Grounding Quality Education from the Experiences of High School Students in Selected Secondary Schools in the Philippines

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Author's contribution

The sole author designed, analysed, interpreted and prepared the manuscript.

Original Research Article

ABSTRACT

Grounding Quality Education from the Experiences of High School Students, in Selected Secondary Schools in the Philippines. This study explored the experiences of High School Students from two different school in the Philippines. This task is entailed the identification of "Lived encounters of students in terms of accessibility of education, delivery of education, teachers and methodology, and students managing the overall experiences.

Aims: The study aimed to make a detailed and comprehensive inquiry into the Lived-Experiences of High School students with a view to develop an essential recommendation for students, teachers, supervisors, Department of Education, and National Government officials.

Scope and Limitation of the Study: The study focused on lived experiences of 10 selected high school students enrolled in public school and 10 selected high school students enrolled in private school and comparison of the differences in their lives and experiences inside their classroom.

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Research Design: This observational analytic case control uses the grounded-phenomenological method of research. This method allows the researchers to investigate deeply into the subjective experiences and perspectives of the high school students.

Results: In view of quality education, The quality education is to provide an environment for learning in order to eliminate the complex students' school problems with the right accessibility and sustainability for education with the help of expected government (DepEd) programs and the vital parts of students in the educational system.

Conclusion and Recommendation: The successful Quality Education starts with good student assessment of needs are those who manage student consistent learning, sustained-satisfied, and good students outcomes which provided them of awareness, knowledge, skills and preparedness for the future employment.

1. INTRODUCTION

Quality Education is at the heart of all education systems as good quality teaching and learning environments ensure effective learning outcomes [1]. This was the most essential tool for everyone to become successful in life [2] while quality influences what students learn, how well they learn and what benefits they draw from their education [3]. This is the reasons why the different countries do their proper assessment on their educational system to adjust, update, and apply the new educational program in order to go with the new trend of the global demand. One of the step to have a Quality Education, the Philippine government implemented the K 12 Program started 2012-2013 [4] but somehow K-12 Program still needs to be addressed along the implementation processes. Implementation of this program projected by the Department of Education can be beneficial at the end of senior high school and can supply workforce for the global demand. The evidence-based of this program must be assess through a proper feedback and do a proper intervention if needed. The access to interventions and feedback from the grassroots on how the policy works still need to be identified and to improved [5]. Despite all the problems found as a result of the implementation of this new curriculum, many had believed that the long-term effects of the K to 12 program were very beneficial to all Filipino graduates [6] and these should be assessed from the utterances of the High School students based on their experiences.

These experiences of the High School students were extracted, analyzed, and this study can provide valuable insights of a quality education from the grassroots.

In our approach to discern the experiences of the High School students, the authors gave special importance to the feedback and responses from the students enrolled in this study as the right amount of data needs to obtain before it can be analyzed properly in order to analyze the data obtained and to make proper recommendations.

1.1 Objective

The study aimed to make a detailed and comprehensive inquiry into the Lived-Experiences of High School students with a view to develop with recommendations for students, teachers, supervisors, Department of Education, and National Government officials.

2. METHODS

2.1 Respondents of the Study

The study was conducted into two selected school in Quezon City, Metro Manila: First is a public secondary school - Commonwealth High School and the second is private secondary school, New Era University High School Department. The first secondary school was chosen because of its large number of enrollees in all year level. The second secondary school was chosen because their unique discipline for their students when it comes to school policy. The Saint Jude College Research Board Committee approved the research protocol. Prior to commencement of the study, the researcher obtained approval from both secondary school, and informed consent from the students.

Using purposive-selective sampling method, 20 respondents were selected from the two selected school: 10 respondents from the

Commonwealth High School and 10 respondents from the New Era University High School Department. Inclusion criteria in public and private secondary school were: 1. Filipinos born 2. Studied in a public or private secondary school 3. Assessable and willing to be a part of the study but still living at Metro Manila. 4.Studied in school for five to fourteen years. 5.Must be willing to be interviewed up to 3 hours, and 6. The person must be willing to share their experiences in the school.

2.2 Tool of the Study

An Open-Ended Questionnaire assessed the experiences of the students in private and public secondary school. Follow up questions were used to meet the saturation needed in the study.

