

International Journal of Engineering Sciences & Research Technology

(A Peer Reviewed Online Journal)

Impact Factor: 5.164



Chief Editor

Dr. J.B. Helonde

Executive Editor

Mr. Somil Mayur Shah

**INTERNATIONAL JOURNAL OF ENGINEERING SCIENCES & RESEARCH
TECHNOLOGY****LEARNERS' COMPETENCIES AND EXPERIENCES IN OPEN HIGH SCHOOL
PROGRAM VIS-AVIS SCHOOL PERFORMANCE****Dr. Christopher R. Vicera^{*1} & Shirley D. Delos Santos²**^{*1}Assoc. Prof. IV, College of Education Faculty Naval State University, Naval, Biliran, Philippines²Teacher III, Incheon National High School, Maasin City, Southern Leyte, Philippines

DOI: 10.5281/zenodo.2566050

ABSTRACT

This study aims to evaluate the learners' competencies and experiences in Open High School Programs of National High School in Southern Leyte, vis-a-vis school performance as a strategic component implemented by the Department of Education. Mix method research design was utilized in this study, that involved collection, analysis, and integration of quantitative and qualitative data that uses survey questionnaires and interview guide for focus group discussion. OHSP should therefore be continuously implemented and provide sufficient support. OHSP learners respondents were equally represented in terms of gender and were between the age of ten to nineteen and each grade were represented by at least three samples. Learning materials were provided to the student learners and found it to be useful. They have ready to access school facilities as well as were given all types of learning assessments like that of the regular students. With the focus group discussion interview, the respondents agreed that the main intention of implementing the OHSP is to save SARDO, OSY and OSA and reduce drop-out rate. An Open High School Program Intervention Plan was crafted that aims to suggest or provide solutions to the issues and problems commonly identified by the respondents.

KEYWORDS: Open High School Program, Student at Risk of Dropping Out, Intervention Plan.**1. INTRODUCTION**

Open High School System which is an alternative method of secondary education that serve some of the most vulnerable students and the effectiveness of said program presents a significant challenge to assess. Determining the impact of open high school that serves mostly at-risk students presented a significant research problem. Few studies exist that dig deeper into the characteristics and strategies of successful open high school system and the areas where it failed to progress. Moreover valid program evaluation methods to identify successful alternative school practices are hit and miss. As a result, public policy and systems of accountability have either disregarded information relating to alternative high schools or unjustifiably included them in comparisons with traditional high schools.

The Open High School Program which was formally institutionalized with the implementation of Republic Act 10665 or the Open High School System Act of 2015 which seeks to provide learners access to secondary education through the open learning modality. Open learning is a philosophy of learning that is learner-centered and flexible, enabling learners to learn at the time, place and pace which satisfies their circumstances and requirements. As of 2015 there were already 980 schools under Department of Education Open High School Program in the country.

The new open high school system is open to elementary graduates and high school qualifiers of two tests: the Philippine Educational Placement Test and the Accreditation and Equivalency Test of DepEd's Alternative Learning System. The vision is to enable the youth to overcome personal, geographical, socio-economic and physical constraints to education.



The OHSP program is considered formal and structured. Students learn the eight core subjects in English, Science, Mathematics, Filipino, Araling Panlipunan, Edukasyon sa Pagpapahalaga/ Pagpapakatao and Music and Arts and Physical Education and Health (MAPEH). They graduate by completing the four levels from first year to fourth year. In here, the schools who are implementing this program will arrange the schedule of the OHSP students according to their availability.

Since its initial implementation in 1998, the OHSP has spread to different regions of the country. In view of this, it is appropriate to evaluate the OHSP to find out how it has been implemented, what challenges were faced by implementers, how key stakeholders view the program, what aspects of the OHSP need to be improved to make it a viable educational option for secondary school students, determine how it improve access to secondary education, and the extent to which the program has contributed to the advancement of functional literacy in the country. Moreover, it is relevant and timely to examine its responsiveness to the K to 12 program and its curriculum.

The proponent being a secondary school teacher deeply engrained with the OHSP since it was first implemented have witnessed the ups and downs of the program especially during change of school leadership and the kind of attention DepEd management was giving to OHSP believes that an evaluation is needed in order to know the results and impact of the program to both the at-risk students and the DepEd resource allocation and logistical priority on the program.

