

# Open High School Program Implementation of DepEd in the Division of Puerto Princesa City

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## ABSTRACT

This study determined the level of implementation of the Open High School Program (OHSP) and the challenges encountered in selected public secondary schools in the Division of Puerto Princesa City. A quantitative descriptive–correlational research design was employed. Data were analyzed using frequency counts, percentages, mean, arithmetic mean, and the Kruskal–Wallis H test to determine significant differences among respondent groups. The findings indicated that all respondent groups generally perceived the OHSP as effectively implemented. However, administrators rated the program components more favorably compared to teachers and

students. This variation reflects the distinct roles of the respondents: administrators primarily focus on policy formulation, supervision, and program management, while teachers and students directly experience the operational and instructional realities of program implementation. The study further revealed that despite perceptual differences in implementation levels, all groups identified similar challenges. Learning resources and facilities were rated as highly challenging, followed by concerns related to the delivery system, and lastly, advocacy and promotion. Among the groups, teachers reported experiencing the greatest degree of difficulty, likely due to their frontline responsibilities in delivering instruction and addressing learner needs. The absence of statistically significant differences in perceived challenges suggests a shared recognition of systemic issues affecting the implementation of the Open High School program.

**Keywords:** *Open High School Program (OHSP), program implementation, stakeholder perceptions, alternative learning delivery, public secondary schools*

## INTRODUCTION

In response to the growing need for flexible educational pathways, Open High School (OHS) programs emerged as a solution for students who faced difficulties attending traditional schools. These challenges included geographic isolation, financial hardship, or personal responsibilities. The Open High School Program (OHSP) enabled students to complete their high school education through modular learning, allowing them to study at their own pace and on a flexible schedule. This approach was especially beneficial for learners who could not commit to a conventional school timetable.

The OHSP utilized modular learning materials that were self-contained and easy to follow, allowing students to learn independently. Each module addressed specific topics or competencies and was structured to support gradual and independent learning. This method fostered student autonomy, responsibility, and motivation, making it an effective alternative for learners who struggled in traditional educational settings.

In the Philippines, the Department of Education (DepEd, 2020) officially implemented OHSP as part of its effort to reduce dropout rates and improve access to quality education. The program offered an inclusive, learner-centered approach for students who were unable to attend regular classes due to personal, economic, or geographic reasons. By providing a self-paced learning environment, OHSP promoted educational equity and bridged the gap for marginalized learners.

Enrollment in OHSP began with students or their guardians expressing interest and verifying eligibility through their local DepEd office. Once enrolled, learners were provided with modular learning materials for each subject, complete with exercises and assessments. Teachers or facilitators monitored progress, while students attended occasional face-to-face or virtual sessions for additional support, clarification, or exams. This structure enabled students to manage their own learning while receiving guidance as needed.

Assessment in OHSP differed significantly from traditional models. Students completed modules and submitted them at their own pace, and their academic performance were evaluated through module completion and final examinations. Support from subject teachers and coordinators was available throughout the learning process. Parents or guardians also played an important role in ensuring that learners stayed on track and maintained consistent study habits. This system enabled students to balance education with work, family, or other obligations.

Although several educational programs were already in place, there remained a significant need to assess how effectively the Open High School Program (OHSP) was being implemented, especially in regions such as the Division of Puerto Princesa. As more schools began to adopt the program, an up-to-date and comprehensive assessment was necessary to identify implementation challenges, evaluate effectiveness, and guide policy adjustments. This evaluation was essential for enhancing the program's reach and ensuring it continued to provide accessible and flexible education to its target learners (Timula, 2022). This revealed a significant research gap in the absence of localized and timely assessment practices that could effectively support the continuous improvement of OHSP delivery. Additionally, there was a clear need for ongoing and systematic evaluation to ensure the program remained responsive and relevant, especially amid the rising demand for inclusive and flexible educational approaches. While the OHSP offered a modular and self-paced structure that suited learners with diverse personal, economic, and geographic constraints, its long-term success depended on consistent monitoring and evaluation. These assessments were vital to ensuring that the program continued to meet learner needs and delivered meaningful, equitable educational outcomes.

In summary, the Open High School Program (OHSP) played a vital role in making education more accessible and adaptable to the needs of diverse learners. However, to ensure its continued relevance and

effectiveness, ongoing assessment and evaluation were essential. This study aimed to contribute to that effort by examining the implementation of OHSP, particularly in the Division of Puerto Princesa, and identifying ways to enhance its delivery and impact.

This study aims to assess the implementation of the Open High School Program (OHSP) in selected public secondary schools. Specifically, it examines the socio-demographic profile of OHSP learners in terms of age, gender, grade level, position among siblings, and reasons for enrolling in the program. It also evaluates the level of implementation of the OHSP as perceived by learners, teachers, and school administrators across key areas, including advocacy and promotion, learning resources and facilities, delivery system, support programs and services, and assessment. Furthermore, the study identifies the challenges encountered by these stakeholders in the same areas of program implementation. Finally, it determines whether there are significant differences in the perceptions of learners, teachers, and school administrators regarding both the level of implementation and the challenges faced in the execution of the Open High School Program.

Figure 1: *Conceptual Framework*

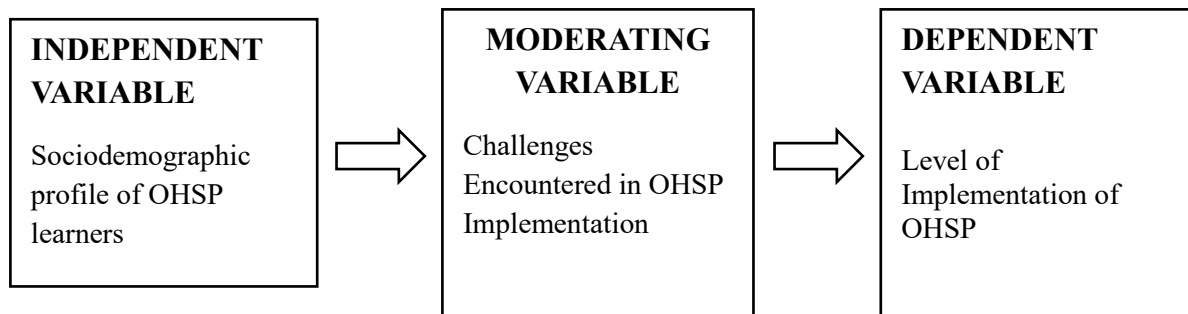


Figure 1 shows the *independent variable* in this framework is the socio-demographic profile of students, including factors such as age, family background, socioeconomic status. These factors influence how effectively students engage with and benefit from the Open High School Program (OHSP). The moderating variable are the challenges encountered by OHSP respondents. The *dependent variable* is the level of OHSP implementation, which reflects how effectively the program is carried out in terms of advocacy and promotion, learning resources and facilities, delivery system, support programs and services and assessment.

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## **METHODS**

### **Research Design**

This study employed a quantitative descriptive-correlational research design to assess the Open High School Program (OHSP) implementation in selected public secondary schools in Puerto Princesa City. The descriptive aspect of the study aimed to gather data on learners' socio-demographic profiles and level of participation in the program, while the correlational component examined possible relationships between these variables. Data was collected through structured survey questionnaires for students, teachers and school administrators, which helped generate measurable insights into learners' motivation, study habits, and academic progress. The data were analyzed using statistical tools such as frequency, percentage, mean, arithmetic mean, Kruskal-Wallis H Test to identify patterns and significant relationships between specific groups. This design was appropriate as it allowed the researcher to clearly describe the status of OHSP implementation in Puerto Princesa schools and determine factors that may have influenced the program's effectiveness.

### **Research Respondents**

The respondents of this study consisted of three key groups directly involved in the implementation of the Open High School Program (OHSP) in public secondary schools within the Division of Puerto Princesa City. These groups included: (1) OHSP learners who were enrolled in the program; (2) teachers assigned to facilitate and manage OHSP learning delivery; and (3) school administrators who oversaw the program's implementation in the school. A purposive sampling technique was used to select participants, focusing on individuals who had direct experience with the OHSP and were able to provide rich, relevant insights. This approach ensured that the data collected were meaningful and aligned with the objectives of the study. The number of respondents depended on the availability and willingness of participants from each of the selected schools.

