

Satisfaction of Senior High School Graduates on Senior High School Tracks: Opportunities and Challenges

Josephine E. Tondo and Myla E. Detecio

Faculty of Science, Technology and Mathematics, College of Teacher Development, Philippine Normal University, 1000 Manila, Philippines

ARTICLE INFORMATION

Article History:

Received: April 16, 2019

Received in revised form: July 27, 2021

Accepted: August 3, 2021

Keywords:

assessment, content, instructional material, pedagogy, students' satisfaction

*Corresponding author:

Josephine E. Tondo (tondo.je@pnu.edu.ph)

ABSTRACT

Students' satisfaction refers to the short-term perception of learners on certain indicators. The objective of this study is to determine the satisfaction level of 277 purposively selected senior high school (SHS) graduates in the Philippines using six indicators. Findings from the online survey, the following means: assessment ($M=3.31$); revealed alignment to the track ($M=3.22$); pedagogy ($M=3.20$); content ($M=3.14$); school facilities ($M=3.10$) and instructional materials ($M=2.98$). These result shows that the respondents were satisfied in assessment, and least satisfied in instructional materials available. Life and Career Skills such as real-life experiences, confidence/leadership skills, initiative and interaction with others manifested as best practices, while inefficiency of teaching personnel, inadequate track information, insufficient number of teaching personnel and crowdedness exhibited as challenges experienced. This study recommends including qualification and characteristics of teachers, availability of technology, alignment and feedbacks of SHS graduates from the working force and enrolling in technical -vocational course.

Introduction

Quality and accessible education for all is a global priority. As mentioned by UNESCO in the study of Giovetti and McConville (2020), there is a possibility to eradicate poverty if all the students in low-income countries have access at least - in basic reading skills in an effort to make higher education more inclusive, attractive and

globally competitive; most countries in the world require a minimum of 12 years of basic education as a requisite to a university. For instance, the Washington Accord (1989) requires a minimum of 12 years of pre-university education for the recognition of professionals in the field of engineering, while the Bologna Process (1999) also appreciates a minimum of 12 years of pre-university education to be

admitted in a university and to practice ones chosen profession in European countries. From the World Economic Forum (WEF) report, the Global Competitiveness Rank (GCR) average of the Philippines from 2007 to 2019 is 67.31. In particular, the GCR of the Philippines from 2007 to 2019, are 75, 71, 71, 87, 85, 75, 65, 59, 52, 47, 68, 56, 64, respectively (Trending Economics, 2021). The highest rank obtained is 87 in 2010, and the lowest rank is 47 in 2016. The GCR is an annual report published by the WEF that “assesses the ability of countries to provide high levels of prosperity to their citizens The Philippines’ GCR in 2007-2019 show an inconsistent shift of increased-decreased behaviour, while from 2011-2016 it revealed a continuous downward trend. Thus, the Philippines’ rank in the WEF report in 2007-2019 indicated that our graduates are not globally competitive. In 2003, Philippines joined the Trends in International Mathematics and Science Study or TIMSS and ranked significantly below the international average in the overall performance as mentioned by Almerino et al. (2020). Last 2018, Philippines also participated in Programme for International Student Assessment or PISA of the Organization for Economic Co-operation and Development (OECD). Results showed that Philippines scored 353 in Mathematics, 357 in Science, and 340 in Reading which of the results were all below the average of participating OECD countries (Department of Education, 2019).

Apparently, the Philippines is one of the countries with a 10-year basic education, which is considered as a disadvantage for students particularly in the education global arena (De Justo, Digal & Galura, 2012 as cited in SEAMEO). The K to 12 Curriculum program in the Philippines initially started only in 2011 and became a law in 2013 (Republic Act No. 10533 series of 2012). The major reforms include one year for compulsory kindergarten, six years elementary level, four years for junior high school, and additional two years of senior

high school (henceforth SHS). SEAMEO Innotech and Okabe (mentioned by Tondo in 2016) claimed that the several features of K to 12 curriculum in the country aim to strengthen secondary education and the mandated kindergarten.

Practically, one of the major changes in the implementation of the K to 12 Curriculum program is the additional two years to the Junior High School, now labelled as the SHS which comprised Grades 11 and 12. Specifically, for Senior High school, there are various strands offered under Academics namely General Academic Strand (GAS) which can be an option for students who are undecided on which type of track to pursue. Humanities and Social Science Strand (HUMSS) offer journalism, communication arts, liberal arts, education and other social science related courses, while Science, Technology, Engineering and Mathematics (STEM) is the other track for courses like astrophysics, biologist, chemist and other associated courses. Additionally, Accountancy, Business and Management (ABM) strand focuses on financial management, business management and accounting. Other related strands are Technical-Vocational Livelihood Track with Agri-Fishery Arts Strand, Home Economics Strand, Industrial Art Strand, and Information and Communication Technology Strand, Sports Track and Arts and Design Strand. Eventually, upon completion of grades 11 and 12, SHS graduates would have options to avail either college or technical vocational courses offered by Technical Education and Skills Development Authority or TESDA. Another feature of K to 12 program is the ability for the SHS graduates to join the workforce.

