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Senior High School Students' Level of Satisfaction on the Delivery of Specialized Subjects

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ABSTRACT

This study assessed the level of satisfaction among Senior High School (SHS) students regarding the delivery of specialized subjects under the K to 12 curriculum. Using a convergent parallel mixed methods design, both quantitative and qualitative data were collected simultaneously to provide a more comprehensive understanding of students' experiences. The quantitative component involved a self-constructed questionnaire rated on a five-point Likert scale, administered to Grade 12 students. Descriptive statistics, including general weighted mean, were used to interpret satisfaction across four domains: teaching strategies, learning materials, assessment and feedback, and curriculum relevance and career readiness. The qualitative component, conducted through focus group discussions with selected students, used thematic analysis to uncover deeper insights into their experiences.

Qualitative results highlighted challenges such as limited learning resources, insufficient prerequisite skills, and monotonous teaching styles. Students recommended improvements including the integration of real-world applications, more interactive teaching methods, and closer monitoring of their understanding. The study concluded that while overall satisfaction was high, significant gaps remain in instructional materials, teacher strategies, and support mechanisms, which may hinder effective learning outcomes. Recommendations were directed to students, teachers, school administrators, curriculum specialists, and future researchers. These included fostering independent learning, enhancing instructional delivery, mobilizing resources to improve learning environments, and aligning specialized subjects with career and higher education pathways.

KEYWORDS: *Student satisfaction, specialized subjects, curriculum*

INTRODUCTION

Education plays a crucial role in shaping individuals' knowledge, skills, and competencies necessary for personal and professional growth. In recent years, the implementation of the K to 12 curriculum in various countries, including the Philippines, has significantly reformed the structure and delivery of secondary education. The introduction of Senior High School (SHS) as part of the K to 12 program aims to equip students with specialized knowledge tailored to their career preferences, whether they pursue higher education, entrepreneurship, or employment after graduation [1]. Within this system, specialized subjects serve as a cornerstone in ensuring that students acquire domain specific competencies aligned with their chosen Academic, Technical-Vocational-Livelihood (TVL), Arts and Design, or Sports track. The delivery of specialized subjects is instrumental in shaping students' academic preparedness, career readiness, and overall learning experience.

Student satisfaction in education is widely considered a key indicator of instructional effectiveness, curriculum relevance, and institutional performance [2]. Satisfaction levels are commonly used in quantitative research to measure students' perceptions of the teaching methodologies, assessment strategies, learning materials, teacher competency, and overall subject delivery [3]. Understanding these factors is essential in identifying areas for improvement and ensuring that students receive the highest quality education possible.

Despite the structured framework of the K to 12 curriculum, challenges remain regarding the effectiveness of specialized subject delivery. Several studies have noted that while the curriculum content is in place, the delivery of specialized subjects often lacks consistency and adaptability across schools [4]; [5].

A common concern raised is the limited exploration and application of varied teaching strategies tailored to the needs of SHS learners. Many teachers reportedly rely on traditional lecture-based approaches, which may not foster the engagement or critical thinking skills required in specialized subjects [6]. This issue is further compounded by the inadequate availability and alignment of learning materials to the curriculum standards, leaving both teachers and students without sufficient instructional support [7].

Furthermore, the readiness of the curriculum to address real-world demands and students' post-senior high school pathways has been questioned. Some studies have pointed out the gap between the intended career-readiness of specialized subjects and the actual perceptions of students who find the content either too theoretical or disconnected from their goals [8]. Assessment and feedback mechanisms also appear to be an area of concern. There is growing evidence that assessments are not always aligned with the competencies required for mastery, and that feedback provided to students tends to focus on grading rather than learning improvement [9].

Despite these well-documented challenges, there remains a gap in empirical studies that explore students' satisfaction with the delivery of specialized subjects from a holistic and learner-centered perspective. According to Magno and Piosang [10], most existing studies tend to prioritize the perspectives of educators and administrators, focusing largely on teacher preparedness, pedagogical content knowledge, and curriculum compliance. Similarly, the work of Santiago, Manlapaz, and Barroga [11] revealed that while several evaluations of the SHS program have been conducted, they often emphasize implementation fidelity and policy alignment, rather than capturing the nuanced experiences and satisfaction levels of learners. In addition, Reyes and Bernardino [12] argued that the voice of the student is often absent in studies assessing strand effectiveness, particularly regarding the perceived relevance of instructional strategies, the availability and quality of learning materials, and the usefulness of assessment and feedback mechanisms.

Given the identified gaps in the literature, this study aims to quantitatively assess Senior High School students' level of satisfaction with the delivery of specialized subjects. It will focus on key factors influencing satisfaction, including teaching strategies, learning materials, assessment strategies, curriculum relevance and career readiness, and assessment and feedback. This study will provide data-driven insights into student satisfaction levels, serving as a basis for educational improvements in subject delivery.

