SENIOR HIGH SCHOOL MODELLING RELATIVE TO THE K TO 12 CURRICULUM IMPLEMENTATION: A BASELINE STUDY

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APPROVAL SHEET

In Partial Fulfillment of the requirements for the degree, Doctor of Philosophy major in Educational Management, this dissertation entitled **"SENIOR HIGH SCHOOL MODELLING RELATIVE TO THE K TO 12 CURRICULUM IMPLEMENTATION: A BASELINE STUDY"** has been prepared and submitted by Elena S. de Luna.

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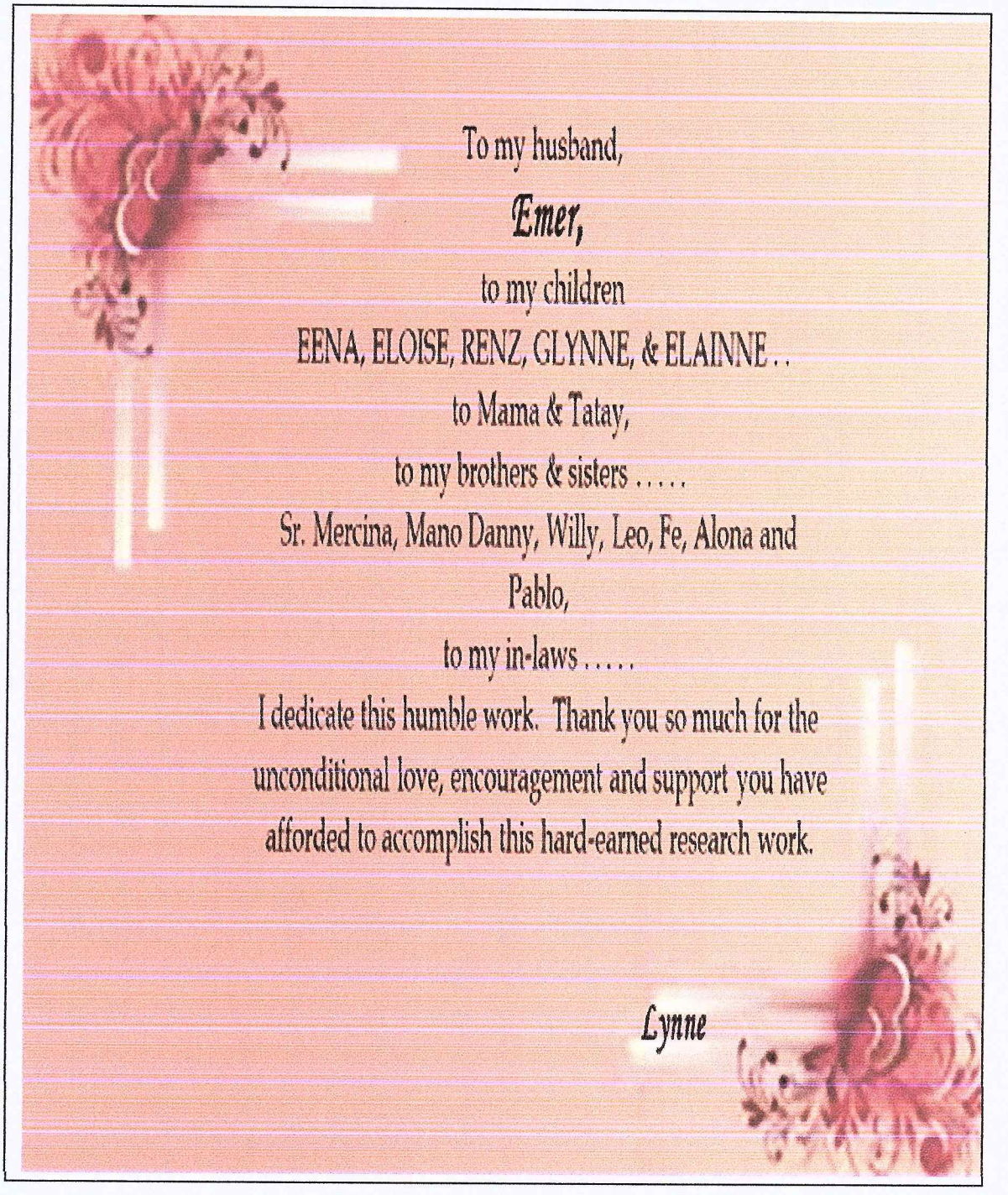
DEDICATION


To my husband,
Emer,
to my children
EENA, ELOISE, RENZ, GLYNNE, & ELAINNE..
to Mama & Tatay,
to my brothers & sisters .....
Sr. Mercina, Mano Danny, Willy, Leo, Fe, Alona and
Pablo,
to my in-laws .....
I dedicate this humble work. Thank you so much for the
unconditional love, encouragement and support you have
afforded to accomplish this hard-earned research work.
Lynne

ABSTRACT

This study determined the status of the Senior High School Modelling Program (SHSMP) in Region VIII, relative to the K to 12 Curriculum implementation, to serve as baseline study in the region. It employed the descriptive-correlational research design. Using Focused Group Discussion (FGD) and the questionnaire as the main instrument in gathering data, the status of implementation of the 22 Senior High Modelling Schools, in the eight divisions of Region VIII, namely: Leyte, Eastern Samar; Northern Samar; Samar; Catbalogan City; Calbayog City; Biliran; and Borongan City; which participated in the modelling, were determined. The key officials and teachers arrived at the same assessment on the extent of involvement of business/industry in Senior High School Modelling in the model school. They considered it "high". On the other hand, the stakeholders and students agreed with one another that the extent of involvement of business/industry in Senior High School Modelling in the model school was "moderate." The Senior High School Modelling in model school was implemented to a great extent along the identified parameters. However, they lack instructional materials, facilities and equipment, and laboratory workshops. The implementation of the Senior High School Modelling in model schools invited active participation or involvement of the identified sectors, namely: business/industry; CHED/HEI; TESDA; LGU; and PTA. It is important for every secondary school to determine its internal capacity to offer Senior High School by making projections and estimates using available information

such as: student population/density, industry mapping, and labor market study/trends and NCAE results.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

According to the great international leader from South Africa, Nelson Mandela, "Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor; that the son of a mineworker can become the head of the mine; that a child of a farm worker can become the president of a great nation" (Butler-Adam, 2014). He has that strong conviction that "education is the most powerful weapon which can be used to change the world." In simpler words, education makes significant changes in the lives of people. Education produces strong manpower capacity that would contribute to the development of society and of the nation.

Filipinos, also, place a great value on education as a means of improving life situation and as the best pathway to upward social mobility. Parents secure brighter future for their children by sending them to better schools to acquire education. They strongly believe that it is the only treasure that they can hand down to their children which cannot be taken away from them.

With these views, the government enshrined the importance of education in the 1987 Philippine Constitution, putting special premium and giving it the highest budgetary priority. As explicitly stated in Article XIV, Section 1 "The State shall protect and promote the right of all citizens to quality education at all

levels. Article XIV, Section 5.5 clearly mandates the State "to assign the highest budgetary priority for education".

However, despite these constitutional guarantees, performance indicators showed poor quality of education in the country. The Philippines continues to perform poorly both in national and international assessment tests. The National Achievement Test (NAT) for Grade 6 in School Year 2009-2010 was only 69.21% as against the 75% national standard; while the NAT passing rate for high school was 46. 38% in School Year 2009-2010, a slight decrease from 47.40% in School Year 2008-2009, which was much lower as against the 75% standard. International test results like 2003 (Trends in International Mathematics and Science Study (TIMSS) showed that the Philippines ranked 34th out of 38 countries in Math II (High School) and 43rd out of 46 countries in Science II (High School). For Grade IV, the Philippines ranked 23rd out of 25 participating countries in both Mathematics and Science subjects. In 2008, even with only the Science High Schools which participated in the Advanced Mathematics category, the Philippines was ranked lowest (DepEd, 2010a).

Prior to the K to 12 basic Education Reform, a restructuring of the Basic Education Curriculum in 2002 had been done. It emphasized the refinement of some aspects of the curriculum that are deemed more responsive to the present realities.

The Four Pillars of Education in Jacques Delors' Report to UNESCO (Delor, 1996; 2013) was one of the documents that influenced the restructuring of

the curriculum. The third and fourth pillars, Learning to Live Together and Learning to Be, which emphasize using the knowledge gained to improve oneself and one's relationship with fellow human beings, are especially relevant.

The emphasis on learning-to-learn skills has long been a feature of the curriculum. Thus, the 2002 BEC gives it greater impetus, along with the development of functional literacy which involves the development of the essential skills such as "linguistic fluency and scientific - numerical competence. Lifelong learning is possible only when people become functionally literate," (Kemp, 1996).

To further decongest the curriculum and to provide more contact time for the tool subjects, the restructured curriculum emphasizes the enhanced teaching of the four core subjects: Filipino, English, Mathematics and Science. A fifth subject called Makabayan, which is envisioned to be a "laboratory of life" or practice environment, integrated the other non-tool subjects (DepEd, 2002).

In 2010, a critical reform in the area of curriculum and instruction had been set by DepEd, as an urgent response to declining performance and as a demonstration of its commitment to provide the learners the best education that they deserve (DepEd Order No. 76, series of 2010, Policy Guidelines on the Implementation of the 2010 Secondary Education Curriculum).

The refinement of the curriculum followed the Understanding by Design (UbD) framework which covers three stages: Stage 1: Results/Desired Outcome; Stage 2: Assessment; and Stage 3: Learning/Instructional Plan. The curriculum

had the following features: lean-focuses on essential understandings; sets high expectations (Standards-based) - expressed in terms of what students should know, do, understand, and transfer in life as evidence of learning; rich and challenging - provides for a personalized approach to developing the student's multiple intelligences through the provision of special curricular programs: Special Program in the Arts (SPA), Special Program in Sports (SPS), Special Program in Journalism (SPJ), Special Program in Foreign Language (SPFL), Special Science/Math (S&T)/Engineering and Science Education Program (ESEP), Technical-Vocational (Tech-Voc) Program that students can pursue on top of the core curriculum; and develops readiness and passion for work and lifelong learning.

However, despite these efforts of DepEd, the fact remained that the Philippine Basic Education Curriculum is still wanting for reform and enhancement, in response to the change in people and society, Because of this fast-paced changing world, it cannot be denied that Philippines is still lagging behind from other countries in as far as quality education is concerned.

According to the Department of Education (DepEd), the congested curriculum is partly to blame of this depressing state of education in the country. The DepEd claimed that forcing in 10 years a curriculum that is learned by the rest of the world in 12 years has been quite a challenge for both Filipino teachers and students. The Philippines is the only country in Asia and one of the three remaining countries in the world, out of the 155 member countries of the United

Nations Educational, Scientific and Cultural Organizations (UNESCO), together with Djibouti and Angola of Africa that retains a 10-year basic education system (Policy Brief, SEPO, June 2011). The short duration of the basic education program puts the millions of overseas Filipino workers, especially the professionals, and those who intend to study abroad at a disadvantage. The graduates are not automatically recognized as professionals abroad. The Washington Accord prescribes 12 years of basic education as an entry to recognition of engineering professionals. The Bologna Accord requires 12 years of education for university admission and practice of profession in European countries.

This poor state of education in the country is evident and reflected in the inadequate preparation of high school graduates for the world of work, or entrepreneurship, or higher education. High school graduates do not possess the basic competencies or emotional maturity essential for the world of work. About 70.9% of the unemployed are at least high school graduates and 80 % of the unemployed are 15-34 years old (PSA, 2012) Though, economic opportunities awaits the graduates in the labor market, it is also sad to note that there is mismatch in the competencies required by the labor market and the competencies provided by the education sector. The World Bank Skills Report in 2009 revealed, based on as survey of employers, serious gaps in critical skills of graduates such as problem-solving, initiative and creativity, and, to a lesser extent, gaps in job-specific technical skills. Further, most graduates are too

young to enter the labor force. This implies that those who do not pursue higher education would be unproductive or be vulnerable to exploitative labor practices. Those who may be interested to set up business cannot legally enter into contracts.

Cognizant of this urgent and critical concern, and in line with the priorities of the Aquino administration, the Department of Education is currently undertaking a major reform in Basic Education anchored on the K to 12 initiatives which involves adding two years of secondary education to ensure that the quality of education is at par with other countries in the world. This additional two-year which have been configured as Senior High School (SHS) will be implemented by phase and will become operational in SY 2016-2017 (SEAMEO INNOTECH, 2012).

To ensure that the implementation of the Senior High School will be a success, the Department of Education came up with a Senior High School Modelling Program (SHSMP), by virtue of DepEd Order No. 36, series 2012, with selected public technical-vocational and public secondary schools as "modeling schools", with the end view of generating research-based inputs towards improving or enhancing the Senior High School implementation in SY 2016-2017. For SY 2012-2013, there were two secondary schools in Region VIII which participated in the Senior High School Modelling Program. For SY 2013-2014, 20 more secondary schools in the Region participated in the modelling program, realizing that it would be to their greater advantage if they would have a try-out

Specifically, the study sought answers to the following questions:

1. What is the profile of the modeling schools in terms of the following variates:

    1.1 enrolment;

    1.2 facilities and equipment;

    1.3 partners/linkages; and

    1.4 other resources?

2. What is the student-respondents' profile in terms of:

    2.1 age and sex;

    2.2 specialization;

    2.3 grade point average in academic and specialization subjects; and

    2.4 economic status?

3. What is the teacher-respondents' profile in terms of:

    3.1 age and sex;

    3.2 civil status;

    3.3 monthly salary;

    3.4 educational attainment;

    3.5 teaching experience;

    3.6 specialization;

    3.7 category;

    3.8 seminar/trainings attended along K to 12 program;

3.9 performance rating; and

3.10 attitude towards teaching?

4. What is the attitude of the key officials, teachers, students, and other stakeholders towards K to 12?

5. What is the status of the Senior High School Modelling in the 22 model schools as perceived by the key officials, teachers, and students in terms of:

5.1 extent of advocacy;

5.2 extent of curriculum development;

5.3 curriculum content;

5.4 assessment of learning outcomes;

5.5 extent of teachers' professional development;

5.6 extent of resource mobilization;

5.7 extent of partnership with stakeholders;

5.8 adequacy of instructional materials;

5.9 adequacy of facilities and equipment; and

5.10 adequacy of laboratory workshops?

6. As perceived by the key DepEd officials, teachers, students and key stakeholders, what is the extent of involvement of the following sectors in the Senior High School Modelling in the model schools:

6.1 business/industry;

6.2 CHED/HEI;

6.3 TESDA;

6.4 Local Government Units (LGU); and

6.5 Parents-Teachers Association (PTA)?

7. Are there significant differences among the perceptions of the four categories of respondents relative to the extent of involvement of the aforecited sectors to the Senior High School Modelling?

8. Is there a significant relationship between the status of the Senior High School Modelling and the following variables?

8.1 student-respondents' profile;

8.2 teacher-respondents' profile;

8.3 extent of involvement of the following sectors to the Senior High School Modelling

8.3.1 business/industry;

8.3.2 CHED/HEI;

8.3.3 TESDA;

8.3.4 LGU; and

8.3.5 PTA?

8.4 school profile; and

8.5 attitude of the stakeholders?

9. What are the problems encountered by the students, teachers and DepEd Key Officials in the Senior High School Modelling as perceived by them and to what extent are these problems felt?

10. Is there a significant difference between the perceptions of the students, teachers and DepEd Key Officials relative to the problems encountered by them and the extent to which they are felt?

11. What action steps maybe undertaken to improve the full implementation of Senior High School in SY 2016-2017 based on the findings of the study?

Hypotheses

Based on the specific questions, the following hypotheses were tested in this study:

1. There are no significant differences among the perceptions of the DepEd key officials, teachers and key stakeholders, relative to the extent of the involvement of the different sectors to the Senior High School Modelling:

1.1 business/industry;

1.2 CHED/HEI;

1.3 TESDA;

1.4 Local Government Units (LGU); and

1.5 Parents-Teachers Association (PTA).

2. There is no significant relationship between the status of the Senior High School Modelling and the following variates:

2.1 student-respondents' profile;

2.2 teacher-respondents' profile;

2.3 extent of involvement of the following sectors to the Senior High School Modelling

2.3.1 business/industry;

2.3.2 CHED/HEI;

2.3.3 TESDA;

2.3.4 LGU; and

2.3.5 PTA;

2.4 school profile; and

2.5 attitude of the stakeholders towards K to 12.

3. There is no significant difference in the extent to which the problems are felt by the teacher-; the student-respondents; and the DepEd key official-respondents in the K to 12 Senior High School Modelling.

Theoretical Framework

This study is anchored on Gardner's theory of Multiple Intelligences (MI) which has led to the new paradigm of universal giftedness, which focuses on the discovery of the "genius" in every child which is not only logico-mathematico. Giftedness is diverse and provides innate power within every individual. Besides logico-mathematico and linguistic abilities, intelligence may be in the form of musical, kinesthetic, spatial and psychological (interpersonal and intrapersonal) skills (Bago, 2008).

To Gardner, as cited by Bago, human intelligence is "the capacity to solve

problems of fashion products which are valued in one or more cultural settings." Problem solving and the creation of valued products are not limited to any one domain. The intelligence in a particular domain is displayed, discovered and developed within the context of meaningful, culturally significant activities. Gardner's theory challenges the conventional notion that intelligence can be adequately assessed through standardized paper-and-pencil tests. He argued that the assessment of the unique capacities of each intelligence requires differentiated measures.

This theory of Gardner is supported by the Outcome-Based Theory of William Spady, as cited by Reyes, et al (2015), which underscores clear learning results that the students should be able to demonstrate at the end of significant learning experiences. This theory focuses on actions and performances that embody and reflect learners' competent in using content, information, ideas and tool successfully. Moreover, Spady emphasized that the OBE goal was to have a way for more learners to become more capable, empowered, and successful than what traditional conditions were allowing. In this theory, Spady, as cited by Reyes, et.al., identified four (4) basic principles: 1.) clarity of focus about outcomes - learners are certain about their goals and are always given significant, culminating exit outcomes; 2.) designing backwards - using the major learning outcomes as the focus and linking all planning, teaching, and assessment decision directly to these outcomes; 3.) consistent, high expectations of success - helping students to succeed by providing them encouragement to

engage deeply with the issues they are learning and to achieve the set of high challenging standard; and 4.) expanded opportunity - developing curriculum that allows every learner to progress in his/her own pace and that caters to individual needs and differences.

The K to 12 Basic Education curriculum, specifically, the Senior High School, is built on the philosophical foundations of the Outcome-Based Education Theory which aims to produce Filipino graduates who are holistically-developed with the 21st century skills needed for life-long learning. Being able to acquire or develop the 21st century skills in our students is a substantive evidence of the giftedness of an individual (SEAMEO INNOTECH, 2012). The main function of the school is to discover the potentials of every learner and be able to support the holistic development and enhancement of these potentials. The learners should have a supportive environment so that they would be motivated to nurture their giftedness.

This study is also being supported by David Kolb's Experiential Learning Theory, which emphasizes, how experiences, including cognitions, environmental factors, and emotions, influence the learning process (Kolb et al, 1999). In the Senior High School Modelling, students will undergo industry immersion to serve as practical application of the learning theories they have learned inside the classroom. The experience they will gain from the immersion will concretize the concepts and skills they learned inside the classroom.

This theory is also supported by the fundamental principles of the "Four

Pillars of Education" advocated by UNESCO which was anchored on the report of the Commission on Education for the 21st Century, chaired by Jacques Delor, which served as the fundamental principles for reshaping education. These pillars are: 1) **learning to know**: to provide the cognitive tools required to better comprehend the world and its complexities, and to provide an appropriate and adequate foundation for future learning; 2) **learning to do:** to provide the skills that would enable individuals to effectively participate in the global economy and society; 3) **learning to be**: to provide self-analytical and social skills to enable individuals to develop to their fullest potential psycho-socially, affectively as well as physically, for a all-round 'complete person; and 4) **learning to live together:** to expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony (Delor, 2013). These principles stress the acquisition of practical skills and competence of putting what we have learned into practice so as to act creatively on our environment (Wrenn and Wrenn, 2009). It is on this premise, where the principle of adding two years to the ten-year Basic Education is built upon, to concretize the acquisition of the knowledge and theories gained by an individual.

This study is also being substantiated by the underlying principles of "Progressive Education" which gives emphasis on the following aspects: learning by doing, entrepreneurship, industry skills requirement, lifelong

learning and social skills, and the assessment by evaluation of child's projects and productions (Little, 2013).

Conceptual Framework of the Study

Figure 1 provided the readers an overview of this study. It gave them a clear picture about the research environment, the variables involved in terms of determining the status of implementation of the Senior High School Modeling and the process undertaken in this study.

The bottom of the schema presents the research environment of the study – DepEd, Region VIII, with eight division offices participating in the Senior High School Modeling Program as follows: Leyte – two schools; Eastern Samar – five schools; Northern Samar – six schools; Samar – one school; Catbalogan City – one school; Calbayog City – one school; Biliran – five schools; and Borongan City, with one school. It also presents the respondents of the study, the students, teachers, DepEd Key Officials, which included the School Administrators, and the key stakeholders of the modeling schools.

At the center of the schema are the research processes undertaken in this study. First, the status of implementation of the Senior High School Program in the 18 model schools is determined in terms of: extent of advocacy; extent of curriculum development, curriculum content, assessment of learning outcomes, extent of teachers' professional development; extent of resource mobilization; extent of partnership with stakeholders; adequacy of instructional materials;

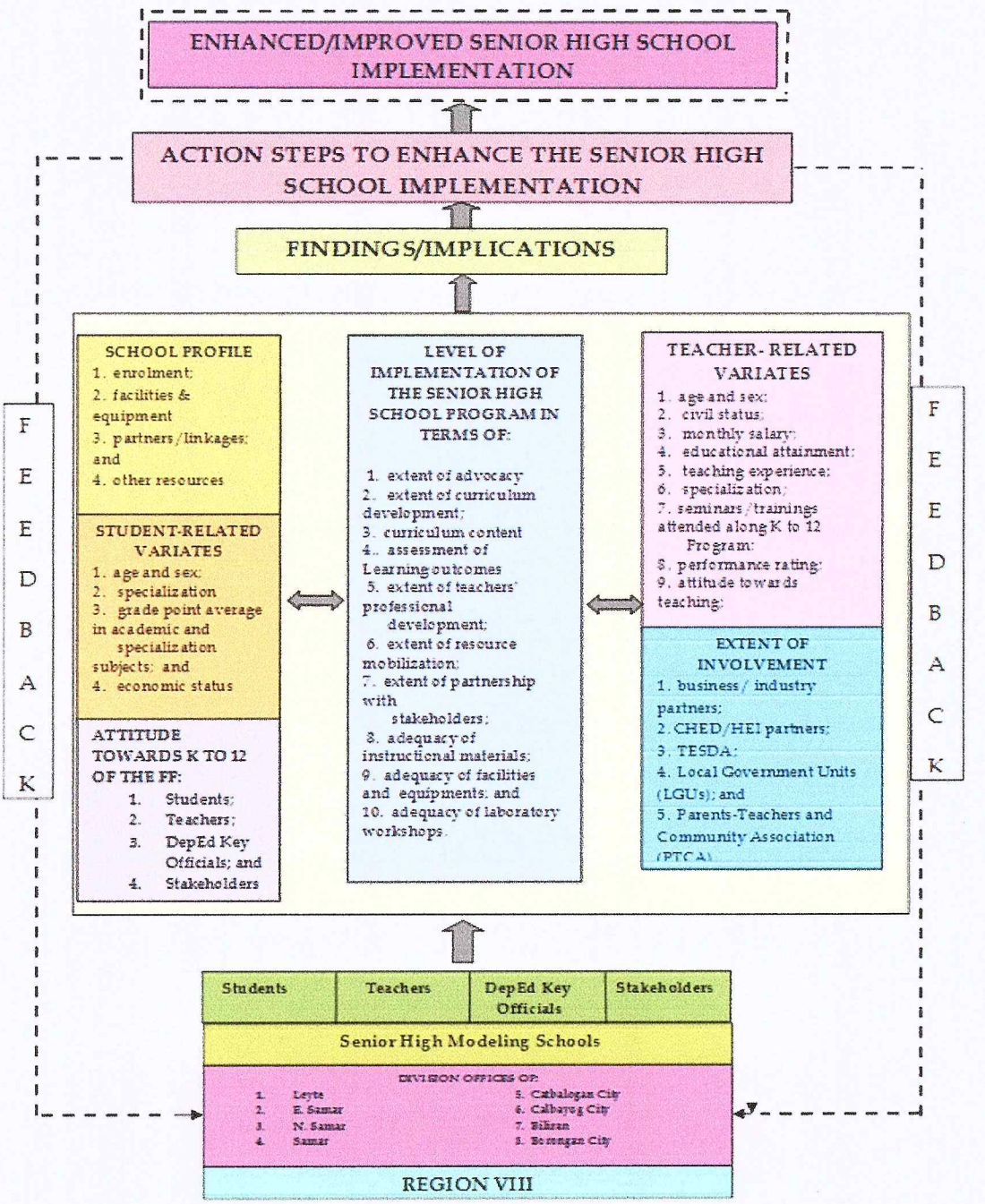

Figure 1. The Conceptual Framework of the Study

adequacy of facilities and equipment; and adequacy of laboratory workshops. It is correlated with the student- and teacher-related variates, the extent of involvement of the business/industries, CHED/HEIs, TESDA, LGUs and PTA; school profile; and attitude of stakeholders relative to Senior High School Modelling. Problems that are encountered during the modelling are identified and are ranked as to what extent these problems are felt by the respondents. Implications from the results of the study are drawn from the findings and come up with appropriate actions or steps to improve Senior High School implementation. These are given as feedback to the students, teachers, DepEd key officials and other stakeholders of the Senior High Modelling Schools to enhance the Senior High School implementation during the early implementation in SY 2015-2016 and in the national roll out in SY 2016-2017 and onwards.

Significance of the Study

Hopefully, it is expected that the results of this study would benefit the following:

Key DepEd Officials. This study would provide significant inputs to DepEd key officials on formulating policies and standards relative to Senior High School implementation. This would also give them ideas in initiating policy reforms on the development of relevant curriculum. DepEd key officials would also gain valuable insights on identification, prioritization and allocation

of the needed resources of schools that will be implementing SHS in 2016. This would also improve their evaluation strategies of the impact of the SHS implementation on teacher and student performance.

School Administrators. The results of the study would help school administrators of secondary schools in planning and decision making in areas like: course offerings against graduates' employment opportunities, college readiness and business opportunities; prioritization of resources; strong partnership/linkages with key stakeholders; readiness of physical facilities; and others.

Teachers. This study would also be helpful to the teachers since they would be provided with inputs as to best practices in terms of the teaching-learning process and assessment of students, quality and effective instructional materials, and effective classroom management practices in managing senior high school classes, based on the experiences they would gain from the modeling.

Students. The results of this study would give insights to students how they should choose career paths considering their interests that suit to employment opportunities of the labor market for an assured employment after graduation.

Parents. This study would give parents better/improved ideas on how they should guide their children in making wise career choices. They would also be able to appreciate their significant role in school planning, monitoring of

school projects and in sourcing resources for school development.

CHED/HEI. This study would give CHED and the HEI partners better knowledge when providing expert advice in the development of relevant curriculum for college entry, and in improving the quality of pre-college course implementation in Senior High Schools. This would also define their principles and policies in sharing teaching and learning materials on applied academics preparation, implementation of the in-service training and continuing professional development of teachers, advance placement or credits for competencies of teachers and students, and provision of competency standards for SHS core curriculum; which are the significant contribution of the Commission on Higher Education in the K to 12 implementation.

Business/Industry partners., This study would give valuable ideas to the industry/business sectors in identifying competency requirements for curricular innovations and in school planning consultations. This would also enable them to appreciate and give meaning to their significant involvement in the K to 12 program, especially their significant contribution in providing expert advice on current employment trends in the country and industry competency standards; providing/sharing experienced trainers, training facilities, equipment and resources for technical skills development of students and teachers; student immersion; and defining skills development tools.

TESDA. This study would enable TESDA to generate worthy ideas which they can share when providing expert advice on development of relevant

curriculum for entry level skills requirements and in curriculum planning and consultation meetings. This would also enable them to appreciate their role in the accreditation/certification of the technical competencies of teachers and students (NC I - IV) and in providing National Competency standards for implementation of technical curriculum, which would lead to their meaningful engagement and participation in the K to 12 program.

LGU. The results of this study would give the Local Government Units valuable insights which they can utilize in the allocation of resources, monitoring, and conducting performance evaluation of the impact of the Senior High School curriculum to the economic performance of the community.

Legislators. This study would give the legislators the opportunity to review old policies which needs to be revised in as far as quality and accessible education is concerned, and to draft new policies which would help in the successful implementation of the Senior High School Program.

Future Researchers. Prospective researchers would find the results of this study beneficial to them; hence it would serve as their point of reference on what studies could be conducted related to K to 12 implementation. Furthermore, it would serve as a vast source of information which they would find useful in undertaking related researches.

Scope and Delimitation

This study determined the status of the Senior High School Modelling in

DepEd, Region VIII, relative to the K to 12 implementation, along the following areas: extent of advocacy; extent of curriculum development; curriculum content; assessment of learning outcomes; extent of teachers' professional development; extent of resource mobilization; extent of partnership with stakeholders; adequacy of instructional materials, adequacy of facilities and equipment; and adequacy of laboratory workshops.

This study only involved 99 DepEd key officials and school administrators, 159 teachers, 239 students, and 467 key stakeholders of the secondary schools identified as Modelling Schools for the SHSMP in Region VIII shown in Figure 2. Out of the 22 Senior High Modelling Schools in the entire region, only 18 schools were included as respondents, since the four schools were severely devastated when Eastern Visayas was hit with the Super Typhoon Yolanda last November 8, 2013. There was a 100% retrieval of the survey questionnaires from the respondents.

This study covered the period School Year 2013-2014.

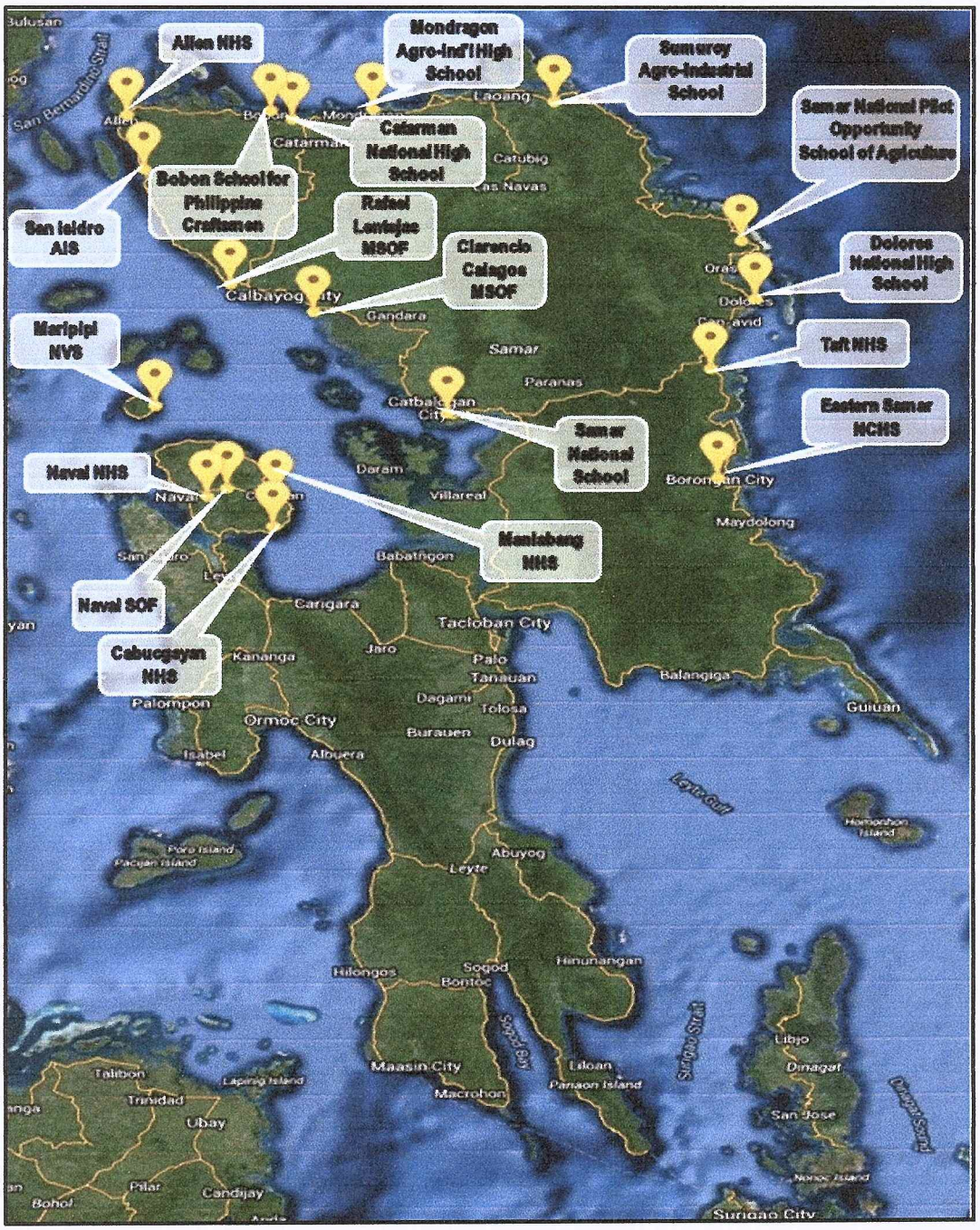

Figure 2. Map of Region VIII (Eastern Visayas) showing the location of the Senior High Modelling Schools
(Source: Googlemap.com)

Action Steps. Conceptually, this refer to the breakdown of an action plan's detailed outline to specific activity that will be accomplished within a given timeframe to enhance performance of the team, school or organization performing a system-wide changes (Gallagher, 2014). Operationally, this term refers to a course of planned actions that will be derived from the results of this study to further enhance the implementation of the Senior High School.

Advocacy. This term refers to a systematic and strategic approach to influencing governmental and institutional policy and practice change (Ross, 2013). As used in this study, this term refers to the activities, strategies or initiatives done by the school to disseminate information about K to 12 in general, and about Senior High School Modeling and Senior High School implementation, in particular, with the end view of making the public or community aware about it, with the end view of generating support and making them co-owners of the program being implemented.

Apprenticeship Program. This term refers a program of courses, work-based learning, and productive employment in which workers achieve occupational mastery and industry-recognized credentials (Lerman, 2014). Operationally, this term refers to the immersion of the students in the industries, in application of the theories learned in school. This is also supervised industry training.

Attitude. Conceptually, this term refers to a behavior pattern, anticipatory set or tendency, predisposition to specific adjustment or more

simply, a conditioned response to social stimuli (Chaiklin, 2011). Operationally, this term refers to the behavior manifested or shown by the students and teachers towards the K to 12 implementation, as measured by the indicators in the questionnaire.

Baseline study. This term refers to a descriptive cross-sectional survey that mostly provides quantitative information on the current status of a particular situation - on whatever study topic - in a given population. It aims at quantifying the distribution of certain variables in a study population at one point in time (FAO, 2013)

Business/industry partners. This term refers to a key institutional innovation for meeting the skills needs of businesses, the career goals of workers, and are a particular kind of workforce intermediary or dual customer institution that helps connect and meet the needs of both workers and businesses (PWDB, 2015). In this study, these terms refer to the business establishments or industries available in the community who are willing to partner with the education sector in the Senior High School Modeling program implementation.

Category. This term refers to a term, like concepts, have the qualities of stability and impersonality, both of which are necessary conditions for the mutual understanding of two minds. Like concepts, then, categories have a necessarily social function and are the product of social interaction (Fieser and Dowden, 2015). Operationally, this term refers to the group or classification of respondents used in this study.

CHED/HEI Officials. Generally, this term refers to the top management or key authorized persons to manage the Commission on Higher Education (CHED) and the Higher Education Institutions like the universities, state colleges and local public or private colleges. (CHED, 2015)

College Placement of SHS Graduates. As used in this study, this term refers to the process undertaken by the Higher Education Institutions of accepting the senior high school graduates in their institution for college or tertiary education. The mode may vary from institution to institution; some may conduct a college admission test to determine the preparedness of students for college, while some may impose other requirements for college entry (Magno and Piosang, 2016).

Curriculum Content. This refers to the knowledge, skills, and attitudes imparted by learning areas/subjects, cross-cutting approaches and extra-curricular activities which are delivered to the pupils or students (UNESCO, 2015). As used in this study, this term refers to the knowledge, skills, attitude and values contained in every learning area of the Senior High School Modelling Program.

Curriculum Development. This term refer to the process of instituting and putting in place precise guidelines of instruction for the curriculum, and it describes ways in which teaching and different training organizations plan and guide learning which can be in groups or as an individual (Jadhav and Patankar, 2013). As used in this study, this term refers to the process undertaken by the

school and its stakeholders in coming up with a curriculum that is relevant to the needs of the industry and the community. This includes activities starting from the planning phase, critiquing, and enhancement of the final package of the curriculum developed.

Extent of involvement. This refers to the level of engagement by and among a group and individuals in school's goal-oriented activities (Roekel, 2008). In this study, this term refers to the extent or degree of involvement manifested by the stakeholders in the different activities engaged in by the schools relevant to senior high school modeling which are quantified through the Five-point Likert scale described as: 5 - Extremely Involved (EI), 4 - Highly Involved (HI), 3 - Moderately Involved (MI), 2 - Slightly Involved (SI), and 1- Not Involved (NI).

Facilities and Equipment. This term refers to the logistical supports to the achievement of the stated goals and objectives that are adequate in number, condition, and availability, and are accessible to students, faculty, and administrators (Awoma et al, 2015). Operationally, these terms refer to the facilities and equipment needed by the school based on the specialization tracks the school is intending to offer for the Senior High School Modeling Program.

Grade Point Average. This term refers to a measure of achievement, which can be used to indicate progress during the degree studies or cumulative and/or as the final measure of achievement at the end of the degree of summative (HEA, 2015). Operationally, this term refers to the average grade

earned by the Senior High School students in both academic and specialization subjects, based on the grading system mandated by DepEd.

Hiring of Graduates. This term refers to the degree of thought given to both the numbers and types of people recruited; and the formality of the recruitment and selection processes (Polard et al, 2015). As used in this study, these terms refer to the act of hiring the senior high school graduates in the industries available in the local communities.

Industry Competency Standards. This term refers to an assessment tools developed for specific industry which define the skills, knowledge, and attributes people need to perform a work role (ILO, 2015). In this study, this refers to the skills needed to a specific work/job in specific industry.

Industry Current Employment Trend Feedback. Generally, these terms refer to checking and tracking occupational employment data, labor market information such as statistics on employment, wages, industries, and other factors affecting the world of work (ILO, 2013). In this study, this refers to the information and data that will guide new graduates and applicants to see how the industry or occupation you are exploring is doing.

Instructional Materials Development. Conceptually, this term refers to the process used by practitioners on the construction of educational resources used to improve students' knowledge, abilities, and skills, to monitor their assimilation of information, and to contribute to their overall development and upbringing, including materials evaluation, their adaptation, designs

exploitation and research (Tomlinson, 2012). Operationally, this term refers to the construction or development of materials that will aid the teachers in the teaching-learning process, during the Senior High Modeling implementation.

Key DepEd Officials. Generally, this term refers to the key officials of DepEd, such as the Regional Director, Assistant Regional Director, and Chiefs of the Division Units, as in the case of the DepEd, Regional Office; the Schools Division Superintendents and Assistant Schools Division Superintendents as key officials of the division offices (DepEd, 2014). In this study, DepEd key officials include the school administrators or Principals of the modeling secondary schools for the Senior High School, the Schools Division Superintendents and the Assistant Schools Division Superintendents together with the Education Program Supervisors of every division respondents. It also included the Regional Director, OIC-Assistant Regional Director, and Education Program Supervisors of DepEd, Regional Office № VIII.

Key Stakeholders. Conceptually, the include those who are claimants on the services of the organization or those who can influence the workings of the business in some way, and those who can be affected as well as those who will affect the organization (Lee, 2007). In this study, this term refers to the stakeholders which directly support the Senior High Modelling Schools in the implementation of the Senior High School Modelling Program, in terms of human, material and financial resources. It includes the key persons, officials of

the business and industry partners, CHED/HEIs, TESDA, LGU and the parents of the students of the SHSM Program.

K to 12 Basic Education. Generally, this term refers to the basic education starting from Kindergarten, six years of elementary education, four years of junior high school (Grades 7 to 10) and two years of senior high school (Grades 11 and 12). The two years of senior high school intend to provide time for students to consolidate acquired academic skills and competencies. The curriculum will allow specializations in academic, technical-vocational education, sports, and arts and design.

Laboratory Workshop. Conceptually, this term refers to a building set upon for conducting practical investigations in natural science originally and especially in chemistry, and for the elaboration or manufacture of chemical, medicinal and like products (Dominiczak, 2011). As used in this study, this term refers to a room or rooms used by the students during their specialization subjects, with the facilities and equipment they will need in learning or demonstrating a particular skill or competency.

Learning Outcomes. These terms refer to a statement of what the learner should know and, more importantly, be able to do to demonstrate their knowledge, understanding, skills and/or competences at the end of a module or program (Surgenor, 2010). Operationally, this term refers to the total learnings expected to be acquired by the students under the Senior High School Modelling as a product of the teaching and learning interaction between the teachers and

students.

LGU Officials. Generally, this term refers to the public officials of a municipality, a province, or a city, usually elected by a majority of the votes of the people or constituents of a particular community (Legaspi, 2002). As used in this study, this term refers to the provincial officials such as the Governor, Vice-Governor and the Provincial Board Members at the provincial level; and the Mayor, Vice-Mayor and the Municipal or City Councilors at the city or municipal levels.

Market. Conceptually, this term refers to a means by which the exchange of goods and services takes place as a result of buyers and sellers being in contact with one another, either directly or through mediating agents or institutions (Robinson, 2013). Operationally, this term refers to the possible establishments where the graduates of the Senior High Modelling Program could possibly be employed for work.

Monitoring and Evaluation of Program Implementation. Conceptually, this term refers to the tracking of the projects or ongoing activities and conducting assessments on the progress of the projects towards attaining the desired goal or objective. Generally, it is a vital component of project and program management whose main objective is to allow all partners involved in the project to follow progress, identify as early as possible the strengths and weaknesses of the project, make the necessary adjustments to improve

performance and share the lessons learned (UNDP, 2009). In this study, it refers to the monitoring and evaluation of Senior High School K-12 Program.

Monitoring of School Performance. This term conceptually refers to a continuous management activity that uses the systematic collection of data on selected indicators to provide managers and stakeholders with measures of the extent of progress toward the achievement of management goals and objectives (UNESCO, 2014). Operationally, this term is defined as the systematic tracking of school performance based on the achieved performance indicators of the school as against the national standard or against the previous performance.

National Competency Standards for Implementation of Technical Curriculum. This refers to the basis of the nationally recognized qualifications that provide the consistency and transferability of the qualifications which describe the knowledge, skills and attitudes needed to perform in a particular occupation. Competency includes all aspects of the work (ANTA, 1998). Operationally, this term basically refers to the skills a person must be able to demonstrate at work which are defined by the industry and packaged into combination that form various qualifications aligned to Philippine Qualification Framework (PQF). These standards have national applicability and facilitate transferability between employment and situations which are valued by employers and employees because they facilitate transferability and provide the basis for both broad skilling and up-skilling of the workforce.