2.3 Data Gathering Procedure

The questionnaire methods was the mode of the data gathering with qualitative approach. Data was collected in brief phases, maintaining the quality and relevance of the recordings for proper documentation and followed by data analysis. (1) The study was conducted in Commonwealth High School a public secondary school and New Era University a private secondary school both schools are in Quezon City Metro Manila. (2) The responses in the Open-Ended Questionnaires formed the basis for analyzing the experiences of the high school students in Quality Education under with the K12 program.

2.4 Qualitative Analysis

The data gathered from the high school students' utterances were recorded. Textual analyses were applied for counting the frequency and sequencing of words, phrases, and concepts in addition to comparing, contrasting and categorizing them and to find and conceptualize the underlying issues among the "noise" of the data. Coding was used by attaching a particular label to a particular chunk data. Concepts were used by finding the group of codes that go together to embody an idea basically the underlying meaning, uniformity, and/or/ pattern within a set of descriptive utterances. Categories were applied by finding the main theme which sum up a pattern of behavior. Grounded theory are that is central, as it relates to many other categories and their properties, and accounts for a large portion of the variations in a pattern of behavior.

3. RESULTS

From the results shown in Table 1, There were 10 high school students from a public secondary school that uttered keypoints that produced 383 Codes; JSL keypoints of P1 ps X1- P1 ps X39 produced 39 codes, SJP keypoints of P2 ps X1- P2 ps X33 produced 33 codes, MJV keypoints of P3 ps X1- P3 ps X46 produced 46 codes, JD keypoints of P4ps X1- P4ps X52 produced 52 codes, EMA keypoints of P5 ps X1- P5 ps X46 produced 46 codes, TS keypoints of P6 ps X1- P6 ps X35 produced 35 codes, WKC keypoints of P7 ps X1- P7 ps X36 produced 36 codes, FY keypoints of P8 ps X1- P8 ps X36 produced 36 codes, VM keypoints of P9 ps X1- P9 ps X14 produced 14 codes, AJS keypoints of P10 ps X1- P10 ps X46 produced 46 codes.

While the results shown in Table 2, There were 10 high school students from a private secondary school that uttered keypoints that produced 294 Codes; RZL keypoints of P1pr X1 - P1pr X24 produced 24 codes, JMB keypoints of P2pr X1 - P2pr X21 produced 21 codes, JJA keypoints of P3pr X1 - P3pr X17 produced 17 codes, SA keypoints of P4pr X1 - P4pr X20 produced 20 codes, CBD keypoints of P5pr X1 - P5pr X24 produced 24 codes, ACA keypoints of P6pr X1 - P6pr X28 produced 28 codes, AAA keypoints of P7pr X1 - P7pr X48 produced 48 codes, MD keypoints of P8pr X1 - P8pr X37 produced 37 codes, FD keypoints of P9pr X1 - P9pr X39 produced 39 codes, DRB keypoints of P10pr X1 - P10pr X36 produced 36 codes,

Codes that produced from public high school students was 386 while the codes produced from private high school students was 294 with a total 677 Codes. These 677 codes were processed, compared with each other to find a higher order commonality, produced concept from the codes.

From the results shown in Table 3, There were 22 Concepts formulated that were supported by frequency of codes: 1.Issue of too much activities at the same time supported by P5ps x5, P7ps x5, P8ps x7, P10ps x2, P6ps x25, P8ps x3, P8ps x4, P8ps x5, P8ps x6, P6pr x5, P8pr x29, P9pr x10 codes from both secondary school, 2. Issue on adjustment to cope up supported by P5ps x9, P2ps x11, P7ps x2, P8ps x8, P8ps x9, P9ps x5, P10ps x7, P2pr x6, P3pr x5, P7pr x3, P7pr x8, P9pr x4 codes from both secondary school, 3.School beautification and order supported by P2ps x17, P5ps x28, P5ps