### **Research Locale**

This study was conducted in selected public secondary schools within the Division of Puerto Princesa City that implemented the Open High School Program (OHSP). These schools were located across Districts I, II, and III of the division and represented a diverse range of educational settings where the OHSP was actively delivered. Puerto Princesa City, a highly urbanized city in the MIMAROPA Region, served as an appropriate locale for this research due to its commitment to expanding access to flexible and inclusive learning modalities such as the OHSP. The selected schools were chosen based on their active implementation of the program and their relevance to the study's objectives.

The study involved three primary groups of participants: OHSP learners, teachers who were assigned to the program, and school administrators who oversaw its implementation. By focusing on selected schools across the three districts and engaging these key stakeholders, the research aimed to gather meaningful insights into the challenges, strategies, and successes in the implementation of the OHSP within the context of Puerto Princesa City's public education system.

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## **Sampling Technique**

The population of this study consisted of individuals directly involved in the implementation of the Open High School Program (OHSP) in public secondary schools within the Division of Puerto Princesa City. The study focused on eight schools that were offering the OHSP: San Rafael National High School, Napsan National High School, Sta. Monica National High School, Irawan National High School, Simpucan National High School, San Miguel National High School, Sicsican National High School, and Langogan National High School. Using purposive sampling, a total of 261 respondents were selected to participate in the study. This included 206 OHSP learners, who were determined using Slovin's formula with a 5% margin of error. In addition, 47 OHSP teachers who were actively involved in handling OHSP classes were included, along with one school administrator from each participating school, totaling 8 administrators. The purposive sampling technique was appropriate for this study as it ensured the selection of individuals who were most knowledgeable about the program, thereby providing more relevant and insightful data.

## **Scope and Delimitations**

This study focused on assessing the implementation of the Open High School Program (OHSP) in selected public secondary schools in the Division of Puerto Princesa City for the school years 2024–2025. It covered the socio-demographic profile of OHSP learners, including age, gender, grade level, number of siblings, and reasons for enrolling in the program. The study also evaluated the level of OHSP implementation as perceived by learners, teachers, and school administrators across five key areas: advocacy and promotion, learning resources and facilities, delivery system, support programs and services, and assessment practices.

Furthermore, the study examined the challenges that respondents encountered in the same five areas of implementation. It also investigated whether significant differences existed among the perceptions of OHSP learners, teachers, and school administrators regarding program implementation and the challenges they experienced.

The scope of the study was limited to public secondary schools in Puerto Princesa City that offered the Open High School Program. It did not include private institutions or learners enrolled in other alternative education programs. The data collected were confined to the perceptions of respondents and the available school records within the specified school years. External factors such as national policy changes, budget allocations beyond the division level, and socio-political influences were considered beyond the scope of this study.

## **Research Instrument**

A structured survey questionnaire with numerical responses was administered to the three main groups of respondents: OHSP learners, teachers, and school administrators. The questionnaire for OHSP learners consisted of three parts: Part I – socio-demographic profile, Part II – level of program implementation, and Part III – challenges encountered. For teachers and administrators, the questionnaire

was divided into two parts: Part I – level of implementation and Part II – challenges encountered in the implementation of the Open High School Program.

### **Data Collection Procedure**

The researcher first secured approval from the Schools Division Superintendent of Puerto Princesa City and obtained an endorsement letter from the Division Office for the selected participating schools: San Rafael, Napsan, Sta. Monica, Irawan, Simpucan, San Jose, and Langogan National High Schools, all implementing the Open High School Program (OHSP). After coordinating with school principals, eligible learners, teachers, and administrators were identified. Informed consent was obtained from all participants, with parental consent for minors.

Data were collected using a structured survey questionnaire with numerical responses. Learners' questionnaires included three parts: socio-demographic profile, level of program implementation, and challenges encountered. Teachers and administrators completed two-part questionnaires covering program implementation and challenges. Questionnaires were distributed in person or via Google Forms, with adequate time provided for completion.

### **Methods of Data Analysis**

The data from the three respondents: OHSP learners, teachers, and school administrators, were systematically organized and analyzed using descriptive and inferential statistics. Frequencies, percentages, and means summarized the responses, while the Kruskal-Wallis H test and Post Hoc DSCF Pairwise Comparison identified significant differences among specific groups.

### **Ethical Consideration**

The researcher strictly upheld ethical standards throughout the conduct of the study. Prior to data collection, guidance counselors and other relevant school personnel were thoroughly informed about the purpose, scope, procedures, and any possible risks or benefits associated with their involvement in the research. Participation was entirely voluntary, and participants retained the right to withdraw from the study at any point without facing any negative consequences.

Signed informed consent was obtained from all participants to confirm their willingness to take part in the study. For student respondents, a signed parental consent were properly secure. The confidentiality and anonymity of all participants were strictly maintained, and any information collected was used solely for academic and research purposes.

## RESULTS AND DISCUSSION

Table 1 *Socio-demographic profile of the learners*

	Frequency (n=206)	Percentage
<b>Age</b>		
<i>14 to 16 years old</i>	70	34%
<i>17 to 20 years old</i>	78	38%
<i>21 to 30 years old</i>	38	18%
<i>31 to 68 years old</i>	20	10%
<b>Gender</b>		
<i>Female</i>	133	65%
<i>Male</i>	73	35%
<b>Position Among Siblings</b>		
<i>1<sup>st</sup></i>	65	32%
<i>2<sup>nd</sup></i>	50	24%
<i>3<sup>rd</sup></i>	44	21%
<i>4<sup>th</sup></i>	19	9%
<i>5<sup>th</sup> or more</i>	28	14%
<b>Reason for Enrolling in OHSP*</b>		
<i>Flexibility of learning schedule</i>	42	13%
<i>Work commitments</i>	77	24%
<i>Health reasons</i>	28	9%
<i>Unable to attend traditional school</i>	38	12%
<i>Personal preference for independent learning</i>	38	12%
<i>Family-related factors</i>	71	22%
<i>Others</i>	29	9%

\*Multiple Response

Table 1 presents the sociodemographic profile of the student-respondents and the corresponding frequency and percentage. The profile of OHSP student-respondents in this study is similar to that of learners in other alternative learning systems. Most students are aged 17-20 (38%) and 14-16 (34%), suggesting that OHSP attracts older secondary learners who may have interrupted their formal schooling. This aligns with Gonzales et al. (2022), who found that flexible learning programs in the Philippines mainly serve older teenagers facing economic or personal barriers to regular school attendance. A significant proportion of students between 21-30 years (18%) and even as old as 68 years (10%) demonstrates that OHSP successfully extends learning opportunities beyond conventional age ranges. Dizon and Torres (2021) observed that adult learners often re-enter formal education through nontraditional pathways due to major life transitions, such as work, family, or career advancement.

Regarding gender composition, the female-to-male ratio (65/35%) matches findings by Reyes and Marquez (2020), who reported greater female participation in modular or distance learning. They noted that women, especially in rural or low-income areas, often seek flexible education while balancing housework and caregiving.

Data on birth orders show that first-born children are most common (32%). This may mean older siblings face family expectations to do well in school or help at home. While direct research on birth order and flexible learning is lacking, Santos & Lim (2023) stated that family dynamics and culture strongly influence educational choices at home.

For the reason for enrolling OHSP follow patterns seen in current research. Work commitments (24%) and family factors (22%) are leading motives, as Delos Reyes and Gutierrez (2020) found out that flexible programs are often chosen by those with jobs or household duties. The importance of flexible class schedules (13%) also appears in Rivera and Cruz (2020), who described flexible learning as a key motivator after the pandemic. Some join OHSP for independent learning (12%) or to avoid compulsory school attendance (12%). Llamas and Moreno (2023) noted that self-paced or self-regulated formats attract those facing problems in traditional schooling or logistical challenges like transport or health issues.

Lastly, health-related reasons accounted for 9% of respondents, while another 9% selected “Others,” specifically citing the risk of dropping out, this underscores the importance of the program’s flexibility in supporting students at risk and promoting continued education. Mason et al. (2021) views flexible learning as a learner-centered approach that adapts to physical, emotional, and situational needs.

**Table 2.1 *Level of implementation as perceived by learners, teachers and school administrators in terms of advocacy and promotion***

Statement	Learner s Mean	Descriptive Interpretation	Teachers Mean	Descriptive Interpretation	School Admin Mean	Descriptive Interpretation
1. Learning modules are delivered on time and are aligned with the lessons students need to learn.	3.27	High Implementation	2.96	High Implementation	3.75	Very High Implementation
2. Supplementary instructional materials such as books, worksheets, and online resources are sufficient and helpful for learning.	3.27	High Implementation	2.98	High Implementation	3.63	Very High Implementation
3. Students have access to digital tools, such as computers or	3.25	High Implementation	2.96	High Implementation	3.50	Very High Implementation

tablets,  
whenever  
needed to  
support  
learning.

