



# COMPARATIVE ANALYSIS OF CURRICULUM EXITS PATH OF FIRST AND SECOND BATCHES OF SHS GRADUATES: YEAR 2 INITIAL INPUTS TO LOCALIZED POLICY GUIDELINES ON SHS PROGRAMS AND NATIONAL CERTIFICATE TRAININGS

**Ian Ismael E. Marces**

Master Teacher II,  
Senior High School Department,  
Mayamot National High School,  
Antipolo City,  
Rizal Philippines

**Liezel B. Aling**

Master Teacher II,  
Senior High School Department,  
Mayamot National High School,  
Antipolo City,  
Rizal Philippines

**Jayson Seel M. Maravilla**

Teacher II,  
Senior High School Department,  
Mayamot National High School,  
Antipolo City,  
Rizal Philippines

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## ABSTRACT

*This study aimed to compare and analyze the curriculum exits path of the first and the second batches (AY 2017-2018 and AY 2018-2019) of the SHS graduates and use the results to formulate localized policy guidelines on senior high school program and national certificate trainings. For quantitative analysis, Frequency and Percentage were utilized in analyzing the responses of the first and second batches of SHS graduates from AY 2017-2018 and AY 2018-2019 in administered online tracer form. Afterwards, qualitative analysis through document analysis was conducted to determine the alignment among curriculum exits, senior high school strands and national certificate trainings. This study was participated by Grade 12 graduates AY 2017-2018 and AY 2018-2019 of Mayamot National High School. Moreover, this study can be a basis for a localizing policy guidelines on programs and strands offering and conduct of National Certificate trainings. The result of the study was utilized in revising and improving the existing guidelines on senior high school program and national certificate trainings.*

*This study revealed that 77.47 % senior high school graduates in 2019, pursued higher education. This is lower compared to the 91% graduates in 2018 who went to college. On the other hand, 22.13 % of the 2019 graduates sought for employment which is higher compared to the 8 % of 2018 graduates who landed job after graduation. Meanwhile, middle-level skills and entrepreneurship were least prioritized by the graduates in both academic years (2017-2018 and 2018-2019). Moreover, it can be gleaned from this study that 61.22 % of the 2019 graduates took courses aligned to their senior high school strands and tracks. This is lower compared to the alignment rate of the 2018 graduates, whom 91% of them had taken aligned courses in college. On the other hand, 80.36 % of 2019 graduates landed jobs not aligned to their senior high school strands and tracks. This misalignment rate is closer compared to the 86 % of the 2018 graduates who were employed after graduation. Meanwhile, middle-level skills and entrepreneurship were least prioritized by the graduates in both academic years (2017-2018 and 2018-2019). With respect to the alignment of curriculum exits path of the graduates on their National Certificate Trainings, in higher education, 60.27% of the 2019 graduates found the NC trainings aligned to their current course while only 38% is the alignment rate for the 2018 graduates. On the other hand, in employment, 42.86 % of the 2019 graduates found the NC trainings aligned to their current job while only 24% is the alignment rate for the 2018 graduates. This implies that majority of the graduates who pursued higher education have aligned courses with their SHS strand while not aligned course with their NC trainings. While, those who pursued employment, majority have not aligned job or work with their SHS strand and not aligned job or work with their NC trainings in both academic years (2017-2018 and 2018-2020).*

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## INTRODUCTION

This study aims to compare and analyze the curriculum exits path of the first and the second batches of the SHS graduates and use the results to formulate localized policy guidelines on senior high school program and national certificate trainings. The Department of Labor and Employment (DOLE) projected the 1.2 to 1.3 million senior high school students who graduated in 2019. The data includes the 645 graduates of Mayamot National High School (MNHS). This is higher compared to the 565 graduates in 2018. The design of the K-12 Curriculum is a job-ready program. However, based on the survey on January 2018 to January 2019 conducted by the Philippine Statistics Office (PSA), 3.8% or 86,868 senior high school graduates are unemployed from the total population of 2.286 million unemployed Filipinos. On the other hand, Job Street Philippines Country Manager, Philip Gioca, revealed that 6 out of 10 employers trusted to hire senior high school graduates in a survey conducted in 2018. This is way higher to the 4 out of 10 companies that were willing to hire senior high graduates based on the survey in 2016.