x29, P8ps x19, P8ps x20, P8ps x21P9ps x11, P1ps x18, P3ps x19, P5ps x27, P8ps x2, P8ps x18, P9ps x10 codes from public secondary school, 4. Issue on students conflict supported by P1ps x3a, P5ps x31, P5ps x32, P5ps x33, P7pr x44, P8pr x7 P8pr x8 codes from both secondary school, 5. High School difficult subjects supported by P3ps x15, P5pr x11, P7pr x12, P8pr x13, P10pr x15, P10pr x16 codes from both secondary school, 6. Student decisiveness supported by P1ps x10, P9pr x33, P1pr x23, P2pr x5, P8pr x21, P10pr x2 codes from both secondary school, 7. Happiness in high school activities supported by P1ps x1, P4ps x3, P5pr x1, P8pr x37, P9pr x26, P9pr x31, P10pr x32, P10pr x33, P5ps x1, P5ps x2, P5ps x3, P6ps x6, P1pr x3, P4pr x20 codes from both secondary school, 8. Enrollment issue supported by P5ps x23, P5ps x25, P6ps x16, P7ps x15, P3pr x9, P7pr x23, P7pr x24, P7pr x25, P2ps x16, P5ps x24, P5ps x26, P7ps x19, P1pr x18, P3pr x10, P5pr x14, P6pr x16, P6pr x17, P10pr x21, P3ps x18, P7ps x16 , P7ps x17, P7ps x18, P10pr x22 codes from both secondary school, 9.Students' financial problem issues supported by P1ps x3 , P1ps x25, P2ps x22, P2ps x23, P6ps x3 P6ps x27, P6ps x34, P8ps x31, P10ps x14, P10ps x33, P10ps x35, P10ps x42, P7pr x4, P9pr x3, P9pr x21 codes from both secondary school, 10. Students' low performance issue supported by P1pr x6, P1pr x7, P2pr x4,P4pr x17, P8pr x6, P10pr x6 codes from both secondary school, 11. Issue of being an honor students supported by P6ps x4, P1pr x1, P1pr x2, P1pr x19, P7pr x31, P9pr x25, P9pr x30 codes from both secondary school, 12. K12 is for Students future preparation supported by P9pr x34,P3ps x32, P4ps x44, P5ps x19, P5ps x40, P5ps x41, P8ps x28, P1pr x24, P2pr x20, P5pr x21, P7pr x42, P7pr x43, P8pr x22, P9pr x34 codes from both secondary school, 13. K12 aim to help education supported by P1ps x31, P9pr x35, P9pr x36, P9pr x38, P4ps x40, P6ps x29, P7ps x28, P3pr x15, P4pr x16, P6pr x24, P9pr x35, P9pr x38 codes from both secondary school, 14. K12 is for Students future preparation supported by P3ps x31, P5ps x39, P5ps x43, P5ps x46, P10ps x43, P2pr x19, P5pr x20, P7pr x40 codes from both secondary school, 15. K12 problems supported by P9pr x37,P3ps x30, P8ps x29, P8ps x30, P7pr x39, P9pr x36, P9pr x37 codes from both secondary school, 16. Teaching methodology supported by P3ps x13, P5ps x17, P7ps x10, P7ps x11, P8ps x12, P8ps x13, P8ps x14, P8ps x15 P9ps x6, P9ps x7, P8pr x11, P10pr x13, P2pr x7, P3pr x6, P4pr x7 P5pr x9, P5pr x10, P6pr x9, P6pr x11, P7pr x11, P7pr x14, P8pr x9, P8pr x12, P10pr x11 codes from both secondary school, 17. Modules issues supported by P8ps x35, P7ps x30, P7ps x32, P7ps x33, P7ps x34, P8ps x36 codes from public secondary school, 18. Issue on deadlines supported by P4ps x38, P8ps x23, P3pr x13, P5pr x2, P5pr x5, P5pr x6 codes from both secondary school, 19. Time management issues supported by P3ps x6, P5ps x4, P5ps x6, P5ps x34, P6pr x20 codes from both secondary school, 20 . Limited sleeping time issue supported by P3ps x12, P5ps x7, P5ps x8, P5ps x10, P5ps x11, P5ps x35,P6ps x8 , P6ps x10, P7ps x8, P8ps x27, P2pr x17, P6pr x4, P7pr x22, P8pr x15, P9pr x8 codes from both secondary school, 21. Students' decisiveness for study supported by P6ps x7,P10ps x18, P1ps x29, P9ps x4, P1pr x8, P2pr x18, P4pr x9, P4pr x18, 7pr x20, P7pr x46, P7pr x19, P9pr x27, P9pr x28, P10pr x3 codes from both secondary school, 22. Subjects issues supported by P1pr x10, P1pr x12, P1pr x13, P1pr x14, P2pr x11, P2pr x12, P2pr x13, P2pr x14, P5pr x12, P5pr x13, P6pr x12P7pr x38, P9pr x19, P9pr x20 codes from private secondary school.

