

# Establishing an Open High School Program at James L. Chiongbian National Trade School in Junior High School: A Feasibility Study

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## Abstract

Since its founding in 1968, James L. Chiongbian National Trade School (JLCNTS) has been dedicated to providing accessible, high-quality education to all students, regardless of socio-economic backgrounds or challenges. This mission is exemplified by the introduction of the Open High School Program (OHSP), designed to meet the needs of out-of-school youth (OSY) and students at risk of dropping out (SARDOs). The OHSP particularly benefits those facing financial, geographical, or personal obstacles that hinder traditional school attendance. The demand for such a program is evident from a market feasibility study, which shows that 24 out-of-school youth and 18 students at risk of dropping out are interested in enrolling in the OHSP. These students are eager to continue their education but require a more flexible learning structure. JLCNTS ensures that the OHSP will be supported by the school's existing infrastructure, including qualified teachers, instructional materials, and modern learning technologies. Financially, the establishment of the OHSP is feasible with a budget allocation of PHP 450,000, ensuring the program's sustainability. The school has also developed a solid management plan to guarantee the smooth operation of the program, addressing administrative, logistical, and educational aspects. Additionally, the socio-economic feasibility of the OHSP is highly favorable. It directly addresses the educational barriers faced by the target community, offering an affordable and culturally relevant solution. By making education accessible to economically disadvantaged students, the program promotes greater social and economic inclusion. The OHSP presents a valuable opportunity to enhance educational access for marginalized students, fostering long-term benefits like better employment prospects and social mobility. By utilizing distance learning and flexible scheduling, it allows students to balance education with other responsibilities. In conclusion, the OHSP at JLCNTS holds great potential to transform the lives of out-of-school youth and students at risk, offering an alternative pathway to high school education with strong community support.

**Keywords:** open high school, junior high school, James L. Chiongbian National Trade School,



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## INTRODUCTION

Pursuant to the 1987 Philippine Constitution and the governing law Article XIV, Section 1, "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all." Every Filipino has a right to quality basic education and free public basic education. However, while DepEd is steadfast in bridging the gaps in access to education, there are still disadvantaged and vulnerable groups who are not in school or at risk of being left behind.

According to the 2022 Annual Poverty Indicators Survey by the Philippine Statistics Authority (2022), about 18.6 percent of children aged 5 to 24 years were not attending school nationwide.

Of those who were not attending school, the top reasons were the following: finished schooling or finished post-secondary/college (21.1%), employment (19.7%), lack of personal interest (12.6%), marriage (10.7%), and high cost of education/financial problem (9.9%).

According to the Basic Education Development Plan 2030 (2020) data, the highest number of dropouts is in Grades 7–9 constituting 45% of the total number of learners who dropped out of schooling in SY 2019–2020. Based on the Functional Literacy, Education, and Mass Media Survey (FLEMMS) report (2019), children aged 12–15 do not go to school because of lack of personal interest, and family income is not sufficient to send the child to school.

Furthermore, the Department of Education (DepEd) provides a platform for out-of-school children (OSC), out-of-school youth (OSY), and out-of-school adults (OSA) to participate in the teaching and learning process. Priority initiatives include capacity building of schools and learning centers to locate the whereabouts of OSC, OSY, and OSA; expanding access through online teaching platforms; strategic placement of learning centers in areas with a high incidence of OSC, OSY, and OSA; deployment of more ALS teachers and non-DepEd service contracts; and strengthening the ability to do monitoring and evaluation work, including managing databases and Monitoring and Evaluation (M&E) processes and techniques. Alternative Delivery Modes (ADM) will also be available in all grade levels using the K-to-12 curricula.

Among the non-traditional learning programs implemented by DepEd is the Open High School Program (OHSP). The OHSP is an alternative delivery mode for secondary education designed for individuals who cannot attend the regular high school program due to problems with time, distance, physical disability, financial difficulties, and social and family constraints (DepEd Order 46, s. 2006). Its most important feature as an “independent, self-pacing and flexible study” modality makes it an appropriate intervention and a strategy for keeping potential dropouts in school, and in persuading adolescent out-of-school youth to return to school, that will consequently help the country attain its goal of developing basic education competencies for all learners.

The Department of Education introduced the Open High School Program (OHSP) in 1998 as an intervention for students identified as being at risk of dropping out, referred to as SARDOs. Its potential as a strategy to prevent students from leaving school prematurely became increasingly evident over the ensuing years, coinciding with a surge in dropout rates (Timula, 2022).

In addition, as stipulated in DepEd Order No.46, series of 2006, paragraph 3, the Open High School Program aims to retain in school

potential drop-outs; encourage out-of-school youth of high school age (12-16) to return to school; and contribute to the accomplishment of the Education for All (EFA, 2015) target which is 100% participation rate and zero dropout rate by 2015. In support to DepEd issuance, Republic Act No. 10665 also known as the “Open High School System Act” was established.

Moreover, access to secondary education remains a significant challenge for many learners due to various barriers such as financial constraints, geographical isolation, personal responsibilities, and physical disabilities. Traditional high school settings often fail to accommodate the diverse needs of the students, leaving many unable to complete their education and limiting their future opportunities. Students in remote or rural areas face difficulties accessing schools due to distance or lack of transportation infrastructure. Families with limited income cannot afford the costs associated with traditional schooling, such as transportation, uniforms, and materials. Working students, out-of-school youths, and young parents struggle to balance educational demands with personal responsibilities.

