

Stakeholders' Perception on the Implementation of Open High School Program (OHSP) in Arteche National High School

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Abstract

This study examined stakeholders' perceptions of the implementation of the Open High School Program (OHSP) in Arteche National High School. Guided by Stakeholder Theory and the IPO Model, the study aimed to assess the extent of OHSP implementation in terms of learning resources, teaching and learning approaches, delivery systems, assessment practices, perceived enhancers and barriers, adequacy of support programs and services, and the relationship between stakeholders' demographic profile and their perceptions of the program. A quantitative research design was employed using a structured, self-administered questionnaire with a five-point Likert scale. The respondents consisted of 100 stakeholders, including students, parents, teachers, and administrators, selected through stratified random sampling. Data were analyzed using frequency, percentage, weighted mean, and Pearson correlation. The findings showed that OHSP was generally perceived as effectively implemented. Learning resources, teaching approaches, delivery systems, assessment practices, and support services were all rated positively, with teacher commitment, school support, and flexible scheduling identified as major enhancers. However, poor internet connectivity, financial constraints, limited learning materials, insufficient teacher training, and students' difficulty with self-directed learning emerged as key barriers. The results further revealed that age and gender had no significant relationship with stakeholders' perceptions, while educational attainment and socio-economic status showed significant relationships. The study concluded that OHSP is a valuable and accessible alternative education program for disadvantaged learners, but its effectiveness may be strengthened through improved digital infrastructure, stronger communication and feedback systems, continuous teacher development, enhanced ICT and counseling services, and targeted support for low-income learners. This study supports SDG 4 by promoting inclusive and equitable quality education and SDG 10 by addressing educational access for disadvantaged groups. Its sustainability impact lies in strengthening educational inclusion, institutional responsiveness, and community support for long-term learner participation in rural settings.

Keywords: Accessibility, Alternative Delivery Mode, Open High School Program, Stakeholder Perception, Support Services

1. Introduction

The Open High School Program (OHSP) is positioned in the study as a flexible instructional alternative for learners who cannot regularly attend school because of personal, behavioral, geographical, health, and economical constraints. Within this context, the study focuses on Arteche National High School to examine how stakeholders perceive the implementation of OHSP, particularly in relation to access, instructional quality, delivery systems, assessment practices, support services, and program improvement. The introduction and related literature collectively show that while flexible education programs expand educational opportunity, their effectiveness depends on resources, pedagogy, stakeholder support, and context-sensitive implementation.

Open High School Program (OHSP) is a variant mode of instruction that caters to students who cannot attend the regular classroom instruction in the school due to personal/behavioral, geographical, health and economical constraints. The study situates OHSP as a response to absenteeism, increased dropouts, and poor accessibility in small-town and disadvantaged

communities. In Artech National High School, the program is examined through the perceptions of key stakeholders in order to generate evidence that may guide programmatic improvements, strengthen implementation, and support policy refinement across levels of governance. The study also emphasizes that stakeholder feedback is essential in identifying what works, what does not work, and what still requires attention in terms of equity and access.

The literature indicates that the availability of learning resources is fundamental to student engagement, inclusion, and academic performance. Baraibar-Diez et.al. (2024) emphasized the value of varied and aligned learning resources in improving motivation and achievement. Balamad et. al. (2023) and Okongo et. al. (2015) likewise underscored that adequate materials and instructional supports are necessary for inclusive education. Evidence reviewed in (Sirajo et. al, 2023) and (Nyirandimukaga& Manizabayo, 2023) further suggests that access to teaching materials contributes positively to student performance, confidence, and instructional relevance. Somba & Otieno, (2022) reinforced the importance of classrooms, laboratory facilities, and library books, while Sumaira et. al, (2024) and (Joshi et. al, 2025) highlighted the increasing relevance of accessible digital materials, even as financial barriers continue to limit their full use. The reviewed studies also show that effective teaching and learning processes rely on active, adaptive, and student-centered instruction. Research synthesized in (Carter et. al, 2023) supports active learning over traditional lecture-based instruction. (Muna et. al, 2021) and (Shirani et. al, 2016) point to the value of combining teacher-centered and student-centered approaches, especially when teachers are resourceful and responsive to learner differences. (Bhoi, 2024), (Evangelou, 2023), (Biwer et. al, 2023), Zhang et. al, (2024), and (López-García, 2023) similarly suggest that interactive, multimodal, and learner-responsive pedagogies strengthen motivation, retention, engagement, and achievement. A third theme concerns delivery systems and assessment practices. Chukwuemeka et. al, (2021), Blouin et. al, (2019), Peslak et. al, (2021), Imran et. al, (2021), Hart (2025), Jinadu (2024), Emparan et. al, (2024), and (Calamaan & Trinidad, 2025) collectively indicate that flexible, blended, and hybrid delivery systems can widen access and strengthen learning, but their effectiveness depends on infrastructure, teacher readiness, technical support, and timely communication. In assessment, Rajak et. al, (2025), Economics and Sociology Education (2025), Amua-Sekyi (2016), Shafi et. Somers and Yotsu (2025), Foster (2024), and Ismail et. al, (2022) emphasize that fair, differentiated, formative, and feedback-rich assessment practices are more supportive of meaningful learning than traditional testing alone. Together, these studies suggest that OHSP implementation should be evaluated not only by access, but also by instructional quality, delivery responsiveness, and assessment fairness.