Table 1. Codes from the utterances of a Public High School Students in Commonwealth High School, Quezon City Metro Manila on Quality Education

ID Name	Keypoint	Codes
JSL	P1 ps X1- P1 ps X39	39
SJP	P2 ps X1- P2 ps X33	33
MJV	P3 ps X1- P3 ps X46	46
JD	P4 ps X1- P4 ps X52	52
EMA	P5 ps X1- P5 ps X46	46
TS	P6 ps X1- P6 ps X35	35
WKC	P7 ps X1- P7 ps X36	36
FY	P8 ps X1- P8 ps X36	36
VM	P9 ps X1- P9 ps X14	14
AJS	P10 ps X1- P10 ps X46	46
		Total 383

Table 2. Codes from the utterances of a Private High School Students in New Era University High School Department, Quezon City Metro Manila on Quality Education

ID Name	Keypoint	Codes
RZL	P1pr X1 - P1pr X24	24
JMB	P2pr X1 - P2pr X21	21
JJA	P3pr X1 - P3pr X17	17
SA	P4pr X1 - P4pr X20	20
CBD	P5pr X1 - P5pr X24	24
ACA	P6pr X1 - P6pr X28	28
AAA	P7pr X1 - P7pr X48	48
MD	P8pr X1 - P8pr X37	37
FD	P9pr X1 - P9pr X39	39
DRB	P10pr X1 - P10pr X36	36
		Total 294

Table 3. Concepts produced from the Frequency of Codes from the utterances of High School Students both in Public and Private Secondary School in Quezon City, Metro Manila on Grounding Quality Education.

Frequency of codes	Concepts
P5ps x5, P7ps x5, P8ps x7, P10ps x2, P6ps x25, P8ps x3, P8ps x4, P8ps x5, P8ps x6	Issue of too much activities at the same time
P6pr x5, P8pr x29, P9pr x10	
P5ps x9, P2ps x11, P7ps x2, P8ps x8, P8ps x9, P9ps x5, P10ps x7	Issue on adjustment to cope up
P2pr x6, P3pr x5, P7pr x3, P7pr x8, P9pr x4	
P2ps x17, P5ps x28, P5ps x29, P8ps x19, P8ps x20, P8ps x21P9ps x11, P1ps x18, P3ps x19, P5ps x27, P8ps x2, P8ps x18, P9ps x10	School beautification and order
P1ps x3a, P5ps x31, P5ps x32, P5ps x33	Issue on students' conflict
P7pr x44, P8pr x7 P8pr x8	
P3ps x15	High School difficult subjects
P5pr x11, P7pr x12, P8pr x13, P10pr x15, P10pr x16	
P1ps x10	Student decisiveness
P9pr x33, P1pr x23, P2pr x5, P8pr x21, P10pr x2	
P1ps x1, P4ps x3	Happiness in high school activities
P5pr x1, P8pr x37, P9pr x26, P9pr x31, P10pr x32, P10pr x33, P5ps x1, P5ps x2, P5ps x3, P6ps x6, P1pr x3, P4pr x20	
P5ps x23, P5ps x25, P6ps x16, P7ps x15, P3pr x9, P7pr x23, P7pr x24, P7pr x25, P2ps x16, P5ps x24, P5ps x26, P7ps x19	Enrollment issue
P1pr x18, P3pr x10, P5pr x14, P6pr x16, P6pr x17, P10pr x21, P3ps x18, P7ps x16 , P7ps x17, P7ps x18, P10pr x22	
P1ps x3 , P1ps x25, P2ps x22, P2ps x23, P6ps x3 P6ps x27, P6ps x34, P8ps x31, P10ps x14, P10ps x33, P10ps x35, P10ps x42	Students' financial problem issues
P7pr x4, P9pr x3, P9pr x21	
P1pr x6, P1pr x7, P2pr x4,P4pr x17, P8pr x6, P10pr x6	Students' low performance issue
P6ps x4	Issue of being an honor student
P1pr x1, P1pr x2, P1pr x19, P7pr x31, P9pr x25, P9pr x30	
P9pr x34,P3ps x32, P4ps x44, P5ps x19, P5ps x40, P5ps x41, P8ps x28	K12 is for Students future preparation
P1pr x24, P2pr x20, P5pr x21, P7pr x42, P7pr x43, P8pr x22, P9pr x34	
P1ps x31, P9pr x35, P9pr x36, P9pr x38, P4ps x40, P6ps x29, P7ps x28	K12 aim to help education
P3pr x15, P4pr x16, P6pr x24, P9pr x35, P9pr x38	
P3ps x31, P5ps x39, P5ps x43, P5ps x46, P10ps x43	K12 is for Students future preparation
P2pr x19, P5pr x20, P7pr x40	
P9pr x37,P3ps x30, P8ps x29, P8ps x30	K12 problems
P7pr x39, P9pr x36, P9pr x37	

