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Re-Evaluating Educational Reform: An Analysis of Senior High School Programs Impact and Potential Removal

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ABSTRACT

This research re-evaluates the impact of the Senior High School (SHS) program at Maria Aurora National High School amidst national debates regarding its potential removal or restructuring. Utilizing a mixed-methods convergent parallel design, the study integrated quantitative survey data from 134 respondents—comprising students, parents, and teachers—with qualitative insights gathered through semi-structured interviews and thematic analysis. The findings indicate a high level of program effectiveness across key metrics, including academic performance, implementation quality, and track relevance. However, the study identifies a critical "Material-Pedagogy Gap," where solid instructional quality is hindered by a deficiency in physical infrastructure, such as industry-standard laboratories and ICT equipment. Furthermore, socioeconomic challenges and the need for enhanced inclusive education were highlighted as significant areas for improvement. Rather than abolition, the study concludes that the program requires localized refinement and aggressive infrastructure investment to bridge the gap between academic theory and real-world application. An action plan is proposed to prioritize technical mastery, industry alignment, and socioeconomic equity to ensure the program's sustainability and relevance.

1. Introduction

The implementation of the Senior High School program in the Philippines, mandated by the Enhanced Basic Education Act of 2013 (R.A. 10533), represented a sweeping transformation of the nation's basic education system. Intended to equip graduates with global competencies for higher education, employment, or entrepreneurship, the program has since become a focal point of intense critical examination. While the transition aimed to align the Philippines with international standards, academic literature suggests a significant "readiness gap." According to studies by the Philippine Institute for Development Studies (PIDS), many SHS graduates continue to face hurdles in labor market integration, often finding that the skills acquired in school do not fully meet the entry-level requirements of industries (Orbeta et al., 2018). This discrepancy has fueled a national discourse regarding the program's actual effectiveness versus its intended goals.

Amidst these persistent challenges and inconsistent results, a robust debate has emerged concerning the potential dismantling or substantial overhaul of the SHS structure. Deep-seated concerns regarding the program's ability to adequately prepare students for their chosen pathways, be it college or immediate employment, are now driving serious discussions about exploring alternative strategies to elevate the quality of secondary education. These critical national debates are acutely reflected at Maria Aurora National High School, where tangible challenges mirror documented systemic issues. Localized experiences at the institution reveal difficulties in aligning the curriculum with the evolving demands of regional industries and persistent resource limitations that hinder the delivery of specialized tracks. Furthermore, research by Okabe (2021) suggests that the rapid roll-out of Senior High School often outpaced the development of school infrastructure, a reality felt deeply by educators striving to implement a multifaceted curriculum with limited facilities.

Consequently, this research undertakes a rigorous re-evaluation of the Senior High School program by dissecting its impact on student outcomes, teacher readiness, and resource allocation. By moving beyond anecdotal claims and scrutinizing empirical data alongside stakeholder perspectives, this study aims to deliver a definitive assessment of the program's strengths and weaknesses. It seeks to bridge the gap between national policy and the concrete, day-to-day realities of schools like Maria Aurora National High School. Through incisive analysis and evidence-based recommendations, this study intends to empower policymakers and educators with the insights needed to address the pivotal issues at stake, ultimately informing decisive actions regarding the future of senior high school education in the Philippines.

2. Literature Review

This section presents a critical review of scholarly literature and empirical studies pertaining to research development among senior high school students. This literature review focuses on the students' Academic Performance, Track and Relevance, Student Preparedness, and Students Perspectives, Parents Perspectives, Teachers Perspective, Overall Relevance and Impact, Program Effectiveness and Outcomes and Resource Allocation and Equity.

2.1 Students' Academic Performance

Academic performance is a primary indicator of Senior High School program effectiveness. Studies often use standardized test scores, grade point averages (GPA), and completion rates to assess student achievement (Kraft, 2018). However, a more holistic approach is often advocated, moving beyond a sole reliance on standardized tests to include qualitative measures like critical thinking and problem-solving skills (Aucejo & James, 2019). Consistent monitoring of these metrics can reveal trends in student learning outcomes and highlight areas needing improvement (Smith & Jones, 2021).

Additionally, the adequacy of facilities and equipment, particularly in technical-vocational tracks, is crucial for hands-on learning (Technical Education and Skills Development Authority [TESDA], 2021). Beyond physical resources, research also emphasizes the role of school leadership in fostering a supportive learning environment and promoting stakeholder engagement (Leithwood et al., 2019). These factors combined create the necessary infrastructure to support student success across different SHS tracks.

2.2 Track and Relevance and Student Preparedness

The relevance of Senior High School tracks to students' future goals and the extent to which they prepare students for college or careers are critical evaluation criteria. A longitudinal study found that students who perceive their Senior High School coursework as relevant are more likely to persist in college (Schneider et al., 2018). Furthermore, the alignment of Senior High School tracks with industry needs and labor market demands is essential for ensuring graduates' employability (World Bank, 2020).

The quality of teaching, availability of resources such as textbooks and laboratories, and adherence to curriculum standards are all critical components (Koranteng, 2021). However, a significant failure of the Senior High School program lies in its inability to consistently translate academic training into tangible employability skills, directly fueling the rationale for its potential removal or significant modification.

2.3 Students Perspectives

Students' perceptions of the Senior High School program are diverse. Many students appreciate the opportunity to specialize in tracks aligned with their interests, such as STEM, TVL, or HUMSS, which enhances their engagement and provides a sense of direction for future careers or higher education (Reyes et al., 2018). However, some students find the additional two years of schooling burdensome, especially if they perceive a mismatch between the skills learned and the demands of the local job market (Cruz & David, 2019). It has also been revealed that students in rural areas often feel disadvantaged due to limited resources and facilities compared to their urban counterparts, affecting their overall learning experience (Santos, 2020).

In addition to these general perceptions, specific studies have assessed the implementation of the Senior High School curriculum by examining the views of mathematics teachers and students in specific divisions in the Philippines. These evaluations focused on identifying issues encountered related to the curriculum, the teaching staff, and the student body (Ananda, 2023). Furthermore, recent research has established a significant correlation between the chosen Senior High School strands and the career choices and self-efficacy of students, highlighting how academic tracking directly influences a student's confidence in goal setting and providing a basis for more targeted career guidance programs (Gimarino, 2023).

Furthermore, the Senior High School curriculum has been evaluated from the perspectives of both students and teachers regarding their satisfaction, knowledge, confidence, and preparedness for college. These findings highlight the program's strengths while identifying critical areas for improvement to ensure students are truly ready for the rigors of higher education (Alcantara et al., 2022).

2.4 Parents' Perspectives on Program Utility and Economic Strain

Low-income families may struggle with the additional financial burden of school fees, transportation, and supplies, leading to concerns about the program's affordability and accessibility (Dela Cruz, 2019). Furthermore, some parents' express concerns regarding the quality of instruction and the relevance of the curriculum to real-world job opportunities, particularly in regions where industry partnerships are limited (Lopez & Reyes, 2020).

2.5 Teachers' Perspectives on Program Implementation and Sustainability

Teachers play a crucial role in the implementation of the Senior High School program, and their perceptions influence its success. Many teachers appreciate the program's focus on developing students' critical thinking, problem-solving, and technical skills, which are essential for the 21st-century workforce (Bautista et al., 2018).

However, they also face challenges such as inadequate training, heavy workloads, and limited resources, which can hinder their ability to effectively deliver the curriculum (Santos & Aquino, 2019). Furthermore, there is a highlighted need for ongoing professional development and support for teachers to enhance their pedagogical skills and subject matter expertise (Reyes, 2020).

2.6 Overall Experience and Impact of Structural Alignment

The Senior High School program's relevance and impact are subjects of ongoing debate and evaluation. Proponents argue that it has the potential to improve students' employability, reduce college attrition rates, and promote economic growth (Department of Education, 2021).

However, critics point out that the program's effectiveness depends on addressing systemic issues such as unequal access to quality education, inadequate infrastructure, and weak industry linkages (Orbeta & Serafica, 2020). To bridge these gaps, recommendations have been made to strengthen partnerships between schools, industries, and local government units to ensure that the Senior High School program meets the needs of all stakeholders and contributes to national development (Philippine Institute for Development Studies, 2022).

2.7 Program Effectiveness and Outcomes

Several studies focus on the overall effectiveness of the Senior High School program in achieving its intended outcomes. Research suggests that while Senior High School has improved access to education, its impact on employment and college readiness is still limited (Orbeta, 2018).

Furthermore, longitudinal data provides mixed results, indicating significant variations in outcomes across different tracks and regions (Department of Education, 2022). These findings raise questions about the program's overall value proposition and the need for evidence-based reforms.

2.8 Resource Allocation and Equity

The relevance and alignment of the Senior High School curriculum with industry needs and higher education requirements are critical factors in determining the program's success. Research emphasizes the importance of aligning education with labor market demands to enhance graduates' employability (World Bank, 2020). Additionally, studies have examined the alignment of Senior High School curricula with college entrance requirements and the preparation of graduates for tertiary education (Commission on Higher Education [CHED], 2021).

Resource allocation and equity issues significantly impact the implementation and outcomes of the Senior High School program. Research highlights disparities in resource availability across different schools and regions, leading to unequal opportunities for students (Dela Cruz, 2019; Paqueo et al., 2022). Addressing these disparities is essential for ensuring the program's fairness and effectiveness. However, the persistent inability of the state to bridge the 'resource gap' between urban and rural schools has led to a growing argument for the potential removal of the mandatory two-year requirement, as the current system may be unintentionally widening the socio-economic divide rather than closing it (Ruiz, 2026).

2.9 Statement of the Problem

This study evaluated the Senior High School Programs, their impact and potential removal. Specifically, it sought to answer the following questions.

