Innovations

Open High School Program (OHSP): Efficacy in its Implementation

Shiena S. Cruz[1] and **Danilo S. Vargas[2]**

San Jose City, National High School, Department of Education, Philippines[1]
Central Luzon State University, Philippines[2]
Corresponding Author and Email: **Danilo S. Vargas & dsvargas@clsu.edu.ph[2]**

Abstract

The researcher conducted a study to evaluate the program after almost 4 years of implementation. The study utilized a survey method to quantify the observation of the teachers and the perception of the learners. In terms of the sociodemographic profile of the OHSP learners, the age of the learners seems to cluster around the 14-16 age bracket . It also reveals that there are about an even number of males and females. In terms of grade level, there are fewer Grade 7 learners that are enrolled in the program. The majority of the OHSP learners come from a family with unstable jobs. Further analysis shows that most of the OHSP learners' parents are working as a farm hand or has a small-scale business. In terms of parents' educational attainment, the data suggest that a large majority of the parents are high school graduates. In terms of family income, data shows that a substantial chunk of the families of OHSP learners did not reach the poverty threshold set by National Economic Development Authority (NEDA). In several siblings, the data reflects that majority of the OHSP learners come from small families. The results also suggest that OHSP learners seek assistance and even let others accomplish tasks intended for them and learners prefer to do the task when the deadline is near, a result of low motivation in accomplishing the task. According to teachers surveyed, OHSP learners require constant supervision to accomplish a given task. In informal reading inventory, the results also show that majority of the OHSP learners are classified as Frustration learners. For teacher's assessment of learner's compliance on modules, the data reveals that a majority of the learners in OHSP are failing to submit their requirements half of the time. With regards to the attendance, tardiness, and grades as academic indicators for assessing the progress of a learner in school, the result suggests that out of the 7 classes of the OHSP on average OHSP learners only attended four and half times. While tardiness is not a big problem. In the correlation analysis between experiences of learners with their sociodemographic profile, a negative correlation was found between having difficulty in complying with requirements and Grade Level. A very significant

relationship was found between seeking assistance and Gender. Another significant correlation was found between being motivated and Grade Level. Turning to Time Management, where two variables from the learners' profile have been marked significant correlating. It seems like females are more open to the idea of making a priority list. The other correlation being preparing necessary materials and Family Income.In correlation between experiences in OHSP and the Teachers' Evaluation of OHSP learners, it found out that difficulty in complying with requirements is correlated with requiring constant supervision, learning new concept and Phil-IRI rating. The motivation was found to be significantly correlated with the following instruction. And preparing necessary materials is correlated with attendance, compliance, and final grade.

Keywords: 1.Open 2.High School 3. Program 4.Efficacy 5.Implementation

Introduction

Every nation aims to improve the level and performance of every school for it caters to the learners and future leaders of the nation. Achieving optimum learning and education for all is the main goal of every school. In the Philippines, under the 1987 Philippine Constitution "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all". It clearly states that all public school both elementary and secondary level is mandated to provide free education to all learners. But despite this mandate, there are some observations that not all Filipinos can attain education due to some circumstances and life status. Also, it is not applied by other institutions for they are concern on the salary of the teachers especially in a private school where resource to fund this program is lacking.

To deal with this, on the 28th of July 2014 the Republic Act 10665 was created. An act establishing Open High School System (OHSS) where it aims to provide free and flexible education to open learners. This act will be open to all youth and adults who finished elementary education as well as high school qualifiers of the Philippine Educational Placement Test (PEPT) and the Alternative Learning System (ALS) Accreditation and Equivalency (A&E) Test.

The San Jose City National High School (SJCNHS), to deliver education to specific special needs of learners the school offers different special programs for a different group of learners. They have Science Technology and Engineering (STE), Special Program in the Arts (SPA), Special Education (SPED) for special learners, and Special Program for Foreign Language (SPFL) and Open High School Program (OHSP). From these different programs offered by the school, the OHSP had caught the researcher's interest for its clientele who are learners that are former regular students that belong to dropped out and "Balik-aral"(Back to school). The OHSP is both a dropout reduction intervention and an important mechanism in attaining the DepEd Education for All (EFA) goals. It caters to learners who are unable to attend the regular class program due to physical impairment, work, financial

difficulties, a distance of the home to school, and other justifiable and legitimate reasons. The program is also introduced as part of the Philippine Development Plan (2011-2016) Education For All goal of making every Filipino functionally literate by 2015.