Furthermore, traditional school schedules and rigid teaching methods do not cater to learners who require alternative pacing or modalities. Many schools lack adequate facilities, qualified teachers, or tailored curricula, further marginalizing disadvantaged learners. The lack of inclusive and flexible educational options leads to high dropout rates, reduced literacy levels, and limited career prospects for these individuals. However, the Open High School Program is designed to address the educational needs of students who cannot attend traditional schools due to personal, financial, or geographical constraints. This program typically employs a combination of distance learning, online platforms, and modular instruction to deliver quality education. Henceforth, this study is essential to ensure that such a program effectively bridges these gaps, providing accessible, affordable, and quality education for all.

In the context of the Municipality of Kiamba, out of 8,856 youth population aged 12-16 years old, only 5,114 are officially enrolled in both public and private schools including non-formal education (MPDO, 2024). There are 3,742 youths aged 12-16 years old not attending formal nor non-formal education. Additionally, out of ten secondary schools in the entire municipality, none of them offers an Open High School Program. Needless to say, an OHSP is an avenue for DepEd to capture these learners who are not in school.

In the context of James L. Chiongbian National Trade School, for the school year 2023-2024, there were 24, or 1.87% of 1,284 enrollees in Junior High School, who were dropped out or no longer in school, and for school year 2024-2025, there were 18, or 1.56%, out of 1,157 enrollees who were considered students at risk of dropping out (SARDOs) (James L. Chiongbian National Trade School, 2024). Thus, for these reasons, the study was conducted to determine the market feasibility, technical feasibility, management feasibility and financial feasibility of establishing Open High School Program at Junior High School James L. Chiongbian National Trade School.

**Significance of the Study.** The feasibility study on establishing an Open High School Program holds significant value for various stakeholders by addressing critical gaps in the current education system and fostering inclusive learning opportunities. Its importance can be outlined as follows:

1. **The school.** By introducing this program, the school can attract a more diverse student population, including those who may face barriers to traditional education, such as financial constraints, geographical limitations, or personal challenges. This initiative allows the school to cater to students with varying academic needs and learning styles, fostering a more inclusive and supportive learning environment. Additionally, the open high school program can strengthen the school's reputation as an innovative educational institution, providing opportunities for students to engage in academic or vocational tracks that align with their interests and career aspirations. By offering a more personalized and adaptable educational experience, the school can contribute to reducing dropout rates and improving overall student success. Ultimately, the program can improve educational outcomes, enhance community engagement, and position James L. Chiongbian National Trade School as a leader in creating flexible educational pathways that respond to the evolving needs of its students.
2. **The Educational Leaders.** Educational leaders would benefit from the insights provided by this study, which can help them understand how the open high school program can address diverse student needs, particularly for those who face barriers to traditional education. By implementing such a program, educational leaders can create a more adaptive learning environment that supports at-risk students, reduces dropout rates, and increases student retention and success.
3. **The Teachers.** By participating in the open high school program, teachers have the opportunity to work with a diverse group of students who may have different learning needs, backgrounds, and personal circumstances. This will allow educators to implement more flexible, student-centered teaching methods that can cater to various learning styles and help students who may struggle in traditional classroom settings. Teachers can adapt their instructional strategies to provide individualized support, fostering a more inclusive and effective learning environment.
4. **The Students.** This program would provide students with alternative pathways to continue their education, particularly for those who may face challenges in traditional high school settings, such as financial difficulties, geographical constraints, or personal circumstances. By offering a more accessible and adaptable learning environment, the open high school program

can help reduce dropout rates, support at-risk students, and foster greater engagement with education. It would also enable learners to pursue a personalized curriculum that matches their interests and future career goals, whether in academic or vocational tracks. Furthermore, the program can enhance learners' self-discipline, autonomy, and time-management skills, preparing them not only for higher education but also for professional success. In doing so, the establishment of this program in JLCNTS can empower learners, provide them with valuable life skills, and equip them for the challenges of the future.

5. **The Policymakers.** By introducing an open high school program, policymakers can address the diverse needs of students who face barriers to traditional education, such as financial constraints, geographical challenges, or other socio-economic factors. This initiative can contribute to reducing dropout rates and ensuring that more students have access to quality education, regardless of their circumstances. Additionally, the program can serve as a model for other schools and regions, promoting the integration of alternative learning pathways and flexible curricula into the broader educational system. For policymakers, the study provides valuable data and insights on how such programs can improve educational outcomes, student engagement, and career readiness, ultimately contributing to the country's goal of creating a more equitable and inclusive education system. The findings may also guide future resource allocation, curriculum development, and the creation of supportive structures to ensure the long-term sustainability and success of open high school programs nationwide.
6. **The Parents.** Parents will benefit from the open high school program as it offers an alternative pathway for students who may face challenges in traditional high school settings, such as financial constraints, long commute times, or personal circumstances that may interfere with their education. This

program ensures that students can continue their academic journey in a way that fits their needs, reducing the likelihood of school dropout and fostering a sense of stability and progress in their education.