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STATEMENT OF THE PROBLEM

This study aims to assess the level of satisfaction of senior high school students concerning the delivery of specialized subjects. Specifically, this study seeks to answer the following questions:

1. What is the perceived level of satisfaction of senior high school students regarding the delivery of specialized subjects in terms of:
    - 1.1. Teaching strategies
    - 1.2. Learning materials
    - 1.3. Assessment and feedback; and
    - 1.4. Curriculum Relevance and Career Readiness
2. What are the experiences and insights of senior high school students regarding the delivery of specialized subjects in terms of:
    - 2.1. Teaching strategies used by their subject teachers
    - 2.2. The effectiveness and usefulness of the learning materials provided
    - 2.3. The ways they are assessed and how feedback is given; and
    - 2.4. The relevance of the curriculum to their interests, goals and career readiness
3. Based on the findings, what can be proposed to improve the delivery of specialized subjects?

METHODOLOGY

Research Design

The researchers employed **convergent parallel mixed methods design** to comprehensively examine the research problem by collecting and analyzing **both quantitative and qualitative data concurrently**. This methodological approach enabled the integration of numerical data that provided generalizable patterns with narrative data that offered in-depth insights into participant experiences.

Quantitative data were gathered through structured survey questionnaires that measured the respondents' level of satisfaction across key domains such as teaching strategies, learning materials, assessment and feedback, and curriculum relevance and career preparedness. These data were analyzed using descriptive statistics.

Simultaneously, qualitative data were collected through semi-structured interviews or open-ended survey questions. These provided richer, more nuanced perspectives on how students interpreted their experiences in relation to the delivery of specialized subjects. Thematic analysis was used to code and interpret the qualitative responses, allowing the researchers to identify recurring themes, unique insights, and contextual factors influencing student satisfaction.

Following independent analysis of both data strands, the results were **compared and integrated** to assess the degree of **convergence, divergence, or complementarity** between quantitative findings and qualitative narratives.

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Research Locale

The research was conducted at one of the private schools under the Archdiocesan Commission on Education offering complete basic education - from elementary to senior high school which has a student population of 889 and 26 teacher population. For the senior high school curriculum, the school offers academic track which includes General Academic Strand (GAS), Science, Technology, Engineering and Mathematics (STEM), Accountancy, Business and Management (ABM), Humanities and Social Sciences (HUMSS). Other offerings include Technical-Vocational Track and Sports Track. For the school year 2024-2025, only STEM and HUMSS strands are available since only these strands have enrollees.

Research Respondents

The research respondents of this study were the Senior High School students specifically those who were enrolled Grade 12 in the school year 2024-2025 from the STEM and HUMSS strands. For the qualitative phase, only ten (10) were selected to participate the focus group discussion. Those students who are part of the top 10 of the class and are living nearby the school, as they were more physically accessible and readily available to participate in the focus group discussion, were invited.

Research Instrument

To gather the necessary data for this study, the researcher developed a self-constructed questionnaire as the primary instrument for the quantitative component, complemented by a semi-structured interview guide for the qualitative component.

Each item in the instrument uses a five-point Likert scale, ranging from 1 – Very Dissatisfied to 5 – Very Satisfied. The questionnaire underwent pilot test among a group of 20 grade 12 SHS students not included in the main study. Following the pilot testing, a Cronbach's alpha coefficient of 0.85 (Teaching Strategies), 0.74 (Learning Materials), 0.73 (Assessment and Feedback), and 0.87 (Curriculum Relevance and Career Preparedness) indicated excellent internal consistency and reliability.

To complement the numerical findings, the researcher also developed a semi-structured interview guide designed to elicit deeper insights into students' satisfaction with the delivery of their specialized subjects. The interview guide consists of open-ended questions arranged according to the SOP. Probing questions was added according to the response of each participant for the richness of the data.

Data Gathering Procedure

Prior to the administration of any research instrument, the researchers sought and obtained necessary approvals from the appropriate authorities, including the School Supervisor and School Principal. Letters of permission were also sent to participating school to formally request access to students and coordination support. Informed consent forms were distributed to respondents, ensuring their voluntary participation, anonymity, and right to withdraw at any time without penalty.

The respondents were all Grade 12 students. Before administering the instruments, the researcher provided a brief orientation session to explain the purpose of the study, the structure of the questionnaire, and to clarify any concerns from the respondents.

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For the quantitative phase, printed and digital copies of the instrument were distributed to the students. Students were allotted sufficient time to complete the questionnaire in a distraction-free environment. All completed instruments were collected immediately to avoid missing responses. For the qualitative phase, the researcher conducted semi-structured interviews to the ten (10) selected students for the focus group discussion.

DATA ANALYSIS

Quantitative Analysis

The responses were analyzed using descriptive statistics such as frequency, percentage, and weighted mean. The interpretation followed a scale to determine the students' level of satisfaction.

Raw data were transferred to an excel spreadsheet to compute the weighted mean for each indicator.

Once weighted mean for each indicator has been computed, the researchers then interpreted and analyzed the result.