"Education is the key to success." It is what everybody knows and nobody can deny the hard fact that education is extremely important for bringing change in the lives of the individual but not all of us were given a chance to attend a formal school. The Education for All (EFA) as DepEd advocate is accounted for high enrolment in schools. Although the enrolment has a high result, many poor families are unable to finance the ancillary school needs of their children. The reason why out of school youth happens because of the problems in the family that forces a teenager to work early brought by increasing demands but having less resource or skills. Department of Education has now a program for out-of-school youth which is the Alternative Learning System (ALS) in which all the out of school youth are allowed to pursue schooling. And even those who are already married can still attend this program if they want to have a certificate that will help them find a better job. Also for those who are dropped out in Elementary and Secondary school may have a chance to attend the tertiary level by passing the examination.

The questions now, are the learners still performing in this type of program? Is their interest in studying are the same as the regular students despite the personal problems they have? Is the program serves its real function? This paper will try to find out to answer those questions.

Objectives of the Study

This study aimed to :

1. Characterize the learner's profile of the Open High School Program.
2. Determine the learner's challenges
3. Analyze the teacher's evaluation of the Open High School Program learners
4. Determine the correlation between learners' profile and learner's experience.
5. Determine the correlation between learner's experience and teacher's evaluation on OHSP learners.

Review of Related Literature

The Open High School Program (OHSP) is an alternative mode of delivering secondary education for private schools. It puts a premium on an independent, self-pacing, and flexible study to reach learners who are unable to start or complete secondary education due to problems of time, distance, physical impairment, financial difficulties, social or family problems. The Open High School Program (OHSP) aims to: 1. retain in school potential dropouts; 2. encourage out-of-school youth of high school age (12-16) to return to

school, and 3. contribute to the accomplishment of the Education for All (EFA 2015) target which is 100% participation rate and zero dropout rate by 2015.

The primer of the Bureau of Secondary Education emphasizes that access to quality education is an inalienable right of every individual which will enable him/her to become a productive citizen. The Constitution, recognizing this right, explicitly mandates that every individual regardless of age, sex, race, political or socio-economic status must enjoy access to quality and relevant basic education. To this end, the Bureau of Secondary Education has designed the Open High School Program (OHSP), as an alternative mode of secondary education. The program offers an opportunity to those who desire to complete the high school curriculum outside of the formal school structure (Andrada L. M., 2008); "DepEd widens learners," 2017, paragraph. 4 of Senate Bill No. 2277; (Revilla Jr.,R. Santiago,M. Angara,J.E. and R Recto,R. (2014).

In congruence with the statement of the Constitution, former Pres. Gloria Macapagal Arroyo signed in the mid-2006 the Philippine Education For All 2015 which carried the slogan "Functional Literacy For All" (Asian South Pacific Bureau of Adult Education, 2007). To meet challenges in EFA, E-Net Philippines put forward 11 policy recommendations to wit 1.) Address School Dropout which includes: a.) Ensuring that children start school at the right age; b.) Identifying children at risk of dropping out and implement a pro-active program to mitigate the factors that increase the pressure on students and families to drop out; c.) Making every school accountable for every student dropping out of school; d.) Implementing a program that will encourage children to return to school as soon as they drop out, and e.) Implementing an effective referral system to keep track of out-of-school children and ensuring that they are given ample opportunities to return to school or enlist an alternative learning program. 2.) Reduce over-all school cost; 3.) Improve the quality of education by enforcing the current policies aimed at making learning in school learner-centered; 4.) Target scholarships for the poor and the disadvantaged; 5.) Promote health and nutrition; 6.) Expand the Alternative Learning System; 7.) Mobilize resources for affirmative actions for the marginalized; 8.) Increase investment in Basic Education; 9.) Practice budget efficiency; 10.) Information access and disclosure; and 11.) Strengthen participation in education governance (National Education for All Committee [NEC], 2010).