7. **The Community.** For the educational community, the program can serve as a model of innovation, demonstrating how flexible learning pathways can address diverse student needs and reduce dropout rates. It emphasizes the importance of adapting education to the evolving needs of students, ensuring that all learners, regardless of their backgrounds or circumstances, have access to quality education.
8. **The Researchers.** Researchers can explore how such programs impact student engagement, retention, academic achievement, and overall success, particularly for those who face challenges in traditional educational settings. The study provides a foundation for further research on best practices in open high school programs, including the effectiveness of personalized learning, online education, and vocational tracks in fostering both academic and career readiness.

**The Future Researches.** Future research can build on the findings of this study to further investigate the long-term effects of open high school programs on student outcomes, including academic achievement, graduation rates, and post-graduation success in higher education or the workforce. Researchers can examine how the flexibility and personalized nature of such programs affect students' motivation, engagement, and overall learning experience.

**Project Objectives.** The objectives of the study focused in gathering and analyzing the collected data through surveys, interviews, focus group discussion (FGD), documentary analysis and checklist to prepare a feasibility study of establishing an Open High School Program (OHSP) at James L. Chiongbian National Trade

School. The specific objectives of this study are to determine and analyze the following:

1. On Market Study (Educational Needs and Market Analysis).
  - 1.1. Identify the number of target students-at-risk of dropping out and out-of-school youth who will enroll in the OHSP in Junior High School.
  - 1.2. Identify the reasons for not attending the regular class.
  - 1.3. Identify the potential interest of the students and parents in the implementation of the proposed OHSP.
2. On Technical Study (Strategic Planning and Sustainability).
  - 2.1 Create an organizational chart and identify the qualified faculty with their roles and responsibilities.
  - 2.2 Propose the class scheduling from Grades VII-X.
3. On Management Study (Risk Assessment and Mitigation Strategies).
  - 3.1 Identify potential risks related to the implementation and operation of the Open High School Program.
  - 3.2 Develop risk mitigation strategies to address such potential risks and challenges.
4. On Financial Study (Financial Projections and Cost-Benefit Analysis).
  - 4.1 Discuss the budget allocation for the establishment of the Open High School Program.
5. On Socio-Economic Study (Ethical and Socio-Cultural Considerations in Educational Projects).
  - 5.1 Identify ethical concerns and socio-economic consideration in the establishment of the Open High School Program.
6. On the Decision to Implement of the Proposed Open High School Program.
  - 6.1 Provide decision based on the results and discussion whether to implement or not the proposed Open High School

Program at James L. Chiongbian National Trade School in Junior High School.

## METHODOLOGY

**Research Design.** In order to assess the viability of establishing an Open High School Program at James L. Chiongbian National Trade School, Barangay Kling, Kiamba, Sarangani Province, a descriptive research approach was used in this feasibility study. To guarantee a thorough evaluation of feasibility considerations from the viewpoints of the students and parents or guardians, a multi-method approach was used, combining surveys, key informant interviews (KIs), focus group discussions (FGDs), documentary analysis, and checklist.

**Data Gathering Procedure.** The proponents wrote a letter to the head of the institution, noted by the subject professor, requesting authorization to conduct the study. Following the approval of the letter-request, the proponents promptly provided the respondents and key informants with informed consent forms, which allowed them to understand their rights during the administration of the surveys and interviews. Surveys and interviews were conducted after key informants and identified respondents signed informed consent forms.

**Data Analysis.** Descriptive statistics were then used to process, analyze, and interpret the collected quantitative data. While the qualitative data captured were analyzed to support the quantitative data. On the other hand, all 42 identified SARDOs and OSYs and their parents or guardians are the respondents of this study.

**Documentary Analysis.** Since the research aims to study the feasibility of establishing an Open High School Program (OHSP) at James L. Chiongbian National Trade School, the need for documentary analysis was considered a necessity. Pertinent documents which were subjected to analyses include the students' profile, students' attendance in school, teachers' profile, laboratory and facilities, and Key Performance Indicators for the past three years.

**Locale of the Study.** This study was conducted at James L. Chiongbian National Trade School (JLCNTS) formerly known as Kling National High School (KNHS). This is located in a two-hectares school site along national highway. It is a premier educational institution dedicated to providing quality education and training to students in the Philippines. Located in a strategic area, the school offers a wide range of academic and technical programs aimed at fostering both intellectual and practical skills for the future workforce. For this school year 2024-2025, it has a total population of 1,157 JHS students and 51 teaching force in JHS. JLCNTS caters to students from Grades 7 to 12, offering comprehensive Junior High School (Grades 7-10) and Senior High School (Grades 11-12) programs. The Senior High School curriculum includes various strands, such as Academic, Technical-Vocational-Livelihood (TVL), and Arts and Design, preparing students for higher education or employment opportunities upon graduation. With a commitment to excellence, JLCNTS ensures that students receive not only academic instruction but also hands-on training in various trade skills. The school's mission is to produce well-rounded, competent, and socially responsible individuals ready to contribute positively to society and the workforce. At James L. Chiongbian National Trade School, students are encouraged to pursue their passions, develop critical thinking skills, and prepare for a successful future.

