for Promise, 2014); (Bowers & Sprott, 2012).

In addition, even among students already considered at risk when they enter high school, there is considerable heterogeneity in terms of timing and outcomes, with some leaving school later than others and others unexpectedly graduating (Bowers, Sprott, & Taff, 2013). This heterogeneity could be determined in part by circumstances emerging late in students' schooling careers. In fact, improved circumstances in adolescence can close wide achievement gaps established during the elementary school years (Dobbie & Fryer, 2011). Conversely, peak vulnerability could arise when early failure intersects with challenging circumstances in high school, such as when

students are under important stress or are offered new opportunities incompatible with schooling (e.g., a full-time job). Attention to such precipitating factors among students following a recognizable long-term problematic path could contribute to a better understanding of when (if ever) and under what circumstances high-risk students decide to stop attending school. This understanding could help pinpoint periods of increased vulnerability during which these students are in need of heightened attention.

Although not focusing exclusively on dropout, other developmental models found in the general literature about risk-taking and delinquency are relevant. Dropout is often conceptualized as a deviant behavior that shares common developmental roots with other behaviors, such as delinquency and drug use (McGee and Newcomb as mentioned by Dupéré & Leventhal, 2014). If dropout is part of a general deviance construct and shares etiological roots with delinquent behaviors, then it too could follow one of the two pathways to delinquency described in (Moffitt, 2015) influential developmental taxonomy of antisocial behaviors. In one of the pathways suggested by Moffitt (2015), antisocial behaviors start early in children's lives and result mostly from the accumulated consequences of individual risk factors. By contrast, in the second pathway, antisocial behaviors result from the emergence, during the latter half of adolescence of new circumstances that temporarily heighten the rewards associated with antisocial behaviors (Laird, Jordan, Dodge, Pettit, & Bates, 2009). The first pathway (that of life course persistent antisocial behaviors) is characterized by a profile of enduring problematic behaviors that start early and perpetuate well into adulthood. Among the group of early starters following this pathway, antisocial behaviors are thought to arise in large part from neuropsychological deficits, as expressed by poor impulse control and suboptimal learning. In turn, children's antisocial behaviors tend to

elicit negative reactions from both parents and teachers, perhaps especially in disadvantaged contexts where adults have less resources to deal with unruly children. These reactions are believed to exacerbate the effects of early neuropsychological deficits. As a result of this negative feedback loop, children become entrenched in deviant lifestyles, with diminishing opportunities for reorientation toward more conventional pathways (Dupéré & Leventhal, 2014) The description of this pathway closely matches Finn's (as cited by Dupéré & Leventhal, 2014) view of dropout as the end point of a long, self-reinforcing process of academic failure and disengagement that is set in motion immediately following school entry.

The second pathway, if less severe, (that of adolescence-limited antisocial behaviors) is much more prevalent. It is characterized by a short-lived experimentation with delinquency and risk taking that usually starts between 15 and 17 years old and that rapidly recedes in young adulthood (Dupéré & Leventhal, 2014).Typically, youth following this pathway do not engage in antisocial behaviors as intensely or consistently as their life course persistent counterparts, but they may still experiment with a variety of these behaviors, including shoplifting, truancy, substance use and trade, and risky sexual and driving behaviors, for instance. This second pathway is not associated with a history of particularly low achievement or problematic social skills. Rather, antisocial behaviors arise only later, as reactions to new circumstances emerge in high school.

**Issues on Quality of Open Distance Learning**

The study on one of the dimensions of relevance specifically on curriculum and instruction may be viewed in the perspective of human development. This is related to the issue of quality and in some part of equity. Brofenbrenner (as cited by Sigelman &

Rider, 2017) point out that a person 'does not develop in a vacuum'. It is under this principle that Open High School Program works. For developmental opportunity to take place, the learners need to be provided with an environment that facilitates personal and mental growth but within which there is a room for constructive errors. Furthermore, he believes that a person's experiences in this system color his/ her whole view of the world that the affective tone or emotional climate is the main issue to be considered. A positive climate is expressed as one of support, responsiveness and reciprocity where the learner can develop a positive self-concept. This climate creates a type of 'social momentum' in the student, promoting the student's confidence and competence.

With this view of human development in terms of gaining learning in an environment like in the secondary school setting, it is but necessary to impart and achieve learnings with quality  as stated by Kemp (as mentioned by Mehralizadeh & Safaeemoghaddam, 2010).

Education has to be about excellence. If it is not about quality then all of our efforts and expenditures will have been for nothing because we will not have only blighted the lives of our students, but damaged their ability to complete and survive in a world which does not owe us a living.

Thus, it is crucial to measure the value of an academic program to gauge whether one is providing quality education or not. The curriculum issue is one in part of timing, in addition to the wider concern to whether the broader issues are addressed, within programs, at all.

**The Open High School Program**

The OHSP as a Dropout Reduction Program (DORP) intervention, has the following objectives: 1.) Provide opportunity to all elementary graduates, high school drop-outs, and successful examinees of the Philippine Educational Placement Test (PEPT) to complete secondary education; 2.) Prevent potential school leavers and encourages those who are out of school to finish secondary education; 3.) Reduce high school drop outs and increases participation rate; and 4.) Increase achievement rate through quality distance education (Andrada L. , 2008a).

According to the Guidelines of Implementation of the Flexible Learning Options (Department of Education, 2013), the program delivery strategy includes; a) Learner reports to school one or twice a week or based on the agreement of the learner and the subject area teacher for face-to-face interactions and validation of competencies. Subjects that require hands-on experience like physical education, music, computer, laboratory and those that are classroom-based and community-home based are individually scheduled; b) Each class has a maximum enrolment of 20 learners; c) Learners shall be grouped as assigned to a class based on the results of the Informal Reading Inventory (IRI) and other assessment tools conducted by any member of the FLO Committee. The grouping of learners into a class is for the purpose of teacher's supervision; and d) For the learning methodology, for the 1$^{st}$ semester of the school year, the learner shall be expected to report to the teacher/adviser and the subject area teachers on a weekly basis to establish learner's readiness for independent learning. This is subsequently reduced to a monthly consultation during the 2$^{nd}$ half of the school year when the learner has demonstrated capacity for self-directed learning. Whatever possible, all learning resources other than modules and textbooks shall be made available to the learner; blended approach can also be used (on-line/face-to-face).

It was apparently found out that Education For All 2015 was not achieved (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2014). According to the EFA Global Monitoring Report, not a single goal of the EFA had been met. Philippines has now put in place the EFA Acceleration Plan 2015 which sets new education targets for 2030's Sustainable Development Goals. Passed into law, the Republic Act 10665 or the Act Establishing Open High School System in the Philippines and Appropriating Funds is gearing towards the attainment of educational goal of the country and the entire globe.

**The Need for Secondary Education Expansion**

To understand the responsiveness of educational program like the OHSP, one has to consider the social demand for education, the national needs and economic development of a country. The need to refocus the emphasis from primary education to secondary education is a major concern that the government should look into. There are sources of pressure for expansion of secondary education in the country for whatever means it can do. The social demand for education is shown in natural rise in primary enrollments relative to increase in enrolment in secondary education. In Brazil alone, secondary school enrollments are growing by over half a million entrants each year. Studies in that country show that the most important determinant in the number of schooling years attained by children, even after controlling for family income, is the educational level of their parents (Ahiakpor, 2014), so that demand for secondary schooling will grow exponentially as the educational levels of the general population rise (Tierney, 2015).

In the eyes of many communities, secondary schooling is a symbol of social advancement. Participatory studies consistently show that high regard for education is a mechanism for escaping poverty and for halting the transmission of poverty across generations (Watkins as cited by Daniel, 2010). Parents desire to raise the educational attainment of their children, whether or not higher-education or labor-market opportunities truly exist for them in the long run. Indeed, in developing countries where the supply of graduates remains relatively scarce, the private rate of return on secondary schooling, considering both additional earnings and the additional cost of schooling (cash, as well as opportunity costs), can be close to 20 percent (Banerjee, Glewwe, Powers, & Wasserman, 2013). The social demand for secondary education is apparent even in countries that are far from achieving universal primary enrollment. Communities in Kenya, for example, view education as a gateway for high social status and well-paying jobs, raising the demand for secondary schooling even when many of their children do not yet have access to adequate primary schooling.

Not only is demand for the expansion of secondary education strong among students and their families, but developing countries, along with the international development community, also realize that current global economic changes necessitate higher levels of educational attainment (Figueredo & Anzalone, 2003). The two major changes underway that underscore this need are the expansion of market-based economies and globalization.

Today, more than 80 percent of the world's population lives under a market economy, up from under 30 percent a decade ago. Other economic systems, particularly centrally-planned systems, provided individuals with few opportunities, but with a high level of economic security. Market systems, on the other hand, tend to

reward enterprise, innovation, and risk-taking, but offer little security for those unequipped to take advantage of market opportunities. Increasing the educational attainment of individuals is crucial if developing countries are to compete successfully in the faster pace of market economies (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2014).

Globalization, referring to the increasing volume of global trade and finance, is also changing the educational requirements of nations. Global companies constantly seek better opportunities, including well-trained and productive labor forces, in market-friendly environments. Companies in developing countries are increasingly exposed to foreign competition, requiring them to make decisions and accommodate change more rapidly, elaborate faster processes and produce higher quality outputs at lower costs. Such exposure to global competition tends to increase the skill requirements of a country's workforce, a phenomenon frequently cited in studies of South Korea's economic growth (Alvarez as cited by Anzalone, 2002).

What, then, are the changes in the world economy that are creating such a need for higher educational attainment? References to the "new economy" abound, linking it somewhat hazily to the appearance of the Internet, a tool often credited with the great expansion in the availability of information. Indeed, this expansion makes the present era of technological change truly revolutionary in that human behavior and attitudes are substantially transformed with greater access to information, promoting greater creativity and innovation. Yet well before the rise of the internet, the world anticipated the advent of a "post-industrial society" in which the importance of physical inputs would be obscured by the importance of knowledge as a factor of production and a source of

competitive advantage. Indeed, "knowledge capital" has long been a key factor for economic prosperity.

What makes the "new economy" new is the intersection of the older and more established knowledge economy of the "information revolution" with the more recent networking economy of the "communications revolution", where the latter has allowed quicker and greater access to the ideas provided by the former. The technological changes associated with the communications revolution have spread at an astonishing speed. For example, while it took 38 years before 50 million people listened to radio, within four years the same number of people was navigating the internet (Figueredo & Anzalone, 2003).

In the "new economy", the generation and processing of knowledge and information in innovative ways increasingly determines productivity and competitiveness (Watkins as mentioned by Figueredo & Anzalone, 2003). In fact, the "knowledge worker" of today's economy is one whose job is to generate ideas (O'Brien & Marakas, 2010). In 1991, the United States Labor Department produced the SCANS (Secretary's Commission on Achieving Necessary Skills) Report which, based on interviews with employers in all sectors of the economy, outlined the basic skills that workers need to succeed in the modern workplace. The five required competencies identified in the report are: 1) the ability to allocate resources (time, money, materials); 2) the possession of interpersonal skills for effective teamwork and leadership; 3) the ability to acquire, analyze and use information; 4) the understanding of how social, organizational, and technological systems work; and finally, 5) the ability to use technology appropriately. The report also identified eight fundamental skills and qualities with which all workers should be equipped: Reading, writing, arithmetic,

mathematics, listening, speaking, thinking skills (creative thinking, reasoning, decision making), and personal qualities (responsibility, self-esteem, integrity) (Bainer, Cantrell, & Barron, 2010).

Although in most developing countries few of the characteristics of the "new economy" are present outside of capital cities, the forces of globalization are such that these countries cannot afford to ignore the changes transforming the world economy. While the changes in the nature of work may take longer to come about in these countries, the changes are inevitable. Some developing countries already face a dual challenge, with parts of their economies solidly entrenched in the "new economy" while others remain deeply traditional in terms of work practices and technologies.

Information is critical for development; in this sense, developing countries stand to gain from the expanding access to information that the "new economy" provides. Certainly, econometric evidence shows a strong correlation between the quality of a nation's telecommunications infrastructure and its level of economic growth (Figueredo & Anzalone, 2003). But the access provided by improved infrastructure is not enough. In order to benefit from networked knowledge, countries will depend on the skills of their workers. The familiar truism that education and growth go hand in hand has never before been so apparent. Where in the past the comparative advantage of countries rested on their stock of capital and natural resources, in the future, national prosperity will depend increasingly on education as the only medium for imparting the types of skills and qualities identified in the SCANS report. Although the precise causal links between education and productivity are difficult to establish, an enhanced capacity to innovate seems to be of utmost importance (Watkins as cited by Figueredo & Anzalone, 2003).

Enrolment in OHSP is the most crucial part in program implementation. The key to successful assessment of performance greatly depends on the quality of learners for which the quality of instruction is a major determinant. However, in OHSP it is different since, independent learners primarily are concerned of their own learning. There is a self-paced studying for which the learner himself prepares his own learning management plan (LMP) based on his/her capacity. The teacher may then do interim assessments to ensure that the competencies which are expected to be developed are really addressed. All the required competencies directly contribute to the demand of the industries for globally competitive practitioners and skilled workers. They are to compose the "new economy" in the 21$^{st}$ Century.

**Learning Management in Open Distance Learning**

Educational technology provides rich possibilities for teaching and learning and for extending and connecting the spaces and places of students.  Equal amounts of learning are often accomplished in less time using educational technology and are preferred by students when compared with traditional instruction. Educational technology encompasses a wide umbrella, including learning management systems (LMSs).

Similar to LMS in Ghana, LMP feature of the OHSP in the Philippines determines the success of the implementation of this program. LMP is designed by the learners according to their capacity. The role of the teachers on this is to facilitate the schedules of module distributions, accomplishments, and submissions. Assessment of the learner's capacity at this point is a crux. The teacher has to have full grasp of the

learner's level of competencies to accomplish the modules intended for a period of time for which the learner can manage.

In a study conducted by Swart (2014) on Student Usage of a Learning Management System at Open Distance Learning Institute in South Africa, the University of South Africa (UNISA) being the largest open distance learning (ODL) institute in the African continent is providing distance education to almost 400,000 non-residential students. UNISA has mandated the delivery of online educational material to distance learning students in an effort to improve student access and student feedback. One of the main platforms employed by UNISA to accomplish this delivery is through the use of an LMS. UNISA expects all its academic staff members to engage themselves more fully in their LMS with an effort to provide more student support to their registered students.

Access without support is not opportunity (Engstrom & Tinto, 2008).Therefore, students need to regularly access the LMS, and academic staff needs to provide continuous support via the LMS if students are to benefit fully from this academic opportunity to improve their qualifications. Student usage within an LMS is not simply defined as the number of times a student accesses the system. It is characterized by a number of activities, including logging onto the system, posting a comment in a discussion group, downloading an additional resource, uploading an assignment, and participating in a self-assessment.

This is also true of student support given by academics via the LMS, which also includes the logon, the uploading of an additional resource, the placing of an announcement, the participation in group discussions, and the setting of self-assessments (all these activities may also be considered as academic usage of the

LMS). LMS may be in the form of SakaiTM, MoodleTM (Modular Object-Oriented Dynamic Learning Environment) and BlackboardTM.

Swart (2014) defines an LMS as an infrastructure that delivers and manages instructional content, identifies and assesses individual and organizational learning goals, traces the progress towards meeting those goals, and collects and presents data for supervising the learning process as a whole. Important concepts of this definition to ODL institutions are that it delivers instructional content and presents data for supervising the learning process as a whole. ODL institutions in Africa cannot always rely on their postal services to deliver instructional content to their widely dispersed student body on time. Furthermore, ODL institutions need to efficiently ascertain the level of support that academics give to their registered students. These concepts of the LMS therefore impact on the universities' reputation as one of timely content delivery and regular student support. Both these concepts impact greatly on student academic achievement. The functionality of an LMS and its potential usefulness to manage and allocate learning resources such as registration, instructor availability, instructional material fulfilment, and online learning delivery. It can be used to manage learning by keeping track of students' progress and performance across all types of training activities. LMSs are very much centered on the management and distribution of learning materials, synchronous and asynchronous communication, and progress tracking and reporting. They are specialized learning technology systems based on the state-of-the-art Internet and web technologies in order to provide education and training following the open and distance learning paradigm. However, they are not only used for open and distance learning, but are frequently used as course websites that accompany lecture-based courses given in higher education institutions. Subsequently,

LMSs play a major role in supporting or complementing traditional teaching pedagogies used in classroom or laboratory environments. However, the mere fact that content is always available for students to download does not improve learning in any way. It must be emphasized that the provision of effective support and technological infrastructure is as vital as the quality of teaching for online learners as a lack of technical and student support decreases learning motivation. Therefore, along with access to content, there must be regular student support via the LMS if students are to improve their chances of achieving academic success (Grimaldi, Rapuano, & Laopoulus, 2006).

In 2005, EDIA (founded in 2004 and is a leading international development and support organization for best-of-breed educational open source applications) became the first European Sakai Commercial Affiliate that delivered Sakai development and support services. Sakai is really a community supported by a foundation, developing a suite of software. Moodle was first registered as a word in 1999 by Martin Dougiamas, its founder and lead developer (Watkins, 2016).

Peter Taylor then initiated the first Moodle website for a university (Curtin University) in 2001, which has subsequently grown to include 68,631 sites worldwide. Blackboard was founded in 1997 by Michael Chasen and Matthew Pittinsky. Blackboard works with thousands of higher education, K-12, professional, corporate and government organizations, providing them with tomorrow's education experience today (Integrated Solutions for Business, n.d., para. 1).

The benefits of using an LMS include 1) increasing student motivation to learn and supporting active learning and problem solving; 2) offering students updated information to help them solve real-life problems; 3) enabling students and academics to seamlessly integrate real-world authentic activities within the class schedule; 4)

providing students with interactive environments; 5) allowing students to organize information, contribute content and engage in learning activities; 6) facilitating various kinds of student–academic and student–student interactions; 7) supplying a number of synchronous and asynchronous communication tools; 8) furnishing tools that scaffold and support reflection on the learning process, e.g. journal keeping; 9) delivering intelligent agents to provide feedback on student work and help the academic monitor student progress; 10) expediting student feedback on submitted assignments or self-assessments; and 11) incorporating self-assessments so that students may prepare for examinations.

On the study conducted for the *Medium-Term National Development Policy Framework: Ghana Shared Growth and Development Agenda (GSGDA)*,2010-2013, it has shown that experiences from the United Kingdom and Asia proved innovative approaches such as open schooling and open universities offer best strategies in addressing what Daniel (2010) described as the "iron triangle," which encompasses issues of access, low quality, and higher costs which face conventional schools and universities. Opening up education through the use of technology to provide flexible learning opportunities to individuals from the restraints of time and place has revolutionized access to both post-basic education and higher education. Today, all over the world, there are single-mode (often offered by open universities), dual-mode (conventional universities that offer DE), and mixed-mode (whereby the distance learning and the conventional streams are simultaneously applied, in the same program, for the same students (Bates as mentioned by Tagoe, 2014).

Open schooling which is a response to the rapidly increasing demand for secondary education is defined by the Commonwealth of Learning (COL) as "the

physical separation of learner from the teacher for much of the time and the use of unconventional teaching methodologies, and information and communications technologies (ICTs) to bridge the separation and provide the education and training" (Devi, 2016). Open schooling relies on study materials specially designed for learners. There is also an opportunity for learners to meet with facilitators on a regular basis for facilitators to clarify any difficulties students may have experienced when working through learning materials (Commonwealth Secretariat, 2007). In addition to the facilitator, the learners could contact subject matter experts through telephone or e-mails. There are three broad types of open schooling: (a) complementary, which offers the standard national curriculum in an open manner (e.g., Namibian College of Open Learning [NAMCOL]); (b) alternative, which offers an alternative curriculum targeted toward more vocationally oriented programs (e.g., National Indian Open School [NIOS); and (c) integrated, which does not only cater a large student body but also acts as a catalyst, a resource, a clearing house, and a laboratory for the whole national school system (e.g., Vancouver   Learning Network) (Daniel, 2010).

According to Tait (2008), open universities are usually state-led intervention. He argues that open universities are highly political institutions instituted because of the inadequacy of the higher education sector to meet the demands of society in terms of human capital. They are therefore oriented toward massification of higher education (Kanwar, 2013). The uniqueness of open universities is the openness which is manifested at three levels: open admissions, distance learning at scale, and open curricula (Daniel, 2010). In terms of the openness, the Open University of United Kingdom and Athabasca University in Canada have no admission requirements, whereas some open universities set minimum entry requirements (e.g., the National

Open University of Nigeria [NOUN]). Tait (2008) has identified the functions of open universities which are: 1) to help national and economic development; 2) to respond to public demand; 3) to widen access to new groups of students; and 4) to change the higher education system in terms of quality and innovation.

**Evaluation of Open High School Program: Response to EFA 2015**

EFA 2015 is a large-scale educational program that integrates four major objectives: (1) provision of basic learning needs to out-of-school youth and adults; (2) universal school participation eliminating dropouts and repetition in first three grades; (3) universal completion of full cycle of basic education with satisfactory achievement levels in all grade levels; and (4) total community commitment to the attainment of basic education competencies for all learners. These four objectives are specified in nine urgent tasks, among which is modifying all existing non-formal and informal learning programs into viable alternative learning systems, thereby meeting the goals of EFA by 2015 (SEAMEO INNOTECH, 2015).

Among the formal learning programs implemented by DepEd is the Open High School Program (OHSP). The OHSP is an alternative delivery mode for secondary education designed for individuals who cannot attend the regular high school program due to problems with time, distance, physical disability, financial difficulties, and social and family constraints (SEAMEO INNOTECH, 2017).

The evaluation of OHSP in the Philippines involves (a) a school survey questionnaire that was sent to about 500 OHSP-implementing schools in the country, (b) a student survey questionnaire administered to 368 OHSP students, and (c) an in-depth study (qualitative and descriptive) using appreciative inquiry. The key informant

interviews include the school administrators, teachers, students, and partner organizations like PTCA, LGUs, and NGOs (SEAMEO INNOTECH, 2017).

The evaluation study was designed in close coordination with the DepEd Bureau of Secondary Education (BSE) and the Open High School Coordination team. Specifically, the study was undertaken to accomplish four objectives: first, to examine the viability of the OHSP as an alternative delivery mode (ADM) for secondary education; second, to determine the strengths and weaknesses of the OHSP as an ADM strategy; third, to appraise the comparability of OHSP and regular high school students; and finally, to pinpoint aspects of the OSHP that need to be developed to ensure that it is in harmony with the new K to 12 curricular reforms. The evaluation questions that guided the research were: 1) What did schools do to make the OHSP work?; 2) What aspects of the OHSP need to be strengthened?; 3) How comparable are the OHSP and regular high school students in terms of their performance in five subjects, namely, Math, Science, English, Filipino and Araling Panlipunan?; and 4) Which component/s of the OHSP need/s to be improved to make it responsive to the new Senior High School program (Grades 7 to 12)?

Data were collected from 331 students from 155 OHSP-implementing schools using separate mailed survey instruments. Seventeen schools (n = 17) were visited and 203 key implementers and stakeholders participated in focus group discussions. Lastly, 1,578 students selected from four schools representing the National Capital Region (NCR) and the three island groups were included in comparing OHSP and regular high school performance. Major data collection methods used were school and student questionnaires and interviews. School records of final grades in five subjects

for a sample of OHSP and regular students were also obtained from four selected schools.

In order to assess the quality OHSP, it is important to understand the Pressure-State-Result Framework that governs the M&E System of any ADM Programs for which OHSP is one. Limited access to quality secondary education aggravated by government's poor support causes such pressures. Limited access to education can be viewed in four ways, viz. family, individual, community and school-related perspectives. Access can be narrowed due to factors caused by family-related pressures. Examples of those are socio-economic conditions of the family where the child/ student belongs. Individual child or learner is also a factor for depriving himself/herself the education he/she deserves. His/her poor attitude, personal conflicts and other individual attributes affect education. Community-related pressures also contribute to poor access to secondary education. The distance of the school, the priorities of the government officials, and other factors similar to these are community-related. School-related factors include conflicts attributed to school managers, teachers, students, peers, physical facilities and the school environment itself. All these 4 factors termed as FICS can be analyzed in this study.

Monitoring and Evaluation criteria with corresponding indicators are employed to achieve the objectives. These seven (7) core criteria are 1) Impact, which measures both the positive and negative, foreseen and unforeseen, changes to and effects on the performance indicators e.g. participation, retention rates; 2) Effectiveness which measures the extent to which the objectives has been achieved on the likelihood that it will be achieved; 3) Efficiency which assesses the outputs in relation to inputs, looking at costs and implementing time e.g. % of accomplishment ( physical: Plan according to

actual); Cost: budget according to actual; 4) Relevance which gauges the degree to which the DORP/OHSP at a given time is justified within the local environment (school and division system) and national environment (region and DepED system); 5) Sustainability which measures the extent to which benefits of DORP/OHSP are continued to be delivered with or without assistance from immediate stakeholders; 6) Organizational Maturity which pertains to assessment of the practices and processes employed in the division; also refers to the division's compliance or adherence to the quality standard processes (Ad Hoc, Defined, Integrated and Sustained); and 7) Readiness of Division Staff that refers to the competencies on providing technical assistance to schools and community learning centers.

**Synthesis of the Reviewed Literature and Studies**

To sum it up, the summary below shows the resemblance and uniqueness of the foregoing studies with the literatures and studies reviewed.

The idea of Open High School System in Basic Education had its beginning from the Open Distance Learning in the Higher Education. The 17th World Conference for Distance Education focused on Quality in Open and Distance Learning, (Sewart as mentioned by Davies & Stacey, 2003). It was reported then that there are notions of quality. Quality may mean as in the minimum threshold level to be achieved, the ideal to which the organization must aspire or the means to acquire and sustain a competitive advantage. Searching for a clear standard to suit all these ideas of quality is not clear. At the moment, there is no consensus on what should be quality assured. Global quality assessment is therefore complex and non-comparable at the moment.

Relevant to the concepts of OHSP are the key points taken from foreign literatures. Open schooling and open universities have the potential of helping deliver the EFA and education MDGs mandate (Daniel, 2010). Education for All as a global concern fundamentally addresses the problems on access, quality, and equity. Most readings on open schooling are in the context of higher education, therefore, the foregoing study may have resemblance in some of the reviewed literatures in terms of concepts but still different in context.

The provision of open schooling and open universities as complementary or alternative pathways for out-of-school youth, adults, and workers seeking opportunities to continue learning leads to the attainment of EFA goals by 2015. Open Schooling, be it in the higher or in the basic education primarily offers marginalized members of the society specifically OSCs and OSYs with flexible options that fit their needs for education. Again, education is a right to be ensured by the state and not a privilege to be enjoyed by the few. This is a must for a government that aspires for greater development of its nation. In whatever forms and levels, open schooling is the same in its aims of providing learning opportunities to special group of learners. The fact that the foregoing study is focused on the quality of the program in the performance of the school makes it unique from the reviewed literatures.

There have been repeated calls in the scientific literature to consider high school dropout not as an event but as a process (Dupéré & Leventhal, 2014); (Rumberger, 2011); (Mastrorilli, 2016). The occurrence of dropouts considerably in high school must be treated as a complicated process that needs special attention from the members of the community and not only of the school. Understanding the reasons for dropping out may be similar in some ages of learners, however, they are still different especially

when teenagers are concerned. The foreign literatures provide relevant explanations on this.

This situation is problematic because the population of young people who drop out of high school is highly heterogeneous and in need of differential intervention approaches (Bloom, 2010). The differential intervention that is referred to as flexible learning addresses the different learning difficulties of the learners experiencing complex adversities in the family, in themselves, in the community and even in the school. Differentiated instruction which is a common trend in teaching in the basic education program is highlighted in this portion of the related foreign literature. The heterogeneity of the group of school-leavers calls for more flexible learning styles and strategies. DI may find resemblance in OHSP mode of instruction but is still different in context and approach.

Dropout is often conceptualized as a deviant behavior that shares common developmental roots with other behaviors, such as delinquency and drug use (McGee and Newcomb as elaborated by Dupéré & Leventhal, 2014). Complex problematic experiences of school-leavers tend to contribute to antisocial crimes, vices and delinquencies committed by these youngsters. Again, with OHSP, these problems may be mitigated. Responsiveness and adaptiveness of the program is considered in this study. How relevant the program is to addressing these social issues where dropouts are involved, adds meaning to the study of relevance and quality open schooling.

In addition, even among students already considered at risk when they enter high school, there is considerable heterogeneity in terms of timing and outcomes, with some leaving school later than others and others unexpectedly graduating (Bowers, Sprott, & Taff, 2013). FICS Analysis which is used to diagnose the risk factors causing dropout

elaborates 4 complicating factors for dropping out in which the initial letters mean F for family-related, I for individual-related, C for community-related and S for school-related reasons or factors for dropping out. Similarly the reviewed literatures give commonness in some aspects of heterogeneity, but still, these are quite different in the Philippine context.

Equal amounts of learning are often accomplished in less time using educational technology and are preferred by students when compared with traditional instruction. Educational technology encompasses a wide umbrella, including learning management systems (LMSs). Similar to LMS in Ghana, LMP feature of the OHSP in the Philippines determines the success of the implementation of this program. LMP is designed by the learners according to their capacity. The role of the teachers on this is to facilitate the schedules of module distributions, accomplishments and submissions. Assessment of the learner's capacity at this point is a crux. The teacher has to have full grasp of the learner's level of competencies to accomplish the modules intended for a period of time for which the learner can manage. LMS and LMP have similarities in self-pacing management of learning.

The signing of Philippine Education For All 2015 in 2006 by PGMA which carried the slogan "Functional Literacy For All" marked the beginning of long journey to ensure access, quality, and equity in basic education. - Pres. Gloria Macapagal. To meet challenges in EFA, there were 11 policy recommendations. Taking the first and most important one is to address school dropout that includes different program interventions intended to address the three issues in education, viz. access, quality, and equity. Functional Literacy is a battle cry that gives challenge to education sector not just to provide access to education but that one with quality producing productive, intelligent

and creative workers in the future. Relevant programs and projects in DepEd had emerged as far as this portion of the summary of local literature is concerned. Some of the programs are: 1) DORP or Drop-Out Reduction Program and ADM or Alternative Delivery Mode, 2) special education programs, 3) the provisions in the RA 9155 on 2001, 4) multi-sectoral planning, designing, implementing and monitoring and evaluation of the programs and projects of DepEd. Family support is a requirement for success in EIS (Enhanced IMPACT System), which is clearly the main criterion in the HBI. Like other ADMs, OHSP is similar in principle but not in its mode of delivery and approach.

Therefore, the foregoing study on the quality of Open High School Program among public high schools in Quezon Province is associated with other related studies but different in scope, focus, statistic, and parameters.

## Chapter 3

## METHODOLOGY

This chapter presents and discusses the method of research, population, sample size and sampling technique, description of the respondents, research instrument, data gathering procedure, and statistical treatment of data used by the researcher to answer the specific problems stated in the first chapter. This study used quantitative method of research.

### Method of Research

This research employed a descriptive research design. Descriptive studies describe phenomena associated with a subject population or to samples of that population that have certain common characteristics (Cooper, Hedges, & Valentine, 2009). Descriptive research makes some kind of comparison, contrast and correlation, and at times cause and effect relationships that may be established to some extent. They involve an element of analysis and interpretation of the meaning or significance of what is described.

Connaway and Powell (2010) define descriptive design as beyond mere tabulations of data that goes up to analyzing and interpreting what is being described. Furthermore, the principal aim in employing the descriptive method is to describe the nature of a situation as it exists at the time of the study and to explain the cause of particular phenomenon.

Because descriptive research spans both quantitative and qualitative methodologies, it brings the ability to describe events in greater or less depth as needed, to focus on various elements of different research techniques and to engage quantitative statistics to organize information in meaningful ways (McNabb, 2015). Blended learning has great potentials to be applied in secondary level of education to increase the access and quality. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon.

The assessment of Open High School Program among public secondary schools in the Province of Quezon using 13 indicators of quality which are categorized into 5 criteria were arranged logically and meaningfully in a survey questionnaire.

**Population, Sample Size, and Sampling Technique**

The total number of population of the research study consists 257 respondents who participated in the online survey. They were school administrators, OHSP school coordinators, guidance counselors, class advisers, and subject teachers from the schools identified below.

**Table 3**

**Schools in Quezon Province Running OHSP**

| No. | Name of School (in alphabetical order) | Congressional District/ Municipality/City |
|-----|----------------------------------------|-------------------------------------------|
| 1.  | Atimonan Nat'l. Compr. HS              | 4th CD - Atimonan                         |
| 2.  | Binabagbag NHS                         | 3rd CD – Agdangan                         |
| 3.  | Buenavista NHS                         | 3rd CD – Buenavista                       |
| 4.  | Canda NHS                              | 2nd CD – Sariaya                          |
| 5.  | Casay NHS                              | 3rd CD –San Francisco                     |
| 6.  | Cotta NHS                              | 2nd CD – Lucena City                      |
| 7.  | Dagatan NHS                            | 2nd CD – Dolores                          |
| 8.  | Dalahican NHS                          | 2nd CD – Lucena                           |
| 9.  | Godofredo Tan MNHS                     | 3rd CD – San Francisco                    |
| 10. | Gulang-gulang NHS                      | 2nd CD – Lucena City                      |
| 11. | Gumaca NHS                             | 4th CD – Gumaca                           |
| 12. | Infanta NHS                            | 1st CD - Infanta                          |
| 13. | Lucena City NHS                        | 2nd CD – Lucena City                      |
| 14. | Luis Palad NHS                         | 1st CD – Tayabas City                     |
| 15. | Lusacan NHS                            | 2nd CD – Tiaong                           |
| 16. | Lutucan NHS                            | 2nd CD – Sariaya                          |
| 17. | Paaralang Sek. ng Lucban               | 1st CD – Lucban                           |
| 18. | Quezon NHS                             | 3rd CD – Lucena City                      |
| 19. | Sampaloc NHS – Pitogo                  | 1st CD - Sampaloc                         |
| 20. | San Isidro NHS                         | 3rd CD- Catanauan                         |

From these schools, the total number of respondents were identified. Included are the 20 Secondary School Administrators, 20 OHSP School Coordinators, 20 Guidance Counselors, 640 Class Advisers/Subject Teachers. The total population is 700.

**Description of Respondents**

**Table 4**

**Total Population of Respondents**

| Number of Respondents per School | Number of Schools | Total Population |
|---|---|---|
| 1 School Administrator | 20 | 20 |
| 1 OHSP Coordinator | 20 | 20 |
| 1 Guidance Counselor | 20 | 20 |
| 4 Class Advisers | 20 | 80 |
| 28 Subject Teachers | 20 | 560 |
| OVERALL TOTAL | | 700 |

Using the Slovin's formula, the number of samples from the given population of

OHSP implementers in 20 schools is 255.To see the distribution of respondents in the

20 schools, a tabular presentation is shown below:

**Table 5**

**Distribution of Respondents per School**

| No. | Name of School (in alphabetical order) | Number of Respondents | | | | |
|---|---|---|---|---|---|---|
| | | School Principal | OHSP Coordinator | Guidance Counselor | Class Advisers | Subject Teachers |
| 1. | Atimonan Nat'l. Compr. HS | 1 | 1 | 1 | 4 | 6 |
| 2. | Binabagbag NHS | 1 | 1 | 1 | 4 | 6 |
| 3. | Buenavista NHS | 1 | 1 | 1 | 4 | 6 |
| 4. | Canda NHS | 1 | 1 | 1 | 4 | 6 |
| 5. | Casay NHS | 1 | 1 | 1 | 4 | 6 |

| No. | Name of School (in alphabetical order) | Number of Respondents | | | | |
|---|---|---|---|---|---|---|
| | | School Principal | OHSP Coordinator | Guidance Counselor | Class Advisers | Subject Teachers |
| 6. | Cotta NHS | 1 | 1 | 1 | 4 | 6 |
| 7. | Dagatan NHS | 1 | 1 | 1 | 4 | 6 |
| 8. | Dalahican NHS | 1 | 1 | 1 | 4 | 6 |
| 9. | Godofredo Tan MNHS | 1 | 1 | 1 | 4 | 6 |
| 10. | Gulang-gulang NHS | 1 | 1 | 1 | 4 | 6 |
| 11. | Gumaca NHS | 1 | 1 | 1 | 4 | 6 |
| 12. | Ilayang Yuni NHS | 1 | 1 | 1 | 4 | 6 |
| 13. | Infanta NHS | 1 | 1 | 1 | 4 | 6 |
| 14. | Lucena City NHS | 1 | 1 | 1 | 4 | 6 |
| 15. | Luis Palad NHS | 1 | 1 | 1 | 4 | 5 |
| 16. | Lusacan NHS | 1 | 1 | 1 | 4 | 5 |
| 17. | Lutucan NHS | 1 | 1 | 1 | 4 | 5 |
| 18. | Paaralang Sek. ng Lucban | 1 | 1 | 1 | 4 | 5 |
| 19. | Quezon NHS | 1 | 1 | 1 | 4 | 5 |
| 20. | San Isidro NHS | 1 | 1 | 1 | 4 | 5 |

The 36% of 35 OHSP implementers per school is computed as 12.6, thus the number of respondents is indicated in the table. They answered an online survey using Goggle Form for which restrictions were to ensure efficiency in data gathering.

The probability sampling technique used in this study was stratified random sampling. Stratified random sampling is a method of sampling that involves the division of a population into smaller groups known as strata. In stratified random sampling, the strata are formed based on members' shared attributes or characteristics. A random sample from each stratum is taken in a number proportional to the stratum's size when compared to the population. These subsets of the strata are then pooled to form a random sample.

The total number of respondents was 257 who made up the 20 secondary schools. They were grouped into four strata which consists Types of Institution, Nature and Classification, Years in Implementing OHSP and SBM Level of Practice.

**Research Instrument**

A researcher made survey questionnaire (see Appendix 1) was utilized to capture the responses to closed-ended questions. Each question is answerable by all the respondents given the fact that they have been engaged in implementing the program.

Guided by the experiences, policy statements and procedural guidelines issued from 2005 to 2012 served as operational framework for implementing the OHSP. Guidelines for student recruitment, curriculum, materials, monitoring student progress, and assessment of learning are outlined in a memorandum (DepEd Order No. 46, s. 2006 (see Appendix 2)). The important role played by OHSP teachers who often were assigned to the program in addition to regular teaching load was acknowledged by allowing them to avail of vacation service credits (DepEd Order No. 19, s. 2011 (see Appendix 3)). Student achievement among OHSP participants was formally recognized in the institutionalization of a separate honors program for them through DepEd Order No. 44, s. 2012 (see Appendix 4). More recently, the OHSP has been aligned with alternative delivery modes for instruction in terms of funding (DepEd Order No. 53, s. 2011 (see Appendix 5)) and teacher training, and has been allocated a place among FLOs or ADMs.

These guidelines pertaining to implementation of OHSP are the bases in writing the provisions for the survey questionnaire. It underwent series of validation and reliability tests. It took almost three months before it was finally distributed. First, a letter addressed to three (3) experts from DepED Region IV-A was sent along with the validation procedures and survey questionnaire. These experts are all credible officials in the Regional Office. They were respectively a chief and two (2) supervisors from Curriculum and Learning Management Division, Policy, Planning and Research

Division, and Quality Assurance Division. The contents were validated further for common errors like double-barreled, confusing, and leading questions with the help of the Polytechnic University of the Philippines Vice-President for Research, Extension, Planning and Development (PUP-OVPREPD). After face and content validations from these experts, the researcher proceeded to pilot test the survey questionnaire with 30 participants who were outside Quezon Province. These 30 participants came from Lipa City National High School and Balibago National High School from the cities of Lipa and Sta. Rosa. With the assistance of the staff of the University VP for Research, the researcher rendered the encoded data in spreadsheet. The expertise of the VP for Research was maximized in analyzing the principal components of statements in the survey questionnaire. Using all these guidelines and a copy of questionnaire, the VP did the analysis. This principal components analysis let the researcher understand what factors are being measured by each question in the survey questionnaire. The VP for Research tested the internal consistency of questions loading onto the same factors. This step basically checks the correlation between questions loading onto the same factor. It is a measure of reliability in that it checks whether the responses are consistent. A standard test of internal consistency is Cronbach's Alpha (CA). Cronbach Alpha values range from 0 – 1.0. In most cases the value should be at least 0.70 or higher although a value from 0.60 to 0.70 is acceptable. After this test of reliability, the researcher then did some minor improvement in the questionnaire and made it accessible online through http://tinyurl.com/OHSPFVSQ.

The questionnaire is divided into two (2) parts. The first part pertains to Profile of the School and OHSP Implementers, second part contains five (5) main items to assess quality of OHSP in terms of 5 criteria namely Effort, Performance, Adequacy, Efficiency

and Process. The (five) 5 criteria of quality assessment include school's effort, school's performance, school's resource adequacy, school's efficiency and school process. The first criterion is composed of three (3) indicators of quality, namely enrollment and mainstreaming of learners, completion of the curriculum and promotion, retention and transition of learners. The second criterion on school's performance has three (3) indicators of quality. These are learning gains, successful completion, and quality assurance examination performance. Third criterion is on school's resource adequacy which is composed of two (2) indicators of quality, namely use of resources for education needs and use of resources for social needs of the learners. The fourth criterion is focused on the school's efficiency. Under this criterion are (two) 2 indicators in measuring the cost per student and measuring the cost per successful student. Finally, the last criterion on school process is composed of three (3) indicators. These are the subsystems in OHSP including course, regulatory, and technological.

**Data-Gathering Procedure**

Identification of 20 schools was made possible through the Policy, Planning and Research Division (PPRD) of the Regional Office of DepEd CALABARZON where the researcher is currently working at. Confirming that these schools have existing OHSP given the data gathered from the EBEIS (Enhance Basic Education System) of DepED CALABARZON, the researcher proceeded in floating the questionnaire and disseminating the information in the respective divisions.

A letter coursed through the Regional Office of DepED CALABARZON (see Appendix 6) was sent out to the Offices of the Schools Division Superintendents. This is in courtesy to ask permission to conduct this study in their respective divisions. They

were provided with the copy of instruments so that they would have a slight grasp of the extent of this study. School Principals concerned were furnished a copy of the letter through the OHSP Division Coordinators.

School principals, OHSP Coordinators, Guidance Counselors, Teacher-Advisers and Subject Teachers involved in the program were given the link to access the online survey questionnaire using google form. The link was created by the researcher himself to fast track the real time submission of responses and made it harvested in spreadsheet for easy tabulation. The link is http://tinyurl.com/OHSPFVSQ.

The researcher needed to make courtesy calls to the offices of the Schools Division Superintendents and meet them personally together with the three (3) Education Program Supervisors in charge of Open High School Program in their respective divisions. From this, he was able to establish connections with them as well as the school principals and OHSP school coordinators. Hence, a telephone directory was set in place by the researcher to better communicate with the concerned respondents the updates on their responses and feedbacks regarding the research. He was able to meet some of those schools and ask some questions based on the course of the study and his personal experiences as a former OHSP school coordinator for 3 years.

There were several follow-ups and updating on the status of responses. These were made through text messages and phone calls. The data gathering procedure lasted for about a couple of months.

The researcher's skills in computer technology were maximized. The responses from the 257 respondents were harvested from the google drive on his official deped.gov e-mail account. This facilitated the retrieval of data and readily made

available in spreadsheet using google sheets. The downloaded spread sheet was used to review the data quickly before it was finally sent to the e-mail of the PUP VP for Research, Extension and Development for expert statistical treatment of data.

**Statistical Treatment of Data**

This research used quantitative method of research. This method is suited to understand the factors or variables that influence an outcome. It simply means that these factors or variables help explain or relate to an outcome to understand better the research problem (Creswell, 2009).