Partnership with Stakeholders. Conceptually, this term is defined as the involvement between schools and business-industry, unions, government and community organizations. These partnerships are established by agreement between two or more parties to establish goals, and to construct a plan of action for achievement of those goals. Business-education partnerships serve business and industry by providing activities such as in-service training to employees, use of facilities, student directed projects, software development or marketing research. They also serve to strengthen instruction in academic skills and to enrich the educational process through the talents and ideas of the personnel of participating businesses (Gross et al, 2015). As used in this study, this term refers to the partnership existing between the school and the local industries available in the community, in which, agreements regarding students' immersion, use of facilities, tools and equipment, allowances of students, etc. are made through a Memorandum of Agreement (MOA) or a Memorandum of Understanding (MOU).

Program Accreditation of Career Pathways. Generally, this term refers to the programs of the HEIs in granting credit or recognition to career pathways of students. Career pathways is an approaches to post-secondary education and training for low-income and low-skill adults which is organized as a series of manageable and well-articulated steps, accompanied by strong supports and connections to employment. The steps provide opportunities for pre-college level students to access college-level training and for better-skilled students to

move to successively higher levels of credential-bearing training and employment. Each step is designed to incorporate customized curricula and instruction, academic and non-academic supports, and employment experiences and opportunities (Fein, 2012).

Program Planning and Consultation. An activity to inform and consult the public with key stakeholders to provide opportunities for input to the preparation of the program plan for good governance, citizenship, and accountability and promotes innovation, responsiveness, and sustainability, linked directly to development effectiveness (ADB, 2012). As used in this study, this term refers to the coordination done by the school with the parents and other stakeholders with respect to planning and consultation on any school activities undertaken as a way of making them co-own the programs and projects implemented by the schools. Proper coordination and consultation with stakeholders spells out transparency in any school projects which eventually leads to harmonious relationship between the school and its stakeholders.

PTA Officials. This term refers to officers of a school-based organization with a mission to make the school a better place for children to learn, work together with teachers to volunteer in classes, raise money for school supplies, and generally support the school's efforts (Lineberger, 2011). As defined operationally, this term refers to the set of officers elected from a group of parents of students who serve as the implementing arm of the school in undertaking school activities and projects.

Recognition and Crediting Workplace Experience. These terms refer to the acknowledgement, appreciation, or approval of the positive accomplishments or behaviors of an individual or team (Tessema et al, 2013). As used in this study, this term refers to the act of recognizing or giving credits by the HEIs to the relevant work experience gained by working students from their working environment to enable them to shorten the duration of their studies.

Relevant Curriculum for College Entry. This refers to a curriculum designed for particular groups of learners, and have to bear in mind their likely prior knowledge (Young, 2014). Operationally, this term refers to the curriculum the senior high school students may pursue that will prepare them for entrance to higher education.

Relevant Curriculum for Entry Level Skills Requirement. This refers to the curriculum developed for post-secondary learners to develop competence such as skills and knowledge learned/gained in the secondary level (Young, 2014). As used in this study, this term refers to the curriculum the Senior High School students may pursue that will prepare them for middle level skills employment.

Resource Mobilization. This term refers to a management process that involves identifying people who share the same values as your organization, and taking steps to manage that relationship (IDRC, 2010). Operationally, this term refers to the processes or strategies by which the schools generate resources and mobilize people towards the attainment of the goals and objectives of the Senior

High School Modeling Program.

School Administrators. This refers to the people or individuals who oversee the day-to-day functions of schools at every level: day care centers and preschools, elementary and secondary schools, and colleges and universities and provide leadership in times of crisis and lay out optimistic visions for the future of the educational institutions they serve (Bruens, 2012). In this study, this term refers to the principals, head teachers and TICs who were appointed or designated to handle, manage and oversee the operation of a school.

School Contracting Scheme of Part-time Experts. This refers to a partnership program by the Department of Education (DepEd) with certified private schools aimed at decongesting overcrowded public schools (CPBRD, 2014). As used in this study, this term refers to the mode or scheme or agreements made by the secondary modeling school and their partner higher education institutions (HEIS) in hiring part-time teachers who will teach the core subjects in the Senior High School (Grades 11 and 12) based on the qualification standards set by DepEd.

Senior High School Modelling. This refers to a research and development (R & D) activity in Senior High School Modelling where some designs and strategies will be tried out by the identified model schools. The inputs and processes to be tried out in the Senior High School Modelling will be evaluated. The results of which will be adapted in the implementation of Senior High School Program in school year 2016-2017 (DepEd, 2012).

Sharing of Resources. This term refers to the principle of resource management which involves considering what resources (both financial and non-financial) needed by two or more program implementers for the initiative and how they will be used to deliver the desired outcomes (AG-DPMC, 2013). Operationally, this term refers to the act of sharing resources of schools from their partner industries or government agencies such as expert trainers, facilities, tools and equipment.

Socio-economic Status. This term refers to a measure of one's combined economic and social status and tends to be positively associated with better health. It focuses on the three common measures of socioeconomic status; education, income, and occupation (Baker, 2014). In this study, it refers to the living conditions of the schools' stakeholders.

Sourcing of Resources. This term refers to the location, acquisition and management of all the vital resources as inputs required which includes raw materials, component parts, products, labor in all its forms, location and services, for an organization to operate (Hinkelman, 2008). Operationally, this term refers to the manner of finding material, financial or human resources to support the implementation of the Senior High School Modelling Program.

Specialization Subjects. This term refers to the various subject under the specialized strand that are geared towards the development of students' competencies (DepEd, 2014). As used in this study, this term refers to the major subjects taken by the students according to the specialization track they pursue

in their Grades 11 and 12 classes, whether, academic track, technical-vocational education track, sports track, or arts and design track.

Status of Implementation. This term refers to the actual level of bringing about of outcomes that are congruent with the original intention(s) by means of outputs (Lane, 1985). As used in this study, this term refers to the state or condition of the Senior High School Modeling in a particular secondary school. In quantifying the variables to describe the status of implementation of the SHSMP, the Five-point Likert scale is used.

Support Funds. This term refers to the monetary resources provided to enhance program operations and augment the maintenance and other operating expenses (MOOE) for elementary and secondary schools with classes for learners with special needs (DepEd, 2015). Operationally, this term refers to an amount of money especially intended as financial assistance or support to the Senior High School Modeling Program implementation.

Teachers' Professional Development. This term refers to a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession (Reimers, 2003). As used in this study, this term refers to the activities undertaken or provided to the teachers for their personal and career development and enhancement. This maybe in the form of training, both theory and skills training; graduate and post graduate studies, peer mentoring or coaching based on the needs assessment conducted by their school heads.

TESDA Officials. As operationally defined, this term refers to the top key officials of the Technical Education Skills Development Authority such as the Provincial Directors, Regional Directors and other high ranking officials of the field offices of TESDA.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents concepts and ideas regarding the research problem reviewed from books, magazines, newspapers, unpublished theses, dissertations, journals of researches, important documents and other reading materials to give more meaning, understanding and substance to this present study.

Related Literature

The Philippine educational system is patterned after the American model, which includes seven years of elementary school. In an attempt to control the costs due to a rapid increase in school enrollment during that time, the Education Act of 1940 did away with Grade 7. It was intended to be a temporary measure. However, to this date, the six-year elementary school cycle remains in effect (International Assessment Service, 2007: cited by SEPO, 2011).

Numerous studies have proposed the restoration of Grade 7 or adding an extra school year to the basic education cycle. The UNESCO Mission Survey of 1949, the Education Act of 1953 and the Swanson Survey of 1960 all recommended restoring Grade 7. In 1970, the Presidential Commission to Survey Philippine Education called for the implementation of an 11-year program while the Congressional Commission on Education in 1991 proposed to have either seven years of elementary education or five years of secondary

education. A study by the Presidential Commission on Education Reforms in 2000 proposed the establishing of a one-year pre-baccalaureate system while the Presidential Task Force on Education in 2008 had discussions on a 12-year pre-university program (DepEd, 2010b)

The recommendations, however, were not heeded and as such, the Philippines now have the shortest basic education cycle in Asia. The country joins Djibouti and Angola of Africa, as the only three remaining countries with a 10-year pre-university education. Other countries have even 13 or 14-year cycle (SEPO, 2011).

With this present state and the continuous deterioration of the quality of basic education in the country, DepEd was prompted to push for the implementation of a major reform in our educational system which has spurred a heated debate on whether it could lead to improvements or just exacerbate the present state of education in the country. Despite being bombarded with comments and criticisms, especially on the idea of adding two more years of secondary education, which will be known as the Senior High School, DepEd still welcomes the scrutiny and the cynicism, and it still genuinely believes that the K to 12 Program, along with the broader basic education reform agenda of the government, will benefit every Filipino (DepEd, 2012).

It was good news for DepEd, when the House Committee on Basic Education passed on October 10, 2012, The Enhanced Basic Education Act of 2012 or the K to 12 Bill. The program, which started implementation in June 2012,

earned the approval of 25 legislators who were siding with the DepEd in seeing the K to 12 program as a way of improving the country's educational system, while three voted against the legislation of adding two more years to basic education (Boncocan, 2012). The K to 12 Bill was signed and approved into law by the President of the Philippines, His Excellency, Benigno Aquino III, on May 15, 2013, through RA 10533.

The Philippines is committed to achieving its Education for All (EFA) goals not only for the development of each Filipino, but also for the over-all social and economic progress of the country. In compliance to this commitment, the Department of Education and its allied stakeholders respond urgently to the critical need of improving the quality of basic education through a major reform known as the K to 12, which means Kindergarten and the six years of elementary and six years of secondary education. The reform includes the decongesting and enhancing of the basic education curriculum for learners to master basic competencies, lengthening the cycle of basic education to cover kindergarten through year 12. Expanding the basic education by adding Kindergarten and two years in high school ensures that graduates earn the necessary skills and reach the employable age to qualify entrance into the world of work, if they desire or need to do so. On the other hand, graduates who opt to go to tertiary education are deemed better prepared for college/study or work (SEAMEO INNOTECH, 2012).

According to the Department of Education, K to 12 shall cover both public

prepared for employment, entrepreneurship, or middle-level skills development and can thus lead successful lives even if they do not pursue higher studies.

The academic track includes three strands: the Business, Accountancy and Management (BAM) strand, Humanities, Education and Social Sciences (HESS) strand, and the Science, Technology, Engineering and Mathematics (STEM) strand.

For Technical-Vocational Education, DepEd Order No 36, series 2012 provides the guidelines for the implementation of the Strengthened Technical Vocational Education Program as follows: 1) The 282 specialized tech-voc public secondary schools implementing the STVEP shall adopt the Competency-Based Curriculum anchored on the TESDA Training Regulations; 2) The requirements of the different Tech-Voc areas of specialization are still to be followed with regard to time allocation, content, resources/materials, methodology, assessment, etc.; 3) Exploratory subjects for Grade 7 shall continue to be implemented in all the areas of specialization in Arts and Trades, Agriculture and Fisheries; 4) The mandatory subjects such as Trade Drawing in Grades 7 and 8, Internet Computing Fundamentals (ICF) in Grades 7, 8, and 9, and Entrepreneurship in Grades 9 and 10, will be offered as separate subjects under STVEP; 5) Contextualization of the core learning areas within the different tech-voc areas of specialization is strongly encouraged to facilitate meaningful learning; 6) Schools are challenge to be creative and innovative in using the curriculum. This can be localized to suit the learning environment of the

students without compromising the philosophy of the total learner development.

The following are the guidelines in the implementation of the Technology and Livelihood Education (TLE) Program, as stipulated in DepEd Order No. 36, series of 2012: 1) The Technology and Livelihood Education (TLE) of the K to 12 Basic Education Program provides two types of curriculum for regular high schools which are described as follows: 1.1) The Tech-Voc based TLE is designed based on the training regulations (TR) of the Technical Education and Skills Development Authority (TESDA). It focuses on technical skills development in any area of specialization that the student wants to pursue. The Tech-Voc based TLE focuses on the five common competencies to include mensuration and calculation, technical drafting, use of tools and equipment and occupational health and safety in the exploratory phase in Grade 7 and 8. Specialization will start from Grades 9 to 12.

The Tech-Voc based TLE requires facilities, equipment and teachers who are trainer certified and NC holders, 1.2) The Entrepreneurship-based TLE is designed to ensure that every student will learn some livelihood skills at the end of every quarter to enable him/her to start a small household enterprise with his/her family. It focuses on three domains: Personal Entrepreneurial Competencies (PECs), Market and Environment, and Process and Delivery of products and services related to the mini-course. The five common competencies: mensuration and calculation, technical drafting, use of tools and equipment, maintenance of tools and equipment, and occupational health and

safety are integrated in the domain of Process and Delivery.

The Entrepreneurship-based TLE does not require much resource in as much as the mini-quarterly courses offered are not capital intensive, hence, can be readily implemented by schools even with meager resources; 2) Regular secondary schools have the option to implement any of the two types of TLE curriculum based on their capacity, available resources and needs of their community/industry; and 3) Schools that will opt to offer the Entrepreneurship-based education based TLE shall use the SEC-CP-TLE curriculum, while, schools that will opt to implement the Tech-Voc based TLE shall use the curriculum materials from TESDA.

The role of the school in career preparation often has been to improve and increase students' content knowledge. Although this approach has been successful for numerous years, in a rapidly changing world, the ability to synthesize, analyze, and think has become more important to the long-term success of the graduates (Conference Board, 2006). Additionally, employability skills are learned through both the classroom and meaningful experiences.

Coll and Zegwaard (2006) stated that career pursuits require more than the specialized knowledge and the technical skills of one's trade. To be successful in the work environment, employers desire strong communications and interpersonal skills. Graduates' willingness and curiosity to become life-long learners has been identified as a critical requirement for success in both personal and professional life (Fallows and Weller, 2000:670). Life-long learning skills

become increasingly important to maintain pace in our diverse, rapidly changing, and complex world.

(SEAMEO INNOTECH (2012) stressed that the K to 12 Basic Education Program aims to produce Filipino graduates who are holistically developed with 21st century skills as follows: 1) learning and innovation skills - 1.1) creativity and curiosity, 1.2) critical thinking, problem solving and risk taking, 1.3) adaptability, managing complexity and self-direction, and 1.4) higher-order thinking skills and sound reasoning; 2) information, media and technology skills - 2.1) visual and information literacy, 2.2) media literacy, 2.3) basic, scientific, economic, and technological literacy, and 2.4) multicultural literacy and global awareness; 3) effective Communication Skills – 3.1) teaming, collaboration and personal skills, 3.2) initiative and self-direction, 3.3) personal, social and civic responsibility, and 3.4) interactive communication; 4) life and career Skills - 4.1) flexibility and adaptability, 4.2) initiative and self-direction, 4.3) social and cross-cultural skills, 4.4) productivity and accountability, and 4.5) leadership and responsibility.

The acquisition and development by the students of these skills will produce senior high school graduates who are prepared for higher education, middle-level skills development, employment and entrepreneurship.

In other countries like China, the theoretical foundation for the current educational system in China may be traced to the "Decision on the Reform of the Educational Structure", a decree issued in 1985 by the Central Committee of the

Chinese Communist Party, which was formalized a year later by the National People's Congress with the ratification of the "Compulsory Education Law." The new law would serve as the basis for reform at all levels within China's system of education, while underscoring the leadership's commitment to basic education both as a legal and a moral imperative in congruence with the ideologies embodied by Deng Xiaoping's Four Modernizations, a set of reforms aimed at strengthening the areas of agriculture, industry, national defense, and science and technology. At the core of these reforms was the belief that in order to prepare the country for the 21st century, it was necessary to develop all sectors of education, the most vital of which included elementary and secondary education (Lam, 2011).

One of the policy changes advanced by the "Education Law" has been the establishment of a 12-year schooling structure (6+3+3). The nine-year compulsory education component is comprised of primary school (five or six years) and junior secondary school (typically three years). General academic senior secondary education is three years in length.

Under the new education structure, and especially in the last decade, the emphasis has been on the implementation of nine years of compulsory education in rural, underdeveloped areas. On the other hand, the education policy for large cities and more developed coastal areas has ostensibly focused on the universalization of senior secondary education. Introduced in 2004, the new senior secondary curriculum marks the latest evolution from a strict year-based

system to a credit-based system. The length of program for senior secondary education is now comprised of 40 weeks of classroom instruction, one week of public service, and 11 weeks of vacation (including winter and summer vacation, and national holidays). Each semester is divided into two 10-week sections (nine weeks for class, one week for review and final exams). Students typically take compulsory courses in the first year, and a combination of compulsory and elective courses in the second and third year. The second semester of the third year is often reserved for review and final exams, although there may be slight variations from school to school in the structuring of courses in the third year.

Under the new scheme, there are eight subject areas, and students complete a minimum number of credits in each area. In order to graduate, students must have earned at least 144 credits (116 credits in compulsory subjects, 22 credits for courses in the national elective curriculum—typically electives in the major area of study—and at least six credits must be in school-specific electives). The structuring of courses under the new scheme, on the whole, encourages greater flexibility on the part of individual schools and their students, so long as the minimum credit requirement is met.

In the United States, President Barrack Obama (2010) underscores the idea that "leadership tomorrow depends on how we educate our students today, especially in Science, Technology, Engineering and Math (STEM)". The country has become a global leader, in large part, through the genius and hard work of its scientists, engineers and innovators. Yet today, that position is threatened as

comparatively few American students pursue expertise in the fields of Science, Technology, Engineering and Mathematics (STEM)—and by an inadequate pipeline of teachers skilled in those subjects. Only 16 percent of American high school seniors are proficient in Mathematics and interested in a STEM career.

Even among those who do go on to pursue a college major in the STEM fields, only about half choose to work in a related career. United States is falling behind internationally, ranking 25th in mathematics and 17th in science among industrialized nations. In a competitive global economy, this situation is unacceptable. With this, President Obama has articulated a clear priority for STEM education: within a decade, American students must "move from the middle to the top of the pack in science and math."

On top of this priority, is the urgent plan of the Obama administration to facilitate a cohesive national strategy, with new and repurposed funds, to reorganize STEM education programs and increase the impact of federal investments in four areas: K-12 instruction; undergraduate education; graduate fellowships; and education activities that typically take place outside of the classroom **(http://www.ed.gov).**

The National Research Council (NRC) of the National Academies (2011) in Washington, USA, pointed out, in their report entitled "Successful K – 12 STEM Education: Identifying Effective Approaches in Science, Technology, Engineering, and Mathematics", that Science, Mathematics, Engineering, and Technology are cultural achievements that reflects people's humanity, power the

economy, and constitute fundamental aspects in the life of every citizen, worker, consumer, and parent. It emphasized that the primary driver of the future economy and concomitant creation of jobs will be innovation, largely derived from advances in Science and Engineering . . . . . four percent of the nation's workforce is composed of scientists and engineers; this group disproportionately creates jobs for the other 96 percent.

In line with these principles, three broad and widely espoused goals for K-12 STEM education in the United States capture the breadth of the purposes for STEM education and reflect the types of intellectual capital needed for the nation's growth and development in an increasingly science- and technology-driven world. These goals are to increase advanced training and careers in STEM fields, to expand the STEM-capable workforce, and to increase scientific literacy among the general public.

In line with these goals, it was proposed by the National Research Council (NRC) that policy makers at the national, state and local levels to elevate science to the same level of importance as reading and mathematics. Science should be assessed with the same frequency as mathematics and literacy, using a system of assessment that supports learning and understanding. Moreover, national and state policy makers should invest in a coherent, focused, and sustained set of supports for STEM teachers to help them teach in effective ways. Teachers in STEM should have options to pursue professional learning that addresses their professional needs through a variety of mechanisms, including peer-to-peer

collaboration, professional learning communities, and outreach with universities and other organizations.

In a study conducted by Gordon (2009) entitled "An Evaluation of a Curriculum for Basic Training in (Teaching English to Speakers of Other Languages) TESOL," reported finding of a formal evaluation of Brigham Young University (BYU's) Linguistics 377, Basic Training in TESOL, a course designed to provide interns with minimal teacher training in preparation for international internships. It specifically looked at how effectively the basic training course prepares the interns and to what extent it helped increase the confidence of the interns. This evaluation project identified areas for improvement, but overall, Basic Training in TESOL was very effective at providing the minimal training that BYU's international interns need during their service teaching English to eager speakers of other languages. The interns had a more enjoyable experience being prepared and more confident in their internships. The more qualified interns represented Brigham Young University and its various departments and programs in a better light. The English language learners benefited from better instruction because the interns were more qualified. Training these interns, even minimally, created a win-win situation for each of these stakeholders. The training received in Ling 377, Basic Training in TESOL, was not a desired luxury in this scenario. Rather, it was an absolute necessity for all involved. In every program, novice instructors must be trained, even minimally, so that most importantly, the learners received the best instruction available.

Another study was conducted by Arnot (2004) entitled "Factors Affecting the Implementation of an Elementary Science Curriculum in Three Northern Saskatchewan Provincial Schools." This qualitative study explored factors affecting the implementation of an elementary science curriculum in three schools in northern Saskatchewan. Data gathered from thirteen elementary level teachers indicated that most teachers interviewed possessed a general vision of ideal science teaching and learning close to that presented in the provincial curriculum, but that most teachers believed that they were a considerable distance away from translating that vision into reality. Data indicated that few teachers used the curriculum on a regular basis or possess detailed familiarity with its components. Tight timelines for implementation, as well as challenges such as class size, limited in-service availability, and infrequent networking opportunities were identified as challenges. Many challenges were linked to the need to refine or acquire skills made more necessary by new curricula, as well as by other provincial and regional initiatives. The need to address such skill deficits is felt by most teachers, but was felt most acutely by those who were not recent graduates of teacher-training programs or those who relied primarily on locally available professional development within the context of the regular school year and setting. Teachers in this study indicated that a greater degree of instructional leadership at the school division and school level would assist them in their efforts to implement mandated changes. Concern was also expressed that little monitoring of the implementation process by either their school division or

by the provincial government had taken place. General funding levels and special school division initiatives were also seen as helpful. Respondents, however, identified socio-economic factors, questionable levels of instructional leadership, as well as distance between community and school as serious challenges to implementation.

Jekayinfa (2013) in her study "Availability of Resources for the Implementation of Social Studies Curriculum at the Senior Secondary School Level in Nigeria" tried to find out if there were adequate and relevant human and material resources for the implementation of the new curriculum. The research made use of 446 practicing Social studies teachers in 121 secondary schools in seven states of Nigeria who filled the researcher-designed questionnaire. The results of the findings showed that majority of the teachers were not aware of the introduction of social studies in the senior secondary school curriculum. In addition, it was discovered that relevant textbooks and slides were not available for the teaching of social studies at the senior secondary school level. It, therefore, recommended that programs should be mounted to create awareness for the teachers that would handle the subject in the senior secondary schools in the country and that resources, both human and materials should be adequately provided in the schools for the successful implementation of the new curriculum.

Chen (2012) in his study "Development and Evaluation of Senior High School Courses on Emerging Technology: A Case Study of a Course on Virtual

Reality" analyzed the development and effectiveness of Senior High School High Scope Program (HSP) courses on emerging Technology in Taiwan. The study used a course on Virtual Reality as an example to investigate the influence of emerging technology courses on Senior High School students' attitude toward technology. Research results showed among students in the experimental group, the following constructs: cognition of the importance of technology, performance of technology-related action, and technology career planning, had been significantly enhanced. This study then developed the "Virtual Reality course Performance Assessment Scale" and performed cross-evaluation of course teacher and non-course teachers to confirm this scale presenting great content validity, internal consistency validity, and scorer reliability. This scale can provide students and teachers with objective assessment indicators, which can be used to understand the learning effectiveness of students. Lastly, the results of this study proved that emerging technology courses do not positively influence the cognition of the importance of technology.

Bvekerwa, Chavunduka and Absalom (2011), in their study "Appraisal of Resources for Technical and Vocational Subjects in Secondary Schools: A Study of Makonde District, Zimbabwe", sought to investigate the availability of material resources for the implementation of technical and vocational subjects (TVS) in the secondary schools in Makonde District. The research instrument used was a questionnaire for teachers of technical and vocational subjects. The findings in this study revealed that there were inadequate material resources in

secondary schools for the implementation of technical and vocational subjects. It then recommended that the Ministry of Education, Sports and culture in Zimbabwe should implement staff development programs for teachers of technical subjects, and there is a need for the MESC to make a special presentation to the Ministry of Finance, so that an allocation from the National Budget is channeled towards the development and production of hand tools. It also recommended that Intermediate Technology be explored to invent equipment using local resources since equipment is expensive to buy and teachers be trained to assist students make tools.

Ofoha (2011) conducted study to assess how the Nigerian secondary school vocational and technical education curriculum was implemented with a view to ascertain the extent to which it had empowered students-for self-employment. The descriptive survey research design was adopted for the study. The sample comprised 380 junior and senior secondary school (JSS and SSS) students and 120 teachers, selected from twelve secondary schools drawn across three states in Nigeria, one state from each North Central, South East, and South West geopolitical zones of the country. Stratified random sampling technique was applied to select student-sample while purposive sampling was used for teacher-sample. The schools covered by the study comprised four categories: federal government school (FGS), state government school (SGS), high class private school (HCPS), and low class private school (LCPS). The study utilized both quantitative and qualitative techniques in data collection and analysis with

questionnaires and observation as the main instruments. Results revealed that sampled students have learnt significant employable entrepreneurial skills in 6 out of 36 vocational areas. Also, their entrepreneurial capability was found low, as there was no significant production of marketable of marketable goods and services to show for their practical knowledge. The study recommended, amongst others, integration of entrepreneurship education in the teaching-learning process, as this will enable students to be motivated in identifying entrepreneurial opportunities.

In the case study reported by Treagust and Rennie (1993), emphasized the importance of the evaluation of the approaches and programs implemented in the six technology schools as respondents to this investigation. It stressed that technology education was of increasing interest and these technology-based initiatives were the first to be undertaken in Western Australian schools and the identification of successful implementation of technology can provide guidance for other schools wishing to introduce technology in their curricula.

The effectiveness of the implementation process was evaluated in terms of: a) the intended curriculum, defined by the way technology was presented by the written statements of policy, the syllabi and the teaching materials; b) the implemented curriculum, defined by the manner in which the schools incorporated technology into their programs; and c) the achieved curriculum, defined in terms of the degree of match between the intended and implemented curriculum.

The evaluation was designed as a multi-site case study, with data collection in two stages: the first was at the end of 1989 and the second at the end of 1990, to examine the extent to which the programs had continued. Data were collected by questionnaires, interviews and documentary analysis. Questionnaires were given to the technology coordinators, to the teachers involved in the implementation process and the students who experienced the implemented curriculum. During visits to schools, the coordinators and teachers were interviewed and curriculum documents related to the schools' original proposals and to their continuing technology programs were examined.

The results of the case study showed that each of the six Technology Schools adopted its own approach to technology. The plans for technology implementation were affected by the location of the school, variation in the size and the nature of the student population and the community context. Underpinning these different approaches were differences in perceptions about the nature of technology held by the staff which were discernible in the kinds of curriculum change intended, the way these changes were being implemented, and the distribution of funds to support them. Overall, the results of the evaluation have identified three major factors crucial for success of the school-based curriculum initiatives in technology education. First, there is a need for continuous coordination by someone who has the resources (particularly time) to reflect about, and maintain an overview of, what is happening in the school. Second, there needs to be thorough documentation about what is intended and

what is happening, so that, faculty are kept informed about direction and progress. Finally, success requires time, time for the faculty to accept ownership of the program, time to plan modifications to their curricula and teaching strategies, time to implement those changes, and time for them to be reflected in student outcomes.

In the case study conducted by Mafora and Phorabatho (2013) of the University of South Africa, they examined the perceptions and experiences of School Management Teams (SMTs) regarding their role in managing the implementation of the National Curriculum Statement (NCS) as curriculum change. Only findings regarding principals were discussed in this report. Data were collected through semi-structured focused group interviews. Findings suggested that: 1) principals had a limited understanding of what comprise their role of managing the implementation of the NCS as curriculum change; 2) principals experienced a plethora of impediments in managing the implementation of the NCS as curriculum change. Recommendations were therefore made to improve the role of principals in managing curriculum change implementation as follows: 1) provide relevant intensive training to principals; 2) careful implementation of teacher redeployment policy; 3) review of management practices; and 4) retrain relevant area office personnel.

Puyate (2008) identified the constraints to the effective implementation of vocational education program in private secondary schools in Port Harcourt local government area. This research study was limited to four randomly

selected private secondary schools. The main instrument for data collection was a questionnaire. Data were analyzed using descriptive statistics including the sample mean and grand population mean. The findings revealed a dearth of professional and qualified teachers for the teaching of vocational/technical subjects; inadequate infrastructure and equipment in schools; insufficient instructional materials and books in schools, and that schools were generally poorly financed. Two key recommendations were: that adequate infrastructure should be provided in schools so that they are properly equipped for functional teaching and learning, and that and "enlightenment" campaign should be carried out in the society to emphasize the importance of technical and vocational education.

Related Studies

Related studies were reviewed and briefly discussed herein for reference. These included unpublished master's theses and dissertations which were considered by the researcher relevant to her study.

Avila (2014), in her study entitled "In-Service Training Needs on the K to 12 Curriculum of Grade I Teachers in Area I, Leyte Division: Inputs to an Enhanced In-Service Training Program", investigated the in-service training needs on the K to 12 Curriculum of Grade I Teachers as inputs to an enhanced in-service training program. Findings of the study revealed that Grade I teachers need training along subject areas content, teaching strategies, instructional

materials development and classroom management. To improve the competence and teaching performance of these Grade-I teachers, the researcher recommended the use of the proposed enhanced in-service training program. Likewise it was suggested that school heads, as instructional supervisors must award in-service training opportunities equally to all teachers regardless of their age, sex, civil status, educational attainment and teaching experience. In addition, encourage Grade I teachers to enroll in graduate programs and pursue to finish until graduation.

Acala (2014), in her study entitled "Training Needs of Elementary Science Teachers in Area II-B, Leyte Division: Inputs for the Development of Instructional Guide", assessed the training needs of Science teachers as a basis in developing an instructional guide in Science for Grade VI. This study showed that majority of the teacher-respondents were bachelor's degree, eleven were Science specialist, with minimal experience in teaching Science, and with limited in-service trainings attended. It was also found out that these teachers need trainings on Science contents, modern methods and strategies in teaching the subject, and computer literacy skills which are basically needed to be able to teach Science effectively. Based on these findings, Acala recommended that school administrators should organize school-based in-service trainings on content, modern methods, strategies, techniques, and computer literacy to make Science teaching more relevant to the needs of the students.Moreover, he suggested that they should also enroll in graduate programs related to Science

teaching to enhance their teaching-learning skills. He also emphasized the need for these teachers to be trained on the efficient use of instructional materials and in constructing more creative instructional materials as an integral part of teaching the subject more effectively.

The study of Acala has something in common with the present study since both dealt with trainings or professional development of the teachers concerned. Acala's study focused on training needs in Science, while the present study delved into the competencies and skills needed by the teachers who were handling the subjects under the SHSMP.

Encina (2013) determined the status of school-Community Partnership in the implementation of the School-based Management (SBM) in Leyte Division. The results of the study revealed that there was a high extent of partnership between the school and the community in terms of implementation of school programs and projects, fund resource generation, voluntary contributions as perceived by the teachers, school heads and the GPTA and SGC officials; however, except for voluntary contributions which was perceived as "very high extent" by the school heads. Moreover, it was found out that there was no significant relationship between the extent of implementation of School-Community Partnership and the school profile, secondary school heads profile, the GPTA and SGC profile.

In line with these findings and conclusions, Encina recommended that school heads should maximize school resources for legitimate school

development activities through school programs and projects, fund resource generation, voluntary contributions and learning at home through active participation of internal and external stakeholders. Likewise, he suggested that GPTA officials should serve as support group and as significant partners of the implementation of School-Community Partnership, whose relationship shall be defined as cooperative and open dialogue to promote the welfare of their students, and for the SGC officials, to keep abreast with existing school policies, rules and regulations and participate actively in the formulation and/or modification of school laws.

The study of Encina has similarity with the present study since both studies dealt on the extent of partnership with community and other stakeholders in the society; the present study determined the extent of involvement/partnership with stakeholders in as far as Senior High School Modelling is concerned, while the study of Encina determined the status of school-Community Partnership in the implementation of the School-based Management (SBM) in Leyte Division.

Catubao (2013), investigated the status of implementation of the Special Education Program in Leyte Division and determined the perceptions of Special Education teachers, school administrators and supervisors towards the four aspects of evaluating the SPED Program: Context, Input, Process and Product (CIPP Model). To improve the implementation of the Special Education Program, the researcher recommended that in-service trainings, seminars and

long-term scholarships be offered to SPED teachers for them to keep abreast with the innovations in developing the potentials of the gifted and disabled learners. In addition, he suggested that facilities and supplies needed by special children be provided since it is most noticeable that there is scarcity of facilities and supplies particularly for the Special Education Program in public schools. Moreover, SPED centers must have systematic and objective identification procedures which should be followed strictly. There should be a valid and reliable tools for the assessment and referrals of children for proper placement.

The study of Catubao has some resemblance with the study since both examined the status of implementation of the program under study; the present study determined the status of implementation of the Senior High School Modelling implementation in region VIII, while that of Catubao examined the status of implementation of the Special Education Program in Leyte Division.

Cutin (2013) determined the level of resource management capability of elementary school heads and the educational outcomes in Leyte Division. The findings of the study revealed that most school heads in Leyte Division were in the middle-age, the females dominate the leadership position, found to have Certificate of Academic Requirements towards the master's degree; most are Principal I; have less than 10 years length of service; with regard to in-service training and seminars attended, most of them were trained in the division only. The study also revealed that there was a significant relationship between the profile of school heads and their level of resource management capabilities,

specifically, on educational qualification, designation, /position, length of service and in-service training. However, the study showed that there is no significant relationship between the level of resource management capabilities among the school heads and the level of educational outcomes of learners in Leyte Division. On the other hand, it was noted from the findings of this study that teachers perceived their school heads as "highly capable" in terms of human resource, physical facilities, fiscal/financial and information technology management. Likewise, the school heads perceived themselves as "highly capable" in human resource, physical facilities and fiscal/financial resource management; except for information technology management which they perceived "capable".

With these findings, the researcher recommended that school heads should be sent to regional, national, or even international seminars and in-service trainings to enhance their resource management capabilities, specifically, on financial/fiscal and information technology management. In addition school heads must use resources judiciously, especially, on financial resources in order to improve learning outcomes and be accountable of its result.

The study of Cutin bears resemblance with the present study since both dealt with resource management or resource mobilization capability of school heads.

In the study of Sorima (2011), she determined the status of Educational Management Information System (EMIS) in central elementary schools of Area II in the Division of Leyte. The results showed, that, as to the status of EMIS in the

central schools, both the administrators and EMIS coordinators tried their best to deliver their services in terms of availability of records, records management, ICT, and physical facilities related to EMIS despite the limited resources that support such services to clienteles.

The school administrators and EMIS coordinators assessed similarly on the status of EMIS in their respected areas as they came up with consistent observation along availability of records, records management, ICT, and physical facilities.

Based on the results of this study, the researcher recommended that DepEd should take a second look at the sad condition of the physical facilities in relation to EMIS in the central elementary schools and there should be a program that would address this concern. Likewise, DepEd should conduct relevant trainings and seminars for school administrators and EMIS coordinators to ensure effective and efficient operation of the EMIS centers in the central elementary schools. Moreover, he suggested that EMIS centers in central elementary schools should be equipped with computer sets and should establish internet connectivity to keep the school updated with the developments affecting the school.

Arceño (2010), in her study entitled "Perspectives of Senior High School Students on Moral and Social Issues: Inputs for Values Education formation", determined the perspectives of senior high school students on certain moral and social issues as basis for the preparation of an intervention schemes for values

education formation. The results of the study showed that most of the senior high school students were females, Catholics, mostly poor, whose mothers were housewives and fathers were self-employed with college education, with moderately high dependency and residing in urban areas particularly in the City of Tacloban. The highlight of the findings focused on the students' perspectives on moral issues on sex, abortion, and marriage which were assessed as conservative. Other issues such as love, pre-marital relations, trial marriage, extramarital relations, annulment and euthanasia showed that students have moderately conservative perspectives. Social issues on freedom, commitment to tasks, respect for authority and peer pressure showed that students have moderately conservative perspectives. Based on these findings, the researcher recommended that the intervention scheme as proposed in this study should be implemented so that teachers, parents and students are given the proper criteria and will develop a better firmer grasp of the role they play in the total development of the human person. Furthermore, it was suggested that school officials should design a quarterly seminar on values reformation, revive the Revitalized Homeroom Guidance Program (RHGP) at the school level. In addition, it was suggested that values education as a subject be given equal time allotment so that Values Education lessons are fully discussed and the students' performance can be closely monitored.

The study of Apurillo (2009), "Academic Performance Levels of the Project Beneficiaries of the School Improvement and Innovation Facility (SIIF) in Leyte

pedagogy while students "highly needed" training on this aspect. In terms of instructional pedagogy, instructors "moderately needed" training; while the students "highly needed" training on this area. On communicative pedagogy, both instructors and students "highly needed" training on this aspect. It recommended, therefore, to have a realistic and functional staff development program for THE instructors to ensure their professional growth. In addition, develop a comprehensive competency-based pre-service program for THE majors in college and in-service training program for THE instructors particularly along the areas of communicative, content, and instructional pedagogy which concerns learning new methods, techniques and strategies in teaching Technology and Home Economics (THE).

The study of Diaz differs with the present study in the methodology, research design and statistical measures. It used the descriptive research design and it made use of the t- test for independent samples in the statistical treatment of data; while the present study used the correlational research design and made use of the Pearson Product Moment and the Analysis of Variance as the statistical measures.

However, they had resemblance in terms of the respondents because both involved students and teachers as respondents of the two studies; they just differ in the level of education; the present study, at the secondary level, while the study of Diaz at the tertiary level.

In the study of Cabahug (2005), she sought to describe the classroom

assessment techniques employed by the teachers of freshmen high school Makabayan subjects in the Laboratory High School of Southern Leyte State University - Tomas Oppus, on the basis of students' oral responses, written outputs as well as their affective and psychomotor responses. Moreover, it tried to analyze the extent of its utilization and develop an intervention scheme that could enhance the techniques of assessing students' learning. It employed the ethnographic content analysis.

The findings of this study revealed that the teachers relied much on question-answer modes of interactions in assessing students' oral responses. Written responses, on the other hand, required knowledge acquisition and comprehension, generally categorized as low-level questions in the development levels of cognition, while questions that demanded for higher order thinking skills, creative and "critical-analytic" dimensions of reasoning were generally part of the usual class discussions but not so much in the written outputs except in the periodic term tests. Although during the course of the discussion, most teachers asked convergent and divergent questions as well as analytic and evaluative questions, generally, the written assessment fall back to knowledge and comprehension levels. Moreover, class observations also revealed the lack of specific assessment items or tools to evaluate both affective responses and psychomotor skills of students. The affective responses were evaluated not as a separate entity but a "built-in" response along with psychomotor responses.

It was also noted from the findings that on the extent of utilization of the

different classroom assessment techniques, the teachers' assessment of students' oral responses rely mainly on the students' answers to teacher-generated questions. The questions were focused on gathering and confirming information which were categorized as low-level questions. The written responses, on the other hand, were elicited mainly from paper/pencil tests items which likewise, concentrated on memory-cognition skills, generally, called for in most objective tests. Higher-order thoughts and processes were required occasionally.

From these findings, the researcher recommended, that, since, the paper-pencil tests dominated the assessment process that concentrated on low-level cognitive skills, the institution must provide a continuing teachers' training on the importance of assessment and evaluation focused on test construction, non-conventional assessment and test results utilization.

This study is somewhat similar to the present study since both studies determined assessments of learning outcomes. The study of Cabahug was focused on the assessment techniques in MAKABAYAN subjects, while the present study was more particular on the assessment of learning outcomes under the K to 12 Basic Education Curriculum.

A study done by Amparado (2005) entitled "The Aquaculture Industry in Samar Province: Proposed Fishery Extension Program for Samar State University" assessed the aquaculture industry in the province of Samar to be able to come up with up and effectively implement the Fishery extension program for Samar State University. Results of the study revealed that in

technology delivery system, the attitude of extension workers are considered by the different groups of respondents as "very satisfactory", and the technology disseminated as "satisfactory". This was attributed to lack of educational awareness among the clientele coupled with inadequate trainings, skills development activities and communication materials. Extension methodologies adopted were claimed by the fish farmers "unsatisfactory". The different groups of respondents were in concurrence on their perceptions that extension program administration was "satisfactory". The study, therefore, recommended that short term trainings are necessary to improve the level of technological awareness of the fish farmers particularly on areas identified. Much more, he emphasized that a functional extension program to effect technology transfer be undertaken through cooperative efforts of the government agencies, non-government organizations and the academe, vis-à-vis enhancement of extension workers' competencies and the provision of adequate communication facilities and administrative support.

The study of Amparado has something in common with the present study since they both delved on examination of the status of implementation, however, they varied on the subject; the latter examined the status of implementation of the Aquaculture Industry in Samar Province, while the present study examined the status of implementation of the Senior High School Modelling in DepEd, Region VIII, as a baseline study of the Region. Another difference was on the respondents; the study of Amparado involved the farmers of the freshwater

aquaculture, brackish water aquaculture and mariculture, the extension workers and the heads of extension services; while the present study involved the students, teachers, DepEd Key officials and stakeholders of the Senior High School Modelling implementation.

Alandino (2004), in his study "An Enhanced Faculty Development Program for Secondary School Teachers in the City Division of Calbayog", assessed the existing faculty development program for secondary school teachers in the Division of Calbayog City. Results of the study revealed that staff development was the activity or program that needs enhancement as deemed by the teacher- and administrators respondents. They deemed that expertise of HRD personnel, availability of funds, and graft and corruption might have affected it. This study recommended the need to develop a functional and realistic faculty development program for secondary school teachers in Calbayog City Division. Further, it also recommended that misallocation of funds, political intervention, chopping of budget and tapping of programs/projects should be avoided.

The study of Alandino had something in common with the present study. Both dealt with teachers' professional development; that of Alandino delved in assessing the existing faculty development program in Calbayog City division, while the present study determined the status of the teachers' professional development relative to the K to 12 initiatives.

In the study of Eco (2004) entitled "Prototype Lesson Plans for Technology

and Livelihood Education (TLE II)" assessed the level of competence of teachers teaching Technology and Livelihood Education (TLE II) using the Prototype Lesson Plans based on the guidelines set by the 2002 BEC. This study showed that the level of competence of teachers teaching TLE II using Prototype Lesson Plans was "Outstanding". Moreover, it revealed that the use of Prototype Lesson Plans in TLE II met the guidelines set by the 2002 BEC; hence, Eco concluded that the use of Prototype Lesson Plans in TLE II can lessen the burden of the teachers in lesson plan preparation and should be institutionalized in each school. He, therefore, recommended that it should be adopted as one of the major guides of the TLE II teachers in facilitating learning. In addition, production/development of instructional materials in relation to these Prototype Lesson Plans be given utmost preference to enable teachers to readily use them when teaching.