With more or less a decade of the implementation of the senior high school in public and private schools satisfaction from different stakeholders plays an important factor in determining the status of education in the country. Generally, extensive research

has been done on employees' satisfaction and less is known about a construct of equal importance for students' satisfaction with their academic studies. Thus, the conduct of the present study.. The students are the most affected in any curricular reforms. Data results based on satisfaction may help schools, colleges and universities improve curricula and other related factors, which are more useful and responsive to the changing needs of the stakeholders in education particularly to the learners. Several definitions and characteristics of satisfaction are provided by experts. As mentioned by Kotler and Keller in 2012, *satisfaction* is the feeling of contentment, pleasure or disappointment and frustration of an individual resulting from comparing perceived performance in meeting a certain expectation. Students' satisfaction can be described as a short term attitude and collected perception and observations from the evaluation of students' educational experiences (as cited in Weerasinghe & Fernando, 2017). Educational experiences consider different areas such as content, pedagogy, assessment, instructional material used, school facilities and alignment of track to the course to take in tertiary and technical-vocational level.

Similarly, students' satisfaction is considered as one of the factors which will help to alleviate the policies and systems implemented in schools, colleges and universities. It is one of the baselines to identify whether the schools, colleges and universities meet the expectation in fulfilling its mission-vision.

Factors Affecting Satisfaction of the Learners

Learners' satisfaction is one of the significant factors for the school and university to attain its goal in the field of education. As mentioned by Marzo-Navarro, et al., Appleton-Knapp and Krentler (cited by Weerasinghe, Lalitha, & Fernando, 2017), there are two clusters which affect students' satisfaction

and these are personal and institutional factors. Examples of personal factors include age, gender, preferred learning style, students' grades, and other individual data and information. Institutional factors are greatly influenced by the indicators existing in a school and university. Some of these institutional factors are the quality of instructions, teaching style, course content, available learning equipment, learning materials and others.

Further, there is an increased interest in studying factors affecting satisfaction for both academic and non-academic settings, and the most common reason for the increased interest in studying factors on satisfaction is how it affects individual and organizational performance (Tessema, Ready & Yu, 2012). A satisfaction study considers the deeper analysis of factors which supports the details of the study and not purely reliant on teaching assessment (Hameed & Amjad, 2011) It is also considered as a short term attitude which is the result of the students' evaluation to various factors (Weerasinghe & Fernando, 2017).

Content, Pedagogy, Assessment and Instructional Materials

The next components to help contextualize students' satisfaction comprise content, pedagogy, assessment, and instructional materials. Content is referred to the type of knowledge about the instruction of teachers based on the subject area (Koehler et al. as cited in Sahin, 2011). It refers to terms, theories and ideas present on a topic (Shulman as cited in Sahin, 2011), and knowledge of the subject matter without deeming the teaching (Chai, Koh & Tsai, 2012). On the other hand, pedagogy can be defined as practice or appropriate method for teaching and learning (Koehler et al. as cited in Sahin, 2011), which is designed to support the learners to understand the lessons better (Kanuka, as cited in Sahin, 2011). The success of

the teaching and learning process can be measured through classroom assessment. Assessment is a powerful learning tool in education (Fuentealba, 2011). It affects students' grades, placement, curriculum progress, enrichment, instructional needs and resources and funding of schools (Aviles & Grayson, 2017). To measure the success of the implementation of the teaching and learning curriculum and process, there is a need of designing, creating and giving quality assessment (Mikre as cited in Magno & Piosang, 2016). According to Deped Order No.8, assessment engages the students to work and has found it to be rewarding. In the Philippines, assessment for SHS depends on performance tasks and written exams. The use of instructional materials has a significant role in the teaching-learning process. Stephen (2015) mentioned that instructional materials serve as a stimulant in the teaching-learning process. Learners are introduced to tactile materials to utilize more senses in comprehending a certain lesson (Amadi as cited in by Stephen, 2015). Moreover, instructional materials are tools designed to enrich the teaching and learning process (Akanbi as cited in Awolaju, 2016; Ige as cited in Stephen, 2015). The use of instructional materials to teach a certain concept helps lessen stress for both teachers and students (Akinfe, Olofinniyi and Fashiku as cited in Awolaju in 2016). A large portion needed by the teachers in education is the use of printed materials (Ballado as cited in Tondo, 2016). In fact, it is found that one of the problems why Filipino students have low performance particularly in Science is due to lacking or no available instructional materials (DOST-SEI, 2011). Another important information to note is that schools in rural areas do not receive much support from the government (Durban & Catalan as cited in Tondo, 2016). Inadequacy of instructional materials is one of the problems in pursuing goals to enhance a certain subject particularly in the field of Science (Rubenca as cited in Tondo, 2016).

