

Original Research Article

## Management and Challenges of Senior High School

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**Abstract:** The purpose of the study was to explore the management and challenges of senior high schools in the fourth zone of Zambales. It looked into the level of management of senior high schools in terms of its roles and services and the level challenges of senior high school in terms of relevance of the program, responsiveness and quality. The null hypotheses were tested at .05 level of relationship between the career preference of junior high school student respondents and their profile variables. The descriptive method of research was employed and the questionnaire – checklist was used in gathering data. Frequency counts, percentages, numerical rankings, weighted means and Chi square were the statistical tools used in the analysis of data. The following recommendations are deemed essential and suitable. Utilized and proposed a career program guide focusing on how to help students decide on their future career. Review role responsibilities and levels of administrative support for principals to ensure that their priority is educational management and leadership and addressing to the challenges it encounters. Upgrading of school facilities that are suitable to the needs of the students. Emphasis on quality improvement. The particular challenge will be to maintain and extend quality at the primary level while expanding access at the SHS level. Continued push toward decentralization. The central issue will be how to attend to the needs of every school who are assigned to responsibilities for which they are not prepared.

**Keywords:** School Management, Challenges, Senior High School, Career Program, responsibilities and administrative Support.

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## INTRODUCTION

Public education worldwide has experienced periodic trends where the school management emphasis shifts along a continuum of centralization and decentralization. In this context, many researchers affirm that one of the most significant reforms in the current restructuring of school systems has been the devolution of decision-making authority to school level through a move towards School-Based Management. The new concept of educational decentralization to regional levels with devolution of power and authority to school level and community participation in school governance has been emerging as a new culture in education systems. Moreover, over the past two decades, scholars found that SBM can empower schools in order to develop a better quality educational process, healthier teaching/learning environments, and improved student outcomes. SBM is primarily concerned with a system of educational decentralization in order to strengthen and empower school communities. In short, the system can empower stakeholders within school communities, increase

participation in decision-making, and provide opportunities to share power and authority at the school level through the forum of a school council or board. This has resulted in the creation of healthier teaching/learning environments leading to more efficient and effective schools with quality education. It is clear that SBM could provide an alternative model for managing schools in order to achieve autonomy, flexibility, participation, effectiveness, responsiveness, satisfaction, leadership density, productivity and accountability. On the other hand, school stakeholders have confronted problems and challenges in the implementation of SBM. One significant reform in Philippine Educational System is the implementation of K to 12 program. Its goal is for the “development of a holistically developed Filipino with the 21st century skills who are ready for employment, entrepreneurship, middle level skills development and higher education upon graduation from Grade 12” (The K to 12 Basic Education Program, 2012). The structure of K to 12 implementations which provides addition of two (2) years level from the old system which are Grades

11 and 12 which the students will take core courses and career pathways.

The K to 12 Senior High School is believed to be the solution of the elongated dilemma of the Philippine educational system because this prepares the students in their entry to college and equips them with relevant and globally competitive skills which will foster employability. Aquino in 2011 pointed out that education is the key to long-term problems of the country. If basic education will be fixed, the long-term problems of the country will also be fixed. And if the country's problems will be fixed, it will build a truly strong society. Prior to the full implementation of the Senior High School (SHS), a research and development process particularly on the awareness, preparedness and needs will be explored in order to come up with contingency measures prior to its full implementation in 2016. The DepEd Primer (2011) cited that the SHS modeling is a research and development (R&D) activity where some designs and strategies will be tried out by the identified model schools. As such, the model schools are given the flexibility to innovate and develop their own curriculum based on the needs of the students and demands of the local industries; design their instructional materials; and explore and experiment varied teaching-learning strategies suited to their students and learning environment.

### **Objective of the Study**

This research aimed to look into the Management and Challenges of Senior High School. Specifically, the research sought to answer the following questions:

1. What is the level of management of Senior High School implementers in terms of:
2. What is the level of challenges of Senior High School.
3. Is there a significant relationship between the career preferences of the students and the variables cited in problem number one?

### **School Base Management**

School-based management is a wide education reform strategy among policy makers globally. The definition of school-based management varies across countries particularly based on the nature and goal of the program (Caldwell, 2009), influenced by culture and political context (Gamage and Zajda 2009). Sackney and Dibski (2007) viewed school-based management as a "proposal to decentralize and de-bureaucratize school control" in terms of shared decision making, involving parents and other stakeholders. School-based management can also be defined as a form of decentralization by putting primacy on the individual schools that function to constantly improve and sustain the school effectiveness and efficiency within a given decision making authority and responsibility (Malen *et al.*, 2010). According to the expert of school-based management, Caldwell (2009), "school-based

management in a system of public education is the systematic and consistent decentralization to the school level of authority and responsibility to make decisions on significant matters related to school operations within a centrally determined framework of goals, policies, curriculum, standards, and accountabilities".

