

# Senior High School Students Preference Among the Four Curriculum Exits in the K-12 Program

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**Abstract**— This study aimed to determine the extent of awareness of students about the following curriculum exit along with: (a) higher education; (b) middle-level skills development; (c) entrepreneurship; and (d) employment; and determine the chosen exit of Grade 12 students of Guruyan National High School about the following curriculum exits; (a) higher education; (b) middle-level skills development; (c) entrepreneurship; and (d) employment. This study utilized descriptive survey method to gather data from 30 senior high school students of Guruyan National High School of Juban Sorsogon.

**Keywords**— curriculum exits, k-12 program, senior high school, students.

## I. INTRODUCTION

The Department of Education is the key government agency responsible for molding education and the development of manpower. Its mission is to provide a basic quality education that is accessible to all and set the foundation for lifelong learning and service for the common good. The role of the Department is to make and lead the national education policy framework on curriculum development and management for the Department and develop special curriculum programs appropriate for all types of learners. Education is a process of expediting learning and acquiring knowledge, values, and virtue. It shares to the development of better people around the globe. It is more of a continuing method in which people gain information, skills, and ethics. The Philippines' educational system has responded by going through several reforms to address the growing needs of the dynamic nature of modern learners. Such reforms have provided meaningful opportunities for the student to acquire innovation, media and technology communication, and life skills that are embedded in the new Senior High School curriculum, which serves as an essential step in improving the Philippines' global competitiveness and making it part of international standards.

According to DepEd Memo No. 169, s. 2018, it is highlighted that after gaining sufficient knowledge, skills, and attitude, learners are given the chance to choose the curriculum exits they will be pursuing after graduation namely, higher education, middle-level skills development, entrepreneurship, and employment.

Curriculum exit refers to doors of opportunities that you are going to move through after your exit. Its main

purpose is to make the students more enlightened on what to do and where to go after Senior High School.

A career decision is very important for a Senior High School graduating student to take since doing it is a lifelong process (Georgia Career Information Center, 2013).

It is a continuous process throughout development. As Nelson Mandela said, "Education is the most powerful weapon which you can use to change the world".

## II. METHODS

### A. Research Design

This study utilized descriptive survey method to determine the choices of graduating students in Guruyan National High School in terms of higher education, middle-level skills development, entrepreneurship, and employment. Also, the quantitative method was used to collect, analyze, and summarize the choices exit of grade 12 students in Guruyan National High School.

### B. Population and Sample

This study was conducted in Guruyan National High School during the School Year 2022-2023. The respondents of the study were 30 senior high school students who were currently enrolled in the said school.

### C. Number of Respondents

Name of School	Male		Female		Total	
	N	%	N	%	N	%
Guruyan National High School	15	50%	15	50%	30	100%

**D. Instrument Used**

The researcher used the descriptive survey questionnaire to determine the possible curriculum exit of Grade 12 Senior High School students. The questionnaire was consisted of 4 domains or curriculum exits such as higher education, middle-level skills development, entrepreneurship, and employment. Each domain is composed of questions that will determine the preference of Grade 12 students.

**E. Data Analysis Procedure**

The statistical tools used to analyze and interpret the results of the study were percentage and weighted mean to determine the chosen curriculum exit of the Grade 12 student of Guruyan National High School.

**III. RESULTS AND DISCUSSION**

The study presented the analysis and interpretation of the data gathered from the respondents.

**1. Determine the extent of awareness of students about the following curriculum exit along with higher education, middle-level skills development, entrepreneurship, and employment.**

*Table 1A: Students' Awareness in Terms of Higher Education*

GENDER	AWARE	MODERATELY AWARE	NOT AWARE
	%	%	%
<b>MALE</b>	43.30	3.30	3.30
<b>FEMALE</b>	36.70	13.30	0.00
<b>TOTAL</b>	80.00	16.70	3.30

The table above shows that 43.30% of male were aware of higher education, and 3.30% were both for moderately aware and not aware. 36.70% of female were aware of higher education, 13.30% were moderately aware while those not aware got 0.00%. All-in-all, there were 80.00% of the students were aware of higher education, 16.70% moderately aware and 3.30% were those students who were not aware.

*Table 1B: Students' Awareness in Terms of Middle-Level Skills Development*

GENDER	AWARE	MODERATELY AWARE	NOT AWARE
	%	%	%
<b>MALE</b>	36.70	0.00	13.30
<b>FEMALE</b>	36.70	13.30	0.00
<b>TOTAL</b>	73.40	13.30	13.30

The table shows that 36.70% of male were aware of middle-level skills development, 0.00% for moderately aware and 13.30% were not aware. 36.70% of female were aware of middle-level skills development, 13.30% were moderately aware while those not aware get 0.00%. All-in-all, there were 73.30% of the students were aware of middle-level skills development, and both moderately aware and not aware got 13.30%.