The use of SPSS (Statistical Package for Social Sciences) facilitated the analyses and interpretations of data input in the system. To extract relevant information from the sample and make inference about the population, the following statistical tools were used to test the hypotheses presented in the statement of the problem:

1.      Weighted mean was used to determine the significant level of contribution of internal characteristics of the respondents to the quality of OHSP,

$$WM = \frac{\sum WF}{N}$$

Where:

WM = weighted mean,

W = weights assigned,

F = frequencies for each option,

∑WF = sum of all weighted scores obtained by a sample, and

N = number of respondents in the sample.

2. Percentage was used to determine the measure of quality variables which include effort, performance, adequacy, efficiency, and process.

$$\% = \frac{f}{N} \text{ X } 100$$

Where:

% = percentage

F = frequency

N = total number of respondents

3. Analysis of Variance (ANOVA) was used to determine the significant difference of responses given the indicators of quality assessment of Open High School Program.

The test statistic is $F^* = \dfrac{MSR}{MSE}$

Where:

"**mean square error (*MSE*)**" is defined as:

MSE=∑(yi−y^i)2n−2=SSEn−2.

**and regression mean square (*MSR*)**"

MSR=∑(y^i−y¯)21=SSR1.

Decision Rule:

If p-value is ≤α, reject Ho, otherwise accept Ho

**Chapter 4**

**RESULTS AND DISCUSSION**

This chapter presents the data gathered and organized, together with the analysis and interpretation.

1. **The Profile of School's Open High School Program**

   **1.1 Type of institution.**

**Table 6**

**Distribution of Respondents as to Type of Institution**

| TYPE OF INSTITUTION | Frequency | Percentage |
|---|---|---|
| National Comprehensive HS | 142 | 55.3 |
| Barangay/Community HS | 73 | 28.4 |
| Public Vocational High School | 8 | 3.1 |
| Integrated School | 34 | 13.2 |
| **Total** | 257 | 100.0 |

The table shows 55.3% of the total 257 respondents belong to a National Comprehensive High School while 3.1 % or 8 out of the 257 are from the Public Vocational High School, while 28.4 of the respondents are under Barangay. Community High School and 13.2% are in Integrated School.

Secondary schools prepare students for future vocational or educational paths. There are four main types of high schools; general secondary, general comprehensive, vocational, and special secondary. General secondary schools educate college and

noncollege-bound students, while general comprehensive high schools prepare students specifically for college. Vocational schools train students for employment in agriculture, trade and industry. Special secondary schools are institutions that prepare students for occupations in art, science and technology, as well as schools for disabled, underprivileged, and minor offenders (Ness & Lin, 2015).

**1.2 Nature and classification.**

**Table 7**

**Distribution of Respondents as to Nature and Classification**

| NATURE AND CLASSIFICATION | Frequency | Percentage |
|---|---|---|
| Small | 13 | 5.1 |
| Medium | 21 | 8.2 |
| Medium with Fiscal Autonomy | 62 | 24.1 |
| Large | 52 | 20.2 |
| Large with Fiscal Autonomy | 109 | 42.4 |
| **Total** | 257 | 100.0 |

Looking at the table above, majority of the schools in terms of nature and classification are Large and with Fiscal Autonomy. This means that 171 out of 257 respondents belong to schools that are Implementing Units (IUs) i.e., funds are directly sent from the Department of Budget and Management, whereas 86 of the respondents belong to either Small, Medium or Large schools whose budget passes through the Schools Division Office and Public Schools District Office.

**1.3 Years in running ohsp.**

**Table 8**

**Distribution of Respondents as to Years of Implementing OHSP**

| YEARS IN IMPLEMENTING OHSP | Frequency | Percentage |
|---|---|---|
| 1 - 3 years | 25 | 9.7 |
| 4 - 6 years | 194 | 75.5 |
| 7 - 9 years | 17 | 6.6 |
| 10 - 12 years | 21 | 8.2 |
| **Total** | 257 | 100.0 |

75.5% of 257 respondents described the years of OHSP implementation as to have been running for 4 to 6 years while 21 or 8.2% of the total respondents said that their school has been operating OHSP since the time it started in 2006. Still fewer than the most number of years, there are 21 out of 257 respondents said that they have been running the program for 7 to 9 years now while 25 of the total number of respondents answered they have just started running the program for almost 3 years now.

**1.4 Sbm level of practice.**

**Table 9**

**Distribution of Respondents as to SBM Level of Practice**

| SBM LEVEL OF PRACTICE | Frequency | Percentage |
|---|---|---|
| Level I (Standard) | 65 | 25.3 |
| Level II (Progressive) | 178 | 69.3 |
| Level III (Mature) | 14 | 5.4 |
| **Total** | 257 | 100.0 |

It can be seen on the table above that 69.3% or 178 out 257 respondents described their schools' level of SBM practice as progressive while very minimal percentage of them described their level of practice as mature and a quarter of the total number of respondents are said to be meeting the standards of School-Based Management.

The table reflects the current practices of 20 schools involved in OHSP study of quality. 25.3% of the total respondents belong to schools who are of the minimum requirements for securing and managing inputs, establishing appropriate structures and mechanisms, and improving processes that affect instruction and student achievement in order to produce the desired levels of outputs that lead to improved learning outcomes. Whereas, the least of the group identified their school to be going further by maximizing efforts of the school and the community/stakeholders to achieve higher learning outcomes.

## 2. Assessment of Quality Indicators

### 2.1 Assessment of quality by type of institution of schools

Below are the tables that show how the groups of respondents described the quality of Open High School Program based on the indicators drawn from Stufflebeam and Shinkfield (2012) which are categorized into five criteria.

#### *2.1.1 School's effort in improving access to secondary education.*

*2.1.1.1 In increasing enrollment and mainstreaming OSYs, dropouts, school leavers and SARDOs (Students-at-risk of Dropping Out).*

**Table 10**

**School's Effort in Enrollment of Learners (by Type of Institution)**

| Enrollment of Learners | Type of Institution | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Nat'l. Compre. HS | | Brgy./ Com. HS | | Public Voc. HS | | Integrated School | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school identifies out-of-school youths (OSYs), school leavers, dropouts in the community and Students-at-risk of Dropping Out (SARDOs) in the school. | 3.65 | SA | 3.55 | SA | 3.38 | A | 3.32 | A | 3.57 | SA |
| 2. The school enrolls OSY's, school leavers, dropouts in OHSP. | 3.53 | SA | 3.44 | A | 3.50 | A | 3.26 | A | 3.47 | A |
| 3. The school orients of OSY's and dropouts during enrollment. | 3.56 | SA | 3.51 | A | 3.38 | A | 3.41 | A | 3.52 | SA |
| 4. The school conducts early registration regularly each year. | 3.70 | SA | 3.60 | SA | 3.88 | SA | 3.53 | SA | 3.66 | SA |
| 5. The school keeps track OSYs, SARDOs, and dropouts and considered them a priority for enrollment in the program. | 3.57 | SA | 3.45 | A | 3.50 | A | 3.32 | A | 3.50 | A |
| 6. The school considers OSYs, SARDOs, and dropouts a priority for enrollment. | 3.46 | A | 3.44 | A | 3.13 | A | 3.32 | A | 3.42 | A |
| 7. The school encourages students enrolled in OHSP to return to the mainstream and did not leave until they complete secondary education. | 3.50 | A | 3.45 | A | 3.50 | A | 3.44 | A | 3.48 | A |
| **GWM** | **3.57** | **SA** | **3.49** | **A** | **3.46** | **A** | **3.37** | **A** | **3.52** | **SA** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

The table above shows that the respondents strongly agreed on the conditions provided as to how much effort their schools exert to improve access to secondary

education. The data rendered a Total General Weighted Mean (TGWM) of 3.52 which suggests that enrollment and mainstreaming of OSYs, dropouts, school leavers and SARDOs are given much effort and importance. Given the TGWM, generally all the 20 schools, whatever type of institution they belong, they managed to contribute to the improvement of enrollment in the public secondary level of education.

With regard to school's effort to increase enrollment and minimize dropouts, school leavers and SARDOs, according to Reddy & Devi (2015) include (1) teachers seeking assistance to the community to support the school in increasing students' attendance; (2) teachers informing the parents about the progress of their children; (3) teachers utilizing audio-visual aids during teaching; (4) correcting the homework assigned to the students; (5) conducting unit tests, organizing drill classes, games and sports; and (6) educated youth participating in campaigns conducted for enrollment of children, for increasing the attendance, for creating awareness among the parents about the enrollment in school, and for mainstreaming the dropout children. On the other hand, although teachers made efforts to increase the attendance of the children in the school and motivated the parents to send their children to the school on regular basis, there are dropouts in the vicinity of the school and they have made efforts to mainstream them.

In addition, schools actively disseminated information about the OHSP in their communities, using whatever was available to them among these methods were distributing flyers and hanging streamers in strategic places, and holding orientation meetings with students, parents/guardians, and local government officials during summertime and weeks before enrollment (SEAMEO INNOTECH, 2015).

*2.1.1.2 In making learners complete successfully the junior high school.*

**Table 11**

**Schools' Effort for Successful Completion in JHS (by Type of Institution)**

| Completion of Curriculum | Type of Institution | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Nat'l. Compre. HS | | Brgy./ Com. HS | | Public Voc. HS | | Integrated School | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school allows flexibility in contextualizing or localizing the curriculum to fit in the needs of the learners. | 3.52 | SA | 3.38 | A | 3.38 | A | 3.44 | A | 3.47 | A |
| 2. The school follows the curriculum of the regular secondary education or the K to 12 Curriculum. | 3.70 | SA | 3.52 | SA | 3.63 | SA | 3.44 | A | 3.61 | SA |
| 3. The school considers self-directed learning in facilitating the curriculum. | 3.44 | A | 3.36 | A | 3.38 | A | 3.21 | A | 3.39 | A |
| 4. The school produces learners in OHSP who have completed the curriculum. | 3.56 | SA | 3.51 | A | 3.63 | SA | 3.32 | A | 3.52 | SA |
| 5. The school has learners from OHSP who transferred in the mainstream or regular school program. | 3.34 | A | 3.32 | A | 3.63 | SA | 3.35 | A | 3.34 | A |
| 6. The school produces learners in OHSP who excelled in meeting the required competencies of the curriculum. | 3.32 | A | 3.21 | A | 3.25 | A | 2.94 | A | 3.23 | A |
| **GWM** | **3.48** | **A** | **3.38** | **A** | **3.48** | **A** | **3.28** | **A** | **3.43** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

As far as completion of the JHS curriculum is concerned, OHSP learners, regardless of schools they are in, managed to cope with all the academic requirements. The TGWM of 3.43 rendered in the survey suggests that schools offering OHSP have been very eager in complementing the educational gap among OHSP learners. Guided by DepEd Guidelines on OHSP, schools have exerted so much effort in keeping these underprivileged learners in school.

The above result is in contrast to the study of Alexander, Entwisle, & Dauber (as mentioned by Cham, Hughes, West, & Im, 2015), which affirms that students who have been retained by grade 7 are less likely to complete high school than their low-achieving but continuously promoted peers.

*2.1.1.3 In improving promotion, retention and transition between junior high school and senior high school levels of secondary education.*

**Table 12**

**Schools' Effort in Promotion, Retention & Transition (by Type of Institution)**

| Promotion/ Retention and Transition of Learners | Type of Institution | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Nat'l. Compre. HS | | Brgy./ Com. HS | | Public Voc. HS | | Integrated School | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school has considerable number of OHSP learners who are promoted to the next grade level. | 3.42 | A | 3.47 | A | 3.25 | A | 3.24 | A | 3.40 | A |
| 2. Promotion is based on the prescribed grading system. | 3.59 | SA | 3.60 | SA | 3.75 | SA | 3.47 | A | 3.58 | SA |
| 3. The same number of promoted learners enroll in the succeeding school years whether in OHSP or in the mainstream. | 3.06 | A | 3.12 | A | 2.88 | A | 2.88 | A | 3.05 | A |
| 4. The number of OHSP learners completed the Junior High School enroll in Senior High School. | 2.94 | A | 2.93 | A | 2.75 | A | 2.88 | A | 2.93 | A |
| 5. Overaged elementary graduates who used to be dropouts and OSYs enroll in OHSP. | 3.37 | A | 3.38 | A | 3.38 | A | 3.12 | A | 3.34 | A |
| **GWM** | **3.28** | **A** | **3.30** | **A** | **3.20** | **A** | **3.12** | **A** | **3.26** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

Despite the untowardness of life situations of OHSP learners, schools of any type operating OHSP showed a promising statistics on promotion, retention and transition of learners as suggested by the TGWM of 3.26 yielded in the survey. Indicators under these criteria are based on mechanisms of schools to cater for the needs of these special groups of learners. The program becomes a safety net for the learners who are really at risk of dropping out.

The aforementioned result was supported by the study of (Reddy & Devi, 2015) which states that teachers are taking adequate measures to improve its quality and to make it as attractive as possible for the students. Moreover, according to Alexander et al. (as mentioned by Cham, Hughes, West, & Im, 2015), they have speculated that the

effects of grade retention on school completion are mediated by its effects on more proximal indicators of psychological and behavioral disengagement from school during the middle school years.

### *2.1.2 School's performance reflecting the effects of teaching approaches/ methodologies and the entire educative process.*

*2.1.2.1 Learning gains.*

**Table 13**

**Schools' Performance in terms of Learning Gains (by Type of Institution)**

| Learning Gains | Type of Institution | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Nat'l. Compre. HS | | Brgy./ Com. HS | | Public Voc. HS | | Integrated School | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school has a Learning Management Program that allows the learners to bridge their learning gaps and enhance learning. | 3.29 | A | 3.23 | A | 3.38 | A | 3.06 | A | 3.25 | A |
| 2. Teachers use portfolio assessment of learning in OHSP. | 3.45 | A | 3.19 | A | 3.13 | A | 3.06 | A | 3.32 | A |
| 3. The portfolio of each learner includes initial summary, and general essay for which written exams, performance ratings, outputs, eyewitness reports from peers and employer and other meritorious proofs of performance are compiled. | 3.27 | A | 2.96 | A | 3.00 | A | 3.03 | A | 3.14 | A |
| 4. The school offers co-curricular activities to improve learning acquisition of OHSP learners. | 3.13 | A | 2.96 | A | 3.25 | A | 2.91 | A | 3.05 | A |
| 5. The school facilitates interactive learning in the school and community for OHSP learners. | 3.16 | A | 3.08 | A | 3.13 | A | 3.00 | A | 3.12 | A |
| **GWM** | **3.26** | **A** | **3.08** | **A** | **3.18** | **A** | **3.01** | **A** | **3.18** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

The table shows the TGWM of 3.18 which suggested that schools, whatever type of institution they belong, are providing the learners with necessary learning opportunities to develop competencies. The schools' performance in satisfying the learners with enough knowledge, skills, and attitude is agreeable to the respondents. This somehow suggests quality at the minimum threshold since there is still a considerable difference between a perfect 4 and 3.18 TGWM.

According to Yalçınkaya, Boz, & Erdur-Baker (2012) and Bonney (2015), student perceptions of learning gains are strongly motivating factors for engagement in the classroom and academic performance, so it is important to assess the effect of any teaching method in this context. Moreover, student-centered learning process will result in increased learning gains for students, creating and allowing opportunities for learners to develop their creativity, problem-solving abilities, informational reason skills, communication skills, and other higher-order thinking skills (Latifi, 2017).

*2.1.2.2 Successful completion.*

**Table 14**

Continuation of Table 14
**Schools' Performance in terms of Successful Completion (by Type of Institution)**

| Successful Completion | Type of Institution | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Nat'l. Compre. HS | | Brgy./ Com. HS | | Public Voc. HS | | Integrated School | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school allows acceleration on a per-subject basis provided that requirements are fulfilled and a mastery of at least 90% of the competencies is ensured. | 3.05 | A | 2.84 | A | 3.00 | A | 2.79 | A | 2.95 | A |
| 2. The majority of OHSP learners in Grade 10 has completed the prescribed Secondary Education Curriculum of the Department of Education. | 3.44 | A | 3.27 | A | 3.38 | A | 3.21 | A | 3.36 | A |
| 3. OHSP learners take successfully the National Career Assessment Examination before completing Junior High School.. | 3.43 | A | 3.42 | A | 3.63 | SA | 3.18 | A | 3.40 | A |
| 4. Learners who came from the OHSP are enrolled in Senior High School and are mainstreamed successfully. | 3.14 | A | 3.04 | A | 3.13 | A | 2.79 | A | 3.07 | A |
| 5. Graduates of OHSP are employed. | 3.14 | A | 2.95 | A | 3.00 | A | 2.76 | A | 3.03 | A |
| **GWM** | **3.24** | **A** | **3.10** | **A** | **3.23** | **A** | **2.95** | **A** | **3.16** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))

By type of institution, the table shows 3.16 TGWM to describe the schools' performance in measuring the success of the learners after completing secondary level of education, otherwise, the JHS. This indicator suggested that OHSP learners who

completed high school have taken the options to be employed, be enrolled in college or take Senior High School.

To support the above statements, one of the pathways that OHSP graduates desire is to be employed. In general, OHSP graduates experienced improved living conditions and higher economic status (SEAMEO INNOTECH, 2015).

*2.1.2.3 Examination performance.*

**Table 15**

**Schools' Performance in terms of Examination (by Type of Institution)**

| Examination Performance | Type of Institution | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Nat'l. Compre. HS | | Brgy./ Com. HS | | Public Voc. HS | | Integrated School | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school produces OHSP learners who pass Accreditation and Equivalency Test (A&E). | 2.89 | A | 2.84 | A | 2.75 | A | 2.59 | A | 2.83 | A |
| 2. The results of the National Achievement Test (NAT) in OHSP are at par with that of regular high school program. | 3.04 | A | 2.90 | A | 2.88 | A | 2.59 | A | 2.93 | A |
| 3. The result of the National Career Aptitude Examination (NCAE) and High School Occupational Interests Inventory (HSOII) is congruent among OHSP Learners. | 3.07 | A | 2.95 | A | 3.00 | A | 2.76 | A | 2.99 | A |
| 4. The school promotes the Philippine Educational Placement Test (PEPT) among overaged learners in OHSP. | 3.39 | A | 3.08 | A | 3.38 | A | 2.74 | A | 3.22 | A |
| 5. OHSP learners who take the PEPT are most of the time accelerated. | 2.92 | A | 2.62 | A | 2.63 | A | 2.41 | D | 2.75 | A |
| **GWM** | **3.06** | **A** | **2.88** | **A** | **2.93** | **A** | **2.62** | **A** | **2.95** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

Schools of any type of institution have agreed on the conditions under this indicator of Examination Performance. This is shown in the 2.95 TGWM brought forth by the survey. However, the figure suggests a point of analysis that conditions under this indicator consist of Quality Assurance Exams like A&E, NCAE, NAT and PEPT need to be clarified to all schools implementing OHSP. It is because 2.95 is far different from 4.

The report on the Evaluation of OHSP in the Philippines supported the above results that OHSP students are comparable to regular high school students. Moreover, their academic performance was as good as that of their counterparts on the regular high school even without the benefit of the instructional support and contact time with teachers that regular high school students received (SEAMEO INNOTECH, 2015).

### 2.1.3 School's sufficiency in or adequacy of resources made available for both the teachers and learners.

*2.1.3.1 Addressing education needs.*

**Table 16**

**Schools' Adequate Resources for Education Needs (by Type of Institution)**

| Education Needs | Type of Institution | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Nat'l. Compre. HS | | Brgy./ Com. HS | | Public Voc. HS | | Integrated School | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. Learners are grouped in a class of not more than 20 students per grade level. | 3.11 | A | 3.18 | A | 2.88 | A | 2.68 | A | 3.07 | A |
| 2. There is sufficient quantity of modules made useful for learners. | 2.99 | A | 2.90 | A | 2.25 | D | 2.82 | A | 2.92 | A |
| 3. There is an assigned teacher-adviser for each class. | 3.70 | SA | 3.71 | SA | 3.75 | SA | 3.47 | A | 3.67 | SA |
| 4. The teacher adviser; a. ensures that the learner has clear understanding of tasks expected of him/her; | 3.58 | SA | 3.48 | A | 3.63 | SA | 3.32 | A | 3.52 | SA |
| b. ensures that the learner has access to learning materials/ resources; | 3.52 | SA | 3.45 | A | 3.50 | A | 3.26 | A | 3.47 | A |
| c. guides the learner in the performance of task where assistance may be needed; | 3.56 | SA | 3.45 | A | 3.50 | A | 3.32 | A | 3.49 | A |
| d. monitors learner's progress regularly; | 3.61 | SA | 3.56 | SA | 3.75 | SA | 3.24 | A | 3.55 | SA |
| e. conducts periodic assessment/ review of learner's progress; | 3.60 | SA | 3.55 | SA | 3.63 | SA | 3.44 | A | 3.56 | SA |
| f. refers learner to appropriate subject area teacher for assistance; | 3.58 | SA | 3.53 | SA | 3.50 | A | 3.38 | A | 3.54 | SA |
| g. keeps complete record of learners' performance. | 3.67 | SA | 3.58 | SA | 3.88 | SA | 3.50 | A | 3.63 | SA |
| 5. There is a subject area teacher for each learning area; | 3.70 | SA | 3.63 | SA | 3.75 | SA | 3.68 | SA | 3.68 | SA |
| 6. A teacher for each learning area; a. identifies learning needs: | 3.63 | SA | 3.47 | A | 3.75 | SA | 3.38 | A | 3.56 | SA |
| b. provides additional intervention(s) to develop prerequisite skills in the subject; | 3.54 | SA | 3.33 | A | 3.50 | A | 3.15 | A | 3.42 | A |

Continuation of Table 16

| Education Needs | Nat'l. Compre. HS | | Brgy./ Com. HS | | Public Voc. HS | | Integrated School | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| c. provides time for consultation to identify and address learning gaps; | 3.49 | A | 3.27 | A | 3.50 | A | 3.15 | A | 3.38 | A |
| d. assesses learner's progress; | 3.62 | SA | 3.41 | A | 3.75 | SA | 3.29 | A | 3.52 | SA |
| e. provides feedback; | 3.56 | SA | 3.38 | A | 3.63 | SA | 3.32 | A | 3.48 | A |
| f. keeps track of learner's performance; | 3.61 | SA | 3.41 | A | 3.75 | SA | 3.29 | A | 3.51 | SA |
| g. keeps complete records of learner's learning profile. | 3.61 | SA | 3.48 | A | 3.50 | A | 3.41 | A | 3.54 | SA |
| 7. There is a guidance counselor attending to the needs of OHSP learners. . | 3.46 | A | 3.10 | A | 3.50 | A | 3.12 | A | 3.32 | A |
| 8. The guidance counselor: <br> a. administers the Independent Learning Readiness Test (ILRT) | 3.02 | A | 2.73 | A | 3.00 | A | 2.85 | A | 2.91 | A |
| b. assists the English and Filipino teachers in the conduct of Informal Reading Inventory (IRI). | 2.94 | A | 2.86 | A | 3.00 | A | 2.74 | A | 2.89 | A |
| c. conducts interviews using the FICS Analysis tool (Family-Individual-Community-School Related Factors). | 3.02 | A | 2.89 | A | 2.88 | A | 2.76 | A | 2.95 | A |
| GWM | 3.46 | A | 3.33 | A | 3.44 | A | 3.21 | A | 3.39 | A |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

The conditions under this indicator are based on the education needs of the learners and the teachers involved. The preceding table shows an agreement in the responses among schools of any type since it has rendered a 3.39 TGWM. This only means to say that conditions based on DepEd OHSP Guidelines are sufficiently satisfied by the schools.

Based from the findings of Akoojee (2005), employed learners and their employers demand for short vocation-specific courses designed to respond to a particular vocational direction. The aim is to receive qualifications that are likely to secure employment progression. While for the employer, such training enables the attainment of employee skills in a short time without an extensive effect on productivity.

Furthermore, he also found out that when the mode of delivery was dominated by either ICT or pre-packaged material mediated through non face-to-face contact, learners expressed the need for more interaction which is consistent to Unwin's (as

mentioned by Akoojee, 2005) study that when flexible learning actually means being left alone in front of a computer screen or simply being shown where the library is, most learners will crave time with a knowledgeable teacher.

*2.1.3.2 Addressing social needs.*

**Table 17**

**Schools 'Adequate Resources for Social Needs (by Type of Institution)**

| Social Needs | Type of Institution | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Nat'l. Compre. HS | | Brgy./ Com. HS | | Public Voc. HS | | Integrated School | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. There is an enabling, safe, and conducive learning environment in school for OHSP learners. | 3.45 | A | 2.99 | A | 3.50 | A | 3.09 | A | 3.27 | A |
| 2. There are supportive, motivating and nurturing teachers in OHSP. | 3.56 | SA | 3.41 | A | 3.50 | A | 3.29 | A | 3.48 | A |
| 3. There are students in OHSP who participate freely in school and community activities and special interest groups and other organizations. | 3.31 | A | 3.07 | A | 3.13 | A | 3.06 | A | 3.20 | A |
| 4. There are friendly peers in the class of OHSP learners. | 3.50 | A | 3.40 | A | 3.25 | A | 3.18 | A | 3.42 | A |
| 5. The school leader loves and cares for the learners in OHSP. | 3.49 | A | 3.42 | A | 3.25 | A | 3.18 | A | 3.42 | A |
| 6. There is a strong support from the parents/ guardians of OHSP learners. | 3.18 | A | 3.12 | A | 3.13 | A | 2.94 | A | 3.13 | A |
| 7. The community is responsive to the needs of OHSP learners. | 3.10 | A | 2.96 | A | 3.00 | A | 2.94 | A | 3.04 | A |
| 8. BCPC (Barangay Council for the Protection of Children) and MCPC (Municipal Council for the Protection of Children) are actively taking part in implementing OHSP. | 2.86 | A | 2.82 | A | 2.63 | A | 2.82 | A | 2.84 | A |
| **GWM** | **3.31** | **A** | **3.15** | **A** | **3.17** | **A** | **3.06** | **A** | **3.23** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

The 3.23 TGWM implies that the schools, whatever type of institution, are providing enough for the social needs of the OHSP learners. The respondents agreed on the conditions provided in the questionnaire which centers on the concepts of school-community relations.

To have adequate or sufficient resources for the teachers and the learners, the community has contributed for the infrastructural development of the school such as classrooms, black boards, seating facility, electric appliances, drinking water, toilet, playground, sports materials, and teaching learning materials. The contribution of the community is in the form of service and in very few cases, money has been donated for a particular cause (Reddy & Devi, 2015). The community is also participating in the school activities in terms of parents' interaction with the teachers, community involvement in the school activities, distribution of awards to the meritorious students by the community, increased attendance of the students, and regular parent-teacher meetings which reflect increasing efficiency of the schools.

### 2.1.4 School's efficiency in managing resources.

*2.1.4.1 Measuring the cost per student.*

**Table 18**

**Schools' Efficiency as Measured by Cost per Student (by Type of Institution)**

| Cost per Student | Type of Institution | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Nat'l. Compre. HS | | Brgy./ Com. HS | | Public Voc. HS | | Integrated School | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school manages use of time, implementing OHSP concurrent to the prescribed school calendar, i.e. starts in June and ends in March. | 3.51 | A | 3.32 | A | 3.63 | SA | 3.29 | A | 3.43 | A |
| 2. There is time devoted for a regular meeting with OHSP learners. | 3.45 | A | 3.27 | A | 3.38 | A | 3.06 | A | 3.35 | A |
| 3. The schedules of meeting are set according to the teacher's convenience. | 3.20 | A | 2.99 | A | 3.13 | A | 2.82 | A | 3.09 | A |
| 4. The learners are required to own portfolios in assessing learning performance. | 3.46 | A | 3.08 | A | 3.38 | A | 2.94 | A | 3.28 | A |
| 5. There is an available budget in the MOOE for the operation of OHSP. | 2.99 | A | 2.74 | A | 2.50 | D | 2.44 | D | 2.83 | A |
| 6. There are allocations from external sources like LGU, BLGU and NGO intended to support OHSP. | 2.87 | A | 2.48 | D | 2.38 | D | 2.41 | D | 2.68 | A |
| GWM | 3.25 | A | 2.98 | A | 3.06 | A | 2.83 | A | 3.11 | A |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

Table 18 shows strikingly the three (3) D's (DISAGREE's) on items 5 and 6 in the survey questionnaire. The responses to questions 5 and 6 are disagreeable to the majority of respondents from Public Vocational HS and Integrated School. Likewise, item 6 is a "DISAGREE" for those in the Barangay/Community HS. The 2 arguable items pertain to the availability of internal and external funds for OHSP. Even though it is a disagreeing condition to the minority of the respondents, it is on the other side, an amenable fact for the majority. Measuring the efficiency of managing resources, the schools of any type generally agreed with 3.11 TGWM on the conditions.

Minority of the respondents disagreed on the items pertaining to availability of funds for OHSP which is in accordance to the report made by SEAMEO INNOTECH (2015), which concludes that program implementers experienced difficulty in obtaining financial help with regard to reproducing modules and test materials, overtime pay for teachers, and subsidy for poor OHSP students. On the contrary, the total cost of education per student also appears lower in schools with greater local financing, regardless of the perceived quality of the school (Jimenez, Pacqueo, & de Vera, n. d., para. 1).

*2.1.4.2 Measuring the cost per successful student.*

**Table 19**

**Schools' Efficiency as Measured by Cost per Successful Students (by Type of Institution)**

| Cost per Successful Student | Type of Institution | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Nat'l. Compre. HS | | Brgy./ Com. HS | | Public Voc. HS | | Integrated School | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school extends its implementation of OHSP up to April and May besides the prescribed school calendar. | 2.89 | A | 2.51 | D | 2.38 | D | 2.74 | A | 2.75 | A |
| 2. The use of time during regular class meeting is maximized. | 3.48 | A | 3.21 | A | 3.38 | A | 3.09 | A | 3.35 | A |
| 3. The schedules of meeting are set according to the availability of the learners. | 3.39 | A | 3.10 | A | 3.25 | A | 3.24 | A | 3.28 | A |
| 4. The school provides portfolio where learners can compile their outputs and evidences of learning. | 3.15 | A | 2.92 | A | 2.75 | A | 2.88 | A | 3.04 | A |
| 5. Budget in the MOOE is used for priority needs of the learners. | 2.99 | A | 2.68 | A | 2.63 | A | 2.47 | D | 2.82 | A |
| 6. There are provisions of support to individual needs of the learners coming from the BLGU, LGU or NGO. | 2.85 | A | 2.47 | D | 2.38 | D | 2.32 | D | 2.66 | A |
| **GWM** | **3.13** | **A** | **2.81** | **A** | **2.79** | **A** | **2.79** | **A** | **2.98** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

Maximizing the available resources such as human, time, money, and energy is the concern of this indicator. The table presents a 2.98 TGWM to imply an agreement to the conditions stated in the questionnaire. However, it can be noted from the table above that not all the respondents agreed on each item under the type of institution they belong. There are 6 "DISAGREE's" on the table for which the minority of schools contributed in the result. Item 1 is focused on extension of OHSP implementation beyond the prescribed school calendar (up to April and May). While items 5 and 6 are about the funds available to address the individual priority needs of OHSP learners. This signifies a concern on fiscal management among school administrators concerned.

Among the various components that need to be adjusted to make the OHSP effective and responsive to the requirements for completion of the new senior high school program include curriculum, implementing procedures, human resources (i.e., the implementing team), learning resources, financial resources, capacity-building, monitoring and evaluation system, networking, and linkaging (SEAMEO INNOTECH, 2015).

### 2.1.5 School processes involving community linkages, internal and external support systems.

*2.1.5.1 Course subsystem.*

**Table 20**

**School Processes on Course Subsystem (by Type of Institution)**

| Course Subsystem | Type of Institution | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Nat'l. Compre. High School | | Brgy./ Com. High School | | Public Voc. High School | | Integrated School | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. Instructional and frustration-level learners are considered for Bridge Program. | 2.93 | A | 2.79 | A | 2.63 | A | 2.56 | A | 2.83 | A |
| 2. Bridge Program is operated under Learning Management Program of the School. | 2.87 | A | 2.71 | A | 2.63 | A | 2.53 | A | 2.77 | A |
| 3. The curriculum of OHSP follows that of regular secondary education specifically the Enhanced Basic Education Program of the K to12 Curriculum. | 3.46 | A | 3.32 | A | 3.50 | A | 3.32 | A | 3.40 | A |
| 4. Teachers and learners make use of internet to support teaching-learning process and update the course of learning. | 3.14 | A | 2.78 | A | 3.00 | A | 2.82 | A | 2.99 | A |
| 5. The school makes use of interactive strategies such as: a. tapping potential resource persons in the community to assist the learners | 3.09 | A | 2.71 | A | 3.00 | A | 2.76 | A | 2.94 | A |
| b. engaging the learners to participate in the different community activities as an application of learning (e.g. livelihood, entrepreneurship, etc.) | 3.09 | A | 2.78 | A | 2.88 | A | 2.88 | A | 2.97 | A |
| **GWM** | **3.10** | **A** | **2.85** | **A** | **2.94** | **A** | **2.81** | **A** | **2.99** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

The table shows a 2.99 TGWM which describes how school process is influenced by the course subsystem. Conditions under this indicator are focused more on instruction and learning management of OHSP. Whatever type of institution these secondary schools are, respondents described these conditions as agreeable. Again, the result shows quality at the minimum standards.

The above statements are in consonance to the study conducted in California wherein students have higher levels of emotional well-being, engagement, and empowerment when they feel that they are being connected to their school community (Wellness Fund, n.d., p. 6, para. 1). Moreover, when the mode of delivery was dominated by either ICT or pre-packaged material mediated through non face-to-face contact, learners expressed the need for more interaction. Thus, when flexible learning actually means being left alone in front of a computer screen or simply being shown where the library is, most learners will crave time with a knowledgeable teacher (Akoojee, 2005).

*2.1.5.2 Regulatory subsystem.*

**Table 21**

**School Processes on Regulatory Subsystem (by Type of Institution)**

| Regulatory Subsystem | Type of Institution | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Nat'l. Compre. HS | | Brgy./ Com. HS | | Public Voc. HS | | Integra ted School | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school practices tolerance in accepting OSYs, dropouts and SARDOs for enrollment in OHSP. | 3.39 | A | 3.22 | A | 3.38 | A | 3.03 | A | 3.30 | A |
| 2. OHSP learners sign an agreement to comply with all the requirements of the course. | 3.51 | A | 3.27 | A | 3.63 | SA | 3.18 | A | 3.40 | A |
| 3. Learners, upon enrollment in OHSP, undergo FICS (Family, Individual, Community and School) Analysis, IRI (Informal Reading Inventory) and ILRT (Independent Learning Readiness Test) | 3.25 | A | 3.05 | A | 3.00 | A | 2.94 | A | 3.15 | A |
| 4. Data gathered from enrollment process are utilized efficiently and effectively. | 3.33 | A | 3.22 | A | 2.88 | A | 3.06 | A | 3.25 | A |
| 5. Enrollment process ensures proper screening of independent learners for enrollment to OHSP. | 3.34 | A | 3.29 | A | 3.00 | A | 3.03 | A | 3.27 | A |
| 6. Flexibility in attendance to classes is regulated by the school as stipulated in the Agreement (Kasunduan). | 3.46 | A | 3.30 | A | 3.25 | A | 3.03 | A | 3.35 | A |
| GWM | 3.38 | A | 3.23 | A | 3.19 | A | 3.04 | A | 3.29 | A |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

Under this indicator of quality, respondents rated regulatory subsystem with 3.29 TGWM which verbally is interpreted as 'AGREE" on the conditions stated in the questionnaire. Conditions under this indicator are focused on how the schools of any type formulate policies to impose rules and regulations pertaining to operationalizing OHSP.

To support the above results, students in Utah reported that the open campus experience led to after school jobs, greater time to pursue own interests, feelings of freedom, autonomy, and responsibility (Rosen, n. d., para. 1). This further signifies that through open campus program in Utah, students have the freedom with regard to attending classes in their school. Students make their own decisions and take responsibility for their own actions.

*2.1.5.3 Technological subsystem.*

**Table 22**

**School Processes on Technological Subsystem (by Type of Institution)**

| Technological Subsystem | Type of Institution | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Nat'l. Compre. HS | | Brgy./ Com. HS | | Public Voc. HS | | Integrated School | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school clearly informs me, as OHSP implementer, of the program's purpose using innovative forms of information media and technology (e.g. Facebook, Google, etc.). | 3.18 | A | 3.05 | A | 3.13 | A | 2.79 | A | 3.09 | A |
| 2. The school keeps me, as OHSP implementer, aware of the program goals and objectives by means of technology-driven processes (e.g. use of computer, printer, DLP, print and non-print materials, etc.). | 3.27 | A | 3.08 | A | 3.13 | A | 2.88 | A | 3.16 | A |
| 3. Promotion of OHSP is done using different media like flyers, brochures, radio and TV announcements, community assemblies, consultation meetings with school officials, PTCA officers and barangay council. | 3.08 | A | 3.00 | A | 2.75 | A | 2.76 | A | 3.01 | A |
| 4. The school was able to secure financial support from the LGU as stated in a Municipal Ordinance or any Resolution to sustain its technologies used in distance learning. | 2.87 | A | 2.53 | A | 2.25 | D | 2.26 | D | 2.68 | A |
| 5. There is Memorandum of Agreement (MOA) with any external stakeholder supporting OHSP and its technology-driven processes (e.g. computerization and internet connectivity supported by partner companies or agencies.). | 2.82 | A | 2.51 | D | 2.25 | D | 2.26 | D | 2.64 | A |
| **GWM** | **3.05** | **A** | **2.84** | **A** | **2.70** | **A** | **2.59** | **A** | **2.92** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

The table highlights the TGWM of 2.92 to describe the technological subsystem of school process under the given conditions. This indicator concentrates on mechanisms of 20 schools to keep the implementation aligned with the goals and objectives of the program using different forms of media and information.

Schools' promotion of OHSP is done by distributing flyers, hanging streamers in conspicuous places, holding orientation meetings with students, parents/guardians and local government officials during summertime and weeks before enrollment, and holding public events like motorcade, barangay night and fiesta for wider information campaign. Additionally, schools make use of local radio station and internet through a

specific website to help spread the news about the OHSP (SEAMEO INNOTECH, 2015)

### 2.2 Assessment of Quality by Nature and Classification of Schools

#### *2.2.1 School's effort in improving access to secondary education.*

*2.2.1.1 In increasing enrollment and mainstreaming OSYs, dropouts, school leavers and SARDOs (Students-at-risk of Dropping Out).*

**Table 23**

**Schools' Effort in Enrollment of Learners (by Nature and Classification)**

| Enrollment of Learners | Nature and Classification | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Small | | Medium | | Medium with Fiscal Autonomy | | Large | | Large with Fiscal Autonomy | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school identifies out-of-school youths (OSYs), school leavers, dropouts in the community and Students-at-risk of Dropping Out (SARDOs) in the school. | 3.31 | A | 3.43 | A | 3.61 | SA | 3.62 | SA | 3.58 | SA | 3.57 | SA |
| 2. The school enrolls OSY's, school leavers, dropouts in OHSP. | 3.23 | A | 3.24 | A | 3.42 | A | 3.54 | SA | 3.53 | SA | 3.47 | A |
| 3. The school orients of OSY's and dropouts during enrollment. | 3.38 | A | 3.29 | A | 3.58 | SA | 3.52 | SA | 3.55 | SA | 3.52 | SA |
| 4. The school conducts early registration regularly each year. | 3.85 | SA | 3.57 | SA | 3.68 | SA | 3.67 | SA | 3.63 | SA | 3.66 | SA |
| 5. The school keeps track OSYs, SARDOs, and dropouts and considered them a priority for enrollment in the program. | 3.38 | A | 3.29 | A | 3.55 | SA | 3.50 | A | 3.53 | SA | 3.50 | A |
| 6. The school considers OSYs, SARDOs, and dropouts a priority for enrollment. | 3.31 | A | 3.29 | A | 3.45 | A | 3.48 | A | 3.42 | A | 3.42 | A |
| 7. The school encourages students enrolled in OHSP to return to the mainstream and did not leave until they complete secondary education. | 3.46 | A | 3.48 | A | 3.53 | SA | 3.48 | A | 3.45 | A | 3.48 | A |
| **GWM** | **3.42** | **A** | **3.37** | **A** | **3.55** | **SA** | **3.54** | **SA** | **3.53** | **SA** | **3.52** | **SA** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

As to nature and classification of schools, the survey provided a 3.52 TGWM to define the effort which each of the 20 schools exerted to improve enrollment in OHSP.

Respondents strongly agreed on the conditions given the premise that they came from various schools of different nature and classification.

A TWGM of 3.52 where the schools strongly agreed that their school's effort in improving access to secondary education by increasing enrollment and minimizing dropouts, school leavers, and SARDOs through the following means: schools actively disseminated information about the OHSP in their communities, using whatever was available to them among these methods were distributing flyers and hanging streamers in strategic places, and holding orientation meetings with students, parents/guardians and local government officials during summertime and weeks before enrollment (SEAMEO INNOTECH, 2015).

According to Reddy & Devi (2015), teachers made efforts to increase enrollment by seeking assistance from the community to support the school in increasing students' attendance; informing the parents about the progress of their children; utilizing audio-visual aids during teaching; correcting the homework assigned to the students; conducting unit tests, organizing drill classes, games and sports. Meanwhile, educated youth participate in campaigns conducted for enrollment of children, for increasing the attendance, for creating awareness among the parents about the enrollment in school, and mainstreaming the dropout children.

*2.2.1.2 In making learners complete successfully the junior high school.*

**Table 24**

**Schools' Effort for Successful Completion in JHS (by Nature and Classification)**

| Completion of Curriculum | Nature and Classification | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Small | | Medium | | Medium with Fiscal Autonomy | | Large | | Large with Fiscal Autonomy | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school allows flexibility in contextualizing or localizing the curriculum to fit in the needs of the learners. | 3.54 | SA | 3.43 | A | 3.50 | A | 3.19 | A | 3.58 | SA | 3.47 | A |
| 2. The school follows the curriculum of the regular secondary education or the K to 12 Curriculum. | 3.46 | A | 3.57 | SA | 3.65 | SA | 3.60 | SA | 3.62 | SA | 3.61 | SA |
| 3. The school considers self-directed learning in facilitating the curriculum. | 3.08 | A | 3.38 | A | 3.44 | A | 3.25 | A | 3.46 | A | 3.39 | A |
| 4. The school produces learners in OHSP who have completed the curriculum. | 3.23 | A | 3.48 | A | 3.60 | SA | 3.40 | A | 3.57 | SA | 3.52 | SA |
| 5. The school has learners from OHSP who transferred in the mainstream or regular school program. | 3.31 | A | 3.38 | A | 3.32 | A | 3.27 | A | 3.39 | A | 3.34 | A |
| 6. The school produces learners in OHSP who excelled in meeting the required competencies of the curriculum. | 2.85 | A | 3.19 | A | 3.24 | A | 3.15 | A | 3.32 | A | 3.23 | A |
| **GWM** | **3.24** | **A** | **3.40** | **A** | **3.46** | **A** | **3.31** | **A** | **3.49** | **A** | **3.43** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

A 3.43 TGWM with its verbal interpretation as "AGREE" is presented in the preceding table. This indicator focuses on completion of the curriculum whose conditions affirmed the perceptions and practices of OHSP implementers. The nature and classification of schools did not affect the statistics as far as this indicator is concerned.

This means to say that whatever nature and classification of schools, efforts are emphasized in making learners complete the junior high school. This statement supports that claim of Angeles (2009) that there is a broad consensus on what educational quality entails – motivated teachers, a curriculum appropriate to current

needs, and good teaching materials and school environment. Moreover, learners report to their teachers on a weekly basis to establish learners' readiness for independent learning which will be reduced to a monthly consultation when the learner has demonstrated capacity for self-directed learning, as stated in the Guidelines of Implementation of the Flexible Learning Options (Department of Education, 2013).