1. How may the Senior High School programs be evaluated in terms of:
1.1 academic performance metrics.
1.2 program implementation quality; and
1.3 track relevance and student preparedness?
2. What are the perceptions of students, parents, and teachers on the overall relevance and impact of the Senior High School programs?
3. Based on the result of the study, what action plan can be developed to improve the implementation of Senior High School programs.

3. Methodology

3.1 Research Design

This study employed a mixed-methods convergent parallel research design to comprehensively evaluate the Senior High School program at Maria Aurora National High School. In this design, the researchers collected and analyzed both quantitative and qualitative data simultaneously during the same phase of the research process. This approach integrated both data sets to assess academic outcomes, program implementation, and stakeholder perceptions, giving equal priority to both forms of evidence.

Quantitative data, gathered through surveys, measured academic performance metrics and attitudes, while qualitative data, collected through interviews and focus group discussions, provided in-depth insight into the experiences of students, parents, and teachers. The results from both methods were compared and consolidated to identify convergences, differences, or combinations of findings regarding the program's impact and the discourse surrounding its potential removal.

This convergent parallel design allowed for a more nuanced and holistic understanding of the Senior High School program's impact than either method could have provided alone (Creswell & Plano Clark, 2018). Recent research highlighted the effectiveness of this mixed-methods approach in evaluating the K-12 curriculum in the Philippines, noting its strength in providing a more contextualized understanding of the program's impact on diverse learners (Paler-Calmorin, 2018).

The researchers chose this approach to gain both a broad overview and a detailed understanding of the research problem. This allowed for the triangulation of quantitative data with qualitative insights, providing a more comprehensive perspective.

3.2 Respondents and Sampling Method

The study emphasized the importance of an appropriate sample size to ensure the validity and reliability of the findings. One hundred twelve (112) respondents were selected out of two hundred twenty-four (224) finite population (consisting of senior high school students and parents/guardians). Simple Random Sampling was employed to select the specific participants. This probability sampling technique ensured that every student and parent in the Maria Aurora National High School community had an equal and independent chance of being included, thereby reducing selection bias.

In contrast, a Total Enumeration (Census) Method was used for the 22 senior high school teachers. Because the teacher population was relatively small and possessed specialized pedagogical insights, the researcher opted to include the entire group to ensure their diverse professional perspectives were fully captured without the need for sampling (Creswell & Plano Clark, 2018). Collectively, the study utilized a total of 134 respondents.

3.3 Research Instrument

This study used a survey questionnaire and an interview guide. The survey questionnaire was employed to gather quantitative data from a broad range of respondents, enabling the identification of prevalent patterns and trends concerning the impact of Senior High School programs and perceptions regarding their potential removal. This instrument incorporated both closed-ended questions, such as multiple-choice and Likert scales, for efficient statistical analysis of attitudes and experiences, and open-ended questions to allow for more detailed individual responses on specific aspects of the educational reform.

In conjunction with the survey, an interview guide was developed for conducting semi-structured interviews with a selected group of participants. The interviews served to elicit rich, in-depth qualitative insights into individual experiences, perspectives, and motivations related to the effectiveness, challenges, and perceived necessity or redundancy of the Senior High School programs. The guide comprised open-ended questions were designed to encourage participants to elaborate on their views and provide comprehensive narratives, thereby offering a deeper, nuanced understanding of the educational reform's impact and the implications of its potential re-evaluation.

3.4 Data Gathering Procedure

The researchers initiated the data collection process by securing official permission from school authorities. Upon approval, the study proceeded with the Quantitative Phase, utilizing a researcher-made survey instrument. This survey employed a four-point Likert scale to allow students to rate their levels of agreement regarding the program's implementation quality, academic performance, and track relevance. The questionnaires were distributed in person to ensure a high response rate, and the resulting numerical data were processed using descriptive statistics to identify significant trends in stakeholder perceptions.

Following the statistical analysis, the researchers conducted the Qualitative Phase to provide a deeper explanation of the survey results. This phase involved semi-structured interviews with a selected group of participants from each stakeholder category. These interviews allowed the researchers to explore the specific "why" behind the Likert scale ratings, particularly regarding the "readiness gap" and the impact of resource constraints. All interviews were recorded with the participants' informed consent and transcribed to identify recurring themes. Finally, the researchers integrated the Likert scale findings with the interview narratives, ensuring a comprehensive evaluation of the Senior High School program's impact and providing a solid basis for the proposed action plan.

3.5 Data Analysis

The data collected for this study were analyzed using a combination of quantitative and qualitative methods to ensure a comprehensive evaluation. For statement of the problem (SOP) 1, which focused on academic performance, implementation quality, and track relevance, the researchers employed Descriptive Statistics. The responses from the Likert scale questionnaires were processed to determine the Weighted Mean. The weighted mean was interpreted using a predetermined Likert scale range to provide a clear, numerical assessment of the SHS program's status at Maria Aurora National High School. This statistical approach allowed the researchers to pinpoint specific areas of implementation that met standards and identified those that were hindered by resource constraints.

For SOP 2, which investigated the perceptions of stakeholders, a Triangulation Approach was utilized. Initially, the Likert scale data were analyzed to determine the general trends in satisfaction or dissatisfaction among students, parents, and teachers. Subsequently, the data gathered from the interviews underwent Thematic Analysis. This qualitative process involved transcribing the recorded interviews, performing initial coding to categorize responses, and identifying overarching themes that captured the stakeholders lived experiences and concerns regarding the "readiness gap." By integrating these results, the researchers were able to explain the statistical trends through the specific narratives provided by the participants. Finally, the synthesized findings from both SOP 1 and 2 served as the empirical basis for the action plan developed in SOP 3.

Table 1. Response Mode for the Evaluation of Academic Performance Metrics

Scale	Descriptive Equivalent	Interpretation
3.26 - 4.00	Strongly Agree (SA)	The program exhibits outstanding standards and execution. Participants view the curriculum and institutional resources as highly proficient in equipping students for post-secondary success.
2.51 - 3.25	Agree (A)	The program is largely proficient and fulfills basic mandates. However, slight inconsistencies may exist regarding long-term career alignment or specialized academic assistance.
1.76 – 2.50	Disagree (D)	There are evident shortcomings in instructional delivery or the provision of resources. Critical components like academic interventions and facility standards require urgent attention.
1.00 – 1.75	Strongly Disagree (SD)	The program falls short of meeting fundamental educational requirements. There is a critical deficit in instructional quality, mentorship, and necessary learning materials.

Strongly Agree (3.26 – 4.00) indicates that the Senior High School program has achieved a state of Instructional Excellence and Digital Maturity. This suggests that the institution successfully fosters critical thinking and problem-solving through its coursework, while effectively integrating technology and sufficient resources to enhance learning. It reflects a high-functioning ecosystem where students feel highly confident in their chosen career or college pathways and perceive the curriculum as a primary driver of their future success.

Agree (2.51 – 3.25) reflects Functional Program Delivery, where the school generally meets the K-12 mandate and supports learner preparedness. While the program is considered effective, this rating suggests there may be minor gaps in specific areas, such as the alignment of track-specific courses with long-term goals or the need for more diverse assessment types. It implies that while students are satisfied, there is still a need to enhance the connection between classroom learning and the specific demands of top-tier universities or global industries. Disagree (1.76 – 2.50) is a critical indicator of Implementation Deficiencies. This rating suggests that the program may be failing to provide adequate support for students with learning difficulties or that classroom facilities and equipment are not fully suitable for senior high school learning. It implies a disconnect between the curriculum's goals and the actual academic experience, indicating that professional accountability or resource availability may be falling below standard. Strongly Disagree (1.00 – 1.75) indicates a Significant Institutional Gap, suggesting that the Senior High School program is failing to facilitate the mastery of essential 21st-century skills. A rating in this range reflects a perceived state of neglect regarding student concerns, guidance support, and teacher expertise. It suggests that the program is not providing a credible or prestigious pathway for its graduates, necessitating immediate and comprehensive intervention to align the school with basic educational requirements.

3.6 Ethical Considerations

This research prioritized the ethical treatment of all participants and the responsible handling of collected data. Before participating, all were provided with a comprehensive informed consent form, clearly explaining the study's purpose, procedures, potential risks and benefits, data usage practices, and their right to withdraw from the study at any time without penalty. Written informed consent was obtained; however, verbal consent was accepted in cases where literacy is a significant barrier, with appropriate documentation and safeguards in place. All collected data were anonymized and stored securely using robust encryption and access control measures to protect participant confidentiality and privacy. Only researchers directly involved in the study had access to the data, and all information were handled in accordance with relevant data protection laws and regulations in the Philippines, specifically the Data Privacy Act of 2012.

The anonymity of participants was maintained throughout the research process and in any resulting publications or reports. No identifying information was included in any shared data or published findings. Furthermore, data storage procedures were clearly defined and documented, adhering to best practices for data security and integrity. Any potential conflicts of interest were proactively identified and managed to ensure the objectivity and impartiality of the research.

The research team was committed to transparency and accountability in all aspects of the study, ensuring that ethical considerations are prioritized at every stage. Regular ethical reviews were conducted throughout the study to ensure ongoing compliance with institutional guidelines and regulations. A dedicated oversight of data management procedures was implemented to guarantee the safety and confidentiality of participant information. Finally, the findings of this research were disseminated responsibly, avoiding any potential harm or misrepresentation of the collected data.

4. Results and Discussion

This section presents the results and discussion of the study which includes the evaluation of Senior High School Programs in terms of academic performance metrics, program implementation quality, and track relevance and student's preparedness. The perceptions of students, parents and teachers on the overall relevance and impact of the Senior High School Program were also included along with the proposed action plan to improve its implementation.

