

Exit Preferences of Grade 12 Students

Research Article

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Abstract:

This study determined the exit preferences of Grade 12 students in the second district of Sorsogon, province division, School Year 2019-2020. The descriptive correlation method was used in the study. The respondents of the study were 645(six hundred forty-five) grade 12 students. The statistical used were the frequency, percentage and rank. Survey questionnaire were also used to analyze and interpret the data gathered.

Keywords: Exit Preferences, Grade 12 Students, Profile, Track, Factors.

INTRODUCTION

Exploring on the exit preferences of senior high school students is integral part of a successful curriculum of any implementing country. In effect, a more practical approach for education is taken by Johnson (2000), who states that the American educational enterprise should refocus on how students can best learn what they need to know in order to be able to meet the demands of the job market. Johnson believes it is extremely important to focus on educating our students differently through a multitude of integrated approaches.

As a way to help students understand the reasons why they are learning, Johnson (2000) suggests a total community effort. First, teachers need to be encouraged and reinforced by school administrators, parents and community members to create connections with the world of work. This would facilitate that understanding and ultimately incorporate the real world relevance of their subject matter into their pedagogy.

Johnson (2000) posits that it is crucial that employers do more to articulate to schools their needs in terms of learning outcomes and skills. She believes that if employers provide teachers externship and shadowing opportunities to learn about the contemporary work world and how it applies to their subject matter, teachers will be better able to apply these insights in their pedagogy, and consequently increase student learning.

Senior high school education in the Philippines has a very important impact in the country's national development. The government invested in education in the hope that students will become globally competitive. To become globally competitive, the student must be eager to see themselves what career path will they pursue in the near future. A planned and organized life and career goals can contribute to their personal and professional growth. However, adolescents in the Philippines compared to Western civilization (where K-12 system is patterned) cannot

make their own decisions at all times, especially when choosing career.

Moreover, students are fond of soliciting advice from parents, teachers, friends, peers or idolized figure. When they are confused, they cannot be able to finalize their decision. Furthermore, they may also consider other important factors such as financial status of parents, career opportunities, intellectual capacity and many more. For these reasons, this proposal is pursued to investigate the factors of undecidability of Grade 12 students in making career choices.

In the Province of Sorsogon, grade 12 serves as the preparatory level for senior high school before stepping into the next level of their career. It is recognized as the last year of secondary level of education under the K to 12 program. The students had various subjects according to their chosen strand that is under different tracks.

With the coming graduation of the third batch of Senior High School (SHS) students under the K to 12 Curriculum, the momentous event is now being anticipated with excitement by many and anxiety by some especially those who are not fully convinced of the new curriculum. Most of them are perchance undecided which track to pursue and what career to venture on with myriad factors to consider.

The Department of Education (DepEd) asserted that senior high school (SHS) graduates are fit to right after finishing high school. With the four exits envisioned for SHS graduates- higher education, entrepreneurship, employment, or middle-level skills development – the first batch of Grade 12 learners are about to become a full pledged so that they will become full-fledged contributors to social development and nation- building. The DepEd is keen to note that the K to 12 Basic Program has equipped them with values, knowledge and skills that communities, businesses and industries need, Education Secretary Leonor M. Briones said. (<https://businessmirror.com.ph>)

In choosing with the four exits, suitability to the interests of the students is given importance. Students must prefer of what degree to pursue in college, one that interest them and must also fit to their abilities so that it will not be hard for them to choose the right preference path. Being adolescent can be extremely

lonely. It is unusual to have a feeling that there is no one can turn to when problems come arise. This is the stage where major decisions and deep concerns affect the courses of their lives. Most adolescents are pressured to perform and succeed, which experience severe stress in meeting this expectation (Psychology.com, 2017).

In effect, grade 12 students need a lot of professional advice especially when it comes in choosing their exit preferences. It is in this period, where students are advised to prepare for their future worthwhile occupations. Choosing the perfect exit preference that will fit is one of the most important and crucial decision that every student has to make. This can be one of the measures whether an individual will be successful in the future or not. At this stage, self-realization, role try-outs, occupational explorations in schools and finding a job is a tentative step.

It is this stage when teenager needs guidance in the proper selection of their desired career. Where, they will arrive at the right decision considering the innate capacities, educational privilege offered to the students and other resources that society makes available for them to be more efficient and effective (DepEd, 2017)

The kind of preference a person has an affect his or her life in a great number of ways. The preferences also affect the way other people act toward you. By making a wise decision can help one's self build the life they want.