Dir. Gioca said that senior high school graduates, may apply for entry level positions namely, customer service representative, manufacturing, retail, sales marketing, administrative staff, technician, encoder and etc. In terms of employment, the Philippine Chamber of Commerce and Industry Dir. Alfredo Fenix Jr. said that companies are open in hiring senior high school graduates but they have not identified jobs yet appropriate for them. This is opposed to DOLE Dir. Dominique Tutay explanation. She believes that companies may be worried of the senior high graduates' level of maturity and decision-making skills as compared to that of college graduates'. "Companies who hired senior high school graduates from the first batch of graduates have positive response towards hiring those senior high graduates.

Department of Education Under Secretary Nepo Malaluan is not alarmed of the issue since K-12 Program is still a working progress. As stated in Republic Act No. 10533, An Act of Enhancing the Philippine Basic Education System by Strengthening Its Curriculum and Increasing of Years for Basic Education, Approaching Funds Therefore and for Other Purposes, the projected full transition of the curriculum is in 2021. Therefore, DepEd remains confident on the senior high school graduates. USec. Malaluan said that majority of the first batch of graduates pursued higher education. This data is of great similar to first batch of graduates in this school where 91% of them pursued higher education. Moreover, the small percentage of graduates who wished to get employment successfully made it. Likewise, 8% of

the graduates in MNHS were able to land jobs. "DepEd will monitor trends perfect for Technical Vocational (TechVoc) Track particularly the appropriate skills aligned to the job market and meet the changing trends." Similarly, this study intends the same-senior high graduates take exits path aligned to their senior high school track and stand.

On the study entitled, "Curriculum exits path of grade 12 graduates: basis for localized policy guidelines on senior high school program and national certificate trainings", conducted by the same researchers, it is found out that 76% of those who graduated took courses in college aligned to their senior high school tracks and strands. Specifically, 67% of the graduates under TechVoc have aligned courses in college. Moreover, national certificate trainings funded through the initiative of the school and other stakeholders are found not aligned to the exits path they took.

In addition, the study revealed that the two curriculum exits path such as entrepreneurship and middle-level skills are least prioritized by the graduates. Subsequently, DepEd encourages local government to initiate localized job fairs so senior high grad can showcase the skills they have acquired. On the other hand, DOLE encourages senior high graduates to upgrade skills [Middle-level Skills] so they can apply to higher positions. DepEd Usec. Malaluan believed that all new things require time to see the result. Likewise, this study intends to assess the existing senior high school program and national certificate trainings offered for the purpose of the localized program on this matter.

## RESEARCH QUESTIONS

This study aimed to compare and analyze the curriculum exits path of the first and the second batches of the SHS graduates as initial inputs to localized policy guidelines on senior high school program and national certificate trainings.

Specifically, it sought to provide answers to the following questions:

1. What are the curriculum exits path of Mayamot National High School first and the second batches of the SHS graduates in terms of:

- 1.1. Higher Education;
- 1.2. Employment;
- 1.3. Entrepreneurship; and
- 1.4. Middle Level Skills Development?

2. Are the strands, tracks, and national certificate trainings aligned to the first and the second batches of the SHS graduates' exits path in terms of:

- 2.1. Higher Education;
- 2.2. Employment;
- 2.3. Entrepreneurship; and
- 2.4. Middle Level Skills Development?



3. What are the implications of the curriculum exits path of the first and the second batches of the SHS graduates' to the existing Senior High School program in terms of:

- 3.1. Program offerings; and
- 3.2. National Certificate Trainings?

## RESEARCH METHODS

### A. Parts and/or Other Sources of Data and Information

The study was participated by the 645 Grade 12 graduates AY 2018-2019 and 565 Grade 12 graduates AY 2017-2018 in Mayamot National High School as main respondents to compare and analyze the curriculum exits path of the first and the second batches of the SHS graduates as initial inputs to localized policy guidelines on senior high school program and national certificate training.

Below are the distribution of the respondents per batches and per strand.

Track / Strand	First Batch 2017-2018		Second Batch 2018-2019	
	f	%	f	%
Academic / Science, Technology, Engineering and Mathematics (STEM)	152	27%	76	12%
Academic / Accountancy, Business and Management (ABM)	226	40%	157	24%
Academic / General Academic Strand (GAS)	-	-	39	6%
TVL / Home Economics (HE)	88	16%	137	21%
TVL / Industrial Arts (IA)	99	17%	236	37%
<b>Total</b>	<b>565</b>	<b>100%</b>	<b>645</b>	<b>100%</b>

### B. Data Gathering Methods

The researchers chose a mixed research analysis. In which, a survey research design for quantitative and document analysis for qualitative were conducted to best serve and answer the questions and the purposes of the study.