The literature has demonstrated that school-based management has been a global education reform strategy driven by several shared reasons (Grauwe, 2009). The first reason is that school-based management is evident to show democracy in which teachers and parents are given space to participate in decision making process. The second supportive reason proves school-based management to respond to the needs of local stakeholders. While authority for decision making is closer to the local people, the addressed can be met better. The third reason is that school-based management reduces the practice of bureaucracy in the system. Problems can be solved quickly among local stakeholders. Finally, school-based management allows for greater accountability by giving schools and teachers greater authority held directly to parents and the community.

### **Practice of School Based Management in the Philippines**

The practice of school-based management in the Philippines was intended to improve shared governance, democratic decision making, accountability and transparency and communication among the stakeholders (Guzman, 2008). The central and regional levels devolve the authority for decision-making to school divisions in the provinces and municipalities among of which share educational responsibilities with relevant stakeholders such as local government units (LGUs) and parent-teacher associations (PTAs). The extant literature not only indicates the driving forces of school-based management, but also explains the general aims of school-based management. Although there have been various school based management programs influenced by cultural, social and political factors (Santibanez, 2006), they may fall under any of the following aims which are (1) to involve parents and communities in schools; (2) to empower school administrators and teachers; (3) to build local level capacity; (4) to create accountability mechanisms for site-based agents and to improve the transparency of process by decentralization of authority; and (5) to enhance quality and efficiency of schooling which in turn raise learning quality (Gertler *et al.*, 2009).

### **Decision Making**

The general principle of school-based management is that the authority for decision-making is shifted from the central government to the school level accordingly, made up of school principals, teachers, parents, in some case student and school community members (Barrera-Osorio *et al.*, 2009; Cheng and Chan, 2000; Santibanez, 2006). However, these stakeholders

with devolved decision making power have to comply with a set of framework, policies or regulations indicated by the central government (Caldwell, 2005, 2009; Grauwe, 2005). In general, the areas of decision making shifted to the school level vary, specifically based on the nature of the program, political and cultural context. Interestingly, in the review of various aspects for which responsibility and authority for decision-making decentralized to schools in different countries, Di Gropello, (2006) drew some practical aspects of decision making authority shifted to the school level stakeholders namely (1) personnel management, (2) instructional management, (3), budget management (4) maintenance and infrastructure, and (5) monitoring and evaluation. The review indicated that power for making decision over personnel management which transferred to the school level people include establishing incentives for teaching and non-teaching staff, recruiting and appointing teaching and administrative staff, monitoring and evaluating personnel, and funding professional development (Gamage, 2008; Gamage and Zajda, 2009; Herman and Herman, 1994; Nir and Miran, 2006).

In this study, teachers and administrators together with the students are the variables. With this changing role of modern education managers, Davies (2004) suggest four personal characteristics that enable a school leader to meet new challenge and develop a school to become strategically focused. The first characteristics is that being dissatisfied or restless with the present. This is visioning aspect of being strategically minded. The second is that strategic leaders must have absorptive capacity. That, is being able to absorb new information, assimilate it, filter it and use the information to form organization direction. This aspect is similar to the environmental scanning aspect of strategic planning. Third characteristics is the adaptive capacity. This characteristic is the ability for a leader to continuously learn and adapt. The last characteristics is termed wisdom. Wisdom in this context is being able to make the right decision at the right time. A further breakdown of this characteristics suggest that leaders need to bring together their practical, analytical and emotional intelligence skills. While the concepts of management sound good and are highly seductive, there is often criticism that strategy is unable to live in the real world. One of the most successful large scale reform policies counters this and provides challenges in the way that current leadership perspectives are based around managerial or transactional forms of leadership. One of the major findings from Leithwood, Jantzi, Earl, Watson, Levi, and Fullan (2004) was strategic leadership transcends and incorporates the ideals of transformational and distributed leadership styles. The present study was related because this will implicate that all leadership activities involve some aspect of strategic thinking between leadership and strategic management. The management and challenges of school needs to be investigated in schools. Simply using the term strategic planning implies that schools have some degree control

and influence in their future resourcing and direction. This area is debatable and in need of further research.