The study of Eco has something in common with the present study in terms of methodology and research designs used. Both used the descriptive correlational research design and utilized survey questionnaire as the main instrument in data gathering supplemented by an unstructured interview. Their difference was that, the study of Eco measured/assessed the level of competence of TLE II teachers using the Prototype Lesson Plans, while, the present study assessed the status of the Senior High School Modelling implementation in Region VIII in terms of: extent of advocacy, extent of curriculum development, curriculum content, assessment of learning outcomes, extent of teachers' professional development, extent of resource mobilization, extent of partnership

with stakeholders, adequacy of instructional materials, adequacy of facilities and equipment and adequacy of laboratory workshops.

The researcher hopes that these review of related literature and studies would somehow give the readers background information and understanding, and would give substance and enrichment to this study.

Chapter 3

METHODOLOGY

This chapter deals with the method and procedures that were used to answer the problems posed in this study. It presents the research design, the instruments utilized in gathering the data, validation of the instruments, sampling procedure, data gathering procedure, as well as, the statistical treatment applied/utilized in the analysis of data.

Research Design

Since this study was a baseline research of DepEd Region VIII, relative to the K to 12 curriculum implementation, which sought to determine the status of the Senior High Modelling Schools, it employed the descriptive-correlational research design. Using Focused Group Discussion (FGD) and the questionnaire as the main instrument in gathering data, the status of implementation of the 22 Senior High Modeling schools, in the eight divisions of Region VIII, namely: Leyte, Eastern Samar; Northern Samar; Samar; Catbalogan City; Calbayog City; Biliran; and Borongan City; which participated in the modelling, were determined. However, those modelling schools which were severely affected by the destruction of Typhoon Yolanda, like, Palo National High School and Merida Vocational School from Leyte Division, and Lawaan School of Crafstmanchip and Home Industries and Matarinao School of Fisheries, from Eastern Samar

Division were excluded as respondents of this study. So, instead of involving the 22 Senior High Modelling Schools, only 18 schools were considered respondents for this study. The extent of involvement of the different sectors: business/ industry, CHED/HEI, TESDA, LGU, and PTA, in the Senior High School Modelling schools werealso determined. Moreover, the attitude of the Key Officials, teachers, students and other stakeholders towards K to 12 were also established.

In order to determine if the status of the Senior High School Modelling in the identified modelling schools would be influenced by certain student- and teacher-related variates, by the extent of involvement of the different sectors to the Senior High School Modelling, and by the attitude of the key officials, teachers, students and other stakeholders, correlational analysis among these factors was done. In addition, the problems encountered by the teachers, students and DepEd Key Officials in the Senior High School Modelling were identified and ranked as to what extent these problems were felt by them.

Action steps to improve the Senior High School implementation in 2015 and 2016 were determined based on the findings of the study. Frequency counts, percentages, means, standard deviation, weighted means, Spearman-Rank Correlation Coefficient, Analysis of Variance, Scheffe's test, Pearson Product-Moment Correlation Coefficient and Fisher's t-test were the statistical tools used in the analysis of data.

Instrumentation

This study employed a survey questionnaire checklist in collecting pertinent data. Focused Group Discussion (FGD) was also conducted with the school heads and teachers of the 18 school respondents to validate and support the answers given by the school headsin the questionnaire, especially on the status of implementation of the Senior High School Modelling of every school-respondent.

Questionnaire. A survey questionnaire checklist mentioned earlier, was used as the principal instrument in this study. There were four sets of questionnaires, one for each of the category of respondents namely: the students, teachers, DepEd key officials (to include the school administrators), and stakeholders.

The questionnaire for the students consisted of four parts: Part I of the questionnaire was designed to determine the profile of the student-respondents relative to their: 1) age and sex, 2) specialization, 3) rating in academic and specialization subjects, 4) economic status, and 5) attitude to the Senior High School.

Part II of the survey questionnaire for students elicited the extent of involvement of the different sectors/stakeholders in the Senior High School Modeling Program in the region. It also utilized the five-point Likert Scale of 1-5, where 5 means extremely involved (EI), 4 means highly involved (HI), 3 means moderately involved (MI), 2 means slightly involved, and 1 - not involved (NI).

Part III of the questionnaire gathered information on problems encountered by students in the Senior High School Modeling. The students identified the problems felt by them from the list mentioned in the questionnaire and ranked them according to the extent of how they have felt these problems during the implementation.

Part IV of the questionnaire derived information on the attitude of students towards K to 12 - Senior High School Curriculum implementation. Responses were quantified, using again the five-point Likert Scale as follows: 5 - Strongly Agree (SA), 4 – Agree (A), 3 – Uncertain (U), 2 – Disagree (DA), and 1 – Strongly Disagree (SDA). These were interpreted using the following: Strongly Agree – Very Favorable, Agree – Favorable, Uncertain – Neutral, Disagree – Unfavorable, and Strongly Disagree – Very Unfavorable.

The questionnaire for the teachers consisted of five parts: Part I was also designed to determine the teacher-respondents profile relative to their: 1) age and sex, 2) civil status, 3) monthly salary, 4) educational background, 5) teaching experience, 6) specialization, 7) seminars/trainings attended, 8) NC qualifications, 9) performance ratings, 10) attitude towards teaching, and 11) attitude towards K to 12 curriculum.

Part II, and Part III of the questionnaire for teachers were the same with that of the questionnaire for students.

Part IV of the questionnaire for teachers elicited information on the attitude of teachers towards teaching; while, Part V drew out information on the

attitude of teachers towards K to 12 Curriculum. Responses from these parts were also quantified using the five-point Likert Scale as follows: 5 - Strongly Agree (SA), 4 - Agree (A), 3 - Uncertain, 2 - Disagree (Da), and 1 - Strongly Disagree (SDa), and were interpreted with the scales like the one used for the students' questionnaire.

The questionnaire for school administrators consisted of five parts. Part I was designed to determine the school profile relative to: 1) enrolment, 2) facilities and equipment, 3) partnership and linkages, and 4) other resources. Part II derived information about the status of implementation of the 18 Senior High Modeling schools in terms of: extent of advocacy; extent of curriculum development; curriculum content; assessment of learning outcomes; extent of teachers' professional development; extent of resource mobilization; extent of partnership with stakeholders; adequacy of instructional materials; adequacy of facilities and equipment; and adequacy of laboratory workshops. Information derived from the conduct of the FGD supported and validated responses of the school administrators. Responses of the school administrators were quantified using again the five-point Likert Scale as follows: For Extent of Advocacy: 5 - conducted all the six activities mentioned in the questionnaire which meant Greatest Extent (GstE); 4 - conducted five out of the six activities meant Great Extent (GE); 3 - conducted three to four out of the six activities meant Moderate Extent (ME); 2 - conducted one to two out of the six activities which meant Some Extent (SE); and 1 - did not conduct any activity which meant No Activity or No

Effort at All.

For Extent of Curriculum Development, 5 meant conducted all the six activities/indicators mentioned in the questionnaire; 4 meant conducted five out of the six activities; 3 meant conducted three to four out of the six activities; 2 meant conducted one to two out of the six activities; and 1 meant the respondent did not conduct any of the indicators for curriculum development. The scores were interpreted the same as that of the extent of advocacy.

For Curriculum Content, responses were scored as follows: 5 when all the descriptors were implemented; 4 when five out of the six descriptors were implemented; 3 when three to four out of the six descriptors for curriculum content were implemented; 2 when one or two out of the six descriptors were implemented; and 1 when there was no implementation of the descriptors. The scores were interpreted as: Fully Implemented (FI); Highly Implemented (HI); Moderately Implemented (MI); Slightly Implemented (SI); and Not Implemented (NI).

Along Assessment of Learning Outcomes, the scores were quantified as follows: 5 when all the five descriptors for the assessment of learning outcomes were implemented; 4 when four out of the five descriptors were implemented; 3 when three out of the five descriptors were implemented; two there was one to two out of the five descriptors were implemented; and 1 when there was no implementation of any of the descriptors mentioned. The scores were interpreted the same with that of the Curriculum Content.

For Extent of Teachers' Professional Development, the responses were scored as follows: 5 meant conducted seven to eight out of the eight activities or indicators for teachers' professional development; 4 meant conducted five to six out of the eight indicators; 3 meant conducted three to four out of the eight indicators; 2 meant conducted one to two out of the eight indicators; and 1 when there was no activity conducted at all. The scores were interpreted as: Greatest Extent (GstE); Great Extent (GE); Moderate Extent (ME); Some Extent (SE); and No Effort at All.

On Extent of Resource Mobilization, the following scoring for responses were done: 5 meant conducted all the seven indicators mentioned; 4 meant conducted five to six out of the seven indicators; 3 meant conducted three to four out of the seven indicators; 2 meant conducted one to two out of the seven indicators; and 1 when there was no activity done at all. Interpretation of the scores were: Greatest Extent (GstE); Great Extent (GE); Moderate Extent (ME); Some Extent (SE); and No Effort at All.

On Extent of Partnership with Stakeholders, responses were quantified using again the Five-Point Likert Scale of 1 – 5, where 5 meant conducted all the five indicators; 4 meant conducted four out of the five indicators; 3 meant conducted three out of the five indicators; 2 meant conducted one to two out of the five indicators; and 1 meant did not conduct any of the indicators at all. Scores were interpreted the same as that of the Extent for Resource Mobilization.

On Adequacy of Instructional Materials (IMs), responses were scored as

follows: 5 meant all the indicators for instructional materials were available in the school; 4 is given when seven to eight of the nine materials were available; 3 when four to six out of the nine instructional materials were available; 2 when one to three out of the nine indicators were available; and 1 when there was no available instructional materials at all.. The scores were interpreted as: Very Much Adequate (VMA); Adequate (A); Moderately Adequate (MA); Slightly Adequate; and Not Available (NA).

Along Adequacy of Facilities and Equipment, responses were scored as: 5 meant 27 to 35 facilities and equipment mentioned were available;4 meant 19 to 26 facilities out of the 35 were available; 3 meant only nine to 18 facilities and equipment were available; 2 meant only one to eight facilities and equipment available and 1 when there was no facility and equipment available at all. Interpretations of the scores were the same with that of the Adequacy of Instructional Materials.

On Adequacy of Laboratory Workshops, responses were scored as follows: 5 meant 13 to 15 laboratory workshops were available; 4 meant nine to 12 laboratory workshops were available; 3 meant five to eight of the indicators were available; 2 meant one to four of the indicators were available ; and 1 when there was no available laboratory workshop at all. Interpretations of scores were as follows: Very Much Adequate (VMA), Adequate (A); Moderately Adequate (MA); Slightly Adequate (SA), and Not Available (NA).

Part III and Part IV of the questionnaire for the school administrators were

the same as that of Part II and Part III of the questionnaire for the teachers. While, Part V of the questionnaire for the administrators was the same with the Part V for the teachers.

The questionnaire for the DepEd key officials consisted of three parts. This was the same as Part II, III, and V of the questionnaire for the school administrators. While the questionnaire for the stakeholders or the different sectors consisted of one part, and it was the same as Part II of the student and teachers' questionnaire. However, for every sector or group of stakeholders, they only answered questions or indicators which concerned their group. The directions or instructions in the questionnaire were suited to every group of respondents.

Validation of Instrument

Since the main data collection tool was developed by the researcher herself, it was validated through expert validation as well as through pilot testing and dry run in order to determine the usability and administrability of the questionnaire.

To validate the instrument, the researcher submitted her questionnaire to her adviser, to the Regional Director and Assistant Regional Director of DepEd, Region VIII, and to other research experts for their comments and suggestions for improvement. The questionnaire was finalized in preparation for the pilot try-out.

The reliability of the questionnaire was established through the test-retest method (Calmorin, 1994:66) to ascertain the consistency of the responses of the target respondents. This was conducted in the Division of Maasin City. Pilot-testing was undertaken twice to the same group in an interval of three days. The researcher conducted the first try out on February 4, 2014 and the second try-out on February 7, 2014. Responses of interval or ratio level of measurement like those that were collected through the five-point Likert scale were recorded, tallied and processed for the two try-outs. Then, the Spearman Rank Correlation Coefficient was computed to determine the relationship between the responses that were given by the respondents during the first and second try-out. The computed r, which was pegged at 0.92, was interpreted against Ebel's Table of Reliability (Ebel, 1965:262) which denoted "high" reliability.

Table 1

Table of Reliability

Reliability Coefficient	Degree of reliability
0.95 - 0.99	Very high
0.90 – 0.94	High
0.80 – 0.89	Fairly high, adequate for individual measurements
0.70 – 0.79	Rather low, adequate for group measurements
Below 0.70	Low, entirely adequate for individual measurements although useful for group average and school surveys

Sampling Procedure

In the selection of the respondent divisions and schools, purposive sampling was utilized by the researcher, which meant that only those schools and divisions which participated in the Senior High School Modelling in SY 2012-2013 and SY 2013-2014 were included as respondents to this study. This included five schools in Biliran Division, one school in Borongan City Division, one school in Calbayog City Division, one school in Catbalogan City Division, three schools in Eastern Samar Division, six schools in Northern Samar, and one school in Samar Division. There were seven divisions considered as respondents to this study, excluding Leyte and two schools from Eastern Samar which suffered great devastation from Typhoon Yolanda.

Total enumeration was applied to DepEd key officials and teachers; which meant that all teachers and DepEd key officials of the participating schools and divisions to the Senior High School Modelling were included as respondents to this study. There were 99 respondents for the DepEd Key officials which consisted from the seven division offices and from DepEd Regional Office No. VIII.

On the other hand, purposive sampling was done to the key stakeholders (business industries, HEIs, LGUs, TESDA) which meant that only those that were concerned or involved in the Senior High School Modelling implementation were considered as respondents. There were 56 respondents from the business industries, 53 respondents from the CHED/HEIs, 54 from the TESDA and 55

respondents from the LGU group.

For the selection of the student-respondents and PTA-respondents (key stakeholders), the researcher employed the stratified random sampling procedure in selecting representatives from these two groups.

To determine the sample size, Sloven's formula (Downie and Heath, 1974:172) was used, viz:

$$n = \frac{N}{1 + Ne^2}$$

Where: n – refers to the sample size

N – refers to the total head count of the target group, and

E – refers to the margin of error or level of significance which was set at .05 in this study

Table 2 presents the sampling frame of the study. The number of respondents from the students group was 239, likewise with that of the parents group which had also a total of 239 parent-respondents in all.

Table 2

Sampling Frame of the Study

Division	School	POPULATION							
		Teachers	Students	Business Industry	CHED/ HEI	TESDA	LGU	PTA	Key Officials
Biliran	Cabucgayan NHS	9	16	2	3	3	3	16	16
	Manlabang NHS	7	30	3	2	3	4	30	
	Maripipi VS	9	30	3	3	3	3	30	
	Naval NHS	10	21	3	3	3	3	21	
	Naval SOF	5	21	2	3	3	3	21	
Borongan	ESNCHS	10	15	4	3	3	3	15	10
Calbayog	Rafael Lentejas MSOF	10	31	6	3	3	3	31	12
Catbalogan	SNS	10	27	3	3	3	3	27	11
E. Samar	Dolores NHS	10	28	3	3	3	3	28	10
	SNPOSA	9	40	3	3	3	3	40	
	Taft NHS	10	39	3	3	4	3	39	
N. Samar	Allen NHS	6	22	3	3	3	3	22	17
	Bobon SPC	9	45	3	4	2	3	45	
	Catarman NHS	10	52	3	3	3	3	52	
	Mondragon NHS	7	63	3	3	3	3	63	
	San Isidro AIS	9	22	3	3	3	3	22	
	Sumuroy AIS	8	50	3	3	3	3	50	
Samar	Clarencio Calagos MSOF	8	46	3	3	3	3	46	18
Regional Office									5

Table 2 (Cont'n)

Division	School	SAMPLE SIZE							
		Teachers	Students	Business Industry	CHED/ HEI	TESDA	LGU	PTA	Key Officials
Biliran	Cabucgayan NHS	9	5	2	3	3	3		16
	Manlabang NHS	7	11	3	2	3	4		
	Maripipi VS	9	12	3	3	3	3		
	Naval NHS	10	8	3	3	3	3		
	Naval SOF	5	8	2	3	3	3		
Borongan	ESNCHS	10	5	4	3	3	3		10
Calbayog	Rafael Lentejas MSOF	10	12	6	3	3	3		12
Catbalogan	SNS	10	10	3	3	3	3	10	11
E. Samar	Dolores NHS	10	12	3	3	3	3	12	10
	SNPOSA	9	16	3	3	3	3	16	
	Taft NHS	10	15	3	3	4	3	15	
N. Samar	Allen NHS	6	10	3	3	3	3	10	17
	Bobon SPC	9	17	3	4	2	3	17	
	Catarman NHS	10	22	3	3	3	3	22	
	Mondragon NHS	7	25	3	3	3	3	25	
	San Isidro AIS	9	9	3	3	3	3	9	
	Sumuroy AIS	8	21	3	3	3	3	21	
Samar	Clarencio Calagos MSOF	8	21	3	3	3	3	21	18
Regional Office									5
TOTAL		159	239	56	53	54	55	239	99

Data Gathering Procedure

The researcher sought approval from the Regional Director through the

Schools Division Superintendents of the seven divisions of DepEd, Region VIII, to conduct the study and distribute questionnaires to the students, teachers, and DepEd key officials. Likewise, the researcher sought approval from the various sectors of stakeholders for the distribution of questionnaires to concerned personnel. The researcher also sought a recommendation from the Dean of Graduate Studies and the University President of Samar State University where she was enrolled to facilitate the approval of her request.

The questionnaires were distributed personally by the researcher to be able to conduct observation, unstructured interview and Focused Group Discussion (FGD) as needed during the data collection. This technique enabled the researcher to verify and validate vague answers from the respondents that came out during the process. There was a one hundred percent (100%) retrieval of survey questionnaires from the respondents.

The data in this study were collected from those Senior High Modelling schools which were not adversely affected by Typhoon Yolanda. Two Senior High Modelling Schools from Leyte Division and two from Eastern Samar Division which experienced severe destructions from the super typhoon were excluded as respondents of this study. They were Palo National High School and Merida Vocational School from Leyte Division, and Lawaan School of Craftsmanship and Home Industries and Matarinao School of Fisheries from Eastern Samar Division.

The researcher fielded the questionnaires starting February 13, 2014 and

started retrieving them starting the first week until the second week of March 2014.

The responses from every respondent category were quantified and interpreted as discussed earlier under Instrumentation.

Statistical Treatment of Data

The data gathered in response to the questionnaires, from observation, unstructured interview and FGD were recorded, tallied, analyzed and interpreted quantitatively and qualitatively in accordance with the most appropriate statistical devices. The statistical tools or measures used in this particular study were: 1) frequency counts, 2) percentages, 3) means, 4) standard deviation, 5) weighted means, 6) Spearman-Rank correlation coefficient, 7) Analysis of Variance, 8) Schefft's test, 9) Pearson Product Moment correlation coefficient, and 10) Fisher's t-test.

Frequency counts and Percentages. These statistical tools were used to present the profile of the teacher and student-respondents. Frequency counts were used to present the number of teacher- and student-respondents per category while percentages were used to present the magnitude of the number of teacher- and students-respondents per category with reference to the total number of sample-respondents. The latter was also used in presenting the rating in academic and specialization subjects of the student-respondents.

Means and Standard Deviation. The means were used to determine the

averages of some of the variates of the student-respondents which included the age, sex, average rating in academic and specialization subjects, economic status and, attitude to the Senior High School; on the other hand, the teacher-respondents' variates which included the age, sex, civil status, monthly salary, educational background, teaching experience, specialization, seminars/trainings attended, NC qualification, performance rating, attitude towards teaching, and, attitude towards K to 12 curriculum. The standard deviation was used to describe the variability of the foregoing data with respect to the means.

Weighted Mean. This statistical tool was used to present the group perceptions of the four groups of respondents relative to the status of implementation of the Senior High School Modeling, the extent of involvement of the different sectors/stakeholders in the Senior high School Modelling and the problems encountered by the teacher- and student-respondents in the Senior High School Modeling.

Spearman-Rank Correlation Coefficient. This statistical tool was used to establish the reliability of the research instrument using the test-retest method.

In evaluating the reliability coefficient, the computed Spearman Rho was interpreted based on the Table of Reliability suggested by Ebel (1965:242).

Analysis of Variance. The one-way ANOVA was used to ascertain significant differences in the perceptions of the four groups of respondents relative to: the status of implementation, extent of involvement of the different sectors/key stakeholders and the problems encountered in the Senior High

School Modelling.

Scheffe's Test. This statistical tool was used as a Posteriore Test in case the hypothesis would be rejected. If the computed F value (K-1) would be greater than the critical F value, the corresponding difference between group means would be assessed as significant. On the other hand, if the computed F value would be lesser than the critical F value, then the corresponding difference between group means would be assessed not significant.

Pearson Product Moment Correlation (Pearson r). This was applied to determine significant relationship between the status of the Senior High School Modelling and the extent of involvement of the different sectors namely: the 1) Business/industry sectors, 2) CHED/HEI, 3) TESDA, 4) LGU, and 5) PTA. Likewise, it was used to determine significant relationship between the status of the Senior High School Modelling and the student related variates such as: 1) age and sex, 2) specialization, 3) rating in academic and specialization subjects, 4) economic status, and 5) attitude to the Senior High School Modelling.

Moreover, it was used to determine significant relationship between the status of the Senior High School Modelling and the teacher-related variates which included among others: 1) age and sex, 2) civil status, 3) monthly salary, 4) educational background, 5) teaching experience, 6) specialization, 7) seminars/trainings attended, 8) NC qualification, 9) performance ratings, 10) attitude towards teaching, and 11) attitude towards K to 12 curriculum.

Fisher's t-test. This statistical tool was used to test the significance of the

computed correlation coefficient. The computed Fisher's t-value was compared with the tabular t-value at .05 level of significance and degrees of freedom N-2. If the computed Fisher's t-value would be greater than the critical t-value, the hypotheses would be rejected. On the other hand, if the computed Fisher's t-value would be lesser than the tabular t-value, the hypotheses would be accepted.

The .05 level of significance was used in all cases of hypothesis testing.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data with the corresponding analysis and interpretation. Presented in this chapter are the following: profile of modelling schools; student-respondents' profile; teacher-respondents' profile; attitude of the key officials, teachers, students, and other stakeholders towards K to 12; status of the Senior High School Modelling in the model schools; extent of involvement of the different sectors in the Senior High School Modelling as perceived by the key DepEd officials, teachers, students and key stakeholders; differences among the perceptions of the respective four categories of respondents relative to the extent of involvement of the afore-cited sectors to the Senior High School Modelling; relationship between the status of the Senior High School Modelling and the identified variables; problems encountered by the students, teachers and DepEd key officials in the Senior High School Modelling as perceived by them and to what extent are these problems felt; difference among the perceptions of the students, teachers and DepEd key officials relative to the problems encountered by them and the extent to which they are felt; and action steps maybe undertaken to improve the full implementation of Senior High School in SY 2016-2017 based on the findings of the study.

Profile of Modelling Schools

Tables 3 to 6 present the profile of the modelling school in terms of enrolment, facilities and equipment, partnership/linkages, and other resources.

Enrolment. Table 3 provides the information regarding the enrolment of the modelling schools.

From the table, it can be noted that a number of modelling schools registered an average enrolment of 20 - 24 students, accounting for eight or 44.42 percent. Two schools or 11.10 percent registered an average enrolment of 60 - 64 students and the rest of the modelling schools were evenly distributed to the other average enrolment bracket.

Table 3

Enrolment of the Modelling Schools

Average Enrolment	F	%
60 - 64	2	11.10
55 - 59	1	5.56
50 - 54	1	5.56
45 - 49	1	5.56
40 - 44	1	5.56
35 - 39	0	0.00
30 - 34	1	5.56
25 - 29	1	5.56
20 - 24	8	44.42
15 - 19	1	5.56
10 - 14	1	5.56
Total	**18**	**100.00**
Mean	**32.56**	
S. D.	**16.44**	

The mean enrolment of the modelling schools was pegged at 32.56 students with a standard deviation (SD) of 16.44 students.

Facilities and Equipment. Table 4 presents the profile of modelling schools in terms of facilities and equipment. The data show that majority of the modelling schools have the following facilities and equipment, namely: computers; printers; and LCD projectors, where 14 or 77.78 percent, 12 or 66.67

Table 4

Facilities and Equipment of the Modelling Schools

Facilities & Equipment	f	%
Computers	14	77.78
Laptop	2	11.11
LCD Projector	11	61.11
Printers	12	66.67
Photocopier/Xerox Machine	4	22.22
Welding Machine	3	16.67
Drill Press Machine	1	5.56
Diesel Engine Mock-up	1	5.56
Gas Engine Mock-up	1	5.56
Air Compressor	1	5.56
Bench Grinder	1	5.56
Riso Machine/Risograph Machine	3	16.67
Scanner Machine	1	5.56
Power Generator	1	5.56
Engines	1	5.56
Grass Cutter	1	5.56
Food Processing Laboratory Tools/ Equipment	3	16.67
Typewriters	3	16.67
Science Laboratory Equipment	1	5.56
Speech Laboratory Equipment	1	5.56
Computer Laboratory Equipment	1	5.56
Industrial Arts Laboratory	1	5.56

Table 4 (Cont'n)

Facilities & Equipment	f	%
Electronics Laboratory	1	5.56
Oven	2	11.11
Complete Electrical Hand tools	1	5.56
Kitchen Utensils	1	5.56
Wood Work Equipment	1	5.56
Gas Range	1	5.56
Refrigerator	1	5.56
Heavy Duty Mixer	1	5.56
Electric Mixer/Beater	1	5.56
Slicer Tube Pans	1	5.56
Trays	1	5.56
Muffin Pans	1	5.56
Measuring Cups and Spoons	1	5.56
Mixing Bowls	1	5.56
Shovel	1	5.56
Hammers	1	5.56
Planes	1	5.56
Outrigger Motorized Banca with 10 HP Diesel Engine	1	5.56
1 Hectare Demo Fish Pond	1	5.56

percent, and 11 or 11.11 percent modelling schools, respectively, signified to have the afore-mentioned facilities and equipment.

Four modelling schools or 22.22 percent have photocopier/Xerox machine while three modelling schools or 16.67percent have the following facilities and equipment, namely: welding machine; riso machine/risograph machine; food processing laboratory tools/equipment; and typewriters, and two or 11.11 percent have laptop and oven. Only one modelling school or 5.56 percent signified to have the other identified facilities/equipment.

Partnership/Linkages. Table 5 shows the profile of modelling schools in terms of partnership/linkages.

Table 5

Partnership/Linkages of the Modelling Schools

No. of Partnership/ Linkages	F	%
7	1	5.56
6	1	5.56
5	1	5.56
4	3	16.66
3	6	33.33
2	2	11.11
1	2	11.11
None	2	11.11
Total	**18**	**100.00**

As shown in Table 5, six of the modelling schools or 33.33 percent have three partner agencies or linkages while three or 16.66 percent have four partner agencies or linkages, two or 11.11 percent have two and another two or 11.11 percent signified to have only one partner agency or linkage. One each of the modelling schools or 5.56 percent each have 7, 6 and 5 partner agencies or linkages and two or 11.11 disclosed to have no partner agencies or linkages.

Other Resources. Table 6 discloses the other resources of the modelling schools. It can be gleaned from Table 6 that majority of the modelling schools, that is 10 or 55.56 percent have school lot. Four or 22.22 percent of the modelling

Table 6

Other Resources of the Modelling Schools

Other Resources	f	%
Gas Range	2	11.11
Refrigerator	4	22.22
High-Speed Sewing Machine	1	5.56
Circular Saw	2	11.11
Cutting Machine	1	5.56
Cooking Tools	1	5.56
Baking Tools	1	5.56
Table Appointments	1	5.56
Engines	1	5.56
Bench Grinder	1	5.56
Band Saw	1	5.56
Planer	1	5.56
Welding Outfit	1	5.56
Laboratory Fish Pond	1	5.56
Motorboat	1	5.56
Shovels	1	5.56
Digging Blades	1	5.56
Tables	1	5.56
Chairs	1	5.56
Cabinets	2	11.11
School Lot	10	55.56
Measuring Instruments	1	5.56
Graphs and Charts	1	5.56
Conductivity Apparatus	1	5.56
Tubes and Cylinders	1	5.56
Burners and Lamps	1	5.56
ICT Tools	1	5.56
e-Library	1	5.56
Transformer	1	5.56
Electrical Power	1	5.56
Generating Set	1	5.56
Arm Chairs	1	5.56
Science Laboratory Equipment	1	5.56
Computers	1	5.56
Printers	1	5.56
Xerox Machine	1	5.56

Table 6 continued

Other Resources	f	%
Electrical Power	1	5.56
Generating Set	1	5.56
Arm Chairs	1	5.56
Science Laboratory Equipment	1	5.56
Computers	1	5.56
Printers	1	5.56
Xerox Machine	1	5.56
Oven	1	5.56
Fish Finder	1	5.56
Life Jacket	1	5.56
Oxygen Tank	1	5.56
Clinometer	1	5.56
Kitchen Food Processing	1	5.56

schools have refrigerator while two or 11.11 percent modelling schools have gas range, circular saw, and cabinets. One each or 5.56 percent each had the other resources identified in this study.

Student-Respondents' Profile

Tables 7 to 10 present the student-respondents' profile in terms of age and sex, specialization, grade point average in academic and specialization subjects, and economic status.

Age and Sex. Table 7 specifically presents the age and sex distribution of student-respondents. As presented in the table below, a number of the student respondents, that is 47 or 20.61 percent were aged 17 years old while 45 or 19.74 percent were aged 18 years old, 38 or 16.67 percent were aged 19 years

Table 7

Age and Sex Distribution of the Student-Respondents

Age (in years)	Sex		Total	Percent Distribution
	Male	Female		
> 25	5	4	9	3.95
25	3	0	3	1.32
24	1	3	4	1.75
23	4	3	7	3.07
22	11	3	14	6.14
21	10	6	16	7.02
20	11	13	24	10.53
19	20	18	38	16.67
18	26	19	45	19.74
17	22	25	47	20.61
16	7	14	21	9.21
Total	**120**	**108**	**228**	**100.00**
Percent	**52.63**	**47.37**	**100.00**	
Mean	**19.58 years**	**18.92 years**	**19.27 years**	**-**
SD	**3.06 years**	**3.10 year**	**3.09 years**	**-**

old, 24 or 10.53 percent were aged 20 years old, 21 or 9.21 percent, 16 years old, 16 or 7.02 percent were aged 21 years old, 14 or 6.14 percent were aged 22 years old, 9 or 3.95 percent were less than 25 years of age, seven or 3.07 percent, 23 years old, four or 1.75 percent were 24 years old and three or 1.32 percent were aged 25 years old. The mean age of the student-respondents was 19.27 years old with a SD of 3.09 years.

Moreover, majority of the student-respondents were males, accounting for 120 or 52.63 percent. On the other hand, the female student-respondents were composed of 108 or 47.37 percent only.

Specialization. Table 8 provides the data on the specialization of student-respondents.

The table shows that a number of the student-respondents took up commercial cooking, accounting for 38 or 16.67 percent while 31 or 13.60 percent

Table 8

Specialization of the Student-Respondents

Specialization	F	Percent
Tourism Sector	11	4.82
Performing Arts	5	2.19
Marine Fisheries	10	4.39
Housekeeping	6	2.63
Agriculture Sector	14	6.14
Garments Technology	1	0.44
Foods Technology	31	13.60
Electronics Technology	12	5.26
Electricity & Carpentry	1	0.44
Electrician	7	3.07
Crop Production	6	2.63
Consumer Electronics	1	0.44
Computer Software Development	3	1.32
Computer Hardware Servicing	3	1.32
Commercial cooking	38	16.67
Civil Technology	2	0.88
Carpentry	5	2.19
Bread & Pastry production	24	10.53
Bartending	5	2.19
Automotive	2	0.88
Aqua Culture	1	0.44
Animal Production	4	1.75
Not Specified	36	15.79
Total	**228**	**100.00**

took up foods technology, 24 or 10.53 percent took up bread and pastry production, 14 or 6.14 percent took up agriculture sector, 12 or 5.26 percent took up electronics technology, 11 or 4.82 took up tourism sector, and 10 or 4.39 percent, marine fisheries. The remaining student-respondents were thinly distributed to the other specializations taken by them in the modelling schools. Still 36 of them or 15.79 percent failed to specify the specialization they took up in the said schools.

Grade Point Average in Academic and Specialization Subjects. Table 9 discloses the grade point average (GPA) of student-respondents in academic and specialization subjects.

It can be noted from Table 9 that 59 of the student-respondents or 25.88

Table 9

Grade Point Average in Academic and Specialization Subjects of Student-Respondents

Grade Point Average	Academic Subjects		Specialization Subject	
	f	%	f	%
93 - 95	10	4.39	31	13.60
90 - 92	29	12.72	42	18.42
87 - 89	21	9.21	18	7.89
84 - 86	54	23.68	23	10.09
81 - 83	59	25.88	47	20.61
78 - 80	33	14.47	29	12.72
75 - 77	22	9.65	38	16.67
Total	**228**	**100.00**	**228**	**100.00**
Mean	**88.80**		**81.70**	
S. D.	**14.91**		**15.45**	

percent obtained a grade point average of 81 – 83 in academic subjects while 54 or 23.68 percent obtained a GPA of 84 – 86, 33 or 14.47 percent got a GPA of 78 – 80, 29 or 12.72 percent, 90 – 92, 22 or 9.65 percent obtained a GPA of 75 – 77, 21 or 9.21 percent garnered a GPA of 87 – 89, and 10 or 4.39 percent got a GPA of 93 – 95 in academic subjects. The mean GPA of the student-respondents in academic subjects was posted at 88.80 with a SD of 14.91.

On the other hand, 47 or 20.61 percent of the student-respondents obtained a GPA of 81 – 83 in specialization subjects while 42 or 18.42 percent of them garnered a GPA of 90 – 92, 38 or 16.67 percent got a GPA of 75 – 77, 31 or 13.60 percent, 93 – 95, 29 or 12.72 percent obtained a GA of 78 – 80 percent, 23 or 10.09 percent got a GPA of 84 – 86, and 18 or 7.89 percent obtained a GPA of 87 – 89. The mean GPA obtained by the student-respondents in specialization subjects was pegged at 81.70 with a SD of 15.45.

The foregoing data implied that the student-respondents manifested remarkable performance both in their academic and specialization subjects being shown by their mean GPA which turned higher than the mastery level set by the Department of education (DepEd) which is 75 percent.

Economic Status. Table 10 contains the information regarding the economic status of the student-respondents.

From the table, it can be gleaned that a number of the student-respondents, that is, 82 or 35.96 percent had an family income of Php3,500 – Php5,999 while 62 of them or 27.19 percent earned Php1,000 – Php3,499, 53 or

Table 10

Economic Status of the Student-Respondents

Economic Status (in Php)	f	Percent
23500 - 25999	1	0.44
21000 - 22499	0	0.00
18500 - 20999	5	2.19
16000 - 18499	1	0.44
13500 - 15999	3	1.32
11000 - 13499	6	2.63
8500 - 10999	15	6.58
6000 - 8499	53	23.25
3500 - 5999	82	35.96
1000 - 3499	62	27.19
Total	**228**	**100.00**
Mean	**Php5,569.41**	**-**
SD	**Php3,659.63**	**-**

23.25 percent had Php6,000 – Php8,499 family income, 15 or 6.58 percent earned Php8,500 – Php10,999, and the remaining student-respondents were thinly distributed to the other family income identified in this study.

The mean family income earned by the student-respondents was calculated at Php5,569.41 with a SD of Php3,659.63. The data showed that the student-respondents' family earned meagerly, however, it implied that schooling was their priority that even they earned lower income they made it a point that their children are in-school.

Teacher-Respondents' Profile

Tables 11 – 20 present the teacher-respondents' profile in terms of age

and sex, civil status, monthly salary, educational attainment, teaching experience, specialization, category, seminars/trainings attended along K to 12 program, performance rating, and attitude towards teaching.

Age and Sex. Table 11 contains the data on the age and sex distribution of teacher-respondents.

Table 11 presents that 23 or 14.74 of the teacher-respondents were aged 31 - 34 years old while 22 or 14.10percent were aged 39 - 42 years old, 21 or 13.46 percent were aged 35 - 38 years old, 18 or 11.54 percent were aged 47 - 50 years old, 16 or 10.26 percent were aged 51 - 54 years old, 11 or 7.05 percent were aged

Table 11

Age and Sex Distribution of the Teacher-Respondents

Age (in years)	Sex		Total	Percent
	Male	Female		
63 - 66	0	2	2	1.28
59 - 62	0	6	6	3.85
55 - 58	1	8	9	5.77
51 - 54	5	11	16	10.26
47 - 50	4	14	18	11.54
43 - 46	7	13	20	12.82
39 - 42	7	15	22	14.10
35 - 38	7	14	21	13.46
31 - 34	12	11	23	14.74
27 - 30	4	7	11	7.05
23 - 26	6	2	8	5.13
Total	**53**	**103**	**156**	**100.00**
Percent	**33.97**	**66.03**	**100.00**	
Mean	**38.17**	**43.75**	**41.85**	**-**
SD	**8.80**	**9.62**	**9.69**	**-**

27 - 30 years old, nine or 5.77 percent were aged 55 - 58 percent, eight or 5.13 percent were aged 23 - 26 years old, six or 3.85 percent were aged 59 - 62 years old, and two or 1.28 percent were aged 63 - 66 percent. The youngest teacher-respondent was aged 23 years old while the oldest was aged 65 years old.

The mean age was posted at 41.85 years old with a SD of 9.69 years. The foregoing data suggested that the teacher-respondents were on their early 40's, still young to be promoted when given the chance.

Furthermore, majority of the teacher-respondents belonged to the female sex accounting for 103 or 66.03 percent. The male teacher-respondents were composed of 53 only or 33.97 percent. The data showed that there were more female educators than the male counterparts which were a common observation in the roster of DepEd teaching personnel in almost all divisions.

Civil Status. Table 12 provides the information regarding the civil status of teacher-respondents.

As provided in the said table, it can be noted that majority of the teacher-

Table 12

Civil Status of the Teacher-Respondents

Civil Status	f	Percent
Single	31	19.87
Married	115	73.72
Widow/er	8	5.13
Separated	2	1.28
Total	**156**	**100.00**

respondents were married, accounting for 115 or 73.72 percent while 31 of them 1.28 percent signified as separated.

The data revealed that most of the teacher-respondents were married, an indication of their being responsible in their respective lives.

Monthly Salary. Table 13 presents the monthly salary of teacher-respondents.

From the afore-mentioned table, it can be gleaned that a number of the teacher-respondents, that is 71 or 45.51 percent earned a monthly salary of Php18,000 – Php19,999 while 40 or 25.64 percent received Php20,000 – Php21,999 monthly salary, 13 or 8.33 percent received a monthly salary of Php30,000 – Php31,999, 11 or 7.05 percent earned a monthly salary of Php22,000 – Php23,999,

Table 13

Monthly Salary of the Teacher-Respondents

Salary (in Php)	f	Percent Distribution
32000 - 33999	10	6.41
30000 - 31999	13	8.33
28000 - 29999	3	1.92
26000 - 27999	4	2.56
24000 - 25999	0	0.00
22000 - 23999	11	7.05
20000 - 21999	40	25.64
18000 - 19999	71	45.51
16000 - 17999	2	1.28
Not Specified	2	1.28
Total	**156**	**100.00**
Mean (in Php)	**22,134.24**	-
SD (in Php)	**4,687.63**	-

10 or 6.41 percent earned Php32,000 - Php33,999, and the remaining teacher-respondents were thinly distributed to the other identified salary bracket. The mean monthly salary received by the teacher-respondents was pegged at Php22,134.24 with a SD of Php4,687.63.

The foregoing data showed that the teacher-respondents earned a family income which can be considered sufficient to provide luxury to the members of the family.

Educational Attainment. Table 14 presents the educational attainment of the teacher-respondents.

It can be noted from Table 14 that 63 of the teacher-respondents or 40.38 percent were bachelor's degree holders while 62 of them or 39.74 percent were MA/MS CAR holders, 25 o 16.03 percent were MA/MS graduates, three or 1.92 percent were Ph. D./Ed. D. CAR holders, and another three or 1.92 percent were Ph. D./Ed. D. degree holders.

Table 14

Educational Attainment of the Teacher-Respondents

Educational Attainment	f	% Distribution
Ph. D./Ed. D. Graduate	3	1.92
Ph. D./Ed. D. CAR	3	1.92
MA/MS Graduate	25	16.03
MA/MS CAR	62	39.74
Bachelor's Degree	63	40.38
Total	**156**	**100.00**

The foregoing data suggested that the teacher-respondents were educationally prepared and qualified for the teaching profession. Their pursuit for advance education signified their preparation for advancement in the teaching hierarchy if given the chance.

Teaching Experience. Table 15 presents the teaching experience of the teacher-respondents.

From the said table, it can be gleaned that a number of teacher-respondents had been in the teaching profession for 5 – 8 years, accounting for 32 or 20.51 percent, 24 or 15.38 percent had been teaching for 17 – 20 years, 18 or 11.54 percent had been in the teaching profession for 13 – 16 years, another 18 or

Table 15

Teaching Experience of the Teacher-Respondents

Teaching Experience (in years)	f	% Distribution
41 - 44	1	0.64
37 - 40	1	0.64
33 - 36	12	7.69
29 - 32	10	6.41
25 - 28	14	8.97
21 - 24	9	5.77
17 - 20	24	15.38
13 - 16	18	11.54
9 - 12	18	11.54
5 - 8	32	20.51
1 - 4	17	10.90
Total	156	100.00
Mean	16.09	-
SD	10.18	-

11.54 percent for 9 - 12 years, 17 or 10.90 percent had been teachers for 1- 4 years, 14 or 8.97 percent had been teaching for 25 - 28 years, 12 or 7.69 percent for 33 - 36 years, 10 or 6.41 percent had been teachers for 29 - 32 years, nine or 5.77 percent had been teaching for 21 - 24 years, one or 0.64 percent had been in the service for 41 - 44 years, and the remaining one or 0.64 percent had been in the teaching profession for 37 - 40 years.

The mean number of years in teaching of the teacher-respondents was calculated at 16.09 years with a SD of 10.18 years. The data showed that the teacher-respondents had been teaching for about 16 years which signified that they had been in the service for quite sometimes. If one of the criteria for the teaching competence of the teachers is the length of service, then, they could be considered one.

Specialization. Table 16 reveals the specialization of the teacher-respondents.

Table 16 revealed that a number of the teacher-respondents, that is, 21 or 13.46 percent specialized Mathematics while 20 of them or 12.82 percent specialized English, 18 or 11.54 percent specialized Filipino, 14 or 8.97 percent in General Science, 11 or 7.05 percent in Social Studies, another 11 or 7.05 percent in Physical Education, eight or 5.13 percent in Physics/Chemistry, another eight or 5.13 percent in Technology and Home Economics, and the remaining teacher-respondents were thinly distributed in the other identified field of specialization. Noteworthy were the four teacher-respondents or 2.56 percent who did not

Table 16

Specialization of the Teacher-Respondents

Field of Specialization	f	% Distribution
TLE	2	1.28
Electrical Technology	1	0.64
Drafting Technology	1	0.64
Social Studies	11	7.05
General Science	14	8.97
Filipino	18	11.54
Physics/Chemistry	8	5.13
Philosophy & Theology	1	0.64
Physical Education	11	7.05
Mathematics	21	13.46
Marine Fisheries	1	0.64
Language & Literature	3	1.92
Information Communication Tech	1	0.64
Technology & Home Economics	8	5.13
Garments Technology	4	2.56
Food Technology	3	1.92
Food Processing	4	2.56
Fish Culture	1	0.64
English	20	12.82
Educational Management	3	1.92
Crop Science	1	0.64
Councilor Educ.	1	0.64
Cosmetology	1	0.64
Computer Hardware	1	0.64
Computer Educ.	1	0.64
Building Construction	2	1.28
Carpentry	1	0.64
Bread & Pastry	1	0.64
Biology	5	3.21
Agricultural Educ.	2	1.28
Not Specified	4	2.56
Total	156	100.00

disclose their field of specialization which they took up in their baccalaureate degree.