2. OBJECTIVES OF THE STUDY

This study aimed to evaluate learners' competencies and experiences in the OHSP vis-a-vis school performance as a strategic component of the DORP implemented by the Department of Education. It has the following specific objectives:

1. Determine the learner's profile of the Open High School Program.
 - 1.1 Age;
 - 1.2 Sex;
 - 1.3 Grade Level;
 - 1.4 Means of transportation;
 - 1.5 Employments of parents;
 - 1.6 Parents' educational qualification;
 - 1.7 Family monthly income; and
 - 1.8 Number of siblings.
2. Determine the Open High School Program learners' experiences in terms of the following:
 - 2.1 Reasons for enrolling in OHSP;
 - 2.2 Most liked and least like subjects;
 - 2.3 Learning resources provided;
 - 2.4 Usefulness of learning resources;
 - 2.5 Use of other learning resources;
 - 2.6 Amount of assignment given to OHSP learners;
 - 2.7 Learners rating and modules provided;
 - 2.8 Learners access to learning services;
 - 2.9 Source of help; and
 - 2.10 Assessment methods to OHSP learners
3. Evaluate the Open High School Program learners in terms of the following:
 - 3.1 Independent learning readiness test;
 - 3.2 Informal reading inventory;
 - 3.3 Reading passage;
 - 3.4 Learner's agreement; and
 - 3.5 Learning plan.
4. Ascertain the Open High School Program school performance.
5. Find out the problems and issues of Open High School Program.
6. Design an intervention Plan of Open High School Program in Southern Leyte.

3. THEORETICAL AND CONCEPTUAL FRAMEWORK

Theoretical framework. This study will look into the implementation of the OHSP in the context and geographic dimensions anchored on Stoner's (2009) Dynamic Engagement Theory. The Stoner's Dynamic Engagement Theory (2009), recognizes that an organization or a system's environment is not some set of a fixed impersonal forces but rather its complexities need to be reassessed time and over again. Likewise, it acknowledges that a manager needs to rethink for the best possible means to improve its subsystems and efficiently produce the desired goods and services. Dynamic – the opposite of static – implies continuous change, growth and activity; engagement – the opposite of detachment – implies intense involvement with others. In order to identify the system's components that need overhaul, a thorough assessment is necessary. This theory is useful in this study wherein the researcher endeavors to identify systemic bottle-necks in the implementation of the OHSP, and formulate some fixes to further improve the delivery of educational services.

Conceptual framework. This study will conceptualize a model exhibits that in order to examine the implementation of the OHSP, the researcher will look into the students' or learners' performance and Learners' experiences of the Open High School Program. OHSP students' performance will be compared to those students who are in the mainstream high school education system; while the methods used will also be compared to those conventional methods by mainstream teachers.

Evaluation of the Program using the Open High School Premier as the bases on data gathering of the study. Problems and issues met by both learner's and teachers of the program. Information on performance will be generated through results of standardized test administered by DepEd to assess learning among students. Information on the methods will come from observations and from records or manuals prescribing the proper teaching methods for specific types of lessons and instructional settings.

Finally, from the information provided by the respondents of this study, statistical analysis will be conducted to look into the impact of the OHSP on whether the program have actually cause the decrease in drop-out rate and increase in literacy among those students who availed of the OHSP. Figure I presents the Conceptual Framework of the study.

