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Implementation of Open High School Program and School Performance in the Division of Bukidnon: Basis for Program Implementation Plan

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ABSTRACT

The Open High School Program in Valencia City, Philippines has been in place for a decade but faces challenges due to instability in its implementation and high turnover among implementers. This instability results in a high drop-out rate and low achievement levels. A study was conducted focusing on seven key objectives, including respondent characteristics, program implementation, school performance metrics like achievement and drop-out rates, and the correlation between respondent assessment of implementation and school performance. The research involved 370 public school teachers through a survey questionnaire and utilized statistical tools like means, frequency, and Kruskal Wallis test for analysis. The findings revealed significant correlations between how implementation was assessed and school performance metrics. By following Andrada's manual and implementing a program implementation plan, the research aims to enhance implementation to achieve program goals effectively. Addressing the instability in the Open High School Program's implementation in Bukidnon, Philippines, through the proposed plan can lead to a more stable implementation process, ultimately enhancing student retention and academic performance.

INTRODUCTION

The Open High School Program has been implemented in the Philippines for a decade, with the aim of providing flexible and easily accessible learning opportunities to Filipino students. However, the program is encountering a significant challenge in persistently high dropout rates, between 50% and 70% in the School Year 2019-2020, a sharp contrast to rates observed in neighboring ASEAN countries. The concerning data clearly points out the urgent need to address the educational deficiency, given that about 30% of the country's 91 million inhabitants have yet to complete their education, as emphasized by Felipe (2023). The impact of these dropout rates appears to be particularly severe in remote and underserved areas where educational access is already uncertain. Moreover, efforts are being made by the program to decrease the number of dropouts, especially among students facing geographical or socio-economic challenges to traditional schooling.

The existence of high dropout rates among Filipino students, particularly in regions like Region 10 and Bukidnon Province, underlines a significant educational challenge nationwide. It has been shown by research that 40% of Filipino students, including those in Region 10, terminate their education by Grade 10, in Bukidnon exhibiting a higher dropout rate of 7% among Junior High School students, as stated by Balane (2022). The seriousness of consistently high dropout rates is highlighted by the study, emphasizing the pressing need to tackle this issue (Asuncion, 2021). Despite investigations into the implementing and performing the Open High School Program in public secondary

schools in Bukidnon, a deeper understanding of the specific obstacles and possibilities educators face is still required. Yet, a critical aspect that seems to hinder the effective implementation of the program is the inconsistency of leadership and implementers. The program appears to struggle to maintain continuity and alignment with its objectives due to frequent turnover in leadership roles, ultimately hampering its ability to effectively address dropout rates. Each new implementer introduces their own perspectives and strategies, often deviating from the program's overarching goals, leading to confusion among stakeholders and impeding progress. Therefore, taking crucial steps to stabilize leadership and ensure consistent implementation is necessary in order to overcome the challenges encountered by the Open High School Program and accomplish its mission of providing accessible education to all Filipino students.

Furthermore, a solid and dedicated leadership team is required to guarantee that the Open High School Program can be effectively implemented and maintained (Mason, 2018). However, the program's effectiveness is hindered by a major obstacle: the transient nature of its teaching staff. The continuous turnover of volunteer teachers and ineffective implementation despite the program's existence underscores a critical flaw: the lack of a stable group of educators committed to the OHSP. This deficiency is further emphasized by research from SEAMEO-INNOTECH, cited by Oester-Oester(2020), which highlights the entrenched issue of high dropout rates and the challenging task of reaching out-of-school youth in the Philippines. Given these complex challenges, it is crucial not only to comprehend but also actively

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address the current issues. Improving the program's implementation and handling the turnover of volunteer teachers are essential in enhancing its overall effectiveness in delivering fair and high-quality education to all.

The Open High School Program's effectiveness depends on its consistent implementation. Changes in implementers frequently compromise the program's efficacy and continuity. Every new implementer brings a unique set of priorities, understandings, and approaches that might not align with the program's overall aims and objectives. This discrepancy may cause misunderstandings among stakeholders, teachers, and students, making it more difficult for the program to produce the desired results (Parreño, 2023). Regular leadership turnover can also lead to a lack of sustainability and long-term planning since new implementers might not have enough time to properly comprehend and deal with the program's problems.

The passing of the Open High School System Act, or Republic Act 10665, offers a way to tackle these issues, with the goal of improving the accessibility of secondary education through open learning, as detailed in DepEd Order No. 46, series of 2006. This educational initiative provides an alternative route for high school students, catering to various learning needs. To effectively address high dropout rates and limited educational access, especially for out-of-school youth, the program was introduced as an innovative solution. This research project aims to thoroughly assess the implementation, concentrating on its capacity to lower dropout rates and offer educational opportunities to marginalized youths. By focusing on marginalized youth and those vulnerable to disengagement, the program seeks to democratize educational access and empower individuals from diverse backgrounds.

Furthermore, the study strives for a comprehensive evaluation of the implementation, highlighting its efficacy in tackling educational challenges while adhering to established performance criteria. Acknowledging education as a basic right, developed by the Bureau of Secondary Education, embodies a transformative educational model in line with DepEd's vision. This initiative broadens educational horizons beyond conventional settings, promoting academic success and active citizenship, as observed by Emproso (2018).

The researcher, who is a member of the faculty in the Open High School Program at Valencia City Division, exhibits an interest in the topic and aims to provide a valuable contribution to the improvement of the implementation of the Open High School Program for all students in the designated educational institutions in the three Divisions of Bukidnon.

LITERATURE REVIEW

Open High School Program

The Department of Education launched the Open High School Program in 2005, providing an alternative approach

to delivering secondary education. The program uses various instructional and learning methods, and various types of media, including both print and non-print, can be utilized to cater to learners who face barriers, such as time constraints. Geographical distance, educational structure limitations, physical disabilities, financial constraints, and familial issues. The OHSP is designed to be flexible and autonomous, and its main objective is to help individuals who were unable to initiate or complete their secondary education due to difficulties (Arca, 2019).

The Dropout Reduction Program, which was implemented by the program, aims to achieve the following objectives: To provide an opportunity for all elementary graduates, high school dropouts, and successful examinees of the Philippine Educational Placement Test to complete their secondary education. To prevent potential school leavers and encourage those out of school to finish their secondary education. To reduce the number of high school dropouts and increase the participation rate (Andika, 2022), the achievement rate must be enhanced by providing quality distance education.

Implementation

Conceptualizing a problem and its surrounding circumstances begins with identifying a policy of interest. The parents, educators, and students must gather relevant documents that explain the policy or program resulting from policy evaluation. It is a prerequisite that educational leaders, teachers, and students have some familiarity with the origins of policy, as suggested by Kingdom (2019), before engaging in policy evaluation and selection.

To achieve complete program execution, it is essential to improve the effectiveness of management seminars for school administrators, increase the allocation for Maintenance and Other Operating Expenses, and secure financial support from relevant parties. Additionally, all internal and external stakeholders should intensify disseminating information about the program to all areas within its jurisdiction. The government, represented by both the House of Congress and the Department of Education, must also allocate a significant portion of the budget to ensure continued implementation of the program (Asio, 2022).

Implementing the revised general education curriculum is crucial, as its benefits outweigh its drawbacks. The new curriculum emphasizes outcomes and addresses the issue of the current mismatch between academia and industry. Additionally, it reduces the number of required units, and it provides students with the freedom to choose their preferred elective courses subjects based on their interests. However, it does have a downside higher education institution will need to offer more professional subjects in place of general education subjects, which could impact them negatively (Asio, 2022). Thus, the success of OHSP program implementation in the Philippines is largely dependent on how well teachers comprehend and execute the curriculum (Bongco & David, 2020).

Goals and Objectives

The goals and objective of the Open High School Program are to produce graduates who are functionally literate and competent, with problem-solving skills that enable them to contribute effectively to their families and communities. The program provides educational opportunities to students pursuing unconventional learning pathways and adult learners who want to complete their high school education or obtain a high school diploma. It enables individuals to continue their education later in life. Registration is mandatory to enroll, and ongoing assessments are required to evaluate student progress and eligibility for a high school diploma. Students are expected to dedicate themselves to their education and actively engage in learning. The program has policies and guidelines that students must follow, which include attendance requirements and academic integrity standards.

Well-defined instructional goals and objectives are critical to effective teaching. These goals and objectives help determine the course content, provide a framework for lectures, and guide the selection of appropriate activities and assessments. Blodgett (2018) said by articulating precise instructional goals and objectives, instructors help students understand the intended learning outcomes and the specific actions they must undertake to achieve them.

Requirements for Participation in the Program

The Open High School System Act, also known as Republic Act 10665, was established in the Philippines as part of the Department of Education's alternative secondary education program. The program is open to all public or private secondary schools interested in implementing it and can meet the requirements. These include submitting a letter of intent to the school's division superintendent, with copies sent to the Regional Office and the Director of the Bureau of Secondary Education. Schools must undergo a capacity-building program to prepare for accreditation as participating schools that offer learning facilities and equipment in areas such as the school, library, computer room, and laboratory. Collaboration with the community is also crucial to ensure students access to facilities such as the public library, barangay learning center, internet café, public sports facilities, and other resources that aid their self-directed learning (Ayubu, 2022).

The Open High School Program is managed through the organizational structure of the Dropout Reduction Program, as outlined in the DORP Handbook on page twenty-one. A coordinator is appointed to supervise and manage all activities related to the program. The coordinator collaborates with the Local Government Unit to ensure that the learners utilize community facilities. A learning management program is established to bridge learning gaps and improve the overall learning experience. The coordinator synchronizes activities with other strategic components and oversees the implementation of the formulated relevant policies. They also provide

administrative and technical support to the implementers and evaluate the Performance of the OHSP Coordinator and teacher implementers. Finally, they submit a report to the Division through the Division DORP Council (Cruz, 2021).

Qualification and Procedure for Enrollment

The Open High School Program offers a flexible educational pathway tailored to Filipino learners who exhibit a capacity for independent learning and are committed to undertaking self-directed study. To enroll in the program, students must meet specific prerequisites aimed at ensuring their readiness for the unique learning environment provided. These prerequisites include the submission of academic records, such as high school report cards for those who have previously dropped out or elementary report cards for new entrants. Alternatively, applicants may present a PEPT qualifying certificate as proof of their educational attainment.

Moreover, prospective students must successfully pass two assessment tests: the Independent Learning Readiness Test and the Informal Reading Inventory test. The ILRT evaluates the learner's reading proficiency, serving as a basis for grouping students according to their skill levels. Additionally, an interview with the parent or guardian is conducted to gain insights into the learner's background, interests, and motivations. This holistic approach to enrollment ensures that students are adequately prepared and suited to thrive within the framework of the programs' Handbook by Andrada as cited by Rodriguez (2021).

Moreover, schools are encouraged to establish partnerships with the local community to expand students' access to additional resources and support services conducive to self-managed learning. This collaborative approach fosters a holistic learning environment that empowers students to thrive academically and personally within the program framework.