**Respondents and Informants.** The respondents and informants of this study consisted of out-of-school youth (OSY), and student-at-risk of dropping out (SARDOs) in Junior High School for school year 2024-2025. Based on the students' profile, these are youth who were unable to attend regular classes due to work, financial difficulties, distance from home to school, early pregnancy and broken family. In addition to learners and parents or guardians of these youths were also included as respondents and informants recognizing their roles in supporting the program.

The study informants are the five learners and parents residing in Sarangani, Municipality of Kiamba, as Key Informant Interviewees for In-

depth Interview and five for focus group discussions. The participants were purposively identified.

Table 1  
*Distribution of the Respondents and Informants*

	Total Population (N)	Key Informant Interviewee KII	Focus Group Discussions FGD
Learners	42	5	5
Parents or Guardians	42	5	5
Total	84	10	10

The participants qualified the inclusion criteria being set for. For the out-of-school youth: must be a school age youth aged 12-16 years old; must be an instructional or independent reader as reflected in Independent Learning Readiness Test (ILRT); and must not be attending formal or non-formal classes. For student-at-risk of dropping out: must be identified by the class adviser as at-risk of dropping out; and must be an instructional or independent reader reflected in Independent Learning Readiness Test (ILRT). For the parents or guardians: must be the parents or guardians of the school-age youth aged 12-16 or student-at-risk of dropping out.

Also, all of them must have a willingness to participate and share their thoughts, ideas, and experiences.

## RESULTS AND DISCUSSION

### I. Market Study: Educational Needs and Market Analysis

The first objective of this feasibility study is to identify the target students who will enroll in the proposed Open High School Program at James L. Chiongbian National Trade School. Moreover, educational needs and market analysis, particularly on the interest and demands of the respondents and key informant interviewees (learners and parents or guardians) were conducted.



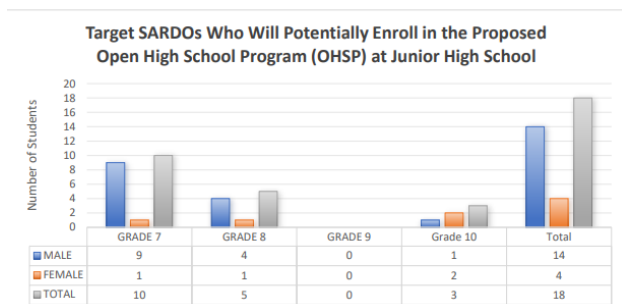


Figure 1

*Number of Target SARDOs Who Will Potentially Enroll at James L. Chiongbian National Trade School Proposed Open High School Program (OHSP)*

Figure 1 reflects the number of students-at-risk of dropping out who are potential candidates for enrollment in the Open High School Program (OHSP) at James L. Chiongbian National Trade School (JLCNTS). The data shows that the majority of SARDOs are in Grades 7 and 8 with a total of 15 learners. These grades are critical stages in a student's educational journey, as students transition from elementary to secondary school. At these stages, students may face increased academic pressures, changes in their personal lives, or lack of family support that could push them toward dropping out. This implies that the OHSP has an opportunity to intervene early by targeting these grades with academic and psychosocial support to keep students engaged and motivated to complete their education.

Furthermore, even though the 3 students in Grade 10 who are at risk of dropping out is a relatively small group, they still represent students who need support to complete their education. This implies that the OHSP can provide targeted support for these students through accelerated learning opportunities, individualized mentoring, and flexible learning options to help them stay on track to graduate.

In total, based on the analysis of the documents, there were 18 Junior High School students who are at risk of dropping out (SARDOs) distributed in different grade level. This implies that there is a need for a program that will cater the educational needs of these students.

Figure 2 shows the number of targeted out-of-school youth aged 12-16 who will enroll in the

proposed Open High School Program (OHSP) in James L. Chiongbian National Trade School. Based on the data, there were 24 out-of-school youth aged 12-16.

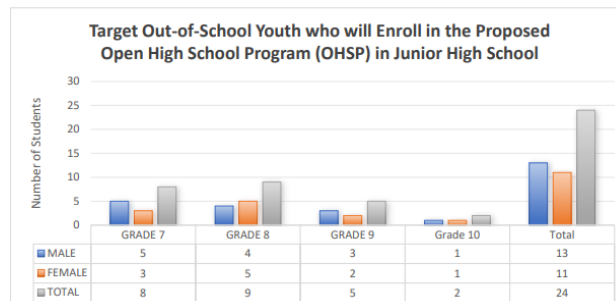


Figure 2

*Number of Target Out-of-School Youth Aged 12-16 who will Enroll in James L. Chiongbian National Trade School Proposed Open High School Program (OHSP)*

This represents 8 out-of-school youth who are expected to enroll in Grade 7 of the OHSP. Grade 7 students are typically around 12-13 years old, which aligns with the program's target age group of 12-16 years.

There are 9 students expected to enroll in Grade 8. These students may have either previously dropped out or missed the regular enrollment in Grade 7. The slightly higher number for Grade 8 suggests that there might be a need or interest in continuing education for youth who may have completed the equivalent of Grade 7 informally or who are returning after a gap in schooling.

Only 5 students are projected to enroll in Grade 9. This could suggest that fewer out-of-school youths are in this age group who are interested in or eligible for the program at this grade level. The lower number might also indicate a higher dropout rate in earlier grades or that youth in this age range might have more personal or work-related commitments that make enrollment in Grade 9 more difficult.