Category. Table 17 presents the category of teacher-respondents.

It can be seen from the table that majority of the teacher-respondents were full-time, accounting for 148 or 94.87 percent and the remaining eight teacher-respondents or 5.13 percent were in a part-time basis.

Table 17

Category of the Teacher-Respondents

Category	f	% Distribution
Full Time	148	94.87
Part-time	8	5.13
Total	146	100.00

The data manifested that majority of the teachers in the modelling schools were regular teachers which are understood to render the most 40 hours a week from Mondays to Fridays.

Seminar/Trainings Attended by Teacher-Respondents. Table 18 contains the data regarding the seminar/trainings attended by the teacher-respondents relative to the K to 12 Curriculum.

From table, it can be gleaned that 62 of the teacher-respondents or 39.74 percent had attended only 1 seminar/training relative to K to 12 curriculum while 10 or 6.41 percent had attended two seminars/trainings relative to K to 12 curriculum, seven or 4.49 percent attended three seminars/trainings on K to 12 curriculum, and one or 0.64 percent attended five seminars/trainings on K to 12

Table 18

Seminars/Trainings Attended by the Teacher-Respondents Relative to K to 12 Curriculum

№ of Trainings Attended	f	% Distribution
5	1	0.64
3	7	4.49
2	10	6.41
1	62	39.74
No Training	76	48.72
Total	156	100.00
Mean (Trng)	1	-
SD (Trng)	1	-

curriculum. The remaining 76 or 48.72 percent signified to have no seminar/ training attended relative to K to 12 Curriculum.

The data signified that majority of the teacher-respondents were able to undergo seminar/training relative to K to 12 curriculum in the different levels. However, there were still some that need the said seminar/training to be competent as teacher in this curriculum which is currently undergoing implementation.

Performance Rating. Table 19 provides the data on the performance rating of the teacher-respondents.

Table 19 presents that a number of teacher-respondents, that is, 117 or 45.70 percent garnered performance rating of 6.60 - 8.50 with an adjectival description of "very satisfactory" while 12 or 4.69 percent obtained performance

Table 19

Performance Rating of the Teacher-Respondents

Performance Rating	Description	f	Percent
8.60 - 10.0	Outstanding	12	4.69
6.60 - 8.50	Very Satisfactory	117	45.70
4.60 - 6.50	Satisfactory	9	3.52
Not Specified	-	18	7.03
Total		**156**	**60.94**
Mean	**(Very Satisfactory)**	**8.02**	
SD		**0.49**	

rating of 8.60 – 10.0 with an adjectival description of "outstanding," and nine or 3.52 percent got performance rating of 4.60 – 6.50 with an adjectival rating of "satisfactory." Still, 18 or 7.03 percent of the teacher-respondents did not specify their performance rating.

The mean performance rating of the teacher-respondents was posted at 8.02 with an adjectival description of "very satisfactory" and with a SD of 0.49. The data suggested that the teacher-respondents more or less obtained similar performance rating which can be described as very satisfactory. This implied that these teachers manifested remarkable performance which can be redound to their competence in teaching the K to 12 curriculum.

Attitude Towards Teaching. Table 20 appraises the attitude of teacher-respondents towards teaching the K to 12 curriculum. There were 10 attitude statements considered in this study.

Table 20

Attitude Towards Teaching by the Teacher-Respondents

	Indicators	Scale					Total	Xw/Inter-pretation	
		5	4	3	2	1			
1.	I always come to school promptly and regularly.	108	48	0	0	0	156	4.69	VF
2.	I prepare my lesson plan/lesson log sheet daily.	88	63	4	1	0	156	4.53	VF
3.	I prepare instructional materials before teaching.	61	89	6	0	0	156	4.35	F
4.	I consider individual differences when teaching.	103	51	1	1	0	156	4.64	VF
5.	I keep progress record of my students and communicate it to the parents.	85	63	8	0	0	156	4.49	F
6.	I provide equal opportunities for every student to learn new things or skills.	97	59	0	0	0	156	4.62	VF
7.	I employ varied methods of teaching suited to the kind of learners I have.	81	71	4	0	0	156	4.49	F
8.	I provide a conducive learning environment for my students.	91	60	4	1	0	156	4.54	VF
9.	I always face my students prepared for the lesson and with a happy disposition.	93	59	4	0	0	156	4.57	VF
10.	I treat my students as my own children.	116	39	1	0	0	156	4.74	VF
	Grand Total	-	-	-	-	-	-	**45.67**	-
	Grand Mean	-	-	-	-	-	-	**4.57**	**VF**

Legend: 4.51 - 5.00 Always/Very Favorable (VF)
3.51 - 4.50 Agree/Favorable (F)
2.51 - 3.50 Uncertain/Neutral (N)
1.51 - 2.50 Disgree/Unfavorable (UF)
1.00 - 1.50 Strongly Disagree/Very Unfavorbale (VU)
KO - Key Officials

Table 20 shows that out of 10 attitude statements this group of respondents considered seven as "very favorable" with weighted means ranging from 4.53 to 4.74. In these statements, Number 10 obtained the highest weighted

mean with a statement stating that "I treat my students as my own children," while Number 2 with a statement stating, "I prepare my lesson plan/lesson log sheet daily."

The remaining three attitude statements were considered by this group of respondent as "favorable," with weighted means ranging from 4.35 to 4.49. Statement Number 3 stating, "I prepare instructional materials before teaching," obtained the least weighted mean.

Taken as a whole, the teacher-respondents appraised their attitude towards teaching the K to 12 curriculum as "very favorable" being indicated by the grand weighted mean of 4.57. This signified that this group of respondents manifested extremely high attitude towards teaching the K to 12 curriculum.

Attitude of Key Officials, Teachers and Students Towards K to 12

Table 21 presents the attitude of the key officials, teachers, students and other stakeholders towards K to 12. There are 10 attitude statements included in this study whereby each group of respondents expressed their attitude towards the K to 12.

As gleaned from Table 21, the key officials considered themselves "very favorable" in the first nine statements with weighted means ranging from 4.68 to4.83 whereby Statement Number 5 obtained the highest weighted mean stating, "I believe that the K to 12 program will prepare children physically, socially, emotionally, and mentally for real field of work," and Number 9

Table 21

Attitude of the Key Officials, Stakeholders, Teachers, and Students Towards K to 12 Curriculum

	Indicators	Respondents' Category								Combined Mean/ Interpretation	
		KO X_w/Inter-pretation		Teachers X_w/Inter-pretation		SH X_w/Inter-pretation		Students X_w/Inter-pretation			
1.	I am interested in the K to 12 curriculum.	4.80	VF	4.69	VF	4.45	F	4.47	F	4.60	VF
2.	I believe that K to 12 program will meet the standards required for professionals who would want to work abroad.	4.72	VF	4.49	F	4.29	F	4.43	F	4.48	F
3.	I am positive that the K to 12 program will fully enhance and develop the students in order for them to be will prepared in emotional and cognitive aspects.	4.81	VF	4.51	VF	4.35	F	4.46	F	4.53	VF
4.	I believe that the K to 12 program aids in achieving the objectives of education for all (EFA).	4.80	VF	4.52	VF	4.55	VF	4.25	F	4.53	VF
5.	I believe that the K to 12 program will prepare children physically, socially, emotionally, and mentally for real field of work.	4.83	VF	4.70	VF	4.51	VF	4.34	F	4.59	VF
6.	I am positive that the K to 12 will increase the children's chance of surviving.	4.72	VF	4.60	VF	4.47	F	4.41	F	4.55	VF
7.	I have faith that the K to 12 will enhance the quality of basic education in the Philippines.	4.71	VF	4.58	VF	4.45	F	4.54	VF	4.57	VF
8.	I am optimistic that the K to 12 program will provide graduate competencies and skills relevant to the job market, thus, eliminates job-skills mismatch.	4.78	VF	4.15	F	4.24	F	4.47	F	4.41	F
9.	I have faith that the K to 12 program will prepare students for higher education.	4.68	VF	4.51	VF	4.29	F	4.46	F	4.48	F
10.	I believe that the K to 12 program will make Philippines education to be at par with international standards.	3.40	N	4.49	F	3.35	N	4.33	F	3.89	F
	Total	**46.23**	**-**	**45.24**	**-**	**42.94**	**-**	**44.18**	**-**	**44.65**	**-**
	Grand Mean	**4.62**	**VF**	**4.52**	**VF**	**4.29**	**F**	**4.42**	**F**	**4.46**	**F**

Legend: 4.51 - 5.00 Always/Very Favorable (VP)
3.51 - 4.50 Agree/Favorable (F)
2.51 - 3.50 Uncertain/Neutral (N)
1.51 - 2.50 Disgree/Unfavorable (UF)
1.00 - 1.50 Strongly Disagree/Very Unfavorbale (VU)
KO - Key Officials

obtained the least with a statement stating, "I have faith that the K to 12 program will prepare students for higher education."

In the remaining attitude statement stating, "I believe that the K to 12 program will make Philippines education to be at par with international standards," this group of respondents expressed that they were "uncertain/ neutral" with a weighted mean of 3.40, on the ground that they were not fully oriented on the history and philosophical foundations of the K to 12 Program. From the occasional interview conducted by the researcher with the respondents, this group mentioned that the teachers were the first one to be oriented on the K to 12.

Taken as a whole, the key officials still expressed that they were "very favorable" towards the K to 12. This was shown by the grand weighted mean of 4.62.

Furthermore, in the same table, the teachers expressed that they were "very favorable" in the seven attitude statements with weighted means ranging from 4.51 to 4.70. Number 5 obtained the highest weighted mean with a statement stating, "I believe that the K to 12 program will prepare children physically, socially, emotionally, and mentally for real field of work," while Numbers 3 and 9 equally obtained the least weighted mean with statements stating: "I am positive that the K to 12 program will fully enhance and develop the students in order for them to be will prepared in emotional and cognitive aspects;" and "I have faith that the K to 12 program will prepare students for

higher education."

In the remaining three indicators, this group of respondent expressed that they were "favorable" with them with weighted means ranging from 4.15 to 4.49. Number 8 obtained the least weighted mean stating, "I am optimistic that the K to 12 program will provide graduate competencies and skills relevant to the job market, thus, eliminates job-skills mismatch."

Taken as a whole, the teachers still were "very favorable" with the K to 12 being shown by the grand weighted mean of 4.52.

Moreover, as presented in Table 21, the stakeholders were "very favorable" along two attitude indicators only corresponding to Numbers 4 and 5 stating: "I believe that the K to 12 program aids in achieving the objectives of education for all (EFA);" and "I believe that the K to 12 program will prepare children physically, socially, emotionally, and mentally for real field of work," with weighted means of 4.25 and 4.34, respectively. Seven attitude indicators were considered by this group of respondents as "favorable" with weighted means ranging from 4.25 to 4.47. And in the remaining statement, this group of respondent expressed that they were "uncertain/neutral"" with it with a weighted mean of 3.35 stating, "I believe that the K to 12 program will make Philippines education to be at par with international standards."

Taken as a whole, the stakeholders expressed that they were "favorable" with the K to 12 being manifested by the grand weighted mean of 4.29.

From the viewpoint of the students, Table 21 shows that they were "very

favorable" in one attitude indicator only with a weighted mean of 4.54 with a statement stating, "I have faith that the K to 12 will enhance the quality of basic education in the Philippines," while in the remaining nine attitude indicators, they were "favorable" with them with weighted means ranging from 4.25 to 4.47. Numbers 1 and 8 equally obtained the highest weighted mean stating: "I am interested in the K to 12 curriculum;" and "I am optimistic that the K to 12 program will provide graduate competencies and skills relevant to the job market, thus, eliminates job-skills mismatch."

Taken as a whole, the students expressed that they were "favorable" with the K to 12 as indicated by the grand weighted mean of 4.42.

In summary, the key officials and the teachers manifested similar attitude towards the K to 12 being "very favorable" with it while the stakeholders and the teachers arrived at the same attitude towards it, being "favorable."

Status of Senior High School Modelling in the Model Schools

Tables 22 to 31 provides the status of Senior High School Modelling (SHSM) in the model schools in terms of extent of advocacy, extent of curriculum development, curriculum content, assessment of learning outcomes, extent of teachers' professional development, extent of resource mobilization, extent of partnership with stakeholders, adequacy of instructional materials, adequacy of facilities and equipment, and adequacy of laboratory workshops.

Extent of Advocacy. Table 22 contains the status of SHSM in the model

Table 22

Status of Senior High School Modelling in the Model Schools in Terms of Advocacy

	Extent of Advocacy	f	% Distribution
5	Greatest Extent	3	16.67
4	Great Extent	12	66.66
3	Moderate Extent	3	16.67
	Total	**18**	**100.00**
	Weighted Mean = 4.00 (Great Extent)		

Indicators:

1. Conducted orientation conference on K to 12 Senior High School Modelling with stakeholders (business, industry, HEIs, TESDA, LGU, Parents)
2. Distributed flyers and other advocacy materials on K to 12 SHS implementation
3. Disseminated information through local media (radio and TV broadcast)
4. Conducted career advocacy activities to the students
5. Posted announcements/information relative to the K to 12 SHS implementation in bulletin boards or in tarpaulins
6. Discussed K to 12 SHS implementation during PTA meetings

Legend: 4.51 - 5.00 - Conducted all the 6 activities mentioned = Greatest Extent
3.51 - 4.50 - Conducted 5 out of 6 activities = Great Extent
2.51 - 3.50 - Conducted 3 to 4 out of 6 activities = Moderate Extent
1.51 - 2.50 - Conducted 1 to 2 out of the 6 activities = Some Extent
1.00 - 1.50 - Did not conduct any of the activity = No Activity/Effort At All

schools in terms of extent of advocacy.

From the said table, it can be noted that out of 18 model schools, 12 or 66.66 percent exerted great extent of advocacy while three or 16.67 percent exerted greatest extent and another three or 16.67 percent exerted moderate extent of advocacy.

Taken as a whole, the model schools exerted great extent of advocacy as manifested by the weighted mean of 4.00.

Curriculum Development. Table 23 presents the status of SHSM in the model schools in terms of curriculum development.

As provided in Table 23, 11 or 61.11 percent of the model schools implemented curriculum development to the great extent while five or 27.78 percent implemented curriculum development to the greatest extent and two or 11.11 percent implemented curriculum development in a moderate extent.

Taken as a whole, the model schools implemented curriculum

Table 23

Status of Senior High School Modelling in the Model Schools in Terms of Curriculum Development

Extent of Curriculum Development		f	% Distribution
5	Greatest Extent	5	27.78
4	Great Extent	11	61.11
3	Moderate Extent	2	11.11
	Total	18	100.00
	Weighted Mean = 4.17 (Great Extent)		

Indicators:

1. Consultation with CHED/HEIs in the development of core subjects
2. Consultation with TESDA in the development of relevant curriculum for entry level skills requirements (specialization subjects)
3. Consultation with business industry partners in identifying competency requirements for curricular innovations and current employment trends
4. Consultation with LGU in curriculum planning and development to ensure that the SHS curriculum is aligned to the local development plans
5. Consultation with other government agencies like DTI, DOLE, DA, etc.
6. Consultation and presentation of the SHS curriculum to the parents and SHS students

Legend: 4.51 – 5.00 – Conducted all the 6 activities mentioned = Greatest Extent
3.51 – 4.50 – Conducted 5 out of 6 activities = Great Extent
2.51 – 3.50 – Conducted 3 to 4 out of 6 activities = Moderate Extent
1.51 – 2.50 – Conducted 1 to 2 out of the 6 activities = Some Extent
1.00 – 1.50 – Did not conduct any of the activity = No Activity/Effort At All

development to a great extent being indicated by the weighted mean of 4.17.

Curriculum Content. Table 24 shows the status of SHSM in the model schools in terms of curriculum content.

As provided in Table 24, all the 18 model schools or 100.00 percent fully implemented the curriculum content in the modelling senior high school. Taken as a whole, the model schools fully implemented curriculum content in the modelling senior high school being shown by the weighted mean of 5.00.

Table 24

Status of Senior High School Modelling in the Model Schools in Terms of Curriculum Content

	Extent of Implementation of Curriculum Content	F	% Distribution
5	Fully Implemented	18	100.00
	Total	18	100.00
	Weighted Mean = 5.00 (Fully Implemented)		

Indicators:

1. SHS curriculum content consisted of the core subjects such as: English, Filipino, Mathematics, Science, Languages, Contemporary Issues, Literature and Social Science
2. SHS curriculum also consisted of career pathways or specialization with four tracks Academics, Tech-Voc, Sports, Arts and Design
3. In Grade 11, more time of the student were spent studying core subjects
4. In Grade 12, more time of the student were spent on internship or immersion
5. Core subjects were anchored on the College Readiness Standards to prepare SHS graduates for college
6. Career Pathways prepared SHS graduates for employment or engaging in a profitable enterprise after SHS

Legend: 4.51 - 5.00 - Implemented all the 6 descriptors mentioned = Fully Implemented
3.51 - 4.50 - Implemented 5 out of the 6 descriptors = Highly Implemented
2.51 - 3.50 - Implemented 3 to 4 out of the 6 descriptors = Moderately Implemented
1.51 - 2.50 - Implemented 1 to 2 out of the 6 descriptors = Slightly Implemented
1.00 - 1.50 - Did not implement any of the descriptors = No Activity/Effort At All

Assessment of Learning Outcomes. Table 25 contains the status of senior high school modelling in the model schools in terms of assessment of learning outcomes.

The table shows that 15 or 83.33 percent of the model schools highly implemented assessment of learning outcomes and three or 16.67 percent moderately implemented it.

Taken as a whole, the model schools highly implemented assessment of learning outcomes in the modelling senior high school being supported by the

Table 25

Status of Senior High School Modelling in the Model Schools in Terms of Assessment of Learning Outcomes

Extent of Implementation of Assessment of Learning Outcomes		f	Percent
5	Fully Implemented	0	0.00
4	Highly Implemented	15	83.33
3	Moderately Implemented	3	16.67
	Total	18	100.00
Weighted Mean = 3.83 (Highly Implemented)			

Indicators:

1. Pre-assessment tools such as open-ended statements, checklist of information and games
2. Formative assessment tools such as quizzes, question and answer, focus froup discussions, games, self-check, or peer assessments
3. Summative assessments such as authentic performance assessments usings GRASPS (Goal, Role, Audience, Situation, Product, and Standard)
4. Use of prototype rubrics
5. Use of Portfolio assessments

Legend: 4.51 – 5.00 – Implemented all the descriptors mentioned = Fully Implemented
3.51 – 4.50 – Implemented 4 out of the 5 descriptors = Highly Implemented
2.51 – 3.50 – Implemented 3 to 4 out of the 5 descriptors = Moderately Implemented
1.51 – 2.50 – Implemented 1 to 2 out of the 5 descriptors = Slightly Implemented
1.00 – 1.50 – Did not implement any of the descriptors = No Activity/Effort At All

weighted mean of 3.83.

Teachers' Professional Development. Table 26 appraises the status of SHSM in the model schools in terms of teachers' professional development.

It can be gleaned from Table 26 that nine of the model schools or 50.00 percent implemented teacher' professional development to the great extent while seven or 38.89 percent implemented the same to the greatest extent and two or 11.11 percent in a moderate extent.

Taken as a whole, the model schools implemented teachers' professional

Table 26

Status of Senior High School Modelling in the Model Schools in Terms of Extent of Teachers' Professional Development

Extent of Teachers' Professional Development		f	% Distribution
5	Greatest Extent	7	38.89
4	Great Extent	9	50.00
3	Moderate Extent	2	11.11
	Total	18	100.00
Weighted Mean = 4.28 (Great Extent)			

Indicators:

1. Provided in-service trainings for the core subjects
2. Conducted skills enhancement training of teachers on specialization subjects
3. Provided TESDA skills assessment of teachers
4. Provided Trainers' Methodology for teachers
5. Provided training on the use and integration of the Contextual Teaching and Learning
6. Conducted training on technology and media information literacy
7. Conducted enhancement trainings on construction of IMs
8. Teachers undergo graduate and post-graduate studies

Legend: 4.51 – 5.00 – Conducted 7 to 8 out of the 8 activities mentioned = Greatest Extent
3.51 – 4.50 – Conducted 5 to 6 out of 8 activities = Great Extent
2.51 – 3.50 – Conducted 3 to 4 out of 8 activities = Moderate Extent
1.51 – 2.50 – Conducted 1 to 2 out of the 8 activities = Some Extent
1.00 – 1.50 – Did not conduct any of the activity = No Activity/Effort At All

development in modelling senior high schools to the great extent being indicated by the weighted mean of 4.28.

Resource Mobilization. Table 27 appraises the status of SHSM in the model schools in terms of resource mobilization.

The table shows that majority of the model schools, that is, 14 or 77.78 percent conducted resource mobilization to a great extent while two or 11.11

Table 27

Status of Senior High School Modelling in the Model Schools in Terms of Extent of Resource Mobilization

Extent of Resource Mobilization		f	Percent
5	Greatest Extent	2	11.11
4	Great Extent	14	77.78
3	Moderate Extent	2	11.11
	Total	18	100.00
Weighted Mean = 4.00 (Great Extent)			

Indicators:

1. Generated and utilized financial support from the LGU in the purchase of facilities and equipment needed and in the transportation expenses of the students
2. Mobilized financial resources generated from the PTCA in the reproduction of learners' activity sheets, purchase of materials for the projects and transportation expenses of the students
3. Shared expert trainers, training facilities, and other resources from the industry partners
4. Shared teaching and learning materials and human resources needed in the teaching of the core subjects from the HEI partners
5. Utilized material, human, and financial support from other government agencies like DTI, DOLE, DA, etc, in the development and implementation of the SHS curriculum
6. Shared and utilized human and material resources from TESDA and other TESDA schools in the skills enhancement trainings and skills assessments of teachers and students

Legend: 4.51 – 5.00 – Conducted all of the 7 activities mentioned = Greatest Extent
3.51 – 4.50 – Conducted 5 to 6 out of 7 activities = Great Extent
2.51 – 3.50 – Conducted 3 to 4 out of 7 activities = Moderate Extent
1.51 – 2.50 – Conducted 1 to 2 out of the 7 activities = Some Extent
1.00 – 1.50 – Did not conduct any of the activity = No Activity/Effort At All

percent to the greatest extent and another two or 11.11 percent in a moderate extent.

Taken as a whole, the model schools conducted resource mobilization in modelling senior high schools to a great extent being proven by the weighted mean of 4.00.

Partnership with Stakeholders. Table 28 presents the status of SHSM in the model schools in terms of partnership with stakeholders.

As presented in Table 28, majority of the model schools provided partnership with stakeholders to the great extent accounting for 11 or 61.11

Table 28

Status of Senior High School Modelling in the Model Schools in Terms of Extent of Partnership with Stakeholders

Extent of Partnership with Stakeholders		f	Percent
5	Greatest Extent	2	11.11
4	Great Extent	11	61.11
3	Moderate Extent	5	27.78
	Total	18	100.00
Weighted Mean = 3.83 (Great Extent)			

Indicators:

1. Partnership with industries through sharing of expert trainers, industry facilities, job immersion and possible job employment for students
2. Strong support from the HEI partners through provision of part time teachers for the core subjects and sharing of material resources
3. Free skills assessments of students and teachers sponsored by TESDA and sharing of facilities and equipment and expert trainers
4. Strong support from the LGU through financial grants
5. Deep commitment and financial support from the parents

Legend: 4.51 – 5.00 – Conducted all of the 5 activities mentioned = Greatest Extent
3.51 – 4.50 – Conducted 4 out of 5 activities = Great Extent
2.51 – 3.50 – Conducted 3 out of 5 activities = Moderate Extent
1.51 – 2.50 – Conducted 1 to 2 out of the 5 activities = Some Extent
1.00 – 1.50 – Did not conduct any of the activity = No Activity/Effort At All

percent. Five of the model schools or 27.78 percent provided partnership with stakeholders in moderate extent and two or 11.11 percent provided partnership with stakeholders to the greatest extent.

Taken as a whole, the model schools provided partnership with stakeholders to a great extent being indicated by the weighted mean of 3.83.

Adequacy of Instructional Materials. Table 29 shows the status of the SHSM in the model schools in terms of adequacy of instructional materials.

From the table, it can be noted that 10 of the model schools or 55.55 percent had a moderately adequate instructional materials while five or 27.78

Table 29

Status of Senior High School Modelling in the Model Schools in Terms of Adequacy of Instructional Materials

Adequacy of Instructional Materials		f	Percent
5	Very Much Adequate	0	0.00
4	Adequate	3	16.67
3	Moderately Adequate	10	55.55
2	Slightly Adequate	5	27.78
1	Not Available	0	0.00
	Total	18	100.00
Weighted Mean = 2.89 (Moderately Adequate)			

Indicators:

1. Textbooks
2. Learning modules
3. Learners' activity sheets
4. Teaching Guides
5. Teachers' Manual
6. Curriculum Guides
7. Visual materials (Graphs, pictures, etc.)
8. Workbooks
9. Supplementary Materials

Legend: 4.51 - 5.00 - All the instructional materials mentioned are available = Very Much Adequate
3.51 - 4.50 - When 7 to 8 out of the 9 materials are available = Adequate
2.51 - 3.50 - When 4 to 6 out of the 9 materials are available = Moderately Adequate
1.51 - 2.50 - When 1 to 2 out of the 9 materials are available = Slightly Adequate
1.00 - 1.50 - Did not have any of the instructional materials at all = Not Available

percent had slightly adequate instructional materials and three or 16.67 percent expressed to have adequate instructional materials.

Taken as a whole, the model schools expressed that they have moderately adequate instructional materials being shown by the weighted mean of 2.89.

Adequacy of Facilities and Equipment. Table 30 contains the status of SHSM in the model schools in terms of adequacy of facilities and equipment.

As presented in Table 30, majority of the model schools, that is, 11 or 61.11

Table 30

Status of Senior High School Modelling in the Model Schools in Terms of Adequacy of Facilities and Equipment

Adequacy of Facilities and Equipment		f	% Distribution
5	Very Much Adequate	0	0.00
4	Adequate	3	16.67
3	Moderately Adequate	11	61.11
2	Slightly Adequate	4	22.22
	Total	18	100.00
Weighted Mean = 2.94 (Moderately Adequate)			

Indicators

1. Computers
2. LCD projectors
3. Xerox machines
4. Telephones and fox machines
5. Printers and scanners
6. Laptops
7. Typewriters
8. Camera
9. Audio and video facilities
10. Power generators
11. Science facilities and equipment
12. Cooking and baking facilities and equipment
13. Food and beverage facilities and equipment
14. Sewing tools, machines and equipment
15. Food processing facilities and equipment
16. Automotive facilities and equipment
17. Civil technology/ woodwork facilities and equipment
18. Electronics tools and equipment
19. Electrical tools and equipment
20. Fishing facilities and equipment
21. Housekeeping facilities and equipment
22. Food and beverage facilities
23. Industrial Arts tools and equipment
24. ICT tools and equipment
25. Speech laboratory equipment
26. Welding machines and equipment
27. Library facilities
28. Sports equipment
29. Sports and oval courts facilities
30. Music facilities and equipment
31. Dance facilities and equipment
32. HE facilities and equipment
33. Centrum for research
34. Centrum for campus journalism

Legend: 4.51 - 5.00 - When 27 to 35 facilities and equipment mentioned are available = Very Much Adequate
3.51 - 4.50 - When 19 to 26 out of the 35facilities and equipment are available = Adequate
2.51 - 3.50 - When 9 to 18 out of the 35 facilities and equipment are available = Moderately Adequate
1.51 - 2.50 - When1 to 8 out of the 35 facilities and equipment are available = Slightly Adequate
1.00 - 1.50 - Did not have any of the facilities and equipment at all = Not Available

percent signified to have moderately adequate facilities and equipment while four or 22.22 percent signified to have slightly adequate facilities and equipment and three or 16.67 percent with adequate facilities and equipment.

Taken as a whole, the model schools signified to have moderately adequate facilities and equipment as provided by the weighted mean of 2.94.

Adequacy of Laboratory Workshops. Table 31 shows the status of SHSM in the model schools in terms of adequacy of laboratory workshops.

Table 31 shows that majority of the model schools had moderately adequate laboratory workshops accounting for 10 or 55.56 percent, while six or

Table 31

Status of Senior High School Modelling in the Model Schools in Terms of Adequacy of Laboratory Workshops

Adequacy of Instructional Materials		f	% Distribution
5	Very Much Adequate	0	0.00
4	Adequate	2	11.11
3	Moderately Adequate	10	55.56
2	Slightly Adequate	6	33.33
1	Not Available	0	0.00
	Total	18	100.00
Weighted Mean = 2.78 (Moderately Adequate)			

Indicators:

1. Speech laboratory workshop
2. Science Laboratory workshop
3. Mini dance studio
4. Food and beverage laboratory workshop
5. Welding and machine shop laboratory workshop
6. Food processing laboratory workshop
7. Cooking and baking laboratory workshop
8. Computer laboratory
9. Industrial arts laboratory workshop
10. Sports laboratory
11. Electrical laboratory workshop
12. Music laboratory
13. Electronics laboratory workshop
14. Housekeeping laboratory workshop
15. Fish capture laboratory workshop

Legend: 4.51 - 5.00 - When 13 to 15 laboratory workshops mentioned are available = Very Much Adequate
3.51 - 4.50 - When 9 to 2 out of the 15 laboratory workshops are available = Adequate
2.51 - 3.50 - When 4 to 8 out of the 15 laboratory workshops are available = Moderately Adequate
1.51 - 2.50 - When 1 to 4 out of the laboratory workshops are available = Slightly Adequate
1.00 - 1.50 - Did not have any of the laboratory workshops at all = Not Available

33.33 percent signified to have slightly adequate laboratory workshops and two or 11.11 percent have adequate laboratory workshops.

Taken as a whole, the model schools signified to have a moderately adequate laboratory workshops being indicated by the weighted mean of 2.78.

Extent of Involvement of the Different Sectors in the Senior High School Modelling in the Model Schools

Tables 32 to 36 reflect the extent of involvement of the different sectors, namely: business/industry; CHED/HEIs, TESDA; local government units (LGUs); and Parents-Teachers Association (PTA), in Senior High School Modelling in the model schools as perceived by the key DepEd officials, teachers, students, and key stakeholders.

Business/Industry. Table 32 presents the extent of involvement of business/industry in Senior High School Modelling in the model schools as perceived by the key DepEd officials, teachers, students, and key stakeholders. Five indicators were included in this study which the respondents appraised.

As presented in Table 32, the key officials perceived the involvement ofbusiness/industryin Senior High School Modelling in the model schools in one indicator only as "highly involved" being manifested by the weighted mean of 3.51 along apprenticeship program while they were "moderately involved" in the remaining four indicators with weighted means ranging from 3.13 to 3.43. The extent of involvement along hiring of graduates which obtained the least weighted mean.

Taken as a whole, the key officials considered the extent of involvement of business/industry in Senior High School Modelling in the model schools as "moderately involved" being shown by the grand weighted mean of 3.36.

Likewise, Table 32 presents the perception of the stakeholders as regards the involvement of business/industry in Senior High School Modelling in the model schools. As gleaned from the table, this group of respondents considered all indicators reflecting the involvement of business/industry in Senior High

Table 32

Extent of Involvement of the Business/Industry in the Senior High School Modelling in the Model Schools as Perceived by the Key Officials, Teachers, and Students

Indicators	Respondents' Category								Combined Mean/ Interpretation	
	KO X_w/Inter-pretation		Stakeholders X_w/Inter-pretation		Teachers X_w/Inter-pretation		Students X_w/Inter-pretation			
1. Provision of industry current employment trends feedback.	3.43	MI	3.91	HI	3.31	MI	3.73	HI	3.49	MI
2. Provision of industry competency standards.	3.32	MI	3.88	HI	3.37	MI	3.64	HI	3.45	MI
3. Sharing of resources in terms of experts/ trainers and facilities and equipment.	3.39	MI	4.00	HI	3.33	MI	3.71	HI	3.48	MI
4. Apprenticeship program.	3.51	HI	4.07	HI	3.31	MI	3.64	HI	3.49	MI
5. Hiring of graduates.	3.13	MI	3.73	HI	3.40	MI	3.82	HI	3.45	MI
Total	16.79	-	19.59		16.73	-	18.54	-	17.35	-
Grand Mean	3.36	MI	3.92	HI	3.35	MI	3.71	HI	3.47	MI

Legend: 4.51 - 5.00 Extremely Involved (EI)
3.51 - 4.50 Highly Involved (HI)
2.51 - 3.50 Moderately Involved (MI)
1.51 - 2.50 Slightly Involved (SI)
1.00 - 1.50 Not Involved (NI)
KO - Key Officials

School Modelling as "highly" with weighted means ranging from 3.71 to 4.00. The involvement in "hiring graduates" and "apprenticeship program" obtained the highest and least weighted means, respectively.

Taken as a whole, the stakeholders considered the extent of involvement of business/industry in Senior High School Modelling in the model schools as "highly involved" being manifested by the grand weighted mean of 3.92.

Furthermore, Table 32 presents the perception of the teachers as regards the involvement of business/industry in Senior High School Modelling in the model schools. As noted from the table, this group of respondents considered all indicators reflecting the involvement of business/industry in Senior High School Modelling as "moderate" with weighted means ranging from 3.31 to 3.40. The involvement in "hiring graduates" obtained the highest weighted mean and the "apprenticeship program" and "provision of industry current employment trends feedback," equally obtained the least weighted means.

Taken as a whole, the teachers considered the extent of involvement of business/industry in Senior High School Modelling in the model schools as "moderately involved" being indicated by the grand weighted mean of 3.35.

Moreover, Table 32 presents the perception of the students as regards the involvement of business/industry in Senior High School Modelling in the model schools. As presented in the table, this group of respondents considered all indicators reflecting the involvement of business/industry in Senior High School Modelling as "highly involved" with weighted means ranging from 3.64 to 3.82.

The involvement in hiring graduates obtained the highest weighted mean while involvement in the apprenticeship program and provision of industry competency standards equally obtained the least weighted means.

Taken as a whole, the students considered the extent of involvement of business/industry in Senior High School Modelling in the model schools as "highly involved" being proven by the grand weighted mean of 3.71.

In summary, the key officials and teachers arrived at the same assessment on the extent of involvement of business/industry in Senior High School Modelling in the model schools. They considered it "high." On the other hand, the stakeholders and students agreed with one another that the extent of involvement of business/industry in Senior High School Modelling in the model schools was "moderate."

CHED/HEIs. Table 33 presents the extent of involvement of CHED/HEI in Senior High School Modelling in the model schools as perceived by the key officials, teachers, students, and key stakeholders. Five indicators were included in this study which the respondents appraised.

As presented in Table 33, the key officials perceived the involvement of CHED/HEI in Senior High School Modelling in the model schools in four indicators as "high" with weighted means ranging from 3.76 to 4.07. The involvement along "development of relevant curriculum for college entry" obtained the highest meanwhile the involvement along "recognition and accreditation of workplace experience of working students" obtained the least.

Table 33

Extent of Involvement of the CHED/HEI in the Senior High School Modelling in the Model Schools as Perceived by the Key Officials, Teachers, and Students

Indicators	Respondents' Category								Combined Mean/ Interpretation	
	KO X_w/Interpretation		Stakeholders X_w/Interpretation		Teachers X_w/Interpretation		Students X_w/Interpretation			
1. Development of relevant curriculum for college entry.	4.07	HI	3.96	HI	3.78	HI	3.95	HI	3.94	HI
2. College placement of SHS graduates.	3.85	HI	3.83	HI	3.53	HI	3.82	HI	3.76	HI
3. Recognition and accreditation of work place experience of working students.	3.76	HI	3.92	HI	3.55	HI	3.80	HI	3.76	HI
4. School contracting of part-time experts.	3.49	MI	3.71	HI	3.42	MI	3.57	HI	3.55	HI
5. Proper accreditation of Career Pathways.	3.78	HI	4.00	HI	3.55	HI	3.75	HI	3.77	HI
Total	18.95	-	19.43	-	17.82	-	18.90	-	18.77	-
Grand Mean	3.79	HI	3.89	HI	3.56	HI	3.78	HI	3.75	HI

Legend: 4.51 - 5.00 Extremely Involved (EI)
3.51 - 4.50 Highly Involved (HI)
2.51 - 3.50 Moderately Involved (MI)
1.51 - 2.50 Slightly Involved (SI)
1.00 - 1.50 Not Involved (NI)
KO - Key Officials

In the remaining indicator, this group of respondent considered the extent of involvement of CHED/HEI in Senior High School Modelling in the model schools as "moderate" corresponding to the involvement along "school contracting of part-time experts," with a weighted mean of 3.49.

Taken as a whole, the key officials considered the extent of involvement of CHED/HEIs in Senior High School Modelling in the model schools as "high"

being shown by the grand weighted mean of 3.79.

Likewise, Table 33 presents the perception of the stakeholders as regards the involvement of CHED/HEI in Senior High School Modelling in the model schools. As gleaned from the table, this group of respondents considered all indicators reflecting the involvement of CHED/HEI in Senior High School Modelling as "high" with weighted means ranging from 3.71 to 4.00. The involvement along "proper accreditation of Career Pathways," and "School contracting of part-time experts," obtained the highest and least weighted means, respectively.

Taken as a whole, the stakeholders considered the extent of involvement of CHED/HEIs in Senior High School Modelling in the model schools as "high" being manifested by the grand weighted mean of 3.89.

Furthermore, Table 33 presents the perception of the teachers as regards the involvement of CHED/HEI in Senior High School Modelling in the model schools. As noted from the table, this group of respondents considered four indicators reflecting the involvement of CHED/HEI in Senior High School Modelling as "high" with weighted means ranging from 3.53 to 3.78. The involvement along "college placement of SHS graduates," and "development of relevant curriculum for college entry," obtained the highest and the least weighted mean, respectively. In the remaining indicator, this group of respondent considered the extent of involvement of CHED/HEI in Senior High School Modelling in the model schools as "moderate" corresponding to the

involvement along with a weighted mean of 3.42.

Taken as a whole, the teachers considered the extent of involvement of CHED/HEIin Senior High School Modellingin the model schools as "high" being indicated by the grand weighted mean of 3.56.

Finally, Table 33 presents the perception of the students as regards the involvement of CHED/HEI in Senior High School Modelling in the model schools. As gleaned from the table, this group of respondents considered all indicators reflecting the involvement of CHED/HEI in Senior High School Modelling as "high" with weighted means ranging from 3.57 to 3.95. The involvement along "development of relevant curriculum for college entry" and "school contracting of part-time experts," obtained the highest and least weighted means, respectively.

Taken as a whole, the students considered the extent of involvement of CHED/HEI in Senior High School Modelling in the model schools as "high" being proven by the grand weighted mean of 3.78.

In summary, all the four groups of respondents unanimously arrived at the same assessment on the extent of involvement of CHED/HEI in Senior High School Modelling in the model schools as "high." However, they differed in their numerical assessment. The key officials arrived at the grand weighted mean of 3.79 while the stakeholders arrived at 3.89, the teachers, 3.56 and the students arrived at the grand weighted mean of 3.78.

TESDA. Table 34 presents the extent of involvement of TESDA in Senior

High School Modelling in the model schools as perceived by the key officials, teachers, students, and key stakeholders. Five indicators were included in this study which the respondents appraised.

Table 34 presents that, the key officials perceived the involvement of TESDA in Senior High School Modelling in the model schools in all indicators as "high" with weighted means ranging from 4.17 to 4.38. The involvement along "provision of national competency standards for implementation of technical curriculum," and "providing/conducting training on trainers' methodology for teachers to qualify to teach specialization subjects in the SHS," obtained the highest and the least weighted mean, respectively.

Taken as a whole, the key officials considered the extent of involvement of TESDA in Senior High School Modelling in the model schools as "high" being shown by the grand weighted mean of 4.27.

Likewise, Table 34 reveals that the stakeholders perceived the involvement of TESDA in Senior High School Modelling in the model schools in all indicators as "high" with weighted means ranging from 4.07 to 4.39. The involvement along "accreditation and certification of the technical competencies of teachers and students (NC I -IV)," and "development of relevant curriculum for entry level skills requirement," obtained the highest and the least weighted mean.

Taken as a whole, the stakeholders considered the extent of involvement of TESDA in Senior High School Modelling in the model schools as "high"

Table 34

Extent of Involvement of the TESDA in the Senior High School Modelling in the Model Schools as Perceived by the Key Officials, Teachers, and Students

Indicators	Respondents' Category								Combined Mean/ Interpretation	
	KO X_w/Inter-pretation		Stakeholders X_w/Inter-pretation		Teachers X_w/Inter-pretation		Students X_w/Inter-pretation			
1. Development of relevant curriculum for entry level skills requirement	4.26	HI	4.07	HI	4.03	HI	4.14	HI	4.13	HI
2. Provision of national competency standards for implementation of technical curriculum	4.38	HI	4.30	HI	4.04	HI	4.12	HI	4.21	HI
3. Accreditation and certification of the technical competencies of teachers and students (NC I –IV)	4.36	HI	4.39	HI	3.96	HI	4.05	HI	4.19	HI
4. Providing/conducting training on Trainers' Methodology for teachers to qualify to teach specialization subjects in the SHS.	4.17	HI	4.15	HI	3.81	HI	4.00	HI	4.03	HI
5. Accreditation and certification of tech-voc schools as assessment centers and the teachers as assessors	4.19	HI	4.26	HI	3.90	HI	4.16	HI	4.13	HI
Total	21.37	-	21.17		19.73	-	20.47	-	20.69	-
Grand Mean	4.27	HI	4.23	HI	3.95	HI	4.09	HI	4.14	HI

Legend: 4.51 - 5.00 Extremely Involved (EI)
3.51 - 4.50 Highly Involved (HI)
2.51 - 3.50 Moderately Involved (MI)
1.51 - 2.50 Slightly Involved (SI)
1.00 - 1.50 Not Involved (NI)
KO - Key Officials

being shown by the grand weighted mean of 4.23.

Furthermore, as revealed in Table 34, the teachers perceived the

involvement of TESDA in Senior High School Modelling in the model schools in all indicators as "high" with weighted means ranging from 3.81 to 4.04. The involvement along "provision of national competency standards for implementation of technical curriculum," and "Providing/conducting training on Trainers' Methodology for teachers to qualify to teach specialization subjects in the SHS," obtained the highest and the least weighted mean.

Taken as a whole, the teachers considered the extent of involvement of TESDA in Senior High School Modelling in the model schools as "high" being shown by the grand weighted mean of 3.95.

Moreover, Table 34 revealed that the students perceived the extent of involvement of TESDA in Senior High School Modelling in the model schools in all indicators as "high" with weighted means ranging from 4.00 to 4.16. The involvement along "accreditation and certification of tech-voc schools as assessment centers and the teachers as assessors," and "providing/conducting training on Trainers' Methodology for teachers to qualify to teach specialization subjects in the SHS," obtained the highest and the least weighted mean.

Taken as a whole, the students considered the extent of involvement of TESDA in Senior High School Modelling in the model schools as "high" being shown by the grand weighted mean of 4.09.