Qualitative Analysis

Qualitative data collected through focus group discussions were transcribed for analysis. After transcribing the data, initial coding followed to identify significant themes. Thematic analysis was employed to identify and analyze patterns and themes within the data.

RESULTS AND DISCUSSION

Satisfaction Level of Students on the Delivery of Specialized Subjects

Based on the results in Table 1, the top three indicators where students reported being very satisfied highlight the strengths of teaching strategies used by the teachers. The highest-rated indicator, *"The teacher provides opportunities to ask questions and seek clarification"* (Mean = 4.55), underscores the value of interactive teaching. Since one of the researchers is also a school head, this finding can be evident when a teacher paused at strategic points during the lesson to encourage students to raise questions. After explaining a complex scientific concept, the teacher explicitly asked, *"Which part would you like me to explain again?"* and waited patiently as several students sought clarification. The administrator also observed that the teacher acknowledged each question with affirmation and provided scaffolded answers, making students feel comfortable and engaged. In addition, there were also teachers who give points to students who asked questions or asking questions are part of oral recitation scores so that students will be motivated and have the opportunities to clarify or ask questions. Marzano and Marzano [13] stressed the importance of teacher behaviors that build student confidence in seeking clarification, which in turn contributes to academic growth and classroom participation. Also, Fraser and Walberg [14] noted that students are more satisfied when they feel that their concerns and questions are addressed.

The second highest-rated indicator, *"Group activities enhance understanding of specialized subjects"* (Mean = 4.51), reflects the effectiveness of cooperative learning During an observation, students were assigned to small groups to analyze a case study, for an instance. The teacher facilitated the activity by assigning roles within each group and allowing time for discussion and collaborative problem-solving. As it went by, it has been observed that students who often hesitated to speak in whole-class settings became more active in their groups sharing insights, clarifying

concepts with peers, and more connected with their groupmates. Such group tasks helped students understand better the lesson and let them engaged in class.

The third top-rated item, *"Practical applications are effectively integrated into the teaching process"* (Mean = 4.42), shows the importance of making lessons relevant to real-world experiences. This can be shown when for example, the teacher designed a simulation where students assumed the roles of various local government officials and citizens debating a proposed ordinance. This activity allowed learners to apply sociopolitical concepts in a mock barangay setting. During the activity, students not only demonstrated comprehension of abstract concepts like power, authority, and social control, but also showed improved communication, reasoning, and empathy. In this way, students easily retain the concepts they have learned. Students appear to be more satisfied when they can see how their learning translates into meaningful, real-life contexts.

The General Weighted Mean (GWM) of 4.28, with a verbal interpretation of "Very Satisfied," indicates that, overall, students have a highly positive perception of the teaching strategies employed in their specialized subjects. This high level of satisfaction suggests that the instructional approaches used by teachers are generally effective in engaging learners, supporting understanding, and meeting educational needs. A GWM in this range reflects consistent strengths across multiple indicators such as encouraging student participation, integrating practical applications, and promoting collaborative learning. According to Zeithaml, Bitner, and Gremler [15], satisfaction arises when expectations are met or exceeded, and in this context, the students' expectations regarding teaching strategies appear to have been well fulfilled. This result serves as a positive affirmation of the teaching practices used, while still pointing to areas for refinement to ensure all aspects of instruction reach the same level of effectiveness.

Students expressed the highest satisfaction with strategies that promote interaction, collaboration, and practical application. However, there remains room for enhancement in diversifying instructional methods, improving the meaningful use of technology, and ensuring clarity in lesson delivery. Addressing these areas may further elevate student satisfaction and learning outcomes.

Table 1. *Satisfaction Level of Students on the Delivery of Specialized Subjects in terms of Teaching Strategies*

Indicators	Mean	Verbal Interpretation
1. The teacher provides opportunities to ask questions and seek clarification	4.55	Very Satisfied
2. Group activities enhance understanding of specialized subjects.	4.51	Very Satisfied
3. Practical applications are effectively integrated into the teaching process.	4.42	Very Satisfied
4. The pace of instruction is appropriate.	4.30	Very Satisfied
5. The teacher gives timely and constructive feedback	4.25	Very Satisfied
6. Lessons are delivered in a clear and structured manner.	4.11	Satisfied
7. The teacher uses a variety of instructional methods.	4.08	Satisfied
8. Technology use) e.g., multimedia, online tools) enhances my learning experience.	4.00	Satisfied

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General Weighted Mean		4.28	Very Satisfied

Legend: 1.00 – 1.80 Very Dissatisfied 1.81 – 2.60 Dissatisfied 2.61 – 3.40 Neutral
3.41 – 4.20 Satisfied 4.21 – 5.00 Very Satisfied

Based on the results in Table 2, the top three indicators where students reported being very satisfied point to the strengths of the learning materials provided in their specialized subjects. The highest-rated indicator, *"Materials and references align with subject competencies"* (Mean = 4.39), indicates that students recognize a strong connection between their learning resources and the required learning outcomes. This is evident when teachers use materials according to the topic. Teachers carefully select appropriate materials like magazines, worksheets, illustrations and videos. In this sense, students tend to engage with the materials and were not confused since the concepts they are learning and the materials they are answering are connected. When materials are well-aligned, they promote focused learning and help students meet academic standards more efficiently. Ornstein and Lasley [16] noted that one of the most effective ways to improve curriculum delivery is through the use of learning materials that are competency-based, current, and adapted to learners' contexts.

