**Evaluation on the Responsiveness of Science Technology Engineering (STE) Program in Region XII: Basis for Prototype School-based**

**Enhanced Implementation Plan**

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**Abstract**

In the Philippine Basic Education, offering of special basic education curricula is a robust practice. Needless to say, limited evaluation as to the responsiveness of these curricular offerings prevails up to date. The recent basic education monitoring and evaluation framework of the department of education focuses mainly on school governance and processes but none of which is directly intended for curriculum evaluation. This leads to poor decision making among basic education authorities in addressing the needs of the learners specific to the curricular offering they are taking. This study was conducted to evaluate the responsiveness of Science Technology Engineering Program in Region XII. STE program is one of the special curricular programs offered in the country. This inquiry was conducted among 32 administrators, 129 teachers and 241students to identified 16 STE program implementers in the region. It determined the level of responsiveness of STE program in meeting the needs of the learners, the extent of learning opportunities students gained from the program and the extent of barriers teachers faced in the program implementation. Findings revealed an overall “high level” of responsiveness of STE program. Administrators evaluated the program as “very highly responsive” while teachers rated it “highly responsive”. In addition, students rated the program with “high extent of learning opportunities” they gained in terms of inquiry skills, scientific attitudes and content and connections. As to the extent of barriers teachers faced in the program implementation, they claimed of being “moderately challenged” in terms of content knowledge and pedagogy, learning environment and diversity of learners, curriculum planning and assessment and reporting. These results imply that schools implementing the program have been consistently meeting the requirements and standards of the STE curriculum in the country. To further, the crafting of a prototype school-based enhanced implementation plan which can be utilized by all STE implementing schools in the region in order to elevate the responsiveness of the program in meeting the needs of all STE students in the region was achieved.