4.1 Evaluation of Senior High School programs in terms of academic performance metrics.

Table 4 presents the evaluation of Senior High School programs in terms of academic performance metric. "Senior High School coursework improves my critical thinking and problem-solving" received the highest score of 3.80. This suggests that students perceive the Senior High School Program as effective in enhancing their analytical and problem-solving skills. In contrast indicator 6 and 8 "I saw a noticeable improvement in my academic grade since starting senior High School" and "Assessments were buried enough (written, practical, oral)" received relatively lowest score of 3.51. This indicates areas for improvement in terms of academic performance outcomes and evaluation methods. The Overall Average Weighted Mean (OAWM) is 3.61 which falls under the Descriptive Equivalent "Strongly Agree". This reflects consistently high level of readiness across all measured parameters. Furthermore, all metrics received a "Strongly Agree" rating. However, relatively lower scores were recorded for two indicators. These are the perception of noticeable improvement in academic grades since starting Senior High School and the variety of assessment formats used. This indicates that adjustments to teaching methods and evaluation strategies could enhance student outcomes and engagement in these areas.

Table 4. Evaluation of Senior High School programs in terms of academic performance metrics.

Indicators	AWM	DE	Rank
1. Senior High School coursework improves my critical thinking and problem-solving	3. 80	SA	1
2. Senior High School assessments (exams, projects) accurately measured what I learned.	3.62	SA	3
3. Feedback on my academic work was timely and helpful.	3.61	SA	5
4. The difficulty level of Senior High School subjects was appropriate for my learning pace.	3.71	SA	2
5. Group activities in Senior High School helped improve my collaboration and communication skills.	3.63	SA	3
6. I saw a noticeable improvement in my academic grades since starting Senior High School.	3.51	SA	9
7. Senior High School course work challenged me to think independently and creatively.	3.52	SA	8
8.Assessments were varied enough (written, practical, oral)	3.51	SA	9

9. Feedback helped me identify my strengths and areas for my improvement.	3.54	SA	7
10. Senior High School has improved my ability to manage my time for studying and assignments.	3.61	SA	5
Overall Average Weighted Mean	3.61	Sa	

Legend: AWM- Average Weighted Mean; DE- Descriptive Equivalent; 1 Strongly Disagree (SD) [1.00-1.75];2-Disagree (D) [1.76- 2.50]; 3-Agree [2.51-3.25]; 4 -Strongly Agree (SA) [3.26-4.00]

This finding implies that students perceive the Senior High School program as effective in improving critical thinking and problem-solving skills. The top- ranking indicator (Senior High School coursework improves critical thinking and problem-solving). However, areas such as academic performance and assessment (indicators 6 and 8) are scored relatively low, indicating potential areas for improvement.

These results imply that while the Senior High School program has a strand in developing analytical skills, adjustment in teaching methods and evaluation strategies may be needed to enhance academic outcomes and student engagement. The relatively high perception of critical thinking skills suggests the program is on the right track, but further refinement could maximize its impact.

The evaluation process should encompass various factors, including growth in student achievement, access to rigorous instruction, effective teaching staff, learning environments, and systematic reviews of student work (Olson, 2025). On the other hand, as educational stakeholders increasingly recognize that standardized test scores alone do not provide a comprehensive picture of a school's success, it becomes imperative to explore various key performance indicators (Ferlazzo, 2022). These indicators encompass not only academic achievements but also factors such as curriculum design, student engagement, and support systems that contribute to a holistic educational experience. Furthermore, research indicates that a well-structured curriculum can significantly influence student outcomes, foster engagement and facilitating mastery of essential skills (Hedges, 2025).

Results revealed that the evaluation of the Senior High School program in terms of academic performance metrics was generally rated by respondents “strongly agree” with its overall effectiveness. This confirms that students perceive the program as highly successful in developing key analytical competencies.

4.2 Evaluation of Senior High School programs in terms of program implementation quality.

Table 5 presents the evaluation of Senior High School programs in terms of program implementation quality. Indicator 1 and 2 stating “Teacher effectively used technology to enhance learning” and “Library and online resources were sufficient for my studies” received the highest score of 3.63. These results suggest that the school is highly effective in modernizing instruction and equipping students with the tools necessary for 21st-century research education.

Table 5. Evaluation of Senior High School programs in terms of Program Implementation Quality

Indicators	AWM	DE	Rank
1.Teacher effectively used technology to enhance learning.	3.63	SA	1
2.Library and online resources were sufficient for my studies.	3.63	SA	1
3.School administration addressed student concerns about the program well.	3.53	SA	8
4.Guidance counselors provided good support for college/ career planning.	3.58	SA	6
5. Teachers had adequate training and expertise to teach their Senior high school subjects.	3.57	SA	7
6.Classroom facilities (rooms, chairs, equipment) were suitable for Senior high school learning.	3.54	SA	8
7.The Senior High School curriculum was implemented smoothly throughout the school year.	3.62	SA	3
8.Communication between teachers, students, and parents about Senior High School was clear.	3.62	SA	3
9. Extra – curricular activities were well- integrated with Senior High School learning goals.	3.59	SA	5
10. The school provided enough support for students with learning difficulties in Senior High School.	3.5	A	10
Overall Average Weighted Mean	3.58	SA	

Legend: AWM- Average Weighted Mean; DE- Descriptive Equivalent; 1 Strongly Disagree (SD)[1.00-1.75];2-Disagree (D)[1.76-2.50]; 3-Agree [2.51-3.25]; 4 -Strongly Agree (SA) [3.26-4.00]

In contrast, the indicator about “The school provided enough support for students with learning difficulties in Senior High School” scored lowest at 3.5. While this still carries a positive interpretation of "Agree," it represents a slight dip compared to other metrics. This suggests that while the program is strong overall, there is a perceived need to enhance inclusive education practices and provide more robust assistance for students who struggle academically.

The evaluation results imply that the Senior High School program has achieved a state of instructional excellence and digital maturity. By securing the highest ratings in technology integration and resource availability (3.63), the program demonstrates an uncompromising commitment to 21st-century readiness. This implies that the institution does not merely meet basic requirements but is actively narrowing the gap between secondary and tertiary education, ensuring that graduates possess the sophisticated research skills and digital fluency demanded by top-tier universities and global industries.

Furthermore, the strong scores across teacher expertise and curriculum delivery imply an institutional culture of high performance and professional accountability. The data suggests that the school has moved beyond mere compliance with the K-12 mandate; it has established a stable, high-functioning ecosystem where clear communication and expert instruction are the standard. This high level of implementation quality implies that the school is a primary driver of student success, providing a credible and prestigious pathway for its learners.

However, the slight decline in scores regarding support for diverse learners (3.50) serves as a critical indicator of an inclusive gap. While the program excels in delivering a standardized high-quality experience, this result implies that the next evolution of the program must move away from a "one-size-fits-all" model. To maintain its trajectory of excellence, the institution must now pivot toward radical inclusivity, ensuring that its sophisticated resources and expert instruction are equally accessible to students with learning difficulties. The ultimate implication is that the program is an academic powerhouse that is now ready to refine its specialized support systems to achieve total, universal success for every student.

Understanding key implementation outcomes, such as fidelity, acceptability, and adoption, is vital for determining the overall quality of program implementation (Schultes, 2026). This approach not only informs evaluators about the processes involved but also connects these outcomes to intervention effectiveness, providing insights into variations across different educational contexts. Moreover, the evaluation highlights critical aspects such as participant engagement and program fidelity, establishing a clear correlation between high-quality implementation and positive student outcomes. Additionally, the effectiveness of a program is often obscured by poor implementation, which can lead to misinterpretations of its efficacy (Ayas, 2026). Understanding the factors that influence successful program execution is essential for stakeholders involved in planning and executing these initiatives.

The study on the status of senior high school implementation in the Philippines offers valuable insights into how well these programs are being executed across various institutions (Brillantes et al., 2026).

In summary, the success of this program is fundamentally tied to its alignment with external industry and academic benchmarks. The data indicates that when curriculum content is synchronized with professional standards and reinforced by hands-on training, student readiness significantly improves. Ultimately, the program serves as a critical bridge to higher education and employment, provided there is a cohesive, multi-sectoral framework supporting its implementation. It remains a vital pillar of educational reform that thrives on practical application and systemic collaboration.

4.3 Evaluation of Senior High School programs in terms of Track relevance & student preparedness.

Table 6 presents the evaluation of senior high school programs in terms of track relevance & student preparedness. Indicator 1 stating “Senior High School has improved my confidence in pursuing my desired career or college path”, received the highest score of 3.77. This shows strong agreement presents the evaluation of senior high school programs in terms of track relevance and student preparedness. This evaluation of track relevance and student preparedness reveals notable patterns in how learners perceive the Senior High School program’s role in supporting their future pathways.

In contrast, indicator 8 states “My chosen track’s courses aligned with my college/career goals.” This indicator scored lowest at 3.5. The rating still reflects a positive perception overall. Then Overall Average Weighted Mean (OAWM) is 3.59 indicating an overall “Strongly Agree” level of response. Indicator 1 stating “Senior High School has improved my confidence in pursuing my desired career or college path”, received the highest score of 3.77. This shows strong agreement presents the evaluation of senior high school programs in terms of track relevance and student preparedness. This evaluation of track relevance and student preparedness reveals notable patterns in how learners perceive the Senior High School program’s role in supporting their future pathways. In contrast, indicator 8 states “My chosen track’s courses aligned with my college/career goals.” This indicator scored lowest at 3.5. The rating still reflects a positive perception overall. Then Overall Average Weighted Mean (OAWM) is 3.59 indicating an overall “Strongly Agree” level of response efficiency across the board.

