

Status and Compliance of Senior High School Voucher Program among Private Schools in NCR: A Quality Assurance Review

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Abstract

The Enhanced Basic Education Act of 2013, often known as K to 12, was introduced by Republic Act 10533. The SHS voucher program is a mechanism to provide financial assistance to qualified students while also decongesting public schools and promoting partnerships with private schools. In response to the mandate of RA 10533 to expand Government Assistance to Students and Teachers in Private Education (E-GASTPE), the Department of Education (DepEd) introduced the Senior High School Voucher Program. This demonstrates that condensing the 12 years of education taught around the world into 10 years of education in the Philippines has been a struggle for students and teachers seeking to meet global standards; thus, the goal of the study is to uncover implementation issues, show best practices, and recommend appropriate interventions that can improve the execution of the Senior High School Voucher Program among Metro Manila private schools.

The study utilized a descriptive method of research and descriptive correlational design. The study was participated by the DepEd Officials/Employees, School Administrators, and Stakeholders. This demonstrates that condensing the 12 years of education taught around the world into 10 years of education in the Philippines has been a struggle for students and teachers seeking to meet global standards; thus, the goal of the study is to uncover implementation issues, show best practices, and recommend appropriate interventions that can improve the execution of the Senior High School Voucher Program among Metro Manila private schools.

Keywords: Senior High School, Voucher Program, Basic Education

Introduction

Republic Act 10533 introduced the Enhanced Basic Education Act of 2013, sometimes referred to as K–12 legislation. Six (6) years of elementary education, six (6) years of high school, and at least one (1) year of kindergarten education make up the improved basic education program, as per the Implementing Rules and Regulations of RA 10533. The first year of legally mandated formal education is called kindergarten, and it's a prerequisite for entering Grade 1.

The SHS voucher program is a mechanism to provide financial assistance to qualified students while also decongesting public schools and promoting partnerships with private schools. In response to the mandate of RA 10533 to expand Government Assistance to Students and Teachers in Private Education (E-GASTPE), the Department of Education (DepEd) introduced the Senior High School Voucher Program.

This scheme is a suggested mechanism for supporting schools by making direct payments to the schools of their choosing. The idea of an education voucher is not novel. However, as it is now regarded, the education voucher is highly complicated, since it addresses many of society's most pressing social, political, and economic challenges. The voucher system is considered a tool for improving the educational options accessible to pupils by including parents more in the decision-making process. The voucher idea is worth considering as a potentially interesting innovation for providing youngsters with access to other types of schooling.

Methodology

This study employed the descriptive developmental method of research using the questionnaire in gathering the respondents' assessment and descriptive correlational design on the status and compliance of the Senior High School Voucher Program among the Private Schools in NCR. Among three hundred thirteen total respondents, it is divided into three groups of respondents, such as 211 are stakeholders, 58 are school administrators, and 44 are DepEd officials/employees.

Results and Discussion

The study resulted in several notable findings that strengthen the objectives as well as the preliminary hypothesis of the research work. The salient findings of the study are as follows:

1. The status of the Senior High School Voucher Program among private school in NCR.

1.1. **Number of students. Availed.** There are 10 selected private schools and reveals that majority of the students in the private schools in the National Capital Region have availed of the Senior High School Voucher Program.

1.2. **Budget Extent.** It exposes that the Department of Education has an adequate budget for Senior High School Voucher Program.

1.3. **Number of Track Offerings.** Majority of the private schools have offered 3 to 4 tracks.

1.4. **Accreditation Level.** The data implicated that most of the schools are accredited by certifying body, such as PAASCU, ISO, and PACUCOA.

2. The assessment on the compliance of Senior High School Voucher Program.

2.1. **Program Objective.** It is made clear that the Senior High School Voucher Program has fully achieved its goals of easing institutional pressures to offer SHS programs to public JHS graduates, minimizing the financial impact on colleges and universities that will suffer from reduced enrollment, and creating a system that offers more choice and makes this choice accessible even to those who lack the financial means to support their children's education on their own; enhancing school diversity, dynamism, and empowerment, enabling choice for students and their families, and engaging the private sector through vouchers would also reduce capital costs related to building and outfitting classrooms and laboratories. These actions would ultimately lead to the very purpose for the K–12 reforms.

2.2. **Risk Identification and Assessment.** It indicates that the private schools have fully anticipated the risks such as: voucher program beneficiaries may continue participate and avail provided they have complied with requirements on transferring VPBs, leavers, no maintaining grade, shifters, and the like.

2.3. **Governance Arrangement and Transparency.** It portrays that the selected private schools have fully observed with government arrangement and transparency, particularly with annual early registration of QVRs, attend the annual orientation, voucher payments to were deposited through Land Bank of the Philippines (LBP) accounts, PEAC NS the list of non–DepEd SHS providers and their approved tracks and strands for inclusion in the SHS VMS database of schools.

2.4. **Communication and Dissemination.** It recognizes that the private schools have properly disseminated appropriate information, guidance, and assistance on the Senior High School Voucher Program application process, management system and provide career guidance programs, conduct orientations, work with PEAC on the updating and management of the information systems.

2.5. **Ethics and Accountability.** It presents that the private schools have fully demonstrated the proper ethics and accountability in the areas of updating school profile, and grantees and billing purposes, and processing of payments.