## **METHODOLOGY**

### **Research Design**

The study was quantitative in design. The study utilized the descriptive survey method with the survey questionnaire as the principal instrument in order to gather data to school administrators, teachers and students needed. It involved description, recording, analysis and interpretation to discover the relationship between existing and non-manipulated variables. A set of questionnaire was disseminated to school administrators and teachers of Senior High School implementers where questions regarding management styles and challenges they encountered were given. Another set of questionnaire was given to students. The descriptive method was chosen since it was the most appropriate and suited to describe the relationship of interdependent variables such as age, sex, general point average (GPA), parent's educational attainment, parents occupation, and their family income to their career preference classified as: STEM (S&T, Engineering, Mathematics), ABM (Accountancy, Business and Management), HUMSS (Humanities and Social Sciences), General Academic, Technical-Vocational-Livelihood, Arts and Design, and Sports. The study used frequency distribution, percentage, and Chi-square, to determine the nature of relationship between the above mentioned variables and to come up with the interpretation of the data presented.

### **Respondents and Location**

Subject of this study are schools in the fourth zone of Zambales, specifically in the districts of San Marcelino, Castillejos and Subic. Administrators and teachers served as the main respondents while students also served as the secondary respondent. A total of sixty (60) school administrators and teachers and seven hundred sixty-one (761) students serves as the respondent of this study.

### **Instruments**

A researcher-made instrument was used to gather the needed data. It was drafted and framed after a diligent study of the researcher. Main instrument was the questionnaire for the school administrator and personnel, were part one is the profile of the respondents, it contains the name of the school, school district, type of school, school designation, and courses or tracks they offer. Second part was the management style with regards to their role and second is its services. Third part was the challenges they encountered with regards to the relevance of the program, their responsiveness to the program and the quality of the program they offered. The second set of questionnaire was for the student-respondents. Part one was the items intended to illicit responses on the student's profile. The questionnaire – checklist included were the name of the student, name of the school, sex whether a male or female, average

scholastic rating, the respondents parent’s highest educational attainment of the head of the family whether it be elementary graduate, high school graduate, college level, college graduate and graduate studies, the family income, school preference for SHS education and the preferred track for SHS education. Last part contains the reasons of career choice of junior high school students with regards to their residence, parents educational attainment, parents family income and students mental ability.

**Data Collection**

To encourage the respondents to provide honest and exact answer to each item, the respondents will be assured that their answers will be kept confidential in nature. To establish the validity of the instrument, the questionnaire was submitted to the researcher’s adviser and three knowledgeable persons along the area of guidance and research. Comments of these people was noted. Suggestions in improving the study was considered and used as basis in revision of the questionnaire into its final form. The researcher conducts validation in order to come up with a good survey questionnaire. Respondents were students of Buhawen National High School composed of 26 students and its 8 Teachers and an Administrative Personnel. Vague items were deleted and replace with more specific items.

**Data Analysis**

The data gathered from the questionnaire were subjected to appropriate statistical tools to answer the specific problems of the study. To answer problem number 1, frequency and percentage and ranking was used. Question number 2 will be answered through tabulating the response of the respondents and getting the frequency, percentage and rank. The factors enumerated will be categorize into five point – scale with the corresponding numerical value. To ascertain the influence of the variables to the career preferences of the respondents and answer the question number 3 Chi-square will be used. To determine the management styles and challenges of senior high school implementers and answer the question number 4 and 5 of the different

public and private institution the Weighted Average Point (WAP) was used. The responses were categorized into five point – scale with the corresponding numerical value

**FINDINGS AND DISCUSSION**

This chapter deals with the data pertaining to the answers of the research questions propounded in the study. These are in tabular forms arranged according to the development process followed in this study.

**Level of Management of Senior High School Implementers Role**

Table 1 shows the responses of the respondents on the management of SHS in terms of its role. The data indicates that out of fifteen (15) statements, the respondents responded with strong agreement to items no. 1, 9, 10, 11 and 12. The nature of these questions are pursuit of excellence in teaching, promulgation and implementation of school policies, management of human resources, professional development of its staff and establishment of mechanism for ensuring equity and workplace health and safety policies. Items no. 4, 6, 7, 8, 14, and 15 are responded with moderate agreement. The nature of these statements were merely representation of the interests and needs of the school to external community, development and maintenance of strategic and academic planning functions including the setting of goals and targets, establishment and maintenance of suitable organization and committee structure, providing information to relevant authorities, development of talents of students and nurturing organizational structure and establishment of school systems and processes. Items no. 2, 3, 5, and 13 are responded with agreement. The nature of these statements are promotion of collaboration with other schools, maintenance of personal academic standing, including the pursuit of research, consultation to relevant stakeholders, management of school projects effectively and efficiently.