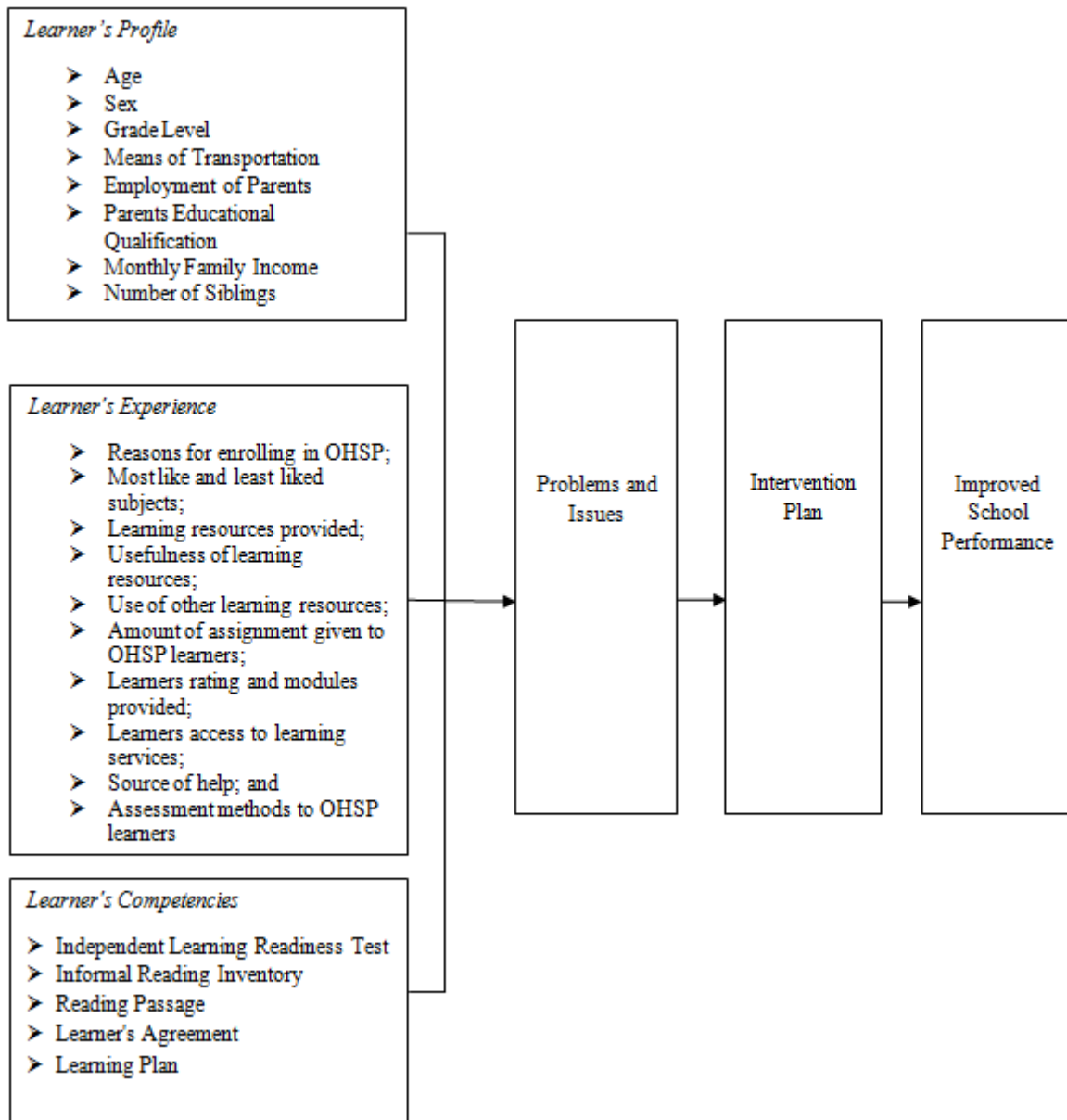


Figure 1. The Conceptual Framework of the Study

4. METHODOLOGY

The study will utilize a descriptive survey design combining quantitative survey and qualitative methods. First phase will be a general survey of the school implementing the OHSP and the OHSP students themselves, the Second phase will be a case study of the OHSP implementation through Focus Group Discussions (FGD), and the Third Phase will be a comparison study on the academic performance (grades) of OHSP and regular high school students. The general survey of schools (1stPhase) will be conducted using personal administration of questionnaire. The case study (2ndPhase) will be accomplished through an organized meeting by researcher and the identified respondents for the FGD. Finally, comparison of a sample of OHSP students and their regular high school cohorts (3rdPhase) will be conducted using a statistical analysis of school records.



Multi-stage sampling method will be used in selecting the FGD members and students in the study. Ichon national High School is purposively identified considering that it's the only remaining school implementing OHSP. Finally, in comparing OHSP and regular high school student performance, a sample of 24 students was taken from the school representing the four grade levels.

5. RESULTS AND DISCUSSION

Learner's Profile of Open High School Program

OHSP learner respondents were equally represented in terms of gender and were between the age of ten to nineteen and each grade were represented by at least three samples. Their father were mostly working with labor intensive but wage jobs while majority of mother were unemployed or doing housekeeping in own home. Parents were mostly with low educational background. Majority of the family were earning below five thousand pesos a month and compose of at least four to six members, and where usually the low earning jobs of parents and number of siblings in the family were the primary cause why they opted to enroll or avail with the OHSP.