School Facilities

To ensure the quality of teaching and learning in schools and universities, another factor to consider is school facilities. School facilities e.g., classroom, library, clinic, and other essential venues are imperative to help guarantee the quality of teaching and learning to achieve quality education (Hasbullah, Yusoff & Vitasari, 2011). School facilities are considered as a potent factor to quantitative education (Owoeye & Yara, 2011). Learning can happen through one's interaction with one's environment (Akande as cited in Owoeye & Yara, 2011) . This environment refers to the school facilities that are available in school and universities which are essential to assist students' learning outcome. Learning facilities include books, audio-visual, software and hardware of educational technology (Farrant & Farombi as cited in Owoeye & Yara, 2011). Development and maintenance of physical facilities in educational institutions by communities, parents and sponsors should be continuously prioritized since inadequacies or interference in school facilities interfere with the learning process (Republic of Kenya as cited in Likoko, Mutsotso & Nasongo, 2013). To note, in the Philippines, insufficient school facilities have a negative impact to the student performance and achievement (Limon, 2016).

Alignment on a Specific Track

In the Philippines, the SHS program offers the Academic Track with four strands namely (1) Accountancy, Business and Management (ABM), (2) Science, Technology, Engineering and Mathematics (STEM), (3) Humanities and Social Science (HUMMS) and (4) General Academic (GAS). The other tracks are aligned for the skill development needed in jobs related to the field. Some of these tracks are Arts and Design, Sports and Technical-Vocational Livelihood with TESDA specialized courses like Home Economics, Agri-Fisheries, Industrial Arts

and Information and Communications Technology.

Content, pedagogy, assessment, instructional materials, school facilities and alignment of track are important indicators in the teaching and learning process which affect the learners' satisfaction. With the additional number of years in the basic education, determining the satisfaction is considered as one of the essential instruments in identifying flaws, glitches and how to improve indicators with a greater effect in the system or organization. The current study determines students' satisfaction in the implementation of the senior high school curriculum to the first batch of SHS graduates in the Philippines to measure and identify students' opinions to certain indicators such as content, pedagogy, assessment, instructional materials used, school facilities and alignment of offered track.

Framework of the Study

More often, academic. satisfaction brings contentment and happiness to learners. Learners' satisfaction is a positive short duration and as a result of the students' assessment of his educational experiences

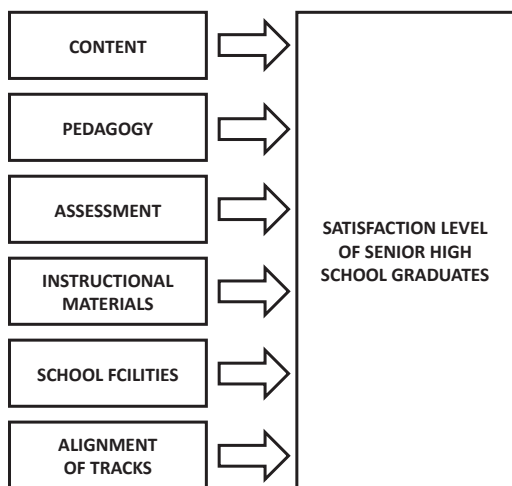


Figure 1. Framework of the Study

(Weerasinghe, Lalitha, & Fernando, 2017). There are several factors that affect the satisfaction of the learners which include indicators such as instructional effectiveness wherein content, pedagogy and assessment are included. Another factor is students' support services wherein instructional materials, school facilities and alignment of tracks are considered (Khurshid & Arshad, 2012).

Figure 1 exhibits the institutional factors that affect the satisfaction level of the senior high school graduate in the Philippines.

Figure 1 shows the conceptual framework of the study where the senior high school graduates can be profiled on variables such as sex, age, socio-economic status, types of school, awards received and current status for continuing studies. Indicators to identify the satisfaction of the senior high school students are content, pedagogy, assessment, instructional materials, school facilities and alignment of track. The information gathered may serve as a guide in enhancing the Senior High school tracks in the Philippines. It also provides opportunities and challenges experience by students in these tracks in the country.

