Evaluation of senior high school curriculum: Perspectives and experiences of students and teachers

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Abstract

Curriculum evaluation is a significant element in the process of education. The goal of the curriculum evaluation is to understand if the curriculum is producing the desired results. This study evaluated the Senior High School (SHS) curriculum of De La Salle Araneta University (DLSAU) in Malabon city, Philippines. Descriptive evaluative design using a mixed method approach was employed to examine the perspectives and experiences of SHS students and teachers focused on the domains of curriculum satisfaction, knowledge and confidence with the curriculum, preparation with the curriculum, and satisfaction with the curriculum supports. Perceptions of students and teachers collected from focus group discussions and survey questionnaires were transcribed, analyzed, and interpreted to further reveal the SHS curriculum's strengths and areas to be improved. The findings revealed that students and teachers were satisfied, knowledgeable, confident, and prepared in learning and implementation of the curriculum. The study also highlighted the features of the SHS curriculum unique to DLSAU. Moreover, students and teachers shared their insights on how to further strengthen the curriculum in terms of its implementation and supporting student learning. It was recommended that curriculum evaluation must be conducted regularly consolidating and taking into consideration students' and teachers' insights and suggestions among other areas of the curriculum.

Keywords: Curriculum evaluation; student perspective; teachers perspective; senior high school curriculum

1. Introduction

Curriculum evaluation is an important link in teaching activities, and it is also an important guarantee for improving teaching quality. A curriculum play an important role in the effectiveness or failure of an educational program (Nouraey et al., 2020). Study found that curriculum evaluation plays an important role to identify its quality and

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implementation (Simatupang, 2020). Curriculum evaluation by student and teacher has progressively become a highly respected benchmark for institutional assessment and critical input on various universities (Darwin, 2016). However, although curriculum evaluation is widely conducted among universities, in the case of the Philippines who just implemented additional two years in basic education during School Year 2016-2017 (Sarmiento & Orale, 2016) to meet the demands of globalization, internationalization, regional integration, and the Fourth Industrial Revolution (Alugar & Itaas, 2021), evaluation on SHS curriculum were still limited. This study purports to evaluate the SHS curriculum of DLSAU. The research further examines and analyzes the perspectives and experiences of SHS students and teachers focused on the domains of curriculum satisfaction, knowledge and confidence with the curriculum, preparation with the curriculum, and satisfaction with the curriculum supports. Specifically, this study seeks to answer the following questions: (1) What are the perceptions of the students and teachers about the SHS curriculum? (2) How do the students manage to learn the curriculum? (3) How do the teachers implement the curriculum? To answer these questions, a descriptive evaluative design was employed using mixed method approach by conducting focus group discussions and administering survey questionnaires.

1.1. Literature

1.1.1. The Philippine Senior High School Curriculum

The K-12 program is stonger educational model compared to the old basic education curriculum in the Philippines (Sarmiento & Orale, 2016). Students may prepare themselves for a more rigorous training in the higher education or they may soon find employment or become entrepreneurs. The K-12 program, especially the SHS, are modeled on the old US basic education system and to the Singapore system where there are tracks and strands (Sarmiento & Orale, 2016). In Grades 11 and 12, students are required to take 15 core subjects. The core subjects are based on the eight learning areas and taken by all SHS learners: Language; Humanities; Communication; Mathematics; Philosophy; Science; Social Science; and Physical Education and Health. Every subject in the core curriculum is compulsory and has a time allocation of 80 hours (Llego, 2022). According to Sarmiento and Orale (2016), the SHS curriculum is designed to prepare students to university entry or employment in industry. The SHS program is the final level of all basic education programs and has a more defined model with a minimum of four tracks (academics, tech-voc, sports, arts & design) and ten strands.

1.1.2. The DLSAU Senior High School Curriculum

The Grades 11 and 12 (Senior High School) covers the last two years of the K-12 program. In this Grade Level, the students will go through a core curriculum and take subjects under a track of their choice. At De La Salle Araneta University, the Senior High School Program is a College Preparatory Program. The students are prepared for

industry work, taught real-life skills, and trained by experts in the field. They take SHS not as an extension of basic education, but as a prelude to college education. For SY 2020-2022, the SHS curriculum offered the following strands as posted in DLSAU website (https://www.dlsau.edu.ph/):

Accountancy, Business, and Management (ABM) - focuses on developing skills and knowledge that can be used to pursue business-related careers. Specialization subjects for the strand include Business Ethics and Social Responsibility, Fundamentals of Accountancy, Business Finance, Organization and Management, and Principles of Marketing.

Science, Technology, Engineering, and Mathematics (STEM) - centers on developing skills and knowledge that can be used to pursue careers related to pure and applied sciences, engineering, and mathematics. Specialization subjects for the STEM Strand include Pre-Calculus, Basic Calculus, General Biology, General Physics, General Chemistry.

Humanities and Social Science (HUMSS) - converges on developing skills that can be used to pursue careers that are related to the scientific study of society, culture, race, and social relationships. Specialization subjects for the strand include Creative Writing, Introduction to World Religions and Belief Systems, Philippine Politics and Governance, Disciplines and Ideas in the Social Sciences, Disciplines and Ideas in the Applied Social Sciences.

Arts and Design (A&D) - aims to develop skills and knowledge that can be used to pursue careers in the creative industry: in architecture, fine arts, interior design, graphic design, film, theatre music, photography, and dance. Specialization subjects for the strand include Media and Information Literacy, Contemporary Philippine Arts from the Regions, Creative Industries I: Applied Arts and Design, Creative Industries II: Performing Arts, and Leadership and Management in Different Arts Fields.