*2.2.1.3 In improving promotion, retention and transition between junior high school and senior high school levels of secondary education.*

**Table 25**

**Schools' Effort in Promotion, Retention and Transition of Learners (by Nature and Classification)**

| Promotion/ Retention and Transition of Learners | Nature and Classification | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Small | | Medium | | Medium with Fiscal Autonomy | | Large | | Large with Fiscal Autonomy | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school has considerable number of OHSP learners who are promoted to the next grade level. | 3.31 | A | 3.33 | A | 3.44 | A | 3.40 | A | 3.40 | A | 3.40 | A |
| 2. Promotion is based on the prescribed grading system. | 3.54 | SA | 3.71 | SA | 3.63 | SA | 3.58 | SA | 3.54 | SA | 3.58 | SA |
| 3. The same number of promoted learners enroll in the succeeding school years whether in OHSP or in the mainstream. | 2.62 | A | 3.14 | A | 3.24 | A | 2.92 | A | 3.03 | A | 3.05 | A |
| 4. The number of OHSP learners completed the Junior High School enroll in Senior High School. | 2.69 | A | 3.00 | A | 2.90 | A | 2.94 | A | 2.94 | A | 2.93 | A |
| 5. Overaged elementary graduates who used to be dropouts and OSYs enroll in OHSP. | 3.15 | A | 3.29 | A | 3.39 | A | 3.25 | A | 3.39 | A | 3.34 | A |
| **GWM** | **3.06** | **A** | **3.30** | **A** | **3.32** | **A** | **3.22** | **A** | **3.26** | **A** | **3.26** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

The table shows a verbal interpretation A (AGREE) as the TGWM of 3.26 suggests. This means that as far as promotion, retention, and transition are concerned, OHSP implementers, from whatever nature or classification of schools they belong to,

exerted much effort in improving these measurements. Conditions under this indicator made them agree in consideration of their involvement in the program.

The results show that teachers are taking adequate measures to improve its quality and to make it as attractive as possible for the students (Reddy & Devi, 2015) while the effects of grade retention on school completion are mediated by its effects on more proximal indicators of psychological and behavioral disengagement from school during the middle school years Cham, et al. (2015).

### *2.2.2 School's performance reflecting the effects of teaching approaches/ methodologies and the entire educative process.*

*2.2.2.1 Learning gains.*

**Table 26**

**Schools' Performance in terms of Learning Gains (by Nature and Classification)**

| Learning Gains | Nature and Classification | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Small | | Medium | | Medium with Fiscal Autonomy | | Large | | Large with Fiscal Autonomy | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school has a Learning Management Program that allows the learners to bridge their learning gaps and enhance learning. | 3.08 | A | 3.24 | A | 3.27 | A | 3.04 | A | 3.35 | A | 3.25 | A |
| 2. Teachers use portfolio assessment of learning in OHSP. | 3.08 | A | 3.10 | A | 3.19 | A | 3.44 | A | 3.39 | A | 3.32 | A |
| 3. The portfolio of each learner includes initial summary, and general essay for which written exams, performance ratings, outputs, eyewitness reports from peers and employer and other meritorious proofs of performance are compiled. | 2.92 | A | 3.05 | A | 3.08 | A | 3.08 | A | 3.26 | A | 3.14 | A |
| 4. The school offers co-curricular activities to improve learning acquisition of OHSP learners. | 2.69 | A | 3.00 | A | 2.98 | A | 3.12 | A | 3.12 | A | 3.05 | A |
| 5. The school facilitates interactive learning in the school and community for OHSP learners. | 2.92 | A | 3.14 | A | 3.13 | A | 3.06 | A | 3.16 | A | 3.12 | A |
| **GWM** | **2.94** | **A** | **3.10** | **A** | **3.13** | **A** | **3.15** | **A** | **3.26** | **A** | **3.18** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

Looking at the table above, the survey yielded all A's in each of the items under this indicator of quality. This resulted to 3.18 TGWM as a consensus. Conditions under this indicator are met by the respondents as the data suggested. But then again, performance wise, 3.18 should not be the case. Learning gains should be at its fullest.

The nature and classification of school does not affect significantly what Heather Libbey (as cited by Dunsworth & Billings, 2009), identified as elements of school connectedness. She described the feelings of connectedness among high school learners when they are academically engaged and motivated, have a sense of belongingness, believe that the school rules are fair and enforced consistently and equally, have a voice in decision making, participate in extracurricular activities, feel safe in school, and feel closed to and valued by teachers and other staff members. These elements help improve learning acquisition among OHSP leaners based on empirical data.

School connectedness contributes to a variety of important positive educational outcomes including increase in motivation, classroom engagement, attendance, academic achievement, and school completion rates. School connectedness also reduces negative outcomes including fighting, bullying, vandalism, substance abuse, emotional distress, disruptive behavior, and school violence.

*2.2.2.2 Successful completion.*

**Table 27**

**Schools' Performance in terms of Successful Completion (by Nature and Classification)**

| Successful Completion | Nature and Classification | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Small | | Medium | | Medium with Fiscal Autonomy | | Large | | Large with Fiscal Autonomy | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school allows acceleration on a per-subject basis provided that requirements are fulfilled and a mastery of at least 90% of the competencies is ensured. | 2.38 | D | 2.81 | A | 2.92 | A | 2.90 | A | 3.09 | A | 2.95 | A |
| 2. The majority of OHSP learners in Grade 10 has completed the prescribed Secondary Education Curriculum of the Department of Education. | 3.31 | A | 3.10 | A | 3.35 | A | 3.35 | A | 3.43 | A | 3.36 | A |
| 3. OHSP learners take successfully the National Career Assessment Examination before completing Junior High School.. | 3.31 | A | 3.33 | A | 3.48 | A | 3.27 | A | 3.44 | A | 3.40 | A |
| 4. Learners who came from the OHSP are enrolled in Senior High School and are mainstreamed successfully. | 2.46 | D | 3.14 | A | 3.03 | A | 3.06 | A | 3.15 | A | 3.07 | A |
| 5. Graduates of OHSP are employed. | 2.15 | D | 2.95 | A | 3.15 | A | 2.88 | A | 3.16 | A | 3.03 | A |
| **GWM** | **2.72** | **A** | **3.07** | **A** | **3.19** | **A** | **3.09** | **A** | **3.25** | **A** | **3.16** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

It can be inferred from the table that those respondents from small schools are not conforming to the conditions stated in items 1, 4 and 5. However, they just made the least of the total number of respondents as their profiles define and therefore did not affect the consensus which arrived at 3.16 TGWM. That little difference still tells something about the statistics under this indicator of quality.

A few of the respondents from small school deviates from the OHSP Guidelines (Andrada L. , 2008a) which states that acceleration by learning area and by year level shall be determined in highly meritorious cases upon fulfillment of the requirements and

mastery of at least 90% of the competencies in the subject area, and that retention of the learner in the program is for a maximum period of six years with the option to be mainstreamed in the regular program anytime within the period of study. A few of the small schools disagree that OHSP graduates are employed which is in contrast to the evaluation done by SEAMEO INNOTECH (2015) that in general, OHSP graduates experienced improved living conditions and higher economic status.

*2.2.2.3 Examination performance.*

**Table 28**

**Schools' Performance in terms of Examination (by Nature and Classification)**

| Examination Performance | Nature and Classification | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Small | | Medium | | Medi. w/ Fisc. Auton. | | Large | | Large w/ Fisc. Auton | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school produces OHSP learners who pass Accreditation and Equivalency Test (A&E). | 2.46 | D | 2.33 | D | 3.05 | A | 2.77 | A | 2.87 | A | 2.83 | A |
| 2. The results of the National Achievement Test (NAT) in OHSP are at par with that of regular high school program. | 2.62 | A | 2.67 | A | 2.92 | A | 2.96 | A | 3.02 | A | 2.93 | A |
| 3. The result of the National Career Aptitude Examination (NCAE) and High School Occupational Interests Inventory (HSOII) is congruent among OHSP Learners. | 2.69 | A | 2.90 | A | 2.94 | A | 2.94 | A | 3.10 | A | 2.99 | A |
| 4. The school promotes the Philippine Educational Placement Test (PEPT) among overaged learners in OHSP. | 2.38 | D | 2.81 | A | 3.35 | A | 3.04 | A | 3.40 | A | 3.22 | A |
| 5. OHSP learners who take the PEPT are most of the time accelerated. | 2.23 | D | 2.62 | A | 2.76 | A | 2.60 | A | 2.92 | A | 2.75 | A |
| **GWM** | **2.48** | **D** | **2.67** | **A** | **3.00** | **A** | **2.86** | **A** | **3.06** | **A** | **2.95** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))

The table shows relatively low scores on items 1, 3 and 5 under the Nature and Classification of Small Schools. This made 2.48 GWM under Small Schools a "DISAGREE". Remember that this group of respondents composed the least of the number of total respondents in the survey, thus, it did not affect the TGWM to reach

2.95. Still the total under this indicator implies an idea about quality assurance of OHSP learner competencies.

Although small schools had the least number of the total respondents in the survey, a TWGM of 2.95 clearly shows that some of them need to have knowledge regarding A&E passers that are qualified to enroll in post-secondary schools (Bureau of Alternative Learning System [BALS], n. d., para. 2).

### *2.2.3 School's sufficiency in or adequacy of resources made available for both the teachers and learners.*

*2.2.3.1 Addressing education needs.*

**Table 29**

**Schools' Adequate Resources for Education Needs (by Nature and Classification)**

| Education Needs | Nature and Classification | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Small | | Medium | | Medium w/ Fiscal Autonomy | | Large | | Large w/ Fiscal Autonomy | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. Learners are grouped in a class of not more than 20 students per grade level. | 2.92 | A | 3.05 | A | 3.31 | A | 2.85 | A | 3.06 | A | 3.07 | A |
| 2. There is sufficient quantity of modules made useful for learners. | 2.92 | A | 2.95 | A | 2.92 | A | 2.83 | A | 2.96 | A | 2.92 | A |
| 3. There is an assigned teacher-adviser for each class. | 3.00 | A | 3.48 | A | 3.69 | SA | 3.75 | SA | 3.74 | SA | 3.67 | SA |
| 4. The teacher adviser; a. ensures that the learner has clear understanding of tasks expected of him/her; | 3.31 | A | 3.33 | A | 3.45 | A | 3.58 | SA | 3.60 | SA | 3.52 | SA |
| b. ensures that the learner has access to learning materials/ resources; | 3.31 | A | 3.43 | A | 3.37 | A | 3.50 | A | 3.53 | SA | 3.47 | A |
| c. guides the learner in the performance of task where assistance may be needed; | 3.31 | A | 3.38 | A | 3.50 | A | 3.40 | A | 3.58 | SA | 3.49 | A |
| d. monitors learner's progress regularly; | 3.23 | A | 3.43 | A | 3.56 | SA | 3.56 | SA | 3.61 | SA | 3.55 | SA |
| e. conducts periodic assessment/ review of learner's progress; | 3.46 | A | 3.43 | A | 3.52 | SA | 3.58 | SA | 3.62 | SA | 3.56 | SA |
| f. refers learner to appropriate subject area teacher for assistance; | 3.54 | SA | 3.48 | A | 3.52 | SA | 3.50 | A | 3.58 | SA | 3.54 | SA |
| g. keeps complete record of learners' performance. | 3.54 | SA | 3.52 | SA | 3.56 | SA | 3.60 | SA | 3.71 | SA | 3.63 | SA |

| Education Needs | Nature and Classification | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Small | | Medium | | Medium w/ Fiscal Autonomy | | Large | | Large w/ Fiscal Autonomy | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 5. There is a subject area teacher for each learning area; | 3.77 | SA | 3.48 | A | 3.65 | SA | 3.65 | SA | 3.74 | SA | 3.68 | SA |
| 6. A teacher for each learning area; a. identifies learning needs: | 3.46 | A | 3.29 | A | 3.56 | SA | 3.46 | A | 3.66 | SA | 3.56 | SA |
| b. provides additional intervention(s) to develop prerequisite skills in the subject; | 3.23 | A | 3.14 | A | 3.35 | A | 3.44 | A | 3.53 | SA | 3.42 | A |
| c. provides time for consultation to identify and address learning gaps; | 3.23 | A | 3.10 | A | 3.29 | A | 3.33 | A | 3.53 | SA | 3.38 | A |
| d. assesses learner's progress; | 3.31 | A | 3.29 | A | 3.48 | A | 3.46 | A | 3.64 | SA | 3.52 | SA |
| e. provides feedback; | 3.38 | A | 3.24 | A | 3.42 | A | 3.37 | A | 3.63 | SA | 3.48 | A |
| f. keeps track of learner's performance; | 3.31 | A | 3.24 | A | 3.48 | A | 3.42 | A | 3.65 | SA | 3.51 | SA |
| g. keeps complete records of learner's learning profile. | 3.46 | A | 3.38 | A | 3.53 | SA | 3.46 | A | 3.62 | SA | 3.54 | SA |
| 7. There is a guidance counselor attending to the needs of OHSP learners. . | 2.77 | A | 3.29 | A | 3.32 | A | 2.96 | A | 3.55 | SA | 3.32 | A |
| 8. The guidance counselor: a. administers the Independent Learning Readiness Test (ILRT) | 2.54 | A | 3.14 | A | 2.82 | A | 2.65 | A | 3.09 | A | 2.91 | A |
| b. assists the English and Filipino teachers in the conduct of Informal Reading Inventory (IRI). | 2.69 | A | 2.81 | A | 2.95 | A | 2.73 | A | 2.98 | A | 2.89 | A |
| c. conducts interviews using the FICS Analysis tool (Family-Individual-Community-School Related Factors). | 2.31 | D | 3.10 | A | 2.87 | A | 2.79 | A | 3.11 | A | 2.95 | A |
| **GWM** | **3.18** | **A** | **3.27** | **A** | **3.37** | **A** | **3.31** | **A** | **3.49** | **A** | **3.39** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

Table 29 shows how the schools address the education needs of both the teachers and learners. Majority of the respondents agreed that their schools, whatever the nature or classification, are responsive to the education needs of OHSP teachers and learners. The TGWM of 3.39 affirmed the conditions under this indicator. This only means that the schools' resources are just enough to meet needs.

No matter how big or small a school is, for as long as learners feel connected to their school, they will succeed. According to Blum (as mentioned by Dunsworth & Billings, 2009), school connectedness is important for both academic and social reasons. Addressing the educational needs of OHSP learners is the main concern of the school as shown in the statistics. Academically, school connectedness is highly predictive of success in school. Learners who are connected with their schools for they

feel that their academic needs are addressed tend to be glad and enjoy coming to their schools. This enjoyment adds to the diligence with which students pursue learning, the efforts they exert on tasks and assignments, all of which result in increased learning and achievement (Sykes & Wilson, 2015).

*2.2.3.2 Addressing social needs.*

**Table 30**

**Schools' Adequate Resources for Social Needs (by Nature and Classification)**

| Social Needs | Nature and Classification | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Small | | Medium | | Medium w/ Fiscal Auton | | Large | | Large w/ Fiscal Auton | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. There is an enabling, safe, and conducive learning environment in school for OHSP learners. | 3.31 | A | 3.24 | A | 3.13 | A | 3.12 | A | 3.43 | A | 3.27 | A |
| 2. There are supportive, motivating and nurturing teachers in OHSP. | 3.46 | A | 3.19 | A | 3.50 | A | 3.42 | A | 3.56 | SA | 3.48 | A |
| 3. There are students in OHSP who participate freely in school and community activities and special interest groups and other organizations. | 3.15 | A | 3.10 | A | 3.21 | A | 3.08 | A | 3.28 | A | 3.20 | A |
| 4. There are friendly peers in the class of OHSP learners. | 3.38 | A | 3.24 | A | 3.48 | A | 3.27 | A | 3.50 | A | 3.42 | A |
| 5. The school leader loves and cares for the learners in OHSP. | 3.15 | A | 3.24 | A | 3.50 | A | 3.31 | A | 3.50 | A | 3.42 | A |
| 6. There is a strong support from the parents/ guardians of OHSP learners. | 3.08 | A | 3.00 | A | 3.26 | A | 2.96 | A | 3.17 | A | 3.13 | A |
| 7. The community is responsive to the needs of OHSP learners. | 3.00 | A | 3.05 | A | 2.98 | A | 2.88 | A | 3.14 | A | 3.04 | A |
| 8. BCPC (Barangay Council for the Protection of Children) and MCPC (Municipal Council for the Protection of Children) are actively taking part in implementing OHSP. | 3.00 | A | 2.90 | A | 2.90 | A | 2.54 | A | 2.91 | A | 2.84 | A |
| **GWM** | **3.19** | **A** | **3.12** | **A** | **3.25** | **A** | **3.07** | **A** | **3.31** | **A** | **3.23** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))

The table shows a TGWM of 3.23 which was equivalent to saying that the majority of the respondents are at a consensus in describing how responsive their schools to provide for the social needs of the learners. The respondents, from whatever nature

and classification of schools they belong, are generally making a safe, enabling and conducive learning environment for OHSP learners.

As mentioned above, school connectedness is important because of its social reasons. Socially, sense of belongingness is concomitant of positive outcomes. Increased in school attendance, higher rates of graduation, reductions in aggression, increased emotional stability, strength in resisting peer pressure, and resilience are among the affirmative results of school connectedness when socially regarded according to Blum (as cited by Dunsworth & Billings, 2009).

### 2.2.4 School's efficiency in managing resources.

*2.2.4.1 Measuring the cost per student.*

**Table 31**

**Schools' Efficiency as Measured by Cost per Student (Nature and Classification)**

| Cost per Student | Nature and Classification | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Small | | Medium | | Medium w/ Fiscal Auton. | | Large | | Large w/ Fiscal Auton. | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school manages use of time, implementing OHSP concurrent to the prescribed school calendar, i.e. starts in June and ends in March. | 3.38 | A | 3.14 | A | 3.44 | A | 3.27 | A | 3.56 | SA | 3.43 | A |
| 2. There is time devoted for a regular meeting with OHSP learners. | 3.15 | A | 3.14 | A | 3.32 | A | 3.17 | A | 3.50 | A | 3.35 | A |
| 3. The schedules of meeting are set according to the teacher's convenience. | 2.77 | A | 3.05 | A | 3.05 | A | 3.08 | A | 3.17 | A | 3.09 | A |
| 4. The learners are required to own portfolios in assessing learning performance. | 2.85 | A | 3.10 | A | 3.08 | A | 3.38 | A | 3.43 | A | 3.28 | A |
| 5. There is an available budget in the MOOE for the operation of OHSP. | 2.15 | D | 2.38 | D | 2.79 | A | 2.92 | A | 2.97 | A | 2.83 | A |
| 6. There are allocations from external sources like LGU, BLGU and NGO intended to support OHSP. | 2.08 | D | 2.48 | D | 2.58 | A | 2.62 | A | 2.89 | A | 2.68 | A |
| **GWM** | **2.73** | **A** | **2.88** | **A** | **3.04** | **A** | **3.07** | **A** | **3.25** | **A** | **3.11** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

For Small and Medium Schools, items 5 and 6 are very low based on the table. These items pertain to the financial resources which come from the government or outside. These data suggested that schools who do not have fiscal autonomy are less likely to maximize other resources such as time, human, and energy. However, the minority of them did not adversely affect the TGWM of 3.11 which was verbally interpreted as "AGREE".

Those small and medium schools who claim that they have no available budget in the MOOE for the operation of OHSP and no allocation from external sources are one of the findings of SEAMEO INNOTECH (2015) on its evaluation of OHSP which affirms that program implementers experienced difficulty in obtaining financial help with regard to reproducing modules and test materials, overtime pay for teachers, and subsidy for poor OHSP students.

*2.2.4.2 Measuring the cost per successful student.*

**Table 32**

**Schools' Efficiency as Measured by Cost per Successful Student (Nature and Classification)**

| Cost per Successful Student | Nature and Classification | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Small | | Medium | | Medium w/ Fiscal Auton. | | Large | | Large w/ Fiscal Auton. | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school extends its implementation of OHSP up to April and May besides the prescribed school calendar. | 2.15 | D | 2.71 | A | 2.58 | A | 2.46 | D | 3.06 | A | 2.75 | A |
| 2. The use of time during regular class meeting is maximized. | 3.08 | A | 3.00 | A | 3.29 | A | 3.29 | A | 3.50 | A | 3.35 | A |
| 3. The schedules of meeting are set according to the availability of the learners. | 3.23 | A | 3.00 | A | 3.23 | A | 3.13 | A | 3.45 | A | 3.28 | A |
| 4. The school provides portfolio where learners can compile their outputs and evidences of learning. | 3.00 | A | 2.95 | A | 2.94 | A | 3.00 | A | 3.14 | A | 3.04 | A |
| 5. Budget in the MOOE is used for priority needs of the learners. | 2.31 | D | 2.29 | D | 2.89 | A | 2.69 | A | 3.02 | A | 2.82 | A |
| 6. There are provisions of support to individual needs of the learners coming from the BLGU, LGU or NGO. | 2.00 | D | 2.38 | D | 2.61 | A | 2.54 | A | 2.87 | A | 2.66 | A |
| **GWM** | **2.63** | **A** | **2.72** | **A** | **2.92** | **A** | **2.85** | **A** | **3.17** | **A** | **2.98** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))

School's efficiency in resource management is the concern of the table above. It can be noted that still the minority of the schools rated items 4 and 5 poorly from 2. 29 to 2.31 and 2.00 to 2.38 respectively. Furthermore, item 1 was rated by respondents from the medium and large schools relatively low at 2.15 and 2.46 accordingly. Although, the TGWM of 2.98 surmised that majority of the respondents agreed on the premises under this indicator of quality.

Since there is no available budget in the MOOE nor allocation from external sources for the operation of OHSP, some of the schools lack of financial resources, which is one of the guidelines set for the implementation of Flexible Learning Options (FLO) (Department of Education, 2013).

### 2.2.5 School processes involving community linkages, internal and external support systems.

*2.2.5.1 Course subsystem.*

**Table 33**

**School Processes on Course Subsystem (by Nature and Classification)**

| Course Subsystem | Nature and Classification | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Small | | Medium | | Medium w/ Fiscal Auton. | | Large | | Large w/ Fiscal Auton. | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. Instructional and frustration-level learners are considered for Bridge Program. | 2.38 | D | 2.81 | A | 2.77 | A | 2.67 | A | 3.00 | A | 2.83 | A |
| 2. Bridge Program is operated under Learning Management Program of the School. | 2.23 | D | 2.86 | A | 2.74 | A | 2.54 | A | 2.95 | A | 2.77 | A |
| 3. The curriculum of OHSP follows that of regular secondary education specifically the Enhanced Basic Education Program of the K to12 Curriculum. | 3.38 | A | 3.24 | A | 3.32 | A | 3.38 | A | 3.50 | A | 3.40 | A |
| 4. Teachers and learners make use of internet to support teaching-learning process and update the course of learning. | 2.77 | A | 2.86 | A | 2.87 | A | 2.98 | A | 3.12 | A | 2.99 | A |

Continuation of Table 33

| Course Subsystem | Nature and Classification | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Small | | Medium | | Medium w/ Fiscal Auton. | | Large | | Large w/ Fiscal Auton. | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 5. The school makes use of interactive strategies such as: a. tapping potential resource persons in the community to assist the learners | 2.54 | A | 2.76 | A | 2.77 | A | 2.94 | A | 3.11 | A | 2.94 | A |
| b. engaging the learners to participate in the different community activities as an application of learning (e.g. livelihood, entrepreneurship, etc.) | 2.69 | A | 2.81 | A | 2.90 | A | 2.94 | A | 3.08 | A | 2.97 | A |
| **GWM** | **2.67** | **A** | **2.89** | **A** | **2.90** | **A** | **2.91** | **A** | **3.13** | **A** | **2.99** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))

It can be noticed in the table that items 1 and 2 were rated very low by the respondents from small schools as far the nature and classification is concerned. While the consensus arrived at 2.99 TGWM, it can be noted that small disagreement among the minority has something to say about quality of OHSP. The 2 lowest scored items described how the learners under instructional and frustration-levels should be managed with a Bridge Program and Learning Management Plan set in place.

Small schools experienced that their school head had not established a learning management program to bridge learning gaps and enhance learning which is one of the roles and responsibilities of a school head (Andrada L. , 2008a). Therefore, it means to say that those learners who fall under instructional and frustration levels are not in the Bridge Program.

*2.2.5.2 Regulatory subsystem.*

**Table 34**

**School Processes on Regulatory Subsystem (by Nature and Classification)**

| Regulatory Subsystem | Nature and Classification | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Small | | Medium | | Medium with Fiscal Autonomy | | Large | | Large with Fiscal Autonomy | | Total |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school practices tolerance in accepting OSYs, dropouts and SARDOs for enrollment in OHSP. | 2.85 | A | 2.95 | A | 3.29 | A | 3.23 | A | 3.45 | A | 3.30 | A |
| 2. OHSP learners sign an agreement to comply with all the requirements of the course. | 3.00 | A | 3.19 | A | 3.45 | A | 3.31 | A | 3.50 | A | 3.40 | A |
| 3. Learners, upon enrollment in OHSP, undergo FICS (Family, Individual, Community and School) Analysis, IRI (Informal Reading Inventory) and ILRT (Independent Learning Readiness Test) | 2.85 | A | 3.05 | A | 3.21 | A | 2.87 | A | 3.30 | A | 3.15 | A |
| 4. Data gathered from enrollment process are utilized efficiently and effectively. | 2.92 | A | 3.24 | A | 3.32 | A | 3.12 | A | 3.31 | A | 3.25 | A |
| 5. Enrollment process ensures proper screening of independent learners for enrollment to OHSP. | 2.92 | A | 3.24 | A | 3.37 | A | 3.13 | A | 3.33 | A | 3.27 | A |
| 6. Flexibility in attendance to classes is regulated by the school as stipulated in the Agreement (Kasunduan). | 3.00 | A | 3.14 | A | 3.45 | A | 3.25 | A | 3.43 | A | 3.35 | A |
| **GWM** | **2.92** | **A** | **3.13** | **A** | **3.35** | **A** | **3.15** | **A** | **3.39** | **A** | **3.29** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

When it comes to nature and classification of schools, conditions defining regulatory subsystem are said to be agreeable to the consensus. It is manifested in the TGWM of 3.29 under this indicator. This portion focuses on how the schools formulate policies based on the feedbacks and experiences of learners, parents and teacher-implementers involved.

A TWGM of 3.29 proved that learners were grouped as assigned to a class based on the results of the Informal Reading Inventory (IRI) and other assessment tools. Meanwhile, learners report to school once or twice a week or based on the agreement of the learners and their subject area teachers for face-to-face interactions and

validation of competencies, which are among the program delivery strategies stated under the Guidelines of Implementation of FLO (Department of Education, 2013).

*2.2.5.3 Technological subsystem.*

**Table 35**

**School Processes on Technological Subsystem (by Nature and Classification)**

| Technological Subsystem | Nature and Classification | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Small | | Medium | | Medium w/ Fiscal Auton. | | Large | | Large w/ Fiscal Auton. | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school clearly informs me, as OHSP implementer, of the program's purpose using innovative forms of information media and technology (e.g. Facebook, Google, etc.). | 2.69 | A | 3.10 | A | 3.08 | A | 3.10 | A | 3.15 | A | 3.09 | A |
| 2. The school keeps me, as OHSP implementer, aware of the program goals and objectives by means of technology-driven processes (e.g. use of computer, printer, DLP, print and non-print materials, etc.). | 2.69 | A | 3.10 | A | 3.15 | A | 3.15 | A | 3.24 | A | 3.16 | A |
| 3. Promotion of OHSP is done using different media like flyers, brochures, radio and TV announcements, community assemblies, consultation meetings with school officials, PTCA officers and barangay council. | 2.77 | A | 2.90 | A | 3.05 | A | 2.90 | A | 3.08 | A | 3.01 | A |
| 4. The school was able to secure financial support from the LGU as stated in a Municipal Ordinance or any Resolution to sustain its technologies used in distance learning. | 1.92 | D | 2.38 | D | 2.63 | A | 2.65 | A | 2.86 | A | 2.68 | A |
| 5. There is Memorandum of Agreement (MOA) with any external stakeholder supporting OHSP and its technology-driven processes (e.g. computerization and internet connectivity supported by partner companies or agencies.). | 2.00 | D | 2.38 | D | 2.58 | A | 2.71 | A | 2.76 | A | 2.64 | A |
| **GWM** | **2.42** | **D** | **2.77** | **A** | **2.90** | **A** | **2.90** | **A** | **3.02** | **A** | **2.92** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))

Given the premise that technological subsystem involves school processes, the table suggests that respondents from small and medium schools did not agree on the conditions stated on items 4 and 5 under this indicator. Their weighted means i.e., 1.92 to 2.38 and 2.00 to 2.38 implied a need to reiterate to the LGUs the Memorandum of Agreements they made between these schools. Though they represent the minority of the respondents, their concerns are counted. However, the majority of them yielded a 2.92 TGWM that says a consensus.

Based from the previous results, small and medium schools had no allocations from external sources for the operation of OHSP. As a result, some of the schools lack financial resources, which is one of the guidelines set for the implementation of Flexible Learning Options (FLO) (Department of Education, 2013). Therefore, these schools had no Municipal Ordinance nor MOA from LGUs or external stakeholders to support the technology-driven processes of OHSP.

**2.3 Assessment of Quality According to Years of Implementing OHSP**

***2.3.1 School's effort in improving access to secondary education.***

*2.3.1.1 In increasing enrollment and mainstreaming OSYs, dropouts, school leavers and SARDOs (Students-at-risk of Dropping Out).*

**Table 36**

**Schools' Effort in Enrollment of Learners (by Years in Implementing OHSP)**

| Enrollment of Learners | Years in Implementing OHSP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 - 3 years | | 4 - 6 years | | 7 - 9 years | | 10 - 12 years | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school identifies out-of-school youths (OSYs), school leavers, dropouts in the community and Students-at-risk of Dropping Out (SARDOs) in the school. | 3.36 | A | 3.60 | SA | 3.29 | A | 3.71 | SA | 3.57 | SA |
| 2. The school enrolls OSY's, school leavers, dropouts in OHSP. | 3.20 | A | 3.50 | A | 3.35 | A | 3.57 | SA | 3.47 | A |
| 3. The school orients of OSY's and dropouts during enrollment. | 3.24 | A | 3.56 | SA | 3.29 | A | 3.71 | SA | 3.52 | SA |
| 4. The school conducts early registration regularly each year. | 3.72 | SA | 3.67 | SA | 3.29 | A | 3.76 | SA | 3.66 | SA |
| 5. The school keeps track OSYs, SARDOs, and dropouts and considered them a priority for enrollment in the program. | 3.32 | A | 3.54 | SA | 3.18 | A | 3.62 | SA | 3.50 | A |
| 6. The school considers OSYs, SARDOs, and dropouts a priority for enrollment. | 3.28 | A | 3.45 | A | 3.12 | A | 3.62 | SA | 3.42 | A |
| 7. The school encourages students enrolled in OHSP to return to the mainstream and did not leave until they complete secondary education. | 3.44 | A | 3.51 | A | 3.12 | A | 3.57 | SA | 3.48 | A |
| **GWM** | **3.37** | **A** | **3.55** | **SA** | **3.24** | **A** | **3.65** | **SA** | **3.52** | **SA** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

As to years in implementing OHSP, the survey provided a 3.52 TGWM to define the effort which each of the 20 schools exerted to improve enrollment in OHSP. Respondents strongly agreed on the conditions given the premise that they came from various schools which differ in the number of years implementing OHSP.

The statements above reveal that regardless of the number of years implementing OHSP, the schools exerted effort to increase enrollment, mainstream OSYs, dropouts, school leavers and SARDOs. This was supported by the study of Reddy & Devi (2015) which enumerates the efforts that teachers apply in which include: seeking assistance to the community to support the school in increasing students' attendance; informing the parents about the progress of their children; utilizing audio-visual aids during teaching; correcting the homework assigned to the students; and conducting unit tests, organizing drill classes, games and sports.

*2.3.1.2 In making learners complete successfully the junior high school.*

**Table 37**

**Schools' Effort for Successful Completion in JHS (by Years in Implementing OHSP)**

| Completion of Curriculum | Years in Implementing OHSP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 - 3 years | | 4 - 6 years | | 7 - 9 years | | 10 - 12 years | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school allows flexibility in contextualizing or localizing the curriculum to fit in the needs of the learners. | 3.52 | SA | 3.43 | A | 3.41 | A | 3.76 | SA | 3.47 | A |
| 2. The school follows the curriculum of the regular secondary education or the K to 12 Curriculum. | 3.44 | A | 3.63 | SA | 3.41 | A | 3.76 | SA | 3.61 | SA |
| 3. The school considers self-directed learning in facilitating the curriculum. | 3.20 | A | 3.40 | A | 3.12 | A | 3.71 | SA | 3.39 | A |
| 4. The school produces learners in OHSP who have completed the curriculum. | 3.32 | A | 3.53 | SA | 3.29 | A | 3.81 | SA | 3.52 | SA |

Continuation of Table 37

| Completion of Curriculum | Years in Implementing OHSP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 - 3 years | | 4 - 6 years | | 7 - 9 years | | 10 - 12 years | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 5. The school has learners from OHSP who transferred in the mainstream or regular school program. | 3.32 | A | 3.35 | A | 3.12 | A | 3.52 | SA | 3.34 | A |
| 6. The school produces learners in OHSP who excelled in meeting the required competencies of the curriculum. | 3.08 | A | 3.23 | A | 3.18 | A | 3.48 | A | 3.23 | A |
| **GWM** | **3.31** | **A** | **3.43** | **A** | **3.25** | **A** | **3.67** | **SA** | **3.43** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

The survey provided a 3.423 TGWM to define the how much effort each of the 20 schools exerted to increase the number of learners who successfully completed the curriculum in OHSP. As to years in implementing OHSP, respondents agreed on the conditions given the premise that they came from various schools which differ in the number of years implementing OHSP.

The above statements are in contrast to the study of Alexander (as mentioned by Cham, Hughes, West, & Im, 2015), which affirms that students who have been retained by grade 7 are less likely to complete high school than their low-achieving but continuously promoted peers. The results reveal that even if the schools differ in the number of years implementing OHSP, there is a broad consensus on what quality education entails: motivated teachers, a curriculum appropriate to current needs, and good teaching materials and school environment (Angeles, 2009). These schools also follow the guidelines set for the implementation of FLO, like learners report to their teachers on a weekly basis or based on the demonstrated capacity of the learners for self-directed learning (Department of Education, 2013).

*2.3.1.3 In improving promotion, retention and transition between junior high*

*school and senior high school levels of secondary education.*

**Table 38**

**Schools' Effort in Promotion, Retention and Transition of Learners (by Years in Implementing OHSP)**

| Promotion/ Retention and Transition of Learners | Years in Implementing OHSP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 - 3 years | | 4 - 6 years | | 7 - 9 years | | 10 - 12 years | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school has considerable number of OHSP learners who are promoted to the next grade level. | 3.32 | A | 3.41 | A | 3.18 | A | 3.57 | SA | 3.40 | A |
| 2. Promotion is based on the prescribed grading system. | 3.60 | SA | 3.59 | SA | 3.29 | A | 3.76 | SA | 3.58 | SA |
| 3. The same number of promoted learners enroll in the succeeding school years whether in OHSP or in the mainstream. | 2.84 | A | 3.09 | A | 2.88 | A | 3.05 | A | 3.05 | A |
| 4. The number of OHSP learners completed the Junior High School enroll in Senior High School. | 2.76 | A | 2.98 | A | 2.76 | A | 2.71 | A | 2.93 | A |
| 5. Overaged elementary graduates who used to be dropouts and OSYs enroll in OHSP. | 3.28 | A | 3.34 | A | 3.12 | A | 3.62 | SA | 3.34 | A |
| **GWM** | **3.16** | **A** | **3.28** | **A** | **3.05** | **A** | **3.34** | **A** | **3.26** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

As to years in implementing OHSP, respondents agreed on the conditions given

the premise that they came from various schools which differ in the number of years

implementing OHSP. The survey provided a 3.26 TGWM to define the how much effort

each of the 20 schools exerted to improve promotion, retention and transition of

learners in OHSP or in the mainstream.

The above cited statements were supported by the study of Reddy & Devi (2015)

which states that teachers are taking adequate measures to improve its quality and to

make it as attractive as possible for the students. Moreover, according to Alexander et

al. (as mentioned by Cham, Hughes, West, & Im, 2015), they have speculated that the

effects of grade retention on school completion are mediated by its effects on more

proximal indicators of psychological and behavioral disengagement from school during the middle school years.

### 2.3.2 School's performance reflecting the effects of teaching approaches/ methodologies and the entire educative process.

*2.3.2.1 Learning gains.*

**Table 39**

**Schools' Performance in terms of Learning Gains (by Years of Implementing OHSP)**

| Learning Gains | Years in Implementing OHSP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 - 3 years | | 4 - 6 years | | 7 - 9 years | | 10 - 12 years | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school has a Learning Management Program that allows the learners to bridge their learning gaps and enhance learning. | 3.16 | A | 3.25 | A | 3.06 | A | 3.48 | A | 3.25 | A |
| 2. Teachers use portfolio assessment of learning in OHSP. | 3.08 | A | 3.34 | A | 3.06 | A | 3.62 | SA | 3.32 | A |
| 3. The portfolio of each learner includes initial summary, and general essay for which written exams, performance ratings, outputs, eyewitness reports from peers and employer and other meritorious proofs of performance are compiled. | 2.92 | A | 3.17 | A | 2.88 | A | 3.38 | A | 3.14 | A |
| 4. The school offers co-curricular activities to improve learning acquisition of OHSP learners. | 2.76 | A | 3.11 | A | 2.65 | A | 3.19 | A | 3.05 | A |
| 5. The school facilitates interactive learning in the school and community for OHSP learners. | 3.00 | A | 3.15 | A | 2.76 | A | 3.19 | A | 3.12 | A |
| **GWM** | **2.98** | **A** | **3.20** | **A** | **2.88** | **A** | **3.37** | **A** | **3.18** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

In terms of learning gains to attribute to the school's performance, the survey resulted to a 3.18 TGWM. Respondents agreed on the conditions given the premise that they came from various schools which differ in the number of years implementing OHSP.

Even though the schools differ in the number of years implementing OHSP, their methodologies when it comes to student-centered learning processes resulted in increased learning gains for students, creating and allowing for opportunities for

learners to develop their creativity, problem-solving abilities, informational reason skills, communication skills, and other higher-order thinking skills which are being supported by the study of Latifi (2017). Furthermore, their schools' performance in learning gains as part of their program delivery strategies include subjects that require hands-on experience like physical education, music, computer, laboratory, and those that are classroom-based (Dunsworth & Billings, 2009) and community-home based which are individually scheduled, according to the guidelines set for the implementation of FLOS (Department of Education, 2013).

*2.3.2.2 Successful completion.*

**Table 40**

**Schools' Performance in terms of Successful Completion (by Years of Implementing OHSP)**

| Successful Completion | Years in Implementing OHSP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 - 3 years | | 4 - 6 years | | 7 - 9 years | | 10 - 12 years | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school allows acceleration on a per-subject basis provided that requirements are fulfilled and a mastery of at least 90% of the competencies is ensured. | 2.48 | D | 2.99 | A | 2.71 | A | 3.38 | A | 2.95 | A |
| 2. The majority of OHSP learners in Grade 10 has completed the prescribed Secondary Education Curriculum of the Department of Education. | 3.20 | A | 3.38 | A | 3.18 | A | 3.52 | SA | 3.36 | A |
| 3. OHSP learners take successfully the National Career Assessment Examination before completing Junior High School.. | 3.40 | A | 3.41 | A | 3.24 | A | 3.48 | A | 3.40 | A |
| 4. Learners who came from the OHSP are enrolled in Senior High School and are mainstreamed successfully. | 2.84 | A | 3.11 | A | 3.00 | A | 3.00 | A | 3.07 | A |
| 5. Graduates of OHSP are employed. | 2.44 | D | 3.09 | A | 3.00 | A | 3.24 | A | 3.03 | A |
| **GWM** | **2.87** | **A** | **3.19** | **A** | **3.02** | **A** | **3.32** | **A** | **3.16** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

A total of GWM 3.16 came out from the survey. This means that respondents define the school performance in conformity to the conditions stated in the questionnaire. It shows that the consensus agreed on the given conditions despite the fact that they came from various schools which differ in the number of years implementing OHSP. It can also be noticed that for those schools who have been running the program for almost 3 years, items 1 and 5 were disagreeable to them. These items focused on the acceleration of learners and employment of OHSP graduates. However, their experiences, though counted, did not directly affect the consensus.

The schools which are on their 1-3 years in implementing OHSP disagreed on the condition that acceleration on a per-subject basis provided that requirements are fulfilled and a mastery of at least 90% of the competencies is ensured which means to say that they do not follow one of the guidelines set by Andrada (2008a). The guidelines express that acceleration by learning area/by year level shall be determined in highly meritorious cases upon fulfillment of the requirements and mastery of at least 90% of the competencies in the subject area. In addition, retention of the learner in the program is for a maximum period of six years with the option to be mainstreamed in the regular program anytime within the period of study.

*2.3.2.3 Examination performance.*

**Table 41**

**Schools' Performance in terms of Examination (by Years of Implementing OHSP)**

| Examination Performance | Years in Implementing OHSP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 - 3 years | | 4 - 6 years | | 7 - 9 years | | 10 - 12 years | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school produces OHSP learners who pass Accreditation and Equivalency Test (A&E). | 2.40 | D | 2.84 | A | 3.00 | A | 3.10 | A | 2.83 | A |
| 2. The results of the National Achievement Test (NAT) in OHSP are at par with that of regular high school program. | 2.76 | A | 2.94 | A | 2.88 | A | 3.10 | A | 2.93 | A |
| 3. The result of the National Career Aptitude Examination (NCAE) and High School Occupational Interests Inventory (HSOII) is congruent among OHSP Learners. | 2.88 | A | 2.98 | A | 2.94 | A | 3.24 | A | 2.99 | A |
| 4. The school promotes the Philippine Educational Placement Test (PEPT) among overaged learners in OHSP. | 2.68 | A | 3.25 | A | 3.12 | A | 3.67 | SA | 3.22 | A |
| 5. OHSP learners who take the PEPT are most of the time accelerated. | 2.48 | D | 2.73 | A | 2.94 | A | 3.19 | A | 2.75 | A |
| **GWM** | **2.64** | **A** | **2.95** | **A** | **2.98** | **A** | **3.26** | **A** | **2.95** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

2.95 was computed as the total GWM as Table 41 shows. This means that respondents conformed to the conditions stated in the questionnaire to define the school performance in terms of quality assurance examinations. It shows that the consensus agreed on the conditions despite the fact that they came from various schools which differ in the number of years implementing OHSP. It can also be noticed that for those schools who have been running the program for almost 3 years, items 1 and 5 were disagreeable to them. The first item tells about the passers of A&E, whereas item 5 deals with the acceleration of learners who passed the PEPT. However, their responses, though considered, did not adversely affect the consensus.

Those schools who belong to schools implementing OHSP for 1-3 years seemed to suggest that they need to be informed well regarding the provisions on Accreditation and Equivalency Test (A&E) and Philippine Educational Placement Test (PEPT), wherein passers of the A&E Test are given a certificate/diploma, bearing the DepEd seal and the signature of the Secretary, certifying their competencies as comparable graduates of the formal school system. Thus, passers are qualified to enroll in secondary and post-secondary schools (Bureau of Alternative Learning System [BALS], n. d., para. 2).

