

**Monitoring Influx of Senior High School Student Examinations**

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November 2017

## Abstract

This study focused on monitoring the influx of senior high school students and as of November 4, 2017, the ACAP has 341 examinees from different high schools in the province. Based on the results of the survey, the top 5 schools are Angeles City National Trade School, Angeles City National High School, Francisco G. Nepomoceno Memorial High School and Children Of Fatima School Incorporated. The top 3 strands are Technical-Vocational-Livelihood (TVL) Track, Humanities and Social Sciences (HUMSS) Strand and Accountancy, Business and Management (ABM) Strand. This data will enable the ACAP Center to predict future situations that may deal with problems in educating our stakeholders. In line with this, the ACAP Center will continue to monitor the inflow of students thus ensuring maximum capability of the ACAP programs for effective intervention and preventive measures.

## Introduction and Review of Related Literature

The Assessment, Counseling, Alumni and Placement (ACAP) Center is consistently monitoring the influx of all incoming students, in this study, specifically Senior High School students. It is important to observe and record the demographics of the inflow of incoming students, through descriptive research and empirical records, in order to predict certain situations and occurrences wherein contingency plans and development programs can be established, enhanced and/or adjusted in line with the necessities of the present conditions. The ACAP Center acknowledges the importance and need of scientific research and empirical data for enhancing approaches to satisfy the objectives of the institution.

According to a study, two hundred thousand college freshmen agree that access to careers and college affordability are two of the most important factors when choosing a college – not college rankings. The findings are part of the University of California – Los Angeles’ “The American Freshman” survey of close to 200 thousand first-year students at over 200 U.S. colleges. Students were asked to rate which factors most determined their decision to enroll in a college or university. The results: college rankings only came in 12th place, trumped by factors like the school’s academic reputation (first place on their list) and whether graduates are able to secure good jobs (in second place).

### *Top Reasons for Choosing a College*

This is a list of top ten factors that influenced over 200 thousand college freshman in choosing their schools:

1. College has very good academic reputation
2. This college's graduates get good jobs
3. I was offered financial assistance
4. The cost of attending this college
5. A visit to this campus
6. College has a good reputation for its social activities
7. Wanted to go to a college about this size
8. College's grads get into top grad/professional schools
9. The percentage of students that graduate from this college

## 10. I wanted to study near home

*SOURCE: heri.ucla.edu/pr-display.php?prQry=111 | [2] news.yahoo.com/freshmen-students-rankings-arent-key-factor-college-choice-162651250.html*

As of November 4, 2017, the ACAP has 341 examinees from different high schools in the province. It is essential to keep track of the demographics of the students and how to determine their background, culture, mass personality, preferences and characteristics in order to establish educational programs that suit their profile. This data will enable the ACAP Center to predict future situations that may deal with problems in educating our stakeholders. In line with this, the ACAP Center will continue to monitor the inflow of students thus ensuring maximum capability of the ACAP programs for effective intervention and preventive measures.

### Related Studies

#### *Survey and Research Project for Creating Attractive Schools*

The Survey on Problem Behavior in Schoolchildren has found more than 120,000 cases of truancy among elementary and lower secondary school students every year since fiscal 2000. This poses a major challenge to these students' capacity to attain social independence in future. In order to advance preventive measures against truancy, the Guidance and Counseling Research Center is working in partnership with prefectural boards of education to implement a survey on "creating attractive schools" that can cultivate a "zest for living." Implementation of the survey is being commissioned to 31 different prefectural governments.

In addition to furthering activities under this project, the Center is working to communicate its outcomes throughout Japan through Block Consultative Meetings on the Survey and Research Project for Creating Attractive Schools. The meetings, which are held in three regional blocks across Japan, bring together persons involved in the project, those engaged in guidance of schoolchildren in prefectural and municipal boards of education, and school staff members to hear reports on initiatives under the project and engage in discussion.

#### *Project for Developing Integrated Student Guidance Partnerships*

With the aim of helping to prevent and address problem behavior in schoolchildren, such as bullying, violence, truancy, and juvenile delinquency, and promoting the healthy development of schoolchildren, the Center has commissioned all 47 of Japan's prefectural governments to conduct its project for (a) the development of regional networks through lateral initiatives for cooperation and partnerships among schools, families, community members, private organizations, and related bodies in fields including education, public health, medical care, welfare, law enforcement, and judicial affairs, and (b) fundamental

investigation, analysis, and development of measures addressing issues in the guidance and healthy development of schoolchildren in each region.