Locally, the study is anchored in Artech National High School, where the realities of rural schooling heighten the urgency of flexible learning options. The introduction points out that remote areas such as Artech experience resource-poor environments, digital infrastructure deficiencies, and inadequate teacher training, all of which affect the practical implementation of OHSP. These conditions make the school an important site for examining how alternative education programs function in underserved communities. Nationally, the study is framed within the Philippine educational effort to provide alternative delivery modes for learners who cannot fully participate in conventional schooling. OHSP is identified in the paper as a DepEd program, and the discussion connects it with broader goals of reducing dropout risks, improving accessibility, and strengthening institutional responses for disadvantaged learners. The study therefore contributes to local school improvement while also generating insights relevant to national planning, resource allocation, and the continuing implementation of alternative education programs. Globally, the related literature reflects broad educational concerns that extend beyond the Philippine setting. The review includes studies from management education, inclusive education, secondary education, higher education, and international contexts such as Rwanda and other low- and middle-income settings. Across these contexts, common issues emerge: the need for sufficient learning resources, effective and adaptive teaching, flexible delivery systems, and formative assessment practices. This global literature strengthens the relevance of the present study by showing that OHSP implementation in Artech is part of a wider international discussion on equitable, inclusive, and resilient education systems.

The study is grounded in Freeman's (1984) Stakeholder Theory, which holds that organizational sustainability and effectiveness depend on understanding, involving, and balancing the interests of those who affect and are affected by the organization. Applied to education, the theory highlights the importance of engaging students, parents, teachers, administrators, and the wider community in decision-making and program evaluation. In the case of OHSP, the theory supports the assumption that successful implementation depends on active stakeholder participation and on the systematic consideration of their perceptions and needs. The discussion also notes that stakeholder influence may be prioritized and mapped to guide program development, policy relevance, institutional trust, and educational impact (Peng et. al, 2024). Conceptually, the study uses the IPO Model to organize the inquiry into OHSP implementation. The input includes the demographic profile of stakeholders, learning resources, and support programs. The process covers the delivery of self-learning modules, instructional strategies, parental and administrative involvement, monitoring and feedback, and stakeholder surveys and orientations. The output consists of stakeholders' perceptions of OHSP implementation and recommendations for improvement. This conceptual structure clarifies how program conditions and implementation processes shape stakeholder evaluations of the program.

Despite the policy aspiration for flexible learning, the study argues that there remains a gap between intended policy and actual field implementation. The introduction stresses that national-level discussions may not sufficiently capture the realities of rural schools such as Arteche, where resource limitations, connectivity issues, and teacher-preparation gaps are more acute. The reviewed literature provides broad evidence on learning resources, pedagogy, delivery systems, and assessment, but the study identifies a need for context-specific investigation of how these factors are perceived by the stakeholders directly involved in OHSP implementation. The study is therefore justified by its focus on a rural school context and by its stakeholder-centered approach. It seeks to determine the demographic profile of stakeholders, their perceptions of implementation in terms of learning resources, teaching/learning approaches, delivery systems, and assessment practices, as well as the enhancers, barriers, adequacy of support services, and the relationship between demographic variables and stakeholder perceptions. By doing so, the study aims to bridge the gap between policy and practice and to provide evidence for local improvement and possible national adaptation or scaling of similar programs.