1.1.3. Curriculum evaluation

In educational process, curriculum evaluation is an important aspect. Evaluation is essentially the process of measuring and evaluating how well-planned courses, programs, learning activities, and the way they are expressed in the formal curriculum produce the expected outcomes. Effective implementation of this process enables decisions regarding improvements and future advancements. (Yazici & Tasgin, 2021). Program assessment is vital to the success of institutional learning objectives. Educators have leveraged assessments: to assist participants in the learning process; to make decisions on learner advancement; and to adjust program design, development, and delivery to better meet stakeholders' needs (Stafford, 2019).

Curriculum evaluation is an indispensable and important part of educational activities and has great significance. It reflects the results of educational activities and plays an

important role in teaching. It is a process of revising and controlling teaching activities, and it is an indispensable link to achieve the established teaching goals. Curriculum evaluation is the process of examining curriculum content to determine its impact on student performance. It is necessary to review the curriculum assessment process and model and understand why curriculum assessment is necessary. (study.com, 2022). The public wants to know if the courses being implemented are meeting their goals and objectives; Teachers want to know if what they are doing in the classroom is effective; Developers or planners want to know how to improve the course product. Curriculum evaluation is an important stage of curriculum development. Through assessment, teachers can find out whether the course is serving its purpose and whether students are learning. Tas & Duman (2021) states that Curriculum evaluation is the process conducted to evaluate the effectiveness of a training program. It highlights the strengths and areas of improvement of your training program. Curriculum evaluation research is therefore an important part of curriculum development.

1.1.4. Curriculum evaluation by students

Student assessments are increasingly being used in educational settings to address a variety of needs related to quality improvement, quality assurance, performance management and inclusiveness (Miranda et. al, 2021). In complex learning and teaching environments in contemporary institutions, this institution does significant work as a marker of the quality of teaching that is reductive and useful. In addition to student evaluation being normalized in institutional life, student evaluation data has also become essential goes beyond academic and faculty levels. It has progressively become a highly respected benchmark for institutional assessment and critical input on various university ranking scales (Darwin, 2016). Students have a big impact in shaping universities vision and encouraging them to adapt and improve their services. It is because students have a great role in maintaining quality and improving learning because of their involvement in the internal quality assurance process (Simatupang, 2020).

1.1.5. Curriculum evaluation by teachers

From the perspectives of teachers, curriculum evaluation has important practical significance. Teachers are a homogeneous whole, but teachers are also independent individuals with distinct personalities. Lu and Qu (2019) mentioned that teachers' teaching behaviors will be classified in different ways. Nevertheless, from the perspective of teachers, to achieve "teaching effectively", it is necessary to continuously improve various teaching behaviors; and to achieve "teaching better", the purpose cannot be limited to this, but must stand at the height of the whole course, the teaching behavior is analyzed and improved based on the whole process of teaching. Through curriculum analysis, teachers establish a correct view of the curriculum, learn scientific analysis methods, change the phenomenon of maintaining teaching through the accumulation of teaching experience, continue to learn new teaching theories in research, continuously

improve teaching methods, and promote experience-based teachers. Shift to research-oriented, scholar-oriented teachers. Based on this, we believe that curriculum evaluation is a necessary means to promote the improvement of teaching behavior.

From the teacher's points of view, curriculum evaluation must maintain objectivity, integrity, and identifiability. Positive feedback should also be given to students' evaluation results. Curriculum evaluation is a multi-directional communication process. Teachers should participate more actively and obtain more necessary information to deepen and improve their understanding of the course evaluation results. To sum up, curriculum evaluation from the perspective of teachers is of great significance, and it is necessary to analyze and understand the value and results of evaluation from multiple perspectives and multiple dimensions.

1.1.6. Satisfaction with the curriculum

Humaidat, Alsabeelah, and Alkharabsheh (2021) mentioned that as teachers are responsible for implementing the curriculum and delivering it to learners, they form an integral and important link between curriculum and learners. They are also the most familiar with the characteristics of their students and the most sensitive to the educational environment. They can therefore assess the quality of the curriculum and its suitability for learners and educational backgrounds. So, the teachers' satisfaction with the curriculum is very important. In a related study conducted by Davis, Janseen, and Van Driel (2016), Curriculum materials serve as important conceptual tools for science teachers, and a better understanding of how science teachers use these tools is relevant to curriculum design and teacher learning and decision making. It could help improve both theories. Schools that provide teachers with field trips, laboratory facilities, professional development, technical materials or science-related material and activities, the more opportunities for students' increase satisfaction. It indicates the school's course material or extracurricular support for teachers played an important role on teachers' satisfaction with the curriculum as it is closely related to the richness of facilities, programs and activities provided by the school.

Students' satisfaction with curriculum setting refers to students' general psychological feelings and personal views on learning, and it has strong individual differences. Studentsatisfactionisanimportantdimensionofexaminingeducationalinstitutionsintermsof quality (Kormukcu & Akdeniz, 2021). Knowing the students' satisfaction with the curriculum can not only looks at the attitudes and trends of students at school, but also reflects one aspect of school-related work performance and direction of improvement. According to Mahad and Nor (2016), student satisfaction is important in education, this has attracted a lot of attention from both teaching practitioners and academics, as it would enhance the powerful synergies in the student's educational experience. From the perspective of students' satisfaction with the curriculum, students' cognitive evaluation and emotional evaluation explain the students' satisfaction with the curriculum. Han et

al. (2017) showed that the environmental conditions of the classroom and its spatial layout and function significantly enhanced the effects of cognitive and affective assessments on students' satisfaction with the curriculum. Therefore, we need to pay attention to the advantages and disadvantages of the curriculum itself and try our best to improve students' satisfaction with the curriculum evaluation through a suitable environment.