The second highest-rated item, *"There is sufficient access to online and digital resources"* (Mean = 4.22), shows that students appreciate the availability of modern tools and technologies to support their learning. During an observation, it was clear that when students are given activities that will let them navigate and explore varied tools and applications, delivery of the lesson becomes engaging and interactive. It can be seen from reactions of the students how excited and eager they are to take part of the activities prepared for them.

The third top indicator, *"Reference materials help deepen understanding"* (Mean = 4.18), reflects how quality materials support deeper cognitive engagement. It has been observed that the strategic use of reference materials had a clear impact on students' ability to grasp and apply subject matter concepts. Exposing students to tasks that let them respond to real-world issues tend to display higher level of engagement and satisfaction. Through the use of reference materials, students showed deeper trust to the insights they received and that they acquire additional inputs they can share to others. Resources that go beyond surface-level information enable learners to explore concepts in depth and construct meaningful understanding. This aligns with Bransford, Brown, and Cocking's [17] research, which emphasizes that meaningful learning occurs when students are provided with materials that support inquiry, analysis, and critical thinking.

Diaz [18] highlights that quality learning resources contribute significantly to academic engagement and success, especially in skill-based or specialized learning areas.

In a study by Santos et al. [19], it was emphasized that students' satisfaction with instructional resources, such as textbooks and digital tools, correlates with their perception of curriculum relevance and teaching effectiveness. If students find the materials relevant and applicable, they are more likely to feel engaged and motivated to learn.

However, the relatively lower score on the comprehensibility of the materials (mean = 3.09) supports Brown et al. [20], who asserted that for materials to be effective, they must not only be relevant but also tailored to students' cognitive levels and presented in a user-friendly format. A neutral rating in this area suggests the need for simplified, contextualized, and learner-centered instructional designs.

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The general weighted mean of 3.98 reflects a positive perception overall, with most aspects of the learning materials meeting student expectations. However, continuous development and refinement especially in clarity and application are essential to elevate this satisfaction level to "Very Satisfied" and ensure materials are both accessible and fully comprehensible to diverse learners.

Table 2. *Satisfaction Level of Students on the Delivery of Specialized Subjects in terms of Learning Materials*

Indicators	Mean	Verbal Interpretation
1. Materials and references align with subject competencies.	4.39	Very Satisfied
2. There is sufficient access to online and digital resources.	4.22	Very Satisfied
3. Reference materials help deepen understanding.	4.18	Satisfied
4. Learning materials are relevant and up to date.	4.02	Satisfied
5. Supplementary resources are available when needed.	4.00	Satisfied
6. Learning materials are easy to understand and apply.	3.09	Neutral
General Weighted Mean	3.98	Satisfied

Based on Table 3, the top three results indicate the aspects of assessment and feedback where students expressed the highest levels of satisfaction. The highest-rated indicator, *"The teacher provides opportunities for improvement after receiving feedback"* (Mean = 4.22), reflects students' appreciation for formative feedback that promotes growth. In this case, it was observed that teachers offered remedial tasks, review sessions, or tutorials to help students improve their performance. When teachers create a safe and encouraging environment, students feel comfortable asking for clarification and are motivated to improve. Feedback was not generic; it addressed specific strengths and areas for improvement, giving students a roadmap to do better. Also, teachers gave students the chance to revise their outputs after receiving comments and suggestions. They also reviewed answers, explained correct responses, and highlighted areas that needed improvement in class. The teachers gave rubrics with marked strengths and weaknesses to guide students in refining their performance. The teachers also made time to meet with students (individually or in groups) to discuss their performance and ways to improve. Students were sometimes asked to reflect on the feedback and identify their own next steps for growth.

The second top-rated item, *"Assessments accurately measure understanding of the subject matter"* (Mean = 4.12), suggests that students generally believe their assessments are valid and aligned with what was taught. The students perceived that the assessments were appropriate in scope and covered the important concepts discussed during instruction. Students noticed that the test questions matched the learning targets or competencies set at the beginning of lessons. The teachers used of multiple assessment formats (like written, performance-based, oral presentations) gave students the chance to show understanding in different ways. The teachers also constructed quizzes, exams, and tasks based on the Most Essential Learning Competencies (MELCs) or unit goals. Both formative (like short quizzes, reflections) and summative assessments (like unit tests, projects) were conducted to capture student understanding from different angles. Review sessions, practice questions, or interactive recaps before administering major assessments to help students prepare were also provided. This aligns with the work of Nitko and Brookhart [21], who highlighted that

validity ensuring that assessment tasks reflect intended learning outcomes is central to fair and meaningful evaluation. When students perceive assessments as reflective of actual classroom instruction, it enhances their trust in the process and their engagement with the learning material.