The number of students expected in Grade 10 is only 2. This small number may reflect the increasing challenges of re-enrolling older students at higher grade levels, as they may have more work or family responsibilities, or may be harder to re-engage in the education system at this stage. Additionally, older

students may have already moved into vocational or employment training, which could reduce the number of those interested in finishing their secondary education.

Moreover, the Open High School Program (OHSP) at James L. Chiongbian National Trade School is expected to enroll a relatively small number of out-of-school youth, with 8 students in Grade 7, 9 students in Grade 8, 5 students in Grade 9, and only 2 students in Grade 10. This pattern suggests that the program is more successful in attracting younger students (Grade 7-8), while older students (Grade 9-10) may face more challenges in re-engaging with the formal education system. Further efforts might be needed to ensure that these older students can also access and benefit from the program.

Thus, these students may have missed the traditional enrollment cycle for various reasons but are now being given the opportunity to re-enter the education system at the middle school level. Section 1, Article XIV of the 1987 Constitution declares that the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.

Table 2  
*Reasons for Not Attending in Regular Classes*

Reasons	Frequency	Rank
Working	6	4 <sup>th</sup>
Early Pregnancy	1	6 <sup>th</sup>
Lack of Interest	8	3 <sup>rd</sup>
Distance from Home to School	11	2 <sup>nd</sup>
Broken Family	3	5 <sup>th</sup>
Financial Conditions	13	1 <sup>st</sup>

Table 2 shows the reason of these learners for not attending the regular classes. Based on the table, several factors contribute to students' not attending regular classes at James L. Chiongbian National Trade School. The most significant reason is financial difficulties, where many students and their families struggle to afford school-related expenses, transportation, daily expenses for foods, and materials. Additionally, the distance from home to school

presents a challenge, particularly for students living in remote areas, making regular attendance difficult.

Another contributing factor is lack of interest in the academic curriculum, which can lead to disengagement from school activities. Some students are also compelled to work in order to support their families or themselves, leaving little time for school attendance. In some cases, students face challenges root from a broken family, which can create emotional distress and instability, further hindering their commitment to education.

Lastly, early pregnancy has become an increasing concern, with some young female students dropping out or missing school due to the responsibilities associated with motherhood at a young age. These issues collectively create significant barriers to education, affecting the overall academic progress and well-being of many students at the school.

Thus, these reasons can vary in their intensity and impact on each individual student and understanding them helps tailor educational programs that accommodate diverse needs, such as the proposed open high school program.

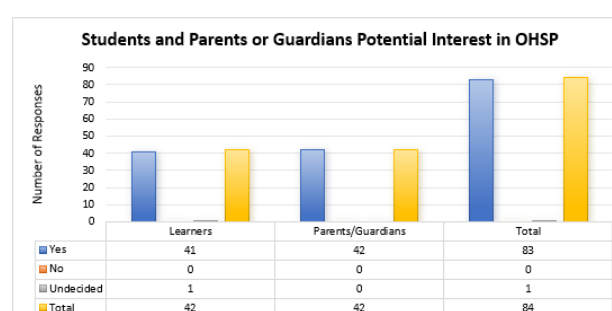


Figure 3  
*Survey Results on the Potential Interest in James L. Chiongbian National Trade School Proposed Open High School Program (OHSP) from Students and Parents or Guardians*

A recent survey conducted to assess the potential interest in the proposed Open High School Program (OHSP) at James L. Chiongbian National Trade School revealed strong support from both students and parents or guardians.



Out of the learners surveyed, 41 students expressed a positive interest in enrolling in the OHSP, while 1 student was undecided, indicating a high level of enthusiasm for the program. This suggests that the OHSP's flexible learning options are appealing to students who may have previously faced barriers to attending traditional school.

In addition, the survey showed that all 42 parents or guardians surveyed expressed interest in the program. This overwhelming support reflects a shared recognition of the importance of providing flexible educational opportunities for their children, especially in cases where regular schooling may be difficult due to financial constraints, distance, or other personal challenges.

These survey results demonstrate a clear demand for the OHSP, indicating that both students and parents see the program as a valuable opportunity for continuing education. The high level of interest among both groups underscores the potential success of the initiative in meeting the needs of out-of-school youth in the community.

This implies that students-at-risk of dropping out, out-of-school youth aged 12-16, and their parents or guardians are eager to support and finish their secondary education through Open High School Program. Furthermore, the above numerical data gathered through survey questionnaires supported with the data gathered from KIIs and FGDs. Students expressed joy about the possibility of continuing their education through Open High School Program. They said:

*"Gusto kaayo ko maghuman ug eskwela pero wala lang jud kwarta akong ginikanan hatag pamasahé og balon padulong eskwelahan. Layo man gud kaayo among balay sir, dili pod nako kaya baktason."* (KII-S2)

*"Dili ko ganahan mag eskwela sa eskwelahan, mas ganahan ko sa balay pareha atong sauna na gamit lang me ug modules."* (KII-S4)

*"Kapoyan ko mag adto sa eskwelahan kay layo kau among balay, usahay wala koy pamasahé baktason nako, usahay mag tabang nalang ko sa akong lolo mananom ug mais sa bukid para maka kwarta."* (KII, S5)