Purposes of the Study

This study aimed at analyzing the satisfaction levels of SHS graduates in selected public and private schools and institutions in the Philippines. Specifically, it sought to answer the following questions:

1. What is the satisfaction of senior high school students in terms of the following:
 - 1.1. content,
 - 1.2. teacher pedagogy,

- 1.3. assessment,
 - 1.4. instructional materials used,
 - 1.5. school facilities, and
 - 1.6. alignment of the track to the course to take in tertiary level?
2. What is/are best practices and opportunities in the offering of senior high school in the Philippines?
 3. What is/are the challenges experienced by senior high school graduates?

Methodology

This study used descriptive research to assess the satisfaction of the senior high school graduates in terms of content, pedagogy, assessment, instructional materials, school facilities, and alignment of track. Data were collected through online survey with close and open-ended questions. All variables were measured using four-point Likert Scale also known as forced Likert scale with 4 as very satisfied, 3 for satisfied, 2 for not satisfied and 1 for strongly not satisfied. Arithmetic mean and cronbach alpha were used for validity and reliability indices. Descriptive approach was used in the study because its objective is to scrutinize essential indicators and factors associated with certain situation such as demographic profile and the perceptions of the respondents to senior high school curriculum in terms of content, pedagogy, assessment, instructional material used, school facilities and alignment of track.

Participants

Purposive sampling identified 277 of the first batch of SHS graduates from selected public schools and private schools in the

Philippines. Purposive sampling design is extensively utilized for obtaining data on limited resources as mentioned by Patton and cited by Palinkas et al. (2015). The number of female respondents (62.5%) is higher compared to the number of male respondents (36.8%). Most of the respondents were aged 16-18(74.7%) followed by 19-21 years of age (25.3). There are 74% respondents from private universities and institutions while 26% came from public schools, state universities and colleges in the country. There are 102 male senior high school graduates (36.8%) and 173 female senior high school graduates (62.5%) and 3 senior high school graduates prefer not to indicate their gender (3%). Majority of the senior high school graduates have family income ranging from Php11, 000-Php15, 000. Among the respondents, 205 (73.7%) of them graduated from private schools, and 73 (26.3%) of them graduated from public schools. Majority of the respondents were from HUMSS track (29.2%), then by STEM track (27.8%), GAS track (19.9%) and the rest (23.1%) were from ABM, Technical-vocational Livelihood, Arts and Sciences and Sports Track.

Despite the participants legal age, consent to participate was sought to gather data. There is no health or employment risk involved in this study. In order to ensure anonymity of respondents, the names and other potential identifiers will be unlinked to the individuals whom such data will be obtained. Data will be handled and treated confidentially and will be only accessed on reputable computer terminals in the university. There is no conflict of interest in conducting this test.

Instrument

The survey questionnaire was self made and and items found in the survey were developed based on various analyses of related literature and other available secondary data such as books, articles

and journals. The survey questionnaire included six indicators needed in the study, namely: content, pedagogy, assessment, instructional material used, school facilities and alignment of offered track for continuing study for tertiary level. The questionnaire was validated by three experts with 3.3 index of validity which means it is acceptable. The reliability index of each indicator is high ranging from .7 to .9 which indicates that the set of items per indicator are closely related. The questionnaire was administered through online, and answered by several private and state colleges and universities in Luzon.

Data Collection and Data Analysis

Data were collected using a validated questionnaire, and administered to the participants through online survey. The students' responses pertaining to their satisfaction level of the six indicators were determined by taking the mean and percentage of each component. For the open-ended responses, content analysis (CA) was employed to describe the best practices and challenges experienced by

the respondents. The study also utilized Elo and Kyngas (2008) Model that uses a three-phase process in conducting CA, namely *preparation, organizing, and reporting*. The *preparation phase* deals with the design, determining the unit of analysis, and representative sampling. The *organizing phase* deals with the analytic process of coding and identification of themes, while the *reporting phase* is the presentation of the result that links to the previous knowledge. The coding of the open-ended responses and formulating of themes for the best practices and challenges went through four revisions.

Results and Discussion

This section presents the satisfaction level of the SHS graduates in terms of the six indicators, observed best practices and challenges. Table 1 exhibits the indicators and the satisfaction of the SHS graduates. Based on the data gathered, SHS graduates have high satisfaction (strongly satisfied) on the assessment, followed by alignment of track, pedagogy, content and school

Table 1

Percentage and Mean of Students' Responses on the Satisfaction Level of Senior High School Graduates