In the Philippine context, the high dropout rate has been also a problem through the years when it talks about students from high school. To solve this increasing high dropout rate in the Philippines, the Department of Education came up with a program to cater to the needs of these students. The program was called Dropout Reduction Program. Dropout Reduction Program It is an intervention program to reduce the high dropout rate and improve learning outcomes in public and private schools of the country using formal, non-formal, and informal approaches (DORP handbook, 2008). Under the program is what they call Open High School Program (OHSP). OHSP is an alternative mode of secondary education that uses distance learning. It caters to learners who are unable to attend the regular class program due to physical impairment, work, financial difficulties, a distance of the home to school, and other justifiable and legitimate reasons (OHSP handbook, 2008).

In the press release of the Department of Education last October 19, 2011, Education Secretary Armin Luistro said that there are already 46,000 students saved from dropping out. The Department of Education records' show that Dropout Reduction Program (DORP) has contributed to the remarkable accomplishment in reducing the high school dropout rate from 12.51% in 2005-2006 to 7.95% in the school year 2009-2010 (Luistro 2011). There is a large decrease in the percentage of dropout students since DORP was implemented. The basis of the program is Article XIV of the Philippine constitution.

There have been repeated calls in the scientific literature to consider high school dropout not as an event but as a process (Dupéré & Leventhal, 2014). In this view, dropout is the endpoint of a long trajectory of disengagement starting as soon as, and even before, children enter school. This long-term approach has led to breakthroughs in our understanding of the roots of dropout. Longitudinal studies spanning the first two decades of life have illuminated the role that early family circumstances and school experiences play in putting some children on a high-risk trajectory for dropout (Alexander, Entwisle, & Kabbani, 2001); (Duchesne, Vitaro, Larose, & Tremblay, 2008); (Jimerson, Egeland, Sroufe, & Carlson, 2000); (Porche, Fortuna, Lin, & Alegria, 2011). The long-term approach also highlights the importance of starting to support highly vulnerable children early in their schooling careers, a point further supported by the relative effectiveness of early childhood education programs in reducing dropout among high-risk youth (Schweinhart, et al., 2005). Also, even among students already considered at risk when they enter high school, there is considerable heterogeneity in terms of timing and outcomes, with some leaving school later than others and others unexpectedly graduating (Bowers, Sprott, & Taff, 2013). This heterogeneity could be determined in part by circumstances emerging late in students' schooling careers. Improved circumstances in adolescence can close wide achievement gaps established during the elementary school years (Dobbie & Fryer, 2011). Conversely, peak vulnerability could arise when early failure intersects with challenging circumstances in high school, such as when students are under important stress or are offered new opportunities incompatible with schooling (e.g., a full-time job). Attention to such precipitating factors among students following a recognizable long-term problematic path could contribute to a better understanding of when (if ever) and under what circumstances high-risk students decide to stop attending school. This understanding could help pinpoint periods of increased vulnerability during which these students need heightened attention.

Methodology

The evaluation study utilized a descriptive design combining quantitative survey and qualitative methods. Respondents of the study were selected using purposive sampling on 43 OHSP learners who are attending the classes regularly. All OHSP learners are chosen to be the respondents to get the optimum result of the study since all of them are at the same school and few. The researcher personally administered the questionnaires to the respondents. Interviews were also conducted to further gather important data. Descriptive

statistics like frequency count, percentage, and averages were used to aggregate the data for better analysis. Spearman rho was used to calculate the correlation analysis of the data.

Results and Discussion

Socio demographic Profile of the OHSP Learner

Table 1 describes the socio demographic profile of the OHSP learners. In terms of Age, the learners seem to cluster around the 14-16 age bracket meaning most of the learners are still within the age bracket of those in the regular class. On the higher end of the age bracket, 3 learners are supposed to be in senior high school and two learners age 19 and 20 should normally be in their college.

