# OPERATION OF SENIOR HIGH SCHOOL PROGRAM IN MAGUINDANAO I DIVISION

JULIET P. TAMBUNGALAN. LPT.MAED
Teacher 1

Abstract;

This study aims to find out the Operation of the Senior High School Program in Maguindanao 1 Division for the school year 2018-2019. Specifically, it sought to find out the following:  o what extent is the attainment of objectives of the Senior High School Program?  To what extent is the adequacy of the resources in the implementation of the Senior High School Program in terms of: a physical resources/innovations b. human resources  c. administrative  support to what extent is the management process in the implementation of the Senior High School Program in terms of a. community relations b. linkages and networking c. monitoring and evaluation?

The study used a descriptive survey method of research, utilizing Daniel Stuffle Beam. The respondents of the study were the senior high school teachers of the Maguindanao I Division. A self-made questionnaire was given to the respondents to be able to identify the operation of the senior high school program in the Division of Maguindanao I

After the study is undertaken, the following are the findings:The extent of operation of the senior high school program was manifested by the total mean of 3.42 interpreted as attained meaning all the objectives and goals for senior high  was in place.On the result of the operation of the senior high school program in terms of the physical resources has the total mean of 2.75 interpreted as attained meaning most of the senior high school has adequate physical resources to be use by the student The extent of operation on human resources the total mean of 2.50 interpreted as attained meaning all human resources in the school were utilized to really of service to the students On the result of the administrative support with the total mean of 3.28 interpreted as attained reveals that the administration has the full support to the program,On the extent of its operation on community relations, the total mean of 3.22 interpreted as attained reveals that the community is supporting the program for senior high school. On the result on linkages and networking as shown in the total mean of 3.04 interpreted as attained meaning there are linkages and networking that is happening in the implementation of the senior high school in all the schools within the division.  The extent of operation on monitoring and evaluation the total mean of 3.29 interpreted as attained reveals that in the management of the program monitoring and evaluation is strictly followed, everything is monitored from the objectives up to the operation of its program.From the major findings of this study, the conclusion stated that the operation of the senior high school program must really be objective based. Adequate resources in its operation such as physical resources, human resources, and administrative support is very transparent for the student's welfare. The management process in the operation of the senior high school program such as community relations, linkages and networking, monitoring and evaluation is strictly followed to ensure that the operation of the program will be successful.

**Keywords:** OPERATION OF SENIOR HIGH SCHOOL PROGRAM IN MAGUINDANAO I DIVISION

## 1. INTRODUCTION

Abulencia (2016), everybody is concerned about education and there is a need to consider the opinion of all who are taking part in   K to 12 programs. The implementation of the K to 12

is a significant    reform in the Philippine Educational System (Abarro, 2016). With this, there is a need to take into consideration the various aspects of

Recently, the Philippines have embarked on an educational reform extending the number of years in basic education and improving the curriculum (Magno & Piosang, 2016). The Philippine government is investing currently on reforms in education through the Enhanced Basic Education Program of the K to 12 curriculum (Acosta & Acosta, 2016).

Since the beginning of the public-school system in the Philippines in 1901, there has been overwhelming challenges in education in terms of curriculum, teachers, facilities, governance and many more (Abulencia, 2016). Program implementers of the SHS have observed and felt the reasonable concerns on the needs and preparedness (Canezo & Naval, 2016).

As stated by Krashinsky (2014), educational input and its effect on student outcomes is a subject of research nowadays. This study, therefore, would like to examine the senior high school implementation at different facets.

This study aimed to find the Operation of Senior High School Program in Maguindanao 1 Division.Specifically, this study would like to answer the following questions:

The K-12 program is perceived to be a solution to the extended dilemma in the educational system in the Philippines since it prepares students to enter college and allows them to acquire significant and globally competitive skills needed for employment (Canezo & Naval, 2016). K-12 aims to produce graduates developed holistically and equipped with 21$^{st}$ century skills which prepare them for higher education, middle level skills development, entrepreneurship or employment. These aims are carried out by the senior high school program (Magno & Piosang, 2016).