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#### *Study on Developing More Effective Approaches to Career Guidance*

There is now an urgent need for enhancement of life guidance to make schoolchildren aware of the purposes of study and work, and initiatives to equip them with the capacity to make their own career choices. In acknowledgement of the importance of the issue, the Center has conducted multidirectional, multilateral surveys and analyses to identify changes in career consciousness among children in the context of today's rapid social and economic transformations. A collection of career education resources has been produced and distributed to prefectural boards of education and other bodies.

#### *Study on Developing Organized and Systematic Approaches to Career Education in Schools*

In order to advance an organized and systematic approach to career education across all educational activities at different stages of the school system, the Center has conducted surveys and research to gather information on activities, analyze problems, and investigate practical approaches to career education. A pamphlet to promote career education for teachers has been produced and distributed to schools, boards of education, and other bodies throughout Japan.

#### *National Research Forum for Career Education and Career Guidance Personnel*

In order to foster improvements in career guidance into the future, the Center holds an annual research forum for supervisors in charge of career guidance in boards of education at prefectural and designated city level and teachers taking leadership roles in career guidance in elementary, lower secondary, and upper secondary schools. Lectures on approaches to career guidance are held along with discussions on research findings and activities for information exchange.

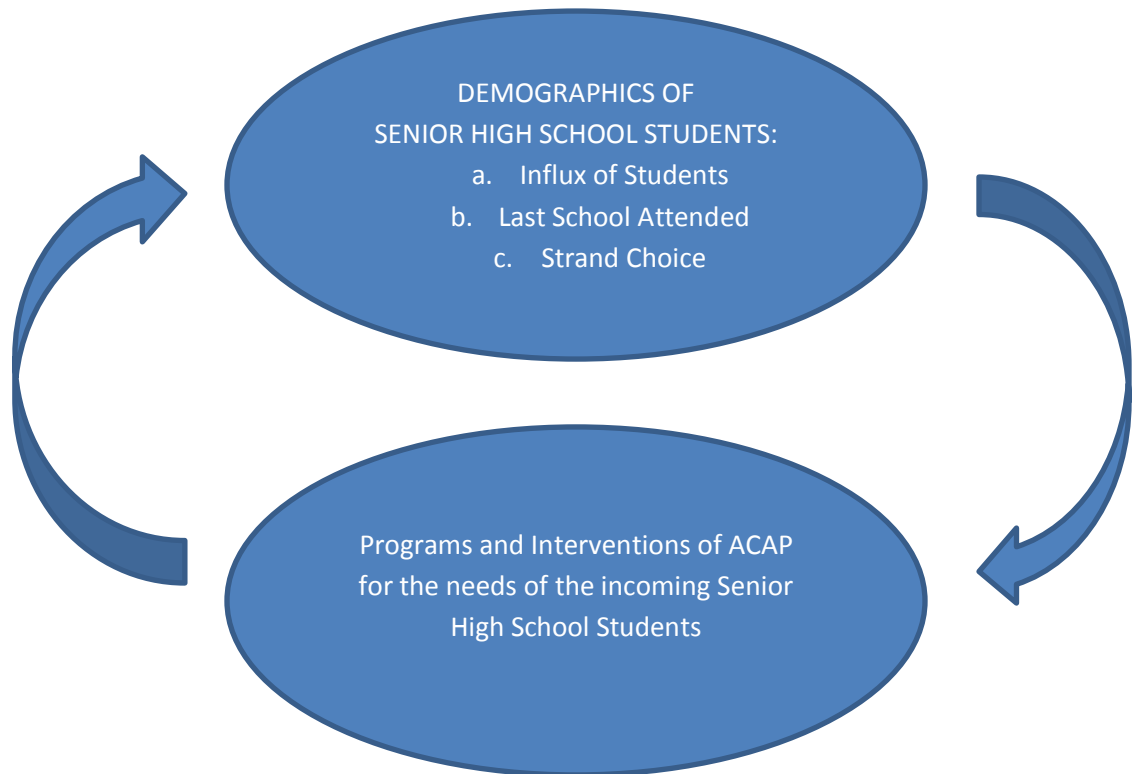
*SOURCE: NIER DEPARTMENTS and CENTERS - Guidance and Counseling Research Center*



Ministry of Education, Culture, Sports, Science and Technology

NATIONAL INSTITUTE FOR EDUCATIONAL POLICY RESEARCH CENTER

## Conceptual Framework



## Statement of the Problem

1. What are the demographics of incoming senior high school students in terms of:
  - a. Number of incoming students
  - b. Last School Attended
  - c. Strand Choice

## Significance of the Study

The study will serve as a basis for objectives of development programs, psychological platforms, spiritual seminars, intellectual trainings, monitoring strategies, contingency plans, counseling approaches, student assessment construct, and overall perspective on holistic education mission of the ACAP Center.