Indicators	Strongly Satisfied (4)	Satisfied (3)	Not Satisfied (2)	Strongly Not Satisfied (1)	Mean	Interpretation
Content	25.9	63.2	9.8	1.1	3.14	Strongly Satisfied
Pedagogy	32.8	55.1	10.9	1.2	3.20	Strongly Satisfied
Assessment	38.3	54.3	6.6	0.8	3.31	Strongly Satisfied
Instructional Materials Used	24.2	54.0	17.4	4.4	2.98	Satisfied
School Facilities	36.6	41.4	16.3	5.7	3.01	Strongly Satisfied
Alignment of Tracks	38.5	46.8	11.8	2.9	3.22	Strongly Satisfied
	32.7	52.5	12.1	2.7	3.14	Strongly Satisfied

n=277

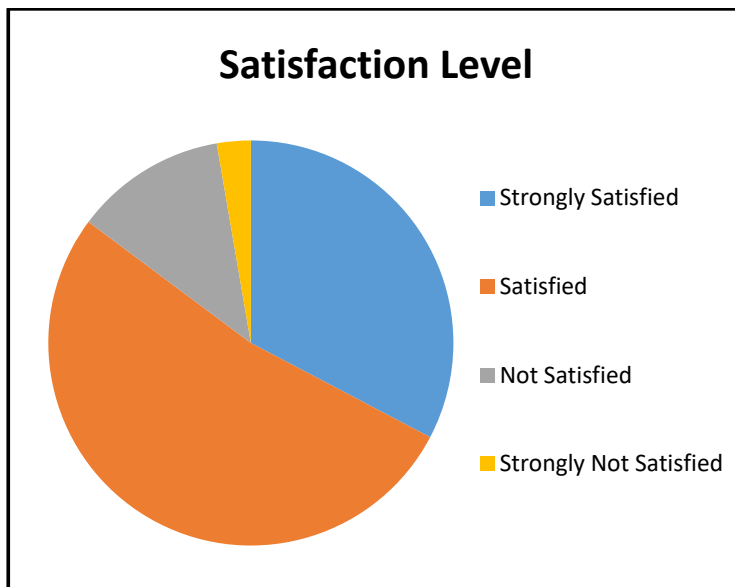


Figure 2. Satisfaction Level of Senior High School Graduates

facilities. Instructional material has the least satisfaction from the SHS graduates.

Satisfaction of Senior High School Students in Terms of Content, Pedagogy, Assessment, Instructional Materials Used, School Facilities, and Alignment of Tracks

Among the four classroom constructs, the participants seem to be relatively satisfied in instructional materials, but they expressed strong satisfaction in the other three (pedagogy, assessment, and content) indicators, with assessment having the highest mean among the three. Furthermore, the results show a relatively high (78%) satisfaction level in terms of school facilities which implies that 22% of the student participants claim that there is a reasonable need to evaluate the availability and accessibility of some school facilities aligned for each SHS track. For the alignment of track, findings show that the students enrolled in courses that are relatively aligned to the track they have taken in the SHS with a satisfaction level of 85.3%. The overall mean indicates that the SHS graduates were strongly satisfied with alignment of track

to the course taken in tertiary/technical-vocational level.

The satisfaction level of the 277 first batch SHS graduates from selected public schools and private schools in the Philippines show that almost 33% are strongly satisfied, approximately 53% are satisfied, more than 12% are not satisfied and around 3% are not strongly satisfied. In general, the results show that there is a high satisfaction level from the 277 participants in terms of content, pedagogy, assessment, instructional materials used, school facilities and alignment of tracks taken in preparation for tertiary education.

The results of this study is supported by the study of the Arpilleda in 2019 , which indicates that the education in the Philippines has deteriorated over the years. This decline in the education system is very evident in the poor results and/or performances in national achievement tests. Even in international examinations, Filipino students rank below the target mean score (Almerino, et al., 2020). This is perhaps the reason why the K to 12 program

Table 2*Best Practices in the Offering of Senior High School in the Philippines*

Theme	Description	Frequency	Percentage
Life and Career Skills	Real-life experiences	137	49.5
	Confidence/Leadership Skills		
	Initiative and Self-		
	Interact Effectively with Others		
Learning and Innovation Skills	Research/Communication Skills	53	19.1
	Creativity/Resourcefulness		
	Critical Thinking		
Teacher Quality and Effectiveness	Quality Teaching	36	13.0
	Characteristics of an Effective Teacher		
Others	Responses not within the context of the themes	36	13.0
None	The given response is "none" or "n/a"	15	5.4

was conceived. But insufficient preparation particularly time constraints, readiness of other factors such as facilities, instructional materials and no SHS program in some national high schools. These curricular and non-curricular inadequacies impact on the current situation of the SHS graduates.

Best Practices in the Offering of Senior High School in the Philippines

The best practices in the offering of SHS in the Philippines based on the 277 respondents' qualitative responses were classified into three major themes after going through four revisions in coding the responses of the participants of the study.