The implementation of the K-12 in the Philippines is a powerful development for this generation and it creates a sustainable opportunity in expanding the Education for All (EFA). It is essential to change our attitude towards the understanding of Philippine Education (Benson, 2016). Krashinsky (2014) suggested that educational input is an important component in education and its functions. Variations among these inputs will have a significant effect on outputs in education.

However, many things must be addressed before any successful outcomes can be expected (Bevins & Price, 2017). According to Mohammad (2017), perceived problems include shortage of classrooms, teachers and even non-teaching personnel. The educational reform in the country meant adjustments, capacity challenges and concerns. The program in its few years of implementation has been facing low approval, program dropouts and bombardment of complaints due to delayed release of program benefits (Brillantes et al., 2018).

Basic education in the Philippines had a lot of challenges and problems. Access to primary schools through the Education for All (EFA) policy has undergone a setback. There has been no significant increase in the enrolment in secondary schools. Dropout rates and congested curricula have also been evident due to cramming in the curricula in order to fulfill mandated educational requirements (Okabe, 2013).

This study is also embedded on social adaptation theory. It also considers the dynamic adaptation through accommodation and assimilation and organization of internal information. The implementation of the senior high school also dwells on the theory in the areas of self-concept, values and philosophy of science (Canezo & Naval, 2016).

The goal of the enhanced basic education program is to holistically develop learners in terms of 21$^{st}$ century skills. Two additional years in SHS allows students to have more time and opportunity to develop important learning competencies that they can use on their career paths (Magno & Piosang, 2016).

The K-12 program appears to be admirable and timely but on the other hand, it faces socioeconomic and pedagogical problems and challenges. As mentioned by Okabe (2013), policies should be pointed out particularly in order to alleviate poverty and human development in the Philippines. In terms of higher education, Filipino graduates need to compete and be comparable to their global counterparts (Brillantes et al., 2018). With the goals in education to

develop learners holistically, it is a crucial factor to realize the need to link curriculum standards for K to 12 schools in the Philippines (Bonifacio, 2013)

This study is limited only to the operation of the senior high school program in Maguindanao I Division.  The respondents of this study are the fifty senior high school teachers in Maguindanao I Division. This study will cover only the context, input, proce              in the implementation of the senior high school program in Maguindanao I Divisio

## 2. MATERIALS AND METHODS

The researcher used descriptive survey using evaluation method of research. The data were gathered extensively all about the operation of the senior high school program in Maguindanao I Division:  The were taken from the results of the survey through a survey questionnaire which was made analyzed.

This study on the Operation of the Senior High School Program in Maguindanao I Division was conducted in the Division of Maguindanao to   public senior high school teachers.

The researcher used a survey questionnaire for this study, "Operation of the Senior
High School Program in Maguindanao I Division, School Year 2018-2019". The research instrument which was used for this study is a researcher-made questionnaire. The questionnaire contained questions that dealt on the implementation of the senior high school program. A Likert scale using 3.46– 4.00 Highly Attainable; 2.46– 3.45 Attainable 1.46 – 2.45 Less Attainable 1.00 – 1.45 Least AttainableThe answered questionnaire were tested using Guttman Split-Half Coefficient Method of Reliability and SPSS software. The research instrument is a researcher's made questionnaire. After this portion was formulated, the questionnaire was pre-tested to non-participant respondents to ascertain reliability of the instrument. A dry run was conducted to 10 respondents which were excluded as respondents of this study using the item total analysis and Guttman Split half method coefficient. The instrument yielded 0.95 which was interpreted as very highly reliable. Hence, this research instrument is valid and reliable. The researcher asked permission from the Schools Division Superintendent of Maguindanao I to conduct this study. After her approval, the researcher likewise sought the permission of the principals to allow her/his teacher to gather the needed data. After doing so, the researcher distributed the questionnaires to the respondents personally. After its distribution, the researcher retrieved and checked all the items if properly answered. Then tabulation and analysis were processed through the use of Microsoft Excel for quick and accurate result. It was run by a computer using the Statistical Package for Social Sciences (SSPS).The data was presented in Table after it was analyzed and interpreted using the said processing techniques. For analysis and interpretation of this study, the following statistical tools were identified.  Weighted Mean using central limit theorem, frequency and percentage.