**Table 1: Management of Senior High School in Terms of its Role**

Items	Weighted Mean	Verbal Interpretation
Our school encourage the pursuit of excellence in teaching and learning	4.27	Strongly Agree
We promote collaboration with other schools	3.13	Agree
We maintain personal academic standing, including the pursuit of research	2.72	Agree
The school represent the interests and needs of the school to external community	3.70	Moderately Agree
We consult with relevant stakeholders	3.22	Agree
We develop and maintain the strategic and academic planning functions including the setting of goals and targets	3.95	Moderately Agree
We establish and maintain a suitable organization and committee structure	3.65	Moderately Agree
We provide information to relevant authorities	4.02	Moderately Agree
We promulgate and implement school policies	4.43	Strongly Agree
We manage human resource performance management issues and staff grievances	4.23	Strongly Agree
The school supports professional development of staff.	4.40	Strongly Agree



Items	Weighted Mean	Verbal Interpretation
The school has establish mechanisms to ensure that equity and workplace health and safety policies are observed.	4.38	Strongly Agree
The school has manage projects effectively and efficiently	3.27	Agree
We develop talents of students	3.90	Moderately Agree
The school nurture organizational structure and establish systems and processes	3.60	Moderately Agree

**Legend**

- 4.2 – 5.0 Strongly Agree
- 3.40 – 4.19 Moderately Agree
- 2.60 – 3.39 Agree
- 1.80 – 2.59 Strongly Disagree
- 1.0 – 1.79 Disagree

**Services**

Table 2 shows the responses of the respondents on the management of SHS in terms of its services offered. The data explained that out of the 15 items, the respondents assessed with strong agreements on items 2, 3, 7 and 8. The nature of these statements are strict implementation of class size, having a peaceful and safe school, competent, efficient teachers, and a school environment of positive and gender sensitive teacher/student relationships. Items no. 1, 4, 6, 9, 10, 11, 14 and 15 is responded with agreement. The nature of these items were for students’ access to quality school

facilities, effective school discipline, health and nutrition policies , intervention and special assistance extended to students who needs it, adjustment in school hours to support student learnings, used of technology aided instruction to increase disparities in learning, accessibility to indigent students since it strictly implements a “zero collection” policy, availability of library and reference materials and keeping tracks of its high school graduates through the help of its guidance counselor. Items no 5 is responded with moderate agreement. The nature of these statement is the early registration of incoming senior high schools strictly being done. While items no. 12 and 13 are responded with strong disagreement. The nature of these statement are students undergoing OJT by batches as early as grade 11 and students having access to insurance services to secure their protection for their mobility during the dual training program, apprenticeship, or job immersion program

**Table 2: Management of Senior High School in Terms of its Services Offered**

Items	Weighted Mean	Verbal Interpretation
Students has access to quality school facilities	2.63	Agree
We follow strict implementation of class size	4.40	Strongly Agree
Peaceful, safe school environment	4.27	Strongly Agree
Effective school discipline, health and nutrition policies	2.92	Agree
Early registration of incoming senior high schools is strictly done	4.07	Moderately Agree
Intervention and special assistance were extended to students who needs it	2.73	Agree
The school has competent and efficient teachers	4.23	Strongly Agree
The school has positive and gender sensitive teacher/student relationships.	4.25	Strongly Agree
Adjustment in school hours to support student learnings	3.08	Agree
Uses technology aided instruction to increase disparities in learning.	3.00	Agree
The school is accessible to indigent students since it strictly implements a “zero collection” policy.	3.02	Agree
As early as Grade 11, students undergo OJT by batches. This new practice was introduced in order to accommodate all and prevent congestion of trainees at the end of the SHS term	2.70	Strongly Disagree
Students has access to insurance services to secure their protection for their mobility during the dual training program, apprenticeship, or job immersion program	2.43	Strongly Disagree
Library and reference materials are available for SHS students.	3.18	Agree
The school keeps track of their high school graduates through the help of the guidance counselor.	3.33	Agree

**Legend**

- 4.2 – 5.0 Strongly Agree
- 3.40 – 4.19 Moderately Agree
- 2.60 – 3.39 Agree
- 1.80 – 2.59 Strongly Disagree
- 1.0 – 1.79 Disagree