The socio demographic profile of the respondents reveals that there are about an even number of males and females. There are more male learners (n=23) than female learners (n=20).In terms of grade level, there are fewer Grade 7 learners that are enrolled in the program. Further analysis of the reasons they were enrolled in OHSP suggests that these reasons are beyond their control, like health problems and family separation. This means that if given prior attention, issues that led to learners enrolling in OHSP at a higher level should be addressed by the administrator.

On the other part of the socio demographic profile, the majority of the OHSP learners come from a family with unstable jobs. Further analysis shows that most of the OHSP learners' parents are working as a farm hand or has a small-scale business.
In terms of parents' educational attainment, the data suggest that a large majority of the parents are high school graduates. There are fathers (n=5) and mothers (n=6) that have completed college or around 12%. This means that the ratio of college graduation (12%) of the parents in OHSP is far lower than the national average (23%).

Family income is also one of the variables that were considered in this study. The data shows that a substantial chunk of the families of OHSP learners did not reach the poverty threshold set by NEDA which is peg at 10,000.00 Pesos. This data means that a substantial number of parents may have a hard time supporting their child's education.

The number of siblings is also a factor considered that may be affecting the performance of the OHSP learners. The data reflects that majority of the OHSP learners come from small families. An inventory of the primary reason why these learners are enrolled in OHSP was done. The data reveals that most of the OHSP learners are working students. This fact ties up with the earlier data about family income. Since many of the OHSP learners are from poor families, they are forced to work to support not only themselves but sometimes even their families.

Frequency of Learners' Experiences in Studying in OHSP

Studying is a very difficult undertaking, more so if one is expected to learn independently as in the case of OHSP learners. This way the researcher included the challenges encountered and experiences in the survey. The results suggest that OHSP learners seek assistance and even let others accomplish tasks intended for them (Table 2). This is problematic as the prepared modules are intended for the OHSP learners, any assistance may give the impression that the OHSP learner has mastered the materials, but in truth, he/she could not do it without assistance or worst without someone else doing it for him/her.

Another result that sticks out is the propensity of the OHSP learners to procrastinate up to the deadline of a task or module. This may be a result of low motivation in accomplishing the difficult task.

Teachers' Evaluation of OHSP Learners Independent Learning Readiness

Table 3, shows a stark reality in terms of independent learning among OHSP learners. According to teachers surveyed, OHSP learners require constant supervision to accomplish a given task. Another part of the result suggests that teachers often observed that OSHP learners cannot cope with the scheduled passing of modules and other requirements.

On the other hand, teachers seldom observe enthusiasm in learners in accomplishing modules. The data suggest that OHSP teachers should look into how to motivate learners to improve results.

Reading Levels of the OHSP Learner

Figure 1, shows that the majority (53%) of the OHSP learners are classified as Frustration readers. This is alarming even if they were in the regular class but more so because they are studying under the OHSP which requires learners to independently learn modules given to them weekly. Moving up to the Instructional readers, although better positioned to learn in the OHSP than their Frustration reader colleagues, they still need to be Independent readers. Unfortunately, only 12% of the OHSP learners are categorized as Independent learners.

This low reading proficiency problem in the OHSP is only a problem for the English and Filipino teachers as this affects the ability of the learner to learn new materials and contents independently. This situation warrants a greater focus and should be resolved immediately.

Estimated Percentage of Task Finished by OHSP Learners

Being able to meet only once a week, OHSP learners have less supervision and feedbacking compared to regular class learners (Figure 2). Because of this, it is not surprising for learners to have backlogs or requirements they have failed to submit for a subject. To quantify the amount of backlog the OHSP learners are incurring, the teacher-respondents were asked to give their estimation of the amount of finished requirement each learner has. The data was then plotted into the bar graph to better visualize the data.

The data reveals that a majority of the learners in OHSP are failing to submit their requirements half of the time. It is also problematic that about 13 learners out of 43 are not meeting any of the requirements at all. As stated above the lack of supervision may be to blame for this idling of OHSP learners in terms of requirements.