4. The school  
provides quiet,  
safe, and  
conducive  
spaces for  
studying both in  
school and at  
home.

3.20

High  
Implementation

3.09

High  
Implementation

3.75

Very High  
Implementation

5. The school  
conducts  
regular  
orientations,  
talks, or  
advocacy  
activities to  
increase  
awareness of  
the OHSP.

3.31

High  
Implementation

3.06

High  
Implementation

3.88

Very High  
Implementation

6. The school's  
promotional  
strategies  
effectively  
reach out-of-  
school youth  
and other  
potential  
learners.

3.25

High  
Implementation

3.21

High  
Implementation

3.63

Very High  
Implementation

7. Local  
government  
units and  
community  
partners provide  
support for the  
advocacy and  
promotion of  
the OHSP

3.26

High  
Implementation

2.79

High  
Implementation

3.50

Very High  
Implementation

8. The school  
allocates  
sufficient  
resources,  
materials, and  
funding for  
OHSP

3.17

High  
Implementation

3.04

High  
Implementation

3.88

Very High  
Implementation

advocacy activities.						
9. The school allocates sufficient funding and resources to maintain and improve learning materials and facilities.	3.16	High Implementation	2.91	High Implementation	3.88	Very High Implementation
10. The school regularly monitors, reviews, and updates learning resources and facilities to ensure quality education.	3.26	High Implementation	2.85	High Implementation	3.63	Very High Implementation
<b>OVERALL MEAN</b>					3.37	High Implementation

*Legend:*

*1.00 – 1.49 = Low Implementation*

*1.50 – 2.49 = Moderate Implementation*

*2.50 – 3.49 = High Implementation*

*3.50 – 4.00 = Very High Implementation*

Table 2.1 shows the level of implementation of the Open High School Program (OHSP) in terms of advocacy and promotion as perceived by students, teachers, and school administrators. The overall mean of 3.37, described as High Implementation, indicates that the school generally implements advocacy and promotional activities for the OHSP effectively. This finding aligns with the view of Kotler and Lee (2008), who emphasized that well-planned and consistently implemented advocacy strategies are essential in increasing public awareness and acceptance of educational programs.

From the perspectives of students and teachers, all indicators were rated as High Implementation, reflecting a positive assessment of the school’s advocacy efforts. Students gave the highest rating to the presence of clear and well-planned strategies for promoting the OHSP ( $M = 3.39$ ), while the lowest rating was given to the use of posters, brochures, and other advocacy materials ( $M = 3.08$ ). Teachers, on the other hand, rated the clear and consistent communication of OHSP information highest ( $M = 3.30$ ), but perceived support from local government units and community partners as the lowest ( $M = 2.79$ ). These results support the findings of Epstein (2011), who noted that strong internal communication within schools enhances program awareness but limited external stakeholder involvement may weaken the overall reach of advocacy initiatives.

In contrast, school administrators perceived the level of implementation as Very High across all indicators, demonstrating strong confidence in the school’s advocacy and promotional strategies. The highest mean ratings ( $M = 3.88$ ) were observed in clear advocacy planning, regular conduct of orientations,

and sufficient allocation of resources, while the lowest mean ( $M = 3.50$ ) still fell under Very High Implementation and pertained to support from local government units and community partners. This finding is consistent with Fullan (2014), who emphasized that strong school leadership and resource support are critical factors in the successful implementation of educational reforms. Overall, the results suggest that while advocacy and promotion of the OHSP are strongly implemented, strengthening collaboration with external stakeholders may further enhance program effectiveness.

**Table 2.2 *Level of implementation as perceived by learners, teachers and school administrators in terms of learning resources and facilities***

Statement	learners Mean	Descriptive Interpretation	Teachers Mean	Descriptive Interpretation	School Admin Mean	Descriptive Interpretation
1. Learning modules are delivered on time and are aligned with the lessons students need to learn.	3.27	High Implementation	2.96	High Implementation	3.75	Very High Implementation
2. Supplementary instructional materials such as books, worksheets, and online resources are sufficient and helpful for learning.	3.27	High Implementation	2.98	High Implementation	3.63	Very High Implementation
3. Students have access to digital tools, such as computers or tablets, whenever needed to support learning.	3.25	High Implementation	2.96	High Implementation	3.50	Very High Implementation

4. The school provides quiet, safe, and conducive spaces for studying both in school and at home.	3.20	High Implementation	3.09	High Implementation	3.75	Very High Implementation
5. Learning materials are updated regularly, aligned with the curriculum, and remain useful for instruction.	3.32	High Implementation	3.36	High Implementation	3.88	Very High Implementation
6. Teachers are trained and skilled in using learning resources effectively to enhance student learning.	3.37	High Implementation	3.02	High Implementation	3.88	Very High Implementation
7. The school library and other resource centers adequately support Open High School Program learners.	3.17	High Implementation	3.17	High Implementation	3.63	Very High Implementation
8. Facilities such as classrooms, study areas, and technological resources meet the physical and instructional needs of students.	3.16	High Implementation	2.83	High Implementation	3.63	Very High Implementation

9. The school allocates sufficient funding and resources to maintain and improve learning materials and facilities.	3.16	High Implementation	2.91	High Implementation	3.88	Very High Implementation
10. The school regularly monitors, reviews, and updates learning resources and facilities to ensure quality education.	3.26	High Implementation	2.85	High Implementation	3.63	Very High Implementation
<b>OVERALL MEAN</b>					3.37	High Implementation

*Legend:*

- 1.00 – 1.49 = Low Implementation*
- 1.50 – 2.49 = Moderate Implementation*
- 2.50 – 3.49 = High Implementation*
- 3.50 – 4.00 = Very High Implementation*

Table 2.2 presents the level of implementation of the Open High School Program (OHSP) in terms of learning resources and facilities as perceived by students, teachers, and school administrators. The overall mean of 3.37, described as High Implementation, suggests that the school generally provides adequate learning materials and facilities to support instruction and student engagement. This finding aligns with the study by Yang (2018), who emphasized that well-designed classroom environments and learning spaces, including appropriate technological resources, play a significant role in facilitating effective teaching and learning processes.

From the perspectives of learners and teachers, all indicators were rated as High Implementation, reflecting generally positive perceptions of learning resources and facilities. Students gave the highest rating to teachers being trained and skilled in using learning resources effectively ( $M = 3.37$ ), while the lowest rating was given to facilities such as classrooms, study areas, and technological resources ( $M = 3.16$ ). Teachers rated the regular updating and alignment of learning materials with the curriculum highest ( $M = 3.36$ ), but perceived monitoring and updating resources and facilities as less consistently done ( $M = 2.85$ ).

In contrast, school administrators perceived the level of implementation as Very High across all indicators, demonstrating strong confidence in the school's provision of learning resources and maintenance

of facilities. The highest mean ratings ( $M = 3.88$ ) were observed in teacher training, allocation of funding, and updating of learning materials, while the lowest mean ( $M = 3.50$ ) pertained to students' access to digital tools.