Thus, parents also expressed their interest and support in enrolling their children in the proposed Open High School Program (OHSP) in James L. Chiongbian National Trade School. They said:

*"Isip usa ka ginikanan, gusto nako makahuman akong anak sa pag eskwela sa pinaagi niini"* (KII, P3)

*"Mas maayo nalang ni sa balay siya kay mabantayan nako, kay dri sa eskwelahan sigeg takas sa iyang klase."* (KII, P4)

## II. Technical Study: Strategic Planning and Sustainability

The second objective of this feasibility study is about presenting and evaluating the 51 Junior High School teachers of James L. Chiongbian National Trade School and the school head who will be designated as OHSP Coordinator with partnership of the Guidance Counselor/Advocate to lead the implementation of the program. There are also teachers in each subject who are willing to serve in the OHSP. These teachers are selected based on their expertise, trainings, willingness and their body of work since their employment in the department. Here is the proposed organizational chart of the OHSP.

Their Roles and Responsibilities:

### 1. School Head

- 1.1. Coordinates with the Local Government Unit (LGU) to ensure the use of community facilities by the OHSP learners;
- 1.2. Establishes a learning management program to bridge learning gaps and enhance learning;
- 1.3. Designates an OHSP Coordinator to synchronize OHSP activities with the

- other strategic components of Dropout Reduction Program (DORP);
- 1.4. Oversees the implementation of policies formulated by the DORP Council (for schools with DORP Council) pertinent to the OHSP;
  - 1.5. Provides administrative and technical support to the implementers;
  - 1.6. Evaluates the performance of the OHSP Coordinator and teacher implementers; and,
  - 1.7. Submits report to the Division through the Division DORP Council.

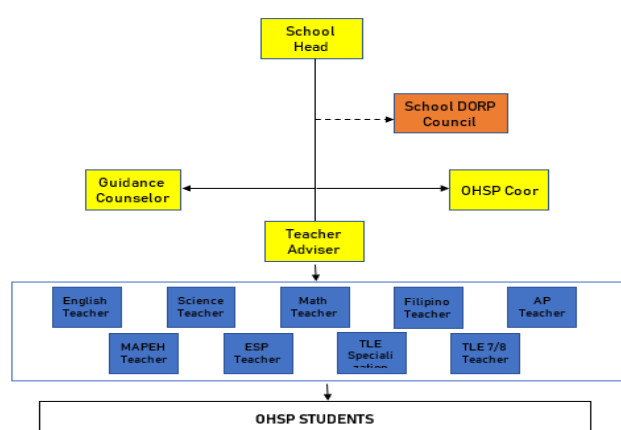


Figure 4  
Proposed Organizational Chart in James L. Chiongbian National Trade School for Open High School Program (OHSP)

2. School Dropout Reduction Program (DORP) Council
  - 2.1 Formulates policies to promote and ensure the successful implementation of the OHSP;
  - 2.2 Monitors the implementation of the policies in particular and the intervention in general; and,
  - 2.3 Resolves OHSP issues that may arise and problems that may be encountered.
3. OHSP Coordinator
  - 3.1 Initiates the designing and implementation of advocacy plans on OHSP to increase participation;
  - 3.2 Coordinates with the Guidance Counselor on the conduct of the Independent Learning Readiness Test (ILRT) and the Informal Reading Inventory (IRI) test;

- 3.3 Leads in the conduct of orientation program for OHSP students and parents;
- 3.4 Provides technical assistance to the teacher implementors;
- 3.5 Oversees proper documentation of OHSP activities; and,
- 3.6 Keeps the school Head and the School DORP Council properly informed on the progress of the OHSP.

#### 4. Guidance Counselor

- 3.1 Administers, analyzes and interprets ILRT and IRI test and helps teachers utilize test results;
- 3.2 Helps screen qualified enrollees to the OHSP;
- 3.3 Keeps an updated profile of the OHSP students; and,
- 3.4 Tracks the progress of the students through the teacher-implementers.

#### 5. Teacher-Adviser

- 3.1 Orients learners on their tasks and responsibilities as OHSP students;
- 3.2 Helps learners gain access to learning materials/resources;
- 3.3 Guides the learner in his/her self-directed learning tasks;
- 3.4 Tracks the progress of the learner;
- 3.5 Refers the learner to appropriate subject teacher for assistance when necessary; and,
- 3.6 Maintains a complete record of the learner's performance.

#### 6. Subject-Teacher

- 3.1 Assists learners in identifying their learning needs; and in preparing their self-directed learning plan (sample student learning plan attached in the handbook);
- 3.2 Provides time for consultation to address learning gaps;
- 3.3 Assesses learner's progress and provide feedback;
- 3.4 Keeps a complete record of the learner's performance; and,
- 3.5 Provides the teacher-adviser with the results of the student's performance.

## 7. Learner/Student

- 7.1 Accomplishes the learner's profile form;
- 7.2 Identifies his learning needs and prepares his self-directed learning plan;
- 7.3 Implements his self-learning plan;
- 7.4 Consults with the teacher-adviser, subject teacher or any capable person in the community when necessary;
- 7.5 Assesses his own progress and performance; and,
- 7.6 Reports periodically to the teacher-adviser and subject teachers.