## 2. RESULTS AND DISCUSSION

Attained meaning all the objectives and goals for senior high  was attained.While items 7, 8, and 9 were rated  by the respondents as 3.62 ,3.60 and 3.46 respectively and interpreted as highly attained. On the other hand, items 1,2,3,4,5, 6, and 10 were gauged as attained. The overall mean for this is 3.4 2 which only connotes that the Goals of Senior High School are attainable. The results implied that Senior High School's goals that are to assure college   readiness for all secondary school graduates and include technical vocational-livelihood skills development in view of job/industry preparation, and to help Filipino learners acquire 21$^{st}$ century skills which they can use to become productive and responsible citizens of the country are highly attained. On the other hand, items 1 and 2 were rated as 3.44 and decoded as attained meaning, the goals of senior high school that is to produce graduate who are holistically developed and to equip with 21$^{st}$ century skills are attainable. Items number 3 and 10 were rated by the

respondents as 3.40 and interpreted as attained also implies that the goals of preparing the senior high school for the future whether it be higher education, middle-level skills development, employment or entrepreneurship and to provide locally -relevant curriculum concentration areas and student guidance programs that will foster good career decision making and planning among students are also attainable. Items number 4,5, and 6 were rated as 3.34,3.43 and 3.22 were decoded as attained revealing that the goals on the provision and utilization of ICT as strategy to improve the access to quality education, the recognition of student's interests ,and talent as well as community culture in the sports/Arts and Design track for senior high school, and the clear articulation and execution of assessment for all levels of education which include DepEd and TESDA are attainable too.

Table 3 which is all about the physical resources has the total mean of 2.75 interpreted as attained meaning most of the senior high school has adequate physical resources to be use by the student. In item number 8 is rated by the respondents as 2.16 and the only item interpreted as less attained the rest of the items are decoded as attained. The overall mean for this table is 2.75 indicated as attained.

The data pose that over head projector or LCD projector is the physical resource that is not available to all schools since it is less attained as indicated in item number 8. Item number 7 on the other hand scores 3.0 as the highest and interpreted as attained meaning learning facilities such as school library, computer laboratories, and study lounge are accessible to students. The table also appears that item 10 is rated as 2.94 construed as attained ,meaning complete and functional water sanitation to all school is attainable, gender sensitive and functional comfort rooms are attainable as shown in item number 4 it is rated as 2.90 and transcribed as attained. Data shows also that item number 2 and 9 were rated the same as 2.86 meaning the number of computer units and chairs to accommodate all senior learners are attainable.Item number 1 which states that adequate equipment for both Academic and TVL is also attainable since it is rated 2.82. Sufficient instructional materials to be used for teaching-learning process is attainable since it is rated as 2.78 and interpreted as attained. Different sports equipment is attainable since as indicated in item number 5 it is rated as 2.62 and decoded as attained. Item number 6 which tells on the sufficiency of laboratories for hands activities are also attainable as rated by the respondents as 2.60 construed as attained.

In table 4, which is all about human resources the total mean of 2.50 interpreted as attained meaning all human resources in the school were utilized to really of service to the students. It can be reflected that not all items are rated by respondents as attained but as seen the overall mean is 2.5 meaning the availability of human resources is attainable and items 1 and 2 scores 3.40 and 3.36 respectively which only shows they are attainable, except for item number 7 that is rated as 1.14 meaning it is the least attained and that the senior high school really needs ICT itemized teachers to teach the needed competencies for learners. The senior high schools also need Guidance counsellor itemized , master teachers and support staff such as messenger, janitor and security guard since it is reflected in the table that items number 4 ,9 and 10 scores 1.56 , 2.02 and 2.24 respectively meaning they are least attained which means most of the schools do not have those needed personnel.