**Level of Challenges of Senior High School Relevance of the Program**

Table 3 indicates the responses of the respondents on the challenges of SHS in terms of the relevance of the program. The data shows that of the 15 statements, the respondents responded with agreement to items no. 1, 4, 6, 7, 10, 11, 12, 13 and 14. The nature of

these statements are as follows: that the school has adequacy and timely labor market information, there is an available basic technical facility and resources needed to teach and train students , availability of funds for the operating expenses , promotion of student government/councils as a mechanism to support the SHS program, incorporating a strong career guidance component in the curriculum. , review of the planned SHS curriculum and incorporate lessons learned from its SHS Modeling experience. , adaptation the best practices of SHS model schools with respect to curriculum development, drafting of training regulations and qualification standards for all SHS programs and emphasizing on soft skills in the SHS curriculum such as work readiness, values, and attitudes since these are

priority competencies of business firms and industries. Items no. 3, 5, 8, 9, and 15 are responded with moderate agreement. The nature of these statements are the availability of instructors-trainers who have the necessary competencies, education and training, integration of a strong career guidance program, promotion of using a flexible learning opportunities, conduct of training for career advocates (class advisers and parents) on career guidance and counselling /coaching and division office monitoring the school regularly. Item no. 2 has been responded with strong disagreement. The nature of the statement is the identification of one or two jobs that can be readily offered by the school.

**Table 3: Challenges of Senior High Schools in terms of Relevance of the Program**

Items	Weighted Mean	Verbal Interpretation
The school has adequate and timely labor market information	2.77	Agree
The school has Identified one or two jobs that can be readily offered by the schools	2.42	Strongly Disagree
Availability of instructors-trainers who have the necessary competencies, education and training	3.43	Moderately Agree
Availability of basic technical facility and resources needed to teach and train students	3.12	Agree
Integration of a strong career guidance program	3.45	Moderately Agree
Availability of funds for the operating expenses	3.27	Agree
Promote use of student government/councils as a mechanism to support the SHS program	3.13	Agree
Promote the use of flexible learning opportunities.	3.78	Moderately Agree
Conduct training for career advocates (class advisers and parents) on career guidance and counselling /coaching.	3.48	Moderately Agree
Incorporate a strong career guidance component in the curriculum.	3.37	Agree
Review the planned SHS curriculum and incorporate lessons learned from its SHS Modeling experience.	3.28	Agree
Adopt the best practices of SHS model schools with respect to curriculum development.	3.23	Agree
Draft the training regulations and qualification standards for all SHS programs.	3.07	Agree
Put emphasis on soft skills in the SHS curriculum such as work readiness, values, and attitudes since these are priority competencies of business firms and industries	3.23	Agree
The division office monitors the school regularly	3.55	Moderately Agree

**Legend**

- 4.2 – 5.0 Strongly Agree
- 1.80 – 2.59 Strongly Disagree
- 3.40 – 4.19 Moderately Agree
- 1.0 – 1.79 Disagree
- 2.60 – 3.39 Agree

**Responsiveness to the Program**

Table 4 explains the responses of the respondents on the challenges of SHS in terms of the responsiveness to the program. The data shows that of the 15 statements, the respondents responded with agreement to items no. 1, 2, 3, 5, 6, 7, 9, 12, 13 and 14. The nature of these statements are as follows: that courses and tracks offered are relevant to the community,

it uses localized teaching materials available within the community, teachers receive instructional supervision, having high expectations for students and for teachers to be effective and innovative, establishment of a school structure that promotes participative decision., staff development activities in the school personnel are well designed and implemented, teachers coming to school on time and have their own copies of syllabuses. Items no. 4, 10 and 15 are responded with moderate agreement. The nature of these statements are as follows: questions from head teachers and teachers receive timely responses, teacher absenteeism is low and parents knowing how their children are progressing in their studies. While items no. 8 and 11 are responded with strong disagreement that the school has instructional

supplies ordered/delivered on time and that the school facilities are in good conditions.

**Table 4: Challenges of Senior High Schools in terms of its Responsiveness to the Program**

Items	Weighted Mean	Verbal Interpretation
Courses and tracks offered are relevant to the community	2.83	Agree
Uses localized teaching materials available within the community	2.97	Agree
Teachers receive instructional supervision	3.10	Agree
Questions from head teachers and teachers receive timely responses	3.52	Moderately Agree
Having high expectations for students and for teachers to be effective and innovative.	3.12	Agree
Establishing a school structure that promotes participative decision.	3.23	Agree
Staff development activities for school personnel are well designed and implemented	3.00	Agree
Instructional supplies are ordered/delivered on time	2.55	Strongly Disagree
Teachers come to school on time	3.27	Agree
Teacher absenteeism is low	4.13	Moderately Agree
School facilities are in good conditions	2.45	Strongly Disagree
Teachers have copies of syllabuses	3.30	Agree
Teachers receive instructional supervision	2.73	Agree
The school has a functioning student organization and parent-teacher association	3.28	Agree
Parents know how their children are progressing in their studies	3.42	Moderately Agree

**Legend**

- 4.2 – 5.0 Strongly Agree
- 3.40 – 4.19 Moderately Agree
- 2.60 – 3.39 Agree
- 1.80 – 2.59 Strongly Disagree
- 1.0 – 1.79 Disagree