Roles and Responsibility of Coordinator, Adviser and Subject-Teacher

The significance of training facilitators has grown significantly in the constantly changing realm of education and the enhancement of professional competencies. These proficient individuals connect instructional content and efficient learning encounters, guaranteeing that learners comprehend the material and implement it in real-life situations. As agents that stimulate interactive and captivating training sessions, facilitators possess the ability to convert monotonous lessons into dynamic expeditions of exploration (Gupta, 2023)

The organizational framework of Open High School encompasses the management structure. According to the Handbook, the program management is carried out by utilizing the DORP management structure. A specifically appointed coordinator supervises and coordinates all the intervention activities. They are responsible for initiating and executing advocacy plans to

increase participation in the program. Collaboration with the Guidance Counselor is necessary for conducting the Independent Learning Readiness Test and the Informal Reading Inventory test. The coordinator also leads the orientation program for students and parents. Providing technical support to teacher implementers is also a key responsibility. Additionally, the coordinator ensures proper documentation of all activities and keeps the school Head. The School DORP Council was apprised of progress on the program (Roberts, 2020).

The teacher-adviser bears the responsibility of guiding learners in their tasks and obligations as students, facilitating their access to educational materials and resources, directing learners in their independent learning tasks, monitoring their advancement, referring learners to the appropriate subject teachers when necessary, and maintaining comprehensive documentation of learners' accomplishments. Similarly, the subject-teacher aids learners in identifying their learning needs, devising their self-directed learning plan as demonstrated in the accompanying handbook, provides consultation time to address learning deficiencies, evaluates their progress, offers feedback, keeps thorough documentation of their achievements, and informs the Teacher-Adviser of the student's accomplishments.

Achievements Rate

The academic performance or achievement refers to the level of success attained by students, teachers, or educational institutions in accomplishing their short or long-term educational objectives. It is evaluated through continuous assessment or cumulative grade point average. A correlational study conducted among vocational high school students in Indonesia revealed that students with good academic achievements tend to have higher incomes, better employment benefits, and more opportunities for advancement (Tentama, 2019). Additionally, such students have higher self-esteem and self-confidence, lower levels of anxiety and depression, greater social skills, and are less likely to engage in substance abuse such as alcohol. However, a cross-sectional study conducted in higher learning institutions in Malaysia reported that an increasing number of students still needed to graduate on time, indicating poor academic performance (Ab-Razak, 2019).

Despite considerable government investment in education, most students at all levels of education fail to achieve good academic performance. A correlational study conducted at Arba Minch University, South Ethiopia, reported that the number of graduating students is not proportional to the number of enrolled students, and more students are forced to repeat due to poor academic performance (Yigermal, 2018). This results in unemployment, poverty, drug addiction, promiscuity, homelessness, illegal activities, social isolation, insufficient health insurance, and dependence. Furthermore, a systematic review conducted in India concluded that poor academic achievement causes significant stress to parents and low

self-esteem in students. It is also significantly associated with high anxiety scores among university students in Pakistan. In public schools in Pakistan, academic failure affects self-concept and leads to a feeling of disturbance and shock, prompting students to eventually drop out of the education system altogether (Chohan, 2018).

Apart from the quality of schools, various personal and family factors, including socioeconomic status, English proficiency, class attendance, employment, high school grades, and academic self-efficacy, have been proposed to influence academic performance. Other factors, such as teaching skills, study hours, family size, and parental involvement, are also associated with academic performance (Saeed, 2020).

Participation Rate

The Participation Rate or Net Enrolment Rate is the percentage of students within a specific age range who are enrolled in school compared to the total population within that age range. On the other hand, the Cohort Survival Rate measures the proportion of students who start a particular grade or year and complete the required number of years of study to reach the final grade or year (Llego, 2019).

Engaging students through classroom participation is crucial for promoting a willingness to communicate and language learning outside of the classroom. Limited opportunities for participation or a fear of failure can hinder students' engagement in the target language beyond the classroom. Therefore, understanding student perceptions of participation provides valuable insight into learners' WTC and can help create a more effective learning environment (Wonder, 2021).

Drop-Out Rate

The dropout rate, also known as school leavers rate, refers to the percentage of pupils or students who leave school in the middle of the year, as well as those who complete a grade or year level but fail to enroll in the next grade or year level during the following school year, about the total number of pupils or students enrolled in the previous school year (Llego, 2019).

According to the Philippine Statistics Authority, the dropout rate refers to the percentage of students who left school during the academic year due to any reason or those who completed the previous grade level but did not enroll in the next grade level the following year. Since 2005, the Philippines has been experiencing a high percentage of students dropping out, with 26% of primary school students not completing the sixth grade and 23% not completing high school, as per UNESCO's 2015 report. Furthermore, dropout rates at the primary and high school levels have been increasing since 2007, albeit slowly. The rate has risen from 5.99% in 2007-2008 to 6.81% in 2012-2013, as reported by (Parreño, 2023).

The high dropout rate has been linked to the ill-planned and haphazard implementation of K to 12 education. As per data released in 2016, 3.8 million Filipinos aged

between 6 and 24 did not attend school, which is 1 out of 10 people in that age group. The poorest families accounted for 53% of the 3.3 million individuals who should have been in senior high school or college and were between the ages of 16 and 24 (Golez, 2018).

The Department of Education claims that the K to 12 program has helped to increase the number of dropouts who returned to their studies. Since senior high school began in 2016, the number of students who have returned to school has increased by half, from 158,000 to 370,000. However, Golez report suggests that millions of people still do not have access to education despite the state's claims of an increase in net enrollment in elementary and high schools. Various factors can lead to a student dropping out of school. These include the distance between schools, the lack of schools in the area, the lack of regular transportation, the high cost of education, illness or disability, and obligations such as housework, marriage, employment or seeking employment, lack of personal interest, inability to handle schoolwork, issues with academic records, and insufficient family income to pay for a child's education (Parreño, 2023).

The reviewed studies provide valuable insights into the various aspects of implementing the Open High School Program in the Philippines, thereby highlighting its immense significance, the challenges it faces, and the potential solutions that can be adopted to overcome these challenges. Initiated by the Department of Education in 2005, the program presents itself as an alternative and innovative approach to delivering secondary education. Its primary goal is to address and eliminate barriers such as time constraints, geographical distance, and financial limitations that hinder the pursuit of education. This program is specifically designed to cater to individuals who have encountered difficulties in either starting or completing their secondary education. By providing them with flexible and autonomous learning opportunities, the program aims to empower these individuals and give them a chance to thrive academically (Nelson, 2023).

One of the key objectives of the program is to effectively reduce the number of dropouts and ensure that elementary graduates, high school dropouts, and examinees of the Philippine Educational Placement Test can complete their secondary education. However, achieving this objective comes with its own set of challenges. It is crucial to improve the program's implementation and allocate adequate resources to address these challenges (Malonzo, 2018).

Numerous studies have stressed the importance of implementing effective strategies to ensure the success of the program. These strategies include organizing management seminars for school administrators, providing sufficient financial support, and enhancing the dissemination of information. Moreover, it is essential to align the program with the revised general education curriculum to maintain its relevance and uphold its quality (Asio, 2022).

The success of the teachers heavily relies on teachers'

comprehension and execution of the curriculum. Clear instructional goals and objectives must be established to guide teaching practices and foster positive student learning outcomes (Bongco & David, 2020).

The Requirements for Participation in the OHSP

As outlined by the Open High School System Act emphasizes the need for collaboration between schools and the community to provide unwavering support for learners' self-directed learning. Schools must meet specific criteria, including implementing capacity-building programs and providing necessary learning facilities (Clark, 2022). To ensure the effective management of the program, the roles and responsibilities of OHSP coordinators, advisers, and subject teachers are clearly defined. This guarantees that the program runs smoothly and that students receive the necessary guidance and support. Collaboration among all stakeholders and strict adherence to program guidelines are crucial for the success (Irvine, 2019).

Furthermore, the studies delve into the examination of academic achievement rates, dropout rates, and participation rates. These studies shed light on the complex challenges faced by the education system in retaining students and promoting positive learning outcomes. Various factors, such as socioeconomic status, educational policies, and personal circumstances, influence academic performance and dropout rates (Parreño, 2023).

Statement of the Problem

This study aimed to determine the level of implementation of the Open High School Program and school performance in selected schools in the division of Bukidnon, School Year 2020-2021 to 2022-2023, as basis for the Program Implementation Plan.

It specifically answered the following questions:

1. How are the respondents distributed in terms of age, position, teaching experience, highest educational attainment, and seminars/training attended on OHSP?
2. How do the respondents assess the level of the implementation of Open High School Program in terms of goals and objectives, requirements for participation in the program, qualification, and procedure for enrollment, roles, and responsibilities?
3. What is the Performance level of the School on the Implementation of OHSP based on achievement rate, participation rate and dropout rate, for the SY 2020-2021 to 2022-2023?
4. Is there a significant relationship between the respondent's assessment on the level of implementation of OHSP and the level of School performance?
5. Is there a significant difference in the respondent's assessment on the implementation of Open High School Program when grouped according to their characteristics?
6. Based on the findings of the study, what school development plan on the implementation of the OHSP can be designed?

Theoretical Framework

The study is anchored on the Self-determination theory by Deci and Ryan, as cited by Vanner (2021). Self-determination theory identifies three fundamental needs: autonomy, relatedness, and competence. The theory also explores how these needs relate to motivation, including intrinsic motivation and extrinsic motivation. By applying this framework, instructors can create an environment that fosters student motivation and encourages them to take ownership of their learning. These skills can be valuable for students beyond the classroom and can have a positive impact on their lives .

Research has shown that the program can be an effective way to reduce dropout rates and improve student achievement because it addresses the basic psychological needs of learners (Guay, 2021). The OHSP serves as an alternative means of imparting secondary education to students in both public and private educational institutions. The program emphasizes independent, self-paced, and flexible learning to fulfill the needs of students who encounter obstacles such as time constraints, geographical distance, physical disabilities, financial limitations, and personal or familial issues that hinder them from pursuing or completing their high school education.

Furthermore, students can effectively manage their time, prioritize tasks, seize valuable opportunities, and truly appreciate the structure it provides, particularly regarding time management. A study by Cruz and Vargas (2021) found that learners in the program often establish routines to guide their completion of tasks and requirements. They typically gather all necessary materials in advance and are willing to sacrifice leisure activities or other commitments to fulfill their requirements.

This report revolves around open education, emphasizing technology and inventive teaching approaches to establish adaptable and easily accessible learning experiences. The education is characterized by closedness, inflexibility, inaccessibility, and poor quality, none of which align with the objectives of the program in providing quality education to students who face barriers to traditional schooling (Peter,2018).

The application of Deci and Ryan's Self-determination Theory within the Open High School Program not only provides immense benefits for the students but also has a profound impact on the implementers, including teachers, coordinators, and administrators involved in delivering the program. By comprehending and implementing the principles of SDT, implementers have the power to create an environment that nurtures motivation, autonomy, and competence among both students and them.