Life and Career Skills

With real-life experiences, the best practices considered by SHS students are "immersion activities" and "on-the-job training." For confidence/leadership skills, the best practices are the following: "courage to coach", "officiate", "face people" and "coolness

in doing school tasks". For initiative and self-direction, the best practices are "ability to do the task and beat due dates on time", "to make sound decisions", "flexibility to situations", "can work with pressure" and "can set priorities". With the indicator: interact effectively with others, the best practice is "brainstorming".

As mentioned by Ball et al. (2016), Life and Career Skills comprise key skills which are essential for learners to live and work in complicated environments. Life and Career Skills include effective working with others, initiative, leadership, self-directed learning and time management. Barton as cited by Ball et al. (2016) stated that having life and career skills have augmented the forthcoming employability of the learners due to the factors such as the ability to work on a team and skill in time management.

Learning and Innovation Skills

In terms of the description on research/communication skills, the best practices

include: “doing researches”, “preparing written and oral presentation”, “reporting tasks in a seminar format”, “performing plays”. For creativity/resourcefulness, the best practices are ability to maximize the use of available materials and make the best possible product and the ability to innovate. For the indicator developing critical thinking, the best practice is the “ability to solve problems”. It was noted in the study of Soderlund (2020) that Learning and Innovation skills can be dissected into four categories also named as “Four C’s” in the field of education namely collaboration, communication, creativity and critical thinking. Four C’s are important for the learners to develop and use it for their career paths and successful livelihood in the future.

Teacher Quality and Effectiveness

The best practices noted by the SHS students to describe *teacher quality and effectiveness* are as follows: for quality teaching, “teacher expertise” and “quality

of lessons learned”; for the characteristics of an effective teacher, “positive attitude”, “display of personal touch”, and “cultivate a sense of belongingness”, “have a sense of humour” and “hold high expectations”. As mentioned by Shea et al., cited by Ko and Chung (2014), learners who had received the highest levels of satisfaction and learning also conveyed the highest levels of quality of interaction with their teachers and other students. Quality and effectiveness of teachers play a significant function to the teaching-learning process.

Challenges Experienced by Senior High School Graduates in the Offering of Senior High School in the Philippines

The challenges observed in the offering of SHS in the Philippines based on the 277 respondents’ qualitative responses were classified into three major themes after going through four revisions in coding the responses of the participants of the study.

Table 3
Challenges Experienced by Senior High School Graduates

Theme	Description	Frequency	Percentage
Factors Affecting Academic Quality	Inefficiency of teaching personnel	105	37.9
	Inadequate track information		
	Insufficient number of teaching personnel		
	Crowdedness		
Quality of Learning Facilities	Limited educational facilities	63	22.7
	Limited and not well-ventilated work spaces		
Academic Challenges	Academic pressure	55	19.9
	Financial concerns		
	No sense of time management		
Others	Responses not within the context of the themes	41	14.8
None	The given response is “none” or “n/a”	13	4.7

Factors Affecting Academic Quality

It can be noted that the insufficiency of teaching personnel such as “poor attendance”, “poor teaching quality” and “teaching loads not aligned to one’s expertise” were observed. Moreover, for inadequate track information, there seems to be a “misalignment of track due to lack of orientations about the different SHS tracks”, and the “nature of the different tracks are not clear to students”, and they feel “false hope that SHS graduates can get a job after graduation in the senior high school.” Also, an insufficient number of teaching personnel have been observed, “Classes have started but no available teachers to teach” and “there were too many students in a room”.

Quality of Learning Facilities

As SHS students, the participants of this study have noted the following challenges: limited educational facilities and not well-ventilated work spaces. For educational facilities, most accounted that there were “limited books, computers, visual aids, and internet access”. The work spaces such as “study area”, “classrooms”, “libraries and laboratories” were non-conducive for learners. Ahmudo et al. (2018) mentioned that school facilities serve as one of the key defining element to safeguard quality education. If school and learning facilities are not properly maintained and managed, there is a possibility that it will affect the satisfaction as well as the academic performance of the learners.

Academic Challenges

Studies reveal common academic pressures such as “too much performance tasks/school requirements to be done in a short period of time” and “high expectations from teachers”; no sense of time management that is, “students cannot submit requirements on time.” Based on Galloway et al. and cited by Terada (2018),

a study found that secondary students can experience severe mental and physical health issues from receiving higher stress levels to sleep deprivation. This situation normally occurs if teachers give overload tasks like homework. Another factor that gives academic challenges to the learners is the teacher expectation. It was noted by Workman (2012) that teacher expectation can be exhibited to the behaviours which affect the performance of the learners and the climate of the classroom. Learners’ performance and classroom climate can be considerably compromised.