The third highest indicator, *"Performance tasks and projects effectively assess learning progress"* (Mean = 4.11), underscores the role of authentic assessment in evaluating complex learning. Students appreciated that tasks encouraged critical thinking, collaboration, and real-world application, making them more engaged in the learning process. The teachers designed tasks that required students to apply classroom knowledge to solve problems, conduct investigations, or present outputs relevant to their subject area. The teachers also distributed scoring rubrics or performance checklists to guide student efforts and clarify expectations. They allowed flexibility in working formats, encouraging both collaborative and independent projects depending on the lesson's objective. Monitoring student progress gave verbal or written suggestions and guiding students toward improvement before final submission were also done.

The General Weighted Mean (GWM) of 4.06 in Table 3, interpreted as "Satisfied," indicates that students hold a generally positive view of the assessment and feedback practices in their specialized subjects. This level of satisfaction suggests that, while assessments are perceived as fair and supportive of learning, there are still areas for refinement to enhance their effectiveness. The GWM score reflects the presence of such formative practices, though possibly not yet at a consistently optimal level across all indicators.

Furthermore, Brookhart [22] emphasizes that clarity in grading criteria and alignment between instruction and assessment are essential for maintaining student trust and motivation. The slightly lower satisfaction in areas such as transparency of grading and the difficulty level of assessments may signal gaps in these aspects.

The GWM of 4.06 also aligns with Popham's [23] theory of instructional alignment, which stresses that assessments should directly reflect the content and skills emphasized in instruction. If this alignment is weak, students may feel underprepared or unfairly evaluated. Thus, while the overall mean indicates a satisfactory assessment experience, the data also underscores the need for ongoing professional development and intentional design in assessment practices to ensure that all elements feedback, task design, grading, and alignment work cohesively to support student success. In summary, while students are generally satisfied with assessment practices, particularly those that promote improvement and authentic learning, there is room for growth in areas such as assessment transparency, difficulty level, and alignment with instruction. Addressing these concerns can lead to more equitable, meaningful, and motivating assessment experiences.

Table 3. *Satisfaction Level of Students on the Delivery of Specialized Subjects in terms of Assessment and Feedback*

Indicators	Mean	Verbal Interpretation
1. The teacher provides opportunities for improvement after receiving feedback.	4.22	Very Satisfied
2. Assessments accurately measure understanding of the subject	4.12	Satisfied

	matter.		
3.	Performance tasks and projects effectively assess learning progress.	4.11	Satisfied
4.	I receive constructive feedback on performance in a timely manner.	4.10	Satisfied
5.	Assessment methods encourage critical thinking and problem solving.	4.08	Satisfied
6.	Exams and quizzes align with topics discussed.	4.05	Satisfied
7.	The difficulty level of assessments is appropriate.	3.92	Satisfied
8.	The teacher explains grading criteria before assessments.	3.89	Satisfied
	General Weighted Mean	4.06	Satisfied

Based on Table 4, the top three indicators reflect strong student satisfaction with how the curriculum supports broader development and future readiness. The highest-rated item, *"Lessons contribute to societal and economic development understanding"* (Mean = 4.32), indicates that students recognize the relevance of what they learn to real-world issues and national progress. It was evident that many lessons were consciously designed to help students connect classroom concepts to broader themes of societal and economic development. This alignment between instruction and real-world relevance was especially noticeable during observed performance tasks and project-based learning activities. Students were tasked with identifying local community issues and proposing sustainable solutions. The teacher facilitated the discussion by encouraging students to analyze root causes, use socioeconomic data, and cite civic responses. It was noted that learners were highly engaged and exhibited an increased awareness of how local and national development issues intersect with what they study in class.

The second highest result, *"The course enhances critical thinking and problem-solving skills"* (Mean = 4.30), highlights how the curriculum develops essential 21st-century competencies. Teachers used inquiry-based, problem-based, and case-based teaching approaches that encouraged students to think critically, analyze options, and make informed judgments. Students were given opportunities to explore issues, weigh evidence, consider alternatives, and reflect on outcomes key components of developing critical thinking and problem-solving skills. Teachers posed real-world problems or scenarios like, "How can a small business survive economic challenges?", and guided students through finding viable solutions. Teachers frequently used open-ended questions that stimulated analysis, evaluation, and synthesis, based on Bloom's Taxonomy like, "What would happen if...?", "How would you improve...?". The teacher gives structured debates and group discussions that helped students learn to argue logically, evaluate differing views, and defend their ideas with evidence. The activities like creating business plans, budgeting simulations, or ethical dilemma discussions required students to choose the best course of action from multiple options. The students also read and analyzed real-life situations like, failed marketing strategies, economic crises, or ethical dilemmas, then recommended solutions. A curriculum that nurtures these skills is vital in preparing students for both academic and professional challenges. Trilling and Fadel [24] emphasized that problem-solving is a key skill for thriving in a fast-changing global economy.