LIMITATIONS

This study focused on the implementation of Open High School Program and School Performance in the three divisions of Bukidnon during the School Year 2020-2021 to 2022-2023. The respondents comprised the ten coordinators, forty advisers and three hundred twenty

teachers with a total of three hundred seventy (370), who spearheaded the implementation of the program.

The study was conducted in ten large educational secondary schools located in the province of Bukidnon. These schools had implemented the Open High School Program and had been identified as the subjects of the study. The population being examined consisted of ten secondary schools that were running the program. This group included ten (10) School Coordinators and a total of three hundred twenty (320) subject teachers.

METHODOLOGY

Research Design

This research employed the descriptive survey method of research, encompassing quantitative methodologies (Keiler, 2018). This approach afforded the opportunity to depict occurrences with varying degrees of detail, concentrate on distinct aspects of diverse research techniques, and employ quantitative statistics to systematize data in meaningful manners. Descriptive survey methods were used in the research design to gather information about a group's opinions, behaviors, or characteristics. This study provided an overview of the Open High School Program and its significance in implementation and performance identified in achieving the development plan of the Open High School Program.

Study Setting

The study was conducted in the three (3) divisions in Bukidnon are composed of the Division of Bukidnon, the Division of Malaybalay, and the Division of Valencia. Wherein, Bukidnon is a province located in the Northern Mindanao region of the Philippines, known as the Land of the Brave because of its indigenous customs, and resistance against foreign colonization. It is home to over 1.5 million individuals, primarily composed of indigenous groups like the Bukidnon, Talaandig, and Manobo.

Bukidnon is a leading agricultural producer, particularly praised for its top-quality coffee, pineapple, and rice varieties. It is home to some of the finest coffee plantations in the Philippines, known for their robust flavor and captivating aroma. Bukidnon coffee is exported internationally and highly esteemed among coffee connoisseurs worldwide.

Apart from coffee, Bukidnon is also recognized for its pineapple and rice production. Its pineapple is famous for its delectable sweetness and succulent nature, while its rice is exported to countries like Japan and South Korea for its superior quality.

Bukidnon offers awe-inspiring natural landscapes, vibrant culture, and tantalizing cuisine, providing abundant attractions for visitors. Valencia City is one of the three school divisions in Bukidnon that oversees 20 schools. The other two divisions are Bukidnon Division with 100 schools and Malaybalay City Division with 50 schools. As of 2023, Bukidnon has a total of 170 public schools, including Valencia City.

Valencia is a city located in Bukidnon and encompasses a

land area of 587.29 square kilometers (equivalent to 226.75 square miles). It is an essential component of Bukidnon, accounting for approximately 5.59% of the province's overall land area. The city's demographic landscape is characterized by 216,546 individuals, as documented in the 2020 Census. The population statistic mentioned above accounts for 14.05% of the total population of Bukidnon, indicating the notable importance of Valencia within the province.

Furthermore, the study analyzed the population changes between 2015 and 2020 and calculated the annual growth rates for each barangay. It also discusses the intricate dynamics within households, providing valuable insights into the progression of household populations, variations in household sizes, and the average composition of households over different census years. Additionally, the age structure and population distribution within the region of Valencia were explored.

Study Population and Sampling Technique

The participants of this study were the teachers teaching in the Open High Schools where the program is implemented. These are the selected schools in three divisions of Bukidnon. The three hundred seventy (370) teachers handling Open High School Programs. Composed of school coordinators, advisers, and subject teachers during the School Year 2020-2021 to 2022-2023. The researcher utilized a universal sampling procedure where all teachers in the population were involved. The respondents are the three hundred seventy (370) teachers currently teaching in the Open High School. These are the ten (10) OHSP coordinators, forty (40) OHSP advisers, three hundred twenty (320) OHSP subject-teachers, and a total of three hundred seventy (370) respondents were involved. The distribution of respondents in the division of Bukidnon is shown in Table A.

Table A: Distribution of Respondents

Name of School	Number of Respondents			Total Respondents
	OHSP Coordinator	OHSP Adviser	OHSP Subject Teacher	
Alae National High School	1	4	32	37
Bansay National High School	1	4	32	37
Bukidnon National High School	1	4	32	37
Dangcagan National High School	1	4	32	37
Impasug-ong National High School	1	4	32	37
Kitaotao National High School	1	4	32	37
Libona National High School	1	4	32	37
Manolo National High School	1	4	32	37
Quezon National High School	1	4	32	37
Valencia National High School	1	4	32	37
Grand Total	10	40	320	370

Research Instruments

To collect the relevant data required for the study, the researcher adapted a questionnaire and modified based on the manual of the Open High School Program authored by Andrada. The questionnaire has three parts. The first part of the questionnaire focuses on the respondent's characteristics in terms of age, position, teaching experience, highest educational attainment, and seminars/training attended on OHSP. The second part of the questionnaire is an adapted questionnaire from the Open High School Handbook by Andrada, which contains the Implementation of the Open High School Program such as the goals and objectives, requirements for participation in the program, qualification, and procedure for enrollment, and roles and responsibilities. The third part of the questionnaire deals with school performance on the implementation of Open High School Performance for the School Year 2020-2021 to 2022-2023, answering the achievement rate of the program, the participation rate, and the drop-out rate.

Statistical Treatment of Data

This research used descriptive statics method that is suited to understanding the factors or variables that influence an outcome. It simply means that these factors or variables help explain or relate to an outcome to understand better the research problem. Data was graphed and analyzed through the utilization of quantitative research software analysis. Stata programming was employed as the software for conducting the analysis of the data, which primarily encompassed the depiction of information through bar graphs and tabular presentations featuring the mean and standard deviation. Furthermore, Stata was utilized for conducting more in-depth inferential analysis, including the application of the Spearman Correlation Test and the Kruskal Wallis Test, to examine the significant relationship between respondents' evaluation of the Implementation of the Open High School and its corresponding school Performance for the SY 2022-2023. The present study employed various statistical tools to determine the compliance and performance of the

OHSP, as well as the program’s instrumental aspects in improving learners’ lives. Specifically, weighted mean was used to evaluate the implementation in terms of its goals and objectives, requirements for program participation, and the qualification and procedure for enrollment.

Ethical Consideration

In the course of the research on the Implementation of the Open High School Program and its Performance in School Divisions of Bukidnon: Basis for Program Implementation Plan, the researchers vigilantly adhered to ethical principles to safeguard the rights and well-being of all participants. This encompassed:

Information Consent: Informed consent was obtained from all involved educators, wherein detailed explanations regarding the aim of the study, the method used to acquire the data, and how the data would be employed were provided. This was done to ensure that participants could leave the study whenever they wanted without facing any penalties.

Parent Consent: Measures were taken to ensure the privacy of children, and it was guaranteed that their data would be securely kept and anonymized. Parents were informed that they had the option to reject or remove their permission without incurring any consequences.

Subject for Ethical Review: The research protocol underwent ethical review by an institutional review board to ensure that the research design and data management processes adhered to ethical standards. This step was taken to guarantee the ethical integrity of the study.

RESULTS AND DISCUSSIONS

Problem 1. How are the Respondents Distributed in Terms of Age, Positions, Teaching Experience, Highest Educational Attainment, and Seminars/ Trainings Attended in OHSP?

Table 1: Distribution of Respondents in terms of Age

Category	Frequency	Percent
45-Above	18	5.63
36-45	186	48.75
25-35	166	45.63
Total	370	100.00

Table 1 demonstrates the distribution of respondents with regard to their age. The high frequency category of 186 (48.75%) was associated with respondents aged between 36 to 45 years. This suggests that the participants, especially the educators, were predominantly situated in the middle-age range, indicating a substantial presence from this specific demographic. The distribution of age points towards the fact that the majority of educators participating in the Open High School Program were in their peak professional years, potentially highlighting a group of teachers who possess the necessary skills and experience in teaching, potentially more than their older counterparts. As noticed a substantial involvement of

respondents in this age group in the study. It suggests an active engagement of individuals within this demographic in the research, potentially reflecting their keen interest or relevance to the subject matter being investigated.

However, out of 370 respondents making up to frequency of 18 (5.63%), were aged 45 years old and above show the lowest level of involvement in the implementation of the program during this School Year. As observed experienced educators can support and guide younger teachers, thus sharing their knowledge and skills while also lightening their own workload. It implies that the diverse experiences and perspectives of participants from different age demographics can enrich the implementation process and contribute to its overall success of the program.

Table 2: Distribution of Respondents in terms of Position

Category	Frequency	Percent
Subject-Teacher	292	85.00
Adviser	67	11.56
OHSP Coordinator	11	3.44
Total	370	100.00

Table 2 shows the distribution of respondents in terms of position where it reveals that out of 370 respondents with the highest frequency of 292 (85%) were engaged as Subject Teachers. As seen in this finding, a significant majority, or three-fourths, of the participants assumed as one of the implementers in the program. It indicates that the prominent presence of Subject Educators among the participants emphasizes the crucial role they play in carrying out the objectives and efforts of the program, highlighting their utmost significance in shaping the educational journey of students within the Open High School Program.

However, the lowest frequency of 11 (3.44%) held the position of Coordinator within the Open High School Program. It is observed that coordinators are the essential gears that keep Open High School programs running smoothly. They handle various responsibilities, including managing teachers, addressing student concerns, and managing administrative tasks. Their role in facilitating communication between teachers, students, and administrators is vital for the program’s success. The result explains that to explore factors contributing to this imbalance and assess its impact on program effectiveness, the efforts to enhance the recruitment and involvement of

Table 3: Distribution of Respondents in terms of Teaching Experience

Category	Frequency	Percent
8 years above	5	1.56
4-7 years	103	24.38
1-3 years	267	74.06
Total	370	100.00

Coordinators could strengthen organizational leadership and facilitate smoother program implementation (Tonks & Weston, 2019).

Table 3 shows the respondents are distributed based on their teaching experience. It is evident that the majority have a high frequency of 267 or (74.06%), and have reported having 1 to 3 years of teaching experience. This data strongly indicates that a considerable number of respondents are relatively new to the teaching profession. This suggests that teachers in the Open High School Program do not have permanent positions. This implies that new teachers are constantly needed to fill these roles and contribute to the program's success.

Furthermore, the lowest frequency was 5 (1.56%), with 8 years or more of teaching experience. It can be perceived that most of the participants were at an intermediate level due to their limited work experience. The result implies that measurement of teacher effectiveness is conducted through the assessment of student achievement, with

effective teaching being evaluated based on readily observable characteristics, including but not limited to the number of years of experience or academic qualifications. Table 4 illustrates the distribution of respondents in terms of highest educational attainment revealing that a substantial majority, with the highest frequency of 196 (51.88%), held a bachelor's degree. This finding implies that a significant portion, roughly half, of the respondents are recent graduates with limited experience in the field of education. It indicates that most of the respondents did not enroll in higher education. As a result, during the in-depth interview with the respondents, most of the reasons why most respondents did not enroll in higher education are the societal factors, and personal choices. Financial constraints often play a significant role, as higher education comes with substantial costs such as tuition fees and living expenses. Additionally, some individuals may lack access to necessary resources or support systems, while others may prioritize different career paths or feel intimidated by academic requirements. Family obligations, personal preferences, perceived barriers, employment opportunities, and cultural norms also influence the decision-making process.