Based on the themes collected in the study, it appears that majority of the SHS graduates were satisfied in the life and career Skills, learning and innovation skills, teacher quality and effectiveness. The factors given above help the SHS graduates to be competent in the field or track they had chosen. As mentioned by Soderland (2020), the use of the learning and innovation skills will be a benefit or advantage for the students by means of preparing learners to the career requirements in the future. Abdullaha et al. (2020) stated that knowledge which are necessary to develop opportunities in obtaining employment is found in life and career skills. This factor entails the characteristics and abilities of what most employers deliberate as employability skills. This employability skills comprise soft skills, technical skills and academic skills for the graduates to survive in the 21st century. Another factor is the teacher quality. As cited by Schleicher (2012), there are changes in the demand skills which may affect the competencies which educators require to obtain in the 21st century effective teaching and learning process. All of these given factors should be continuously strengthened for the SHS graduates in their respective fields. For the challenges of the SHS graduates, poor attendance”, “poor teaching quality” and “teaching loads not aligned to one’s expertise “where identified. Hobbs (2015) mentioned that research has

exhibited that out of field teachers or teachers teaching courses not align to their field of specialization might have some negative impact on student learning such as receiving lower achievement scores. It may also show issues that graduates are unable to reveal content which are essential to everyday life. Another challenge is the quality of learning facilities. As mentioned by DOST, SEI and cited by Brawner in 2011, some of problems in the Philippine Education comprise quality of teachers, teaching-learning process and instructional materials. These challenges should be given priority in the field of education.

Conclusion

The main objective of the study was to find out the satisfaction level of the senior high school graduates in the Philippines using the six indicators namely content, pedagogy, assessment, usage of instructional materials, school facilities and the alignment of track to the course to take in tertiary level or technical-vocational level. The result of this study may serve as a baseline important for policy makers, education leaders and teachers to evaluate the implementation of the senior high school curriculum and look into every policy implemented and be open for improvement.

Based on the study, the results show that the senior high school students are strongly satisfied in terms of content, pedagogy, assesment, school facilities and alignment of tracks, but only satisfied with the use of instructional materials. This implies that the implementation of the senior high school curriculum in the Philippines is well-planned and that the authorities conducted thorough research and collaborated with experts in the field of education.

For the best practices, majority of the best practices of the senior high school students is in the theme *Life and Career*

Skills. Immersion activities and on the job training are considered the best practices under Life and Career Skills. The lowest theme for the best practice is in the *Teacher Quality and Effectiveness*.

For the challenges experienced by the Senior High School, *Factors Affecting Academic Quality* has the majority of the challenges experienced by the senior high school students. Some of these challenges are insufficiency of teaching personnel such as poor attendance, poor teaching quality and teaching loads not aligned to one's expertise. The other theme which receives the lowest satisfaction level is *Academic Challenges*. Some challenges under this theme are academic pressure such as too much tasks/school requirements to be done in a short period of time and high expectations from teachers.

Recommendations

Based on the foregoing findings and conclusion, the following recommendations are given: qualifications and characteristics of the teachers, availability of technology and alignment of the senior high school level to the needed working force in the field may be added to determine the satisfaction level of the senior high school students. Consider the feedbacks on the present status of the SHS students who are in the working force after graduation, technical-vocational course and those who continue in tertiary level. Lived experiences can be studied for those who had graduated in the old curriculum and compare the lived experiences of students who are graduates of senior high school. Tracer studies can also be done to know the status of the senior high school graduates.