### *2.3.3 School's sufficiency in or adequacy of resources made available for both the teachers and learners.*

*2.3.3.1 Addressing education needs.*

**Table 42**

**Schools' Adequate Resources for Education Needs (by Years in Implementing OHSP)**

| Education Needs | Years in Implementing OHSP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 - 3 years | | 4 - 6 years | | 7 - 9 years | | 10 - 12 years | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. Learners are grouped in a class of not more than 20 students per grade level. | 2.96 | A | 3.08 | A | 2.35 | D | 3.67 | SA | 3.07 | A |
| 2. There is sufficient quantity of modules made useful for learners. | 3.00 | A | 2.89 | A | 2.41 | D | 3.57 | SA | 2.92 | A |
| 3. There is an assigned teacher-adviser for each class. | 3.16 | A | 3.73 | SA | 3.53 | SA | 3.90 | SA | 3.67 | SA |
| 4. The teacher adviser;<br>a. ensures that the learner has clear understanding of tasks expected of him/her; | 3.36 | A | 3.54 | SA | 3.29 | A | 3.76 | SA | 3.52 | SA |
| b. ensures that the learner has access to learning materials/ resources; | 3.44 | A | 3.47 | A | 3.06 | A | 3.81 | SA | 3.47 | A |
| c. guides the learner in the performance of task where assistance may be needed; | 3.40 | A | 3.51 | SA | 3.06 | A | 3.81 | SA | 3.49 | A |
| d. monitors learner's progress regularly; | 3.40 | A | 3.57 | SA | 3.18 | A | 3.86 | SA | 3.55 | SA |

Continuation of Table 42

| Education Needs | Years in Implementing OHSP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 - 3 years | | 4 - 6 years | | 7 - 9 years | | 10 - 12 years | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| e. conducts periodic assessment/ review of learner's progress; | 3.52 | SA | 3.58 | SA | 3.12 | A | 3.81 | SA | 3.56 | SA |
| f. refers learner to appropriate subject area teacher for assistance; | 3.56 | SA | 3.55 | SA | 3.18 | A | 3.71 | SA | 3.54 | SA |
| g. keeps complete record of learners' performance. | 3.56 | SA | 3.62 | SA | 3.47 | A | 3.86 | SA | 3.63 | SA |
| 5. There is a subject area teacher for each learning area; | 3.60 | SA | 3.68 | SA | 3.65 | SA | 3.81 | SA | 3.68 | SA |
| 6. A teacher for each learning area;<br>a. identifies learning needs: | 3.36 | A | 3.56 | SA | 3.47 | A | 3.81 | SA | 3.56 | SA |
| b. provides additional intervention(s) to develop prerequisite skills in the subject; | 3.20 | A | 3.44 | A | 3.18 | A | 3.76 | SA | 3.42 | A |
| c. provides time for consultation to identify and address learning gaps; | 3.20 | A | 3.39 | A | 3.12 | A | 3.71 | SA | 3.38 | A |
| d. assesses learner's progress; | 3.32 | A | 3.53 | SA | 3.41 | A | 3.81 | SA | 3.52 | SA |
| e. provides feedback; | 3.36 | A | 3.48 | A | 3.29 | A | 3.76 | SA | 3.48 | A |
| f. keeps track of learner's performance; | 3.24 | A | 3.53 | SA | 3.35 | A | 3.81 | SA | 3.51 | SA |
| g. keeps complete records of learner's learning profile. | 3.40 | A | 3.55 | SA | 3.41 | A | 3.76 | SA | 3.54 | SA |
| 7. There is a guidance counselor attending to the needs of OHSP learners. . | 3.08 | A | 3.28 | A | 3.59 | SA | 3.71 | SA | 3.32 | A |
| 8. The guidance counselor:<br>a. administers the Independent Learning Readiness Test (ILRT) | 2.84 | A | 2.92 | A | 2.82 | A | 3.05 | A | 2.91 | A |
| b. assists the English and Filipino teachers in the conduct of Informal Reading Inventory (IRI). | 2.80 | A | 2.93 | A | 2.76 | A | 2.81 | A | 2.89 | A |
| c. conducts interviews using the FICS Analysis tool (Family-Individual-Community-School Related Factors). | 2.68 | A | 2.97 | A | 2.88 | A | 3.05 | A | 2.95 | A |
| **GWM** | **3.25** | **A** | **3.40** | **A** | **3.16** | **A** | **3.66** | **SA** | **3.39** | **A** |

*Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"*

It can be noticed in the table that those schools who have been running the program for almost 9 years did not agree on items 1 and 2. They scored 2.35 and 2.41 on these items respectively. The first item tells about organizing a class with 20 learners limit per each grade level, whereas, the second item asks for an agreement to sufficiency of modules. As to their profiles, this group comprises the minority as far as the number of years in implementation is concerned. Nevertheless, their responses were considered though it did not adversely affect the consensus. Hence, the consensus arrived at 3.39 total GWM as the table displays. It goes to show that the

consensus agreed on the conditions despite the fact that they came from various schools which differ in the number of years implementing OHSP.

The learners were grouped in a class of not more than 20 students per grade level and that there was sufficient quantity of modules made useful for learners are the provisions that those schools who belong to 7-9 years running OHSP expressed their desire to be fully informed about the maximum class size and sufficient quantity of modules. Since according to the Guidelines of Implementation of the Flexible Learning Options (Department of Education, 2013), the program delivery strategy includes each class having a maximum enrolment of 20 learners.

*2.3.3.2 Addressing social needs.*

**Table 43**

**Schools' Adequate Resources for Social Needs (by Years in Implementing OHSP)**

| Social Needs | Years in Implementing OHSP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 - 3 years | | 4 - 6 years | | 7 - 9 years | | 10 - 12 years | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. There is an enabling, safe, and conducive learning environment in school for OHSP learners. | 3.32 | A | 3.24 | A | 2.82 | A | 3.86 | SA | 3.27 | A |
| 2. There are supportive, motivating and nurturing teachers in OHSP. | 3.36 | A | 3.48 | A | 3.12 | A | 3.90 | SA | 3.48 | A |
| 3. There are students in OHSP who participate freely in school and community activities and special interest groups and other organizations. | 3.12 | A | 3.20 | A | 2.94 | A | 3.52 | SA | 3.20 | A |
| 4. There are friendly peers in the class of OHSP learners. | 3.36 | A | 3.41 | A | 3.18 | A | 3.81 | SA | 3.42 | A |
| 5. The school leader loves and cares for the learners in OHSP. | 3.24 | A | 3.42 | A | 3.18 | A | 3.81 | SA | 3.42 | A |
| 6. There is a strong support from the parents/ guardians of OHSP learners. | 3.12 | A | 3.16 | A | 2.82 | A | 3.14 | A | 3.13 | A |
| 7. The community is responsive to the needs of OHSP learners. | 3.04 | A | 3.02 | A | 3.00 | A | 3.24 | A | 3.04 | A |
| 8. BCPC (Barangay Council for the Protection of Children) and MCPC (Municipal Council for the Protection of Children) are actively taking part in implementing OHSP. | 2.92 | A | 2.86 | A | 2.65 | A | 2.71 | A | 2.84 | A |
| **GWM** | **3.19** | **A** | **3.22** | **A** | **2.96** | **A** | **3.50** | **A** | **3.23** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

As to years of implementing OHSP, the survey provided a 3.23 TGWM to define the school's resource adequacy in responding to social needs of their learners. Respondents strongly agreed on the conditions given the premise that they came from various schools who differ in years they have been running the program.

The results show that regardless of the years implementing OHSP, these schools addressed the social needs by having adequate resource materials available for the learners. This affirmation supports the claim of Reddy & Devi (2015) which states that having adequate or sufficient resources for the teachers and the learners, the community has contributed for the infrastructural development of the school such as classrooms, black boards, seating facility, electric appliances, drinking water, toilet, playground, sports materials, and teaching learning materials. The contribution of the community is in the form of service and in very few cases, money has been donated for a particular cause. Moreover, the community is also participating in the school activities in terms of parents' interaction with the teachers, community involvement in the school activities, distribution of awards to the meritorious students by the community, increased attendance of the students, regular parent-teacher meetings which reflect increasing efficiency of the schools. This is also in accordance to the Guidelines of Implementation of the FLO set by the (Department of Education, 2013) which states that the program delivery strategy includes subjects that require hands-on experience like physical education, music, computer, laboratory, and those that are classroom-based and community-home based are individually scheduled.

### 2.3.4 School's Efficiency in Managing Resources.

*2.3.4.1 Measuring the cost per student.*

**Table 44**

**Schools' Efficiency as Measured by Cost per Student (by Years in Implementing OHSP)**

| Cost per Student | Years in Implementing OHSP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 - 3 years | | 4 - 6 years | | 7 - 9 years | | 10 - 12 years | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school manages use of time, implementing OHSP concurrent to the prescribed school calendar, i.e. starts in June and ends in March. | 3.32 | A | 3.41 | A | 3.35 | A | 3.76 | SA | 3.43 | A |
| 2. There is time devoted for a regular meeting with OHSP learners. | 3.24 | A | 3.34 | A | 3.18 | A | 3.71 | SA | 3.35 | A |
| 3. The schedules of meeting are set according to the teacher's convenience. | 2.92 | A | 3.11 | A | 2.82 | A | 3.29 | A | 3.09 | A |
| 4. The learners are required to own portfolios in assessing learning performance. | 2.96 | A | 3.31 | A | 3.06 | A | 3.52 | SA | 3.28 | A |
| 5. There is an available budget in the MOOE for the operation of OHSP. | 2.24 | D | 2.85 | A | 2.65 | A | 3.48 | A | 2.83 | A |
| 6. There are allocations from external sources like LGU, BLGU and NGO intended to support OHSP. | 2.20 | D | 2.76 | A | 2.41 | D | 2.76 | A | 2.68 | A |
| **GWM** | **2.81** | **A** | **3.13** | **A** | **2.91** | **A** | **3.42** | **A** | **3.11** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

As to years in implementing OHSP, it can be observed in the table that those schools who have been running the program for almost 1 to 3 years and 7 to 9 years did not agree on item 6, also the former disagreed on item 5. The former scored 2.24 and 2.20 on items 5 and 6 respectively. While the latter scored item 5 with 2.41 as GWM. Both the items concerned on the internal and external funds available in the MOOE or from the external stakeholders. As to their profile, these groups comprised the minority as far as the number of years in implementation is concerned. Nevertheless, their responses were considered though it did not adversely affect the consensus. Hence, the consensus arrived at 3.11 total GWM as the table displays. It

goes to show that the consensus agreed on the conditions despite the fact that they came from various schools which differ in the number of years implementing OHSP.

A few of the schools disagreed that on the conditions that there is an available budget in the MOOE for the operation of OHSP and there are allocations from external sources like LGU, BLGU and NGO intended to support OHSP which are also the findings of SEAMEO INNOTECH (2015) in its evaluation in the OHSP. The findings states that program implementers had trouble in obtaining financial help with regard to reproducing modules and test materials overtime pay for teachers, and subsidy for poor OHSP students.

2.3.4.2 *Measuring the cost per successful student.*

**Table 45**

**Schools' Efficiency as Measured by Cost per Successful Student (by Years in Implementing OHSP)**

| Cost per Successful Student | Years in Implementing OHSP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 - 3 years | | 4 - 6 years | | 7 - 9 years | | 10 - 12 years | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school extends its implementation of OHSP up to April and May besides the prescribed school calendar. | 2.32 | D | 2.78 | A | 2.65 | A | 3.05 | A | 2.75 | A |
| 2. The use of time during regular class meeting is maximized. | 3.04 | A | 3.34 | A | 3.24 | A | 3.86 | SA | 3.35 | A |
| 3. The schedules of meeting are set according to the availability of the learners. | 3.12 | A | 3.28 | A | 3.06 | A | 3.67 | SA | 3.28 | A |
| 4. The school provides portfolio where learners can compile their outputs and evidences of learning. | 3.00 | A | 3.06 | A | 2.71 | A | 3.14 | A | 3.04 | A |
| 5. Budget in the MOOE is used for priority needs of the learners. | 2.32 | D | 2.84 | A | 2.76 | A | 3.38 | A | 2.82 | A |
| 6. There are provisions of support to individual needs of the learners coming from the BLGU, LGU or NGO. | 2.16 | D | 2.72 | A | 2.59 | A | 2.76 | A | 2.66 | A |
| **GWM** | **2.66** | **A** | **3.00** | **A** | **2.83** | **A** | **3.31** | **A** | **2.98** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

As to years in implementing OHSP, 25 out of 257 total respondents did not agree on items 1, 5 and 6. It can be observed in the table that those schools who have been running the program for almost 1 to 3 years scored relatively low those items. Item 1 asks for an agreement to the condition that OHSP implementation can be extended up to summer vacation. Moreover, items 5 and 6 focus on the use of financial resources to the priority needs of the learners. Nevertheless, their responses were considered though it did not adversely affect the majority. Hence, the consensus arrived at 2.98 total GWM as the table displays. It goes to show that the consensus agreed on the conditions despite the fact that they came from various schools which differ in the number of years implementing OHSP.

Schools that belong to 1-3 of implementing OHSP disagreed on the conditions that there is an extended implementation of OHSP until April and May, MOOE budget is used for priority needs of the learners, and that there are provisions of support to individual needs of the learners coming from the BLGU, LGU or NGO. To discuss further, one of the provisions with regard to financial resources, as stated in the evaluation of OHSP conducted by SEAMEO INNOTECH (2015), enumerates the various components that need to be adjusted to make the OHSP effective and responsive to the requirements for completion of the new senior high school program include curriculum, implementing procedures, human resources, learning resources, financial resources, capacity-building, monitoring and evaluation system, networking, and linkaging.

### 2.3.5 School processes involving community linkages, internal and external support systems.

*2.3.5.1 Course subsystem.*

**Table 46**

**School Processes on Course Subsystem (by Years in Implementing OHSP)**

| Course Subsystem | Years in Implementing OHSP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 - 3 years | | 4 - 6 years | | 7 - 9 years | | 10 - 12 years | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. Instructional and frustration-level learners are considered for Bridge Program. | 2.56 | A | 2.84 | A | 2.76 | A | 3.19 | A | 2.83 | A |
| 2. Bridge Program is operated under Learning Management Program of the School. | 2.48 | D | 2.77 | A | 2.65 | A | 3.24 | A | 2.77 | A |
| 3. The curriculum of OHSP follows that of regular secondary education specifically the Enhanced Basic Education Program of the K to12 Curriculum. | 3.32 | A | 3.41 | A | 3.06 | A | 3.71 | SA | 3.40 | A |
| 4. Teachers and learners make use of internet to support teaching-learning process and update the course of learning. | 2.84 | A | 3.00 | A | 2.65 | A | 3.38 | A | 2.99 | A |
| 5. The school makes use of interactive strategies such as: a. tapping potential resource persons in the community to assist the learners | 2.64 | A | 2.96 | A | 2.47 | D | 3.43 | A | 2.94 | A |
| b. engaging the learners to participate in the different community activities as an application of learning (e.g. livelihood, entrepreneurship, etc.) | 2.72 | A | 2.99 | A | 2.59 | A | 3.33 | A | 2.97 | A |
| **GWM** | **2.76** | **A** | **3.00** | **A** | **2.70** | **A** | **3.38** | **A** | **2.99** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

As to years in implementing OHSP, the survey rendered a 2.99 TGWM to describe the school process operating in the course subsystem of each of the 20 schools. Majority of the respondents agreed on the conditions given the premise that they came from various schools differing in years of implementing the program. However, it can be noticed in the table that items 2 and 5 got the lowest scores of 2.48 and 2.47 respectively given by the groups of schools. These groups of respondents who have been implementing OHSP for 1 to 3 years and 7 to 9 years are the minority

groups that they did not influence adversely the consensus. Those schools who asserted the need to be fully informed regarding Bridge Program to be operated under Learning Management Program of the school and making use of interactive strategies such as tapping potential resource persons in the community to assist the learners. As suggested by the Commonwealth Secretariat (2007), in addition to the facilitator, the learners could contact subject matter experts through telephone or e-mails.

*2.3.5.2 Regulatory subsystem.*

**Table 47**

**School Processes on Regulatory Subsystem (by Years in Implementing OHSP)**

| Regulatory Subsystem | Years in Implementing OHSP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 - 3 years | | 4 - 6 years | | 7 - 9 years | | 10 - 12 years | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school practices tolerance in accepting OSYs, dropouts and SARDOs for enrollment in OHSP. | 2.92 | A | 3.32 | A | 3.12 | A | 3.67 | SA | 3.30 | A |
| 2. OHSP learners sign an agreement to comply with all the requirements of the course. | 3.08 | A | 3.44 | A | 3.00 | A | 3.76 | SA | 3.40 | A |
| 3. Learners, upon enrollment in OHSP, undergo FICS (Family, Individual, Community and School) Analysis, IRI (Informal Reading Inventory) and ILRT (Independent Learning Readiness Test) | 3.04 | A | 3.16 | A | 2.76 | A | 3.48 | A | 3.15 | A |
| 4. Data gathered from enrollment process are utilized efficiently and effectively. | 3.16 | A | 3.27 | A | 3.00 | A | 3.38 | A | 3.25 | A |
| 5. Enrollment process ensures proper screening of independent learners for enrollment to OHSP. | 3.16 | A | 3.28 | A | 3.00 | A | 3.52 | SA | 3.27 | A |
| 6. Flexibility in attendance to classes is regulated by the school as stipulated in the Agreement (Kasunduan). | 3.12 | A | 3.38 | A | 3.06 | A | 3.62 | SA | 3.35 | A |
| **GWM** | **3.08** | **A** | **3.31** | **A** | **2.99** | **A** | **3.57** | **SA** | **3.29** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

The total GWM of 3.29 with verbal interpretation of "AGREE" describes regulatory subsystem of Open High School Program in their respective schools given the premise that they came from various schools differing in years of implementing

OHSP. These data suggested that majority of the respondents agreed on the conditions stated to describe their school processes under the light of regulatory subsystem.

The above results show that regardless of the years implementing OHSP, schools agreed on the six provisions with regard to regulatory subsystem. To support this claim, students in Utah reported that the open campus experience led to after school jobs, greater time to pursue own interests, feelings of freedom, autonomy, and responsibility (Rosen, n. d., para. 1). This further signifies that through open campus program in Utah, students have the freedom to attend classes in their school. Students make their own decisions and take responsibility for their own actions. Moreover, according to the Guidelines of Implementation of the FLO (Department of Education, 2013), the program delivery strategy includes learners shall be grouped as assigned to a class based on the results of the Informal Reading Inventory (IRI) and other assessment tools conducted by any member of the FLO Committee. The grouping of learners into a class is for the purpose of teacher's supervision and learner reports to school once or twice a week or based on the agreement of the learner and the subject area teacher for face-to-face interactions and validation of competencies.

*2.3.5.3 Technological subsystem*

**Table 48**

**School Processes on Technological Subsystem (by Years in Implementing OHSP)**

| Technological Subsystem | Years in Implementing OHSP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 - 3 years | | 4 - 6 years | | 7 - 9 years | | 10 - 12 years | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school clearly informs me, as OHSP implementer, of the program's purpose using innovative forms of information media and technology (e.g. Facebook, Google, etc.). | 2.92 | A | 3.12 | A | 2.76 | A | 3.29 | A | 3.09 | A |
| 2. The school keeps me, as OHSP implementer, aware of the program goals and objectives by means of technology-driven processes (e.g. use of computer, printer, DLP, print and non-print materials, etc.). | 2.92 | A | 3.21 | A | 2.82 | A | 3.29 | A | 3.16 | A |
| 3. Promotion of OHSP is done using different media like flyers, brochures, radio and TV announcements, community assemblies, consultation meetings with school officials, PTCA officers and barangay council. | 2.88 | A | 3.05 | A | 2.88 | A | 2.90 | A | 3.01 | A |
| 4. The school was able to secure financial support from the LGU as stated in a Municipal Ordinance or any Resolution to sustain its technologies used in distance learning. | 2.16 | D | 2.76 | A | 2.59 | A | 2.62 | A | 2.68 | A |
| 5. There is Memorandum of Agreement (MOA) with any external stakeholder supporting OHSP and its technology-driven processes (e.g. computerization and internet connectivity supported by partner companies or agencies.). | 2.20 | D | 2.69 | A | 2.41 | D | 2.90 | A | 2.64 | A |
| **GWM** | **2.62** | **A** | **2.96** | **A** | **2.69** | **A** | **3.00** | **A** | **2.92** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

A total GWM of 2.92 as shown in the table represents the majority of the respondents who agreed on the conditions cited in the survey. This suggests that technological subsystem defines the quality of OHSP in terms of school process. Noticeably, the minority of respondents scored items 4 and 5 lowly. Those schools who have been running the program for 1 to 3 years scored these items as 2.16 and 2.20 respectively, while those who fall under 7 to 9 years scored item 5 with 2.41 GWM. It can be taken into account that these items refer to external stakeholders and formalization of their support to OHSP.

Having low weighted mean for the provisions of the school securing financial support from the LGU as stated in a Municipal Ordinance or any Resolution to sustain its technologies used in distance learning and that there is MOA with any external stakeholder supporting OHSP and its technology-driven processes (e.g. computerization and internet connectivity supported by partner companies or agencies) show that some of the schools do not have internet connection since there is no MOA nor Municipal Ordinance to sustain that kind of technology-driven process.

The aforementioned statements are in contrast to the evaluation of OHSP conducted by SEAMEO INNOTECH (2015) which reveals that schools make use of local radio station and internet through a specific website to help spread the news about the OHSP.

### 2.4 Assessment of Quality by SBM Level of Practice

#### 2.4.1 School's effort in improving access to secondary education.

*2.4.1.1 In increasing enrollment and mainstreaming OSYs, dropouts, school leavers and SARDOs (Students-at-risk of Dropping Out).*

**Table 49**

**Schools' Effort in Enrollment of Learners (by SBM Level of Practice)**

| Enrollment of Learners | SBM Level of Practice | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Level I (Standard) | | Level II (Progressive) | | Level III (Mature) | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school identifies out-of-school youths (OSYs), school leavers, dropouts in the community and Students-at-risk of Dropping Out (SARDOs) in the school. | 3.52 | SA | 3.58 | SA | 3.64 | SA | 3.57 | SA |

Continuation of Table 49

| Enrollment of Learners | SBM Level of Practice | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Level I (Standard) | | Level II (Progressive) | | Level III (Mature) | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI |
| 2. The school enrolls OSY's, school leavers, dropouts in OHSP. | 3.31 | A | 3.51 | SA | 3.64 | SA | 3.47 | A |
| 3. The school orients of OSY's and dropouts during enrollment. | 3.35 | A | 3.58 | SA | 3.57 | SA | 3.52 | SA |
| 4. The school conducts early registration regularly each year. | 3.71 | SA | 3.64 | SA | 3.64 | SA | 3.66 | SA |
| 5. The school keeps track OSYs, SARDOs, and dropouts and considered them a priority for enrollment in the program. | 3.45 | A | 3.52 | SA | 3.57 | SA | 3.50 | A |
| 6. The school considers OSYs, SARDOs, and dropouts a priority for enrollment. | 3.35 | A | 3.46 | A | 3.29 | A | 3.42 | A |
| 7. The school encourages students enrolled in OHSP to return to the mainstream and did not leave until they complete secondary education. | 3.51 | A | 3.47 | A | 3.50 | A | 3.48 | A |
| **GWM** | **3.46** | **A** | **3.54** | **SA** | **3.55** | **SA** | **3.52** | **SA** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))

The table shows 3.52 as the total GWM when the individual schools are grouped according to SBM Level of Practice. This means that the majority of them strongly agreed on the conditions under this indicator of quality assessment. Conditions under this indicator are meant to describe how much effort each school has exerted to improve enrollment and mainstreaming of learners.

While SBM promotes participatory school improvement planning, the politics has contributed much to the way these schools admitted enrollees to Open High School Program. Consistent to the reports of the World Bank on Conditional Cash Transfer (CCT) of the government in 2015 that enrollment among poor elementary school children increased by 5% while secondary education enrollment increased by 7% (Abinales & Amoroso, 2017).

*2.4.1.2 In making learners complete successfully the junior high school.*

**Table 50**

**Schools' Effort for Successful Completion in JHS (by SBM Level of Practice)**

| Completion of Curriculum | SBM Level of Practice | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Level I (Standard) | | Level II (Progressive) | | Level III (Mature) | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school allows flexibility in contextualizing or localizing the curriculum to fit in the needs of the learners. | 3.38 | A | 3.51 | SA | 3.29 | A | 3.47 | A |
| 2. The school follows the curriculum of the regular secondary education or the K to 12 Curriculum. | 3.60 | SA | 3.61 | SA | 3.71 | SA | 3.61 | SA |
| 3. The school considers self-directed learning in facilitating the curriculum. | 3.28 | A | 3.44 | A | 3.21 | A | 3.39 | A |
| 4. The school produces learners in OHSP who have completed the curriculum. | 3.42 | A | 3.56 | SA | 3.50 | A | 3.52 | SA |
| 5. The school has learners from OHSP who transferred in the mainstream or regular school program. | 3.25 | A | 3.40 | A | 3.07 | A | 3.34 | A |
| 6. The school produces learners in OHSP who excelled in meeting the required competencies of the curriculum. | 3.17 | A | 3.28 | A | 2.93 | A | 3.23 | A |
| **GWM** | **3.35** | **A** | **3.47** | **A** | **3.29** | **A** | **3.43** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

The total of GWM as shown in the table is 3.43. This goes to say that the consensus agreed on the premises under the indicator of quality as far as completion of curriculum is concerned. As to SBM Level of Practice of schools, the table does not show any disagreement on the six (6) items which are chiefly concerned of school's effort to keep the learners and make them finish the curriculum under Open High School Program.

The above results mean to show that whatever SBM level of practice the school is, their efforts are emphasized to make learners complete successfully the junior high school. This statement supports the findings of (Angeles, 2009) that there is a broad consensus on what educational quality entails – motivated teachers, a curriculum appropriate to current needs, and good teaching materials and school environment.

*2.4.1.3 In improving promotion, retention and transition between junior high*

*school and senior high school levels of secondary education.*

**Table 51**

**Schools' Effort in Promotion, Retention and Transition of Learners (by SBM Level of Practice)**

| Promotion/ Retention and Transition of Learners | SBM Level of Practice | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Level I (Standard) | | Level II (Progressive) | | Level III (Mature) | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school has considerable number of OHSP learners who are promoted to the next grade level. | 3.31 | A | 3.45 | A | 3.21 | A | 3.40 | A |
| 2. Promotion is based on the prescribed grading system. | 3.62 | SA | 3.59 | SA | 3.36 | A | 3.58 | SA |
| 3. The same number of promoted learners enroll in the succeeding school years whether in OHSP or in the mainstream. | 2.95 | A | 3.11 | A | 2.71 | A | 3.05 | A |
| 4. The number of OHSP learners completed the Junior High School enroll in Senior High School. | 2.78 | A | 2.98 | A | 2.93 | A | 2.93 | A |
| 5. Overaged elementary graduates who used to be dropouts and OSYs enroll in OHSP. | 3.25 | A | 3.39 | A | 3.21 | A | 3.34 | A |
| **GWM** | **3.18** | **A** | **3.30** | **A** | **3.09** | **A** | **3.26** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

The consensus shows conformity in the statements used to describe the school's effort to improve promotion, retention and transition of learners in OHSP. As the table presents the 3.26 TGWM which simply goes to say that majority of respondents agreed on the premises of quality indicator being assessed. Given the fact that they came from various schools of different SBM level of practice, they came to this agreement.

As to improving promotion, retention and transition between junior high school and senior high school levels of secondary education, the results signify that whatever SBM level of practice each school belong, teachers are taking adequate measures to improve its quality and to make it as attractive as possible for the students (Reddy & Devi, 2015).

### 2.4.2 School's performance reflecting the effects of teaching approaches/ methodologies and the entire educative process.

*2.4.2.1 Learning gains.*

**Table 52**

**Schools' Performance in terms of Learning Gains (by SBM Level of Practice**

| Learning Gains | SBM Level of Practice | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Level I (Standard) | | Level II (Progressive) | | Level III (Mature) | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school has a Learning Management Program that allows the learners to bridge their learning gaps and enhance learning. | 3.05 | A | 3.31 | A | 3.29 | A | 3.25 | A |
| 2. Teachers use portfolio assessment of learning in OHSP. | 3.22 | A | 3.37 | A | 3.14 | A | 3.32 | A |
| 3. The portfolio of each learner includes initial summary, and general essay for which written exams, performance ratings, outputs, eyewitness reports from peers and employer and other meritorious proofs of performance are compiled. | 3.08 | A | 3.16 | A | 3.21 | A | 3.14 | A |
| 4. The school offers co-curricular activities to improve learning acquisition of OHSP learners. | 2.94 | A | 3.11 | A | 2.86 | A | 3.05 | A |
| 5. The school facilitates interactive learning in the school and community for OHSP learners. | 3.06 | A | 3.15 | A | 2.93 | A | 3.12 | A |
| **GWM** | **3.07** | **A** | **3.22** | **A** | **3.09** | **A** | **3.18** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

Looking at the table above where schools are grouped according to their SBM level of practice, it shows that 3.18 TGWM described the school's performance in terms of learning gains. The number implies that respondents agreed on the conditions under the indicator of quality measuring learning gains. Given the premise that they came from various schools of different SBM levels of practice, the consensus came to this agreement.

As to school's performance reflecting the effects of teaching approaches/methodologies and the entire educative process in terms of learning gains, the schools, whatever SBM level of practice they belong, agreed that their teaching methodologies affect the students' perceptions of learning gains, which are strongly motivating factors for engagement in the classroom and academic performance (Yalçınkaya, Boz, & Erdur-Baker, 2012). Thus, when high school learners feel connected, they are academically engaged and motivated, have a sense of belonging, believe that the school rules are fair and enforced consistently and equally, have a voice in decision making, participate in extracurricular activities, feel safe in school, and feel closed to and valued by teachers and other staff members (Dunsworth & Billings, 2009).

*2.4.2.2 Successful completion.*

**Table 53**

**Schools' Performance in terms of Successful Completion (by SBM Level of Practice)**

| Successful Completion | SBM Level of Practice | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Level I (Standard) | | Level II (Progressive) | | Level III (Mature) | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school allows acceleration on a per-subject basis provided that requirements are fulfilled and a mastery of at least 90% of the competencies is ensured. | 2.69 | A | 3.06 | A | 2.79 | A | 2.95 | A |
| 2. The majority of OHSP learners in Grade 10 has completed the prescribed Secondary Education Curriculum of the Department of Education. | 3.29 | A | 3.38 | A | 3.43 | A | 3.36 | A |
| 3. OHSP learners take successfully the National Career Assessment Examination before completing Junior High School.. | 3.31 | A | 3.42 | A | 3.57 | SA | 3.40 | A |
| 4. Learners who came from the OHSP are enrolled in Senior High School and are mainstreamed successfully. | 2.95 | A | 3.11 | A | 3.00 | A | 3.07 | A |
| 5. Graduates of OHSP are employed. | 2.82 | A | 3.11 | A | 3.07 | A | 3.03 | A |
| GWM | 3.01 | A | 3.22 | A | 3.17 | A | 3.16 | A |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

As to SBM level of practice of schools, the survey says that a 3.16 TGWM described the performance of the school in terms of successful completion of learners. Respondents agreed on the conditions given the premise that they came from various schools of different SBM level of practice.

Since the schools agreed on the five provisions under the indicator of successful completion, it shows that OHSP graduates desire to be employed or improve living conditions and higher economic status as stated by SEAMEO INNOTECH (2015).

*2.4.2.3 Examination performance.*

**Table 54**

**Schools' Performance in terms of Examination (by SBM Level of Practice**

| Examination Performance | SBM Level of Practice | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Level I (Standard) | | Level II (Progressive) | | Level III (Mature) | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school produces OHSP learners who pass Accreditation and Equivalency Test (A&E). | 2.72 | A | 2.87 | A | 2.86 | A | 2.83 | A |
| 2. The results of the National Achievement Test (NAT) in OHSP are at par with that of regular high school program. | 2.88 | A | 2.97 | A | 2.71 | A | 2.93 | A |
| 3. The result of the National Career Aptitude Examination (NCAE) and High School Occupational Interests Inventory (HSOII) is congruent among OHSP Learners. | 2.91 | A | 3.03 | A | 2.93 | A | 2.99 | A |
| 4. The school promotes the Philippine Educational Placement Test (PEPT) among overaged learners in OHSP. | 3.05 | A | 3.28 | A | 3.21 | A | 3.22 | A |
| 5. OHSP learners who take the PEPT are most of the time accelerated. | 2.69 | A | 2.79 | A | 2.57 | A | 2.75 | A |
| **GWM** | 2.85 | A | 2.99 | A | 2.86 | A | 2.95 | A |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

As shown in the table, the TGWM is 2.95 which goes to say that the consensus agreed on the given premises under this indicator of school performance. Conditions under this indicator are focused on the quality assurance examinations for OHSP

learners which include A&E, PEPT, NAT and NCAE. It can be observed that despite differences in SBM level of practice, the majority of the respondents conformed to the conditions stated in the questionnaire.

As to school's performance reflecting the effects of teaching approaches/methodologies and the entire educative process in terms of examination performance, whatever SBM level of practice that the schools belong, OHSP students are comparable to regular high school students. Moreover, their academic performance was as good as that of their counterparts on the regular high school (SEAMEO INNOTECH, 2015). Furthermore, A&E passers are given certificate/diploma certifying their competencies as comparable graduates of the formal school system. Thus, passers are qualified to enroll in secondary and post-secondary schools (Bureau of Alternative Learning System [BALS], n. d., para. 2)

### *2.4.3 School's sufficiency in or adequacy of resources made available for both the teachers and learners.*

*2.4.3.1 Addressing education needs*

**Table 55**

**Schools' Adequate Resources for Education Needs (by SBM Level of Practice)**

| Education Needs | SBM Level of Practice | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Level I (Standard) | | Level II (Progressive) | | Level III (Mature) | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. Learners are grouped in a class of not more than 20 students per grade level. | 3.11 | A | 3.01 | A | 3.57 | SA | 3.07 | A |
| 2. There is sufficient quantity of modules made useful for learners. | 2.97 | A | 2.90 | A | 3.00 | A | 2.92 | A |
| 3. There is an assigned teacher-adviser for each class. | 3.43 | A | 3.75 | SA | 3.86 | SA | 3.67 | SA |

Continuation of Table 55

| Education Needs | SBM Level of Practice | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Level I (Standard) | | Level II (Progressive) | | Level III (Mature) | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI |
| 4. The teacher adviser;<br>   a. ensures that the learner has clear understanding of tasks expected of him/her; | 3.45 | A | 3.54 | SA | 3.57 | SA | 3.52 | SA |
| b. ensures that the learner has access to learning materials/ resources; | 3.42 | A | 3.48 | A | 3.57 | SA | 3.47 | A |
| c. guides the learner in the performance of task where assistance may be needed; | 3.42 | A | 3.52 | SA | 3.57 | SA | 3.49 | A |
| d. monitors learner's progress regularly; | 3.49 | A | 3.57 | SA | 3.57 | SA | 3.55 | SA |
| e. conducts periodic assessment/ review of learner's progress; | 3.51 | A | 3.58 | SA | 3.64 | SA | 3.56 | SA |
| f. refers learner to appropriate subject area teacher for assistance; | 3.51 | A | 3.53 | SA | 3.71 | SA | 3.54 | SA |
| g. keeps complete record of learners' performance. | 3.55 | SA | 3.65 | SA | 3.71 | SA | 3.63 | SA |
| 5. There is a subject area teacher for each learning area; | 3.63 | SA | 3.69 | SA | 3.79 | SA | 3.68 | SA |
| 6. A teacher for each learning area;<br>   a. identifies learning needs: | 3.45 | A | 3.58 | SA | 3.71 | SA | 3.56 | SA |
| b. provides additional intervention(s) to develop prerequisite skills in the subject; | 3.31 | A | 3.46 | A | 3.57 | SA | 3.42 | A |
| c. provides time for consultation to identify and address learning gaps; | 3.22 | A | 3.43 | A | 3.50 | A | 3.38 | A |
| d. assesses learner's progress; | 3.43 | A | 3.55 | SA | 3.57 | SA | 3.52 | SA |
| e. provides feedback; | 3.37 | A | 3.51 | A | 3.71 | SA | 3.48 | A |
| f. keeps track of learner's performance; | 3.35 | A | 3.55 | SA | 3.79 | SA | 3.51 | SA |
| g. keeps complete records of learner's learning profile. | 3.45 | A | 3.56 | SA | 3.71 | SA | 3.54 | SA |
| 7. There is a guidance counselor attending to the needs of OHSP learners. . | 3.15 | A | 3.37 | A | 3.36 | A | 3.32 | A |
| 8. The guidance counselor:<br>   a. administers the Independent Learning Readiness Test (ILRT) | 2.78 | A | 2.92 | A | 3.43 | A | 2.91 | A |
| b. assists the English and Filipino teachers in the conduct of Informal Reading Inventory (IRI). | 2.75 | A | 2.93 | A | 3.07 | A | 2.89 | A |
| c. conducts interviews using the FICS Analysis tool (Family-Individual-Community-School Related Factors). | 2.68 | A | 3.02 | A | 3.21 | A | 2.95 | A |
| **GWM** | **3.29** | **A** | **3.41** | **A** | **3.56** | **SA** | **3.39** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

The 3.39 value in the table represents the consensus which suggests an agreement to the conditions stated in the questionnaire to describe the schools' resource adequacy. As to SBM level of practice among schools, the survey suggests a conformity to the conditions given the premise that they came from various schools.

With regard to addressing education needs, schools of whatever SBM level of practice they belong, have adequate resources made available for both teachers and

learners. Even if the SBM level of the school is standard, they comply to the minimum requirements for securing and managing inputs, establishing appropriate structures and mechanisms, and improving processes, Moreover, if the school's SBM level of practice is progressive, the schools intensify mobilization of resources and maximizes efforts of the school to achieve desired learning outcomes. Thus, if the school's level of SBM practice is mature, it goes further by maximizing efforts of the school and the community/stakeholders to achieve higher learning outcomes (School-Based Management Technical Working Group, 2009).

*2.4.3.2 Addressing social needs.*

**Table 56**

**Schools' Adequate Resources for Social Needs (by SBM Level of Practice)**

| Social Needs | SBM Level of Practice | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Level I (Standard) | | Level II (Progressive) | | Level III (Mature) | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. There is an enabling, safe, and conducive learning environment in school for OHSP learners. | 3.38 | A | 3.21 | A | 3.50 | A | 3.27 | A |
| 2. There are supportive, motivating and nurturing teachers in OHSP. | 3.43 | A | 3.51 | A | 3.43 | A | 3.48 | A |
| 3. There are students in OHSP who participate freely in school and community activities and special interest groups and other organizations. | 3.18 | A | 3.22 | A | 3.00 | A | 3.20 | A |
| 4. There are friendly peers in the class of OHSP learners. | 3.37 | A | 3.43 | A | 3.57 | SA | 3.42 | A |
| 5. The school leader loves and cares for the learners in OHSP. | 3.35 | A | 3.46 | A | 3.21 | A | 3.42 | A |
| 6. There is a strong support from the parents/ guardians of OHSP learners. | 3.11 | A | 3.13 | A | 3.21 | A | 3.13 | A |
| 7. The community is responsive to the needs of OHSP learners. | 3.02 | A | 3.04 | A | 3.07 | A | 3.04 | A |
| 8. BCPC (Barangay Council for the Protection of Children) and MCPC (Municipal Council for the Protection of Children) are actively taking part in implementing OHSP. | 2.77 | A | 2.84 | A | 3.14 | A | 2.84 | A |
| **GWM** | **3.20** | **A** | **3.23** | **A** | **3.27** | **A** | **3.23** | **A** |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

As to SBM level of practice of schools, it shows on the table the 3.23 TGWM to describe an affirmation of respondents' assessment on school's resource adequacy. Respondents agreed on the conditions that their schools are responsive of the social needs of the learners, despite the fact that they came from various schools of different SBM level of practice.

The above results show that whichever SBM level of practice the schools belong, they empower their key stakeholders in school communities to enable them to actively participate in the continuous improvement of schools towards the attainment of higher pupil/student learning outcomes (School-Based Management Technical Working Group, 2009).

### 2.4.4 School's efficiency in managing resources.

*2.4.4.1 Measuring the cost per student.*

**Table 57**

**Schools' Efficiency as Measured by Cost per Student (by SBM Level of Practice)**

| Cost per Student | SBM Level of Practice | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Level I (Standard) | | Level II (Progressive) | | Level III (Mature) | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school manages use of time, implementing OHSP concurrent to the prescribed school calendar, i.e. starts in June and ends in March. | 3.35 | A | 3.44 | A | 3.64 | SA | 3.43 | A |
| 2. There is time devoted for a regular meeting with OHSP learners. | 3.22 | A | 3.37 | A | 3.71 | SA | 3.35 | A |
| 3. The schedules of meeting are set according to the teacher's convenience. | 3.05 | A | 3.09 | A | 3.29 | A | 3.09 | A |
| 4. The learners are required to own portfolios in assessing learning performance. | 3.17 | A | 3.29 | A | 3.64 | SA | 3.28 | A |
| 5. There is an available budget in the MOOE for the operation of OHSP. | 2.71 | A | 2.88 | A | 2.71 | A | 2.83 | A |
| 6. There are allocations from external sources like LGU, BLGU and NGO intended to support OHSP. | 2.51 | D | 2.72 | A | 3.07 | A | 2.68 | A |
| GWM | 3.00 | A | 3.13 | A | 3.35 | A | 3.11 | A |

Legend: "3.51-4.00 (Strongly Agree (SA))", 2.51-3.50 (Agree (A))", 1.51-2.50 (Disagree (D))", 1.00-1.50 (Strongly Disagree (SD))"

Very striking in the table above, the lowest WM given by the middle group of respondents in terms of SBM level of practice. Those schools whose SBM level of practice is standard scored item 6 as 2.51 with verbal interpretation of "D". Even though this group of respondents did not adversely affect the total GWM of 3.11 under this indicator, their perceptions in assessing item 6 have bearing for the researcher to consider.

Having a standard level of SBM practice clearly states that in terms of school-based resources, its Annual School Budget [ASB] (e.g., DepEd MOOE) is aligned with SIP/AIP and executed in accordance with guidelines. Although the resources and funds (MOOE) are linked to SIP/AIP targets and allocated to meet minimum educational cost requirements (e.g., per capita per student) (School-Based Management Technical Working Group, 2009).

*2.4.4.2 Measuring the cost per successful student.*

**Table 58**

**Schools' Efficiency as Measured by Cost per Successful Student (by SBM Level of Practice)**

| Cost per Successful Student | SBM Level of Practice | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Level I (Standard) | | Level II (Progressive) | | Level III (Mature) | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school extends its implementation of OHSP up to April and May besides the prescribed school calendar. | 2.43 | D | 2.85 | A | 2.86 | A | 2.75 | A |
| 2. The use of time during regular class meeting is maximized. | 3.22 | A | 3.39 | A | 3.36 | A | 3.35 | A |
| 3. The schedules of meeting are set according to the availability of the learners. | 3.18 | A | 3.31 | A | 3.43 | A | 3.28 | A |
| 4. The school provides portfolio where learners can compile their outputs and evidences of learning. | 3.06 | A | 3.00 | A | 3.43 | A | 3.04 | A |
| 5. Budget in the MOOE is used for priority needs of the learners. | 2.72 | A | 2.88 | A | 2.64 | A | 2.82 | A |
| 6. There are provisions of support to individual needs of the learners coming from the BLGU, LGU or NGO. | 2.52 | A | 2.69 | A | 2.93 | A | 2.66 | A |
| **GWM** | **2.86** | **A** | **3.02** | **A** | **3.11** | **A** | **2.98** | **A** |

Legend: 3.51-4.00 (Strongly Agree (SA), 2.51-3.50 (Agree (A)), 1.51-2.50 (Disagree (D)), 1.00-1.50 (Strongly Disagree

Again, conspicuous in the table above is the lowest WM given by the middle group of respondents in terms of SBM level of practice. Those schools whose SBM level of practice is standard scored item 1 as 2.93 with verbal interpretation of "D". Even though this group of respondents did not adversely affect the total GWM of 2.98 under this indicator, their perceptions in assessing item 1 have bearing for the researcher to consider. This item refers to the management of time as an important resource in Open High School Program.