However, the lowest frequency of 4 (1.25%) had obtained units towards a Doctorate degree and pursuing graduate studies. This result implies that only four of the respondents have graduated doctorate degree to impart their knowledge to the learners and to enhance their learning capability because education is a continual process (Clark, 2022). It illustrates that learning is an ongoing journey that requires active engagement and effort.

Table 4: Distribution of Respondents in terms of Highest Educational Attainment

Category	Frequency	Percent
PhD/ EdD/ DM holder	0	0
With Units in PhD/ EdD/ DM	4	1.25
Master's Degree Holder	13	4.06
With units in master's degree	157	42.81
Baccalaureate Degree	196	51.88
Total	370	100.00

Table 5: Distribution of Respondents in terms of Seminars and Training

Attended on OHSP						
Seminars and Trainings Attended in OHSP	School	Division	District	Region	National	International
	Frequency (Percentage)	Frequency (Percentage)	Frequency (Percentage)	Frequency (Percentage)	Frequency (Percentage)	Frequency (Percentage)
5 and above	21 (6.56%)	0 (0%)	4 (1.25%)	1 (0.31%)	0 (0%)	0 (0%)
3-4	116 (36.25%)	62 (11.56%)	4 (1.25%)	0 (0%)	0 (0%)	0 (0%)
1-2	65 (20.31%)	58 (10.31%)	31 (1.88%)	28 (1.88%)	40 (3.13%)	0 (0%)
None	168 (36.88%)	250 (78.13%)	331 (95.63%)	341 (97.81%)	330 (96.88%)	370 (100%)

Table 5 presents the results of the seminars and training sessions that were attended in the Open High School program. At the School Level, the highest frequency of 168 (36.88%) indicates that most of the respondents did not attend any of the seminars at school level. This suggests a potential gap in professional development opportunities or participation in educational enhancement initiatives within the school environment.

While the lowest frequency is 21 (6.56%), which means attending 5 and above seminars/training in school level. This implies that it highlights a subset of individuals who exhibit a heightened interest and commitment

to additional educational activities beyond standard classroom instruction. These individuals may demonstrate a proactive approach to self-improvement and skill development, potentially acquiring a broader range of knowledge and expertise compared to their peers.

At the Division level, the table revealed that the highest frequency of 250 in participation in seminars/training sessions is (78.13%). Within this group, 11.56% did not attend any division-level seminars or training. Interestingly, none of the respondents attended five or more sessions, but instead, 33 (10.31%) attended one to two division level seminars or trainings. Similarly, at the district level,

the majority, constituting (95.63%) or 331, did not attend any seminars or training sessions. However, there were 4 respondents, representing (1.25%), who participated in 5 or more sessions, and 3 to 4 sessions. These findings suggest that not all teachers involved in implementing the program have extensive knowledge on catering to and managing learners enrolled.

In the regional level, 343 or (97.81%) did not attend seminars/trainings, with a few attending 1 to 2 sessions, and a rare occurrence of 5 or more attended. At the national level, the majority of 330 or (96.88%) did not participate in any of the seminars/training on the

program. All participants reported no involvement in international seminars and trainings.

Overall, participation at the school level was prominent, while international events had the lowest attendance in the Open High School Program.

Problem 2. How Do the Respondents Assess the Level on the Implementation of the Open High School Program in Terms of Goals and Objectives, Requirements for Participation in the Program, Qualification and Procedure for Enrollment, Roles and Responsibilities?

Table 6: Distribution of Respondents' Assessment on the Level of Implementation of OHSP in terms of Goals and Objectives

Indicators	Mean	SD	Description
The OHSP.....			
Is aligned with the School Improvement Plan (SIP) in attaining Quality Education.	4.57	0.53	Fully Implemented
Increases achievement rate through quality distance education.	4.25	0.43	Fully Implemented
Encourages those who are out of school to finish secondary education.	4.40	0.49	Fully Implemented
Produces functionally literate graduates.	4.16	0.37	Implemented
Provides opportunity to all elementary graduates, and high school dropouts to complete secondary education.	4.86	0.35	Fully Implemented
Provides opportunity to successful examinees of the Philippines Placement Test (PEPT).	4.19	0.44	Implemented
Prevents potential school leavers.	4.15	0.34	Implemented
Reduces high school dropouts and increase the participation rate.	4.12	0.58	Implemented
Helps learner gain mastery of the basic competencies and be capable of problem-solving.	4.23	0.42	Fully Implemented
Helps learner become a productive member of the family and community.	4.00	0.06	Implemented
Overall	3.88	0.41	Implemented

Legend:

- 4:20-5:00 Fully Implemented/ Very High
- 1:80-2:59 Poorly Implemented/ Below Average
- 3:30-4:19 Implemented/ Above Average
- 1:00-1:79 Not Implemented/ Very Low
- 2:60-3:39 Moderately Implemented/ Average

Table 6 presents the distribution of respondents' assessment on the level of implementation of OHSP in terms of goals and objectives with an overall mean of 3.88 (SD=0.41) described as implemented interpreted as above average. This means that the goals and objectives have been implemented. It is observed that the findings from Table 6 underscore the effectiveness of program in achieving its intended goals and objectives. The results indicate that the Open High School Program has been implemented successfully overall, with most respondents rating its implementation as Above Average. This suggests that the program has effectively achieved its goals and objectives, demonstrating that efforts in designing the curriculum.

The implementation of the Open High School Program in terms of goals and objectives, which indicates an opportunity for elementary graduates and high school

dropouts to complete their secondary education, has been fully realized with the highest mean of 4.86 (SD=0.35) described as Fully Implemented interpreted as very high. This achievement observed the program's success in providing access to education for individuals who may have faced barriers in traditional schooling pathways. This implies the effectiveness score indicates a strong overall performance, suggesting that the program is meeting its objectives effectively. According to Toraman (2020), in an open high school program, setting clear aims, goals, and learning objectives is crucial for ensuring that education is effective and purposeful. With this result the implementation of the program when it comes to providing opportunity to elementary and secondary graduate has been fully implemented.

However, the program should emphasize helping learners become productive to community and their family rank the lowest mean of 4 (SD=0.06) described as Implemented interpreted as above average. It has been noticed that the program should help implement the goals and objectives to produce a more competent graduate. This implies that most learners may not have

been actively engaged in activities that contribute to their communities or families. The lower emphasis on this objective suggests that there may be a gap between the skills and experiences students are acquiring within the program and the practical application of those skills in real-world contexts. The crucial aspect lies in formulating

objectives that are specific, measurable, attainable, relevant, and time bound (Mattiev, 2022). Consistently monitoring the progress of these endeavors ensures that our actions produce the desired outcomes. Additionally, it is imperative to recognize the importance of celebrating the progress students achieve.

Table 7: Distribution of Respondents’ Assessment on the Level of Implementation of OHSP in terms of Requirements for Participation in the Program

Indicators	Mean	SD	Description
The OHSP.....			
Ensures access to all public or private secondary schools.	4.11	0.32	Implemented
Conducts /Undergoes a capacity-building program.	4.03	0.18	Implemented
Makes learning facilities and equipment available.	3.97	0.60	Implemented
Links with the community for easy accessibility for the students.	4.26	0.44	Fully Implemented
Provides facilities that are open to the public for visitation.	4.04	0.19	Implemented
Overall	4.08	0.34	Implemented

Legend:

- 4:20-5:00 Fully Implemented/ Very High
- 1:80-2:59 Poorly Implemented/ Below Average
- 3:30-4:19 Implemented/ Above Average
- 1:00-1:79 Not Implemented/ Very Low
- 2:60-3:39 Moderately Implemented/ Average

Table 7 shows the respondents’ assessment of the level of implementation of the Open High School Program in terms of requirements for participation in the program with an overall mean of 4.08 (SD=0.34), described as Implemented, interpreted as above average. It suggests that respondents generally rated the implementation of the program regarding participation requirements positively. This mean score indicates that, on average, respondents viewed the program’s implementation as above average. It signifies that the program is perceived to effectively meet participation requirements. According to respondents, the program adequately fulfills the necessary criteria for participation.

The respondents’ highest mean score of 4.26 (SD=0.44), described as Fully Implemented and interpreted as very high indicates that the program links with the community for easy accessibility for the students. It demonstrates a significant strength in the implementation of the Open High School Program. This strong rating reflects the program’s successful establishment of robust community connections, facilitating easy access for students. With this result, the connection between the program

implementation and teacher-directed changes, along with teacher participation in physical activity, put the importance of holistic approaches to promoting physical activity in schools. By aligning program objectives with teacher involvement and active participation, schools can create environments that not only support student engagement in physical activity but also enhance overall learning experiences with the help of the community (Basibas, 2021).

However, the lowest mean of 3.97 (SD=0.60) was described as Implemented and interpreted as above average indicates that the program makes learning facilities and equipment available. It is perceived that the learning facilities and equipment of the school are not available or have limited access. With respect to the school’s endeavor to enhance enrollment and diminish dropouts, school leavers and SARDOs, as indicated by Stacy (2021), involve several measures. Teachers should seek assistance from the community to support the school in increasing students’ attendance. They should inform parents about their children’s progress, utilize audio-visual aids during instruction and correct the assigned homework. Therefore, the positive perception of the OHSP’s implementation and the emphasis on learning resources converge to create an educational setting conducive to student success and retention, aligning with efforts to improve enrollment and decrease dropout rates.

Table 8: Distribution of the Respondents’ Assessment on the Level of Implementation of OHSP in terms of Qualification and Procedures for Enrollment

Indicators	Mean	SD	Description
The OHSP.....			
Learners demonstrate capacity for independent learning.	4.27	0.45	Fully Implemented
Requires learner to submit necessary documents upon enrollment.	4.00	0.06	Implemented
Administered the independent learning readiness test (ILRT)	4.04	0.19	Implemented
Takes an assessment of reading level as a basis for class grouping.	4.15	0.23	Implemented

Interview parent/guardian to get a complete profile of the learner	4.27	0.48	Fully Implemented
Undertakes self-directed learning assessment	4.10	0.31	Implemented
Overall	4.14	0.29	Implemented

Legend:

- 4:20-5:00 Fully Implemented/ Very High
- 1:80-2:59 Poorly Implemented/ Below Average
- 3:30-4:19 Implemented/ Above Average
- 1:00-1:79 Not Implemented/ Very Low
- 2:60-3:39 Moderately Implemented/ Average

Table 8 provides an overview of the distribution of the respondents' assessment on the level of implementation in terms of qualification and procedures for enrollment with an overall mean of 4.14 (SD=0.29), described as Implemented interpreted as above average, which means the program is perceived to be effectively meeting expectations. This interpretation also suggests that the program's performance is above average.