The study aligns most directly with SDG 4 – Quality Education because it examines a flexible educational mechanism intended to expand access to secondary education for learners who are unable to participate in regular classroom instruction. Its focus on instructional effectiveness, assessment, support services, and implementation quality reflects the broader goal of ensuring inclusive and equitable quality education. The study also relates to SDG 10 – Reduced Inequalities because OHSP is intended for students facing geographical, health, social, and economical constraints. In addition, the study connects with SDG 9 – Industry, Innovation and Infrastructure through its attention to digital infrastructure, technology-supported learning, and delivery systems in rural settings. At the policy level, its concern with program improvement, governance, and stakeholder participation also gives it relevance to SDG 16 – Peace, Justice, and Strong Institutions in the sense of strengthening responsive and evidence-informed educational institutions.

This study contributes to educational sustainability by examining how OHSP can be strengthened as a long-term strategy for serving learners at risk of exclusion from formal schooling. It contributes to socio-economic sustainability because the program responds to learners affected by poverty and limited access, thereby helping sustain educational participation among disadvantaged groups. It also bears on community sustainability by recognizing the role of parents, administrators, and other stakeholders in supporting student retention and program effectiveness. In addition, the study has implications for innovation and digital sustainability through its concern with digital resources, blended learning, and infrastructure limitations, and for institutional and policy sustainability through its potential to inform planning, resource allocation, and continuous improvement of alternative education programs. Overall, the study is multidisciplinary in significance because it intersects education, governance, social inclusion, community participation, and digital access in one rural educational setting.

2. Material and methods

2.1 Research Design

The study utilized a quantitative research design using a structured questionnaire as the main data-gathering instrument to generate numerical data on stakeholders' perceptions of the Open High School Program (OHSP) in Arteche National High School. This design was selected to allow the systematic collection of attitudes, opinions, and experiences from a large sample and to identify statistically based trends and patterns. The survey approach was considered appropriate for gathering standardized data efficiently and for examining relationships among variables and hypotheses related to program implementation. A five-point Likert scale was used to convert qualitative perceptions into measurable data, and the instrument was designed to be understandable and applicable (Waltz, Strickland & Lenz, 1991).

2.2 Locale of the Study

The study was conducted at Arteche National High School, a public secondary school in Arteche, Eastern Samar, Philippines. The school serves learners from different barangays, including surrounding upland areas, and was considered an appropriate setting because it is among the early implementers of the Open High School Program in the region. Its student population is socio-economically diverse, with many learners coming from isolated or marginalized communities. The rural setting and limited availability of resources also made the school a relevant site for examining alternative modes of educational delivery.

2.3 Respondents of the Study

The respondents consisted of students enrolled in OHSP, parents or guardians, teachers involved in program implementation, and school administrators. Inclusion was limited to individuals with direct experience in, or sufficient influence on, the implementation of OHSP during the current academic year. The selection of these groups enabled the study to gather varied perspectives on how the program affects the school community. Student respondents included both former and current OHSP participants to capture a wider range of experiences. Teacher respondents were selected based on their involvement in OHSP modules or administration, while the administrators included the school principal and the OHSP coordinator. Parents or guardians were included as family and community representatives of OHSP learners.

2.4 Sample and Sampling Procedure

The study used stratified random sampling to ensure representation from the four major stakeholder groups: students, parents, teachers, and administrators. Population counts for each group were based on current school enrollment records and staff credentials. Each group was treated as a stratum, and simple random sampling was applied within each stratum. The sample size was proportionally distributed according to the population size of each group to ensure fair representation, and it was determined following accepted practices in educational survey research to meet the required confidence level and margin of error. A sampling frame was prepared, and respondents were randomly selected until the required sample size was achieved. When selected participants declined or were unavailable, alternates were randomly chosen from the remaining population. Throughout data collection, completion rates and demographic representativeness were monitored to preserve sample integrity, reduce bias, and improve the credibility and statistical validity of the findings.

2.5 Research Instrument

The primary instrument was a structured, self-administered questionnaire designed to collect quantitative data on stakeholders' assessments of OHSP implementation. The questionnaire covered demographic variables, perceived effectiveness of OHSP components, barriers and facilitators, and support mechanisms. Reliability testing was conducted, with Cronbach's α used to establish internal consistency and a t-test used for test-retest reliability. Clear instructions were provided, together with assurances of confidentiality and anonymity, to encourage accurate and honest responses. The questionnaire was made available in both paper and online formats. The researchers supervised its distribution and retrieval, addressed clarifications, and encouraged timely completion. Respondents were not coerced and were allowed to skip questions they found uncomfortable. Completed responses were systematically coded for analysis, and the instrument design and administration procedures were intended to maximize data quality while minimizing respondent burden and ensuring ethical conduct.