The third top-rated item, *"Learning activities encourage creativity and adaptability"* (Mean = 4.25), reflects the curriculum's emphasis on flexibility and innovation. In this indicator the students were allowed to present their outputs in diverse formats like visual, written, digital, or performance-

based stimulating creative thinking. The lessons involved non-routine problems or real-world scenarios that required students to adapt their strategies and think outside the box. Teachers allowed students to create posters, infographics, multimedia presentations, business models, or prototypes instead of just traditional tests. The teachers also used role-plays, storytelling, design thinking, and simulations catering to different learning styles and encouraging creativity. Moreover, cultivated an atmosphere where students were not afraid to try new ideas, make mistakes, and revise their work based on feedback. When students perceive learning as creative and adaptable, they are more likely to remain engaged and capable of adjusting to real-world changes.

The General Weighted Mean (GWM) of 4.15 in Table 4, with a verbal interpretation of "Satisfied," suggests that students perceive the curriculum as generally relevant to their personal growth and career readiness. This level of satisfaction indicates that while the curriculum meets expectations in many areas such as fostering critical thinking, creativity, and understanding of societal issues, it still offers room for improvement in areas like practical application and career support. According to Trilling and Fadel [24], a modern curriculum should equip learners with 21st-century skills including adaptability, critical thinking, and digital literacy to prepare them for an evolving job market. The GWM score reflects that students recognize such elements in their learning experience.

The GWM of 4.15 reinforces Tyler's [25] principle of curriculum alignment, which highlights the importance of ensuring coherence among instructional goals, content, and expected outcomes. If the curriculum falls short in aligning with career-related competencies, students may feel less confident about their future roles in the workforce. Therefore, while the general satisfaction is evident, the data calls for enhancements in practical application, industry alignment, and structured career guidance to fully realize the goals of a future-ready education.

In summary, students are generally *very satisfied* with how the curriculum fosters critical thinking, creativity, and societal awareness. However, the relatively lower ratings for practical application, alignment with competencies, and career guidance suggest areas for enhancement to fully prepare learners for their future academic and professional journeys.

Table 4. *Satisfaction Level of Students on the Delivery of Specialized Subjects in terms of Curriculum Relevance and Career Readiness*

Indicators	Mean	Verbal Interpretation
1. Lessons contribute to societal and economic development understanding.	4.32	Very Satisfied
2 The course enhances critical thinking and problem-solving skills.	4.30	Very Satisfied
3. Learning activities encourage creativity and adaptability.	4.25	Very Satisfied
4. Lessons develop soft skills like communication and teamwork.	4.19	Very Satisfied
5. Subjects equip me with skills for future employment or further studies.	4.18	Satisfied
6. I feel confident applying what I have learned in real-world scenarios.	4.08	Satisfied
7. The school provides career guidance and support.	4.00	Satisfied

8. Specialized subjects align with the required competencies.	3.87	Satisfied
General Weighted Mean	4.15	Satisfied

Experiences and Insights of Senior High School Students on the Delivery of Specialized Subjects Teaching Strategies

Teaching strategies refer to the deliberate methods and approaches that teachers use to deliver content, engage learners, assess understanding, and facilitate meaningful learning experiences. These strategies include both traditional and innovative techniques, ranging from direct instruction and cooperative learning to technology-assisted teaching and inquiry-based approaches [13]. Effective teaching strategies are responsive to learners' needs, aligned with learning objectives, and adaptive to varying contexts and resources.

In this study, student responses revealed several areas of concern regarding the teaching strategies employed in the delivery of specialized subjects. Key findings include teachers talking too fast, limited interactive activities, reliance on PowerPoint presentations, need for simplified examples, lack of student focus checks, limited opportunities for clarification, restricted use of technology, and minimal digital integration. These factors collectively point to a teaching approach that is teacher-centered, content-heavy, and passive, which affects learner engagement, comprehension, and application.

The following are the narratives expressed by the students as to their insights and experiences with the delivery of specialized subjects,

"It's hard to pay attention when teacher talks too fast especially when topics ate complicated." (P1)

"There are times that I cannot fully understand the lesson especially when teacher always do the talking and there are no interactive activities." (P2)

"We would really appreciate when teachers give us simple examples or when things get complicated, they simplify it for us." (P3)

"We can see that our teachers are checking on us during giving of activities where they roam around the classroom and asked us if there are things that confuse us with the activities." (P4)

"The difficulty I have encountered pertaining to the delivery of specialized subjects is understanding the lesson due to lack of elaborations on the topic and just using ppt." (P6)

"I have difficulty pertaining to the delivery of specialized subjects when teachers do not discuss the subjects well, rely on ppt and talks too fast." (P7)

"Sometimes we observed that teachers just focused on discussing the lesson but missed to provide engaging or interactive activities" (P10)

According to Llego and Mendoza [5], SHS students in public schools often experience teacher-centered instruction with minimal collaborative work, simulations, or hands-on learning. This lack of interaction limits opportunities for students to apply knowledge, ask questions, or express ideas, which are essential in specialized subjects like Entrepreneurship, Creative Industries, and ICT.