1.1.7. Knowledge and confidence with the curriculum

Curriculum in education needs to provide a knowledge framework, which should be a structured, related body of knowledge organized around important concepts. Students with such a knowledge structure will be conducive to learning more new knowledge, and will facilitate the extraction, transfer, and application of knowledge (Lijie, 2020). Educators should pay attention to the establishment of such a knowledge framework for students when designing curriculum. Shao (2021) mentioned that the adjustment of the curriculum affects all aspect of education, from students' enrollment, teaching to graduation, from the improvement of teacher quality to the growth of the teaching team, all of which put forward higher requirements for educators. Curriculum setting directly affects the breadth and depth of knowledge received by students, to achieve students' self-worth.

Educators must develop curricula with engaging learning strategies that develop the knowledge and confidence needed for safe and effective practice (Brannan, White, & Long, 2016). As the executor of the curriculum, teachers should have appropriate knowledge of curriculum design and sufficient confidence to effectively achieve the expected effect of curriculum design. Teachers in higher education institutions have a lot of latitude in designing their curriculum. They determine learning objectives, content, structure of content, teaching methods, and assessment. Teachers' beliefs about curriculum design influence their decision-making and planning processes, teaching methods, and relationships with students.

1.1.8. Preparation for the curriculum

If scientific and reasonable curriculum design is the premise of taking a good class, then fully and meticulously preparing various teaching resources of the curriculum is the foundation of taking this class well. Teachers should consider as comprehensively as possible when preparing curriculum and need to repeatedly consider the rationality and effectiveness of each curriculum design content when determining classroom teaching design plans (Zhang, 2020). To better achieve the teaching objectives of the curriculum, both teachers and students should prepare a series of curriculum from their own perspectives to make the curriculum run more smoothly. From the perspective of teachers, we can mainly prepare lessons from the following points: First, teachers should have an in-depth understanding of the curriculum materials, be familiar with the

syllabus, the knowledge system related to the curriculum, deeply understand the structure and content of the curriculum, and conduct a detailed curriculum analysis. Then get to know enough about the students taking the curriculum, their mindset, interests, knowledge base, etc. As direct participants in the curriculum, it is very important to know the students. Whether it can mobilize the enthusiasm of students and effectively instill knowledge and skills in students will determine the success or failure of curriculum design. When preparing curriculum, teachers need to study curriculum standards, study textbooks, learn teaching reference, analyze students, and design teaching methods. Solid curriculum preparation will make teachers experience the process of serious study and positive thinking. In this process, teachers will consciously absorb advanced educational experience, actively guide their practice with theory, and deeply reflect on their own teaching. Behavior. By insisting on this process for a long time, teachers are unknowingly practicing the professional growth requirements of "self-reflection", and improving their professional level is a logical result (Gu, 2018).

From the student's points of view, adequate curriculum preparation can improve learning efficiency, clearer learning goals, and clearer curriculum flow (Wang et al., 2022). Yan Zi (2021) mentioned the efficiency of taking the lesson can be improved only when the curriculum preparation is sufficient. The Czech educator Comenius said: All knowledge taught later must be based on knowledge taught first, that is, understanding new knowledge requires old knowledge as a basis. Curriculum preparation can help you discover the weak links in the old knowledge structure, and quickly make up for this part of knowledge before class, to clear the obstacles for the class. Taking a class without curriculum preparation can only be done by listening to what the teacher says. It is difficult to distinguish the difficulty and the key point, and the purpose and selectivity of taking the class is lost. And enough curriculum preparation, then taking the lesson, the students already know what they have learned and what they have not yet learned. This prompts students to focus on difficult-to-understand knowledge, thus strengthening the purpose of taking the class. Sickler (2017) stated that to break this disruptive learning cycle, students must recognize the importance of being prepared for lectures. Taking a little time before class to preview the day's material can save you wasted study time later.

1.1.9. Satisfaction with curriculum supports

Curriculum support is critical to teachers' teaching activities and students' learning experience. Without adequate curriculum support, many teaching projects cannot achieve effective results or even run. Teacher and student satisfaction with curriculum support will be a good indicator of the adequacy of curriculum support services.

The more opportunities students have, the higher the job satisfaction of the teachers (Song & Alpaslan, 2015). This suggests that the school's curriculum materials or extracurricular support for teachers played an important role. Teachers' satisfaction with

curriculum support is closely related to the abundance of hardware and software facilities provided by schools and third parties.

2. Method

This section describes how the study was conducted, including research design, participants, instruments, data gathering procedures, and data analysis.

2.1. Research Design

This descriptive evaluative design employed the mixed method approach in order to assess the teachers' and learners' experiences and perspectives in the SHS curriculum implementation.