**Table 2.3 *Level of implementation as perceived by learners, teachers and school administrators in terms of delivery system***

Statement	learners Mean	Descriptive Interpretation	Teachers Mean	Descriptive Interpretation	School Admin Mean	Descriptive Interpretation
1. The OHSP delivery system is clearly defined, documented, and communicated to all learners.	3.33	High Implementation	3.11	High Implementation	3.88	Very High Implementation
2. Students receive learning modules consistently, on time, and aligned with the lessons they need to complete.	3.26	High Implementation	3.04	High Implementation	3.75	Very High Implementation
3. Teachers regularly monitor and follow up on student progress to ensure learning outcomes are met.	3.32	High Implementation	3.17	High Implementation	3.75	Very High Implementation
4. Students understand clearly how to complete and submit their modules, requirements, and outputs.	3.43	High Implementation	3.21	High Implementation	3.88	Very High Implementation
5. Students have access to consultations, tutorials, or support sessions when needed.	3.26	High Implementation	3.15	High Implementation	3.75	Very High Implementation
6. The delivery system allows flexibility in submission of requirements and supports different learning approaches.	3.28	High Implementation	3.19	High Implementation	3.75	Very High Implementation

7. Learners are guided in managing their time and pacing their learning effectively.	3.33	High Implementation	3.15	High Implementation	3.75	Very High Implementation
8. Teachers and staff are trained and oriented on proper delivery methods of the OHSP	3.33	High Implementation	3.17	High Implementation	3.75	Very High Implementation
9. Policies and procedures for module completion, submission, and monitoring are clear and consistently followed.	3.31	High Implementation	3.11	High Implementation	3.88	Very High Implementation
10. The delivery system promotes self-paced and independent learning while ensuring students stay on track.	3.33	High Implementation	3.28	High Implementation	3.88	Very High Implementation
<b>OVERALL MEAN</b>						<b>3.47 – High Implementation</b>

*Legend:*

*1.00 – 1.49 = Low Implementation*

*1.50 – 2.49 = Moderate Implementation*

*2.50 – 3.49 = High Implementation*

*3.50 – 4.00 = Very High Implementation*

Table 2.3 presents the level of implementation of the OHSP delivery system as perceived by students, teachers, and school administrators. Across the ten indicators, students and teachers consistently rated the implementation as “High,” while administrators rated it as “Very High,” with an overall mean of 3.47. This indicates that the delivery system generally perceived as effective in providing structured learning, timely module distribution, and guidance for student progress. The higher ratings from administrators may reflect their focus on policy adherence, documentation, and system organization, whereas students and teachers base their perceptions on day-to-day experience with the system.

According to Table 2.3, learners and teachers reported high levels of clarity regarding module completion, access to consultations, flexibility in submission, and guidance in time management, though their ratings were slightly lower than administrators. Consistency in module delivery and regular monitoring of student progress also perceived as highly implemented, but administrators consistently gave higher ratings. These differences suggest that while the system’s framework is well established, the daily operational experience of learners and teachers may not fully reflect the intended policies and procedures.

Overall, the results show that the OHSP delivery system effectively promotes self-paced and independent learning while supporting students in staying on track. Teacher training, policy clarity, and consistent procedures contribute to its high implementation, yet the perception gap between administrators and learners indicates room for operational improvement. According to Varga (2025), integrating clear

instructional design, accessible learner support, and ongoing professional development is essential to maximize the effectiveness of self-directed modular learning programs and ensure both students and teachers fully benefit from the delivery system.

**Table 2.4 *Level of implementation as perceived by learners, teachers and school administrators in terms of Support Programs and Services***

Statement	Learners Mean	Descriptive Interpretation	Teachers Mean	Descriptive Interpretation	School Admin Mean	Descriptive Interpretation
1. The school provides academic support programs such as tutorials or remedial classes to help students succeed.	3.37	High Implementation	3.21	High Implementation	3.88	Very High Implementation
2. Guidance and counseling services are accessible and support students' personal, emotional, and academic needs.	3.20	High Implementation	3.21	High Implementation	3.38	Very High Implementation
3. Teachers actively monitor student progress, provide motivation, and assist students with academic and emotional challenges.	3.32	High Implementation	3.23	High Implementation	3.75	Very High Implementation

4. Peer mentoring sessions and collaborative activities are encouraged to foster learning and social connection.	3.27	High Implementation	3.06	High Implementation	3.75	Very High Implementation
5. Students at risk are identified early and given appropriate interventions.	3.33	High Implementation	3.15	High Implementation	3.63	Very High Implementation
6. Career guidance and future planning activities are integrated into the Open High School Program.	3.35	High Implementation	3.19	High Implementation	3.75	Very High Implementation
7. Student wellness and behavior are regularly monitored to ensure a safe and supportive environment.	3.32	High Implementation	3.19	High Implementation	3.75	Very High Implementation
8. Parents and guardians are actively engaged in supporting their children's learning.	3.26	High Implementation	3.11	High Implementation	3.63	Very High Implementation
9. The school collaborates with external agencies to enhance support services available to students.	3.22	High Implementation	2.91	High Implementation	3.63	Very High Implementation
10. Overall, support programs and services	3.33	High Implementation	3.17	High Implementation	3.75	Very High Implementation

effectively  
 meet the  
 diverse  
 needs of  
 students.

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**OVERALL  
 MEAN**

3.37    High Implementation

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*Legend:*

*1.00 – 1.49 = Low Implementation*

*1.50 – 2.49 = Moderate Implementation*

*2.50 – 3.49 = High Implementation*

*3.50 – 4.00 = Very High Implementation*

Table 2.4 presents the perceived level of implementation of support programs and services in the OHSP as reported by students, teachers, and school administrators. Across all ten indicators, students and teachers consistently rated implementation as high, while administrators consistently reported very high implementation, resulting in an overall mean of 3.37. This suggests that support mechanisms such as academic support programs, guidance and counseling services, monitoring of student wellness and career guidance are generally in place and perceived as effective. Administrators’ higher ratings may reflect their awareness of the formal availability and structure of these services, whereas students and teachers base their responses on daily experience and usage.

According to the data in Table 2.4, students and teachers perceive strong implementation of academic tutorials, motivation and assistance from teachers, early identification and intervention for at-risk students, and peer mentoring and collaborative activities. Although still positive, slightly lower means, particularly for collaboration with external agencies and parental engagement—suggest that there may be gaps between the intended scope of support services and how consistently those services are experienced in practice. For example, while guidance and counseling services deemed accessible, the consistency and perceived depth of support could vary depending on resource availability, scheduling, and student help-seeking behavior.

Overall, the results indicate that the OHSP support programs and services are effective in addressing students’ diverse academic, personal, and emotional needs and in fostering a supportive learning environment. The consistent high ratings across wellness monitoring, career planning, and targeted interventions demonstrate a comprehensive approach to student support. Research shows that structured student support services—including academic advising, mentoring, and counseling—have a significant positive impact on student performance, persistence, and well-being by facilitating academic engagement, reducing anxiety, and promoting success across challenging learning environments (Samarita, et.al.2024).

**Table 2.5** *Level of implementation as perceived by learners, teachers and school administrators in terms of assessment*

Statement	Learners Mean	Descriptive Interpretation	Teachers Mean	Descriptive Interpretation	School Admin Mean	Descriptive Interpretation
1. Assessment tools and tasks are aligned with learning objectives and study modules.	3.30	High Implementation	3.06	High Implementation	3.63	Very High Implementation
2. Students, teachers, and administrators are informed about assessment schedules, guidelines, and criteria.	3.33	High Implementation	3.28	High Implementation	3.75	Very High Implementation
3. Teachers provide timely, clear, and constructive feedback to help students improve.	3.26	High Implementation	3.09	High Implementation	3.88	Very High Implementation
4. Assessment results are used to guide interventions and support for students.	3.36	High Implementation	3.11	High Implementation	3.50	Very High Implementation
5. Assessments are conducted fairly, consistently, and objectively for all students.	3.35	High Implementation	3.13	High Implementation	3.75	Very High Implementation
6. Students have opportunities to reflect on their performance and identify their strengths and weaknesses.	3.35	High Implementation	3.15	High Implementation	3.75	Very High Implementation
7. Assessment methods accommodate diverse learning styles and support competency-based learning.	3.37	High Implementation	3.09	High Implementation	3.75	Very High Implementation
8. Teachers are trained in modular or distance-based	3.34	High Implementation	3.02	High Implementation	3.63	Very High Implementation

assessment practices.						
9. Assessment data is analyzed and reviewed regularly to improve instruction and the learning process.	3.35	High Implementation	3.15	High Implementation	3.75	Very High Implementation
10. Overall, assessment practices are sufficient, effective, and responsive to diverse learner needs.	3.38	High Implementation	3.15	High Implementation	3.63	Very High Implementation
<b>OVERALL MEAN</b>					3.38	High Implementation

*Legend:*

- 1.00 – 1.49 = Low Implementation*
- 1.50 – 2.49 = Moderate Implementation*
- 2.50 – 3.49 = High Implementation*
- 3.50 – 4.00 = Very High Implementation*

Table 2.5 shows the perceived level of implementation of assessment practices in the OHSP as reported by students, teachers, and school administrators. Across all ten indicators, students and teachers consistently rated assessment implementation as high, while administrators consistently reported very high implementation, resulting in an overall mean of 3.38. This indicates that key aspects of assessment such as alignment of tools with objectives, clarity in schedules and criteria, fairness, and opportunities for student reflection are generally in place. Administrators’ consistently higher ratings suggest that they view the system as well established and comprehensive, while students and teachers reflect their lived experiences with assessment practices on a day-to-day basis.