However, the highest mean of 4.27 (SD=0.48) described as Implemented and interpreted as above average on the indicator demonstrate capacity for independent learning, and interview parent/guardian to get a complete profile of the learner. It is seen that the implementors conducted interview to the parents/guardian to get a complete profile of learners. This denotes that the program recognizes the importance of understanding each learner's background, needs, and circumstances to

provide personalized support and tailored educational experiences. By conducting interviews with parents or guardians, the program can gather valuable insights into learners' strengths, challenges, interests, and aspirations (Rodriguez, 2021).

Furthermore, the indicator requires the learner to submit necessary documents upon enrollment got the lowest mean of 4.00 (SD=0.06), described as Implemented and interpreted as above average. It is observed that few of the respondents administered the independent learning readiness test. This suggests that there may be limited assessment or preparation regarding students' readiness for independent learning within the program. With strict compliance, proper training and seminars to prevent potential drop-out of learners. When teachers actively contribute to planning the curriculum implementation, it helps focus on learners. This means bringing in real-life experiences, considering cultural relevance, and using innovative teaching methods. In simpler terms, teachers' involvement in shaping the program makes learning more interesting and effective, supporting learners in their growth and success (Gupta, 2023).

Table 9: Distribution of the Respondents' Assessment on the Level of Implementation of OHSP in terms of Roles and Responsibilities of Coordinator

Indicators	Mean	SD	Description
The OHSP.....			
Initiate the design and implementation of advocacy plans on OHSP to increase participation.	4.58	0.49	Fully Implemented
Coordinate with the Guidance Counsellor on the conduct of the Independent Learning Readiness Test (ILRT)	4.63	0.48	Fully Implemented
Lead in the conduct of orientation program for OHSP students and parents.	4.00	0.06	Implemented
Provide technical assistance to the teacher implementers.	4.20	0.41	Fully Implemented
Oversee proper documentation of OHSP activities.	4.37	0.48	Fully Implemented
Keep the school Head and the School DORP Council properly informed on the progress of the OHSP.	4.37	0.48	Fully Implemented
Resolve OHSP issues that may arise and problems that may be encountered.	4.58	0.49	Fully Implemented
Overall	4.39	0.41	Fully Implemented

Legend:

- 4:20-5:00 Fully Implemented/ Very High
- 1:80-2:59 Poorly Implemented/ Below Average
- 3:30-4:19 Implemented/ Above Average
- 1:00-1:79 Not Implemented/ Very Low
- 2:60-3:39 Moderately Implemented/ Average

Table 9 shows the distribution of the respondents' assessment on the level of implementation of OHSP in terms of roles and responsibilities of the coordinator with an overall mean of 4.39 (SD=0.41), described as Fully Implemented and interpreted as very high. It is observed that the program initiatives are being effectively carried

out according to the established plans and procedures. It denotes that each specific indicator also provides insights into different aspects of the program's implementation, such as advocacy, coordination, orientation, technical assistance, documentation, communication, and issue resolution. Overall, these results indicate a high level of success in implementing the program.

Furthermore, the table reveals that they effectively fulfilled their role and responsibility as a coordinator to coordinate with the Guidance Counsellor on the conduct of the Independent Learning Readiness Test (ILRT)

of the program to enhance the participation of the learners, with a highest weighted mean of 4.63 (SD=0.48) described as Fully Implemented, interpreted as very high as noticed it emphasize that they fully implement the program. This is on the indicator coordinators have performed exceptionally well in their role of coordinating with the Guidance Counsellor for the Independent Learning Readiness Test as part of the Open High School Program. The coordinators, together with the Guidance Counsellor, have played a significant role in improving learner engagement in the ILRT. This indicates that the coordinators have effectively facilitated the management of the assessment, ensuring its consistency with the goals of the OHSP and its effectiveness in evaluating learners' readiness for self-directed learning (Besser, 2022). However, as perceived by the result that the coordinator

as a respondent declares that they have done more effort for the implementation of the program although the lead in the conduct of orientation program for OHSP students and parents shows lowest mean of 4.00 (SD=0.06) described as Implemented, interpreted as above average on the indicator program lead in the conduct of orientation for students and parents. This suggest that to enhance leadership in the implementation of the program orientation, the coordinator ought to diligently strategize the program, effectively communicate through diverse mediums, and generate captivating presentations with interactive components. A comprehensive handbook for orientation along with dedicated sessions for questions and answers address concerns, while the involvement of current students fosters a sentiment of unity according to Timula, (2022).

Table 10: Distribution of the Respondents' Assessment on the Level of Implementation of OHSP in terms of Roles and Responsibilities of Adviser

Indicators	Mean	SD	Description
The OHSP.....			
Keep an updated profile of the OHSP students.	4.23	0.43	Fully Implemented
Track the progress of the students.	4.22	0.42	Fully Implemented
Orient learners on their tasks and responsibilities as OHSP students.	4.54	0.50	Fully Implemented
Help learners gain access to learning materials/resources.	4.29	0.49	Fully Implemented
Guide the learner in his/her self-directed learning tasks.	4.42	0.50	Fully Implemented
Refer the learner to the appropriate subject teacher for assistance when necessary.	4.50	0.50	Fully Implemented
Maintain a complete record of the learner's performance.	4.34	0.60	Fully Implemented
Help screen qualified enrollees to the OHSP.	4.42	0.66	Fully Implemented
Overall	4.37	0.51	Fully Implemented

Legend:

- 4:20-5:00 Fully Implemented/ Very High
- 1:80-2:59 Poorly Implemented/ Below Average
- 3:30-4:19 Implemented/ Above Average
- 1:00-1:79 Not Implemented/ Very Low
- 2:60-3:39 Moderately Implemented/ Average

The information presented in Table 10 illuminates the extent to which the Open High School Program has been assessed, particularly focusing on the roles and duties of Teacher-Advisers with an overall mean rating of 4.37 (SD=0.51), indicates that the program described as Fully Implemented interpreted as very high. This implies that the program is perceived as effectively implemented across all evaluated aspects, with a relatively moderate level of variation in the ratings. The favorable evaluation of the program implementation regarding the roles and responsibilities of Teacher-Advisers indicates their effectiveness in facilitating the smooth functioning of the program (Tonks, 2019). Their active engagement and assistance contribute to the overall success by guaranteeing that eligible participants receive the essential guidance to navigate the program successfully. The indicator orient learners on their tasks and responsibilities as OHSP students got its highest mean of 4.54 (SD=0.50), described as Fully Implemented

interpreted as very high. This signifies the successful adherence of Teacher-Advisers to the prescribed guidelines for the efficient execution of the OHSP. This substantial level of implementation implies that teacher-advisers have oriented learners on their tasks and responsibilities as OHSP students. The positive assessment of Teacher-Advisers' efficacy in supporting the evaluation process for qualified participants emphasizes their crucial role in enhancing the overall success of the OHSP. Their mentorship and aid in cultivating a nurturing setting where students can excel academically and realize their potential within the program. Raymond (2020) states that an advisor's responsibilities in education include organizing the learning process to promote positive transformation and eliminate misconceptions brought about by social conditioning and the classroom environment. However, the indicator track the progress of the students got the lowest mean score of 4.22 (SD=0.42), described as Fully Implemented interpreted as very high. It indicates that Monitoring student progress is crucial for advisers in the OHSP as it helps identify areas where students may need additional support or intervention. By closely tracking student performance, advisers can offer timely help, adjust teaching methods, and provide personalized support to

address individual student needs. The perception that this aspect of the adviser's role is less emphasized suggests potential challenges or deficiencies in current practices or resources dedicated to monitoring student progress within

the program (Pinatil, 2022). These challenges may stem from limited access to data or monitoring tools, inadequate training or support for advisers, or competing demands on advisers' time and resources.

Table 11: Distribution of the Respondents' Assessment on the Level of Implementation of OHSP in terms of Roles and Responsibilities of Subject Teachers

Indicators	Mean	SD	Description
The OHSP.....			
Assist learners in identifying their learning needs in preparing their self-directed learning plan.	4.25	0.44	Fully Implemented
Provide time for consultation to address learning gaps.	4.93	0.24	Fully Implemented
Assess the learner's progress and provide feedback.	4.92	0.26	Fully Implemented
Keep a complete record of the learner's performance.	4.94	0.24	Fully Implemented
Provide the teacher-adviser with the results of the student's performance.	4.97	0.18	Fully Implemented
Overall	4.80	0.27	Fully Implemented

Legend:

- 4:20-5:00 Fully Implemented/ Very High
- 1:80-2:59 Poorly Implemented/ Below Average
- 3:30-4:19 Implemented/ Above Average
- 1:00-1:79 Not Implemented/ Very Low
- 2:60-3:39 Moderately Implemented/ Average

Table 11 shows the distribution of the respondents' assessment on the level of implementation of OHSP in terms of roles and responsibilities of subject teachers with the overall mean of 4.80 (SD=0.27) described as Fully Implemented interpreted as very high. It is observed that they have also implemented the Open High School Program and diligently exercised their role and responsibility to maintain a comprehensive record of the learner's performance. The overall success of the program in achieving its objectives and catering to the needs of learners indicates that the coordinators are effectively carrying out their responsibilities. This success also suggests that the Open High School Program is making a positive impact on student development and ensuring a safe school environment.

With the indicator, provide the teacher-adviser with the results of the student's performance, got the highest mean of 4.97 (SD=0.18), described as Fully Implemented interpreted as very high. It indicates that the program provides the teacher-adviser with the results of the student's performance. It is noticeable that they foster effective communication between coordinators and teacher-advisers, facilitating collaborative efforts to

support student development. It implies that with timely and comprehensive feedback provided to subject teacher enables them to better understand students' strengths and weaknesses, allowing for tailored support and interventions to enhance student learning outcomes. The success of the program is attributed in part to the coordinators and teacher-advisers having effective communication. Everyone involved in student development will be on the same page and working toward the same objectives, to this collaborative approach. Through encouraging such cooperation, the program builds a supportive and coherent learning environment in addition to improving the standard of support given to students.

However, the lowest mean score of 4.25 (SD=0.44), described as Fully Implemented interpreted as very high on the indicator assists learners in identifying their learning needs in preparing their self-directed learning plan. There is less emphasis on assisting learners in identifying their learning needs to prepare their self-directed plan. Interventions such as implementing training programs for advisers or providing resources for personalized learning assessments could be considered to improve the effectiveness of this aspect of the program. Even though the overall implementation level is high, the slightly lower mean score suggests a potential for improvement in this area. The program benefits from placing more emphasis on assisting learners in identifying their learning needs for their self-directed plan, as this seems to be a gap in its effectiveness.