The data suggests that track relevance and student preparedness reveal that the Senior High School program is generally effective in supporting learners’ future pathways. The total average weighted mean is 3. 59, which reflects “Strongly Agree” among respondents. Indicator 1 states “Senior High School has improved confidence in pursuing desired careers or college paths”. This indicator received the highest score of 3.77. However, the lowest ranking we’re recorded for track relevance & student preparedness is 3.5 is rated “Agree” for the indicator on track coursed aligning with college or career goals. This points to a need to enhance the alignment between curriculum content and student’s specific intended pathways. Relatively lower scores were also noted for several areas. This includes clarifying long term career plans gaining real -world experience through internships or immersion program and having track subjects that are up to date with current industry or college standard. These points suggest opportunities for improvement.

Table 6. Evaluation of Senior High School programs in terms of track relevance and student preparedness.

Indicators	AWM	DE	Rank
1.Senior High School improved my confidence in pursuing my desired career or collage path.	3.77	SA	1
2. The skills I learned in Senior High School make more competitive for college admission or work	3.60	SA	4
3. My track has helped me clarify my long-term career plans	3.52	SA	8
4.I would recommend my chosen track to other students with similar goals.	3.53	SA	7
5. The subjects in my track are up- to date with current industry/ college	3.57	SA	5

standards.			
6. Senior high school internships/ immersion programs (if applicable) give me real -world experience.	3.51	SA.	9
7. I had enough information to choose the right track for my interests and goals.	3.54	SA	6
8. My chosen track's courses aligned with my college/ career goals.	3.50	A	10
9. Senior High School prepared me well for my next step (college, work, etc)	3.71	SA	2
10. Practical skills from my track are useful for real life/ future.	3.68	SA	3
Overall Average Weighted Mean	3.59	SA	

Legend: AWM- Average Weighted Mean; DE- Descriptive Equivalent; 1 Strongly Disagree (SD) [1.00-1.75];2-Disagree (D)[1.76-2.50]; 3-Agree [2.51-3.25]; 4 -Strongly Agree (SA) [3.26-4.00]

Academic literacy is a complex, discipline-specific scale shaped by diverse faculty and students' perception in Norwegian higher education (Aamodt, 2020). This preparation is deeply influenced by secondary school tracking. Vocational tracks often enhance a student's sense of purpose, whereas all-academic track can diminish self-concept due to the "big-fish-little-pond" effect (Blondal, 2026). Furthermore, while ability tracking aims to customize learning, it frequently reinforces socio-economic disparities and harms the psychological well-being of students in lower tracks (Kielmeyer, 2023). Together, this study suggests that current tracking systems may prioritize institutional sorting over equitable access and student motivation.

In conclusion, the evaluation confirms that the Senior High School program is a powerful catalyst for student growth, effectively empowering learners to pursue their future paths with conviction. The program's greatest success lies in building student confidence and providing a strong sense of overall readiness, proving that it serves as a transformative bridge between basic education and the professional world.

However, the lower ranking for course alignment with career goals reveals a critical disconnect between general classroom instruction and specific professional pathways. While the program excels at fostering a broad sense of preparedness, this result serves as a strong call to tighten curriculum relevance and bridge the gap between academic tracks and real-world industry requirements. Ultimately, the program is an extraordinary foundation for student self-assurance, but its evolution into a truly specialized system depends on sharpening the alignment between the subjects taught and the students' specific future destinations.

4.4 Perceptions of Students on the Overall Relevance and Impact of the Senior High School program

4.4.1 Acquisition of Skills and Lessons from Senior High School Projects.

Under this theme, participant 1 emphasized that school projects foster innovation and resilience, while Participant 2 highlighted how work immersion provides real-world exposure that transforms a student's perspective. Collectively, these respondents suggest that hands-on learning moves beyond the classroom to deepen a student's understanding of workplace challenges. This shift ensures that students do not just acquire theoretical knowledge but also develop the "work-ready" mindset and perseverance necessary for a successful transition into the professional workforce.

The findings imply that Senior High School serves as a critical bridge between theory and practice by prioritizing functional competency over academic memorization. By integrating innovation-based projects and work immersion, the curriculum ensures that students develop the resilience and problem-solving skills necessary for the professional world. This suggests that hands-on experience is the most vital factor in reducing the "skills gap," effectively transforming learners into adaptable professionals who are psychologically and technically prepared for future workplace challenges.

Senior projects are transformative because they prioritize career exploration and community engagement over the final product (Shattuck, 2025). Their importance lies in providing a pivotal platform for students to align their passions with future pathways while cultivating essential workforce skills (Price, 2025). Beyond academic knowledge, these projects foster critical soft skills—including teamwork, time management, and innovative problem-solving—which enable students to adapt to real-world challenges (Graumann, 2025). Ultimately, by refining communication and presentation abilities, senior projects ensure students are holistically prepared for professional success.

In conclusion, the findings underscore that the Senior High School (SHS) experience is a transformative bridge that converts academic theory into functional competency. By prioritizing hands-on projects and work immersion over traditional memorization, the curriculum effectively cultivates a "work-ready" mindset characterized by innovation, resilience, and adaptability. This practical approach does more than just transmit knowledge; it fundamentally closes the "skills gap" by exposing students to real-world challenges that build both technical proficiency and psychological preparedness. Ultimately, the Senior High School program serves as a critical nursery for professional development, ensuring that graduates transition into the workforce not merely as students, but as capable professionals equipped to navigate the complexities of the modern workplace.

4.4.2 Gaining Personal and Career Development

Under this theme, findings reveal that the Senior High School (SHS) experience is a fundamental period for self-discovery and alignment. Participant 1 highlighted "the importance of identifying personal talents and interests", noting that this clarity is crucial for making informed career choices and boosting confidence in both academic and professional settings. This suggests that when students understand their own strengths, they approach their future with greater self-assurance.

Complementing this, participant 2 emphasized that the "Senior High School program provides vital exposure to diverse fields", which serves to equip students with essential workforce skills and a grounded sense of social responsibility. Together, these perspectives indicate that the curriculum does more than teach facts; it creates a holistic environment where students can align

their personal identity with professional goals. Ultimately, this ensures that graduates transition into the workforce not only as skilled individuals but as confident, ethically aware professionals.

The results regarding personal and career development imply that the Senior High School program functions as a critical bridge between self-awareness and professional identity. By moving beyond traditional rote learning, the program creates an environment where students can align their innate talents with practical career paths. This suggests that the curriculum is successfully shifting the educational focus from "what to learn" to "who to become," ensuring that graduates enter the next stage of their lives with a grounded sense of purpose and the confidence to navigate complex career decisions.

Personal growth is defined as a transformative journey that fosters not only individual well-being but also enhances professional capabilities (Alicescarl, 2023). Key components of personal growth include continuous learning, emotional intelligence, self-reflection, goal setting, and adaptability. Moreover, the concept of lifelong learning has emerged as a pivotal theme within this discourse, underscoring the necessity for individuals to continuously acquire new skills and knowledge throughout their careers (Jannah & Abu Hasan, 2025).

The relationship between job satisfaction and employee retention is also noteworthy in literature. Job satisfaction serves as a mediator between working conditions and retention intentions, suggesting that organizations must create favorable work environments to enhance employee contentment (Jannah & Mackay, 2025). Moreover, fostering an inclusive work culture can significantly enhance organizational commitment, particularly affective commitment.

Therefore, the Senior High School program effectively bridges academic preparation and personal transformation by utilizing modern technology and expert instruction to build college readiness. While it successfully fosters "hard" skills and student confidence, the findings highlight a need to transition from standardized excellence toward individualized relevance to better support diverse learners and specific career goals. Ultimately, by aligning academic rigor with industry standards and inclusivity, the program ensures that graduates emerge as resilient, socially responsible, and self-aware citizens ready for both higher education and the modern workforce.

4.4.3 Acquiring Essential Learning from ABM strand

Under this theme, the study revealed students' focus on practical assignment skills. There is a deficiency in real-world experience and technical writing tailored to industry standards. One respondent stated, "Discovering one's talent and interests is crucial in choosing the right career path. It influences understanding of future career prospects and boosts confidence in facing challenges in studies and work." This emphasizes the program fosters self-awareness, a foundation for informed career decisions. Beyond content mastery, it builds resilience and clarity, aligning educational and professional goals with personal strengths.

Another respondent shared, "The Senior High School program has given me exposure to various fields helping me discover my interests. Working on a community service project taught me the importance of social responsibility. Overall, the senior high school program has equipped me with the skills I needed for the workforce." This underscores the program extends beyond career preparation to nurture civic engagement and holistic skills, providing exposure to professional areas while instilling purpose.

The results regarding the ABM strand imply that the Senior High School program is successfully bridging the gap between theoretical knowledge and practical financial literacy. By transforming abstract concepts into actionable business plans and budgeting skills, the program empowers students with a "strategic mindset" that is immediately applicable to real-world scenarios. This suggests that the ABM curriculum is not merely an academic exercise but a foundational training ground for entrepreneurship and financial independence, equipping graduates with the pragmatic tools needed to manage resources and navigate the complexities of the modern economy.

Furthermore, the emphasis on strategy and actionable planning implies that the program is fostering high-level critical thinking and self-reliance. This carries the significant implication that ABM students are being prepared to be "producers" rather than just "consumers" in the workforce. By mastering the art of budgeting and strategic foresight early on, students are positioned to become resilient professionals who can effectively mitigate risks and drive success in both personal and corporate financial environments.

One of the most significant insights gained from this experience is the emphasis on early exposure to fundamental business concepts. By engaging with topics such as financial decision-making and marketing strategies at an early stage, students build a solid foundation that prepares them for higher education and professional endeavors (Mulkeen, 2025). Furthermore, the ABM strand emphasizes the development of analytical and leadership skills. Students are trained to think critically about complex problems and make informed decisions based on data analysis. The incorporation of leadership training prepares them for future roles where they may need to motivate teams or manage projects effectively (Bukas Team, 2022). Students learn vital principles related to finance, marketing strategies, and decision-making processes that serve as a solid foundation for their future academic pursuits and career paths (The ABM Strand Advantage, 2025). This foundational knowledge not only prepares students for higher education but also instills confidence as they navigate various business environments.

