LEARNING ATTRIBUTES TO STUDENTS' SUCCESS: A RETROSPECTIVE STUDY ON SENIOR HIGH SCHOOL GRADUATES' CHOICE OF CURRICULUM TRACK

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ABSTRACT

The main objective of this study was to investigate how the track and strand taken by the senior high school graduates as well as their learning attributes affect their level of success (academic or career). Also, it aimed to determine the following: the demographic profile of the respondents in terms of their track and strand; their learning attributes in terms of teachers' competency, students' competency, and learning environment; and the graduates' level of success in terms of academic or career success. The respondents of the study were forty (40) senior high school graduates from Sta. Catalina Integrated National High School. Descriptive-correlational design was used, and data was gathered using a validated survey-questionnaire. Then, data was tabulated, analyzed, and interpreted.

Results showed that the number of Academic and TVL graduates are equal, but in terms of strand, most of the respondents came from the General Academic Strand. It was also revealed that the senior high school graduates have experienced a very high level of teachers' competency, achieved very high level of students' competency, and very high level of learning environment. As for the academic success, data confirmed that the senior high school graduates have a very high level on it. A very high interpretation was also revealed by the data as deemed by the graduates in terms of the level of career success.

Using regression analysis, a significant effect was proven with regards to the effect of demographic profile in terms of track and strand on the level of Senior High School graduates' academic success contrary to the not significant effect of demographic profile in terms of track and strand on the level of Senior High School graduates' career success.

For the effect of students' learning attributes on the level of senior high school graduates' success, a significant analysis was obtained evidently on the values; teachers' competency, students' competency, and learning environment. Inversely, a not significant analysis was obtained on the effect Students' Learning attributes in terms of teachers' competency, students' competency, and learning environment, on the level of the senior high school graduates' level of career success.

Therefore, this study concludes that the track and strand taken by SHS graduates does not have a significant effect towards their academic success and a not significant effect towards their career success. It is then recommended to conduct more studies to further explore underlying factors that affect the career success of the graduates.

On the other hand, a significant analysis was also obtained on the effect of Students' learning attributes in terms of teachers' competency, students' competency, and learning environment, on the level of the senior high school graduates' level of academic success. Inversely, a not significant analysis was obtained on the effect Students' Learning attributes in terms of teachers' competency, students' competency, and learning environment, on the level of the senior high school graduates' level of career success.

As a conclusion, SHS tracking and learning attributes affects the academic success but not the career success of the senior high school graduates.
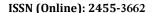
KEYWORDS: *Learning attributes, teachers' competency, students' competency, learning environment, academic success, career success*

1. INTRODUCTION
A curriculum is dynamic. That is, a curriculum is adaptive to major changes, trends, and demands of times and the society. An effective curriculum empowers students for them to become competent contributors of the modern society. Factors affecting career choice has been already a topic of numerous studies for the main reason that decision-making on career choice is significant for students' future and for the success of educational system and employment. According to a study of Pascual (2014), unemployment rate in the country is commonly associated with the misfit graduates produced by universities and colleges and the workforce needed by different companies. The wrong choice of course taken by most of high school students adds to unemployment and underemployment rate of newly graduate students. A similar study conducted by Braza,

et. al. (2015) also mentioned that in the Philippines, initiatives for career guidance started when the Philippine government got alarmed with the growing number of unemployed college graduates and some who got employed in areas not related to their specialization. The lack of career information that could help students make rational decisions was found to be the foremost reason for unemployment, job mismatch, and underemployment.

It is worth noting that the outcome of the senior high school graduates is still in a very rough patch. Of course, there are multiple reasons behind this. However, locally speaking, for the District of Majayjay, there is only one public school that offers senior high school programs. The tracks and strands provided are also limited causing some of the high school completers to

either go to nearby municipalities to enroll on their choice of track while others opt to not complete the K-12 program or just simply enroll to the whatever strand is available.