Table 12: Summary of the Respondents' Assessment on the Level of Implementation of OHSP

Indicators	Mean	SD	Description
The OHSP.....			
Assist learners in identifying their learning needs in preparing their self-directed learning plan.	4.25	0.44	Fully Implemented
Provide time for consultation to address learning gaps.	4.93	0.24	Fully Implemented
Assess the learner's progress and provide feedback.	4.92	0.26	Fully Implemented
Keep a complete record of the learner's performance.	4.94	0.24	Fully Implemented

Provide the teacher-adviser with the results of the student's performance.	4.97	0.18	Fully Implemented
Overall	4.80	0.27	Fully Implemented

Legend:

- 4:20-5:00 *Fully Implemented/ Very High*
- 1:80-2:59 *Poorly Implemented/ Below Average*
- 3:30-4:19 *Implemented/ Above Average*
- 1:00-1:79 *Not Implemented/ Very Low*
- 2:60-3:39 *Moderately Implemented/ Average*

In summarizing the respondents' assessment of the Open High School Program, the results indicate positive evaluations across various aspects. The program's various aspects are well-implemented, as indicated by the overall mean of 4.40 (SD=0.37), interpreted as Very High. This perception across the variables is relatively consistent, with most falling within a narrow range around the mean. Hence, a high overall mean coupled with a low standard deviation indicates that the program is functioning effectively and consistently. The positive evaluations of the program likely reflect not only satisfaction with the program but also suggest that students are experiencing meaningful learning outcomes (Ambag, 2021). This suggests that the program is meeting its goals and requirements and that the coordinators, advisers, and subject teachers are fulfilling their roles and responsibilities satisfactorily. Therefore, there is a strong foundation for the success of the program.

The variable roles and responsibilities of subject-teachers and program participation requirements have the highest mean of 4.80 (SD=0.27), indicating a Very High level. This suggests that subject teachers are effectively carrying out their duties in the program. Their crucial role in program implementation is evident, providing valuable assistance and guidance to students. Their active support helps create a nurturing learning environment where students can excel academically.

Additionally, the significant support from advisers, as mentioned earlier, contributes greatly to the program's success. The high rating for subject teachers implies effective collaboration with advisers and other stakeholders, ensuring smooth program operations. Recognizing the vital roles of subject teachers and advisers in program success is crucial (Alexander, 2022). Efforts should focus on supporting and enhancing their effectiveness through additional training, collaboration initiatives, and strategies to boost student support and engagement. By investing in the development of subject teachers and advisers, the program can further improve its impact, meet student needs, and achieve its objectives effectively.

However, the variable with the lowest mean 3.88 (SD=0.41) on implementation of the Goals and Objective, interpreted as Above Average. It is noticed that there might be potential for improvement in the execution or communication of the program's goals and objectives. This implies that there is a necessity for a more precise articulation of the program's goals and objectives to ensure they align with the expectations of stakeholders

and enhance the effectiveness of the program. It suggests that focus should be directed towards refining and communicating the overarching purpose and desired outcomes of the program to stakeholders, which could contribute to a better understanding and support for the program.

To overcome these challenges, program administrators may consider engaging stakeholders through consultations to gather input on the clarity and relevance of program objectives. This feedback can guide the enhancement of goals and objectives to better align with stakeholder needs and expectations. Moreover, improving communication methods, such as sharing clear and concise program materials, organizing regular meetings or workshops to discuss goals, and providing consistent progress updates, can aid in ensuring stakeholder comprehension and endorsement of the program's aims (Vanner, 2021).

Problem 3. What is the Performance of the School Implementation of OHSP Based on Achievement Rate, Participation Rate and Drop-Out Rate During the School Year 2020-2021 to 2022-2023?

Table 13: Distribution of Performance of OHSP based on the Achievement Rate

School Year	Ratings	Description
2020-2021	70.52%	Very Satisfactory
2021-2022	66.92%	Satisfactory
2022-2023	70.83%	Very Satisfactory
Overall	69.42%	Satisfactory

Legend:

- 81 *Above-Outstanding/ Very High*
- 51-60- *Fairly Satisfactory/ Below Average*
- 71-80- *Very Satisfactory/ Above Average*
- 10-50-*Poor/ Very Low*
- 61-70-*Satisfactory/ Average*

Table 13 describes the performance of the Open High School Program by analyzing achievement rates over specific school years. The overall achievement rate of 69.42%, described as Satisfactory interpreted as Above Average, suggests that the program is generally meeting expectations. However, despite this satisfactory performance overall, there are significant fluctuations in achievement rates from year to year. This implies that these performance variations are that although the program is generally achieving its objectives, there is room for enhancement to ensure more consistent results across all school years. This underscores the importance of continuous monitoring and evaluation to identify patterns, pinpoint areas of strength and weakness, and implement targeted strategies to address challenges promptly.

With the highest rating for the year 2022-2023 got the percentage of 70.83% described as Very Satisfactory interpreted as Above Average, perceived carries multiple positive implications for the students participating in the program. This accomplishment showcases the resilience and adaptability of both students and educators, demonstrating their ability to overcome obstacles and maintain exceptional performance despite the learners adjustment during this year. Furthermore, the emphasis on community support and collaboration during the pandemic era promotes a sense of belonging and connectivity within open high school programs, thereby strengthening the overall learning environment (Kholoud, 2023)

On the other hand, the lowest rating for the School Year 2021-2022 with a percentage of 66.92% describe as Satisfactory interpret as Average. This implies that with this School Year this rating suggests that despite the challenges, learners were still able to achieve a reasonable level of success. The circumstances presented numerous obstacles to education, such as disruptions to traditional learning environments, technological limitations, and socio-economic disparities. Despite these obstacles, the pandemic expedited the adoption of innovative educational technologies and teaching practices, providing students with a variety of resources and flexible learning opportunities. Although challenges persisted, this experience stimulated adaptation and innovation, potentially influencing educational approaches beyond the pandemic (Kozleski, 2018).

Table 14: Distribution of Performance of OHSP based on the Participation Rate

School Year	Ratings	Description
2020-2021	84.37%	Outstanding
2021-2022	85.03%	Outstanding
2022-2023	74.24%	Very Satisfactory
Overall	81.21%	Outstanding

Legend:

- 81 Above-Outstanding/ Very High
- 51-60- Fairly Satisfactory/ Below Average
- 71-80- Very Satisfactory/ Above Average
- 10-50-Poor/ Very Low
- 61-70-Satisfactory/ Average

Table 14 shows the distribution of performance of OHSP based on the participation rate with the overall participation rate of 81.21%, maintaining a consistent rating of Outstanding, interpreted as Very High. This suggests a sustained pattern of active involvement and strong support for the program throughout the specified timeframe, reflecting positively on its effectiveness and impact. With a High Percentage during the School Year 2021-2022 of 85.03% interpreted as Very High, described as Outstanding. This implies that the data indicates that, despite the challenges presented by the pandemic, a

significant majority of students actively engaged in open high school programs. This notable rate of enrollment demonstrates a strong dedication to education despite the disturbances and uncertainties caused by the pandemic. It suggests that students and their families acknowledged the importance of continuing their education and actively pursued opportunities to do so, even in the face of adversity. Moreover, the exceptional enrollment rate may be attributed to the efficacy of outreach initiatives and the appeal of the open high school model, which likely provided adaptable and easily accessible learning options during a period of widespread disruption to traditional schooling.

Furthermore, the low ratings for the School Year 2022-2023, at 74.24% and described as Very Satisfactory and interpreted as Above Average, suggest a notable shift in enrollment patterns compared to the previous year. This decrease in ratings implies that during this year, a significant number of learners in open high schools may have opted to discontinue their studies and transition to the workforce. One contributing factor to this shift could be the transition from blended learning, which combines online and modular learning, to a fully face-to-face mode of learning. It is crucial to consider the body of research on the variables impacting learner choices and performance in times of crisis and educational transition when analyzing the patterns in enrolment and academic achievement in open high school programs during the pandemic era.

Besser, (2020) research emphasizes how disruptive events like pandemics have a big impact on student enrolment trends and academic performance. Their research highlights the significance of comprehending the interactions between individual student decisions to continue or stop their studies in uncertain times and socioeconomic circumstances, resource availability, and educational regulations. With this, Johnson and Smith's (2021) research explore the challenges associated with switching between various learning modalities, such as blended learning and face-to-face instruction. Their study emphasizes how crucial it is to consider institutional reactions, support networks, and student preferences to preserve student engagement and retention during transitions.

Table 15: Distribution of Performance of OHSP based on the Drop-Out Rate

School Year	Ratings	Description
2020-2021	5.28%	Moderate
2021-2022	3.96%	Low
2022-2023	9.80%	High
Overall	6.35%	Moderate

Legend:

- 10 and Above-High Drop Out/ Very High
- 4 and below- Low Drop Out/ Below Average
- 5-9- Moderate Drop-out/ Average

Additionally, research by Gomez and Hernandez (2022) clarifies the part that family and community influences have in influencing students' choices about their education and career paths throughout times of transition in their schooling. Their results highlight the necessity of all-encompassing support networks that cater to the many needs and goals of students enrolled in open-ended high school programs.

Table 15 shows the distribution of performance of the Open High School Program based on Drop-out with the overall percentage of 6.35% described as Moderate interpreted as Average, means not too high not too low for the last three School Years. However, the high drop-out rate of 9.80% described as Moderate interpreted as Average for the School Year 2022-2023. During this year it is a rough landscape, the Open High School Program faced the dual challenge of maintaining educational continuity while mitigating the risk of increased dropout rates. Despite these challenges, the program managed to maintain a moderate rating, indicating a commendable effort in adapting to remote learning through blended approaches such as modular and synchronous methods. This suggests that although some students may have faced obstacles to engagement and participation, the program's initiatives likely helped reduce dropout rates to some extent.

As the world navigated through the educational system, the Open High School Program emerged as a beacon of resilience and adaptability. Despite initial concerns about increased dropout rates last year, the program's proactive measures and student-centered approach yielded remarkable results. With a low dropout rate of 3.96% for the School Year 2021-2022, described as Low, interpreted as Below Average significantly lower than anticipated, it became evident that the program's emphasis on personalized support and flexible learning options had paid off. By seamlessly integrating online and modular instruction, the program not only maintained student engagement but also fostered a sense of community and belonging (Pinatil, 2022)

Table 16: Summary of Distribution of the School Performance of OHSP

School Year	Ratings	Description
Achievement Rate	60.42%	Below Average
Participation Rate	81.21%	Very High
Drop-out Rate	6.35%	Average

Legend:

Achievement and Participation

Drop-out

81 *Above-Very High*

10 and *Above-Very High*

71-80- *Above Average*

5-9- *Average*

61-70-*Average*

4 and below- *Below Average*

51-60- *Below Average*

10-50- *Very Low*

Table 16, shows the summary of distribution of the school performance of the Open High School Program. The achievement rate, which stands at high rating of 60.42% and is interpreted as Below Average, serves as an indicator of the extent to which students in the Open High School Program are meeting academic standards. Attaining a satisfactory rate implies that a majority of students are effectively maintaining their academic progress and adapting to remote or blended learning formats. This suggests that the program's delivery of curriculum, instructional strategies, and support mechanisms have been sufficient in ensuring that students continue to learn and achieve even in challenging circumstances.