Thus, the need to explore the factors affecting the curriculum exit preferences of grade 12 students in the second district of Sorsogon Province Division is indeed pressing. This was carried-out for School Year 2019-2020 in the research locale.

OBJECTIVES

Statement of the Problem

This study determined the exit preferences of Grade 12 students in the second district of Sorsogon, province division, School Year 2019-2020.

Specifically, this study envisioned to provide philosophical answers to the hereunder questions:

1. What is the profile of the respondents in terms of:
 - a. Sex

- b. Track
 - c. Age
2. What are the preferences of the students?
 3. Is there a significant relationship between the profile of Grade 12 students and their preferences?
 4. What are the factors that affect the students' preferences along:
 - a. Personal
 - b. Family
 - c. School
 - d. Peers
 - e. Economic
 5. Is there a significant relationship between the preferences of the students and the factors that affect along the identified variables?
 6. What could be proposed based on the results of the study?

METHODOLOGY

The general concern of the study was to investigate the profile of respondents as to age, gender, and track. These research variables are considered relevant in the exit preferences of the respondents. These also formed part of establishing connections between their profile and preferences. The factors that potentially affected the preferences are also highlighted.

Directly denoting, the current research venture employed descriptive-correlational method to better explain the variables of the study. The respondents were chosen guided by the Slovin's formula to identify the respondents per school in the research locale. The basic statistics was also used to better explain the profile of the participants such frequency, percentage, rank.

The present academic piece used typical kind of convenient sampling as it strategically chose the participants of the study. The division of Sorsogon province was the research site for practical reasons foremost. Interestingly, the site of interest is compliant with the K to 12 Implementation; hence, more often than not, they have senior high school students along various tracks [Academic, TVL, Arts

and Design etc.] They also have students who may be having a hard time on their exit preferences.

For clarity, there were eight participant schools in the second district, Province of Sorsogon. These schools are perceived to have Grade 12 senior high school students under the Arts and Design, Sports, TVL, and Academic tracks; to wit, Gubat National High School, Bulan National High School, Gallanosa National High School, Matnog National High School, Prieto Diaz National High School, Bulusan National High School, Barcelona National High School and Sta. Magdalena National High School.

To capture the very essence of the study, the researcher-devised survey questionnaire was used to gather data on the profile of the participants of the study. The first part of the questionnaire is designed to know the profile in terms of sex, track and age.

Moreover, the second part is designed to establish information regarding the four exit preferences and the factors that affect the respondent curriculum exit preference in terms of personal, family, school, and economic aspect. The gathered data shall be delineated thematically.

However, to ensure that the instrument will practically measure what it intends to measure, it was subjected to editing and checking by at least three experts in the field of research instrument preparation. This action prior to questionnaire distribution is termed as *content validity*. In effect, the instrument was subjected to dry-run and obtained a Cronbach Alpha value of .7043 reliability gauge which means that the instrument is practically reliable.

The questionnaire was prepared by the researcher and submitted to the adviser and panel members for critiquing. Modifications were made in accordance with the suggestions given by the adviser and members of the panel. The panel of evaluators assisted in the correction and revision of the questionnaire. This was done last December 7, 2019. Some clarity of language used and the format of the survey questionnaire. Then it was finalized and readied for administration to the respondents.

Thus, to avoid breaching of any research rules, the approval of the dean of graduate school, likewise with

the school division superintendent shall be sought foremost prior to the conduct of study to the participant schools. This will give the researcher the go signals and safe accommodation in the research locale since proper channeling is observed.

To ensure the validity of the instrument, a dry run was conducted to one hundred (100) grade 12 students of Jaime G. Espeña National High School at Bulusan, Sorsogon last January 6, 2020. The results obtained a Cronbach Alpha value of .7043 reliability gauge which means that the instrument is practically reliable.

The researcher had personally distributed and retrieved the instruments to the first batch of four (4) schools last January 15, 2020 and the second batch of remaining four (4) schools last January 22, 2020. The data were tallied and readied for statistical interpretation. The collected data were tabulated and prepared for statistical analysis and interpretation.

The result of the data gathered from the questionnaires were tabulated, analyzed and interpreted. The researcher used frequency counts, percentage, rank and mean to determine the exit preferences of Grade 12 students.