Those schools who belong to standard SBM level of practice disagree on the provision that the school extends its implementation of OHSP up to April and May besides the prescribed school calendar. This statement supports what is stated in the SBM Manual (School-Based Management Technical Working Group, 2009) that in this level, the schools only comply to the minimum requirements for securing and managing inputs, establishing appropriate structures and mechanisms, and improving processes that affect instruction and student achievement in order to produce the desired levels of outputs that lead to improved learning outcomes.

### 2.4.5 School processes involving community linkages, internal and external support systems.

*2.4.5.1 Course subsystem.*

### Table 59

### School Processes on Course Subsystem (by SBM Level of Practice)

| Course Subsystem | SBM Level of Practice | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Level I (Standard) | | Level II (Progressive) | | Level III (Mature) | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. Instructional and frustration-level learners are considered for Bridge Program. | 2.54 | A | 2.88 | A | 3.64 | SA | 2.83 | A |
| 2. Bridge Program is operated under Learning Management Program of the School. | 2.49 | D | 2.83 | A | 3.36 | A | 2.77 | A |
| 3. The curriculum of OHSP follows that of regular secondary education specifically the Enhanced Basic Education Program of the K to12 Curriculum. | 3.34 | A | 3.41 | A | 3.64 | SA | 3.40 | A |
| 4. Teachers and learners make use of internet to support teaching-learning process and update the course of learning. | 2.94 | A | 3.01 | A | 3.07 | A | 2.99 | A |
| 5. The school makes use of interactive strategies such as:<br>a. tapping potential resource persons in the community to assist the learners | 2.83 | A | 2.96 | A | 3.14 | A | 2.94 | A |
| b. engaging the learners to participate in the different community activities as an application of learning (e.g. livelihood, entrepreneurship, etc.) | 2.94 | A | 2.98 | A | 3.00 | A | 2.97 | A |
| **GWM** | **2.85** | **A** | **3.01** | **A** | **3.31** | **A** | **2.99** | **A** |

Legend: 3.51-4.00 (Strongly Agree (SA), 2.51-3.50 (Agree (A)), 1.51-2.50 (Disagree (D)), 1.00-1.50 (Strongly Disagree (SD)

The table shows a 2.99 TGWM to describe the indicator on course subsystem of school process. This means to say that the consensus agreed with the premises given in the survey. The only striking datum in the table is the 2.49 WM given by the group of schools whose SBM level of practice is standard.

With regard to course subsystem, whatever SBM level of practice that the schools belong, it is either the teachers are trained on curriculum, content and pedagogy, pursue continuing professional development, or hold themselves accountable for

student performance and positively influence learning and school outcomes (School-Based Management Technical Working Group, 2009).

*2.4.5.2 Regulatory subsystem.*

**Table 60**

**School Processes on Regulatory Subsystem (by SBM Level of Practice)**

| Regulatory Subsystem | SBM Level of Practice | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Level I (Standard) | | Level II (Progressive) | | Level III (Mature) | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school practices tolerance in accepting OSYs, dropouts and SARDOs for enrollment in OHSP. | 3.12 | A | 3.35 | A | 3.43 | A | 3.30 | A |
| 2. OHSP learners sign an agreement to comply with all the requirements of the course. | 3.34 | A | 3.42 | A | 3.50 | A | 3.40 | A |
| 3. Learners, upon enrollment in OHSP, undergo FICS (Family, Individual, Community and School) Analysis, IRI (Informal Reading Inventory) and ILRT (Independent Learning Readiness Test) | 3.06 | A | 3.15 | A | 3.57 | SA | 3.15 | A |
| 4. Data gathered from enrollment process are utilized efficiently and effectively. | 3.23 | A | 3.24 | A | 3.50 | A | 3.25 | A |
| 5. Enrollment process ensures proper screening of independent learners for enrollment to OHSP. | 3.22 | A | 3.27 | A | 3.57 | SA | 3.27 | A |
| 6. Flexibility in attendance to classes is regulated by the school as stipulated in the Agreement (Kasunduan). | 3.31 | A | 3.35 | A | 3.57 | SA | 3.35 | A |
| **GWM** | **3.21** | **A** | **3.29** | **A** | **3.52** | **SA** | **3.29** | **A** |

Legend: 3.51-4.00 (Strongly Agree (SA), 2.51-3.50 (Agree (A)), 1.51-2.50 (Disagree (D)), 1.00-1.50 (Strongly Disagree (SD)

The table shows the total 3.29 GWM rendered by the schools to describe the regulatory subsystem of their schools regardless of their SBM level of practice. This means that majority of respondents, regardless of their school's level of SBM practice, were amendable with the conditions under this indicator of quality.

The above statements signify that those who belong to Level I SBM of practice, their Annual School Budget (ASB) resulted in the attainment of school targets and desired learning outcomes and supported interventions/programs/projects attained school targets on enrollment. Meanwhile, those who belong to Level II SBM level of

practice, their ASB resulted to learning outcomes surpassing school targets and supported interventions of programs/projects surpassed school targets on enrollment. On the other hand, those schools who belong to Level III SBM level of practice, their ASB resulted in sustained excellent performance. Thus, their ASB supported interventions or programs/projects met national targets on enrollment (School-Based Management Technical Working Group, 2009).

*2.4.5.3 Technological subsystem.*

**Table 61**

**School Processes on Technological Subsystem (by SBM Level of Practice)**

| Technological Subsystem | SBM Level of Practice | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Level I (Standard) | | Level II (Progressive) | | Level III (Mature) | | Total | |
| | WM | VI | WM | VI | WM | VI | WM | VI |
| 1. The school clearly informs me, as OHSP implementer, of the program's purpose using innovative forms of information media and technology (e.g. Facebook, Google, etc.). | 3.03 | A | 3.13 | A | 2.93 | A | 3.09 | A |
| 2. The school keeps me, as OHSP implementer, aware of the program goals and objectives by means of technology-driven processes (e.g. use of computer, printer, DLP, print and non-print materials, etc.). | 3.09 | A | 3.18 | A | 3.21 | A | 3.16 | A |
| 3. Promotion of OHSP is done using different media like flyers, brochures, radio and TV announcements, community assemblies, consultation meetings with school officials, PTCA officers and barangay council. | 2.89 | A | 3.04 | A | 3.14 | A | 3.01 | A |
| 4. The school was able to secure financial support from the LGU as stated in a Municipal Ordinance or any Resolution to sustain its technologies used in distance learning. | 2.49 | D | 2.72 | A | 3.00 | A | 2.68 | A |
| 5. There is Memorandum of Agreement (MOA) with any external stakeholder supporting OHSP and its technology-driven processes (e.g. computerization and internet connectivity supported by partner companies or agencies.). | 2.52 | A | 2.67 | A | 2.79 | A | 2.64 | A |
| **GWM** | **2.81** | **A** | **2.95** | **A** | **3.01** | **A** | **2.92** | **A** |

Legend: 3.51-4.00 (Strongly Agree (SA), 2.51-3.50 (Agree (A)), 1.51-2.50 (Disagree (D)), 1.00-1.50 (Strongly Disagree (SD)

Table 61 shows the total 2.92 GWM describing the technological subsystem of the schools regardless of SBM level of practice. This means that majority of respondents was amendable with the conditions under this indicator of quality. Looking

at item no. 4 in which schools belonging to Level I (the 25.3%) did not conform with the condition pertaining to the support of the local government to institutionalize OHSP in their respective locality.

Based on SBM Manual, schools' should secure MOA among internal and external stakeholders to achieve the most of the educational outcomes. This institutionalizes a support for continuous school improvement (School-Based Management Technical Working Group, 2009). The result under this indicator of quality supports what SBM provides to gauge the level of practice among schools. Looking further at the data which only show that despite agreement in the responses, 2.92 suggests weakness when aspect of institutionalization of OHSP is at stake.

### 3. Testing Hypotheses

To test the significant differences of the responses as to how quality is assessed by the respondents, the following hypotheses were tested using ANOVA:

**3.1 Analysis of variance in the indicators when schools are grouped according to type of institution.**

OHSP among 20 schools, as to type of institution, has no significant difference in Enrolment of Learners, Completion of Curriculum, Promotion. Retention and Transition of Learners, Learning Gains, Successful Completion, Examination Performance, Education Needs, Social Needs, Cost per Student, Cost per Successful Student, Course Subsystem, Regulatory Subsystem and Technological Subsystem.

### *3.1.1 Ohsp enrollment of learners as to type of institution.*

**Table 62**

**ANOVA in OHSP Enrollment of Learners as to Type of Institution of Schools**

| Indicator | Type of Institution | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Enrollment of Learners | National Comprehensive High School | 3.57 | 1.806 | 0.147 | Accept Ho | Not Significant |
| | Barangay/ Community High School | 3.49 | | | | |
| | Public Vocational High School | 3.46 | | | | |
| | Integrated School | 3.37 | | | | |

The table shows that as to type of institution, schools had no significant difference in enrollment of learners. The probability value shows 0.147 as greater than .05 level of significance, which therefore suggested to accept the null hypothesis that there is no difference in enrollment of OHSP learners as far as type of institution was concerned. The data implied that the type of institution is not significant in determining the schools' effort improving enrollment of learners, which is an indicator in assessing quality.

One of the best characteristics of Open High School Program is the flexibility of its modality. This only shows how the program responds to the needs of special group of learners. Here comes the concept of school connectedness. No matter how general, comprehensive or specialized a school is, the feelings among learners and teachers involved in the program really matter. As revealed by the study conducted by Wellness Fund in California, students who feel connected to their school community have higher levels of emotional well-being, engagement, and empowerment. Positive relationships and connectedness with peers, family, and teachers are important to students so they

feel school is important, that they belong, and that they can be successful (Wellness Fund, n.d., p. 6, para. 1).

### *3.1.2 Ohsp completion of curriculum as to type of institution.*

**Table 63**

**ANOVA in Completion of Curriculum as to Type of Institution of Schools**

| Indicator | Type of Institution | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Completion of Curriculum | National Comprehensive High School | 3.48 | 2.167 | 0.092 | Accept Ho | Not Significant |
| | Barangay/ Community High School | 3.38 | | | | |
| | Public Vocational High School | 3.48 | | | | |
| | Integrated School | 3.28 | | | | |

The probability value shows 0.092 as greater than .05 level of significance, which therefore suggested to accept the null hypothesis that there was no significant difference in completion of curriculum of OHSP learners as far as type of institution is concerned. The data implied that the type of institution was not significant in determining schools' effort to improve completion of curriculum, which is an indicator in assessing quality.

Improving school connectedness has been identified as a means to attain improved academic achievement, which includes decreased truancy, higher grades and test scores, increased high school completion and enthusiasm to pursue higher education (Wellness Fund, n.d., p. 6, para. 1). This fact supports that the type of

institution does not really affect the feelings of school connectedness among learners in OHSP.

### *3.1.3 Ohsp promotion, retention and transition as to type of institution.*

**Table 64**

**ANOVA in Promotion, Retention and Transition of Learners as to Type of Institution of Schools**

| Indicator | Type of Institution | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Promotion/ Retention and Transition of Learners | National Comprehensive High School | 3.28 | 1.394 | 0.245 | Accept Ho | Not Significant |
| | Barangay/ Community High School | 3.30 | | | | |
| | Public Vocational High School | 3.20 | | | | |
| | Integrated School | 3.12 | | | | |

The table shows that as to type of institution, schools had no significant difference in promotion, retention, and transition of learners. The p-value shows 0.245 which was greater than .05 level of significance. Thus, it was suggested to accept the null hypothesis. The data inferred that the type of institution was not significant in determining the schools' effort to improve promotion, retention, and transition of OHSP learners, which is an indicator in assessing quality.

Contrary to the idea of typifying schools to see differences in terms of quality, study shows that graduation from high school retains considerable value since it

increases options for post-secondary education. Further, graduates from high school who decide to enter the work force immediately will, on average, find more job opportunities than those who have not graduated (Fraser Institute, 2013). This fact is advantageous for the learners in OHSP, thus promotion, retention, and transition among these schools are likely to take place at its maximum regardless of their types of institutions.

### 3.1.4 Ohsp learning gains as to type of institution.

**Table 65**

**ANOVA in Learning Gains as to Type of Institution of Schools**

| Indicator | Type of Institution | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Learning Gains | National Comprehensive High School | 3.26 | 3.402 | 0.018 | Reject Ho | Significant |
| | Barangay/ Community High School | 3.08 | | | | |
| | Public Vocational High School | 3.18 | | | | |
| | Integrated School | 3.01 | | | | |

The table shows that as to type of institution, schools had significant difference in measuring school performance in terms of learning gains. Comparing 0.018 p-value to.05 level of significance suggested to reject the null hypothesis, otherwise take the alternative. Hence, the type of institution was significant in determining the schools' performance in terms of learning gains, which is an indicator in assessing quality.

The Philippine Validating Test is an equivalency type of test intended to validate learning gains acquired in various situations under certain circumstances such as those

who dropped out of school by force of circumstances before the end of school year, e.g., absences caused by illness (Philippine Government, 2015).

Typifying secondary schools means that one is superior with the other. It is an assumption or a proposition based on empirical data that learning gains are greater among learners who are more exposed to curricular and extra-curricular activities for which these schools are different from each other.

### 3.1.5 Ohsp successful completion as to type of institution.

**Table 66**

**ANOVA in Successful Completion as to Type of Institution of Schools**

| Indicator | Type of Institution | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Successful Completion | National Comprehensive High School | 3.24 | 4.299 | 0.006 | Reject Ho | Significant |
| | Barangay/ Community High School | 3.10 | | | | |
| | Public Vocational High School | 3.23 | | | | |
| | Integrated School | 2.95 | | | | |

The probability value shows 0.006 as lesser than .05 level of significance. It is therefore suggested to reject the null hypothesis and accept the alternative one. Thus, there was significant difference in successful completion of OHSP learners as far as type of institution is concerned. The table shows that the type of institution was significant in determining the schools' performance in successful completion, which is an indicator in assessing quality.

In the study of Cruz, Laguna, and Raymundo (as cited by Arnett, 2007), education survival rates of only 42 percent of first-grade entrants are able to graduate from high school, only 16.7 percent get to pursue a college education. This shows that successful completion differs from one institution to another. Thus successful completion varies depending on the types of instructions for which there are many factors come into play.

### 3.1.6 Ohsp examination performance as to type of institution.

**Table 67**

**ANOVA in Examination Performance to Type of Institution of Schools**

| Indicator | Type of Institution | Mean | F value | p value | Decision | Conclusion |
|-----------|---------------------|------|---------|---------|----------|------------|
| Examination Performance | National Comprehensive High School | 3.06 | 7.583 | 0.000 | Reject Ho | Significant |
| | Barangay/ Community High School | 2.88 | | | | |
| | Public Vocational High School | 2.93 | | | | |
| | Integrated School | 2.62 | | | | |

The table shows that as to type of institution, schools had significant difference in examination performance. The probability value shows 0.000 as lesser than .05 level of significance, which therefore suggested to reject the null hypothesis. Thus, there was significant difference in examination performance of OHSP learners as far as type of institution is concerned. The data implied that the type of institution was significant in determining the schools' performance in quality assurance examination.

The DepEd, through the National Education Testing and Research Center (NETRC), paves the way for the unschooled children and school leavers who want to enter/reenter the formal education system at their appropriate level of competency through the Philippine Educational Placement Test (PEPT) and Philippine Validating Test (PVT).The PEPT provides equivalency and placement in the formal school system for adult learners, recognizing their learning experiences gained outside of school. Those who drop out from the elementary and the secondary schools or those who have never attended a formal school but can read and write, can avail themselves of this equivalency and placement test (Philippine Government, 2015).

In the country, empirical data support this significant difference in examination performance among different types of schools since national comprehensive high schools have greater chance of passing to these quality assurance examinations like A&E and PEPT.

### *3.1.7 Ohsp education needs as to type of institution.*

**Table 68**

**ANOVA in Education Needs as to Type of Institution of Schools**

| Indicator | Type of Institution | Mean | F value | p value | Decision | Conclusion |
|-----------|--------------------|------|---------|---------|----------|------------|
| Education Needs | National Comprehensive HS | 3.46 | 3.606 | 0.014 | Reject Ho | Significant |
| | Barangay/ Community High School | 3.33 | | | | |
| | Public Vocational High School | 3.44 | | | | |
| | Integrated School | 3.21 | | | | |

The table shows that as to type of institution, schools had significant difference in responding education needs of learners. The 0.014 p-value is lesser than .05 level of significance, which therefore suggested to reject the null hypothesis, otherwise accept the alternative. Therefore, there was significant difference in responding to education needs of teachers and learners as far as type of institution is concerned. Data implied that the type of institution is significant in determining the schools' resource adequacy in responding to education needs of learners. At the level of secondary education in Slovenia, there are five types of schools, which differ in terms of the kind and mount of education they provide and in their requirements regarding students' prior academic achievement (Arnett, 2007).

In the evaluation of OHSP conducted by the SEAMEO INNOTECH (2015), about 70 percent of the schools affirmed that the modules currently being used by OHSP students needed revision which includes: simplifying them to suit the characteristics of OHSP learners, updating and aligning the content with the new K to 12 curriculum, making them interactive to enhance independent learning, and providing them online facilities for easy access to learners.

These pieces of information from these literatures only affirm the fact that the type of high school determines the amount of resources available for the education needs of the learners. This further shows that their resources depend on the government's allocation. Thus, significant differences among these types of schools surfaced out.

### 3.1.8 Ohsp social needs as to type of institution.

**Table 69**

**ANOVA in Social Needs as to Type of Institution of Schools**

| Indicator | Type of Institution | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Social Needs | National Comprehensive High School | 3.31 | 3.057 | 0.029 | Reject Ho | Significant |
| | Barangay/ Community High School | 3.15 | | | | |
| | Public Vocational High School | 3.17 | | | | |
| | Integrated School | 3.06 | | | | |

The 0.029 p-value was lesser than .05 level of significance, which therefore suggested to reject the null hypothesis, otherwise accept the alternative. The table shows that as to type of institution, schools had significant difference in responding to social needs of learners. Therefore, there is significant difference in responding to social needs of teachers and learners as far as type of institution was concerned. The data implied that the type of institution is significant in determining the schools' resource adequacy in responding to social needs of learners.

"Research tells us that mental health development and social emotional learning are not secondary to academic achievement—something to fit in when we have time. They are foundational to academic achievement and to nurturing healthy individuals who can navigate life's challenges and make positive contributions to our communities," (Carney, P., 2015.).

Based on the premise that social needs of OHSP learners were sufficiently addressed. The extent as to how sufficient school's resources are varied from one type of institution to another.

### 3.1.9 Ohsp cost per student as to type of institution.

**Table 70**

**ANOVA in Cost per Student as to Type of Institution of Schools**

| Indicator | Type of Institution | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Cost per Student | National Comprehensive High School | 3.25 | 9.618 | 0.000 | Reject Ho | Significant |
| | Barangay/ Community High School | 2.98 | | | | |
| | Public Vocational High School | 3.06 | | | | |
| | Integrated School | 2.83 | | | | |

The table shows that as to type of institution, schools had significant difference in measuring the cost per student. The probability value showed 0.000 as lesser than .05 level of significance, which therefore suggested to reject the null hypothesis and accept the alternative. Thus, the data implied that the type of institution was significant in determining the schools' efficiency as measured by the cost per student.

As stated by Tan & Mingat (1992), education costs DepEd more factors, which include: the distribution of enrollments across types of institutions; the distribution of enrollments across fields of study; and the relatively pay of faculty. Moreover, costs are determined to a significant extent by policy choices about the way education is

organized. They suggested that in order to derive unit operating costs, the public cost per student needs to be augmented by the average fee contribution per student to reflect the unit operating cost of education except in the case of the Philippines wherein local governments were partly responsible for financing secondary schools (barangay schools) revenue was generated through earmarked tax proceeds that were shared with the central government.

As pointed out by Jimenez, Pacqueo, and de Vera (n. d., para. 1), schools that rely more heavily on local sources of income are more cost-effective than those that are more dependent on central funding, to meet specific and urgent needs. The total cost of education per student also appears lower in schools with greater local financing, regardless of the perceived quality of the school.

### 3.1.10 Ohsp cost per successful student as to type of institution.

**Table 71**

**ANOVA in Cost per Successful Student as to Type of Institution of Schools**

| Indicator | Type of Institution | Mean | F value | p value | Decision | Conclusion |
|-----------|---------------------|------|---------|---------|----------|------------|
| Cost per Successful Student | National Comprehensive HS | 3.13 | 7.471 | 0.000 | Reject Ho | Significant |
| | Barangay/ Community HS | 2.81 | | | | |
| | Public Voc. HS | 2.79 | | | | |
| | Integrated School | 2.79 | | | | |

The table shows that as to type of institution, schools had significant difference in measuring the cost per successful student. The probability value showed 0.000 as lesser than .05 level of significance, which therefore suggested to reject the null

hypothesis and accept the alternative. Thus, the data implied that the type of institution was significant in determining the schools' efficiency as measured by the cost per successful student.

According to Hanushek and Kimko (as cited by Maligalig, Caoli-Rodriguez, Martinez, Jr., & Cuevas, 2011), traditional measures of school resources such as pupil-teacher ratio as per capita education expenditures do not have strong effects on test performance. This is being supported also by the study of Hoxby (as mentioned by Maligalig, Caoli-Rodriguez, Martinez, Jr., & Cuevas, 2011), which concludes that reduction in class size has no effect on students' achievement.

The given facts show how the school's resources are efficiently used. The cost per successful student greatly varied from one type of institution to another. This suggests that when cost-benefit analysis is used, those learners who benefit more than the others are likely to become more successful. Measure of success among learners varies depending upon the type of institution.

### 3.1.11 Ohsp course subsystem according to type of institution.

**Table 72**

**ANOVA in Course Subsystem as to Type of Institution of Schools**

| Indicator | Type of Institution | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Course Subsystem | National Comprehensive HS | 3.10 | 4.685 | 0.003 | Reject Ho | Significant |
| | Barangay/ Community HS | 2.85 | | | | |
| | Public Voc. HS | 2.94 | | | | |
| | Integrated School | 2.81 | | | | |

As far as type of institution is concerned, the p-value shows 0.003 as lesser than .05 level of significance. This value suggested to reject the null hypothesis and take the alternative. Hence, there was significant difference in the course subsystem of OHSP as far as school process is concerned. The table shows that as to type of institution, schools had shown significant difference in the course subsystem. The data implied that the type of institution was significant in determining school process in terms of course subsystem.

The more comprehensive a school is, the greater the operations of subsystems there be. As to types of institution, schools intend different focuses. Such differences in focus contribute to the variations in course subsystem. The operationalization of schools in terms of learning management is different depending on the type of institution.

### 3.1.12 Ohsp regulatory subsystem as to type of institution.

**Table 73**

**ANOVA in Regulatory Subsystem as to Type of Institution of Schools**

| Indicator | Type of Institution | Mean | F value | p value | Decision | Conclusion |
|-----------|---------------------|------|---------|---------|----------|------------|
| Regulatory Subsystem | National Comprehensive HS | 3.38 | 4.702 | 0.003 | Reject Ho | Significant |
| | Barangay/ Community HS | 3.23 | | | | |
| | Public Voc. HS | 3.19 | | | | |
| | Integrated School | 3.04 | | | | |

The table shows the p-value of 0.003 which was lesser than .05 level of significance. As far as type of institution is concerned, this value suggested to reject

the null hypothesis and take the alternative. Hence, there was significant difference in the regulatory subsystem of OHSP as far as school process is concerned. Also, the table shows that as to type of institution, schools had shown significant difference in the regulatory subsystem. The data implied that the type of institution was significant in determining school process in terms of regulatory subsystem.

Regulatory subsystem varies across types of institutions for which the schools are grouped. Enhancing the regulatory capacity among school administrators is one of the major challenges in the process of improving competitive position given the fact that types of institutions suggest an idea of prioritization. Empirical data suggested that there are more comprehensive high schools which are regulating their enrollments and screening of learners. Apparently, it is because these schools have large population, more accessible than the barangay high schools, integrated schools and public vocational high schools.

### *3.1.13 Ohsp technological subsystem as to type of institution.*

**Table 74**

**ANOVA in Technological Subsystem as to Type of Institution of Schools**

| Indicator | Type of Institution | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Technological Subsystem | National Comprehensive HS | 3.05 | 7.068 | 0.000 | Reject Ho | Significant |
| | Barangay/ Community HS | 2.84 | | | | |
| | Public Voc. HS | 2.70 | | | | |
| | Integrated School | 2.59 | | | | |

The table presents the p-value of 0.000 which was lesser than .05 level of significance. As far as type of institution is concerned, this value suggested to reject the null hypothesis and take the alternative. Hence, there was significant difference in the technological subsystem of OHSP as far as school process is concerned. Furthermore, it shows that as to type of institution, schools had shown significant difference in the technological subsystem. The type of institution was significant in determining school process in terms of technological subsystem.

**3.2 Analysis of variance in the indicators when schools are grouped according to nature and classification.**

OHSP among 20 schools, as to nature and classification, has no significant difference in Enrolment of Learners, Completion of Curriculum, and Promotion. Retention and Transition of Learners, Learning Gains, Successful Completion, Examination Performance, Education Needs, Social Needs, Cost per Student, Cost per Successful Student, Course Subsystem, Regulatory Subsystem and Technological Subsystem.

*3.2.1 Ohsp enrollment as to schools' nature & classification.*

**Table 75**

**ANOVA in Enrollment of Learners as to Nature and Classification of Schools**

| Indicator | NATURE AND CLASSIFICATION | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Enrollment Learners | Small | 3.42 | 0.834 | 0.505 | Accept Ho | Not Significant |
| | Medium | 3.37 | | | | |
| | Medium with Fiscal Autonomy | 3.55 | | | | |
| | Large | 3.54 | | | | |
| | Large with Fiscal Autonomy | 3.53 | | | | |

The table shows the computed value of probability at 0.505 which was greater than the significance level of difference in enrollment of learners with regards to nature and classification of schools. This simply tells to accept the null hypothesis. Therefore, nature and classification of schools running Open High School Program were not significant in determining how much effort these schools exerted in enrolling learners. Hence, no significant difference was considerable in the enrollment of small, medium, large or any of its class with or without fiscal autonomy.

The nature and classification of schools which involves the size and funds management is expected to bring difference in schools. Decentralization of funds as being referred to all appropriations and resources intended for regional and field offices by the national government which may include but are not limited to personnel services, maintenance and other operating expenses (MOOE), desks, textbooks and repair and maintenance of school buildings (Implementing Rules and Regulations of Republic Act No. 9155, 2002). This decentralization as the law suggested aims at improving the quality of education through effective and efficient management of school resources. The size and funds of schools should create significant difference, however the data showed that the difference among them is not significant.

### *3.2.2 Ohsp completion of as to schools' nature & classification.*

**Table 76**

**ANOVA in Completion of Curriculum as to Nature and Classification of Schools**

| Indicator | NATURE AND CLASSIFICATION | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Completion of Curriculum | Small | 3.24 | 2.096 | 0.082 | Accept Ho | Not Significant |
| | Medium | 3.40 | | | | |
| | Medium with Fiscal Autonomy | 3.46 | | | | |
| | Large | 3.31 | | | | |
| | Large with Fiscal Autonomy | 3.49 | | | | |

The table shows the computed p-value at 0.082 which was greater than the significance level of difference in completion of curriculum with regards to nature and classification of schools. This simply tells to accept the null hypothesis. Therefore, nature and classification of schools running Open High School Program were not significant in determining how much effort these schools exerted in making the learners complete the curriculum of JHS.

The competitive advantage of having fiscal autonomy among schools is apparent. Indicators in School Based Management suggest that school-based resources should be aligned to addressing issues on completion of secondary education which is very common among high schools (School-Based Management Technical Working Group, 2009). It is in contrast to the data revealed in this study which denied the fact that nature

and classification of schools determine the effort in improving completion of the curriculum among learners enrolled in OHSP.

### 3.2.3 Ohsp promotion, retention & transition as to schools' nature & classification.

**Table 77**

**ANOVA in Course Subsystem as to Nature and Classification of Schools**

| Indicator | NATURE AND CLASSIFICATION | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Promotion/ Retention and Transition of Learners | Small | 3.06 | 0.998 | 0.409 | Accept Ho | Not Significant |
| | Medium | 3.30 | | | | |
| | Medium with Fiscal Autonomy | 3.32 | | | | |
| | Large | 3.22 | | | | |
| | Large with Fiscal Autonomy | 3.26 | | | | |

The table shows the computed p-value at 0.409 which was greater than the significance level of difference in promotion/retention and transition of learners with regards to nature and classification of schools. This simply tells to accept the null hypothesis. Hence, no significant difference was considerable in the assessment of promotion, retention and transition of learners in small, medium, large or any of its class with or without fiscal autonomy Therefore, nature and classification of schools running Open High School Program were not significant in determining how much effort these schools exerted to improve promotion, retention and transition of learners.

### *3.2.4 Ohsp learning gains as to schools' nature & classification.*

**Table 78**

**ANOVA in Learning Gains as to Nature and Classification of Schools**

| Indicator | NATURE AND CLASSIFICATION | Mean | F value | p value | Decision | Conclusion |
|-----------|---------------------------|------|---------|---------|----------|------------|
| Learning Gains | Small | 2.94 | 1.666 | 0.158 | Accept Ho | Not Significant |
| | Medium | 3.10 | | | | |
| | Medium with Fiscal Autonomy | 3.13 | | | | |
| | Large | 3.15 | | | | |
| | Large with Fiscal Autonomy | 3.26 | | | | |

The table shows the computed p-value at 0..158 which was greater than the significance level of difference in assessing school performance in terms of learning gains with regards to nature and classification of schools. This simply tells to accept the null hypothesis. Hence, no significant difference was considerable in the assessment of school performance in terms of learning gains in small, medium, or large with or without fiscal autonomy Therefore, nature and classification of schools running Open High School Program were not significant in determining school performance in terms of learning gains.

### *3.2.5 Ohsp successful completion as to schools' nature & classification.*

**Table 79**

**ANOVA in Successful Completion as to Nature and Classification of Schools**

| Indicator | NATURE AND CLASSIFICATION | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Successful Completion | Small | 2.72 | 4.682 | 0.001 | Reject Ho | Significant |
| | Medium | 3.07 | | | | |
| | Medium with Fiscal Autonomy | 3.19 | | | | |
| | Large | 3.09 | | | | |
| | Large with Fiscal Autonomy | 3.25 | | | | |

The table shows the computed p-value at 0.001 which was lesser than the significance level of difference in assessing school performance in terms of successful completion with regards to nature and classification of schools. This simply tells to reject the null hypothesis and accept the alternative. Hence, there was significant difference in the assessment of school performance in terms of successful completion when schools are grouped according to nature and classification Therefore, nature and classification of schools running Open High School Program were significant in determining school performance in terms of successful completion.

School resources affect the quality of education (School-Based Management Technical Working Group, 2009). In OHSP, it is proven true based on the analysis of variance in the indicator of quality focused on successful completion. This means that

the bigger the school and the budget, the more effort the school exerts to improve successful completion.

### 3.2.6 Ohsp examination performance as to schools' nature & classification.

**Table 80**

**ANOVA in Examination Performance as to Nature and Classification of Schools**

| Indicator | NATURE AND CLASSIFICATION | Mean | F value | p value | Decision | Conclusion |
|-----------|---------------------------|------|---------|---------|----------|------------|
| Examination Performance | Small | 2.48 | 6.371 | 0.000 | Reject Ho | Significant |
| | Medium | 2.67 | | | | |
| | Medium with Fiscal Autonomy | 3.00 | | | | |
| | Large | 2.86 | | | | |
| | Large with Fiscal Autonomy | 3.06 | | | | |

The table shows the computed p-value at 0.000 which was lesser than the significance level of difference in assessing school performance in terms of quality assurance examination with regards to nature and classification of schools. This simply tells to reject the null hypothesis and accept the alternative. Hence, there was significant difference in the assessment of school performance in terms of quality assurance examination when schools are grouped according to nature and classification Therefore, nature and classification of schools running Open High School Program were significant in determining school performance in terms of quality assurance examination.

The size and resource management contributes to the improvement of the school performance. In terms of quality assurance examinations, those schools with fiscal autonomy are likely to manage these examinations. Compared to those smaller schools who do not have fiscal autonomy, they seem to neglect to give OHSP learners an opportunity to take A&E and PEPT, only those exams required by DepEd like NAT and NCAE.

### 3.2.7 Ohsp education needs as to schools' nature & classification.

**Table 81**

**ANOVA in Examination Performance as to Nature and Classification of Schools**

| Indicator | NATURE AND CLASSIFICATION | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Education Needs | Small | 3.18 | 2.936 | 0.021 | Reject Ho | Significant |
| | Medium | 3.27 | | | | |
| | Medium with Fiscal Autonomy | 3.37 | | | | |
| | Large | 3.31 | | | | |
| | Large with Fiscal Autonomy | 3.49 | | | | |

The table shows the computed p-value at 0.021 which was lesser than the significance level of difference in assessing school's resource adequacy in terms of providing for the education needs. With regards to nature and classification of schools. The p-value suggested to reject the null hypothesis and accept the alternative. Hence, there was significant difference in the assessment of school's resource adequacy to provide for the education needs of teachers and learners when schools are grouped according to nature and classification Therefore, nature and classification of schools

running Open High School Program were significant in determining school's resource adequacy in providing for the education needs of the school.

The above result supports the findings of Arnett (2007) which states that at the level of secondary education in Slovenia, there are five types of schools, which differ in terms of the kind and amount of education they provide and in their requirements regarding students' prior academic achievement.

*3.2.8 Ohsp social needs as to schools' nature & classification.*

**Table 82**

**ANOVA in Social Needs as to Nature and Classification of Schools**

| Indicator | NATURE AND CLASSIFICATION | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Social Needs | Small | 3.19 | 2.297 | 0.060 | Accept Ho | Not Significant |
| | Medium | 3.12 | | | | |
| | Medium with Fiscal Autonomy | 3.25 | | | | |
| | Large | 3.07 | | | | |
| | Large with Fiscal Autonomy | 3.31 | | | | |

The table shows the computed p-value at 0.060 which was greater than the significance level of difference in assessing school's resource adequacy in terms of providing for the social needs of the learners. With regards to nature and classification of schools. The p-value suggested to accept the null hypothesis. Hence, there was no significant difference in the assessment of school's resource adequacy to provide for the social needs of learners when schools are grouped according to nature and classification Therefore, nature and classification of schools running Open High School

Program were not significant in determining school's resource adequacy in providing for the social needs of the learners.

### *3.2.9 Ohsp cost per student as to schools' nature & classification.*

**Table 83**

**ANOVA in Cost per Student as to Nature and Classification of Schools**

| Indicator | NATURE AND CLASSIFICATION | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Cost per Student | Small | 2.73 | 5.958 | 0.000 | Reject Ho | Significant |
| | Medium | 2.88 | | | | |
| | Medium with Fiscal Autonomy | 3.04 | | | | |
| | Large | 3.07 | | | | |
| | Large with Fiscal Autonomy | 3.25 | | | | |

The table shows the computed p-value at 0.000 which was lesser than the significance level of difference in assessing school's efficiency as measured by cost per student. With regards to nature and classification of schools. The p-value suggested to reject the null hypothesis. Hence, there was significant difference in the assessment of school's efficiency as measured by cost per student when schools are grouped according to nature and classification Therefore, nature and classification of schools running Open High School Program were significant in determining school's efficiency as measured by cost per student.

DepEd has built 66,813 classrooms from 2010 to 2013. There were 33,608 classrooms completed 2015.  From 2010-2014, DepEd has filled 128,105 new teacher items. These are cost per student that DepED has accomplished according to the

Official Gazette on K-to-12 Basic Education Program. Much of these figures are concentrated among schools which are financially autonomous whether large or medium based on empirical data gathered. This contributes to significant difference to cost of education per student.

### 3.2.10 Ohsp cost per successful student as to schools' nature & classification.

**Table 84**

**ANOVA in Cost per Successful Student as to Nature and Classification of Schools**

| Indicator | NATURE AND CLASSIFICATION | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Cost per Successful Student | Small | 2.63 | 6.917 | 0.000 | Reject Ho | Significant |
| | Medium | 2.72 | | | | |
| | Medium with Fiscal Autonomy | 2.92 | | | | |
| | Large | 2.85 | | | | |
| | Large with Fiscal Autonomy | 3.17 | | | | |

The table shows the computed p-value at 0.000 which was lesser than the significance level of difference in assessing school's efficiency as measured by cost per successful student with regards to nature and classification of schools. The p-value suggested to reject the null hypothesis. Hence, there was significant difference in the assessment of school's efficiency as measured by cost per successful student when schools were grouped according to nature and classification Therefore, nature and classification of schools running Open High School Program were significant in determining school's efficiency as measured by cost per successful student.

Relative to the data presented on the accomplishments of DepED in terms of cost for education, the significant difference in cost of education per successful student is significant as to size and financial autonomy of schools are concerned. The variance observed in this indicator is apparently not different with the total cost for education whether learners become successful or not.

### *3.2.11 Ohsp course subsystem as to schools' nature & classification.*

**Table 85**

**ANOVA in Course Subsystem as to Nature and Classification of Schools**

| Indicator | NATURE AND CLASSIFICATION | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Course Subsystem | Small | 2.67 | 3.745 | 0.006 | Reject Ho | Significant |
| | Medium | 2.89 | | | | |
| | Medium with Fiscal Autonomy | 2.90 | | | | |
| | Large | 2.91 | | | | |
| | Large with Fiscal Autonomy | 3.13 | | | | |

The table shows the computed p-value at 0.006 which was lesser than the significance level of difference in assessing school process in terms of course subsystem concerning nature and classification of schools. The p-value suggested rejecting the null hypothesis. Hence, there was significant difference in the assessment of school process in terms of course subsystem when schools are grouped according to nature and classification Therefore, nature and classification of schools running Open High School Program were significant in determining school process in terms of course subsystem.

Learning Management Program and the Bridge Program operated under OHSP are relevant features that make competitive advantage compared to other modalities of learning, (Deped Order No. 46, 2006). This supports the assessment of respondents on the quality of school process when course subsystem is concerned. The differences among the means in the table are said to be relative to the size and fund management of schools surveyed.

### 3.2.12 Ohsp regulatory subsystem as to schools' nature & classification.

**Table 86**

**ANOVA in Regulatory Subsystem as to Nature and Classification of Schools**

| Indicator | NATURE AND CLASSIFICATION | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Regulatory Subsystem | Small | 2.92 | 4.461 | 0.002 | Reject Ho | Significant |
| | Medium | 3.13 | | | | |
| | Medium with Fiscal Autonomy | 3.35 | | | | |
| | Large | 3.15 | | | | |
| | Large with Fiscal Autonomy | 3.39 | | | | |

Table 86 shows the computed p-value at 0.002 which was lesser than the significance level of difference in assessing school process in terms of regulatory subsystem with regard to nature and classification of schools. The p-value suggested to reject the null hypothesis. Hence, there was significant difference in the assessment of school process in terms of regulatory subsystem when schools were grouped according to nature and classification Therefore, nature and classification of schools

running Open High School Program were significant in determining school process in terms of regulatory subsystem.

The significant difference in the assessment of quality of school process as far as regulatory system is concerned, is supported by the fact that empirical data suggested that large schools with fiscal autonomy are more likely to formulate school rules and regulations independently Their easy access to resources leads to effective management of OHSP. Funds for the program are considered enabling factors along with information and training programs related to OHSP. (SEAMEO INNOTECH, 2015). Their enrollments and screening of learners are more effective than those schools who are small and have no fiscal independence. Apparently it is because these schools have large population, more accessible than the barangay high schools, integrated schools and public vocational high schools.

### 3.2.13 Ohsp technological subsystem as to schools' nature & classification.

**Table 87**

**ANOVA in Technological Subsystem as to Nature and Classification of Schools**

| Indicator | NATURE AND CLASSIFICATION | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Technological Subsystem | Small | 2.42 | 3.732 | 0.006 | Reject Ho | Significant |
| | Medium | 2.77 | | | | |
| | Medium with Fiscal Autonomy | 2.90 | | | | |
| | Large | 2.90 | | | | |
| | Large with Fiscal Autonomy | 3.02 | | | | |

The table shows the computed p-value at 0.006 which was lesser than the significance level of difference in assessing school process in terms of technological subsystem with regard to nature and classification of schools. The p-value suggested to reject the null hypothesis. Hence, there was significant difference in the assessment of school process in terms of technological subsystem when schools were grouped according to nature and classification Therefore, nature and classification of schools running Open High School Program were significant in determining school process in terms of technological subsystem.

OHSP is not just an adjunct program in regular high schools, but rather a potentially effective solution not only to classroom congestion and dropout reduction but as a response to individual differences in large schools. (SEAMEO INNOTECH, 2015). As far as technological subsystem is concerned, the significant difference between and among weighted means suggests some relativity between quality indicator and nature and classification of schools. The assessment validates the fact that most number of OHSP enrollees are registered in large schools with fiscal autonomy making technological subsystem far better than the small schools without independent fiscal management.

**3.3 Analysis of variance in the indicators when schools are grouped according to years in implementing ohsp.**

OHSP among 20 schools, as to years of program implementation, had no significant difference in Enrolment of Learners, Completion of Curriculum, and Promotion. Retention and Transition of Learners, Learning Gains, Successful Completion, Examination Performance, Education Needs, Social Needs, Cost per Student, Cost per Successful Student, Course Subsystem, Regulatory Subsystem and Technological Subsystem.

*3.3.1 Ohsp enrollment of learners as to number of years.*

**Table 88**

**ANOVA in Enrollment of Learners as to Years in Implementing OHSP**

| Indicator | YEARS IN IMPLEMENTING OHSP | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Enrollment Learners | 1 - 3 years | 3.37 | 4.074 | 0.008 | Reject Ho | Significant |
| | 4 - 6 years | 3.55 | | | | |
| | 7 - 9 years | 3.24 | | | | |
| | 10 - 12 years | 3.65 | | | | |

When the number of years was used as a parameter in assessing enrollment of learners, it resulted to a p-value lower than the alpha. The computed p-value at 0.008, which was lesser than the significance level of difference, suggested to reject the null hypothesis. Hence, there was significant difference in the assessment of school's effort in terms of enrollment of learners when schools were grouped according to number of

years in implementing OHSP Therefore, number of years in implementing OHSP was significant in determining school's effort in increasing enrollment of learners.

With 500 public high schools offering the program as of 2013, the number of OHSP enrollees has been growing since its implementation. From over 2,500 students from Grades 7 to 10 who enrolled in OHSP in SY 2008-2009, OHSP enrollment had increased to over 15,000 in SY 2012-2013 for Grades 7 to 10 (SEAMEO INNOTECH, 2015).

### 3.3.2 Ohsp completion of curriculum as to number of years.

**Table 89**

**ANOVA in Enrollment of Learners as to Years in Implementing OHSP**

| Indicator | YEARS IN IMPLEMENTING OHSP | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Completion of Curriculum | 1 - 3 years | 3.31 | 3.682 | 0.013 | Reject Ho | Significant |
| | 4 - 6 years | 3.43 | | | | |
| | 7 - 9 years | 3.25 | | | | |
| | 10 - 12 years | 3.67 | | | | |

As shown in the table, the computed p-value of 0.013 which was lesser than the significance level of difference in assessing school's effort in terms of completion of the curriculum. The null hypothesis was rejected when it comes assessing the quality completion as to number of years in implementing OHSP. Hence, there was significant difference in the assessment of school's effort in increasing enrollment of learners when schools were grouped according to number of years in implementing OHSP Therefore,

such number of years was significant in determining school's effort to increase enrollment of learners in OHSP.