In summary, all the four groups of respondents unanimously arrived at the same assessment on the extent of involvement of TESDA in Senior High School Modelling in the model schools as "high." However, they differed in

their numerical assessment. The key officials arrived at the grand weighted mean of 4.27 while the stakeholders arrived at 4.23, the teachers, 3.95 and the students arrived at the grand weighted mean of 4.09.

LGUs. Table 35 shows the perception of the four groups of respondents regarding the extent of involvement of the LGU in the Senior High School Modelling in the model schools.

As shown in Table 35, the key officials considered the extent of involvement of LGU in the Senior High School Modelling in the model schools in the three indicators as "high" with weighted means ranging from 3.72 to 3.82. The involvement along "attendance and participation in school meetings and activities," obtained the highest weighted mean. On the other hand, the involvement of the LGU in the remaining two indicators was considered by this group as "moderate" with weighed means of 3.40 and 3.44. The involvement along "participation in curriculum planning and enhancement," obtained the least weighted mean.

Taken as a whole, the key officials considered involvement of LGUs in the Senior High School Modelling in the model schools as "high" being shown by the grand weighted mean of 3.63.

Table 35 also revealed that the stakeholders considered the extent of involvement of LGU in the Senior High School Modelling in the model schools in only one indicator as "extreme" with weighted mean of 4.58 which corresponded to the involvement along "provision of support funds for school programs and

Table 35

Extent of Involvement of the LGU in the Senior High School Modelling in the Model Schools as Perceived by the Key Officials, Teachers, and Students

Indicators	Respondents' Category								Combined Mean/ Interpretation	
	KO		Stakeholders		Teachers		Students			
	X_w/Inter-pretation		X_w/Inter-pretation		X_w/Inter-pretation		X_w/Inter-pretation			
1. Program planning and consultation	3.76	HI	4.02	HI	3.61	HI	3.52	HI	3.73	HI
2. Provision of support funds for school programs and projects	3.72	HI	4.58	EI	3.49	MI	3.45	MI	3.81	HI
3. Participation in curriculum planning and enhancement.	3.4	MI	3.96	HI	3.57	HI	3.54	HI	3.62	HI
4. Attendance and participation in school meetings and activities	3.82	HI	4.11	HI	3.76	HI	3.83	HI	3.88	HI
5. Monitoring and evaluation of program and projects	3.44	MI	3.95	HI	3.6	HI	3.7	HI	3.67	HI
Total	18.14	-	20.62	-	18.03	-	18.04	-	18.71	-
Grand Mean	3.63	HI	4.12	HI	3.61	HI	3.61	HI	3.74	HI

Legend: 4.51 - 5.00 Extremely Involved (EI)
3.51 - 4.50 Highly Involved (HI)
2.51 - 3.50 Moderately Involved (MI)
1.51 - 2.50 Slightly Involved (SI)
1.00 - 1.50 Not Involved (NI)
KO - Key Officials

projects."On the other hand, the involvement of the LGU in the other indicators was considered by this group as "high" with weighed means ranging from 3.95 to 4.11. In these indicators, the involvement along "attendance and participation in school meetings and activities," and "monitoring and evaluation of program

and projects," obtained the highest and the least weighted mean, respectively.

Taken as a whole, the stakeholders still considered involvement of LGUs in the Senior High School Modelling in the model schools as "high" being indicated by the grand weighted mean of 4.12.

Also, Table 35 provided that the teachers considered the extent of involvement of LGU in the Senior High School Modelling in the model schools in the four indicators as "high" with weighted means ranging from 3.57 to 376. In these indicators, the involvement along "attendance and participation in school meetings and activities," and "participation in curriculum planning and enhancement," obtained the highest and the least weighted mean, respectively. On the other hand, the involvement of the LGU in the remaining indicator was considered by this group as "moderate" with weighed mean of 3.49 which corresponded to the involvement along "provision of support funds for school programs and projects."

Taken as a whole, the teachers considered involvement of LGUs in the Senior High school Modelling in the model schools as "high" being shown by the grand weighted mean of 3.61.

Finally, Table 35 provided that the students considered the extent of involvement of LGU in the Senior High School Modelling in the model schools in the four indicators also as "high" with weighted means ranging from 3.52 to 3.83. In these indicators, the involvement along "attendance and participation in school meetings and activities," and "program planning and consultation,"

obtained the highest and the least weighted mean, respectively. On the other hand, the involvement of the LGU in the remaining indicator was considered by this group as "moderate" with weighed mean of 3.45which corresponded to the involvement along "provision of support funds for school programs and projects."

Taken as a whole, the students considered involvement of LGUs in the Senior High School Modelling in the model schools as "high" being shown by the grand weighted mean of 3.61.

In summary, all the four groups of respondents unanimously arrived at the same assessment on the extent of involvement of LGUs in Senior High School Modelling in the model schools as "high." However, they differed in their numerical assessment. The key officials arrived at the grand weighted mean of 3.63 while the stakeholders arrived at 4.12, the teachers, 3.61 and the students arrived at the grand weighted mean of 3.61.

PTA. Table 36 shows the perception of the four groups of respondents regarding the extent of involvement of the PTA in the Senior High School Modelling in the model schools.

Table 36 discloses that the key officials considered the extent of involvement of LGU in the Senior High School Modelling in the model schools in all the five indicators also as "high" with weighted means ranging from 3.70 to 4.11. The involvement along "attendance and participation in school meetings and activities," and "monitoring of school performance," obtained the highest

and the least weighted mean, respectively.

Taken as a whole, the key officials considered involvement of LGUs in the Senior High School Modelling in the model schools as "high" being shown by the grand weighted mean of 3.94.

Likewise, Table 36 discloses that the stakeholders considered the extent of involvement of LGU in the Senior High School Modelling in the model schools in all the five indicators also as "high" with weighted means ranging from 3.70 to 4.13. Similarly, the involvement along "attendance and participation in school meetings and activities," and "monitoring of school performance," obtained the highest and the least weighted mean, respectively.

Taken as a whole, the stakeholders considered involvement of LGUs in the Senior High School Modelling in the model schools as "high" being shown by the grand weighted mean of 3.90.

Furthermore, Table 36 discloses that the teachers considered the extent of involvement of LGU in the Senior High School Modeling in the model schools in all the five indicators also as "high" with weighted means ranging from 3.72 to 3.90. The involvement along "attendance and participation in school meetings and activities," and "sourcing of resources for school improvement programs," obtained the highest and the least weighted mean, respectively.

Taken as a whole, the teachers considered involvement of LGUs in the Senior High School Modelling in the model schools as "high" being indicated by the grand weighted mean of 3.80.

Table 36

Extent of Involvement of the PTA in the Senior High School Modelling in the Model Schools as Perceived by the Key Officials, Teachers, and Students

Indicators	Respondents' Category								Combined Mean/ Interpretation	
	KO X_w/Inter-pretation		Stakeholders X_w/Inter-pretation		Teachers X_w/Inter-pretation		Students X_w/Inter-pretation			
1. Participation in school improvement planning and consultation	3.98	HI	3.94	HI	3.8	HI	3.94	HI	3.92	HI
2. Monitoring of school performance	3.70	HI	3.70	HI	3.76	HI	3.86	HI	3.75	HI
3. Sourcing of resources for school improvement programs	4.01	HI	3.83	HI	3.72	HI	3.59	HI	3.79	HI
4. Attendance and participation in school meetings and activities	4.11	HI	4.13	HI	3.9	HI	3.93	HI	4.02	HI
5. Coordination with teachers and school officials on tracking of students' progress.	3.89	HI	3.91	HI	3.82	HI	3.95	HI	3.89	HI
Total	19.69	-	19.51		19.01	-	19.26	-	19.37	-
Grand Mean	3.94	HI	3.90	HI	3.80	HI	3.85	HI	3.87	HI

Legend:
4.51 - 5.00 Extremely Involved (EI)
3.51 - 4.50 Highly Involved (HI)
2.51 - 3.50 Moderately Involved (MI)
1.51 - 2.50 Slightly Involved (SI)
1.00 - 1.50 Not Involved (NI)
KO - Key Officials

Finally, Table 36 discloses that the students considered the extent of involvement of LGU in the Senior High School Modelling in the model schools in all the five indicators also as "high" with weighted means ranging from 3.59 to

3.95. The involvement along "coordination with teachers and school officials on tracking of students' progress," and "sourcing of resources for school improvement programs," obtained the highest and the least weighted mean, respectively.

Taken as a whole, the students considered involvement of LGUs in the Senior High School Modelling in the model schools as "high" being manifested by the grand weighted mean of 3.85.

In summary, all the four groups of respondents unanimously arrived at the same assessment on the extent of involvement of PTA in Senior High School Modellingin the model schools as "high." However, they differed in their numerical assessment. The key officials arrived at the grand weighted mean of 3.94 while the stakeholders arrived at 3.90, the teachers, 3.80 and the students arrived at the grand weighted mean of 3.85.

Comparison Among the Perceptions of the Four Categories of Respondents Relative to the Extent of Involvement of the Different Sectors in the Senior High School Modelling in the Model Schools

Tables 37 to 46 provide the comparison of the perceptions among the four categories of respondents relative to the extent of involvement of the different sectors, namely: business/industry; CHED/HEI, TESDA; local government units (LGUs); and Parents-Teachers Association (PTA), in the Senior High School Modelling in the model schools using the analysis of variance (ANOVA).

Business/Industry. Table 37 presents the comparison of the perceptions

among the four categories of respondents relative to the extent of involvement of the four categories of respondents relative to the extent of involvement of business/industry in the Senior High School Modelling in the model schools, the computed F was calculated at 35.18 with a *p*-value of 2.83E-07. Upon comparison between the computed F and the critical *F*-value of 3.24, and the p-value with the $\alpha = .05$, it can be noted that the computed F-value turned greater than the critical *F*-value and the *p*-value turned lesser than the α. These signified that the differences existing among the perception of the four categories of respondents relative to the extent of involvement of business/industry in the Senior High School Modelling in the model schools were significant. Thus, the null hypothesis corresponding to these effects was rejected.

Table 37

Comparison Among the Perceptions of the Four Categories of Respondents Relative to the Extent of Involvement of the Business/Industry to the Senior High School Modelling

SUMMARY				
Groups	**Count**	**Sum**	**Mean**	**Variance**
Key Officials	5	16.79	3.36	0.02
Stakeholders	5	19.59	3.92	0.02
Teachers	5	16.73	3.35	0.00
Students	5	18.54	3.71	0.01

ANOVA							
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**	***F crit***	**Evaluation**
Between Groups	1.17	3	0.39	35.18	2.83E-07	3.24	Significant
Within Groups	0.18	16	0.01				
Total	**1.35**	**19**					

To test further the significance of the F-value, the Scheffe's test was employed in order to determine which difference among the four categories of respondent was significant. Table 38 presents the result of the posteriori test.

From the table it can be noted that in comparing the perceptions of the key officials and stakeholders, the computed F' value was 78.40 while key officials and teachers, 0.025; key officials and students, 30.625; stakeholders and teachers, 81.225; stakeholders and students, 11.025; and teachers and students, 32.400. In comparing with the critical F' value of 9.720, it can be understood that significant differences in the perceptions were between key officials and stakeholders, key officials and students, stakeholders and teachers, stakeholders and students, and teachers and students, whereby the computed values turned greater than the critical value.

Table 38

Posteriori Test Among the Perceptions of the Four Categories of Respondents Relative to the Extent of Involvement of the The Business/Industry to the Senior High School Modelling

Groups Compared	Mean Difference	F'- Value	F- Critical	Evaluation
Key Officialsvs Stakeholders	0.56	78.400	9.720	Significant
Key Officialsvs Teachers	0.01	0.025		Not Significant
Key Officialsvs Students	0.35	30.625		Significant
Stakeholders vs Teachers	0.57	81.225		Significant
Stakeholders vs Students	0.21	11.025		Significant
Teachers vs Students	0.36	32.400		Significant

CHED/HEI. Table 39 shows the comparison of the perceptions among

the four categories of respondents relative to the extent of involvement of CHED/HEI in the Senior High School Modelling in the model schools using the analysis of variance (ANOVA).

It can be gleaned from Table 39 that in comparing the perceptions among the four categories of respondents relative to the extent of involvement of business/industry in the Senior High School Modelling in the model schools, the computed Fwas calculated at 4.01 with a p-vaueof 0.03. Upon comparison between the computed F and the critical *F*-value of 3.24, and the p-value with the $\alpha = .05$, it can be noted that the computed F-value turned greater than the critical F-value and the *p*-value turned lesser than the α. These signified that the differences existing among the perception of the four categories of respondents

Table 39

Comparison Among the Perceptions of the Four Categories of Respondents Relative to the Extent of Involvement of the CHED/HEI to the Senior High School Modelling

SUMMARY				
Groups	**Count**	**Sum**	**Mean**	**Variance**
Key Officials	5	18.95	3.79	0.04
Stakeholders	5	19.43	3.89	0.01
Teachers	5	17.82	3.56	0.02
Students	5	18.90	3.78	0.02

ANOVA							
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**	***F* crit**	**Evaluation**
Between Groups	0.28	3	0.09	4.01	0.03	3.24	Significant
Within Groups	0.37	16	0.02				
Total	**0.64**	**19**					

relative to the extent of involvement of CHED/HEI in the Senior High School Modelling in the model schools were significant. Therefore, the null hypothesis corresponding to these effects was rejected. To test further the significance of the F-value, the Scheffe's test was employed in order to determine which difference among the four categories of respondent was significant. Table 40 presents the result of the posteriori test.

From the table it can noted that the in comparing the perceptions of the key officials and stakeholders, the computed F' value was 1.250 while key officials and teachers, 6.613; key officials and students, 0.013; stakeholders and teachers, 13.613; stakeholders and students, 1.513; and teachers and students, 6.050. In comparing with the critical F' value of 9.720, it can be understood that significant differences in the perceptions were between stakeholders and teachers, whereby the computed values turned greater than the critical value.

Table 40

Posteriori Test Among the Perceptions of the Four Categories of Respondents Relative to the Extent of Involvement of the CHED/HEI to the Senior High School Modelling

Groups Compared	Mean Difference	F' Value	*F* Critical	Evaluation
Key Officials vs Stakeholders	0.01	1.250	9.720	Not Significant
Key Officials vs Teachers	0.23	6.613		Not Significant
Key Officials vs Students	0.01	0.013		Not Significant
Stakeholders vs Teachers	0.33	13.613		Significant
Stakeholders vs Students	0.11	1.513		Not Significant
Teachers vs Students	0.22	6.05(		Not Significant

TESDA. Table 41 shows the comparison of the perceptions among the four categories of respondents relative to the extent of involvement of TESDA in the Senior High School Modelling in the model schools using the analysis of variance (ANOVA).

It can be gleaned from Table 41 that in comparing the perceptions among the four categories of respondents relative to the extent of involvement of TESDA in the Senior High School Modelling in the model schools, the computed F was calculated at 11.480 with a *p*-vaue of 0.0003. Upon comparison between the computed F and the critical *F*-value of 3.24, and the p-value with the $\alpha = .05$, it can be noted that the computed F-value turned greater than the critical F-value and the *p*-value turned lesser than the α. These signified that the differences

Table 41

Comparison Among the Perceptions of the Four Categories of Respondents Relative to the Extent of Involvement of the TESDA to the Senior High School Modelling

SUMMARY				
Groups	**Count**	**Sum**	**Mean**	**Variance**
Key Officials	5	21.37	4.27	0.01
Stakeholders	5	21.17	4.23	0.02
Teachers	5	19.73	3.95	0.01
Students	5	20.47	4.09	0.00

ANOVA							
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**	***F* crit**	**Evaluation**
Between Groups	0.33	3	0.11	11.48	0.0003	3.24	Significant
Within Groups	0.15	16	0.01				
Total	**0.49**	**19**					

existing among the perception of the four categories of respondents relative to the extent of involvement of TESDA in the Senior High School Modelling in the model schools were significant. Therefore, the null hypothesis corresponding to these effects was rejected.

To test further the significance of the F-value, the Scheffe's test was employed in order to determine which difference among the four categories of respondent was significant. Table 42 presents the result of the posteriori test.

From the table it can noted that the in comparing the perceptions of the key officials and stakeholders, the computed F' value was 0.400 while key officials and teachers, 25.600; key officials and students, 8.100; stakeholders and teachers, 19.600; stakeholders and students, 4.900; and teachers and students, 4.900. In comparing with the critical F' value of 9.720, it can be understood that significant differences in the perceptions were between key officials and teachers,

Table 42

Posteriori Test Among the Perceptions of the Four Categories of Respondents Relative to the Extent of Involvement of the TESDA to the Senior High School Modelling

Groups Compared	Mean Difference	F' Value	*F* Critical	Evaluation
Key Officials vs Stakeholders	0.04	0.400	9.720	Not Significant
Key Officials vs Teachers	0.32	25.600		Significant
Key Officials vs Students	0.18	8.100		Not Significant
Stakeholders vs Teachers	0.28	19.600		Significant
Stakeholders vs Students	0.14	4.900		Not Significant
Teachers vs Students	0.14	4.900		Not Significant

and stakeholders and teachers whereby the computed values turned greater than the critical value.

LGU. Table 43 contains the comparison of the perceptions among the four categories of respondents relative to the extent of involvement of LGU in the Senior High School Modelling in the model schools using the analysis of variance (ANOVA).

It can be gleaned from Table 43 that in comparing the perceptions among the four categories of respondents relative to the extent of involvement of LGU in the Senior High School Modelling in the model schools, the computed F was calculated at 9.30 with a p-value of 0.00. Upon comparison between the computed F and the critical *F*-value of 3.24, and the p-value with the $\alpha = .05$,

Table 43

Comparison Among the Perceptions of the Four Categories of Respondents Relative to the Extent of Involvement of the LGU to the Senior High School Modelling

SUMMARY				
Groups	**Count**	**Sum**	**Mean**	**Variance**
Key Officials	5	18.14	3.63	0.04
Stakeholders	5	20.62	4.12	0.07
Teachers	5	18.03	3.61	0.01
Students	5	18.04	3.61	0.02

ANOVA							
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**	**F crit**	**Evaluation**
Between Groups	0.98	3	0.33	9.30	0.00	3.24	Significant
Within Groups	0.56	16	0.03				
Total	**1.54**	**19**					

It can be noted that the computed F-value turned greater than the critical *F*-value and the p-value turned lesser than the α. These signified that the differences existing among the perception of the four categories of respondents relative to the extent of involvement of LGU in the Senior High School Modelling in the model schools were significant. Hence, the null hypothesis corresponding to these effects was rejected.

To test further the significance of the F-value, the Scheffe's test was employed in order to determine which difference among the four categories of respondent was significant. Table 44 presents the result of the posteriori test.

From the table it can noted that the in comparing the perceptions of the key officials and stakeholders, the computed F′ value was 20.008 while key officials and teachers, 0.033; key officials and students, 0.033; stakeholders and teachers, 21.675; stakeholders and students, 21.675; and teachers and students,

Table 44

Posteriori Test Among the Perceptions of the Four Categories of Respondents Relative to the Extent of Involvement of the LGU to the Senior High School Modelling

Groups Compared	Mean Difference	F′ Value	F Critical	Evaluation
Key Officials vs Stakeholders	0.49	20.008	9.720	Significant
Key Officials vs Teachers	0.02	0.033		Not Significant
Key Officials vs Students	0.02	0.033		Not Significant
Stakeholders vs Teachers	0.51	21.675		Significant
Stakeholders vs Students	0.51	21.675		Significant
Teachers vs Students	0.00	0.000		Not Significant

0.000. In comparing with the critical F' value of 9.720, it can be understood that significant differences in the perceptions were between key officials and stakeholders, stakeholders and teachers, and stakeholders and students whereby the computed values turned greater than the critical value.

PTA. Table 45 discloses the comparison of the perceptions among the four categories of respondents relative to the extent of involvement of PTA in the Senior High School Modelling in the model schools using the analysis of variance (ANOVA).

It can be gleaned from Table 45 that in comparing the perceptions among the four categories of respondents relative to the extent of involvement of PTA in

Table 45

Comparison Among the Perceptions of the Four Categories of Respondents Relative to the Extent of Involvement of the PTA to the Senior High School Modelling

SUMMARY				
Groups	**Count**	**Sum**	**Mean**	**Variance**
Key Officials	5	19.69	3.94	0.02
Stakeholders	5	19.51	3.90	0.03
Teachers	5	19.01	3.80	0.00
Students	5	19.26	3.85	0.02

ANOVA							
Source of Variation	**SS**	**df**	**MS**	**Comp F**	***P*-value**	**Critical *F***	**Evaluation**
Between Groups	0.05	3	0.02	0.91	0.46	3.24	Not Significant
Within Groups	0.31	16	0.02				
Total	**0.36**	**19**					

the Senior High School Modelling in the model schools, the computed F was calculated at 0.91 with a p-vaueof 0.46. Upon comparison between the computed F and the critical F-value of 3.24, and the p-value with the $\alpha = .05$, itcan be noted that the computed F-value turned lesser than the critical F-value and the p-value turned greater than the α. These signified that the differences existing among the perception of the four categories of respondents relative to the extent of involvement of PTA in the Senior High School Modelling in the model schools were not significant. Thus, the null hypothesis corresponding to these effects was accepted.

Relationship Between the Status of the Senior High School Modelling and the Identified Variables

Tables 46 to 54 present the relationship between the status of the Senior High School Modelling and the identified variables, namely: student-respondents' profile; teacher-respondents' profile; extent of involvement of business/industry, CHED/HEI, TESDA, LGU, and PTA; school profile; and attitude of stakeholders.

Student-Respondents' Profile. Tables 46 to 55 present the relationship between the status of the Senior High School Modelling (SHSM) and the student-respondents' profile.

Table 46 provides the relationship between the status of the SHSM in terms of the extent of advocacy and the student-respondents' profile, namely: age, sex, specialization, GPA in academic subjects, GPA in specialization subjects,

Table 46

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Student-Respondents' Profile in Terms of the Extent of Advocacy

Student-Respondents' Profile	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical df = 237	
Age	0.118	1.829		Not Significant/ Accept Ho
Sex	0.089	1.376		Not Significant/ Accept Ho
Specialization	0.196	3.077	1.960	Significant/ Reject Ho
GPA in Academic Subjects	0.139	2.161		Significant/ Reject Ho
GPA in Specialization Subjects	0.233	3.869		Significant/ Reject Ho
Economic Status	0.073	1.127		Not Significant/ Accept Ho

and economic status.

In correlating the status of the SHSM along extent of advocacy and the students' specialization, GPA in academic subjects, and GPA in specialization subjects, the coefficient of correlation yielded valuesof 0.196, 0.139, and 0.233, respectively. When these values were tested for their significance using Fisher's t-test, the computed t – values were: 3.077 for specialization, 2.161 for GPA in academic subjects, and 3.869 for GPA in specialization subjects which were all

greater than the critical t-value of 1.960 at α = .05, df =237. Thus the corresponding hypotheses involving the extent of advocacy and the aforenamed variates were rejected. It means that the mean differences were significant. With the positive r's, it further meant that the relationship between them were directly proportional. Therefore, the following conclusions are drawn: 1) the more advocacy activities were made, the more specializations were offered and taken by the students; 2) the more advocacy activities were undertaken, more likely, the students GPA in academic and specialization subjects were high.

Conversely, in correlating the status of SHSM along extent of advocacy and the students' age, sex, and economic status, the computed r's turned out to be 0.118, 0.089, and 0.073, respectively. Using Fisher's t-test to test their significance, the computed t- values were: 1.829 for age, 1.376 for sex, and 1.127 for economic status which by inspection were all lesser than the critical t-value of 1.960 at .05 level of significance, df = 237. Hence, the hypotheses involving the relationship between extent of advocacy and the aforesaid variates were correspondingly accepted. It can be said that age, sex, and economic status of students had nothing to do with the advocacy activities undertaken by the Senior High Schools (SHS) involved in this study.

Table 47 contains the relationship between the status of the SHSM in terms of the extent of curriculum development and the student-respondents' profile namely: age, sex, specialization, GPA in academic subjects, GPA in specialization subjects, and economic status.

In correlating the status of SHSM along extent of curriculum development and the students' specialization, GPA in academic subjects, and GPA in specialization subjects, the correlation coefficient yielded values of 0.121, 0.079, and 0.091, respectively. Using Fisher's t-test to test the significance of these values, the computed t - values were: 1.987 for specialization, 2.018 for GPA in academic subjects, and 2.034 for GPA in specialization subjects which were all greater than the critical t- value of 1.960 at $\alpha = .05$, df =237. Thus the corresponding hypotheses involving the extent of curriculum development and

Table 47

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Student-Respondents' Profile in Terms of the Extent of Curriculum Development

Student-Respondents' Profile	Coefficient of Correlation	Fisher's t-Value $\alpha = .05$		Evaluation/ Decision
		Computed	Critical df = 237	
Age	0.121	1.877	1.960	Not Significant/ Accept Ho
Sex	0.079	1.220		Not Significant/ Accept Ho
Specialization	0.128	1.987		Significant/ Reject Ho
GPA in Academic Subjects	0.130	2.018		Significant/ Reject Ho
GPA in Specialization Subjects	0.131	2.034		Significant/ Reject Ho
Economic Status	0.091	1.407		Not Significant/ Accept Ho

the aforecited variates were rejected. It meant the mean difference were significant. With the correlation being positive, it further denoted that the relationship between them were directly proportional. Therefore, the following conclusions are drawn: 1) the more curriculum development activities were undertaken by the school-respondents, the more specializations were offered and taken by the students; 2) the more curriculum activities were undertaken, more likely, the students GPA in academic and specialization subjects were high.

On the other hand, in correlating the status of SHSM along extent of curriculum development and the students' age, sex, and economic status, the computed r's turned out to be 0.121, 0.079, and 0.091, respectively. Using Fisher's t-test to test their significance, the computed t- values were: 1.877 for age, 1.220 for sex, and 1.407 for economic status, which, when compared, were found to be lesser than the critical t-value of 1.960 at .05 level of significance, df = 237. Hence, the hypotheses involving the relationship between extent of curriculum development and the aforesaid variates were correspondingly accepted. It can be said that age, sex, and economic status of students had nothing to do with the curriculum development activities undertaken by the Senior High Schools (SHS) involved in this study.

Table 48 contains the relationship between the status of SHSM in terms of curriculum content and the student-respondents' profile: age, sex, specialization, GPA in academic subjects, GPA in specialization subjects, and economic status.

In correlating the status of SHSM along curriculum content and the

students' age, specialization, GPA in academic subjects, and GPA in specialization subjects, the correlation coefficient yielded values of 0.130, 0.128, 0.131, and 0.127, respectively. When these values were tested for their significance using Fisher's t-test, the computed t-values were: 2.018 for age; 1.987 for specialization; 2.304 for GPA in academic subjects; and 1.971 for GPA in specialization subjects which were all greater than the critical t-value of 1.960 at 05 level of significance, df = 237. Thus, the corresponding hypotheses involving

Table 48

Relationship Between the Status of the Senior High School Modeling in Model Schools and the Student-Respondents' Profile in Terms of the Curriculum Content

Student-Respondents' Profile	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical df = 237	
.Age	0.130	2.018		Significant/ Reject Ho
Sex	0.078	1.204		Not Significant/ Accept Ho
Specialization	0.128	1.987	1.960	Significant/ Reject Ho
GPA in Academic Subjects	0.131	2.304		Significant/ Reject Ho
GPA in Specialization Subjects	0.127	1.971		Significant/ Reject Ho
Economic Status	0.095	1.469		Not Significant/ Accept Ho

the curriculum content and the aforementioned variates were rejected. It means that the mean differences were significant, denoting positive correlation, which signified that the relationship between them were directly proportional. The following conclusions are drawn: 1) the older the students, the more effective was the SHS curriculum implementation in terms of curriculum content; 2) the more specializations were offered, the more effective was the SHS curriculum implementation in terms of curriculum content; and 3) the higher the students' GPA in academic and GPA in specialization subjects, the more effective was the SHS curriculum implemented in terms of curriculum content.

On the contrary, in correlating the status of SHSM along curriculum content and the sex and economic status of the students, the correlation coefficient turned out to be 0.078 and 0.095, respectively. Using the Fisher's t-test to test their significance, the computed t-value resulted to 1.204 for sex and 1.469 for economic status, which were both lesser when compared to the critical t-value of 1.960 at .05 level of significance, df = 237. Hence, the hypotheses involving the relationship between the curriculum content and the aforecited variates were correspondingly accepted. It can be concluded that sex and economic status of the students had nothing to do with the curriculum content implemented by the SHS.

Table 49 reflects the relationship between the status of the Senior High School Modelling in terms of assessment of learning outcomes and the student-respondents' profile, namely: age, sex, specialization, GPA in academic subjects,

Table 49

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Student-Respondents' Profile in Terms of the Assessment of Learning Outcomes

Student-Respondents' Profile	Coefficient of Correlation	Fisher's t-Value $\alpha = .05$		Evaluation/ Decision
		Computed	Critical df = 237	
Age	0.128	1.987	1.960	Significant/ Reject Ho
Sex	0.098	1.516		Not Significant/ Accept Ho
Specialization	0.129	2.003		Significant/ Reject Ho
GPA in Academic Subjects	0.131	2.034		Significant/ Reject Ho
GPA in Specialization Subjects	0.130	2.018		Significant/ Reject Ho
Economic Status	0.112	1.735		Not Significant/ Accept Ho

GPA in specialization subjects, and economic status.

In correlating the status of SHSM along assessment of learning outcomes and the students' age, specialization, GPA in academic subjects, and GPA in specialization subjects, the correlation coefficient resulted to 0.128, 0.129, 0.131, and 0.130, respectively. Using Fisher's t-test in testing the significance of these values, the computed t-value yielded values of 1.987 for age; 2.003 for specialization; 2.034 for GPA in academic subjects; and 2.018 for GPA in

specialization subjects, which by inspection, were all found to be greater than the critical t-value of 1.960, at .05 level of significance, df=237. Hence, the hypotheses involving the relationship between assessment of learning outcomes and the aforementioned variates were rejected. It means that the mean differences were significant. With the positive correlation, it further, means, that the relationship between them were directly proportional. Based on these, the following conclusions are drawn: 1) the older the students were, the more likely the SHSM implementation were effective in terms of assessment of learning outcomes; 2) the more varied the assessment of learning outcomes undertaken by the school-respondents, the more specializations were offered and taken by the students; and 3) thehigher the GPA of the students in academic and in specialization subjects, the more effective was the SHSM implementation.

On the other hand, in correlating the status of the SHSM along assessment of learning outcomes, and the sex and economic status, the computed r's resulted to 0.098 and 0.112, respectively. Using the Fisher's t-test to test their significance, the computed t-value were: 1.516 for sex; and 1.735 for economic status which by inspection were both lesser than the critical t-value of 1.960 at .05 level of significance, df = 237. Hence, the hypotheses involving the relationship between the assessment of learning outcomes and the aforesaid variates were accepted. Based on these, it can be said that sex and economic status had nothing to do with the assessment of learning outcomes.

Table 50 depicts the relationship between the status of the Senior High

School Modelling in terms of teachers' professional development and the student-respondents' profile namely: age, sex, specialization, GPA in academic subjects, GPA in specialization subjects, and economic status.

In correlating the status of the SHSM along teachers' professional development and the students' specialization, the coefficient of correlation yielded a value of 0.135. Further test using the Fisher's t-test yielded a value of 2.097 which turned greater than the critical t-value of 1.960 with df = 237, at .05 level of significance. This signified that the correlation between the two

Table 50

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Student-Respondents' Profile in Terms of the Extent of Teachers' Professional Development

Student-Respondents' Profile	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical df = 237	
Age	0.078	1.204	1.960	Not Significant/ Accept Ho
Sex	0.091	1.407		Not Significant/ Accept Ho
Specialization	0.135	2.097		Significant/ Reject Ho
GPA in Academic Subjects	0.112	1.735		Not Significant/ Accept Ho
GPA in Specialization Subjects	0.125	1.940		Not Significant/ Accept Ho
Economic Status	0.086	1.329		Not Significant/ Accept Ho

variables was significant. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that students' specialization had significant influence on the extent of teachers' professional development. The correlation being positive, denoted a direct proportional correlation. Therefore, it is concluded that the more professional development activities conducted for teachers, the more specializations were offered and taken by the students.

Conversely, in correlating the status of SHSM along extent of teachers' professional development and the students' age, sex, GPA in academic subjects, GPA in specialization subjects, and economic status, the coefficient of correlation yielded values of 0.078, 0.091, 0.112, 0.125, and 0.086, respectively. Further test, using the Fisher's t-test yielded values of 1.204 for age; 1.407 for sex; 1.735 for GPA in academic subjects, 1.940 for GPA in specialization subjects, and 1.329 for economic status which all turned lesser than the critical t-value of 1.960, with df =237, at .05 level of significance. This signified that the correlation between the extent of professional development and the aforesaid variates were not significant. Therefore, the corresponding null hypotheses to this effect were accepted. This meant that age, sex, GPA in academic subjects, GPA in specialization subjects and economic status had nothing to do with the extent of teachers' professional development.

Table 51 contains the relationship between the status of the SHSM in terms of resource mobilization and the student-respondents' profile, namely: age, sex, specialization, GPA in academic subjects, GPA in specialization subjects,

Table 51

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Student-Respondents' Profile in Terms of the Extent of Resource Mobilization

Student-Respondents' Profile	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical df = 237	
Age	0.111	1.719	1.960	Not Significant/ Accept Ho
Sex	0.120	1.861		Not Significant/ Accept Ho
Specialization	0.108	1.672		Not Significant/ Accept Ho
GPA in Academic Subjects	0.119	1.845		Not Significant/ Accept Ho
GPA in Specialization Subjects	0.118	1.829		Not Significant/ Accept Ho
Economic Status	0.123	1.908		Not Significant/ Accept Ho

and economic status.

In correlating the status of the SHSM in terms of the resource mobilization and the students' age, sex, specialization, GPA in academic subjects, GPA in specialization subjects, and economic status, the coefficient of correlation yielded values of 0.111, 0.120, 0.108, 0.119, 0.118, and 0.123, respectively. Further test, using the Fisher's t-test yielded values of 1.719, 1.861, 1.672, 1.845, 1,829, and 1.908, respectively, which all turned lesser than the critical t-value of 1.960 with

df = 237 at .05 level of significance. This signified that the correlation between the extent of resource mobilization and the aforesaid variates were not significant. Thus, the corresponding null hypotheses to this effect were accepted. This means that students' age, sex, specialization, GPA in academic subjects, GPA in specialization subjects, and economic status had no significant influence on the extent of resource mobilization of the school-respondents.

Table 52 contains the relationship between the status of the SHSM in terms of extent of partnership with stakeholders and the student-respondents' profile such as: age, sex, specialization, GPA in academic subjects, GPA in

Table 52

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Student-Respondents' Profile in Terms of the Extent of Partnership with Stakeholders

Student-Respondents' Profile	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical df = 237	
Age	0.107	1.657	1.960	Not Significant/ Accept Ho
Sex	0.095	1.469		Not Significant/ Accept Ho
Specialization	0.135	2.097		Significant/ Reject Ho
GPA in Academic Subjects	0.105	1.625		Not Significant/ Accept Ho
GPA in Specialization Subjects	0.111	1.719		Not Significant/ Accept Ho
Economic Status	0.093	1.438		Not Significant/ Accept Ho

specialization subjects, and economic status.

In correlating the status of the SHSM along extent of partnership with stakeholders and the students' specialization, the coefficient of correlation yielded a value of 0.135. Further test using the Fisher's t-test yielded a value of 2.097 which turned greater than the critical t-value of 1.960 with df = 237, at .05 level of significance. This signified that the correlation between the two variables was significant. Therefore, the corresponding null hypothesis to this effect was rejected. This means that students' specialization had significant influence on the extent of partnership with stakeholders. The correlation being positive, denoted a direct proportional correlation. Therefore, it is concluded that the more partnership with stakeholders were done by the school respondents, the more specializations were offered and taken by the students.

On the contrary, in correlating the status of SHSM along extent of partnership with stakeholders and the students' age, sex, GPA in academic subjects, GPA in specialization subjects, and economic status, the coefficient of correlation yielded values of 0.107, 0.095, 0.105, 0.111, and 0.093, respectively. Further test, using the Fisher's t-test yielded values of 1.657 for age; 1.469 for sex; 1.625 for GPA in academic subjects, 1.719 for GPA in specialization subjects, and 1.438 for economic status which all turned lesser than the critical t-value of 1.960, with df =237, at .05 level of significance. This signified that the correlation between the extent of professional development and the aforesaid variates were not significant. Therefore, the corresponding null hypotheses to this effect were

accepted. This means that age, sex, GPA in academic subjects, GPA in specialization subjects and economic status had nothing to do with the extent of partnership with stakeholders.

Table 53 shows the relationship between the status of the SHSM in terms of adequacy of instructional materials and the student-respondents' profile.

In correlating the status of the SHSM in terms of adequacy of instructional materials and the students' specialization and the GPA in specialization subjects, the coefficient of correlation yielded values of 0.128 and

Table 53

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Student-Respondents' Profile in Terms of the Adequacy of Instructional Materials

Student-Respondents' Profile	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical df = 237	
Age	0.097	1.500	1.960	Not Significant/ Accept Ho
Sex	0.087	1.344		Not Significant/ Accept Ho
Specialization	0.128	1.987		Significant/ Reject Ho
GPA in Academic Subjects	0.121	1.877		Not Significant/ Accept Ho
GPA in Specialization Subjects	0.131	2.034		Significant/ Reject Ho
Economic Status	0.065	1.003		Not Significant/ Accept Ho

0.131, respectively. Further test using the Fisher's t-test yielded values of 1.987 for specialization; and 2.034 for GPA in specialization subjects, which both turned greater than the critical t-value of 1.960 with df = 237 at .05 level of significance. This signified that the correlation between the extent of adequacy of instructional materials and the aforesaid variables were significant. This means that adequacy of instructional materials had significant influenced on the students' specialization and GPA in specialization subjects. The correlation being positive, described a direct proportional relationship. It is therefore concluded that: 1) the more adequate the instructional materials were, the more specializations were offered and taken by the students; and 2) the more adequate the Instructional Materials were, more likely, GPA on specialization subjects were high.

On the other hand, in correlating the status of SHSM along adequacy of Instructional Materials and the students' age, sex, GPA in academic subjects, and economic status, the coefficient of correlation yielded values of 0.097, 0.087, 0.121, and 0.065, respectively. Further test, using the Fisher's t-test yielded values of 1.500 for age; 1.344 for sex; 1.877 for GPA in academic subjects; and 1.003 for economic status which turned lesser than the critical t-value of 1.960, df = 237, at .05 level of significance. This signified that the correlation between the adequacy of instructional materials and the aforementioned variates were not significant. Thus the corresponding null hypotheses were accepted. This means that age, sex, GPA in academic subjects, and economic status had nothing to do with the

adequacy of instructional materials.

Table 54 contains the relationship between the status of the SHSM in terms of adequacy of facilities and equipment and the student-respondents' profile as follows: age, sex, specialization, GPA in academic subjects, GPA in specialization subjects, and economic status.

In correlating the status of the SHSM in terms of adequacy of facilities and equipment and the students' specialization, the coefficient of correlation yielded a value of 0.132. Further test using the Fisher's t-test yielded a value of 2.050

Table 54

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Student-Respondents' Profile in Terms of the Adequacy of Facilities and Equipment

Student-Respondents' Profile	Coefficient of Correlation	Fisher's t-Value $\alpha = .05$		Evaluation/ Decision
		Computed	Critical df = 237	
Age	0.075	1.158	1.960	Not Significant/ Accept Ho
Sex	0.092	1.422		Not Significant/ Accept Ho
Specialization	0.132	2.050		Significant/ Reject Ho
GPA in Academic Subjects	0.065	1.003		Not Significant/ Accept Ho
GPA in Specialization Subjects	0.097	1.500		Not Significant/ Accept Ho
Economic Status	0.056	0.863		Not Significant/ Accept Ho

which turned greater than the critical t-value of 1.960, df = 237, at .05 level of significance. This signified that the correlation between the two variables was significant. Therefore, the corresponding null hypothesis to this effect was rejected. This means that the adequacy of facilities and equipment had significant influence on the students' specialization. The correlation being positive, describes a direct proportional relationship. Therefore, it can be said, the more adequate were the facilities and equipment, the more specializations were offered and taken by the students.

On the other side, in correlating the status of the SHSM along adequacy of facilities and equipment and the students' age, sex, GPA in academic subjects, GPA in specialization subjects, and economic status, the computed r's yielded values of 0.075, 0.092, 0.065, 0.097, and 0.056, respectively. Using Fisher's t-test to test their significance, the computed t-values were: 1.158 for age; 1.422 for sex; 1.003 for GPA for academic subjects; 1.500 GPA for specialization subjects; and 0.863 for economic status, which when compared, were found lesser thanthe critical t-value of 1.960, df = 237, at .05 level of significance. Hence, the hypotheses involving relationship between the adequacy of facilities and equipment and the aforecited variates were correspondingly accepted. It is therefore concluded that age, sex, GPA in academic subjects, GPA in specialization subjects, and economic status had nothing to do with the adequacy of facilities and equipment.

Table 55 reflects the relationship between the status of the SHSM in terms

Table 55

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Student-Respondents' Profile in Terms of the Adequacy of Laboratory Workshops

Student-Respondents' Profile	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical df = 237	
Age	0.092	1.422		Not Significant/ Accept Ho
Sex	0.087	1.344		Not Significant/ Accept Ho
Specialization	0.120	1.861	1.960	Not Significant/ Accept Ho
GPA in Academic Subjects	0.098	1.516		Not Significant/ Accept Ho
GPA in Specialization Subjects	0.072	1.111		Not Significant/ Accept Ho
Economic Status	0.093	1.438		Not Significant/ Accept Ho

of adequacy of laboratory workshops and the student-respondents' profile, namely: age, sex, specialization, GPA in academic subjects, GPA in specialization subjects, and economic status.

In correlating the Senior High School Modelling along adequacy of laboratory workshops and the students' age, sex, specialization, GPA in academic subjects, GPA in specialization subjects, and economic status, the coefficient of correlation yielded values of 0.092, 0.087, 0.120, 0.098, 0.072, and

0.093, respectively. Further test, using the Fisher's t-test yielded values of 1.422, 1.344, 1.861, 1.516, 1.111, and 1.438, respectively, which all turned lesser than the critical value of 1.960 with df = 237 at .05 level of significance. Hence, the hypotheses involving the relationships between the adequacy of laboratory workshops and the aforesaid variables were accepted. It can be concluded, therefore, that age, sex, specialization, GPA in academic subjects, GPA in specialization subjects, and economic status had nothing to do with the adequacy of laboratory workshops.

Teacher-Respondents' Profile. Tables 56 to 65 present the relationship between the status of the Senior High School Modelling and the teacher-respondents' profile.

Table 56 provides the relationship between the status of the Senior High School Modelling in terms of the extent of advocacy and the teacher-respondents' profile, namely: age, sex, civil status, monthly salary, educational attainment, teaching experience, specialization, category, seminar/trainings attended along K to 12, performance rating, and attitude towards teaching.

In correlating the status of the Senior High School Modelling along extent of advocacy and the teacher-respondents' age, sex, civil status, monthly salary, educational attainment, teaching experience, specialization, category, seminar/trainings attended along K to 12, performance rating and attitude towards teaching, the coefficient of correlation yielded values of 0.010, 0.086, 0.042, 0.010, 0.133, 0.077, 0.106, 0.114, 0.047, 0.093, and 0.072, respectively.