**Quality of the Program**

Table 5 demonstrates the responses of the respondents on the challenges of SHS in terms of the quality of the program. The data shows that of the 15 statements, the respondents responded with agreement to items no. 1, 2, 3, 5, 6, 7, 8, 9, 12, 13 and 14. The nature of these statements are as follows: teachers in SHS are either Master’s degree holder or has completed a number of Master’s degree units, TVL teachers are NC – III or NC – III holders, the school has tapped local industry partners and linkages for SHS students, SHS teachers has average teaching hour, school follows the common academic curriculum, schools apply various learning strategies and approaches depending on their preferences

and the needs of the SHS students, face-to-face teaching, media-assisted teaching and work-oriented teaching are commonly employed teaching strategies, screens incoming SHS students through qualification tests, scholastic grades and interviews, hiring contractual teachers to help mitigate the lack of teachers, has their own academic classrooms, sufficiency on the number of computer units for SHS students. Items no. 4 and 10 are responded with moderate agreement. The nature of the statement states that he school has conducted own research studies to build their capacities and enrich the learning materials and Usage of real life scenarios, skill-oriented learning and treatment of students as adults to motivate and challenge them to do well in school. Item no. 11 responded with strong disagreement. It states that the SHS teachers conducts action research and develop their own instructional materials to help enrich existing instructional materials. While item no. 15 is responded with strong agreement. It states that extra-curricular and co-curricular activities are available to SHS students to participate.

**Table 5: Challenges of Senior High Schools in terms Quality of the Program**

Items	Weighted Mean	Verbal Interpretation
Teachers in SHS are either Master’s degree holder or has completed a number of Master’s degree units.	2.83	Agree
TVL teachers are NC – III or NC – III holders.	2.97	Agree
The school has tapped local industry partners and linkages for SHS students.	3.10	Agree
The school has conducted own research studies to build their capacities and enrich the learning materials.	3.52	Moderately Agree
SHS teachers has average teaching hour.	3.12	Agree
The school follow the common academic curriculum	3.23	Agree
The schools apply various learning strategies and approaches depending on their preferences and the needs of the SHS students	3.00	Agree
Face-to-face teaching, media-assisted teaching and work-oriented teaching are commonly employed teaching strategies	2.55	Agree

Items	Weighted Mean	Verbal Interpretation
Screens incoming SHS students through qualification tests, scholastic grades and interviews	3.27	Agree
Using real life scenarios, skill-oriented learning and treating students as adults to motivate and challenge them to do well in school	4.13	Moderately Agree
SHS teachers conducts action research and develop their own instructional materials to help enrich existing instructional materials	2.45	Strongly Disagree
Hiring contractual teachers to help mitigate the lack of teachers	3.30	Agree
SHS has their own academic classrooms.	2.73	Agree
The school has sufficient number of computer units for SHS students	3.28	Agree
Extra-curricular and co-curricular activities are available for SHS students to participate.	4.28	Strongly Agree

**Legend**

- 4.2 – 5.0 Strongly Agree
- 3.40 – 4.19 Moderately Agree
- 2.60 – 3.39 Agree
- 1.80 – 2.59 Strongly Disagree
- 1.0 – 1.79 Disagree

**Track Choices of Incoming Senior High School Students**

As presented in Table 6, Academic track with a strand Accountancy, Business and Management (ABM)

has the highest frequency of 164 or 21.55% which is the first rank followed by Technical-Vocational Livelihood (TVL) track with a strand of Home Economics with frequency of 152 or 19.97% which is second in rank. On the other hand, Arts track has the lowest frequency of 13 or 1.71% which is tenth rank. The result indicates that majority of junior high school students prefer to take Accountancy, Business and Management; and Technical-Vocational Livelihood track with strand of Home Economics in the Senior High School.

**Table 6: Distribution of Track Choices of Incoming Senior High School Students of the Fourth Zone of Zambales**

Career Tracks	Strands	Frequency	Percentage	Rank
Academic	Science, Technology, Engineering and Mathematics (STEM)	79	10.38	6
	Humanities and Social Sciences (HumSS)	92	12.09	3
	Accountancy, Business and Management	164	21.55	1
	General Academic Strand (GAS)	40	5.26	7
Technical-Vocational Livelihood	Home Economics (HE)	152	19.97	2
	Information and Communication Technology (ICT)	91	11.96	4
	Agri-Fishery (AF)	27	3.55	8
	Industrial Arts (IA)	83	10.91	5
Arts		13	1.71	10
Sports		20	2.63	9
	TOTAL	761	100%	

**Reasons for Choosing the Tracks**

**Residence**

Table 7 emphasizes the weighted mean of 4.28, respondents strongly agree that they are aware of the available opportunity at their locality when they graduate. This ranked first in the identified reasons for choosing career as to residence. The data supports the findings revealed that the availability of work after college is the first consideration of students in choosing

a course in college. It was found out that the least reasons for choosing career are: it is the only course in the university which is near/close to their home; they are limited to a career choice by what is schooling in their area and they are limited to a career choice by the industry in their area. These items obtained the weighted mean of 2.67. Availability of advancement opportunities and learning experiences are the most influential factors affecting career choices among students.