Hence, the ABM strand successfully transforms academic theory into practical economic agency. By mastering budgeting and strategic planning, students move beyond rote learning to develop a professional mindset rooted in fiscal responsibility and foresight. This proves that the curriculum is a vital incubator for entrepreneurship and financial independence, equipping graduates with the precise, actionable tools needed to succeed in the modern business world.

4.4.4 Growth through Senior High School Experience

Under this theme, the study revealed students' perceptions of practical competencies and insights from senior high school experiences, highlighting components that shape career preparation and personal growth—including strand-specific learning and overall developmental growth through challenges and projects. One respondent stated, "Discovering one's talent and interests is

crucial in choosing the right career path. It influences understanding of future career prospects and boosts confidence in facing challenges in studies and work." This emphasizes self-awareness as a foundation for informed decisions, building resilience and aligning goals with personal strengths.

The focus on self-discovery, diverse experiences, targeted skills, and continuous learning makes the senior high school program a transformative educational reform component, preparing students for professional life and active community participation. For educational institutions and curriculum designers, there is a need to strengthen alignment between projects and students' chosen paths, integrating field-specific activities that expose learners to new concepts and foster adaptability.

The ABM strand, educators must balance practical financial skills like budgeting and saving with strategic thinking training through initiatives such as business plan projects. This will better cultivate the strategic business mindset critical for success in commerce-related fields. Policymakers and stakeholders should prioritize supporting both specialized skill development and holistic growth, with resources for community service, work immersion, and industry partnerships to build civic responsibility alongside real-world readiness. Students and their families, active engagement in strand-specific projects and diverse program experiences significantly expands knowledge, clarifies career goals, and builds confidence for navigating higher education and the workforce. Additionally,

The initial struggles of loneliness and pressure to fit in often give way to a newfound sense of belonging and confidence, particularly during pivotal moments such as returning to in-person learning after pandemic disruptions (Masten & Motti-Stefanidi, 2020). Such experiences underscore the importance of resilience; students cultivate coping strategies that enable them to thrive academically despite setbacks. The high school journey is a significant milestone marked by profound growth and transformative experiences. Students navigate numerous challenges that shape their identities and influence their future directions, with many entering high school feeling naive and lonely (Waldron, 2022). The reflections shared by seniors highlight not only their emotional maturation but also an evolving understanding of their aspirations and relationships (Ferguson, 2024). This dual focus on personal development and resilience illustrates how high school acts as a microcosm for life's broader challenges, equipping students with essential skills that extend beyond the classroom.

In conclusion, the findings prove that the Senior High School program acts as a powerful engine for intellectual and personal transformation. By pushing students to navigate "the unknown" through course-aligned projects, the program successfully fosters a growth mindset and psychological resilience. Ultimately, students are not just gaining academic knowledge; they are developing the adaptability and mastery required to evolve through challenges, ensuring they are prepared for the lifelong learning demanded by the modern world.

4.5 Perceptions of Parents on the Overall Relevance and Impact of the Senior High School programs.

4.5.1 Technology-Enabled Learning and Work Immersion Driving Student Development and Career Goals

Under this theme, the feedback from Participant 1 highlights how technology in learning, equips with modern equipment skills, shifting the focus toward research and critical thinking rather than mere memorization. This indicates that the integration of modern tools effectively modernizes the cognitive development of students, preparing them for the analytical demands of higher education. Complementing this, Participant 2 emphasizes that work immersion is the most vital component of the SHS program because it develops their capabilities by exposing them to the difficulties of work. This practical experience not only builds professional resilience but also clarifies their career path, making students more eager to achieve their dreams in fields like the PNP or government. Together, these insights suggest that the SHS curriculum successfully combines digital fluency with real-world application to produce capable, goal-oriented graduates. The findings from the table carry a profound implication for the future of secondary education, the Senior High School program is successfully transitioning from a knowledge-based model to a competence-based model. By prioritizing technology and immersion, the program implies that modern career readiness is no longer about how much a student can remember, but how effectively they can navigate tools and endure the realities of a workplace. This suggests that the curriculum is intentionally designed to "harden" students' soft skills while sharpening their technical research capabilities.

Furthermore, the focus on work immersion implies that "productive struggle" is a necessary component of the learning process. By allowing students to face the "difficulties of work" before they graduate, the program creates a safety net where they can build resilience and grit. This carries the long-term implication that these graduates will enter the workforce or higher education with a significantly lower "reality shock," as they already possess a grounded understanding of professional discipline and a strengthened drive to achieve their specific career goals.

The program's results indicate that 85% of participants felt more confident in their communication abilities, while 79% reported acquiring relevant career skills (Rood, 2022). Such technology-enhanced learning environments not only foster skill acquisition but also align closely with students' career aspirations. Furthermore, activities such as on-site visits and direct engagement with professionals provide educators with valuable context that enriches classroom instruction (Lattanze, 2025). This approach not only enhances teachers' understanding of industry standards but also enables them to guide students more effectively toward relevant career paths, thus aligning education with workforce demands. Additionally, these programs are crucial for skill-building and career development, offering students the opportunity to apply theoretical knowledge in practical contexts (Wackwitz, 2023).

In conclusion, the integration of modern learning tools and work immersion proves that the Senior High School program is a vital gateway to professional maturity. By replacing traditional memorization with technology-driven research, the curriculum ensures that students possess the intellectual agility required for the digital age. When paired with the rigorous "reality check" of work immersion, these academic skills are transformed into functional competence. Ultimately, the results confirm that this dual approach does not just educate; it empowers students to face workplace challenges with grit and clarity, ensuring they graduate as capable, goal-oriented individuals ready to pursue their professional ambitions.

4.5.2 Fostering Student Well-Being, Engagement, and Real-World Readiness

Under this theme, the findings illustrate a profound transformation in student engagement, moving from academic passivity to an intellectual awakening. Indicator 1 highlights a significant shift in the student's attitude toward learning, where previous tendencies toward resistance or "laziness" have been replaced by a proactive, critical-thinking mindset. This evolution implies that when a curriculum prioritizes inquiry over rote memorization, it fosters intrinsic motivation. Consequently, the student is no longer a passive recipient of information but an active participant in their own intellectual development, demonstrating a newfound resilience and curiosity.

Furthermore, Indicator 2 underscores the success of a holistic approach to education, specifically through the integration of mental wellness and real-world application. The results suggest that the school's focus on the overall well-being of the learner creates a stable emotional foundation that extends beyond the classroom. By ensuring that subject matter is directly connected to real-life situations, the program helps students internalize the value of their education. This is practically evidenced by the students' increased responsibility in household environments, such as performing chores. This development proves that the SHS program successfully bridges the gap between school-based theory and personal accountability, molding students into well-rounded individuals who are both mentally resilient and socially responsible.

The findings from this table imply that holistic development acts as the essential bridge between academic instruction and personal maturity. By shifting the focus from rote learning to critical thinking, the program suggests that student apathy is often cured by intellectual empowerment rather than discipline alone. This transformation implies that when a curriculum is perceived as relevant to the real world, students naturally move from a state of resistance to one of active engagement, taking greater ownership of their own growth.

Furthermore, the connection between mental wellness and increased responsibility at home carries the significant implication that school-based interventions have a ripple effect on a student's private life. By prioritizing well-being and practical application, the program produces graduates who are not merely "career-ready" but "life-ready." This suggests that the ultimate success of the Senior High School framework lies in its ability to foster internalized responsibility, ensuring that students evolve into resilient, well-rounded individuals who are as capable in their households as they are in the classroom.

Creating relevant and relatable learning experiences is a necessity for deep student engagement (Sutton, 2025). When lessons are connected to students' lives and future aspirations, they tend to engage more deeply with the material. This is supported by the implementation of meaningful learning experiences that resonate with students' interests and backgrounds (Lattanze, 2025). Furthermore, active learning emerges as a pivotal strategy in promoting student engagement and well-being. By encouraging participation through interactive activities such as discussions, projects, and hands-on experiences, educators can stimulate curiosity and critical thinking (Millacci,2024).

In conclusion, the findings across these themes reveal that the Senior High School program serves as a transformative platform for holistic maturity and professional readiness. By moving away from traditional memorization in favor of technology-driven research and real-world application, the curriculum does more than just transmit information—it reshapes the student's character. The data confirms that when academic rigor is balanced with a focus on mental wellness and practical immersion, students evolve from passive, resistant learners into active, responsible, and goal-oriented individuals.

Ultimately, the results demonstrate that the program is successfully bridging the gap between the classroom and the realities of adult life. The transition from academic theory to functional capability and personal accountability proves that graduates are being equipped with both the technical grit and the psychological resilience needed for the future. This ensures that they leave the institution not only as scholars ready for higher education but as well-rounded citizens prepared to navigate the complexities of their homes, their communities, and the global workforce.

4.5.3 Empowering Students Through Course Choice, Structured Learning and Future-Focused Preparation

The findings under this theme highlight how the Senior High School program acts as a strategic bridge to higher education, providing a level of academic focus and personal agency that was largely absent in the previous basic education system. The first indicator centers on the power of specialized choice and organized learning. Unlike the old system, which followed a general curriculum, the Senior High School program allows students to select specific "strands" or courses. This autonomy implies that students are no longer just studying a broad range of subjects; they are building a structured foundation tailored to their future goals. By having "organized knowledge," students gain a clearer mental map of their chosen field, which significantly reduces the confusion and "trial-and-error" approach often seen during the transition to college.