Over the years, the existing OHS curriculum including learning materials are improved and aligned the new K to 12 curriculum. The role of the guidance counselor has been further strengthened, particularly when some preliminary decisions are made at Grade 9 toward any of the four tracks (i.e., academic, sports, arts and design, and technical vocational livelihood) (SEAMEO INNOTECH, 2015). Completion of the OHS curriculum greatly depends on the implementation of the K-to-12 Curriculum. The flexibility of OHSP in its modality and the years of implementing OHSP let the researcher see the difference which are significant to describe quality of completion of the curriculum.

### 3.3.3 Ohsp promotion/ retention & transition as to number of years.

**Table 90**

**ANOVA in Promotion, Retention and Transition of Learners as to Years in Implementing OHSP**

| Indicator | YEARS IN IMPLEMENTING OHSP | Mean | F value | p value | Decision | Conclusion |
|-----------|---------------------------|------|---------|---------|----------|------------|
| Promotion/ Retention and Transition of Learners | 1 - 3 years | 3.16 | 2.017 | 0.112 | Accept Ho | Not Significant |
| | 4 - 6 years | 3.28 | | | | |
| | 7 - 9 years | 3.05 | | | | |
| | 10 - 12 years | 3.34 | | | | |

The computed p-value of 0.112 as presented in the table was greater than the significance level of difference in assessing school's effort in improving promotion,

retention and transition of learners. Given the p-value in Table 90, suggested that the null hypothesis was accepted. Hence, there was no significant difference in the assessment of school's effort to improve promotion, retention and transition when schools were grouped according to the number of years of implementation of OHSP. Therefore, the number of years was not significant in determining school's effort to improve promotion, retention and transition of learners in OHSP.

The portrayal of dropout as the logical end-point of a long process of failure and disengagement may have unintentionally played down alternative routes to dropout. This situation is problematic because the population of young people who drop out of high school is highly heterogeneous and in need of differential intervention approaches (Bloom, 2010). As the result of the survey suggests, the years of implementing OHSP has nothing to do with the measurement of school's effort to improve promotion, retention and transition. The heterogeneity of dropouts could explain the occurrence of this phenomenon taken place in the assessment of OHSP's quality as far as promotion, retention and transition is concerned. It can be noted that the differences among weighted means in table 90 are not significant but not that really high.

### *3.3.4 Ohsp learning gains as to number of years.*

**Table 91**

**ANOVA in Learning Gains as to Years in Implementing OHSP**

| Indicator | YEARS IN IMPLEMENTING OHSP | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Learning Gains | 1 - 3 years | 2.98 | 4.540 | 0.004 | Reject Ho | Significant |
| | 4 - 6 years | 3.20 | | | | |
| | 7 - 9 years | 2.88 | | | | |
| | 10 - 12 years | 3.37 | | | | |

Table 91 shows the computed p-value of 0.004. This was lesser than the significance level of difference in school's performance in terms of learning gains. As to number of years, the null hypothesis was rejected. Hence, there was significant difference in the assessment of school's performance in terms of learning gains when schools were grouped according to number of years implementing OHSP. Therefore, number of years was significant in determining school's performance in terms of learning gains.

Comparison of academic performance of OHS and regular high school students indicated that across four year levels and five subjects (i.e., English, Filipino, mathematics, science and araling panlipunan), the OHS students were not very different from their regular high school counterparts. About half of the comparisons made did not show statistically significant differences between the two groups (SEAMEO INNOTECH, 2015). This study on the Evaluation of OHSP in the Philippines supports the results of quality assessment among 20 schools in Quezon. Majority of

the respondents belong to the category of schools running OHSP for 4 to 6 years with significant difference in the weighted means as compared to other groups of schools under this parameter. The difference can be attributed to the number of years as the study of SEAMEO suggested when OHS and regular high schools students were compared. The element of time made such comparison possible.

### *3.3.5 Ohsp successful completion as to number of years.*

**Table 92**

**ANOVA in Enrollment of Learners as to Years in Implementing OHSP**

| Indicator | YEARS IN IMPLEMENTING OHSP | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Successful Completion | 1 - 3 years | 2.87 | 5.063 | 0.002 | Reject Ho | Significant |
| | 4 - 6 years | 3.19 | | | | |
| | 7 - 9 years | 3.02 | | | | |
| | 10 - 12 years | 3.32 | | | | |

In assessing school's performance in terms of successful completion, table 92 shows the computed p-value of 0.002 which was lesser than the significance level of difference This means to reject the null hypothesis, thus, accepted the alternative statement. It states that there was significant difference in the assessment of school's performance in terms of successful completion when schools were grouped according to number of years implementing OHSP. Therefore, the number of years was significant in determining school's performance in terms of successful completion.

In the eyes of many communities, secondary schooling is a symbol of social advancement. Participatory studies consistently show that high regard for education is

a mechanism for escaping poverty and for halting the transmission of poverty across generations, Watkins (as cited by Daniel, 2010). Parents desire to raise the educational attainment of their children, whether or not higher-education or labor-market opportunities truly exist for them in the long run. This reviewed literature suggests that parental support along with other factors like the years these OSYs had missed the chance to finish high school and be employed or pursue college education are indication of maturity among learners. As the years of OHSP implementation, the least (9-12 years) among the four groups is comparable with the group with most number of respondents (4-6 years). The difference between these two (2) means between each other and the rest of the groups implies an indication of quality. The longer they implement, the more they could contribute to the successful completion.

### 3.3.6 Ohsp examination performance as to number of years.

**Table 93**

**ANOVA in Examination Performance as to Years in Implementing OHSP**

| Indicator | YEARS IN IMPLEMENTING OHSP | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Examination Performance | 1 - 3 years | 2.64 | 5.533 | 0.001 | Reject Ho | Significant |
| | 4 - 6 years | 2.95 | | | | |
| | 7 - 9 years | 2.98 | | | | |
| | 10 - 12 years | 3.26 | | | | |

Table 93 shows the computed p-value of 0.001 which was lesser than the significance level of difference in assessing school performance in terms of quality assurance examinations. The result strongly suggested rejection of the hypothesis. Hence, there was significant difference in the assessment of school's performance in

terms of quality assurance examinations when schools are grouped according to the number of years. Therefore, the number of years was significant in determining school's performance in terms of quality assurance examinations.

The main focus of the OHSP evaluation study was the implementation of the program (what schools did) and how these school initiatives affected the academic performance of OHSP students (how students changed) (SEAMEO INNOTECH, 2015). With these statements from the study conducted to evaluate OHSP and the findings on academic performance of the OHS learners as compared to those in the regular program, the researcher was able to infer from the figures in Table 93 that the longer (10-12 years) the program is implemented, the better performance can be expected in terms of quality assurance examinations.

### 3.3.7 Ohsp education needs as to number of years.

**Table 94**

**ANOVA in Education Needs as to Years in Implementing OHSP**

| Indicator | YEARS IN IMPLEMENTING OHSP | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Education Needs | 1 - 3 years | 3.25 | 5.299 | 0.001 | Reject Ho | Significant |
| | 4 - 6 years | 3.40 | | | | |
| | 7 - 9 years | 3.16 | | | | |
| | 10 - 12 years | 3.66 | | | | |

The computed p-value of 0.001, as shown in the table was lesser than the significance level of difference in assessing school's resource adequacy in addressing education needs. As to the number of years, the p-value suggested to reject the null hypothesis. Hence, there was significant difference in the assessment of school's

resource adequacy in addressing education needs of the teachers and learners when schools were grouped according to the number of years. Therefore, the number of years was significant in determining school's resource adequacy to respond to education needs.

The longer the years OHSP is implemented, the greater the chance it improves its quality in terms of responding to educational needs of the teachers and the learners. The number of OHSP enrollees and graduates, participation in post-secondary education programs, and the decrease in the number of dropouts are good success indicators of the program. Based on the evaluation study, nine schools experienced a 70.09 percent increase in their OHSP enrolment on average within a period of ten years (SEAMEO INNOTECH, 2017). This report supports the result of assessment of quality indicator to describe school's resource adequacy in responding to education needs. The minimal differences among the four (4) high weighted means only show that time is significant in refining any program to achieve the most of quality.

### *3.3.8 Ohsp social needs as to number of years.*

**Table 95**

**ANOVA in Social Needs as to Years in Implementing OHSP**

| Indicator | YEARS IN IMPLEMENTING OHSP | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Social Needs | 1 - 3 years | 3.19 | 3.773 | 0.011 | Reject Ho | Significant |
| | 4 - 6 years | 3.22 | | | | |
| | 7 - 9 years | 2.96 | | | | |
| | 10 - 12 years | 3.50 | | | | |

The computed p-value of 0.011 as appeared on the table was lesser than the significance level of difference in assessing school's resource adequacy to respond to social needs of the learners. The p-value suggested to reject the null hypothesis. Hence, there was significant difference in the assessment of school's resource adequacy in responding to social needs of the learners when schools were grouped according to the number of years. Therefore, the number of years was significant in determining school's resource adequacy in responding to social needs of the learners.

The success of the OHSP program can be attributed to teaching-learning process, school leadership, instructional materials, learning environment and facilities, LGU support and community/parent's involvement and teachers (SEAMEO INNOTECH, 2017). All these attributes are responsive to the social needs of the learners. The significant difference among the weighted means indicates that over the years, despite the limited financial resources spent for

OHSP, the support of the people in the school and community contributed much to the attainment of quality. The result of this assessment jibes with this fact. It is supported that time is a valid indication of quality.

### 3.3.9 Ohsp cost per student as to number of years.

**Table 96**

**ANOVA in Cost per Student as to Years in Implementing OHSP**

| Indicator | YEARS IN IMPLEMENTING OHSP | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Cost per Student | 1 - 3 years | 2.81 | 7.062 | 0.000 | Reject Ho | Significant |
| | 4 - 6 years | 3.13 | | | | |
| | 7 - 9 years | 2.91 | | | | |
| | 10 - 12 years | 3.42 | | | | |

The computed p-value of 0.000 as shown in the table was lesser than the significance level of difference in assessing school's efficiency as measured by the cost per student. As to the number of years of program implementation, the p-value suggested to reject the null hypothesis. Hence, there was significant difference in the assessment of school's efficiency as measured by the cost per student when schools were grouped according to the number of years. Therefore, the number of years in implementing OHSP was significant in determining school's efficiency as measured by the cost per student.

A major difficulty that schools had encountered was the lack of sustained financial support for the OHSP, especially during the early years of the implementation. Schools require adequate resources to reproduce the learning modules and testing materials.

Many of the schools had to seek assistance from the private sector to fill the funding gap. At present, schools can access funds from the DepEd ADM budget for OHSP implementation (SEAMEO INNOTECH, 2017). Over these years of implementing OHSP, improvements in the program may have been indications towards quality. The level of significance based on the assessment of differences of weighted means suggests that through time, OHSP has improved its cost per student, thus, making schools more efficient in managing resources.

### 3.3.10 Ohsp cost per successful student as to number of years.

**Table 97**

**ANOVA in Cost Successful Student as to Years in Implementing OHSP**

| Indicator | YEARS IN IMPLEMENTING OHSP | Mean | F value | p value | Decision | Conclusion |
|-----------|----------------------------|------|---------|---------|----------|------------|
| Cost per Successful Student | 1 - 3 years | 2.66 | 5.836 | 0.001 | Reject Ho | Significant |
| | 4 - 6 years | 3.00 | | | | |
| | 7 - 9 years | 2.83 | | | | |
| | 10 - 12 years | 3.31 | | | | |

The computed p-value of 0.001 as shown in the table was lesser than the significance level of difference in assessing school's efficiency as measured by the cost per successful student. As to the number of years of program implementation, the p-value suggested to reject the null hypothesis. Hence, there was significant difference in the assessment of school's efficiency as measured by the cost per successful student when schools were grouped according to the number of years. Therefore, the

number of years in implementing OHSP was significant in determining school's efficiency as measured by the cost per successful student.

Along with the funding difficulty that OHSP had faced in its early years, curriculum and learning materials, advocacy, capacity building, monitoring and evaluation were identified in the study conducted by SEAMEO INNOTECH (2017). Despite these difficulties, those mentioned earlier that supported the success of OHSP over the years are the factors the contributed much to what we presently have as quality assessment. Prioritizing the needs of the learners gives the researcher a full grasp of what the data suggested in Table 97. The significant difference between weighted means in this parameter validates the result of this assessment of quality indicator.

### 3.3.11 Ohsp course subsystem as to number of years.

**Table 98**

**ANOVA in Course Subsystem as to Years in Implementing OHSP**

| Indicator | YEARS IN IMPLEMENTING OHSP | Mean | F value | p value | Decision | Conclusion |
|-----------|----------------------------|------|---------|---------|----------|------------|
| Course Subsystem | 1 - 3 years | 2.76 | 6.875 | 0.000 | Reject Ho | Significant |
|  | 4 - 6 years | 3.00 |  |  |  |  |
|  | 7 - 9 years | 2.70 |  |  |  |  |
|  | 10 - 12 years | 3.38 |  |  |  |  |

As to the number of years of program implementation, the p-value suggested to reject the null hypothesis. Evidently, the computed p-value of 0.000 as shown in the table was lesser than the significance level of difference in assessing school's process in terms of course subsystem. Hence, there was significant difference in the

assessment of school's process in terms of course subsystem when schools were grouped according to the number of years. Therefore, the number of years in implementing OHSP was significant in determining school's processes in terms of course subsystem.

The OHSP implementers, who participated in the study conducted by SEAMEO INNOTECH (2017) identified some difficult experiences. It was noted that the content and type of learning materials are recognized as a contributing factor to the program's success. Yet, some implementing schools were found to have incomplete set of modules, particularly in English, as well as modules for Grades 8 to 10. This seems to offer a point of analysis. Given the significance result of assessing the course subsystem when number of years is used as parameter in this study, the majority group (4-6 years) has shown a difference in the weighted means when compared to other groups. The lower weighted means suggest that the findings of SEAMEO are relative to their conditions. Nevertheless, when looking at number of years as a variable in describing quality, the findings of SEAMEO and the result of this assessment of quality indicator are closely complementing.

### *3.3.12 Ohsp regulatory subsystem as to number of years.*

**Table 99**

**ANOVA in Regulatory Subsystem as to Years in Implementing OHSP**

| Indicator | YEARS IN IMPLEMENTING OHSP | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Regulatory Subsystem | 1 - 3 years | 3.08 | 5.718 | 0.001 | Reject Ho | Significant |
| | 4 - 6 years | 3.31 | | | | |
| | 7 - 9 years | 2.99 | | | | |
| | 10 - 12 years | 3.57 | | | | |

Evidently, the computed p-value of 0.001 as shown in the table was lesser than the significance level of difference in assessing school's process in terms of regulatory subsystem. As to the number of years of program implementation, the p-value suggested to reject the null hypothesis. Hence, there was significant difference in the assessment of school's process in terms of regulatory subsystem when schools were grouped according to the number of years. Therefore, the number of years in implementing OHSP was significant in determining school's processes in terms of regulatory subsystem.

It was reported by SEAMEO (2017), that capacity building among OHSP implementers have to be given importance. It found out that some teachers, school heads, and OHSP coordinators lacked familiarity with recent policy issuances on the OHSP and some components of the OHSP delivery and implementation strategies and procedures. Thus, refresher activities or additional training programs may be necessary for field implementers to more efficiently implement the program. Topics identified as

priority training needs in the evaluation study include relevant implementing guidelines, class management, blended learning delivery, assessment of learners, roles of teachers, importance of weekly meetings, use of modules and other materials, home visitations, among others. These findings suggest that over the years, regulations on OHSP change. This change explains the significant difference in the responses among the implementers when they are categorically grouped according to number of years implementing OHSP.

### 3.3.13 Ohsp technological subsystem as to number of years.

**Table 100**

**ANOVA in Technological Subsystem as to Years in Implementing OHSP**

| Indicator | YEARS IN IMPLEMENTING OHSP | Mean | F value | p value | Decision | Conclusion |
|-----------|---------------------------|------|---------|---------|----------|------------|
| Technological Subsystem | 1 - 3 years | 2.62 | 3.722 | 0.012 | Reject Ho | Significant |
| | 4 - 6 years | 2.96 | | | | |
| | 7 - 9 years | 2.69 | | | | |
| | 10 - 12 years | 3.00 | | | | |

As to the number of years of program implementation, the p-value suggested to reject the null hypothesis. Evidently, the computed p-value of 0.012 as shown in the table was lesser than the significance level of difference in assessing school's process in terms of technological subsystem. Hence, there was significant difference in the assessment of school's process in terms of technological subsystem when schools were grouped according to the number of years. Therefore, the number of years in

implementing OHSP was significant in determining school's processes in terms of technological subsystem.

**3.4 Analysis of variance in the indicators when schools are grouped according to sbm level of practice.**

OHSP among 20 schools, as SBM Level of Practice, had no significant difference in Enrolment of Learners, Completion of Curriculum, and Promotion. Retention and Transition of Learners, Learning Gains, Successful Completion, Examination Performance, Education Needs, Social Needs, Cost per Student, Cost per Successful Student, Course Subsystem, Regulatory Subsystem, and Technological Subsystem.

*3.4.1 Ohsp enrollment of learners as to sbm level of practice.*

**Table 101**

**ANOVA in Enrollment of Learners as to SBM Level of Practice**

| Indicator | SBM LEVEL OF PRACTICE | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Enrollment Learners | Level I (Standard) | 3.46 | 0.746 | 0.475 | Accept Ho | Not Significant |
| | Level II (Progressive) | 3.54 | | | | |
| | Level III (Mature) | 3.55 | | | | |

The table shows the computed p-value of 0.475 as lesser than .05 level of significance in assessing enrollment of learners in terms of SBM level of practice. The p-value suggested to accept the null hypothesis that there was no significant difference in the enrollment of learners in terms of SBM level of practice. The data implied that

the SBM level of practice was not significant in determining the schools' effort improving enrollment of learners, which is an indicator in assessing quality.

Despite these limitations, the OHSP has proven to be an effective response to curtailing the increase in dropout rates, keeping the would-be school leavers, and decongesting overcrowded classrooms. As evidenced by the increase in OHSP enrollment, the number of its graduates, and the comparative performance of OHSP learners with their formal school counterparts, the OHSP is a promising model for delivering secondary education to OSY and learners at risk of dropping out (SEAMEO INNOTECH, 2017). This claim supports the results of assessment of quality when SBM level of practice is used as a parameter. This further validates that the efforts of the schools whatever level of SBM practice they fall, are almost the same and no such significant difference can distinguish one from the other. On the other side, SBM assessment needs to look into how schools address the issues of dropouts and improve access to secondary education. Levels of practice should implicate quality in some degrees of comparison.

### 3.4.2 Ohsp completion of curriculum as to sbm level of practice.

**Table 102**

**ANOVA in Enrollment of Learners as to SBM Level of Practice**

| Indicator | SBM LEVEL OF PRACTICE | Mean | F value | p value | Decision | Conclusion |
|-----------|----------------------|------|---------|---------|----------|------------|
| Completion of Curriculum | Level I (Standard) | 3.35 | 2.405 | 0.092 | Accept Ho | Not Significant |
| | Level II (Progressive) | 3.47 | | | | |
| | Level III (Mature) | 3.29 | | | | |

The table shows that as to completion of curriculum, respondents had no significant difference in the completion of curriculum in terms of SBM level of practice. Comparing 0.092 probability value to 0.05 level of significance suggested to accept the null hypothesis. Hence, the indicator regarding completion of curriculum was not significant in determining the schools' SBM level of practice, which is an indicator in assessing quality.

Guided by the assessment of SBM level of practice, Annual School Budget shall result to the attainment of school targets and desired learning outcomes for which completion is one among others according to SBM Manual (School-Based Management Technical Working Group, 2009). It can be noticed that the weighted means of the three (3) groups are very high and the difference is not that significant as the p-value suggested. This implies that budget, no matter how big or small, does not compromise the school to limit the learners from completing the curriculum. Meanwhile, looking at the other side, level of practice does no longer suggest greater difference from one another in the light of this quality assessment.

### *3.4.3 Ohsp promotion, retention & transition as to sbm level of practice.*

**Table 103**

**ANOVA in Promotion. Retention and Transition of Learners as to SBM Level of Practice**

| Indicator | SBM LEVEL OF PRACTICE | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Promotion/ Retention and Transition of Learners | Level I (Standard) | 3.18 | 2.743 | 0.066 | Accept Ho | Not Significant |
| | Level II (Progressive) | 3.30 | | | | |
| | Level III (Mature) | 3.09 | | | | |

The table shows the computed p-value of 0.066 which was greater than 0.05significance level of difference in assessing OHSP promotion, retention, and transition of learners in terms of the schools' SBM level of practice. The p-value suggested to accept the null hypothesis. Hence, there was no significant difference in the assessment of OHSP promotion, retention, and transition of learners when schools were grouped according to SBM level of practice.

School-Based Management sets the standards across all levels of education. These standards set quality and was used to measure difference in old ways of doing things and the new and improved technologies to effectively and efficiently deliver educational outcomes. Promotion, retention, and transition of learners are among the indicators of quality to describe how much effort schools did in improving access to quality education. The considerably high weighted means rendered by the 3 groups of respondents under this parameter suggest a point of analysis on how assessment of SBM Level of Practice describes quality in terms of performance indicators which intend to measure OHSP effectiveness.

### 3.4.4 Ohsp learning gains as to sbm level of practice.

**Table 104**

**ANOVA in Learning Gains as to SBM Level of Practice**

| Indicator | SBM LEVEL OF PRACTICE | Mean | F value | p value | Decision | Conclusion |
|-----------|----------------------|------|---------|---------|----------|------------|
| Learning Gains | Level I (Standard) | 3.07 | | | | |
| | Level II (Progressive) | 3.22 | 2.458 | 0.088 | Accept Ho | Not Significant |
| | Level III (Mature) | 3.09 | | | | |

The table shows that as to SBM level of practice, schools had no significant difference in OHSP learning gains. The probability value shows 0.088 as greater than .05 level of significance, which therefore suggested to accept the null hypothesis that there was no difference in OHSP learning gains as far as SBM level of practice is concerned. The data implied that the school's SBM level of practice was not significant in determining the OHSP learning gains.

Once in the program, students design and follow their own learning plan called the Student Learning Plan until they finish a particular grade level. They are promoted to the next grade level if they have reached at least 75% mastery. Learners may complete secondary education under the OHSP or continue in the regular system. Management of the program, at the school level, is led by the school head. The school head is assisted and supported by the OHSP coordinator, teachers, guidance counselors, and even parents/guardians, local government officials, and other community members.

### 3.4.5 Ohsp successful completion as to sbm level of practice.

**Table 105**

**ANOVA in Successful Completion as to SBM Level of Practice**

| Indicator | SBM LEVEL OF PRACTICE | Mean | F value | p value | Decision | Conclusion |
|-----------|----------------------|------|---------|---------|----------|------------|
| Successful Completion | Level I (Standard) | 3.01 | 4.663 | 0.010 | Reject Ho | Significant |
| | Level II (Progressive) | 3.22 | | | | |
| | Level III (Mature) | 3.17 | | | | |

The table shows that as to SBM level of practice, schools had significant difference in measuring OHSP successful completion. Comparing 0.010 p-value to .05 level of significance suggested to reject the null hypothesis, otherwise take the alternative. Hence, the school's SBM level of practice was significant in determining the schools' OHSP successful completion, which is an indicator in assessing quality.

Based from the table above, those respondents whose school's SBM level of practice falls on the progressive level, agreed that there is successful completion in their respective schools. On the other hand, the schools who are on the mature level of SBM level of practice admit that there is successful completion in their respective schools. This signifies that the level of SBM practice is indeed an indicator of quality assessment.

### 3.4.6 Ohsp examination performance as to sbm level of practice.

**Table 106**

**ANOVA in Examination Performance as to SBM Level of Practice**

| Indicator | SBM LEVEL OF PRACTICE | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Examination Performance | Level I (Standard) | 2.85 | 1.857 | 0.158 | Accept Ho | Not Significant |
| | Level II (Progressive) | 2.99 | | | | |
| | Level III (Mature) | 2.86 | | | | |

The table shows the computed p-value of 0.158 which was greater than the significance level of difference in assessing examination performance in terms of SBM level of practice. The p-value suggested to accept the null hypothesis. Hence, there

was no significant difference in the assessment of school process in terms of examination performance when schools were grouped according to SBM level of practice. Therefore, SBM level of practice of schools running Open High School Program was not significant in determining school process in terms of OHSP examination performance.

As shown in the table above, SBM level of practice was not an indicator of quality assessment as far as examination performance is concerned. It also shows that the academic performance of OHSP students was as good as that of their counterparts on the regular high school even without the benefit of the instructional support and contact time with teachers that regular high school students received (SEAMEO INNOTECH, 2015).

### 3.4.7 Ohsp education needs as to sbm level of practice.

**Table 107**

**ANOVA in Education Needs as to SBM Level of Practice**

| Indicator | SBM LEVEL OF PRACTICE | Mean | F value | p value | Decision | Conclusion |
|-----------|----------------------|------|---------|---------|----------|------------|
| Education Needs | Level I (Standard) | 3.29 | 2.864 | 0.059 | Accept Ho | Not Significant |
| | Level II (Progressive) | 3.41 | | | | |
| | Level III (Mature) | 3.56 | | | | |

The table shows the computed p-value of 0.059 which was slightly greater than the significance level of difference in assessing school's resource adequacy in providing for the education needs of the teachers and learners. With regard to SBM level of practice of schools, the p-value suggested to accept the null hypothesis. Hence,

there was no significant difference in the assessment of school's resource adequacy in responding to the education needs when schools were grouped according to SBM level of practice Therefore, SBM level of practice of the schools running Open High School Program was not significant in determining school's resource adequacy to respond to the educational needs of the schools.

Since SBM level of practice is not significant in identifying the school's resource adequacy to respond for the education needs, this is in contrast to the Manual on the Assessment of School-Based Management Practices (SBM Technical Working Group, 2009) which states that those who are in the standard level has resources and funds from school MOOE which are linked to SIP/AIP targets and allocated to meet minimum educational cost requirements. Therefore, when the SBM level of practice is mature, the school should have resources and funds are sustained by LGU and community partners.

### 3.4.8 Ohsp social needs as to sbm level of practice.

**Table 108**

**ANOVA Social Needs as to SBM Level of Practice**

| Indicator | SBM LEVEL OF PRACTICE | Mean | F value | p value | Decision | Conclusion |
|-----------|----------------------|------|---------|---------|----------|------------|
| Social Needs | Level I (Standard) | 3.20 | 0.127 | 0.880 | Accept Ho | Not Significant |
| | Level II (Progressive) | 3.23 | | | | |
| | Level III (Mature) | 3.27 | | | | |

The table shows the computed p-value of 0.880 which was much greater than the significance level of difference in assessing school's resource adequacy in

providing for the social needs of the learners. With regard to SBM level of practice of schools, the p-value suggested to accept the null hypothesis. Hence, there was no significant difference in the assessment of school's resource adequacy in responding to the education needs when schools were grouped according to SBM level of practice Therefore, SBM level of practice of the schools running Open High School Program was not significant in determining school 's resource adequacy to respond for the social needs of the learners.

According to the Manual on the Assessment of School-Based Management Practices (SBM Technical Working Group, 2009), schools which are on the standard level of SBM practice are able to initiate organization of stakeholders while those schools which are on the progressive level are able to act as a mentor/coach and cooperate with organized stakeholders. It simply means that when the SBM level of practice is high, the school should be able to have effective work relationship with organized stakeholders to champion SBM for continuous school improvement.

### 3.4.9 Ohsp cost per student as to sbm level of practice.

**Table 109**

**ANOVA in Cost per Student as to SBM Level of Practice**

| Indicator | SBM LEVEL OF PRACTICE | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Cost per Student | Level I (Standard) | 3.00 | 3.314 | 0.038 | Reject Ho | Significant |
| | Level II (Progressive) | 3.13 | | | | |
| | Level III (Mature) | 3.35 | | | | |

The table shows the computed p-value of 0.038 which was lesser than the significance level of difference in assessing school's resource adequacy in terms of cost per student with regard to SBM level of practice of schools. The p-value suggested rejecting the null hypothesis. Hence, there was significant difference in the assessment of school's resource adequacy when schools were grouped according to SBM level of practice. Therefore, SBM level of practice of schools running Open High School Program was significant in determining school's resource adequacy in terms of cost per student.

The statements above support the claim of SBM Technical Working Group's (2009) Manual on Assessment of School-Based Management Practices which states that when the schools' SBM level of practice is mature, they are able to act as fund manager and devote more attention to instructional leadership and supervision and institutionalizes SBM system through shared leadership.

### 3.4.10 Ohsp cost per successful student as to sbm level of practice.

**Table 110**

**ANOVA in Cost per Successful Student as to SBM Level of Practice**

| Indicator | SBM LEVEL OF PRACTICE | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Cost per Successful Student | Level I (Standard) | 2.86 | 2.363 | 0.096 | Accept Ho | Not Significant |
| | Level II (Progressive) | 3.02 | | | | |
| | Level III (Mature) | 3.11 | | | | |

In contrast to the cost per student, the table shows the computed p-value of 0.096 which was greater than the significance level of difference in assessing school's

resource adequacy in terms of cost per successful student. With regard to SBM level of practice of schools, the p-value suggested accepting the null hypothesis. Hence, there was no significant difference in the assessment of school's resource adequacy when schools are grouped according to SBM level of practice. Therefore, SBM level of practice of schools running Open High School Program was not significant in determining school's resource adequacy in terms of cost per successful student.

The above results are in contrast to the Manual on Assessment of School-Based Management Practices of SBM Technical Working Group (2009) which states that when the SBM level of practice is mature, the schools' external stakeholders are able to share the responsibility and accountability towards student learning outcomes.

### 3.4.11 Ohsp course subsystem as to sbm level of practice.

**Table 111**

**ANOVA in Course Subsystem as to SBM Level of Practice**

| Indicator | SBM LEVEL OF PRACTICE | Mean | F value | p value | Decision | Conclusion |
|-----------|----------------------|------|---------|---------|----------|------------|
| Course Subsystem | Level I (Standard) | 2.85 | 4.699 | 0.010 | Reject Ho | Significant |
| | Level II (Progressive) | 3.01 | | | | |
| | Level III (Mature) | 3.31 | | | | |

The table shows the computed p-value of 0.010 which was lesser than the significance level of difference in assessing school process in terms of course subsystem with regard to SBM level of practice of schools. The p-value suggested rejecting the null hypothesis. Hence, there was significant difference in the assessment of school process in terms of course subsystem when schools were grouped according

to nature and classification Therefore, SBM level of practice of schools running Open High School Program was significant in determining school process in terms of course subsystem.

The above cited statements support the descriptions of each SBM level of practice according to SBM Technical Working Group (2009) which affirms that when the school's SBM level of practice has reached a mature level, the teachers hold themselves accountable for student performance and positively influence learning and school outcomes.

### 3.4.12 Ohsp regulatory subsystem as to sbm level of practice.

**Table 112**

**ANOVA in Regulatory Subsystem as to SBM Level of Practice**

| Indicator | SBM LEVEL OF PRACTICE | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Regulatory Subsystem | Level I (Standard) | 3.21 | 2.173 | 0.116 | Accept Ho | Not Significant |
| | Level II (Progressive) | 3.29 | | | | |
| | Level III (Mature) | 3.52 | | | | |

The table shows the computed p-value of 0.116 which was greater than the significance level of difference in assessing school process in terms of regulatory subsystem with regard to SBM level of practice of schools. The p-value suggested accepting the null hypothesis. Hence, there was no significant difference in the assessment of school process in terms of regulatory subsystem when schools were grouped according to SBM level of practice Therefore, SBM level of practice of schools

running Open High School Program was not significant in determining school process in terms of regulatory subsystem.

SBM assessment aims to: determine the level of the SBM practices of the school; provide the school a sound basis on which to establish its plan of action; improve the SBM support systems through interventions that the school and other administrative levels of the Department may introduce; and determine the effectiveness of SBM practices in the delivery of basic education services. Therefore, the results show that whatever SBM level of practice the school is in, the school process in terms of regulatory subsystem is being followed and complied.

### 3.4.13 Ohsp technological subsystem as to sbm level of practice.

**Table 113**

**ANOVA in Technological Subsystem as to SBM Level of Practice**

| Indicator | SBM LEVEL OF PRACTICE | Mean | F value | p value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Technological Subsystem | Level I (Standard) | 2.81 | 1.614 | 0.201 | Accept Ho | Not Significant |
| | Level II (Progressive) | 2.95 | | | | |
| | Level III (Mature) | 3.01 | | | | |

The table shows the computed p-value of 0.201 which was greater than the significance level of difference in assessing school process in terms of technological subsystem with regard to SBM level of practice of schools. The p-value suggested accepting the null hypothesis. Hence, there was no significant difference in the assessment of school process in terms of technological subsystem when schools were

grouped according to SBM level of practice. Therefore, SBM level of practice of schools running Open High School Program was not significant in determining school process in terms of technological subsystem.

To achieve the Education for All (EFA) objectives by 2015, the Department of Education is pursuing policy reforms under the Basic Education Sector Reform Agenda (BESRA). Key Reform Thrust 1 (KRT1) of BESRA is School-Based Management (SBM). SBM underscores the empowerment of key stakeholders in school communities to enable them to actively participate in the continuous improvement of schools towards the attainment of higher pupil/student learning outcomes. Moreover, students, teachers, and parents understand their respective roles and responsibilities on SBM; and are organized for participation in SBM processes. Therefore, whatever level of SBM practice the school is in, the internal and external stakeholders of it are able to comply with the technological subsystem as a school process.

**Chapter 5**

**SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS**

This chapter presents an overview of the study, the salient findings, conclusions drawn and the recommended Improvement Plan with suggested Priority Improvement Areas (PIAs) per criteria of quality.

There were thirteen (13) quality indicators assessed by the teacher-implementers involved in the program. Using the validated survey questionnaire based on DepEd OHSP Guidelines, these 13 indicators of quality were explained by giving conditions that set the standards in implementing Open High School Program. These standards were said to be the minimum threshold in assessing quality. With 257 respondents who composed the 20 secondary schools, the school profiles were defined. These schools were grouped according to their profile in terms of type of institution, nature and classification, years in implementing OHSP and SBM Level of Practice.

**Summary of Findings**

This study answered the following questions concerning management of educational program with the end view of designing a Continuous Improvement Plan for quality implementation of Open High School Program.

1. What is the profile of the school in terms of:

    a. type of institution;

Of the 257 respondents, 55.3% or 142 respondents belonged to a National Comprehensive High School while the least of them belonged to the Public Vocational High School having 3.1 % or 8 respondents.

    b. nature and classification;

Majority of the schools were from Large and with Fiscal Autonomy having a total of 109 or 42.4% wherein funds were directly sent from the Department of Budget and Management. On the other hand, the least belonged to small schools with only 13 schools or 5.1% whose budget passed through the Schools Division Office and Public Schools District Office.

    c. years in running OHSP;

With regard to OHSP implementation, 194 or 75.5% of the respondents have been running the program for 4-6 years while 17 or 6.6% of them have been operating OHSP for 7-9 years.

    d. SBM level of practice?

Among the 257 respondents, 178 or 69.3% claimed that their school's level of SBM practice was progressive, which means that their school was able to intensify mobilization of resources and maximize efforts to achieve desired learning outcomes. The least of the respondents described their school's level of SBM practice was

standard with only 65 or 25.3% respondents. This signified that their school was able to comply with the minimum requirements for securing and managing inputs, establishing appropriate structures and mechanisms, and improving processes that affect instruction and student achievement in order to produce the desired levels of outputs that lead to improved learning outcomes.

2.  How do the respondents assess the quality of Open High School Program in terms of the following:

2.1  School's Effort in Improving Access to Secondary Education:

i. by increasing enrollment and mainstreaming OSYs, dropouts, school leavers and SARDOs (Students-at-risk of Dropping Out)

In increasing enrolment and mainstreaming OSYs, dropouts, school leavers and SARDOs (Students-at-risk of Dropping Out), the respondents strongly agreed on the conditions provided as to how much effort their schools exerted to improve access to secondary education garnering a Total General Weighted Mean (TGWM) of 3.52 across the four categories. This shows that whatever type of institution, nature and classification, number of years implementing OHSP, and SBM Level of Practice do these schools fall under, still they managed to contribute to the improvement of enrolment in the public secondary level of education.

ii. by completing successfully the junior high school; and

With regard to making learners complete successfully the JHS curriculum, the TGWM of 3.43 across the four categories, shows that the schools offering OHSP, regardless of the type of institution, nature and classification, number of years in implementing OHSP, and SBM Level of Practice, have been very eager in complementing the educational gap among OHSP learners as the consensus revealed.

iii. by improving promotion, retention and transition between junior high school and senior high school levels of secondary education?

The type of institution, nature and classification, number of years in implementing OHSP, and SBM Level of Practice were used as parameters in getting the central tendency of responses in the conditions to describe the school's effort in improving promotion, retention, and transition of learners. It resulted to a TGWM of 3.26 which represents the total population to describe the conditions in general as "Strongly Agree". This implies the idea that these parameters were factors to consider in describing the quality of OHSP in terms of promotion, retention, and transition of learners.

2.2    School's Performance Reflecting the Effects of Teaching Approaches/ Methodologies and the Entire Educative Process in terms of:

iv.  Learning Gains;

As to these four categories setting the parameters, the TGWM of 3.18 with verbal interpretation as "Agree" suggests that the conditions were met as to how much performance their schools exhibited in terms of learning gains. It can be inferred from the General Weighted Mean across the four (4) categories that the consensus agreed that they met the standards in improving school performance in terms of learning gains; that they provided the learners with necessary learning opportunities to develop competencies. They also agreed that their schools satisfied the learners with enough knowledge, skills, and attitude.

v. Successful Completion;

The SBM Level of Practice when used as a parameter in assessing the quality of OHSP in terms of enrollment of learners showed statistically the TGWM of 3.16. The same is true when types of institution, nature and classification and number of years implementing OHSP were used as parameters in measuring the central tendency of 257 responses. This General Weighted Mean across the four (4) categories represents the total population to describe the conditions in general as "Agree". This implies the idea that the types of institution, nature and classification, number of years implementing OHSP, and SBM Level of Practice were factors to consider in describing the quality of OHSP in terms of successful completion among learners. This claims that these OHSP learners who graduated from JHS took the options to get employed, be enrolled in college or take Senior High School.

vi. Examination Performance?

Having a TGWM of 2.95, across the four (4) categories, school's performance in terms of quality assurance exams, is relatively agreeable. Majority of the respondents agreed that Quality Assurance Exams like A&E, NCAE, NAT and PEPT were done, but the data suggested a need for the schools implementing OHSP to be enlightened on the significance of these quality assurance exams. The passing and achievement rates are very important in assessing the performance of OHSP, thus, this must have been strongly agreed upon.

2.3    School's Sufficiency in or Adequacy of Resources Made Available for Both the Teachers and Learners in terms:

vii.    Addressing Education Needs;

The respondents when delimited to these four (4) categories of quality assessment, yielded 3.39 TGWM with verbal interpretation as "Agree". This means that conditions based on DepEd OHSP Guidelines were sufficiently satisfied by the schools with regard to education needs of the learners and the teachers. The presence of these resources to respond to the education needs of OHSP learners sets the minimum threshold in assessing quality in terms of school's resource adequacy.

viii.    Addressing Social Needs?

While in addressing social needs, a TGWM of 3.23 across the four (4) categories of assessment implies that the schools agreed that their schools were providing enough for the social needs of OHSP learners. Again, the satisfactory remarks did not exceed the standards set in the questionnaire based on DepEd OHSP Guidelines. The consensus implied that as per the four (4) parameters are concerned, their schools have adequate resources to provide for the social needs of the learners. This includes but not limited to caring and nurturing environment.

2.4    School's Efficiency in Managing Resources by:

ix.    Measuring the Cost per Student;

Across all the four (4) categories, respondents yielded a consensus GWM of 3.11 with verbal interpretation as "AGREE". In describing the school's efficiency of managing resources as measured by the cost per student, majority were in conformity to the conditions under this indicator of quality. Despite some disagreements in the responses

as presented in Chapter 4 under each sub-category, the finding on the cost per student was relative across the four (4) parameters. Thus, an area for improvement as suggested in the difference between 4 and 3.11 was considered.

x.  Measuring the Cost per Successful Student?

Across all the four (4) categories, respondents yielded a consensus GWM of 2.98 with verbal interpretation as "AGREE". In describing the school's efficiency of managing resources as measured by the cost per successful student, majority were in conformity to the conditions under this indicator of quality. Despite some disagreements in the responses as presented in Chapter 4 under each sub-category, the finding on the cost per successful student was relative across the four (4) parameters. Thus, an area for improvement as suggested in the difference between 4 and 2.98 was much considered.

The analysis between the two (2) measures of school's efficiency reveals a discrepancy between two GWMs of 3.11 and 2.98. This simply implies that school administrators who are fiscal managers are ethically accountable in managing school's resources. As the data suggested, 3.11 was perceived that easily because it's a mere compliance to the standards, but exceeding the expectations is hardly imagined so it got 2.98. In simple words, "It's easy to provide for the needs of our children, but it's difficult to help them provide for themselves." Likewise, it is easy to give a child an education, but it is hard to make him successful through education.

2.5    School Process Involving Community Linkages, Internal and External Support Systems in terms of:

xi.  Course Subsystem;

2.99 was the Total GWM yielded by the respondents across the four categories. The consensus, despite its heterogeneity generally described the school process in accordance to the conditions provided in the survey questionnaire. The verbal interpretation as "Agree" shows how school process was being influenced significantly by the course subsystem with regard to instruction and learning management of OHSP. The course subsystem as an indicator of quality suggested progress. The variance between 2.99 and 4 implied such progress, those which have been done and will have to do.

xii.  Regulatory Subsystem;

As an indicator of quality to define school process, the regulatory subsystem was described by the 257 respondents as "Agree" with numerical equivalent of 3.29 as the Total GWM. This is true to all the four (4) categories of assessing regulatory subsystem of the 20 schools. This consensus signified that the schools follow certain rules and regulations pertaining to operationalizing OHSP. Analyzing the gap indicates something which has to be improved as implementation progresses.

xiii.  Technological Subsystem?

When the four (4) categories were used as parameters to assess the quality of OHSP, the technological subsystem describes the school process. The 257 respondents arrived at a consensus GWM of 2.92 with verbal interpretation as "Agree". Looking at this TGWM across the four (4) categories, it can be inferred that the

mechanisms of schools to keep the implementation aligned with the goals and objectives of the program need to be improved. As such the use of different forms of media, information, communication and technology is further encouraged despite the fact that they already have an existing mechanism. This is implied in the difference between 2.92 and 4.

Among the thirteen (13) indicators of quality assessed across the four (4) categories, there were two (2) indicators found to be significant; vis-à-vis, successful completion and cost per student. This means that when they are categorically assessed, their significant differences show indications of quality. The eleven (11) others failed to consistently show such differences to show indications of quality.

Summing up, these thirteen (13) indicators when set to four (4) categories of assessment yielded thirty-two (32) significant and twenty (20) not significant differences in the indications of quality under each criteria.

## Conclusions

When quality is described at the minimum threshold, Open High School Program run by the 20 schools were said to be meeting the standards. This claim is supported by the conclusions derived from the findings.

The 20 secondary schools when grouped as to type of institution described quality very significantly. With the thirteen assessed quality indicators, only three were not significant. The enrollment of learners, completion of the curriculum, and promotion, retention, and transition of learners have no significant difference among the schools when grouped according to type of institution. Therefore, typifying a school from the others does not mean quality. Access to education is not about the type of institution,

no matter how comprehensive a school is, it does not define quality when it comes to accepting learners, keeping them and making them graduates. This further proves that as per type of institution, learning gains, successful completion, education needs, social needs, costs per student and successful student, course, regulation and technological subsystems are significantly different.

