ISSUES AND CHALLENGES IN THE IMPLEMENTATION FIDELITY OF INTERVENTION PROGRAM FOR K TO 12 STUDENTS-AT-RISK: AN INCLUSIVE FRAMEWORK FOR THE MANAGEMENT OF INTERVENTION

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Abstract

Implementation fidelity on interventions needs to be systematically assessed because it remains the best concern to determine the implementation of the policy as intended by policy makers towards continuous program development and to bridge the gap. The research aims to determine the issues and challenges in the implementation fidelity of intervention programs for K to 12 students-at-risk of secondary schools during the school year 2017-2018. The descriptive research design, documentary analysis, and interview were employed in which the primary gathering instrument was developed researcher-made questionnaire validated by experts. It involved 16 school heads, 12 guidance personnel, 186 teachers, and 143 students-at-risk. Findings revealed that: (1) parents' active participation and exposure of students in the primary interventions is very essential towards the attainment of program goals; (2) secondary intervention promote social fairness and equal opportunity to engage students-at-risk in proactive and constructive activities geared towards building strengths and character; and (3) commitment, capacity building and instructional delivery are challenging pillars in the realization of the K to 12 curriculum. It is recommended to strengthen family engagement, explicit provision of training, adequate essential resources, and an empowered multi-disciplinary team and community support to implement the framework for the management of intervention and support programs with profound fidelity.