Moreover, students and teachers perceive that assessment tools and tasks aligned with learning objectives, and that assessment results used to guide interventions and instructional improvements. They also recognize that teachers provide timely feedback and that assessment practices accommodate diverse learning styles. Although still positive, slightly lower means among teachers—especially in areas such as training in modular or distance-based assessment practices—suggest there may be room to strengthen professional development and support in specific assessment competencies. The consistency in high implementation across individual items reflects a coherent assessment system that supports both teaching and learning processes.

Lastly the findings indicate that assessment practices within the OHSP are effective in being sufficient, responsive, and aligned with student needs across a range of criteria, and that they are perceived as more robust by administrators than by students and teachers. Research on curriculum and assessment alignment has shown that clearly defined and well-aligned assessment practices enhance both instructional coherence and learning outcomes (Lee, 2019), particularly when learners and teachers understand how

assessment tasks connect to stated learning goals and when assessment data are regularly reviewed to inform instructional decisions.

**Table 3.1 Challenges encountered by learners, teachers and school administrators in the implementation of the Open High School Program in terms of advocacy and promotion**

Statement	Learners Mean	Descriptive Interpretation	Teachers Mean	Descriptive Interpretation	School Admin Mean	Descriptive Interpretation
1. Lack of awareness about OHSP among students, teachers, and community members delays learning about the program.	2.49	Moderately Challenging	2.66	Highly Challenging	2.13	Moderately Challenging
2. Information about OHSP is not easily accessible in communities or schools.	2.42	Moderately Challenging	2.66	Highly Challenging	2.13	Moderately Challenging
3. Families, communities, and stakeholders have limited understanding of the OHSP	2.51	Highly Challenging	2.89	Highly Challenging	2.13	Moderately Challenging
4. The school's promotional activities and orientations for OHSP are insufficient.	2.50	Highly Challenging	2.66	Highly Challenging	2.13	Moderately Challenging
5. Advocacy materials (e.g., posters, brochures) are limited or unavailable.	2.57	Highly Challenging	2.66	Highly Challenging	2.13	Moderately Challenging

6. Students mostly learn about OHSP informally from peers or neighbors.	2.56	Highly Challenging	2.66	Highly Challenging	2.13	Moderately Challenging
7. Incoming students are not clearly oriented or informed about OHSP.	2.44	Moderately Challenging	2.55	Highly Challenging	2.38	Moderately Challenging
8. There is no clear contact person, hotline, or support system for inquiries about OHSP	2.43	Moderately Challenging	2.53	Highly Challenging	2.00	Moderately Challenging
9. Advocacy efforts do not effectively reach out-of-school youth.	2.43	Moderately Challenging	2.53	Highly Challenging	2.13	Moderately Challenging
10. Support from LGUs, school leadership, and stakeholders for advocacy campaigns is weak.	2.46	Moderately Challenging	2.53	Highly Challenging	2.13	Moderately Challenging
<b>OVERALL MEAN</b>					2.42	Moderately Challenging

*Legend:*

- 1.00 – 1.49 = Minimally Challenging*
- 1.50 – 2.49 = Moderately Challenging*
- 2.50 – 3.49 = Highly Challenging*
- 3.50 – 4.00 = Extremely Challenging*

Table 3.1 presents the challenges encountered in the advocacy and promotion of the Open High School Program (OHSP) as perceived by students, teachers, and school administrators. The overall mean of 2.42, interpreted as moderately challenging, indicates that while the program has established mechanisms for promotion, various difficulties still exist. Among students, the most pressing challenges include the limited availability of advocacy materials such as posters and brochures ( $M = 2.57$ ), learning informally about the program from peers or neighbors ( $M = 2.56$ ), and the perception that orientations and promotional

activities are insufficient ( $M = 2.50$ ). These challenges suggest that students may lack access to structured and formal information about the OHSP, which could delay their awareness and understanding of the program.

Teachers reported slightly higher challenges, with limited understanding of the program among families, communities, and stakeholders being the most pressing concern ( $M = 2.89$ ). Other notable difficulties include insufficient promotional activities ( $M = 2.66$ ), limited accessibility of program information ( $M = 2.66$ ), reliance on informal learning channels ( $M = 2.66$ ), and scarcity of advocacy materials ( $M = 2.66$ ). These findings indicate that teachers face significant obstacles in ensuring that all stakeholders are well-informed about the OHSP and in effectively promoting the program to potential learners.

School administrators, in contrast, perceived the advocacy and promotion challenges as moderately challenging but generally manageable. Their main concerns centered on incoming students not being clearly oriented ( $M = 2.38$ ) and the lack of accessible contact persons or support systems ( $M = 2.00$ ). This perspective may reflect administrators' direct involvement in planning and coordinating advocacy efforts, giving them more control over program promotion and the confidence that challenges can be addressed systematically.

Overall, the data, with an overall mean of 2.42, suggest that gaps remain in effectively reaching students, families, and the wider community, with teachers experiencing the greatest difficulties in raising awareness and disseminating accurate information. These findings highlight the need for more structured promotional campaigns, sufficient advocacy materials, clear communication channels, and targeted outreach to out-of-school youth. This aligns with the view of Santos (2021), who emphasized that effective educational advocacy requires not only clear communication strategies but also accessible resources and community engagement to maximize program visibility and participation.

**Table 3.2 Challenges encountered by learners, teachers and school administrators in the implementation of the Open High School Program in terms of learning resources and facilities**

Statement	Learners Mean	Descriptive Interpretation	Teachers Mean	Descriptive Interpretation	School Admin Mean	Descriptive Interpretation
1. Learning modules are sometimes delayed, incomplete, or hard to understand.	2.27	Moderately Challenging	2.47	Moderately Challenging	2.25	Moderately Challenging

<p>2. Supplementary materials such as activity sheets, books, or digital tools are insufficient or not easily accessible.</p>	2.38	Moderately Challenging	2.38	Moderately Challenging	2.25	Moderately Challenging
<p>3. Students have limited access to gadgets, internet, or ICT tools needed for online learning.</p>	2.34	Moderately Challenging	2.64	Highly Challenging	2.63	Highly Challenging
<p>4. Study environments and learning spaces are not always conducive or adequate for learning.</p>	2.30	Moderately Challenging	2.36	Moderately Challenging	2.13	Moderately Challenging
<p>5. Printing, copying, and distribution of learning materials are inconsistent or insufficient.</p>	2.38	Moderately Challenging	2.51	Highly Challenging	2.38	Moderately Challenging
<p>6. Learning materials are rarely updated or aligned with the curriculum.</p>	2.42	Moderately Challenging	2.57	Highly Challenging	2.25	Moderately Challenging
<p>7. Teachers provide limited guidance in explaining and supporting the use of learning materials.</p>	2.21	Moderately Challenging	2.32	Moderately Challenging	2.38	Moderately Challenging

8. Limited copies of learning modules require students to share or wait for resources.	2.34	Moderately Challenging	2.57	Highly Challenging	2.25	Moderately Challenging
9. Inadequate library facilities, study areas, or classroom resources hinder learning.	2.34	Moderately Challenging	2.55	Highly Challenging	2.38	Moderately Challenging
10. Overall availability of learning resources is insufficient to fully support students.	2.32	Moderately Challenging	2.44	Moderately Challenging	2.29	Moderately Challenging
<b>OVERALL MEAN</b>					2.41	Moderately Challenging

*Legend:*

- 1.00 – 1.49 = *Minimally Challenging*
- 1.50 – 2.49 = *Moderately Challenging*
- 2.50 – 3.49 = *Highly Challenging*
- 3.50 – 4.00 = *Extremely Challenging*

Table 3.2 presents the assessment of challenges related to learning resources and facilities in the Open High School Program (OHSP) as perceived by students, teachers, and school administrators. The overall mean of 2.41, interpreted as moderately challenging, indicates that while resources and facilities are generally available, several obstacles still affect their accessibility and effective use. Among students, the most pressing challenges include the insufficiency of supplementary learning materials such as activity sheets, books, and digital tools ( $M = 2.38$ ), limited access to gadgets and internet resources for online learning ( $M = 2.34$ ), and the need to share or wait for limited copies of learning modules ( $M = 2.34$ ). Students also identified delays or incompleteness in learning modules ( $M = 2.27$ ) and inadequate guidance from teachers in using these resources ( $M = 2.21$ ) as moderately challenging, suggesting difficulties in accessing complete and timely materials for independent study.