2.2. Research Participants

One hundred seven (107) SHS students and eighteen (18) SHS teachers voluntarily participated in answering the questionnaires. On the other hand, seven (7) SHS students and four (4) SHS teachers participated in the focused group discussions (FGDs). Informed consents and declaration of data privacy were attached in the invitation letter. As indicated in the pie graphs of Figure 1, majority (68%) of the participants were eighteen (18) years old. According to sex, 40% were male while the female sector constitutes 60%. In terms of strand half (51%) of the students were from STEM strand, one-third (33%) from ABM strand, and the rest are from ARTS and HUMSS strands which was 16% of the student participants.
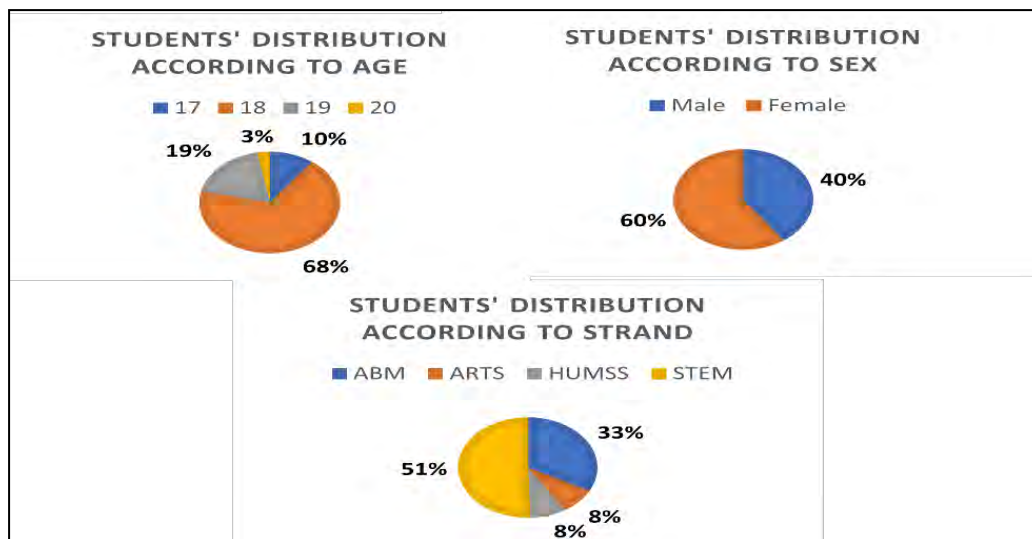

Figure 1. Students' profile

Accordingly, as presented in Figure2, the teacher respondents were composed 44% female and 56 males. More than half of the teacher were handled both grades 11 and 12 (61%), 28% of them handled only grade12 and 11% for grade 11 only. Considering the number of students per strand, the teachers 'strand assignment is greater in the STEM strand.
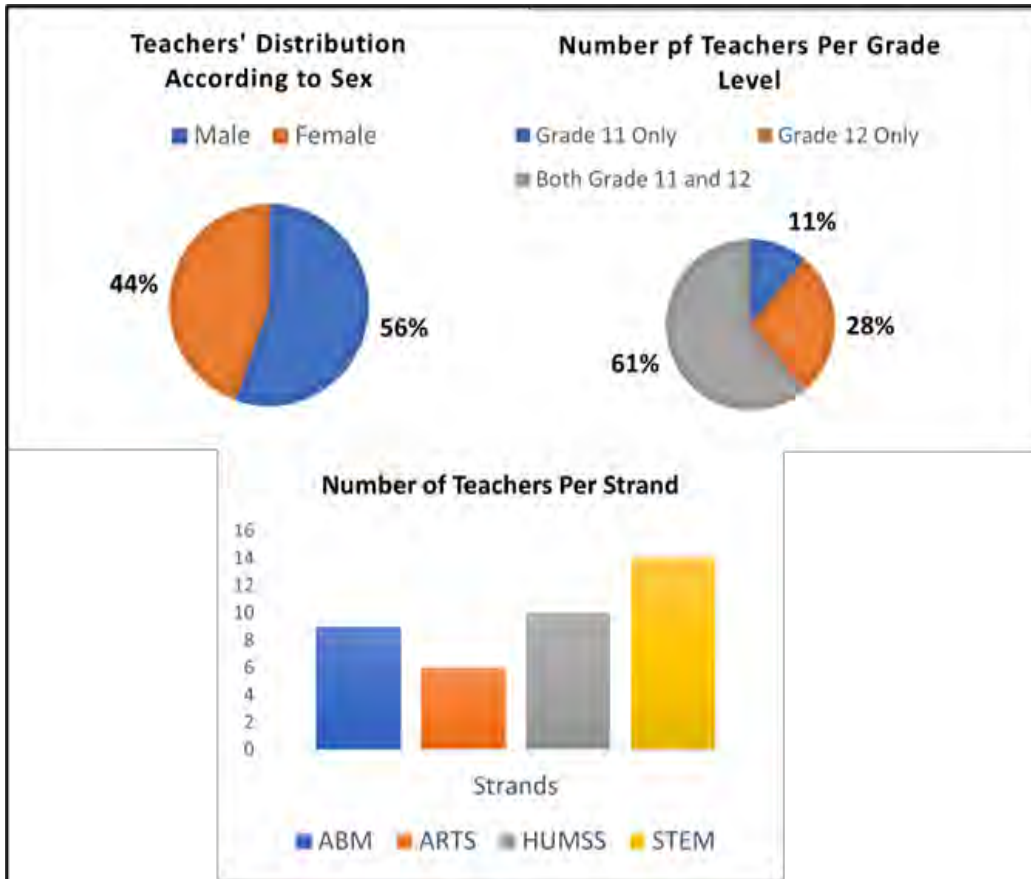

Figure 2. Teachers' Profile

2.3. Research instruments

This study utilizes two sets of 15-item Likert scale with four open-ended questions survey questionnaires for each group of participants (the students' group and teachers' group), and two sets of guide questions in conducting focused group discussions. Each set was parallelly composed to draw each group's perspectives in evaluating the curriculum according to their satisfaction with the curriculum, knowledge and confidence, preparation, and how satisfied they are in curriculum supports provided by the school.

Table 1 shows the statements included in the Likert scale questionnaire for students that represents the four domains for curriculum evaluation presented in this study.