Table 5 signifies the administrative support with the total mean of 3.28 interpreted as attained reveals that the administration has the full support of the program. In item 6 since it is rated by the respondents as 3.54. It shows that administrators are very supportive of their teachers' professional advancement since item 6 which indicator Sends teachers to attend training for professional growth scored 3.54 and the rest of the items are attained which only implies that the school heads and administrators are supportive to the program. The overall mean is 3.28 which manifest that the administrative support is attained.

As revealed in table 6 which is about the community relations, the total mean of 3.22 interpreted as attained tells that the community is supporting the program based on the different indicators mention. Item number 1 was highlighted by the respondents as highly attainable and items 2 up to 10 were gauged as attained. The data displayed that there is really a strong linkage between the schools

and other members of the community since it is rated as hghy attained. The community and the school are working hand in hand in the achievement of goals as shown it is rated as 3.30 which means it is attained. The table also manifests that the community also helps in the   of discipline the students as it is rated by the respondents  as 3.28 meaning this is attained. Item number 4 as indicated in this table has the lowest mean as 3.06 since community in reality would find it rarely to be actively participating in planning effective curriculum. The overall mean for this table is 3.22 which pose that community relation is attained.

Table 7 is all about linkages and net working as shown in the total mean of  3.04 interpreted as attained meaning there is linkages and networking  that is happening in the implementation of the senior high school in the division.  All items from 1 to 10 in table 7 were rated attained by the respondents of the study with the overall mean of 3.04 and interpreted in Likert scale as attained. It appears that the linkages and networking in senior high school program is existing and this is manifested in item number 1 which is rated as 3.24; private sectors are involved in the implementation of the program especially during work immersion. It is also indicated in item 6 rated as  3.18 that the partners help the students qualify for other livelihood or work opportunities and not be limited to those offered by the partner. Items 5 and 7 were rated the same by the respondents with 3.12 .This presents that establishment and private sectors are working hand-in-hand with the government in order to help the schools and partners also help expand opportunities for internships, job and recreations for our senior high school learners. Items 2 and 3 also have the same rate of 3.04. This implies that linkages and networking support and contribute to the plans and programs of the school and they also help train teachers. They also help provide the facilities needed.

Based on the data presented in table 8, the total mean of 3.29 interpreted as attained  reveals that in the management of the program monitoring and evaluation is strictly followed, everything is monitored from the objectives up to the operation of its program. Item number 10 was assessed as highly attained with a rate of 3.54 and numbers 2 up to 9 were gauged by the respondents as attained. The overall mean for monitoring and evaluation is rated as 3.29 and interpreted attained. It is very visible that Child protection policy is constantly monitored during the conduct of work immersion as the data shows it is 3.54 as highly attained. It is  also manifested that the conduct of pre, during and post work immersion are being monitored and evaluated by the school head and division office, the same also with the courses offered, so as the track or strands offered by the schools, they are evaluated according to the capability and needs of the learners  as indicated in item numbers 9,8  and 7 with a rate of 3.40,  3.34 and 3.32 respectively thus they are all interpreted as attained. Items 1 and 3 has the same rate of 3.30 interpreted as attained too which reveals that monitoring and evaluation plans and processes are clear and transparent thus monitoring and evaluation results are constantly reported, discussed by the administrators and teachers. Data show also that the monitoring on classroom construction by the Division Physical Facilities Coordinator to ensure that program of works is followed is rated 3.24 and decoded attained. Items 2 and 6 were rated 3.22 and described as attained. It appeared that the execution of partnership agreement is monitored to ensure adherence  by the parties and the fidelity of implementation to the agreement, and the delivery of science materials and equipment are monitored too. It is appeared in this table that daily lesson plan is frequently monitored to ensure competencies are met thus it is rated as 3.10 transcribed as attained.

## 3. MAJOR FINDINGS

This study aims to find out the Operation  of Senior High School Program in Maguindanao 1 Division for school year 2018-2019.Specifically, it sought to find out the following:  1. To what extent is the attainment of objectives of Senior High School Program? 2. To what extent is the adequacy of the resources in the implementation of Senior High School Program in terms of: a physical resources/innovations b. human resources c. administrative support 3. To what extent is the management process in the implementation of the Senior High School Program in terms of: a. community relations b. linkages and networking c. monitoring and evaluation?