The data on the influx of senior high school students will be a significant factor in determining the appropriate and effective approaches and methods when dealing with our stakeholders.

## Scope and Limitations

This study is confined to senior high school students of Systems Plus College

Foundation. This study did not assess, evaluate or interpret any variable in the course of the whole study. The data of this study is purely descriptive in nature. Additional approaches will be implemented by the ACAP Center to supplement monitoring of the incoming senior high school students.

### **Research Design**

A Descriptive Survey was utilized for this study in determining the demographics of students and also their background and course preference.

### **Participants of the Study**

341 Incoming Senior High Students ages 15 – 16 years old were the participants in this study.

### **Research Instrument**

Survey Questionnaire and Entrance Examination Log in Sheet.

### **Data Gathering Procedures**

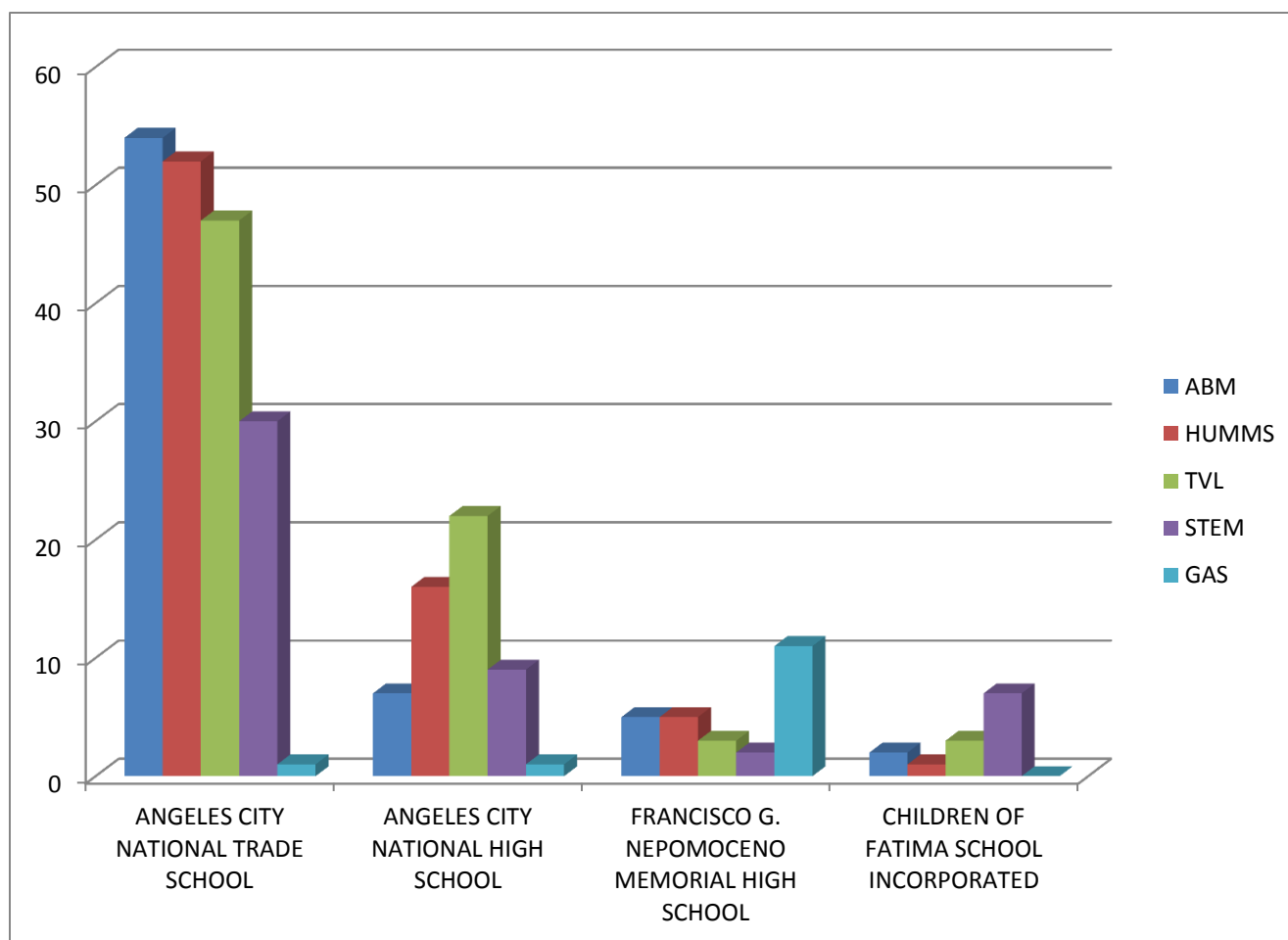
Initial Interview and Survey Questionnaires were utilized in gathering data.