Average Academic Indicators of OHSP Learners

Traditionally attendance, tardiness, and grades are academic indicators for assessing the progress of a learner in school. This still applies to the learners under the OHSP program. Although attendance is only once a week, the day of class is very important because this is when the teachers can assign tasks and give feedback on the task assigned for the OHSP learner for the entire week. The once-a-week class is very important that a single absence is comparable to a week of being absent. The result suggests that out of the 7 classes of the OHSP on average OHSP learners only attended four and half times. This average does not suggest that no learner has complete attendance, there are. However, the results are heavily influenced by OHSP learners that only attended only once (Table 4).

In terms of tardiness, this seems not big a problem. This may be because the OHSP learners have the whole week for themselves and that the day of class is only weekly. The average grade of the OHSP learners indicates that they are not high performing students, even though there are those that excel, most of the OHSP learners are in the lower end of the passing grade.

Correlation Analysis between Experiences of Learners with their Sociodemographic Profile.

A correlation analysis (Table5) was undertaken to test the hypothesis about the relationship of the Socio demographic profile with the experiences of the OHSP learners. To begin with, a negative correlation was found between having difficulty in complying with requirements and Grade Level (r=-.284, p>0.05). This may suggest that those in the higher-grade level are more suitable in OHSP than those in the lower grade level.

A very significant relationship was found between seeking assistance and Gender (r=.393, p>0.001). This means that male OHSP learners tend to have a lower occurrence of seeking assistance in the modules. Another significant correlation was found between being motivated and Grade Level (r=330, p>0.05). This result shows that more students from the lower grade level indicating that they have higher levels of motivation.

Turning to Time Management, where two variables from the learners' profile have been marked significant correlating. It seems like females are more open to the idea of making a priority list (r=.332, p>0.05). This means that male learners do without such a priority list. Again this may not be detrimental to their studying but having a priority list gives a learner a better grasp of what is needed to be done. The other correlation being preparing necessary materials and Family Income (r=-.346, p>0.05). This result suggests that learners from a higher level in society are not willing to prepare materials when compared to the lower social-level.

Correlation between Experiences in OHSP and the Teachers' Evaluation of OHSP Learners

A handful of correlation has been found in how the learners answered the experiences part of the questionnaire and the teacher used evaluation tool (Table 6) .First, difficulty in complying with requirements is correlated with requiring constant supervision (r=.370, p>0.05), learning new concept (r=-0.274, p>0.05, and Phil-IRI rating (r=-.310, p>0.05). This means that normally those who found it hard to comply with requirements are the ones that need constant supervision. On the other hand, the ability to learn new concepts makes the OHSP learner comply with requirements. The same is true with Phil-IRI, the more the rate is higher on the Phil-IRI, the difficulty in complying with requirements becomes lower. An ironic result found in this study is how those rated lower in Phil-IRI have sought help to do the task (r=-0.353, p>0.05). The explanation of this result is the Dunning-Kruger effect which suggests that lower competency learners tend to rate themselves higher. The motivation was found to be significantly correlated with the following instruction. The learners that rated themselves higher in motivation were better at the following instruction. Finally, preparing necessary materials is correlated with attendance, compliance, and final grade. This means that as expected that those who prepare materials for OHSP have higher attendance, compliance, and final grade.

Conclusions

OHSP learners are not high performing compare to regular students. The program is both a dropout reduction intervention and an important mechanism in attaining the DepEd Education for All (EFA) goals. It serves as one of the tools to combat the growing rate of the out of school youth in the country

Recommendations

1. Available modified modules and other resources must be ready for OHSP learners to reduce difficulty in doing the task.
2. Support from all sides both parents and school and teachers should be properly established.
3. Other researchers may conduct further research that would help improve monitoring of learners' progress in OHSP.
4. There should be a standard monitoring measure to identify OHSP progress other than the teacher's level of management and determine other needs of special education learners

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Table 1.Sociodemographic Profile of the OHSP Learner