While the second indicator focuses on practical preparation and student drive. The findings suggest that Senior High School prepares youth for college more effectively than the old system by shifting the focus toward "skill-building and talent development." This focused education does more than just teach theory—it validates the student's natural talents. When students see their skills improving in a specific area, their motivation to study increases. This creates a psychological advantage; they enter college not just with information, but with the confidence and enthusiasm necessary to succeed in a more demanding academic environment. Research further implied that specialization is the primary catalyst for student motivation and long-term academic endurance. By replacing a generalist curriculum with tailored learning paths, the Senior High School program acts as a strategic pre-orientation for professional life, filling the structural gap between basic education and specialized college degrees. This alignment ensures that students enter higher education with "organized knowledge" and a pre-validated sense of purpose, significantly reducing the confusion and "major shifting" often seen in the old system.

Ultimately, the findings suggest that relevance breeds effort; when studies are viewed as a direct investment in future skills, engagement deepens. This carries the long-term implication that the program is not just preparing students for exams but is fostering a "pre-professional" mindset that increases the likelihood of timely graduation and lifelong career success.

The emphasis on personalized course selection not only enhances student engagement but also fosters a sense of ownership over their academic journeys (Schmidt, 2024). By identifying students' strengths and interests, educators can guide them toward relevant career paths that align with their aspirations (Reese et al., 2025). Moreover, interdisciplinary career units can be implemented across various subjects to create connections between classroom learning and potential careers. Furthermore, such a curriculum not only stimulates intellectual curiosity but also allows students to cultivate skills that are essential in today's job market (North Kitsap School District, 2025).

In conclusion, the findings demonstrate that the Senior High School program is an effective framework for strategic preparation and personal transformation. By replacing a generalist curriculum with specialized, technology-driven paths, the system successfully bridges the gap between basic education and the professional world. The transition from academic resistance to active participation proves that when students are provided with agency and real-world relevance, they develop the intrinsic motivation and organized knowledge necessary for success. Ultimately the synergy between mental wellness, skill-building, and career immersion ensures that graduates are not just "college-ready," but life-ready. The program effectively turns abstract ambitions into concrete capabilities, producing resilient, well-rounded individuals equipped with the technical grit and professional discipline required to excel in the global workforce.

4.6. Perceptions of Teachers on the Overall Relevance and Impact of the Senior High School programs.

4.6.1 Resource-Limited Curriculum Implementation

Under this theme, the respondents emphasize that the Senior High School program functions as a “hollow bridge” where the success of a sound theoretical curriculum is “undermined by a critical deficit in physical infrastructure and industry integration.” They highlight a “failure of theoretical readiness to translate into personal competence,” suggesting that while the program successfully outlines a roadmap for preparation, the lack of physical resources creates a “skill vacuum.” The participants point out that the ability to produce work-ready graduates is “entirely dependent on the strength of the school’s external and internal infrastructure,” asserting that without the synchronization of industry partnerships and modern facilities, the curriculum cannot “support the weight of actual student career transitions.” This leads to a state of “Accreditation without Application,” where a formal bridge to the workforce is built through certifications but is “structurally weakened by the absence of specialized facilities.” Ultimately, they observe a “critical friction between student potential and systemic execution,” noting that while students are ready for “hands-on, competency-based learning,” the ecosystem required to sustain that learning is “fractured.”

The findings from the teachers' accounts imply a looming credibility crisis for the Senior High School program. If the "hollow bridge" between theory and practice persists, the labor market may eventually devalue Senior High School certifications, viewing "Accreditation without Application" as a failure of systemic integrity. This places an undue burden on the private sector to provide basic technical training, effectively turning employability into a luxury reserved for those who can afford private resources, rather than a standard outcome of public education.

Furthermore, this disconnect suggests an impending decline in instructional morale. Teachers are placed in a professional bind, tasked with certifying competencies that students have never physically practiced. This environment of "simulated learning" not only risks teacher burnout but also stunts student development by creating a high-pressure "skill vacuum." Ultimately, the study implies that without a radical shift toward infrastructure-heavy investment and industry integration, the Senior High School program will remain a theoretical promise that fails to produce a workforce capable of meeting high-tech professional demands.

The gap between theory and practice is often mischaracterized; it is not merely a divide between the two but rather reflects differing perspectives on what constitutes valid theories among academics and practitioners (Anderson, 2021). Both groups possess their own sets of theories that influence their educational practices, shaped by their unique experiences and interactions within their respective communities. Additionally, one significant aspect contributing to this gap is the socialization process that teachers undergo during their training. Traditional teaching methods often prevail in teacher training programs, which can hinder new educators from applying theoretical knowledge effectively in diverse classroom settings (Nauman, 2024). This phenomenon creates resistance to innovative practices among educators who may feel more comfortable adhering to established norms rather than experimenting with new approaches. One of the primary reasons for the existence of this perceived gap lies in academic research itself; while academic theories are often based on systematic investigations and empirical evidence, they may lack direct applicability to everyday classroom situations faced by educators (Anderson, 2026).

In conclusion, the testimonies of the teachers reveal that the Senior High School program currently exists as a visionary framework hindered by material scarcity. While the curriculum successfully modernizes the academic roadmap, it remains a "hollow bridge" that lacks the physical and financial infrastructure necessary to carry students into professional mastery. The persistent "skill vacuum" and the trend of "Accreditation without Application" signal that theoretical readiness alone is an insufficient substitute for hands-on, high-tech experience.

Ultimately, the program’s success is not a matter of curricular design, but of systemic execution. To prevent student potential from being neutralized by a fractured ecosystem, there must be a decisive shift from a theory-centric model to one that is resource-integrated. Only by synchronizing industry partnerships, modern facilities, and psychosocial support can the Senior High School program evolve from a theoretical promise into a functional gateway to adulthood and global competitiveness.

4.6.2 The Technological Resource-Skill Gap

Under this theme, the teacher participants 1 highlight a critical disconnect between pedagogical success and material scarcity. As the primary implementers of the curriculum, these teachers report that while they successfully foster "Cognitive Readiness" and workplace discipline through methods like problem-based learning, their efforts are capped by a lack of physical tools. Students develop the "human" side of employment, such as soft skills and professional attitude but remain technically unpracticed due to

the absence of modern laboratories and ICT equipment.

Consequently, the teachers argue that the program's current limitations are not a pedagogical flaw but a material one. The lack of workshops prevents theoretical knowledge from becoming a "lived skill," creating a "hard ceiling" on the return on investment for the K-12 system. Ultimately, the teachers' perspectives suggest that the SHS program is a high-performance engine running without fuel; it successfully prepares students for the culture of work, but the "infrastructure-execution disconnect" ensures they remain unprepared for the technical demands of modern, tech-driven industries.

The findings from the teachers' perspectives carry profound implications for the future of technical-vocational education and national workforce competitiveness. The primary implication is that the Senior High School program is currently producing a "Soft-Skill Heavy, Tech-Skill Light" workforce. While graduates may enter the labor market with excellent professional attitudes and workplace discipline, their lack of hands-on technical proficiency creates a "competency bottleneck." For industries, this means that a Senior High School diploma may no longer serve as a reliable indicator of technical readiness, forcing employers to invest heavily in remedial training or to prioritize college graduates for entry-level technical roles, thereby undermining the original "employability" promise of the K-12 reform.

Furthermore, the study implies a diminishing return on pedagogical innovation. Even as teachers adopt advanced "Problem-Based Learning" and modern teaching strategies, the impact of these methods is physically capped by the absence of laboratories. This creates a state of "Simulated Proficiency," where students understand the how of a technology but have never touched the what. If the government continues to prioritize curriculum revisions over resource acquisition, the education system risks institutionalizing a cycle of frustration for educators and "technical stagnation" for students, ultimately widening the digital divide between well-funded private institutions and resource-depleted public schools.

The Technological Resource-Skill Gap refers to the dissonance between the increasing demand for skilled professionals in technology sectors and the persistent challenges organizations face in finding qualified candidates. This paradox is particularly pronounced in fields such as cybersecurity, where 87% of tech leaders report difficulties in sourcing talent despite a growing pool of graduates eager to enter the workforce (Polgar, 2025). Moreover, advancements in artificial intelligence (AI) contribute to what has been termed the "Paradox of Skill," where rising skill levels across candidates create heightened competition within the job market (Lynch, 2025). In addition, despite widespread layoffs across major tech firms—over 93,000 job cuts reported in 2022—competition for top-tier talent remains fierce (Harriet, 2024). The ongoing challenges faced by employers include a skills gap exacerbated by rapid technological advancements and evolving job requirements.

In conclusion, the teachers' insights reveal that the Senior High School program is currently a pedagogical success held hostage by material scarcity. While the curriculum effectively fosters professional discipline and cognitive readiness, it fails to deliver the technical mastery promised by the K-12 reform. This "infrastructure-execution disconnect" transforms the program into a system of simulated proficiency, where students are taught to understand modern industries in theory but are denied the physical tools to master them in practice.

Ultimately, the study underscores that a curriculum, no matter how visionary, cannot function as a standalone solution without a synchronized investment in high-tech laboratories and ICT resources. To bridge the gap between "knowing" and "doing," the government must shift its focus from refining educational theory to funding the physical reality of the classroom. Only by removing this "material ceiling" can the Senior High School program evolve from a theoretical roadmap into a truly functional gateway to the modern workforce.

4.6.3 Socioeconomic Stratification in Vocational Outcomes

Under this theme, the teacher participants identify a critical shift where the responsibility for vocational success has moved from the state to the individual household. They argue that "immediate employability" remains an unfulfilled promise because the Technical-Vocational-Livelihood (TVL) track has become an unfunded mandate. This creates a "wealth filter" where technical competence is reserved for students who can personally afford the equipment the school fails to provide, effectively establishing affordability as a barrier to competency.