Table 56

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Teacher-Respondents' Profile in Terms of the Extent of Advocacy

Teacher-Respondents' Profile	Coefficient of Correlation	Fisher's t-Value $\alpha = .05$		Evaluation/ Decision
		Computed	Critical df = 157	
Age	0.010	0.125		Not Significant/ Accept Ho
Sex	0.086	1.082		Not Significant/ Accept Ho
Civil Status	0.042	0.527		Not Significant/ Accept Ho
Monthly Salary	0.010	0.125		Not Significant/ Accept Ho
Educational Attainment	0.133	1.681		Not Significant/ Accept Ho
Teaching Experience	0.077	0.968	1.960	Not Significant/ Accept Ho
Specialization	0.106	1.336		Not Significant/ Accept Ho
Category	0.114	1.438		Not Significant/ Accept Ho
Seminars/Trainings Attended along K to 12 Program	0.047	0.590		Not Significant/ Accept Ho
Performance Rating	0.093	1.170		Not Significant/ Accept Ho
Attitude Towards Teaching	0.072	0.905		Not Significant/ Accept Ho

Further test, using the Fisher's t-test yielded values of 0.125 for age; 1.082 for sex; .0527 for civil status; 0.125 for monthly salary; 1.681 for educational attainment; 0.968 for teaching experience; 1.336 for specialization; 1.438 for category; 0.590 for seminars/trainings attended along K to 12; 1.170 for performance rating; and 0.905 for attitude towards teaching, which all turned lesser than the critical value of 1.960 with df = 157 at .05 level of significance. This signified that the correlation between extent of advocacy and the aforesaid variables were noted significant. Thus, the corresponding null hypotheses involving the relationship between extent of advocacy and the aforesaid variables were accepted. This means that age, sex, civil status, monthly salary, educational attainment, teaching experience, specialization, category, seminar/trainings attended along K to 12, performance rating and attitude towards teaching of the teacher-respondents had no influence to the status of the Senior High School Modelling in terms of the extent of advocacy.

Table 57 provides the relationship between the status of the Senior High School Modelling in terms of the extent of curriculum development and the teacher-respondents' profile.

In correlating the status of the Senior High School Modelling (SHSM) along extent of curriculum development and the teachers' seminars/trainings attended along K to 12 and attitude towards teaching, the coefficient of correlation yielded values of 0.178 and 0.191, respectively. Further test using the Fisher's t-test yielded values of 2.267 for seminars/trainings attended along K to

Table 57

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Teacher-Respondents' Profile in Terms of the Extent of Curriculum Development

Teacher-Respondents' Profile	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical df = 157	
Age	0.104	1.310		Not Significant/ Accept Ho
Sex	0.091	1.145		Not Significant/ Accept Ho
Civil Status	0.108	1.361		Not Significant/ Accept Ho
Monthly Salary	0.081	1.018		Not Significant/ Accept Ho
Educational Attainment	0.075	0.942		Not Significant/ Accept Ho
Teaching Experience	0.134	1.694	1.960	Not Significant/ Accept Ho
Specialization	0.096	1.208		Not Significant/ Accept Ho
Category	0.057	0.715		Not Significant/ Accept Ho
Seminars/Trainings Attended along K to 12 Program	0.178	2.267		Significant/ RejectHo
Performance Rating	0.120	1.515		Not Significant/ Accept Ho
Attitude Towards Teaching	0.191	2.438		Significant/ Reject Ho

12; and 2.438 for attitude towards teaching, which, both, turned greater than the critical value of 1.960 with df = 157 at .05 level of significance. This signified that the correlation between the extent of curriculum development were significant. Thus, the corresponding hypotheses involving the extent of curriculum development and the aforenamed variates were rejected. With the positive correlation, it means that the relationship between them were directly proportional. Therefore, the following conclusions are drawn: 1) the more curriculum development activities were conducted by the school-respondents, the more seminars/trainings along K to 12 were attended by the teachers, and 2) the more curriculum development activities were conducted, the more favorable attitude were shown by the teachers towards teaching.

Conversely, in correlating the status of the SHSM along extent of curriculum development and the teachers' age, sex, civil status, monthly salary, educational attainment, teaching experience, specialization, category, and performance rating, the coefficient of correlation yielded values of 0.104, 0.091, 0.108, 0.081, 0.075, 0.134, 0.096, 0.057, and 0.120, respectively. Further test using the Fisher's t-test yielded values of 1.310 for age; 1.145 for sex; 1.361 for civil status; 1.018 for monthly salary; 0.942 for educational attainment; 1.694 for teaching experience; 1.208 for specialization; 0.715 for category; and 1.515 for performance rating, which, all, turned lesser than the critical value of 1.960 with df = 157 at .05 level of significance. Hence. The hypotheses involving the relationship between extent of curriculum development and the aforecited

variates were correspondingly accepted. It can be said that age, sex, civil status, monthly salary, educational attainment, teaching experience, specialization, category, and performance rating had nothing to do with the curriculum development activities by the school respondents.

Table 58 provides the relationship between the status of the Senior High School Modelling in terms of curriculum content and the teacher-respondents' profile.

In correlating the status of the Senior High School Modelling along extent of advocacy and the teacher-respondents' age, sex, civil status, monthly salary, educational attainment, teaching experience, specialization, category, seminar/trainings attended along K to 12, performance rating and attitude towards teaching, the coefficient of correlation yielded values of 0.130, 0.083, 0.011, 0.033, 0.091, 0.055, 0.049, 0.015, 0.137, 0.012, and 0.052, respectively.

Further test, using the Fisher's t-test yielded values of 1.643 for age; 1.044 for sex; 0.138 for civil status; 0.414 for monthly salary; 1.145 for educational attainment; 0.690 for teaching experience; 0.615 for specialization; 0.188 for category; 1.733 for seminars/trainings attended along K to 12; 0.150 for performance rating; and 0.652 for attitude towards teaching, which all turned lesser than the critical value of 1.960 with df = 157 at .05 level of significance. This signified that the correlation between curriculum content and the aforesaid variables were not significant. Thus, the corresponding null hypotheses involving the relationship between curriculum content and the aforesaid

Table 58

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Teacher-Respondents' Profile in Terms of the Curriculum Content

Teacher-Respondents' Profile	Coefficient of Correlation	Fisher's t-Value $\alpha = .05$		Evaluation/ Decision
		Computed	Critical df = 157	
Age	0.130	1.643		Not Significant/ Accept Ho
Sex	0.083	1.044		Not Significant/ Accept Ho
Civil Status	0.011	0.138		Not Significant/ Accept Ho
Monthly Salary	0.033	0.414		Not Significant/ Accept Ho
Educational Attainment	0.091	1.145		Not Significant/ Accept Ho
Teaching Experience	0.055	0.690	1.960	Not Significant/ Accept Ho
Specialization	0.049	0.615		Not Significant/ Accept Ho
Category	0.015	0.188		Not Significant/ Accept Ho
Seminars/Trainings Attended along K to 12 Program	0.137	1.733		Not Significant/ Accept Ho
Performance Rating	0.012	0.150		Not Significant/ Accept Ho
Attitude Towards Teaching	0.052	0.652		Not Significant/ Accept Ho

variables were accepted. This means that age, sex, civil status, monthly salary, educational attainment, teaching experience, specialization, category, seminar/ trainings attended along K to 12, performance rating and attitude towards teaching of the teacher-respondents had no influence to the status of the Senior High School Modelling in terms of curriculum content.

Table 59 provides the relationship between the status of the Senior High School Modelling in terms of assessment of learning outcomes and the teacher-respondents' profile.

In correlating the status of the Senior High School Modelling in terms of assessment of learning outcomes and the teachers' attitude towards teaching, the coefficient of correlation yielded a value of 0.170. Further test using the Fisher's t-test yielded a value of 2.162 which turned greater than the critical value of 1.960 with df = 157 at .05 level of significance. This signified that the correlation between the two variables was significant. Thus, the corresponding null hypothesis to this effect was rejected. This meant that attitude towards teaching of the teacher-respondent had a significant influence to the status of the senior high school modelling in model schools in terms of assessment of learning outcomes. The correlation being positive suggested a direct proportional relationship signifying that the more favorable the attitude of the teacher-respondents towards teaching, the more effective was the implementation of the Senior High School Modelling in model schools in terms of assessment of learning outcomes.

Table 59

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Teacher-Respondents' Profile in Terms of the Assessment of Learning Outcomes

Teacher-Respondents' Profile	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical df = 157	
Age	0.117	1.476	1.960	Not Significant/ Accept Ho
Sex	0.112	1.412		Not Significant/ Accept Ho
Civil Status	0.049	0.615		Not Significant/ Accept Ho
Monthly Salary	0.032	0.401		Not Significant/ Accept Ho
Educational Attainment	0.034	0.426		Not Significant/ Accept Ho
Teaching Experience	0.051	0.640		Not Significant/ Accept Ho
Specialization	0.044	0.552		Not Significant/ Accept Ho
Category	0.022	0.276		Not Significant/ Accept Ho
Seminars/Trainings Attended along K to 12 Program	0.054	0.678		Not Significant/ Accept Ho
Performance Rating	0.042	0.527		Not Significant/ Accept Ho
Attitude Towards Teaching	0.170	2.162		Significant/ Reject Ho

On the other hand, in correlating the status of the SHSM, along assessment of learning outcomes and the teachers' age, sex, civil status, monthly salary, educational attainment, teaching experience, specialization, category, seminars/ trainings attended along K to 12, and performance rating, the coefficient of correlation yielded values of 0.117, 0.112, 0.049, 0.032, 0.034, 0.051, 0.044, 0.022, 0.054, and 0.042, respectively. Further test, using the Fisher's t-test yielded values of 1.476 for age; 1.412 for sex; 0.615 for civil status; 0.401 for monthly salary; 0.426 for educational attainment; 0.640 for teaching experience; 0.552 for specialization; 0.276 for category; 0.678 for seminars/trainings attended along K to 12 program; and 0.527 for performance rating, which, all, turned lesser than the critical value of 1.960 with df = 157 at .05 level of significance. This signified that the relationship involving the assessment of learning outcomes and the aforesaid variates were not significant. Hence, the hypotheses involving these relationships were accepted. This means that age, sex, civil status, monthly salary, educational attainment, teaching experience, specialization, category, seminars/trainings attended along K to 12, and performance rating of the teacher-respondents had no influence to the status of the Senior High School Modelling in model schools in terms of assessment of learning outcomes

Table 60 provides the relationship between the status of the Senior High School Modelling in terms of the extent of teachers' professional development and the teacher-respondents' profile.

In correlating the status of the Senior High School Modelling in terms of

Table 60

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Teacher-Respondents' Profile in Terms of the Extent of Teachers' Professional Development

Teacher-Respondents' Profile	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical df = 157	
Age	0.080	1.006		Not Significant/ Accept Ho
Sex	0.082	1.031		Not Significant/ Accept Ho
Civil Status	0.124	1.566		Not Significant/ Accept Ho
Monthly Salary	0.037	0.464		Not Significant/ Accept Ho
Educational Attainment	0.237	3.057	1.960	Significant/ RejectHo
Teaching Experience	0.098	1.234		Not Significant/ Accept Ho
Specialization	0.020	0.251		Not Significant/ Accept Ho
Category	0.065	0.816		Not Significant/ Accept Ho
Seminars/Trainings Attended along K to 12 Program	0.182	2.319		Significant/ RejectHo
Performance Rating	0.008	0.100		Not Significant/ Accept Ho
Attitude Towards Teaching	0.221	2.839		Significant/ RejectHo

the extent of teachers' professional development and the teachers' educational attainment, seminars/trainings attended along K to 12 program, and attitude towards teaching, the coefficient of correlation yielded values of 0.237, 0.182, and 0.221, respectively. Further test, using the Fisher's t-test yielded values of 3.057 for educational attainment; 2.319 for seminars/trainings along K to 12; and 2.839 for attitude towards teaching, which, all, turned greater than the critical t-value of 1.960 with df = 157 at .05 level of significance. This signified that the relationship between the extent of professional development and the aforenamed variates were significant. Thus, the corresponding null hypotheses involving the relationship between these relationships were rejected. This meant that educational attainment, seminars/trainings attended along K to 12, and attitude towards teaching of the teacher-respondents had significant influence to the extent of teachers' professional development. The correlation being positive signified a direct proportional relationship. Therefore, it can be concluded that: 1) the higher the educational attainment and the more training/seminars attended by the teachers along K to 12, the more professional development activities for teachers conducted by the SHS; and 2) the more favourable were the attitude of teachers towards teaching, the more teachers' professional development activities were conducted.

On the contrary, in correlating the status of the Senior High School Modelling along extent of teachers' professional development and the teachers' age, sex, civil status, monthly salary, teaching experience, specialization,

category, and performance rating, the coefficient of correlation yielded values of 0.080, 0.082, 0.124, 0.037, 0.098, 0.020, 0.065, and 0.008. Further test, using the Fisher's t-test yielded values of 1.006 for age; 1.031 for sex; 1.566 for civil status; 0.464 for monthly salary; 1.234 for teaching experience; 0.251 for specialization; 0.816 for category; and 0.100 for performance rating, which, all, turned lesser than the critical value of 1.960 with df = 157 at .05 level of significance. This signified that the correlation between the extent of teachers' professional development and the aforementioned variables were not significant. Thus, the corresponding null hypotheses to this effect were accepted. This means that age, sex, civil status, monthly salary, teaching experience, specialization, category, and performance rating of the teachers had no influence to the status of the Senior High School Modelling in model schools in terms of the extent of teachers' professional development.

Table 61 provides the relationship between the status of the Senior High School Modelling in terms of the extent of resource mobilization and the teacher-respondents' profile.

In correlating the status of the Senior High School Modelling in terms of the extent of resource mobilization and the teacher-respondents' age, the

Table 61

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Teacher-Respondents' Profile in Terms of the Extent of Resource Mobilization

Teacher-Respondents' Profile	Coefficient of Correlation	Fisher's t-Value $\alpha = .05$		Evaluation/ Decision
		Computed	Critical df = 157	
Age	0.144	1.823		Not Significant/ Accept Ho
Sex	0.106	1.336		Not Significant/ Accept Ho
Civil Status	0.100	1.259		Not Significant/ Accept Ho
Monthly Salary	0.049	0.615		Not Significant/ Accept Ho
Educational Attainment	0.181	2.306		Significant/ Reject Ho
Teaching Experience	0.210	2.691	1.960	Significant/ Reject Ho
Specialization	0.049	0.615		Not Significant/ Accept Ho
Category	0.035	0.439		Not Significant/ Accept Ho
Seminars/Trainings Attended along K to 12 Program	0.039	0.489		Not Significant/ Accept Ho
Performance Rating	0.008	0.100		Not Significant/ Accept Ho
Attitude Towards Teaching	0.220	2.826		Significant/ RejectHo

On the other hand, in correlating the status of the Senior High School Modelling along extent of resource mobilization and the teachers' age, sex, civil status, monthly salary, specialization, category, seminars/trainings attended along K to 12 program, and performance rating, the coefficient of correlation yielded values of 0.144, 0.106, 0.100, 0.049, 0.049, 0.035, 0.039, and 0.008, respectively. Further test, using the Fisher's t-test yielded values of 1.823 for age; 1.336 for sex; 1.259 for civil status; 0.615 for monthly salary; 0.615 for specialization; 0.439 for category; and 0.100 for performance rating, which, all, turned lesser than the critical value of 1.960 with df = 157 at .05 level of significance. This signified that the correlation between the extent of teachers' professional development and the aforementioned variables were not significant. Thus, the corresponding null hypotheses to this effect were accepted. This means that age, sex, civil status, monthly salary, specialization, category, seminars/ trainings attended along K to 12 program, and performance rating of teachers had no influence to resource mobilization activities conducted by the SHS.

Table 62 provides the relationship between the status of the Senior High School Modelling in terms of the extent of partnership with stakeholders and the teacher-respondents' profile.

In correlating the status of the Senior High School Modelling in terms of the extent of partnership with stakeholders and the teachers' educational attainment and teaching experience, the coefficient of correlation yielded values of 0.240 and 0.195, respectively. Further test, using the Fisher's t-test yielded

not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that business/industry had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of advocacy.

Moreover, in correlating the status of the Senior High School Modelling in terms of the extent of advocacy and the CHED/HEI, the coefficient of correlation yielded a value of 0.170. Further test using the Fisher's t-test yielded a value of 1.208 which turned lesser than the critical value of 2.000 with df = 51 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that CHED/HEI had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of advocacy.

In correlating the status of the Senior High School Modelling in terms of the extent of advocacy and the TESDA, the coefficient of correlation yielded a value of 0.080. Further test using the Fisher's t-test yielded a value of 0.568 which turned lesser than the critical value of 2.000 with df = 52 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that TESDA had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of advocacy.

Furthermore, in correlating the status of the Senior High School Modelling

in terms of the extent of advocacy and the LGU, the coefficient of correlation yielded a value of 0.182. Further test using the Fisher's t-test yielded a value of 1.322 which turned lesser than the critical value of 2.000 with df = 53 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that LGU had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of advocacy.

Finally, in correlating the correlating the status of the Senior High School Modelling in terms of the extent of advocacy and the PTA, the coefficient of correlation yielded a value of 0.124. Further test using the Fisher's t-test yielded a value of 1.923 which turned lesser than the critical value of 1.960 with df = 237 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that PTA had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of advocacy.

Table 67 presents the relationship between the status of the Senior High School Modelling in model schools in terms of the extent of curriculum development and the extent of involvement of the identified sectors.

In correlating the status of the Senior High School Modelling in terms of the extent of curriculum development and the business/industry, the coefficient

Table 67

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Extent of Involvement of the Identified Sectors in Terms of the Extent of Curriculum Development

Sectors	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical	
Business/Industry	0.098	0.724	2.000	Not Significant/ Accept Ho
CHED/HEI	0.020	0.143		Not Significant/ Accept Ho
TESDA	0.065	0.470		Not Significant/ Accept Ho
LGU	0.021	0.153		Not Significant/ Accept Ho
PTA	0.008	0.123	1.960	Not Significant/ Accept Ho

Degree of Freedom (df):			
	Business/Industry	=	54
	CHED/HEI	=	51
	TESDA	=	52
	LGU	=	53
	PTA	=	237

of correlation yielded a value of 0.098. Further test using the Fisher's t-test yielded a value of 0.724 which turned lesser than the critical value of 2.000 with df = 54 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that business/industry had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of curriculum development.

Moreover, in correlating the correlating the status of the Senior High School Modelling in terms of the extent of curriculum development and the CHED/HEI, the coefficient of correlation yielded a value of 0.020. Further test using the Fisher's t-test yielded a value of 0.143 which turned lesser than the critical value of 2.000 with df = 51 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that CHED/HEI had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of curriculum development.

Furthermore, in correlating the status of the Senior High School Modelling in terms of the extent of curriculum development and the TESDA, the coefficient of correlation yielded a value of 0.065. Further test using the Fisher's t-test yielded a value of 0.470 which turned lesser than the critical value of 2.000 with df = 52 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that TESDA had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of curriculum development.

Likewise, in correlating the status of the Senior High School Modelling in terms of the extent of curriculum development and the LGU, the coefficient of correlation yielded a value of 0.021. Further test using the Fisher's t-test yielded a value of 0.153 which turned lesser than the critical value of 2.000 with df = 53 at

.05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that LGU had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of curriculum development.

Finally, in correlating the status of the Senior High School Modelling in terms of the extent of curriculum development and the PTA, the coefficient of correlation yielded a value of 0.008. Further test using the Fisher's t-test yielded a value of 0.123 which turned lesser than the critical value of 1.960 with df = 237 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that PTA had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of curriculum development.

Table 68 presents the relationship between the status of the Senior High School Modelling in model schools in terms of curriculum content and the extent of involvement of the identified sectors.

In correlating the status of the Senior High School Modelling in terms of curriculum content and the business/industry, the coefficient of correlation yielded a value of 0.144. Further test using the Fisher's t-test yielded a value of 1.069 which turned lesser than the critical value of 2.000 with df = 54 at .05 level of significance. This signified that the correlation between the two variables was

Table 68

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Extent of Involvement of the Identified Sectors in Terms of the Curriculum Content

Sectors	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical	
Business/Industry	0.144	1.069	2.000	Not Significant/ Accept Ho
CHED/HEI	0.166	1.202		Not Significant/ Accept Ho
TESDA	0.180	1.320		Not Significant/ Accept Ho
LGU	0.220	1.642		Not Significant/ Accept Ho
PTA	0.101	1.563	1.960	Not Significant/ Accept Ho

Degree of Freedom (df):			
	Business/Industry	=	54
	CHED/HEI	=	51
	TESDA	=	52
	LGU	=	53
	PTA	=	237

not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that business/industry had no significant influence to the status of the Senior High School Modelling in model schools in terms of curriculum content.

Moreover, in correlating the status of the Senior High School Modelling in terms of curriculum content and the CHED/HEI, the coefficient of correlation yielded a value of 0.166. Further test using the Fisher's t-test yielded a value of

1.202 which turned lesser than the critical value of 2.000 with df = 51 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that CHED/HEI had no significant influence to the status of the Senior High School Modelling in model schools in terms of curriculum content.

In correlating the status of the Senior High School Modelling in terms of curriculum content and the TESDA, the coefficient of correlation yielded a value of 0.180. Further test using the Fisher's t-test yielded a value of 1.320 which turned lesser than the critical value of 2.000 with df = 52 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that TESDA had no significant influence to the status of the Senior High School Modelling in model schools in terms of curriculum content.

Furthermore, in correlating the status of the Senior High School Modelling in terms of curriculum content and the LGU, the coefficient of correlation yielded a value of 0.220. Further test using the Fisher's t-test yielded a value of 1.642 which turned lesser than the critical value of 2.000 with df = 53 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that LGU had no significant influence to the status of the Senior High School Modelling in model schools in terms of curriculum content.

Finally, in correlating the status of the Senior High School Modelling in terms of curriculum content and the PTA, the coefficient of correlation yielded a value of 0.101. Further test using the Fisher's t-test yielded a value of 1.563 which turned lesser than the critical value of 1.960 with df = 237 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that PTA had no significant influence to the status of the Senior High School Modelling in model schools in terms of curriculum content.

Table 69 presents the relationship between the status of the Senior High School Modelling in model schools in terms of assessment of learning outcomes and the extent of involvement of the identified sectors.

In correlating the status of the Senior High School Modelling in terms of assessment of learning outcomes and the business/industry, the coefficient of correlation yielded a value of 0.010. Further test using the Fisher's t-test yielded a value of 0.073 which turned lesser than the critical value of 2.000, with df = 54 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that business/industry had no significant influence to the status of the Senior High School Modelling in model schools in terms of assessment of learning outcomes.

Also, in correlating the status of the Senior High School Modelling in terms of assessment of learning outcomes and the CHED/HEI, the coefficient of

Table 69

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Extent of Involvement of the Identified Sectors in Terms of the Assessment of Learning Outcomes

Sectors	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical	
Business/Industry	0.010	0.073	2.000	Not Significant/ Accept Ho
CHED/HEI	0.186	1.352		Not Significant/ Accept Ho
TESDA	0.242	1.799		Not Significant/ Accept Ho
LGU	0.210	1.564		Not Significant/ Accept Ho
PTA	0.103	1.594	1.960	Not Significant/ Accept Ho

Degree of Freedom (df):

Business/Industry	=	54
CHED/HEI	=	51
TESDA	=	52
LGU	=	53
PTA	=	237

correlation yielded a value of 0.186. Further test using the Fisher's t-test yielded a value of 1.352 which turned lesser than the critical value of 2.000 with df = 51 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that CHED/HEI had no significant influence to the status of the Senior High School Modelling in model schools in terms of assessment of learning outcomes.

In correlating the status of the Senior High School Modelling in terms of assessment of learning outcomes and the TESDA, the coefficient of correlation yielded a value of 0.242. Further test using the Fisher's t-test yielded a value of 1.799 which turned lesser than the critical value of 2.000 with df = 52 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that TESDA had no significant influence to the status of the Senior High School Modelling in model schools in terms of assessment of learning outcomes.

Furthermore, in correlating the status of the Senior High School Modelling in terms of assessment of learning outcomes and the LGU, the coefficient of correlation yielded a value of 0.210. Further test using the Fisher's t-test yielded a value of 1.564 which turned lesser than the critical value of 2.000 with df = 53 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that LGU had no significant influence to the status of the Senior High School Modelling in model schools in terms of assessment of learning outcomes.

Finally, in correlating the status of the Senior High School Modelling in terms of assessment of learning outcomes and the PTA, the coefficient of correlation yielded a value of 0.103. Further test using the Fisher's t-test yielded a value of 1.594 which turned lesser than the critical value of 1.960 with df = 237 at

.05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that PTA had no significant influence to the status of the Senior High School Modelling in model schools in terms of assessment of learning outcomes.

Table 70 presents the relationship between the status of the Senior High School Modelling in model schools in terms of the extent of teachers'

Table 70

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Extent of Involvement of the Identified Sectors in Terms of the Extent of Teachers' Professional Development

Sectors	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical	
Business/Industry	0.177	1.322	2.000	Not Significant/ Accept Ho
CHED/HEI	0.106	0.761		Not Significant/ Accept Ho
TESDA	0.114	1.049		Not Significant/ Accept Ho
LGU	0.047	0.343		Not Significant/ Accept Ho
PTA	0.093	1.438	1.960	Not Significant/ Accept Ho

Degree of Freedom (df):			
	Business/Industry	=	54
	CHED/HEI	=	51
	TESDA	=	52
	LGU	=	53
	PTA	=	237

professional development and the extent of involvement of the identified sectors.

In correlating the status of the Senior High School Modelling in terms of the extent of teachers' professional development and the business/industry, the coefficient of correlation yielded a value of 0.177. Further test using the Fisher's t-test yielded a value of 1.322 which turned lesser than the critical value of 2.000 with df = 54 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that business/industry had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of teachers' professional development.

Likewise, in correlating the status of the Senior High School Modelling in terms of the extent of teachers' professional development and the CHED/HEI, the coefficient of correlation yielded a value of 0.106. Further test using the Fisher's t-test yielded a value of 0.761 which turned lesser than the critical value of 2.000 with df = 51 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that CHED/HEI had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of teachers' professional development.

In correlating the status of the Senior High School Modelling in terms of the extent of teachers' professional development and the TESDA, the coefficient of correlation yielded a value of 0.114. Further test using the Fisher's t-test

yielded a value of 1.049 which turned lesser than the critical value of 2.000 with df = 52 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that TESDA had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of teachers' professional development.

Furthermore, in correlating the status of the Senior High School Modelling in terms of the extent of teachers' professional development and the LGU, the coefficient of correlation yielded a value of 0.047. Further test using the Fisher's t-test yielded a value of 0.343 which turned lesser than the critical value of 2.000 with df = 53 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that LGU had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of teachers' professional development.

Finally, in correlating the status of the Senior High School Modelling in terms of the extent of teachers' professional development and the PTA, the coefficient of correlation yielded a value of 0.093. Further test using the Fisher's t-test yielded a value of 1.438 which turned lesser than the critical value of 1.960 with df = 237 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that PTA had no significant

influence to the status of the Senior High School Modelling in model schools in terms of the extent of teachers' professional development.

Table 71 presents the relationship between the status of the Senior High School Modelling in model schools in terms of the extent of resource mobilization and the extent of involvement of the identified sectors.

In correlating the status of the Senior High School Modelling in terms of the extent of resource mobilization and the business/industry, the coefficient of correlation yielded a value of 0.072. Further test using the Fisher's t-test yielded a

Table 71

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Extent of Involvement of the Identified Sectors in Terms of the Extent of Resource Mobilization

Sectors	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical	
Business/Industry	0.072	0.530	2.000	Not Significant/ Accept Ho
CHED/HEI	0.096	0.689		Not Significant/ Accept Ho
TESDA	0.104	0.756		Not Significant/ Accept Ho
LGU	0.091	0.665		Not Significant/ Accept Ho
PTA	0.108	1.652	1.960	Not Significant/ Accept Ho

Degree of Freedom (df):			
	Business/Industry	=	54
	CHED/HEI	=	51
	TESDA	=	52
	LGU	=	53
	PTA	=	237

value of 0.530 which turned lesser than the critical value of 2.000 with df = 54 at value of 0.530 which turned lesser than the critical value of 2.000 with df = 54 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that business/industry had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of resource mobilization.

Also, in correlating the status of the Senior High School Modelling in terms of the extent of resource mobilization and the CHED/HEI, the coefficient of correlation yielded a value of 0.096. Further test using the Fisher's t-test yielded a value of 0.689 which turned lesser than the critical value of 2.000 with df = 51 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that CHED/HEI had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of resource mobilization.

In correlating the status of the Senior High School Modelling in terms of the extent of resource mobilization and the TESDA, the coefficient of correlation yielded a value of 0.104. Further test using the Fisher's t-test yielded a value of 0.756 which turned lesser than the critical value of 2.000 with df = 52 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was

accepted. This means that TESDA had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of resource mobilization.

Furthermore, in correlating the status of the Senior High School Modelling in terms of the extent of resource mobilization and the LGU, the coefficient of correlation yielded a value of 0.091. Further test using the Fisher's t-test yielded a value of 0.665 which turned lesser than the critical value of 2.000 with df = 53 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that LGU had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of resource mobilization.

Finally, in correlating the status of the Senior High school Modelling in terms of the extent of resource mobilization and the PTA, the coefficient of correlation yielded a value of 0.108. Further test using the Fisher's t-test yielded a value of 1.652 which turned lesser than the critical value of 1.960 with df = 237 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that PTA had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of resource mobilization.

Table 72 presents the relationship between the status of the Senior High

School Modelling in model schools in terms of the extent of partnership with stakeholders and the extent of involvement of the identified sectors.

In correlating the status of the Senior High School Modelling in terms of the extent of partnership with stakeholders and the business/industry, the coefficient of correlation yielded a value of 0.178. Further test using the Fisher's t-test yielded a value of 1.329 which turned lesser than the critical value of 2.000 with df = 54 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null

Table 72

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Extent of Involvement of the Identified Sectors in Terms of the Extent of Partnership with Stakeholders

Sectors	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical	
Business/Industry	0.178	1.329	2.000	Not Significant/ Accept Ho
CHED/HEI	0.120	0.863		Not Significant/ Accept Ho
TESDA	0.191	1.403		Not Significant/ Accept Ho
LGU	0.130	0.955		Not Significant/ Accept Ho
PTA	0.183	2.866	1.960	Significant/ Reject Ho

Degree of Freedom (df):			
	Business/Industry	=	54
	CHED/HEI	=	51
	TESDA	=	52
	LGU	=	53
	PTA	=	237

hypothesis to this effect was accepted. This means that business/industry had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of partnership with stakeholders.

Also, in correlating the status of the Senior High School Modelling in terms of the extent of partnership with stakeholders and the CHED/HEI, the coefficient of correlation yielded a value of 0.120. Further test using the Fisher's t-test yielded a value of 0.863 which turned lesser than the critical value of 2.000 with df = 51 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that CHED/HEI had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of partnership with stakeholders.

In correlating the status of the Senior High School Modelling in terms of the extent of partnership with stakeholders and the TESDA, the coefficient of correlation yielded a value of 0.191. Further test using the Fisher's t-test yielded a value of 1.403 which turned lesser than the critical value of 2.000 with df = 52 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that TESDA had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of partnership with stakeholders.

Furthermore, in correlating the status of the Senior High School Modelling

in terms of the extent of partnership with stakeholders and the LGU, the coefficient of correlation yielded a value of 0.130. Further test using the Fisher's t-test yielded a value of 0.955 which turned lesser than the critical value of 2.000 with df = 53 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that LGU had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of partnership with stakeholders.

Finally, in correlating the status of the Senior High School Modelling in terms of the extent of partnership with stakeholders and the PTA, the coefficient of correlation yielded a value of 0.183. Further test, using the Fisher's t-test yielded a value of 2.866 which turned greater than the critical value of 1.960 with df = 237 at .05 level of significance. This signified that the correlation between the two variables was significant. Hence, the corresponding null hypothesis to this effect was rejected. This meant that the extent of involvement of PTA had a significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of partnership with stakeholders. The correlation being positive suggested a direct proportional correlation which means that the greater the extent of involvement of the PTA in the Senior High School Modelling, the higher was the extent of partnership with stakeholders of the modelling schools.

Table 73 presents the relationship between the status of the Senior High

School Modelling in model schools in terms of adequacy of instructional materials and the extent of involvement of the identified sectors.

In correlating the status of the Senior High School Modelling in terms of adequacy of instructional materials and the business/industry, the coefficient of correlation yielded a value of 0.011. Further test using the Fisher's t-test yielded a value of 0081 which turned lesser than the critical value of 2.000 with df = 54 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this

Table 73

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Extent of Involvement of the Identified Sectors in Terms of the Adequacy of Instructional Materials

Sectors	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical	
Business/Industry	0.011	0.081	2.000	Not Significant/ Accept Ho
CHED/HEI	0.033	0.236		Not Significant/ Accept Ho
TESDA	0.091	0.659		Not Significant/ Accept Ho
LGU	0.055	0.401		Not Significant/ Accept Ho
PTA	0.049	0.755	1.960	Not Significant/ Accept Ho

Degree of Freedom (df):	Business/Industry	=	54
	CHED/HEI	=	51
	TESDA	=	52
	LGU	=	53
	PTA	=	237

effect was accepted. This means that business/industry had no significant influence to the status of the Senior High School Modelling in model schools in terms of adequacy of instructional materials.

Likewise, in correlating the status of the Senior High School Modelling in terms of adequacy of instructional materials and the CHED/HEI, the coefficient of correlation 0.236 which turned lesser than the critical value of 2.000 with df = 51 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that CHED/HEI had no significant influence to the status of the Senior High School Modelling in model schools in terms of adequacy of instructional materials.

In correlating the status of the Senior High School Modelling in terms of adequacy of instructional materials and the TESDA, the coefficient of correlation yielded a value of 0.091. Further test using the Fisher's t-test yielded a value of 0.659 which turned lesser than the critical value of 2.000 with df = 52 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that TESDA had no significant influence to the status of the Senior High School Modelling in model schools in terms of adequacy of instructional materials.

Furthermore, in correlating the status of the Senior High School Modelling in terms of adequacy of instructional materials and the LGU, the coefficient of

correlation yielded a value of 0.055. Further test using the Fisher's t-test yielded a value of 0.401 which turned lesser than the critical value of 2.000 with df = 53 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that LGU had no significant influence to the status of the Senior High School Modelling in model schools in terms of adequacy of instructional materials.

Finally, in correlating the status of the Senior High School Modelling in terms of adequacy of instructional materials and the PTA, the coefficient of correlation yielded a value of 0.049. Further test using the Fisher's t-test yielded a value of 0.755 which turned lesser than the critical value of 1.960 with df = 237 at .05 level of significance. This signified that the correlation between the two variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This means that the extent of involvement of PTA had no significant influence to the status of the Senior High School Modelling in model schools in terms of adequacy of instructional materials.

Table 74 presents the relationship between the status of the Senior High School Modelling in model schools in terms of adequacy of facilities and equipment and the extent of involvement of the identified sectors.

In correlating the status of the Senior High School Modelling in terms of adequacy of facilities and equipment and the business/industry, the coefficient of correlation yielded a value of 0.137. Further test using the Fisher's t-test

Table 74

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Extent of Involvement of the Identified Sectors in Terms of the Adequacy of Facilities and Equipment

Sectors	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical	
Business/Industry	0.137	1.016	2.000	Not Significant/ Accept Ho
CHED/HEI	0.012	0.086		Not Significant/ Accept Ho
TESDA	0.052	0.375		Not Significant/ Accept Ho
LGU	0.117	0.858		Not Significant/ Accept Ho
PTA	0.112	1.735	1.960	Not Significant/ Accept Ho

Degree of Freedom (df):

Business/Industry	=	54
CHED/HEI	=	51
TESDA	=	52
LGU	=	53
PTA	=	237

yielded a value of 1.016 which turned lesser than the critical value of 2.000 with df = 54 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that business/industry had no significant influence to the status of the Senior High School Modelling in model schools in terms of adequacy of facilities and equipment.

Also, in correlating the status of the Senior High School Modelling in

terms of adequacy of facilities and equipment and the CHED/HEI, the coefficient of correlation 0.012. Further test using the Fisher's t-test yielded a computed value of 0.086 which turned lesser than the critical value of 2.000 with df = 51 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that CHED/HEI had no significant influence to the status of the Senior High School Modelling in model schools in terms of adequacy of facilities and equipment.

In correlating the status of the Senior High School Modelling in terms of adequacy of facilities and equipment and the TESDA, the coefficient of correlation yielded a value of 0.052. Further test using the Fisher's t-test yielded a value of 0.375 which turned lesser than the critical value of 2.000 with df = 52 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that TESDA had no significant influence to the status of the Senior High School Modelling in model schools in terms of adequacy of facilities and equipment.

Furthermore, in correlating the status of the Senior High School Modelling in terms of adequacy of facilities and equipment and the LGU, the coefficient of correlation yielded a value of 0.117. Further test using the Fisher's t-test yielded a value of 0.858 which turned lesser than the critical value of 2.000 with df = 53 at .05 level of significance. This signified that the correlation between the two

variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that LGU had no significant influence to the status of the Senior High School Modelling in model schools in terms of adequacy of facilities and equipment.

Finally, in correlating the status of the Senior High School Modelling in terms of adequacy of facilities and equipment and the PTA, the coefficient of correlation yielded a value of 0.112. Further test using the Fisher's t-test yielded a value of 1.735 which turned lesser than the critical value of 1.960 with df = 237 at .05 level of significance. This signified that the correlation between the two variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This means that the extent of involvement of PTA had no significant influence to the status of the Senior High School Modelling in model schools in terms of adequacy of facilities and equipment.

Table 75 presents the relationship between the status of the Senior High School Modelling in model schools in terms of adequacy of laboratory workshops and the extent of involvement of the identified sectors.

In correlating the status of the Senior High School Modelling in terms of adequacy of laboratory workshops and the business/industry, the coefficient of correlation yielded a value of 0.032. Further test using the Fisher's t-test yielded a value of 0.231 which turned lesser than the critical value of 2.000 with df = 54 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this

Table 75

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Extent of Involvement of the Identified Sectors in Terms of the Adequacy of Laboratory Workshops

Sectors	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical	
Business/Industry	0.032	0.231		Not Significant/ Accept Ho
CHED/HEI	0.034	0.243	2.000	Not Significant/ Accept Ho
TESDA	0.051	0.368		Not Significant/ Accept Ho
LGU	0.044	0.321		Not Significant/ Accept Ho
PTA	0.022	0.339	1.960	Not Significant/ Accept Ho

Degree of Freedom (df):			
	Business/Industry	=	54
	CHED/HEI	=	51
	TESDA	=	52
	LGU	=	53
	PTA	=	237

effect was accepted. This means that business/industry had no significant influence to the status of the Senior High School Modelling in model schools in terms of adequacy of laboratory workshops.

Moreover, in correlating the status of the Senior High School Modelling in terms of adequacy of laboratory workshops and the CHED/HEI, the coefficient of correlation 0.034. Further test using the Fisher's t-test yielded a computed value of 0.43 which turned lesser than the critical value of 2.000 with df = 51 at

.05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that CHED/HEI had no significant influence to the status of the Senior High School Modelling in model schools in terms of adequacy of laboratory workshops.

In correlating the status of the Senior High School Modelling in terms of adequacy of laboratory workshops and the TESDA, the coefficient of correlation yielded a value of 0.051. Further test using the Fisher's t-test yielded a value of 0.368 which turned lesser than the critical value of 2.000 with df = 52 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that TESDA had no significant influence to the status of the Senior High School Modelling in model schools in terms of adequacy of laboratory workshops.

Furthermore, in correlating the status of the Senior High School Modelling in terms of adequacy of laboratory workshops and the LGU, the coefficient of correlation yielded a value of 0.044. Further test using the Fisher's t-test yielded a value of 0.321 which turned lesser than the critical value of 2.000 with df = 53 at .05 level of significance. This signified that the correlation between the two variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This means that LGU had no significant influence to the status of the Senior High School Modelling in model schools in terms of

adequacy of laboratory workshops.

Finally, in correlating the status of the Senior High School Modelling in terms of adequacy of laboratory workshops and the PTA, the coefficient of correlation yielded a value of 0.022. Further test using the Fisher's t-test yielded a value of 0.339 which turned lesser than the critical value of 1.960 with df = 237 at .05 level of significance. This signified that the correlation between the two variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This means that the extent of involvement of PTA had no significant influence to the status of the Senior High School Modelling in model schools in terms of adequacy of laboratory workshops.

School Profile. Tables 76 to 85 reveals the relationship between the status of the senior high school model in in model schools and the school profile.

Table 76 reveals the relationship between the status of the Senior High School Modelling in model schools in terms of the extent of advocacy and the school profile in terms of enrolment, facilities and equipment, partners/linkages, and other resources.

In correlating the status of the Senior High School Modelling in model schools in terms of the extent of advocacy and the school enrolment, facilities and equipment, partners/linkages, and other resources, the coefficient of correlation yielded values of 0.080, 0.182, 0.124, and 0.237, respectively. Further test, using the Fisher's t-test yielded values of 0.300 for enrolment, 0.693 for facilities and equipment, 0.468 for partnership/linkages, and 0.913 for other resources, which,

Table 76

Relationship Between the Status of the Senior High School Modelling in Model Schools and the School Profile in Terms of the Extent of Advocacy

School Profile	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical df = 16	
Enrolment	0.080	0.300	2.120	Not Significant/ Accept Ho
Facilities and Equipment	0.182	0.693		Not Significant/ Accept Ho
Partners/Linkages	0.124	0.468		Not Significant/ Accept Ho
Other Resources	0.237	0.913		Not Significant/ Accept Ho

all, turned lesser than the critical value of 2.120 with df = 16 at .05 level of significance. This signified that the correlation between the two variables was not significant. Hence, the corresponding null hypotheses to this effect were accepted. This means that the school enrolment, facilities and equipment, partners, linkages, and other resources had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of advocacy.

Table 77 reveals the relationship between the status of the Senior High School Modelling in model schools in terms of the extent of curriculum development and the school profile in terms of enrolment, facilities and

Table 77

Relationship Between the Status of the Senior High School Modelling in Model Schools and the School Profile in Terms of the Extent of Curriculum Development

School Profile	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical df = 16	
Enrolment	0.042	0.157	2.120	Not Significant/ Accept Ho
Facilities and Equipment	0.170	0.645		Not Significant/ Accept Ho
Partners/Linkages	0.080	0.300		Not Significant/ Accept Ho
Other Resources	0.182	0.693		Not Significant/ Accept Ho

equipment, partners/linkages, and other resources.

In correlating the status of the Senior High School Modelling in model schools in terms of the extent of curriculum development and the school enrolment, facilities and equipment, partners/linkages, and other resources, the coefficient of correlation yielded values of 0.042, 0.170, 0.080, and 0.182, respectively. Further test, using the Fisher's t-test yielded values of 0.157 for enrolment, 0.645 for facilities and equipment, 0.300 for partnership/linkages, and 0.693 for other resources, which, all, turned lesser than the critical value of 2.120 with df = 16 at .05 level of significance. This signified that the correlation between the extent of curriculum development and the aforecited variables were

not significant. Hence, the corresponding null hypotheses to this effect were accepted. This means that the school enrolment, facilities and equipment, partners, linkages, and other resources had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of curriculum development.

Table 78 reveals the relationship between the status of the Senior High School Modelling in model schools in terms of curriculum content and the school profile in terms of enrolment, facilities and equipment, partners/linkages, and other resources.