Sociodemographic Profile		Frequency	Percent
Age			
13 years old		5	11.63
14 years old		10	23.26
15 years old		8	18.60
16 years old		15	34.88
17 years old		3	6.98
19 years old		1	2.33
20 years old		1	2.33
	N	43	100.00
Gender			
Male		23	53.49
Female		20	46.51
	N	43	100.00
Grade Level			
Grade 7		6	13.95
Grade 8		9	20.93
Grade 9		7	16.28
Grade 10		21	48.84
	N	43	100.00
Employment			
Stable Income		17	39.53
Unstable Income		26	60.47
	N	43	100.00
Fathers' Educational Attainment			
College Graduate		5	11.63

High School Graduate		28	65.12
Elementary Graduate		10	23.26
	N	43	100.00
Mothers' Educational Attainment			
College Graduate		6	13.95
High School Graduate		32	74.42
Elementary Graduate		5	11.63
	N	43	100.00
Family Income			
< 10,000.00		14	32.56
10,001.00-15,000.00		12	27.91
15,001.00-20,000.00		6	13.95
20,001.00-25,000.00		6	13.95
>25,000.00		5	11.63
	N	43	100.00
Number of Siblings			
0		8	18.60
1		18	41.86
2		6	13.95
3		5	11.63
4		3	6.98
5		3	6.98
	N	43	100.00
Reason for enrolling in OHSP			
Heath Related		5	11.63
Teenage Pregnancy or Parenthood		8	18.60
Working Student		15	34.88
Family Related		10	23.26
Other		5	11.63
	N	43	100.00

Table 2.Frequency of Learners' Experiences in Studying in OHSP

STATEMENTS	WM	Description
ACCOMPLISHING MODULES		
I have difficulty complying with my requirements	2.89	Often Observed
I know how to use possible resources to do the task easily	2.56	Often Observed
I seek assistance to do my task or requirements	3.13	Often Observed
I let my friends and family do the task for me	3.05	Often Observed
I am motivated to do difficult task or requirements	2.48	Seldom Observed

Time management

I make a list of my priority task	2.36	Seldom Observed
I always follow routines in doing my task/requirements	2.91	Often Observed
I prefer to do my task when the deadline is near	3.07	Often Observed
I prepare all the necessary materials needed to do my task	2.77	Often Observed
I can sacrifice my hobbies or other work to finish my requirements	2.58	Often Observed

Legend: 1.00-1.74   Never Observed
        1.75-2.49   Seldom Observed
        2.50-3.24   Often Observed
        3.25-4.00   Always Observed

Table 3. **Teachers' Evaluation of OHSP Learners Independent Learning Readiness**

Independent Learning Readiness	WM	Verbal Description
1. The learner demonstrates the ability to follow the instruction in the modules	2.88	Often Observed
2. The learner requires constant supervision to accomplish the task	3.26	Always Observed
3. The learner learns new concept contained in the modules by him/herself	2.78	Often Observed
4. The learner shows enthusiasm in accomplishing his/her modules	2.36	Seldom Observed
5. The learner **cannot** cope with the scheduled passing of the module	3.15	Often Observed

Legend: 1.00-1.74   Never Observed
        1.75-2.49   Seldom Observed
        2.50-3.24   Often Observed
        3.25-4.00   Always Observed

Table 4. Average Academic Indicators of OHSP Learners

Attendance	Tardiness	Grade
4.5 / 7	1 / 7	82.36

Table 5.Correlation Analysis between Experiences of Learners with their Sociodemographic Profile.

	Age	Gender	Grade Level	Income Status of Parents	Fathers' Edu.	Mothers' Edu.	Family Monthly Income	Number of Siblings
Accomplishing Modules								
I have difficulty complying with my requirements	-0.254	0.188	**-0.284***	0.185	0.187	0.062	-0.003	-0.085
I know how to use possible resources to do the task easily	0.134	-0.089	0.198	0.132	0.037	-0.119	-0.136	-0.208
I seek assistance to do my task or requirements	0.255	**0.393***	0.204	-0.050	-0.184	0.097	0.194	0.026
I let my friends and family do the task for me	-0.181	0.102	-0.090	0.255	-0.196	0.211	-0.180	0.222
I am motivated to do difficult task or requirements	-0.221	0.050	**0.330***	-0.106	-0.047	0.010	0.019	-0.208
Time Management								
I make a list of my priority task	0.033	**0.334***	0.171	0.111	0.032	0.007	0.170	0.149
I always follow routines in doing my task/requirements	-0.115	-0.167	-0.241	0.197	-0.056	-0.107	0.130	0.152
I prefer to do my task when the deadline is near	-0.044	0.019	0.243	0.209	-0.228	-0.157	0.038	-0.016
I prepare all the necessary materials needed to do my task	0.110	0.002	0.247	-0.130	-0.157	0.166	**-0.346***	0.101
I can sacrifice my hobbies or other work to finish my requirements	-0.061	-0.205	-0.021	-0.022	0.048	0.167	0.241	0.093