Furthermore, teachers highlight a profound geographic disparity, noting that success is often a "lottery of birth" determined by a school's location and local resources. With success rates cited as low as 5% in some contexts, the participants critique a systemic inefficiency where the program's benefits are the exception rather than the rule. Ultimately, these educators suggest that without state-led standardization, the SHS program risks reinforcing social stratification by favoring the privileged while leaving the majority with a "theoretical-only" education.

The findings from the teachers' observations imply a growing institutionalization of social reproduction, where the Senior High School program inadvertently widens the gap between the rich and the poor. By allowing affordability to become a barrier to competency, the system transforms "employability" from a public service into a purchased privilege. This suggests that the TVL track, originally intended as a social equalizer, is instead producing a workforce sorted by socioeconomic status rather than merit.

The unequal distribution of school facilities and training materials often forces students from lower-income backgrounds to seek external resources, further widening the gap in skill mastery between different social groups (Adusei & Gyamfi, 2024). This disparity ensures that the readiness of a graduate is frequently a reflection of their household's financial capacity rather than the effectiveness of the school's curriculum. Furthermore, the perceived value of vocational certificates in the labor market is heavily influenced by the prestige and resource level of the issuing institution, which often disadvantages students from marginalized or rural areas (Teng et al., 2022). Beyond technical skills, the transition from vocational training to stable employment is also heavily mediated by the social capital and professional networks available to a student's family (Hodge & Harris, 2023). In systems where institutional linkages between schools and industries are weak, graduates must rely on personal connections to secure job placements, which inherently disadvantages those from lower socioeconomic backgrounds and reinforces the cycle of stratification in vocational outcomes.

In conclusion, the teachers' perspectives reveal that the SHS program has inadvertently become a resource-dependent system that favors socioeconomic privilege over academic merit. By offloading the cost of technical training onto the household, the program transforms "immediate employability" into a purchased advantage rather than a public service. This shift undermines the TVL track's mission as a social equalizer, leaving most students with a "theoretical-only" education.

4.6.4 Digital-Curricular Realignment Gap

Under this theme, participants highlighted that the Senior High School program serves as a critical modernization agent and a "bridge to adulthood" by fostering digital literacy and practical maturity through work immersion. They noted that the program's ability to synchronize the curriculum with contemporary tools effectively creates "digitally native" professionals who are better aligned with the global startup culture and high-tech workforce demands than previous generations. However, the respondents also pointed to a "Digital-Curricular Realignment Gap," suggesting that while the program is a powerful shift toward vocational readiness, its total effectiveness is currently hindered by "misaligned competencies" or academic "dead weight." This implies that the curriculum still contains theoretical or anachronistic components that do not match industry standards, meaning the program's ultimate success depends on streamlining these outdated elements to fully bridge the gap between traditional schooling and professional reality.

The findings from the teachers' observations imply a growing institutionalization of social reproduction, where the Senior High School program inadvertently widens the gap between the rich and the poor. By allowing affordability to become a barrier to competency, the system transforms "employability" from a public service into a purchased privilege. This suggests that the TVL track, originally intended as a social equalizer, is instead producing a workforce sorted by socioeconomic status rather than merit.

Furthermore, the significant geographic disparity implies a looming national productivity crisis. The current "lottery of birth" in resource allocation means that students in remote areas are receiving a "theoretical-only" education that fails to meet local industry's needs. To prevent the K-12 program from becoming an empty mandate, these findings imply that the government must move toward a centralized, equity-based funding model that standardizes technical equipment across all regions.

The digital-curricular realignment gap represents a critical challenge within contemporary education, highlighting the disconnection between rapidly evolving digital technologies and existing curricular frameworks (Pressley, 2022). This gap is particularly pronounced in higher education, where disparities in access to technology and digital literacy skills can significantly affect student engagement and learning outcomes. As educational institutions strive to integrate advanced technological tools into their teaching methodologies, they often encounter systemic barriers, such as outdated curricular designs that fail to incorporate essential 21st-century skills like digital literacy and adaptability (Dumbuya, 2025). The consequences of this misalignment are far-reaching, with students from underserved backgrounds facing increased difficulties in navigating the modern educational landscape. Furthermore, this gap reflects a disconnect between existing frameworks and the digital competencies required for students to thrive in a modern workforce, making the development of effective integration strategies essential for fostering equitable access to quality education (Xia, 2024).

In conclusion, the teachers' testimonies underscore that the Senior High School program is currently operating as a resource-dependent system that inadvertently prioritizes socioeconomic privilege over academic merit. By shifting the financial burden of technical training onto the household, the program transforms "immediate employability" into a purchased advantage, thereby undermining the TVL track's mission as a social equalizer. Ultimately, student success has become a "lottery of birth" dictated by geographic and financial luck rather than standardized instruction. To fulfill the original promise of the K-12 reform, the government must move beyond curricular design and commit to a centralized, equity-based funding model that ensures technical competence is a right for all, rather than a luxury for the few.

4.6.5 Resource-Pedagogy Misalignment

Under this theme, participants highlighted the dual nature of the Senior High School curriculum, describing it as a transformative framework for career readiness and digital modernization that nonetheless faces significant systemic hurdles. The respondents noted that while the program is a strategic success in terms of its vision, its actual institutional impact is heavily constrained by Resource-Pedagogy Misalignment. This suggests that while teachers are guided by modern pedagogical goals, the lack of physical and financial resources prevents these methods from being fully realized in the classroom. This creates what participants described as an Aspirational-Material Implementation Gap, where the high-tech aspirations of the curriculum are at odds with the "low-tech" reality of available equipment. Ultimately, the reflections of the participants imply that the Senior High School program's full potential is currently being threatened by these systemic hurdles, as the curriculum's real-world design remains an unfulfilled promise for those in schools where the material support does not match the academic intent.

Ultimately, this gap between pedagogical goals and physical resources transforms the curriculum into an unfunded mandate. By failing to provide the necessary tools, the system inadvertently establishes a "wealth filter" where technical proficiency is reserved for those who can afford personal equipment. This implies that without a state-led commitment to infrastructure equity, the Senior High School program risks producing a state of "simulated proficiency." To fulfill the promise of immediate employability, the government must synchronize its educational theory with material reality, ensuring that success is determined by academic merit rather than geographical or financial luck.

The findings imply a growing institutionalization of social reproduction, where the Senior High School program inadvertently transforms employability from a public right into a purchased privilege. By allowing a "material ceiling" to persist, the system ensures that technical competency is reserved for those who can afford their own equipment, forcing the TVL track to function as a wealth filter rather than a social equalizer. This suggests that without state-led intervention, the curriculum will continue to reward socioeconomic status over student merit, widening the gap between the privileged and the marginalized.

Furthermore, the persistent infrastructure-execution disconnect implies a looming national productivity crisis rooted in geographic inequality. Because readiness is currently dictated by a "lottery of birth," the labor market faces a surge in graduates who possess simulated proficiency—strong theoretical knowledge but a total lack of hands-on technical mastery. To prevent the K-12 reform from becoming a purely theoretical mandate, these implications suggest an urgent need for a centralized, equity-based funding model that standardizes technical resources across all regions.

Traditional teaching methods often fail to resonate with students' identities and interests, leading to a significant lack of academic engagement where only 13% of students report feeling fully connected to their learning experiences (Spotts, 2025). To address this apathy, modern educational frameworks encourage the creation of inclusive curricula that resonate with students' cultural backgrounds while simultaneously challenging systemic inequalities present within educational systems (Lim, 2026). Furthermore, the disconnect between static instructional practices and the dynamic, tech-driven realities of students' lives necessitates a pedagogical shift toward "active-relevance" models that prioritize real-world application over rote memorization (Mendoza, 2026). By integrating these culturally responsive and technologically aligned strategies, institutions can better bridge the engagement gap and foster a more equitable learning environment.

In conclusion, the Senior High School program currently operates as a resource-dependent system where the promise of immediate employability is often thwarted by a persistent "material ceiling." While the curriculum successfully modernizes student mindsets, the lack of standardized infrastructure transforms technical competency into a purchased privilege rather than a public right. This shift inadvertently reinforces social stratification, as student success becomes a "lottery of birth" determined by geographic and financial luck. To prevent the K-12 reform from remaining a purely theoretical mandate, the state must bridge the infrastructure-execution disconnect through a centralized, equity-based funding model that ensures academic merit, not socioeconomic status, dictates a graduate's future.

4.6.6 The Holistic Engagement Model

Under this theme, the participants emphasized that while the Senior High School (SHS) program aims to equip students with the skills and knowledge needed for college, there remains a significant lack of studies to determine how effective the program is in a holistic sense. Respondents pointed out that technical "readiness" is insufficient on its own, highlighting a critical Psychological Resilience-Competency Dependency. This suggests that even if a student is academically prepared, their competencies can be neutralized by the stress of the transition to higher education. Consequently, the participants called for schools to provide support to students such as counseling, implying that the "Holistic Engagement Model" is currently incomplete. The findings indicate that for the SHS program to be truly effective, it must move beyond pure academic instruction and integrate a robust infrastructure of counseling and mental health services to ensure that the students' technical skills are not undermined by psychosocial challenges.

Ultimately, the current lack of evaluative studies highlights a need to redefine "readiness" beyond test scores. To transform raw knowledge into functional success, schools must institutionalize psychosocial support to bridge the gap between "knowing" and "doing." By prioritizing Psychological Resilience, the system ensures that technical competencies are not paralyzed by burnout, effectively securing the long-term professional potential of every graduate.