### **Data Processing and Analysis Procedure**

Descriptive Statistics is the method of data analysis.

## Results and Discussion

Table 1: Entrance Examinations – top schools and their strand



SCHOOL	ABM	HUMMS	TVL	STEM	GAS
ANGELES CITY NATIONAL TRADE SCHOOL	54	52	47	30	1
ANGELES CITY NATIONAL HIGH SCHOOL	7	16	22	9	1
FRANCISCO G. NEPOMOCENO MEMORIAL HIGH SCHOOL	5	5	3	2	11
CHILDREN OF FATIMA SCHOOL INCORPORATED	2	1	3	7	0
TOTAL	68	74	75	48	13

Based on the results of the survey, the top 5 schools are Angeles City National Trade School, Angeles City National High School, Francisco G. Nepomoceno Memorial High School and Children Of Fatima School Incorporated. The top 3 strands are Technical-Vocational-Livelihood (TVL) Track, Humanities and Social Sciences (HUMSS) Strand and Accountancy, Business and Management (ABM) Strand.

\*Note: actual number of students who took entrance examinations is 341.

### The Academic Strands

### ***Accountancy, Business and Management (ABM) Strand***

The Accountancy, Business and Management (ABM) strand would focus on the basic concepts of financial management, business management, corporate operations, and all things that are accounted for. ABM can also lead you to careers on management and accounting which could be sales manager, human resources, marketing director, project officer, bookkeeper, accounting clerk, internal auditor, and a lot more.

The ABM curriculum will allow you to get a deeper appreciation of the fantastic world of accounting and business management without the hassle of going to Algebra, Geometry, Trigonometry, and other specialize mathematical subjects that you won't need.

Subjects in the ABM will give you the tools you will need on your journey to success in the corporate world. Expect that you will be studying financial and management accounting alongside the legal, business, and organizational contexts that you will be encountering in enterprise. In taking this strand, you will be able to analyze assets, interpret profitability, understand financial positions, and prepare audit accounts.

#### ***ABM Courses***

##### **Accountancy**

Getting accountancy is not left to just being an accountant. You can become an accounts payable clerk, bookkeeper, budget analyst, internal auditor, chief financial officer among others.

##### **Business Administration**

Get on board with other various tracks in the corporate setting like loan officer, administrative assistant, community-service manager, market-research analyst, financial adviser, and even become a statistician.

##### **Agribusiness**

This means agriculture-related activities that put farmers, processors, distributors, and consumers within a market system of agricultural products. The Department of Trade and Industry eyes in transforming agricultural farming into a thriving agribusiness-driven sector.

### ***Humanities and Social Sciences (HUMSS) Strand***

The HUMMS strand is designed for those who wonder what is on the other side of the wall. In other words, you are ready to take on the world and talk to a lot of people. This is for those who are considering taking up journalism, communication arts, liberal arts, education, and other social science-related courses in college.

If you take this strand, you could be looking forward to becoming a teacher, a psychologist, a lawyer, a writer, a social worker, or a reporter someday. This strand focuses on improving your communication skills.

While it is true that the HUMMS means less math and less numbers, this does not mean that this strand is 'easier' than other strands. Part of the curriculum includes



introduction to world religions, Philippine and world literature, political and community development specialization subjects, and more.

### *HUMMS Courses*

#### Communication Arts

With various communication disciplines, techniques, and skills learned from the strand, you can become a diplomat, a journalist, a writer, a lawyer among others.

#### Economics and Sociology

If you've got the guts and ideals to go into politics, civic leadership, or community work, the HUMMS got you covered. You can also be involved with careers on history, public administration, social work, anthropology, environmental planning, or theology.

#### Education

Possible careers under the HUMMS track also include professionals on literature, philosophy, guidance counseling, linguistics, Philippine Studies, and English. At the HUMMS curriculum, you will deal with human experiences through which your lessons would be developed.

#### Psychology

Other fields that you could qualify are psychotherapy, market research, criminology, and military science.

### ***Technical-Vocational-Livelihood (TVL) Track***

If you are really not sure if you will be able to pursue any degree after Senior High or if you want to earn money immediately after graduation, then this track is for you. Even without college, Technical-Vocational-Livelihood track will equip you with job-ready skills in the future.