2.6 Data Gathering Procedure

Data collection began with the formal permission of school management and the securing of informed consent from participants. Respondents were oriented on the purpose of the study, ethical considerations, and the process for completing the survey. The survey was administered at selected times and locations within the school to minimize disruption to regular school activities and to encourage broader participation. Both paper-based and online versions were used to match respondent preferences and technology availability. The researcher remained present during administration to answer questions and ensure correct procedures. Completed paper questionnaires were placed in locked containers, while digital responses were submitted through password-protected means to maintain confidentiality. Participation was voluntary, and respondents were informed that the data would be used solely for research purposes. Distribution and retrieval schedules were documented to monitor progress and avoid duplicate responses. The collection period lasted two to four weeks. After retrieval, responses were checked for completeness and consistency, and where necessary, clarification was sought. This process was designed to uphold ethical standards and ensure honesty, dependability, and accuracy of the data.

2.7 Data Analysis Techniques

The study used quantitative analysis to interpret stakeholder perceptions and examine the association between demographic factors and views on OHSP implementation. Completed questionnaires were coded and entered into SPSS for statistical processing. Descriptive statistics, including frequencies, percentages, means, standard deviations, and respondent crosstabs, were used to summarize demographic characteristics and general response patterns. Pearson correlation was employed to determine the relationships between demographic variables and perception scores. The analysis also involved validation through direct comparison with pilot data.

3. Results and Discussion

3.1 Demographic Profile of Respondents

3.1.1 Stakeholder Category

The respondent group was composed mostly of students, who accounted for 40% of the sample, followed by parents and teachers with 25% each, and administrators with 10%. This indicates that the findings were strongly informed by those directly experiencing the Open High School Program, while still reflecting views from other key stakeholders. This distribution supports the study's stakeholder-based perspective because multiple sectors were represented in evaluating program implementation. The strong presence of students, together with teachers, parents, and administrators, reflects the relevance of Stakeholder Theory in assessing program effectiveness through varied but connected viewpoints.

3.1.2 Age

Most respondents were below 20 years old, comprising 38% of the sample, followed by those aged 21–30 with 22%, 31–40 with 20%, 41–50 with 12%, and 51 and above with 8%. This shows that the profile of respondents leaned toward younger participants. The predominance of younger respondents suggests that the findings strongly reflect learner perspectives, especially those connected to accessibility and flexibility, which are central features of OHSP. Because the

program is designed for learners facing barriers to regular schooling, the age profile reinforces the relevance of student-centered insights in understanding implementation.

3.1.3 Gender

The gender distribution was relatively balanced, with 48% male and 52% female respondents. This indicates that the study captured perceptions from both sexes without substantial imbalance. The near-equal gender representation suggests that the results were not skewed toward one gender and that the perspectives gathered may be treated as broadly representative in this respect. This balance strengthens the credibility of the stakeholder feedback on OHSP implementation.

3.1.4 Educational Attainment

In terms of educational attainment, 45% of respondents were at the high school level, 30% were at the college level, 20% were college graduates, and 5% had postgraduate education. This indicates that a large portion of respondents were current learners or near the basic education level. The concentration of respondents at the high school level reinforces the student-centered character of the findings. It also suggests that many responses came from individuals directly situated within the educational realities the program intends to address.

3.1.5 Socio-Economic Status

A majority of respondents came from low-income households, with 42% earning below ₱10,000 and 30% earning between ₱10,000 and ₱20,000. Smaller proportions were in the ₱20,000–₱30,000 and above ₱30,000 categories. This shows that most respondents belonged to economically constrained households. This result highlights the relevance of OHSP as an alternative education program for economically disadvantaged learners. The socio-economic profile of respondents supports the program's purpose of providing more accessible learning opportunities to those who may be unable to sustain regular school attendance.