Frequency of codes	Concepts
P3ps x13, P5ps x17, P7ps x10, P7ps x11, P8ps x12, P8ps x13, P8ps x14, P8ps x15 P9ps x6, P9ps x7, P8pr x11, P10pr x13, P2pr x7, P3pr x6, P4pr x7 P5pr x9, P5pr x10, P6pr x9, P6pr x11, P7pr x11, P7pr x14, P8pr x9, P8pr x12, P10pr x11	Teaching methodology
P8ps x35, P7ps x30, P7ps x32, P7ps x33, P7ps x34, P8ps x36	Modules issues
P4ps x38, P8ps x23, P3pr x13, P5pr x2, P5pr x5, P5pr x6	Issue on deadlines
P3ps x6, P5ps x4, P5ps x6, P5ps x34, P6pr x20	Time management issues
P3ps x12, P5ps x7, P5ps x8, P5ps x10, P5ps x11, P5ps x35,P6ps x8 , P6ps x10, P7ps x8, P8ps x27 P2pr x17, P6pr x4, P7pr x22, P8pr x15, P9pr x8	Limited sleeping time issue
P6ps x7,P10ps x18, P1ps x29, P9ps x4, P1pr x8, P2pr x18, P4pr x9, P4pr x18, 7pr x20, P7pr x46, P7pr x19, P9pr x27, P9pr x28, P10pr x3	Students' decisiveness for study
P1pr x10, P1pr x12, P1pr x13, P1pr x14, P2pr x11, P2pr x12, P2pr x13, P2pr x14, P5pr x12, P5pr x13, P6pr x12P7pr x38, P9pr x19, P9pr x20	Subjects' issues

Table 4. Categories formulated supported by its concepts from the utterances of high school students both in public and private secondary school in Quezon City, Metro Manila on Grounding Quality education

| Concepts	Category
Limited sleeping time issue	Complex students' school problems
Subjects' issues	
Issue of too much activities at the same	
Issue on students' conflict	
Issue of being an honor students	
K12 problems	
High School difficult subjects	
Students' low performance issues	
Modules issues	
Issue on deadlines	
Teaching methodology	Leading instrument for quality education
Happiness in high school activities	Condusive environment for learning
School beautification and order	
Enrollment issues	Accessibility and sustainability for educ.
Students' financial problem issues	
K12 is for Students future preparation(2)	Expected dep ed programs
K12 aim to help education	
Students' decisiveness for study(2)	Students' parts on educational system
Time management issues	
Issue on adjustment to cope-up	

From the results shown in Table 4, There were 6 Categories supported by its Concepts; First, complex students problems supported by Limited sleeping time issue, Subjects issues , Issue of too much activities at the same, Issue on students conflict, Issue of being an honor students, K12 problems, High School difficult subjects, Students' low performance issues, Modules issues, Issue on deadlines. Second, leading instrument for quality education supported by Teaching methodology. Third, condusive environment for learning supported by Happiness in high school activities, School beautification and order. Fourth, accessibility and sustainability for education supported by Enrollment issues, and Students' financial problem issues. Fifth, expected department of education programs supported by K12 is for Students future preparation(2) , and K12 aim to help education. Sixth, students' parts on educational system supported by Students' decisiveness for study(2) , Time management issues, Issue on adjustment to cope-up.