The study used descriptive survey method of research, utilizing Daniel Stuffle Beam. The respondents of the study were the senior high school teachers of Maguindanao I Division. A self- made questionnaire was given to the respondents to be able to identify the operation of the senior high school program in the Division of Maguindanao I.

1.  The extent of operation of the senior high school program was manifested by the total mean of 3.42 interpreted as attained meaning all the objectives and goals for senior high was in place.

2. On the result of the operation of the senior high school program in terms of the physical resources has the total mean of 2.75 interpreted as attained meaning most of the senior high school has adequate physical resources to be used by the student

3. The extent of operation on human resources the total mean of 2.50 interpreted as attained meaning all human resources in the school were utilized to really of service to the students

1.  On the result of the administrative support with the total mean of 3.28 interpreted as attained reveals that the administration has the full support to the program
2.  On the extent of its operation on community relations, the total mean of 3.22 interpreted as attained reveals that the community is supporting the program for senior high school.
3.  On the result on linkages and networking as shown in the total mean of 3.04 interpreted as attained meaning there is linkages and networking that is happening in the implementation of the senior high school in all the school with in the division.
4.  The extent of operation on monitoring and evaluation the total mean of 3.29 interpreted as attained reveals that in the management of the program monitoring and evaluation is strictly followed, everything is monitored from the objectives up to the operation of its program.

## 5. CONCLUSION

From the major findings of this study, the conclusion stated that the operation of the senior high school program must really be objective based. Adequate resources in its operation such as physical resources, human resources, administrative support is very transparent for the student's welfare. The management process in the operation of the senior high school program such as community relations, linkages and networking, monitoring and evaluation is strictly followed to ensure that the operation of the program will be successful.

Based on the findings and conclusions, the following   recommendations were formulated:

1.  The Division office may go deeper in understanding the objectives and goals of senior high school program thru its offering.

2.  The Division office may work for qualified teachers to teach the different offerings so that students can acquire the exact and correct knowledge in line of the track of their choose.

3.  Teachers may upgrade themselves so that they will enhance their teaching technique and teaching strategies.

4.  Adequate instructional resources may be given to every schools so that student can have one on one hands on.

5.  The school and the stakeholders may maintain harmonious relationship so that it is easier for the program to succeed

6.  Strict monitoring and evaluation shall be followed.

## Books

Abarro, J. O. (2016). Factors Affecting Career Track and Strand Choices of Grade 9 Students in the Division of Antipolo and Rizal, Philippines. Humanities, 79(10.38), 6.

Abulencia, A. S. (2016). The Unraveling of K-12 Program as an Education Reform in the Philippines. Sipatahoenan, 1(2).

Acar, B. C. (2017). The Implementation of the 11th Grade Senior High School Program Academic Track in Science Technology Education Center (STEC): An Action Plan.

Acosta, A. S., & Acosta, I. C. (2016). Does Teacher Licensure Matter? Basic Education Reform in the Philippine Education System. International Journal of Education, 8(4), 73-91.

Adarlo, G., & Jackson, L. (2017). For Whom Is K-12 Education: A Critical Look into Twenty-First Century Educational Policy and Curriculum in the Philippines. In Educating for the 21st Century (pp. 207-223). Springer, Singapore.

Angelle, P. S. (2010). An organizational perspective of distributed leadership: A portrait of a middle school. Rmle Online, 33(5), 1-16.

Arpilleda, Jondy M., Students' Level of Satisfaction of the Senior High School (SHS) Program of Surigao Del Sur State University (June 3, 2017). Proceedings Journal of Education, Psychology and Social Science Research, Vol 4, Issue 1, 2017.Asia, E. (2018). PHILIPPINES ECONOMIC UPDATE: INVESTING IN THE FUTURE. Macroeconomics.

Benson, E. O. J. (2016). Public Education in the Philippines: Social Inclusion and Education Access.