Teachers reported greater concerns, perceiving some challenges as highly challenging. Limited access of students to ICT tools and the internet for online learning ( $M = 2.64$ ), inadequacy of library facilities and study areas ( $M = 2.55$ ), limited copies of learning modules ( $M = 2.57$ ), and the need to regularly update materials to align with the curriculum ( $M = 2.57$ ) were identified as significant issues. Delays and inconsistencies in printing, copying, and distributing learning materials ( $M = 2.51$ ) were also seen as problematic. These findings indicate that teachers face substantial difficulties in ensuring learners

have timely access to sufficient and quality learning resources, which can affect instructional delivery and learning outcomes.

School administrators generally perceive the challenges as moderately challenging, with the highest concern related to limited access to ICT tools and online resources ( $M = 2.63$ ). Other concerns include delays in learning modules, insufficient supplementary materials, and inadequacies in library and study facilities ( $M = 2.25-2.38$ ). This suggests that administrators recognize the limitations in resources and facilities but may consider them manageable or currently being addressed through existing policies and support mechanisms.

Overall, the data with an overall mean of 2.41 indicate that access to learning resources and adequate facilities remains a notable challenge in the OHSP. Teachers are particularly concerned about ICT access, resource availability, and curriculum alignment, while students experience difficulties in independent study due to limited materials and guidance. These findings highlight the need to ensure timely and sufficient distribution of learning materials, improve digital access, update resources regularly, and enhance study facilities to support effective learning. This is consistent with the findings of Reyes (2022), who emphasized that providing sufficient, up-to-date learning resources and accessible facilities is essential for improving student engagement and learning outcomes in modular education programs.

**Table 3.3 Challenges encountered by learners, teachers and school administrators in the implementation of the Open High School Program in terms of delivery system**

Statement	Learners Mean	Descriptive Interpretation	Teachers Mean	Descriptive Interpretation	School Admin Mean	Descriptive Interpretation
1. Students sometimes have difficulty following the modular system due to unclear instructions, schedules, or deadlines.	2.48	Moderately Challenging	2.64	Highly Challenging	3.88	Very High Implementation
2. Delivery of learning modules is inconsistent, delayed, or disrupted.	2.34	Moderately Challenging	2.32	Moderately Challenging	3.75	Very High Implementation
3. Monitoring and tracking student progress is	2.22	Moderately Challenging	2.47	Moderately Challenging	3.75	Very High Implementation

limited or difficult.						
4. Students struggle with submitting outputs on time or understanding module requirements.	2.39	Moderately Challenging	2.81	Highly Challenging	3.88	Very High Implementation
5. Consultation, tutorial, and communication channels are insufficient for learner support.	2.29	Moderately Challenging	2.43	Moderately Challenging	3.75	Very High Implementation
6. The delivery system lacks flexibility to accommodate different learner needs.	2.26	Moderately Challenging	2.36	Moderately Challenging	3.75	Very High Implementation
7. Students have limited guidance on managing time and learning independently.	2.28	Moderately Challenging	2.68	Highly Challenging	3.75	Very High Implementation
8. Teachers are not fully trained or oriented on OHSP delivery methods.	2.16	Moderately Challenging	2.68	Highly Challenging	3.75	Very High Implementation
9. Implementation policies and procedures for module completion are inconsistently applied.	2.43	Moderately Challenging	2.32	Moderately Challenging	3.88	Very High Implementation
10. The delivery approach	2.31	Moderately Challenging	2.77	Highly Challenging	3.88	Very High Implementation

does not fully support self-paced and independent learning for some students.

<b>OVERALL MEAN</b>	2.88	<b>Highly Challenging</b>
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*Legend:*

- 1.00 – 1.49 = Minimally Challenging*
- 1.50 – 2.49 = Moderately Challenging*
- 2.50 – 3.49 = Highly Challenging*
- 3.50 – 4.00 = Extremely Challenging*

Table 3.3 presents the challenges encountered in the delivery system of the Open High School Program (OHSP) as perceived by students, teachers, and school administrators. Among students, the highest-rated challenge is difficulty following the modular system due to unclear instructions, schedules, or deadlines (M = 2.48), while other moderately challenging issues include struggles with submitting outputs on time (M = 2.39), insufficient consultation support (M = 2.29), and limited guidance in managing independent learning (M = 2.28). These results suggest that students experience obstacles in navigating the modular delivery system effectively, highlighting the need for clearer instructions, better guidance, and stronger learner support mechanisms.

Teachers report several highly challenging issues, particularly students' difficulty following the modular system (M = 2.64), challenges in submitting outputs on time (M = 2.81), limited guidance for independent learning (M = 2.68), and inadequate training on delivery methods (M = 2.68). The overall mean of 2.88 indicates that, from the perspective of students and teachers, the delivery system presents highly challenging aspects that can affect learner engagement and program effectiveness. These findings underscore the importance of providing additional training, structured support, and clear operational procedures to ensure students can complete modules successfully.

In contrast, school administrators perceive the delivery system more positively, rating all aspects as very high (M = 3.75–3.88). Their responses indicate confidence in the design, policies, and execution of the delivery system. This discrepancy between administrators and the direct users of the system—students and teachers—suggests a gap between policy implementation and practical experiences, with day-to-day operational challenges potentially reducing the perceived effectiveness of the system.

Overall, the findings reveal that while the OHSP delivery system is well structured at the administrative level, students and teachers face highly challenging issues related to clarity of instructions, timely module submission, independent learning guidance, and teacher training. Addressing these gaps through enhanced orientation, professional development, and strengthened support channels is essential to improve delivery effectiveness. This aligns with the perspective of Reyes (2022), who emphasized that ensuring accessible guidance, consistent delivery, and flexible instructional strategies is critical to minimizing challenges in modular and distance learning programs.

**Table 3.4 Challenges encountered by learners, teachers and school administrators in the implementation of the Open High School Program in terms of Support programs and services**

Statement	Learners Mean	Descriptive Interpretation	Teachers Mean	Descriptive Interpretation	School Admin Mean	Descriptive Interpretation
1. Academic support services for learners are insufficient.	2.11	Moderately Challenging	2.40	Moderately Challenging	2.13	Moderately Challenging
2. Counseling and psychological support is limited or unavailable when needed.	2.14	Moderately Challenging	2.32	Moderately Challenging	2.25	Moderately Challenging
3. Learners do not feel emotionally supported in the OHSP	2.14	Moderately Challenging	2.32	Moderately Challenging	2.38	Moderately Challenging
4. Teachers or advisers rarely monitor and check on student learning progress.	2.39	Moderately Challenging	2.64	Highly Challenging	2.25	Moderately Challenging
5. Access to tutoring, mentoring, or peer support programs is limited.	2.29	Moderately Challenging	2.53	Highly Challenging	2.25	Moderately Challenging
6. Career guidance services and activities are infrequent or insufficient.	2.17	Moderately Challenging	2.45	Moderately Challenging	2.25	Moderately Challenging
7. Students have no one to ask for help when	2.27	Moderately Challenging	2.40	Moderately Challenging	2.00	Moderately Challenging

struggling with lessons.						
8. There is low encouragement from school to stay motivated.	2.17	Moderately Challenging	2.32	Moderately Challenging	2.25	Moderately Challenging
9. Parental involvement in supporting student learning is low.	2.23	Moderately Challenging	2.55	Highly Challenging	2.13	Moderately Challenging
10. Partnerships with external agencies to support students are weak.	2.25	Moderately Challenging	2.55	Highly Challenging	2.13	Moderately Challenging
<b>OVERALL MEAN</b>					2.29	Moderately challenging

*Legend:*

- 1.00 – 1.49 = *Minimally Challenging*
- 1.50 – 2.49 = *Moderately Challenging*
- 2.50 – 3.49 = *Highly Challenging*
- 3.50 – 4.00 = *Extremely Challenging*

Table 3.4 presents the challenges encountered in support programs and services in the Open High School Program (OHSP) as perceived by students, teachers, and school administrators. Students generally rate all items as moderately challenging, with mean scores ranging from 2.11 to 2.29. Among these, the most notable concerns are limited access to tutoring, mentoring, or peer support programs ( $M = 2.29$ ) and insufficient career guidance activities ( $M = 2.17$ ). The monitoring of student learning progress by teachers or advisers ( $M = 2.39$ ) is also perceived as moderately challenging, indicating that students feel some guidance is provided but that regular check-ins could be improved.