This urged the researcher to take on the challenge on knowing how the senior high school graduates of the District of Majayjay turned out to be. Aside from tracing the alumni, this research evaluated the relationship between the Curriculum Tracks, Strand, and Career Paths taken by the graduates. This research will be a big help in revisiting the programs offered by the school as well as knowing the needs of the community in terms of addressing issues with unemployment. Through this research, parents can be made aware of their role in guiding their children in deciding on their Senior High School Track. The teachers can use this study to better guide and counsel their students. On the other hand, Guidance Counsellors can use the result of this study in planning for future career guidance activities.

Now that the senior high school program is on its seventh year of implementation it is but necessary to analyze how the curriculum track preference and choices of the senior high school graduates affected their present career and academic situation. The researcher believes that this study must be conducted to assess the Senior High School Tracking and to weigh it's the influences towards the career path choice to better guide the students and their parents.

1.1 Statement of the Problem

This study aimed to determine how the learning attributes of the senior high school graduates affect their level of success. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the Senior High School graduate - respondents in terms of their
   1.1 Track
   1.2 Strand
2. What is the respondents' level of learning attributes in terms of:
   2.1 Teachers' Competency
   2.2 Students' Competency
   2.3 Learning Environment
3. What is the senior high school graduates' level of success in terms of:
   3.1 Academic
   3.2 Career
4. Do the learning attributes of the senior high school graduates have a significant effect on their level of success?
5. Does the track or strand taken of the senior high school graduates have a significant effect on the level of success?

2. METHODOLOGY

To facilitate an orderly and careful analysis of the data gathered, descriptive statistics will be used using a quantitative-descriptive survey. According to Nassaji (2015), the goal of descriptive research is to describe a phenomenon and its characteristics. In this type of research, data are often analyzed quantitatively, using frequencies, percentages, averages, or other statistical analyses to determine relationships. A correlational design was also utilized to discover the relationships among variables and to allow the prediction of event from present knowledge.

For the research procedure, the researcher asked for the permission to conduct the study from the Division authorities of the Province of Laguna as well as the from the school administration of Sta. Catalina Integrated National High School. The chosen student-graduates as well as their parents will also be notified of their participation in this research study. After obtaining the approval, the researcher then created the survey-questionnaire. Which was further subjected to validation of content panelists.
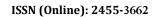
Once this was done, survey questionnaires were either given personally to student respondents or through a google form link. Each respondent was oriented and carefully guided by the researcher. Thereafter, the questionnaires were retrieved. Results from the answered questionnaires was then tabulated, analyzed, and interpreted.

3. RESULTS AND DISCUSSION
Senior High School Graduates' Level of Learning Attributes
The demographic profile of the graduate respondents showed that there was an equal distribution between academic and technical-vocational track. General Academic Strand has the highest number of respondents, whereas organic agriculture production got the least number of participants for the study.

Table 1 demonstrates the Senior High School graduates' level of learning attributes in terms of teachers' competency. As gleaned from the data below, the respondents strongly agree that the teachers integrate technology into their instruction to maximize student learning and communicates and collaborates with the home and community for the benefit of students, both gaining the highest mean (M=4.90, SD=0.38). Similarly, respondents also strongly agree that the teachers maintain a positive and nurturing learning environment, attaining the least mean (M=4.75, SD=0.54).

Table 1. Senior High School Graduates' Level of Learning Attributes in terms of Teachers' Competency

STATEMENT	Mean	SD	Remarks
My teachers demonstrate an appropriate level of content knowledge in their specialty.	4.83	0.39	Strongly Agree
My teachers integrate technology into their instruction to maximize student learning.	4.90	0.38	Strongly Agree
My teachers monitor their students' performance.	4.83	0.39	Strongly Agree
My teachers maintain a positive and nurturing learning environment.	4.75	0.54	Strongly Agree
My teacher communicates and collaborates with the home and community for the benefit of students	4.90	0.38	Strongly Agree
Grand Mean	**4.84**		**Strongly Agree**
Interpretation			**Very High**

Overall, the Senior High School graduates' level of learning attributes in terms of teachers' competency attained a grand mean of 4.84 and was interpreted Very High as assessed by the respondents. This indicates further that the respondents believed that teachers competency attributes greatly to their learning. Similarly on the study of Rahmatullah (2016), wherein the significance of teachers' competency was strengthened towards its relationship on the learning attributes of the learners.