• • •

References

- Almerino, P., Ocampo, L., Abellana, D.P., Almerino, J.G., Mamites, I., Pinili, L., . . . & Peteros, E. D. (2020). Evaluating the academic performance of k-12 students in the Philippines: A standardized evaluation approach. *Hindawi Education Research International*, 2020, 1-8. doi:10.1155/2020/8877712
- Arpilleda, J. (2019). Students' level of satisfaction of the senior high school (Shs) program of Surigao Del Sur State University. *Proceedings Journal of Education, Psychology and Social Science Research*, 4(1), 50-57. doi: 10.21016/4.17.5057.1040.
- Aviles, N., & Grayson, K. (2017). Backward planning-how assessment impacts teaching and learning. Retrieved from <https://www.idra.org/resource-center/backward-planning-assessment-impacts-teaching-learning/>
- Awolaju, B. A. (2016). Instructional materials as correlates of students' academic performance in biology in senior secondary schools in Osun state. *International Journal of Information and Education Technology*, 6(9), 705-708.
- Ball, A., Joyce, H. D., & Anderson-Butcher, D. (2016) "Exploring 21st century skills and learning environments for middle school youth," *International Journal of School Social Work*, 1(1), 1-25. <https://doi.org/10.4148/2161-4148.1012>
- Brawner, D. (2011). Science framework for Philippine basic education, science education institute, Department of Science and Technology (SEI-DOST) and the University of the Philippines National Institute for Science and Mathematics Education Development (UP NISMED). Manila, Philippines.
- Chai, C. S., Koh, J. H. L., & Tsai, C. C (2011). Exploring the factor structure of the constructs of technological, pedagogical, content knowledge. *The Asia-Pacific Education Researcher*, 20(3), 595-603
- De Justo, H.G.A., Digal, E.J., & Lagura, G.B. (2012). An analysis of the policy: K-12 education program. Retrieved from <http://dnsc.Academia.edu/en-nelgArugal>
- Department of Education Department Order Number 8, series of 2015.
- Elo, S., & Kyngas, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*, 62, 107 - 115.
- Fuentealba, C. (2011). The role of assessment in the student learning process. *Journal of Veterinary Medical Education*, 38(2), 157-62. DOI: 10.3138/jyme.38.2.157.
- Giovetti, O., & McConville. K. (2020). How does education affect poverty? It can help end it. Retrieved from <https://www.concernusa.org/story/how-education-affects-poverty/>
- Hasbullah, A., Yusoff, W., Ismaila, M., & Vitasarib, P. (2011). A framework study of school facilities performance in public primary school of Batubara District in Indonesia. *Procedia Social and Behavioral Sciences*, 15, 3708-3712.
- Hobbs, L. (2015). Too many teachers teaching outside their area of expertise. Retrieved July 28, 2021, from <https://theconversation.com>

com/too-many-teachers-teaching-outside-their-area-of-expertise-39688

- Khurshid, F., & Arshad, M. (2012). Students satisfaction with campus facilities. *Social Science Elixir International Journal*, 52, 11412-11416.
- Ko, W., & Chung, F. (2016). Teaching quality, learning satisfaction, and academic performance among hospitality students in Taiwan. *World Journal of Education*, 4(5).
- Likoko, S., Mutsotso, S., & Nasongo, J. (2013). The adequacy of instructional materials and physical facilities and their effects on quality of teacher preparation in emerging private primary teacher training colleges in Bungoma County, Kenya. *International Journal of Science and Research*, 2(1), 403-408.
- Limon, M.R. (2016). The effect of the adequacy of school facilities on students' performance and achievement in technology and livelihood education. *International Journal of Academic Research in Progressive Education and Development*, 5(1), 45-58.
- Magno, C., & Piosang, T. (2016). Assessment scheme in the senior high school in the Philippine basic education. *Educational Measurement and Evaluation Review*, 7, 66-87.
- Abdullaha, N. S., Sumarwatib, S., Abd Azizc, M. I., Zidend, A. A., Abd Razake, N., & Jalif, S. A. (2020). Life and career skills amongst technical and vocational education and training (TVET) students. *Life*, 11(12).
- Owoeye, J., & Yara, P. (2011). Facilities and academic achievement of secondary school agricultural science in Ekiti State, Nigeria. *Asian Social Science*, 7(7), 64-74.
- Palinkas, L., Horwitz, S., Green, S., Wisdom, J., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Adm Policy Mental Health* 42, 533-544. <https://doi.org/10.1007/s10488-013-0528-y>
- Sahin, I. (2011). Development of survey of technological pedagogical and content knowledge (TPACK). *The Turkish Online Journal of Educational Technology*, 10(1), 97-105.
- Schleicher, A. (2012). *Preparing teachers and developing school leaders for the 21st century: Lessons from around the world*. OECD Publishing. 2, rue Andre Pascal, F-75775 Paris Cedex 16, France.
- Soderlund, A. (2020). *Implementing 21st century learning and innovation skills in classrooms*, Northwestern College, Minnesota, United States.
- Stephen, U. (2015). Problems of improvising instructional materials for the teaching and learning of physics in Akwa Ibom state secondary schools Nigeria. *British Journal of Education*, 3(3), 27-35.
- Terada, Y. (2018). What's the right amount of homework? Retrieved from <https://www.edutopia.org/article/whats-right-amount-homework>
- Tessema, M., Ready, K., & Yu, W. (2012). Factors affecting college students' satisfaction with major curriculum: evidence from nine years of data. *International Journal of Humanities and Social Science*, 2(2). 34-44.

Tondo, J. (2016). *ABC-TEACH model in the 21st century skills of secondary biology teachers*. (Unpublished doctoral dissertation). Philippine Normal University, Manila, Philippines.

Weerasinghe, S., Lalitha R., & Fernando, S. (2017). Students' satisfaction in higher education literature review. *American Journal of Educational Research*, 5(5), 533-539.

Workman, E. (2012). *Teacher expectations of students, the progress of education reform*. GE Foundation, United States.