Table 5. Emerging theory supported by its category/theme from the utterances of high school students both in private and public secondary school in quezon city, metro manila on grounding quality education

Category/Themes	Theory
Complex students' school problems	In View of Quality Education:
Leading instrument for quality education	The instrument for quality education is to provide a
Condusive environment for learning	condusive environment for the students thru right
Accessibility and sustainability for educ	accessibility and sustainability to eliminate complex
Expected DepED programs	students school problems with the help of expected
Students' parts on educational system	government (DepEd) programs and the vital parts of
	the students in the educational system

Table 6. Summary of high school students' utterances in both public and private secondary schools I Quezon City, metro manila on grounding quality education that lead to codes, concept, category, and theory
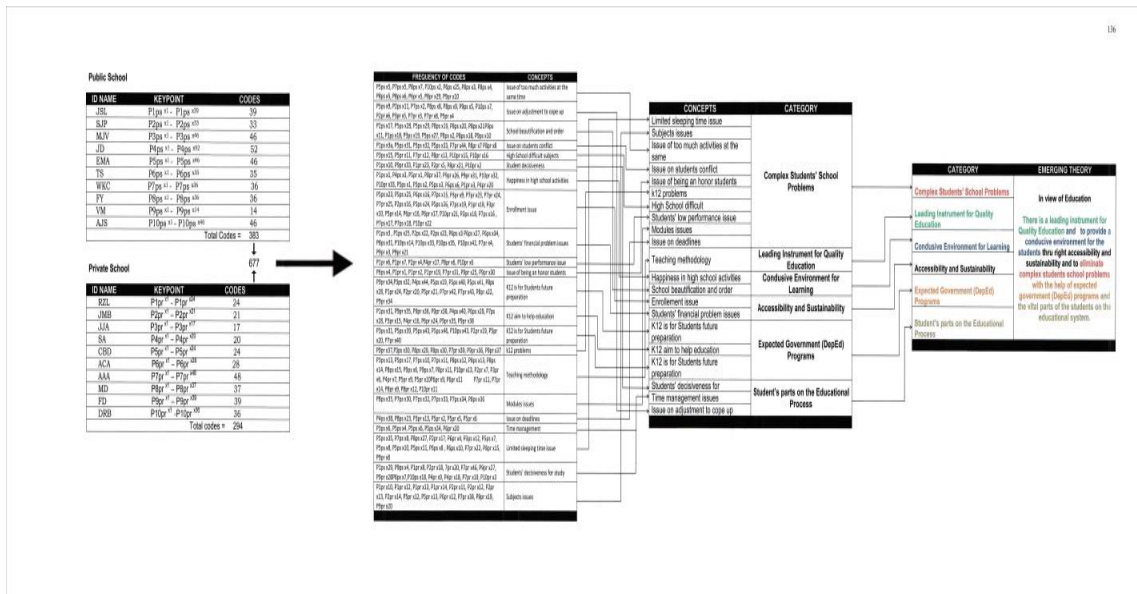
From the results shown above in Table 5, There were 6 Categories that Support the Emerging Theory that in view of quality education; The instrument for quality education is to provide a conducive environment for the students thru right accessibility and sustainability to eliminate complex students school problems with the help of expected government (DepEd) programs and the vital parts of the students in the educational system.

This Theory is supported by First, complex students' School problems, Second, leading instrument for quality education, Third, condusive environment for learning. Fourth, accessibility and sustainability for education. Fifth, expected department of education programs. Sixth, students' parts on educational system.

3.1 Category

Categories and properties. Making a distinction between a category and property indicates a systematic relationship between these elements of theory. A category stands by itself as a conceptual element of the theory. A property, in turn, is a conceptual aspect or element of a category [7].

Delimiting occurs at two levels: the theory and categories. First, the *theory solidifies, in the sense that major modifications become fewer and fewer as the analyst comparison* the next incidents of a category to its properties. *Later modification are mainly on the order of clarifying the logic*, *taking out non relevant properties, integrating elaborating details of properties into*

the major outline of interrelated categories and *most important reduction* [8] .

By *reduction we mean that analyst may discover underlying information in the original set of categories* or their properties, and can then *formulate the theory* with a smaller set of higher level concept [9].

3.2 Emerging Theory

By linking the categories and investigating the connection between concepts the theory emerged [10]. From Table 6, the categories were: complex students' School problems, Second, leading instrument for quality education, Third, condusive environment for learning. Fourth, accessibility and sustainability for education. Fifth, expected department of education programs. Sixth, students' parts on educational system.