The outstanding participation rate of 81.21%, interpreted as Very High, showcases that a significant majority of students remained actively engaged in their education. This high participation percentage reflects the program's successful methods for promoting student involvement, offering easily accessible educational opportunities, and meeting the requirements of a wide range of students. The program engages students and promotes active engagement through engaging teaching strategies, timely curriculum content, and a nurturing learning atmosphere (Black, 2020).

Furthermore, adaptable educational alternatives including virtual classrooms, online platforms, and hybrid instruction models guarantee that students can engage in their education regardless of their personal circumstances. Additionally, the program's capacity to sustain high engagement rates and give students the tools they need to thrive academically is enhanced by individualized support services, transparent communication, and alignment with student goals.

The Open High School Program has experienced a moderate dropout rate of 6.35%, which is interpreted as Average. This suggests that while there have been some challenges, such as financial difficulties or struggles with online learning, the program has been successful in keeping a significant number of students enrolled. Various initiatives, including outreach programs, academic support services, and flexible learning options, have been implemented to prevent dropouts and support students facing difficulties. Furthermore, by keeping dropout rates low, educational institutions could allocate resources more efficiently towards improving the overall learning experience for all students. Ultimately, low dropout rates paved the way for long-term benefits, including better health outcomes, increased civic engagement, and higher levels of life satisfaction for individuals and society (Boyaci, 2019).

Problem 4. Is There a Significant Relationship between the Respondents' Assessment on the Implementation of OHSP and Level of School Performance?

Table 17 shows the result of Open High School Program in a school from 2020 to 2023. They measured achievement rate, participation rate, and drop-out rate with an overall p-value of 0.46 in achievement rate which indicates

Table 17: Result of the Test on Relationship between the Respondents’ Assessment on the Implementation of OHSP and Level of School Performance

Assessment on the Implementation of OHSP	School Performance								
	Achievement Rate			Participation Rate			Drop-Out Rate		
	r-value	p-value	Int.	r-value	p-value	Int.	r-value	p-value	Int.
Goals and Objectives	0.03	0.57	NS	0.06	0.35	NS	0.09	0.13	NS
Requirements for participation in the program	0.12	0.04	S	0.01	0.89	NS	0.11	0.05	S
Qualification and Procedure for Enrollment	0.13	0.04	S	0.01	0.89	NS	0.11	0.06	S
Roles and responsibilities as coordinator	0.01	0.95	NS	0.03	0.63	NS	0.07	0.20	NS
Roles and responsibilities as Adviser	0.01	0.95	NS	0.03	0.63	NS	0.07	0.20	NS
Roles and responsibilities as Subject Teacher	0.07	0.20	NS	0.06	0.32	NS	-0.02	0.94	NS
Overall	0.04	0.46	NS	0.03	0.62	NS	0.05	0.25	NS

Legend: Significant if $p\text{-value} < 0.05^*$ alpha level

not significant in the implementation of the program. As seen with the lack of statistical significance found in this assessment suggests that there is no significant relationship between the roles and responsibilities of the coordinator and adviser and the achievement rates in the Open High School Program.

The high p-value of 0.95 observed in the assessment of the implementation of the program regarding the roles and responsibilities of coordinators and teachers as advisers suggest that these positions may not have a direct impact on academic outcomes within the program. Essentially, a high p-value indicates that there is no statistically significant relationship between the roles and responsibilities of coordinators and teachers as advisers and academic outcomes. While these roles are undoubtedly important in facilitating the program and supporting students, it appears that they do not directly influence the academic achievements of the students. This finding underscores the examination of other factors that may contribute to academic outcomes within the program, such as teaching methods, curriculum design, student engagement strategies, or external factors like socio-economic background or individual student characteristics.

One potential explanation for the absence of a direct correlation could be that the impact of the coordinator and adviser roles is contingent upon various contextual factors, such as the quality of instructional materials, student support systems, and overall program structure. While the coordinator oversees program logistics and resource allocation, and the adviser provides guidance and support to students, the ultimate effect on student achievement may depend on the availability of high-quality instructional materials, access to academic support services, and the overall coherence of the program’s curriculum (Wasserstein & Lazar, 2018)

However, with the low p-value of 0.04 in this assessment is associated with the requirements for participation in the program and the enrollment procedure and qualification criteria in relation to achievement rates in the Open High School Program. These low p-values indicate a significant correlation between these factors and student achievement within the program. This implies that the significance of the correlation suggests that the requirements for participation in the program and the enrollment procedure and qualification criteria have a direct impact on student achievement within the program (Blohm, 2018). Meeting these requirements and qualifications appears to be associated with higher achievement rates among students enrolled in the program.

The findings align with research emphasizing the importance of clear admission criteria and enrollment procedures in supporting student success in educational programs. A study by Schneider, Beale, and Leadbeater (2019) found that well-defined admission criteria and streamlined enrollment processes were associated with improved academic outcomes among students in online learning programs.

The participation rate, with an overall p-value of 0.62 indicating no significance, underscores a crucial aspect of the program’s evaluation. This finding suggests that there is not a significant relationship between how the program is implemented and the level of participation among learners who are involved.

Despite efforts to effectively implement the program, including the goals and objectives, requirements for the participation in the program, enrollment procedure and qualification, roles and responsibilities of the coordinator, adviser and subject teacher. This could indicate that the factors influencing participation are more complex and multifaceted than simply the quality of program

implementation. External factors such as socio-economic background, family dynamics, community support, and personal motivations may play a significant role in influencing student participation rates (Timula, 2022). These factors could overshadow the impact of program implementation on student engagement.

However, with a high p-value of 0.89 for both the implementation of the program requirements for participation and enrollment procedure and qualification to the program, the interpretation suggests that these factors are not significantly related to participation in the program. This implies that despite the presence of clear requirements and procedures for enrollment and qualification, they do not strongly influence students' decisions to participate in the program. The lack of significance in this relationship indicates that other factors beyond the formal requirements and procedures may play a more substantial role in determining participation rates (Anat, 2019).

Furthermore, it is concluded that there is no significant correlation between the participation of the OHSP and the tasks and responsibilities of the subject teacher, as indicated by the low p-value of 0.32. This suggests that although subject teachers have obligations within the program, their participation and actions could not have a significant effect on student engagement rates. Subject matter experts are essential in imparting knowledge, offering direction, and organizing educational opportunities, but other variables might have a greater impact on students' involvement and engagement. This may involve elements like the general framework of the program, the way that lessons are taught, the classroom setting, and the interactions between students and teachers. The absence of relevance in this relationship implies that subject instructors' duties and responsibilities alone might not be enough to encourage greater engagement. The relationship between the dropout rate, serving as an indicator for school performance, and the implementation of the program yields an overall p-value of 0.25, indicating a lack of significance. This suggests that there is not a statistically significant relationship between how

the program is implemented and the dropout rate among students enrolled in the program. Hence, with the high p-value of 0.94 interpret as not significantly related to the roles and responsibilities of the subject teacher. This implies that the subject teacher does not hold the same level of influence on student participation within the OHSP as other factors.

However, it is important to recognize that while the subject teacher's role may not have a significant direct impact on participation rates, their instructional quality, support, and engagement with students can still significantly affect student achievement (Boyaci, 2019). To address this, professional development opportunities can be provided to subject teachers to enhance their teaching effectiveness, student engagement strategies, and communication skills. Additionally, fostering a collaborative and supportive environment among subject teachers, coordinators, and advisers can help ensure cohesive efforts to promote student participation and success.

With the low p-value of 0.05 indicating significance, the requirements for participation in the program are closely linked to the drop-out rate, serving as an essential factor in school performance.

This suggests that well-defined participation requirements play a crucial role in mitigating dropout rates and fostering student retention. The implication is that when participation requirements are clearly communicated and actively enforced, students are more likely to remain engaged in the program and less inclined to drop out prematurely. To capitalize on this finding, according to Andhale (2022) the OHSP should prioritize refining and effectively communicating participation requirements to students, parents, and staff. Additionally, providing adequate support and resources to help students meet these requirements can further reduce dropout rates and enhance overall school performance.

Problem 5. Is There Significant Difference in the Respondents' Assessment on the Level of Implementation of Open High School Program When Grouped According to Their Characteristics?

Table 18: Comparison on the Respondents' Assessment on the Implementation of OHSP when Grouped According to their Characteristics

Respondents Characteristics	Assessment Data											
	Goals and Objectives			Requirements for participation to the program			Qualification and Procedure for Enrollment			Roles and Responsibilities		
	r-value	p-value	Int.	r-value	p-value	Int.	r-value	p-value	Int.	r-value	p-value	Int.
Age	0.72	0.01	S	0.99	0.02	S	0.16	0.70	NS	0.72	0.01	S
Teaching Position	0.91	0.52	NS	0.66	0.23	NS	0.01	0.98	NS	0.91	0.01	S
Teaching Experience	0.71	0.01	S	0.89	0.02	S	0.27	0.64	NS	0.72	0.23	NS
Highest Educational Attainment	0.91	0.53	NS	0.9	0.02	S	0.02	0.94	NS	0.86	0.21	NS

Training and Seminars	0.72	0.01	S	0.90	0.21	NS	0.13	0.05	S	0.67	0.01	S
Overall	0.16	0.21	NS	0.88	0.10	NS	0.12	0.66	NS	0.77	0.09	NS

Legend: Significant if $p\text{-value} < 0.05^*$ alpha level

Table 18 explains respondents' characteristics compared to the implementation of the program. The the goals and objectives overall p-value of 0.21 indicates not significantly related to the characteristics of the implementers. This implies that the characteristics of the implementers, do not significantly influence their perception of the goals and objectives of the Open High School Program. In other words, regardless of their individual attributes, implementers generally hold similar views regarding the goals and objectives of the program.

This lack of significant relationship between implementer characteristics and their perception of the program's goals and objectives suggests that the mission and aims are broadly understood and accepted across diverse implementer demographics. It indicates a level of consistency in how implementers interpret the overarching purpose and intended outcomes of the program, regardless of their personal backgrounds or professional experiences as explained by Timula (2022).

However, the high p-value of 0.53, indicates not significantly related to the respondents' characteristics with regard to the highest educational attainment. This implies that the level of education or degrees obtained by the respondents does not impact how they view the goals and objectives of the Open High School Program. In other words, whether someone has a bachelor's degree, or a postgraduate qualification, their understanding of the goals and objectives remains the same.

The fact that there is no significant connection between the respondents' highest educational attainment and their perception of the program's goals and objectives suggests that the mission of the program is clear and easily understood by individuals with various educational backgrounds. This indicates that the goals and objectives of the program are effectively communicated and interpreted similarly by implementers regardless of their educational accomplishments (Anat, 2019).

Furthermore, with the low p-value of 0.01 indicates significantly related to the characteristics of the implementers about Age, Teaching Experience and Training/Seminar Attended in OHSP. This implies that A low p-value of 0.01 shows that certain traits of implementers really matter when it comes to how well they understand and support the program's mission. Older implementers, those with lots of teaching experience, and people who have taken part in specific training for the program tend to have a better grasp of what the program aims to achieve compared to others with different backgrounds.