Table 1. SHS curriculum evaluation questionnaire for students

Categories	Items/Statements
[1] Student Satisfaction with the Curriculum	1. The curriculum gives me resources that help me reach my teachers. 2. The lessons in the curriculum are interesting. 3. The curriculum helped me learn.
[2] Student knowledge and confidence with the curriculum	4. I understand how to learn using the curriculum 5. The curriculum is easy to use. 6. I am confident in my ability to learn the curriculum in full. 7. I am confident in my ability to fully learn every lesson within the curriculum. 8. I understand the goals of every unit I am learning.
[3] Student preparation with the curriculum	9. I have a system for preparing to learn lessons that works for me. 10. I have the time I need to prepare to learn the lessons. 11. I have the resources I need to prepare to learn lessons.
[4] Student satisfaction with curriculum supports	12. Orientation about the curriculum help understand the materials for learning. 13. Observations and feedback from my teachers help me understand the curriculum. 14. Meetings with my teachers help me understand and use the curriculum materials. 15. Sufficient time is provided for me to learn the lessons in the curriculum.
Open-ended Questions	• [1] As a learner how does the SHS curriculum make you feel? • [2] How knowledgeable and confident are you with the SHS curriculum? • [3] How does the SHS curriculum prepare you to learn? • [4] How does the SHS curriculum support your learning?

Aligned with the questionnaire for students, Table 2 shows the statements included in the Likert scale questionnaire for teachers that represents the four domains for curriculum evaluation presented in this study.

Table 2. SHS curriculum evaluation questions for teachers

Categories	Items/Questions
[1] Teacher Satisfaction with the Curriculum	1. The curriculum gives me resources that help me reach all students. 2. The curriculum has helped me build knowledge in my content area. 3. The curriculum is helping my students learn.
[2] Teacher knowledge and confidence with the curriculum	4. I understand how to use the curriculum 5. The curriculum is easy to use. 6. I understand where to find information in the curriculum when I need it. 7. I am confident in my ability to teach a full lesson with the curriculum. 8. I understand the learning goals of every unit I am teaching.
[3] Teacher preparation with the curriculum	9. I have a system for preparing to teach lessons that works for me. 10. I have the time I need to prepare to teach lessons. 11. I have the resources I need to prepare to teach lessons.
[4] Teacher satisfaction with curriculum supports	12. Trainings on the curriculum help me understand and use the materials. 13. Observations and feedback from my teachers help me understand the curriculum. 14. Meetings with my coordinator help me understand and use the curriculum. 15. Observations and feedback from my principal help me understand and use the curriculum.
Open-ended Questions	• [1] How does the SHS curriculum make you feel as a teacher? • [2] How knowledgeable and confident are you with the SHS curriculum? • [3] How does the SHS curriculum prepare you to teach? • [4] How does the SHS curriculum support students' learning?

In Table 3, the FGD questions used to capture additional and specific insights from the students were presented. Two questions for each domain were assigned and one question each for opening and closing the discussion. There are total of ten (10) questions formulated and being asked to the students. The opening question pertains to why they chose to enroll in DLSAU. The set of question related to curriculum evaluation asked about the students' feelings, perceptions, experiences, and suggestions towards the curriculum. The closing question refers to how the students described their the overall experience in SHS.

Table 3. Students' FGD Questions

Categories	Items/Questions
Opening	• Why did you choose to enrol in DLSAU SHS program?
Student Satisfaction with the Curriculum	• How would you describe your feelings about the SHS curriculum? • Do you feel like you will be prepared for college or a skilled job after you graduate from SHS?
Student knowledge and confidence with the curriculum	• What do you like about the SHS curriculum? Explain. • How do you benefit from the SHS curriculum programs and activities?
Student preparation with the curriculum	• What is most helpful in preparing to learn with the curriculum? • What additional resources would help you in preparing for every lesson?
Student satisfaction with curriculum supports	• What support does the school/teacher offer for students who need help? • What more should the school/teacher do to help you succeed?
Closing	• Overall, how can you describe your SHS experience?

Similarly, the same context, pattern, and total number of questions from students' FGD were asked to teachers during their separate FGD session as presented in Table 4.

Table 4. Teachers' FGD Questions

Categories	Items/Questions
Opening	• Introduce yourself briefly.
Teacher Satisfaction with the Curriculum	• How would you describe your feelings about the SHS curriculum? • Do you feel like your students will be prepared for college or a skilled job after they graduate from SHS?
Teacher knowledge and confidence with the curriculum	• What do you like the most about the SHS curriculum? • How would the student benefit from the SHS curriculum programs and activities?
Teacher preparation with the curriculum	• What is most helpful in preparing to implement the curriculum? • What additional resources would help you in preparing to teach? Cite examples.
Teacher satisfaction with curriculum supports	• What support does the school offer for teachers to effectively implement the curriculum? • What more should the school do to help you succeed in teaching?
Closing	• In general, how can you describe the SHS Curriculum?

2.4. Data Gathering Procedure

Permission and ethics clearance were secured from the offices concerned before gathering data. Questionnaires were disseminated through Microsoft forms sent to SHS students and teachers via email. The summary of responses was organized in Microsoft excel worksheet. During the two weeks of data collection through online survey, focused group discussions (FGDs) were also conducted online using MS Teams. The recorded insights of the participants were transcribed and consolidated to identify recurring and prevailing verbal data patterns as codes. Each code led to an understanding of how the curriculum is implemented by the teachers and experienced by the students.

2.5. Data Analysis

Quantitative data culled from the survey questionnaires for students and teachers' perception about the curriculum was summarized in excel worksheet and analyzed using descriptive statistics. Frequency, percentage, mean and standard deviation per item were calculated to describe the level of agreement among the participants.