However, to ensure the accuracy of the statistics, it necessitates the expertise of the statistician and thesis adviser.

RESULT AND DISCUSSION

Based from the data gathered, the following findings were revealed:

1. **PROFILE** of the students in terms of **Age**. Most of the respondents are ages 18 with 303 frequencies which is 45.98%, while others are ages 16 with only 1 frequency which is 1.15%, 17 with 125 frequencies which is 19.38%, 19 with 133 frequencies which is 20.62% and 20 & above 83 frequencies which is 12.87%. As to **SEX** the Male has 253 frequencies which is 39.22% and female which is the dominant that has 392 frequencies or 60.78%. With regards to **TRACK** for Academic it has 321 frequencies which is 49.77%, while TVL has 30 frequencies which is 4.71% and Arts and Design has 15 frequencies which is 2.32%.

2. The **Exit Preferences** of Grade 12 students; most of the respondents chose Higher Education with 464 frequencies which is 71.94%,

while the others want an Employment with 76 frequencies which is 11.72%, Entrepreneurship with 25 frequencies which is 3.88% and the remaining 12.46% are Middle-level Skills.

3. There was significant relationship between the profile of Grade 12 students with their preferences in Higher Education, Employment and Entrepreneurship while there was no significant relationship between the profile of the Grade 12 students with their preferences in the Middle Level Skills.

4. The **Factors that affect the Students Preferences** along **Higher Education in Personal**. The respondents are Strongly Agree to pursue college education for assurance in the future with 4.62 weighted mean and they Agree to the following factors; *The respondents want to pursue to college education aligned to their senior high school track* with 4.12 weighted mean, *They are mentally prepared for college education* with 3.79 weighted mean, *They want to study in college to become a Degree holder* with 4.27 weighted mean and *they are qualified with their current academic achievement to enter college* with 3.98 weighted mean. Along **Higher Education in Family**. The respondents agree to the following factors; *their father is very supportive to their plan to pursue college education* with 4.20 weighted mean, *their mother is very supportive to their plan to pursue college education* with 4.45 weighted mean, *their older siblings had an influence on them to pursue on college education* with 3.91 weighted mean, and *their relatives had an influence on them to pursue on college education* with 3.87 weighted mean while *because their parents are professional and they want also to become professional* the respondents Moderately Agree with 2.89 weighted mean. As to along **Higher Education in School**. The respondents agree to the two factors *the result of the National Career Assessment Exam (NCAE) is aligned to higher education course* with 3.57 weighted mean and *their general weigh average is qualified to enter to college education* with 3.94 weighted mean and the respondents Moderately Agree to the following factors; *the School Principal influenced me to pursue college education* with 3.03%, *the Guidance Counsellor was influential to me to pursue my study in college* with 2.93 weighted mean and *the subjects in Senior High School that we*

tackled is a continuation for college education with 3.85 weighted mean. With the student preferences along **Higher Education in Peers**. The respondents Agree on *Majority of their friends will continue their college education* with 3.84 weighted mean and *their friends encouraged them to pursue college education* with 3.68 weighted mean and they Moderately Agree on *they have circle of friends who decided to have one course for them* with 2.85 weighted mean, *they embrace the advice of my classmates to pursue college education* with 3.44 weighted mean and *they will study in a university where their friends enroll too* with 2.67 weighted mean. With regards to Students Preference along **Higher Education in Economic**. The respondents Agree on the available college school in their community to pursue their studies with 3.75 weighted mean, they will apply for a scholarship program to pursue my studies in college with 4.16 weighted mean and Moderately Agree on their parents are financially stable to support their college education with 3.43 weighted mean, they financially capable to pursue my college education with 3.25 weighted mean and they will apply as a working student in college to continue their studies with 3.39 weighted mean. With regards to factors that affect the Students Preference along **EMPLOYMENT in Personal**. The respondents Agree on the following factors; *they will find a job aligned to their senior high school track* with 4.11 WM, *they want to land for a job where they can practice their learned skills in Senior High School* with 4.05 WM, *they are on legal age to apply for a job* with 4.28 WM, *their personal choice to get employed after graduating Senior High School* with 4.12 WM and *they have better understanding about the job that they desire after finishing Senior High School* with 3.80 WM. Along with **EMPLOYMENT in Family**. The respondents Moderately Agree to the following factors; their older siblings influenced them to find a job where he/she is working with 3.39 WM, their relatives influenced them to find a job with 3.32 WM, their father influenced them to find a job after graduation with 3.41 WM, their mother influenced them to find a job with 3.39 WM, and the interest of their family had a factor in applying for a job with 3.37 WM. As to factors that affect the Students Preference along **EMPLOYMENT in School**. The respondents Agree on the factors that their *academic performance will help them finds job easier* with 3.89