Learning Materials

Based on students' responses, the following are the narratives:

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"Teachers provide limited resources or equipment needed to effectively teach technical or advanced topics." (P1)

"*It is very difficult to be engaged in class, as specialized subjects often appear too theoretical or disconnected from real-life applications. Additionally, limited access to specialized resources, such as laboratory equipment, or field-specific materials." (P4)*

"The challenges I have is lack of sufficient learning resources and equipment and updated references especially that in our case, we have no books, just relying on what's available in the library. But not all books are new. (P8)

"Sometimes the lessons are too complicated, and it's hard to keep up without extra help or simpler explanations. I also struggle when there are limited resources or materials for the activities." (P9)

"It would be better to allow students have more time in accessing the facilities especially laboratory activities for the STEM" (P10)

Chowdhury et al. [26] emphasize that sufficient learning resources, such as instructional aids, ICT tools, and supplementary materials, are vital for student-centered learning.

Munyengabe et al. [27] also support this view, indicating that the quality and sufficiency of school infrastructure and facilities are critical determinants of student satisfaction. In the same vein, Kpolovie and Obilor [28] noted that student satisfaction is intricately linked to both resource sufficiency and academic support services.

Assessment and Feedback

The findings of the study revealed that students' satisfaction in terms of giving assessments and feedback. The following are what the students expressed when asked about their insights on teachers giving them assessments and feedback,

"In terms of assessments, we can see that teachers are doing good in giving us different types of assessments. We experienced quizzes, monthly exams, essay writing, oral recitations, role playing and a lot more." (P1)

"I also like giving different types of assessments because it caters the different skills of the students." (P2)

"I am satisfied with the immediate feedback our teachers did. After our exams, we were able to see our scores and we were able to identify which part of the test we got wrong answers." (P3)

"I also agree with the different assessments we experienced with our teachers and I am satisfied with it." (P4)

"We were given feedback after our role play, after submitting our projects and other requirements." (P5)

One of the key aspects appreciated by students was the presence of immediate feedback in some subjects, which allowed them to promptly identify errors and correct misconceptions. Immediate feedback fosters a responsive learning environment, giving students a clearer sense of their progress. When feedback was delayed or unclear, students expressed confusion and frustration, indicating the need for materials that are structured to offer real-time or near-immediate response mechanisms. This practice aligns with research emphasizing that timely and specific feedback improves retention and builds learner confidence [29].

In addition, students appreciated the use of regular quizzes and exams, particularly when these were aligned with lesson content and served as tools for self-assessment. Frequent low-stakes testing helped reinforce previously learned material and provided a structure that guided review and preparation.

Career Preparedness

Students revealed a range of concerns related to career preparedness, a key dimension in the delivery of specialized subjects. One of the notable concerns is the carrying level of preparedness and background knowledge of students since some of them lack the prerequisite skills.

The following are the students' utterances,

"Sometimes I struggled to grasp advanced concepts because I lack a strong foundation in the prerequisite areas, which I think can significantly affect my progress" (P3)

"One of the main difficulties I have encountered in the delivery of specialized subjects is in terms of background knowledge. There are concepts that are hard for me to understand because I haven't encounter them before." (P5)

Delos Santos and Raza [6] support this by observing that many SHS teachers have to spend instructional time reviewing basic concepts that students should have already mastered in junior high school. Inadequate prerequisite skills force teachers to re-teach prior content, which compromises the depth and rigor of specialized subject instruction and contributes to low student engagement and satisfaction.

In the Humanities and Social Sciences (HUMSS) strand, students who lacked reading comprehension and critical writing skills encountered difficulties in handling subjects such as Creative Writing, Research in Daily Life, and Philippine Politics. Their findings suggest that weak foundational literacy compromises the analytical and reflective dimensions of these subjects

Delos Santos and Raza [6] emphasize that real-world application means ensuring that specialized subjects are aligned with future employment, entrepreneurship, or higher education requirements.

For students being surveyed, they also expressed the need to be more exposed to real-world scenarios or applications that they think would really prepare them for their future. In other words, they desire contextualized learning where concepts are grounded in industry practices, societal needs, and real-life scenarios. The following are the narratives as the students expressed,

"One concern I experienced on the delivery of specialized subjects is the integration for more practical, real-world applications into the teaching process." (P2)

"I also saw the need to incorporate more hands-on and project-based learning experiences for students, and leveraging technology to enhance student engagement and access to resources" (P3)

"My experience is that schools lack the necessary tools, materials, and facilities for hands-on learning and real-world application." (P8)

"As a STEM student, I see the need to have more time in accessing the facilities especially laboratory activities for the STEM" (P10)

Delos Santos and Raza [6] found that SHS students in both public and private schools expressed the need for more situated learning opportunities, such as industry immersion, business simulations,

and community-based projects. These experiences help learners understand the relevance of their strand-specific subjects and build confidence in applying knowledge in unfamiliar environments.