Survey research is defined as “the collection of information from a sample of individuals through their responses to questions” (Check & Schutt, 2012, p. 160). The primary purpose of this research was to obtain information from the large number of students who graduated at Mayamot National High School using Google Form as questionnaire.

### Study Tracer Form

The online study tracer form / questionnaire was divided into two sections: (1) Basic Information; (2) Curriculum Exits. Each section compose of items which used to identify the needed data. The questions in the study tracer form includes:

1. Basic Information
  - a. Complete Name
  - b. Track
  - c. Strand
  - d. Section
  - e. National Training during High School
2. Curriculum Exits
  - a. After Graduation, where do you intend to go?
    - b. If you have chosen Higher Education, in which college or university did/would you enroll yourself in?
    - c. If you have chosen Employment, in which company or industry did you apply for?
    - d. If you have chosen Entrepreneurship, which business industry did you put up?
    - e. If you have chosen Middle-Level Skills Development, which specialization did/ would you engaged in?



**Actual sample of study tracer form**

Tracer Form for Mayamot NHS Senior High School Graduates SY 2018 - 2019

\* Required

**Basic Information**

Last Name \*

Your answer \_\_\_\_\_

First Name \*

Your answer \_\_\_\_\_

Extension Names  
e.g. J., B., II

Your answer \_\_\_\_\_

**If you have chosen EMPLOYMENT, in which company or industry did you apply for?**

(Kung ang ppinili mo ay TRABAHO, saang kumpanya ka nag-apply/magtrabaho?)

Name of Company

Your answer \_\_\_\_\_

Position

Your answer \_\_\_\_\_

**If you have chosen HIGHER EDUCATION, in which college or university did/would you enroll yourself in?**

(Kung ikaw ay pagsasak sa Kolehiyo, saang paaralan ka nag-enroll o mag-enroll?)

Name of College or University

Your answer \_\_\_\_\_

Course

Your answer \_\_\_\_\_

Major in:

Your answer \_\_\_\_\_

**If you have chosen ENTREPRENEURSHIP, which business industry did you put up?**

(Kung ikaw ay magtatayo ng NEGOSYO, ano ang linya ng negosyong iyong itinatayo?)

Type of Business  
(e.g. Salon, Talyer)

Your answer \_\_\_\_\_

**If you have chosen MIDDLE-LEVEL SKILLS DEVELOPMENT, which specialization did/would you pursue?**

(Kung ikaw ay patuloy na MAGSASANAY, ano ang linya ng kasanayan ang nais mong patuloy na linangin na hindi mo pa nakukuha?)

Specialization

- Bread and Pastry Production
- Food and Beverages
- Electrical Installation and Maintenance
- Computer Systems Servicing
- Technical Drafting
- Barista
- Scaffolding
- Other:

Track \*

Choice -

Strand \*

Choice -

Section \*

Choice -

National Certificate/ other training you had taken during your SHS \*

2017 sinasagang pagpapatay na nakukuha mo habang ikaw ay nasa SHS

- Bread and Pastry Production
- Food and Beverages
- Electrical Installation and Maintenance
- Computer Systems Servicing
- Technical Drafting
- Barista

Tracer Form for Mayamot NHS Senior High School Graduates SY 2018 - 2019

\* Required

**Curriculum Exits**

After Graduation, where do you intend to go? (pagkatapos ng graduation sa SHS, san ka na patungo?) \*

- High Education (College/Kolehiyo)
- Employment (Trabaho)
- Entrepreneurship (Negosyo)
- Middle-Level Skills Development (Patuloy na Pagsasanay)
- Wala sa nabanggit



### C. Data Analysis Plan

For quantitative analysis, Frequency and Percentage was utilized in analyzing the responses of the first and second batches of SHS graduates from AY 2017-2018 and AY 2018-2019 in

administered online tracer form. Afterwards, qualitative analysis through document analysis was conducted to determine the alignment among curriculum exits, senior high school strands and national certificate trainings.

### RESEARCH WORK PLAN AND TIMELINES

The study was divided into three parts namely preparatory activities, implementation activities and post-implementation activities. The study will last for 5 months from June – October 2019.