2.6. **Monitoring and Evaluation.** It reflects that the private schools have fully prepared in the monitoring and evaluation of the Department of Education during announced and unannounced inspection, and able to report and submit the results at the end of the school year.

3. The relationship between the status and compliance of Senior High School Voucher Program among private schools in NCR.

According to the data, there is no significant relationship between number of tracks and compliance of Senior High School Voucher Program in program objective, governance arrangement and transparency, communication and identification, and ethics and accountability. Therefore, the hypothesis is accepted.

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4. The difference on the compliance of Senior High School Voucher Program among private schools in NCR.

According to the data, there is no significant difference on the compliance of Senior High School Voucher Program in monitoring and evaluation as assessed by Department of Education officials and employees, school administrators, and stakeholders. Therefore, the hypothesis is accepted.

It depicts that the Department of Education officials and employees, school administrators and stakeholders have parallel assessment on the compliance of Senior High School Voucher program in the program objectives, risk identification and assessment, government arrangement and transparency, communication and dissemination, and ethics and accountability except with monitoring and evaluation which have varied assessment.

5. The facilitating and hindering factors encountered in the implementation of the Senior High School Voucher Program.

To sum it up, program objectives found highly facilitating and the monitoring and evaluation, governance arrangement and transparency, risk identification and assessment, communication and dissemination, and ethics and accountability found facilitating in the implementation of Senior High School Voucher Program.

All hindering factors in the implementation Senior High School Voucher Program such as program objectives, risk identification and assessment, monitoring and evaluation, ethics and accountability, communication and dissemination, and governance arrangement and transparency found moderately encountered.

6. Proposal of the Intervention Measure.

The proposed intervention measures uphold the right to basic education stipulated in the 1987 Philippine Constitution. Private schools are given assistance to assess their capabilities and potential for becoming a better-performing educational organization through an excellent educational system that achieves its objectives, is pertinent to the requirements of students, communities, and society, and supports students' capacity to gain information and important learning skills.

7. Suitability, Feasibility, and Acceptability of the proposed intervention measure.

It proves that the proposed intervention measure is highly suitable among DepEd officials and employees, school administrators, and stakeholders of the Senior High School Voucher Program.

The DepEd officials and employees, school administrators, and stakeholders of private schools have highly accepted the proposed intervention measure for Senior High School Voucher Program.

With the right and adequate resources, the proposed intervention measure is highly feasible among DepEd officials, school administrators, and stakeholders of the Senior High School Voucher Program.

Conclusion

Based on the findings of the study, the following concluding statements are drawn:

1. The majority of the selected private schools have an average number of students availed of the Senior High School Voucher program with a corresponding budget for ten selected schools, a minimum of 3-4 track offerings, and accredited with PAASCU.

2. The selected private schools have fully complied with the compliance of the Senior High School Voucher Program, specifically in the program objectives, government arrangement and transparency, ethics and accountability, communication and dissemination, monitoring and evaluation, and risk identification and assessment.
3. The number of track offerings and level of accreditation affect the risk identification and assessment, and monitoring evaluation of the number of track offerings.
4. The Department of Education officials and employees, school administrators, and stakeholders have a parallel assessment of the compliance of the Senior High School Voucher program in the program objectives, risk identification and assessment, government arrangement and transparency, communication and dissemination, and ethics and accountability except with monitoring and evaluation which have a varied assessment.
5. Program objectives were found to highly facilitating and the monitoring and evaluation, governance arrangement and transparency, risk identification and assessment, communication and dissemination, and ethics and accountability were found to facilitate the implementation of the Senior High School Voucher Program. Moreover, the hindering factors in the implementation Senior High School Voucher Program such as program objectives, risk identification and assessment, monitoring and evaluation, ethics and accountability, communication and dissemination, and governance arrangement and transparency found moderately encountered.
6. The proposed intervention measures may continually prosper by providing a Senior High School Voucher program to more private schools which helps improve the educational system in the Philippines.
7. Department of Education officials and employees, school administrators, and stakeholders found the proposed intervention measures to be highly suitable, acceptable, and feasible.

Recommendation:

Based on the conclusion, the following recommendations are hereby presented:

1. Private schools and institution which benefited from the Senior High School Voucher Program of the government may strive their best to meet the demands and standards of providing quality education.
2. The government may explore its budget by outsourcing from various commercial organizations to increase the number of students who may benefit from the program in exchange for job immersion and future student recruitment.
3. To provide the government the confidence that the educational institution under examination is authentic and complies with standards, private schools must apply for and maintain accreditation from various accrediting or certifying bodies.
4. Department of Education through the Private Education Assistance Committee (PEAC) may strengthen and increase audit standards in building effective and high-performing private schools through continuous improvement efforts that are focused and aligned with K-12 standards.
5. Private Education Assistance Committee (PEAC) may establish a system for information sharing that the participating schools will follow, and through this system, all the school community's members and stakeholders will be able to express a shared understanding of and commitment to institutional goals as well as accept responsibility for the student's attainment of the standards.
6. Department of Education, Private Education Assistance Committee (PEAC), the private schools scan, review, and suggest recommendations on the proposed intervention measure to look beyond the existing policy that may give a more sustainable voucher program for Filipino Students.
7. The Department of Education may adopt the intervention measure proposed by the researcher to implement the system for aligning the different school operations based on the contributions to the accomplishment of the K 12.

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