Main reasons why they enrolled with OHSP includes wanting to help the parents in household chores, being a working student, and early marriage. One in four OHSP students liked Filipino and Science subjects while majority of them disliked Mathematics subject and one in four of them disliked the English subject. Learning materials were available but not sufficiently enough since none of the respondents possessed all the learning materials equally at any given time. In terms usefulness of learning materials, the respondents were unanimous that learning materials were very useful and that all of them used other forms of learning resources to compliment the available resources.

Majority of the respondents rated the learning assignments given to them as "just enough and they can manage to cope on time", while they rated the modules as "very satisfactory" in terms of sufficiency of content, sufficiency of sequencing of content, and time allotment. OHSP students have ready access to facilities like those regular students e.g. library, computer laboratory, guidance and counseling, and extracurricular activities; and they can seek help with their teachers, guidance counsellor, and parents. OHSP students experience all the different types of assessments or examinations like the regular students.

Open High School Program Experiences

Table 1 Profile of OHSP Student Learners by Reasons for Enrolling in OHSP

REASONS FOR ENROLLING OHSP	N	%
1. Working Student	2	16.7
2. Help on their Family Business	1	8.3
3. Over-age	1	8.3
4. Help Parent(s) / Guardian	4	33.3
5. Distance from School	1	8.3
6. Early Marriage	2	16.7
6. Health Reasons	1	8.3
TOTAL	12	100.0

Table 2 exhibits the reasons provided by the respondents as to why they enrolled with the OHSP. Three out of ten (33.3 percent of 12) divulge that their main purpose in enrolling with OHSP was to help their parents or to lessen the financial burden of their parents in sending them to school. Two out of ten (16.7 percent) said that they avail of the opportunity offered by OHSP because of their being a working student and due to early marriage. Other reasons provided by the respondents include helping their family, being over-age, distance from school and health reasons.

[Vicara * *et al.*, 8(2): February, 2019]
ICTM Value: 3.00

Difficulties experienced by OHSP Students include; find difficulty in solving Mathematical problem; difficult to concentrate and to listen to the lesson because all grade levels stay in one room; and Lack of classrooms for exclusive OHSP classes. Problems encountered include; lack of instructional materials; always late because of being a working student; transportation in going to school due to distance of our home to school; and difficulty to study when the students already have their own children. The respondents suggested that rooms should be conducive for learning, and there should be classroom exclusive for the OHSP.

Evaluation of the Open High School Program *Independent Learning Readiness Test*

Table 2 Results of the Independent Learning Readiness Test

INDICATORS	Demonstrate with no supervision	Demonstrate with some supervision	Demonstrate with much supervision
1. Get information from print and non-print materials	6	6	0
2. Recall details read/heard/seen from different types of media	10	2	0
3. Relay information heard over the telephone and from radio broadcasts	11	1	0
4. Interpret the information in graphics and billing statements (electric, water, etc.)	11	1	0
5. Use the card catalogue to locate information	9	3	0
6. Follow signs and symbols to locate places or things	11	1	0
7. Follow directions using map	11	1	0
8. Fill out forms (school, banks, etc.)	8	4	0
9. Follow instructions/steps in doing a task	9	3	0
10. Write personal letters and diaries	8	4	0
11. Solve simple mathematical problems	8	4	0
12. Interview people	7	5	0
AVERAGE	9	3	0

Table 2 shows the results of the independent learning readiness test administered to the OHSP sample learners. Data shows that majority or 9 out of 12 respondents were capable and ready for independent learning. One weakness was identified relative to indicator 1 – getting information from print and non- print materials where only half or 6 of the respondents showed readiness without supervision. The results were in general very promising since none of the respondents fell in the “Demonstrate with much supervision” category. This means that the current methods, and strategies used by teachers in educating the OHSP students are substantial and more meeting the minimum required competencies of the OHSP students. It further shows that there are room for improvement to achieve the optimum level of learning.

Data shows that school enrollment recovered in numbers during the period covered by this study, and this holds true in all other indicators such as Retention Rate, Promotion Rate, Survival Rate, and Completion Rate. Drop-out Rate declines every school year. Graduation rate also indicates a good performance in terms of student retention resulting to high graduation rate. The declining drop-out rate might be attributed by the continued implementation of OHSP where the SARDO and OSY were being accommodated by the program and retain them until they finish junior high school.

School Performance Indicators

This subtopic of the chapter will present information provided through administrative records by the management of Ichon National High School.