TIMELINE		ACTIVITY/IES	OUTPUT
<b>Pre-implementation (1 month)</b>			
June	1 <sup>st</sup> Week	a. Problem formulation and gathering of needed supporting documents	Research Questions
	2 <sup>nd</sup> Week	b. Development of study tracer form	Online Study Tracer Form
	3 <sup>rd</sup> Week	c. Pilot testing and validation of study tracer form	Validated and Tested-Reliability Online Study Tracer Form
<b>Implementation (3 months)</b>			
June-July	2 Months	a. Administration of study tracer form to all grade 12 graduates SY 2018-2019.	Online Study Tracer Form
August	1 <sup>st</sup> Week – 4 <sup>th</sup> Week	b. Analysis of data gathered through study tracer form	Analyze and Interpreted Data
<b>Post-Implementation (2 months)</b>			
September	1 <sup>st</sup> Week – 4 <sup>th</sup> Week	a. Dissemination of the results through consultative meetings and LAC session	Disseminated Results
October	1 <sup>st</sup> Week – 4 <sup>th</sup> Week	b. Initial policy formulation in relation with the result of the study	Initial Draft of Localized Policy Guidelines

### RESULTS AND DISCUSSION

#### Curriculum Exits Path of Mayamot National High School Grade 12 Graduates

Curriculum Exits	First Batch		Second Batch	
	Frequency	Percentage	Frequency	Percentage
<b>Higher Education</b>	326	91%	196	77%
<b>Employment</b>	29	8%	56	22%
<b>Entrepreneurship</b>	0	0%	0	0%
<b>Middle-Level Skills</b>	2	1%	1	1%
<b>TOTAL</b>	<b>357</b>	<b>100%</b>	<b>253</b>	<b>100%</b>

It can be gleaned from the table that 77.47 % senior high school graduates in 2019, pursued higher education. This is lower compared to the 91% graduates in 2018 who went to college. On the other hand, 22.13 % of the 2019 graduates sought for employment which is higher compared to the 8

% of 2018 graduates who landed job after graduation. Meanwhile, middle-level skills and entrepreneurship were least prioritized by the graduates in both academic years (2017-2018 and 2018-2019).





**Alignment of Curriculum Exits Path of Grade 12 Graduates  
on their Senior High School Strands and Track**

Curriculum Exits	First Batch				Second Batch			
	Aligned		Not Aligned		Aligned		Not Aligned	
	f	%	f	%	f	%	f	%
<b>Higher Education</b>	247	76%	79	24%	120	61%	76	39%
<b>Employment</b>	4	14%	25	86%	11	20%	45	80%
<b>Entrepreneurship</b>	0	0	0	0	0	0%	0	0%
<b>Middle-Level Skills</b>	1	50%	1	50%	0	0%	1	1%

It can be gleaned from this table that 61.22 % of the 2019 graduates took courses aligned to their senior high school strands and tracks. This is lower compared to the alignment rate of the 2018 graduates, whom 91% of them had taken aligned courses in college. On the other hand, 80.36 % of 2019 graduates landed jobs not aligned to their

senior high school strands and tracks. This misalignment rate is closer compared to the 86 % of the 2018 graduates who were employed after graduation. Meanwhile, middle-level skills and entrepreneurship were least prioritized by the graduates in both academic years (2017-2018 and 2018-2019).

**Alignment of Curriculum Exits Path of Grade 12 Graduates  
on their National Certificate Trainings**

Curriculum Exits	First Batch				Second Batch			
	Aligned		Not Aligned		Aligned		Not Aligned	
	f	%	f	%	f	%	f	%
<b>Higher Education</b>	69	38%	115	63%	44	60%	29	40%
<b>Employment</b>	4	24%	13	76%	15	43%	20	57%
<b>Entrepreneurship</b>	0	0	0	0	0	0%	0	0%
<b>Middle-Level Skills</b>	1	50%	1	50%	1	100%	0	0%

This table determined the alignment of curriculum exits path of the graduates on their National Certificate Trainings. In higher education, 60.27% of the 2019 graduates found the NC trainings aligned to their current course while only 38% is the alignment rate for the 2018 graduates.

On the other hand, in employment, 42.86 % of the 2019 graduates found the NC trainings aligned to their current job while only 24% is the alignment rate for the 2018 graduates. Meanwhile, entrepreneurship and middle level skills were least prioritized by the graduates in both batches.