Kpolovie and Obilor [28] add that the availability and accessibility of academic resources are strong predictors of student satisfaction.

To conclude, the study revealed that Senior High School students reported high levels of satisfaction with the delivery of specialized subjects. The highest ratings were consistently observed in the domains of teaching strategies and curriculum relevance. However, there is a need for improvement especially those areas where students find difficult to cope up with especially when it comes to learning materials, access to facilities and experience engaging and interactive activities. Recommendations were also noted particularly on improving teaching style, exposure to real-world applications and updating references.

This analysis provides evidence for education stakeholders to further enhance instructional methods, learning resources, and assessment practices. Continued evaluation and integration of student feedback will be essential in aligning subject delivery with learner needs and expectations.

Table 5
Experiences and Insights of Senior High School Students on the Delivery of Specialized Subjects

Theme	Sub-themes	Codes
Teaching Strategies	Teaching style Interactive methods Monitoring students' understanding Technology use	Teacher talks too fast, limited interactive activities, relying on PowerPoint presentation, needs to provide simple examples, check students' focus, opportunities to clarify, limited access or exploration to technology, limited technology integration
Learning Materials	Limited learning resources Updated references	Lack of laboratory activities, needs updated books in the library, insufficient learning resources, limited access to school facilities
Assessment and Feedback	Timely feedback Performance-based tasks Assessment methods	Immediate feedbacking, regular quizzes and exams, varied assessments
Career preparedness	Lack of foundation of prerequisite skills Application to real-world contexts Lack of career guidance	Varying levels of student preparedness and background knowledge, struggle to grasp advanced concepts, less exposure to future professions, limited real-world applications

Table 6. *Summary of the Quantitative and Qualitative Results*

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Theme/Variable	Quantitative Results	Qualitative Results	Interpretation
Teaching Strategies	(4.28) Very Satisfied	Students appreciated opportunities to ask questions but expressed concerns over fast-paced lectures and limited interactive strategies.	Convergent
Learning Materials	(3.98) Satisfied	Students acknowledged some useful materials but noted lack of updated content, limited supplementary resources, and limited access to facilities.	Convergent
Assessment and Feedback	(4.06) Satisfied	Students expressed high satisfaction on varied assessments and immediate feedback	Divergent
Curriculum Relevance and Career Preparedness	(4.15) Satisfied	Students expressed uncertainty about career paths due to limited immersion, few career talks, and lack of application of learning to real-life settings.	Convergent

CONCLUSION AND RECOMMENDATIONS

Based on the integration of both quantitative and qualitative findings, the study concludes that while students demonstrate high levels of satisfaction with the delivery of specialized subjects in senior high school, there remain critical areas that require strategic improvement to ensure relevance, engagement, and effectiveness.

Quantitative data revealed that students rated aspects such as opportunities for clarification, group activities, and practical applications relatively positively, indicating appreciation for teacher efforts in making lessons interactive and relevant. However, items such as the use of technology, variety in instructional methods, clarity of lesson delivery, and alignment of assessments with taught topics received lower satisfaction scores, pointing to consistent concerns about teaching effectiveness and content delivery. These numerical findings were corroborated by qualitative insights, where students described fast-paced lectures, over-reliance on PowerPoint, limited interactive tasks, outdated materials, and insufficient feedback and career guidance as major barriers to deeper learning.

Qualitative data further highlighted the gaps in curriculum implementation. Students expressed the need for more simplified examples, clearer explanations, accessible and up-to-date references, and varied assessments that reflect real-life applications. Additionally, they articulated concerns regarding limited exposure to future career options and challenges in applying their learning in practical contexts. These challenges suggest a disconnect between the intended outcomes of the senior high school curriculum and students' actual classroom experiences.

Students. They are recommended to become resourceful, find ways and means to look for references, promoting independent learning. With the presence of modern technology, they can supplement their learning by searching relevant resources that will help them understand the lessons.

School Administrators. Decide what to prioritize to achieve meaningful and maximum learning. They can tap alumni, private individuals or partner with local government unit and other stakeholders to support the needs of the school especially when it is for the children. They can also initiate fund raising activities to expedite the realizations of the desired needs of the school.

Teachers. Given that resources are limited, they can be more resourceful, creative and innovative.

Curriculum Specialists. The researchers recommend that they ensure that specialized subjects are well-articulated with the learners' career tracks, local labor market needs, and higher education expectations.

Future Researchers. This study recommends that they conduct a qualitative study on teachers handling the specialized subjects in order to understand deeply the underlying reasons based on the gap raised by the students.

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