**Table 7: Reasons for Choosing the Career as to Residence**

Items	Weighted Mean	Verbal Interpretation	Rank
1. I am aware of the available opportunity at my locality when I graduate.	4.28	Strongly Agree	1
2. I feel the prospects of landing a job near my residency.	3.24	Agree	2
3. It is the only course in the university which is near/close to our home.	2.67	Agree	4
4. I am limited to a career choice by what is schooling in my area.	2.67	Agree	4
5. I am limited to a career choice by the industry in my area.	2.67	Agree	4
Composite Mean	3.10	Agree	

**Legend**

- 4.2 – 5.0 Strongly Agree
- 3.40 – 4.19 Moderately Agree
- 1.80 – 2.59 Strongly Disagree
- 1.0 – 1.79 Disagree
- 2.60 – 3.39 Agree



**Parents’ Educational Attainment**

In table 8, it was found out that respondents strongly agree that they looked up to their parents as role models for their future career. It obtained the weighted mean of 4.32. It is followed by the items that they were thinking of their parents’ occupation and they are aware of the very high standards their parents set regarding their future. These obtained the weighted means of 3.38 and 3.35 respectively and rated agree by the respondents. Moreover, rated as agree but lowest in the rank order distribution and obtained the weighted mean of 2.65 is that they are expected to follow their parents’ footsteps. The composite mean of 3.19 revealed that the respondents agreed on the identified reasons for

choosing career as to parents’ educational attainment. There are intrinsic or extrinsic factors that influences the career choice of the students. Most people are influenced by careers that their parents favour, others follow the careers that their educational choices have opened for them, some choose to follow their passion regardless of how much or little it will make them while others choose the careers that give high income. Students perception of being suitable for particular jobs also has been found to be influenced by a number of factors including ethnic background, year in school, level of achievement, choice of science subjects, attitudes and differences in job characteristics

**Table 8: Reasons for Choosing Career as to Parents’ Educational Attainment**

Items	Weighted Mean	Verbal Interpretation	Rank
1. I am thinking of my parent’s occupation.	3.35	Agree	3
2. I am expected to follow my parent’s footsteps.	2.65	Agree	10
3. I am considering the business of the family.	2.87	Agree	8
4. I look up to my parents as role models for my future career.	4.32	Strongly Agree	1
5. I am following my parents’ work.	3.18	Agree	5
6. I am trained by my parents in the field related to their work.	2.78	Agree	9
7. I am aware of the very high standards my parents set regarding my future.	3.38	Agree	2
8. I am expected to observe family tradition and practices.	3.0	Agree	7
9. I am considering the achievement of my parents.	3.10	Agree	6
10. I am thinking of the amount of schooling my parents received.	3.31	Agree	4
Composite Mean	3.19	Agree	

**Legend**

- 4.2 – 5.0 Strongly Agree
- 3.40 – 4.19 Moderately Agree
- 2.60 – 3.39 Agree
- 1.80 – 2.59 Strongly Disagree
- 1.0 – 1.79 Disagree.

their college expenses followed by dreaming of putting up business by themselves to help their respective family financially. Lowest in rank are the items that they are self - supporting students and they believed it to be the most low cost course as obtained by the weighted mean of 1.78 respectively. The composite mean of 2.84 reveal that the respondents agreed on the identified reasons of choosing career as to family income for the reasons that the students experiences or witness the financial capabilities and experiences of their respective family. It also disclosed in this study that others choose the careers that give high compensation.