When nature and classification of schools were used to test the quality indicators, it shows that five out of thirteen indicators were not significant. These indicators include social needs, learning gains, enrollment of learners, completion of the curriculum, and promotion, retention and transition of learners. It can be concluded that these are not variant no matter how big or small a school is, likewise how financially independent it is. Learners will come if opportunity is given to them. Leaners no matter how fortunate or how miserable they are, deserve a fair chance to education. The difference in the examination performance, successful completion, education needs, costs per student and successful student, course, regulation and technological subsystems were highlighted when schools are grouped this way.

The years of implementing OHSP as lens to look on quality shows that only the indicator on promotion, retention and transition of learners is not significant. This means that when schools are compared among each other, no difference can be observed. All the rest of quality indicators including enrollment of learners, completion of the curriculum, learning gains, successful completion, examination performance, education needs, social needs, costs per student and successful student, course, regulation and technological subsystems showed significant difference when schools are compared according to their years of program implementation.

SBM level of practice attempts to set standards and raise them high as the schools progress over time. Surprisingly, only two (2) of the indicators of quality were found significant. Eleven of them were not significant. This ironically implies that Level I is not different from Level II or Level III when it comes to enrollment of learners, completion of the curriculum, promotion, retention and transition of learners, learning gains, education needs, social needs, cost per student, cost per successful student, course, regulation and technological subsystems.

Education is evolving. It is a never-ending process that grows very fast. With the current status of implementing Open High School Program, mastering the processes is very crucial to get at par with the ever-rising level of education. It is an undeniable fact that in terms of effort, schools have made secondary education more accessible now, yet keeping it quality is a question.

While the government is pouring much of the funds to education, quality is expected of DepED. Prioritizing the needs and judiciously making use of limited resources are important skills of a school manager. School-Based Management is believed to be the way of improving access and quality of education and balancing them to make education equitable to all types of learners.

What is very significant about this study of quality is the realization that quality in Open High School Program is generally not relative to SBM level of practice, type of institution, nature and classification of schools or even the years of implementing it. However, it can be achieved through time with the intention to improve effort, performance, adequacy, efficiency and process. When things get steady, they become more worthy. Their value becomes greater. Over the years, Open High School Program develops and grows in number. But controlling the quality of the program seems to be

taken for granted. As this study has unearthed hollows on the solid foundation of Open High School Program, the researcher has also increased his aspiration.

A concluding statement of the researcher went like this:

*"Kung wala rin naman pala itong pinagkaiba sa iba, nasaan ang kwality? Kung ang mga ito ay magkakaiba ng antas at wala ring pinagkaiba sa isa't isa, nasaan ang kwality*? If this is not different from the rest, where is quality there? If these are different in levels and none is different from the rest, where is quality?"

This statement of the researcher was supported by the studies and literatures reviewed. This reaffirmed the findings of those researches of Sewart (as mentioned by Davies & Stacey, 2003) during the 17th World Conference for Distance Education focused on Quality in Open and Distance Learning,. These notions of quality were manifested in this research. It means the minimum threshold level to be achieved. Experts reading this study would mean it as the ideal to which the organization must aspire. For those program implementers, quality may be the means to acquire and sustain a competitive advantage. Suiting all these ideas of quality is not clear. As revealed in this study, quality assessment of OHSP is complex and non-comparable at this point in time.

## Recommendations

What should be done differently to improve the quality of Open High School Program? This is an Appreciative Inquiry (AI) of the researcher when coming to this end of his research.

Taking advantage of the organizational thrusts in DepED Region IV-A, the findings of this study are communicated to the Office of the Regional Director since he

himself cultivates research culture in the Regional Office. His being open to research-based solutions to educational problems will welcome policy formulation and recommendation.

Taking from the literature of Gemba Kaizen: A Commonsense Approach to a Continuous Improvement Strategy, management has two major functions; maintenance and improvement. Maintenance refers to activities directed toward maintaining current technological, managerial and operating standards and upholding such standards through training and discipline. Under maintenance function, management performs its assigned tasks so that everybody can follow standards operating procedures (SOPs). Improvement, meanwhile, refers to activities directed toward elevating current standards (Imai, 2012).

Continuous Improvement Plan as the product of this study has the following Priority Improvement Areas:

1. On Maintenance: Primary activities which should be given much time and effort in monitoring as a means to control quality and evaluation in raising the bar.

For the Regional Office, Schools Division Office to keep on guard of the standard operating procedures of OHSP looking at the dimensions of quality in terms of:

a. Improving School's Effort in Enrollment and Mainstreaming of Learners

   i. Assessment of learning should be required before enrolling any learner to Open High School Program;

  ii. Assessment of risk-of-dropping out and chance of staying-in among learners before enrolling to OHSP;

b. Increasing School Performance through Quality Assurance Examinations

iii. Results of A&E, PEPT, NAT and NCAE should be evaluated separately with that of the regular school. Data and feedback from the annual evaluation should be used in planning and budgeting and crafting instructional design for OHSP.

iv. Learning Management Plan must be set in place. Master Teachers' competence in contextualizing the curriculum based on the needs of the learners could help improve the results of examinations. Their expertise in curriculum, instruction and assessment must be fully utilized in designing an intervention program to improve instruction for frustration, instructional and independent-level learners.

c. Prioritizing Learners' Needs in Making Use of School Resources

v. Time, money, and energy are important resources given emphasis in this study. The school should set in place an Internal Quality Auditing System to ensure that resources of the school are used effectively and efficiently for the learners. With the technical assistance from the Regional and Schools Division Offices, this can happen.

vi. Teachers who have been rendering service in the program should be given enough benefits and incentives. Motivating these teachers is both a challenge and a task of the school administrators. School-Based Management is true when school administrators take good care of their teachers.

d. Improving School's Efficiency

vii. Cost effective activities to ensure individual successes of learners must be given priority. SBM in its essence is about decentralization of funds. Fiscal management skills among school heads must be emphasized. Ethical

standards in managing finances must be incorporated in the assessment of competencies of school administrators.

e. Synchronizing the Subsystems to Improve School Process

viii. Strengthening partnerships with internal and external stakeholders needs time, effort, and competence. School administrators should actively engage in meeting people whom they can make partnerships with.

ix. The use of media and technology must be encouraged among schools running OHSP. Wide information dissemination activities to promote the program are highly suggested.

x. Internalizing goals and objectives of the program will help propel the implementation of OHSP activities. Teachers who understand OHSP more deeply are likely to perform their tasks aligned to the program goals and objectives. Engaging these teachers to OHSP processes will surely improve the program. A process quality review is strongly suggested.

2. On Improvement: Activities like Quality Management System trainings are heretofore proposed to the Office of the Regional Director to further improve the implementation of Open High School Program. These schools are recommended to undergo process quality trainings and seminars. The following steps must be taken by the 20 schools:

a. In planning, a continuous improvement plan has to consider these Priority Improvement Areas (PIAs) based on the findings of the study, vis-à-vis, Enrollment and Mainstreaming Processes, Quality Assurance Examination Processes, Curriculum, Instruction and Assessment Review Processes, Financial Management Processes, and Partnership and Networking Processes.

Each of these processes must be described based on how they implement OHSP in the context of quality assessment, thus, a document on standard operating procedures must be accomplished by the school. A simple Supplier-Input-Process-Out-Customer (SIPOC) flow chart must be an output during planning. All these process flows should comprise the OHSP's Manual of Operation. Thereby, standards are set based on the context of the school while DepED guidelines in implementing the program are observed.

b. In doing or implementing the Continuous Improvement Plan of each OHSP, the Schools Division Office shall take full control of quality assessment based on the standards set by the implementing schools. Data and information gathered from assessments and monitoring of implementation will be documented and used in crafting a Division level Continuous Improvement Plan. This plan and the consolidation of reports from the OHSP implementing schools shall serve as a proposed strategic plan for the Regional Office to adopt and recommend to other divisions under it.

c. Checking the implementation refers to monitoring and technical assistance from internal and external auditing teams. The composition of all the review teams shall be made prior to the conduct of reviews. In checking the operation of OHSP, the devised monitoring and auditing tools based on the Operations Manual of each school are highly suggested for use. While the Division monitoring team ensures the conformity of practices among people implementing OHSP, the refinement of processes in the paper should be given focus. Any non-conformity, shall be documented and analyzed. An analysis of non-compliance, process and risk, shall be recommended to the schools when

any non-conformance to their set standards is observed. The schools shall consider preventing and corrective actions in analyzing the risks.

    d.  Acting on those problems encountered along the implementation, shall standardize the new procedures to prevent the recurrence of the same problem otherwise, set goals for the new improvements. The feedbacks from the clients are very important during this stage of continuous improvement. As the cycle continues, the processes are expected to become excellent, thus, achieving quality in Open High School Program is realized.

**Table 114**

**OHSP Improvement Plan**

| Improvement Plan for Open High School Program | | | | | | |
|---|---|---|---|---|---|---|
| **Goal:** to set higher standards in the implementation of Open High School Program among 20 public secondary schools in Quezon Province by addressing the five (5) Priority Improvement Areas in nine (9) years (3 Cycles with 3 years each). | | | | | | |
| **IMPORTANT: This Improvement Plan shall serve as the basis of crafting a Continuous Improvement Plan of each of the 20 schools concerned. THESE ACTIVITIES ARE SUGGESTED FOR MAINTENANCE OF THE PROCESSES.** | | | | | | |
| **Priority Improvement Area** | **Situational Analysis** | **Objective** | **Expected Output** | **Suggested Activity** | **Time Frame** | **Person Responsible** |
| A. Enrollment and Mainstreaming Processes | Screening, selection and enrollment of learners are not given enough time and resources. As suggested by the responses to survey questionnaire, schools enroll learners whether they are in the frustration, instructional or | 1. Ensure that proper enrollment procedures are complied; 2. Document the procedures using (Supplier-Input-Process-Output-Customer) SIPOC Flow Chart 3. Establish baseline and end-line data | ✓ School's Manual of Operation of Open High School Program ✓ School Strategic Improvement Plan (Cycle 1) | a. Review of Enrollment Procedures b. Collecting Data and Feedbacks c. Analysis of the Data d. Writing the Operations' Manual e. Setting Targets f. Quality Controlling g. Quality Assessment and Evaluation | Every 2nd Quarter of the Fiscal Year (Apr. – Jun.) | School Administrator, School Registrar, Guidance Counselor, OHSP Coordinator, Class Advisers and Subject-Teachers |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | Improvement Plan for Open High School Program | | | | |
| | | **Goal:** | | | | |
| | | to set higher standards in the implementation of Open High School Program among 20 public secondary schools in Quezon Province by addressing the five (5) Priority Improvement Areas in nine (9) years (3 Cycles with 3 years each). | | | | |
| | | IMPORTANT: This Improvement Plan shall serve as the basis of crafting a Continuous Improvement Plan of each of the 20 schools concerned. **THESE ACTIVITIES ARE SUGGESTED FOR MAINTENANCE OF THE PROCESSES.** | | | | |
| **Priority Improvement Area** | **Situational Analysis** | **Objective** | **Expected Output** | **Suggested Activity** | **Time Frame** | **Person Responsible** |
| | independent level of learning. | | | h. Other relevant activities identified by the school | | |
| B. Quality Assurance Examination Processes, | Quality Assurance Exams like A&E, PEPT are not maximized in the OHSP, only mandatory examinations like NAT and NCAE were found to be complied by the majority of schools. | 1. Assure that all examination procedures are optimized; 2. Document the procedures using (Supplier-Input-Process-Output-Customer) SIPOC Flow Chart 3. Establish baseline and end-line data (achievement and passing rates) | ✓ School's Manual of Operation of Open High School Program ✓ School Strategic Improvement Plan | a. Review of Processes on Quality Assurance Examinations b. Collecting Data and Feedbacks c. Analysis of the Data d. Setting Targets e. Quality Controlling f. Assessment and Evaluation g. Other relevant activities might be identified by the school | Every 3rd Quarter of the Fiscal Year (Jul.– Sep.) | School Administrator, Guidance Counselor, Testing Coordinator' ALS Coordinator, OHSP Coordinator, Class Advisers and Subject-Teachers, Department Heads |

| Improvement Plan for Open High School Program | | | | | | |
|---|---|---|---|---|---|---|
| **Goal:** to set higher standards in the implementation of Open High School Program among 20 public secondary schools in Quezon Province by addressing the five (5) Priority Improvement Areas in nine (9) years (3 Cycles with 3 years each). | | | | | | |
| **IMPORTANT: This Improvement Plan shall serve as the basis of crafting a Continuous Improvement Plan of each of the 20 schools concerned. THESE ACTIVITIES ARE SUGGESTED FOR MAINTENANCE OF THE PROCESSES.** | | | | | | |
| **Priority Improvement Area** | **Situational Analysis** | **Objective** | **Expected Output** | **Suggested Activity** | **Time Frame** | **Person Responsible** |
| | | | | | | |
| C. Curriculum, Instruction and Assessment Review Processes, | Learning Management Program is not set in place as the findings suggested. Authentic assessments in learning are not common to all the implementers. The self-paced, independent learning is not taking place most of the time since learning is not individualized. | 1. Establish a Learning Management Program focused on Curriculum, Instruction and Assessment fit for the OHSP learners; 2. Document the procedures using (Supplier-Input-Process-Output-Customer) SIPOC Flow Chart 3. Establish baseline and end-line data | ✓ Learning Management Program, ✓ School's Manual of Operation of Open High School Program ✓ School Strategic Improvement Plan | a. Review Processes on Curriculum, Instruction and Assessment of Learning b. Collecting Data c. FGDs with learners and teachers d. Review of Learners' Portfolios e. Data and Thematic Analyses f. Quality Controlling g. Assessment and Evaluation h. Other relevant activities might be | Every 2nd Quarter of the Fiscal Year (Apr. – Jun.) | School Administrator, Guidance Counselor, OHSP Coordinator, Class Advisers and Subject-Teachers, Master Teachers, Learners and Community People |

| Improvement Plan for Open High School Program |
|---|
| **Goal:** |
| **to set higher standards in the implementation of Open High School Program among 20 public secondary schools in Quezon Province by addressing the five (5) Priority Improvement Areas in nine (9) years (3 Cycles with 3 years each).** |
| **IMPORTANT: This Improvement Plan shall serve as the basis of crafting a Continuous Improvement Plan of each of the 20 schools concerned. THESE ACTIVITIES ARE SUGGESTED FOR MAINTENANCE OF THE PROCESSES.** |

| Priority Improvement Area | Situational Analysis | Objective | Expected Output | Suggested Activity | Time Frame | Person Responsible |
|---|---|---|---|---|---|---|
| | | | | identified by the school | | |
| D. Financial Management Processes, | Time, human and financial resources are not fully utilized for the success of the learners. Maximizing these resources seemed to be a common issue among the schools concerned in this study. | 1. Synchronize the use of funds with the available time and human resources; 2. Design a well-crafted Work and Financial Plan focused on OHSP 3. Set OHSP schedule of implementation on the basis of leaners and teachers' needs | ✓ School's Manual of Operation of Open High School Program ✓ School Strategic Improvement Plan ✓ Learning Management Program | a. Review of Processes on Financial Management b. Collecting Data and Feedbacks c. Analysis of the Data d. Setting Targets e. Quality Controlling f. Assessment and Evaluation g. Other relevant activities might be identified by the school | Every 4th Quarter of the Fiscal Year (Oct. – Dec.) | School Administrator, School Registrar, Guidance Counselor, OHSP Coordinator, Class Advisers and Subject-Teachers |

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| Improvement Plan for Open High School Program | | | | | | |
|---|---|---|---|---|---|---|
| **Goal:** | | | | | | |
| to set higher standards in the implementation of Open High School Program among 20 public secondary schools in Quezon Province by addressing the five (5) Priority Improvement Areas in nine (9) years (3 Cycles with 3 years each). | | | | | | |
| **IMPORTANT: This Improvement Plan shall serve as the basis of crafting a Continuous Improvement Plan of each of the 20 schools concerned. THESE ACTIVITIES ARE SUGGESTED FOR MAINTENANCE OF THE PROCESSES.** | | | | | | |
| **Priority Improvement Area** | **Situational Analysis** | **Objective** | **Expected Output** | **Suggested Activity** | **Time Frame** | **Person Responsible** |
| | | | | | | |
| E. Partnership and Networking Processes | The schools internal and external stakeholders are identified to be beneficial to schools' programs and activities, yet focusing on the issues of Out of School Youths, Dropouts, SARDOs and other relevant programs like OHSP seemed to be lacking. As the survey results suggested, there were MOA and Resolutions with the LGU about OHSP but as to how functional they are implicate some issues and concerns. | 1. Identify internal and external stakeholders supporting OHSP;<br>2. Assess the extent of partnership among stakeholders extending support to OHSP | ✓ School's Manual of Operation of Open High School Program<br>✓ School Strategic Improvement Plan | a. Review Partnership and Networking Processes<br>b. Collecting Data and Feedbacks<br>c. Analysis of the Data<br>d. Setting Targets<br>e. Quality Controlling<br>f. Assessment and Evaluation<br>g. Other relevant activities might be identified by the school | Every 1st Quarter of the Fiscal Year (Jan. – Mar.) | School Administrator, OHSP Coordinator, ALS Coordinator Internal and External Stakeholders |

**Table 115**

**Activities for the Improvement of OHSP Processes**

| THESE ACTIVITIES ARE SUGGESTED FOR IMPROVEMENT OF THE PROCESSES. ||
|---|---|
| **ACTIVITY** | **SIGNIFICANCE** |
| a. **Planning** (expounded in the previous table)<br><br>  **1. Organizing People**<br><br>    a. Quality Management Review Team,<br><br>    b. Process Quality Review Team<br><br>    c. Documents and Records Controllers<br><br>    d. School Improvement Planning Team<br><br>  **2. Reviewing the Standards** | There must be an organized Quality Management System for which Process Quality Review, Control of Documents and Records and Improvement Plans are integral parts to further enhance the implementation of OHSP. The organization of teams composed of those who are involved in the implementation of OHSP will help ensure quality.<br><br>With these organized teams, the conduct of reviews are possible. The OHSP Manual of Operation and the School Improvement Plan must be closely checked for conformance to the standards |
| b. **Implementing/Doing**<br><br>  **1. Standardizing the whole operations**<br><br>    (Checking on papers, people and<br><br>    practice) | The standards should be set by the individual schools. The Schools Division Offices (SDOs) and the Regional Office shall ensure that the implementation of the program is in accordance to the standards they themselves set. |

**THESE ACTIVITIES ARE SUGGESTED FOR IMPROVEMENT OF THE PROCESSES.**

| ACTIVITY | SIGNIFICANCE |
|---|---|
| 2. Documenting non-conformities | The schools' organized teams shall then function to take note of the findings of the officials from Division and Regional Offices. Through document reviews, interviews and validations, these important insights will be derived. |
| c. Controlling/ Checking<br><br>1. Technical Assistance from the Regional and Division Offices<br><br>2. Process and Risk Analyses | The SDOs shall develop a monitoring and evaluation tool based on the standards set by the individual schools in their OHSP Manual of Operations. The officials from the SDOs shall send report to the Regional Office to further contextualize the guidelines of OHSP implementation in the Region. |
| d. Refining/ Acting<br><br>1. Revisiting the Manual of Operations for OHSP<br><br>2. Firming up the standards<br><br>3. Setting new goals for new improvements | With the assistance of the SDOs and RO officials, the schools shall review the entire processes, which based on their Operation's Manual are their current practices. Streamlining the procedures are allowed to concretize the standards. If they find other areas for improvement, they shall incorporate these to their improvement plans. |

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**Appendices**

**Appendix 1**

**RESEARCH INSTRUMENT**

**SURVEY QUESTIONNAIRE
TO ASSESS THE QUALITY OF OPEN HIGH SCHOOL PROGRAM IN PUBLIC
SECONDARY SCHOOLS IN QUEZON :
BASIS FOR IMPROVEMENT PLAN**

Dear Respondent,

Greetings of Love and Peace!

I am pleased to inform you that you have been chosen as a partner in this study. Please feel free to answer the following items based on your understanding, observations and personal and professional experiences in implementing Open High School Program in your school. Rest assured that your responses will be treated with utmost confidentiality and will be used only in the undersigned's dissertation.

Thank you very much for your invaluable contribution.

Sincerely yours,

MARK ANTHONY R. MALONZO

DEM Candidate

**PART I – A PROFILE OF THE RESPONDENT**

NAME OF RESPONDENT (*optional)*_____

POSITION:_____YEARS IN SERVICE:_____

INVOLVEMENT IN OHSP IMPLEMENTATION_____

    a.  School Head

    b.  OHSP Coordinator

    c.  Guidance Counselor

    d.  Teacher-Adviser

    e.  Subject-Teacher

YEARS INVOLVED IN IMPLEMENTING OHSP_____

    a.  1-3 years

    b.  4-6 years

    c.  7-9 years

    d.  10-12 years

LATEST PERFORMANCE RATING _____

    a.  4.500 – 5.000(Outstanding)

    b.  3.500 – 4.499 (Very Satisfactory)

    c.  2.500 – 3.499 (Satisfactory)

    d.  1.500 – 2.499 (Unsatisfactory)

## PART I – B PROFILE OF THE SCHOOL

NAME OF THE SCHOOL:_____
TYPE OF INSTITUTION:_____
   a. National Comprehensive High School

   b. Barangay/Community High School

   c. Public Vocational High School

   d. Special Science High School

   e. Integrated School

NATURE AND CLASSIFICATION_____

   a. Small

   b. Small with Fiscal Autonomy

   c. Medium

   d. Medium with Fiscal Autonomy

   e. Large

   f. Large with Fiscal Autonomy

YEARS IN IMPLEMENTING OHSP_____

   a. 1-3 years

   b. 4-6 years

   c. 7-9 years

   d. 10-12 years

SBM LEVEL OF PRACTICE_____

   a. Level I (Standard)

   b. Level II (Progressive)

   c. Level III (Mature)

**PART II – QUALITY ASSESSMENT FOR PUBLIC SECONDARY SCHOOLS WITH**

**OPEN HIGH SCHOOL PROGRAM**

Instruction: Check each item that best rates your school based on the descriptors under each indicator of quality based on **school's effort in improving access to secondary education, school's performance reflecting the effects of teaching approaches, methodologies and the entire educative process, school's sufficiency in or adequacy of resources made available for the teachers and learners, school's efficiency in resource management, and school processes involving community linkages, internal and external support systems.**

| SCALE | VERBAL INTERPRETATION | INDICATOR |
|---|---|---|
| 4 | Strongly Agree | The provisions or conditions are completely agreeable and proven to be true with much evidence. |
| 3 | Agree | The provisions or conditions are moderately agreeable and are proven to be true with some evidence. |
| 2 | Disagree | The provisions or conditions are, to some extent, not true nor can they be supported with evidences. |
| 1 | Strongly Disagree | The provisions or conditions are, to great extent, not true nor can they be supported with evidences. |

**1. SCHOOL'S EFFORT IN IMPROVING ACCESS TO SECONDARY EDUCATION**
**1.1 Enrollment of Learners:**

| Condition/ Provision | SA (4) | A (3) | D (2) | SD (1) |
|---|---|---|---|---|
| 1. The school identifies out-of-school youths (OSYs), school leavers, dropouts in the community and Students-at-risk of Dropping Out (SARDOs) in the school. | | | | |
| 2. The school enrolls OSY's, school leavers, dropouts in OHSP. | | | | |
| 3. The school orients of OSY's and dropouts during enrollment. | | | | |
| 4. The school conducts early registration regularly each year. | | | | |
| 5. The school keeps track OSYs, SARDOs, and dropouts and considered them a priority for enrollment in the program. | | | | |
| 6. The school considers OSYs, SARDOs, and dropouts a priority for enrollment. | | | | |
| 7. The school encourages students enrolled in OHSP to return to the mainstream and did not leave until they complete secondary education. | | | | |

### 1.2 Completion of Curriculum

| Condition/ Provision | SA (4) | A (3) | D (2) | SD (1) |
|---|---|---|---|---|
| 6. The school allows flexibility in contextualizing or localizing the curriculum to fit in the needs of the learners. | | | | |
| 7. The school follows the curriculum of the regular secondary education or the K to 12 Curriculum. | | | | |
| 8. The school considers self-directed learning in facilitating the curriculum. | | | | |
| 9. The school produces learners in OHSP who have completed the curriculum. | | | | |
| 10. The school has learners from OHSP who transferred in the mainstream or regular school program. | | | | |
| 11. The school produces learners in OHSP who excelled in meeting the required competencies of the curriculum. | | | | |

### 1.3 Promotion, Retention and Transition of Learners

| Condition/ Provision | SA (4) | A (3) | D (2) | SD (1) |
|---|---|---|---|---|
| 1. The school has considerable number of OHSP learners who are promoted to the next grade level. | | | | |
| 2. Promotion is based on the prescribed grading system. | | | | |
| 3. The same number of promoted learners enroll in the succeeding school years whether in OHSP or in the mainstream. | | | | |
| 4. The number of OHSP learners completed the Junior High School enroll in Senior High School. | | | | |
| 5. Overaged elementary graduates who used to be dropouts and OSYs enroll in OHSP. | | | | |

**2. SCHOOL'S PERFORMANCE REFLECTING THE EFFECTS OF TEACHING APPROACHES/ METHODOLOGIES AND THE ENTIRE EDUCATIVE PROCESS**

**2. 1 Learning Gains**

| Condition/ Provision | SA (4) | A (3) | D (2) | SD (1) |
|---|---|---|---|---|
| 1. The school has a Learning Management Program that allows the learners to bridge their learning gaps and enhance learning. | | | | |
| 2. Teachers use portfolio assessment of learning in OHSP. | | | | |
| 3. The portfolio of each learner includes initial summary, and general essay for which written exams, performance ratings, outputs, eyewitness reports from peers and employer and other meritorious proofs of performance are compiled. | | | | |
| 4. The school offers co-curricular activities to improve learning acquisition of OHSP learners. | | | | |
| 5. The school facilitates interactive learning in the school and community for OHSP learners. | | | | |

**2.2 Successful Completion**

| Condition/ Provision | SA (4) | A (3) | D (2) | SD (1) |
|---|---|---|---|---|
| 1. The school allows acceleration on a per-subject basis provided that requirements are fulfilled and a mastery of at least 90% of the competencies is ensured. | | | | |
| 2. The majority of OHSP learners in Grade 10 has completed the prescribed Secondary Education Curriculum of the Department of Education. | | | | |
| 3. OHSP learners take successfully the National Career Assessment Examination before completing Junior High School.. | | | | |
| 4. Learners who came from the OHSP are enrolled in Senior High School and are mainstreamed successfully. | | | | |
| 5. Graduates of OHSP are employed. | | | | |

### 2.3 Examination Performance

| Condition/ Provision | SA (4) | A (3) | D (2) | SD (1) |
|---|---|---|---|---|
| 1. The school produces OHSP learners who pass Accreditation and Equivalency Test (A&E). | | | | |
| 2. The results of the National Achievement Test (NAT) in OHSP are at par with that of regular high school program. | | | | |
| 3. The result of the National Career Aptitude Examination (NCAE) and High School Occupational Interests Inventory (HSOII) is congruent among OHSP Learners. | | | | |
| 4. The school promotes the Philippine Educational Placement Test (PEPT) among overaged learners in OHSP. | | | | |
| 5. OHSP learners who take the PEPT are most of the time accelerated. | | | | |

### 3. SCHOOL'S SUFFICIENCY IN OR ADEQUACY OF RESOURCES MADE AVAILABLE FOR BOTH THE TEACHERS AND LEARNERS

### 3.1 Education Needs

| Condition/ Provision | SA (4) | A (3) | D (2) | SD (1) |
|---|---|---|---|---|
| 1. Learners are grouped in a class of not more than 20 students per grade level. | | | | |
| 2. There is sufficient quantity of modules made useful for learners. | | | | |
| 3. There is an assigned teacher-adviser for each class. | | | | |
| 4. The teacher adviser; <br> a. ensures that the learner has clear understanding of tasks expected of him/her; | | | | |
| b. ensures that the learner has access to learning materials/ resources; | | | | |
| c. guides the learner in the performance of task where assistance may be needed; | | | | |
| d. monitors learner's progress regularly; | | | | |
| e. conducts periodic assessment/ review of learner's progress; | | | | |
| f. refers learner to appropriate subject area teacher for assistance; | | | | |
| g. keeps complete record of learners' performance. | | | | |
| 5. There is a subject area teacher for each learning area; | | | | |
| 6. A teacher for each learning area; | | | | |

| Condition/ Provision | | | |
|---|---|---|---|
| a. identifies learning needs: | | | |
| b. provides additional intervention(s) to develop prerequisite skills in the subject; | | | |
| c. provides time for consultation to identify and address learning gaps; | | | |
| d. assesses learner's progress; | | | |
| e. provides feedback; | | | |
| f. keeps track of learner's performance; | | | |
| g. keeps complete records of learner's learning profile. | | | |
| 7. There is a guidance counselor attending to the needs of OHSP learners. . | | | |
| 8. The guidance counselor: a. administers the Independent Learning Readiness Test (ILRT) b. assists the English and Filipino teachers in the conduct of Informal Reading Inventory (IRI). c. conducts interviews using the FICS Analysis tool (Family-Individual-Community-School Related Factors). | | | |

**3.2 Social Needs**

| Condition/ Provision | SA (4) | A (3) | D (2) | SD (1) |
|---|---|---|---|---|
| 1. There is an enabling, safe, and conducive learning environment in school for OHSP learners. | | | | |
| 2. There are supportive, motivating and nurturing teachers in OHSP. | | | | |
| 3. There are students in OHSP who participate freely in school and community activities and special interest groups and other organizations. | | | | |
| 4. There are friendly peers in the class of OHSP learners. | | | | |
| 5. The school leader loves and cares for the learners in OHSP. | | | | |
| 6. There is a strong support from the parents/ guardians of OHSP learners. | | | | |
| 7. The community is responsive to the needs of OHSP learners. | | | | |
| 8. BCPC (Barangay Council for the Protection of Children) and MCPC (Municipal Council for the Protection of Children) are actively taking part in implementing OHSP. | | | | |

**4. SCHOOL'S EFFICIENCY IN MANAGING RESOURCES MEASURING THE COST PER STUDENT AND THE COST PER SUCCESSFUL STUDENT**

**4.1 Cost per Student**

| Condition/ Provision | SA (4) | A (3) | D (2) | SD (1) |
|---|---|---|---|---|
| 1. The school manages use of time, implementing OHSP concurrent to the prescribed school calendar, i.e. starts in June and ends in March. | | | | |
| 2. There is time devoted for a regular meeting with OHSP learners. | | | | |
| 3. The schedules of meeting are set according to the teacher's convenience. | | | | |
| 4. The learners are required to own portfolios in assessing learning performance. | | | | |
| 5. There is an available budget in the MOOE for the operation of OHSP. | | | | |
| 6. There are allocations from external sources like LGU, BLGU and NGO intended to support OHSP. | | | | |

**4.2 Cost per Successful Student**

| Condition/ Provision | SA (4) | A (3) | D (2) | SD (1) |
|---|---|---|---|---|
| 1. The school extends its implementation of OHSP up to April and May besides the prescribed school calendar. | | | | |
| 2. The use of time during regular class meeting is maximized. | | | | |
| 3. The schedules of meeting are set according to the availability of the learners. | | | | |
| 4. The school provides portfolio where learners can compile their outputs and evidences of learning. | | | | |
| 5. Budget in the MOOE is used for priority needs of the learners. | | | | |
| 6. There are provisions of support to individual needs of the learners coming from the BLGU, LGU or NGO. | | | | |

**5. SCHOOL PROCESSES INVOLVING COMMUNITY LINKAGES, INTERNAL AND EXTERNAL SUPPORT SYSTEMS**

**5.1 Course Subsystem**

| Condition/ Provision | SA (4) | A (3) | D (2) | SD (1) |
|---|---|---|---|---|
| 1. Instructional and frustration-level learners are considered for Bridge Program. | | | | |
| 2. Bridge Program is operated under Learning Management Program of the School. | | | | |
| 3. The curriculum of OHSP follows that of regular secondary education specifically the Enhanced Basic Education Program of the K to12 Curriculum. | | | | |
| 4. Teachers and learners make use of internet to support teaching-learning process and update the course of learning. | | | | |
| 5. The school makes use of interactive strategies such as: <br> a. tapping potential resource persons in the community to assist the learners | | | | |
| b. engaging the learners to participate in the different community activities as an application of learning (e.g. livelihood, entrepreneurship, etc.) | | | | |

**5.2 Regulatory Subsystem**

| Condition/ Provision | SA (4) | A (3) | D (2) | SD (1) |
|---|---|---|---|---|
| 1. The school practices tolerance in accepting OSYs, dropouts and SARDOs for enrollment in OHSP. | | | | |
| 2. OHSP learners sign an agreement to comply with all the requirements of the course. | | | | |
| 3. Learners, upon enrollment in OHSP, undergo FICS (Family, Individual, Community and School) Analysis, IRI (Informal Reading Inventory) and ILRT (Independent Learning Readiness Test) | | | | |
| 4. Data gathered from enrollment process are utilized efficiently and effectively. | | | | |
| 5. Enrollment process ensures proper screening of independent learners for enrollment to OHSP. | | | | |
| 6. Flexibility in attendance to classes is regulated by the school as stipulated in the Agreement (Kasunduan). | | | | |

**5.3 Technological Subsystem**

| Condition/ Provision | SA (5) | A (4) | D (2) | SD (1) |
|---|---|---|---|---|
| 1. The school clearly informs me, as OHSP implementer, of the program's purpose using innovative forms of information media and technology (e.g. Facebook, Google, etc.). | | | | |
| 2. The school keeps me, as OHSP implementer, aware of the program goals and objectives by means of technology-driven processes (e.g. use of computer, printer, DLP, print and non-print materials, etc.). | | | | |
| 3. Promotion of OHSP is done using different media like flyers, brochures, radio and TV announcements, community assemblies, consultation meetings with school officials, PTCA officers and barangay council. | | | | |
| 4. The school was able to secure financial support from the LGU as stated in a Municipal Ordinance or any Resolution to sustain its technologies used in distance learning. | | | | |
| 5. There is Memorandum of Agreement (MOA) with any external stakeholder supporting OHSP and its technology-driven processes (e.g. computerization and internet connectivity supported by partner companies or agencies.). | | | | |

**Appendix 2**

**DEPED ORDER NO. 46, S. 2006**

**GUIDELINES ON THE PILOT IMPLEMENTATION OF THE OPEN HIGH SCHOOL PROGRAM (OHSP)**

**Republic of the Philippines**
**Department of Education**

**DepED**

Office of the Secretary

DepED ORDER
No. 46, s. 2006

NOV 30 2006

GUIDELINES ON THE PILOT IMPLEMENTATION
OF THE OPEN HIGH SCHOOL PROGRAM (OHSP)

To:     Undersecretaries
        Assistant Secretaries
        Regional Directors
        Schools Division/City Superintendents
        Heads, Public and Private Secondary Schools

1.      It is an inalienable right of every individual to receive education which will enable him/her to become a productive citizen. The Philippine Constitution, recognizing this right, mandates that every individual regardless of age, sex, race, political or socio-economic status must enjoy access to quality and relevant basic education.

2.      The Open High School Program (OHSP) is an alternative mode of delivering secondary education for both public and private schools. It puts premium on independent, self-pacing and flexible study to reach learners who are unable to start or complete secondary education due to problems of time, distance, physical impairment, financial difficulties, social or family problems.

3.      The OHSP aims to:

        a.      retain in school potential dropouts;
        b.      encourage out-of-school youth of high school age (12-16) to return to school; and
        c.      contribute to the accomplishment of the Education For All (EFA 2015) target which is 100% participation rate and zero dropout rate by 2015.

4.      The Manual of Rules and Regulations for the implementation of the OHSP aims to guide the schools wishing to adopt or implement the Program. The guidelines are stated in general terms to give the schools enough flexibility to formulate their rules within the framework of an open learning system.

5. .     Enclosed is the detailed Guidelines on the Pilot Implementation of the Open High School Program (OHSP).

6.      Immediate dissemination of and compliance with this Order is directed.

**JESLI A. LAPUS**
Secretary

Encl.:
  As stated

Reference:
  N o n e

Allotment:  1—(D.O. 50-97)

To be indicated in the <u>Perpetual Index</u>
  under the following subjects:

  POLICY
  SECONDARY EDUCATION

Madel: Open High School
11-7-06

Enclosure to DepED Order No. 46 s. 2006

## GUIDELINES ON THE PILOT IMPLEMENTATION OF THE OPEN HIGH SCHOOL PROGRAM (OHSP)

1. **Rationale**

   It is an inalienable right of every individual to receive education which will enable him/her to become a productive citizen. The Philippine Constitution recognizing this right, mandates that every individual regardless of age, sex, race, political or socio-economic status must enjoy access to quality and relevant basic education.

2. **The Open High School Program (OHSP)** is an alternative mode of delivering secondary education. It puts premium on independent, self-pacing and flexible study to reach learners who are unable to start or complete secondary education due to problems of time, distance, physical impairment, financial difficulties social or family problems.

3. **Goals and objectives**

   The General objective is to provide learners of high school age access to FORMAL education through an alternative mode of delivery.

   The specific objectives of the OHSP are:

   a. to retain in school potential dropouts
   b. to encourage out-of-school youth of high school age (12-16) to return to school
   c. to contribute to the accomplishment of the **Education For All (EFA 2015)** target which is 100% participation rate and zero drop-out rate by 2015.

4. **To effectively implement the Program, the following guidelines shall be adopted:**

   4.1 Participation in the Program

      4.1.1 Public and Private Secondary Schools wishing to implement the Program should have;

      - potential early school leavers or students-at-risk of dropping out;
      - available in-school learning facilities and equipment (library room, workshop room, gymnasium / playground, etc.);

- access to community facilities such as public library, barangay center, learning center, public sports facilities, internet café, etc. for off school learning; and
- certification of <u>financial support</u> for the program from the <u>Local Government Unit</u> in the case of public schools.

4.2 Any Public or Private Secondary school that meets the criteria may signify its intention to adopt the system through a **Letter of Intent (LOI)** addressed to the School Division Superintendent / City Schools Superintendent copy furnished the Regional Director and the Director of the Bureau of Secondary.

4.3 The Schools Division / City Schools Division Superintendent shall designate a coordinator who will ensure the effective implementation of the Program.

4.4 The schools in the division shall then undergo a capacity building program to be conducted by the Bureau of Secondary Education in preparation for the accreditation of the participating schools. The Division office shall sponsor said training in the Division.

4.5 To ensure the effective delivery of the program, regular monitoring shall be conducted for both public and private secondary schools implementing the program by the Division, the Region, and the Bureau of Secondary Education.

5. **Screening and Admission of Students and Organization of Classes**

5.1. The Program is open to all Filipino learners of high school age who can demonstrate capacity for independent learning and are willing to undertake self-directed learning.

5.1.1 Learner applicants shall present any of the following as an entrance requirement:

- High School Report Card (in case of drop-out)
- Elementary report card (for high school entrants)
- PEPT qualifying certificate

5.1.2 The learner shall undergo two stages of assessment. The **Independent Learning Readiness Test (ILRT)** shall be given to assess the learner's capacity for self-directed learning. The second stage is the **Informal Reading Inventory (IRI)** which shall measure the learner's reading level as basis for class grouping.

5.1.3 An interview shall also be conducted with the parent/guardian to give the school a complete profile of the learner's socio-economic, health and psycho-social background.

5.1.4 When qualified, the learner and his/her parent/guardian shall sign a learning contract or learning agreement, which includes the following:

- What the school expects from the learner;
- What the school expects from the parent/guardian; and
- The learning modules to be covered and target dates of completion.

6. **Each class in the Open High School Program** shall have a maximum enrolment of twenty (20) learners per class. Learners shall be grouped or assigned to a class based on the results of the Informal Reading Inventory (IRI). The grouping of learners into a class is for the purpose of teacher supervision.

7. **Curriculum and Learner Accountability**

7.1 The Open High School Program shall follow the existing Secondary Education Curriculum (SEC).

7.2 Enrolment in the OHSP shall be in June of every year, following the Prescribed School Calendar.

7.3 Learning in the Open High School Program shall be flexible, multi-channelled and essentially learner-directed.

7.4 For the first semester of the school year, the learner shall be expected to report to the teacher/adviser and the subject area teachers on a weekly basis to establish learner's readiness or independent study. This shall be subsequently reduced to a monthly consultation during the second half of the school year when the learner has demonstrated capacity for self-directed learning. Whenever possible, all learning resources other than modules and textbooks shall be made available to the learner.

7.5 Release of Modules

To following shall be the procedure for the release of modules:

7.5.1 Module I of all subject areas shall be released to the enrollees at the same time.

3

7.5.2 Module 2, however, shall be released upon attainment of at least 75% conceptual understanding of the lesson on a subject per subject basis and the teacher-facilitator has validated the learning through a parallel test.

7.5.3 If a learner cannot complete the Modules scheduled for a given period, submission may be delayed for a maximum of two weeks per grading, or a total of 2 months for the whole year. Thus, all modules should be accomplished not later than two weeks prior to the opening of classes.

7.5.4 The Bureau of Secondary Education shall determine the modules to be used in the OHSP.

7.5.5 The OHSP learner is expected to:

- Attend the orientation program together with the parent/guardian to understand the program better and to accomplish pertinent documents including the learner's and parents'/guardian's agreements;
- Study independently or work in groups with or without the supervision of the teacher;
- Consult with the subject area teacher or any knowledgeable person in the community on topics or skill areas that may require outside help;
- Secure an appointment with the teacher for face-to-face sessions or for direct instruction relative to lessons that the learner may find difficult to undertake or those that may need reinforcement/enhancement;
- Monitor his/her own progress and assume responsibility for his/her learning; and
- Develop basic computer literacy during his/her First Year in the program.

7.6 Close supervision and monitoring of individual learner's progress shall be conducted by the subject area teacher.

8. **Assessment and Evaluation**

8.1 Assessment and evaluation for the regular high school shall also apply for the OHSP learners.

8.2 Evaluation of learning in each subject shall include written and oral tests, performance tests with product/outputs.

8.3 Promotion is based on the fulfillment of requirements and mastery of at least 75% of the competencies in each subject area.

8.4 Retention of the learner in the program is for a maximum period of six years with the option to be mainstreamed in the regular program any time within the period of study.

8.5 Acceleration by learning area and by year level shall be determined in highly meritorious cases upon fulfillment of the requirements and mastery of at least 90% of the competencies in the subject area.

8.6 In case of acceleration, an evaluation committee composed of the school principal, guidance counselor, teacher-adviser and subject area teachers shall determine the action to be taken based on the learner's portfolio.

8.7 A portfolio prepared by the learner and teacher-adviser shall be submitted to the evaluation committee.

8.7.1 A portfolio includes the following:

- Initial summary – states the total rating of the learners in the subject area

- General essay – states the past experiences and the kind of learning for which recognition is sought

  ➢ Written examinations
  ➢ Performance ratings
  ➢ Products/outputs submitted or created
  ➢ Eyewitness "reports" from peers and employer (if employed)
  ➢ Other documents that will provide evidence of meritorious performance

9. **Teacher Loading Responsibilities and / Incentives**

9.1 A teacher-adviser shall be assigned to a class in order to provide support to the learner. The teacher - adviser shall perform the following functions:

9.1.1 Supervise the work of the learner while out of school;

a. Ensure that the learner has clear understanding of tasks;
b. Ensure that the learner has access to learning materials/ resources; and

      c. Guide the learner in the performance of tasks where assistance may be needed

    9.1.2 Monitor learner's progress regularly

      a. Conduct periodic assessment/review of learner's progress;
      b. Refer learner to appropriate subject area teacher, for assistance when necessary; and
      c. Maintain a complete record of learner's performance.

9.2 Class advisorship shall be considered as one teaching load.

9.3 Teachers who are regularly handling OHSP during Saturdays shall be granted service credit equivalent to one (1) day per day of service.

9.4 Teachers who handle OHSP as part of their teaching loads shall be given maximum plus factor of 2 points every year end in their Performance Appraisal System for the Teachers (PAST).