Qualitative data from FGD transcripts were collaboratively read, coded, categorized, and thematically analyzed using the protocol of Braun and Clarke (2016). Related literatures were referred to in the choice of appropriate labels that suit the varying codes. The researchers also analyzed each emerging code and identified categories. The adoption of pertinent theories was also considered in deciding on which categories apply to the codified items. After having determined the incongruities and accomplished shared revision, the group resolved to elect appropriate themes that became the bases for the discussions and other assertions.

3. Results and Discussion

Contained in this section are the result of the students and teachers' perceptions and experiences gathered from survey questionnaires and FGDs, coupled with the relevant findings and discussions.

3.1. Perceptions about the SHS curriculum

To evaluate the SHS curriculum of DLSAU, a perception survey for students and teachers were identified according to four domains such as satisfaction with the curriculum, knowledge and confidence with the curriculum, preparation with the curriculum, and satisfaction with the curriculum supports. Satisfaction with the curriculum contains statements about curriculum resources and experiences of students and teachers. Knowledge and confidence with the curriculum focus on understanding and confidence in learning the curriculum for students and implementation for teachers. Preparation with the curriculum refers to the system, time and resources needed to deal with the curriculum. Satisfaction with curriculum supports comprises of orientations, observations, feedbacks, and mentorships.

3.1.1. Students' perception

Table 5. Students' Perception About the SHS Curriculum (N=107)

	Strongly Agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly Disagree (1)		Mean	SD
Student satisfaction with the curriculum											4.17	0.83
1. The curriculum gives me resources that help me reach my teachers.	46	43%	40	37%	18	17%	2	2%	1	1%	4.20	0.85
2. The lessons in the curriculum are interesting.	38	36%	47	44%	18	17%	3	3%	1	1%	4.10	0.85
3. The curriculum helped me learn.	43	40%	44	41%	19	18%	0	0%	1	1%	4.20	0.79
Student knowledge and confidence with the curriculum											4.04	0.92
4. I understand how to learn using the curriculum	38	36%	46	42%	21	20%	1	1%	1	1%	4.11	0.82
5. The curriculum is easy to use.	39	36%	27	25%	36	34%	4	4%	1	1%	3.93	0.96
6. I am confident in my ability to learn the curriculum in full.	42	39%	34	32%	26	24%	3	3%	2	2%	4.04	0.96
7. I am confident in my ability to fully learn every lesson within the curriculum.	40	37%	38	36%	23	21%	4	4%	2	2%	4.03	0.96
8. I understand the goals of every unit I am learning.	43	40%	33	31%	28	26%	2	2%	1	1%	4.07	0.91
Student preparation with the curriculum											3.96	0.93
9. I have a system for preparing to learn lessons that works for me.	40	37%	33	31%	29	27%	4	4%	1	1%	4.00	0.49
10. I have the time I need to prepare to learn the lessons.	35	33%	30	28%	37	35%	4	4%	1	1%	3.88	0.95
11. I have the resources I need to prepare to learn lessons.	34	32%	45	42%	22	21%	5	5%	1	1%	3.99	0.90
Student satisfaction with curriculum supports											4.11	0.92
12. Orientation about the curriculum helped me understand the materials for learning.	47	44%	29	27%	26	24%	4	4%	1	1%	4.09	0.96
13. Observations and feedback from my teachers help me understand the curriculum.	49	46%	36	34%	18	17%	3	3%	1	1%	4.21	0.89
14. Meetings with my teachers help me understand and use the curriculum materials.	47	44%	33	31%	22	21%	5	5%	0	0%	4.14	0.91
15. Sufficient time is provided for me to learn the lessons in the curriculum.	38	36%	35	33%	30	28%	2	2%	2	2%	3.98	0.94

Shown in Table 5 are the responses of student indicating their level of agreement on the statements categorized according to the four domains. Majority of the students "agree or strongly agree" to the statements pertaining to student satisfaction with the curriculum (Mean = 4.17, SD = 0.83), student knowledge and confidence with the curriculum (Mean = 4.04, SD = 0.92), Student preparation with the curriculum (Mean = 3.96, SD = 0.93), and student satisfaction with curriculum support (Mean = 4.11, SD = 0.92).

3.1.2. Students' FGD summary

Table 6. FGD summary for students (N=7)

Questions	Categories	Themes
Why did you choose to enroll in DLSAU SHS Program?	Academic program Faculty School culture Seek out help Student perspective	Factors to consider when choosing a school
Student satisfaction with the curriculum		
How would you describe your feelings about the SHS curriculum?	Comfortability with the curriculum Effectively learned Motivated to learn	Students feeling and experiences about the curriculum
Do you feel like you will be prepared for college or a skilled job after you graduate from SHS?	Behavioral preparedness Cognitive preparedness Emotional preparedness	3 dimensions of student preparedness after SHS graduation
Student knowledge and confidence with the curriculum		
What do you like the most about the SHS curriculum?	Content Objectives Learning experiences	Major components of the curriculum
How do you benefit from the SHS curriculum programs	Broaden horizons Creating lifelong critical thinkers Improve social skills Improve student achievement	Curriculum benefits for students
Student preparation with the curriculum		
What is most helpful in preparing to learn with the curriculum?	Develop good communication Encourage participation Encourage self-regulation Establish goals and expectations Practice the skills Set-up learning space	Preparation strategies to learn the curriculum
What additional resources would help you in preparing for every lesson?	Help from experts Internet resources Library holdings	Resources for students to improve understanding
Student satisfaction with curriculum support		
What support does the school/teacher offer for students who need help?	Academic development Co-curricular activities Extracurricular activities Lasallian formation Psychological wellness Teacher facilitation	Support services for students
What more should the school/teacher do to help you succeed?	Institutional student programs and services Quality learning experience Student development services Student welfare services	Services the school/teacher offers for students' success
Overall, how can you describe your SHS experience?	Positive experience Negative experience	2 kinds of student experience in SHS

To verify the results of the students' perception survey and to support the conclusions, FGD for students was conducted. Analyzing and categorizing the codes, the following themes were emerged: Factors to consider when choosing a school, Students feeling and experiences about the curriculum, 3 dimensions of student preparedness after SHS graduation, Major components of the curriculum, Curriculum benefits for students, Preparation strategies to learn the curriculum, Resources for students to improve understanding, Support services for students, Services the school/teacher offers for students' success and 2 kinds of student experience in SHS.