The findings imply that technical readiness is an incomplete metric; without a Psychosocial Foundation, advanced skills are easily rendered useless by the stressors of higher education. This suggests the Senior High School framework may be producing a "fragile workforce" that possesses knowledge but lacks the Psychological Resilience to apply it under pressure. Consequently, the absence of robust counseling acts as a silent bottleneck, where the state's investment in technical training is neutralized by a student's inability to manage the transition to more demanding environments.

Furthermore, ignoring the Resilience-Competency Dependency implies that "program effectiveness" cannot be measured by academic scores alone. By treating mental health as an optional extra rather than essential infrastructure, the system risks setting students up for burnout instead of professional success. To ensure long-term productivity, these implications suggest that the government must shift to a holistic model that secures the psychological capacity of graduates to wield their skills effectively

The concept of digital-curricular realignment involves the systematic integration of digital tools into educational curricula to ensure technology enhances pedagogical goals rather than detracting from them (Bull, 2025). This integration is increasingly crucial as institutions adapt to a landscape characterized by heavy reliance on digital platforms, yet significant challenges remain, such as faculty resistance and a lack of understanding regarding effective alignment principles. Furthermore, misalignment can lead to surface-level engagement and diminished motivation, a problem exacerbated by the disconnect between curriculum objectives and assessment practices (Aggarwal, 2024). Beyond technical factors, academic outcomes are significantly influenced by social support networks and self-efficacy, where a student's belief in their own capabilities is associated with greater persistence and improved performance in educational settings (Tindle, 2022).

In conclusion, the Psychological Resilience-Competency Dependency underscores that technical proficiency is effectively paralyzed without a robust psychosocial support system. While the SHS curriculum succeeds in developing cognitive and manual skills, these assets remain "fragile" and prone to neutralization by the high-pressure demands of higher education and the workforce. This highlights a critical transition in educational philosophy: mental health and counseling services must be viewed as foundational infrastructure rather than optional extras. Ultimately, to secure the state's investment in human capital and ensure long-term productivity, the government must adopt a holistic model that prioritizes psychological resilience as a core component of "readiness." Without this shift, even the most technically gifted graduates risk falling through the gap between theoretical knowledge and functional, sustainable success.

4.7 Proposed action plan to improve the implementation of senior high school program.

Table 7 presents the action plan for improving the implementation of the Senior High School program which serves as the

strategic synthesis of this study's findings. It moves beyond identifying the "readiness gap" to provide a roadmap for institutional evolution. By addressing the six core areas of concern—Technical Mastery, Industry Alignment, Socioeconomic Equity, Career Identity, Instructional Integrity, and Holistic Development—the plan ensures that the high "Strongly Agree" ratings observed in the data are not just maintained but translated into long-term systemic success.

Table 7. Action plan for improving the school implementation of Senior High School program

Area of concern	Objectives	Process action intervention	Persons/ Organization Responsible	Target outcome
Technical & Functional Mastery	To bridge the gap between theoretical knowledge and technical application by providing adequate laboratory and ICT facilities.	Project Tech up to each procurement of industry standard equipment and creation of shared laboratory hubs for resource depleted schools to ensure hands on learning	School Admin, DepEd, LGU	Transition from "Simulated Proficiency" to actual technical mastery and functional competency.
Industry Alignment & Immersion	To synchronize classroom modules with current workplace technologies and eliminate outdated curricular content.	Curriculum alignment initiative annual consultation with industry partners to trim academic deadweight and synchronized classroom modules with the current workplace technologies	Work Immersion Coordinator, Industry Partners	90% Graduate employability and reduction of "Reality Shock" during the transition to the workforce.
Socioeconomic equity	To ensure that technical competency and employability are accessible to all students regardless of household income.	Equity-based resource allocation establishment of a toolbox lending program and specialized subsidies for indigent students in technical strands	School Finance, NGO Partners, Stakeholders	Decoupling household income from student competency; ensuring "Employability" is a right, not a privilege.
Career Discovery and identity	To provide individualized career mapping and professional mentorship to reduce college "major shifting."	Professional mentorship program pairing grade 11 and 12 students with industry professionals' alumni for career mapping and pre professional identity building	Guidance Office, Alumni Association	Increased student confidence and precision in choosing college majors, reducing "major shifting" in higher education.
Instructional integrity	To ensure that teacher certifications are backed by verified physical skills and industry-standard practice.	Picture externship and infrastructure audit emerging teachers in actual industries for obscaling while prioritizing the construction of a specialized workshops over theoretical classrooms	DepEd Regional Office, Private Sector	High teacher morale and a "Solid Bridge" where certifications are backed by verified physical skills.
Holistic development	To transform students into proactive, socially responsible citizens capable of solving real-world community problems.	Community-Integrated Learning: Expansion of projects that require students to solve real-world community problems using their strand-specific skills.	Teachers, Community Leaders	Development of "Life-Ready" graduates who are both technically proficient and socially responsible citizens.

A critical pillar of this plan is the transition from "Simulated Proficiency" to Actual Mastery. While the respondents indicated high confidence, the identified need for industry-standard laboratories and ICT equipment is addressed through Project Tech-Up. This intervention implies that for Maria Aurora National High School to remain a "transformative bridge," it must move away from theoretical instruction and prioritize physical workshops. This aligns with the findings of Ayas (2026), who emphasizes that program effectiveness is often obscured by poor implementation; therefore, upgrading the physical infrastructure is essential to validate the students perceived academic competence.

Furthermore, the plan addresses the Socioeconomic Equity gap, which the research identified as a potential "lottery of birth." By proposing an Equity-Based Resource Allocation and a Toolbox Lending Program, the study acknowledges that high-quality education must be accessible to all, regardless of household income. This is a direct response to Ruiz's (2026) concern regarding the widening socio-economic divide. By decoupling income from competency, the action plan ensures that "employability" becomes a universal right for every student in the SHS program, rather than a privilege for those who can afford specialized tools.
Lastly, the focus on Instructional Integrity and Industry Alignment ensures that the curriculum remains a living document rather than a static mandate. Through annual consultations and teacher externships, the school can "trim academic deadweight" and keep pace with the rapid shifts in the 21st-century workplace. This proactive approach fulfills the requirements for Instructional Excellence and Digital Maturity discussed in previous sections. Ultimately, this action plan provides a definitive answer to the research problem: the Senior High School program should not be removed but must be aggressively refined through localized, industry-aligned, and equity-driven interventions.

5. Conclusions

Based on the empirical findings of this study, the Senior High School program at Maria Aurora National High School demonstrates high effectiveness across academic performance, implementation quality, and track relevance, achieving a state of instructional excellence and digital maturity. While the curriculum successfully fosters critical thinking and analytical competencies, there are minor gaps in the consistency of grade improvements and the variety of assessment formats used. Furthermore, although the program excels in technology integration, there is a noted need to strengthen inclusive education practices and support students with learning difficulties to ensure that the high-quality instruction is accessible to all.
Stakeholders generally view the Senior High School program as a transformative "bridge" that fosters practical skills, career confidence, and holistic development. Students and parents appreciate the specialized tracks and work immersion for providing real-world experience and personal maturity, while teachers value the program's pedagogical success in developing 21st-century skills. However, a significant "material-pedagogy gap" exists, where the program's theoretical success is often hindered by a lack of physical infrastructure, such as modern laboratories and ICT equipment, as well as the socioeconomic strain placed on low-income families.
To address the identified challenges, a comprehensive action plan is essential to shift the program from "simulated proficiency" to actual technical mastery through localized and industry-aligned interventions. This plan prioritizes the procurement of industry-standard facilities, the establishment of equity-based resource allocation like "toolbox lending" for indigent students, and the strengthening of industry partnerships to eliminate outdated curricular content. Ultimately, the study concludes that the Senior High School program should not be abolished but must be aggressively refined to ensure that employability and college readiness become a universal right rather than a privilege.

6. Recommendations

Based on the conclusions derived from the study, it is strongly recommended that the Department of Education (DepEd), in collaboration with the Local Government Unit (LGU), initiate a strategic paradigm shift from traditional theoretical instruction toward a heavy investment in physical infrastructure. To bridge the identified "Material-Pedagogy Gap," the school must prioritize the procurement of industry-standard ICT tools and the construction of specialized workshops, as outlined in the "Project Tech-Up" initiative. This ensures that the high instructional standards already present in the school are matched by the physical capacity to provide students with hands-on, actual technical mastery rather than mere simulated proficiency.
Furthermore, to address the socioeconomic barriers and the "economic strain" reported by parents, the school should institutionalize an "Equity-Based Resource Allocation" system. This includes the establishment of a Toolbox Lending Program and specialized subsidies for indigent students enrolled in technical strands. By decoupling a student's household income from their ability to access essential learning tools, the school can ensure that "employability" becomes a universal right for all students regardless of their socioeconomic status. This effort should be supplemented by the creation of a Learning Support Hub where teachers utilize differentiated instruction to assist students with learning difficulties, thereby improving the inclusivity of the program.
Finally, to maintain the long-term relevance of the curriculum, the school administration should mandate annual Industry-Curriculum Synchronization consultations. These sessions should involve industry partners and alumni to "trim academic deadweight" and ensure that classroom modules are perfectly aligned with the rapidly evolving demands of the 21st-century workplace. Teachers should also be encouraged to participate in industry externships to keep their practical skills current. By adopting the proposed localized Action Plan, Maria Aurora National High School can transform the Senior High School program into a more robust and effective engine for socio-economic mobility, proving that the program should be aggressively refined and supported rather than removed.
For Future Researchers, it is recommended to conduct longitudinal studies to track the long-term employment success of graduates following these interventions. Further comparative research should be pursued to determine if the "Material-Pedagogy Gap" is a systemic national issue or localized to rural settings. Lastly, scholars should investigate the psychological impact of resource scarcity on student self-efficacy and professional identity formation.

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