The emergent grounded theory of High School students Experiences can be summarized as follows: Limited sleeping time issue, Subjects issues , Issue of too much activities at the same time, Issue on students conflict, Issue of being an honor students, K12 problems, High School difficult subjects, Students' low performance issues, Modules issues, Issue on deadlines, Teaching methodology, Happiness in high school activities, School beautification and order, Enrollment issue, and Students' financial problem issues, K12 is for Students future preparation(2) , and K12 aim to help education, Students' decisiveness for study(2) , Time management issues, Issue on adjustment to cope-up.

The efficacy of students' experiences will be useless if the uttered experiences are not recognized and supported among teacher, supervisors, principal, and the Department of Education (DepEd). A sophisticated high school students' experiences will assist in identifying where and how components interact and the relationship between them so that the new component may be implemented in the correct place and continue the harmony of the whole system.

It is seen that the five categories and some of the concepts are embedded in this summary. This is how Grounded theory leads from codes to concepts to categories of theory. The resultant theory does not need separate justification and testing because it came from live data [11].

The theory that emerged from this study is "The instrument for quality education is to provide a conducive environment for the students thru right accessibility and sustainability to eliminate complex students school problems with the help of expected government (DepEd) programs and the vital parts of the students in the educational system."

4. DISCUSSION

Correlation of the utterances of High School students from Public School and Private School are essential in the improvement of outcome of Quality Education. Grounding Quality Education from the utterances of High School students is a vital [12] factor when it comes to Educational Development. Quality Education can be perceived by the teachers, supervisors, and principal but the reality of Quality Education will be from the utterances of the students themselves [13] of what quality education should be. Utterances from the students themselves are valid and not to be tested.

The respondents were High School students from Commonwealth High School a public secondary school and New Era University, High School Department a private secondary school both from Metro Manila.

The Quality Education in the different parts of the world is significant to have a strong nation that's why the Philippine government is trying to make a new approach in introducing the K12 programs to have a students prepared for tomorrow challenges. This program should be tested based on the utterances of high school students based on their perceived quality education.

Quality Education is also a problem of developing countries and if not addressed properly by all stakeholders nations will be weak and change their curriculum frequently.

The concern for Quality Education is concern of all nations specially in the third world countries. It is the reason why the researcher determine to explore the experiences of High School students in Quality Education rendered by the professional teachers. In this study we used 10 respondents from Commonwealth High School - a public secondary school and 10 respondents in New Era University, High School Department - a private secondary school.

After the researcher assessed the experiences of the respondents in quality education, the

results were 383 Codes (chank of word) created from public school respondents and 294 codes (chank of word) created from private school respondents. From 20 respondents, there were 677 codes created from the utterances of high school students grounded on their experiences on quality education.

The 677 codes were constantly compared to determine the frequency of codes to identity the concepts.

There were 22 Concepts formulated that were supported by frequency of codes: 1.Issue of too much activities at the same time 2. Issue on adjustment to cope up 3.School beautification and order 4. Issue on students conflict 5. High School difficult subjects 6. Student decisiveness 7. Happiness in high school activities 8. Enrollment issue 9. Students' financial problem issues 10. Students' low performance issue 11. Issue of being an honor students 12. K12 is for Students future preparation 13. K12 aim to help education 14. K12 is for Students future preparation 15. K12 problems 16. Teaching methodology 17. Modules issues 18. Issue on deadlines 19. Time management issues 20 Limited sleeping time issue 21. Students' decisiveness for study 22. Subjects issues .

This was the second phase that the researcher done in this study; continued compare and contrast of concepts; delimitation occurred at two levels: the theory and categories. First, the theory solidified, in the sense that major modifications became fewer and fewer as the researcher comparison the next incidents of a category to its properties. Later modifications are mainly on the order of clarifying the logic, taking out non relevant properties, integrating elaborating details of properties into the major outline of interrelated categories and most important reduction [14].

By reduction we mean that researcher may discover underlying information in the original set of categories or their properties and can then formulate the theory with a smaller set of higher level concept [15].