**Family Income**

As obtained by the weighted mean of 3.39, the respondents agreed that the reasons for choosing career as to family income show that they do not want to have a feeling of financial pressure regarding the payments for

**Table 9: Reasons for Choosing Career as to Family Income**

Items	Weighted Mean	Verbal Interpretation	Rank
1. I am self – supporting student.	1.78	Disagree	9.5
2. I am considering the tuition fee.	3.23	Agree	3
3. I do not want additional expenses for my family.	3.15	Agree	5
4. I am fortunate to have parents who want me in prestigious school just like theirs before.	3.18	Agree	4
5. I want to put up business to help my family financially.	3.32	Agree	2
6. I do not want to feel financial pressure regarding the payments for my college expenses.	3.39	Agree	1
7. I am dependent on my elder siblings for financial support.	2.74	Agree	8
8. I am considering the expenses of the other members of the family.	2.75	Agree	7
9. I am only allowed to take the course that can be supported by my family earnings.	3.09	Agree	6
10. It is believed to be the most low cost course.	1.78	Disagree	9.5
Composite Mean	2.84	Agree	

**Legend**

- 4.2 – 5.0 Strongly Agree
- 3.40 – 4.19 Moderately Agree
- 2.60 – 3.39 Agree
- 1.80 – 2.59 Strongly Disagree
- 1.0 – 1.79 Disagree

**Mental Ability**

As shown in table 10, the highest weighted mean of 4.31 indicates that the respondents strongly agreed on the belief that they are intellectually satisfied. It ranked first on the list of identified reasons for choosing career. The composite mean of 3.49 revealed that the respondents moderately agreed on the identified

reasons of choosing career as to mental ability. The finding is in line with the notion that some organizational and industrial and psychologists are in disagreement on the issue of the significance of mental ability in aspects of work such as personnel selection and job performance. It is claimed that mental ability results are very good predictors of real-world accomplishments. Within the world of work, general mental ability has been found to be associated with job performance and career success. Furthermore, mental ability as measured by IQ tests is the single most effective predictor known of individual performance at school and on the job in the future. It also predicts many other aspects of human being.

**Table 10: Reasons for Choosing Career Reference as to Mental Ability**

Items	Weighted Mean	Verbal Interpretation	Rank
1. I am good in solving problems.	3.17	Agree	9
2. I am fond of reasoning.	3.26	Agree	8
3. I have the ability to think of logical solution quickly.	3.31	Agree	7
4. I am capable of expressing thoughts verbally and non-verbally.	3.36	Agree	6
5. I am mentally capable of what is required of the course.	3.39	Agree	3.5
6. I excel in major subjects.	3.15	Agree	10
7. I am confident that I will have an outstanding performance here.	3.39	Agree	3.5
8. I feel confident about my ability to do well in the course.	4.22	Strongly Agree	2
9. I have my grade point average that is suited for the course.	3.38	Agree	5
10. I believe that I am intellectually satisfied with it.	4.31	Strongly Agree	1
Composite Mean	3.49	Moderately Agree	

**Legend**

- 4.2 – 5.0 Strongly Agree
- 3.40 – 4.19 Moderately Agree
- 2.60 – 3.39 Agree
- 1.80 – 2.59 Strongly Disagree
- 1.0 – 1.79 Disagree

**Profile and Career Track Choices of Junior High School Students**

As shown in Table 11, the computed Chi-Square value on the association between the career track and strand choices and the profile of the students in terms of sex, average family income and average scholastic rating have greater computed Chi-Square values than the

critical values considered to be significant. The data implies that the profile of the students in terms of sex, average family income, and average scholastic rating are associated to the career track choices of the students who will enroll in the Senior High School. On the other hand, the Chi-square Computed value on the career track choices and profile of junior high school students in terms of highest educational attainment of the head of the family in the choice of career track have the lowest computed Chi-Square values compared to Critical values. The result emphasizes that there is no significant association between the career choice and the profile of the students in terms of the highest educational attainment of the head of the family.

**Table 11: Chi-Square Value on the Association of the Profile and Career Track Choices of Junior High School Students**

Variables	Df	Critical X <sup>2</sup> Value	Computed X <sup>2</sup> Value	Verbal Interpretation
Sex	9	16.92	83.85	Significant
Average scholastic rating	54	67.50	584.77	Significant
Highest educational attainment of the head of the family	72	90.53	4.0	Not Significant
Family income	36	55.76	498.30	Significant

**CONCLUSION**

Career choices of most of the students are influenced by numerous factors like outcome expectancies, individual variants such as sex, personal

interests, learning experiences, environmental factors and personal contacts. Individuals’ career success can be best realized if the right career choice suited to his ability, personality, background and intellect serves as his guide in choosing the course he has to take in tertiary

education. Every individual tend to choose a career that is reflective of his personality. Because people tend to be attracted to certain jobs, the environment then reflects this personality. The respondents reasoned out that they do not want to feel financial pressure regarding the payments for their college expenses. They believed that they are intellectually satisfied with their career choice. The socio-demographic profile of the respondents such as sex, parents' educational attainment, family income and mental ability show significant relationship to career choice of the respondents.

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### Competing interests

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