In correlating the status of the Senior High School Modelling in model schools in terms of the curriculum content and the school enrolment, facilities

Table 78

Relationship Between the Status of the Senior High School Modelling in Model Schools and the School Profile in Terms of the Curriculum Content

School Profile	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical df = 16	
Enrolment	0.098	0.693	2.120	Not Significant/ Accept Ho
Facilities and Equipment	0.020	0.075		Not Significant/ Accept Ho
Partners/Linkages	0.065	0.244		Not Significant/ Accept Ho
Other Resources	0.021	0.804		Not Significant/ Accept Ho

and equipment, partners/linkages, and other resources, the coefficient of correlation yielded values of 0.098, 0.020, 0.065, and 0.021, respectively. Further test, using the Fisher's t-test yielded values of 0.693 for enrolment, 0.075 for facilities and equipment, 0.244 for partnership/linkages, and 0.804 for other resources, which, all, turned lesser than the critical value of 2.120 with df = 16 at .05 level of significance. This signified that the correlation between the curriculum content and the aforenamed variables were not significant. Hence, the corresponding null hypotheses to this effect were accepted. This means that the school enrolment, facilities and equipment, partners, linkages, and other resources had no significant influence to the status of the Senior High School Modelling in model schools in terms of curriculum content.

Table 79 reveals the relationship between the status of the Senior High School Modelling in model schools in terms of assessment of learning outcomes and the school profile in terms of enrolment, facilities and equipment, partners/linkages, and other resources.

In correlating the status of the Senior High School Modelling in model schools along assessment of learning outcomes and the school enrolment, facilities and equipment, partners/linkages, and other resources, the coefficient of correlation yielded values of 0.065, 0.021, 0.008, and 0.021, respectively. Further test, using the Fisher's t-test yielded values of 0.244 for enrolment, 0.079 for facilities and equipment, 0.030 for partnership/linkages, and 0.079 for other resources, which, all, turned lesser than the critical value of 2.120 with df = 16 at

Table 79

Relationship Between the Status of the Senior High School Modelling in Model Schools and the School Profile in Terms of the Assessment of Learning Outcomes

School Profile	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical df = 16	
Enrolment	0.065	0.244		Not Significant/ Accept Ho
Facilities and Equipment	0.021	0.079	2.120	Not Significant/ Accept Ho
Partners/Linkages	0.008	0.030		Not Significant/ Accept Ho
Other Resources	0.021	0.079		Not Significant/ Accept Ho

.05 level of significance. This signified that the correlation between the assessment of learning outcomes and the aforenamed variables were not significant. Hence, the corresponding null hypotheses to this effect were accepted. This means that the school enrolment, facilities and equipment, partners, linkages, and other resources had no significant influence to the status of the Senior High School Modelling in model schools in terms of assessment of learning outcomes.

Table 80 reveals the relationship between the status of the Senior High School Modelling in model schools in terms of the extent of teachers' professional development and the school profile in terms of enrolment, facilities

Table 80

Relationship Between the Status of the Senior High School Modelling in Model Schools and the School Profile in Terms of the Extent of Teachers' Professional Development

School Profile	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical df = 16	
Enrolment	0.144	0.544	2.120	Not Significant/ Accept Ho
Facilities and Equipment	0.166	0.630		Not Significant/ Accept Ho
Partners/Linkages	0.180	0.685		Not Significant/ Accept Ho
Other Resources	0.220	0.844		Not Significant/ Accept Ho

and equipment, partners/linkages, and other resources.

In correlating the status of the Senior High School Modelling in model schools along extent of teachers' professional development and the school enrolment, facilities and equipment, partners/linkages, and other resources, the coefficient of correlation yielded values of 0.144, 0.166, 0.180, and 0.220, respectively. Further test, using the Fisher's t-test yielded values of 0.544 for enrolment, 0.630 for facilities and equipment, 0.685 for partnership/linkages, and 0.844 for other resources, which, all, turned lesser than the critical value of 2.120 with df = 16 at .05 level of significance. This signified that the correlation between the extent of teachers' professional development and the aforenamed

variables were not significant. Hence, the corresponding null hypotheses to this effect were accepted. This means that the school enrolment, facilities and equipment, partners, linkages, and other resources had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of teachers' professional development.

Table 81 reveals the relationship between the status of the Senior High School Modelling in model schools in terms of the extent of resource mobilization and the school profile in terms of enrolment, facilities and equipment, partners/linkages, and other resources.

In correlating the status of the Senior High School Modelling in model schools along extent of resource mobilization and the school enrolment, facilities

Table 81

Relationship Between the Status of the Senior High School Modelling in Model Schools and the School Profile in Terms of the Extent of Resource Mobilization

School Profile	Coefficient of Correlation	Fisher's t-Value $\alpha = .05$		Evaluation/ Decision
		Computed	Critical df = 16	
Enrolment	0.180	0.685	2.120	Not Significant/ Accept Ho
Facilities and Equipment	0.220	0.844		Not Significant/ Accept Ho
Partners/Linkages	0.181	0.689		Not Significant/ Accept Ho
Other Resources	0.210	0.804		Not Significant/ Accept Ho

and equipment, partners/linkages, and other resources, the coefficient of correlation yielded values of 0.180, 0.220, 0.181, and 0.210, respectively. Further test, using the Fisher's t-test yielded values of 0.685 for enrolment, 0.844 for facilities and equipment, 0.689 for partnership/linkages, and 0.804 for other resources, which, all, turned lesser than the critical value of 2.120 with df = 16 at .05 level of significance. This signified that the correlation between the extent of resource mobilization and the aforenamed variables were not significant. Hence, the corresponding null hypotheses to this effect were accepted. This means that the school enrolment, facilities and equipment, partners, linkages, and other resources had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of resource mobilization.

Table 82 reveals the relationship between the status of the Senior High School Modelling in model schools in terms of the extent of partnership with stakeholders and the school profile in terms of enrolment, facilities and equipment, partners/linkages, and other resources.

In correlating the status of the Senior High School Modelling in model schools along extent of partnership with stakeholders and the school enrolment, facilities and equipment, partners/linkages, and other resources, the coefficient of correlation yielded values of 0.131, 0.139, 0.160, and 0.223, respectively.

Further test, using the Fisher's t-test yielded values of 0.494 for enrolment, 0.525 for facilities and equipment, 0.606 for partnership/linkages, and 0.856 for other resources, which, all, turned lesser than the critical value of 2.120 with df =

Table 82

Relationship Between the Status of the Senior High School Modelling in Model Schools and the School Profile in Terms of the Extent of Partnership with Stakeholders

School Profile	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical df = 16	
Enrolment	0.131	0.494	2.120	Not Significant/ Accept Ho
Facilities and Equipment	0.139	0.525		Not Significant/ Accept Ho
Partners/Linkages	0.160	0.606		Not Significant/ Accept Ho
Other Resources	0.223	0.856		Not Significant/ Accept Ho

16 at .05 level of significance. This signified that the correlation between the extent of partnership with stakeholders and the aforenamed variables were not significant. Hence, the corresponding null hypotheses to this effect were accepted. This means that the school enrolment, facilities and equipment, partners, linkages, and other resources had no significant influence to the status of the Senior High School Modelling in model schools in terms of the extent of partnership with stakeholders.

Table 83 reveals the relationship between the status of the Senior High School Modelling in model schools in terms of adequacy of instructional materials and the school profile in terms of enrolment, facilities and equipment,

Table 83

Relationship Between the Status of the Senior High School Modelling in Model Schools and the School Profile in Terms of the Adequacy of Instructional Materials

School Profile	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical df = 16	
Enrolment	0.160	0.606	2.120	Not Significant/ Accept Ho
Facilities and Equipment	0.223	0.856		Not Significant/ Accept Ho
Partners/Linkages	0.240	0.925		Not Significant/ Accept Ho
Other Resources	0.195	0.744		Not Significant/ Accept Ho

partners/linkages, and other resources.

In correlating the status of the Senior High School Modelling in model schools along adequacy of instructional materials and the school enrolment, facilities and equipment, partners/linkages, and other resources, the coefficient of correlation yielded values of 0.160, 0.223, 0.240, and 0.195, respectively. Further test, using the Fisher's t-test yielded values of 0.606 for enrolment, 0.856 for facilities and equipment, 0.925 for partnership/linkages, and 0.744 for other resources, which, all, turned lesser than the critical value of 2.120 with df = 16 at .05 level of significance. This signified that the correlation between the adequacy of instructional materials and the aforenamed variables were not significant. Hence, the corresponding null hypotheses to this effect were accepted. This

means that the school enrolment, facilities and equipment, partners, linkages, and other resources had no significant influence to the status of the Senior High School Modelling in model schools in terms of the adequacy of instructional materials.

Table 84 reveals the relationship between the status of the Senior High School Modelling in model schools in terms of adequacy of facilities and equipment and the school profile in terms of enrolment, facilities and equipment, partners/linkages, and other resources.

In correlating the status of the Senior High School Modelling in model schools along adequacy of facilities and equipment and the school enrolment,

Table 84

Relationship Between the Status of the Senior High School Modelling in Model Schools and the School Profile in Terms of the Adequacy of Facilities and Equipment

School Profile	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical df = 16	
Enrolment	0.139	0.525	2.120	Not Significant/ Accept Ho
Facilities and Equipment	0.160	0.606		Not Significant/ Accept Ho
Partners/Linkages	0.223	0.856		Not Significant/ Accept Ho
Other Resources	0.240	0.925		Not Significant/ Accept Ho

facilities and equipment, partners/linkages, and other resources, the coefficient of correlation yielded values of 0.139, 0.160, 0.223, and 0.240, respectively.

Further test, using the Fisher's t-test yielded values of 0.525 for enrolment, 0.606 for facilities and equipment, 0.856 for partnership/linkages, and 0.925 for other resources, which, all, turned lesser than the critical value of 2.120 with df = 16 at .05 level of significance. This signified that the correlation between the adequacy of facilities and equipment and the aforenamed variables were not significant. Hence, the corresponding null hypotheses to this effect were accepted. This means that the school enrolment, facilities and equipment, partners, linkages, and other resources had no significant influence to the status of the Senior High School Modelling in model schools in terms of the adequacy of facilities and equipment.

Table 85 reveals the relationship between the status of the Senior High School Modelling in model schools along adequacy of laboratory workshops and the school profile in terms of enrolment, facilities and equipment, partners/linkages, and other resources.

In correlating the status of the Senior High School Modelling in model schools along adequacy of laboratory workshops and the school enrolment, facilities and equipment, partners/linkages, and other resources, the coefficient of correlation yielded values of 0.242, 0.210, 0.133, and 0.177, respectively. Further test, using the Fisher's t-test yielded values of 0.933 for enrolment, 0.804 for facilities and equipment, 0.502 for partnership/linkages, and 0.673 for other

Table 85

Relationship Between the Status of the Senior High School Modelling in Model Schools and the School Profile in Terms of the Adequacy of Laboratory Workshops

School Profile	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical df = 16	
Enrolment	0.242	0.933	2.120	Not Significant/ Accept Ho
Facilities and Equipment	0.210	0.804		Not Significant/ Accept Ho
Partners/Linkages	0.133	0.502		Not Significant/ Accept Ho
Other Resources	0.177	0.673		Not Significant/ Accept Ho

resources, which, all, turned lesser than the critical value of 2.120 with df = 16 at .05 level of significance. This signified that the correlation between the adequacy of laboratory workshops and the aforenamed variables were not significant. Hence, the corresponding null hypotheses to this effect were accepted. This means that the school enrolment, facilities and equipment, partners, linkages, and other resources had no significant influence to the status of the Senior High School Modelling in model schools in terms of the adequacy of laboratory workshops.

Attitude of the Stakeholders Towards K to 12. Table 86 reflects the relationship between the status of the Senior High School Modelling in model

Table 86

Relationship Between the Status of the Senior High School Modelling in Model Schools and the Attitude of the Stakeholders Towards K to 12

Status of the Senior High School Modelling	Coefficient of Correlation	Fisher's t-Value α = .05		Evaluation/ Decision
		Computed	Critical df = 53	
Extent of Advocacy	0.106	0.776		Not Significant/ Accept Ho
Extent of Curriculum Development	0.114	0.835		Not Significant/ Accept Ho
Curriculum Content	0.047	0.343		Not Significant/ Accept Ho
Assessment of Learning Outcomes	0.093	0.680		Not Significant/ Accept Ho
Extent of Teachers' Professional Development	0.072	0.526		Not Significant/ Accept Ho
Extent of Resource Mobilization	0.096	0.702	2.000	Not Significant/ Accept Ho
Extent of Partnership with Stakeholders	0.284	2.156		Significant/ Reject Ho
Adequacy of Instructional Materials	0.191	1.417		Not Significant/ Accept Ho
Adequacy of Facilities and Equipment	0.108	0.791		Not Significant/ Accept Ho
Adequacy of Laboratory Workshops	0.181	1.340		Not Significant/ Accept Ho

schools in terms of the identified parameters and the attitude of the stakeholders towards K to 12.

In correlating the status of the Senior High School Modelling in model schools in terms of the extent of partnership with stakeholders and the attitude of the stakeholders towards K to 12, the coefficient of correlation yielded a value of 0.284. Further test using the Fisher's t-test yielded a value of 2.156 which turned greater than the critical value of 2.000 with df = 53 at .05 level of significance. This signified that the correlation between the two variables was significant. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that the attitude of the different stakeholders had a significant influence on the extent of partnership with stakeholders. The correlation being positive suggested a direct proportional relationship. That is, the more favorable the attitude of the stakeholders towards K to 12, the higher was the extent of partnership with stakeholders of the modelling schools.

On the other hand, in correlating the status of the Senior High School Modelling in model schools along extent of advocacy, extent of curriculum development, curriculum content, assessment of learning outcomes, extent of teachers' professional development, extent of resource mobilization, adequacy of instructional materials, adequacy of facilities and equipment, and adequacy of laboratory workshops with the attitude of the stakeholders towards K to 12, the coefficient of correlation yielded values of 0.106, 0.114, 0.047, 0.093, 0.072, 0.096, 0.284, 0.191, 0.108, and 0.181, respectively. Further test, using the Fisher's t-test

yielded values of 0.776 for extent of advocacy; 0.835 for extent of curriculum development; 0.343 for curriculum content; 0.680 for assessment of learning outcomes; 0.526 for extent of teachers' professional development;,0.702 for extent of resource mobilization; 1.417 for adequacy of instructional materials; 0.791 for adequacy of facilities and equipment; and 1.340 for adequacy of laboratory workshops, which, all, turned lesser than the critical value of 2.000 with df = 53 at .05 level of significance. This signified that the relationships involving the status of Senior High School Modelling along extent of advocacy, extent of curriculum development, curriculum content, assessment of learning outcomes, extent of teachers' professional development, extent of resource mobilization, adequacy of instructional materials, adequacy of facilities and equipment, adequacy of laboratory workshops and the attitude of stakeholders towards k to 12 were not significant. Hence, the corresponding hypotheses involving these relationships were accepted. This means that the status of Senior High School Modelling along the aforenamed variables had nothing to do with the attitude of the stakeholders towards K to 12.

Problems Encountered in the Senior High School Modelling as Perceived by the Students, Teachers, and DepEd Key Officials

Tables 87 reveals the problems encountered by the students, teachers and DepEd officials in the Senior High School Modelling as perceived by themselves and the extent to which these problems were felt which were represented by the

Table 87

Problems Encountered in the Senior High School Modelling

Problems Encountered	Students	Teachers	DepEd Officials	Combined
1. Lack of school funding	3	2	2	2
2. Lack of buildings/classrooms	4	4	4	4
3. Inadequate facilities, equipment and other support materials	4	4	4	4
4. Inadequacy of teachers' trainings	6	6	6	6
5. Absence/inadequate industry partners in the locality	6	5	5	5
6. Unsupportive parents and LGUs	7	6	6	6
7. Lack of teachers handling academic subjects	7	8	8	8
8. Lack of teachers who are NC holders	7	8	8	8
9. Lack of advocacy on K to 12 - Senior High School Modeling	6	8	8	7
10. Lack of instructional materials	6	6	6	6
11. No available laboratory workshops	6	7	7	7
12. Lack of commitment and support from stakeholders	7	8	8	8

ranking they made from 1 to 12 whereby Rank 1 signified that the problem was extremely felt by them and Rank 12 was least felt or not felt at all.

Table 87 shows that as to the students, the first three problems they felt along Senior High School Modelling were Problem Numbers 1 to 3 corresponding to the problems on "Lack of school funding," "Lack of

buildings/classrooms," and "Inadequate facilities, equipment and other support materials," with Rank Numbers 3, 4 and 4, respectively.

On the other hand, both the teachers and DepEd officials encountered similar problems in the Senior High School Modelling being manifested by the similar ranking they made with the identified problems. As presented in Table 87, the first three problems they encountered were Problem Numbers 1 to 3 corresponding to the problems on "Lack of school funding," "Lack of buildings/classrooms," and "Inadequate facilities, equipment and other support materials," as they ranked these problems with Numbers 2, 4 and 4, respectively.

In summary, the three groups of respondents more or less encountered similar problems in the Senior High School Modelling. These problems were on the "Lack of school funding," "Lack of buildings/classrooms," and "Inadequate facilities, equipment and other support materials." However, they differed in the mean rank they assigned to the identified problems. The students arrived at a mean of 5.75 while the teachers and DepEd officials arrived at the same mean of 6.00.

Comparison of the Problems Encountered in the Senior High Modeling among Students, Teachers, and DepEd Officials

Table 88 provides the comparison of the problems encountered in the Senior High School Modelling among students, teachers, and DepEd officials.

Table 88

Comparison Among the Problems Encountered by the Three Groups of Respondents Relative to the Senior High School Modelling

SUMMARY				
Groups	**Count**	**Sum**	**Mean**	**Variance**
Students	12	69	5.75	1.84
Teachers	12	72	6.00	3.82
DepEd Officials	12	72	6.00	3.82

ANOVA							
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**	**F crit**	**Evaluation**
Between Groups	0.50	2	0.25	0.079	0.924	3.285	Not Significant
Within Groups	104.25	33	3.159				
Total	**104.75**	**35**					

It may be recalled that the three groups of respondents more or less encountered similar problems in the Senior High School Modelling. These problems were on the "Lack of school funding," "Lack of buildings/classrooms," and "Inadequate facilities, equipment and other support materials." The mean rank assigned to the identified problems was: students, 5.75 while the teachers and DepEd officials, 6.00, resulting to a mean difference of 0.25 between the students, teachers and DepEd officials while 0.00 in between the teachers and DepEd officials.

In ascertaining whether the observed mean differences were significant, the analysis of variance was employed whereby as presented in Table 88, the

computed F-value was 0.079 with a p-value of 0.924. Upon comparison between the computed F and the critical F-value of 3.285, and the p-value with the $\alpha = .05$, it can be noted that the computed F-value turned lesser than the critical F-value and the p-value turned greater than the α. These signified that the differences existing among the problems encountered by the three groups of respondents relative to the Senior High School Modelling in the model schools were not significant. Therefore, the null hypothesis corresponding to these effects was accepted. It indicated that these groups of respondents unanimously perceived the same problems in the Senior High School Modelling Program.

Action Steps to Improve the Full Implementation of the Senior High School Curriculum

Since the findings of this study revealed that the top five problems mostly felt by the students, teachers, and key officials as a result of their ranking of these problems were: lack of school funding; lack of buildings/classrooms for the Senior High School; inadequate facilities and equipment and other support materials; inadequacy of teachers' training; and absence/inadequate industry partners in the locality, several actions steps maybe undertaken by the region, divisions and secondary schools to improve/enhance the full implementation of the Senior High School curriculum in SY 2016-2017. As early as this school year, 2015-2016, a one year period prior to the full implementation of the Senior High School, the DepEd key officials at the region, division, and secondary school levels should consider the following in the planning process: teachers' capacity;

materials; facilities, equipment and other support materials; school leadership and management; community-industry relevance and partnerships; assessment; region/division technical assistance; existence of special programs of secondary schools; student population and interest; buildable spaces; and the internal capacity of the secondary schools to offer Senior High School.

Teachers' Capacity. As early as this time, it is suggested that, a training needs assessment (TNA) be conducted at the region/division/school level, as against the teachers' capacity requirement for the Senior High School so that before the full implementation of the senior high school curriculum, training programs will already be identified and conducted to the teachers to better equip them with the necessary skills and competencies they will need in teaching the senior high school curriculum. It would also be better to conduct an inventory of teachers who are NC and Trainer's Methodology (TM) holders for each specialization at the region/division/school level to immediately identify the teachers who need skills enhancement training. In the process of selection or hiring teachers who will teach the senior high school, it is suggested to stick to the teacher requirements for the senior high school to ensure that they can effectively deliver the competencies to their students. In addition, it is likewise suggested to encourage teachers to undergo graduate and post graduate studies to keep them abreast with the current trends and demands of the society and of the learners.

Materials, Facilities and Equipment. An inventory of school's materials,

facilities and equipment must be conducted before trying to decide on what specialization to offer. It would be a lesser expense on the part of the secondary school, if they would be offering specializations in which materials, facilities and equipment are readily and adequately available in their school. It would also help to conduct on-site visit to prospective industry partners, government agencies and non-government organizations or to other prospective partners to be able to at least have an initial idea on which facilities and equipment can be shared with prospective partners if ever the school has no adequate materials, facilities and equipment available.

Community-Industry Relevance and Partnerships. It is very significant to consider the relevance of the specializations to be offered to the demand of the community and the industry, which means that the school must consider fitness of offerings to opportunities and be able to adapt to local cultural conditions to ensure employment for the senior high school graduates if ever they opt to land a job after graduation, or have the access to enrol in a college or university if ever they opt to continue higher education, or be able to find an opportunity to start a business if ever they opt to be an entrepreneur. The school should establish a strong linkage in the community and industry by having a very active and a dynamic community-industry linkage coordinator who has that "persuasive charm" which could bring harmonious relationship between the school and the community/industry to be able to create positive opportunities for job immersion and employment for the students.

School Leadership and Management. The success of the full implementation of the Senior High School curriculum lies in the kind/style of leadership and management the school head has. It is very necessary for the Schools Division Superintendents to identify school heads who will manage the senior high school, who are considered "champions", in as far as, school leadership and management is concerned. These are school heads who can ensure that resources (manpower, financial, material, technological) are adequate to improve learning performance; school heads who give full-support to professional development of teachers; school heads who are committed; capable of multi-tasking and delegating; with good communication skills and updated with the current trends and developments; and can create a positive environment between the school and the community or industry partners.

Region/Division Technical Assistance. The success of the senior high school implementation will not only depend on the leadership style and management of the school head. Another contributory factor which will facilitate the success of the senior high school curriculum implementation are the key officials from the region and schools division offices because heads need also support and technical assistance from the top management to be able to become effective implementers of the senior high school curriculum. It is therefore, necessary for the Regional Director to create "strong team of champions" of key officials from the region and from the schools division offices who are equipped with the new required leadership skills in hands on negotiation, communication,

resource generation and mobilization and coordination skills.

Existence of Special Programs of Secondary Schools. In making decisions pertaining to course offerings for the senior high school, it is important to give consideration to the existence of special programs in a particular school, since the availability of resources (human, material, technological) is a big factor to consider in the effective implementation of the SHS curriculum. It is, therefore, suggested to conduct inventory of existing facilities, equipment and other support materials of the existing special programs in secondary schools to be able to determine the needed requirements for the Senior High School curriculum implementation. Inventory of personnel may, likewise, be conducted to facilitate proper staffing on the different programs or specializations to be offered and to determine also the staffing requirements for the Senior High School.

Student Population and Interest. In planning for the effective implementation of the SHS curriculum, it is best to consider the population and the interest of the students to be able to match it with the industry demand within and far off the community. To be able to do this effectively, the school needs to conduct a survey on the abilities versus the interests of the students. It is, likewise, suggested to keep the students updated with the current employment trends and other industry requirements and standards to help them decide on what specialization to pursue in the Senior High School.

Buildable Spaces. Since one of the top five problems felt by the students,

teachers and DepEd key officials is the "lack of classrooms/buildings", one of the factors to consider by the school heads is the buildable space for the classrooms for the senior high school. It is necessary that the school head should keep his School Development Plan updated to be able to determine if the school has enough buildable spaces or none. In case, there are no available buildable space, it is again important to use the new required skills for school heads (negotiation, communication, resource generation and mobilization, and coordination) in identifying land donors which will serve as buildable spaces for the Senior High School.

Internal Capacity to Offer Senior High School. It is important for every secondary school to determine its internal capacity to offer Senior High School by making projections and estimates using available information (real time data) such as: student population/density, industry mapping, labor market study/trends and NCAE results. It may also be wise to consider school investments such as: existing facilities and equipment, machineries, available infrastructure, availability of instructional materials, human investments (trained personnel), etc. It is, therefore, deemed very important for the school heads to conduct an environmental scanning of the school, through SWOT analysis to be able to determine capacity of the school to offer Senior High School and to be able to come up with a strategic plan in preparing for the implementation of the Senior High School during its full implementation in SY 2016-2017.

These are some of the action steps that the region, divisions and schools

may undertake to be able to improve or enhance the implementation of the Senior High School curriculum during its full implementation in SY 2016-2017. It may vary from school to school or division to division depending on the present status or local conditions of the school/division.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the findings of the study with the corresponding conclusions and recommendations drawn from the findings of the study.

Summary of Findings

The following were the major findings of the study:

1. The modelling schools registered a mean enrolment of 32.56 students with a SD of 16.44 students where the common facilities and equipment these schools have include computers; printers; and LCD projectors with a number have three partners/linkages and majority have school lot.

2. The typical student-respondents were aged 19.27 years old with SD of 3.09 years, majority were males, specializing commercial cooking and foods technology, with a GPA of 88.80 in academic subjects and 81.70 in specialization subjects, and whose family earns an average monthly income of Php5,569.46 with a SD of Php3,659.63.

3. The teacher-respondents were aged 41.85 years old with a SD of 9.69 years, dominated by the female sex, married, earning an average monthly family income of Php22,134.24 with a SD of Php4,687.63, majority were bachelor's degree holders, who had been teaching for 16.09 years with SD of 10.18 years,

with specializations in Mathematics and Languages, who were mostly full-time teachers, needed to attend some seminar/trainings but have a very satisfactory performance rating, and with a very favorable attitude towards teaching K to 12.

4. The key officials and the teachers manifested similar attitude towards the K to 12 being "very favorable" with it while the stakeholders and the teachers arrived at the same attitude towards it, being "favorable."

5. The model schools revealed the following status of Senior High School Modelling: extent of advocacy, great extent; curriculum development, great extent; curriculum content, fully implemented; assessment of learning outcomes, highly implemented; teachers' professional development, great extent; resource mobilization, great extent; partnership with stakeholders, great extent; adequacy of instructional materials, moderately adequate; adequacy of facilities and equipment, moderately adequate; and adequacy of laboratory workshops, moderately adequate.

6. The key officials and teachers assessed the extent of involvement of business/industry in Senior High School Modelling as "high". They considered it "high", while the stakeholders and students assessed the extent of involvement of business/industry in Senior High School Modelling as "moderate".

7. The four groups of respondents unanimously assessed the extent of involvement of CHED/HEI, TESDA, LGU and PTA in the Senior High School Modelling as "high."

8. The perceptions among the four categories of respondents relative to

the extent of involvement in the Senior High School Modelling in the model schools were found significantly different in the involvement of business/ industry, CHED/HEI, TESDA, and local government units while they were found not significant in the involvement of the Parent-Teachers Association.

9. In correlating the status of the Senior High School Modelling in terms of the extent of advocacy and the student-respondents' profile, the following variates were found significantly influencing it: specialization; GPA in academic subjects; and GPA in specialization subjects. The other variates proved to have no significant influence on the extent of advocacy of the Senior High School Modelling.

10. In correlating the status of the Senior High School Modelling in terms of the extent of curriculum development and the student-respondents' profile, the following variates were found significantly influencing it: specialization; GPA in academic subjects; and GPA in specialization subjects. The other variates proved to have no significant influence on the extent of curriculum development of the senior high school modelling.

11. In correlating the status of the Senior High School Modelling in terms of curriculum content and the student-respondents' profile, the following variates were found significantly influencing it: age, specialization; GPA in academic subjects; and GPA in specialization subjects. The other variates proved to have no significant influence on the curriculum content of the Senior High School Modelling.

12. Likewise, in correlating the status of the Senior High School Modelling in terms of assessment of learning outcomes and the student-respondents' profile, the following variates were found significantly influencing it: age, specialization; GPA in academic subjects; and GPA in specialization subjects. The other variates proved to have no significant influence on the assessment of learning outcomes of the Senior High School Modelling.

13. Similarly, in correlating the status of the Senior High School Modelling along extent of teachers' professional development and the student-respondents' profile, only the students' specialization was found significantly influencing it. The other variates proved to have no significant influence on the extent of teachers' professional development.

14. In correlating the status of the Senior High School Modelling along extent of resource mobilization and the student-respondents' profile, all the variates proved to have no significant influence on the extent of resource mobilization.

15. In correlating the status of the Senior High School Modelling along extent of partnership with stakeholders and the student-respondents' profile, only the students' specialization was found significantly influencing it. The other variates proved to have no significant influence on the extent of partnership with stakeholders.

16. In correlating the status of the Senior High School Modelling in terms of adequacy of instructional materials and the student-respondents' profile, the

following variates were found significantly influencing it: specialization; and GPA in specialization subjects. The other variates proved to have no significant influence to the adequacy of instructional materials of the senior high school modelling.

17. In correlating the status of the Senior High School Modelling in terms of adequacy of facilities and equipment and the student-respondents' profile, the specialization was found significantly influencing it. The other variates proved to have no significant influence to the adequacy of facilities and equipment of the senior high school modelling.

18. In correlating the status of the Senior High School Modelling in terms of adequacy of laboratory workshops and the student-respondents' profile, all of the identified variates proved to have no significant influence to it.

19. In correlating the status of the Senior High School Modelling along extent of advocacy and the teacher-respondents' profile, all of the identified variates proved to have no significant influence on it.

20. In correlating the status of the Senior High School Modelling in terms of the extent of curriculum development and the teacher-respondents' profile, seminars/trainings attended along K to 12 and attitude towards teaching posed significant influence on it while the other identified variates have no significant influence to status of the Senior High School Modelling in terms of the extent of curriculum development.

21. In correlating the status of the Senior High School Modelling in terms

of curriculum content and the teacher-respondents' profile, all of the identified variates proved to have no significant influence on it.

22. In correlating the status of the Senior High School Modelling in terms of the assessment of learning outcomes and the teacher-respondents' profile, attitude towards teaching posed significant influence it while the other identified variateshave no significant influence on thestatus of the Senior High School Modelling in terms of assessment of learning outcomes.

23. In correlating the status of the Senior High School Modelling in terms of the extent of teachers' professional development and the teacher-respondents' profile, educational attainment, seminars/trainings attended along K to 12 and attitude towards teaching posed significant influence it while the other identified variates have no significant influence to status of the Senior High School Modelling in terms of the extent of teachers' professional development.

24. In correlating the status of the Senior High School Modelling in terms of the extent of resource mobilization and the teacher-respondents' profile, educational attainment, teaching experience, and attitude towards teaching posed significant influence it while the other identified variates have no significant influence to status of the Senior High School Modelling along the extent of resource mobilization.

25. In correlating the status of the Senior High School Modelling in terms of the extent of partnership with stakeholders and the teacher-respondents' profile, educational attainment, and teaching experience posed significant

influence on it while the other identified variates have no significant influence on the status of the Senior High School Modelling in terms of the extent of partnership with stakeholders.

26. In correlating the status of the Senior High School Modelling in terms of adequacy of instructional materials and the teacher-respondents' profile, all of the identified variates proved to have no significant influence on it.

27. In correlating the status of the Senior High School Modelling along adequacy of facilities and equipment, and the teacher-respondents' profile, teaching experience posed significant influence on it; while the other identified variates have no significant influence to the status of the Senior High School Modelling along adequacy of facilities and equipment.

28. In correlating the status of the Senior High School Modelling in terms of adequacy of laboratory workshops and the teacher-respondents' profile, all of the identified variates proved to have no significant influence on it.

29. In correlating the status of the Senior High School Modelling in terms of the extent of advocacy and the extent of involvement of the identified sectors; business/industry, CHED/HEIs, TESDA, LGU, and PTA proved to have no significant influence on it.

30. In correlating the status of the Senior High School Modelling in terms of the extent of curriculum development and the extent of involvement of the identified sectors, business/industry, CHED/HEI, TESDA, LGU, and PTA proved to have no significant influence on it.

31. In correlating the status of the Senior High School Modelling in terms of curriculum content and the extent of involvement of business/industry, CHED/HEI, TESDA, LGU, and PTA, none of these sectors proved to have no significant influence on it.

32. In correlating the status of the Senior High School Modelling in terms of assessment of learning outcomes and the extent of involvement of business/industry, CHED/HEI, TESDA, LGU, and PTA, none of these sectors proved to have no significant influence on it.

33. In correlating the status of the Senior High School Modelling in terms of the extent of teachers' professional development and the extent of involvement of business/industry, CHED/HEI, TESDA, LGU, and PTA, none of these sectors proved to have no significant influence on it.

34. In correlating the status of the Senior High School Modelling in terms of the extent of resource mobilization and the extent of involvement of business/industry, CHED/HEI, TESDA, LGU, and PTA, none of these sectors proved to have no significant influence on it.

35. In correlating the status of the Senior High School Modelling in terms of the extent of partnership with stakeholders and the extent of involvement of the identified sectors, PTA proved to have influence to it while business/ industry, CHED/HEI, TESDA, and LGU proved to have no significant influence on the extent of partnership with stakeholders.

36. In correlating the status of the Senior High School Modelling in terms

of adequacy of instructional materials and the extent of involvement of business/industry, CHED/HEI, TESDA, LGU, and PTA, none of these sectors proved to have no significant influence to it.

37. In correlating the status of the Senior High School Modelling in terms of adequacy of facilities and equipment and the extent of involvement of business/industry, CHED/HEI, TESDA, LGU, and PTA, none of these sectors proved to have no significant influence to it.

38. In correlating the status of the Senior High School Modelling in terms of adequacy of laboratory workshops and the extent of involvement of business/industry, CHED/HEI, TESDA, LGU, and PTA, none of these sectors proved to have no significant influence to it.

39. In correlating the status of the Senior High School Modelling in terms of the identified parameters and the school respondents' profile, none of its identified characteristics proved to have no significant influence on it.

40. In correlating the status of the Senior High School Modelling in terms of the identified parameters and the attitude of the stakeholders towards K to 12, only the extent of partnership with stakeholders was significantly influenced by the latter while the other identified parameters were not influenced by the attitude of the stakeholders towards K to 12..

41. The three groups of respondents more or less encountered similar problems in the Senior High School Modelling. These problems were on the "Lack of school funding," "Lack of buildings/classrooms," and "Inadequate

facilities, equipment and other support materials."

42. The differences existing among the problems encountered by the three groups of respondents relative to the Senior High School Modelling in the model schools were essentially similar.

Conclusions

From the findings of the study, the following conclusions were drawn:

1. The model schools registered a manageable number of students for the implementation of Senior High School Modelling with common facilities and equipment used for instruction.

2. The student-respondents were on their right age with personal characteristics qualified to be admitted in the Senior High School Modelling Program.

3. The teacher-respondents possessed the characteristics and qualifications suited to teach the Senior High School Modelling in model schools.

4. The key officials, teachers, students, and stakeholders favored with the implementation of the K to 12, particularly on the Senior High School Modelling Program (SHSMP).

5. The Senior High School Modelling in model schools was implemented to a great extent along the identified parameters. However, they lack instructional materials, facilities and equipment, and laboratory workshops.

6. The implementation of the Senior High School Modelling in model

schools invited active participation or involvement of the identified sectors, namely: business/industry; CHED/HEI; TESDA; LGU; and PTA.

7. The more activities conducted by the schools and divisions relative to SHS advocacy, curriculum development, professional development of teachers, and partnership with stakeholders, having adequate facilities and equipment; the greater is the opportunity for the schools to offer several specializations which the students can choose from.

8. Curriculum development, curriculum content, and adequacy of instructional materials relatively affects the students' performance both in academic and specialization subjects.

9. The educational attainment, experience, trainings attended and attitude of teachers are the significant determinants of being an effective teacher and an efficient facilitator of learning, which are basically required from the K to 12 teachers.

10. The successful SHS implementation depend largely on the involvement and partnership with stakeholders from the industry, CHED/HEIs, TESDA, LGU, PTA and other GOs and NGOs.

11. Problems that were commonly and most felt by the SHSM implementers were: lack of school funding; lack of classrooms/buildings for the SHS; inadequate facilities and equipment and other support materials; inadequacy of teachers' training; and absence/inadequate industry partners in the locality

Recommendations

To better address the problems encountered by the Senior High School Modelling implementers, the following action steps are hereby recommended by the researcher:

Along Teachers' Capacity. As early as this time, it is suggested that, a training needs assessment (TNA) be conducted at the region/division/school level, as against the teachers' capacity requirement for the Senior High School so that before the full implementation of the senior high school curriculum, training programs will already be identified and conducted to the teachers to better equip them with the necessary skills and competencies they will need in teaching the senior high school curriculum. It would also be better to conduct an inventory of teachers who are NC and Trainer's Methodology (TM) holders for each specialization at the region/division/school level to immediately identify the teachers who need skills enhancement training. In the process of selection or hiring teachers who will teach the senior high school, it is suggested to stick to the teacher requirements for the senior high school to ensure that they can effectively deliver the competencies to their students. In addition, it is likewise suggested to encourage teachers to undergo graduate and post graduate studies to keep them abreast with the current trends and demands of the society and of the learners.

Along Materials, Facilities and Equipment. An inventory of school's materials, facilities and equipment must be conducted before trying to decide on

what specialization to offer. It would be a lesser expense on the part of the secondary school, if they would be offering specializations in which materials, facilities and equipment are readily and adequately available in their school. It would also help to conduct on-site visit to prospective industry partners, government agencies and non-government organizations or to other prospective partners to be able to at least have an initial idea on which facilities and equipment can be shared with prospective partners if ever the school has no adequate materials, facilities and equipment available.

Along Community-Industry Relevance and Partnerships. It is very significant to consider the relevance of the specializations to be offered to the demand of the community and the industry, which means that the school must consider fitness of offerings to opportunities and be able to adapt to local cultural conditions to ensure employment for the senior high school graduates if ever they opt to land a job after graduation, or have the access to enrol in a college or university if ever they opt to continue higher education, or be able to find an opportunity to start a business if ever they opt to be an entrepreneur. The school should establish a strong linkage in the community and industry by having a very active and a dynamic community-industry linkage coordinator who has that "persuasive charm" which could bring harmonious relationship between the school and the community/industry to be able to create positive opportunities for job immersion and employment for the students.

Along School Leadership and Management. The success of the full

implementation of the Senior High School curriculum lies in the kind/style of leadership and management the school head has. It is very necessary for the Schools Division Superintendents to identify school heads who will manage the senior high school, who are considered "champions", in as far as, school leadership and management is concerned. These are school heads who can ensure that resources (manpower, financial, material, technological) are adequate to improve learning performance; school heads who give full-support to professional development of teachers; school heads who are committed; capable of multi-tasking and delegating; with good communication skills and updated with the current trends and developments; and can create a positive environment between the school and the community or industry partners.

Along Region/Division Technical Assistance. The success of the Senior High School implementation will not only depend on the leadership style and management of the school head. Another contributory factor which will facilitate the success of the senior high school curriculum implementation are the key officials from the region and schools division offices because school heads need also support and technical assistance from the top management to be able to become effective implementers of the senior high school curriculum. It is therefore, necessary for the Regional Director to create "strong team of champions" of key officials from the region and from the schools division offices who are equipped with the new required leadership skills in hands on negotiation, communication, resource generation and mobilization and

coordination skills.

Along Existence of Special Programs of Secondary Schools. In making decisions pertaining to course offerings for the senior high school, it is important to give consideration to the existence of special programs in a particular school, since the availability of resources (human, material, technological) is a big factor to consider in the effective implementation of the SHS curriculum. It is, therefore, suggested to conduct inventory of existing facilities, equipment and other support materials of the existing special programs in secondary schools to be able to determine the needed requirements for the Senior High School curriculum implementation. Inventory of personnel may, likewise, be conducted to facilitate proper staffing on the different programs or specializations to be offered and to determine also the staffing requirements for the Senior High School.

Along Student Population and Interest. In planning for the effective implementation of the SHS curriculum, it is best to consider the population and the interest of the students to be able to match it with the industry demand within and far off the community. To be able to do this effectively, the school needs to conduct a survey on the abilities versus the interests of the students. It is, likewise, suggested to keep the students updated with the current employment trends and other industry requirements and standards to help them decide on what specialization to pursue in the Senior High School.

Along Buildable Spaces. Since one of the top five problems felt by the

students, teachers and DepEd key officials is the "lack of classrooms/buildings", one of the factors to consider by the school heads is the buildable space for the classrooms for the senior high school. It is necessary that the school head should keep his School Development Plan updated to be able to determine if the school has enough buildable spaces or none. In case, there are no available buildable space, it is again important to use the new required skills for school heads (negotiation, communication, resource generation and mobilization, and coordination) in identifying land donors which will serve as buildable spaces for the Senior High School.

Along Internal Capacity to Offer Senior High School. It is important for every secondary school to determine its internal capacity to offer Senior High School by making projections and estimates using available information (real time data) such as: student population/density, industry mapping, labor market study/trends and NCAE results. It may also be wise to consider school investments such as: existing facilities and equipment, machineries, available infrastructure, availability of instructional materials, human investments (trained personnel), etc. It is, therefore, deemed very important for the school heads to conduct an environmental scanning of the school, through SWOT analysis to be able to determine capacity of the school to offer Senior High School and to be able to come up with a strategic plan in preparing for the implementation of the Senior High School during its full implementation in SY 2016-2017.

Along Linkages. It is very important for school heads and teachers to

foster strong partnership with business establishments, industries and other stakeholders to be able to gain full support in the Senior High School implementation. Strong partnership between school and community results in sharing and maximizing resources and experiences. Furthermore, it helps students develop healthy character and behaviors.

Along Competency Requirement of Teachers per specialization and core subjects. School heads and DepEd Officials must be concerned on the competency requirements of teachers for specialization and core subjects, during the selection and hiring process for teachers in the Senior High School Curriculum. The Human Resource Management-Personnel Selection Board (HRM-PSB) must really be able to assist the Schools Division Superintendent in the selection of teacher-applicants, to ensure that there will be no mismatch on the competencies of the teachers hired and the subjects to be taught.

Other recommendations drawn from the findings of this study are the following:

1. A formative evaluation mechanism on the implementation of the SHS may be installed in all regions so that regions may adjust certain areas for improvement depending on prevailing situation, availability of resources, initiatives inputted along the way in addition to general directives from DepEd Central Office.

2. A continuous assessment of the compliance of secondary schools be conducted.

3. The action steps that are suggested maybe submitted to the Task Force of DepEd in-charge of Senior High School implementation as policy recommendation to be acted upon by the agency.

4. The same report may be submitted to Congress in aid for legislation for appropriate funding or increase in funding.

5. A status study may be undertaken or reported every end of school year.

6. A follow-up study along the variables in the present study be undertaken to validate findings in non-model or non-pilot secondary schools.