3.1.3. Teachers' perception

Table 7. Teachers' Perception About the SHS Curriculum

	Strongly Agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly Disagree (1)		Mean	SD
Student satisfaction with the curriculum											4.45	0.57
1. The curriculum gives me resources that help me reach all students.	3	17%	15	83%	0	0%	0	0%	0	0%	4.00	0.49
2. The curriculum has helped me build knowledge in my content area.	15	83%	3	17%	0	0%	0	0%	0	0%	4.78	0.43
3. The curriculum is helping my students learn.	11	61%	7	39%	0	0%	0	0%	0	0%	4.56	0.51
Student knowledge and confidence with the curriculum											4.64	0.53
4. I understand how to use the curriculum.	14	78%	4	22%	0	0%	0	0%	0	0%	4.67	0.49
5. The curriculum is easy to use.	9	50%	9	50%	0	0%	0	0%	0	0%	4.44	0.51
6. I understand where to find information in the curriculum when I need it.	11	61%	7	39%	0	0%	0	0%	0	0%	4.46	0.51
7. I am confident in my ability to teach a full lesson with the curriculum.	16	89%	0	0%	2	11%	0	0%	0	0%	4.78	0.65
8. I understand the learning goals of every unit I am teaching.	13	72%	5	28%	0	0%	0	0%	0	0%	4.78	0.43
Student preparation with the curriculum											4.41	0.69
9. I have a system for preparing to teach lessons that works for me.	16	89%	2	11%	0	0%	0	0%	0	0%	4.78	0.43
10. I have the time I need to prepare to teach lessons.	7	39%	6	33%	5	28%	0	0%	0	0%	4.11	0.76
11. I have the resources I need to prepare to teach lessons.	10	56%	6	33%	2	11%	0	0%	0	0%	4.33	0.69
Student satisfaction with curriculum supports											4.14	0.89
12. Trainings on the curriculum help me understand and use the materials.	11	61%	3	17%	4	22%	0	0%	0	0%	4.33	0.84
13. Observations and feedback from my coordinators help me understand and use the curriculum.	11	61%	2	11%	5	28%	0	0%	0	0%	4.22	0.94
14. Meetings with my coordinator help me understand and use the curriculum.	9	50%	4	22%	5	28%	0	0%	0	0%	4.11	0.90
15. Observations and feedback from my principal help me understand and use the curriculum.	7	39%	4	22%	7	39%	0	0%	0	0%	3.89	0.90

Shown in Table 7 are the responses of teachers indicating their level of agreement on the statements categorized according to the four domains. All the teachers "agree or strongly agree" to the statements pertaining to student satisfaction with the curriculum (Mean = 4.45, SD = 0.57). Most of the teachers agree or strongly and some are "neutral" to the domains: student knowledge and confidence with the curriculum (Mean = 4.64, SD = 0.53), Student preparation with the curriculum (Mean = 4.41, SD = 0.69), and student satisfaction with curriculum support (Mean = 4.14, SD = 0.89).

3.1.4. Teachers' FGD summary

Table 8. FGD summary for teachers (N=4)

Questions	Categories	Themes
Teacher satisfaction with the curriculum		
How would you describe your feelings about the SHS curriculum?	Comfortability with the curriculum Effectively implemented Motivated to teach	Teachers feeling and experiences about the curriculum
Do you feel like your students will be prepared for college or a skilled job after they graduate from SHS?	Behavioral preparedness Cognitive preparedness Emotional preparedness	3 dimensions of student preparedness after SHS graduation
Teacher knowledge and confidence with the curriculum		
What do you like the most about the SHS curriculum?	Content Objectives Teaching experiences	Major components of the curriculum
How would the students benefit from the SHS curriculum programs	Broaden horizons Creating lifelong critical thinkers Improve social skills Improve student achievement	Curriculum benefits for students
Teacher preparation with the curriculum		
What is most helpful in preparing to implement the curriculum?	Develop good communication Encourage participation Encourage self-regulation Establish goals and expectations Practice the skills Set-up teaching space	Preparation strategies to implement the curriculum
What additional resources would help you in preparing to teach?	Help from colleagues Internet resources Library holdings	Teaching preparation resources
Teacher satisfaction with curriculum support		
What support does the school offer for teachers to effectively implement the curriculum?	Technology support Professional development Lasallian formation Psychological wellness IT facility	Support services for teachers
What more should the school do to help you succeed in teaching?	IT infrastructures Faculty development	Services the school offers for teacher success
Overall, how can you describe your SHS experience?	Positive experience Negative experience	2 kinds of teachers' experience in SHS

To verify the results of the teachers' perception survey and to support the conclusions, FGD for students was conducted. Analyzing and categorizing the codes, the following themes were emerged: Teachers feeling and experiences about the curriculum, 3 dimensions of student preparedness after SHS graduation, Major components of the curriculum, Curriculum benefits for students, Teaching preparation resources, Support services for teachers, Services the school offers for teacher success, and 2 kinds of teachers' experience in SHS.