Bevins, S., & Price, G. (2015). The Introduction of the New Curriculum and Senior High School System in the Philippines: report of the consultation exercise undertaken in November 2015.

Bolden, R. (2011). Distributed leadership in organizations: A review of theory and research. International Journal of Management Reviews, 13(3), 251-269.

Bonifacio, A. L. (2013). Developing Information Communication Technology (ICT) curriculum standards for K-12 schools in the Philippines. Retrieved online on February, 14, 2017.

Brillantes Jr, A. B., Brillantes, K. D. B., & Jovellanos, J. B. B. (2018). Process Evaluation of the CHED K to 12 Adjustment Assistance Program (No. DP 2018-05).

Bustamante, C. B. S. (2014, February). Redefining "Quality" in Higher Education: An Analysis on the Challenges to Higher Educational Institutions by the Policy Reforms Implemented by the Philippine Government. Widyatama International Seminar.

Cabansag, M. G. S. (2014). Impact statements on the K-12 science program in the enhanced basic education curriculum in provincial schools. Researchers World, 5(2), 29.

Canezo Jr, V. C., & Naval, B. (2016) Awareness, Preparedness and Needs of the K to 12 Senior High School Modeling Implementation.

Carpio, K. J. E. (2007). Mathematics Makes Me Wonder. Essays in Education, 21.

Crisol, L. G. D., & Alamillo, J. B. L. (2014, March). A comparative study of the attitudes between the students and teachers of two public elementary schools in Northern Mindanao toward the K to 12 curriculum shift. In DLSU Research Congress (pp. 6-8).

Divayana, D. G. H., Sanjaya, D. B., Marhaeni, N., Istri, A. A., & Sudirtha, I. (2017). CIPP evaluation model based on mobile phone in evaluating the use of blended learning platforms at vocational schools in Bali. Journal of Theoretical & Applied Information Technology, 95(9).

Dotong, C. I. (2014). School–Related Factors in the Development of Graduates' Competencies towards Employability. Journal of Education and Literature, 2(1), 28-36.

Emmanuel, A. O., Adom, A. E., & Solomon, F. K. (2014). Perceived stress and academic performance of senior high school students in Western region, Ghana. European Journal of Business and Social Sciences, 2(11), 88-101.

Estonanto, A. J. J. (2017). Acceptability and Difficulty of the STEM Track Implementation in Senior High School. Asia Pacific Journal of Multidisciplinary Research, 5(2), 43-50.

Farsi, M., & Sharif, M. (2014). Stufflebeam's CIPP model & program theory: a systematic review. International Journal of Language Learning and Applied Linguistic World, 6(3), 400-406.

Figueroa, L. L., Lim, S., & Lee, J. (2016). Spatial analysis to identify disparities in Philippine public school facilities. Regional Studies, Regional Science, 3(1), 1-27.

Frufonga, R. F., & Sulleza, V. S. (2017). Lived Experience of Secondary School Teachers in the K To12 Curriculum. Journal of Progressive Research in Social Sciences, 5(1), 356-363.

Gerochi, H. A. (2010). Returns to education in the Philippine. Philippine Review of Economics, 39(2), 37-72.

Hanchell, V. F. (2014). A Program Evaluation of a Christian College Baccalaureate Program Utilizing Stufflebeam's CIPP Model.

Harris, A. (2004). Distributed leadership and school improvement: leading or misleading?. Educational Management Administration & Leadership, 32(1), 11-24.

Inocian, R. B. (2015). 21 st Century Skills in Teaching Economics: K to 12 Spiral Instructional Modelling (SIM) in the Philippines. Asia Pacific Journal of Education, Arts and Sciences, 2(4), 1-12.

Krashinsky, H. (2014). How would one extra year of high school affect academic performance in university? Evidence from an educational policy change. Canadian Journal of Economics/Revue canadienne d'économique, 47(1), 70-97.

Kremer, M., Brannen, C., & Glennerster, R. (2013). The challenge of education and learning in the developing world. Science, 340(6130), 297-300.