3.2 Extent of Implementation of OHSP

3.2.1 Availability of Learning Resources

Stakeholders generally perceived learning resources as adequate, with a composite mean of 3.85 interpreted as Agree. Modules received the highest rating at 4.20, followed by supplementary materials at 3.90 and digital resources at 3.50, while internet access received the lowest rating at 2.80, interpreted as Neutral. These results show that traditional instructional materials were sufficiently available, but connectivity remained a notable weakness. The result suggests that OHSP implementation benefits from the availability of printed and supplementary materials, but digital access remains uneven. This interpretation is consistent with Baraibar-Diez et al. (2024), Balamad et al. (2023), Okongo et al. (2015), Sirajo and Abdullahi (2023), and Nyirandimukaga and Manizabayo (2023), all of whom emphasized the value of adequate learning resources in supporting engagement and achievement. The weak rating for internet access also aligns with Sumaira et al. (2024) and Joshi et al. (2025), who noted that digital learning can improve outcomes but is often constrained by financial and infrastructural barriers.

3.2.2 Effectiveness of Teaching and Learning Approaches

The teaching and learning approaches used in OHSP were rated positively, with a composite mean of 4.00 interpreted as Agree. Clear instruction received the highest mean at 4.30, followed by student-centered learning at 4.10, while the use of technology had the lowest mean at 3.60. These findings indicate that stakeholders viewed instruction as understandable and generally effective, though technology integration remained less developed. This pattern indicates that teachers were seen as effective in communicating lessons and adapting to learner needs, especially in a context that relies heavily on self-directed learning. The findings are supported by Carter et al. (2023), Munna and Kalam (2021), Shirani et al. (2016), Bhoi (2024), Evangelou (2023), Biwer et al. (2023), Zhang et al. (2024), and López-García (2023), all of whom emphasized the value of active, student-centered, and adaptive teaching. At the same time, the lower rating for technology suggests that instructional effectiveness could still be improved by stronger digital integration.

3.2.3 Delivery Systems

The delivery systems of OHSP were also rated positively, with a composite mean of 3.85 interpreted as Agree. Flexibility had the highest rating at 4.20, while module distribution scored 4.00, communication 3.70, and feedback timeliness 3.50. This shows that the program was especially valued for its flexibility, although interaction and response time were viewed less favorably. These results indicate that OHSP succeeds in accommodating varied learner situations, which is one of its core functions, but it also faces challenges in maintaining timely communication and feedback. This interpretation is consistent with Chukwuemeka et al. (2021), Blouin et al. (2019), Peslak et al. (2021), Imran et al. (2023), Hart (2025), Jinadu (2024), and Calamaan and Trinidad (2025), who all pointed to the importance of flexible delivery systems supported by strong infrastructure, technical readiness, and teacher preparation.

3.2.4 Assessment Practices

Assessment practices were generally perceived as effective, with a composite mean of 3.93 interpreted as Agree. Fair assessment received a mean of 4.10, variety of tasks 3.90, and feedback 3.80. These findings show that assessments were seen as fair and sufficiently varied, though feedback remained the weakest area. The results suggest that stakeholders regarded OHSP assessment practices as generally aligned with learning goals, but still needing stronger feedback mechanisms. This is supported by Rajak and Dey (2025), the Expert Network on Economics and Sociology of Education (2025), Amua-Sekyi (2016), Shafii and Berger (2025), Ismail et al. (2022), and Foster (2024), which collectively emphasize differentiated, formative, and feedback-based assessment as essential to deeper learning, confidence, and student performance.

3.3 Perceived Enhancers and Barriers to Implementation

3.3.1 Perceived Enhancers

Stakeholders strongly recognized several factors that enhanced OHSP implementation, with a composite mean of 4.22 interpreted as Strongly Agree. Teacher commitment ranked first with a mean of 4.45, followed by strong school support at 4.30, flexible learning schedule at 4.20, parent involvement at 4.10, and availability of resources at 4.05. These results indicate that human and institutional factors were seen as the strongest supports for the program. The findings suggest that teacher dedication and school leadership were viewed as more influential than material resources alone in sustaining effective implementation. This interpretation is consistent with Munna and Kalam (2021) and Zhang et al. (2024), which highlight the importance of teacher involvement, and with Imran et al. (2023), which supports flexible learning arrangements. The positive role of resources also aligns with Baraibar-Diez et al. (2024) and Somba and Otieno (2022), but the results show that stakeholders placed greater weight on commitment, leadership, and collaboration.