Table 2. Senior High School Graduates' Level of Learning Attributes in terms of Students' Competency
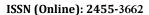
STATEMENT	Mean	SD	Remarks
I can absorb and process information easily.	4.60	0.59	Strongly Agree
I can interact through written forms of communication by constructing decent letters and documents.	4.60	0.67	Strongly Agree
I can manage my time effectively to achieve my tasks.	4.65	0. 48	Strongly Agree
I can make strategies to achieve a target or a goal.	4.58	0.50	Strongly Agree
I can easily study new concepts to acquire expertise.	4.83	0.39	Strongly Agree
Grand Mean		**4.65**	**Strongly Agree**
Interpretation			**Very High**

Table 2 reveals the Senior High School graduates' level of learning attributes in terms of students' competency. The data below showed that the respondents *strongly agree* that their senior high school have trained and taught them so that they can easily study new concepts to acquire expertise, supported by the highest mean (M=4.83, SD=0.39). In the same manner, the respondents also *strongly agree* on their capability to manage their time effectively to achieve their tasks (M=4.65, SD=0.48). Another aspect wherein the respondents *strongly agree* (M=4.60, SD=) is the fact that they can absorb and process information easily as well as their capability to interact through written forms of communication. The ability to make strategies to achieve a target got the least mean (M=4.58, SD=0.50), however still indicates an interpretation of *strongly agree*.

In general, in terms of the students' competency, the senior high school graduates level reached a grand mean of 4.65 and was interpreted *Very High*. This data further proves that students' competency is indeed one of the factors that contribute to the overall learning attributes of the graduates. Emery (2015) also has identified students' achievement, or learners' competence as a predictor of a learning attributes which also contributes to the overall success of a school institution.

A conducive learning environment is indeed an important factor in achieving the learners' full potential. Table 3 shows that for the respondents, they *strongly agree* that their senior high school make them feel valued and respected due to the seminars about anti-bullying and school safety as proven by the mean of 4.88 (SD=0.34). The respondents also *strongly agree* that their school is flexible and adaptable to possible changes due to calamities (M=4.78, SD=0.42), and provides a positive and nurturing learning environment (M=4.75, SD=0.49). In the same manner, the data also proved that effective school stakeholders and a safe and orderly learning environment promotes a great learning environment as both statements were marked by the respondents with *strongly agree* with mean of 4.68 (SD=0.57) and 4.65 (SD=0.58) respectively.

Table 3. Senior High School Graduates' Level of Learning Attributes in terms of Learning Environment

STATEMENT	Mean	SD	Remarks
My school facilitates a safe and orderly classroom that promotes student learning.	4.65	0.58	Strongly Agree
My school has a positive and nurturing learning environment.	4.75	0.49	Strongly Agree
My school is flexible and adaptable to possible changes due to calamities.	4.78	0.42	Strongly Agree
I feel valued and respected in my school due to seminars about anti-bullying and school safety.	4.88	0.34	Strongly Agree
My school has effective stakeholders (teachers, principal, and administrative staff).	4.68	0.57	Strongly Agree
Grand Mean		**4.75**	**Strongly Agree**
Interpretation			**Very High**

Consequently, with the consistent responses that resulted with strongly agree, without a question, the senior high school graduates highly regard learning environment as one of the attributes for learning. This is backed up by the results of the data wherein the grand mean was 4.75 which equates to *Very high*. This supports the claim of Taufan (2022), wherein educational facilities and infrastructure as one of the factors that showed a positive significant effect on the students' learning achievement.