Table 3 School Performance: 2014 - 2017

INDICATORS	SY:2014-2015	SY:2015-2016	SY:2016-2017
Enrolment	Reg. =679 OHSP=55 T=734	Reg. =667 OHSP=21 T=688	Reg.=923 OHSP=28 T=951
Retention Rate	92.76%	87.80%	99.65%
Promotion Rate	80.87%	92.28%	95.37%
Survival Rate/Cohort Rate	86.99%	74.09%	81.86%
Repetition/Repeater Rate	5.16%	2.39%	2.51%
Drop-Out Rate	0.90%	0.56%	0.40%
Completion Rate	80.87%	71.50%	81.86%
Graduation Rate	72.31%	96.50%	98.72%
Failure Rate	1.34%	6.60%	4.63%
NAT	(SY:2011-2012)- 74%	(SY:2012-2013)- 74%	(SY:2013-2014)- 79.56%

Table 3 shows the performance of Ichon National High School from 2014 to 2017. Data shows that school enrollment drops in SY 2015-2016 both with the regular high school and OHSP but it recovered in numbers during SY 2016-2017, and this holds true in all other indicators such as Retention Rate, Promotion Rate, Survival Rate, and Completion Rate. Drop-out Rate shows a promise since it declines every school year from 2014-2015 until 2016-2017. Graduation rate also indicates a good performance in terms of student retention resulting to high graduation rate. The declining drop-out rate might be attributed by the continued implementation of OHSP where the SARDO and OSY were being accommodated by the program and retain them until they finish junior high school.

Results of the Independent learning Readiness test shows that majority of the respondents were capable and ready for independent learning, while Informal Reading Inventory results show that majority of the respondents were at the Independent Level. All of the respondents agreed as to the specified learning strategies adopted to each one of them. Learning plans were either fully accomplished or moderately accomplished.

Problems, and Issues of the Open High School Program

Focus Group Discussion Results -Positive Impact of OHSP

The school head of Ichon National High School noted that the main reason OHSP was offered was to address the problems of drop-outs or the students at risk of dropping out (SARDO) among the school's students and to get the out of school youth/adult back into the main stream of education. She further explained that the OHSP was based on DepEd policy on Education For All (EFA), where a curriculum was designed to be implemented in a modular mode or system where those enrolled in OHSP should at least complete 75% of the modules in order to graduate.

"OHSP is very helpful and effective as an intervention to save the SARDO and to help the OSY(Out of School Youth) and OSA (Out of School Adult) to continue and pursue their Junior High School" – OHSP Teacher #10

In the implementation of OHSP, decisions are made by DepEd authorities at the Division and School levels, and parents of OHSP students/guardians are involved especially in looking at the academic progress of their child. Assistance are provided by other stakeholders such as the Local Government Units (Municipal and Barangay Governments). The program is being monitored and evaluated by personnel from the division office, school principal, and OHSP teachers.

Focus Group Discussion results show that in general all the respondents agreed that the main intention of implementing the OHSP is to save SARDO, OSY and OSA; and reduce Drop-out Rate. Assistance were being provided by other stakeholder such as the DepEd and LGUs, while the program was being decided, monitored and evaluated by DepEd personnel from school level up to the regional level.

In terms of the best attributes of the OHSP, FGD respondents unanimously agreed that the programs actually saved the SARDO and also catered to the needs of OSY and OSA, especially those who are deprived economically and their family circumstances. Another best attribute of the program is the flexibility of class session where the students and teachers got to meet only twice a week which results to savings of money for fare and abundant time for the students to help their parents. It provide the students with options and alternatives to avoid dropping out of school. It also reduce classroom congestions and improve ventilation since it reduces student to classroom ratio.

The FGD respondents identified few of the existing problems and concerns in the implementation of the OHSP which includes the following; lack of learning materials (probably outdated); lack of logistical and financial support from government and private institutions; no separate facilities from the regular or mainstream students; lack of technical and capability trainings for teachers/implementers; and non-contextualized learning materials that were also used with the K to 12 program. One particular challenge felt by the teachers was the lack of interest attitude among OHSP students and lack of support from their parents. These factors most of the time hampered the learning development and pacing of the lessons.