3.2. Students' learning with the curriculum

Based on the responses on the open-ended questions and FGD, the students expressed their feeling of satisfaction categorized as comfortability with the curriculum, effectively learned, and motivated to learn. They perceived to be prepared cognitively – acquiring skills, emotionally – positive emotions towards others, and behaviorally – determined to pay attention to learn. These are supported by the students answers from the survey's open-ended questions related to satisfaction with the curriculum.

"As a SHS student, it provides a good quality education that will utilize our skills and talents even if it still in an online platform. It effectively enhances my knowledge and I felt so confident and proud on myself." (Student 5)

"The SHS curriculum makes me feel that I'm ready on to my future endeavor not necessarily in the bubble of education but in overall real-world challenges." (Student 58)

The students expressed their knowledge and confidence in terms of "where (objectives)", "what (content)" and "how (learning experiences)" of the curriculum. Students also perceived that the curriculum helped them improve their social skills, achievement, broaden their horizon, and make them a lifelong critical thinker. These are supported by the students answers from the survey's open-ended questions related to knowledge and confidence with the curriculum.

"*It imparts me new knowledge and skills that could help grow as a person.*" (Student 29)

"*I am very confident with the SHS curriculum as it helped me through the progress of my learnings, and I do believe that it will continue to work for other students.*" (Student 59)

The following helps the students to prepare learning with the curriculum: develop good communication, establish goals and expectations, practice needed skills, self-regulations, setting-up learning space and teacher encouragement to participate. To be more prepared the students identify the following resources: internet resources, library holdings, and help from experts. These are supported by the students answers from the survey's open-ended questions related to preparation with the curriculum.

"Through a good Senior High School education, you can prepare yourself for the real world by engaging in opportunities that allow you to grow and learn through serving." (Student 3)

"SHS curriculum offers challenging tasks that require high cognitive skills to accomplish" (Student 36)

In challenging times, the students received support from the school/teacher in terms of academic development, psychological wellness, Lasallian formation, co-curricular activities, extracurricular activities, and teacher facilitation. The following are the excerpts of students' responses to the open-ended questions related to satisfaction with the curriculum support:

"SHS curriculum supports my learning making sure that the needs of the students are always met." (Student 30)

"The SHS curriculum supports my learning in a way that it provides several activities that would enable me to test my acquired knowledge and skills from the lessons. I was given an access to several e-library resources and when I was given the chance to participate in the 4th annual Research Congress." (Student 32)

Moreover, the students seek to receive more support on the areas of student welfare services, student development services, institutional student programs and services, and teacher competency development.

3.2. Teachers' implementation of the curriculum

The teachers expressed their feeling of satisfaction with the SHS curriculum the same with the students. One of teacher shared that the curriculum is "*Feels me comfortable and easy to teach*" (Teacher 7). Other teacher shared its benefits as:

"*It has helped me go back to what I have learned during my first year in college*" (Teacher 2)

"*It was an opportunity for me to grow as a teacher that guides her students in their research endeavor*" (Teacher 1)

In terms of knowledge and confidence, the teachers identified themselves as confident in the curriculum implementation given their skills, creativity and by continuing professional development. The teachers also appreciated overall curriculum design supported with their following statements:

"*I am confident with the SHS curriculum since it is very much integrated with the DepEd together with what essential for the students.*" (Teacher 2)

"*I am confident that I have the knowledge and skills that I need to execute the curriculum.*" (Teacher 7)

Regarding the preparation, the teachers maximize collaboration by assisting the needs of one another. They found the curriculum easy to implement and challenges them to improve more in teaching. These are supported by some of the shared answers of the teachers in the survey's open-ended question pertaining to preparation with the curriculum.

"The curriculum has given me an idea of what to prepare in order to achieve the objectives of the course." (Teacher 3)

"It helps me to understand what the lessons are. I should prioritize to teach." (Teacher 6)

Further, the teachers expressed their agreement and positive insight related to the support given by the school in implementing the curriculum. Some excerpts from the survey are as follows:

"The curriculum supports the students learning by providing their needs in facing the real-life situation." (Teacher 9)

"There is no problem to the students' learning when we talk about the curriculum since the curriculum is very timely and relevant to our current situation" (Teacher 6)

Teachers also shared their perceptions on areas needs to improve not just by the school but also by the Department of Education. There are concerns related to overwhelming learning competencies with limited allotted time and the relevance of some competencies need to be revisited. These are supported by some of teachers' statements.

"I feel somehow overwhelmed due to the fact that the competencies in every subject in the SHS curriculum is over-congested and must be taught within a limited time only." (Teacher 8)

"...but I strongly believe that the SHS curriculum needs improvement and update. I think that some of the topics are quite outdated. Especially for Social Sciences." (Teacher 5)

4. Conclusions

This study found that the teachers and students have strong positive perceptions regarding the SHS curriculum. The students recognize the objectives of the curriculum and appreciate their teachers for their efficient implementation towards the students' academic and personal development. The students manage to learn the curriculum by having necessary and effective preparations, having a concrete knowledge and confidence with the curriculum, and doing their best to take part as the direct receiver of the curriculum. In addition, learning experiences of the student become more significant

because of the teachers support and competency in the implementation of the curriculum through variety of activities, research, and school supports. Over-all, both students and teachers found the curriculum necessary and beneficial for teachers to teach and especially for the students to learn.

4.1. Implications

The insights gained from this study have several implications for educational planning researchers and practitioners. One of the fundamental goals of educational planning is to design educational experiences that are fundamental to student success. This study provides recommendations for education planners that can support the process of developing strategies to ensure that students are provided with an optimal learning environment that emphasizes appropriate elements of school curriculum evaluation.

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