**Implications of the Curriculum Exits Path of Grade 12 Graduates in Academic Track to the Existing Program offerings**

Curriculum Exits	Batch	STEM				ABM			
		ALIGNED		NOT ALIGNED		ALIGNED		NOT ALIGNED	
		F	%	f	%	F	%	f	%
Higher Education	First	75	79%	20	21%	112	79%	29	21%
	Second	8	31%	18	69%	60	86%	10	14%
Employment	First	0	0	8	100%	1	8%	11	92%
	Second	0	0%	2	100%	4	67%	2	33%
Entrepreneurship	First	0	0%	0	0%	0	0%	0	0%
	Second	0	0%	0	0%	0	0%	0	0%
Middle-Level Skills	First	1	100%	0	0	0	0	1	100%
	Second	0	0%	0	0%	0	0%	1	100%

This table revealed that 31% of the second batch graduates under STEM took courses aligned to Science and Technology, Engineering, and Mathematics. This was lower compared to the alignment rate of the first batch which was 79%. However, the alignment rate of the second batch of ABM graduates with regards to the courses they took in college is 86%. This was higher compared to the 79% alignment rate of the first batch. On the

other hand, STEM students employment rate depreciate to 75% and its alignment rate is consistent to 0%. Likewise, ABM graduates who landed job immediately showed a decreasing rate of 50% while its alignment rate increased to 50% too. Meanwhile, the two other curriculum exits path namely, entrepreneurship and middle-level skills were least prioritized by the graduates of two batches.

**Implications of the Curriculum Exits Path of Grade 12 Graduates in TVL Track to the Existing Program offerings**

Curriculum Exits	Batch	HOME ECONOMICS				INDUSTRIAL ARTS			
		ALIGNED		NOT ALIGNED		ALIGNED		NOT ALIGNED	
		F	%	F	%	F	%	f	%
Higher Education	First	27	57%	20	43%	33	77%	10	23%
	Second	9	37%	15	63%	42	56%	33	44%
Employment	First	1	25%	3	75%	2	40%	3	60%
	Second	0	0%	0	0%	0	0%	0	0%
Entrepreneurship	First	0	0%	0	0%	0	0%	0	0%
	Second	0	0%	0	0%	0	0%	0	0%
Middle-Level Skills	First	0	0%	0	0%	0	0%	0	0%
	Second	0	0%	0	0%	0	0%	0	0%

This table revealed that 37% of the second batch graduates under Home Economics took courses aligned to their strand. This was lower compared to the alignment rate of the first batch which was 57%. Same as the result of the second batch graduates under Industrial Arts which was 56%

which was lower compared to the rate of the first batch which was 77%. Meanwhile, the three other curriculum exits path namely, employment, entrepreneurship and middle-level skills were least prioritized by the graduates of two batches.



## CONCLUSION

This study revealed that 77.47 % senior high school graduates in 2019, pursued higher education. This is lower compared to the 91% graduates in 2018 who went to college. On the other hand, 22.13 % of the 2019 graduates sought for employment which is higher compared to the 8 % of 2018 graduates who landed job after graduation. Meanwhile, middle-level skills and entrepreneurship were least prioritized by the graduates in both academic years (2017-2018 and 2018-2019).

Moreover, it can be gleaned from this study that 61.22 % of the 2019 graduates took courses aligned to their senior high school strands and tracks. This is lower compared to the alignment rate of the 2018 graduates, whom 91% of them had taken aligned courses in college. On the other hand, 80.36 % of 2019 graduates landed jobs not aligned to their senior high school strands and tracks. This misalignment rate is closer compared to the 86 % of the 2018 graduates who were employed after graduation. Meanwhile, middle-level skills and entrepreneurship were least prioritized by the graduates in both academic years (2017-2018 and 2018-2019).

With respect to the alignment of curriculum exits path of the graduates on their National Certificate Trainings, in higher education, 60.27% of the 2019 graduates found the NC trainings aligned to their current course while only 38% is the alignment rate for the 2018 graduates. On the other hand, in employment, 42.86 % of the 2019 graduates found the NC trainings aligned to their current job while only 24% is the alignment rate for the 2018 graduates.

This implies that majority of the graduates who pursued higher education have aligned courses with their SHS strand while not aligned course with their NC trainings. While, those who pursued employment, majority have not aligned job or work with their SHS strand and not aligned job or work with their NC trainings in both academic years (2017-2018 and 2018-2020).

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