WM, *the work immersion experience will help them find a job after graduation* with 3.97 WM and *the school teachers taught them about the competencies to perform in a specific job* with 3.55 WM while they Moderately Agree upon *their class adviser influenced them to apply for a job after graduation* with 3.13 WM and *the former students' career had a positive influence on them for applying a job after graduation* with 3.34 WM. Along with **EMPLOYMENT in Peers**. The respondents moderately agree on the factors that *their friend encouraged them to seek for a job after graduation* with 3.25 WM, *they will consider the advice they get from peers to apply for a job* with 3.34 WM, *the majority of their friends are employing for a job* with 3.01 WM, *they can apply in a company where their friends where working* with 3.07 WM and *their decision to work is due to their friend invitation* with 2.66 WM. Students Preference along **EMPLOYMENT in Economic**. The respondents Moderately Agree on the factor that *they will apply immediately to a highly established company for economic reasons* with 3.25 WM, and Agree on the factors like, *they will find a job to earn money to help my family* with 4.38 WM, *they need to work since they don't have the means to enroll in college* with 3.57 WM, *there are available employment in the community* with 3.67 WM and *the labor Market Information (LMI) in their region shows that their chosen track is employment generators* with 3.64 WM. Along with **ENTREPRENEURSHIP in Personal**. The respondents Agree on these factors; *they will venture into the world of business to apply the knowledge that they have gained in senior high school& believe that earning a small amount when stable becomes abundant* with 4.04 WM and *they believe in their own capacity and perseverance to put-up business* with 3.88 WM while Moderately Agree on factors that *they had the skills which they gained from senior high and they will create their own business* with 3.06 WM and *their personal interest in putting up business after graduating in Senior High School* with 3.24 WM. With regards to factors that affect the Students Preference along **ENTREPRENEURSHIP in Family**. The respondents Strongly Agree on factor that *the interest of my family in putting a business is powerful* with 4.35 WM, while Moderately Agree on the factors that *their family are business minded and they will*

venture also in business with 3.44 WM, and Agree on factors that *their father and mother are supportive on their decision to put up business in their locality* with 3.68 & 3.60 WM, and *the extended family member influenced them to venture in business* with 3.58 WM. Along with **ENTREPRENEURSHIP in School**. The respondents Agree on the two factors; *the school career days influenced them to venture in business and the subjects in Senior High School is a help on them to venture in business* with 3.6&3.64 WM while Moderately Agree on factors that *the Guidance Counsellor influenced them to venture in business* 2.96 WM, *their teachers in Senior High School influenced them on putting up business* with 3.44 WM and *the result of the National Career Exam (NCAE) is aligned in business* with 3.12 WM. With regards to the factors that affect the Students Preference along **ENTREPRENEURSHIP in Peers**. The respondents Moderately Agree on this factor; *they chose to venture in business similar to their friends* with 2.88 WM, *the information given by their friends in putting up business is reliable* with 3.28 WM, *their decision to venture in business comes from other students* with 2.76 WM, *their best friend advise them to be partners in business* with 3.16 WM and *the peer advise on career advocacy about employment opportunities is helpful* with 3.20 WM. With regard to Factors that affect the Students Preference along **ENTREPRENEURSHIP in Economic**. The respondents Agree on the following factors; *they foresee a better economic gain if they venture into business in their locality aligned to their senior high school track* with 3.88 WM, *they had the capital to start their business* with 3.76 WM, *the community has no existing business that are similar to their desired business* with 3.52 WM, *the economic status of their family is a factor to start their business* with 3.72 WM and *believe that they can earn money in business* with 4.48 WM. The factors that affect the Students Preference along **MIDDLE LEVEL SKILLS in Personal**. The respondents Agree upon these factors; *they will continue their studies in TESDA aligned to their senior high school* with 4.075 WM, *they are skillfully prepared to continue their learned skills in TESDA* with 3.93 WM, *they want to enhance and upgrade their capacity in TESDA* with 4.11 WM, *they want to earn a National Certificate Level II (NC II) in TESDA* with 4.28 WM and *they will continue their studies in TESDA for a*