9.5 The subject area teacher shall provide academic supervision and guidance to the learner. Specifically, he/she shall perform the following functions:

    9.5.1 Identify learning needs;

    9.5.2 Provide additional intervention(s) to develop prerequisite skills in the subject;

    9.5.3 Provide time for consultation to identify and address learning gaps;

    9.5.4 Assess learner's progress;

    9.5.5 Provide feedback;

    9.5.6 Follow-up learner's performance; and

    9.5.7 Keep a complete record of learner's learning profile.

9.6 Supervision of the work of two classes shall constitute a teaching load.

9.7 The guidance counselor shall perform the following functions:

    9.7.1 Administer the Independent Learning Readiness Test (ILRT) and Informal Reading Inventory (IRI) in collaboration with the English teacher; and or Filipino teacher.

9.7.2 Maintain a complete file of learner's school records.

10. **Linkages in the OHSP**

10.1 The community and the Local Government Unit (LGU) shall assist the school in the following ways:

10.1.1 Refer to the school the out-of-school youth of high school age who may participate in the program;

10.1.2 Promote the OHSP in the community through the use of any of the following:

- Flyers
- Brochures
- Radio television announcements
- Community assemblies
- Consultation meeting with the school officials, PTCA officers and Barangay council

10.1.3 Identify potential resource persons in the community who can assist the learners; and

10.1.4 Encourage learners to participate in the different community activities as an application of learning.

10.2 The school being the primary institution for learning, shall be responsible for the following:

10.2.1 Collaborate with the Local Government Unit (LGU) in promoting the program in the community;

10.2.2 Identify participants in the program (student-at-risk of

10.2.3 Establish a Learning Management Program (LMP) for OHSP learners to bridge learning gaps and enhance learning;

10.2.4 A Learning Management Program (LMP) shall be established by the School Principal, teacher adviser, guidance counselor and subject area teacher/s.

10.2.4 Coordinate with the community/LGU on the use of community facilities for distance learning;

10.2.5 Conduct monthly school-based evaluation of the program; and

10.2.6 Conduct a one-on-one conference with the learner and home visitations.

10.3 The Division office shall assist the school in implementing the program.

10.3.1 Provide instructional consultancy services when requested by the school; and

10.3.2 Conduct progress monitoring of the program on a quarterly basis.

10.4 The Regional Office shall assist the Division Office in implementing the program.

10.4.1 Identify the schools division needing assistance;

10.4.2 Provide instructional consultancy services to the division; and

10.4.3 Conduct results monitoring/outcome evaluation of the program.

11. **OHSP Pilot Schools**

| REGION | DIVISION | SCHOOLS |
|---|---|---|
| I | Ilocos Norte | San Nicolas NHS |
| II | Isabela | Isabela NHS |
| III | Olongapo City | Olongapo City NHS |
| IV CALABARZON | Cavite | Dasmariñas NHS |
|  | Lucena City | Quezon NHS |
|  | Lipa City | Lipa City NHS |
| IV MIMAROPA | Occidental Mindoro | Occ. Mindoro NHS |
|  | Palawan | Panitian NHS-Española |
| V | Camarines Norte | Camarines Norte NHS |
| VI | Sagay City | Sagay City NHS |
|  | Dumaguete City | Dumaguete NHS |
| VIII | Ormoc City | Ormoc City NHS |
| IX | Zambaonga City | Don Pablo Lorenzo NHS |
| X | Camiguin | Camiguin NHS |
| XI | Davao del Sur | Davao del Sur NHS |
| XII | Gen. Santos City | New Society NHS |
| XIII | Butuan City | Agusan NHS |
| C A R | Baguio City | Baguio City NHS |
| ARMM | Lanao del Sur | Malabang NHS |
| N C R | Caloocan City | Caloocan City NHS |
|  | Makati City | Makati City NHS |
|  |  | Benigno Aquino NHS |
|  |  | Fort Bonifacio NHS |
|  | Manila | Gregorio Perfecto NHS |
|  | Pasig City | Rizal HS (Main) |
|  | Quezon City | Quezon City NHS |
|  |  | Lagro NHS |

**Child Friendly Schools**
**( Implementor of OHSP )**

| REGION | DIVISION | SCHOOLS |
|--------|----------|---------|
| III | Aurora | Umiray National High School |
| V | Camarines Norte | Jose Panganiban National High School |
| VII | Cebu City | Mabini Integrated School |
| VIII | Eastern Samar | Malinao High School |
| XII | North Cotabato | Aleosa NHS |
| C A R | Mt. Province | Masla High School |
| N C R | Quezon City | Commonwealth High School |
| ARMM | Maguindanao | Mamasapano National High School |

12.  **Regional Office who will grant permit to Secondary Schools** wishing to implement the OHSP other than the pilot schools mentioned shall take full responsibility for the said implementation. Quality is hereby expected by the Bureau of Secondary Education.

**Appendix 3**

**DEPED ORDER NO. 19, S. 2011**

**GRANTING OF VACATION SERVICE CREDITS TO TEACHERS IMPLEMENTING DROPOUT REDUCTION PROGRAM (DORP) AND OPEN HIGH SCHOOL PROGRAM (OHSP)**

Republic of the Philippines
**Department of Education**
DepEd Complex, Meralco Avenue, Pasig City

**DepED**
DEPARTMENT OF EDUCATION

FEB 2 3 2011

DepEd O R D E R
No. **19** , s. 2011

**GRANTING OF VACATION SERVICE CREDITS TO TEACHERS
IMPLEMENTING DROPOUT REDUCTION PROGRAM (DORP)
AND OPEN HIGH SCHOOL PROGRAM (OHSP)**

To:     Regional Directors
        Schools Division/City Superintendents
        Heads, Public Secondary Schools
        All Others Concerened

1.      The DepEd Order No. 53, s. 2003, entitled "Updated Guidelines on Grant of Vacation Service Credits to Teachers," stipulated the activities eligible for the grant of service credits (Section 1.d).

2.      The Dropout Reduction Program (DORP) and  Open High School Program (OHSP) are two (2) holistic Alternative Delivery Modes (ADM) conceptualized by the Bureau of Secondary Education (BSE) to address the problems of high dropout rate, high repetition rate, low participation rate, low retention rate and low completion rate.

3.      The implementation of these two (2) programs since SY 2005-2006 under the Secondary Education Development and Improvement Program (SEDIP) in the fifteen (15) low performing divisions has proven that these are viable contributory interventions to address the EFA 2015 targets.  Hence, the programs were institutionalized through DepEd Order Nos.  62, s. 2008, 33 and 44, s. 2009 and 74, s. 2010.

4.      In recognition to the work of teachers who have to render overtime teaching services on weekends in order to reach children who are out-of-school, the Schools Division/City Superintendents (SDSs) are authorized to grant vacation service credits to teachers of OHSP and those involved in the implementation of DORP in schools.

5.      The school head/principal shall submit to the Division Coordinator the class schedule of DORP and OHSP classes.  The Daily Time  Record (DTR), original copy and/or certified copy together with the quarterly accomplishments shall be submitted to the Division Office for proper assessment and recording.

6.      The SDSs upon the recommendation of the Division Coordinator shall issue the final approval of the vacation service credits.

"EFA 2015: Karapatan ng Lahat, Pananagutan ng Lahat!"

7.      All other provisions of DepEd Order No. 53, s. 2003 shall also apply to this DepEd Order.

8.      Immediate dissemination of and compliance with this Order is directed.


**BR. ARMIN A. LUISTRO FSC**
Secretary

References:
    DepEd Order:  (Nos. 53, s. 2003, 62, s. 2008, 33 and 44, s. 2009,
                and 74, s. 2010)
To be indicated in the Perpetual Index
    under the following subjects:

    POLICY
    PROGRAMS
    PROJECTS
    SERVICE
    SECONDARY EDUCATION
    TEACHERS


R-MCR/DO-DORP and OHSP Vacation Service Credits
02-16-11

**Appendix 4**

**DEPED ORDER NO. 44, S. 2012**

**OFFERING OF THE HONORS PROGRAM IN THE OPEN HIGH SCHOOL (OHS)**

Republic of the Philippines

**Department of Education**

MAY 3 0 2012

DepEd O R D E R
No. **44**, s. 2012

**OFFERING OF THE HONORS PROGRAM IN THE OPEN HIGH SCHOOL (OHS)**

To:     Regional Directors
        Schools Division/City Superintendents
        Heads, Public and Private Elementary and Secondary Schools
        All Others Concerned

1.      In line with this Department's thrust of making basic education open and accessible to all learners, an honors program for top students entering Grade 7 in School Year (SY) 2012-2013 will be offered in the Open High School (OHS) of private schools participating in the Education Service Contracting (ESC) Program.

2.      The students eligible for the Honors Program are those who:

   a. belong to the upper two percent (2%) of the graduating class (based on Mean Percentage Scores (MPS) in Grade 6 National Achievement Test (NAT) or with an average in Grade 6 of ninety percent (90%) and above;
   b. have the capacity for independent learning; and
   c. are willing to study in a private school.

3.      Forty thousand (40,000) new slots are available on a first-come, first-served basis to the top two percent (2%) graduates of public elementary schools who wish to study in ESC-participating private schools.

4.      Grade 7 (First Year) beneficiaries of this program across all regions shall enjoy an all-in grant in the amount of Six Thousand Five Hundred Pesos (PhP6,500.00).   Thus, parents don't  have to pay any tuition differential and miscellaneous fees.

5.      In addition to the all-in grant, student-beneficiaries who can demonstrate advanced level of proficiency shall be eligible for acceleration on a per subject basis.

6.      Principals of public secondary schools especially those schools where there is serious overcrowding should meet with the parents of top performing students in order to convince them to put their children in the Honors Program of the OHS.

7.      The guidelines and procedure for participation in the OHS Program are provided in Item  4 General Guidelines, Section C.  Amounts of the ESC and Other Financial Matters, under *For ESC Grantees in Formal Schooling* of the Enclosure to DepEd Order No. 35, s. 2012 entitled *"Policies and Guidelines on the Implementation of the Government Assistance to Students and Teachers in Private Education (GASTPE) Program Effective SY 2012-2013."*

8.      Immediate dissemination of and strict compliance with this Order is directed.


**BR. ARMIN A. LUISTRO FSC**
Secretary


References:
DepEd Order Nos.: (35, s. 2012) and 46, s. 2006

To be indicated in the Perpetual Index
under the following subjects:

POLICY
PROGRAMS
SECONDARY EDUCATION
STUDENTS


Madel: DO Open High School
1274-May 17, 2012

**Appendix 5**

**DEPED ORDER NO. 53, S. 2011**

**POLICY GUIDELINES ON THE UTILIZATION OF FUNDS FOR ALTERNATIVE DELIVERY MODES (ADMs) IN FORMAL BASIC EDUCATION**

Republic of the Philippines
**Department of Education**
DepED Complex, Meralco Avenue, Pasig City

JUL 1 3 2011

DepEd O R D E R
No. **53**, s. 2011

**POLICY GUIDELINES ON THE UTILIZATION OF FUNDS FOR ALTERNATIVE DELIVERY MODES (ADMs) IN FORMAL BASIC EDUCATION**

To:    Undersecretaries
       Assistant Secretaries
       Bureau Directors
       Directors of Services, Centers and Heads of Units
       Regional Directors
       Schools Division/City Superintendents
       Heads, Public Elementary and Secondary Schools

1.    The Alternative Delivery Modes (ADMs) in formal basic education are implemented to improve certain performance indicators in order to achieve the 2015 targets of Education For All (EFA) and the Millennium Development Goal (MDG) on achieving the universal primary education.  The ADMs both at the elementary and secondary levels include the following:

| ADMs | Level |
|---|---|
| a.  Enhanced Instructional Management by Parents Community and Teachers (e-IMPACT) System; | Elementary |
| b.  Modified In-School, Off-School Approach (MISOSA); | |
| c.  Home Schooling Program; | |
| d.  Multigrade Program in Philippine Education (MPPE); and | |
| e.  Dropout Reduction Program (DORP). | Secondary |

2.    The ADMs address the learning needs of the marginalized students and those learners at risk of dropping out in order to help them overcome social and economic constraints in their schooling.  With these ADMs, the schools are then more flexible in accommodating children with diverse socio-cultural and economic backgrounds.

3.    Under the Fiscal Year (FY) 2011 General Appropriations Act (GAA), Two Hundred Million Pesos (PhP200,000,000.00) shall be utilized for the implementation of ADMs both at the elementary and secondary levels.  The Seventy Five Percent (75%) of this amount or One Hundred Fifty Million Pesos (PhP150,000,000.00) shall be allocated for the implementation of MISOSA, e-IMPACT and Multigrade Program in the Philippine Education (MPPE) while the Twenty Five Percent (25%) or Fifty Million Pesos (PhP50,000,000.00) shall be allocated for the implementation of DORP.

4.    All project activities are subject to the provisions of Republic Act (R.A.) No. 9184, entitled "Government Procurement Reform Act and Its Implementing Rules and Regulations (IRR.)

5. The specific guidelines on the utilization of funds for ADMs are contained in the enclosures enumerated below:

Enclosure No. 1 - Work Plan for the Implementation of the e-IMPACT System

Enclosure No. 2 - Work Plan on MISOSA and MPPE for FY 2011

Enclosure No. 3 - Guidelines on the Utilization of the Downloaded Funds for the Implementation of MISOSA

Enclosure No. 4 - Guidelines on the Utilization of ADM Funds for the Secondary Level for FY 2011

Enclosure No. 5 - Guidelines on the Utilization of ADM Funds for Progress Monitoring and Evaluation (PME)

Enclosure No. 6 - Work Plan on ADMs at the Secondary Level for FY 2011

Enclosure No. 7 - Guidelines on the Conduct of CFSS-ADMs Regional and Division Training at the Secondary Level

6. For more information, please contact **Mr. Galileo Go**, Curriculum Development Division, Bureau of Elementary Education (CDD-BEE) at telephone no.: (02) 638-4799 and **Ms. Prudencia Martinez-Sanoy**, Curriculum Development Division, Bureau of Secondary Education (CDD-BSE) at telephone no. (02) 635-9822, DepEd Complex, Meralco Avenue, Pasig City.

7. Immediate dissemination of and compliance with this Order is directed.

**BR. ARMIN A. LUISTRO FSC**
Secretary

Encls.:
    As stated

Reference:
    N o n e

To be indicated in the Perpetual Index
    under the following subjects:

    FUNDS
    POLICY
    PROGRAMS
    PROJECTS
    SCHOOLS

Madel: DO Guidelines ADM
June 27, 2011

(Enclosure No. 1 to DepEd Order No. 53, s. 2011)

**WORKPLAN FOR THE IMPLEMENTATION OF e-IMPACT**

1.      The e-IMPACT System shall be introduced to all Regions and Divisions in FY 2011 for implementation and eventual scaling-up.

2.       The matrix below shows the tentative timeline of activities in the implementation of the e-IMPACT system, which covers nineteen (19) model schools:

| Activities | Tentative Schedule |
| --- | --- |
| A. Preliminary Activities<br>  a.  Consultative Meetings (DepEd, SEAMEO INNOTECH, Field Implementers)<br>  b.  Signing of Memorandum of Agreement (DepEd, SEAMEO INNOTECH, Field Implementers)<br>  c.  Identification of recipient schools based on agreed criteria | May – June 2011 |
| B. Component 1<br>  a.  Orientation of Key DepEd Champions to e-IMPACT and visits to e-IMPACT schools | 1$^{st}$ week July 2011 |
|   b.  Advocacy and social mobilization of LGUs, parents, community members and pupil representatives in 19 schools covered | 2$^{nd}$ and 3$^{rd}$ week of July 2011 |
|   c.  Participation in a Two-Week Training Course on Instructional Delivery System and Educational Technology Enhancements and Instructional Materials Development with one-day debriefing session as part of technology-transfer mode (1$^{st}$ batch of 2 to 3 schools) | 1$^{st}$ to 2$^{nd}$ week of August 2011 |
|   d.  Attendance in a Two-Week Training on e-IMPACT Instructional Delivery and Educational Technology Enhancements and Instructional Materials Development (2nd Batch participating as trainers/facilitators 50% of the time)     with one day debriefing session (2$^{nd}$ batch of 2 to 3 schools) | 3$^{rd}$ and 4$^{th}$ week of August 2011 |
|   e.  Attendance to  two  One-Week Training on e-IMPACT Instructional Delivery and Educational Technology Enhancements and Instructional Materials Development (3$^{rd}$ batch of 2 – 3 schools participating as trainers/ facilitators 100% of the time) with one day debriefing session | 1$^{st}$ and 2$^{nd}$ week of September 2011 |
|   f.  Attendance to a One Week Training on Mentors and Coaches of e-IMPACT | December 2011 |

| | | |
|---|---|---|
| g. | Participation in the year-round monitoring, coaching and technical assistance visits to e-IMPACT schools in their respective areas | SY 2012 – 2013 |
| h. | Attendance to other training to be provided to school staff (posttest development, module writing, etc.) | The schedule for school staff training will follow. |
| C. Component 2 | | |
| a. | Orientation on e-IMPACT of school officials, parents, local officials, community members, students and other key stakeholders | July 2011 |
| b. | Attendance to a Two-Week Training on Instructional Delivery and Educational Enhancements and Instructional Materials Development (1st batch of 2-3 schools) | July 2011 |
| c. | Printing of e-IMPACT Modules | July – August 2011 |
| d. | Preparation of instructional materials, physical renovation of classrooms, training of Programmed Teachers, and Peer-Group Leaders and preparation for e-IMPACT Launch in schools | September 2011 |
| e. | Start of e-IMPACT implementation for 1st batch of schools (2 -3 per Division) | November 2011 |
| f. | Full implementation of e-IMPACT in schools | SY 2012 – 2013 |
| g. | Conduct of Training on Posttests Development and Module Writing (2 weeks)* | 2012 - 2013 |

8.      With the PhP72,300,000.00 share, the budget allocation across components are as follows:

Component 1:      Developing Key e-IMPACT Champions for Technology Transfer (including development of Region and Division Action Plan for gradual introduction to other schools)------------------      PhP 21,000,000.00

Component 2:      Developing School and Community-based e-IMPACT Champions' Assumptions: at PhP2,700,000.00/school for 19 schools (including printing of e-IMPACT modules and support to Instructional Materials Development)----------------------------------      PhP51,300,000.00

Total for Components 1 and 2      PhP72,300,000.00

(Enclosure No. 2 to DepEd Order No. 53, s. 2011)

**WORK PLAN FOR MISOSA AND MULTIGRADE PROGRAM FOR FY 2011**

| Activity | Date of Implementation | Estimated Budget |
|---|---|---|
| **MISOSA** | | |
| 1. Consultative Conference/Meeting with Field Implementers | July 2011 | 484,000.00 |
| 2. Revision and Finalization of MISOSA Modules and Manual of Implementation | August 2011 | 900,000.00 |
| 3. Training/Orientation of MISOSA Implementers | September 2011 | 700,000.00 |
| 4. Printing and Distribution of MISOSA Modules (to be downloaded) | August to October 2011 | 17,000,000.00 |
| 5. Downloading of Operating funds | August 2011 | 20,400,000.00 |
| 6. Development, Field Testing of Monitoring and Assessment Tools | October – December 2011 | 400,000.00 |
| 7. Monitoring of Implementing Schools | November-December 2011 | 498,000.00 |
| Subtotal | | 40,382,000.00 |
| **MULTIGRADE** | | |
| 8. Development of Multigrade Teach-Learn Package (MG-TLP) in Edukasyong Pantahanan at Pangkabuhayan (EPP), Musika, Sining at Pagpapalakas ng Katawan (MSEP), and Edukasyong Pagpapakatao (EP) | September to December 2011 | 809,400.00 |
| 9. Finalization of Multigrade Teach-Learn Package (MG-TLP) in Edukasyong Pantahanan at Pangkabuhayan (EPP), Musika, Sining at Pagpapalakas ng Katawan (MSEP), and Edukasyong Pagpapakatao (EP) | September to December 2011 | 809,400.00 |
| 10. Printing and Distribution of existing MG-TLP in English, Science, Math, Filipino, Sibika at Kultura/HEKASI, EPP, MSEP, and EP for tryout | September to December 2011 | 7,130,000.00 |
| 11. Procurement of 100 Books for the Library | September to December 2011 | 23,632,000.00 |
| 12. Training on Enhancing Pedagogical Skills for Multigrade Teacher Trainers (Two Batches) | October 2011 | 1,193,200.00 |
| 13. Provision of Food Supplement | September to December 2011 | 3,550,500.00 |
| 14. Monitoring and Evaluation | November to December 2011 | 193,500.00 |
| Subtotal | | 37,318,000.00 |
| TOTAL | | PhP77,700,000.00 |

(Enclosure No. 3 to DepEd Order No. 53, s. 2011)

### GUIDELINES ON THE UTILIZATION OF THE DOWNLOADED FUNDS
### FOR THE IMPLEMENTATION OF MISOSA

1. Support funds amounting to Two Million Two Hundred Thousand Pesos (PhP2,200,000.00) shall be downloaded to the recipient regions through a Sub-Allotment Release Order (Sub-ARO).

2. The downloaded funds shall be used for the following:
   a. advocacy meetings with parents
   b. printing and distribution of MISOSA Modules
   c. honorarium of MISOSA Teacher-Facilitators
   d. monitoring the progress of the implementation

3. The Bureau of Elementary Education shall provide the final copy of the MISOSA modules for reproduction.

4. An accomplishment report shall be submitted to the Bureau of Elementary Education (BEE) addressed to the Director. It shall cover the following:

   a. Date of receipt of funds transferred by the Region to the Divisions
   b. Disbursement and liquidation of funds
   c. Number of copies of modules printed and distributed
   d. List of recipient schools

(Enclosure No. 4 to DepEd Order No. 53, s. 2011)

### GUIDELINES ON THE UTILIZATION OF ADM FUNDS FOR THE SECONDARY LEVEL FOR FY 2011

1. The Utilization of ADM Funds at the secondary level shall be guided by the ADM Conceptual Framework below to ensure alignment of activities with the goals of Philippine Education For All (EFA) 2015 as complemented by Millennium Development Goals 2015. Details about the program are provided in the BSE website.
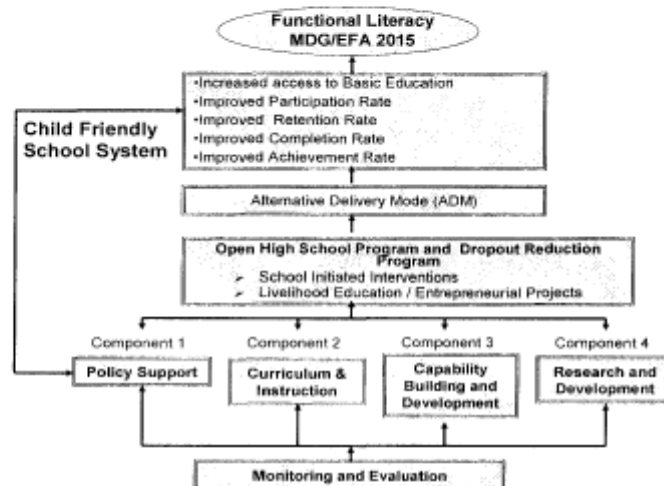


**ADM Conceptual Framework**

2. All regions are enjoined to fully mainstream the ADM programs in the regular schools to decrease dropout rate and increase participation rate. All secondary schools are encouraged to organize their school DORP team. The composition of the DORP team is as follows:

- School Head
- Class Adviser
- Guidance Counselor
- PTA Representative
- Students' Representative
- LGU Representative

3. Out-of-school youth and adults (OSY/A) shall be covered by the Bureau of Alternative Learning System (BALS). However, the OSY/A who opt to be mainstreamed to the formal basic education shall not be denied access to the program.

4. For FY 2011, each Region shall receive a start-up fund in the amount of Two Hundred Fifty Thousand Pesos (PhP250,000.00) through a Sub-Allotment Release Order (Sub-ARO) for the reproduction and distribution of ADM materials (materials such as modules maybe downloaded from the BSE website: www.bse.ph). Additional allocation shall be transferred before the beginning of the second semester and end of the school year as sustainability funds. These sustainability funds shall depend on the number of OHSP enrollees and identified students-at-risk of dropping out (SARDOs) per division.

5. The sustainability funds shall be disbursed by the region to ensure that each division under its jurisdiction shall put up livelihood education projects and other measures that will address the needs of learners.

6. The regions shall submit a report addressed to the Director of the Bureau of Secondary Education (BSE). The report shall include the following:

   - Date when the fund transfer was received
   - Date when the team convened to deliberate on the disbursement of the funds
   - Highlights of the discussion/deliberation
   - Action taken to fast track the reproduction and distribution of the modules and handbooks and other concrete steps conducted to sustain the program
   - List of recipient schools that received the materials and other advocacy materials
   - Proof that these materials and other advocacy materials were received by the schools
   - Number of students using the ADM materials
   - Number of beneficiaries, i.e. SARDOs and OHSP learners

7. The report signed by the Regional Director shall be submitted to these e-mail addresses: save_sardo@yahoo.com; bse.deped@yahoo.com or 222.126.126.211 or to the Director, Bureau of Secondary Education, 3rd Floor, Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City.

8. The deadline for the submission of the liquidation report is one month after the disbursement of funds to give ample time for the reproduction and distribution of Distance Learning Materials, Handbooks and other Advocacy Materials.

9. Should the Regional DORP team fail to disburse the transferred amount for any reason, the succeeding fund transfer will not be granted until such time when the required report shall have been complied with.

(Enclosure No. 5 to DepEd Order No. 53, s. 2011)

### GUIDELINES ON THE UTILIZATION OF FUNDS FOR PROGRESS MONITORING AND EVALUATION (PME)

1. The Bureau of Secondary Education shall transfer ADM funds to the regions for Progress Monitoring and Evaluation activities.

2. The procedure on the disbursement of funds shall be as follows:

   2.1 Each region shall receive the amount of One Hundred Fifty Thousand Pesos (PhP150,000.00) in two tranches through a Sub-Allotment Release Order (SUB-ARO).

   2.1 The first tranche shall be released on or before the end of July and the second tranche will be on or before the end of November.

   2.2 The Regional DORP team shall deliberate on how the amount shall be allocated to high need divisions.

   2.3 A report signed by the Regional Director shall be submitted to the BSE. It shall cover the following:

      a. Date when the regional DORP team was informed of the fund transfer and the amount of the fund transferred
      b. Date when the team convened to deliberate on the manner of disbursing the amount
      c. Highlights of the discussion/deliberation
      d. Details of the amount allocated per division
      e. Agreement on the monitoring scheme - e.g. team level monitoring. For example, the regional DORP-CFSS shall monitor by themselves or combined monitoring -- i.e., region and division DORP-CFSS team
      f. Schedule of the monitoring- date and places to be monitored. Priority must be given to the former SEDIP divisions and the division/schools trained in the 2008 rollout.
      g. Monitoring tools/instrument shall be attached to the report.

      **Note**:

      a. The Monitoring and Evaluation report shall be submitted one month after the conduct of the activity.
      b. Failure to comply with the above-mentioned requirements shall be the basis for withholding succeeding releases.

(Enclosure No. 6 to DepEd Order No. 53, s. 2011)

## WORK PLAN FOR THE SECONDARY LEVEL FOR FY 2011

The activities on ADMs in public and private secondary schools are as follows:

| Activities | Objectively Verifiable Indicators | Expected Outputs |
|---|---|---|
| 1. Development, Validation and Finalization of Distance Learning Materials aligned with 2010 SEC | To develop, produce and distribute new sets of DLMs for DORP and OHSP aligned with the 2010 SEC | DLMs in First and Second Year levels |
| 2. Expansion of ADM programs by cluster in high need divisions | To capacitate high need divisions and schools on the implementation of DORP and OHSP | No. of Division and school DORP and OHSP teams capacitated |
| 3. Training on CP-TLE Integration on DORP and OHSP by cluster | To capacitate high need schools on CP-TLE integration to DORP and OHSP as one intervention for dropping out | -No. of Teachers trained -No. of School Heads trained -No. of Project Proposals submitted |
| 4. Training of Guidance Counselors/Designate on Psycho-social and Emotional Learning Support by cluster | To form pool of trainers on Guidance and Counseling Program per division/ regions from the high need divisions/region | A comprehensive Guidance and Counseling Program for each school |
| 5. Reproduction and Distribution of DLM, Handbook and Advocacy Materials thru Fund Transfer by Region | To provide secondary schools DLM, Handbooks and Advocacy Materials | -Liquidation Report of the region -No. of school recipient |
| 6. Semestral Conference of CFSS-DORP and OHSP Coordinators by clusters | To establish strong linkages among region, division and school coordinators | Best Practices per Region and Division |
| | To identify facilitating and hindering factors on CFSS-DORP and OHSP implementation | Action Plans |

| | | |
|---|---|---|
| 7. Two-Tiered Progress Monitoring and Evaluation by cluster | To gather comprehensive data on CFSS-DORP and OHSP implementation | Reports on identified and saved SARDOs Practices<br><br>Updated Performance Indicators |
| 8. Development of Comprehensive ADM Monitoring and Evaluation Handbook | To develop M&E Handbook at the elementary and secondary levels | ADM Monitoring and Evaluation Handbook |
| 9. Multi-sectoral Conference on ADM Advocacy | To establish strong information and advocacy linkages with multi-sectoral education advocates | - Action Plans<br>- Resolutions from stakeholders |

(Enclosure No. 7 to DepEd Order No. 53, s. 2011)

### GUIDELINES ON THE CONDUCT OF CFSS-ADM REGIONAL AND DIVISION TRAINING AT THE SECONDARY LEVEL

1. The Regions and Divisions shall tap the following SEDIP-NEAP accredited trainers to serve as CFSS-ADM (DORP and OHSP) trainer-facilitators in the conduct of their training:

   - Dr. Nemia M. Manlapaz   - Division of Masbate
     NEAP, Central Office
   - Ms. Emilia Faustino   - Division of Benguet
     NEAP, Baguio City
   - Dr. Arturo Bayocot   - Division of Zamboanga del Sur
     Assistant Schools Division Superintendent
   - Dr. Jeanelyn Aleman   - Division of Zamboanga del Sur
   - All INSET Secondary School Alternative (SSA) Trainers of SEDIP Divisions

2. Each region shall maximize the expertise of their Regional CFSS-DORP Teams. Technical assistance from the Bureau of Secondary Education may be requested when necessary.

3. The regions can tap former SEDIP divisions for CFSS-ADM expansion of CFSS-ADM training, as follows:
   a. Luzon: Divisions of Benguet, Ifugao, Masbate and Romblon
   b. Visayas: Divisions of Antique, Guimaras, Negros Oriental, Biliran, Leyte and Southern Leyte
   c. Mindanao: Zamboanga del Sur, Zamboanga Sibugay, Cotabato, Agusan del Sur and Surigao del Sur

4. The training funds shall be transferred to the region for the target division beneficiaries.

5. The disbursement and liquidation of training funds shall follow the usual government accounting and auditing rules and regulations.

**Appendix 6**

**LETTER TO VALIDATE THE QUESTIONNAIRE**

POLYTECHNIC UNIVERSITY OF THE PHILIPPINES
Sta. Mesa, Manila

COLLEGE OF EDUCATION

February 18, 2017

JOSEPH MERCADO, PhD DEM
Vice President
Office of the Vice President for Research, Extension, Planning and Development
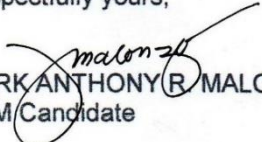Polytechnic University of the Philippines, Manila

Dear Sir:
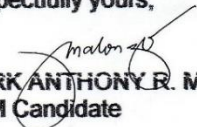
Greetings of Love and Peace!

In the pursuit of upscaling the processes of providing quality, equitable, culture-based and complete basic education to every Filipino learner, I am pursuing a dissertation entitled; **QUALITY ASSESSMENT OF OPEN HIGH SCHOOL PROGRAM AMONG PUBLIC SECONDARY SCHOOLS IN THE DIVISION OF QUEZON BASED ON DEPED ORDER 46, S. 2006: BASIS FOR CONTINUOUS IMPROVEMENT** which basically aims at collecting relevant data and information to identify the strengths and weaknesses and other priority improvement areas (PiA) to pursue continuous improvement processes in Planning Designing, Implementing, Monitoring and Evaluating the Open High School Program.
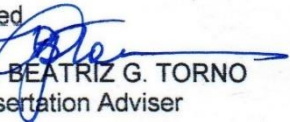
Thus, I humbly request you to be one of the experts to validate the survey questionnaire for the study. Your qualification and expertise in research are among the top considerations for my choice. Attached is the survey instrument and instruction for validation procedure.

Your utmost participation in this research endeavor is believed to be highly beneficial and likewise appreciated. Thanking you in advance for your favorable response.

Respectfully yours,

MARK ANTHONY R. MALONZO
DEM Candidate

Noted

SGD: DR. BEATRIZ G. TORNO
Dissertation Adviser

POLYTECHNIC UNIVERSITY OF THE PHILIPPINES
Sta. Mesa, Manila

COLLEGE OF EDUCATION

February 24, 2017

**DR. ERICO M. HABIJAN**
Chief Education Program Supervisor
Curriculum and Learning Management Division
DepED – Region IV-A (CALABARZON)
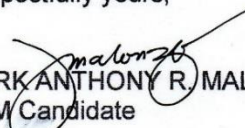Karangalan Village, Cainta, Rizal

Dear Sir:

Greetings of Love and Peace!

In the pursuit of upscaling the processes of providing quality, equitable, culture-based and complete basic education to every Filipino learner, I am pursuing a dissertation entitled; **QUALITY ASSESSMENT OF OPEN HIGH SCHOOL PROGRAM AMONG PUBLIC SECONDARY SCHOOLS IN THE DIVISION OF QUEZON BASED ON DEPED ORDER NO. 46, S. 2006: BASIS FOR CONTINUOUS IMPROVEMENT** which basically aims at collecting relevant data and information to identify the strengths and weaknesses and other priority improvement areas (PIA) to pursue continuous improvement processes in Planning Designing, Implementing, Monitoring and Evaluating the Open High School Program.

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DEM Candidate

Noted

DR. BEATRIZ G. TORNO
Dissertation Adviser

POLYTECHNIC UNIVERSITY OF THE PHILIPPINES
Sta. Mesa, Manila

COLLEGE OF EDUCATION

February 24, 2017

**DR. JEROME A. CHAVEZ**
Education Program Supervisor
Curriculum and Learning Management Division
DepED – Region IV-A (CALABARZON)
Karangalan Village, Cainta, Rizal

Dear Sir:

Greetings of Love and Peace!

In the pursuit of upscaling the processes of providing quality, equitable, culture-based and complete basic education to every Filipino learner, I am pursuing a dissertation entitled; **QUALITY ASSESSMENT OF  OPEN HIGH SCHOOL PROGRAM AMONG PUBLIC SECONDARY SCHOOLS IN THE DIVISION OF QUEZON BASED ON DEPED ORDER NO. 46,  S. 2006: BASIS FOR CONTINUOUS IMPROVEMENT** which basically aims at collecting relevant data and information to identify the strengths and weaknesses and other priority improvement areas (PIA) to pursue continuous improvement processes in Planning Designing, Implementing, Monitoring and Evaluating the Open High School Program.

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Respectfully yours,

MARK ANTHONY R. MALONZO
DEM Candidate

Noted

DR. BEATRIZ G. TORNO
Dissertation Adviser
DR. BEATRIZ G. TORNO
Dissertation Adviser

**Appendix 7**

POLYTECHNIC UNIVERSITY OF THE PHILIPPINES
Sta. Mesa, Manila

COLLEGE OF EDUCATION

21 August 2017

For: **DR. CATHERINE P. TALAVERA, CESO IV**
Schools Division Superintendent
Schools Division Office
Tayabas City, Quezon

Thru: **Mrs. GEORGIA P. TALABONG**
Division OHSP Focal Person
Schools Division Office
Tayabas City, Quezon

Attention: **OHSP Implementers**

Dearest Dr. Talavera:

Greetings of Love and Peace!

In our pursuit of improving access to quality and equitable secondary education, the undersigned is pursuing his research entitled **"Quality Assessment of Open High School Program among Public Secondary Schools in the Province Quezon Based on DepEd Order No. 46, s. 2006"**.
Under the light of this study, (the) he respectfully requests your good office to permit him to conduct an online survey which can be accessed through http://tinyurl.com/OHSPFVSQ.
With much earnestness, **Luis Palad National High School** in your Division is encouraged to participate in this survey. There should be at least **15 respondents** who ideally have at least one year experience implementing Open High School Program. Attached herewith is the complete set of survey questionnaire.
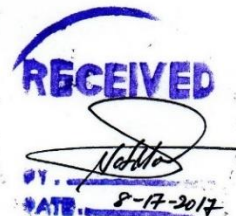The researcher wishes to **finish the gathering of data on Friday, 22 September 2017.** Submission of responses is constantly monitored using the real time google form and sent directly to google drive of the researcher.
Should there be any question relative to this matter, the undersigned affixed his numbers, 0921-837-9463 or 0917-658-1255.

Respectfully,

**MARK ANTHONY R. MALONZO**
Researcher

Noted:

**BEATRIZ G. TORNO, Ph.D.**
Adviser

RECEIVED
BY.
DATE. 8-17-2017

POLYTECHNIC UNIVERSITY OF THE PHILIPPINES
Sta. Mesa, Manila

COLLEGE OF EDUCATION

21 August 2017

For: **DR. ANIANO M. OGAYON, CESO V**
Schools Division Superintendent
Schools Division Office
Lucena City, Quezon

Thru: **Ms. CARMEN H. MACATUGOB**
Division OHSP Focal Person
Schools Division Office
Lucena City, Quezon

Attention: **OHSP Implementers**

Dearest Dr. Ogayon:

Greetings of Love and Peace!

In our pursuit of improving access to quality and equitable secondary education, the undersigned is pursuing his research entitled **"Quality Assessment of Open High School Program among Public Secondary Schools in the Province Quezon Based on DepEd Order No. 46, s. 2006".**
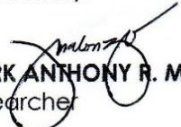Under the light of this study, the he respectfully requests your good office to permit him to conduct an online survey which can be accessed through http://tinyurl.com/OHSPFVSQ.
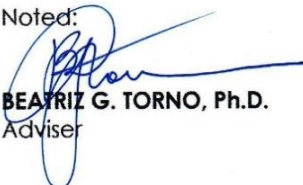With much earnestness, **five (5)** schools in your Division vis-à-vis **Cotta NHS, Dalahican NHS, Gulang-Gulang NHS, Lucena NHS and Quezon NHS** are encouraged to participate in this survey. There should be at least **15 respondents from each of the schools** who ideally have at least one year experience implementing Open High School Program. Attached herewith is the complete set of survey questionnaire.
The researcher wishes to meet the **finish the gathering of data on Friday, 22 September 2017**. Submission of responses is constantly monitored using the real time google form and sent directly to google drive of the researcher.
Should there be any question relative to this matter, the undersigned affixed his numbers, 0921-837-9463 or 0917-658-1255

Respectfully,

**MARK ANTHONY R. MALONZO**
Researcher

Noted:

**BEATRIZ G. TORNO, Ph.D.**
Adviser

RECEIVED

Monita Yohanon
8-17-2017

POLYTECHNIC UNIVERSITY OF THE PHILIPPINES
Sta. Mesa, Manila

COLLEGE OF EDUCATION

21 August 2017

For: **DR. MERTHEL M. EVARDOME, CESO VI**
Schools Division Superintendent
Schools Division Office
Talipan, Pagbilao, Quezon

Thru: **Mrs. ASUNCION C. ILAO**
Division OHSP Focal Person
Schools Division Office
Talipan, Pagbilao, Quezon

Attention: **OHSP Implementers**

Dearest Dr. Evardome:

Greetings of Love and Peace!

In our pursuit of improving access to quality and equitable secondary education, the undersigned is pursuing his research entitled **"Quality Assessment of Open High School Program among Public Secondary Schools in the Province Quezon Based on DepEd Order No. 46, s. 2006"**.
Under the light of this study, ~~the~~ he respectfully requests your good office to permit him to conduct an online survey which can be accessed through http://tinyurl.com/OHSPFVSQ.
With much earnestness, **thirteen (13)** schools in your Division are encouraged to participate in this survey. There should be at least **15 respondents from each of the schools** who ideally have at least one year experience implementing Open High School Program. Attached herewith are the list of schools with OHSP and the complete set of survey questionnaire.
The researcher wishes to ~~meet the~~ **finish the gathering of data on Friday, 22 September 2017**. Submission of responses is constantly monitored using the real time google form and sent directly to google drive of the researcher.
Should there be any question relative to this matter, the undersigned affixed his numbers, 0921-837-9463 or 0917-658-1255

Respectfully,

**MARK ANTHONY R. MALONZO**
Researcher

Noted:

**BEATRIZ G. TORNO, Ph.D.**
Adviser

RECEIVED
8-17-2017

**Appendix 8**

**CERTIFICATION OF ORIGINALITY CHECK**

**Appendix 9**

**CERTIFICATION OF STATISTICAL TREATMENT**

**Appendix 10**

**CERTIFICATION OF EDITING**

**Republic of the Philippines**
**Polytechnic University of the Philippines**
**College of Education**
**Sta. Mesa, Manila**

**C E R T I F I C A T I O N**

This dissertation entitled

**"QUALITY ASSESSMENT OF OPEN HIGH SCHOOL PROGRAM AMONG
SECONDARY SCHOOLS IN QUEZON PROVINCE:
BASIS FOR IMPROVEMENT PLAN"**

by **Mark Anthony R. Malonzo** was proofread by the undersigned based

on the University Thesis and Dissertation of the

Polytechnic University of the Philippines

This certification is issued on December 1, 2017 upon the researcher's request for

whatever legal purpose it may serve.

**ERLINEL GALANO**
Instructor
College of Education
This University

## Appendix 11

## BIOGRAPHICAL STATEMENT

## MARK ANTHONY R. MALONZO

**Education Program Specialist II**
**Department of Education Regional Office**
**REGION IV-A (CALABARZON)**

#345 Velasco Street, Poblacion 39, Infanta, Quezon
markanthony.malonzo001@deped.gov.ph

**Brief Profile:**

Social Studies, Human Resource Development and Educational Management strengthen my praxis in educational leadership. Such enables me to perform teaching more meaningfully; discovers my potentials and transform these into competencies. Educational Management and Coordinatorship of Open High School Program have brought comprehensive understanding of the country's education agenda. This enables me to see education from its simplest to the most complicated perspectives.

**Education, Skills and Experiences:**

- Doctor in Educational Management (College of Education, PUP, Manila
- Master Arts in Education Major in Educational Management (NQCI-Infanta, Quezon)
- Community Organizing Community Development (ChildFund - Philippines)
- Drop-Out Reduction Program (DORP Training Course – ChildFund - Philippines)
- Adolescent Sexual and Reproductive Health (ChildFund – Philippines)

Presently, a Human Resource practitioner doing researches and technical programs for school administrators, master teachers, teaching and non-teaching personnel;

➢ Used to manage special program for Out-of-School Youth (OSYs); consult community partners and stakeholders to lobby for support to the program; lead program management through participatory planning, designing, implementing, monitoring and evaluation of school programs and projects; integrate curriculum interventions to mitigate dropout as such as Adolescent Sexual and Reproductive Health Education Program in school, Guidance and Counseling Program, School Initiated Interventions.

➢ Formerly as ChildFund Philippines Program Manager for Basic Education and Early Childhood Care and Development, have advocated institutionalization of Child Friendly School and Community System (CFSC) and programming ECCD in the communities of Real, Gen. Nakar and Infanta, Quezon.

➢ Organized School Governing Councils (SGC) in the 25 sponsored elementary schools; promoted Healthy School Program through cadres of health scouts; established Learning Support System through peer tutoring;

➢ Established partnerships and networks in the government offices like Department of Education, Department of Social Welfare and Development, Department of Health, Local Government Units through Memorandum of Understanding and continuous complementation activities.