After the reduction; from 22 concepts, now it became categories and projected 6 themes. These were following themes: *First,* Complex students school problems, *Second,* Leading instrument for quality education *Third,* Conducive environment for learning *Fourth*, Accessibility and sustainability for education, *Fifth*, Expected government (Department of

Education) programs, Sixth, students parts in the educational system.

Qualitatively, by linking the categories and investigating the connection between concepts the theory emerges [16] from the 6 themes and the theory emerged was "In view of Quality Education; The instrument for quality education is to provide a conducive environment for the students thru right accessibility and sustainability to eliminate complex students school problems with the help of expected government (Department of Education) programs and the vital parts of the students in the educational system [17-19].

Since this was the result of the study, the researcher would like to propose seminars on Quality Education based on the emerging theory from this study because the success of quality education is to focus on the actual utterances of the students that experienced the actual process of education inside of the classroom.

5. CONCLUSION

Quality Education is a human right and public good. Quality Education is the degree of academic and teaching intervention that led to consistent knowledge, learning and good students' outcomes. A very skilled, learned, and technical education should be done in a conducive environment which is assessable to all. The quest of good students' outcomes has been expected along the process. The point of reference has been the Government Educational Programs. Based on the uttered students' experiences there are a lot of factors that the government with the help of Department of Education, school's superintendent, principals and teachers must considered in rendering their valued services.

The successful Quality Education starts with good student assessment of needs are those who manage students consistent learning , sustained-satisfied, and good students outcomes which provided them of awareness, knowledge, skills and preparedness for the future employment.

6. RECOMMENDATION

From the thorough assessment, evaluations of the students' utterances it gave us prism of their different feelings, thoughts, ideas on how the teachers, supervisors, superintendent and how the government dealt with them. Through these

valid utterances, we assessed, felt, and validated that there is still deeper concern that the educational team should be extended among the students in order to provide a High Quality Education.

1. On the Government Level The government should assess first on what will be the focused of their educational system in the country, involve all the sectors in assessment, planning, and integration of the needs of the country to execute a valid educational program based on the needs of existing global demand. Once the programs are Identified then enough educational budget should be given properly. The government must put enough budget for education programs, monitor the budget distribution, check if the proper allocation of teachers, textbooks, and modules are given to the students until they can stand on their own.

2. On the Department of Education this government agency is significant to materialize all the government programs related to educational system and programs for the students to attain quality education. The Department of Education should maintain and monitor an easy access of education services in every private and public schools. They must vigorously monitored for enough free textbook, modules, learning materials and supplies in all public and private schools. All secondary schools should be monitored by the division office if they have aligned and effective teachers, effective teaching methodology, conducive and enough classrooms. Quality Education can also attain through effective special programs that may develop the skills and talents of every students that maybe useful as a source of livelihood upon graduation.

3. On the Superintendent the Division Office headed by the Superintendent is a strong instruments to ensure the government are nationally and internationally accredited with local and global accrediting agencies. Accreditation is a way to ensure that the government programs on education are quality and standard. The programs should be aligned on the educational objectives, to resolve the complex students problems and a new educational program that may guide the students to live in the globally competitive world,

equipped with their knowledge and learned skills.

4. On the Principals of all public and private secondary schools are strong arms of the divisions office to implement the government programs in every schools. Proper coordination to the division office and proper dissemination of new programs to overseeing school is a significant step to attain the quality education. Regular meeting, assessment, planning, and proper implementation monitoring should be properly done by the principal.

5. On the teachers they are soldiers of quality education on the field. They are the voice of the quality education in every public and private schools. Teachers must maintain their "oath" to provide a quality education. In attaining quality education, it is always start on a good lesson plan aligned with the programs and vision of the government supported with their general and specific objectives, timely lesson content, effective delivery with the heart through the use of effective teaching methodology, give the students time to reflect, value the students feedback and their participation.

6. Direction of the future research. There should be a way on how to evaluate the effectiveness of the government educational programs to students in both public and private schools. Developmental studies are needed to determine with accuracy of all government programs for the students. A replica of this studies focusing on the effectiveness of government educational programs for students that displays the quality education services.

CONSENT AND ETHICAL APPROVAL

Seeking approval from St. Jude College Research Board Committee and Researcher seek an approval from the Principal of New Era University High School Department - private secondary school, Principal of Commonwealth High School - public secondary school through the approval of Quezon City Division Superintendent, and informed consents from both public and private high school students.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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