short course with 4.14 WM. Along with **MIDDLE LEVEL SKILLS in Family**. The respondents Moderately Agree upon these factors; *their siblings are TESDA graduates so they will also do the same* with 2.85 WM, *their father and mother influenced them to continue their studying in TESDA* with 2.86 & 3.26 WM, and *their parents are skilled workers and they will follow their career in studying at TESDA* with 2.8 WM while Less Agree on factor that *the dominant profession in their family is acquired in TESDA* with 2.17 WM. Along with **MIDDLE LEVEL SKILLS in School**. The respondents Agree upon the following factors; *their General Weight Average(GWA)in Senior High School is qualified to enter to TESDA* with 3.55 WM and *the work Immersion influenced them to pursue their course in TESDA* with 3.74 WM, while Moderately Agree on the following factors; *the result of the National Career Assessment Exam (NCAE) is aligned to short term course* with 3.31 WM, *the Career Guidance Counsellor was influential to pursue their study in TESDA* with 3.16 WM and Less Agree on *the school career days influenced them on their chosen course in TESDA* with 3.69 WM. Along with **MIDDLE LEVEL SKILLS in Peers**. The respondents Moderately Agree upon the following factors; *their classmates influence them to continue studying in TESDA* with 3.05 WM, *they embrace the advice of their friends to continue their learning in TESDA* with 3.25 WM, *the Information given by their friends is always reliable about TESDA & the Peer influence them regarding their preference to choose TESDA* with 3.2 WM, *the peer advice about career advocacy is helpful in continuing their study in TESDA* with 3.375 WM. Along with **MIDDLE LEVEL SKILLS in Economic**. The respondents Agree upon the following factors; *they will apply for scholarship program in TESDA to continue their studies* with 3.84 WM, *their parent income is not sufficient for their studies in universities so they will enroll in TESDA* with 3.725 WM, *they consider the short span of time studying in TESDA* with 3.875 WM, *they can earn money while studying at TESDA* with 3.75 WM and *the economic status of their family is a factor in their decision to continue in TESDA* with 3.675 WM.

5. There is a significant relationship between the preferences of the students in Higher Education and Employment while there is no significant relationship between preferences of the students in

Entrepreneurship and Middle Level Skills and the factors that affect them along the identified variables.

Based from the findings, the following **CONCLUSIONS** are drawn:

1. The profile of the students along age, sex and track. Most of senior high school students aged 18 and 19. The female is dominant than male. Most of the senior high school students preferred Academic track and TVL.

2. The exit preferences of grade 12 students is higher education.

3. There was significant relationship between the profile of Grade 12 students with their preferences in Higher Education, Employment and Entrepreneurship while there was no significant relationship between the profile of the Grade 12 students with their preferences in the Middle Level Skills.

4. The factors that affect the student preferences. The student preference in higher education along personal, family and economic is interpreted as *agree* and school and peers are interpreted as *moderately agree*. The student preference in employment along personal, school and economic is interpreted as *agree* and *moderately agree* in terms of family and peers. The student preference in entrepreneurship along personal, family and economic is interpreted as *agree* and *moderately agree* along school and peers. The student preference in middle level skills along personal and economic is interpreted as *agree* and *moderately Agree* along family, school and peers.

5. There is a significant relationship between the preferences of the students in Higher Education and Employment while there is no significant relationship between preferences of the students in Entrepreneurship and Middle Level Skills and the factors that affect them along the identified variables.

6. A plan of action be made to address the factors that affects the Grade 12 student preferences along personal, family, school, peers and economic.

RECOMMENDATIONS:

1. Grade 12 students may pursue their college aligned to their chosen track in Senior High School to

become professional and to acquire nice life in the future.

2. Students must apply for a scholarship program to pursue their studies in college.

3. In choosing a course in college, students must prefer professional and vocational course.

5. The parent is the key and the support of the whole family is the best way to grade 12 students to have a good life someday.

6. Grade 12 students must select appropriate school suited to their chosen course in college.

7. If the family of the Grade 12 student cannot send him/her to college, he/she must apply for a job related to his/her track in Senior High School.

8. The plan of action designed be given due consideration by every school head for the grade 12 students and be implemented.

9. Further researchers related to the present study be conducted. To verify and enhanced the present research.

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