On the Technological Considerations and Physical Infrastructure. In order to prepare students to meet the demands of the twenty-first century, the OHSP of James L. Chiongbian National Trade School is dedicated to improving its technical facilities. James L. Chiongbian has 19 functional computers that are connected to the internet for the 2024–2025 academic year. For the duration of the academic year, OHSP students can utilize these computers, which exposes them to digital literacy. Also, the Division of Sarangani commits 25 tablets for the Open High School students. In terms of Physical Infrastructure, the school has 2 available classrooms and 1 multi-purpose gymnasium that can be used if needed.

On the Class Schedule. Table 3 below is the proposed class schedules for Open High School Program (OHSP) from Grade VII-X. This serves as their schedule as to when to have face-to-face classes and asynchronous classes.

Table 3  
*Proposed Class Program for Open High School*

JAMES L. CHIONGBIAN NATIONAL TRADE SCHOOL OPEN HIGH SCHOOL PROGRAM IN JUNIOR HIGH SCHOOL					
Grade Level	Monday	Tuesday	Wednesday	Thursday	Friday
Grade 7	Face-to-Face	Asynchronous	Asynchronous	Asynchronous	Asynchronous
Grade 8	Asynchronous	Face-to-Face	Asynchronous	Asynchronous	Asynchronous
Grade 9	Asynchronous	Asynchronous	Face-to-Face	Asynchronous	Asynchronous
Grade 10	Asynchronous	Asynchronous	Asynchronous	Face-to-Face	Asynchronous

## III. Management Study: Risk Assessment and Mitigation Strategies

The establishment of an Open High School Program (OHSP) necessitates a comprehensive management strategy, particularly in the areas of risk assessment and mitigation. As the

program aims to provide flexible educational opportunities to diverse student populations, it must be carefully managed to identify potential risks and develop effective strategies to minimize their impact on both students and the program's overall success.

Risk assessment involves identifying key challenges that may hinder the program's implementation and sustainability. These risks include, but are not limited to, technological barriers (such as unreliable internet access or inadequate hardware), financial constraints (potential for insufficient funding or student affordability issues), and academic challenges (such as difficulties in ensuring consistent student engagement and retention). Furthermore, there may be logistical risks related to program delivery, such as delays in course content availability or difficulties in adapting teaching methods for diverse learning styles.

Mitigation strategies must be designed to proactively address these risks. For technological challenges, the program should ensure that students have access to the necessary tools and support, perhaps through partnerships with tech companies or government subsidies for devices and internet connectivity. Financial risks can be mitigated by securing sustainable funding sources and offering scholarships or flexible payment options for students. To address academic challenges, the program could implement robust student support systems, such as virtual tutoring, peer mentoring, and regular assessments to monitor progress.

Furthermore, careful planning is necessary to create contingency plans for unforeseen events, such as changes in government regulations, shifts in educational trends, or unexpected budget cuts. Building a strong infrastructure for continuous monitoring and feedback will allow the program to adapt and respond swiftly to emerging risks, ensuring its longevity and positive impact on students.

In conclusion, a well-structured risk assessment and mitigation plan is essential to

the success of an Open High School Program. By anticipating and addressing potential challenges through proactive management, the program can provide a reliable and effective educational alternative, ensuring equitable access and fostering positive outcomes for all students.

#### IV. Financial Study: Financial Projections and Cost- Benefit Analysis

Any successful educational program requires funding. Program implementers articulated their difficulty in obtaining financial help about reproducing modules and test materials, training for teachers, and subsidies for poor OHSP students. They favored directly receiving OHSP funds (from the ADM budget), or if possible, obtaining a separate and regular budget allocation from the national government.

In James L. Chiongbian National Trade School, the annual MOOE budget for Junior High School is 1,992,999.96 pesos. Based on the document analysis, for the calendar year 2025-2026, Open High School Program (OHSP) is included in the Annual Implementation Plan (AIP) with annual budget allocation of 450,000.00 or 22.58% of the annual MOOE budget for JHS.

Table 4  
*Proposed Budget Allocation Matrix for Establishment and Costs of the OHSP at James L. Chiongbian National Trade School*

Cost Category	Initial Establishment Cost	Estimated Cost	Funding Source
Supplies	Printers, inks, bond papers	P200,000.00	School MOOE
Teaching Staff	Training of existing staff	P 50,000.00	School MOOE
Transportation	Fare or gasoline for modules delivery and retrieval of modules	P 80,000.00	School MOOE
Technology Support	Additional Tablets for students	P 70,000.00	School MOOE
Subsidies for OHSP students	Augmentation of school for students' fare going to school for face-to-face classes	P 50,000.00	School MOOE
Total		P 450,000.00	School MOOE

highlights the significance of addressing ethical and social-cultural considerations.

To increase access to education, especially for those who might not be able to attend regular schools because of socioeconomic, cultural, or personal limitations, an Open High School Program (OHSP) might be established. However, to guarantee that the program serves all targeted communities without escalating already-existing inequities, it is imperative to address important ethical and sociocultural issues throughout implementation.