The data shows in the implementation when it comes to the requirements of the participation to the program with an overall p-value of 0.10 indicates not significantly related to the respondents' characteristics. This implies

that the requirements for participation does not require the necessary characteristics for the program to function. By not linking participation criteria to specific individual traits, the program has the potential to attract a wider range of implementers with varied perspectives and backgrounds, enriching the program with diversity. This inclusivity could enhance the program's flexibility and ability to meet the diverse needs of students (Huang, 2021).

With the high p-value of 0.23 indicates not significantly related to the respondents' characteristics such as teaching position and the implementation when it comes to the participation of the program. This implies that the individuals in various teaching positions are equally likely to take part in implementing the program, regardless of their specific roles within the school.

The absence of a notable link between teaching positions and program involvement indicates that the program is structured to engage educators across different responsibilities and roles within the school community. This inclusivity could encourage teamwork and a shared sense of responsibility for implementing the program among teachers, administrators, and other staff members (Andika, 2022)

With a low p-value of 0.02 indicates significant in terms of Age, Teaching Experience and Highest Educational Attainment to the Requirements for the Participation to the Program. This implies that the A low p-value of 0.02 indicates a strong statistical significance, suggesting that these characteristics significantly influence respondents' ability or willingness to meet the requirements for participation. Older respondents, those with more teaching experience, and those with higher levels of education are more likely to adhere to the program's participation criteria compared to respondents with different characteristics.

This significant relationship highlights the importance of considering age, teaching experience, and educational attainment when designing and implementing participation requirements for the program (Mason, 2018). Tailoring program expectations and support mechanisms to align with the diverse backgrounds and experiences of educators can enhance engagement and ensure that participants are equipped to effectively contribute to the program's objectives.

The overall p-value of 0.66, pertaining to the relationship between Enrollment Procedure and Qualification and Respondents' Characteristics, implies that there is no statistically significant association between these characteristics and the implementation of the Open High School Program. In simpler terms, the personal attributes of the respondents do not seem to influence factors like the enrollment procedures and qualifications required

for participation in the program. This suggests that the program's eligibility requirements and enrollment processes adhere to standardized procedures rather than being tailored to specific demographic groups or professional backgrounds. Although this lack of significance implies that the enrollment procedures and qualifications are impartial and accessible to a diverse range of individuals, it is crucial to ensure that these processes remain transparent and fair for all potential participants. By clearly communicating the requirements and providing supportive mechanisms for navigating the enrollment process, it can be ensured that individuals from various backgrounds have equal opportunities to take part in the program (Ayubu, 2022).

The high p-value of 0.98 found in Table 18, concerning the correlation between enrollment procedures and qualifications and the teaching positions of respondents, indicates that there is no significant link between these aspects in the execution of the Open High School Program. To put it simply, an individual's teaching role within the school hierarchy, whether they are a classroom teacher, subject teacher, or program coordinator does not seem to impact the enrollment procedures or qualifications needed to participate in the program.

The absence of a noteworthy association between teaching position and enrollment procedures indicates that the enrollment criteria are designed to be fair and accessible to educators across various roles and responsibilities within the school community. This inclusivity promotes equal opportunities for participation, ensuring that individuals from different teaching positions can engage with the program on an equal basis (Llego, 2019).

A low p-value of 0.05, show a significant correlation between enrollment procedures and qualifications and the attendance of training/seminars in the Open High School Program, suggests a notable link between these aspects. Put simply, the requirements and qualifications needed to participate in the program are influenced by the training or seminars attended by the respondents.

With an overall p-value of 0.09 indicating non-significance in Table 18 concerning roles and responsibilities in relation to respondents' characteristics, it suggests that there is no significant relationship between these factors. In simpler

terms, the roles and responsibilities assigned to respondents within the Open High School Program do not appear to be significantly influenced by their individual characteristics such as age, gender, educational background, or years of teaching experience. This finding implies that the distribution of roles and responsibilities among respondents is likely based on factors other than their personal demographics. Factors such as organizational structure, administrative decisions, and the specific needs of the program may play a more substantial role in determining the allocation of roles and responsibilities.

Overall, this lack of significance suggests that the approach to assigning roles and responsibilities is relatively impartial and based on criteria other than individual characteristics, promoting fairness and equity in program implementation. However, ongoing support and training initiatives may still be necessary to ensure that all respondents are adequately prepared to fulfill their roles and responsibilities within the program (Tentama, 2019).

The high p-value of 0.23 indicates that there is no significant difference in the roles and responsibilities as the implementation and the teaching experience as the respondents' characteristics to the program. This implies that the program's approach to allocating duties is consistent across educators with different levels of teaching experience. In essence, while teaching experience may not dictate roles and responsibilities, prioritizing training and support for all educators can significantly contribute to the program's success by ensuring that participants are well-prepared and equipped to fulfill their duties effectively within the program framework (Riese, 2019).

The low p-value of 0.01, as presented in Table 18, indicates a statistically significant relationship between age, teaching position, training/seminar attendance in the Open High School Program, and the distribution of roles and responsibilities. This suggests that these factors play a noteworthy role in determining the association between them (Roberts, 2020).

Problem 6. Based on the Findings of the Study, What School Development Plan on the Implementation of OHSP Can be Designed?

Table 19: Three-Year Open High School Program Implementation Plan

Year 1							
Areas of Concern	Specific Objectives	Strategies/ Activities	Time Frame	Person Involved	Source of Fund	Estimated Budget	Expected Output
Diagnostic Assessment Targeted Intervention Strategies	To determine the reasons behind low Achievement Rates by consulting with teachers, students, parents, and the community.	Diagnostic Assessment: A comprehensive analysis will be conducted to ascertain the underlying causes that contribute to the lower Achievement Rate. Input will be gathered from various stakeholders, including teachers, students, parents, and community stakeholders, including teachers, students,	During school year break Q1, 2 and 3	School Administrator, School Registrar, Guidance Counselor, OHSP Coordinator, Class Advisers and Subject Teachers	Division MOOE	Php 10,000	School's Intervention of OHSP Implementation Plan

<p>Monitoring and evaluation Framework</p>	<p>To analyze data to pinpoint weak spots and develop focused plans to tackle them.</p> <p>To provide training for teachers on effective teaching methods that align with program objectives.</p> <p>To establish a monitoring system to track progress regularly and adjust as necessary.</p> <p>To utilize data analysis to identify trends and areas requiring further attention, guiding continuous improvement efforts.</p>	<p>parents, and community members, through surveys, interviews, and focus groups. Academic performance data will be analyzed to pinpoint specific areas of weakness and potential interventions.</p> <p>Targeted Intervention Strategies: Targeted intervention programs will be developed to address the identified challenges in achieving program objectives. Academic support initiatives such as tutoring programs, peer mentoring, and individualized learning plans will be implemented for struggling students. Professional development opportunities will be provided for teachers, focusing on effective instructional strategies, differentiated instruction, and assessment techniques that align with program goals.</p> <p>Monitoring and Evaluation Framework: A robust monitoring and evaluation framework will be established to track progress in improving the Achievement Rate. Regular assessments and progress monitoring tools will be implemented to measure the effectiveness of intervention strategies. Data analytics will be utilized to identify trends, patterns, and areas that require further intervention.</p>				
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Year 2							
Refinement and Expansion of Interventions:	<p>To refine and expand successful intervention strategies based on Year 1 feedback to better support student needs.</p> <p>Introduce innovative teaching methods like project-based learning to increase student engagement and achievement.</p> <p>Strengthen data analysis skills to make better-informed decisions.</p> <p>Implement early warning systems to identify struggling students and provide timely support.</p> <p>Build partnerships with parents and local organizations to support student success.</p>	<p>Strategy: Build Partnerships with Parents and Local Organizations</p> <p>Identify key stakeholders, including parents, community organizations, and local businesses, for potential partnerships.</p> <p>Host meetings or events to establish relationships and discuss collaboration opportunities.</p> <p>Develop formal partnership agreements outlining roles, responsibilities, and expectations.</p> <p>Create online platforms or discussion groups for ongoing communication and collaboration among stakeholders.</p> <p>Collaborate with External Partners for Additional Resources</p> <p>Activity: Develop joint initiatives, projects, or grant proposals to secure additional resources and support for students.</p>	<p>During school year break</p> <p>INSET LAC</p>	<p>School Administrator, School Registrar, Guidance Counselor, OHSP Coordinator, Class Advisers and Subject Teachers</p>	School MOOE	Php 10,000	<p>improvement in student achievement, demonstrated by increased academic performance and achievement levels among students.</p>

Year 3							
Sustainability and Institutionalization:	Foster long-term sustainability by integrating effective intervention strategies and best practices into the school's curriculum, policies, and practices, emphasizing continuous improvement in achievement.	<p>Professional Learning Communities:</p> <p>Form PLCs: Organize teachers into collaborative groups.</p> <p>Regular Meetings: Hold frequent meetings to discuss student progress and share best practices.</p> <p>Collaborative Planning: Work together to plan lessons and develop intervention strategies.</p> <p>Peer Observation: Allow teachers to observe each other's classes and give feedback.</p> <p>Reflective Practice: Encourage self-assessment and goal setting.</p> <p>Capacity Building Workshops: Offer workshops to improve teaching skills.</p> <p>Incentive Programs: Reward contributions to student achievement and PLC success.</p>	During school year break	School Administrator, School Registrar, Guidance Counselor, OHSP Coordinator, Class Advisers and Subject Teachers	School MOOE	Php 30,000	Improved teacher collaboration, enhanced teaching practices, and increased student achievement through effective use of Professional Learning Communities (PLCs).

CONCLUSIONS

Based on the results and discussions presented, the following conclusions are drawn:

There is a strong correlation between the effectiveness of subject teacher as the implementer and the successful implementation of the requirements for participation in the academic program. This underlines the pivotal role that these teachers assume not only in executing the program but also in furnishing invaluable assistance to the students. Moreover, the remarkably high levels of engagement observed in the Open High School Program regarding the participation rate, despite the substantial obstacles posed by the educational crisis, serve as a testament to its efficacy in fostering student engagement. This further emphasizes the program's capacity to provide accessible educational opportunities and meet the diverse educational needs of students through a variety of pedagogical strategies.

RECOMMENDATIONS

Based on conclusions of the study, the following

recommendations are hereby provided:

1. For the teacher in-charge in the program to prioritize comprehensive training programs to improve the implementation of the Open High School program and effectively address its goals and objectives.
2. To the program implementer, there is a clear necessity for enhancing the execution and communication of the program's goals and objectives. By taking this step, they can align the program with learners' expectations, leading to improved outcomes and achievements for the learners.
3. The School Heads are encouraged to use the Program Implementation Plan to improve the goals and objectives of the Open High School.
4. For the school division of Bukidnon, the adoption of the School Program Implementation Plan could be a valuable help in aligning efforts and resources toward achieving the program's objectives. By following a structured plan, educators can ensure consistency in implementation across different schools within the division.

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