This track also invests primarily on skills that can gain you requisite COCs (Certificates of Competency) and NCs (National Certifications) which would be essential when looking for better career opportunities in agriculture, electronics, and trade. This is also important when applying abroad where the skills you gain would prepare you as you join the workforce.

Also, according to the Department of Education, the TVL specializations may be taken between Grades 9 to 12. Exploratory Subjects at 40 hours per quarter are taken during Grades 7 to 8.

Just like in the Academic Track, there are four strands you can choose from to make sure that you will go with your right fit.

#### 1. Agri-Fishery Arts Strand

The Agri-Fishery strand was designed for hands-on learning and application of skills that are related to agriculture and aquaculture. You will be taking various subjects that are connected to other jobs such as food processing, rubber production, animal production, or landscape installation.

## 2. Home Economics Strand

The Home Economics track offers various specializations that can lead to livelihood projects at home. This strand aims to give you job-ready skills that can help you in finding the right employment.

## 3. Industrial Arts Strand

Technical Livelihood Education subjects under this track are following the TESDA curriculum so if you are thinking of taking any of technical-vocational courses, this is the strand you should take. Industrial Arts will provide you the skills and knowledge on carpentry, automotive servicing, driving, electronics repair, electrical installation, welding, plumbing, and tile setting.

## 4. Information and Communications Technology (ICT) Strand

If you are computer-savvy or a technological freak, step right into the ICT strand. Under this strand, you will be encouraged to utilize information and communication technological tools to contextualize, collaborate, and create experiences for learning in this professional strand.

### ***Science, Technology, Engineering, and Mathematics (STEM) Strand***

Science, Technology, Engineering, and Mathematics are intertwining disciplines when applied in the real world. The difference of the STEM curriculum with the other strands and tracks is the focus on advanced concepts and topics.

Under the track, you can become a pilot, an architect, an astrophysicist, a biologist, a chemist, an engineer, a dentist, a nutritionist, a nurse, a doctor, and a lot more. Those who are also interested in Marine Engineering should take this track

#### *STEM Courses*

##### Agriculture

For the people who love being outdoors, STEM is the track for you! You can get degrees varying from agricultural engineering, animal science, food technology, horticulture, forestry to veterinary medicine.

##### Engineering

Subjects under STEM are tailor fitted to courses such as civil engineering, chemical engineering, computer engineering, electrical engineering, electronics & communication engineering, industrial engineering, and mechanical engineering.

##### Health Care

Anatomy and Physiology just got easy with the STEM curriculum specialized subjects of chemistry and biology. Your future might hold you as a doctor, nurse, pharmacist, physical therapist, dentist, or medical technologist. I can already see that white coat on you!

## Information Technology

Equipped with the basic essentials to survive the rapid global IT marketplace, look forward to get that degree on Computer Science, Computer Technology, and Information Technology as a STEM student.

### Mathematics and Science

Mathematics and Science is the heart of the STEM curriculum. Different technical career paths are open for you to take on. Various industries such as banking, civil service, financial services, consulting, and retail can become your playground in the future.

## ***General Academic Strand (GAS)***

While the other strands are career-specific, the General Academic Strand is great for students who are still undecided on which track to take. You can choose electives from the different academic strands under this track. These subjects include Humanities, Social Sciences, Applied Economics, Organization and Management, and Disaster Preparedness. Some subjects offered are Humanities, Social Sciences, Applied Economics, Organization and Management, and Disaster Preparedness.

### *GAS Subjects*

#### 1. Humanities

Humanities can be any of the specialized subjects in the Humanities and Social Sciences (HumSS) Strand. This could be Creative Writing / Malikhaing Pagsulat; Introduction to World Religions and Belief Systems; Creative Nonfiction; Trends, Networks, and Critical Thinking in 21st Century Culture.

#### 2. Social Science

Social Science subjects can be Philippine Politics and Governance; Community Engagement, Solidarity, and Citizenship; Disciplines and Ideas in the Social Sciences; Disciplines and Ideas in the Applied Social Sciences.

#### 3. Applied Economics

Applied Economics will discuss basic economic problems of the country; analyze market structures; and study strategies to minimize negative impact and maximize positive impact of businesses in the community.  
Organization and Management

Organization and Management introduces students to analytical tools like Political Economic Social and Technological (PEST) and Strengths Weaknesses Opportunities and Threats (SWOT) that can be used when starting business ventures.

#### 4. Disaster Readiness and Risk Reduction

Through Disaster Readiness and Risk Reduction, students will analyze disasters from

different perspectives; explain and differentiate disasters; and identify areas that are exposed and prone to destructive calamities.

*SOURCE:* <https://edukasyon.ph/about-us>

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