3.3.2 Perceived Barriers

Stakeholders also acknowledged several barriers to effective implementation, with a composite mean of 4.13 interpreted as Agree. Poor internet connectivity ranked first with a mean of 4.35, followed by financial constraints at 4.25, lack of learning materials at 4.10, limited teacher training at 4.00, and students' difficulty with self-directed learning at 3.95. These findings indicate that structural, economic, and instructional issues continue to hinder OHSP implementation. The results show that the program's effectiveness is constrained most strongly by digital infrastructure and poverty-related limitations. This interpretation is supported by Chukwuemeka et al. (2021) and Calamaan and Trinidad (2025) regarding connectivity and delivery challenges, by Sumaira et al. (2024) regarding financial barriers, by Balamad et al. (2023) and Okongo et al. (2015) regarding resource insufficiency, by Hart (2025) and Jinadu (2024) regarding the need for teacher training, and by Biwer et al. (2023) regarding the demands of self-directed learning.

3.4 Adequacy of Support Programs and Services

Support programs and services were generally rated as adequate. Teacher consultation and guidance received the highest mean at 4.25, followed by administrative support at 4.15, academic support and contribution of support services to student success at 4.10, teacher training at 4.05, student progress monitoring at 4.00, and parent guidance at 3.95. Technical/ICT support at 3.80 and counseling services at 3.70 received the lowest ratings, though both remained within the Agree range. Overall, the findings indicate that stakeholder support systems were functional but uneven in strength. These results suggest that teacher and administrative support are strong features of OHSP implementation, while ICT and counseling services require strengthening. The interpretation is consistent with Hart (2025), Munna and Kalam (2021), and Jinadu (2024), which underscore the value of teacher guidance, mentoring, and professional readiness. The weaker ICT support aligns with Chukwuemeka et al. (2021) and Calamaan and Trinidad (2025), while the importance of broader support services is reinforced by Foster (2024) and Ismail et al. (2022), who emphasize the role of continuous guidance, monitoring, and feedback in improving student outcomes and engagement.

3.5 Relationship Between Demographic Variables and Stakeholder Perceptions

Correlation analysis showed that age and gender had no significant relationship with stakeholder perceptions of OHSP implementation, with age recorded at $r = 0.14$ and $p = 0.162$, and gender at $r = 0.08$ and $p = 0.342$. In contrast, educational attainment showed a significant relationship at $r = 0.21$ and $p = 0.048$, while socio-economic status showed a stronger significant relationship at $r = 0.39$ and $p = 0.003$. These findings indicate that perception was relatively consistent across age and gender but varied according to educational and economic background. The results suggest that stakeholders' knowledge level and financial condition shape how they evaluate OHSP implementation. Respondents with higher educational attainment may assess instructional and assessment quality more critically, while those from lower socio-economic backgrounds may experience greater barriers related to resources and connectivity. This interpretation is consistent with the study context itself and aligns with Stakeholder Theory, which recognizes that different stakeholder groups evaluate programs according to their particular needs, experiences, and access to resources.

4. Conclusion & Recommendations

The study concludes that the Open High School Program (OHSP) in Arteche National High School is generally effective in providing an alternative and accessible mode of education for learners who experience economic and accessibility challenges. The findings show that stakeholders positively perceived the program's implementation in terms of teaching approaches, delivery flexibility, assessment practices, and support services, with teacher commitment, school support, and flexible scheduling identified as major enhancers. However, the program continues to face barriers such as poor internet connectivity, financial constraints, lack of learning materials, limited teacher training, and difficulties in self-directed learning. The study further found that while age and gender did not significantly influence stakeholder perceptions, educational attainment and socio-economic status did, indicating that knowledge level and economic condition shape how the program is experienced and evaluated.

The study recommends that the school and DepEd strengthen support for disadvantaged learners through financial assistance, learning materials, and inclusive policies that ensure equitable access to education. It also recommends improving internet connectivity, communication systems, and feedback mechanisms, while expanding the use of accessible digital platforms. To sustain program effectiveness, continuous professional development should be provided to teachers and institutional support systems should be reinforced to promote teacher commitment and stakeholder collaboration. In addition, the school should improve ICT facilities and counseling services to better address the academic and socio-emotional needs of learners, and implement targeted interventions for those from disadvantaged backgrounds through added academic support, greater access to learning resources, and community-based programs.

Compliance with ethical standards

This study adhered to institutional ethical standards throughout the conduct of the research. Participation was voluntary, and informed consent was obtained from all participants prior to data collection. Confidentiality and anonymity of the information provided were strictly maintained, and all data were used solely for academic purposes. Ethical approval was secured from the appropriate authority before the study was conducted. The authors declare that there is no conflict of interest related to this research, duly acknowledge all individuals who contributed to the completion of the study, and affirm that the work is original and that copyright ownership is properly respected.

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