Lacap, J. P. G. (2017). Senior High School Students' Entrepreneurial Inclination: The Case of Accountancy, Business, and Management Track Students in Pampanga, Philippines.

Lagajino, E. L., Ibanez, M., Guirguiz, J. M., Tuting, A., & Balila, J. (2015). Students' Career Choices: A Guide For Senior High School Preparation. AUP RESEARCH STUDIES PRESENTED at, 100.

Llenaresas, H. M., Bercasio, R. R. O., & Oyales, J. M. N. (2015). MODEL K TO 12 - ALIGNED TEACHER EDUCATION PROGRAM FOR PRE-SCHOOL.International Journal of Arts & Sciences, 8(6), 469-480. Retrieved from https://search.proquest.com/docview/1764688635?accountid=141440

Magno, C., & Piosang, T. (2016). Assessment Schemes in the Senior High School in the Philippine Basic Education. Educational Measurement and Evaluation Review, 7(1), 1-1.

Mohammad, N. K. (2017). DEVELOPMENT OF BASIC EDUCATION PROGRAM IN THE PHILIPPINES. Pasuruan, Indonesia, September 6th-7th 2017, 11.

Mohammad, N. K. (2017, April). THE PERCEPTION OF THE PARENTS AND STUDENTS ON THE IMPLEMENTATION OF K–12 BASIC EDUCATION PROGRAM IN THE PHILIPPINES. In International Conference on Education (IECO) FKIP UNMUH JEMBER (Vol. 1, No. 1).

Noche, Y. K. H., Guinto, M. B. P., Paulo, D. M. E. M., & Sahagun, C. M. (2017) The Views of Twelve (12) Companies in Makati City on Hiring Senior High School Graduates.

Okabe, M. (2013). Where does Philippine education go?: the" K to 12" program and reform of Philippine basic education.

O'Sullivan, M. K., & Dallas, K. B. (2017). A collaborative approach to implementing 21st century skills in a high school senior research class. Education Libraries, 33(1), 3-9.

Penedilla, J. S. (2017). Factors affecting career preferences among senior high school students in Tacloban City (Doctoral Dissertation, Visayas State University).

Sarmiento, D. H., & Orale, R. L. (2016). Senior High School Curriculum in the Philippines, USA, and Japan. Journal of Academic Research, 1(03), 12-23.

Sasaki, K. (2014). Current Status and Issues of the K to 12 Basic Education Program in the Philippines. M5M 2W1, 196.

Shute, V. J., & Becker, B. J. (2010). Innovative assessment for the 21st century. New York: Springer.

Spillane, J. P. (2003). Educational leadership. Educational Evaluation and Policy Analysis, 25(4), 343-346.

Spillane, J. P. (2005, June). Distributed leadership. In The educational forum (Vol. 69, No. 2, pp. 143-150). Taylor & Francis Group.

Spillane, J. P., Halverson, R., & Diamond, J. B. (2001). Investigating school leadership practice: A distributed perspective. Educational researcher, 30(3), 23-28.

Sunandar, A. (2017). Analysis of Potency and Supporting Capacity:(Implementation of 12 Years Compulsory Education Policy in Pasuruan District East Java Indonesia). International Journal of Humanities and Social Sciences, 9(2).

Sundayana, I. M. (2015). Implementation of Computer Assisted CIPP Model for Evaluation Program of HIV/AIDS Countermeasures in Bali. International Journal of Advanced Research in Artificial Intelligence, 4(11), 27-29.

Thayer, P. B. (2000). Retention of students from first generation and low income backgrounds.

Tokmak, H. S., Baturay, H. M., & Fadde, P. (2013). Applying the context, input, process, product evaluation model for evaluation, research, and redesign of an online master's program. The International Review of Research in Open and Distributed Learning, 14(3), 273-293.

Wahyuni, D. U., Christiananta, B., & Eliyana, A. (2014). Influence of organizational commitment, transactional leadership, and servant leadership to the work motivation, work satisfaction and work performance of teachers at private senior high schools in Surabaya. Educational Research International, 3(2), 82-96.