Legend: * significant at 0.05
     ** significant at 0.01

Table 6.Correlation between Experiences in OHSP and the Teachers' Evaluation of OHSP Learners

	Independent Learning Readiness								
	The learner demonstrates the ability to follow the instruction in the modules	The learner requires constant supervision to accomplish the task	The learner learns new concept contained in the modules by him/herself	The learner shows enthusiasm in accomplishing his/her modules	The learner cannot cope with the scheduled passing of the module	Phil-IRI	Compliance	Attendance	Grade
Accomplishing Modules									
I have difficulty complying with my requirements	0.232	**0.370***	**-0.274***	0.238	0.240	**-0.310***	0.236	-0.098	0.151
I know how to use possible resources to do the task easily	-0.089	-0.159	0.145	-0.014	-0.222	0.198	-0.223	-0.137	-0.032
I seek assistance to do my task or requirements	0.143	0.041	-0.238	-0.097	-0.248	**-0.353***	-0.001	0.068	0.137
I let my friends and family do the task for me	-0.097	0.186	-0.111	0.112	0.031	0.215	0.108	-0.097	0.194
I am motivated to do difficult task or requirements	**0.334***	0.114	-0.126	0.253	0.043	0.047	0.066	0.087	0.152

Time

Management

|									
I make a list of my priority task	0.185	0.000	0.060	0.143	-0.127	0.205	0.021	-0.079	0.222
I always follow routines in doing my task/requirements	0.242	-0.148	0.004	0.128	0.081	-0.243	-0.041	0.095	0.039
I prefer to do my task when the deadline is near	0.053	0.133	-0.200	0.240	0.118	0.079	0.120	0.018	0.125
I prepare all the ssary materials led to do my task	0.199	-0.014	0.125	0.188	0.064	-0.148	**0.296***	**0.335***	**0.329***
I can sacrifice my hobbies or other work to finish my requirements	-0.019	0.250	-0.014	-0.208	0.189	-0.010	-0.165	-0.217	0.182

Legend: * significant at 0.05

      ** significant at 0.01
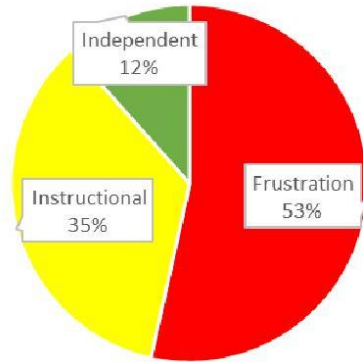
Figure 1. Reading Levels of the OHSP Learner
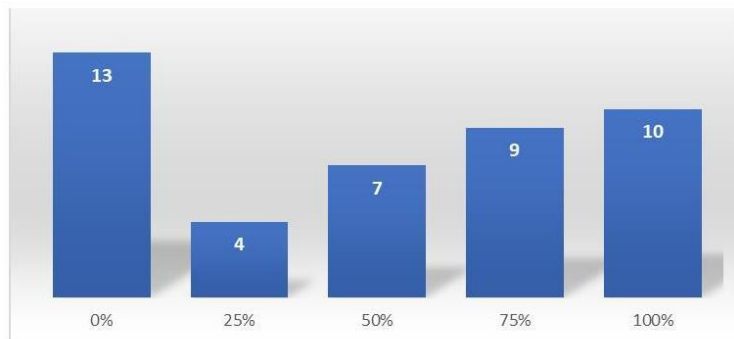
Figure 2. Estimated Percentage of Task Finished by OHSP Learners