Teachers perceive several aspects as highly challenging, especially the lack of monitoring and guidance for student learning progress ( $M = 2.64$ ), limited access to tutoring and peer support ( $M = 2.53$ ), low parental involvement ( $M = 2.55$ ), and weak partnerships with external agencies ( $M = 2.55$ ). Other items are moderately challenging (2.32–2.45). This indicates that teachers experience significant difficulties in ensuring students receive consistent academic and emotional support, highlighting a gap in program delivery from the instructional perspective.

School administrators rate all challenges as moderately challenging, with mean scores ranging from 2.00 to 2.38. Their highest concerns include learners feeling emotionally unsupported ( $M = 2.38$ ) and the insufficiency of academic support services ( $M = 2.13$ ). The monitoring issue is seen as moderately

challenging from the administrative perspective as well, suggesting that while administrators recognize gaps, they may perceive them as manageable or partially addressed through existing policies.

Lastly, the OHSP support programs and services are moderately challenging, with an overall mean of 2.29. Strengthening teacher monitoring, improving access to counseling, tutoring, and mentoring, increasing parental involvement, and enhancing partnerships with external agencies are recommended to address these gaps. These results align with Cruz (2021), who emphasized that effective support programs in modular and distance learning environments require structured interventions, consistent monitoring, and active collaboration with families and communities to ensure student engagement and holistic development.

**Table 3.5 Challenges encountered by learners, teachers and school administrators in the implementation of the Open High School Program in terms of assessment**

Statement	Learners Mean	Descriptive Interpretation	Teachers Mean	Descriptive Interpretation	School Admin Mean	Descriptive Interpretation
1. Learners have difficulty understanding assessment requirements.	2.30	Moderately Challenging	2.19	Moderately Challenging	2.00	Moderately Challenging
2. Feedback on assessments is not provided promptly.	2.24	Moderately Challenging	2.38	Moderately Challenging	2.13	Moderately Challenging
3. Some assessment tasks are difficult to complete independently.	2.45	Moderately Challenging	2.49	Moderately Challenging	2.13	Moderately Challenging
4. Students are unsure about how their performance is graded.	2.42	Moderately Challenging	2.11	Moderately Challenging	2.00	Moderately Challenging
5. The assessment process is not always fair or consistent for all learners.	2.24	Moderately Challenging	2.26	Moderately Challenging	2.00	Moderately Challenging

6. Learners lack confidence in completing assessments independently.	2.29	Moderately Challenging	2.34	Moderately Challenging	2.13	Moderately Challenging
7. Assessments are challenging due to unclear understanding of topics.	2.35	Moderately Challenging	2.55	Highly Challenging	2.13	Moderately Challenging
8. Students do not know what to review or study for tests.	2.28	Moderately Challenging	2.36	Moderately Challenging	2.00	Moderately Challenging
9. Teachers do not provide clear instructions for assessment tasks.	2.19	Moderately Challenging	2.34	Moderately Challenging	2.25	Moderately Challenging
10. Students sometimes miss assessments due to unclear schedules.	2.27	Moderately Challenging	2.72	Highly Challenging	2.38	Moderately Challenging
<b>OVERALL MEAN</b>					2.36	Moderately Challenging

*Legend:*

- 1.00 – 1.49 = Minimally Challenging*
- 1.50 – 2.49 = Moderately Challenging*
- 2.50 – 3.49 = Highly Challenging*
- 3.50 – 4.00 = Extremely Challenging*

Table 3.5 presents the challenges encountered in assessment within the Open High School Program (OHSP) as perceived by students, teachers, and school administrators. Students generally rate the challenges as moderately challenging, with mean scores ranging from 2.19 to 2.45. The most notable concerns for students include difficulty understanding assessment requirements (M = 2.30), uncertainty about grading procedures (M = 2.42), and challenges completing assessment tasks independently (M = 2.45). These results suggest that students often face uncertainty regarding assessment expectations and require clearer guidance to confidently complete tasks.

Teachers' perceptions reveal slightly higher challenges in certain areas, with mean scores ranging from 2.11 to 2.72. The highest-rated challenges include students sometimes missing assessments due to

unclear schedules ( $M = 2.72$ ) and the difficulty of some assessment tasks for independent completion ( $M = 2.55$ ). While most items are still moderately challenging, these highly challenging aspects highlight gaps in clarity of instructions, timely communication, and support for independent learning from the teacher’s perspective.

School administrators consistently rate assessment challenges as moderately challenging, with mean scores between 2.00 and 2.38. The areas of greatest concern include students missing assessments due to unclear schedules ( $M = 2.38$ ) and learners’ lack of confidence in completing tasks independently ( $M = 2.13$ ). This indicates that administrators are aware of challenges but view them as manageable within existing assessment policies and structures.

Overall, the OHSP assessment system presents moderately challenging issues across students, teachers, and administrators, with an overall mean of 2.36. The findings point to the need for clearer instructions, consistent communication of schedules, prompt feedback, and support for independent assessment completion. These results align with Bautista (2021), who emphasized that effective assessment practices in alternative learning programs require structured guidance, timely feedback, and transparent grading procedures to enhance learner confidence and ensure fairness.

**Table 4 *Test of difference in level of implementation across learners, teachers, and administrators***

	H	p	Interpretation
Advocacy and Promotion	9.51	0.009	<i>Significant Difference</i>
Learning Resources and Facilities	12.69	0.002	<i>Significant Difference</i>
Delivery system	8.87	0.012	<i>Significant Difference</i>
Support Programs and Services	7.55	0.023	<i>Significant Difference</i>
Assessment	8.78	0.012	<i>Significant Difference</i>
Overall Implementation	10.51	0.005	<i>Significant Difference</i>

*Note: H – Kruskal–Wallis test statistic, p – probability value,  $p < 0.05$  (value less than) indicates a significant difference among groups.*

Table 4 presents the Kruskal–Wallis test results comparing the level of implementation of the Open High School Program (OHSP) across students, teachers, and administrators. The test examines differences in perceptions across the five components—Advocacy and Promotion, Learning Resources and Facilities, Delivery System, Support Programs and Services, and Assessment—as well as overall implementation. For all components, the H values range from 7.55 to 12.69, with corresponding p-values all below the 0.05 threshold, indicating statistically significant differences in perceptions among the three groups.

Specifically, significant differences were observed in Advocacy and Promotion ( $H = 9.51, p = 0.009$ ) and Learning Resources and Facilities ( $H = 12.69, p = 0.002$ ). This suggests that students, teachers,

and administrators perceive the effectiveness and accessibility of advocacy campaigns and learning resources differently. Students generally reported high implementation but noted gaps in promotional materials and resource access, whereas administrators rated these areas as very high, reflecting a possible discrepancy between policy-level implementation and learners' experiences.

Similarly, the Delivery System ( $H = 8.87, p = 0.012$ ), Support Programs and Services ( $H = 7.55, p = 0.023$ ), and Assessment ( $H = 8.78, p = 0.012$ ) showed significant differences. Teachers often perceive these components as more challenging than students or administrators, likely because they navigate the practical demands of modular delivery, learner support, and assessment. Administrators, on the other hand, view the program from a structural and policy perspective, which may explain their consistently higher ratings of implementation across all areas.

Overall, the significant differences across all components and in overall implementation ( $H = 10.51, p = 0.005$ ) highlight the need for alignment between policy, implementation, and learner experiences. This finding aligns with the work of Santos (2021), who emphasized that discrepancies in perception among stakeholders in alternative learning programs can affect program effectiveness, suggesting that continuous feedback mechanisms and collaborative strategies are necessary to bridge gaps and enhance implementation fidelity.

**Table 5** *Test of difference in level of challenges across students, teachers, and administrators*

	H	p	Interpretation
Advocacy and Promotion	3.48	0.175	No Significant Difference
Learning Resources and Facilities	1.57	0.457	No Significant Difference
Delivery system	4.57	0.102	No Significant Difference
Support Programs and Services	5.18	0.075	No Significant Difference
Assessment	1.79	0.409	No Significant Difference
Overall Implementation	3.78	0.151	No Significant Difference

*Note: H – Kruskal–Walli’s test statistic, p – probability value, p < 0.05 (value less than) indicates a significant difference among groups.*

Table 5 presents the Kruskal–Wallis H-test results on the differences in challenges encountered in the Open High School Program (OHSP) across students, teachers, and administrators. The H values for all components—Advocacy and Promotion ( $H = 3.48, p = 0.175$ ), Learning Resources and Facilities ( $H = 1.57, p = 0.457$ ), Delivery System ( $H = 4.57, p = 0.102$ ), Support Programs and Services ( $H = 5.18, p = 0.075$ ), and Assessment ( $H = 1.79, p = 0.409$ )—as well as the overall challenges ( $H = 3.78, p = 0.151$ )—indicate no statistically significant differences among the three groups. This suggests that students, teachers, and administrators perceive the challenges of the OHSP in a largely similar manner, regardless of their specific roles or responsibilities.