6. CONCLUSIONS

As gleaned from the findings of the study, the following conclusions are drawn. OHSP learner respondents were in general coming from economically depressed and disadvantaged family circumstances who main reason in enrolling with OHSP was to help their family. The respondents were general ready in terms of Independent Learning; with independent level skills in terms of informal reading inventory; and can manage their learning plan. School performance indicator shows that drop-out rate follows a declining rate during the period covered by this study. Moreover, OHSP implementation was being hampered or negatively affected by problems on deficiency of learning materials, logistical and financial support, lack of capability development of teachers, the passive attitude of most OHSP students and their parents.

7. RECOMMENDATIONS

Based on the issue and implications of the results, the following recommendations are forwarded. First, encourage both students and parents, prior to the start of school year, thorough orientation should be given to prospective and on-going OHSP students and at the same time a Learning Session should conducted for their parents. Second, learning achievement of OHSP students should be further improved through continuous teacher capability training, improvement of school facilities, and procurement of sufficient learning resources. Third, address the problem on the lack of logistical and financial support, the school administration should establish strong linkages to sponsors & stakeholders, and ensure commitment for financial assistance from the local school board through a memorandum of agreement. Fourth, address the attitude problems of OHSP student and their parents, a team building and bonding activity should be conducted at least twice a year that will involve the parents, students, and teachers; that aims to solicit support and establish strong rapport among the main stakeholders of the program. Fifth, learning of the students of Open High School will be enjoyable and pleasant if rooms should be conducive for learning. Moreover, classroom exclusive for the Open High School Program should be design to attract the Out-of-School Youth and adults to go back to classroom for their future. Lastly, a follow-up research focusing on the wider scope should be conducted to determine the effectiveness of the Open High School Program of the country.

REFERENCES

- [1] Adiyaman, Z. (1997). A Study of Drop-out at Open High School: Reasons and Recommendations, The Graduate School of Social Sciences of Middle East Technical University, Unpublished Master Thesis.
- [2] Akyurek, S. (1998). Determination of the Open High School Students' Problems Related To Learning, Ankara University, Social Sciences Graduate Institute, Department of Educational Programs and Teaching.
- [3] Christensen, C. M., Horn, M. B., & Johnson, C. W. (2008). *Disrupting class: How disruptive innovation will change the way the world learns*. New York: McGraw Hill.
- [4] Clark, T. (2001). *Virtual schools: Trends and issues - a study of virtual schools in the United States*. San Francisco, CA: Western Regional Educational Laboratories.



- [5] De Laina, T., Weston, S., Wiley, D., and Barbour, M. (2013). "Opening" a New Kind of School: The Story of the Open High School of Utah, Brigham Young University, U.S.A.
- [6] Department of Education. (2005). Open High School System (OHSS) Manual of Rules and Regulations. Pasig City: Bureau of Secondary Education (BSE), Department of Education.
- [7] Department of Education. (2010). Guidelines on Mainstreaming the Dropout Reduction Program (DORP) in the Public Secondary Schools. Pasig City: Department of Education.
- [8] Department of Education. (2011). Granting of Vacation Service Credits to Dropout Reduction Program (DORP) and Open High School Program (OHSP). Pasig City: Department of Education.
- [9] Department of Education. (2011). Guidelines on the Conduct of Child Friendly School System-Alternative Delivery Mode (CFSS-ADM) Regional and Division Training at the Secondary Level. Pasig City: Department of Education.
- [10] Department of Education. (2011). Policy Guidelines on the Utilization of Funds for Alternative Delivery Modes (ADMs) in Formal Basic Education. Pasig City: Department of Education.
- [11] Department of Education. (2012). Offering of the Honors Program in the Open High School (OHS). Pasig City: Department of Education.
- [12] Department of Education. (2012). Policy Guidelines on the Implementation of Alternative Delivery Modes (ADMs). Pasig City: Department of Education.
- [13] Department of Education. (2013). Final Draft Guidelines in the Implementation of the Flexible Learning Options. Pasig City: Department of Education.
- [14] Department of Education. (2013). Draft Guidelines on Implementing the Flexible Learning Options (FLOs). Pasig City: Department of Education.
- [15] Senate Bill No. 2277. An Act Establishing the Open High School System in the Philippines and Appropriating Funds Therefore. September 2014.
- [16] SEAMEO-INNOTECH (2015). Evaluation of the Open High School in the Philippines, Diliman, Quezon City, Philippines.
- [17] Stoner, J. A., Gilbert, D.R., and Freeman, E. (2009). Management 6th Edition, Pearson.

CITE AN ARTICLE

It will get done by IJESRT Team