Senior High School Graduates' Level of Success

Table 4. Senior High School Graduates' Level of Success in terms of Academic

STATEMENT	Mean	SD	Remarks
I am good at setting specific academic goals.	4.25	0.54	Strongly Agree
I kept on a good study schedule in my class to achieve awards during graduation.	4.55	0.50	Strongly Agree
I try everything I could, to do well in my class to finish my chosen track with flying colors.	4.60	0.50	Strongly Agree
I work hard to prove I could get a good grade.	4.45	0.60	Strongly Agree
I use good study skills when working for my chosen track.	3.95	0.68	Strongly Agree
Grand Mean		**4.36**	**Strongly Agree**
Interpretation			**Very High**

Table 4 shows the level of success of the senior high school graduates that are still currently pursuing their studies. Data indicates that the senior high school graduates *strongly agree* that they are currently academically successful by trying everything they could to do well in class and finish it with flying colors (M=4.60, SD=0.50) by keeping a good study schedule to achieve awards during graduation (M=4.55, SD=0.55). The respondents also *strongly agree* that working hard can get them a good grade (M=4.45, SD=0.60), because they are good in setting specific academic goals and in using good study skills (M=3.95, SD=0.68).

Overall, the Senior High School graduates' level of academic success got a grand mean of 4.36 and was interpreted *Very High* as assessed by the respondents. This result also supports the claim of Li (2017) wherein Chinese students were found to be resilient because of parents' supervision and school involvement and recognition.

Career Success.
On Table 5, the senior high school graduates' level of success in terms of career is presented. It shows that the senior high school graduates are functioning efficiently in their workplace because they were offered by their employer to pursue further studies (M=4.60, SD=0.50), have been given enough responsibility on their jobs (M=4.53, SD=0.55), receive positive feedback about their career performance (M=4.40, SD=0.55), and do work which their employer asks them to do (M=3.90, SD=0.67), all of these factors receiving a remark of *strongly agree*. Aside from their good performance, the senior high school graduates also *strongly agree* that they are successful in their career because they are in a job that offers them the chance to learn new skills (M=4.28, SD=0.72).

Table 5. Senior High School Graduates' Level of Success in terms of Career

STATEMENT	Mean	SD	Remarks
I receive positive feedback about my career performance.	4.40	0.55	Strongly Agree
I am offered opportunities for further education by my employer.	4.60	0.50	Strongly Agree
I have been given enough responsibility on my job.	4.53	0.55	Strongly Agree
I am in a job which offers me the chance to learn new skills.	4.28	0.72	Strongly Agree
I am able to do work which my employer asks me to do.	3.90	0.67	Strongly Agree
Grand Mean	**4.34**		**Strongly Agree**
Interpretation			**Very High**

All in all, in terms of career success, the senior high school graduates' level of career success has a grand mean of 4.34 and was interpreted *Very High* by the respondents. This contradicts the study of Orbeta et.al. (2018) it was highlighted that students were not very confident about getting hired, even for those who have National Certifications. They believe that college graduates still have a better edge in the labor market.

Effect of Students' Demographic Profile on the Level of Senior High School Graduates' Success
The computed p-values were compared to the level of significance at 0.05 to determine the significant effect of students' demographic profile on the level of Senior High School graduates' success.

Table 6 shows the effect of students' demographic profile in terms of track and strand they chose as to the Senior High School graduates' level of academic and career success.

Table 6. Significant Effect of Students' Demographic Profile on the Level of Senior High School Graduates' Success

Variables		t-value	p-value	Analysis
Track	Academic	-2.90	0.006	Significant
	Career	0.20	0.842	Not Significant
Strand	Academic	-3.21	0.003	Significant
	Career	-0.73	0.469	Not Significant

significant at .05 level of significance

A *significant* analysis was obtained on the effect of demographic profile in terms of track (t=-2.90, p=0.006) and strand (t=-3.21, p=0.000) on the level of Senior High School graduates' academic success. The obtained p-values were all lower than (0.05) level of significance, which supports the analysis. Differently, a *not significant* analysis was obtained on the effect of demographic profile in terms of track (t=0.20, p=0.842) and strand (t=-0.73, p=0.469) on the level of Senior High School graduates' career success.