7. A similar baseline study maybe conducted on Senior High School along competency of mathematics teachers.

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APPENDICES

APPENDIX - 1

SURVEY QUESTIONNAIRE FOR STUDENTS

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City

February 4, 2014

Dear Respondents:

The undersigned is presently conducting her dissertation entitled ***"Senior High School Modelling Relative to the K to 12 Curriculum Implementation: A Baseline Study".*** You are chosen as one of the **student-respondents** of this study. In this regard, you are requested to answer the different items in this questionnaire honestly and objectively. Rest assured that all your answers will be treated confidential and will be utilized for this purpose only.

Thank you very much for sharing your time and effort.

Very truly yours,

(SGD) **ELENA S. DE LUNA**
Researcher

SURVEY QUESTIONNAIRE
(For Students)

I. PERSONAL PROFILE

Direction: Answer the following questions by writing the answer or checking the appropriate box or space.

Name: _____ **Age:** _____ **Sex:** ○ M ale ○ Female

Actual Family Income: _____

School: _____ **Division:** _____

Tracks Pursued:

_____ **Academic**
- _____ Business, Accountancy & Management (BAM)
- _____ Humanities, Education & Social Sciences (HESS)
- _____ Science, Technology, Engineering & Mathematics (STEM)

_____ Tech-Voc
_____ Sports
_____ Arts & Design

Specialization Taken: _____

Rating in specialization subjects: _____

Skills Assessment Earned:

_____ (COC) Specialization: _____
_____ NC I Specialization: _____
_____ NC II Specialization: _____
_____ NC III Specialization: _____
_____ NC IV Specialization: _____

(Note): COC – Certificate of Competency
NC – National Certification

Average Rating in Academic Subjects: _____

II - EXTENT OF INVOLVEMENT OF THE DIFFERENT SECTORS OR STAKEHOLDERS

Direction: Below are indicators on the extent of involvement of the different sectors/stakeholders. To what extent is the involvement of the different sectors/stakeholders in the following activities?
Rate by checking the appropriate box opposite each using the scale below:

5 - Extremely Involved (EI)
4 - Highly Involved (HI)
3 - Moderately Involved (MI)
2 - Slightly Involved (SI)
1 - Not Involved (NI)

Activities	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
A. Business/industry sectors					
1. Provision of industry current employment trends feedback;					
2. Provision of industry competency standards;					
3. sharing of resources in terms of experts/ trainers and facilities and equipment;					
4. apprenticeship program; and					
5. hiring of graduates?					
6. others (pls. specify)					
B. CHED/HEI					
1. Development of relevant curriculum for college entry;					
2. College placement of SHS graduates;					
3. Recognition and accreditation of workplace experience of working students;					
4. School contracting of part-time experts; and					
5. Proper accreditation of Career Pathways					
6. Others (pls. specify)					
C. TESDA					
1. Development of relevant curriculum for entry level skills requirement					
2. provision of national competency standards for implementation of technical curriculum					
3. accreditation and certification of the technical competencies of teachers and students (NC I -IV)					

4. providing/conducting training on Trainers' Methodology for teachers to qualify to teach specialization subjects in the SHS.					
5. accreditation and certification of tech-voc schools as assessment centers and the teachers as assessors					
6. others (pls. specify)					

D. LGUs					
1. program planning and consultation					
2. provision of support funds for school programs and projects					
3. participation in curriculum planning and enhancement.					
4. attendance and participation in school meetings and activities					
5. monitoring and evaluation of program and projects					
6. Others (pls. specify)					

E. PTA					
1. participation in school improvement planning and consultation					
2. monitoring of school performance					
3. sourcing of resources for school improvement programs					
4. attendance and participation in school meetings and activities					
5. coordination with teachers and school officials on tracking of students' progress.					
6. Others (pls. specify)					

PART III - PROBLEMS ENCOUNTERED IN THE SENIOR HIGH SCHOOL MODELLING

Direction: Below are possible problems you may have encountered relative to the Senior High School Modelling. Rank them according to the extent of how you have felt these problems in the Senior High School Modelling implementation:

_____ Lack of school funding;
_____ Lack of buildings/classrooms;
_____ Inadequate facilities, equipment and other support materials;
_____ Inadequacy of teachers' trainings;

_____ Absence/inadequate industry partners in the locality;
_____ Unsupportive parents and LGUs;
_____ Lack of teachers handling academic subjects;
_____ Lack of teachers who are NC holders;
_____ Lack of advocacy on K to 12 - Senior High School Modeling
_____ Lack of instructional materials;
_____ No available laboratory workshops
_____ Lack of commitment and support from stakeholders
_____ others (pls. specify) _____

PART V – ATTITUDE TOWARDS K TO 12 CURRICULUM IMPLEMENTATION

Direction: Below are indicators which describe your attitude towards K to 12 Basic Education Curriculum. Assess your attitude **by** checking the appropriate box indicated using the scales below:

	Interpretation:	
5 – Strongly Agree (SA)	5.0 – 4.1	Very favorable (VF)
4 - Agree (A)	4.0 – 3.1	Favorable (F)
3- Uncertain (U)	3.0 – 2.1	Neutral (N)
2 – Disagree (Da)	2.0 – 1.1	Unfavorable (U)
1 – Strongly Disagree (SDa)	1.0 – 0	Very Unfavorable (VU)

Attitude Towards SHS implementation	**5 (SA)**	**4 (A)**	**3 (U)**	**2 (Da)**	**1 (SDa)**
1. I am excited and interested in the K to 12 - Senior High School Curriculum					
2. I am positive that K to 12 graduates will possess competencies and skills relevant to the job market.					
3. I believe that K to 12 Senior High School implementation will prepare graduates for higher education.					
4. I am affirmative that SHS graduates will be able to earn higher wages.					
5. I am positive that K to 12 graduates will be better prepared to start their own business.					
6. I believe that K to 12 implementation would give our graduates the opportunity to be recognized abroad.					

7. I believe that as SHS graduate, I will not only gain a high school diploma but will also be able to acquire Certificate of Competencies or National Certification in the field of specialization I chose.					
8. I am positive that through K to 12 implementation, I will be given opportunity to learn beyond academics through a career pathways program, thus allowing for a more holistic development with life skills.					
9. I am sure that my family can better afford education as the cost of the additional two years in high school is significantly lower than longer collegiate or university level					
10. I am affirmative that being a SHS graduate will make me legally employable and globally competitive.					
11. Others (pls. specify)					

*****

THANK YOU VERY MUCH !!!

APPENDIX - 2

SURVEY QUESTIONNAIRE FOR TEACHERS

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City

February 4, 2014

Dear Respondents:

The undersigned is presently conducting her dissertation entitled ***"Senior High School Modelling Relative to the K to 12 Curriculum Implementation: A Baseline Study"***. You are chosen as one of the **teacher-respondents** of this study. In this regard, you are requested to answer the different items in this questionnaire honestly and objectively. Rest assured that all your answers will be treated confidential and will be utilized for this purpose only.

Thank you very much for sharing your time and effort.

Very truly yours,

(SGD) ELENA S. DE LUNA
Researcher

SURVEY QUESTIONNAIRE
(For Teachers)

I. PERSONAL PROFILE

Direction: Answer the following questions by writing the answer or checking the appropriate box or space.

Name: _____ **Age:** _____ **Sex:** ○ Male ○ Female

Civil Status:
_____ Single
_____ Married
_____ Separated
_____ Widow

Monthly Salary/Actual Income: _____

Educational Attainment:
_____ Bachelor's Degree
_____ MA CAR
_____ Master's Degree
_____ Ph.D. CAR
_____ Ph.D.

Teaching Experience:
_____ 1-5 years
_____ 6-10 years
_____ 15-20 years
_____ 25 – 30 years
_____ 35 years and above

Specialization: _____

Category:
_____ Full time
_____ Part-time

Seminars/Trainings Attended Along K to 12

Level	Number
National	_____
Regional	_____
Division	_____
School	_____

Performance Rating SY 2012-13: _____

II – EXTENT OF INVOLVEMENT OF THE DIFFERENT SECTORS OR STAKEHOLDERS

Direction: Below are indicators on the extent of involvement of the different sectors/stakeholders. To what extent is the involvement of the different sectors/stakeholders in the following activities?
Rate by checking the appropriate box opposite each using the scale below:

5 - Extremely Involved (EI)
4 - Highly Involved (HI)
3 - Moderately Involved (MI)
2 - Slightly Involved (SI)
1 - Not Involved (NI)

Activities	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
A. Business/industry sectors					
1. Provision of industry current employment trends feedback;					
2. Provision of industry competency standards;					
3. sharing of resources in terms of experts/ trainers and facilities and equipment;					
4. apprenticeship program; and					
5. hiring of graduates?					
6. others (pls. specify)					
B. CHED/HEI					
1. Development of relevant curriculum for college entry;					
2. College placement of SHS graduates;					
3. Recognition and accreditation of workplace experience of working students;					
4. School contracting of part-time experts; and					
5. Proper accreditation of Career Pathways?					
6. Others (pls. specify)					
C. TESDA					
1. Development of relevant curriculum for entry level skills requirement;					
2. provision of national competency standards for implementation of technical curriculum; and					

3. accreditation and certification of the technical competencies of teachers and students (NC I –IV)?					
4. providing/conducting training on Trainers' Methodology for teachers to qualify to teach specialization subjects in the SHS.					
5. accreditation and certification of tech-voc schools as assessment centers and the teachers as assessors					
6. others (pls. specify)					

D. LGUs					
1. program planning and consultation;					
2. provision of support funds; and					
3. participation in curriculum planning and enhancement.					
4. attendance and participation in school meetings and activities					
5. monitoring and evaluation of program and projects					
6. Others (pls. specify)					

E. PTA					
1. school planning and consultation;					
2. monitoring of school performance;					
3. sourcing of resources for school improvement programs?					
4. attendance and participation in school meetings and activities					
5. coordination with teachers and school officials on tracking of students' progress.					
6. Others (pls. specify)					

III – PROBLEMS ENCOUNTERED IN THE SENIOR HIGH SCHOOL MODELLING

Direction: Below are possible problems you may have encountered relative to the Senior High School Modelling. Rank them according to the extent of how you have felt these problems in the Senior High School Modelling implementation:

_____ Lack of school funding;
_____ Lack of buildings/classrooms;

_____ Inadequate facilities, equipment and other support materials;
_____ Inadequacy of teachers' trainings;
_____ Absence/inadequate industry partners in the locality;
_____ Unsupportive parents and LGUs;
_____ Lack of teachers handling academic subjects;
_____ Lack of teachers who are NC holders;
_____ Lack of advocacy on K to 12 - Senior High School Modeling
_____ Lack of instructional materials;
_____ No available laboratory workshops
_____ Lack of commitment and support from stakeholders
_____ Others (pls. specify)

IV – ATTITUDE OF TEACHERS TOWARDS TEACHING

Direction: Below are indicators of your attitude towards teaching. Assess your attitude by checking the appropriate box indicated below using the following scales:

5 – Strongly Agree (SA)
4 - Agree (A)
3- Uncertain (U)
2 – Disagree (Da)
1 – Strongly Disagree (SDa)

Interpretation:

5.0 – 4.1 Very favorable (VF)
4.0 – 3.1 Favorable (F)
3.0 – 2.1 Neutral (N)
2.0 – 1.1 Unfavorable (U)
1.0 – 0 Very Unfavorable (VU)

Attitude Towards Teaching	5 (SA)	4 (A)	3 (U)	2 (Da)	1 (SDa)
1. I always come to school promptly and regularly.					
2. I prepare my lesson plan/lesson log sheet daily.					
3. I prepare instructional materials before teaching.					
4. I consider individual differences when teaching.					
5. I keep progress record of my students and communicate it to the parents.					
6. I provide equal opportunities for every student to learn new things or skills.					
7. I employ varied methods of teaching suited to the kind of learners I have.					
8. I provide a conducive learning environment for my students.					

9. I always face my students prepared for the lesson and with a happy disposition.					
10. I treat my students as my own children.					
11. Others (pls. specify)					

V - ATTITUDE OF TEACHERS TOWARDS K TO 12 CURRICULUM

Direction: Below are indicators of your attitude towards the K to 12 Curriculum. Assess your attitude by checking the appropriate box indicated using the scales below:

5 – Strongly Agree (SA)
4 - Agree (A)
3- Uncertain (U)
2 – Disagree (Da)
1 – Strongly Disagree (SDa)

Interpretation:

5.0 – 4.1 Very favorable (VF)
4.0 – 3.1 Favorable (F)
3.0 – 2.1 Neutral (N)
2.0 – 1.1 Unfavorable (U)
1.0 - 0 Very Unfavorable (VU)

Attitude Towards K to 12 Curriculum	5 (SA)	4 (A)	3 (U)	2 (Da)	1 (SDa)
1. I am willing to understand the rationale of K to 12 and the implications it will bring.					
2. I believe that K to 12 education reform will upgrade the country's education system and align it to the requirements of the 21st century.					
3. I am excited and willing to explain the K to 12 Program to students, parents and other members of the community.					
4. I am happy to be a K to 12 advocate.					
5. I am willing to prepare myself to implement K to 12 program by participating in the K to 12 orientation and trainings.					
6. I am more than appreciative and determined to acquire and possess the attributes of a K to 12 teacher.					
7. I am determined to be skillful not only in teaching, but also in facilitating, organizing groups and activities.					

8. I am constantly updated on the latest information related to their subject and the trends in pedagogy especially on the K to 12.					
9. I am willing to earn National Certification (NC I – IV) and be an assessor to qualify to teach specialization subjects in the Senior High School.					
10. I am eager to become a multi-specialist K to 12 teacher who is not only knowledgeable in the subject area I am teaching but also in other areas as well.					
11. Others (pls. specify)					

THANK YOU VERY MUCH !!!

APPENDIX – 3

SURVEY QUESTIONNAIRE FOR DepEd KEY OFFICIALS

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City

February 4, 2014

Dear Respondents:

The undersigned is presently conducting her dissertation entitled ***"Senior High School Modelling Relative to the K to 12 Curriculum Implementation: A Baseline Study".*** You are chosen as one of the **DepEd Key Official/School Administrator-respondents** of this study. In this regard, you are requested to answer the different items in this questionnaire honestly and objectively. Rest assured that all your answers will be treated confidential and will be utilized for this purpose only.

Thank you very much for sharing your time and effort.

Very truly yours,

(SGD) **ELENA S. DE LUNA**
Researcher

SURVEY QUESTIONNAIRE
(For DepEd Key Officials)

I - EXTENT OF INVOLVEMENT OF THE DIFFERENT STAKEHOLDERS

Direction: Below are indicators on the extent of involvement of the different sectors/stakeholders. To what extent is the involvement of the different sectors/stakeholders in the following activities?
Rate by checking the appropriate box opposite each using the scale below:

5 - Extremely Involved (EI)
4 - Highly Involved (HI)
3 - Moderately Involved (MI)
2 - Slightly Involved (SI)
1 - Not Involved (NI)

Activities	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
A. Business/industry sectors					
1. Provision of industry current employment trends feedback					
2. Provision of industry competency standards					
3. sharing of resources in terms of experts/trainers and facilities and equipment					
4. apprenticeship program					
5. hiring of graduates					
6. Others (pls. specify)					
B. CHED/HEI					
1. Development of relevant curriculum for college entry					
2. College placement of SHS graduates					
3. Recognition and accreditation of workplace experience of working students;					
4. School contracting of part-time experts					
5. Proper accreditation of Career Pathways					
6. Others (pls. specify)					

C. TESDA					
1. Development of relevant curriculum for entry level skills requirement					
2. provision of national competency standards for implementation of technical curriculum					
3. accreditation and certification of the technical competencies of teachers and students (NC I -IV)					
4. providing/conducting training on Trainers' Methodology for teachers to qualify to teach specialization subjects in the SHS.					
5. accreditation and certification of tech-voc schools as assessment centers and the teachers as assessors					
6. others (pls. specify)					

D. LGUs					
1. program planning and consultation;					
2. provision of support funds; and					
3. participation in curriculum planning and enhancement.					
4. attendance and participation in school meetings and activities					
5. monitoring and evaluation of program and projects					
6. Others (pls. specify)					

E. PTA					
1. school planning and consultation					
2. monitoring of school performance					
3. sourcing of resources for school improvement programs					
4. attendance and participation in school meetings and activities					
5. coordination with teachers and school officials on tracking of students' progress.					
6. Others (pls. specify)					

II - PROBLEMS ENCOUNTERED IN THE SENIOR HIGH SCHOOL MODELLING

Direction: Below are possible problems you may have encountered relative to the Senior High School Modelling. Rank them according to the extent of how you have felt these problems in the Senior High School Modelling implementation:

_____ Lack of school funding;
_____ Lack of buildings/classrooms;
_____ Inadequate facilities, equipment and other support materials;
_____ Inadequacy of teachers' trainings;
_____ Absence/inadequate industry partners in the locality;
_____ Unsupportive parents and LGUs;
_____ Lack of teachers handling academic subjects;
_____ Lack of teachers who are NC holders;
_____ Lack of advocacy on K to 12 - Senior High School Modeling
_____ Lack of instructional materials;
_____ No available laboratory workshops
_____ Lack of commitment and support from stakeholders
_____ others (pls. specify) _____

III - ATTITUDE TOWARDS K TO 12 BASIC EDUCATION CURRICULUM IMPLEMENTATION

Direction: Below are indicators of your attitude towards the K to 12 Curriculum. Assess your attitude by checking the appropriate box indicated using the scales below:

	Interpretation:	
5 – Strongly Agree (SA)	5.0 – 4.1	Very favorable (VF)
4 - Agree (A)	4.0 - 3.1	Favorable (F)
3- Uncertain (U)	3.0 – 2.1	Neutral (N)
2 – Disagree (Da)	2.0 – 1.1	Unfavorable (U)
1 – Strongly Disagree (SDa)	1.0 – 0	Very Unfavorable (VU)

Attitude Towards K to 12 Curriculum	**5 (SA)**	**4 (A)**	**3 (U)**	**2 (Da)**	**1 (SDa)**
1. I am willing to understand the rationale of K to 12 and the implications it will bring.					
2. I believe that K to 12 education reform will upgrade the country's education system and align it to the requirements of the 21st century.					

3. I am excited and willing to explain the K to 12 Program to students, parents and other members of the community.					
4. I am happy to be a K to 12 advocate.					
5. I am willing to prepare myself to implement K to 12 program by participating in the K to 12 orientation and trainings.					
6. I am more than appreciative and determined to acquire and possess the attributes of a 21st century School administrator or DepEd key official					
7. I am determined to be skillful in managing meager resources of the school for the success of K to 12 implementation.					
8. I am happy to establish rapport and partnership with several stakeholders in the school community.					
9. I believe that K to 12 curriculum will solve mismatch between the competencies and skills taught in school and the demand of the industry.					
10. Others (pls. specify)					

*******THANK YOU VERY MUCH !!!*******

SURVEY QUESTIONNAIRE
(For DepEd Key Officials – School Administrator)

I – SCHOOL PROFILE

Name of School _____
Division _____ Region _____
Name of School Head _____
School Type:

_____ General Secondary
_____ Technical-Vocational School

SHS Track Offered:

_____ Academic
- _____ Accountancy, Business & Management (ABM)
- _____ Humanities
- _____ Science, Technology, Engineering & Mathematics

_____ Technical-Vocational
_____ Arts & Design
_____ Sports

Specializations: _____
_____
_____

Enrolment:

Specialization 1: _____	**Male**	**Female**	**TOTAL**
TOTAL			
Specialization 2: _____	**Male**	**Female**	**TOTAL**
TOTAL			
Specialization 3: _____	**Male**	**Female**	**TOTAL**
TOTAL			

Facilities and Equipment

Specialization	Facilities and Equipment

Partnership:

Colleges & Universities (HEIs)	TESDA/ TESDA Schools	LGUs	PTCA	Business/Industries

Other Resources:

_____
_____
_____
_____
_____
_____

II - STATUS OF IMPLEMENTATION OF THE SENIOR HIGH SCHOOL MODELLING

A. Extent of Advocacy

Direction: Below are checklist of activities for advocacy. Check the indicators/activities which your school have undertaken and rate the extent of advocacy using the scoring rubrics below:

5 - conducted all the 6 activities mentioned; Greatest Extent
4 - conducted 5 out the 6 activities; Great Extent
3 - conducted 3 to 4 out of the 6 activities ; Moderate Extent
2 - conducted 1 to 2 out of the 6 activities; Some Extent
1 - did not conduct any of the activity at all; No Activity/Effort at All

Indicators	5	4	3	2	1
Extent of Advocacy					
1. Conducted orientation conference on K to 12 Senior High School Modelling with stakeholders (business/industry, HEIs, TESDA, LGU, Parents)					
2. Distributed flyers and other advocacy materials On K to 12 SHS implementation					
3. Disseminated information through local media (radio and TV broadcast)					
4. Conducted career advocacy activities to the students					
5. Posted announcements/information relative to K to 12 Senior High School implementation in bulletin boards or in tarpaulins					
6. Discussed K to 12 SHS implementation during PTA meetings					
7. Others (Pls. specify)					

B. Extent of Curriculum Development

Direction: Below are checklist of activities for curriculum development. Check the indicators/activities which your school have undertaken and rate the extent of curriculum development by using the scoring rubrics below:

5 - conducted all the 6 activities mentioned; Greatest Extent
4 - conducted 5 out the 6 activities; Great Extent
3 - conducted 3 to 4 out of the 6 activities ; Moderate Extent
2 - conducted 1 to 2 out of the 6 activities; Some Extent
1 - did not conduct any of the activity at all; No Activity/Effort at All

Indicators	5	4	3	2	1
Extent of Curriculum Development					
1. Consultation with CHED/HEIs in the development of the core subjects					
2. Consultation with TESDA in the development of relevant curriculum for entry skills requirements (specialization subjects)					
3. Consultation with business/industry partners in identifying competency requirements for curricular innovations and current employment trends					
4. Consultation with LGU in curriculum planning and development to ensure that the SHS curriculum is aligned to the local development plans					
5. Consultation with other Government agencies like DTI, DOLE, DA, etc					
6. Consultation and presentation of the SHS curriculum to the parents and SHS students					
7. Others (Pls. specify)					

C. **Curriculum Content**

Direction: Below are checklist of descriptors for curriculum content. Check the descriptors which describes the curriculum content of the Senior High School Modelling in your school and rate the status of its implementation by using the scoring rubrics below:

5 - implemented all the 6 descriptors mentioned; Fully Implemented
4 - implemented 5 out of the 6 descriptors; Highly Implemented
3 - implemented 3 to 4 out of the 6 descriptors ; Moderately Implemented
2 - implemented 1 to 2 out of the 6 descriptors; Slightly Implemented
1 - did not implement any of the descriptors; No Activity/Effort at All

Indicators	5	4	3	2	1
Curriculum Content					
1. SHS curriculum content consisted of the core subjects such as: English, Filipino, Mathematics, Science, Languages, Contemporary Issues, Literature and Social Science					
2. SHS curriculum also consisted of career pathways or specialization with four tracks: Academic (with 3 strands: ABM, HUMS and STEM), Tech-Voc, Sports, Arts and Design Track					

3. In Grade 11, more time of the student were spent studying core subjects.					
4. In Grade 12, more time of the student were spent on internship or immersion					
5. Core subjects were anchored on the College Readiness Standards to prepare SHS graduates for college					
6. Career Pathways prepare SHS graduates for employment or engaging in a profitable enterprise after SHS					
7. Others (Pls. specify)					

D. Assessment of Learning Outcomes

Direction: Below are checklists of descriptors for assessment of learning outcomes. Check the descriptors which describes the of assessment of learning outcomes of the Senior High School Modelling in your school and rate the status of its implementation by using the scoring rubrics below:

5 - implemented all the 5 descriptors mentioned; Fully Implemented
4 - implemented 4 out of the 5 descriptors; Highly Implemented
3 - implemented 3 to 4 out of the 5 descriptors ; Moderately Implemented
2 - implemented 1 to 2 out of the 5 descriptors; Slightly Implemented
1 - did not implement any of the descriptors; No Activity/Effort at All

Indicators	5	4	3	2	1
Assessment of Learning Outcomes					
1. Pre-assessment tools such as open-ended statements, checklist of information and games					
2. Formative assessment tools such as quizzes, question and answer, focus group discussions, games, self-check, or peer assessments					
3. Summative assessment such as authentic performance assessments using GRASPS model (Goal, Role, Audience, Situation, Product, and Standard), periodical tests, unit tests, etc.					
4. Use of prototype rubrics					
5. Use of Portfolio assessments					
6. Others (Pls. specify)					

D. Extent of Teachers' Professional Development

Direction: Below are checklists of activities for teachers' professional development. Check the indicators/activities which your school have undertaken and rate the extent of teachers' professional development by using the scoring rubrics below:

5 - conducted 7 to 8 out of the 8 activities mentioned; Greatest Extent
4 - conducted 5 to 6 out of the 8 activities; Great Extent
3 - conducted 3 to 4 out of the 8 activities ; Moderate Extent
2 - conducted 1 to 2 out of the 8 activities; Some Extent
1 - did not conduct any of the activities at all; No Activity/Effort At all

Indicators	5	4	3	2	1
Extent of Professional Development					
1. Provided in service trainings for the core subjects					
2. Conducted skills enhancement training of teachers on specialization subjects					
3. Provided TESDA skills assessment of teachers					
4. Provided Trainers Methodology ™ for teachers					
5. Provided training on the use and integration of the Contextual Teaching and Learning					
6. Conducted training on technology and media information literacy					
7. Conducted enhancement trainings on construction of IMs					
8. Teachers undergo graduate and post graduate studies					
9. Others (Pls. specify)					

E. Extent of Resource Mobilization

Direction: Below are checklists of activities for resource mobilization. Check the indicators/activities which your school have undertaken and rate the extent of resource mobilization by using the scoring rubrics below:

5 - conducted all the 7 activities mentioned; Greatest Extent
4 - conducted 5 to 6 out of the 7 activities; Great Extent
3 - conducted 3 to 4 out of the 7 activities ; Moderate Extent
2 - conducted 1 to 2 out of the 7 activities; Some Extent
1 - did not conduct any of the activity at all; No Activity/Effort At All

Indicators	5	4	3	2	1
Extent of Resource Mobilization					
1. Generated and utilized financial support from the LGU in the purchase of facilities and equipment needed and in the transportation expenses of the students					
2. Mobilized financial resources generated from the PTCA in the reproduction of learners' activity sheets, purchase of materials for the projects and transportation expenses of the students					
3. Shared expert trainers, training facilities and other resources from the industry partners					
4. Shared teaching and learning materials and human resources needed in the teaching of the core subjects from the HEI partners					
5. Utilized material, human and financial support from other Government agencies like DTI, DOLE, DA, etc. in the development and implementation of the Senior High School Curriculum implementation					
6. Shared and utilized human and material resources from TESDA and other TESDA schools in the skills enhancement trainings and skills assessment of teachers and students					
7. Others (Pls. specify)					

F. Extent of Partnership with Stakeholders

Direction: Below are checklist of activities for partnership with stakeholders. Check the indicators/activities which your school have undertaken and rate the extent of partnership by using the scoring rubrics below:

5 - conducted all the 5 activities mentioned; Greatest Extent
4 - conducted 4 out of the 5 activities; Great Extent
3 - conducted 3 out of the 5 activities ; Moderate Extent
2 - conducted 1 to 2 out of the 5 activities; Some Extent
1 - did not conduct any of the activity at all; No Activity/Effort At All

Indicators	5	4	3	2	1
Extent of Partnership with Stakeholders					
1. Partnership with industries through sharing of expert trainers, industry facilities, job immersion and students' employment					

2. Strong support from the HEI partners through provision of part time teachers for the core subjects and sharing of material resources					
3. Free skills assessment of students and teachers sponsored by TESDA and sharing of facilities and equipment and expert trainers					
4. Strong support from the LGU through financial grants					
5. Deep commitment and financial support from the parents					
6. Others (Pls. specify)					

H. Adequacy of Instructional Materials

Direction: Below are checklists of instructional materials needed in the SHSMP implementation. Check the instructional materials available in your school and rate its adequacy by using the scoring rubrics below:

5 - all the instructional materials mentioned are available; Very Much Adequate
4 - when 7 to 8 out of the 9 materials are available; Adequate
3- when 4 to 6 out of the 9 materials are available; Moderately Adequate
2 - when 1 to 3 out of the 9 materials are activities; Slightly Adequate
1 - did not have any of the instructional materials at all; Not available

Indicators	5	4	3	2	1
Adequacy of Instructional Materials					
1. Textbooks					
2. Learning Modules					
3. Learners' Activity sheets					
4. Teaching Guides					
5. Teachers' Manual					
6. Curriculum Guides					
7. Visual Materials (Graphs, pictures, etc.)					
8. Workbooks					
9. Supplementary materials					
10. Others (Pls. specify)					

I - Adequacy of Facilities and Equipment

Direction: Below are checklist of facilities and equipment needed in the SHSMP implementation. Check the facilities and equipment available in your school and rate its adequacy by using the scoring rubrics below:

5 - when 27 to 35 facilities and equipment mentioned are available; Very Much Adequate
4 - when 19 to 26 out of the 35 facilities and equipment are available; Adequate
3 - when 9 to 18 out of the 35 facilities and equipment are Available; Moderately Adequate
2 - when 1 to 8 out of the 35 facilities and equipment are available; Slightly Adequate
1 - did not have any of the facilities and equipment at all; Not available

Indicators	5	4	3	2	1
Adequacy of Facilities and Equipment					
1. Computers					
2. LCD Projectors					
3. Xerox machines					
4. Telephones & Fax machines					
5. Printers and scanners					
6. Laptops					
7. Typewriters					
8. Camera					
9. Audio and video facilities					
10. Power generators					
11. Science facilities and equipment					
12. Cooking & baking facilities and equipment					
13. Food & beverage facilities & equipment					
14. Sewing tools, machines and equipment					
15. Food processing facilities and equipment					
16. Automotive facilities and equipment					
17. Civil technology/woodwork facilities and equipment					
18. Electronics tools and equipment					
19. Electrical tools and equipment					
20. Crop/animal production facilities & equipment					
21. Fishing facilities & equipment					
22. Housekeeping facilities & equipment					
23. Food and Beverage facilities					

24. Electrical tools and equipment					
25. ICT tools and equipment					
26. Speech laboratory equipment					
27. Welding machines and equipment					
28. Library facilities					
29. Sports equipment					
30. Sports oval and courts facilities					
31. Music facilities and equipment					
32. Dance facilities and equipment					
33. H.E. facilities and equipment					
34. Centrum for research					
35. Centrum for campus journalism					
36. Others (Pls. specify)					

J - Adequacy of Laboratory Workshops

Direction: Below are checklist of laboratory workshops needed in the SHSMP implementation. Check the facilities and equipment available in your school and rate its adequacy by using the scoring rubrics below:

5 - when 13 to 15 laboratory workshops mentioned are available; Very Much Adequate
4 - when 9 to 12 out of the 15 laboratory workshops are available; Adequate
3 - when 4 to 8 out of the 15 laboratory workshops are available; Moderately Adequate
2 - when 1 to 4 out of the 15 laboratory workshops are available; Slightly Adequate
1 - did not have any of the laboratory workshop at all; Not available

Indicators	5	4	3	2	1
Adequacy of Laboratory Workshops					
1. Speech Laboratory					
2. Science Laboratory					
3. Mini dance studio					
4. Food & beverage laboratory workshop					
5. Welding & Machine shop laboratory					
6. Food processing laboratory					
7. Cooking & baking laboratory workshop					
8. Computer laboratory					
9. Industrial Arts laboratory					

10. Electrical laboratory					
11. Sports laboratory					
12. Music Laboratory workshop					
13. Electronics laboratory workshop					
14. Housekeeping laboratory workshop					
15. Fish Capture laboratory					
16. Others (Pls. specify)					

III - EXTENT OF INVOLVEMENT OF THE DIFFERENT STAKEHOLDERS

Direction: Below are indicators on the extent of involvement of the different sectors/stakeholders. To what extent is the involvement of the different sectors/stakeholders in the following activities?
Rate by checking the appropriate box opposite each using the scale below:

5 - Extremely Involved (EI)
4 - Highly Involved (HI)
3 - Moderately Involved (MI)
2 - Slightly Involved (SI)
1 - Not Involved (NI)

Activities	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
A. Business/industry sectors					
1. Provision of industry current employment trends feedback					
2. Provision of industry competency standards					
3. sharing of resources in terms of experts/trainers and facilities and equipment					
4. apprenticeship program					
5. hiring of graduates					
6. Others (pls. specify)					
B. CHED/HEI					
1. Development of relevant curriculum for college entry					
2. College placement of SHS graduates					
3. Recognition and accreditation of workplace experience of working students;					

4. School contracting of part-time experts					
5. Proper accreditation of Career Pathways					
6. Others (pls. specify)					

C. TESDA					
1. Development of relevant curriculum for entry level skills requirement					
2. provision of national competency standards for implementation of technical curriculum					
3. accreditation and certification of the technical competencies of teachers and students (NC I –IV)					
4. providing/conducting training on Trainers' Methodology for teachers to qualify to teach specialization subjects in the SHS.					
5. accreditation and certification of tech-voc schools as assessment centers and the teachers as assessors					
6. others (pls. specify)					

D. LGUs					
1. program planning and consultation;					
2. provision of support funds; and					
3. participation in curriculum planning and enhancement.					
4. attendance and participation in school meetings and activities					
5. monitoring and evaluation of program and projects					
6. Others (pls. specify)					

E. PTA					
1. school planning and consultation					
2. monitoring of school performance					
3. sourcing of resources for school improvement programs					
4. attendance and participation in school meetings and activities					
5. coordination with teachers and school officials on tracking of students' progress.					
6. Others (pls. specify)					

IV - PROBLEMS ENCOUNTERED IN THE SENIOR HIGH SCHOOL MODELLING

Direction: Below are possible problems you may have encountered relative to the Senior High School Modelling. Rank them according to the extent of how you have felt these problems in the Senior High School Modelling implementation:

_____ Lack of school funding;
_____ Lack of buildings/classrooms;
_____ Inadequate facilities, equipment and other support materials;
_____ Inadequacy of teachers' trainings;
_____ Absence/inadequate industry partners in the locality;
_____ Unsupportive parents and LGUs;
_____ Lack of teachers handling academic subjects;
_____ Lack of teachers who are NC holders;
_____ Lack of advocacy on K to 12 - Senior High School Modeling
_____ Lack of instructional materials;
_____ No available laboratory workshops
_____ Lack of commitment and support from stakeholders
_____ others (pls. specify) _____

V - ATTITUDE TOWARDS K TO 12 BASIC EDUCATION CURRICULUM IMPLEMENTATION

Direction: Below are indicators of your attitude towards the K to 12 Curriculum. Assess your attitude by checking the appropriate box indicated using the scales below:

Interpretation:

5 – Strongly Agree (SA)	5.0 – 4.1 Very favorable (VF)
4 - Agree (A)	4.0 - 3.1 Favorable (F)
3 - Uncertain (U)	3.0 – 2.1 Neutral (N)
2 – Disagree (Da)	2.0 – 1.1 Unfavorable (U)
1 – Strongly Disagree (SDa)	1.0 – 0 Very Unfavorable (VU)

Attitude Towards K to 12 Curriculum	5 (SA)	4 (A)	3 (U)	2 (Da)	1 (SDa)
1. Dvs I am willing to understand the rationale of K to 12 and the implications it will bring.					
2. I believe that K to 12 education reform will upgrade the country's education system and align it to the requirements of the 21st century.					

SURVEY QUESTIONNAIRE
(For Key Stakeholders)

I - EXTENT OF INVOLVEMENT OF THE DIFFERENT SECTORS OR STAKEHOLDERS

Direction: Below are indicators on the extent of involvement of the different sectors/stakeholders. To what extent is your involvement to the following activities as indicated in the group of stakeholders where you belong? Rate by checking the appropriate box opposite each using the scale below: (Please answer only the portion for the stakeholders indicated where you belong)

5 - Extremely Involved (EI)
4 - Highly Involved (HI)
3 - Moderately Involved (MI)
2 - Slightly Involved (SI)
1 - Not Involved (NI)

Activities	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
A. Business/industry sectors					
1. Provision of industry current employment trends feedback;					
2. Provision of industry competency standards;					
3. sharing of resources in terms of experts/ trainers and facilities and equipment;					
4. apprenticeship program; and					
5. hiring of graduates?					
6. others (pls. specify)					
B. CHED/HEI					
1. Development of relevant curriculum for college entry;					
2. College placement of SHS graduates;					
3. Recognition and accreditation of work-place experience of working students;					
4. School contracting of part-time experts; and					
5. Proper accreditation of Career Pathways					
6. Others (pls. specify)					

C. TESDA					
1. Development of relevant curriculum for entry level skills requirement;					
2. provision of national competency standards for implementation of technical curriculum					
3. accreditation and certification of the technical competencies of teachers and students (NC I –IV)					
4. providing/conducting training on Trainers' Methodology for teachers to qualify to teach specialization subjects in the SHS.					
5. accreditation and certification of tech-voc schools as assessment centers and the teachers as assessors					
6. others (pls. specify)					

D. LGUs					
1. program planning and consultation					
2. provision of support funds					
3. participation in curriculum planning and enhancement.					
4. attendance and participation in school meetings and activities					
5. monitoring and evaluation of program and projects					

E. PTA					
1. school planning and consultation					
2. monitoring of school performance					
3. sourcing of resources for school improvement programs					
4. attendance and participation in school meetings and activities					
5. coordination with teachers and school officials on tracking of students' progress.					
6. Others (pls. specify)					

II - ATTITUDE TOWARDS K TO 12 BASIC EDUCATION CURRICULUM IMPLEMENTATION

Direction: Below are indicators of your attitude towards the K to 12 Curriculum. Assess your attitude by checking the appropriate box indicated using the scales below:

Interpretation:

5 – Strongly Agree (SA)	5.0 – 4.1 Very favorable (VF)
4 - Agree (A)	4.0 - 3.1 Favorable (F)
3 - Uncertain (U)	3.0 – 2.1 Neutral (N)
2 – Disagree (Da)	2.0 – 1.1 Unfavorable (U)
1 – Strongly Disagree (SDa)	1.0 – 0 Very Unfavorable (VU)

Attitude Towards K to 12 Curriculum	5 (SA)	4 (A)	3 (U)	2 (Da)	1 (SDa)
1. I am willing to understand the rationale of K to 12 and the implications it will bring.					
2. I believe that K to 12 education reform will upgrade the country's education system and align it to the requirements of the 21st century.					
3. I am excited and willing to explain the K to 12 Program to other stakeholders and members of the community.					
4. I am happy to be a K to 12 advocate.					
5. I am willing and eager to participate in orientation meetings and consultative conferences.					
6. I am willing to be a part in the Senior High School Modelling Program					
7. I am happy to share my knowledge and expertise for a successful k to 12 implementation.					
8. I am happy to share human and material resources					
9. I believe that K to 12 curriculum will solve mismatch between the competencies and skills taught in school and the demand of the industry.					
10. Others (pls. specify)					

*******THANK YOU VERY MUCH !!!*******

CURRICULUM VITAE

CURRICULUM VITAE

NAME	: **ELENA SACENDONCILLO DE LUNA**
ADDRESS	: Catbalogan, City
CONTACT NO.	: 09776921338
POSITION	: Assistant Schools Division Superintendent
OFFICE	: DepEd, Southern Leyte Division
OFFICE ADDRESS	: Brgy. Mantahan, Maasin City, So. Leyte
CIVIL STATUS	: Married
DATE OF BIRTH	: September 10, 1968
PLACE OF BIRTH	: Catbalogan, Samar
SPOUSE	: Emer C. De Luna
CHILDREN	: Eena, Eloise, Renz, Glynne, Elainne
HOME ADDRESS	: Brgy. Guindapunan, Catbalogan, City

EDUCATION

Post-Graduate	: Doctor of Philosophy in Educational Management (PhD-EM) Samar State University Catbalogan City - March 2015
Graduate	: Master of Arts in Elem. Education (MAEEd) Samar State University Catbalogan, Samar - March 2005
College	: Bachelor of Science in Elementary Education Samar State Polytechnic College Catbalogan, Samar, April 1987
Secondary	: Samar National School Catbalogan, Samar, 1983
Elementary	: Catbalogan II Central Elementary School Catbalogan, Samar, 1979

CESBOARD /THIRD LEVEL ELEGIBILITY

Educational Management Test (Superintendent's Exam) – 67.58% (Fort Bonifacio High School, April 7, 2013)

CES Written Examination - 81.96% (San Carlos, Cebu City, Sept. 2, 2012)

PRINCIPAL'S EXAMINATION

Principal's Management Aptitude Test (PMAT) – 99% - Tacloban City, 2006

CIVIL SERVICE ELIGIBILITY

Professional Board Examination for Teachers (PBET) – 78.25% (Tacloban City, 1987)

Civil Service Sub-Professional Examination – 79.0% (Catbalogan, Samar) 1986

PD 907 (Eligibility for Honor Graduates)

HONORS AND AWARDS

CUM LAUDE	: Samar State Polytechnic College Catbalogan, Samar April 1987
OUTSTANDING in the Major Field of Specialization	: Samar State Polytechnic College Catbalogan, Samar April 1987
First in General Excellence	: Samar State Polytechnic College Catbalogan, Samar March 1986
First in General Excellence	: Samar State Polytechnic College Catbalogan, Samar March 1985
First in General Excellence	: Samar State Polytechnic College Catbalogan, Samar March 1984

Second Honorable Mention : Catbalogan II Central Elem. School
Catbalogan, Samar
March 1979

PROFESSIONAL EXPERIENCE

Assistant Schools Division Superintendent : August 14, 2018 – present
DepEd So. Leyte Division

Assistant Schools Division Superintendent : June 26, 2018 – August 13, 2018
Detailed at DepEd, Regional Office 8

Education Program Supervisor : March 13, 2018 – June 25, 2018
DepEd, Regional Office 8

OIC-Assistant Schools Division Superintendent : June 13, 2017 – March 12, 2018
in DepEd Eastern Samar Division

OIC-Assistant Schools Division Superintendent : August 18, 2015 – June 12, 2017
in DepEd Maasin City Division

OIC-Assistant Schools Division Superintendent : November 18, 2013 – August 17, 2015
in DepEd Eastern Samar Division

Education Program Supervisor : December 2011 – November 17, 2013
DepEd Regional Office № VIII
Candahug, Palo, Leyte

Education Supervisor I : January 2011 - December 2011
DepEd, Samar Division Office
Catbalogan Samar

Education Supervisor I – Designate : April 2008 – January 2011
DepEd, Samar Division Office
Catbalogan Samar

Elem School Principal I : June 2006 – October 2009
Buenavista School Cluster
Daram I District

Elem School Head Teacher II	: September 2004 - June 2006 Buenavista School Cluster Daram I District
	: September 2002 – September 2004 Poso Elementary School Daram I District
Elementary Grades Teacher I	: August 1990 – August 2002 Astorga Elem. School Daram I District
	: August 1989 – March 1990 San Roque Elem. School Villareal District
	: July 1988 – August 1988 Salug Elem. School Catbalogan I District
	: January 1988 – March 1988 Catbalogan I Central Elem. School Catbalogan, Samar

OTHER CURRENT WORK EXPERIENCES

Part-time Professor	: 2015 to present College of Graduate Studies Samar State University Catbalogan City
Part-Time Professor	: 2015 to Present College of Graduate Studies Samar College, Catbalogan City

RELIGIOUS ORGANIZATION AFFILIATIONS

Servant - Ministry of Lectors	: 2015 to present St. Bartholomew Parish Church Catbalogan City,

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