*Table 1C: Students' Awareness in Terms of Entrepreneurship*

GENDER	AWARE	MODERATELY AWARE	NOT AWARE
	%	%	%
<b>MALE</b>	36.70	10.00	3.30
<b>FEMALE</b>	40.00	10.00	0.00
<b>TOTAL</b>	76.70	20.00	3.30

The table shows that 36.70% of male were aware of entrepreneurship, 10.00% were moderately aware and 3.30% were not aware. 40.00% of female were aware of entrepreneurship, 10.00% were moderately aware while those not aware got 0.00%. All-in-all, there were 76.70% of the students were aware of entrepreneurship, 20.00% were moderately aware and 3.30% were students who were not aware.

*Table 1D: Students' Awareness in Terms of Employment*

GENDER	AWARE	MODERATELY AWARE	NOT AWARE
	%	%	%
<b>MALE</b>	36.70	6.70	6.70
<b>FEMALE</b>	40.00	10.00	0.00
<b>TOTAL</b>	76.70	16.70	6.70

The table shows that there were 36.70% of male students were aware of employment, 6.70% were moderately aware and 6.70% of male students were not aware of employment. Of the female students, there were 40.00% that were aware of employment which means that the female percentage was higher than the male. 10.00% were moderately aware while 0.00% was not aware. All-in-all, there are 76.70% of students were aware of employment, 16.70% were moderately aware, and 6.70% were those students who are not aware.

Most of the senior high school graduating students were geared toward pursuing their studies in higher education (Kolehiyo). Also, it is significantly noticeable that some students wanted to find a job after graduation (Trabaho) to help their parents. Although career guidance is being

highlighted in the curriculum program, there are still students who can't decide what to take after graduation (Bacaling, 2018).

**2. Determine the chosen exit of Grade 12 students of Guruyan National High School about the following curriculum exits: higher education, middle-level skills development, entrepreneurship; and employment.**

GENDER	EMPLOYMENT	HIGHER EDUCATION	MIDDLE-LEVEL SKILL DEVELOPMENT	ENTREPRENEURSHIP
	%	%	%	%
MALE	30.00	20.00	0.00	0.00
FEMALE	6.70	30.00	0.00	13.30
TOTAL	36.70	60.00	0.00	13.30

As reflected in the table above there were 30.00% of male students have chosen employment, 20.00% in higher education while middle-level skill development and entrepreneurship got 0.00%. Of the female students, there were 6.70% that have chosen employment, 30.00% in higher education, 0.00% in middle-level skills development, and 13.30% in entrepreneurship. All-in-all, there were 36.70% of the students who have chosen employment, 60.00% in higher education, 0.00% in middle-level skills development, and 13.30% in entrepreneurship.

The shift from the Basic Education Curriculum (BEC) to the K-12 Curriculum emphasized honing the skills and career pathways of Filipino learners. The K-12 Curriculum prepared students to be globally competitive individuals. Moreover, it was highlighted in the senior high school program the vitality of career decisions and the four curriculum exits (Trabaho, Negosyo, Kolehiyo, and Middle Skills Development.) (Bacaling, 2018).

**IV. CONCLUSION**

Based on the findings, the following conclusions were drawn: (1) The extent of awareness of students about the following curriculum exit along with higher education, middle-level skills development, entrepreneurship, and employment. It revealed that majority of students are aware of the four curriculum exits. No doubt that some students are able to pursue their chosen career path as they are about to exit on senior high school. (2) The chosen exit of Grade 12 students of Guruyan National High School about the following curriculum exits: higher education, middle-level skills development, entrepreneurship; and employment. It revealed that

majority of the students would like to take step in higher education followed by employment and entrepreneurship. It manifested that students show interest in going to school after their years in senior high school. Some planned for employment, and some planned to go with business.

**V. RECOMMENDATIONS**

The following recommendations were offered: (1) Schools should conduct a timely-relevant orientation to help learners best choose their career path as they were about to go out of their senior years so that they can equip themselves with knowledge and plan of time. (2) Teachers should be trained to deliver the vital role of the four curriculum exits in shaping learners. (3) Encourage all partners of the Department of Education (DepEd) to support the endeavors of the K to 12 Curriculum Program.

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