This further means that students' chosen track and strand contributes to their academic success. Their achievements as they finish the SHS program and as they take on their new academic path in the tertiary level were the result of choosing the right track or strand. This result complements the work of Santos, et. Al (2019) wherein they have pinpointed out that the senior high school graduates have chosen their college degree based on what they have taken for their senior high school track and strand in hopes landing the job that is based on their interest and yields a financial outcome.
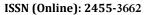
Effect of Students' Learning Attributes on the Level of Senior High School Graduates' Success
Table 7 shows the effect of the students' learning attributes in terms of teachers' competency, students' competency, and learning environment, on the level of the senior high school graduates' level of career and academic success.

A *significant* analysis was attained on the effect of Students' learning attributes in terms of teachers' competency (t=4.20, p=0.000), students' competency (t=6.18, p=0.000), and learning environment (t=5.20, p=0.000), on the level of the senior high school graduates' level of academic success. The obtained p-values were all lower than (0.05) level of significance, which supports the analysis.

Inversely, a *not significant* analysis was obtained on the effect Students' Learning attributes in terms of teachers' competency (t=-0.04, p=0.966), students' competency (t=0.78, p=0.440), and learning environment (t=1.44, p=0.159), on the level of the senior high school graduates' level of career success.
This means that the students' learning attributes contribute to their academic success but not on their career success. Olamide (2013) also highlighted the same results on his research,

wherein he pointed out that the student can use all the tools available, however it is still the make-up of the students' personality, drive, ambition, and creativity that synthesizes the efforts of the learners to succeed. In the same manner, a high level of learning attributes is not directly related to the career success of the senior high school graduates.

Table 7. Significant Effect of Students' Learning Attributes on the Level of Senior High School Graduates' Success

Variables		t-value	p-value	Analysis
Teachers' Competency		4.20	0.000	Significant
Students' Competency	Academic	6.18	0.000	Significant
Learning Environment		5.20	0.000	Significant
Teachers' Competency		-0.04	0.966	Not Significant
Students' Competency	Career	0.78	0.440	Not Significant
Learning Environment		1.44	0.159	Not Significant

4. CONCLUSION AND RECOMMENDATIONS
Based on the foregoing findings, the following conclusion was drawn.

The study shows that the demographic profile of the graduate-respondents has a significant effect on their level of success. This further means that students' chosen track and strand contributes to their academic success. Their achievements as they finished the SHS program and as they take on their new academic path in the tertiary level were the result of choosing the right track or strand.

A significant analysis was also obtained regarding the effect of students' learning attributes in terms of teachers' competency, students' competency, land learning environment on the senior high school graduates' level of academic success.

On the contrary, a not significant analysis was obtained on the effect Students' Learning attributes in terms of teachers' competency , students' competency, land learning environment on the senior high school graduates' level of career success. This means that the students' learning attributes contribute to their academic success but not to their career success.

Based on the findings and conclusion of the study, the following recommendations are hereby offered:
1. This study has analyzed the track and strand taken by the senior high school graduates as well as their current part, which is either academic or pursuing a career. However, a more thorough study could be conducted to include the nature of career that the graduates have taken on. This path of research could bring out more data that can be analyzed and eventually be utilized to enhance the senior high school curriculum. Also with this analysis, students can have a glimpse of their career path once they graduated senior high school.
2. The results of the study revealed a high level of learning attributes and level of success of the senior school graduates; however, it does not equate to the positive relationship towards career success. This indicates that there could be more underlying factors that affect that career success of the graduates like the alarming growth of job mismatch among the graduates. Hence, it is recommended for future researchers to further explore underlying factors that affect the career success of senior high school graduates.

3. The level of success both in academic and career were both regarded very high by the respondents which means that they are currently doing well on their chosen path. This result implies that may it be academic or career, the graduates are regarded as successful. Hence, it is recommended to conduct parallel studies to further check on the status of the SHS graduates.

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