Ethically, the program must prioritize inclusivity and accessibility, ensuring that every student, regardless of background, is given an equitable opportunity to succeed. This includes overcoming barriers related to technology access, affordability, and support systems for students who may be at a disadvantage due to financial constraints or geographic isolation. Moreover, ethical guidelines must be followed to safeguard the privacy and well-being of students, especially in the context of online or remote learning environments.

Socio-culturally, it is crucial to recognize the diverse cultural backgrounds and values of the communities the program seeks to serve. The curriculum must be adaptable and culturally sensitive, reflecting the needs, traditions, and languages of various student groups. Additionally, the program must account for the varying socio-economic conditions that affect students' ability to participate, including providing appropriate support services such as tutoring, mentorship, or access to materials.

In conclusion, the successful implementation of an Open High School Program requires careful consideration of both ethical and socio-cultural factors. By addressing these considerations, the program can help create a more equitable and inclusive educational system, empowering individuals from diverse socio-economic and cultural backgrounds to achieve their academic potential and improve their socio-economic mobility.

#### V. Socio-Economic Study: Ethical and Socio-Cultural Considerations in Educational Projects

In order to guarantee that the program is in line with the mission and vision of the Department of Education as well as the community values that favorably impact the border socio-economic context, this feasibility study

**Conclusion.** Based on the quantitative and qualitative data gathered the following conclusions were drawn:

Based on the gathered data, the market study confirms a clear demand for an open high school program at James L. Chiongbian National Trade School. With strong interest from the local community and a significant need for flexible education options. The program is well-positioned to fill existing gaps in the educational landscape, offering a viable alternative for students seeking accessible, quality education. Based on the survey and interviews of both potential students and parents they expressed their willingness to be part of the proposed program.

Based on the collected data, the technical study demonstrates that the infrastructure, resources, and technology required for the proposed open high school program are feasible and can be effectively integrated into the current educational framework at the school. With the appropriate technological tools, trained personnel, and facility upgrades, the program can be delivered to meet modern educational standards.

Based on the data gathered, risk management study highlights key challenges, but also provides effective mitigation strategies to address potential risks. With proper planning and ongoing monitoring, these risks—such as financial constraints, regulatory compliance, and academic quality—can be managed to ensure the program's long-term success and sustainability.

Based on the gathered data, the financial study examines the costs, funding sources, and projected revenues for the proposed open high school program. It assesses the budget needed for staffing, resources, facilities, and technology. Based on the data gathered, Open High School Program is already part of the annual implementation plan of the school for school year 2024-2025 with an allocation of 450,000 for supplies, staff development, transportation and others. The study aims to

ensure financial feasibility and sustainability for the program.

Based on the data gathered, the socio-economic study concludes that the open high school program will have a positive impact on the local community, fostering greater educational access, skill development, and employment opportunities. By contributing to social mobility and supporting regional economic development, the program aligns with the broader socio-economic goals of the area.

Thus, the combined findings of these studies indicate that the proposed open high school program at James L. Chiongbian National Trade School is a feasible, financially sustainable, and socially beneficial initiative. With strong demand, effective risk management strategies, and positive socio-economic impacts, the program is well-positioned to enhance educational access and contribute to the growth and development of the local community.

**Recommendations.** Based on the conclusions the following recommendations are made:

To proceed with the development of the open high school program, as there is a clear demand within the community. To maximize enrollment and success, the program should target underrepresented groups, such as students in remote areas or those unable to attend traditional schools due to economic or personal reasons. Additionally, regular market assessments should be conducted to adjust the program's offerings based on changing community needs.

To invest in appropriate infrastructure and technology. It is recommended that the school invest in reliable online learning platforms and ensure that teachers are trained in delivering blended or online learning effectively. Additionally, the school should ensure that the necessary technical support is available to both students and staff to prevent disruptions and enhance learning outcomes.

To highlights various potential risks, including financial, regulatory, and operational

challenges. It is recommended that a comprehensive risk mitigation plan be developed, focusing on securing alternative funding sources (e.g., grants or partnerships) to reduce financial risk, as well as ensuring compliance with all educational regulations. Continuous monitoring and updating of the risk management plan will help address new challenges as they arise, ensuring the program's sustainability.

To create a detailed financial plan to ensure the open high school program's affordability and sustainability. This includes identifying multiple revenue sources, such as tuition fees, government funding, or partnerships with local businesses. Additionally, careful budgeting should be done to cover initial setup costs, including technology and infrastructure, while forecasting for long-term sustainability to avoid financial strain on the school.

To underscore the potential positive impact of the open high school program on the local community, particularly in terms of educational access and workforce development. It is recommended that the school collaborate with local industries and organizations to ensure that the curriculum aligns with the labor market's needs, providing students with skills that lead directly to employment opportunities. Moreover, the program should prioritize inclusivity and aim to reduce educational inequality in the region, particularly for marginalized or disadvantaged groups.

Thus, the combined findings of these studies suggest that the open high school program at James L. Chiongbian National Trade School is a viable and beneficial initiative. The school is encouraged to move forward with the program, ensuring that it integrates the technical, financial, and socio-economic recommendations outlined in the studies. By addressing identified risks, investing in appropriate infrastructure, and aligning the curriculum with community needs, the program has the potential to significantly contribute to local educational and economic development while providing a sustainable and accessible learning option for students.

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