In terms of Advocacy and Promotion, the findings show that all stakeholders encounter comparable difficulties, including limited availability of promotional materials, insufficient orientations, and low community engagement. The lack of significant differences implies that these challenges are universally experienced, aligning with Reyes (2022), who noted that gaps in program communication tend to affect all stakeholders in alternative learning systems.

For Learning Resources and Facilities, the results reflect shared concerns regarding access and adequacy, such as delays in module distribution, limited ICT resources, and insufficient study areas. This consensus among students, teachers, and administrators supports Garcia (2021), who emphasized that structural resource limitations often impact all parties equally, regardless of their level of involvement in program delivery or utilization. Regarding the Delivery System, Support Programs and Services, and Assessment, the absence of significant differences underscores a common perception of moderate challenges across all groups. These include unclear modular instructions, limited guidance in counseling or tutoring, and inadequate clarity in assessment procedures. Lim (2020) similarly highlighted that widespread challenges across stakeholders indicate systemic issues rather than isolated problems, necessitating coordinated interventions to improve program implementation.

Overall, Table 5 shows that the challenges encountered in the OHSP are consistently recognized by students, teachers, and administrators. Strengthening advocacy efforts, improving resource access, enhancing modular delivery and learner support, and clarifying assessment processes are essential steps toward minimizing these challenges and improving overall program effectiveness.

## CONCLUSION

The results of this study indicate that the Open High School Program (OHSP) is generally well implemented across its major components. Students and teachers perceived the program's implementation as high, while administrators consistently rated it as very high. This suggests that the program is effective, with adequate resources, trained personnel, and organized procedures to support teaching, learning, and student development. Overall, the OHSP provides accessible and flexible educational opportunities for out-of-school youth.

In terms of specific components, advocacy and promotion, learning resources and facilities, delivery system, support programs and services, and assessment were all perceived as effectively implemented. Administrators reported very high confidence in the program's execution, highlighting strong leadership, planning, and resource allocation. Students and teachers, while generally positive, noted some gaps in resource access, guidance, and community engagement. This suggests that while policies and strategies are in place, operational experiences for learners may vary.

Despite the high implementation, several challenges remain. The findings indicate that the delivery system, learning resources and facilities, and advocacy and promotion are all perceived as challenging aspects of the Open High School Program (OHSP), though to varying degrees. The delivery system is rated

as the most challenging, particularly by students and teachers, due to issues related to unclear instructions, submission deadlines, limited consultation support, and difficulties in independent learning. Learning resources and facilities follow, with concerns centered on limited ICT access, insufficient materials, and delays in module distribution. Advocacy and promotion, while still considered challenging, are rated the least among the three areas. Overall, the results suggest that strengthening the delivery system should be prioritized, followed by improvements in learning resources, while sustaining advocacy efforts to support effective program implementation.

The tests for differences in level of implementation revealed statistically significant variations among students, teachers, and administrators. Administrators consistently rated implementation higher across all components, while students and teachers noted practical gaps in resources, guidance, and support. These differences highlight a perception gap between policy-level planning and daily experiences, emphasizing the need to align stakeholder perspectives through communication, monitoring, and feedback mechanisms.

In contrast, the tests for differences in challenges showed no significant variation among the three groups. This indicates that while perceptions of implementation differ, all stakeholders recognize similar challenges in the OHSP. The shared understanding of obstacles—including resource limitations, modular system difficulties, and gaps in student support—provides a common basis for coordinated interventions and problem-solving.

Overall, the findings suggest that the OHSP is highly functional, with well-established policies, delivery systems, and support mechanisms. However, areas for improvement remain, particularly in operational support, resource accessibility, learner guidance, and community engagement. Bridging the perception gap between administrators and frontline users, improving resources and guidance, and strengthening support services are critical steps to maximize the program's effectiveness and ensure that all learners can achieve academic and personal success.

## **RECOMMENDATIONS**

### **For the Department of Education (DepEd)**

1. The Department of Education should ensure the timely, equitable, and sufficient distribution of learning resources, including printed modules, digital tools, and supplementary materials, to effectively address concerns regarding accessibility among students and teachers.
2. Advocacy initiatives should be strengthened through the development of standardized promotional materials, structured orientation programs, and sustained community outreach efforts to increase awareness, understanding, and participation in the Open High School Program (OHSP).
3. Targeted and continuous professional development programs should be provided to teachers, focusing on modular instruction, learner support mechanisms, assessment strategies, and the integration of digital tools to enhance frontline implementation.

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4. A systematic monitoring and feedback mechanism should be institutionalized to capture operational challenges, stakeholder perceptions, and implementation gaps, thereby aligning administrative policies with the experiences of students and teachers.

#### **For the policy Makers**

1. Adequate and sustained funding should be allocated to support the comprehensive implementation of OHSP components, particularly in the areas of learning resources, ICT infrastructure, modular delivery systems, and learner support services.
2. Structured collaboration among schools, local government units (LGUs), and community partners should be institutionalized to strengthen program visibility, parental engagement, and access to support services.
3. Evidence-based policymaking should be promoted through regular evaluations, stakeholder consultations, and data-driven assessments to address perception gaps among administrators, teachers, and students and to ensure equitable and responsive program delivery.

#### **For School Principals/Administrators**

1. Clear and consistent communication channels should be established and strengthened among teachers, students, parents, and community partners to clarify modular instructions, schedules, expectations, and program requirements.
2. Principals should regularly monitor the distribution of learning resources, implementation of student support programs, and assessment processes to ensure equitable access and maintain quality standards.
3. School administrators should facilitate ongoing teacher training, orientations, and workshops focused on modular instruction, learner support strategies, and effective assessment practices.
4. Structured feedback systems should be implemented to systematically address operational challenges and ensure that administrative plans are responsive to the day-to-day experiences of teachers and learners.

#### **For Teachers**

1. Teachers should provide clear, structured, and step-by-step guidance on module completion, assessment requirements, and independent learning strategies to enhance students' confidence, engagement, and academic performance.
2. Student progress should be regularly monitored, with proactive interventions such as tutoring, mentoring, or peer-assisted learning offered to address both academic and socio-emotional needs.
3. Teachers should maintain active and consistent communication with parents and community stakeholders to foster shared understanding of the OHSP and encourage meaningful engagement.
4. Continuous participation in professional development programs related to assessment practices, modular delivery methods, and digital integration should be encouraged to strengthen instructional capacity and adaptability.

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**For Parents, Stakeholders and LGU's**

1. Parents, stakeholders, and LGUs should actively support students' learning by monitoring module completion, reinforcing positive study habits at home, and encouraging participation in tutorials, mentoring, and enrichment activities.
2. Collaboration with teachers, school administrators, and community organizations should be strengthened to provide feedback on student challenges and contribute to continuous program improvement.
3. Advocacy efforts to promote the OHSP within the community, particularly targeting out-of-school youth, should be intensified to increase enrollment and program reach.
4. Partnerships with schools should extend to logistical and infrastructural support, including access to learning facilities, digital devices, internet connectivity, and community learning centers to enhance resource accessibility.
5. Initiatives that promote student well-being—such as wellness monitoring, mentoring programs, psychosocial support, and guidance services—should be prioritized.
6. Parental involvement and community engagement should be institutionalized to cultivate a collaborative learning environment that supports both the academic achievement and personal development of students.

**For Future Researchers**

1. Future studies should evaluate the long-term outcomes and sustainability of OHSP implementation, identify emerging challenges, and explore innovative strategies to enhance modular learning, learner support services, and assessment effectiveness.
2. Further investigations should examine perception gaps among administrators, teachers, and students to generate evidence-based recommendations that promote alignment and improve implementation practices.
3. Research should explore effective community and parental engagement strategies that support out-of-school youth and strengthen alternative learning programs.

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